

# HIGH SCHOOL STUDENTS' MASTERY OF THE KINDS OF SUBJECTS IN ENGLISH SENTENCES : AN ERROR ANALYSIS

## A THESIS

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



By

**Dewi Setiyowati**  
IG. 1213085076

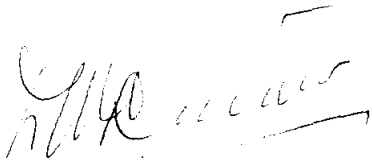
NO. DAFTAR	1473 / 94
TAHUN	'1; 4 93
FAKULTAS	Fk-ig
PROGRAM	Set
NO. URUT	h-1
REVISI	(0/0)

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

APPROVAL SHEET

(1)

This thesis entitled HIGH SCHOOL STUDENTS' MASTERY OF THE KINDS OF SUBJECTS IN ENGLISH SENTENCES: AN ERROR ANALYSIS. prepared and submitted by Dewi Setiwati has been approved and accepted as partial fulfilment of the requirements for the Sarjana Pendidikan degree in English Language Teaching by the following advisors



DR. D. Wagiman M. A.

First Advisor



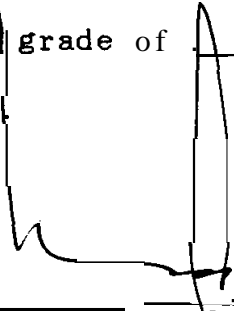
Drs. I. Hariyanto M.Pd

Second Advisor

APPROVAL SHEET

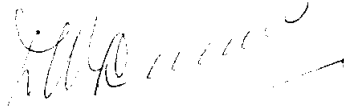
(2)

This thesis has been examined by the Committee on Oral Examination with the grade of B on December 22, 1992.



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

Chairman



DR D. Wagiman M.A.

Member



Drs. I. Harianto M.Pd

Member



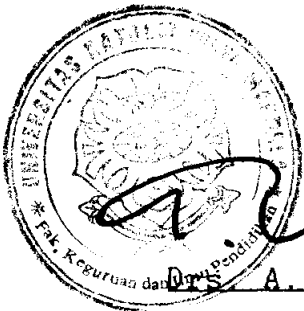
Drs. Stefanus Laga T. M.Pd

Member



Dra Tiahianing T. M.Pd

Member



Drs. A. Gurito

Dean of the Teacher  
Training College



Drs. Stefanus Laga T. M.Pd

Head of the English  
Department

## ACKNOWLEDGEMENTS

The writer of the thesis would like to express her deepest gratitude to:

1. The Heavenly God, who has made everything possible under his holy providence.
2. DR. D. Wagiman A., her first thesis writing advisor, whose comments, encouragement, helps and suggestion have been of the great help to her in accomplishing this thesis.
3. Drs. I. Harjanto M,Pd , her second thesis writing advisor, for his valuable advice, spirit, guidance, and constructive comments.
4. The headmaster of SMAK PIRNGADI SURABAYA, Drs. Adi Siswojo, who has given her the opportunity to administer some tests to the students.
5. Drs. Pandoyo Darmo, the English teacher of SMAK PIRNGADI for the third year students, who has allowed her to administer the test to the third year students.
6. All the third year students of SMAK PIRNGADI SURABAYA for their participation in the process of obtaining the data.
7. Her beloved family as well as her friends for

their support and help to her during the thesis writing.

The writer thinks that without their support and help, she would have never been able to accomplish her study and her thesis well.

## TABLE OF CONTENTS

APPROVAL SHEET I	ii
APPROVAL SHEET II	iii
ACKNOWLEDGEMENTS	iv
TABLE OF CONTENT	vi
ABSTRACT	viii
CHAPTER I - INTRODUCTION	1
1.1 Background of the study	1
1.2 Statement of the problems	6
1.3 The objectives of the study	7
1.4 The significance of the study	8
1.5 The assumption	9
1.6 Scope & Limitation of the study	9
1.7 The theoretical framework	10
1.8 Definition of the key terms	14
1.9 Organization of the thesis	15
CHAPTER II - REVIEW OF RELATED LITERATURE	16
2.1 Contrastive Analysis	16
2.2 Error Analysis	20
2.3 Interlanguage	32
2.4 Kinds of subjects	37
CHAPTER III - THE RESEARCH METHODOLOGY	43
3.1 The form of the study	43
3.2 Population and samples	43
3.3 The instrument of the research	44

3.4 Procedure of collecting the data	46
3.5 Data analysis	47
CHAPTER IV - FINDINGS AND INTERPRETATION	48
4.1 Types of errors	48
4.2 Interpretation of the findings	62
4.3 The possible causes of the errors	64
CHAPTER V - CONCLUSION	69
5.1 Summary	69
5.2 Suggestions	71
BIBLIOGRAPHY	73
APPENDIX I	75
APPENDIX II	77

## ABSTRACT

This study deals with the analysis of students' errors in determining the subject of the sentences. During her teaching practise at SMAK PIRNGADI, the writer found out that the third year students still got difficulties in determining the subjects of the English sentences. The writer got interested in making a study to find out the types of English subject most of the students of SMAK PIRNGADI find hard to learn.

In this study, the writer used the theory of Contrastive Analysis which has the concepts that errors are caused by the interference of the learners' NL; the theory of error Analysis which states that most errors L2 learners make indicate they are gradually building an L2 rule system; the theory of Interlanguage which refers to the structure system the learner constructs at any given stage in his development; the theory of the kinds of subjects of English sentences used to develop and analyze the test items.

In constructing the instruments of this research, the writer made an objective test consisting of 80 items which was tried out and proved to be valid and reliable. Then the writer used the same test as the research test. The data obtained i.e the errors made by the students were classified into eight types: errors of nouns, errors of adjectives, errors of adverbs, errors of gerunds, errors of infinitives, errors of phrases, errors of clauses, errors of passive verbals. Each type of the errors was counted in number and in the percentage. The writer put the errors in a rank from the highest to the lowest occurrences.

The writer found out that the error types with the highest number is errors of clauses (27,91%), the second number is errors of passive verbals (27%), the third number is errors of phrases (22,63%), the fourth number is errors of gerunds (17,92%), the fifth number is errors of infinitives (17,68%), the sixth number is errors of adverbs (15,6%), the seventh number is errors of nouns (6,4%), the last number is errors of adjectives (6,18%).

Based on these results, the writer interpretes that some of the students have not mastered the function of the word. The students still get difficulties to differentiate



the subject of the sentences. They do not know that subjects of sentences can derive from verbs, adjectives, or adverbs.

At last the writer of this study concludes that the students **still** got difficulties in determining the complete subject of the sentences; therefore the writer hopes that this study can be used by the English teachers of **SHAK** PIRNGADI as a feed back to improve their ways of teaching English. Hence the difficulties in determining the subject of the sentences can be reduced.