

ERROR ANALYSIS OF CAUSATIVE "HAVE" AND "GET" MADE BY THE THIRD YEAR STUDENTS OF SMA YPPI - I SURABAYA

A THESIS

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



By

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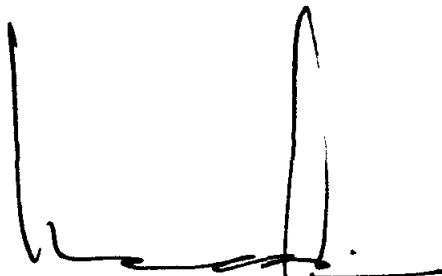
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APPROVAL SHEET

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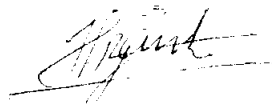
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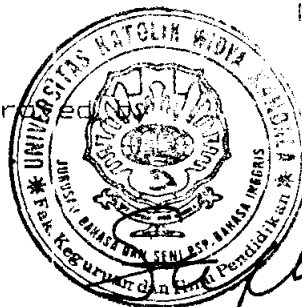
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TABLE OF CONTENTS

	Page
APPROVAL SHEET (1)	ii
APPROVAL SHEET (2)	iii
ACKNOWLEDGEMENT	iv
TABLE OF CONTENTS	v
ABSTRACT	vii
CHAPTER I: INTRODUCTION	1
1.1 Background of the Study	1
1.2 Statement of the Problems	3
1.3 Objectives of the Study	4
1.4 The Significant of the Study	5
1.5 Limitation and Scope	5
1.6 Definition of Key Terms	6
1.7 Theoretical Framework	8
1.8 Organization of the Study	9
CHAPTER II: REVIEW OF RELATED LITERATURE	10
2.1 Theories of Error Analysis	11
2.2 The Description of Errors	15
2.3 Causative 'have' and 'get' Theory ..	21
2.4 The Teaching of Causative "have" and "get"	24

2.5 Review of the Related Unpublished Paper Written by the Students of English Department of Widya Mandala University	26
CHAPTER III: RESEARCH METHODOLOGY	29
3.1 The Nature of the Study	29
3.2 The Population and Sample	29
3.3 Instruments of the Research	31
3.4 The Procedure Of Collecting Data ...	40
3.5 The Technique of Data Analysis	40
CHAPTER IV: FINDINGS AND INTERPRETATION	41
4.1 Types of Errors	41
4.2 Interpretation of the Findings	57
CHAPTER V: CONCLUSION	65
5.1 Summary	65
5.2 Suggestions	66
BIBLIOGRAPHY	69
APPENDICES	71

ABSTRACT

This study deals with the analysis of students' errors in using Causative "have" or "get". The writer chose this topic because during her teaching practice at SMA, the writer observed that many students still made mistakes in doing written test on Causative "have" and "get".

This research is meant to investigate the types of errors made by the third year students of SMA YPPI I Surabaya in using Causative "have" or "get".

The major problem of this thesis is what types of errors do the third year students of SMA YPPI I Surabaya make in using causative "have" and "get"? This is further classified into five sub-problems, namely: (1) do the third year students make errors relate to the subject, (2) do the third year students make errors relate to the causative "have" or "get", (3) do the third year students make errors relate to the infinitive marker 'to', (4) do the third year students make errors related to the verb, and (5) do the third year students make errors related to the word order.

From the data obtained, the writer analyzed, classified and counted the errors encountered. And the findings show that the most frequently error type made by the students is errors of verb (32,3%), followed by errors of causative "have" or "get" (23,1%), errors of infinitive marker 'to' (17,5%), errors of subject (15,3%), and finally errors of word order (11,8%). Then, the writer divided each error type into some sub-error types. The sub-error types consist of omission of auxiliary verb of causative "have" or "get" (19,5%), misuse of auxiliary verb of causative "have" or "get" (54,3%), misuse of causative "have" or "get" (26,2%), misuse of subject of the main clause (50%), misuse of subject of the embedded clause (50%), omission of verb (16,2%), misuse of infinitive verb (19,2%), misuse of past participle verb (64,6%), addition of infinitive marker 'to' (37,8%), omission of infinitive marker 'to' (62,8%), misplacement of object (27,7%), misplacement of auxiliary verb of causative "have" or "get" (7,8%), misplacement of two-word verbs (25,9%), misplacement of prepositional phrase (20,5%), other misordering words (18,1%). These results mean

that:

1. The students are not aware of the existence of the auxiliary verb of causative "have" or "get".
2. The students are not aware of the tense in the sentence given, so they use the wrong auxiliary and the wrong causative "have" or "get".
3. The students cannot detect whether the subject of the sentence is singular or plural, so they use the wrong agreement of auxiliary and causative "have" or "get".
4. The student are still confused with the subject of the sentence.
5. In constructing causative sentence, the students do not understand when they should use the infinitive marker 'to' and when they should omit it.
6. In constructing causative sentence with active or passive form, the students are not aware with the existence of verb.
7. The students do not understand that they should use infinitive verb in using causative "have" or "get" with active form.
8. The students do not master well the right form of past participle verb.
9. In constructing causative sentence, the students are not able to put the object in a correct order.
10. The students are not aware that there are some verbs that cannot be separated.
11. The students are not aware of the different meaning that can occur because the wrong position of prepositional phrase.

Based on the findings, the writer concludes that the most difficult part of causative "have" and "get" is the correct use of verbs and the easiest is word order.

Hopefully, the findings of this study will give us better information about how the students learn English Causative "have" and "get". The findings are expected to be used by the English teachers as input to improve their ways of teaching Causative "have" and "get".