

**AN ANALYSIS OF STUDENTS' ERROR IN MAKING NOUN CLAUSE
AS THE OBJECT OF VERB IN THE FIRST SEMESTER OF THE
ELEVENTH GRADE OF SMKN 2 BANDAR LAMPUNG
IN THE ACADEMIC YEAR OF
2018/2019**



A Thesis

**Submitted as a Partial Fulfillment of
The Requirement for S-1 Degree**

By:

**RANTY ADE PUSPITA
NPM. 1411040139**

Study Program : English Education

**TARBIYAH AND TEACHER TRAINING FACULTY
ISLAMIC STATE OF UNIVERSITY
RADEN INTAN LAMPUNG
1440 H / 2019 M**

**AN ANALYSIS OF STUDENTS' ERROR IN MAKING NOUN CLAUSE
AS THE OBJECT OF VERB IN THE FIRST SEMESTER OF THE
ELEVENTH GRADE OF SMKN 2 BANDAR LAMPUNG
IN THE ACADEMIC YEAR OF
2018/2019**



A Thesis

**Submitted as a Partial Fulfillment of
The Requirement for S-1 Degree**

By:

**RANTY ADE PUSPITA
NPM. 1411040139**

Study Program : English Education

Advisor : Rohmatillah, M. Pd

Co – Advisor : Yulan Puspita Rini, M. A

**TARBIYAH AND TEACHER TRAINING FACULTY
ISLAMIC STATE OF UNIVERSITY
RADEN INTAN LAMPUNG
1440 H / 2019 M**

ABSTRACT

AN ANALYSIS OF STUDENTS' ERROR IN MAKING NOUN CLAUSE AS THE OBJECT OF VERB IN THE FIRST SEMESTER OF THE ELEVENTH GRADE OF SMKN 2 BANDAR LAMPUNG IN THE ACADEMIC YEAR OF 2018/2019

By:

RANTY ADE PUSPITA

This research was conducted based on the phenomena that happened in the school. Grammar is one of important components in English. The students at the eleventh grade of SMKN 2 Bandar Lampung still made errors especially in noun clause as the object of verb. The objectives of this research were to classify the types of errors done by students in making noun clause as the object of verb, then to find out the causes of error, and to know the proportions of their errors made by students at the eleventh grade of SMKN 2 Bandar Lampung in the academic year of 2018/2019.

The research methodology used was descriptive qualitative. The data were taken from students' task. The populations of this research were two classes which consist of 78 students. The sample this research was the students of eleventh grade of architecture 1 which consist of 38 students who made 489 errors in making noun clause as the object of verb based on Linguistic Category Taxonomy. In this case, the researcher identified and described the errors and investigated the students' causes of error. After that, the proportions of error were calculated by using percentage formula.

The result of the research showed that there are types of errors in noun clause as the object of verb made by students based on Linguistic Category Taxonomy. They are errors in morphology, errors in syntax, errors in skeleton of English clauses, and errors in auxiliary system. The causes of error that students made in this research were overgeneralization, incomplete application of rule, ignorance rules of restriction and false concepts hypothesized. The proportions of errors were 176 items of syntax errors (36%), 147 items of auxiliary system errors (30%), 126 items of morphology errors (26%), and 40 items of skeleton of English clauses errors (8%).

Keyword: *Error Analysis, Noun Clause, Object of Verb.*



KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI RADEN INTAN LAMPUNG
FAKULTAS TARBIYAH DAN KEGURUAN

Alamat: Jl.Letkol H.Endro Suratmin, Sukarame, Bandar Lampung 35131 Telp.(0721)783260

APPROVAL

Title : AN ANALYSIS OF STUDENTS' ERROR IN MAKING NOUN CLAUSE AS THE OBJECT OF VERB IN THE FIRST SEMESTER OF THE ELEVENTH GRADE OF SMKN 2 BANDAR LAMPUNG IN THE ACADEMIC YEAR OF 2018/2019.

Student's Name : Ranty Ade Puspita
Student's Number : 1411040139
Study Program : English Education
Faculty : Tarbiyah and Teacher Training

APPROVED

**was tested and defended in the examination session
at Tarbiyah and Teacher Training Faculty, State Islamic University
Raden Intan Lampung**

Advisor

Rohmatillah, M.Pd
NIP. 198105082007102001

Co-Advisor,

Yulan Puspita Rini, M.A
NIP. 198607112015032003

**The Chairperson of
English Education Study Program**

Meisuri, M.Pd
NIP. 198005152003122004



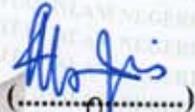
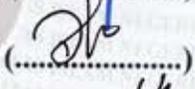
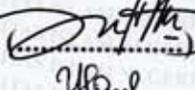
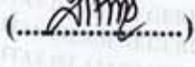
**KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI RADEN INTAN LAMPUNG
FAKULTAS TARBIYAH DAN KEGURUAN**

Alamat: Jl.Letkol H.Endro Suratmin, Sukarame, Bandar Lampung 35131 Telp.(0721)783260

ADMISSION

A thesis entitled: **“AN ANALYSIS OF STUDENTS’ ERROR IN MAKING NOUN CLAUSE AS THE OBJECT OF VERB IN THE FIRST SEMESTER OF THE ELEVENTH GRADE OF SMKN 2 BANDAR LAMPUNG IN THE ACADEMIC YEAR OF 2018/2019”** by: **RANTY ADE PUSPITA, NPM: 1411040139, Study Program: English Education**, was tested and defended in the examination session held on: **Monday, April 15th 2019.**

Board of examiners:

The Chairperson	: Meisuri, M. Pd	
The Secretary	: Istiqomah Nur Rahmawati, M. Pd	
Primary Examiner	: Nunun Indrasari, M. Pd	
The Second Co-Examiner	: Yulan Puspita Rini, M. A	

**The Dean of
Tarbiyah and Teacher Training Faculty**

Prof. Dr. H. Chairul Anwar, M. Pd
NIP: 195608101987031001

DECLARATION

At this moment, I declare that this undergraduate thesis entitled “An Analysis of Students’ Error in Making Noun Clause as the Object of Verb in the First Semester of the Elventh Grade of SMKN 2 Bandar Lampung in the Academic Year of 2018/2019” is entirely my work. I am accurately aware of the fact that I have quoted some statements and ideas of various sources and I duly acknowledged them in this thesis.



Bandar Lampung, April 15th 2019

The Researcher

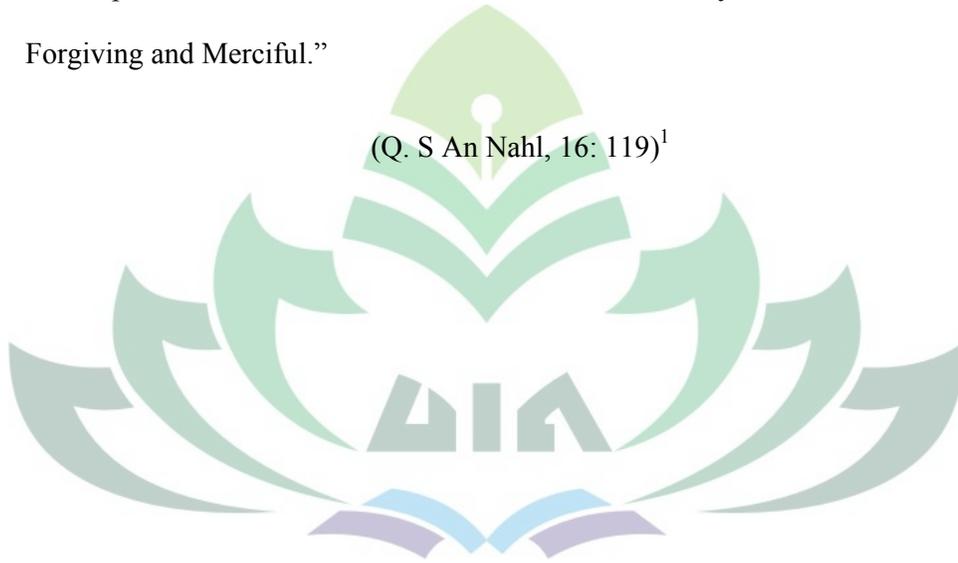
Ranty Ade Puspita
NPM. 1411040139

MOTTO

ثُمَّ إِنَّ رَبَّكَ لِلَّذِينَ عَمِلُوا السُّوءَ بِجَهْلَةٍ ثُمَّ تَابُوا مِنْ بَعْدِ ذَلِكَ وَأَصْلَحُوا إِنَّ رَبَّكَ مِنْ بَعْدِهَا لَعَفُورٌ رَحِيمٌ 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.”

(Q. S An Nahl, 16: 119)¹



¹ *Al Qur'an 3 Bahasa: Arab, Indonesia, Inggris*, (Depok: Al Huda Kelompok Insani, 2009) Al-Kolalm: 1, pp. 523-524.

DEDICATION

Praise and gratitude to Allah the Almighty for His abundant blessing to me, and from my deep heart and great love, This thesis is dedicated to:

1. My beloved parents, my great father Mr. Rusmadi and my great mother Mrs. Saparida who always support, advice, pray, and do everything for their children. The biggest thanks go to both of you, I highly love you so much, dad and mom;
2. My beloved young brother, Alm. Achmad Ridho Ferdian who always becomes as a source of my motivation in everything I do;
3. My beloved friends, who always cheer me up, give me support, help, and pray until finished this thesis.
4. My beloved lecturers and Almamater UIN Raden Intan Lampung that had contributed a lot for my development.

CURRICULUM VITAE

The researcher's name is Ranty Ade Puspita. She was born on May, 15th 1996 in Bandar Lampung. She lives on Langkapura, Bandar Lampung. She is the first child of two children whom her parents' names are Mr. Rusmadi and Mrs. Saparida. She has one young brother who had passed away in three years ago. His name is Achmad Ridho Ferdian.

The researcher began her study to Kindergaten Tut Wuri Handayani, Langkapura, Bandar Lampung in the 2001/2002 academic year. Then, she continued her study to State Elementary School 2 Labuhan Ratu, Kedaton, Bandar Lampung in 2002 and graduated in 2008. Next, she continued her study to State of Junior High School 22 Bandar Lampung and graduated in 2011. After that, she continued her study to State of Senior High School 16 Bandar Lampung and graduated in 2014.

After graduating from her study in Senior High School, she continued to study in Raden Intan State Islamic University Lampung in Bandar Lampung as an S1-Degree student of English Education in Tarbiyah and Teacher Training Faculty majoring Raden Intan State Islamic University Lampung. The researcher joined too in Association of scholarship "Bidikmisi" which is called AMPIBI 2014 for about four years.

ACKNOWLEDGMENT

First of all, Praise to Allah the almighty, the Most Merciful, the Most Beneficent for His blessing and mercy given to the researcher during her study to this thesis. Then, peace and salutations be upon may always be sent to Prophet Muhammad S.A.W, with his family and his followers.

This thesis is presented to the English Education Study Program of Raden Intan State Islamic University Lampung. The primary aim of writing this thesis is to fulfill students' partial fulfillment of the requirement to obtain S-1 degree.

Then, the researcher would like to thank the following people for their ideas, time, and guidance for this thesis:

1. Prof. Dr. H. Chairul Anwar, M. Pd, the Dean of Tarbiyah and Teacher Training Faculty UIN Raden Intan Lampung with his staff, who has given an opportunity and forbearance when on going the study until the accomplishment of this thesis.
2. Meisuri, M. Pd, the Chairperson of English Education Study Program at UIN Raden Intan Lampung.
3. Rohmatillah, M. Pd, as an Advisor for her guidance, helped, and spent countless time given to the researcher to finish this thesis for its betterment.
4. Yulan Puspita Rini, M.A, as a Co- Advisor, who has always patiently guided, helped, supervision especially in correcting and given countless time for the researcher to finish this thesis as well.

5. Drs. Firdaus, M. M, the Principal, Susilo Cendrawanto, M. Pd, an Assistant Principal for Curriculum, and Dra. Siti Aminah as an English Teacher of SMKN 2 Bandar Lampung for allowing her to carry out the research in their institution for giving the contribution while she was conducting the research there.
6. All of students at the first semester of the eleventh grade of SMKN 2 Bandar Lampung in the academic year of 2018/2019, for giving nice participation during the learning process in conducting research.
7. All lecturers of English Education Study Program in UIN Raden Intan Lampung who have given her support and spirit for her study.
8. All friends of UIN Raden Intan Lampung especially for English Education 2014, PBI C '14, AMPIBI '14, KKN 242 '17, PPL 47 '17 and also alumnus of SMAN 16 Bandar Lampung '14 that cannot be mentioned individually here.
9. All of my senior in the College, Azizah Khusnul Hanifah, S. Pd, and Suci Novianti, S. Pd, who always support and give me motivation.

Finally, the researcher is fully aware that there are still a lot of weaknesses in this thesis. For this, the researcher truthfully expected criticism and suggestion from the readers to enhance the quality of the thesis.

Bandar Lampung, April 15th 2019
The Researcher,

Ranty Ade Puspita
NPM.1411040139

TABLE OF CONTENTS

TITLE	i
ABSTRACT	ii
APPROVAL	iii
ADMISSION	iv
DECLARATION	v
MOTTO	vi
DEDICATION	vii
CURRICULUM VITAE	viii
ACKNOWLEDGEMENT	ix
TABLE OF CONTENTS	xi
LIST OF TABLES	xiii
LIST OF APPENDICES	xiv

CHAPTER I : INTRODUCTION

A. Background of the Problem.....	1
B. Identification of the Problem.....	7
C. Limitation of the Problem	7
D. Formulation of the Problem.....	7
E. Objectives of the Research	8
F. Significant of the Research.....	8
G. Scope of the Research	9
1. Subject of the Research	9
2. Object of the Research.....	9
3. Place of the Research.....	9
4. Time of the Research.....	9

CHAPTER II : REVIEW OF LITERATURE

A. Error and Error Analysis	10
1. Concept of Error.....	10
2. Concept of Differences between Error and Mistake	11
3. Concept of Error Analysis	15
4. Causes of Error.....	17
5. Procedure of Error Analysis.....	19
B. Error Analysis Taxonomy	20
1. Linguistic Category Taxonomy.....	20
2. Surface Strategy Taxonomy.....	21
3. Comparative Taxonomy	21
4. Communicative Effect Taxonomy	21
C. Concept of Linguistic Category Taxonomy	22
D. Concept of Structure	28
E. Concept of Sentence and Clause.....	30
1. Concept of Sentence.....	31

2. Concept of Clause	32
F. Concept of Noun Clause	34
1. The Functions of Noun Clause.....	35
2. Types of Clauses	37
G. Concept of Analysis Students' Error in Noun Clause.....	39

CHAPTER III : RESEARCH METHODOLOGY

A. Research Design	42
B. Research Subject.....	43
C. Sampling Technique	44
D. Research Procedure.....	45
E. Data Collecting Technique.....	47
F. Ressearch Instrument	48
G. Trustworthiness of the Data.....	48
H. Data Analysis.....	49

CHAPTER IV: RESEARCH FINDING AND DISCUSSION

A. Finding of the Research.....	51
1. Types of Error Made by Students in Noun Clause as the Object of Verb Based on Linguistic Category Taxonomy	51
2. Causes of Error made by Students in Making Noun Clause as the Object of Verb	52
3. Proportions of the Data.....	53
B. Discussion of the Research.....	54
1. Discussion of Types of Students' Error in Noun Clause as the Object of Verb	55
2. Discussion of Causes of Error Made by Students in Noun Clause as the Object of Verb	75
3. Discussion of Proportions of the Data.....	78

CHAPTER V: CONCLUSION AND SUGGESTION

A. Conclusion	80
B. Suggestions.....	81

REFERENCES	83
-------------------------	-----------

APPENDICES	86
-------------------------	-----------

LIST OF TABLES

Table 2.1	The Differences between Error and Mistake	15
Table 2.2	A Sample Linguistic Category Taxonomy	23
Table 2.3	A Sample Linguistic Category Taxonomy	24
Table 2.4	A Sample of Noun Clause.....	37
Table 3.1	Number of the Students at the First Semester of the Eleventh Grade of Architecture of SMKN 2 Bandar Lampung in the Academic Year of 2018/2019	43
Table 3.2	Score the Students at the Second Semester of the Eleventh Grade of Architecture of SMKN 2 Bandar Lampung in the Academic Year of 2017/2018 (Pre-Research)	44
Table 4.1	The Types of Error in Noun Clause as the Object of Verb Made by Students.....	51
Table 4.2	The Causes of Error in Making Noun Clause as the Object of Verb	53
Table 4.3	The Percentages of Students' Errors in Making Noun Clause as the Object of Verb.....	54

LIST OF APPENDICES

Appendix 1 Table of Data of Students' Score 1 & 2	88
Appendix 2 Interview Guideline the Teacher in Preliminary Research	90
Appendix 3 Transcript and Interview Result the Teacher in Preliminary Research.....	91
Appendix 4 Students' Task	94
Appendix 5 The Documentation of Students' Task	97
Appendix 6 The Correction of Students' Error	103
Appendix 7 Table Classification of Error and Causes of Error	142
Appendix 8 The Calculation of the Types of Error	145
Appendix 9 Application Research Letter	146
Appendix 11 Syllabus of SMK	149
Appendix 12 Students' Photos	151
Appendix 13 Control Card.....	154

CHAPTER I INTRODUCTION

A. Background of the Problem

English as an international language is the most widely used by society for communication and international contact in the world. It also has become the popular language which is learnt by most people in many areas because English serves many sectors. It is supported by Harmer who states:

“English is a language used widely for communication between people who do not share the same first (or even second) language. English is also, of course, a mother tongue for many people in the world, through as we shall see, such ‘native speakers’ are increasingly out-numbered by people who have English as a second or third language and use it for international communication.”¹

It means that English is an important language that must be mastered by the people who want to communicate with other people from different countries. It is an International language has been taught in almost all countries in the world. In addition, Allah SWT, in holy Qur’an said about good communication in Surah An-Nisa/4: 63:

أُولَئِكَ الَّذِينَ يَعْلَمُ اللَّهُ مَا فِي قُلُوبِهِمْ فَأَعْرِضْ عَنْهُمْ وَعِظْهُمْ وَقُلْ لَهُمْ فِي أَنفُسِهِمْ
قَوْلًا بَلِيغًا ٦٣

“Those are the ones of whom Allah knows what is their hearts, so turn away from them but admonish them and speak to them a far-reaching word.”²

¹ Jeremy Harmer, *The Practice of English Language Teaching 4th Edition*, (Cambridge: Pearson Longman, 2007), p. 13.

² *Al Qur’an 3 Bahasa: Arab, Indonesia, Inggris*, (Depok: Al Huda Kelompok Insani, 2009) Al-Qolam: 1, p. 157.

This verse told about how to warn a community with good communication. The verse can be interpreted as fluent and precious talk, interoperable, and be able to inform the message well. Besides that, by domain it touched, it can be called as effective communication. When people interact with others in society at anytime and anywhere they must use a language. Without language, people will find some troubles when they do their activities and toward the others.

Harmer stated that in English there are two skills which will be learned by the English learners; receptive and productive skills.³ The receptive skills are listening and reading. Learners do not need to produce language to do these. They just have to receive and understand it. These skills are sometimes known as passive skills. In the other hand, the productive skills are speaking and writing. Learners doing those skills need to produce language and they are also known as active skills.⁴

Based on the explanation above, it can be concluded that receptive skills mean to receive language. It can be defined that by using listening and reading, a language learner cannot express their ideas and their thoughts in written and spoken form because those skills just accept and understand from sources around without give the response. There are also productive skills mean to produce language. It can be defined that by using speaking and writing, a language learner can express their ideas and their thoughts in written or spoken form. In speaking, if a speaker makes any mistakes, it can be tolerated as long as the listener can get the

³ Jeremy Harmer, *Op. Cit 3rd Edition*, (Essex: Longman, 2001), p. 199.

⁴ *Ibid*, p. 246.

meaning. Meanwhile, in writing a writer does not just put words on a page of paper to express their ideas or thoughts. But, a writer has to examine an appropriate the words and sentences, fresh, focused and he/she has grammatical structures for the ideas.

In Indonesia, people use English as a foreign language. English is not used by the people as a tool of communication, but it is learned and taught to the students as a subject. It is taught as a compulsory subject to the students from junior high school to university. Setiyadi states that English is learned in Indonesia by talking about the grammatical rules of English and the errors are always corrected.⁵ The problem faced by language learners may appear in learning the target language, because of differences in grammar that language learners may find it difficult to understand the system of the target language.

Discussing about grammatical rule, writing is one of aspects that depend on grammatical rule. One of grammatical rule is clause. Clause divided into three parts, namely noun clause, adverbial clause, and adjective clause. The three of them are very important to learn, especially noun clause.

Lester states that noun clause is a dependent clause which functions the same way as a noun does.⁶ For example, “That John is the best in the class is not true.” The form of noun clauses are (a). Beginning with WH- words (who whom, whose, what, which, why, where, and when). For example, “What the teacher has

⁵ A.g Bambang Setiyadi, *Teaching English as a Foreign Language*, (Yogyakarta: Graha Ilmu, 1st Published, 2006), p. 21.

⁶ Mark Lester, *English Grammar Drills*, (New York: Hill Companies, 2009), p. 91.

explained to us is not that clear”. (b). Beginning with That. For example, “That he is a liar seems quite obvious”. (c). With That deletion. For example, “I know you are fine”.

The functions of noun clause are subject of clause, object of verb, and object of a preposition, subject complement, object complement, and object of preposition.⁷ For example, “Most students know that it is holiday today.” The sentence above is one of function of noun clause as an object of transitive verb.

Noun clause is very important to be analyzed because the students are still making errors when they asked to construct it. Errors are made by the students can be categorized as a systematic or an unsystematic. According to Corder in Larsen-Freeman and Long, the systematic competence is called an error.⁸ The students did not realize that they were making errors.

Based on the preliminary research that the researcher did in SMKN 2 Bandar Lampung on 21th of February 2018, the researcher gained some data from students’ writing task about noun clause. The researcher found that students had got difficulties in arranging noun clauses especially noun clause as the object of verb in their writings. They are still confused in using noun clause and the students had misunderstood toward noun clause because they had not fully mastered the noun clause rule.

⁷ George E. Wishon and Julia M. Burks, *Let’s Write English*, (New York: Litton Educational Publishing, 1980), pp. 174-175.

⁸Diane Larsen-Freeman and Michael H. Long, *An Introduction to Second Language Acquisition Research*, (Routledge: Routledge group: 2014), p. 58.

The researcher found grammatical errors in noun clause as follows:

1. I did not understand **why your friend bring some boxes** yesterday.
2. I could not hear **what she was saying**.
3. She thanked to the woman **who helps her** last night.

As the phenomena that the researcher found in preliminary research, there are some errors which students made in their clauses. In the first number (1) it should be why your friend brought some boxes. Because it use irregular past tense, so the student should be use the verb **brought**. For the second number, **what she was saying** should be the correct with using past tense, so the correct was **what she siad**. The last number, it should be **who helped her** instead of **who helps her**. The correct of clauses:

1. I did not understand **why your friend brought some boxes** yesterday.
2. I could not hear **what she said**.
3. She thanked to the woman **who helped her** last night.

Based on the explanation above, this research would like to analyze the students' error in making noun clause as the object of verb in SMKN 2 Bandar Lampung.

In this research, researcher referred to same researches as the previous research about an error analysis. Firstly, Kusumadewi discussed in her journal bout Analysis of Students Error in constructing Nominal Clause in the third semester students at Indraprasta PGRI University. It was focused on analyzed the students' error in constructing nominal clause may be used as a subject or direct object of the verb, as a predicate noun, as object of the preposition, or as an appositive. The

result shows that students made errors while constructing Nominal Clause beginning with Question Words, Nominal Clause with If/Whether, Nominal Clause with –That.⁹

Secondly, Uyen discussed “An Analysis of Errors in the Use of Noun Clauses Made by Senior English Major Students at Van Hien University”. The data were taken from thirty academic essays. The result of this research revealed that 35 omission errors (51%), 15 misformation errors (22%), 13 addition errors (19%), 6 misordering errors (8%).¹⁰

Based on discussion of previous studies, it can be inferred that there were similarities in topic such as error analysis based on surface strategy taxonomy. Although in the first previous study had discussed about error analysis nominal clause, but this previous study analyzed about all functions of nominal clauses and used all of connectors in the research. Both of them have many differences by previous ones for this research. The differences were selected on the topic more specific, and choosing error taxonomy for next research. Because of that, this research only focuses on “An Analysis of Students’ Error in Making Noun Clause as the Object of Verb in the First Semester of the Eleventh Grade of SMKN 2 Bandar Lampung in the Academic Year of 2018/2019”.

⁹ Hermariyanti Kusumadewi, “An Analysis of Students’ Error in Constructing Nominal Clause” *Journal of Wanastra Vol. IX No. 2*, 2017, (South of Jakarta: Universitas Indraprasta PGRI) (On-Line) Accessed on: <http://ejournal.bsi.ac.id/pdf> (August, 28th 2018 23:23).

¹⁰ Ngunyen Thi Loc Uyen, et.al., An Analysis of Error in the Use of Noun Clauses Made By Senior English Major Students at Van Hien University, *Journal of Science Vol. 5 No. 2*, (Van Hien: Van Hien University, 2017), p. 63 (On-Line) Accessed on: <http://vhu.edu.vn> (January, 21th 2019 06:09)

B. Identification of the Problem

Based on the background of the problem above, the identification of the problem as follows:

1. The students were confused with noun clause rule in arranging noun clause.
2. The students frequently made errors in making noun clause especially noun clause as the object of verb.

C. Limitation of the problem

The problem of this research was limited to make it more focus. In SMK, there were many interesting aspects to study, and this research only focused on analyzing the students' error isn grammatical rule with WH- words in making noun clause as the object of verb in the first semester of the eleventh grade students of SMKN 2 Bandar Lampung in the academic year of 2018/2019.

D. Formulation of the Problem

Based on the identification of the problem, there were three formulations of problems which could be formulated. The problems could be stated as follows:

- a. What were the types of error made by students in making noun clause as the object of verb in their sentences?
- b. What were the causes of error made by students in making noun clause as the object of verb?
- c. What were the proportions of the error made by students in making noun clause as the object of verb?

E. Objectives of the Research

Based on the problem of the research above, the objectives of the research as follows:

- a. To identify and classify the types of errors made by students in making noun clause as the object of verb.
- b. To find out the causes of error made by students in making noun clause as the object of verb.
- c. To find out the proportions of error made by students in making noun clause as the object of verb.

F. Significant of the Research

This research is expected to have some uses, they are as follows:

1. Theoretically

This research is to give information about students' error in making noun clause as the object of verb in their making sentences at the first semester of the eleventh grade students at SMKN 2 Bandar Lampung.

2. Practically

a. For the English teacher

This research is to give contribution to English teacher to find out the students' error in making noun clause as the object of verb in their sentences to make any evaluation to the students' writing ability.

b. For the students

This research is to give information about the students' error in noun clause as the object of verb and helps the students to minimize their error in making noun clause as the object of verb.

c. For the other researchers

This research is to become a reference for further research.

G. Scope of the Research

These were scope of the research as follows:

1. Subject of the Research

The subject of the research was the students at the First Semester of the Eleventh grade of SMKN 2 Bandar Lampung.

2. Object of the Research

The object of this research was the students' error in making noun clause as the object of verb in their sentences.

3. Place of the Research

The research was conducted at SMKN 2 Bandar Lampung.

4. Time of the Research

The research was conducted in the first semester in the academic year of 2018/2019.

CHAPTER II REVIEW OF LITERATURE

A. Error and Error Analysis

1. Concept of Error

According to Brown, error is noticeable grammar from the adult of native speaker, reflecting the inter language competence of the students. This point out that there is a gap in student's knowledge, they occur because the students do not know the correct ones.¹ Furthermore, Dulay et.al states that error resulting from lack of knowledge of the rules of second language.² It means that the students make language deviation. Here, he gets wrong or fail. Then, it can be inferred that errors is regarded as a systematic deviation when a student has not learnt something and consistently then they finally get it wrong.

Error refers to language patterns which deviate from the standard rules specific language. The error may also occur because the learners do not know well the language system they learn.³ It means that the error is something that is caused by student does not understand the rules in the target language so that it causes students deviation in learning the target language.

It is supported by Ellis, an error can be identified as a deviation from the norms of the target language. Error takes place when the deviation arises as a result of

¹ H. Douglas Brown, *The Principle of Language Learning and Teaching 5th Edition*, (New York: Prentice-Hall Inc., 2007), p. 257.

² Heidi Dulay, Marina Burt, Stephen Krashen, *Language Two*, (New York: Oxford University Press, 1982), p. 139.

³ *Ibid*, p. 146.

lack of knowledge. It represents a lack of competence.⁴ Competence here based on Chomsky in Ellis, consists of the mental representations of linguistic rules that constitute the speaker-hearer's internal grammar.⁵ It means that error can be identified as a deviation arises as a result of lack of competence which consists of the speaker-hearer's internal grammar.

Based on those explanations above, it can be concluded that error is a frequent occurrence of the students in the target language because students do not understand the rules in the target language and it can be identified as a deviation arises as a lack of competence which consists of the speaker-hearer's internal grammar. So that error often occur in their grammar of writing or speech and this cannot be corrected by their own because of their lack of competence on target language. In conclusion, Errors in this research was students' error in making noun clause as the object of verb.

2. Concept of Differences between Error and Mistake

There are two names that are commonly use to describe the inaccuracy in applying grammar, they are error and mistake. Furthermore, Corder in Larsen-Freeman and Long give more explanation about error and mistake, "Corder makes a difference between error and mistake, i.e.,: whereas a mistake is a random performance slip caused by fatigue, excitement, etc., and therefore can be readily self-corrected, an error is a systematic deviation made by learners who have not yet mastered the rules of the second language. A learner cannot

⁴ Rod Ellis, *The Study of Second Language Acquisition* (New York: Oxford University Press, 1971), p. 51.

⁵ *Ibid*, p. 12.

self-correct an error because of is a product of reflective of his or her current stage of development, or underlying competence. Rather than being seen is prevented, then errors were signs that learners were actively engages in hypothesis testing which would ultimately in the acquisition of target language rules.”⁶

It means that mistake related to the student’s quality performance caused by some factors; fatigue, lack of attention and motivation, excitement and some other factors, but it can be self-correct because, actually the students know the knowledge of the language’s rule when they focus on. Meanwhile an error is related to the students’ deficiency competence, it means that students do not know about the knowledge of the language at all because they have not mastered it yet, therefore it cannot be self-corrected.

Tafari and Filma clarify the meaning of the word “error and mistake”. There are different definitions about error and mistakes: “Errors reflect gaps in student’s knowledge. They occur because the student does not know what is correct.” Corder support the idea that, “errors are caused by ignorance of the appropriate rule of structure in the foreign language. Mistakes reflect occasional lapses in performable, confusion, slips of tongue, etc. They occur because in a particular instance, the student is unable to perform what he or she knows.

⁶ Diane Larsen-Freeman, Michael H. Long, *An Introduction to Second Language Acquisition Research*, (Routledge: Routledge Group, 2014), pp. 58-59.

“A mistake, according to Corder in Tafani and Filma, is a problem not of knowing but of application.”⁷

Therefore, error reflects to the students’ ability who does not know appropriately the answer because they ignorance of the correct rule or structure in the foreign language. Different from error, a mistake relates to slip or uncontrolled focus from student. Actually in mistake, the student knows what the correct answer, so they can realize what the wrong is.

Brown distinguishes between mistake and error. He explains that a mistake refers to a performance error that is either a random guess or a slip, in that is a failure to utilize a known system correctly.⁸ It means that all people make mistakes, in both native and second language situation. This is not the result of a deficiency in competence but the result of some of temporary breakdown or imperfection in the process of producing speech.

Dulay et.al states that error resulting from lack of knowledge of the rules of the second language.⁹ It means that error reveals the lack of learner knowledge of the target language, so it makes the learner does not understand the rules in use in the target language. Furthermore, Dulay et.al states that second language literature, performance errors have been called mistakes.¹⁰ It means that in performance we do activities repeatedly. So, we know what we do, e.g.: when

⁷ Tafani and Filma, “Correcting or not Errors and Mistakes”. Article 16 in LCPJ Vol. 2 No. 2, 2009, LCPJ Publishing, p. 49 (On-Line) Accessed on: http://lcpj.pro/skedaret/1354558269-Revista%20LCPJ%202.2_16.pdf (August, 18th 2018, 00:37)

⁸ H. Douglas Brown, *Loc.Cit.*

⁹ Heidi Dulay, et.al, *Loc.Cit.*

¹⁰ *Ibid.*

we accept the gift of others, sometimes we forget to say thanks. In this case, sometimes we realize that we are doing a mistake. There are two names that are commonly used to describe the inaccuracy in applying grammar, there are: error and mistake.

Corder in Larsen-Freeman and Long give more explanation about error and mistake. It means that error is a different from mistake, although they are similar. That error is caused by the learner trying something completely new that results in an error, and these error cannot be corrected by themselves because of their lack of knowledge in the target language. Mistake in an error that students make because students feel something about themselves such as exhaustion, joy, confusion and problems that are in feel so it makes them, don't focus. These mistakes can be corrected themselves.

Based on those explanations, it can be concluded that mistake related to the students' quality performance caused by some factors such as exhaustion, lack of attention and motivation, excitement and some other factors but it can be self-corrected because actually the students know the language's rule when they focus on error. Student's deficiency competence means that the pupils don't know about the knowledge of the language at all because they have not mastered it yet therefore it can't be self-corrected. The explanation above can be summarized in the table below.

Table 2.1
The Differences between Error and Mistake

Mistake	Error
One of second language literature, performance errors.	Error resulting from lack of knowledge of the rules of the second language.
Can be self-corrected when the pupils pay attention.	Cannot be self-corrected because the pupils do not know the correct of the TL rules.
Inconsistent deviation.	Consistent deviation.
Caused by some factors such as exhaustion lack of attention and motivation, excitement, etc.	Caused by pupils who have not mastered yet the TL rules.
Reflected the pupils' temporary impediment or imperfection when utilizing the TL.	Reflected the pupils' understanding or competency in the TL.

Therefore, in this research will be conducted to difference between error and mistake with the students' self-correction in their task.

3. Concept of Error Analysis

Learning is the process that involves the making of mistakes and errors, so errors are regarded as the product of learning. Moreover, Dulay et.al said that studying error serves two major purposes: it provides data from which inferences about the nature of the language learning process can be made and it indicates to teachers and curriculum developers which part of the target language students has most difficulty producing correctly and which error type distracts most from a learner's ability to communicate effectively.¹¹ This errors and that case should support the teacher of foreign language to realize that errors made by learner in the process of constructing a new system of language need to be analyzed carefully.

¹¹ *Ibid*, p. 138.

The study of errors is called error analysis. This fact that the learners do make errors and that these errors can be observed, analyzed, and classified to reveal something of the system operating within the learner, led to surge of learner's error called error of the target language learning. However, 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.¹²

Brown states that the concept of error analysis is the fact that the learners do make errors and these errors can be observed, analyzed, and classified to reveal something of the system operating within the learner led to surge of study of the learners' error.¹³

Based on the statements above, it can be stated that 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. To find the error made by the students, at the first time, the teacher should know the true rule or system where they used, then collect the data, account it by identifying, classifying and ranking them. The next step, based on the data, the teacher should show the great solution for mastering it.

¹² Henry Guntur Tarigan, *Pengajaran Analisis kesalahan Berbahasa*, (Bandung: Angkasa, 1982), p. 170.

¹³ H. Douglas Brown, *Op.Cit.* p. 218.

4. Causes of Error

Norrish in Hasyim classifies causes of error into three types that is carelessness, first language interference and translation. The three types of causes of error will be discussed briefly below.

a) Carelessness

Carelessness is often closely related to lack of motivation. Many teachers will admit that it is not always the student's fault if he/she loses interest, perhaps the materials and/or style of presentation do not suit him.

b) First Language Interference

Learning a language (mother tongue or a foreign language) is a matter of habit formation. When someone tries to learn new habits the old ones will interfere the new ones. This cause of error is called first language interference.

c) Translation

Translation is one of the causes of error. This happens because a student translates his first language sentence or idiomatic expression into the target language word by word. This probably the most common cause of error.¹⁴

¹⁴ Sunardi Hasyim, *Error Analysis in the Teaching English*, *Journal of Jurusan Sastra Inggris, Fakultas Sastra Vol. 4 No. 1*, (Surabaya: University of Kristen Petra, 2002), p. 46. (On-Line) Accessed on: <http://puslit.petra.ac.id/journals/letters/> (October, 4th 2018 21:32).

Moreover, Richards mentioned into to four classification above are explained briefly below.

a) Overgeneralization

Overgeneralization generally involved the creation of one deviant structure in place of two regular structures, for examples, “he can sings”, “we are hope”, “it is occurs”.

b) Incomplete Application of Rules

An example of incomplete application of rules can be seen in the question forms, very often are used, not to find out something, as they should, but as means of eliciting questions through a transform exercise.

c) False Concepts Hypothesized

False concepts hypothesized are something due to poor gradation of teaching items. The form ‘was’ for example, may be interpreted as the marker of the past tense, as in “one day it was happened”.

d) Ignorance of Rule Restriction

Closely related to the generalization of deviant structures, that is application of rules to context where they can not apply. They man who I say him violates the limitation on subjects in structure with who. This is again a type of generalization of transfer, since the learner is making use of previously acquired rule in a new situation.¹⁵

¹⁵ Jack C. Richards, *A Non-Contrastive Approach to Error Analysis*, (London: Longman, 1971), pp.19-22.

Based on the explanation of causes of error above, it can be concluded that many kinds of causes of error which made the students do the errors. In this research, the causes of error was used to analyze the students error in making noun clause as the object verb based on Richard's theory. There were overgeneralization, incomplete application of rule, ignorance of rule restriction, and false cocepts of hypothesized.

5. Procedure of Error Analysis

It needs some steps or stages of procedure in conducting Error Analysis. Theo Van Els, et.al in Hermini, states that there are some procedures in Error Analysis, namely:

- a) *Identification of errors.* The first step in the process of analysis is identification of errors. In this step, teachers recognize the learners' errors from the task ven by the teachers.
- b) *Description of errors.* The next step is describing errors; it begins when an identification stage has taken place. The description of learner's errors implicates classification of kinds of errors made by the learners.
- c) *Explanation of errors.* The third step in the process of analysis is the explanation of error that can be regarded as a linguistic problem. This step tries to account for how and why the learners' errors occur.
- d) *Evaluating of errors.* In this step, the researcher gives evaluation from the done by the learners depends on the task that the researcher will be giving to the learners.

e) *Preventing/Correcting of errors*. The last step is correction of errors, the researcher checks the errors and then gives the correct one. It is done to make the learners realize with their errors in order to avoid the students make the same errors later.¹⁶

Based on the explanation of the procedure of error analysis above, it can be concluded that actually in the procedure of error analysis has stages to conduct, firstly is collecting the data, next the data is identified to find the errors made by learners, the researcher describes the error based on the error classification and then she/he explains the causes the students' error and the last stage the errors are counted to get the total of errors made by students as evaluation.

B. Error Analysis Taxonomy

There are four useful and commonly used taxonomies in analyzing errors made by students, based on descriptive classification of Dulay et.al.¹⁷

1. Linguistic Category Taxonomy

Linguistic category taxonomy classifies errors according to either or both the language components the error aspects. Here, language components include phonology (pronunciation), syntax and morphology (grammar), semantic and lexicon (meaning and vocabulary), and discourse (style).

¹⁶ Hermini, *Grammatical Error Aanalysis in Recount Texts Made by the Students of Cokroaminoto University of Palopo, Journal Vol. , no. 1* (University of Palopo: Ethical Lingua, 2015) p. 94. (On-Line) Accessed on: <http://journal.uncp.ac.id> (October, 15th 2018 19:35)

¹⁷ Heidi Dulay, *Op.Cit*, p. 146.

2. Surface Strategy Taxonomy

This category highlights the ways surface structures are altered in systematic and specific ways students error in this type are based on some logic as the result of some type of errors, such as addition, omission, misformation, and misordering.¹⁸

3. Comparative Taxonomy

The classification of errors in a comparative is based on comparing the structure of the second language errors and certain other types of communications. These comparisons have yielded major error categories in this taxonomy; they are developmental errors and intralingual errors.¹⁹

4. Communicative Effect Taxonomy

While the surface strategy and comparative taxonomies focus on the aspect of the errors themselves, the communicative effect taxonomy deals with errors from the perspective of their effect on the listener or reader. It focuses on distinguishing between errors that seem to cause miscommunication and those do not. This taxonomy classifies errors in two types, global and local errors.²⁰

Generally, the taxonomy has its own unique feature and way of classification. But the researcher analyzed the error only based on Linguistic Category Taxonomy. It classifies errors based on the language component or the particular linguistic

¹⁸ *Ibid*, p. 150.

¹⁹ *Ibid*, p. 163.

²⁰ *Ibid*, p. 189.

constituent the error affects. The linguistic category taxonomy is used by many researchers as a tool which organizes the errors they have collected. In other words, it becomes the scheme to categorize the errors found in the data.²¹ In the component of linguistic category taxonomies, noun clause includes in syntax.

C. Concept of Linguistic Category Taxonomy

These linguistic category taxonomies classify errors according to either or both the language component or the particular linguistic constituent the error effects.

- 1) Language components include the phonology (pronunciation), syntax and morphology (grammar), semantic and lexicon (meaning and vocabulary), and discourse (style).
- 2) Constituents include the elements that comprise each language component. For example, within syntax one may ask whether the error is in the main or subordinate clause,; and within a clause, which constituent is affected, e.g. the noun phrase, the auxiliary, the verb phrase, the preposition, the adverb, the adjectives, and so forth.²²

The table below are types of Linguistic Category Taxonomy based on the theory of Politzer and Ramirez in Dulay.

²¹ *Ibid*, p. 146.

²² *Ibid*, pp. 146-147.

Table 2.2
A Sample of Linguistic Category Taxonomy²³

No.	Linguistic Category and Error Type	Example of Errors
1.	Morphology a. Indefinite article incorrect <ul style="list-style-type: none"> • A used for an before vowels b. Possessive case incorrect <ul style="list-style-type: none"> • Omission of 's c. Third person singular verb incorrect <ul style="list-style-type: none"> • Failure to attach –s d. Simple past tense incorrect <ul style="list-style-type: none"> • Regularization by adding –ed e. Past participle incorrect <ul style="list-style-type: none"> • Omission of –ed 	<ul style="list-style-type: none"> • <i>A ant</i> • <i>The man feet</i> • <i>The bird he save him</i> • <i>He putted the cookie there</i> • <i>He was call</i>
2.	Syntax a. Noun Phrase <ul style="list-style-type: none"> • Use of possessive with the article b. Verb Phrase <ul style="list-style-type: none"> • Omission of to be c. Verb-and-Verb Construction <ul style="list-style-type: none"> • Omission of to in identical subject construction d. Word Order <ul style="list-style-type: none"> • Repetition of the object e. Some Transformation <ul style="list-style-type: none"> • Question Transformation (Omission of auxiliary) 	<ul style="list-style-type: none"> • <i>He put it in the his room</i> • <i>He in the water</i> • <i>I go play</i> • <i>He put it inside his house a little round</i> • <i>How the story helps?</i>

Meanwhile, the other experts of Burt and Kiparsky in Dulay developed another type of linguistic category taxonomy.

²³ *Ibid*, pp. 148-151.

Table 2.3
A Sample of Linguistic Category Taxonomy²⁴

No.	Linguistic Category and Error Type	Example of Errors
1.	The Skeleton of English Clause a. Misordered Parts <ul style="list-style-type: none"> • Verb Before Subject • Subject and Object Permuted 	<ul style="list-style-type: none"> • <i>Escaped the professor</i> from prison. • <i>English use many countries.</i>
2	The Auxiliary System a. Do <ul style="list-style-type: none"> • Overuse in question and negatives • Overuse in affirmative sentence 	<ul style="list-style-type: none"> • Never do you must spit like that. • He does spend his holidays always at Benin.

Based on the table above, this research classified more about types of error based on Linguistic Category Taxonomy appropriately with examples in noun clause as the object of verb as follows:

1. Morphology

a. Simple Past Incorrect

1) Use of regular past tense

- Omission of -ed. Omission is a type of error which is characterized by the absence of an item that must appear in a well-formed utterance.²⁵ For example: *I didn't know where she **save** (**save) her box.***

2) Irregular past tense

²⁴ *Ibid*, p. 151.

²⁵ *Ibid*, p. 154.

- Misselection of simple non- past. Misselection errors are those characterized by the use of the wrong form of a structure or morpheme.²⁶

For example: *Wina wanted to know when you **fall (fell)** in the clough.*

b. Past participle incorrect

- 1) Omission of –ed
 - Rara didn't look what Raka was **touch** (*touched*) yesterday.
- 2) Omission of be
 - Rara didn't look what Raka ___ (*was*) held yesterday.
- 3) Misselection of past participle
 - Rara didn't look what Raka was **hold** (*held*) yesterday.

2. Syntax

a. Noun Phrase

1) Determiners

- a) Omission of the article. For example, *I didn't know how he got ___ (**the**) money.*
- b) Substitution of definite article for possessive pronoun. For example: *He feels not good when he fall down on **the (his)** head.*

2) Number

- Substitution of singular for plurals. For example: *I didn't expected how many he got some **leaf (leave)**.*

²⁶ *Ibid*, p. 158.

3) Use of pronouns

- a) Omission of the subject pronoun. For example: *He didn't expected why (he) pinched the boy.*
- b) Omission of object pronouns. For example: *I don't know what (it) is in English.*

b. Verb phrase

- a) Omission of verb
 - Omission of main verb. Fro example: *I couldn't hear what he __ (said).*
 - Omission of *to be*. For example: *Please tell me what your name __ (is).*
- b) Agreement of subject and verb
 - Disagreement of subject and tense. For example: *I didn't know what it is (was).*
- c) Use of progressive tense
 - Substitution of progressive for past event. For example: *Mira didn't understand why his friend calling (called) her an hour ago.*

c. Word Order

- a) Repetition of the Object.

Repetition has same meaning of addition. So, Addition is a type of error which is characterized by the presence of an item, which should otherwise not appear in a well-formed utterance.²⁷ For example: The bird

²⁷ *Ibid*, p. 156.

(object) he was gonna shoot it. It should be better if double object omitted one of them.

b) Adjectival modifiers placed after noun. For example: Yesterday, the woman wondered whose *the thing useless (the useless thing)* was.

d. Some Transformation

a) Omission of auxiliary. For example: *He didn't know how the story (could) helped?*

b) Omission of WH- word. For example: *I don't know __ (who) lives there.*

c) Misselection of connector. For example: Yesterday, my father wondered *where (which) book I want to buy.*

3. Skeleton of English Clauses

a) Misordered Part

Misordered has same meaning of misordering. Misordering errors are characterized by incorrect placement of a morpheme or group of morphemes in an utterance.²⁸

1) Subject object permuted

- She didn't know how many *you stole mangoes (mangoes you stole)* lastmonth.

2) Verb before subject

- He didn't see *what was hold by Sam (what Sam was held)* last week.

²⁸ *Ibid*, p. 162.

4. The Auxiliary System

a) Do

- 1) Overuse *do* in question and negatives. For example: Never (*do*) you must spit like that. It should be better if auxiliary *do* omitted.
- 2) Overuse in affirmative sentences. For example: He thinks when *does spend* (*spends*) holidays at Benin.

From the description above, this research focused on several types in syntax which included of noun clause, they are omission of the article, omission of verb, substitution of singular for plurals, omission of subject or object pronoun, use of regular past tense or irregular past tense, disagreement of subject and tense, omission of there, and some of types in other kinds of linguistic taxonomy. The reason why the researcher mention these points of errors are this reseach focusses to analyze noun clause as the object of verb consist wh- words, subject, auxiliaries, verb, and object in dependent clause.

D. Concept of Structure

According to Victoria, structure is the arrangement of and relations between the parts of elements of something complex.²⁹ In addition, in Learner's pocket dictionary structure is a way which the parts of something are put together. It can be called with a plan or arrange or organize too.³⁰

²⁹ Victoria Bull, *Oxford Advanced Learner Dictionary 9th Edition*, (New York: Oxfrud University Press, 2012), p. 347. Accessed on (April, 13th 2018)

³⁰ Betty Bull, *Oxford Learner's Pocket Dictionary 4th Edition*, (New York, Oxford University Press, 2011), p. 441. Accessed on (Juny, 7th 2018)

Structures have defined boundaries within which (1) each element is physically or functionally connected to the other elements, and (2) the elements themselves and their interrelationships are taken to be either fixed (permanent) or changing only occasionally or slowly.³¹ It can be inferred that each element of something built up on other object constructed from several parts. Structure also influenced the quality of being organized.

Robert defines that structure is a very general concept that can be applied to any complex thing. However, it is fundamental to the study of syntax.³² Syntax is the name given to the study of form, positioning, and grouping of the elements that go to make up sentence. In other words, it is about the structure of sentences.³³ From the definition above, it means that structure is a crucial thing applied in a sentence, it is caused sentence must built up by a good thought consist of good forming, positioning and grouping of the elements.

The fact that the words are not immediate constituents of the sentence, but belong to other words to form groups which their own specifiable position in the structure of the sentence largely determines the agreement of words in a sentence. Besides that, sentence means as group of words which have meaning and rule in structure. The concept of structure is essential in distinguishing between the string of words which are well-formed expression in the language and those which are not.³⁴

³¹ *Ibid.*

³² Noel Burton-Robert, *Analysing Sentences: An Introduction to English syntax 4th Edition*, (Routledge: Routledge Group, 2016), p. 6.

³³ *Ibid.*

³⁴ *Ibid.*

So, the meaning of sentence is also carried out by the form of arrangement of the words. On other words, the function of structure is very important to form a good sentence.³⁵

Based on the theories above, it can be inferred that structure is the rule to build up a good sentence with a well-formed expression in the language so that it will influence the quality of being organized.

E. Concept of Sentence and Clause

This research is related to the students' complex sentence. Therefore, this part discusses the nature of sentence and clause as the main topic of this research. According to Daniel and Maddox that all sentences are clauses, but not all clauses are sentences.³⁶ Sentences are made of two parts: the subject and the predicate. Sentences can be broken down into clauses, for instance:

- "The man is going to the office, and he is going to lunch there."

This is a complete sentence composed of two classes. There are mainly two types of clause: Independent clause and subordinate clause. Independent clause is called as complete sentences, while subordinate clause cannot stand alone and need another clause to complete their meaning.³⁷

³⁵ *Ibid.*

³⁶ Scocco Daniel and Meave Maddox, *Basic English Grammar: Daily Writing Tips*, (Essex: Cr. 2010), p. 7, (On-Line) Accessed on: <http://www.math.witchita.edu/~pparker>clsses.pdf>, (April, 20th 2018 23:21)

³⁷ Marcella Frank, *Modern English: a Practical Reference Guide*, (New Jersey: Prentice Hall Inc: 1972), p. 223.

1. Concept of Sentence

Turner in Steffani defined that a sentence is a structure that consist of one or more clauses capable of presenting a complete thought in a manner which is grammatically acceptable.³⁸ Chafe in Adisutrisno states that a sentence is basically a structure of predication. An element that must be present in all sentences is predicate.³⁹ Referring to the explanation above, it can be concluded that sentences is a structure of predication which consist of one or more clauses capable that contains subject and predicate with a finite verb which is grammatically acceptable.

Devitt and Stereny in Adisutrisno state that human beings apply the principle of referent refers to the conceptual meaning of the works which are embodied in the sentence, while the principle of structure refers to organize or to combination of the words to form a sentence by means of structural rules. The sentences agreement may be symbolized by such formulas as S+V+O (Subject + Verb + Object), N₁ + V N₂ (Noun + Verb + Noun), or NP + VP (Noun phrase + Verb Phrase).⁴⁰

³⁸ Susan A. Steffani, *Identifying Embedded and Conjoined Complex Sentences: Making it Simple Chico*: 2007), p. 4. Accessed on: <http://www.asha.org/uploadedFile/asha/org/publications/cicsd2007S/identifyingEmbeddedandConjoined.pdf> (April, 14th 2018 23:26)

³⁹ Wagiman Adisutrisno, *Semantic: An Introduction to the Basic Concept*, (Yogyakarta: Andi's Publisher, 2008), p. 43.

⁴⁰ *Ibid.*

2. Concept of Clause

Harris in Steffani defines a clause contains a subject and predicate (verb plus any complements or modifiers).⁴¹ Azar also has the same definition with Steffani. She defines that a clause as a structure that has a subject and a verb.⁴² It is supported by Murphy's definition that a clause is a part of sentence.⁴³ So, a clause can be concluded as the part of sentences but in the same way as a sentence because it consists of subject and a verb.

Pardiyono states about clause are not quite different from experts above. He states that a clause is a clause whose function is to provide information to the objects before, both the subject positions and object positions.⁴⁴ From the definition by those experts above it can be concluded that the clauses a structure consists of subject and predicate that has a full predication to provide information to the object before.

Frank states two kinds of clauses, the clauses are independent clause and dependent clause.⁴⁵

1) Independent Clause

An independent clause is a full predication that constitutes a complete sentence without any additional.⁴⁶ Full predications may be joined coordinately by

⁴¹ Susan A Steffani, *Loc.Cit.*

⁴² Betty S. Azar and Stacy A. Hagen, *Understanding and Using English Grammar 5th Edition*, (Pearson: Pearson Longman, 2016), p. 248.

⁴³ Raymond Murphy, *English Grammar in Use 4th Edition*, (Cambridge: Cambridge University, 2012), p. 182.

⁴⁴ Pardiyono, *Op.Cit*, p. 60.

⁴⁵ Marcella Frank, *Op.Cit*, p. 222.

punctuation alone, coordinate conjunctions or by conjunctive adverbs. The independent clauses can be found in compound sentences.

2) Dependent Clause

A dependent clause cannot stand alone although it has a subject and also predicate.⁴⁷ It has a special introductory word that makes the predication depend on an independent clause. Dependent clause can be found in complex sentence.

Thus, clause is not sentence but in a same way a sentence if the clause position as an independent clause, it is also fundamental in a sentence which consist of complex thing, because the function of clause is to provide information to the objects before, both the subject positions and object positions. In the concept of clauses, there are three types of clauses, such as adjective clause, adverbial clause, and noun clause. But, in this research only focuses on discussing concept of noun clause that want to specify in noun clause as the object of verb.

⁴⁶ *Ibid.*

⁴⁷ *Ibid.*

F. Concept of Noun Clause

According to Suhadi in Uyen et.al state that a noun clause consists of a subject and predicate that functions as a noun.⁴⁸ It is supported by Lester states that is dependent clause that functions as a noun phrases. (Dependent clauses have their own subjects and verbs, but they are not able to stand alone as complete sentences.) Noun clauses, like gerund and infinitives used as nouns, are singular, and thus they can always be replaced by third-person singular pronoun *it*. A noun clause can function as a subject, an object, or a complement in independent clause.⁴⁹ Then, It is also supported by Wishon and Burks state that a noun clause is a subordinate clause which use as a noun. Like other kind of clause, noun clause has its subordinators.⁵⁰ So, it can be seen that noun clause is a dependent clause which has a function as a noun.

It is essential to the structure of the dependent clause in which it occurs. Frank states that In a noun clause, the full subject and predicate are retained, but the structure is changed by the addition of a special introductory word, by a special word order, or by both. The noun clauses are introduced by the WH- words, *if/whether*, and *that*.⁵¹ Specifically, in this research only focuses on discuss about noun clause as the object of verb and by using connector WH- words.

⁴⁸ Nguyen Thi Loc Uyen, et.al., *An Analysis of Error in the Use of Noun Clauses Made By Senior English Major Students at Van Hien University*, *Journal of Science Vol. 5 No. 2*, (Van Hien: Van Hien University, 2017), p. 63 (On-Line) Accessed on: <http://vhu.edu.vn> (January, 16th 2018 21:06)

⁴⁹ Mark Lester, *English Grammar Drills*, (New York: Hill Companies, 2009), p. 91.

⁵⁰ Wishon and Burks, *Op.Cit*, p. 174.

⁵¹ Marcella Frank, *Op.Cit*, p. 283.

1. The Functions of Noun Clause

According to Wishon and Burks, for grammatical classification that use 'object' instead of 'complement', noun clauses can equally stand as direct or indirect objects (object of sentence or verb), nominatives (a grammatical form case of noun and pronouns that identifies the subject of a sentence or verb), objects of a preposition, subject or object complement, and object of preposition.⁵² Here are the explanation more about the functions of noun clauses with the examples.

a. A Subject of a Sentence or Verb

When a noun clause begins a sentence, it functions as the subject of a sentence or a clause that comes after it. For examples:

- *His destination* is a secret
- *Where he is going* is a secret.

b. An Object of Sentence or Verb

A noun clause performs this function comes after the verb or when it is the recipient of the action the subject initiates. For examples:

- We do not know *when the examination will begin*.
- Nobody knows *what the principal is up to*.

c. A Subject Complement

A noun clause also serves as the complement of the subject when it comes after an intensive or copular verb, which also refer to as a linking verb; that

⁵² George E. Wishon and Julia M. Burks, *Op.Cit*, pp. 174-175.

is when the complement refers also to the subject or when it is the same as the subject. For examples:

- We **are** *what our thinking makes us*.
- The girl **became** *what her parents never believed*.

d. An Object Complement

Noun clauses serve as the complement of the object when it follows the direct object and refers to the same entity as the object. For examples:

- She can present the thesis *that she had completed*.
- The teacher gave the instruction *that we must not come late*.

e. An Object of Preposition

A noun clause performs this function comes after the preposition with contain the complement of the form. For examples:

- The students agreed **on** *the best route to follow to the school*.
- Children sometimes quarrel **about** *what is flimsy and unnecessary*.

Based on the explanation above, many kinds of functions of noun clause can be reached, but the researcher focuses on conduct the research a noun clause which has function as the object of sentence or object of verb.

2. Types of Noun Clause

According to Azar, The noun clause has different types or manifestations and it will be beneficial to consider the various types. They include the following WH- clause, that- clause, and Interrogative Yes/No.⁵³

a. WH- Clause

this clause derives its name because it begins with the ‘wh-‘ words. For examples:

- I want to know why she is here.
- Nobody knows where they went.

In addition, noun clauses which begin with a question words are identifies as follows.⁵⁴

Table 2.4
Sample of Noun Clause as the object of Verb in Using WH- Words

Question	Noun Clause	Description
Where does she live?	I don't know <i>where she lives.</i>	In <i>where she lives</i> is object of the verb <i>know</i> . Note: Do, does, and did are used in question word but not in noun clause.
Who lives there?	I don't know <i>who lives there.</i>	Who is the subject in both, so the word order is the same in question and noun clause?
What did she say?	I did not know <i>what she said.</i>	In noun clause, the subject is always in front of verbs.

⁵³ Betty Azar and Stacy A. Hagen, *Op.Cit*, p. 247

⁵⁴ *Ibid*, p. 249.

b. That- Clause

This usually begins with 'that', for examples:

- It is clear that you are up to the job.
- He said that he was there.

In instances where the that- clause serves as the object of the complement, the conjunction 'that' might be omitted. For examples:

- It is clear you are up to the job.
- He said he was there.

c. Yes/No Interrogative

Many people usually form the yes or no interrogative with the use of 'if' or 'whether'. For examples:

- Should we ask whether we could sit down?
- Do you know if the banks are open?

Based on the explanation above the types of clauses, it can be inferred that many kinds of introducing a clause can be used in structure of noun clause. such as for introducing a clause with that, the word form 'that' can be omitted, and the auxiliary 'do' should be omitted when the structure in the sentence of question changed to a noun clause. So, the researcher only focuses to analyze the noun clause as the object of verb with using introductory word 'WH' clause.

G. Concept of Analysis Students' Error in Noun Clauses the Object of Verb

Analysis and error become two things that often used to research in language learning. According to Audi says that analysis is the process of breaking up a concept, proposition, linguistic complex, or fact into its simple or ultimate constituent.⁵⁵ Meanwhile, Brown states that error refers to language patterns which deviate from the standard rules specific language. The error may also occur because the learners do not know well the language system they learn.⁵⁶ Furthermore, Dulay et.al states that error resulting from lack of knowledge of the rules of second language.⁵⁷

Based on the explanation above, it can be inferred that analysis of error is the process to analyze the learner's error. Error analysis is often used to investigate student's error in language learning. For instance, this analysis is about students' error in making noun clause as the object of verb in their sentences.

According to Lester, noun clause is dependent clauses have their own subjects and verbs, but they are not able to stand alone as complete sentences which have function as a noun phrase.⁵⁸ In addition, Kadarmo and Kasmini state that noun clause is used as function like noun does. It can be used as the subject and object.⁵⁹

⁵⁵ Robert Audi, *Cambridge Dictionary of Philosophy, (4th Edition)* (New York: Cambridge University Press, 1999), p. 25.

⁵⁶ H. Douglas Brown, *Op.Cit.*, p. 257.

⁵⁷ Heidi Dulay, *Op.Cit.* p. 139.

⁵⁸ Mark Lester, *Loc.Cit.*

⁵⁹ Siwi Kadarmo and Mien Kasmini, *Loc.Cit.*

To analyze a complex sentence consist of noun clause, this research use the following method:

- a.) Identify the main caluse and noun clause,
- b.) Find out the error of students in arranging noun clause,
- c.) Identify appropriate,
- d.) Show the classification of error in arranging noun clause made by students.⁶⁰

The main of noun clause rule consists of a subject and predicate that functions as a noun.⁶¹ In addition, it has consists of main clause with dependent clause which are connected by subordinator especially question words. Each of them has its own use.

Here are the examples of errors in noun clause can be made by students.

1. Error based on omission of the subject pronoun.

For example:

- a) He didn't expected why __ pinched the boy. (incorrect)
- b) He didn't expected why he pinched the boy. (correct)

2. Error based on omission of -ed.

For example:

- a) I didn't know where she save her box. (incorrect)
- b) I didn't know where she saved her box. (correct)

⁶⁰ Nia Silviana, *An Analysis of Students' Ability in Using Adjective Clause in the Second Semester of the Elventh Grade at SMAN 13 Bandar Lampung in 2013/2014 Academic Year*, (Bandar Lampung: State Islamic of University Raden Intan Lampung, 2014), p. 28.

⁶¹ Ngunyen Thi Loc Uyen, et.al., *Loc.Cit.*

From these explanation, if the students did not understand those rules, they made the errors. To classify the errors could be apply linguistic category taxonomy. Linguistic category taxonomy was one of taxonomy used in analyzing language errors. Dulay defines it is as the taxonomy that classify errors according to either or both the language component or the particular linguistic constituent the errors effects. Language components include the phonology (pronunciation), syntax and morphology (grammar), semantic and lexicon (meaning and vocabulary), and discourse (style). Constituents include the elements that comprise each language component. For example, within syntax one may ask whether the error is in the main or subordinate clause; and within a clause, which constituent is affected, e.g. the noun phrase, the auxiliary, the verb phrase, the preposition, the adverb, the adjectives, and so forth.⁶²

Based on the explanation above, analysis of students' error in making noun clause is the process to identify and classify the types of error made by the students on arranging noun clause in their sentences with using connector WH - words. From four classify of errors, the researcher focused to classify based on linguistic category taxonomy.

⁶² Heidi Dulay, et.al, *Op.Cit*, pp. 146-147

CHAPTER III RESEARCH METHODOLOGY

A. Research Design

In this research, researcher chose a descriptive qualitative research as the design of this research. According to Ary, descriptive research studies were designed to obtain information concerning the current states of phenomena. They were determining the nature of situation, as the time of the study. There was no administration or control as found at experiment research. The aim was to describe what did exist with respect to variable or condition in a situation.¹ Considering the statement, the researcher just determined the natural phenomenon happened in the field of the research.

According to Lambert, et.al, data collection of qualitative descriptive research focused on discovering the nature of the specific events under study. However data collections also included observations, and examination of record, reports, photographs, and documents.² However data collections also included observations, and the examination of records, reports, photographs, and documents. Based on the theories, by this qualitative research this research was focused on an Analysis of Students' Error in Making Noun Clause as the Object

¹ Donald Ary, L.C. Jacobs and A. Razayeigh, *An Introduction Research in Education 2nd Hotl*, (Washington: Rinenhart and Winston Inc, 2010), p. 424.

² Vikie A. Lambert, DNSc, RN, FAAN, Clinton E. Lambert, PhD, RN, CS, FAAN, *Qualitative Descriptive Researc: An Acceptable Design*, vol. 16, no. 4, 2012, *Fasific Rim International Journal of Nursing Research*. (On-Line) Accessed on: <http://www.tci.thaijo.org/index.php/PRIJNR/article/view/5805.pdf> (January, 25th 2018, 23:15).

of Verb in the First Semester of the Eleventh Grade of SMKN 2 Bandar Lampung, Lampung in the academic year of 2018/2019.

B. Research Subject

In this research, the subject was the eleventh grade students of the first semester of SMKN 2 Bandar Lampung in the academic year of 2018/2019. There were two classes which consist of 78 students. In this research, researcher used the data from Arc.1 class at the first semester. For more detail, it could be seen in the table below:

Table 3.1
Number of the Students at the first Semester of the Eleventh Grade of Architecture of SMKN 2 Bandar Lampung in the Academic Year of 2018/2019

No.	Class	Genders		Total
		Male	Female	
1	Arc. 1	22	16	38
2	Arc. 2	23	17	40
Total		45	33	78

Source: Documentation of the Students at the First Semester of the Eleventh Grade of SMKN 2 Bandar Lampung in the Academic Year of 2018/2019

From the data above, the researcher took one class as the sample of this research and the data were obtained by the students of Arc.1 class that consist of 38 students as the sample, it was based on the data of students' writing that show Arc.1's writing score was lower than other class.

Table 3.2
Score the Students at the Second Semester of the Eleventh Grade of
Architecture of SMKN 2 Bandar Lampung in the Academic Year of
2017/2018
(Pre-Research)

No.	Class	Point		Total
		<75	≥75	
1	Arc.1	23	15	38
2	Arc.2	20	20	40
Total		43	35	78

Source: Documentation of the Students at the Second Semester of the Eleventh Grade of SMKN 2 Bandar Lampung in 2018

From the table above, it could be seen that each class had various average score. The class that had low averages score was class Arc.1 and the class that high averages score was class Arc.2. The researcher used class Arc.1 as a sample of the research because this class was the lowest average score. So, it was possible for the students made error in making noun clause as the object of verb in their sentences. It was appropriate with purposive sampling technique that had been explained. The sample represented the population because the students in this class had low average score compared to the other class. The researcher used class Arc.1 as the subject of this research.

C. Sampling Technique

In this research, researcher used purposive sampling technique. Arikunto states that purposive sampling technique is sampling technique which is done because

limited time and finding.³ It means that in this research chose the class Arc.1 and conducted a research in that class.

It was supported by Lodico *et.al*. They state that purposive sampling technique is a common procedure use in qualitative research that identifies key informants or person who has specific knowledge about the topic being studied. The type of purposive sampling that a researcher may decide to use depends on the purpose on the study.⁴ In other words, this research used qualitative research to identify the information. Then, to select the sample as the source of data the researcher used purposive sampling technique.

D. Research Procedure

The procedure of research was used as follows:

1. Determining the subject of the research. In this research, researcher determined the class which became the subject of the research. The subject of this research was the students at the first semester of the eleventh grade of SMKN 2 Bandar Lampung in the academic year of 2018/2019.
2. Determining the data. Essentially documentation method was the method that issues to get historical data. As stated by Arikunto, “Documentation is conducting documentation method; the researcher investigates the written material such as book, magazine, documents, regulations, note or meeting,

³ Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik*, (Yogyakarta: Rineka Cipta, 2013), p. 183.

⁴ Marguerite G. Lodico, et.al, *Methods in Educational Research: From theory to Practice 2nd Edition*, (San Fransisco: Jassey-Bass, 2010), p. 142.

diary, etc.”⁵ The researcher used the documentation method to obtain the data. It was used to gain the data from the document (the source of information) gradually. Here were several useful guidelines for collecting document in qualitative researcher based on Creswell.

- a. Identify the types of document that can provide useful information to answer the qualitative research.
- b. Consider both public (e.g., school board minutes) and private documents (e.g., personal diaries) as sources of information for the research.
- c. Once of documents are located, seek permission to use them from the appropriate individuals in charge of the materials.
- d. If you ask participants to keep a journal, provide specific instructions about the procedure. These guidelines may include what topics and format to use, the length of journal entries, and importance of writing their thought legibly.
- e. Once you have permission to use documents, examine them for accuracy, completeness and usefulness in answering the research question in the study.
- f. Record information from the document. This process can take several forms, including taking notes about the document or, if possible, optically scanning them so a text (or word) file is created for each document.⁶

⁵ *Ibid*, pp. 123 & 266.

⁶ John W. Creswell, *Educational Research Planning, Conducting and Evaluating Quantitative and Qualitative Research, 4th Edition*, (New Jersey: Pearson Education, 2011), p. 223.

From the statement above, in order to know students' error in making noun clause as the object of verb, documentation was used to collect the data. In this research, the documentation took from the students' task that could provide it with a rich source of information.

3. Self - correction. To ensure that the data was error, the researcher asked the teacher to order the learners to correct the errors themselves. Self correction was one of the best techniques of error correction in which the teacher guided, controled, and provided some hints.
4. Analyzing the data. The researcher corrected all the data which was documented. From the data collection the researcher analyzed the students' error and causes of error in making noun clause as the object of verb.
5. Making the research report. Finally, after analyzing the raw data gathered, the researcher conducted the research finding and reports it.

E. Data Collecting Technique

Sugiyono states that data collecting technique is the first main step in this research, because the main purpose of the research is to get the data.⁷ In order to know the students' result in making noun clause as the object of verb, the researcher used documentation to data collecting techniques.

According to Arikunto, documentation is derived from the word document means written object.⁸ It is supported by Betty Bull states that document are official

⁷ Sugiyono, *Metode Penelitian Kuantitaitf, Kualitatif dan R&D*, (Bandung, : Alfabeta, 2013), p. 300

⁸ Suharsimi Arikunto, *Op.Cit*, p. 274.

paper giving information, evidence.⁹ It can be concluded that to make the data more completed, the researcher took document from the class. In this research, researcher used data from the students' task in making noun clause as the object of verb. It helped the researcher to know the error the students' result in making noun clause as the object of verb.

F. Research Instrument

According to Arikunto, instrument is a tool or a facility that is used by researcher to collect the data in order to get better results.¹⁰ The main instrument of this research was the researcher. Researcher analyzed the result of students' task to get the students' error in making noun clause as the object of verb. Then, to analyze the data of error and their causes of error made by students, the researcher match up the students' error found with the theory of causes of error which is used by researcher to get more accurate conclusion. The last, researcher asked to the other participant to check the accuracy of the data.

G. Trustworthiness of the Data

In the qualitative research, the researcher has to reveal the data as the real life of the subject. This qualitative research used a methodology to keep the validity of the data in order to have more accurate conclusion. To make the data valid, credibility which member checks was employed. According to Lodico *et.al*, member checks in which the transcribed interviews or summaries of the

⁹ Betty Bull, *Oxford Learner's Pocket Dictionary*, (New York: Oxford University Press, 2011, 4th Edition), p. 132.

¹⁰ Suharsimi Arikunto, *Op.Cit*, p. 192.

researcher's conclusions are sent to participants for review. In addition, researchers continually monitor their own subjective perspectives and biases by recording reflective field notes or keeping a journal of their thoughts.¹¹

Based on the theory above, the researcher used data of students' task which the students did self-correction to fix the error found and avoid biases. Then, the researcher analyzed the same data to find causes of error which match up the theory of expert in the book appropriately with errors found. The last, researcher asked to the lecturer who might selectively to check the accuracy of the researcher's conclusions.

H. Data Analysis

This research used one technique; documentation. This research was about analysis of students' error in making noun clause as the object of verb. The researcher took from the students' task and after that, the researcher analyzed them through the following steps;

- a. Collecting the data based on the result of the students' task,
- b. Checking the students' task, the researcher analyzes what the errors that students make,
- c. Identifying the students' task by marking their errors,
- d. Investigating the causes of the students' error,
- e. Counting the total number of errors made by the students,

¹¹ Marguerite G. Lodico, et.al, *Op.Cit*, p. 274.

f. Counting the percentage of errors for each type, the researcher uses this formula.

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

P : the Percentage of Errors

F : the Frequency of Each Error Made

N : the Total Number of Error.¹²



¹² Anas Sudijono, *Pengantar Statistik Pendidikan*, (Jakarta: PT. Raja Grafindo Persada, 2008), p. 43.

CHAPTER IV RESEARCH FINDING AND DISCUSSION

A. Finding of the Research

In this chapter, the researcher would like to identify finding of the research based on the research problems that were stated in the first chapter of this study. The total data gathered were 300 sentences error with 489 items of errors based on the 38 students who did the task of noun clause as the object of verb. There were types of error then followed by causes of error and calculated the number of errors in proportions of the data.

1. Types of Error made by Students in Noun Clause as the Object of Verb Based on Linguistic Category Taxonomy

The result of finding the research appeared some types of error made by students. There were 4 aspects of error which followed by 20 items of types of error based on Linguistic Category Taxonomy as follows:

Table 4.1
Types of Errors' Aspect in Using Noun Clause as the Object of Verb

No.	Aspects of Error Made by Students		Types of Error Made by Students	Number of Error (ΣF)
a.	Morphology	Simple Regular Past Tense	Omission of -ed	126 items
			Misselection of Simple non Past	
b.	Syntax	Connectors	Omission WH- word as a Connector	176 items
			Misselection of Connector	
		Number	Substitution of Many instead of Much	
			Omission of -s/-es	
	Adding -s/-es			

		Noun Phrase	Omission of Article	
			Substitution of definite article for Possessive Pronoun	
		Verb Phrase	Substitution of the Progressive for Past Event	
		Word Order	Repetition of the Object	
			Adjectival Modifiers Place after Noun	
c.	Skeleton of English Clause	Missing Parts	Subject or Object Pronoun Missing	40 items
		Misordered Parts	Subject and Object Permuted	
			Verb before Subject	
d.	The Auxiliary System	Have and <i>Be</i>	<i>Be</i> Missing	147 items
			Misplacement of <i>Be</i>	
		<i>Do/Did</i>	Overuse in Affirmative Sentence	
			Overuse in Questions	
Total				489 items

Based on the table above, it could be seen that there were 4 aspects of error which were followed by 20 types of error that shown by students. There were 126 items of morphology error, 176 items of syntax errors, 40 items of skeleton of English clauses, and 147 items of the auxiliary system error. The total number of error based on these 4 aspects was 489 items.

2. Causes of Error made by Students in Making Noun Clause as the Object of Verb

Based on the description of data above, this research would like to analyze the data by presenting the causes of students' errors. This research analyzed the students' causes of error according to Richard's theory in Khansir. The table below was the varieties of students' causes of error.

Table 4.2
The Causes of Error in Making Noun Clause as the Object of Verb

No.	Causes of Error	Total
1	Overgeneralization	43 items
2	Incomplete Application of Rules	202 items
3	Ignorance of Rule Restriction	89 items
4	False Concepts Hypothesized	155 items
Total		489 items

Based on the table above of causes of error, the students who made the errors were 489 items which followed by 4 kinds of causes of error. They were 43 items of overgeneralization, 202 items of incomplete application of rules, 89 items of ignorance of rule restriction, and 155 items of false concepts hypothesized.

3. Proportions of the Data

This research would like to interpret the data based on the finding and analysis the data above. After classifying the types of errors, the proportions of errors were determined. It was found 489 items of the total number of errors. Those 489 errors contributed in each classification of errors based on linguistic category taxonomy.

The percentage could be seen in the following explanation and the table.

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

P= the percentage of errors

F= the frequency of error made

N= the number of cases (total frequent / total error)

Table 4.3
The Percentages of Students' Errors in Noun Clause as the Object of Verb

No	Types of Errors	Frequency	Percentage
1	Morphology	126 items	26%
2	Syntax	176 items	36%
3	Skeleton of English Clause	40 items	8%
4	The Auxiliary System	147 items	30%
Total		489 items	100 %

Based on the table above, it could be seen that the percentage of each types of error had many different of frequency. The first was morphology with 126 items or 26%. Then, it was syntax with 176 items or 36%. Next, it was skeleton of English clause with 40 items or 8%. The last, it was the auxiliary system with 147 items or 30%. Furthermore, the highest percentage of errors was appeared by syntax errors and the lowest percentage of errors was skeleton of English clause errors.

B. Discussion of Finding the Research

In this sub-chapter, the researcher would like to discuss about detail of the data based on data finding that were stated in the first sub-chapter. There were discussion of types of error then followed by discussion of causes of error and discussion of proportions of the data.

1. Discussion of Types of Students' Error in Noun Clause as the Object of Verb

In this part of discussion, the researcher would like to explain more about the detail of analysis based on the finding of this research. There were 4 aspects of error that made by students, and there were 20 types of error based on Linguistic Category Taxonomy. Then, from 20 types of error followed by causes of error that made by them based on Richard's theory.

a. Morphology

Almost all students use right structure of noun clause in their clauses. However, many of them still made errors in using this element of noun clause as the object of verb. In this case, this error divided by 2 types in Morphology made by the students. They were:

1) Simple Regular Past Tense

a) Omission of –ed

In this sub-type of error, the students usually omitted the regular verb of past tense with still wrote the simple past tense. In this type of error, it caused by incomplete application of rule. It concurred when the students failed to fully develop a structure. They didn't understand to arrange appropriate noun clause with context past event. So, in the context of past event, the verb form was included with –ed in the last morpheme. The number of omission –ed error committed by students was 72 items (see on appendix 8). For example,

No	Sentences		Example of Students' Error	Causes of Error
	Source Text	Target Text		
1	Mohon beri tahu Saya dimanakah kamu menyimpan kotak hitamku kemarin.	Please tell me <i>where you saved my black box</i> yesterday.	Please tell me <i>where you save my black box</i> yesterday.	Incomplete Application of Rule
2	Danni tidak menduga kapan skripsinya terselesaikan.	Danni didn't expect <i>when his thesis was finished.</i>	Danni didn't expect <i>when his thesis was finish.</i>	

From the table of examples above, in the sentence of no. (1) 'Please tell me *where you save my black box* yesterday.' It should be the correct was 'Please tell me *where you saved my black box* yesterday.'

Then, the students often made the error, when the context of the sentence was past participle. So, the students corrected to apply to be in past participle but they were missing to change the regular verb past participle with adding -ed. For example, (2) 'Danni didn't expect *when his thesis was finish*'. It should be the correct was 'Danni didn't expect *when his thesis was finished*'.

b) Misselection of Simple Non-Past

Misselection errors are characterized by substitute used of form of a structure or morpheme. Some students made this error by using verb 1 that should use past form (verb 2) of irregular past tense. In this type of error, the students usually omitted the regular verb of past tense with still wrote the simple past tense. This error was caused by ignorance of rule restriction, they ignored what the context appropriately in the target language. It caused

by some of carelessness by them in learned the target language. It occurred when they had to use verb past and they didn't know what aapropriately it. So, in the context of past event, the using of simple present was not appropriate. The total number of this error was 54 items (see on appendix 8). For examples:

No	Sentences		Example of Students' Error	Causes of Error
	Source Text	Target Text		
1	Aku tidak tahu bagaimana Diki mendapatkan uang minggu lalu.	I didn't know <i>how Diki got the money last week.</i>	I didn't know <i>how Diki get the money last week.</i>	Ignorance of Rule Restriction
2	Rania tidak melihat apa yang dipegang Randa kemarin.	Rania didn't see <i>what Randa was held yesterday</i>	Rania didn't see <i>what Randa was hold yesterday.</i>	

From example no. 1, it should be the correct was 'I didn't know *how Diki **got** the money last week.*' Then, from the example of no. 2, it should be corrected was 'Rania didn't see *what Randa **was held** yesterday*'. The students often made the error, when the context of the sentence was past participle. So, the students corrected to apply to be in past participle but they were missing to change the regular verb past participle with adding -ed.

b. Syntax

As the researcher explained before, this error divided by 5 types in syntax errors. They were:

1) Connectors

a) Omission of WH- Words as a Connector

Omission is the absence of an item that should be appeared. If there is omission of WH-word, it would affect the sentence to be flaw. Many students forgot to use WH- word as a connector in the middle of the sentence. It caused by incomplete application of rules. It was commonly happened when the students who learnt the target language, but they have not mastered it yet and they applied it in the new rule. The total number of omission WH- words error committed by students was 23 items (see appendix 8). For examples:

No	Sentences		Examples of Students' Error	Type of Causes of Error
	Source Text	Target Text		
1	Kemarin ayahku bertanya manakah buku yang ingin aku beli.	Yesterday, my father asked <i>which</i> the book I wanted to buy.	Yesterday, my father asked __ the book I wanted to buy.	Incomplete Application of Rules
2	Kemarin wanita itu bertanya siapakah pemilik barang yang tidak terpakai ini..	Yesterday, the woman wondered <i>whose</i> this unused stuff was.	Yesterday, the woman wondered __ this unused stuff was.	

In the middle of the sentence, it should be included WH- word to connect the sentences became noun clause as the object of verb completely. Such as (1) Yesterday, My father asked __ *the book I wanted to buy*. The correct was

‘Yesterday, My father asked **which** the book I wanted to buy. (2) Yesterday, the woman wondered __ *this unused stuff* was. The correct was ‘Yesterday, the woman wondered **whose** *this unused stuff* was.’

b) Misselection of Connector

Misselection errors are characterized by the use of the wrong form of a structure or morpheme. Some students made this error by using other connector that should be use the right of WH- word as a connector. In this type of error, the students made this error caused by ignorance rule of restriction. This type of causes of error happened when the students didn’t apply the structure of noun clause as the object of verb. So, they ignored to choose the connector in their noun clause. The number of this error was 69 items (see on appendix 8). For examples:

No	Sentences		Example of Students’ Error	Causes of Error
	Source Text	Target Text		
1	Kemarin ayahku bertanya manakah buku yang ingin aku beli.	Yesterday, my father asked which the book I wanted to buy.	Yesterday, my dad wondered where the book I wanted to buy.	Ignornce Rule of Restriction
2	Kemarin wanita itu bertanya siapakah pemilik barang yang tidak terpakai ini..	Yesterday, the woman wondered whose <i>this unused stuff</i> was.	Yesterday, the woman wondered who <i>the owner of this useless thing</i> was.	

From example no.1, some of students failed to use a connector based on their experience in translating. It should be to use ‘**which**’ as suggested the correct connector. Last, many of students were confused to different in

using WH-word between *who* and *whose* in the sentence. For example no.2, it should be the correct was “Yesterday, the woman wondered *whose this useless thing was.*”

2) Number

a) Substitution of Using Many Instead of Much

In this sub-type of error was caused by ignorance of rule restriction. It caused by some of carelessness by them in learned the target language. They often used of much with paired of countable noun. They confused to distinguish between where was to use countable noun and uncountable noun of form. So, it can be inferred that they chose the random vocabulary. This kind of error had 4 items of number errors made by students (see on appendix 8). For example,

No	Sentences		Example of Students' Error	Causes of Error
	Source Text	Target Text		
1	Aku mengetahui berapa banyak kamu mencuri mangga itu minggu lalu.	I knew <i>how many mangoes you stole</i> last week.	I knew <i>how much mangoes you stole</i> last week.	Ignorance Rule of Restriction.

From the table of example above, in the sentence of ‘I knew *how much mangoes you stole* last week.’ It should be the correct was ‘I knew *how many mangoes you stole* last week.’ So, the students still could not distinguish between using of many and much.

b) Omission of –s/ -es

The type of this error was caused by incomplete application of rule. It occurred when the students failed to fully develop a structure. They wrote the countable noun in the noun clause as the object of verb, then they forgot to add –es in the noun form. So, they omitted of –es in the plural noun. This kind of error had 19 items of number errors made by students (see on appendix 8). For example,

No	Sentences		Example of Students' Error	Causes of Error
	Source Text	Target Text		
1	Aku mengetahui berapa banyak kamu mencuri mangga itu minggu lalu.	I knew <i>how many mangoes you stole last week</i> '	I knew <i>how many mango you stole last week.</i>	Incomplete Application of Rule

From the table of example above, in the sentence of 'I knew *how many mango you stole last week.*' It should be the correct was 'I knew *how many mangoes you stole last week*'. So, from this error, they made a deviant with omitted –es in noun form.

c) Adding of –s/ -es

The last, in this sub-type of error was caused by ignorance rule of restriction. They ignored about what they have to use the correct noun with adding plural noun randomly. It occurred when the students wrote the countable noun in the noun clause as the object of verb, they were adding –es in the uncountable noun form. So, it had a deviant to write uncountable

noun. This kind of error had 7 items of number errors made by students (see on appendix 8). For example,

No	Sentences		Example of Students' Error	Causes of Error
	Source Text	Target Text		
1	Aku tidak tahu bagaimana Diki mendapatkan uang minggu lalu.	I didn't know <i>how Diki got the money last week.</i>	I didn't know <i>how Diki got the moneys last week.</i>	Ignorance Rule of Restriction
2	Kemarin, wanita itu bertanya-tanya siapakah pemilik barang yang tidak terpakai ini.	Yesterday, the woman asked whose <i>this useless thing was</i>	Yesterday, the woman asked whose <i>this useless things was</i>	

From the table of examples above, in the sentence of no. (1) 'I didn't know *how Diki got the **moneys** last week*'. It should be the correct was 'I didn't know *how Diki got the **money** last week*'. Then, the students often did the error when they wrote the singular noun, but the added this noun by adding -s in their sentence. For example, (2) 'Yesterday, the woman asked whose *this **useless things** was*'. It should be the correct was 'Yesterday, the woman asked whose *this **useless thing** was*'.

3) Noun Phrase

a) Omission of Article

This sub-type of error was caused by incomplete application of rule. It concurred when the students failed to fully develop a structure. They absented to add article in their sentence. Furthermore, this error was made

by students because they omitted the article to the important noun form. The number of this error was 16 items (see on appendix 8). For example,

No	Sentences		Example of Students' Error	Causes of Error
	Source Text	Target Text		
1	Aku tidak tahu bagaimana Diki mendapatkan uang minggu lalu.	I didn't know <i>how Diki got the money last week.</i>	I didn't know <i>how Diki got __ money last week.</i>	Incomplete Application of Rule

From the table of example above, in the sentence of 'I didn't know *how Diki got __ money last week.*' It should be the correct was 'I didn't know *how Diki got **the money** last week.*' The students had not applied of article in their clause.

b) Substitution of Definite Article for Possessive Pronoun

This type of error was often made by the students was caused by false concepts hypothesized. It concurred when the students failed to fully develop a structure. When they wrote the clause, then they incorrect to apply the possessive pronoun with substituted the word with the article. In context of Bahasa Indonesia, it was clear with the possessive of noun form. The number of this error was 7 items (see on appendix 8). For example,

No	Sentences		Example of Students' Error	Causes of Error
	Source Text	Target Text		
1	Danni tidak menduga kapan skripsinya terselesaikan.	Danni didn't expect <i>when his thesis was finished.</i>	Danni didn't expect <i>when the thesis was finished.</i>	False Concepts Hypothesized

From the table of example above, in the sentence of ‘Danni didn’t expect *when **the** thesis was finished.*’ It should be the correct was ‘Danni didn’t expect *when **his** thesis was finished.*’

4) Verb Phrase

a) Substitution of Using Progressive for Past Event

In this sub-type of error, the students false applied to use simple past tense into past progressive. This error caused by false concepts hypothesized that occurred when the students were not fully comprehend a distinction in the target language. They didn’t mastered to distinction in using past event instead they used progressive tense to noun clause in Bahasa Indonesia. The number of this error was 4 items (see on appendix 8). For example,

No	Sentences		Example of Students’ Error	Causes of Error
	Source Text	Target Text		
1	Danni tidak menduga kapan skripsinya terselesaikan.	Danni didn’t expect <i>when his thesis was finished.</i>	Danni didn’t expect <i>when his thesis was finishing.</i>	False Concepts Hypothesized

From the table of examples above, in the sentence of ‘Danni didn’t expect *when **his thesis was finishing.***’ It should be the correct was ‘Danni didn’t expect *when **this thesis was finished.***’ This error showed that students didn’t understand to distinction between using past tense and past event.

5) Word Order

a) Repetition of the Object

In this sub-type of error, it caused by overgeneralization. It occurred when the students created a deviant structure on the basis of the other structures in the target language. They added the object which the sentence was complete with the main object. Then, they translated the sentence of noun clause as the object of verb in Indonesia word per word form. This kind of error had 20 items of number errors made by students (see on appendix 8). For example,

No	Sentences		Example of Students' Error	Causes of Error
	Source Text	Target Text		
1	Kemarin, wanita itu bertanya-tanya siapakah pemilik barang yang tidak terpakai ini.	Yesterday, the woman asked whose <i>this useless thing</i> was.	Yesterday, the woman asked <i>who the owner of this useless thing was.</i>	Over-generalization

From the table of example above, in the sentence of 'Yesterday, the woman asked *who the owner of this useless thing was*'. It should be the correct was 'Yesterday, the woman asked whose *this useless thing was*'. So, the double marking of the word order of the object had been represented with the WH-word 'whose'.

b) Adjectival Modifiers Placed after Noun

In this sub-type of error, misplacement of phrase was often made by the students. This error caused by false concepts hypothesized that occurred

when the students were not fully comprehend a distinction in the target language. When they applied to the target language, they were false to concept it. It caused by they followed to translate in first language. The number of this error was 7 items (see on appendix 8). For examples,

No	Sentences		Example of Students' Error	Causes of Error
	Source Text	Target Text		
1	Kemarin, wanita itu bertanya-tanya siapakah pemilik barang yang tidak terpakai ini.	Yesterday, the woman wondered <i>whose this unused thing was.</i>	Yesterday, the woman wondered <i>whose this thing unused was.</i>	False Concepts Hypothesized
2	Kemarin, wanita itu bertanya-tanya siapakah pemilik barang yang tidak terpakai ini.	Yesterday, the woman wondered <i>whose this useless thing was.</i>	Yesterday, the woman wondered <i>whose this thing useless was.</i>	

From the table of examples above, in the sentence of (1) 'Yesterday, the woman wondered *whose this thing unused was.*' It should be correct was 'Yesterday, the woman wondered *whose this unused thing was.*' (2) 'Yesterday, the woman wondered *whose this thing useless was.*' It should be the correct was 'Yesterday, the woman wondered *whose this useless thing was.*'

c. Skeleton of English Clauses

As the researcher identified before, this error divided by 2 types in skeleton of English clauses errors. They were:

1. Missing Parts

a) Subject or Object Pronoun Missing

In this type of error called missing of subject or object pronoun. Missing had same meaning of omission. Omission is the absence of an item that should be appeared. Some of students forgot to include the pronoun in their clause. It caused by incomplete application of rule, they have not mastered to develop structure in adding pronoun based on the structure in completing noun clause rule. So, they made the errors from this category. The total of this error was 6 items (see on appendix 8. For examples:

No	Sentences		Example of Students' Error	Causes of Error
	Source Text	Target Text		
1	Dana tidak paham mengapa temannya meneleponnya kemarin.	Dana didn't understand <i>why his friend called him yesterday.</i>	Dana didn't understand <i>why his friend called __ yesterday.</i>	Incomplete Application of Rule.
2	Laki-laki yang aku temui kemarin adalah Tuan Frankie.	The man <i>whom I saw yesterday</i> was Mr. Frankie.	The man <i>whom __ saw yesterday</i> was Mr. Frankie.	
3	Danni tidak menduga kapan skripsinya telah selesai.	Danni didn't expect <i>when his mini thesis was finished.</i>	Danni didn't expect <i>when __ mini thesis was finished.</i>	

For those examples, the students made errors incomplete to use pronoun in the sentence. There were, (1) this sentence missing of object pronoun. It should be adding '**him**' after the word 'called'. The correct was 'Dana didn't understand *why his friend called **him** yesterday.*' (2) For this sentence, the students omitted the subject pronoun. So, it should be the

correct was ‘The man *whom I saw yesterday* was Mr. Frankie.’ In this sentence should add the pronoun ‘**I**’ as the appropriate pronoun. (3) The last example of error made by students, this error showed that they omitted possessive pronoun. So, it should be the correct was ‘Danni didn’t expect *when his mini thesis was finished.*’ In this sentence, a possessive pronoun that should be add this sentence was ‘**his**’ to appropriately the error.

2. Misordered Parts

a) Subject and Object Permuted

Misordered can be called with misordering. Misordering is characterized by the incorrect placement of a morpheme or group of morphemes in an utterance. In this kind of errors, the students still made the errors when they applied to the target language, but they false to concept it. It caused by false concepts hypothesized, they followed to make the clause by translaing in first language. So, they structured for subject and object untidy. The total of this error was 26 items (see on appendix 8). For example,

No	Sentences		Example of Students’ Error	Causes of Error
	Source Text	Target Text		
1	Aku mengethau berapa banyak kamu mecuri mangga minggu lalu.	I knew <i>how many mangoes you stole</i> last week.	I knew <i>how many you stole mangoes last week.</i>	False Concepts Hypothesized

From the table above, the example of students’ error ‘I knew *how many you stole mangoes last week.*’ It should be the correct was ‘I knew *how many*

mangoes you stole last week'. The students who didn't know to arrange the clause appropriately still confused to put subject or object first.

b) Verb before Subject

In this sub-type of error, the students often made the error with included the verb in the first structure. It caused by ignorance of rule restriction, the students didn't apply in structure of sentence/clause. So, they ignored what the context approximately in the target language. The total number of this error was 8 items (see on appendix 8). For examples,

No	Sentences		Example of Students' Error	Causes of Error
	Source Text	Target Text		
1	Rania tidak melihat apa yang dipegang Randa kemarin.	Rania didn't see <i>what Randa was held yesterday.</i>	Rania didn't see <i>what was held Randa yesterday.</i>	Ignorance of Rule Restriction
2	Kemarin, Ayahku bertanya-tanya manakah buku yang ingin aku beli.	Yesterday, my father asked <i>which book I wanted to buy.</i>	Yesterday, my father asked <i>which book wanted I to buy.</i>	

From the table of example above, in the sentence of (1) 'Rania didn't see *what was held Randa yesterday.*' It should be the correct was 'Rania didn't see *what was held Randa yesterday.*' (2) 'Yesterday, my father asked *which book wanted I to buy.*' It should be the correct was 'Yesterday, my father asked *which book I wanted to buy.*'

d. The Auxiliary System

As the researcher explained before, there were two types in the auxiliary system which could be defined, such as:

1) Have and Be

a) Be Missing

Be missing means like an omission of be. Omission of this error is categorized by in using of past participle in noun clause as the object of verb. The students often missed to input *to be* before verb form in past participle. It caused by incomplete application of rule, they missed in adding *to be* for noun clause. The number of this error was 64 items (see on appendix 8). There were 3 kinds of example the error of omission of *to be*:

No	Sentences		Example of Students' Error	Causes of Error
	Source Text	Target Text		
1	Rania tidak melihat apa yang dipegang Randa kemarin.	Rania didn't see <i>what Randa was held yesterday.</i>	Rania didn't see <i>what Randa _ held yesterday.</i>	Incomplete Application of Rule.
2	Danni tidak menduga kapan skripsinya telah selesai.	Danni didn't expect <i>when his thesis was finished.</i>	Danni didn't expect <i>when his thesis _ finished.</i>	
3	Kemarin wanita itu bertanya siapakah pemilik barang yang tidak terpakai ini.	Yesterday, The woman wondered <i>whose this useless thing was.</i>	Yesterday, The woman wondered <i>whose this useless thing _.</i>	

Based on the examples above, the correct sentences were, (1) Rania didn't see *what Randa was held yesterday.* (2) Danni didn't expect *when his thesis was finished.* (3) Yesterday, The woman wondered *whose this useless thing*

was. From the suggested correction, the students made errors with missing to include to be '*was*'.

b) Misplacement of to be

In this type of error, the students often made the error with included *to be* in the first before noun phrase or subject in dependent clause or verb. This types of error was caused by false concepts hypothesized. It was commonly happened when the students who learnt the target language, but they have not mastered it yet and they applied it in the new rule. The total number of this error was 18 items (see on appendix 8). For examples,

No	Sentences		Example of Students' Error	Causes of Error
	Source Text	Target Text		
1	Kemarin, wanita itu bertanya-tanya siapakah pemilik barang yang tidak terpakai ini.	Yesterday, The woman wondered <i>whose this useless thing was</i> .	Yesterday, the woman wondered <i>who was this useless thing</i>	False concepts Hypothesized.
2	Rania tidak melihat apa yang dipegang Randa kemarin.	Rania didn't see <i>what Randa was held yesterday</i> .	Rania didn't see <i>what Randa held was yesterday</i> .	

From the table of example above, in the sentence of (1) 'Yesterday, the woman wondered *who was this useless thing*.' It should be the correct was 'Yesterday, The woman wondered *whose this useless thing was*.' (2) 'Rania didn't see *what Randa held was yesterday*.' It should be the correct was 'Rania didn't see *what Randa was held yesterday*.'

2. Do / Did

a) Overuse in Affirmative Sentences

Overuse could be called with addition. Addition is characterized by the presence of an item which must not appear in a well-formed utterance. Then, Modals is one of auxiliary verb. Each modal had the different function. The verb following modal is not added by suffix such as –ed, -d, -s, or –ing. But, in simple past event, the use of auxiliaries were not used.

In this type of error, it caused by overgeneralization. This error occurred when the students created a deviant structure on the basis of the other structures in the target language. They added the auxiliary which the sentence was completed with already past event. The number of this error was 39 items (see on appendix 8). For examples:

No	Sentences		Example of Students' Error	Causes of Error
	Source Text	Target Text		
1	Mohon beritahu saya dimanakah kamu menyimpan kotak hitamku kemarin.	Please tell me <i>where you saved my black box</i> yesterday.	Please tell me <i>where did you saved my black box</i> yesterday.	Over-generalization
2	Aku berterima kasih pada wanita yang telah menolong saya.	I thanked the woman <i>who helped me.</i>	I thanked the woman <i>who has helped me.</i>	

From the examples above, (1) students added 'did' in context of noun clause for past event. It should be correct was 'Please tell me *where you saved my black box* yesterday.' The students who made this error were caused by they used of auxiliary 'did' in their noun clause which should be omitted. So,

they were not fully mastered of noun clause rule. Then, (2) students added auxiliary ‘has’ in context of past event. It should be the auxiliary ‘has’ omitted. The correct sentence was, ‘I thanked the woman *who helped me*’.

b) Overuse in Questions

Many of students changed simple past event with substituted the regular aor irregular verb 1 with adding the modal. In this type of error, the students usually used of auxiliary ‘did’ in their task of noun clause as the object of verb. It was wrong for the structure of noun clause rule.

This kind of error was caused by false concepts hypothesized. It occurred when the context was past event, they didn’t change the regular verb in past event. Instead, they substituted with adding did and still wrote the simple non past verb. It would be better if the word ‘did’ omitted it changed with regular verb past tense. The number of this error was 26 items (see on appendix 8). For example,

No	Sentences		Example of Students’ Error	Causes of Error
	Source Text	Target Text		
1	Dana tidak paham mengapa temannya menelponnya kemarin.	Dana didn’t understand <i>why his friend called him yesterday.</i>	Dana didn’t understand <i>why his friend did call him yesterday.</i>	False Concepts Hypothesized
2	Laki-laki yang aku temui kemarin adalah Tuan Frankie.	The man <i>whom I saw yesterday</i> was Mr. Frankie.	The man <i>whom did I see yesterday</i> was Mr. Frankie.	False Concepts Hypothesized

From the table above, the example of students' error of 'Dana didn't understand *why his friend did call him yesterday.*' It should be the correct was 'Dana didn't understand *why his friend called him yesterday.*' The students who changed regular verb past tense with substituted *did* and still used *v1* might be used, but in noun clause rule *did* should be omitted cause in using *did* the clause became interrogative sentence.

Then, from example no.2, the sentence of 'The man *whom did I see yesterday* was Mr. Frankie.' It should be the correct was 'The man *whom I saw yesterday* was Mr. Frankie. The students used *did* to substitute irregular verb past tense wa not structure of noun clause.

Based on the discussion above, the researcher concluded that the students almost made the errors in category auxiliary errors. Because, the students often missed add *to be* in their sentence. Secondly, in category of verb errors, they made the error in using the simple non-past regular verb without changed it with adding –ed. Next, in category of connector errors, they still confused to choose the right of connector in noun clause as the object of verb. Then, in category of subject/ object errors, they often omitted the pronoun in the noun clause which made the sentence was flaw. The last, in category of object error, they usually added the other object in the clause.

2. Discussion of Causes of Error Made by Students in Noun Clause as the Object of Verb

In this section, the researcher would like to explain more about the detail of causes of error based on the finding of this research. There were four kinds of causes of error made by students based on Richards' theory in Khansir.

a. Incomplete Application of Rules

Incomplete Application of Rules is the highest common cause of error made by the students which the total result was 202 errors. Incomplete application of rules occurred when the students failed to fully develop a structure. It was commonly happened when the students who learnt the target language, but they have not mastered it yet and they applied it in the new rule. These are the examples of incomplete application of rules:

- 1) "The man *I saw yesterday* was Mr. Frankie." It should be "The man *whom I saw yesterday* was Mr. Frankie." It caused by incomplete application of rules because the student forgot to add a connector in this sentence.
- 2) "Yesterday, my father wondered *which the book I want to buy*." It should be "Yesterday, my father wondered *which book I wanted to buy*." The students were not applied of regular verb in past tense with omit -ed in their sentence.

b. False Concepts of Hypothesized

False concepts of hypothesized had 155 errors. False concepts of hypothesized occurred when the students were not fully comprehend a distinction in the target language. It was commonly happened when the students who learnt the

target language, but they have not mastered it yet and they applied it in the new rule. These are the examples of false concepts of hypothesized:

- 1) I didn't know how Diki *get the money last week*.
- 2) I knew *how many mangoes did you steal* last week.

From these examples above, the correction of the sentences were, (1) 'I didn't know *how Diki got the money last week*'. The students often made this error were caused by they didn't mastery in comprehending the irregular verb past tense. (2) 'I knew *how many mangoes you stole* last week.' The students who made this error were caused by they used of auxiliary 'did' in noun clause rule. Where the using of auxiliary did in past tense was same like interrogative sentence, and they were not fully mastered of noun clause rule.

c. Ignorance of Rule Restriction

Ignorance of rule Restriction had 89 errors. This type of causes of error happened when the students didn't apply the structure of noun clause as the object of verb. They ignored what the context appropriately in the target language. It caused by some of carelessness by them in learned the target language .So they did to choose the random vocabulary. For example,:

- 1) Yesterday, my father wondered *where the book I wanted to buy*.
- 2) Yesterday, the woman wondered *who the owner of this thing was use not*.

From both of these examples, No. 1 had the error because the students false to choose the appropriate connector. Although the meaning of the word 'where' and 'which' were resemble. But, this clause was contexted to the noun 'book' not for the place. So, the correct clause was 'Yesterday, my father wondered

which book I wanted to buy.' Then, for example No. 2, the students made the error false to choose the appropriate connector too. The correct clause was 'Yesterday, the woman wondered *whose this useless thing was.*'

d. Overgeneralization

Overgeneralization had 43 errors. In this type of causes of error, it occurred when the students created a deviant structure on the basis of the other structures in the target language. For example,:

- 1) I thanked the woman who **has helps** me.
- 2) Please tell me where you **did saved** my black box yesterday.

From the examples above, No. 1 had the error because in the context of past event, they added auxiliary '**has**' and the third of singular verb when this context was past event. So, the wrong which caused by overgeneralization was the students were adding the same structure in place of two target language. The correct sentence was 'I thanked the woman *who helped me*'. For No. 2, it showed the error when the students applied the regular verb already in past tense, they were adding the auxiliary '**did**' in the sentence which in the noun clause rule, the use of auxiliary 'do/did/does' were omitted. Because, in interrogative sentence the use of auxiliary do/did/does could be apply. So, the correct sentence of example No. 2 was 'Please tell me *where you saved my black box yesterday*'.

Based on discussion above, the researcher concluded that the causes of error made by students caused by incomplete application of rules. Because, they were not comprehend the rule of the structures in the target language. Then, in false

concepts hypothesized, they made the error often fault to concept the structures to transfer the target language. Next, they usually ignore the rule of restriction in learning the context of second language. The last, they made the errors caused by overgeneralization which the term of structure, they add more the other structure which had completed to the regular structure.

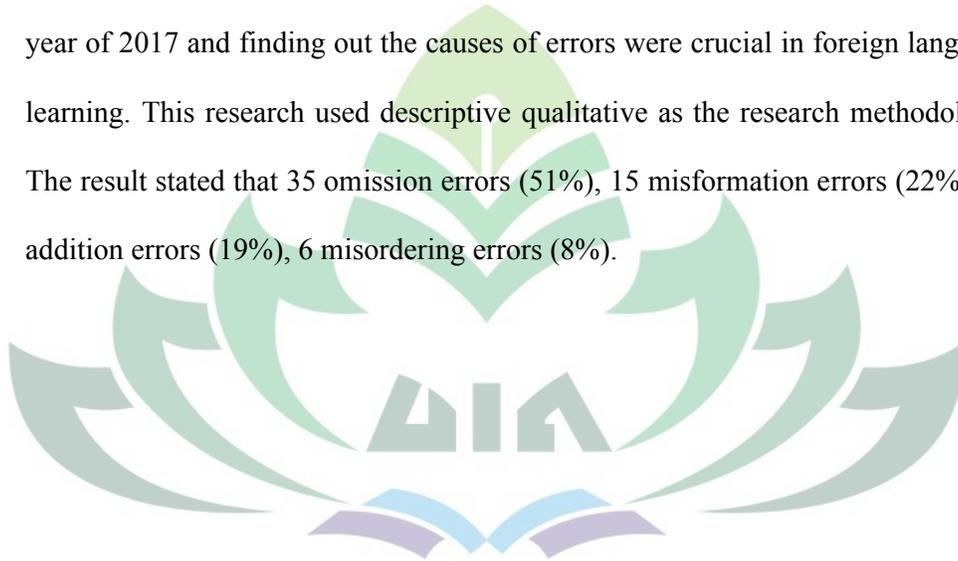
3. Discussion of Proportions of the Data

Based on the table that showed in the research finding, it can be inferred that the highest errors based on Linguistic Category Taxonomy was Errors in Syntax that was 176 items or 36% and the second most common error was Errors in Auxiliary System with 147 item or 30%. In noun clause rule, the use of did to substitute the regular or irregular verb in the dependent clause was not suitable. Moreover, the using of verb past tense divided into regular or irregular form and sometimes it confused the students to arrange it. Meanwhile, there were two kinds of lower percentage errors was taken by Errors in Morphology with 126 items or 26%, and Errors in Skeleton of English Clauses with 40 items or 8%.

Related to the previous studies, the first selected by the researcher was written by Hermariyanti Kusumadewi from Indraprasta PGRI University in South of Jakarta entitled "An Analysis of Students' Error in Constructing Nominal Clause". This research was aimed to know the analysis the students' error in constructing nominal clause based on surface strategy taxonomy at the third semester of Indraprasta PGRI University in the academic year of 2017. This research used qualitative method descriptively. The result stated that An Analysis of Students' Error in Constructing Nominal Clause students made errors while constructing

Nominal clause beginning with Question words, Nominal Clause with If/Whether, Nominal Clause with –that.

Then, the second of previous study was written by Nguyen Thi Loc Uyen, et.al entitled “An Analysis of Errors in the Use of Noun Clauses Made by Senior English Major Students at Van Hien University”. This research was aimed to analyze errors based on surface strategy taxonomy in the use of noun clauses made by senior English major students at Van Hien University in the academic year of 2017 and finding out the causes of errors were crucial in foreign language learning. This research used descriptive qualitative as the research methodology. The result stated that 35 omission errors (51%), 15 misformation errors (22%), 13 addition errors (19%), 6 misordering errors (8%).



CHAPTER V CONCLUSION AND SUGGESTION

A. Conclusion

The main objectives of this research were to analyze the students' errors in making noun clause as the object of verb made by the eleventh grade students of SMKN 2 Bandar Lampung in the academic year of 2018/2019. After analyzing the students' error, the researcher found the dominant errors and causes of error who made by students. Based on the fourth chapter, the researcher found that there were 489 errors made by the students.

The researcher classified the types of error into four categories or four headings. They were errors in morphology, errors in syntax, errors in skeleton of English clause, errors in the auxiliary system. Almost all students made such errors. The researcher divided errors morphology into two types of error, they were: omission of -ed and misselection of simple non past. Secondly, in errors syntax divided into ten types of errors, they were: substitution of many instead much, omission of -s/-es, and adding of -s/-es, omission of article, substitution of definite article for possessive pronoun, progressive for simple past, repetition of the object, and adjectival modifiers placed after noun. After that, in errors of skeleton of English clauses divided into four types, they were: omission of pronoun, misplacement subject object permuted, and misplacement of verb before subject. The last, in errors of the auxiliary system divided into three types of error. There were omission of be, misplacement of be, overuse in affirmative sentences, overuse in questions. The percentage of errors that researcher got from the data gathered

were 126 items or 26% from errors in morphology that made by students. The second, the total errors in syntax were 176 items or 36%. Next, in skeleton of english clauses errors were 40 or 8%. The last, in *auxiliary system* errors were 147 or 30%.

There were kinds of causes of errors that shown in this research such as *incomplete application of rules, false concepts hypothesized, ignorance rules of restriction, and overgeneralization*. Incomplete application of rules was the major causes of errors. These errors were caused by not fully comprehend the structure. The students were often missing the words or morphemes which very important to transfer the target language. In making noun clause, the students were still missing –ed in regular past tense. For instance, they couldn't change the regular verb 2 with adding –ed, but they substituted regular v2 with adding 'did' in noun clause. All the errors that they made occur when they tried to tell their experience in English based on the comprehension and vocabularies they had in their mind.

B. Suggestions

Based on the finding of this research, some suggestion would be given by the researcher that can be cited as follows:

1. For the Next Researcher

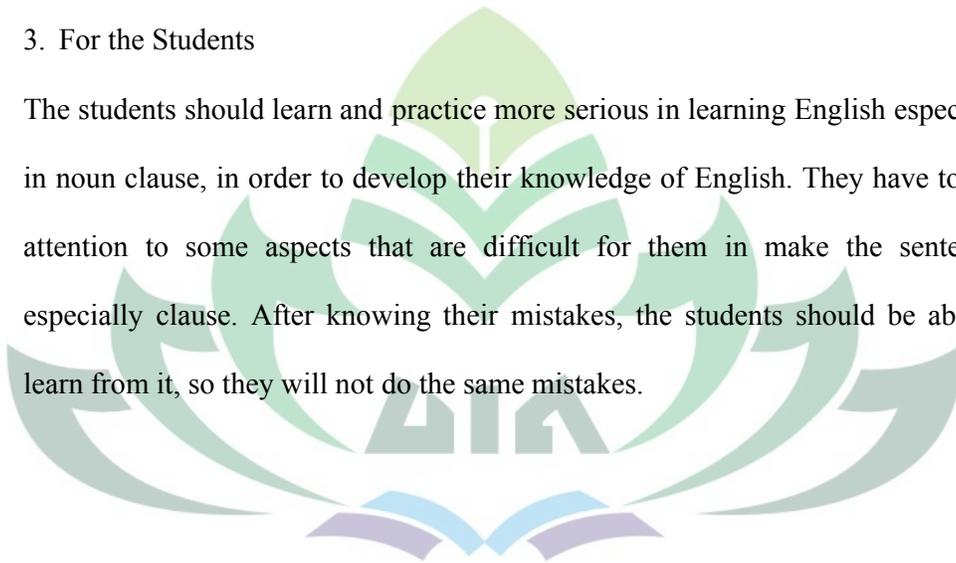
The suggestion was given the other researchers, to conduct further research with the same object and different perspective in other grammatical English. Because of that, a lot of students are still lack of knowledge about grammar. It can be used as the input for improvement of the language teaching.

2. For the English Teacher

The English teacher should not ignore the students' errors. If it is possible, the teacher should give proper correction on them by using appropriate error strategies. It was also suggested that the teacher establish a remedial session for teaching 'noun clause'. Retell the students in detail about the structure of noun clause as the object of verb. So, the finding of this research showed that they were mostly troubled by the items.

3. For the Students

The students should learn and practice more serious in learning English especially in noun clause, in order to develop their knowledge of English. They have to pay attention to some aspects that are difficult for them in make the sentences especially clause. After knowing their mistakes, the students should be able to learn from it, so they will not do the same mistakes.



REFERENCES

- Adisutrisno, Wagiman. *Semantic: An Introduction to the Basic Concept*. Yogyakarta: Essex. 2008.
- Al-Qur'an 3 Bahasa: Arab, Indonesia, Inggris*. Depok: Al-Huda Kelompok Gema Insani. Al-Qolam: 1. 2009.
- Aminah, Siti. An Interview, The English Teacher at SMKN 2 Bandar Lampung, on February, 21st 2018.
- Arikunto, Suharsimi. *Prosedur Penelitian Suatu Pendekatan Praktik*. Yogyakarta: Rineka Cipta. 2013.
- Ary, Donald. L.C. Yacobs. and A Razaveigh. *An Introduction Research in Education 2nd Hotl*. Washington: Rinenhart and Winston Inc. 2010.
- Audi, Robert. *Cambridge Dictionary of Philosophy, (4th Edition)*. New York: Cambridge University Press. 1999.
- Azar, Betty S. *Understanding and Using English Grammar*. Pearson: Longman. 2016.
- Brown, H. Douglas. *Principle of Language Learning and Teaching 5th Edition*. New Jersey: Prentice Hall Regents. 2007.
- Bull, Victoria. *Oxford Learner's Pocket Dictionary*. 4th Edition. New York: Oxford University Press. 2011.
- Burton, Robert Noel. *Analysis Sentences: An Introduction to English Syntax 4th Edition*. Malaysia: Essex. 2016.
- Creswell, John W. *Educational Research Planning, Conducting and Evaluating Quantitative and Qualitative Research, 4th Edition*. New Jersey: Pearson Education. 2011.
- Dulay, Heidi. Marina Burt and Stephen Krashen. *Language Two*. New York: Oxford University Press, 1982.
- Ellis, Rod. *The Study of Second Language Acquisition*. New York: Oxford University Press, 1971.

- Harmer, Jeremy. *The Practice of English Language Teaching 4th Edition*. Cambridge: Pearson Longman. 2007.
- Hasyim, Sunardi. *Error Analysis in the Teaching English, Journal of Jurusan Sastra Inggris, Fakultas Sastra Vol. 4 No. 1*. Surabaya: University of Kristen Petra. 2002. (On-Line)
- Hermini. *Grammatical Error Analysis in Recount Texts Made by the Students of Cokroaminoto University of Palopo, Journal Vol. , no. 1*. University of Palopo: Ethical Lingua. 2015. (On-Line)
- Kadarmo, Siwi. and Mien Kasmini. *The Grandmaster of TOEFL*. South of Jakarta: Ciganjur, Jagakarsa. 2015.
- Kusumadewi, Hermariyanti. *Analysis of Students' Error in Constructing Nominal Clause, Journal of Wanastra Vol. IX No. 2*. South of Jakarta: Universitas Indraprasta PGRI. 2017. (On-Line).
- Larsen-Freeman, Diane and Michael H. Long. *An Introduction to Second Language Acquisition Research*. Routledge: Routledge Group. 2014.
- Lester, Mark. *English Grammar Drills*, United States: Hill Companies. 2009.
- Lodico, Marguerite G. Dean Spaulding. and Katherine Voegtle. *Methods in Educational Research from Theory to Practice 2nd Edition*. San Francisco: Jasssey-Bass. 2010.
- Richards, Jack C. *A Non-Constrastive Approach to Error Analysis*. London: Longman. 1971.
- Scocco, Daniel and Meave Maddox. *Basic English Grammar: Daily Writing Tips*. 2009. (On-Line)
- Setiyadi, Ag. Bambang. *Teaching English as A Foreign Language*. Yogyakarta: Graha Ilmu. 2006.
- Silviana, Nia. *An Analysis of Students' Ability in Using Adjective Clause in the Second Semester of the Elventh Grade at SMAN 13 Bandar Lampung in 2013/2014 Academic Year*. Bandar Lampung: State Islamic of University Raden Intan Lampung. 2014.
- Steffani, Susan A. *Identifying Embedded and Conjoined Complex Sentences: Making it Simple Chico*. 2007. (On-Line)

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

Sugiyono. *Metode Penelitian Kuantitatif, Kualitatif dan R&D*. Bandung: Alfabeta. 2013.

Tafani, and Filma. *Correcting or Not Error and Mistake. Article 16 in LCPJ, Vol.2 No.2*. LCPJ Publishing. 2009. (On-Line)

Tarigan, Henry Guntur. *Pengajaran Analysis Kesalahan Berbahasa*. Bandung: Angkasa. 1982.

Uyen, Ngunyen Thi Loc. et.al. *An Analysis of Error in the Use of Noun Clauses Made By Senior English Major Students at Van Hien University, Journal of Science Vol. 5 No. 2*, Van Hien: Van Hien University. 2017. (On-Line)

Vikie A. Lambert, DNSc, RN, FAAN, Clinton E, Lambert, PhD, RN, CS, FAAN, *Qualitative Descriptive Research: An Acceptable Design*, vol.16, no.4. Fasific Rim International Journal of Nursing Research. 2012. (On-Line)



APPENDICES

A stylized background graphic consisting of several overlapping, semi-transparent shapes in shades of green and light blue. The shapes are arranged in a way that suggests a globe or a network of connections, with some shapes resembling arrows or directional indicators. The overall effect is a modern, abstract design that complements the bold, black text.

Appendix 1

Table 5 Data of Students' Score in Preliminary Research

No.	Name of Students	Gn	Class	Score	Description
1	A. A	M	Arc. 1	82	Standard Score
2	A. D	F	Arc. 1	80	Standard Score
3	A. F	F	Arc. 1	75	Standard Score
4	A. K	M	Arc. 1	60	Under Standard Score
5	A. P	M	Arc. 1	80	Standard Score
6	A. P. A. Z	F	Arc. 1	69	Under Standard Score
7	A. Y. W	M	Arc. 1	80	Standard Score
8	B. N	M	Arc. 1	60	Under Standard Score
9	C. J. A	M	Arc. 1	75	Standard Score
10	D. A. E. P	M	Arc. 1	60	Under Standard Score
11	D. B. P	M	Arc. 1	71	Under Standard Score
12	D. O. D	F	Arc. 1	76	Standard Score
13	D. S	M	Arc. 1	70	Under Standard Score
14	E. P	M	Arc. 1	60	Under Standard Score
15	E. P. S	F	Arc. 1	60	Under Standard Score
16	G. A. P	M	Arc. 1	72	Under Standard Score
17	H. P	F	Arc. 1	81	Standard Score
18	I. W	M	Arc. 1	60	Under Standard Score
19	K. S. G	M	Arc. 1	68	Under Standard Score
20	L. O. R	F	Arc. 1	68	Under Standard Score
21	M. A	F	Arc. 1	68	Under Standard Score
22	M. A. V. P	M	Arc. 1	68	Under Standard Score
23	M. A.A	M	Arc. 1	71	Under Standard Score
24	M. R	F	Arc. 1	68	Under Standard Score
25	M. T. A. Q	M	Arc. 1	68	Under Standard Score
26	M. Y. P	M	Arc. 1	82	Standard Score
27	N. M A	F	Arc. 1	82	Standard Score
28	N. Y	F	Arc. 1	80	Standard Score
29	R. A	F	Arc. 1	80	Standard Score
30	R. A. S	F	Arc. 1	72	Under Standard Score
31	R. F. A	M	Arc. 1	60	Under Standard Score
32	R. R. T	M	Arc. 1	80	Standard Score
33	S. A	M	Arc. 1	80	Standard Score
34	S. A. H	M	Arc. 1	60	Under Standard Score
35	S. D. R	F	Arc. 1	67	Under Standard Score
36	S. R	F	Arc. 1	70	Under Standard Score
37	V. S	M	Arc. 1	80	Standard Score
38	Y. M	F	Arc. 1	60	Under Standard Score

Total : U-Standard Score: 23 Standard Score: 15

Appendix 1

Table 6 Data of Students' Score in Preliminary Research

No.	Name of Students	Gn	Class	Score	Description
1	A. D. E. P	F	Arc. 2	70	Under Standard Score
2	A. E. P	M	Arc. 2	76	Standard Score
3	A. H	F	Arc. 2	68	Under Standard Score
4	A. R	F	Arc. 2	80	Standard Score
5	A. S	M	Arc. 2	82	Standard Score
6	A. Y	F	Arc. 2	70	Under Standard Score
7	B. A. N. B	M	Arc. 2	75	Standard Score
8	B. E. S	M	Arc. 2	69	Under Standard Score
9	D. A. P	F	Arc. 2	65	Under Standard Score
10	D. P. D	F	Arc. 2	78	Standard Score
11	D. R	F	Arc. 2	65	Under Standard Score
12	F. H. B	M	Arc. 2	60	Under Standard Score
13	H. B. B	M	Arc. 2	67	Under Standard Score
14	K. D. M	F	Arc. 2	69	Under Standard Score
15	L. S. K	F	Arc. 2	75	Standard Score
16	M. A	M	Arc. 2	80	Standard Score
17	M. B	M	Arc. 2	81	Standard Score
18	M. K. F	M	Arc. 2	80	Standard Score
19	M. M. F	M	Arc. 2	72	Under Standard Score
20	M. N. I. F	M	Arc. 2	75	Standard Score
21	M. N. N	M	Arc. 2	70	Under Standard Score
22	M. R	M	Arc. 2	75	Standard Score
23	M. R. A	M	Arc. 2	72	Under Standard Score
24	M. R. J. W	M	Arc. 2	80	Standard Score
25	N. D. K. M	F	Arc. 2	82	Standard Score
26	N. H. S	M	Arc. 2	67	Under Standard Score
27	N. S. A	F	Arc. 2	69	Under Standard Score
28	R. D. A	M	Arc. 2	65	Under Standard Score
29	R. E. R	M	Arc. 2	78	Standard Score
30	R. E. S	M	Arc. 2	70	Under Standard Score
31	R. N. P	M	Arc. 2	80	Standard Score
32	R. P	F	Arc. 2	82	Standard Score
33	R. S	M	Arc. 2	80	Standard Score
34	S. P	F	Arc. 2	78	Standard Score
35	S. R	F	Arc. 2	72	Under Standard Score
36	S. S	F	Arc. 2	70	Under Standard Score
37	T. S	M	Arc. 2	75	Standard Score
38	W. A. I	F	Arc. 2	76	Standard Score
39	W. K. D	F	Arc. 2	65	Under Standard Score
40	Y. A	M	Arc. 2	68	Under Standard Score

Total: U-standard Score: 20 Standard Score: 20

*Appendix 2***INTERVIEW GUIDELINE THE TEACHER IN PRELIMINARY
RESEARCH**

1. Bagaimanakah perkembangan kemampuan berbahasa Inggris di SMKN 2 Bandar Lampung?
(How about the development of English ability in SMKN 2 Bandar Lampung?)
2. Bagaimana tentang motivasi siswa dalam belajar Bahasa Inggris di kelas?
(How about the students' motivation in learning English in the class?)
3. Sejauh ini, bagaimana penguasaan siswa berbahasa Inggris?
(So far, how about the students' mastery in English?)
4. Bagaimana minat siswa dalam mengikuti pelajaran Bahasa Inggris khususnya dalam aspek Grammar?
(What are the students' interested in taking English lessons especially in aspect of grammar?)
5. Bagaimana kemampuan siswa dalam materi *Noun Clause* khususnya *Noun Clause as the Object of Verb*?
(How about the students' ability in material Noun Clause especially in Noun Clause as the Object of Verb?)

*Appendix 3***TRANSCRIPT OF INTERVIEW RESULT THE TEACHER IN
PRELIMINARY RESEARCH**

1. Question : Bagaimanakah perkembangan kemampuan berbahasa Inggris di SMKN Bandar Lampung?
- Answer : Saat ini, kemampuan berbahasa Inggris di SMKN 2 Bandar Lampung sudah level *Intermediate*.
2. Question : Bagaimana tentang motivasi siswa dalam belajar Bahasa Inggris?
- Answer : Motivasi siswa dalam belajar Bahasa Inggris masih 50%. Banyak siswa masih berasumsi bahwa Bahasa Inggris itu pelajaran yang sulit dan motivasi mereka terbatas pada guru mereka. Jika mereka merasa nyaman dengan guru Bahasa Inggris dalam mengajarkan Bahasa Inggris, mereka akan senang dalam mempelajari Bahasa Inggris, tetapi jika mereka tidak nyaman, mereka merasa Bahasa Inggris itu menyulitkan dan tidak menyenangkan.
3. Question : Sejauh ini, bagaimana penguasaan siswa berbahasa Inggris?
- Answer : Setiap kelas terdapat beberapa siswa yang bagus dalam penguasaan Bahasa Inggrisnya, dan siswa yang lain masih nyaman untuk mengasah kembali dalam Bahasa Inggrisnya.
4. Question : Bagaimana minat siswa dalam mengikuti pelajaran Bahasa Inggris khususnya dalam aspek *Grammar*?
- Answer : Sebenarnya tidak ada jam khusus untuk mempelajari Grammar. Materi Grammar akan dipelajari ketika berkaitan dengan materi yang terdapat di silabus. Dalam hal ini minat siswa bermacam-macam, ada sebagian siswa yang menyenangi Bahasa Inggris dan ada juga yang tidak, terutama minat belajar Bahasa Inggris dalam kelas XI Arsitektur 1 yang kebanyakan dari mereka masih belum

Appendix 3

menyukai Bahasa Inggris dikarenakan mereka keterbatasan waktu dalam belajar Bahasa Inggris di kelas.

5. Question : Bagaimana Kemampuan siswa dalam materi *Noun Clause*?

Answer : Kemampuan mereka bermacam-macam, namun kebanyakan dari mereka lemah dalam menyusun kalimat khususnya dalam materi *Noun Clause*, hal ini dikarenakan mereka kesulitan dalam menggunakan dan menempatkan *Noun Clause* itu sendiri dalam kalimat. Contohnya menentukan *subordinators/connetors* yang terdapat dalam *Noun Clause*. Serta menempatkan kembali struktur kalimat agar menjadi *Noun Clause* yang sempurna.



Appendix 3

**RESULT OF INTERVIEW WITH THE TEACHER IN THE
PRELIMINARY RESEARCH**

Teacher : Mrs. Siti Aminah, S. Pd

Date/Time : Thursday, February, 21th 2018 / 10.15 a.m

Place : SMKN 2 Bandar Lampung

No.	Question	Answer	Conclusion
1	How about the development of English ability in SMKN 2 Bandar Lampung?	At this moment, process of learning English in SMKN 2 Bandar Lampung is Intermediate level.	In SMKN 2 Bandar Lampung, the students has gotten learn English in middle of level or intermediate.
2	How about the students' motivation in learning English in the class?	Students' motivation is still 50%. Many students assume that learn English are very difficult, and not interesting. It's depend on how the students have amenity with the teacher.	Motivation of students in learning English is depend on the teacher's style in teaching in the class.
3	So far, how about the students' mastery in English?	Every class have several students who mastered in learning English and many students have low ability in mastering.	They have many kinds of ability in comprehending of English.
4	What are the students' interested in taking English lessons especially in grammar aspect?	In this school, there is no specific time for learning grammar in the schedule. But, the students' interest in learning grammar are various because they have not enough time in their class.	The students have not enough time for learning grammar in the class. So, it influenced by students' mastery of English grammar.
5	How about the students' ability in material Noun Clause especially in Noun Clause as the Object of Verb?	Some of students are still weak in arranging noun clause as the object of verb. They have difficult to choose connectors in wh-words, that, and if/whether. They hard to arrange noun clause as the the object of verb accurately.	The students are not fully mastered in making noun clause as the object of verb especially in choose the appropriate connectors, etc.

Appendix 3



Appendix 4

Name :
Class :
Date :
Time Allocation : (1 x 45 minutes)

Students' Task

Instruction: Translate Noun Clauses as the Object of Verb Below from Bahasa Indonesia into English!

1. Aku tidak tahu bagaimana Diki mendapatkan uang minggu lalu.

Noun Clause:.....

.....

2. Laki-laki yang aku lihat kemarin adalah Mr. Frankie.

Noun Clause:.....

.....

3. Mohon beri tahu Saya dimanakah kamu menyimpan kotak hitamku kemarin.

Noun Clause:.....

.....

4. Aku mengetahui berapa banyak kamu mencuri mangga itu minggu lalu.

Noun Clause:.....

.....

5. Dana tidak paham mengapa temannya menelponnya kemarin.

Noun Clause:.....

.....

Appendix 4

6. Aku berterima kasih pada wanita yang telah membantu saya.

Noun Clause:.....

.....

7. Danni tidak menduga kapan skripsinya terselesaikan.

Noun Clause:.....

.....

8. Rania tidak melihat apa yang dipegang Randa kemarin.

Noun Clause:.....

.....

9. Kemarin, Ayahku bertanya-tanya manakah buku yang ingin aku beli.

Noun Clause:.....

.....

10. Kemarin, wanita itu bertanya-tanya siapakah pemilik barang yang tidak terpakai ini.

Noun Clause:

.....

*Appendix 4***Answer Key:**

1. I didn't know **how Diki got the money** last week.
2. The man **whom I saw yesterday** was Mr. Frankie.
3. Please tell me **where you saved my black box** yesterday.
4. I knew **how many mangoes you stole** last week.
5. Dana didn't know **why his friend called him** yesterday.
6. I thanked the woman **who helped me**.
7. Danni didn't expect **when his thesis was finished**.
8. Rania didn't see **what Randa was held** yesterday.
9. Yesterday, My father wonder **which book I wanted to buy**.
10. Yesterday, the woman asked **whose this useless thing was**.

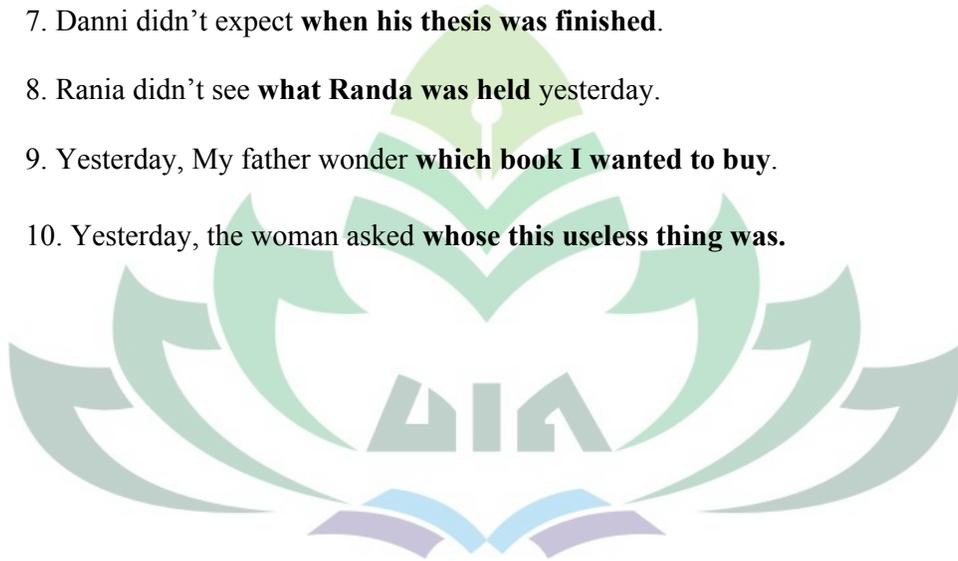


Table 8
The Correction of Errors and Causes of Error Found in Students' Noun Clause as the Object of Verb

No.	Sentences		Target Text (Students' Error)	No. Error	Types of Error	Causes of Error
	Source Text	Target Text (Correction)				
Student No. 1						
1	Aku tidak tahu <i>bagaimana Diki mendapatkan uang</i> minggu lalu.	I didn't know <i>how Diki got the money</i> last week.	I don't know <i>how Diki got money</i> last week.	1	Omission of article.	Incomplete of application rules.
2	<i>Laki-laki yang aku lihat kemarin</i> adalah Mr. Frankie.	<i>The man whom I saw</i> yesterday was Mr. Frankie.	<i>The man I saw</i> yesterday was Mr. Frankie.	2	Omission of connector.	Incomplete of application rules.
3	Aku mengetahui <i>berapa banyak kamu mencuri mangga itu</i> minggu lalu.	I knew <i>how many mangoes you stole</i> last week.	I knew <i>how many you stole mango</i> last week.	3 4	Subject object permuted, Omission of -es.	False concepts hypothesized, Incomplete of application rules.
4	Danni tidak menduga <i>kapan skripsinya terselesaikan.</i>	Danni didn't expect <i>when his thesis was completed.</i>	Danni didn't expect <i>when the thesis was completed.</i>	5	Substitution of definite article for possessive pronoun.	False concepts hypothesized.
5	Rania tidak melihat <i>apa yang dipegang Randa</i> kemarin.	Rania didn't see <i>what Randa was held</i> yesterday.	Rania didn't see <i>what Randa was hold</i> yesterday.	6	Misselection of simple non- past.	False concepts hypothesized.
6	Kemarin, wanita itu bertanya-tanya <i>siapakah pemilik barang yang tidak terpakai ini.</i>	Yesterday, the woman asked <i>whose the unused item was.</i>	Yesterday, the woman asked <i>who was the owner of the unused item.</i>	7 8 9	Misselection of connector, Adding the object, Misplacement of to be.	Ignorance of rules restrictions, Overgeneralization, Ignorance of rules restrictions.
Student No. 2						
7	Aku tidak tahu <i>bagaimana Diki mendapatkan uang</i> minggu lalu.	I don't know <i>how Diki got the money</i> last week.	I didn't know <i>how Diki got money</i> last week.	10	Omission of article.	Incomplete of application rules.

Appendix 6

8	Laki-laki yang aku lihat kemarin adalah Mr. Frankie.	The man <i>whom I saw yesterday</i> was Mr. Frankie.	The man I saw yesterday was Tuan Frankie.	11	Omission of connector.	Incomplete of application rules.
9	Aku mengetahui berapa banyak kamu mencuri mangga itu minggu lalu.	I know <i>how many mangoes you stole</i> last week.	I knew <i>how many you stole that mango</i> last week.	12 13	Subject object permuted, Omission of –es.	False concepts hypothesized, Incomplete of application rules.
10	Dana tidak paham mengapa temannya menelponnya kemarin.	Dana didn't understand <i>why his friend called him</i> yesterday.	Dana didn't understand <i>why his friend call him</i> yesterday.	14	Omission of –ed.	Incomplete of application rules.
11	Aku berterima kasih pada wanita yang telah membantu saya .	I thanked the woman <i>who helped me</i> .	I thanked to <i>woman helped me</i> .	15	Omission of connector.	Incomplete of application rules.
12	Danni tidak menduga kapan skripsinya terselesaikan .	Danni didn't wondered <i>when his thesis was finished</i> .	Danni didn't wonder <i>when his thesis finish</i> .	16 17	Omission of be, Omission of –ed.	Incomplete of application rules, Incomplete of application rules.
13	Rania tidak melihat apa yang dipegang Randa kemarin.	Rania didn't see <i>what Randa was held</i> yesterday.	Rania didn't see <i>what hold Randa</i> yesterday.	18 19 20	Misselection of simple non- past, Omission of be, Misplacement verb before subject.	False concepts hypothesized, Incomplete of application rules, Ignorance of rule restriction.
14	Kemarin, Ayahku bertanya-tanya manakah buku yang ingin aku beli .	Yesterday, my father wondered <i>which the book I wanted to buy</i> .	Yesterday, my father wondered <i>which the book I want to buy</i> .	21	Omission of –ed.	Incomplete of application rules.
15	Kemarin, wanita itu bertanya-tanya siapakah pemilik barang yang tidak terpakai ini .	Yesterday, the woman wondered <i>whose this unused thing was</i> .	Yesterday, the woman wondered <i>whose this thing unused</i> .	22 23	Adjectival modifiers placed after noun, Omission of be.	False concepts hypothesized, Incomplete of application rules.
Student No. 3						
16	Aku tidak tahu bagaimana Diki mendapatkan uang minggu lalu.	I didn't know <i>how Diki got the money</i> last week.	I didn't know how <i>Diki had got money</i> last week.	24 25	Adding auxliary, Omission of article.	False concepts hypothesized, Incomplete application.

Appendix 6

17	Laki-laki yang aku lihat kemarin adalah Mr. Frankie.	The man whom I looked yesterday was Mr. Frankie.	The man I look yesterday was Mr. Frankie.	26 27	Omission of connector, Omission of –ed.	Incomplete of application rules (1), (2).
18	Mohon beri tahu Saya dimanakah kamu menyimpan kotak hitamku kemarin.	Please tell me where you saved my black square yesterday.	Please tell me where you are save my black square yesterday.	28 29	Adding to be, Omission – ed.	False concepts hypothesized, Incomplete of application rules.
19	Aku mengetahui berapa banyak kamu mencuri mangga itu minggu lalu.	I knew how many mangoes you stole last week.	I knew how many that you steal mangoes last week.	30 31	Misselection of simple non- past, Subject object permuted.	False concepts hypothesized (1), (2).
20	Dana tidak paham mengapa temannya menelponnya kemarin.	Dana didn't understand why his friend called him yesterday.	Dana didn't understand why his friend is called him yesterday.	32	Adding of be.	False concepts hypothesized.
21	Aku berterima kasih pada wanita yang telah membantu saya .	I thanked to the woman who helped me .	I thanked to woman had helped me .	33 34	Omission of connector, Adding of auxiliary.	Incomplete of application rules, False concepts hypothesized.
22	Rania tidak melihat apa yang dipegang Randa kemarin.	Rania didn't look what Randa was held yesterday.	Rania didn't look what hold Randa yesterday.	35 36 37	Misselection of simple non- past, Omission of be, Verb before subject.	False concepts hypothesized, Incomplete of application rules, Ignorance of rule restrict.
23	Kemarin, Ayahku bertanya-tanya manakah buku yang ingin aku beli .	Yesterday, my father wondered which book I wanted to buy .	Yesterday, my father wondered which book want I to buy.	38 39	Omission of –ed, Verb before subject.	Incomplete of application rules, Ignorance of rule restrict.
24	Kemarin, wanita itu bertanya-tanya siapakah pemilik barang yang tidak terpakai ini .	Yesterday, the woman wondered whose this unused thing was .	Yesterday, the woman wondered who owner this thing this unused .	40 41 42 43	Misselection of connector, Adding the object, Adjctival modifiers placed after noun, Omission of be.	Ignorance of rule restriction, Overgeneralization, False concepts hypothesized, Incomplete of application rules.

Appendix 6

Student No. 4						
25	<i>Laki-laki yang aku lihat kemarin</i> adalah Mr. Frankie.	The man <i>whom I saw yesterday</i> was Mr. Frankie.	The man <i>that I saw yesterday</i> was Mr. Frankie.	44	Misselection of connector.	Ignorance of rule restriction.
26	Aku mengetahui <i>berapa banyak kamu mencuri mangga itu</i> minggu lalu.	I understood <i>how many mangoes you stole</i> last week.	I understood <i>how many you stole mangoes</i> last week.	45	Misplacement of subject object permuted.	False concepts hypothesized.
27	Dana tidak paham <i>mengapa temannya menelponnya</i> kemarin.	Dana didn't understand <i>why his friend called him</i> yesterday.	Dana didn't understand <i>why his friend call him</i> yesterday.	46	Omission of –ed.	Incomplete of application rules.
28	Danni tidak menduga <i>kapan skripsinya terselesaikan.</i>	Danni didn't expect <i>when his thesis was finished.</i>	Danni didn't expect <i>when his thesis finished.</i>	47	Omission of be.	Incomplete of application rules.
29	Rania tidak melihat <i>apa yang dipegang Randa</i> kemarin.	Rania didn't see <i>what Randa was held</i> yesterday.	Rania didn't see <i>what Randa held</i> yesterday.	48	Omission of be.	Incomplete of application rules.
30	Kemarin, Ayahku bertanya-tanya <i>manakah buku yang ingin aku beli.</i>	Yesterday, my Dad asked <i>which the book I wanted to buy.</i>	Yesterday, my Dad asked <i>where the book I want to buy.</i>	49	Misselection of connector.	Ignorance of rule restriction.
31	Kemarin, wanita itu bertanya-tanya <i>siapakah pemilik barang yang tidak terpakai ini.</i>	Yesterday, the lady asked <i>whose the unused thing was.</i>	Yesterday, the lady asked <i>whom the owner of the unused things.</i>	50 51 52 53	Misselection of connector, Adding the object, Adding –s, Omission of be.	Ignorance of rule restriction, Overgeneralization (1), (2), Incomplete of application rules.
Student No. 5						
32	<i>Laki-laki yang aku lihat kemarin</i> adalah Mr. Frankie.	The man <i>whom I saw yesterday</i> was Mr. Frankie.	The man <i>that I see yesterday</i> was Mr. Frankie.	54 55	Misselection of connector, Misselection of simple non- past.	Ignorance of rule restriction, False concepts hypothesized.

Appendix 6

33	Mohon beri tahu Saya dimanakah kamu menyimpan kotak hitamku kemarin.	Please tell me where you kept my black box yesterday.	Please tell me where kept my black box yesterday.	56	Subject pronoun missing.	Incomplete of application rules.
34	Aku mengetahui berapa banyak kamu mencuri mangga itu minggu lalu.	I know how many mangoes you stole last week.	I knew how many you stole mango last week.	57 58	Misplacement of subject object permuted, Omission of -es.	False concepts hypothesized, Incomplete application rules.
35	Dana tidak paham mengapa temannya menelponnya kemarin.	Dana didn't understand why his friend called him yesterday.	Dana didn't understand why his friend did call him yesterday.	59	Overuse in question for regular v2.	False concepts hypothesized.
36	Aku berterima kasih pada wanita yang telah membantu saya.	I thanked the woman who helped me.	I thanked the woman who help me.	60	Omission of -ed.	Incomplete application rules.
37	Danni tidak menduga kapan skripsinya terselesaikan.	Danni didn't expect when his thesis was done.	Danni didn't expect when his thesis done.	61	Omission of be.	Incomplete application rules.
38	Rania tidak melihat apa yang dipegang Randa kemarin.	Rania didn't see what Randa was held yesterday.	Rania didn't see what Randa held yesterday.	62	Omission of be.	Incomplete application rules.
39	Kemarin, Ayahku bertanya-tanya manakah buku yang ingin aku beli.	Yesterday, my father asked which book I wanted to buy.	Yesterday, my father asked where are book I want to buy.	63 64 65	Misselection of connector, Adding be, Omission of -ed.	Ignorance of rules restriction, Overgeneralization, Incomplete application rules.
40	Kemarin, wanita itu bertanya-tanya siapakah pemilik barang yang tidak terpakai ini.	Yesterday, that woman asked whose this unusable thing was.	Yesterday, that woman asked who's the owner of this unusable things.	66 67 68 69	Misselection of connector, Adding the object, Adding -s, Misplacement of be.	Ignorance of rules restriction, Overgeneralization(1), (2), False concepts hypothesized.

Appendix 6

Student no. 6						
41	Aku tidak tahu <i>bagaimana Diki mendapatkan uang</i> minggu lalu.	I didn't know <i>how Diki got the money</i> last week.	I didn't know <i>how Diki has got money</i> last week.	70 71	Adding of auxiliary, Omission of article.	False concepts hypothesized, Incomplete application of rules.
42	<i>Laki-laki yang aku lihat kemarin</i> adalah Mr. Frankie.	The man <i>whom I saw yesterday</i> was Mr. Frankie.	The man <i>who I saw yesterday</i> was Mr. Frankie.	72	Misselection of connector.	Ignorance of rules restriction.
43	Mohon beri tahu Saya <i>dimanakah kamu menyimpan kotak hitamku</i> kemarin.	Please tell me <i>where you kept my black box</i> yesterday.	Please tell me <i>where were you keep my black box</i> yesterday.	73 74	Adding to be, Misselection of simple non- past.	False concepts hypothesized(1), (2).
44	Aku mengetahui <i>berapa banyak kamu mencuri mangga itu</i> minggu lalu.	I knew <i>how many mangoes you stole</i> last week.	I knew <i>how many mango did you steal</i> last week.	75 76	Omission of –es, Overuse in question for ireegular v2.	Incomplete application rules, False concepts hypothesized.
45	Aku berterima kasih pada <i>wanita yang telah membantu saya</i> .	I thanked the woman <i>who helped me</i> .	I thanked the woman <i>who has helped me</i> .	77	Adding of auxiliary.	False concepts hypothesized.
46	Danni tidak menduga <i>kapan skripsinya terselesaikan</i> .	Danni didn't expect <i>when his thesis was completed</i> .	Danni didn't expect <i>when his thesis completed</i> .	78	Omission of be.	Incomplete application of rules.
47	Rania tidak melihat <i>apa yang dipegang Randa</i> kemarin.	Rania didn't see <i>what Randa was held</i> yesterday.	Rania didn't see <i>what Randa hold</i> yesterday.	79 80	Omission of be, Misselection of simple non- past.	Incomplete application of rules, False concepts hypothesized.
48	Kemarin, Ayahku bertanya-tanya <i>manakah buku yang ingin aku beli</i> .	Yesterday, my father wondered <i>which book I wanted to buy</i> .	Yesterday, my father wondered <i>which book I want to buy</i> .	81	Omission of –ed.	Incomplete application of rules.
49	Kemarin, wanita itu bertanya-tanya <i>siapakah pemilik barang yang tidak terpakai ini</i> .	Yesterday, the woman wondered <i>whose this useless thing was</i> .	Yesterday, the woman wondered <i>whose the owner of this useless thing was</i> .	82	Repetition the object.	Overgeneralization.

Appendix 6

Student No. 7						
50	Laki-laki yang aku lihat kemarin adalah Mr. Frankie.	The man whom I saw yesterday was mr. Frankie.	The man I saw yesterday was Mr. Frankie.	83	Omission of connector.	Incomplete application of rules.
51	Mohon beri tahu Saya dimanakah kamu menyimpan kotak hitamku kemarin.	Please tell me where you saved my black box yesterday.	Please tell me where you save my black box yesterday.	84	Omission of –ed.	Incomplete application of rules.
52	Aku mengetahui berapa banyak kamu mencuri mangga itu minggu lalu.	I know how many mangoes you stole last week.	I knew how much you stole the mangoes last week.	85 86	Substitution of many instead of much, Subject object permuted.	Ignorance of rule restriction, False concepts hypothesized.
53	Dana tidak paham mengapa temannya menelponnya kemarin.	Dana didn't understand why his friend called him yesterday.	Dana didn't understand why his friend did call yesterday.	87 88	Overuse in question for regular v2, Object pronoun missing.	False concepts hypothesized, Incomplete application of rules.
54	Aku berterima kasih pada wanita yang telah membantu saya .	I thanked the woman who helped me .	I thanked the woman who help me .	89	Omission of –ed.	Incomplete application of rules.
55	Danni tidak menduga kapan skripsinya terselesaikan .	Danni didn't expect when his thesis was completed .	Danni didn't expect when the thesis completed .	90	Substitution of definite article for possessive pronoun.	False concepts hypothesized.
56	Rania tidak melihat apa yang dipegang Randa kemarin.	Rania didn't see what Randa was held yesterday.	Rania didn't see what Randa held yesterday.	91	Omission of be.	Incomplete application rules.
57	Kemarin, Ayahku bertanya-tanya manakah buku yang ingin aku beli .	Yesterday, my father wondered which book I wanted to buy .	Yesterday, my father wondered which book I want to buy .	92	Omission of –ed.	Incomplete application of rules.
58	Kemarin, wanita itu bertanya-tanya siapakah pemilik barang yang tidak terpakai ini .	Yesterday, the woman asked whose this unused item was .	Yesterday, the woman asked who was the owner of this unused item .	93 94 95	Misselection of connector, Adding the object, Misplacement of to be.	Ignorance of rules restrictions, Overgeneralization, Ignorance of rule.

Appendix 6

Student No. 8						
59	Aku tidak tahu <i>bagaimana</i> Diki mendapatkan uang minggu lalu.	I didn't know <i>how</i> Diki got the money last week.	I didn't know <i>how</i> Diki get money last week.	96 97	Misselection of simple non- past, Omission of article.	False concepts hypothesized, Incomplete application of rules.
60	Laki-laki yang aku lihat kemarin adalah Mr. Frankie.	The man <i>whom I saw yesterday</i> was Mr. Frankie.	The man <i>I saw yesterday</i> was Mr. Frankie.	98	Omission of connector.	Incomplete application of rules.
61	Mohon beri tahu Saya dimanakah kamu menyimpan kotak hitamku kemarin.	Please tell me <i>where you kept my black box</i> yesterday.	Please tell me <i>where you keep my black box</i> yesterday.	99	Misselection of simple non- past.	False concepts hypothesized.
62	Aku mengetahui berapa banyak kamu mencuri mangga itu minggu lalu.	I knew <i>how many mangoes you stole</i> last week.	I knew <i>how many you steal mango</i> last week.	100 101 102	Misselection of simple non- past, Omission of -es, Subject object permuted.	False concepts hypothesized, Incomplete application of rules, False Concepts Hypothesized.
63	Dana tidak paham mengapa temannya menelponnya kemarin.	Dana didn't understand <i>why his friend called him</i> yesterday.	Dana didn't understand <i>why his friend did call him</i> yesterday.	103	Overuse in question for regular v2.	False concepts hypothesized.
64	Rania tidak melihat apa yang dipegang Randa kemarin.	Rania didn't see <i>what Randa was held</i> yesterday.	Rania didn't see <i>what Randa was holding</i> yesterday.	104	Progressive for past participle.	False concepts hypothesized.
Student No. 9						
66	Aku tidak tahu <i>bagaimana</i> Diki mendapatkan uang minggu lalu.	I don't know <i>how</i> Diki got the money last week.	I didn't know <i>how</i> Diki have got the money last week.	105	Adding of auxiliary.	False concepts hypothesized.

Appendix 6

67	Laki-laki yang aku lihat kemarin adalah Mr. Frankie.	The man whom I saw yesterday was Mr. Frankie.	The man I saw yesterday was Mr. Frankie.	106	Omission of connector.	Incomplete application of rules.
68	Mohon beri tahu Saya dimanakah kamu menyimpan kotak hitamku kemarin.	Please tell me where you kept my black box yesterday.	Please tell me where do you keep my black box yesterday.	107 108	Adding auxiliary, Misselection of simple non- past.	Overgeneralization, False concepts hypothesized.
69	Aku mengetahui berapa banyak kamu mencuri mangga itu minggu lalu.	I knew how many mangoes you stole last week .	I knew how much you stole the mango last week.	109 110 111	Substitution of many instead of much, Subject object permuted, Omission of –es.	Ignorance of rule restriction, False concepts hypothesized, Incomplete application of rules.
70	Dana tidak paham mengapa temannya menelponnya kemarin.	Dana didn't understand why his friend called him yesterday.	Dana didn't understand why his friend did call him yesterday.	112	Overuse in question for regular v2.	False concepts hypothesized.
71	Aku berterima kasih pada wanita yang telah membantu saya .	I thanked to the woman who helped me .	I thanked to woman did help me .	113	Overuse in question for regular v2.	False concepts hypothesized.
72	Danni tidak menduga kapan skripsinya terselesaikan .	Danni didn't expect when his thesis was completed .	Danni didn't expect when his thesis completed .	114	Omission of be.	Incomplete application of rules.
73	Rania tidak melihat apa yang dipegang Randa kemarin.	Rania didn't see what Randa was held yesterday.	Rania didn't see what was Randa holding yesterday.	115	Progressive in past participle.	False concepts hypothesized.
74	Kemarin, Ayahku bertanya-tanya manakah buku yang ingin aku beli .	Yesterday, my father wondered which book I wanted to buy .	Yesterday, my father wondered which book I want to buy .	116	Omission of –ed.	Incomplete application of rules.
75	Kemarin, wanita itu bertanya-tanya siapakah pemilik barang yang tidak	Yesterday, the woman wondered whose the useless	Yesterday, the woman wondered who was own this	117 118	Misselection of connector, Adding object,	Ignorance of rules restrictions, Overgeneralization,

Appendix 6

	<i>terpakai ini.</i>	<i>thing was.</i>	<i>useless thing.</i>	119	Misplacement of to be.	Ignorance of rules restrictions.
Student No. 10						
76	Aku tidak tahu <i>bagaimana Diki mendapatkan uang</i> minggu lalu.	I didn't know <i>how Diki got the money</i> last week.	I didn't know <i>how Diki has got money</i> last week.	120 121	Adding of auxiliary, Omission of article.	False concepts hypothesized, Incomplete application of rules.
77	<i>Laki-laki yang aku lihat kemarin</i> adalah Mr. Frankie.	The man <i>whom I saw yesterday</i> was Mr. Frankie.	The man <i>what I saw yesterday</i> was Mr. Frankie.	122	Misselection of connector.	Ignorance of rules restrictions.
78	Mohon beri tahu Saya <i>dimanakah kamu menyimpan kotak hitamku</i> kemarin.	Please tell me <i>where you kept my black box</i> yesterday.	Please tell me <i>where do you keep my black box</i> yesterday.	123 124	Adding auxiliary, Misselection of simple non- past.	Overgeneralization, False concepts hypothesized.
79	Dana tidak paham <i>mengapa temannya menelponnya</i> kemarin.	Dana didn't understand <i>why his friend called him</i> yesterday.	Dana didn't understand <i>why his friend did call him</i> yesterday.	125	Overuse in question for regular v2.	False concepts hypothesized.
80	Rania tidak melihat <i>apa yang dipegang Randa</i> kemarin.	Rania didn't see <i>what Randa was held</i> yesterday.	Rania didn't see <i>what did Randa held</i> yesterday.	126 127	Adding auxiliary, Omission of be.	Overgeneralization, Incomplete application of rules.
81	Kemarin, Ayahku bertanya-tanya <i>manakah buku yang ingin aku beli.</i>	Yesterday, my father asked <i>which book I wanted to buy.</i>	My father asked <i>which book I want to buy</i> yesterday.	128	Omission of -ed.	Incomplete application of rules.
82	Kemarin, wanita itu bertanya-tanya <i>siapakah pemilik barang yang tidak terpakai ini.</i>	Yesterday, that woman wondered <i>whose this useless thing was.</i>	Yesterday, that woman wondered <i>who was this useless things.</i>	129 130 131	Misselection of connector, Misplacement of to be, Adding -s.	Ignorance of rules restrictions (1), (2), Overgeneralization.

Appendix 6

Student No. 11						
83	Aku tidak tahu bagaimana Diki mendapatkan uang minggu lalu.	I don't know how Diki got the money last week.	I didn't know why Diki got money last week.	132 133	Misselection of connector, Omission of article.	Ignorance of rules restrictions, Incomplete application of rules.
84	Laki-laki yang aku lihat kemarin adalah Mr. Frankie.	The man whom I saw yesterday was Mr. Frankie.	The man who I see yesterday was Mr. Frankie.	134 135	Misselection of connector, Misselection of simple non- past.	Ignorance of rules restrictions, False concepts hypothesized.
85	Aku mengetahui berapa banyak kamu mencuri mangga itu minggu lalu.	I knew how many mangoes you stole last week.	I knew how many you stole mango last week.	136 137	Omission of –es, Misplacement of subject object permuted.	Incomplete application of rules, False concepts hypothesized.
86	Dana tidak paham mengapa temannya menelponnya kemarin.	Dana didn't understand why his friend called him yesterday.	Dana didn't understand why his friend call him yesterday.	138	Omission of –ed.	False concepts hypothesized.
87	Aku berterima kasih pada wanita yang telah membantu saya.	I thanked the woman who helped me.	I thanked to the woman helped me.	139	Omission of connector.	Incomplete application of rules.
88	Danni tidak menduga kapan skripsinya terselesaikan.	Danni didn't expect when his thesis was finished.	Danni didn't expect when his mini thesis finishes.	140 141	Omission of be, Omission of –ed.	Incomplete application of rules (1), (2).
89	Kemarin, Ayahku bertanya-tanya manakah buku yang ingin aku beli.	Yesterday, my father wondered which book I wanted to buy.	Yesterday, my father wondered which book I want to buy.	142	Omission of –ed.	Incomplete application of rules.
90	Kemarin, wanita itu bertanya-tanya siapakah pemilik barang yang tidak terpakai ini.	Yesterday, the woman wondered whose this useless thing was.	Yesterday, the woman wondered whose this unused item.	143	Omission of be.	Incomplete application of rules.

Appendix 6

Student No. 12						
91	Laki-laki yang aku lihat kemarin adalah Mr. Frankie.	The man whom I saw last tomorrow was Mr. Frankie.	The man that I saw last tomorrow was Mr. Frankie.	144	Misselection of connector.	Ignorance of rules restrictions.
92	Mohon beri tahu Saya dimanakah kamu menyimpan kotak hitamku kemarin.	Pease inform to me where you saved my black box yesterday.	Please inform to me where did you save my black box yesterday.	145	Overuse in question for regular v2.	False concepts hypothesized.
93	Aku mengetahui berapa banyak kamu mencuri mangga itu minggu lalu.	I knew how many mangoes you stole last week.	I knew how many the mango you stole last week.	146	Omission of –es.	Incomplete application of rules.
94	Aku berterima kasih pada wanita yang telah membantu saya.	I thanked for the woman who helped me.	I thanked for the woman that help me.	147 148	Misselection of connector, Omission of –ed.	Ignorance of rules restrictions, Incomplete application of rules.
95	Danni tidak menduga kapan skripsinya terselesaikan.	Danni didn't expect when his mini thesis was finished.	Danni didn't expect when his mini thesis finished.	149	Omission of be.	Incomplete application of rules.
96	Rania tidak melihat apa yang dipegang Randa kemarin.	Rania didn't see what Randa was held yesterday.	Rania didn't see what Randa held yesterday.	150	Omission of be.	Incomplete application of rules.
97	Kemarin, Ayahku bertanya-tanya manakah buku yang ingin aku beli.	Yesterday, my father wondered which book I wanted to buy.	Yesterday, my father wondered where was book I want to buy.	151 152 153	Misselection of connector, Adding be, Omission of –ed.	Ignorance of rules restrictions, False concepts hypothesized, Incomplete application of rules.
98	Kemarin, wanita itu bertanya-tanya siapakah pemilik barang yang tidak terpakai ini.	Yesterday, the woman wondered whose this unused item was.	Yesterday, the women wondered who was this unused item.	154 155	Misselection of connector, Misplacement of be.	Ignorance of rules restrictions (1), (2).

Appendix 6

Student No. 13						
99	Aku tidak tahu bagaimana Diki mendapatkan uang minggu lalu.	I don't know how Diki got the money last week.	I didn't know how Diki get the money last week.	156	Misselection of simple non- past.	False concepts hypothesized.
100	Laki-laki yang aku lihat kemarin adalah Mr. Frankie.	The man whom I saw yesterday was Mr. Frankie.	The man that I saw yesterday was Mr. Frankie.	157	Misselection of connector.	Ignorance of rules restrictions.
101	Aku mengetahui berapa banyak kamu mencuri mangga itu minggu lalu.	I understood how many mangoes you stole last week.	I understood how many you stole the mangoes last week.	158	Subject object permuted.	False concepts hypothesized.
102	Dana tidak paham mengapa temannya menelponnya kemarin.	Dana didn't understand why his friend called him yesterday.	Dana didn't understand why his friend did call him yesterday.	159	Overuse in question for regular v2.	False concepts hypothesized.
103	Aku berterima kasih pada wanita yang telah membantu saya.	I thanked the woman who helped me.	I thanked to the woman that help me.	160 161	Misselection of connector, Omission of -ed.	Ignorance of rules restrictions, Incomplete application of rules.
104	Danni tidak menduga kapan skripsinya terselesaikan.	Danni didn't expect when his thesis was done.	Danni didn't expect when his thesis done.	162	Omission of be.	Incomplete application of rules.
105	Kemarin, Ayahku bertanya-tanya manakah buku yang ingin aku beli.	Yesterday, my Dad asked which the book I wanted to buy.	Yesterday, my Dad asked where the book I want to buy.	163 164	Misselection of connector, Omission of-ed.	Ignorance of rules restrictions, Incomplete application of rules.
106	Kemarin, wanita itu bertanya-tanya siapakah pemilik barang yang tidak terpakai ini.	Yesterday, the lady wondered whose this garbage was.	Yesterday, that lady wondered who was the owner of this garbage.	165 166 167	Misselection of connector, Repetition the object, Misplacement of be.	Ignorance of rules restrictions, Overgeneralization, False concepts hypothesized.

Appendix 6

Student No. 14						
107	Aku tidak tahu bagaimana Diki mendapatkan uang minggu lalu.	I didn't know how Diki got the money last week.	I didn't know how Diki get the money last week.	168	Misselection of simple non- past.	False concepts hypothesized.
108	Laki-laki yang aku lihat kemarin adalah Mr. Frankie.	The man whom I saw yesterday was Mr. Frankie.	The man that I see yesterday was Mr. Frankie.	169 170	Misselection of connector, Misselection of simple non- past.	Ignorance of rules restrictions, False concepts hypothesized.
109	Aku mengetahui berapa banyak kamu mencuri mangga itu minggu lalu.	I knew how many mangoes you stole last week.	I knew how many you stole the mango last week.	171 172	Subject object permuted, Omission of –es.	False concepts hypothesized, Incomplete application of rules.
110	Dana tidak paham mengapa temannya menelponnya kemarin.	Dana didn't understand why his friend called him yesterday.	Dana didn't understand why his friend call him yesterday.	173	Omission of –ed.	Incomplete application of rules.
111	Aku berterima kasih pada wanita yang telah membantu saya.	I thanked the woman who helped me.	I thanked to woman who help me.	174	Omission of –ed.	Incomplete application of rules.
112	Danni tidak menduga kapan skripsinya terselesaikan.	Danni didn't expect when his thesis was done.	Danni didn't expect when his thesis done.	175	Omission of be.	Incomplete application of rules.
113	Rania tidak melihat apa yang dipegang Randa kemarin.	Rania didn't see what Randa was held yesterday.	Rania didn't see what Randa held yesterday.	176	Omission of be.	Incomplete application of rules.
114	Kemarin, wanita itu bertanya-tanya siapakah pemilik barang yang	Yesterday, the girl asked whose the unusable thing was.	Yesterday, the girl asked who the owner of unusable things.	177 178 179	Misselection of connector, Repetition the object, Adding –s,	Ignorance of rules restrictions, Overgeneralization (1),

Appendix 6

	<i>tidak terpakai ini.</i>			180	Omission of be.	(2), Incomplete application of rules.
Student No. 15						
115	Aku tidak tahu bagaimana Diki mendapatkan uang minggu lalu.	I didn't know <i>how Diki got the money last week.</i>	I didn't know how Diki get money last week.	181 182	Misselection of simple non- past, Omission of article.	False concepts hypothesized, Incomplete application of rules.
116	Laki-laki yang aku lihat kemarin adalah Mr. Frankie.	The man whom I saw yesterday was Mr. Frankie.	The man see yesterday was Mr. Frankie.	183 184 185	Omission of connector, Subject pronoun missing, Misselection of simple non- past.	Incomplete application of rules (1), (2), False concepts hypothesized.
117	Mohon beri tahu Saya dimanakah kamu menyimpan kotak hitamku kemarin.	<i>Please let me know where you saved my black box</i> yesterday.	<i>Help gave know I where is you saved black box</i> yesterday.	186 187	Adding of be, Possessive object pronoun missing.	False concepts hypothesized, Incomplete application of rules.
118	Dana tidak paham mengapa temannya menelponnya kemarin.	Dana didn't understand why his friend phoned him yestersay.	Dana didn't understand why his friend phone him yesterday.	188	Omission of -ed.	Incomplete application of rules.
119	Aku berterima kasih pada wanita yang telah membantu saya.	I thanked the woman who helped me.	I thanked to the women that help me.	189 190	Misselection of connector, Omission of -ed.	Ignorance of rules restrictions, Incomplete application of rules.
120	Danni tidak menduga kapan skripsinya terselesaikan.	Danni didn't expect when his thesis was finished.	Danni didn't expect when his thesis finished.	191	Omission of be.	Incomplete application of rules.
121	Rania tidak melihat apa yang dipegang Randa kemarin.	Rania didn't see what Randa was held yesterday.	Rania didn't see what hold Randa yesterday.	192 193 194	Omission of be, Verb before subject, Misselection of simple non- past.	Incomplete application of rules, Ignorance of rules restrictions, False concepts hypothesized.

Appendix 6

122	Kemarin, Ayahku bertanya-tanya manakah buku yang ingin aku beli.	Yesterday, my father asked which book I wanted to buy.	Yesterday, my father asked where is the book I want to buy.	195 196 197	Misselection of connector, Adding be, Omission of –ed.	Ignorance of rules restrictions, Overgeneratization, Incomplete application of rules.
123	Kemarin, wanita itu bertanya-tanya siapakah pemilik barang yang tidak terpakai ini.	Yesterday, the woman asked whose this unused thing was.	Yesterday, that woman asked who this unused thing was.	198	Misselection of connector.	Ignorance of rules restrictions.
Student Noo. 16						
124	Aku tidak tahu bagaimana Diki mendapatkan uang minggu lalu.	I don't know how Diki got the money last week.	I didn't know how Diki has got money last week.	199 200	Overuse in affirmative sentence, Omission of article.	False concepts hypothesized, Incomplete application of rules.
125	Laki-laki yang aku lihat kemarin adalah Mr. Frankie.	The man whom I saw yesterday was Mr. Frankie.	The man who I saw yesterday was Mr. Frankie.	201	Misselection of connector.	Ignorance of rules restrictions.
126	Mohon beri tahu Saya dimanakah kamu menyimpan kotak hitamku kemarin.	Please tell me where you saved my black box yesterday.	Please tell me where you save my black box yesterday.	202	Omission of –ed.	Incomplete application of rules.
127	Aku mengetahui berapa banyak kamu mencuri mangga itu minggu lalu.	I knew how many mangoes you stole last week.	I knew how many you stole mangoes last week.	203	Subject object permuted.	False concepts hypothesized.
128	Dana tidak paham mengapa temannya menelponnya kemarin.	Dana didn't undersatand why his friend called him yesterday.	Dana didn't understand why his friend did phone him yesterday.	204	Overuse in question for regular v2.	False concepts hypothesized.
129	Aku berterima kasih pada wanita yang telah	I say thank you to the woman who helped me.	I say thank you to woman who has	205	Overuse in affirmative sentence.	False concepts hypothesized.

Appendix 6

	<i>membantu saya.</i>		<i>helped me.</i>			
130	Rania tidak melihat <i>apa yang dipegang Randa</i> kemarin.	Rania didn't see <i>what Randa was held</i> yesterday.	Rania didn't see <i>what Randa was hold</i> yesterday.	206	Misselection of simple non- past.	False concepts hypothesized.
131	Kemarin, Ayahku bertanya-tanya <i>manakah buku yang ingin aku beli.</i>	Yesterday, my father asked <i>which book I wanted to buy.</i>	Yesterday, my father asked <i>which the book I want to buy.</i>	207	Omission of –ed.	Incomplete application of rules.
132	Kemarin, wanita itu bertanya-tanya <i>siapakah pemilik barang yang tidak terpakai ini.</i>	Yesterday, the woman asked <i>whose this useless thing was.</i>	Yesterday, the woman asked <i>who owner that useless things.</i>	208 209 210 211	Misselection of connector, Repetition the object, Adding –s, Omission of be.	Ignorance of rules restrictions, Overgeneralization (1), (2), Incomplete application of rules.
Student No. 17						
133	Aku tidak tahu <i>bagaimana Diki mendapatkan uang</i> minggu lalu.	I don't know <i>how Diki got the money last week.</i>	I didn't know <i>how Diki gets money</i> last week.	212 213	Misselection of simple non- past, Omission of article.	False concepts hypothesized, Incomplete application of rules.
134	<i>Laki-laki yang aku lihat kemarin</i> adalah Mr. Frankie.	The man <i>whom I saw yesterday</i> was Mr. Frankie.	<i>The man I was seeing yesterday</i> was Mr. Frankie.	214 215	Omission of connector, Progressive in past event.	Incomplete application of rules, False concepts hypothesized.
134	Mohon beri tahu Saya <i>dimanakah kamu menyimpan kotak hitamku</i> kemarin.	Please tell me <i>where you kept my black box</i> yesterday.	Please give me knows <i>where you keep my black box</i> yesterday.	216	Misselection of simple non- past.	False concepts hypothesized.
135	Aku mengetahui <i>berapa banyak kamu mencuri mangga itu</i> minggu lalu.	I knew <i>how many mangoes you stole</i> last week.	I knew <i>how many you steal mangoes</i> last week.	217 218	Misselection of simple non- past, Subject object permuted.	False concepts hypothesized(1), (2).

Appendix 6

136	Aku berterima kasih pada wanita yang telah membantu saya.	I thanked to the woman who helped me.	I thanked to the woman whom help me.	219 220	Misselection of connector, Omission of –ed.	Ignorance of rules restrictions, Incomplete application of rules.
137	Danni tidak menduga kapan skripsinya terselesaikan.	Danni didn't suspect when his thesis was finished.	Danni did not suspect when his thesis finished.	221	Omission of be.	Incomplete application of rules.
138	Rania tidak melihat apa yang dipegang Randa kemarin.	Rania didn't see what Randa was held yesterday.	Rania did not see what was Randa hold yesterday.	222 223	Misselection of simple non- past, Misplacement of to be.	False concepts hypothesized, Ignorance of rules restrictions.
139	Kemarin, Ayahku bertanya-tanya manakah buku yang ingin aku beli.	Yesterday, my father wondered which book I wanted to buy.	Yesterday, my father wondered where book I wanted to buy.	224	Misselection of connector.	Ignorance of rules restrictions.
140	Kemarin, wanita itu bertanya-tanya siapakah pemilik barang yang tidak terpakai ini.	Yesterday, the girl wondered whose this useless thing was.	Yesterday, the girl wondered who the owner of this unused thing.	225 226 227	Misselection of connector, Repetition object, Omission of be.	Ignorance of rules restrictions, Overgeneralization, Incomplete application of rules.
Student No. 18						
141	Aku tidak tahu bagaimana Diki mendapatkan uang minggu lalu.	I don't know how Diki got the money last week.	I didn't know how Dicky get money last week.	228 229	Misselection of simple non- past, Omission of article.	False concepts hypothesized, Incomplete application of rules.
142	Laki-laki yang aku lihat kemarin adalah Mr. Frankie.	The man whom I saw yesterday was Mr. Frankie.	The man that I saw yesterday was Mr. Frankie.	230	Misselection of connector.	Ignorance of rules restrictions.

Appendix 6

143	Mohon beri tahu Saya dimanakah kamu menyimpan kotak hitamku kemarin.	Please tell me where you saved my black box yesterday.	Please tell me where you save my black box yesterday.	231	Omission of -ed.	Incomplete application of rules.
144	Aku mengetahui berapa banyak kamu mencuri mangga itu minggu lalu.	I knew how many mangoes you stole last week.	I knew how many you stole the mango last week.	232 233	Subject object permuted, Omission of -es.	False concepts hypothesized, Incomplete application of rules.
145	Aku berterima kasih pada wanita yang telah membantu saya .	I thanked the woman who helped me .	I thank to the woman that has help me .	234 235 236	Misselection of connector, Overuse in affirmative sentence, Omission of -ed.	Ignorance of rules restrictions, False concepts hypothesized, Incomplete application of rules.
146	Danni tidak menduga kapan skripsinya terselesaikan .	Danni didn't expect when his mini thesis was done .	Danni didn't expect when his mini thesis done .	237	Omission of to be.	Incomplete application of rules.
147	Rania tidak melihat apa yang dipegang Randa kemarin.	Rania didn't see what Randa was held yesterday.	Rania didn't see to what Randa hold yesterday.	238 239	Omission of to be, Misselection of simple non- past.	Incomplete application of rules, False concepts hypothesized.
148	Kemarin, Ayahku bertanya-tanya manakah buku yang ingin aku beli .	Yesterday, my father asked which book I wanted to buy .	Yesterday, my father asked where was the book I want to buy .	240 241 242	Misselection of connector, Adding be, Omission of -ed.	Ignorance of rules restrictions, Overgeneralization, Incomplete application of rules.
149	Kemarin, wanita itu bertanya-tanya siapakah pemilik barang yang tidak terpakai ini .	Yesterday, the woman asked whose this useless thing was .	Yesterday, the woman asked whose was the thing that useless .	243 244 245	Misselection of connector, Misplacement of to be, Adjectival modifiers placed after noun.	Ignorance of rules restrictions (1), (2), False concepts hypothesized.

Appendix 6

Student No. 19						
150	Aku tidak tahu bagaimana Diki mendapatkan uang minggu lalu.	I don't know how Diki got the money last week.	I didn't know how Diki get the money last week.	246	Misselection of simple non- past.	False concepts hypothesized.
151	Laki-laki yang aku lihat kemarin adalah Mr. Frankie.	The man whom I saw yesterday was Mr. Frankie.	The man who I saw yesterday was Mr. Frankie.	247	Misselection of connector.	Ignorance of rules restrictions.
152	Aku mengetahui berapa banyak kamu mencuri mangga itu minggu lalu.	I knew how many mangoes you stole a week ago.	I knew how many mango you stealing a week ago.	248 249	Omission of –es, Progressive for past event.	Incomplete application of rules, False concepts hypothesized.
153	Dana tidak paham mengapa temannya menelponnya kemarin.	Dana didn't undersatand why his friend called him yesterday.	Dana didn't know why his friend call him yesterday.	250	Omission of –ed.	Incomplete application of rules.
154	Aku berterima kasih pada wanita yang telah membantu saya.	I thanked the woman who helped me.	I thanked the woman who help me.	251	Omission of –ed.	Incomplete application of rules.
155	Danni tidak menduga kapan skripsinya terselesaikan.	Danni didn't expect when his mini thesis was done.	Danni did not expect when his mini thesis done.	252	Omission of be.	Incomplete application of rules.
156	Rania tidak melihat apa yang dipegang Randa kemarin.	Rania didn't see what Randa was held yesterday.	Rania didn't see what was Randa held yesterday.	253	Misplacement of to be.	Ignorance of rules restrictions.
157	Kemarin, Ayahku bertanya-tanya manakah buku yang ingin aku beli.	Yesterday, my father asked which book I wanted to buy.	Yesterday, my father wondered the book I want to buy.	254 255	Omission of connector, Omission of –ed.	Incomplete application of rules (1), (2).

Appendix 6

158	Kemarin, wanita itu bertanya-tanya <i>siapakah pemilik barang yang tidak terpakai ini.</i>	Yesterday, the girl wondered <i>whose this useless thing was.</i>	Yesterday, the girl wondered <i>who this thing useless.</i>	256 257 258	Misselection of connector, Adjectival modifiers placed after noun, Omission of be.	Ignorance of rules restrictions, False concepts hypothesized, Incomplete application of rules.
Student No. 20						
159	Mohon beri tahu Saya <i>dimanakah kamu menyimpan kotak hitamku</i> kemarin.	Please let me know <i>where you were save the black box</i> yesterday.	Please let me know <i>where you saved my black box</i> yesterday.	259 260 261	Adding of be, Omission of -ed, Substitution of definite article for possessive pronoun.	Overgeneralization, Incomplete application of rules, False concepts hypothesized.
160	Aku mengetahui <i>berapa banyak kamu mencuri mangga itu</i> minggu lalu.	I knew <i>how many you stole the mango</i> last week.	I knew <i>how many mangoes you stole</i> last week.	262 263	Subject object permuted, Omission of -es.	False concepts hypothesized, Incomplete application of rules.
161	Aku berterima kasih pada <i>wanita yang telah membantu saya.</i>	I thanked to the woman <i>who help me.</i>	I thanked the woman <i>who helped me.</i>	264	Omission of -ed.	Incomplete application of rules.
162	Danni tidak menduga <i>kapan skripsinya terselesaikan.</i>	Danni don't expected <i>when his mini thesis completed.</i>	Danni didn't expect <i>when his mini thesis was completed.</i>	265	Omission of be.	Incomplete application of rules.
163	Rania tidak melihat <i>apa yang dipegang Randa</i> kemarin.	Rania didn't see <i>what was held by Randa</i> yesterday.	Rania didn't see <i>what Randa was held</i> yesterday.	266 267	Missplacement of to be, Verb before subject.	Ignorance of rules restrictions (1), (2).
164	Kemarin, Ayahku bertanya-tanya <i>manakah buku yang ingin aku beli.</i>	Yesterday, my Dad wondered <i>which book want I buy.</i>	Yesterday, my Dad asked <i>which book I wanted to buy.</i>	268 269	Omission of -ed, Verb before subject.	Incomplete application of rules, Ignorance of rules restrictions.

Appendix 6

165	Kemarin, wanita itu bertanya-tanya siapakah pemilik barang yang tidak terpakai ini.	Yesterday, the woman wondered who the owner this useless thing.	Yesterday, the woman wondered whose this unused thing was.	270 271 272	Misselection of connector, Repetition the object, Omission of be.	Ignorance of rules restrictions, Overgeneralization, Incomplete application of rules.
Student No. 21						
166	Aku tidak tahu bagaimana Diki mendapatkan uang minggu lalu.	I didn't know how Diki got the money last week.	I didn't know how Diki gets the money last week.	273	Misselection of simple non- past.	False concepts hypothesized.
167	Laki-laki yang aku lihat kemarin adalah Mr. Frankie.	The man whom I saw yesterday was Mr. Frankie.	The man I saw yesterday was Mr. Frankie.	274	Omission of connector.	Incomplete application of rules.
168	Mohon beri tahu Saya dimanakah kamu menyimpan kotak hitamku kemarin.	Please tell me where you kept my black box yesterday.	Please tell me where did you keep my black box yesterday.	275	Overuse in question for irregular v2.	False concepts hypothesized.
169	Aku mengetahui berapa banyak kamu mencuri mangga itu minggu lalu.	I knew how many mangoes you stole last week.	I knew how many did you steal the mangoes last week.	276 277	Overuse in question for irregular v2, Subject object permuted.	False concepts hypothesized (1), (2).
170	Dana tidak paham mengapa temannya menelponnya kemarin.	Dana didn't understand why his friend called him yesterday.	Dana didn't understand why his friend did call him yesterday.	278	Overuse in question for regular v2.	False concepts hypothesized.
171	Aku berterima kasih pada wanita yang telah membantu saya.	I thanked the woman who helped me.	I thank to the woman had help me.	279 280 281	Overuse in affirmative sentence, Omission of connector, Omission of -ed.	False concepts hypothesized, Incomplete application of rules (1), (2).

Appendix 6

172	Danni tidak menduga <i>kapan skripsinya terselesaikan.</i>	Danni didn't expect <i>when his thesis was finished.</i>	Danni didn't expect <i>when his mini thesis finished.</i>	282	Omission of be.	Incomplete application of rules.
173	Rania tidak melihat <i>apa yang dipegang Randa</i> kemarin.	Rania didn't see <i>what Randa was held</i> yesterday.	Rania didn't see <i>what did Randa held</i> yesterday.	283 284	Overuse in affirmative sentence, Omission of be.	Overgeneralization, Incomplete application of rules.
174	Kemarin, Ayahku bertanya-tanya <i>manakah buku yang ingin aku beli.</i>	Yesterday, my father wondered <i>which book I wanted to buy.</i>	Yesterday, my father wondered <i>which book did I want to buy.</i>	285	Overuse in question for regular v2.	False concepts hypothesized.
175	Kemarin, wanita itu bertanya-tanya <i>siapakah pemilik barang yang tidak terpakai ini.</i>	Yesterday, the woman asked <i>whose this useless thing was.</i>	Yesterday, the woman wonder <i>who of this useless thing.</i>	286 287	Misselection of connector, Omission of be.	Ignorance of rules restrictions, Incomplete application of rules.
Student No. 22						
176	Aku tidak tahu <i>bagaimana Diki mendapatkan uang</i> minggu lalu.	I didn't know <i>how Diki got the money</i> last week.	I didn't know <i>how Diki get the money</i> last week.	288	Misselection of simple non- past.	False concepts hypothesized.
177	<i>Laki-laki yang aku lihat kemarin</i> adalah Mr. Frankie.	The man <i>whom I saw yesterday</i> was Mr. Frankie.	The man <i>who I see yesterday</i> was Mr. Frankie.	289 290	Misselection of connector, Misselection of simple non- past.	Ignorance of rules restrictions, False concepts hypothesized.
178	Mohon beri tahu Saya <i>dimanakah kamu menyimpan kotak hitamku</i> kemarin.	Please give me know <i>where you saved my black box</i> yesterday.	Please give me know <i>where you are save my black box</i> yesterday.	291 292	Overuse in affirmative sentence, Omission of -ed.	False concepts hypothesized, Incomplete application of rules.
179	Aku mengetahui <i>berapa banyak kamu mencuri mangga itu</i> minggu lalu.	I knew <i>how many mangoes you stole</i> last week.	I knew <i>how many you steal the mango</i> last week.	293 294 295	Misselection of simple non- past, Subject object permuted, Omission -es.	False concepts hypothesized (1), (2), Incomplete application of rules.

Appendix 6

180	Dana tidak paham <i>mengapa temannya menelponnya</i> kemarin.	Dana didn't undersatand <i>why his friend called him</i> yesterday.	Dana didn't understand <i>why his friend did call him</i> yesterday.	296	Overuse iin question for regular v2.	False concepts hypothesized.
181	Aku berterima kasih pada <i>wanita yang telah membantu saya.</i>	I thanked to the woman <i>who helped me.</i>	I thank to the woman <i>who had help me.</i>	297 298	Overuse in affirmative sentence, Omission of -ed.	Overgeneratization, Incomplete application of rules.
182	Danni tidak menduga <i>kapan skripsinya terselesaikan.</i>	Danni didn't wonder <i>when his thesis was finished.</i>	Danni didn't wonder <i>when his thesis finish.</i>	299 300	Omission of be, Omission of -ed.	Incomplete application of rules (1), (2).
183	Rania tidak melihat <i>apa yang dipegang Randa</i> kemarin.	Rania didn't see <i>what Randa was held</i> yesterday.	Rania didn't see <i>what Randa was hold</i> yesterday.	301	Misselection of simple non- past.	False concepts hypothesized.
184	Kemarin, wanita itu bertanya-tanya <i>siapakah pemilik barang yang tidak terpakai ini.</i>	Yesterday, the woman asked <i>whose this useless thing was.</i>	Yesterday, the woman wondered <i>who owned this unused item.</i>	302 303 304	Misselection of connector, Adding of object, Omission of be.	Ignorance of rules restrictions, Overgeneralization, Incomplete application of rules.
Student No. 23						
185	Aku tidak tahu <i>bagaimana Diki mendapatkan uang</i> minggu lalu.	I didn't know <i>how Diki got the money</i> latst week.	I didn't know <i>how did Diki get the money</i> last week.	305	Overuse in question for irregular v2.	False concepts hypothesized.
186	<i>Laki-laki yang aku lihat kemarin</i> adalah Mr. Frankie.	The man <i>whom I saw yesterday</i> was Mr. Frankie.	The boy <i>that I saw yesterday</i> was Mr. Frankie.	306	Misselection of connector.	Ignorance of rules restrictions.
187	Mohon beri tahu Saya <i>dimanakah kamu menyimpan kotak hitamku</i> kemarin.	Please tell me <i>where you kept my black box</i> yesterday.	Please tell me <i>where did you keep my black box</i> yesterday.	307	Overuse in question for irregular v2.	False concepts hypothesized.

Appendix 6

188	Aku mengetahui <i>berapa banyak kamu mencuri mangga itu</i> minggu lalu.	I knew <i>how many mangoes you stole</i> last week.	I knew <i>how many mangoes did you steal</i> last week.	308	Overuse in question for irregular v2.	False concepts hypothesized.
189	Dana tidak paham <i>mengapa temannya menelponnya</i> kemarin.	Dana didn't understand <i>why his friend called him</i> yesterday.	Dana didn't understand <i>why his friend did call him</i> yesterday.	309	Overuse in question for regular v2.	False concepts hypothesized.
190	Aku berterima kasih pada <i>wanita yang telah membantu saya.</i>	I thanked to the woman <i>who helped me.</i>	I thanked to the woman <i>that helped me.</i>	310	Misselection of connector.	Ignorance of rules restrictions.
191	Danni tidak menduga <i>kapan skripsinya terselesaikan.</i>	Danni didn't expect <i>when his thesis was finished.</i>	Danni didn't expect <i>when his mini thesis was finish.</i>	311	Omission of -ed.	Incomplete application of rules.
192	Rania tidak melihat <i>apa yang dipegang Randa</i> kemarin.	Rania didn't see <i>what Randa was held</i> yesterday.	Rania didn't see <i>what did Randa hold</i> yesterday.	312	Overuse in question for irregular v2.	False concepts hypothesized.
193	Kemarin, Ayahku bertanya-tanya <i>manakah buku yang ingin aku beli.</i>	Yesterday, my father wondered <i>which book I wanted to buy.</i>	Yesterday, my father wondered <i>which is the book I want to buy.</i>	313 314	Adding to be, Omission of -ed.	Overgeneralization, Incomplete application of rules.
194	Kemarin, wanita itu bertanya-tanya <i>siapakah pemilik barang yang tidak terpakai ini.</i>	Yesterday, the woman wondered <i>whose this useless thing was.</i>	Yesterday, the woman wondered <i>whose this thing that useless.</i>	315 316	Adjectival modifiers placed after noun, Omission of be.	False concepts hypothesized, Incomplete application of rules.
Student No. 24						
195	Aku tidak tahu <i>bagaimana Diki mendapatkan uang</i> minggu lalu.	I didn't know <i>how Diki got the money</i> last week.	I didn't know <i>how Diki get money</i> last week.	317 318	Misselection of simple non- past, Omission of article.	False concepts hypothesized, Incomplete application of rules.

Appendix 6

196	Laki-laki yang aku lihat kemarin adalah Mr. Frankie.	The man whom I saw yesterday was Mr. Frankie.	The man I see yesterday was Mr. Frankie.	319 320	Omission of connector, Misselection of simple non- past.	Incomplete application of rules, False concepts hypothesized.
197	Aku mengetahui berapa banyak kamu mencuri mangga itu minggu lalu.	I knew how many mangoes you stole last week.	I knew how many you steal mango last week.	321 322 323	Misselection of simple non- past, Subject object permuted, Omission of –es.	False concepts hypothesized (1), (2), Incomplete application of rules.
198	Danni tidak menduga kapan skripsinya terselesaikan.	Danni didn't suspect when his thesis was completed.	Danni didn't suspect when his thesis was complete.	324	Omission of –ed.	Incomplete application of rules.
199	Rania tidak melihat apa yang dipegang Randa kemarin.	Rania didn't see what Randa was held yesterday.	Rania didn't see what Randa held yesterday.	325	Omission of be.	Incomplete application of rules.
200	Kemarin, Ayahku bertanya-tanya manakah buku yang ingin aku beli.	Yesterday, my father wondered which book I wanted to buy.	Yesterday, my father wondered which book I want to buy.	326	Omission of –ed.	Incomplete application of rules.
201	Kemarin, wanita itu bertanya-tanya siapakah pemilik barang yang tidak terpakai ini.	Yesterday, the woman asked whose this unused item was.	Yesterday, the woman asked who was the object of this unused item.	327 328 329	Misselection of connector, Repetition object, Misplacement of be.	Ignorance of rule restrictions, Overgeneralization, False concepts hypothesized.
Student No. 25						
202	Aku tidak tahu bagaimana Diki mendapatkan uang minggu lalu.	I don't know how Diki got the money last week.	I didn't know how Diki gets the money last week.	330	Misselection of simple non- past.	False concepts hypothesized.

Appendix 6

203	Laki-laki yang aku lihat kemarin adalah Mr. Frankie.	The man whom I saw yesterday was Mr. Frankie.	The man who I saw yesterday was Mr. Frankie.	331	Misselection of connector.	Ignorance of rules restrictions.
204	Mohon beri tahu Saya dimanakah kamu menyimpan kotak hitamku kemarin.	Please tell me where you saved my black box yesterday.	Please tell me where you are save my black box yesterday.	332 333	Overuse in affirmative sentence, Omission of –ed.	False concepts hypothesized, Incomplete application of rules.
205	Aku mengetahui berapa banyak kamu mencuri mangga itu minggu lalu.	I knew how many mangoes you stole last week.	I knew how many you stole mango last week.	334 335	Omission of –es, Subject object permuted.	Incomplete application of rules, False concepts hypothesized.
206	Aku berterima kasih pada wanita yang telah membantu saya.	I thanked the woman who helped me.	I thanked to woman help me.	336 337	Omission of connector, Omission of –ed.	Incomplete application of rules (1), (2).
207	Danni tidak menduga kapan skripsinya terselesaikan.	Danni didn't wonder when his thesis was finished.	Danni didn't wonder when his thesis finished.	338	Omission of –be.	Incomplete application of rules.
208	Rania tidak melihat apa yang dipegang Randa kemarin.	Rania didn't see what Randa was held yesterday.	Rania didn't see what was Randa held yesterday.	339	Misplacement of be.	False concepts hypothesized.
209	Kemarin, Ayahku bertanya-tanya manakah buku yang ingin aku beli.	Yesterday, my father asked which book I wanted to buy.	Yesterday, my father wondered which book I want to buy.	340	Omission of –ed.	Incomplete application of rules.
Student No. 26						
210	Laki-laki yang aku lihat kemarin adalah Mr. Frankie.	The man whom I saw yesterday was Mr. Frankie.	The man who I saw yesterday was Mr. Frankie.	341	Misselection of connector.	Ignorance of rule restrictions.

Appendix 6

211	Aku mengetahui berapa banyak kamu mencuri mangga itu minggu lalu.	I knew how many mangoes you stole last week.	I knew how many you stole manggo last week.	342 343	Omission of –es, Subject object permuted.	Incomplete application of rules, False concepts hypothesized.
212	Aku berterima kasih pada wanita yang telah membantu saya.	I thanked the woman who helped me.	I thanked to the woman who help me.	344	Omission of –ed.	Incomplete application of rules.
213	Danni tidak menduga kapan skripsinya terselesaikan.	Danni didn't expect when his thesis was finished.	Danni didn't expect when his thesis finish.	345 346	Omission of be, Omission of –ed.	Incomplete application of rules (1), (2).
214	Kemarin, Ayahku bertanya-tanya manakah buku yang ingin aku beli	Yesterday, my father asked which book I wanted to buy.	Yesterday, my father asked me which book want to buy.	347 348	Omission of –ed, Omission of subject pronoun.	Incomplete application of rules (1), (2).
215	Kemarin, wanita itu bertanya-tanya siapakah pemilik barang yang tidak terpakai ini.	Yesterday, the woman asked whose this useless stuff was.	Yesterday, the women asked who this useless stuff.	349 350	Misselection of connector, Omission of be.	Ignorance of rules restrictions, Incomplete application of rules.
Student No. 27						
216	Aku tidak tahu bagaimana Diki mendapatkan uang minggu lalu.	I don't know how Diki got the money last week.	I didn't know how Diki gets money last week.	351 352	Misselection of simple non- past, Omission of article.	False concepts hypothesized, Incomplete application of rules.
217	Laki-laki yang aku lihat kemarin adalah Mr. Frankie.	The man whom I saw yesterday was Mr. Frankie.	The man that I saw yesterday was Mr. Frankie.	353	Misselection of connector.	Ignorance of rule restrictions.
218	Mohon beri tahu Saya dimanakah kamu menyimpan kotak hitamku kemarin.	Please tell me where you saved my black box yesterday.	Please tell me where you save my black box yesterday.	354	Omission of –ed.	Incomplete application of rules.

Appendix 6

219	Aku mengetahui berapa banyak kamu mencuri mangga itu minggu lalu.	I knew how many mangoes you stole last week.	I knew how many you stole the mango last week.	355 356	Omission of –es, Subject object permuted.	Incomplete application of rules, False concepts hypothesized.
220	Dana tidak paham mengapa temannya menelponnya kemarin.	Dana didn't understand why his friend called him yesterday.	Dana didn't understand why his friend call him yesterday.	357	Omission of –ed.	Incomplete application of rules.
221	Aku berterima kasih pada wanita yang telah membantu saya.	I thanked to the woman who helped me.	I thanked to the woman help me.	358 359	Omission of connector, Omission of –ed.	Incomplete application of rules (1), (2).
222	Danni tidak menduga kapan skripsinya terselesaikan.	Danni couldn't predict when his thesis was ended.	Danni couldn't predict when the thesis ended.	360 361	Substitution of definite article for possessive pronoun, Omission of be.	False concepts hypothesized, Incomplete application of rules.
223	Rania tidak melihat apa yang dipegang Randa kemarin.	Rania didn't see what Randa was held yesterday.	Rania didn't see what Randa held yesterday.	362	Omission of be.	Incomplete application of rules.
224	Kemarin, Ayahku bertanya-tanya manakah buku yang ingin aku beli.	Yesterday, my father asked which book I wanted to buy.	My father asked which book I want to buy yesterday.	363	Omission of –ed.	Incomplete application of rules.
225	Kemarin, wanita itu bertanya-tanya siapakah pemilik barang yang tidak terpakai ini.	Yesterday, the woman asked whose this useless thing was.	The woman asked who have this unused thing.	364 365 366	Misselection of connector, Overuse in affirmative sentence, Omission of be.	Ignorance of rule restrictions, Overgeneratization, Incomplete application of rules.
Student No. 28						
226	Laki-laki yang aku lihat kemarin adalah Mr. Frankie.	The man whom I saw yesterday was Mr. Frankie.	The man who I saw yesterday was Mr. Frankie.	367	Misselection of connector.	Ignorance of rule restrictions.

Appendix 6

227	Mohon beri tahu Saya dimanakah kamu menyimpan kotak hitamku kemarin.	Please let me know where you saved my black box yesterday.	Please, let me know where you save my black box yesterday.	368	Omission of –ed.	Incomplete application of rules.
228	Dana tidak paham mengapa temannya menelponnya kemarin.	Dana didn't undersatand why his friend called him yesterday.	Dana didn't undestand why his friend did call him yesterday.	369	Overuse in question for regular v2.	False concepts hypothesized.
229	Danni tidak menduga kapan skripsinya terselesaikan.	Danni didn't expect when his thesis was finished.	Danni didn't expect when his thesis finished.	370	Omission of be.	Incomplete application of rules.
230	Rania tidak melihat apa yang dipegang Randa kemarin.	Rania didn't see what Randa was hled yesterday.	Rania didn't see what Randa was hold yesterday.	371	Misselection of simple non- past.	False concepts hypothesized.
231	Kemarin, Ayahku bertanya-tanya manakah buku yang ingin aku beli.	Yesterday, my father wondered which book I wanted to buy.	Yesterday, my father wondered where book want I buy.	372 373 374	Misselection of connector, Misplacement of verb before subject, Omission of –ed.	Ignorance of rules restrictions (1), (2), Incomplete application of rules.
232	Kemarin, wanita itu bertanya-tanya siapakah pemilik barang yang tidak terpakai ini.	Yesterday, the woman asked whose this useless thing was.	Yesterday, the woman wondered who owner of this useless thing.	375 376 377	Misselection of connector, Repetition the object, Omission of be.	Ignorance of rules restrictions, Overgeneralization, Incomplete application of rules.
Student No. 29						
233	Aku tidak tahu bagaimana Diki mendapatkan uang minggu lalu.	I didn't know how Diki got the money last week.	I didn't know how Diki get the money last week.	378	Misselection of simple non- past.	False concepts hypothesized.

Appendix 6

234	Laki-laki yang aku lihat kemarin adalah Mr. Frankie.	The man that I saw yesterday was Mr. Frankie.	The man that I see yesterday was Mr. Frankie.	379 380	Misselection of simple non- past.	False concepts hypothesized.
235	Mohon beri tahu Saya dimanakah kamu menyimpan kotak hitamku kemarin.	Please tell me where you saved my black box yesterday.	Please tell me where you saved the black box yesterday.	381	Substitution of definite article for possessive pronoun.	False concepts hypothesized.
236	Aku mengetahui berapa banyak kamu mencuri mangga itu minggu lalu.	I knew how many mangoes you stole last week.	I knew how many you stole mango last week.	382 383	Omission of –es, Subject object permuted.	Incomplete application of rules, False concepts hypothesized.
237	Dana tidak paham mengapa temannya menelponnya kemarin.	Dana didn't know why his friend called him yesterday.	Dana didn't know why his friends did call him yesterday.	384	Overuse in question for regular v2.	False concepts hypothesized.
238	Aku berterima kasih pada wanita yang telah membantu saya .	I thanked to the woman who helped me .	I thanked for the woman that help me .	385 386	Misselection of connector, Omission –ed.	Ignorance of rule restrictions, Incomplete application of rules.
239	Danni tidak menduga kapan skripsinya terselesaikan .	Danni didn't expect when his thesis was finished .	Danni didn't know when the thesis finish .	387 388 389	Substitution of definite article for possessive pronoun, Omission of be, Omission –ed.	False concepts hypothesized, Incomplete application of rules (1), (2).
240	Rania tidak melihat apa yang dipegang Randa kemarin.	Rania didn't see what Randa was held yesterday.	Rania didn't see what Randa hold yesterday.	390 391	Omission of be, Misselection of simple non- past.	Incomplete application of rules, False concepts hypothesized.
241	Kemarin, Ayahku bertanya-tanya manakah buku yang ingin aku beli .	Yesterday, my father asked which book I wanted to buy .	Yesterday, my father asked where the book I want to buy .	392 393	Misselection of connector, Omission of –ed.	Ignorance of rule restrictions, Incomplete application of rules.
242	Kemarin, wanita itu bertanya-tanya siapakah pemilik barang yang tidak terpakai ini .	Yesterday, the woman asked whose this useless thing was .	Yesterday, the women asked who was the owner of this useless thing .	394 395 396	Misselection of connector, Repetition object, Misplacement of be.	Ignorance of rule restrictions, Overgeneralization, False concepts hypothesized.

Appendix 6

Student No. 30						
243	Aku tidak tahu bagaimana Diki mendapatkan uang minggu lalu.	I don't know how Diki got the money last week.	I didn't know how Diki has got money last week.	397 398	Overuse in affirmative sentence, Omission of article.	False concepts hypothesized, Incomplete application of rules.
244	Laki-laki yang aku lihat kemarin adalah Mr. Frankie.	The man whom I saw yesterday was Mr. Frankie.	The man I saw yesterday was Mr. Frankie.	399	Omission of connector.	Incomplete application of rules.
245	Mohon beri tahu Saya dimanakah kamu menyimpan kotak hitamku kemarin.	Please tell me where you kept my black box yesterday.	Please give to know me where you keep my black box yesterday.	400	Misselection of simple non- past.	False concepts hypothesized.
246	Aku mengetahui berapa banyak kamu mencuri mangga itu minggu lalu.	I knew how many mangoes you stole last week.	I knew how many you steal that mango last week.	401 402 403	Misselection of simple non- past, Omission of –es, Subject object permuted.	False concepts hypothesized, Incomplete application of rules, False concepts hypothesized.
247	Dana tidak paham mengapa temannya menelponnya kemarin.	Dana didn't undersatand why his friend called him yesterday.	Dana didn't understand why his friend call him yesterday.	404	Omission of –ed.	Incomplete application of rules.
248	Aku berterima kasih pada wanita yang telah membantu saya.	I thanked the woman who helped me.	I thanked the woman has helped me.	405 406	Omission of connector, Overuse in affirmative sentence.	Incomplete application of rules, False concepts hypothesized.
249	Danni tidak menduga kapan skripsinya terselesaikan.	Danni didn't expect when his mini thesis was finished.	Danni didn't expect when his mini thesis finish.	407 408	Omission of be, Omission of –ed.	Incomplete application of rules (1), (2).
250	Rania tidak melihat apa yang dipegang Randa kemarin.	Rania didn't see what Randa was touched yesterday.	Rania didn't see what Randa touched yesterday.	409	Omission of be.	Incomplete application of rules.

Appendix 6

251	Kemarin, Ayahku bertanya-tanya manakah buku yang ingin aku beli.	Yesterday, my father asked which book I wanted to buy.	Yesterday, my father asked which book want I to buy.	410 411	Misplacement of verb before subject, Omission of –ed.	Ignorance of rules restrictions, Incomplete application of rules.
252	Kemarin, wanita itu bertanya-tanya siapakah pemilik barang yang tidak terpakai ini.	Yesterday, the woman asked whose this useless thing was.	Yesterday, the woman asked who this thing useless.	412 413 414	Adjectival modifiers placed after noun, Misselection of connector, Omission of be.	False concepts hypothesized, Ignorance of rules restrictions, Incomplete application of rules.
Student No. 31						
253	Laki-laki yang aku lihat kemarin adalah Mr. Frankie.	The man whom I saw yesterday was Mr. Frankie.	The boy that I saw yesterday was Mr. Frankie.	415	Misselection of connector.	Ignorance of rule restrictions.
254	Mohon beri tahu Saya dimanakah kamu menyimpan kotak hitamku kemarin.	Please tell me where you kept my black box yesterday.	Please tell me where you keep my black box yesterday.	416	Misselection of simple non- past.	False concepts hypothesized.
255	Rania tidak melihat apa yang dipegang Randa kemarin.	Rania didn't see what Randa was held yesterday.	Rania didn't see what did Randa hold yesterday.	417 418	Omission of be, Overuse in question for irregular v2.	Incomplete application of rules, False concepts hypothesized.
256	Kemarin, Ayahku bertanya-tanya manakah buku yang ingin aku beli.	Yesterday, my Dad wondered which book I wanted to buy.	Yesterday, my Dad wondered which is book I want buy.	419 420	Overuse in affirmative sentence, Omission of –ed.	Overgeneralization, Incomplete application of rules.
257	Kemarin, wanita itu bertanya-tanya siapakah pemilik barang yang tidak terpakai ini.	Yesterday, the woman wondered whose this useless thing was.	Yesterday, the woman wondered, whose this thing useless was.	421	Adjectival modifiers placed after noun.	False concepts hypothesized.

Appendix 6

Student No. 32						
258	Aku tidak tahu bagaimana Diki mendapatkan uang minggu lalu.	I don't know how Diki got the money last week.	I didn't know how Diki has get the money last week.	422 423	Overuse in affirmative sentence, Misselection of simple non- past.	Overgeneratization, False concepts hypothesized.
259	Laki-laki yang aku lihat kemarin adalah Mr. Frankie.	The man whom I saw yesterday was Mr. Frankie.	The man that I saw yesterday was Mr. Frankie.	424	Misselection of connector.	Ignorance of rule restrictions.
260	Mohon beri tahu Saya dimanakah kamu menyimpan kotak hitamku kemarin.	Please tell me where you kept my black box yesterday.	Please tell me where you keep my black box yesterday.	425	Misselection of simple non- past.	False concepts hypothesized.
261	Aku mengetahui berapa banyak kamu mencuri mangga itu minggu lalu.	I knew how many mangoes you stole last week.	I knew how much you stole mangoes last week.	426 427	Substitution of many instead much, Subject object permuted.	Ignorance of rule restrictions, False concepts hypothesized.
262	Danni tidak menduga kapan skripsinya terselesaikan.	Danni didn't expect when his thesis was done.	Danni didn't expect when his thesis done.	428	Omission of be.	Incomplete application of rules.
263	Rania tidak melihat apa yang dipegang Randa kemarin.	Rania didn't see what Randa was held yesterday.	Rania can't see what Randa hold yesterday.	429 430	Omission of be, Misselection of simple non- past.	Incomplete application of rules, False concepts hypothesized.
264	Kemarin, Ayahku bertanya-tanya manakah buku yang ingin aku beli.	Yesterday, my father wondered which book I wanted to buy.	Yesterday, my father wondered which the book I want to buy.	431	Omission of -ed.	Incomplete application of rules.
Student No. 33						
265	Aku tidak tahu bagaimana Diki mendapatkan uang minggu lalu.	I don't know how Diki got the money last week.	I didn't know how Diki was got the money last week.	432	Overuse in affirmative sentence.	False concepts hypothesized.

Appendix 6

266	Laki-laki yang aku lihat kemarin adalah Mr. Frankie.	The boy whom I saw yesterday was Mr. Frankie.	The boy who I saw yesterday was Mr. Frankie.	433	Misselection of connector.	Ignorance of rule restrictions.
267	Aku berterima kasih pada wanita yang telah membantu saya.	I thanked the woman who helped me.	I thanked to the woman who help me.	434	Omission of –ed.	Incomplete application of rules.
268	Rania tidak melihat apa yang dipegang Randa kemarin.	Rania didn't see what Randa was held yesterday.	Rania didn't see what Randa was hold yesterday.	435	Misselection of simple non- past.	False concepts hypothesized.
269	Kemarin, wanita itu bertanya-tanya siapakah pemilik barang yang tidak terpakai ini.	Yesterday, the woman wondered whose this unused stuff was.	Yesterday, that woman wondered who was the owner of this unused stuff.	436 437 438	Misselection of connector, Repetition the object, Misplacement of be.	Ignorance of rule restrictions, Overgeneralization, False concepts hypothesized.
Student No. 34						
270	Laki-laki yang aku lihat kemarin adalah Mr. Frankie.	The man whom I saw yesterday was Mr. Frankie.	The man who I see was Mr. Frankie.	439 440	Misselection of connector, Misselection of simple non- past.	Ignorance of rule restrictions, False concepts hypothesized.
271	Mohon beri tahu Saya dimanakah kamu menyimpan kotak hitamku kemarin.	Please tell me where you kept my black box yesterday.	Please tell me where you keep my black box yesterday.	441	Misselection of simple non- past.	False concepts hypothesized.
272	Aku mengetahui berapa banyak kamu mencuri mangga itu minggu lalu.	I understood how many mangoes you stole last week.	I understood how much you steal the mango last week.	442 443 444	Substitution of many instead of much, Omission of –es, Subject object permuted.	Ignorance of rules restrictions, Incomplete application of rules, False concepts hypothesized.
273	Dana tidak paham mengapa temannya menelponnya kemarin.	Dana didn't undersatand why his friend called him yesterday.	Dana didn't understand why his friend did called him yesterday.	445	Overuse in affirmative sentence.	Overgenralization.

Appendix 6

274	Aku berterima kasih pada wanita yang telah membantu saya.	I thanked the woman who helped me.	I thanked the woman who helps me.	446	Omission of –ed.	Incomplete application of rules.
275	Danni tidak menduga kapan skripsinya terselesaikan.	Danni didn't expect when his thesis was done.	Danni didn't expect when his thesis done.	447	Omission of be.	Incomplete application of rules.
276	Rania tidak melihat apa yang dipegang Randa kemarin.	Rania didn't see what Randa was held yesterday.	Rania didn't see what was Randa hold yesterday.	448 449	Misplacement of be, Misselection of simple non- past.	False concepts hypothesized (1), (2).
277	Kemarin, wanita itu bertanya-tanya siapakah pemilik barang yang tidak terpakai ini.	Yesterday, the woman wondered whose this useless thing was.	Yesterday, the woman wondered who was the owner this useless thing.	450 451 452	Misselection of connector, Misplacement of be, Repetition the object.	Ignorance of rule restrictions, False concepts hypothesized, Overgeneralization.
Student No. 35						
278	Aku tidak tahu bagaimana Diki mendapatkan uang minggu lalu.	I didn't know how Diki got the money last week.	I didn't know how Diki got money last week.	453	Omission of article.	Incomplete application of rules.
279	Aku mengetahui berapa banyak kamu mencuri mangga itu minggu lalu.	I knew how many mangoes you stole last week.	I knew how many mangoes did you steal last week.	454	Overuse in question for irregular v2.	False concepts hypothesized.
280	Dana tidak paham mengapa temannya menelponnya kemarin.	Dana didn't undersatand why his friend called him yesterday.	Dana didn't understand why his friend did call him yesterday.	455	Overuse in question for regular v2.	False concepts hypothesized.
281	Aku berterima kasih pada wanita yang telah membantu saya.	I thanked the woman who helped me.	I thanked to the woman helped me.	456	Omission of connector.	Incomplete application of rules.

Appendix 6

282	Danni tidak menduga <i>kapan skripsinya terselesaikan.</i>	Danni didn't expect <i>when his script was ended.</i>	Danni didn't expect <i>when the script ended.</i>	457 458	Substitution of definite article for possessive pronoun, Omission of be.	False concepts hypothesized, Incomplete application of rules.
283	Rania tidak melihat <i>apa yang dipegang Randa</i> kemarin.	Rania didn't see <i>what Randa was held</i> yesterday.	Rania didn't see <i>what Randa held</i> yesterday.	459	Omission of be.	Incomplete application of rules.
284	Kemarin, Ayahku bertanya-tanya <i>manakah buku yang ingin aku beli.</i>	Yesterday, my father asked <i>which book I wanted to buy.</i>	My father asked <i>where book I wanted to buy</i> yesterday.	460	Misselection of connector.	Ignorance of rule restrictions.
285	Kemarin, wanita itu bertanya-tanya <i>siapakah pemilik barang yang tidak terpakai ini.</i>	Yesterday, the woman asked <i>whose this unused thing was.</i>	The woman asked <i>who has this unused thing.</i>	461 462 463	Misselection of connector, Overuse in affirmative sentence, Omission of be.	Ignorance of rule restrictions, Overgeneratization, Incomplete application of rules.
Student No. 36						
286	<i>Laki-laki yang aku lihat kemarin</i> adalah Mr. Frankie.	The man <i>whom I saw yesterday</i> was Mr. Frankie.	The man <i>see yesterday</i> was Mr. Frankie.	464 465 466	Misselection of simple non- past, Omission of connector, Subject pronoun missing.	False concepts hypothesized, Incomplete application of rules (1), (2).
287	Dana tidak paham <i>mengapa temannya menelponnya</i> kemarin.	Dana didn't know <i>why his friend called him</i> yesterday.	Dana didn't know <i>why his friend did call him</i> yesterday.	467	Overuse in question for regular v2.	False concepts hypothesized.
288	Rania tidak melihat <i>apa yang dipegang Randa</i> kemarin.	Rania didn't look <i>what Randa was held</i> yesterday.	Rania didn't see <i>what Randa touched was</i> yesterday.	468	Misplacement of be.	False concepts hypothesized.

Appendix 6

Student No. 37						
289	Danni tidak menduga <i>kapan skripsinya terselesaikan.</i>	Danni didn't expect <i>when his thesis was done.</i>	Danni didn't expect <i>when his thesis done.</i>	469	Omission of be.	Incomplete application of rules.
290	Rania tidak melihat <i>apa yang dipegang Randa</i> kemarin.	Rania didn't look <i>what Randa was held</i> yesterday.	Rania didn't look <i>what Randa held</i> yesterday.	470	Omission of be.	Incomplete application of rules.
291	Kemarin, Ayahku bertanya-tanya <i>manakah buku yang ingin aku beli.</i>	Yesterday, my father wondered <i>which book I wanted to buy.</i>	Yesterday, my father wondered <i>where was book I want to buy.</i>	471 472 473	Misselection of connector, Overuse in affirmative sentence, Omission of -ed.	Ignorance of rule restrictions, Overgeneralization, Incomplete application of rules.
292	Kemarin, wanita itu bertanya-tanya <i>siapakah pemilik barang yang tidak terpakai ini.</i>	Yesterday, the woman asked <i>whose this useless thing was.</i>	Yesterday, the woman asked <i>whose the owner of the useless things.</i>	474 475 476	Repetition the object, Adding of -s, Omission of be.	Overgeneralization (1), (2), Incomplete application of rules.
Student No. 38						
293	Aku tidak tahu <i>bagaimana Diki mendapatkan uang</i> minggu lalu.	I didn't know <i>how Diki got the money</i> last week.	I didn't know <i>how Diki had got money</i> last week.	477 478	Overuse in affirmative sentence, Omission of article.	Overgeneralization, Incomplete application of rules.
294	<i>Laki-laki yang aku lihat kemarin</i> adalah Mr. Frankie.	The man <i>whom I saw yesterday</i> was Mr. Frankie.	The man <i>I saw yesterday</i> was Mr. Frankie.	479	Omission of connector.	Incomplete application of rules.
295	Aku mengetahui <i>berapa banyak kamu mencuri mangga itu</i> minggu lalu.	I knew <i>how many mangoes you stole</i> last week.	I knew <i>how many you stole the mangoes</i> last week.	480	Subject object permuted.	False concepts hypothesized.

Appendix 6

296	Aku berterima kasih pada wanita yang telah membantu saya.	I thanked the woman who helped me.	I thanked to the woman has helped me.	481 482	Omission of connector, Overuse in affirmative sentence.	Incomplete application of rules, Overgeneralization.
297	Danni tidak menduga kapan skripsinya terselesaikan.	Danni didn't expect when his mini thesis was finished.	Danni didn't expect when did his mini thesis finish.	483 484	Omission of be, Overuse in question for irregular v2.	Incomplete application of rules, False concepts hypothesized.
298	Rania tidak melihat apa yang dipegang Randa kemarin.	Rania didn't see what Randa was held yesterday.	Rania didn't see what Randa was hold yesterday.	485	Misselection of simple non- past.	False concepts hypothesized.
299	Kemarin, Ayahku bertanya-tanya manakah buku yang ingin aku beli.	Yesterday, my father wondered which book I wanted to buy.	Yesterday, my father wondered which book I want to buy.	486	Omission –ed.	Incomplete application of rules.
300	Kemarin, wanita itu bertanya-tanya siapakah pemilik barang yang tidak terpakai ini.	Yesterday, the woman asked whose this useless thing was.	Yesterday, the woman wondered whose did the own of this useless thing.	487 488 489	Overuse in affirmative sentence, Repetition of the object, Omission of be.	False concepts hypothesized, Overgeneralization, Incomplete application.

Table 9
The Classification of Errors in Noun Clause as the Object of Verb

Student	Classification of Errors																		Total	
	Morphology		Syntax									Skeleton of Eng. Clauses			The Auxiliary System					
	Reg. Simple Non-Past		Connectors		Number			NP		VP	Word Order		Missing Part	Misordered Part		Have/Be		Do/Did		
	Omission of -ed	Misselection of Simple non Past	Omission WH- word	Misselect. Connector	Subst. of Many instead of Much	Omission of -s/-es	Adding -s/-es	Omission of Article	Definite article for Poss. Pronoun	Progressive for past	Repetition the Object	Adj. Modifier after noun	Subject/Object Pronoun Missing	S & O Permuted	Verb before Subject	Be Missing	Misplacement of Be	Overuse in Affirmative Sentence		Overuse in Questions
Student 1	-	1	1	1	-	1	-	1	1	-	1	-	1	-	-	1	-	-	9	
Student 2	2	2	2	-	-	1	-	1	-	-	1	-	1	1	3	-	-	-	14	
Student 3	3	2	2	1	-	-	-	1	-	-	1	1	-	1	2	2	-	3	19	
Student 4	1	-	-	3	-	-	1	-	-	-	1	-	-	1	-	3	-	-	10	
Student 5	2	1	-	3	-	1	1	-	-	-	1	-	1	1	-	2	1	1	16	
Student 6	1	2	-	1	-	1	-	1	-	-	1	-	-	-	2	-	3	1	13	
Student 7	3	-	1	1	1	-	-	-	1	-	1	-	1	1	-	1	1	-	13	
Student 8	-	3	1	-	-	1	-	1	-	1	-	-	-	1	-	1	-	-	10	
Student 9	1	1	1	1	1	1	-	-	-	1	1	-	-	1	-	1	1	2	15	
Student 10	1	1	-	2	-	-	1	1	-	-	-	-	-	-	1	1	3	1	12	
Student 11	3	2	1	2	-	1	-	1	-	-	-	-	1	-	1	-	-	-	12	
Student 12	2	-	-	4	-	1	-	-	-	-	-	-	-	-	2	1	1	1	12	
Student 13	2	1	-	4	-	-	-	-	-	-	1	-	-	1	-	1	1	1	12	

Appendix 7

Student 14	2	2	-	2	-	1	1	-	-	-	1	-	-	1	-	3	-	-	-	13
Student 15	3	3	1	4	-	-	-	1	-	-	-	-	2	-	1	1	-	2	-	18
Student 16	2	1	-	2	-	-	1	1	-	-	1	-	-	1	-	1	-	2	1	13
Student 17	1	4	1	3	-	-	-	1	-	1	1	-	-	1	-	2	1	-	-	16
Student 18	3	2	-	4	-	1	-	1	-	-	-	1	-	1	-	2	1	2	-	18
Student 19	3	1	1	2	-	1	-	-	-	1	-	1	-	-	-	2	1	-	-	13
Student 20	3	-	-	1	-	1	-	-	1	-	1	-	-	1	2	2	1	1	-	14
Student 21	1	1	2	1	-	-	-	-	-	-	-	-	-	1	-	3	-	2	4	15
Student 22	3	4	-	2	-	1	-	-	-	-	1	-	-	1	-	2	-	2	1	17
Student 23	2	-	-	2	-	-	-	-	-	-	-	1	-	-	-	1	-	1	5	12
Student 24	2	3	1	1	-	1	-	1	-	-	1	-	-	1	-	1	1	-	-	13
Student 25	3	1	1	1	-	1	-	-	-	-	-	-	-	1	-	1	1	1	-	11
Student 26	3	-	-	2	-	1	-	-	-	-	-	-	1	1	-	2	-	-	-	10
Student 27	4	1	1	2	-	1	-	1	1	-	-	-	-	1	-	3	-	1	-	16
Student 28	2	1	-	3	-	-	-	-	-	-	1	-	-	-	1	2	-	-	1	11
Student 29	4	2	-	4	-	-	1	-	2	-	1	-	-	1	-	2	1	-	1	19
Student 30	3	2	2	1	-	1	-	1	-	-	-	1	-	1	1	3	-	2	-	18
Student 31	1	1	-	1	-	-	-	-	-	-	-	1	-	-	-	1	-	1	1	7
Student 32	1	3	-	1	1	-	-	-	-	-	-	-	-	1	-	2	-	1	-	10
Student 33	1	1	-	2	-	-	-	-	-	-	1	-	-	-	-	-	1	1	-	7
Student 34	1	4	-	2	1	1	-	-	-	-	1	-	-	1	-	-	2	1	-	14
Student 35	-	-	1	2	-	-	-	1	1	-	-	-	-	-	-	3	-	1	2	11
Student 36	-	1	1	-	-	-	-	-	-	-	-	-	1	-	-	-	1	-	1	5
Student 37	1	-	-	1	-	-	1	-	-	-	1	-	-	-	-	3	-	1	-	8
Student 38	1	1	2	-	-	-	-	1	-	-	1	-	-	1	-	2	-	3	1	13
Total	72	54	23	69	4	19	7	16	7	4	20	7	6	26	8	64	18	39	26	489
	126		176										40			147				



Table10
The Classification of Causes of Error

Student	Causes of Error				Total
	Over-generalization	Incomplete Application of Rules	Ignorance of Rule Restriction	False Concepts Hypothesized	
Student 1	1	3	2	3	9
Student 2	-	10	1	3	14
Student 3	1	8	3	7	19
Student 4	2	4	3	1	10
Student 5	3	6	3	4	16
Student 6	1	5	1	6	13
Student 7	1	6	3	3	13
Student 8	-	4	-	6	10
Student 9	2	4	3	6	15
Student 10	3	3	3	3	12
Student 11	-	7	2	3	12
Student 12	-	5	5	2	12
Student 13	1	3	4	4	12
Student 14	2	6	2	3	13
Student 15	1	9	4	4	18
Student 16	2	4	2	5	13
Student 17	1	5	4	6	16
Student 18	1	7	5	5	18
Student 19	-	7	3	3	13
Student 20	2	6	4	2	14
Student 21	-	6	1	8	15
Student 22	2	6	2	7	17
Student 23	1	3	2	6	12
Student 24	1	6	1	5	13
Student 25	-	6	1	4	11
Student 26	-	7	2	1	10
Student 27	1	10	2	3	16
Student 28	1	4	4	2	11
Student 29	1	6	4	8	19
Student 30	-	10	2	6	18
Student 31	1	2	1	3	7
Student 32	1	3	2	4	10
Student 33	1	1	2	3	7
Student 34	2	3	3	6	14
Student 35	1	5	2	3	11
Student 36	-	2	-	3	5
Student 37	3	4	1	-	8
Student 38	3	6	-	4	13
Total	43	202	89	155	489

*Appendix 8***The Calculation of the Errors**

1. Errors based on Morphology

$$P = \frac{\quad}{\quad} \times 100\%$$

26%

The percentage of Errors based on Morphology are 26%

2. Errors based on Syntax

$$P = \frac{\quad}{\quad} \times 100\%$$

36%

The percentage of Errors based on Syntax are 36%

3. Errors Based on Skeleton of English Clauses

$$P = \frac{\quad}{\quad} \times 100\%$$

8%

The percentage of Errors based on Skeleton of English Clauses are 8%

4. Errors based on The Auxiliary System

$$P = \frac{\quad}{\quad} \times 100\%$$

30%

The percentage of Errors based on the Auxiliary System are 30%

Appendix 10

Table 11
Validation of Data Analysis

Instruction: In each question, please give your response by ticking (√) a box representing your choice.

NO	Question	Yes	No	Comment
1	The data collecting technique are related to the the subject which has been researched			
2	The documentation of students' task have been done to self-correction by students			
3	The corrections of error analysis are appropriate to the aspects in Linguistic Category Taxonomy.			
4	The causes of error in error analysis are appropriate to the data.			

Bandar Lampung , May 2019
Validator

Edi Sutopo, M. Pd
197102082005011006

**The aspects of the table is appropriately from the theory in chapter II and chapter III.*

SURAT KETERANGAN VALIDASI

Yang bertanda tangan di bawah ini:

Nama : Edi Sutopo, M. Pd
 Instansi : STKIP Bandar Lampung
 Jabatan : Dosen

Telah membaca hasil data penelitian berupa lembar hasil analisis error siswa (Students' Data Error Analysis) yang telah digunakan dalam penelitian skripsi yang berjudul "An Analysis of Students' Error in Making Noun Clause as the Object of Verb in the First Semester of the Eleventh Grade of SMK Negeri 2 Bandar Lampung in the Academic Year of 2018/2019" oleh peneliti :

Nama : Ranty Ade Puspita
 NPM : 1411040139
 Program Studi : Pendidikan Bahasa Inggris
 Instansi : Universitas Raden Intan Lampung

Setelah memperhatikan lampiran yang telah dibuat, maka masukan untuk hasil data analisis tersebut adalah :

.....

Demikian surat keterangan ini dibuat agar dapat digunakan dalam pengabsahan data di dalam skripsi.

Bandar Lampung, Mei 2019
 Validator

Edi Sutopo, M. Pd
197102082005011006

Appendix 11

SILABUS

NAMA SEKOLAH : SMK Negeri 2 Bandar Lampung
 MATA PELAJARAN : **BAHASA INGGRIS**
 KELAS/SEMESTER : XI / 3-4
 STANDAR KOMPETENSI : Berkomunikasi dengan Bahasa Inggris setara *Level Elementary*
 ALOKASI WAKTU : 20 X 45 menit

KOMPETENSI DASAR	INDIKATOR	MATERI PEMBELAJARAN	KEGIATAN PEMBELAJARAN	PENILAIAN	ALOKASI WAKTU			SUMBER BELAJAR	Nilai PPKB, Anti Korupsi dan kewirausahaan
					TM	PS	PI		
2.2. Mencatat pesan-pesan sederhana baik dalam interaksi langsung maupun melalui alat	<ul style="list-style-type: none"> Pesan (<i>message</i>) yang diterima lewat telepon dicatat dengan benar. Pesan (<i>message</i>) yang diterima secara langsung dicatat dengan benar. 	<ul style="list-style-type: none"> Expressions dealing with telephone conversations Grammar Review: <ul style="list-style-type: none"> Personal pronouns <ul style="list-style-type: none"> - I – me – my – mine – myself Reported speech <ul style="list-style-type: none"> - He said that you had to pay for the tickets - He asked you to pay for the tickets. - He wanted to know if you would be available in the afternoon. - He wanted to know where you put his umbrella. Adjective Clause <ul style="list-style-type: none"> - Do you know the staff who will be promoted our new division manager? Noun clauses as an object of verb <ul style="list-style-type: none"> a) S + V + Wh-question + V - I didn't know what you mean. b) S + V + that + S + V 	<p>Eksplorasi Telling story contained personal pronouns, reported speech, adjective clause and noun clause.</p> <p>Elaborasi</p> <ul style="list-style-type: none"> Listening: <ul style="list-style-type: none"> - Listening for information from recorded materials. - Understanding telephone conversations Speaking: <ul style="list-style-type: none"> - Telling the information obtained from recorded materials - Role playing on telephone conversations Writing: <ul style="list-style-type: none"> - Writing messages based on telephone conversations - Composing sentences using reported speech, personal pronouns, adjective clause, and noun clause. 	<ul style="list-style-type: none"> Tes tertulis <ul style="list-style-type: none"> - Melengkapi kalimat - Membuat kalimat dengan reported speech - Mencatat pesan yang diterima Tes lisan <ul style="list-style-type: none"> - Menceritakan pesan yang diterima 	20			<ul style="list-style-type: none"> Practical English Usage Global Access to the World of Work Person to Person English for SMK (Ang-kasa) 	<ul style="list-style-type: none"> Bersahabat Komunikatif Peduli sosial Rasa ingin tahu Demokratis Mandiri Kerja Keras Disiplin Senang membaca

Appendix 11

		<ul style="list-style-type: none"> - They knew that they would have to extend the deadline. c) S + V + If / Whether + S +V - Please see if our guests need anything else. 	<p>Confirmation</p> <ul style="list-style-type: none"> • Giving feed back by corrections and suggestions • Observing about learning activity • Giving motivation to active students 						
--	--	--	--	--	--	--	--	--	--

Mengetahui,
Kepala SMKN 2 Bandar Lampung
Waka Bid. Kurikulum

Guru Mata Pelajaran B. Inggris

Susilo Cendrawanto, M. Pd
NIP. 19640325 198910 1 001

Siti Aminah, S. Pd
NIP. 19600806 198511 2 001



Supported Documentation



The teacher taught the students about noun clause as the object of verb.



The teacher asked the students to do the exercise of noun clause.



The situation of classroom when the students learned the material and did the task.



The teacher discussed with the students and asked them to do self-correction.



Photos with the student and the teacher in Eleventh Class of Architecture 1 of SMKN 2 Bandar Lampung



KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI RADEN INTAN LAMPUNG
FAKULTAS TARBIYAH DAN KEGURUAN

Alamat: Jl. Let. Kol. H. Endro Suratmin Sukarame I Bandar Lampung 35131 Telp. (0721) 703260

CONTROL CARD

NAME : RANTY ADE PUSPITA
STUDENT NUMBER : 1411040139
TITLE : “An Analysis of Students’ Error in Making
Noun Clause as the Object of Verb in the First
Semester of the Eleventh Grade Of SMKN 2
Bandar Lampung in the Academic Year of
2018/2019”

No.	Day/Date	Consultation	Signature
1			
2			
3			
4			
5			

Bandar Lampung, 2018
Co - Advisor

Yulan Puspita Rini, M.A
NIP. 198607112015032003



KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI RADEN INTAN LAMPUNG
FAKULTAS TARBIYAH DAN KEGURUAN

Alamat: Jl. Let. Kol. H. Endro Suratmin Sukarame I Bandar Lampung 35131 Telp. (0721) 703260

CONTROL CARD

NAME : RANTY ADE PUSPITA
STUDENT NUMBER : 1411040139
TITLE : An Analysis of Students' Error in Making
Noun Clause as the Object of Verb in the First
Semester of the Eleventh Grade Of SMKN 2
Bandar Lampung in the Academic Year of
2018/2019”

No.	Day/Date	Consultation	Signature
1			
2			
3			
4			
5			

Bandar Lampung, 2018
Advisor

Rohmatillah, M.Pd
NIP. 198105082007102001