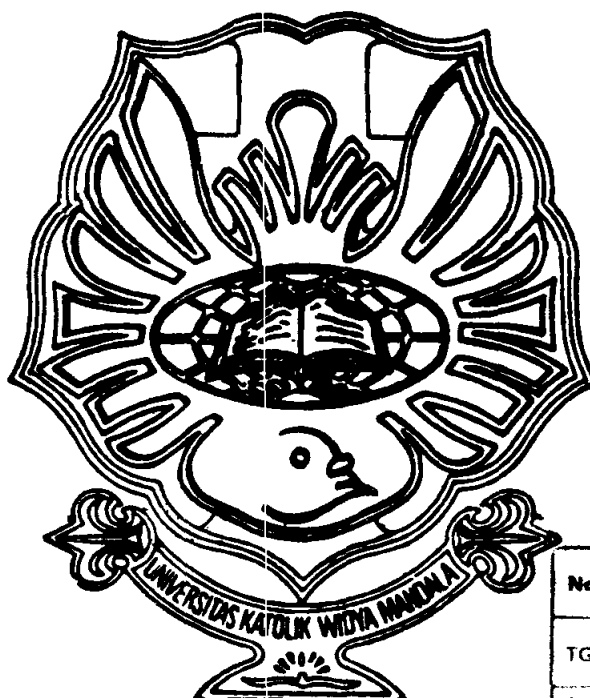


ERRORS OF 'WISH - CLAUSE' MADE BY THE THIRD YEAR STUDENTS OF A3 PROGRAM OF SMA DAPENA I SURABAYA

A THESIS

In Partial Fulfilment of the requirements
for the Sarjana Pendidikan Degree in
English Language Teaching



By

Fatmawati Tjandra
IG. 1213087013

No. INDUK	1975/94
TGL. ERIMA	17.7.93
BEI HADIAH	
No. BUKU	FK-19 Tja e-2
KOPI KE	2(DUA)

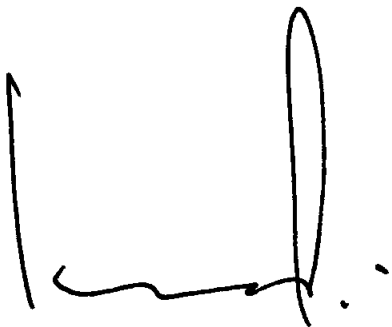
Universitas Katolik Widya Mandala Surabaya
Fakultas Keguruan dan Ilmu Pendidikan
Jurusan Pendidikan Bahasa dan Seni
Program Studi Pendidikan Bahasa Inggris
June 1992

APPROVAL SHEET

(1)

This thesis entitled ERRORS OF 'WISH-CLAUSE'
MADE BY THE THIRD YEAR STUDENTS OF A3 PROGRAM OF SMA
DAPENA I SURABAYA

and prepared and submitted by Fatmawati Tjandra
has been approved and accepted as partial fulfilment of
the requirements for the Sarjana Pendidikan degree in
English Language Teaching by the following advisors.



Drs. M.P. Soetrisno, MA.,

First Advisor




Drs. Stefanus Laga Tukan

Second Advisor

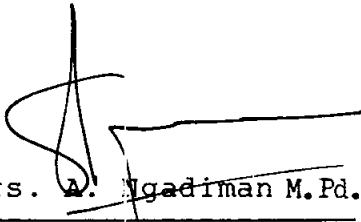
APPROVAL SHEET

(2)

This thesis has been examined by the Committee on Oral Examination with a grade of A on June 2, 1992.

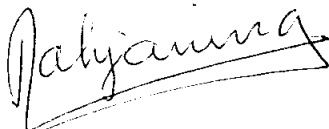

Drs. M.P. Soetrisno, M.A.,

Member


Drs. A. Ngadiman M.Pd.
Chairman



Drs Stefanus Laga Tukan

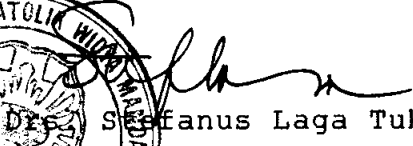
Member


Dra. Tjahyaning Tingastuti S.M.Pd.
Member


Dra. Siti Mina Tamah
Member

Approved by


Drs. A. Gurito
Dean of
The Teaching Training
College


Drs. Stefanus Laga Tukan
Head of
The English Department

ACKNOWLEDGEMENTS

I would like to thank God for giving me the opportunity to finish my study at Widya Mandala University and for the accomplishment of this thesis-writing.

I also would like to express my deepest gratitude to :

1. Drs. M.P. Soetrisno, MA., my first thesis-writing advisor, who has guided me patiently and given me valuable suggestions for improving this thesis.
2. Drs. Stefanus Laga Tukan, my second thesis-writing advisor, whose comments, encouragements and suggestions have been of great help to me in accomplishing this thesis.
3. The headmasters and the teachers of English of SMA Dapena I and Santo Stanislaus II Surabaya, who have given me the chance to conduct this study at their schools.
4. The third-year students of A3 program of SMA Dapena I and Santo Stanislaus II belonging to the 1991/1992 school year, who have cooperated remarkably well in the process of collecting the data for the present study.

5. My beloved family and friends for their support and help during this thesis writing.
6. Many other persons who have participated in the completion of this thesis but cannot be mentioned here because the space is limited.

Fatmawati Tjandra

TABLE OF CONTENTS

	Page
ACKNOWLEDGEMENTS	iv
TABLE OF CONTENTS	vi
LIST OF TABLES	viii
LIST OF APPENDICES	x
ABSTRACT	xi
CHAPTER I INTRODUCTION	1
1.1 Background of the Study	1
1.2 Statements of the Problem	2
1.3 The Objectives of the Study	3
1.4 The Significance of the Study	4
1.5 Assumptions	5
1.6 Theoretical Framework	6
1.7 Scope and Limitation of the Study	10
1.8 Definition of the Key Terms	10
1.9 Organization of the Thesis	13
CHAPTER II REVIEW OF THE RELATED LITERATURE	14
2.1 Error Analysis	14
2.2 Contrastive Analysis	21
2.3 Interlanguage	25
2.4 The 'Wish-Clause' Pattern	28
2.5 Review of the Related Unpublished Papers/Theses Written at the English Department of Widya	

Mandala University	32
CHAPTER III RESEARCH METHODOLOGY	36
3.1 The Nature of the Study	36
3.2 Population and Sample	37
3.3 Instrument	39
3.4 Test Try-Out	40
3.5 The Procedures of Collecting the Data	51
3.6 The Procedures of Analyzing the Data	51
CHAPTER IV DATA ANALYSIS AND FINDINGS	57
4.1 Types of Errors and Their Causes	57
4.2 Error Occurrences: Their Frequency and Percentage	72
CHAPTER V INTERPRETATION OF THE FINDINGS	83
CHAPTER VI CONCLUSION	92
6.1 Summary	92
6.2 Conclusion	93
6.3 Suggestions	94
BIBLIOGRAPHY	97
APPENDIX I - THE TRY-OUT TEST ITEMS	100
II - THE TEST ITEMS	103
III - THE ANALYSIS OF ERRORS	106
IV - THE ERRONEOUS UTTERANCES	111
V - THE COMPUTATION OF THE RELIABILITY	129

LIST OF TABLES

Table	Page
3.1 The Sample of the Study	39
3.2 The Table of Specification of the 'Wish-Clause' Test Items	41
3.3 The Example of Scoring the Students' Test Papers Using SAI	46
3.4 Criterion of Alpha Reliability	48
3.5 The Difficulty Index of the Try-Out Test	49
3.6 The Example of Table in Analyzing Errors (1)	53
3.7 The Example of Table in Analyzing Errors (2)	55
4.1 The Causes of Errors of Sentence Subject	60
4.2 The Causes of Errors of the Verb 'Wish'	62
4.3 The Causes of Errors of Negative Marker	65
4.4 The Causes of Errors of Auxiliary	69
4.5 The Causes of Errors of Verb	71
4.6 Frequency of Types of Errors in Changing the Factual Statements into 'Wish-Clauses'	73
4.7 The Percentage of Errors	74
4.8 The Percentage of the Underlying Causes of Errors of Auxiliary	75
4.9 The Percentage of the Underlying Causes of Errors of Verb	76
4.10 The Percentage of the Underlying Causes of Errors of Sentence Subject	76
4.11 The Percentage of the Underlying Causes of Errors of Negative Marker	77

4.12	The Percentage of the Underlying Causes of Errors of the Verb 'Wish'	78
4.13	Frequency of Types of Errors in Changing the 'Wish-Clauses' into Factual Statements	79
4.14	The Percentage of Errors	80
4.15	The Percentage of the Underlying Causes of Errors of Auxiliary	81
4.16	The Percentage of the Underlying Causes of Errors of Verb	81
4.17	The Percentage of the Underlying Causes of Errors of Negative Marker	82
4.18	The Percentage of the Underlying Causes of Errors of Sentence Subject	82

LIST OF APPENDICES

	Page
APPENDIX I THE TRY-OUT TEST ITEMS	100
APPENDIX II THE TEST ITEMS	103
APPENDIX III THE ANALYSIS OF ERRORS	106
APPENDIX IV THE ERRONEOUS UTTERANCES	111
APPENDIX V THE COMPUTATION OF THE RELIABILITY	129

ABSTRACT

In the 1984 English Curriculum for SMA, it is stated that 'wish-clause' pattern is one of the sub-topics of English that the third-year students should master. However, the fact shows that many SMA students still have difficulties in applying the 'wish-clause' pattern.

To know which elements of 'wish-clause' pattern are most frequently misconstrued and why such types of errors are mostly made by the students, the writer carried out the present study. To obtain the data, the writer administered a test in 'wish-clause' pattern to the third-year students of SMA Dapena I in Surabaya. She took two groups of A3 students of which the total number was 73 as the sample of the study. For the instrument, the writer used a conversion type of test. The test consisted of 25 items divided into two parts: the first part which required the testees to converse factual statements into 'wish-clauses' consisted of 13 items and the second one which required the testees to converse 'wish-clauses' into factual statements consisted of 12 items.

After analyzing, classifying and counting the identified errors, the writer ranked them according to their occurrence frequency. From the findings of the present study, she found that the elements of 'wish-clause' pattern which were most frequently misconstrued by the students under study were mostly in the form of (1) the auxiliary (41,1%), with the misuses of auxiliary (55,3%) as the biggest cause, (2) the main verb of the 'wish-clause' (29,1%), with the misuses of the verb form (95,7%) as the biggest cause, (3) the sentence subject (18,6%), with the change of the main clause subject (50,7%) as the biggest cause, (4) the negative marker (8,1%), with the omission of negative marker (81,7%) as the biggest cause, and (5) the verb 'wish' (3,1%), with the omission of '-es' of the verb 'wish' (97,8%) as the biggest cause.

From these findings, the writer found that the most difficult element of 'wish-clause' pattern lay in auxiliary since the percentage was the biggest (41,1%) and the easiest one lay in the verb 'wish' since the percentage was the smallest (3,1%). Hopefully, the findings of this study are most likely to be useful for the teachers of English, especially for those of SMA Dapena I Surabaya and to contribute more information in the field of the second language acquisition theory and research since the findings provide how the 'wish-clause' pattern is learned.