

**ERROR ANALYSIS IN APPLYING WH-QUESTIONS USED BY THE
STUDENTS OF THE STUDY PROGRAM OF ENGLISH EDUCATION
OF STAIN PALANGKA RAYA**

THESIS

Presented to the Department of English Education of the State College of
Islamic Studies Palangka Raya in Partial Fulfillment of the Requirements For
the Degree Of Sarjana Pendidikan Islam



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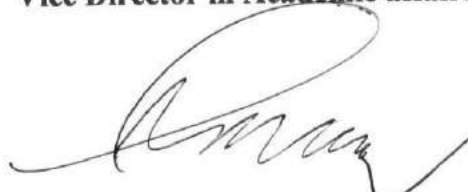
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Peace be unto you and God's mercy and blessing as well.

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Thank you for your attention

Peace be with you and God

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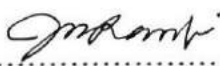
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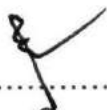
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PREFACE

Alhamdulillah and praise belong to Allah the Almighty, because His Blessing and Mercy, finally the writer finished this thesis entitled: *Error Analysis in Applying Wh-Questions Used by The Students of The Study Program of English Education of STAIN Palangka Raya*. This thesis is written to fulfill one of the requirement to get of Sarjana Pendidikan Islam (S.Pd.I) in the English Education, the Department of Education, the State College of Islamic Studies (STAIN) of Palangka Raya, Several person that have important roles in this thesis process that gave support, suggestions and guidance of various sides, therefore the writer would like to express his special thanks must be reserved for:

1. DR. H. Khairil Anwar, M.Ag., the Director of the State College of Islamic Studies (STAIN) Palangka Raya for his direction and encouragements.
2. Hj. Hamidah, M.A., the Chair of Education Department for her permission so the writer can complete the requirements for writing this thesis.
3. Drs. H. Abdul Qodir, M.Pd., the Coordinator of English Program of the Department Education and also as the first advisor for his guidance and advices during the completion of the thesis.
4. Dra. Halimah, M.Pd., as the second advisor for her valuable critics, patience and suggestion.
5. Ahmad Ali Mirza, S.Pd., and who allowed me observed his teaching learning and provided useful data during the completion of thesis.
6. All of my friends and family for patience and affection during the completion of the thesis.

Finally, the writer realized that this thesis could be perfect. There were many mistakes and errors. Therefore, the writer would like to ask the readers to criticize or to enlighten on these mistakes and errors. The writer would greatly appreciate any constructive criticisms of this thesis from the readers.

The writer hopes this thesis will be useful for the readers in generally and for the writer himself specially. May Allah bless us every time.

Palangka Raya, December, 2008
The writer

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DECLARATION OF AUTHENTICATION

In the name of God.

Hereby I notify I myself have written this thesis and I make declaration that this thesis entitles **ERROR ANALYSIS IN APPLYING WH-QUESTIONS USED BY THE STUDENTS OF THE STUDY PROGRAM OF ENGLISH EDUCATION OF STAIN PALANGKA RAYA** is truly my own writing. If it is not my own writing so, it is given a citation and shown in the list references.

If my own declaration is not legal in this thesis so, I am ready to be given academic sanction namely, the cancellation of degree of this thesis.

Palangka Raya, December, 2008

My Own Declaration,


MASHURI

ERROR ANALYSIS IN APPLYING WH-QUESTION
USED BY THE STUDENTS OF THE STUDY PROGRAM
OF ENGLISH EDUCATION OF STAIN PALANGKA RAYA

ABSTRACT

The objectives of the study are (1) to describe the types of questions that often used by the students in Speaking III classroom A and B (2) to describe the error in making sentences that often used by the students in speaking III classroom A and B in the categories; *Omission, Addition, Misordering and Misformation*. (3) to describe the causes of error in making sentences.

The study used qualitative research. The respondents of the study were the students who took the Speaking III especially in the classroom A and B. The respondents speaking III classroom A were 15 students and the respondents speaking III classroom B were 34 students. A meeting was divided 4 seasons, each meeting was divided 1 presenter and 4 questioners both speaking III classroom A and B. Then, the writer took 3 meeting is for every classroom that was 24 students.

The techniques of the data collection applied in this study were observation and documentation. The data analyses were used procedures; (1) data display (2) data reduction (3) data conclusion.

The result of the study showed that the students who took speaking III in applying question and then, the writer put the data in (1) *What* 12.18% - 17.24% it is the highest categories. The second is *Can* 5.8% - 7.10% it is middle categories. The lower categories are *How many, How old, How come, Could and Will* it just 1.2%. Then, students in making sentences have errors that were two causes; interlingual factor and intralingual factor. (2) The highest categories made by the students is in *Addition* the percentage is 40% the second is *Omission* the percentage is 34% the third is *Misformation* the percentage is 17% and the fourth is *Misordering* the percentage is 9 %. (3) The causes of error are used by the students usually in overgeneralization and incomplete sentence. It is caused they have lack of comprehension in using grammatical structure. They also don't realize that, they have errors in making sentence. Their writing should be revised in the next time in Speaking IV.

ANALISA KESALAHAN DALAM MENGGUNAKAN WH-QUESTION
YANG DI BUAT OLEH MAHASISWA PROGAM STUDY TADRIS
BAHASA INGGRIS STAIN PALANGKA RAYA

2008/2009

ABSTRAK

Tujuan dari penelitian ini adalah (1) menggambarkan jenis pertanyaan apa yang sering digunakan pada mata kuliah speaking III yang sedang berlangsung pada kelas A dan B. (2) menggambarkan jenis-jenis kesalahan yang dibuat oleh mahasiswa dalam membuat kalimat termasuk dalam kategori Omission, Addition, Misformation dan Misordering. (3) menggambarkan sebab-sebab kesalahan yang dibuat oleh mahasiswa dalam membuat kalimat.

Desain penelitian ini adalah Deskriptif Kualitatif dan subjek penelitiannya adalah mahasiswa semester III yang mengambil mata kuliah speaking III khususnya kelas A dan B. Adapun jumlah mahasiswa kelas A yaitu 15 orang sedangkan kelas B yaitu 34 orang dan dari setiap pertemuannya dibagi 4x penampilan dan setiap penampilan 1 presenter dan 4 orang penannya. Jadi, penulis hanya mengambil 3x pertemuan dari kelas A dan B jumlah keseluruhannya adalah 24 orang.

Teknik pengumpulan data yang di gunakan adalah interview dan dokumentasi. Pada teknik analisis data penulis menggunakan beberapa prosedur (1) *pengurangan data* (data reduction) (2) *penyajian data* (data display) (3) *penarikan kesimpulan/perifkasi* (conclusion).

Hasil penelitian menunjukkan bahwa mahasiswa yang mengambil mata kuliah speaking III dalam menggunakan kalimat tanya antara lain; (1) *What* 12.18% - 17.24% (kategori tinggi) *Can* 5.8% - 7.10% (kategori sedang) *How many, How old, How come, Could and Will it just* 1.2% (kategori ringan) kemudian mahasiswa dalam membuat kalimat banyak terjadi kesalahan yang disebabkan oleh dua factor yaitu; faktor dalam dan faktor luar dari pembelajaran bahasa. (2) Adapun jenis-jenis kesalahan yang dibuat oleh mahasiswa, penulis mengelompokkan kedalam beberapa jenis-jenis kesalahan antara lain; (1) Addition 40% (2) Omission 34% (3) Misformation 17% (4) Misordering 9%. (3) Sebab – sebab kesalahan yang di gunakan oleh mahasiswa adalah sering membuat kalimat yang berlebihan dan sering membuat kalimat yang kurang lengkap. Mereka tidak menyadari bahwa itu adalah sebuah kesalahan dan mereka harus memperbaikinya pada mata kuliah Speaking IV.

DEDICATION

This Thesis is dedicated to:

My be loved father and mother

Who have given me Love and affection

My be loved sister Sri. W and brother Iman. S

Who have helped me and affection

The chief of the study program of the English Education

Drs.H.Abdul Qodir, M.Pd as my first adviser and Dra.Halimah, M.Pd

as my second adviser who have given me good guidance and advice

during the thesis done So, I finally can accomplish it.

My lovely Brothers, Sisters, and My Friends

Who always Support me till I can finish my study

MOTTO

وَاللَّهُ أَخْرَجَكُمْ مِنْ بُطُونِ أُمَّهَاتِكُمْ لَا تَعْلَمُونَ شَيْئًا
وَجَعَلَ لَكُمْ السَّمْعَ وَالْأَبْصَرَ وَالْأَفْئِدَةَ لَعَلَّكُمْ

تَشْكُرُونَ

It is He brought you forth from the wombs of your mother when you know nothing and He gives you hearing, sight, intelligence and affection that you may give thanks to God.

(QS The Bees:78)

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LIST OF ABBREVIATION

L₁	: First Language
L₂	: Second Language
SAP	: Satuan Ajaran Perkuliahan
STAIN	: Sekolah Tinggi Agama Islam Negeri



CHAPTER I



CHAPTER I

CHAPTER I

INTRODUCTION

A. Background of the study

English is a universal language that is used by almost developing countries in the world. Therefore many students all over the world will study it. They are involved in the teaching learning process of English. English learning is an obligation for the students. Because English has important function such as; English is used as international communication tool, to get science, technology, job position and even scholarship to abroad.

In teaching leaning English, the questions are one of the ability that has to be mastered by the students. The questions are one of the frequently things often done whether in written or spoken the language. According to Hornby states that question is a noun, is a sentence which by using a word-order, use of interrogative words (what, why, when, etc.) or intonation, request information an answer, etc.¹ Furthermore, the ability to communicate in a foreign language clearly and efficiently contributes to the success of the students in the other skill. In an article speaking ability states that speaking or oral communication is a vital component of the English curriculum that provides the base for growth in reading, writing, and listening.²

¹ Hornby, As *Oxford Advenced Learner Dictionary or Current English Great Britain*: Ricard Clay Ltd, 1995

² <http://www.sasked.gov.@/docs/mla/html.com>. (on line on juli 10 2008)

According to J.B Heaton, in normal speech situation the two skills are interdependent (the speaking skills and the listening skills). It is possible to hold any meaningful conversation without understanding what being said and without making oneself understood at the same time. However, this very interdependence of the speaking and listening skills increases the difficulty of any serious attempt to analyze precisely what is being tested at any one time.³ The other reason why the questions are important to master in the teaching learning process because, each questions has various rules that base on the usage, either in applying of the questions.

Actually, the students of English Education especially in Speaking III in STAIN Palangka Raya most of them still don't recognize the questions. Probably, they don't understand how to use it and also they lack of vocabulary. Therefore, the error could possibly emerge here. So that is why, conversation or dialogue that have been designed by them using questions is not maximal appeared, although, the students know that information is usually gotten by using the questions. According to Nurhadi and Roekhan state that errors always occur in learning and it must be the common thing in learning. The errors or learner's difficulties of native language occur if the native language and target language which is learnt have many differences. Indonesia language and English have many differences.

³ J.B Heaton, *Writing English Language Test*, New York: Prentice Hall Regents inc, 1974 p, 83

For example; in tenses, Indonesia doesn't recognize about tense but English use it.⁴ The difference is also occurred in WH-question.

In addition Dulay says that errors are the flawed side of learner speech or writing. An errors analysis has yielded insights into the L₂ acquisition process that have stimulated major changes in teaching practice. Perhaps its most controversial contribution has been the discovery that the majority of the grammatical errors second language learners make do not reflect the learner's mother tongue but are very much like those young children make as they learn a first language.⁵

This fact could also eventually lead the students in making errors in applying WH-questions. For example; *what do you go to school?* For saying "*do you go to school?*" Furthermore, the questions are closely related with many aspects in English such as: WH-question, YES-NO question and Tag question. The form of questions above, and the students must recognize construct it in the correct pattern. According to Marcella Frank says that, auxiliaries add to the verb especial semantic component such as ability, obligation, and possibility. Some of the modal auxiliaries express the same kinds of semantic coloring as verbs in the subjunctive mood (note the relationship between *modal* and *mood*).⁶

Thomson and Shapiro state WH-question is used for seeking content information relating persons. Things, facts, time, place, reason, manner, etc. WH-question differs depending on the kind of information sought. Content information

⁴ Nurhadi and Roekhan, *Dimensi-Dimensi Dalam Belajar Bahasa Ke Dua*, Bandung: Percetakan Sinar Baru, 1990 p, 57

⁵ Heidi Dulay, *Language Two*, New York: Oxford University Press 1982 p, 138

⁶ Marcella Frank, *Modern English a Partial Reference Guide*, London: Englewood, New Jersey, Prentice Hall inc, 1972 p, 95

associated with persons, thing, and facts is generally sought with one set of WH words, and content information associated time, place, reason and manner is sought with another set of WH words. Person, things, facts: who, what, whose, which time, place, reason, and manner: when, where, why, and how.⁷

Based on the ideas above, the writer is interested in studying about question and then, the following title has been chosen for the study:

ERROR ANALYSIS IN APPLYING WH-QUESTIONS USED BY THE STUDENTS OF THE STUDY PROGRAM OF ENGLISH EDUCATION OF STAIN PALANGKA RAYA

B. The Formulation of the Study

Based on the background above, the writer is interested to formulate the problems as follow:

1. What are the types of question often used by the students of English Education Program especially in Speaking III at the third semester of STAIN Palangka Raya
2. What are the types of errors in applying questions often used by the students of English Education Program especially in Speaking III at the third semester of STAIN Palangka Raya?
3. What are the causes of errors in applying questions often used by the students of English Education Program especially in Speaking III at the third semester of STAIN Palangka Raya?

⁷ <http://www.Gogle:C.K.Thomson> L.P Shapiro, M.E Trait, *Brain a Language* volume 52, number 1 1996 p, 175-228

C. The Objective of the Study

Based on the background above, the objectives of the problems are:

1. To describe what are the types of questions that often used by the students of English Education Program especially in Speaking III at the third semester of STAIN Palangka Raya.
2. To describe what are the types of errors in applying questions that often used by the students of English Education Program especially in Speaking III at the third semester of STAIN Palangka Raya.
3. To describe what are the causes of errors in applying questions that often used by the students of English Education Program especially in Speaking III at the third semester of STAIN Palangka Raya.

D. The Usage of the Study

1. For the writer
 - a) To add the knowledge of the writer about the students' questions that often used by the students of English Education Program of STAIN Palangka Raya.
 - b) To fulfill the last task of studying at STAIN Palangka Raya.
2. For the institution
 - a) As motivation for STAIN Palangka Raya to increase the students' questions that often used by the students of English Education Program of STAIN Palangka Raya.
 - b) As literature to STAIN Palangka Raya's library.

E. The Framework of the Study

The frameworks of the study are as follows:

- Chapter I : Introduction that consisted of the background of the study, the formulation of the study, the objective of the study, the usage of the study, the framework of the study and method of research. The method of research included some points such as: time and place of the study, approach and subject of research, the technique of data collection, the validity of the data and data analysis procedure.
- Chapter II : Theoretical review of method that consisted of the WH question and modal auxiliary.
- Chapter III : The result of the study that was research by the writer.
- Chapter IV : Closing included the conclusion and suggestions from the writer based on the research had been done.

F. The Method of Research

1. The Time and the Place of Research

In this study, the writer decided to collect the data in two months. It was enough to get specific data related to students' questions that often used by the students of the English Education Program of STAIN Palangka Raya especially in the teaching learning Speaking III at the Speaking classrooms A and B. It was hope to keep the efficiently of the time in the teaching learning process was not disturbed.

Then, the writer chose English Department of STAIN Palangka Raya, Jl. G. Obos Complex Islamic Center Palangka Raya Kalimantan Tengah 73111 as the place of research. It based on the observation of the instructional design (SAP) for the students who studied Speaking III especially in the teaching learning Speaking III at the Speaking classrooms A and B of English Department at STAIN Palangka Raya that used indicator in the instructional design (SAP) Speaking III. The student is able to detail particular habit or custom already with in active, responsive and confident way. Then, the writer investigated deeply the students' questions that often used when the teaching learning processes of Speaking III have been done.

2. Approach and Subject of Research

a. The Approach of Research

In this research, the writer used a descriptive qualitative approach; this approach was concerned primarily with the process. This line with Nazir states that a descriptive is *suatu metode dalam meneliti status kelompok manusia, objek, suatu system pemikiran ataupun peristiwa pada masa sekarang*.⁸ Then, according to Meriam in Creswell state that qualitative research involves the field work. The research physically goes to the people, setting, site, or institution observes or record behavior in it is natural setting.⁹

In this ways, qualitative approach means to find out and describe the phenomena through the process observed in detail and clearly as reality that found errors in applying questions that often used by the students of English

⁸ Nazir, *Metode Penelitian*, Jakarta: Ghalia Indonesia, 1998 p, 63

⁹ Suharsimi Arikunto, *Prosedur Penelitian*, Jakarta: P.T Rhineka Cipta, 1997 p, 112

Education Program. Especially in the teaching learning Speaking III at Speaking activities classrooms A and B in Academic year 2008/2009 in STAIN Palangka Raya.

b. The Subject of the Study

Based on the curriculum of English Education Program states four level for speaking subject that had been taught by English Lecturer such as basic level (Speaking I) pre-intermediate (Speaking II) intermediate level (Speaking III) and advanced level (Speaking IV). Especially for the intermediate level (Speaking III) in the classrooms A and B the writer wanted to know the ability of students in making the questions that often used by them.

According to Bogdan and Biklen in Moleong state that "*Informant dimanfaatkan untuk berbicara, bertukar pikiran, atau membandingkan sesuatu kejadian yang ditemukan oleh subjek lain.*"¹⁰ (Informant is needed for talking, sharing, or comparing an action that has been found by the other subject). The students are qualified as the subjects of the study as follow:

- 1) The students was representative as subject that could give the real information when teaching learning process have been done by using indicator in the instructional design (SAP) of Speaking III especially in the Speaking classrooms A and B in Academic year 2008/2009 at STAIN Palangka Raya.
- 2) The students could be a responsive subject related research process. Furthermore, the writer observed the students who studied Speaking

¹⁰ Lexy Moleong, *Metode Penelitian Kualitatif*, Bandung: Bina Ilmu, 2001 p, 90

subject when teaching learning process have been done by using the indicator in the instructional design (SAP) of Speaking III.

3. The Technique of Collecting Data

The technique of collecting data used in this research was observation, documentation, and interview.

a. Observation

Related to the observation, the writer used participant observation. Participant observation means that the writer as the observer of the activities in teaching learning speaking subject. Susan Stainback in Sugiyono states in particular observation, the researcher observes what people do, to listen what they say and participant in their activities.¹¹ Participant observation used to complete and support the data that taken from interview. The relation to the statement above, the writer observed the data as follow:

- 1) Do observation of the college condition, lecturer and students.
- 2) Do observation of the students who follow Speaking subject.
- 3) Do observation the students' questions.
- 4) The instructional design in the teaching Speaking III.

b. Interview

According to Marzuki says that, interview is a way of collecting data by asking and answering some questions which done systematically and based on research aim.¹² This technique was done to get some additional description about reason what the students' difficult or easy to use the questions and also

¹¹ Sudjiono, *Metode Penelitian Pendidikan*, Bandung: Alfabeta, 2007 p, 311

¹² Marzuki, *Methodology Research*, Bandung: BFF-IV 2003 p, 62

development of questions when learning process had been done in Speaking III. The writer conducted the guideline of interview freely but still focused to the problem of the study. The writer investigated deeply those things included:

- 1) The background of lecturer who teach Speaking III at STAIN Palangka Raya
- 2) The background of students who studied Speaking III at STAIN Palangka Raya.
- 3) The instructional design (SAP) in teaching Speaking III.
- 4) The media and main material that supported when teaching learning process of Speaking subject have been done.
- 5) Problematical implementation of questions when teaching learning process of speaking subject have been done

c. Documentation

According to Arikunto says that, documentation is a searching of data about things, or variable through, note books, transcript, newspaper, magazine, and so on.¹³ This technique was used in order to find the information needed in this research. This technique of collecting data had been done by seeing the documentation needed to get the real information were as follow:

- a) Syllabus of Speaking III.
- b) Instructional design in teaching Speaking.
- c) Students' handout.
- d) Speaking classroom activities was taught by the lecturer.

¹³ Suharsimi Arikunto, *Prosedur Penelitian*, Jakarta: P.T Rhineka Cipta, 1997 p, 112

4. The Validity of Data

The validity of the data used to graduate all of the data was observed and investigated by the writer were relevant with the purpose of the research. The way to get the validity of data was by taking the opinion from the Lincon and Guba in Moleong was follow;

- a. Triangulation. *Triangulation adalah pengecekan keabsahan data dengan cara membandingkan sumber-sumber data hingga sampai titik jenuh.* (Checking up the validity of data by compeering the sources of data until saturated time).
- b. Member check, *Peneliti berusaha untuk melibatkan informan melalui interview guna mencocokkan antara interpretassi peneliti dengan pandangan informan.* (The writer used to involve the informant by interview to check between the writer's interpretations with informant's view).
- c. Peer debriefing, *adalah mendiskusikan data dan informant yang telah tekumpul dari beberapa pihak.* (It is used the data and informant that have been collected from various sources).¹⁴

5. Data Analysis Procedures

The writer uses the data analysis technique based on miles and hubberman which is picked up by Qodir (1999) he explains that data analysis technique within qualitative research through same phases namely:

- a. Data reduction is all data that have been collected then, it is processed between true relevant and irrelevant to the problem.

¹⁴ Lexy Moleong, *Metode Penelitian Kualitatif*, Bandung: Bina Ilmu, 2001 p, 120

- b. Data display is the relevant data reported by the writer at chapter III.
- c. Conclusion is the writer seeks conclusion as answering for formulation of the problem.¹⁵

¹⁵ Abdul Qodir, *Metodologi Riset Kualitatif Panduan Dasar Melakukan Penelitian Kancah*, Palangka Raya: STAIN Palangka Raya, 1999 p, 88



CHAPTER II



CHAPTER II

CHAPTER II
REVIEW OF ERROR ANALYSIS
WH-QUESTION AND MODAL AUXILIARIES

A. Theoretical of Error

1. Error

Dulay says that errors are the flawed side of learner speech or writing.¹⁶ Schuman and Stenson states that errors are due to the rule of target language in language learning.¹⁷ Hornby states that errors are in something or in doing something a mistake, especially one that caused problem or effect the result of something.¹⁸ Errors are acts or conditions if ignorant or imprudent deviation from a code of behavior.¹⁹ Nurhadi defines errors as *kesalahan berbahasa yang dibuat oleh anak yang sedang memperoleh dan belajar bahasa kedua sebagai kekhilafan*.²⁰

Based on the definition above, the errors are deviations which occur in the teaching learning speaking subject, especially speaking III in the classrooms A and B.

¹⁶ Heidi Dulai, *Language Two*, New York: Oxford University Press 1982 p, 138

¹⁷ John H. Schuman and Nancy Stenson, *New Frontier in Second Language Learning*, New Bury: New Bury House Publisher 1974 p, 2

¹⁸ As Hornby, *Oxford Advanced Learner's Dictionary*, New York: Oxford University Press 2000 p, 445

¹⁹ Meriam Webster, *Meriam Webster 11 College Dictionary*, Incorporated Version 2003

²⁰ Nurhadi and Roekman, *Dimensi-Dimensi Dalam Belajar Bahasa Kedua*, Bandung: Percetakan Sinar Baru, 1990 p, 57

2. Error Analysis

Error analysis is a study or analysis about language errors made by the learner of L₂ or foreign language. The failure of constructive analysis hypothesis to predict the difficulties and errors made by the learner of the target language based on the differences between native language and target language caused people turn on learners' language itself. So that is why, the learners' language is analyzed.

3. Classification of Error

The classification of errors based on surface strategy taxonomy. Dulay states that a surface strategy taxonomy highlight the ways surface structured id altered, learner may omit necessary items or add unnecessary ones; they are misform items or disorder them.²¹ ✓

a. Omission

Omissions errors are characterized by *the absence of an item that must be appearing in a well-formed utterance*. Although any morpheme or word in a sentence is a potential candidate for omissions, some types of morpheme are omitted more than others. Content morphemes carry the bulk of the referential meaning of a sentence: nouns, verbs, adjective, and adverb.

For example: "*They studying now*" it should be "*They are studying now*". "*Marry president new company*" it should be "*Marry is the presidents of the new company*".

²¹ Heidi Dulai, *Language Two*, New York: Oxford University Press 1982 p, 150-162

b. Misordering

Misordering errors are characterized by the incorrect placement of a morpheme or groups of morpheme in an utterance. Misordering errors occur systematically for both L₂ and L₁ learners in constructing that have already been acquired, especially simple (direct) and embedded (indirect) questions.

For example; Present continuous "*What Ani is doing?*" it should be "*What is Ani doing?*" Past continuous "*What Ali was doing?*" it should be "*What was Ali doing?*"

c. Addition

Additions errors are the opposite of omissions. They are characterized by *the presence of an item which must not appear in a well-formed utterance.* Addition errors usually occur in the later L₂ acquisition, when the learner has already acquisition some target language rules. In fact, addition errors result from the all-too-faithful use of certain rules. There are types additions errors have been observed in the speech of both L₁ and L₂ learner; double markings, regulation, and simple additions.

1. Double Marking

In a sentence where an auxiliary is required in addition to the main verb, the auxiliary not the main verb takes the tense. Learner who have acquired the tensed form for both auxiliary and verb often place the marker on both, as in *He doesn't knows my name or We didn't went here.*

2. Regularization

A rule typically applies to a class of linguistics items, such as the class of main verbs or the class of nouns. In most language, however, some members of a class are exceptions to the rule. For example; the verb *eat* does not become *eated*, but ate. The noun *sheep* is also *sheep* in the plural, not *sheeps*.

3. Simple Addition

Simple additions errors are the “grab bag” subcategory of additions. If an addition error is not a double marking, it is called a simple addition. For example; *He is in singing a song*, it should be; *He is singing a song*.

d. Misformation

Misformation errors are characterized by the use of the wrong form of *the morpheme or structure*. While in omission errors the item is not supplied at all, in misformation errors learner supplies something, although it is incorrect. For example; *The dog eated the chicken*. There were three types have been frequently reported in the literature. They are as follow:

1. Regulazation errors

Regulations errors that face under the misformation category are those in which a regular make is used in place of an irregular one. For example; *He was standing around my gooses when I came*. It should be; *He was standing around my geese when I came*.

2. Archi-form

The selection of one member of the class of forms represent others in the class is a common characteristic of all stages of second language acquisition.

We have called the form selected by the learner an *archi-form*. For example a learner may temporarily select just one of the English demonstrated adjectives, *this, that, these, and those*.

For example; *That dog* → *That dogs*

3. Alternating Form

As the learners' vocabulary and grammar grow, the use of archi-forms often gives way to the apparently fairly free alternation of various member of a class with each other.

For example; *Those dog* → *This dogs*

e. Sources and Causes of Errors

Brown H Douglas states that there are two sources of errors. They are interlingual transfer and intralingual transfer. Interlingual transfer is a significant source of error for all learners. The beginning stages of learning a second language are especially vulnerable to interlingual transfer from the native language (L₁). Intralingual transfer is a major factor in L₂.²² Intralingual transfer reflect the general character of rule learning. There are three categories of intralingual errors as follow:

1. Overgeneralization

This category is caused by the learners use the previously available strategies in new situation, so they create a deviant structure on the basis. For example; *He have was studying when I came*. It should be *He was studying when I came*.

²² Brown H. Douglas, *Principles of Language and Teaching*, New Jersey: Prentice Hall inc, 1987 p, 244

2. Incomplete Application rules

Incomplete application rules involve a failure fully develop a structure. The learner of target language English have been observed to use declarative word order in question. For example; *You study now?* It should be *Are you studying now?*

3. Failure to learner conditions under which rule apply

Errors in this category are caused by failure in observing the restriction of existing structure. It involves the application of rule contexts which not apply. For example; *he is listening to his radio* it should be *he is listening to the radio*.

B. The Nature of Question

Question is an utterance, which as to answer. For example, *he is singing* is a statement and not a question because it does not ask for an answer. However, the following the question because they ask for answer.²³ Hornby states question as a noun in sentences, which by using word order, use of interrogative words (what, when, where, etc.) or intonation, requests information, an answer etc.²⁴ So, if we make a question to someone, we should ask a question to him about a particular subject or uncertainly something. An interrogative sentence is a type of sentence which usually asks a question and than other function of question is used to express a doubt or uncertainly something.²⁵

²³ Kan Cun Aik, Kan Kai Hui, Logman: *Dictionary of grammar and usage*. (singapore: Addison, Wesly, 1992 P,235

²⁴ As Hornby, *Oxford Advanced Learner's Dictionary or current English Great*, (Britain: Richard Clay Ltd. 1995 p,

²⁵ http://www.ucl/internet_grammar/glossary/i.html. (on line juli 10 2008)

In addition, Marcell Frank says that the questions were divided into three kinds of questions in English. First, Yes-No questions are simple questions eliciting the answer yes or no only. Second, Attached (or Tag) Question are also yes-no questions, but the special form into which they are put shows which of these two answers is actually expected. Third, Interrogative Word Questions are questions that elicit specific information a person, place, time, etc.²⁶

C. WH question

According to A. J. Thomson and A. V. Martinet give definition of WH question as in the following:

1. Interrogative adjectives and pronoun²⁷

For person:	Subject	who (person)
	Object	whom, who (pronoun)
	Possessive	whose (pronoun and adjective)
For things:	subject or object	what (pronoun and adjective)
2. Affirmative verb after who, whose etc. Used as subjects.

Who, whose, which, what when used as subject are normally followed by an affirmative, not an interrogative verb:

Who pays the bills? (affirmative verb)

Whose/which horse won? (affirmative verb)

What happened/what went wrong? (affirmative verb; possible answer : we missed the train/had an accident.)

²⁶ Marcella Frank, *Modern English a Partical Reference Guide*, London : Englewood, New jersey, Prentice Hall inc, 1972 p, 88

²⁷ Thomson, AJ, and Martinet, AV, *A Practical English Grammar Oxford*: University Press, 1984 p,71

What happened/what went wrong? (affirmative verb; possible answer : we missed the train/had an accident.)

But, with who, whose, etc. + be + noun or personal/distributive pronoun, an interrogative is used:

Who are you?

Who is this?

What is that noise?

3. Example of the used of who, whom, whose, which and what.²⁸

a. who, whom, whose

Who as subject:

Who keep the keys? (affirmative verb)

Who took my gun? (affirmative verb)

Who are these boys? (interrogative verb)

Who, whom as object of adverb:

Normal English: who did you see?

Very normal English: Whom those committees appoint?

Whose, as subject:

Whose car broken down? (affirmative verb).

Whose books are these? (interrogative verb).

Whose, as object of verb:

Whose umbrella did you borrow?

b. Which

²⁸ *Ibid* p, 71

Which as subject:

Which pigeon arrived first? (affirmative verb).

Which of them is the eldest? (interrogative verb).

Which as object of verb:

Which hand do you see? Which of these dates do you prefer?

c. What

What as subject:

What caused the explosion? (affirmative verb).

What kind of tree is that? (interrogative verb).

What as object of verb:

What paper do you read?

4. Who, whom, which and what as object of prepositions²⁹

a. who, whom

In formal English, we use preposition + whom:

With whom do you go?

To whom are you speaking?

But, in ordinal English we usually move the preposition to the end of the sentence. The whom then normally changes to who:

Who did you go with?

Who are you speaking to?

b. which, what

In formal English we use preposition + which/what:

²⁹ *Ibid* p, 72

To which address did send it?

On what do you based your theory?

In formal English we usually move the preposition to the end of the sentence.

Which address did send it to?

What do you based your theory on?

5. used of what.³⁰

a. what is a general interrogative used for thing:

What bird is that?

What makes these noises?

What did he say?

What country do you come from?

b. What....for? Means' why?

What did you that for?

Why did you that?

c. What + be....like? is a request for description and be used for things or people:

What was the exam like? ~ It was very difficult.

What was the weather like? ~ It was very windy.

What's food like in your hotel? ~ It's quite good.

Used at people may concert either appearance or character:

He is shirt and fat and wear glasses.

He is very attractive, friendly man.

³⁰ *Ibid* p, 72

What does he/ she/ it look like? Concern appearance only, and also mean what does he/she/it resemble?

What does she look like? ~ She is tall and glamorous. She looks like a film star.

What does it look like? ~ It is black and shiny. It looks like coal.

d. What is she? What is his profession:

What is his father? (He is a tailor).

What (adjective) used for person is not common:

What student are you talking about? Is possible but, which student?

Would be more usual.

e. What and how in question in question measurement we can use what + age?

Depth / height? Length/ width/ but in conversation it would be more usual to say how old/ deep/ high/ tall/ long/ wide?

What size weigh? Is usual when an exact answer is required, though how big/ heavy? Is also possible.

What age are you? / What is your age? / How old are you?

What height is she? / What is his height? / How tall is she?

What is the age of the parcel? / How heavy is it?

What size do you take this shoe?

6. Which compare with who and what.³¹

a. examples of which and what used for thing:

What will you have to drink?

³¹ *Ibid* p, 73

There is gin, whisky and sherry: which will you have?

What does it cost to get to Scotland? ~ It depends on how you go. ~ Which (way) is the cheapest or which is the cheapest (way)? I have seen the play end the film. ~ What did you think of them?

Which (of them) did you like best?

b. examples of which and who used for people:

Who do you want to speak to? ~ I want to speak to Mr. Smith. ~ We have two smiths here. Which (of them) do you want?

Which (pronoun) of people is not used alone as a subject of adverb: which of you know the formula? ("of you" is essential).

Who knows of the formula? Would also be possible.

c. which (adjective) can be used of people when there is no only a very slight idea of restriction:

Which poet (of all the poet) do you like best)?

What would be possible here and would be more logical, but what (adjective) for people is normally avoided.

7. Interrogative adverb: why, when, where, how.³²

a. why? Means for' what reason?

Why was he late? ~ he missed the bus.

b. when? Means' at the time?

When you get up? ~ 7 am.

c. Where? Means' in what place?

³² *Ibid* p, 73

Where do you live? ~ in London.

d. How? Means' in what way?

How did you come? ~ I come by plane,

How do you start the engine? ~you press this button.

How can also be used:

1). with adjectives

How strong are you?

How important is this later?

2). with much and many

How much (money) do you want?

How many pictures do you buy?

3). with adverb

How fast does he drive?

How often do you go abroad?

How badly he was hurt?

8. Ever placed after who, what, where, why, when and how.³³

Where ever you have been? I have been looking for you every where! Ever here is not necessary in the sentence but is added to emphasize the speaker's surprise/astonishment/anger/irritation/dismay. It has the same meaning as *on earth / in the world*.

Such sentences are always spoken emphatically and the intonation will convey the speaker's emotion.

³³ *Ibid* p, 74

Not also, why ever not? And what ever for.

You must not wear anything green ~ why ever not? (I can't understand the reason for this prohibition.)

Bring a knife to class tomorrow ~ what ever for? (I can't understand what I need knife for).

D. Modal auxiliaries

The modal auxiliaries in English are; *can, could, may, might, must, ought to, shall, should, will, would*. Modal auxiliaries generally express a speaker's attitude, or "mood". For example: modal can express that a speaker feels something is necessary, advisable, permissible, possible, probable, etc.³⁴

According to George E. Wishon states that the other class of auxiliaries is made up of the ones in the illustration. They function only as auxiliaries and do not change grammatical form in the way verbs do. These are called modal auxiliaries.³⁵

Modal auxiliaries they are:

	Can
	Could
I	May
You	Might
She	Must
He	Ought to
They	Will
We	Would
It	Shall
	Should

³⁴ Betty schramper azar, *Understanding and Using Grammar English*, Prentice-Hall Inc : Englewood Cliffs, New Jersey, 1989 p, 68

³⁵ George E. Wilshon, *Let's Write English*, NewYork : Litton Educational Publishing International Inc, 19980 p, 230

Modal do not also take final - s even the subject is *he, she, or it*.

CORRECT : *He can do it*

INCORRECT : *He cans do it*

Modal are followed immediately by the simple form of verb

CORRECT : *He can do it*

INCORRECT : *He can to do it / He can does it / He can did it.*

1. Polite Request with Can "I" as the subject.³⁶

Can I is used informally to request permission especially, if the speaker is taking someone fairly well. *Can I* is usually not considered as polite as *may I* or *could I*.

Example :

Can I borrow your pen?

May I and *Could I* are used to request permission. They are equally polite. In polite request, *could* have present meaning, not past meaning.

Example :

May I borrow your pen?

Could I borrow your pen?

2. Polite Request with "Would you" as the subject.³⁷

The meaning of *would you* and is often considered politeness, however is often determined by the *you* and *will you* in a polite request is the same. *Would you* is more come speaker's tone of voice.

Example :

Would you pass the salt please?

³⁶ *Ibid* p, 69

³⁷ *Ibid* p, 70

Will you (please) pass the salt?

3. Polite Request with **Would You Mind**.³⁸

(a) *Would you mind* if I closed the window?

(b) *Would you mind* if I use the phone?

Would you mind if I is followed by the simple past. The meaning in (a): *May I closed the window? Is it all right if I closed the window? Will it cause you any trouble or discomfort if I closed the window?*

4. Polite Request with “**May**”

May is also used to express permission. It is considered more formal and polite than *can* or *could*.³⁹

Example:

I *may* go, but I don't really want to.

It *may* rain, according to the weather report.

The compound or perfect form (*may + have + a past participle*) expresses speculation about the possibility that something happened or a condition existed in the indefinite past.⁴⁰

Example:

The judge's car is not here. He *may* have left.

Jhon *may have been* athletic once, but he is not any one.

5. Polite Request with “**Might**”

³⁸ *Ibid* p, 71

³⁹ *Ibid* p, 232

⁴⁰ *Ibid* p, 232

Might is used to express possibility in reported speech or in other direct object noun clause when the verb in the main clause is in the past.⁴¹

Example:

The newspaper *says*, it *may* rain tomorrow.

The newspaper *said*, it *might* rain tomorrow.

The compound or perfect form of *might* (*might + have + a past participle*) expresses past possibility or speculation.⁴²

We did not speak to him. He *might have become* angry.

You *might have been* hurt.

Smith *might have said* that.

When used with the second person, this form may express dissatisfaction because the person spoken did not do something.⁴³

You *might have apologized*.

You *might at least have said* hello to me.

6. Polite Request with “Must”

Must express the idea of necessity or unavoidable obligation, or a condition which cannot be changed.⁴⁴

One *must eat* to live.

The time is up. You *must to go*

You say you want to pass. Then you *must try harder*.

⁴¹ *Ibid* p, 232

⁴² *Ibid* p, 232

⁴³ *Ibid* p, 232

⁴⁴ *Ibid* p, 232

Must is sometimes used to express a logical deduction, an obvious or unavoidable conclusion, or strong supposition. In this meaning, *must* can refer to past time by combining with *have* + a past participle.⁴⁵

The door is locked. He must not be at home. He must go out.

The lights went out. The electricity must be off.

7. Polite Request with “Ought to”

Ought to, express desirability, avoidable, or duty. It relates to present or future time. *Ought to* are often used interchangeably.⁴⁶

You ought to study more. (if you want to learn)

The child ought to be reading by now.

Ought to + *have* a past participle, referring to past time, indicates that a duty has not been done or, in the negative, something wrong has been done.

You failed. *You ought to have studied more.*

You ought not to have wasted your time.

⁴⁵ *Ibid* p, 232

⁴⁶ *Ibid* p, 232



CHAPTER III



CHAPTER III

CHAPTER III
THE RESULT OF THE STUDY

A. The lecturing of Speaking III Class A and B

The lecturer who taught the subject speaking III especially in the teaching speaking classrooms A and B recognized some of material that influence to the students in helping them to improve speaking skill and also development understanding in general of speaking.

Table 3.1
The distribution of lecturer can be seen in the following

No	Lecturers	Class
1	Ahmad Ali Mirza, S.Pd	A
2	Ahmad Ali Mirza, S.Pd	B

Source: The Schedule of English Education Program in Academic Year 2008/2009

Before the lecturer started to teach in classroom, the lecturer should make instructional design to guide the activities in the classroom. Brown states there are some essential elements of instructional design that should be concluded as follow:⁴⁷

1. Goal of teaching

The lecturer should be able to identify an overall purpose or goal that they will attempt to accomplish by the end of the class period. The goal oriented means the purposes that were wanted to gain from the students in speaking III.

⁴⁷ H. Douglas Brown, *Teaching by Principle* New York: Prentice Hall Regents inc, 1994 p, 151

The goals oriented of this course were designed to enable the students to get active, responsive, confident, and following in expressing the ideas in English at Intermediate level of competence.

2. Objectives of teaching in Speaking III

It was over all purpose attempted to accomplish by the end of speaking III class's period were as follow:

- a) Students are able to detail particular habits or custom already familiar with in active, responsive, confident way.
- b) Students are able to communicate briefly and clearly in some conversational situations of telephoning.
- c) Students are able to deliver presentation in attractive way confidently and clearly.
- d) Students are able to justify and provide acceptable reasons supported by discussion of it.
- e) Students are able to express opinion and argument in discussion by using proper English way.
- f) Students are able to express agreement or disagreement on particular topic by using proper English way.
- g) Students are able to make request and know how to agree and refuse a request by using proper English language.
- h) Students are able to make offer to someone in appropriate way of communication.

- i) Students are able to describe faces by using appropriate vocabularies and English expression
- j) Students are expected to have self confidence by singing or reading a song in front of audiences.

3. Material and Equipment of teaching in Speaking III.

Speaking III is designed to enable the students to speak English at intermediate level covering more various topics of daily conversation correctly and fluently. It is hoped to enable the students can speak to others and also development of speaking skill.⁴⁸

Speaking III deals with more language function such as;

- a) Describing habits and customs
- b) On the phone
- c) Defining and explaining something
- d) Justifying and giving reasons
- e) Expressing opinion and argument
- f) Expressing agreement and disagreement
- g) Making request, agreeing, and refusing
- h) Making offers
- i) Describing faces
- j) Singing
- k) Permission

⁴⁸ Source: Instructional Design of Speaking III in Academic year 2008/2009

Actually the lecturer gave to the students to find out the other material that can support the main material. It can be found from internet that was located in STAIN or in the library and also other references related to the material.

4. Media in Speaking III.

The main material and media had been prepared by the students. The source of material can be found from Encyclopedia magazine internet personal experience and also global experience.

5. Procedure in Teaching Speaking III.

At this point, lesson clearly has tremendous variation, but as a very general set of guidelines for planning. The lecturer might think in terms of making sure the planning includes:

- a) An open statement or activities as a warm up.
- b) A set of activities and techniques in which you have considered appropriate proportions of time for whole class work, small group and pair group, teacher talk and the students talk. Evaluation has crucial point in teaching learning. Based on the result of evaluation the goal of teaching can be shown. It can measure the progress of students' improvement in the process.
- c) Allocation Time in Teaching Speaking III. Especially for speaking III especially in the teaching speaking classrooms A and B in academic year 2008/2009 the allocations time for two classes of speaking III were as on the table bellow:⁴⁹

⁴⁹ Source: The Schedule of English Education Program in Academic year 2008/2009

Table 3.2
The Schedule of Speaking III

No	Class	Day	Time	Place
1	Speaking Class A	Sunday	08.00-09.40	D2-5
2	Speaking Class B	Monday	15.00-16.40	D2-5

Source: The Schedule of English Education Program in Academic Year 2008/2009

The allocation times for the meeting were two in a week. It is about 100 minutes for each class. Actually, the lecturer who taught Speaking III especially in the teaching Speaking classrooms A and B responsibility to guide and help the students to communicate directly and more active to transfer their imagination, idea, and emotion in language performance and also the students have an opportunity to express their idea, emotion, and expression in front of the class

6. Evaluation.

The lecturer evaluated that the students were able to communicate in speaking ability in variant contexts briefly and clearly. It means that they were expected in using the language orally in particular situation. The evaluation domains were concluded:

a) Cognitive Domain

The lecture evaluated the ability of students in expressing and explaining something in attractive way confidently and clearly

b) Affective Domain

The lecturer evaluated the students' performance, body language, pronunciation and students' effort in preparing the material.

c) Psychomotor Domain

The lecturer evaluated the students' ability in using speaking test orally such as retell, explain and describe something and free conversation.

7. The Lecturing of Speaking III Class A.

a) First Activity

Based on the observation in speaking classroom A which consisted of 15 students. Mr. AAM opened the class activities took place in D2-5 by greeting the students and asked some questions about the material that was prepared by the students as a warming up. He opened the activities by saying "Basmallah" all together.

Then, the lecturer provide the time for the students to present their material about "*Describing habits and customs*". The lecturer gave the instruction how to explain something by using English and asked to the students to explain all of the material also in English.

b) Core Activity

First, the lecturer explained how to present their material in front of the class about "*Describing habits and customs*". Then, he gave the time for the students prepared their selves to present their material. Next, the lecturer asked to the students that were chosen by using randomization to present the material in the front of the class. By using the randomization the lecturer could recognize the students' mastery of the material. It can be shown who had good preparation automatically influence their material.

The students had change to present their material in front of the class about “Describing *habits and Customs*” which was supported by using hand out that have been prepared by them in the teaching learning speaking classroom A. Then, the lecturer forbade the students to read their material writing that had been designed by them. The lecturer gave warning for that class was not reading but speaking.

Based on the writer analysis, some students found some problems such as the students made errors because, the students worried to speak briefly and clearly in conversation. They were using pattern from first language instead of the pattern of the second language (L₂) to the first language (L₁) there were some students made errors because the lack of vocabulary related with the material.

Especially in the core activity, the lecturer gave three or four questioners asked the presenter after the presenter had been presented their material in the front of the class. The questioner followed the instruction from the lecturer said that “*You don't ask something that nothing related to the material* “. But sometime, the questioner ignored that instruction. They usually asked something not related with the material such as; *Do you have special friend? Who is her/his name? etc.*

c) Closing Activity

When the time was over some students that had present yet their material to present about “*Describing habits and customs*”. Then, the lecturer asked to the student to present at the next meeting. The lecturer reminded all the students to

prepare the material for the next meeting and gave some correction about the students' performance that still used the pattern from the native language (L₁). The lecturer also motivated them to be better for the next.

d) Time

Teaching speaking III classroom A in academic year 2008 was taught by Mr. AAM on Sunday. The allocation of time to delivered the material at 08.00-09.40 WIB. It was about one hour forty minutes for each meeting.

e) Material

For the speaking material, the lecturer asked to the students presented their material to present about "*Describing habits and customs*" in front of the class that had been prepared by their selves. The lecturer used randomization in order the lecturer recognized the students' mastery the material. Based on the observation in the speaking III classroom A, at that time there were twelve students that had been presented their material in front of the class. They were divided in three sections meeting. The writer described as follows:

Table 3.3
First Meeting

No	Presenters	Questioners
1	Aditia Anggraini	1. Helmi 2. Agus Supardi 3. Eka Firia Wasianti 4. Syaipuddin
2	Risky Mahdi	1. Kharisul Khafid 2. Yuda Praditia Pahman 3. Dedi Sukendar 4. Syaifuddin
3	Mega Amanda. R	1. Rizky Mahdi 2. M. Kuswandi 3. Ika Amanah 4. Agus Suratno
4	Syaifuddin	1. Yusup 2. M. Taufan Kamil 3. Mega Amanda. R 4. Aditia Anggraini
TOTAL		16 students

Table 3.4
Second Meeting

No	Presenters	Questioners
1	Eka Fitriyanti	1. Aditia Anggraini 2. M. Taufan Kamil 3. Ika Amanah 4. M. Kuswandi
2	Agus Suratno	1. Syaipuddin 2. Kharisul Khafid 3. Dedi Sukendar 4. Risky Mahdi
3	Ika Amanah	1. Mega Amanda R 2. Agus Suratno 3. Yusup 4. Aditia Anggraini
4	M. Taufan Kamil	1. Yuda Praditia Rahman 2. Agus Supardi 3. Helmi 4. Eka Fitria Wasianti
TOTAL		16 students

Table 3.5
Third Meeting

No	Presenters	Questioners
1	Yusup	1. Syaipuddin 2. M. Kuswandi 3. M. Taufan Kamil 4. Kharisul Khafid
2	M. Kuswandi	1. Agus suratno 2. Yusup 3. Agus Supardi 4. Rizky Mahdi
3	Yuda Praditia Rahman	1. Helmi 2. Aditia Anggraini 3. Mega Amanda. R 4. Eka Fitria Wasiyanti
4	Kharisul Khafid	1. Eka Fitria Wasiyanti 2. Ika Amanah 3. Dedi Sukendar 4. Yusup
TOTAL		16 students

f) Method

Based on the observation, Mr. AAM used the Direct Method. He gave the instruction by using English and asked the students to explain all of the material also in English. After the students had presented their material, the lecturer gave the time for the audiences and presenter to conversation or dialogue based on their comprehension related to the material.

g) Media

Based on the observation, most of the students created the material that related to the guideline how to "*Describing habits and customs*" from many source such as internet, magazine, and so forth. Then, for supporting media was used by the lecturer for these materials such as white board, hand out, and flash card.

h) Evaluation

The lecturer evaluated that the students were able to have speaking ability in variant contexts briefly and clearly. It means that they were expected in using the language orally in particular situation such as the students were able to communicate each other related to the material. The evaluation domains were included:

1) Cognitive Domain

The lecturer evaluated the ability of students to present their material about "*Describing habits and Customs*". In attractive way confidently and clearly.

2) Affective Domain

The lecturer evaluated the students' performance, body language pronunciation and the students' effort in preparing the material.

3) Psychomotor Domain

The lecturer evaluated the students' ability to recognize the idea and the students' understanding about the topic what they talked. Based the observation, Mr. AAM used the direct method in this class that consist the small number of students. He had easy to diagnose the students' problem in speaking activities. He also found the students' problem to apply WH-question when they were talking or conversation that designed by them.

8. The Lecturing of Speaking III Class B

a) First Activity

Based on the observation in speaking classroom B which consisted of 34 of students. Mr. AAM opened the class activities took place at room D2-5 by greeting the students and asked some questions about the material that was prepared by the students as warming up. Mr. AAM opened activities by saying "Basmallah" together.

Then, the lecturer provided the time for the students to present their material about "*Describing habits and Customs*". Mr. AAM asked the students to explain that material by using English. In this class there was no translation of English into the mother tongue. Mr. AAM made the good opening statement as the warming up the class. It needed to encourage the students' motivation in teaching learning.

b) Core Activity

First, the lecturer explained how to present their material in front of the class. Then, the lecturer gave the time to the students it was about ten minutes for the students to present in front of the class. Next, the lecturer asked to students that was selected by randomization to present their material about "*Describing habits and Customs*" in front of the class

Based on the writer analysis, some students found some problems such as the students made errors because, the students worried to speak briefly and clearly in conversation. Then, the students made error because they were using pattern from first language instead of the pattern of the second language (L₂) to

the first language (L₁) there were some students made error because the lack of vocabulary related with the material.

Especially in the core activity, the lecturer gave three or four questioners asked the presenter after the presenter had been presented their material in the front of the class. The questioner followed the instruction from the lecturer said that "*You don't ask something that nothing related to the material*". But sometime, the questioner ignored that instruction. They usually asked something not related with the material such as; *Do you have special friend? Who is her/his name? etc.*

c) Closing Activity

When the time was over there were some students that had present yet their material to tell "*Describing habits and customs*". Because of the large number of students in the class. Then, the lecturer asked to the students to present their material at the next meeting. The lecturer reminded all the students to prepare the material and their selves for the next meeting and gave some correction about the students' performance that still used their pattern from the native language (L₁). The lecturer also motivated them to be better for the next.

d) Time

Teaching speaking class B in academic year 2008 was taught by Mr. AAM on Monday. The allocation of time to delivered the material at 15.00-16.40 WIB. The writer analyzed within the allocation time was only one hour forty minutes which should be delivered for 34 students the class was large class for

speaking. It was caused that not all of the students had opportunity to present their material.

e) Material

For speaking material, the lecturer asked to the students to present their material to present "*Describing habits and customs*" The lecturer used randomization, at that time there were twelve (12) students that had been presented their material. They were divided in three sections meeting described as follows:

Table 3.6
First Meeting

No	Presenters	Questioners
1	Susi Wulandari	1. Hesti Supriati 2. Gusti A. Maulana Yusuf 3. Humri 4. Marlina
2	Nita Utriana	1. Noorlaily Kasanah 2. Uswatun Hasanah 3. Selviana Wijayanti 4. Sai'in
3	Budi Santoso	1. Habatin Warifah 2. Yuni Windayanti 3. Dwi Hendarti 4. Siarsih
4	Miftahudin	1. Hasiril 2. Faridil Ma'ruf 3. Muamar Akbar 4. Adi Irawan
TOTAL		16 students

Table 3.7
Second Meeting

No	Presenters	Questioners
1	Zainal Arifin	1. H. Fahrani 2. Adul Jafar 3. Uwais Al-Qarni 4. Miftahuddin
2	Dewi Anjani	1. Selvina Wijayanti 2. Raudah Rafi' I.S 3. Fatimah 4. Sai'in
3	Rahmatun Hasanah	1. Yuliana 2. Nurhayatin 3. Siti Faridah 4. Dewi Anjani
4	Ika Astuti	1. Siti Masrokah 2. Dwi Hendarti 3. Leni M 4. Nita Utriana
TOTAL		16 students

Table 3.8
Third Meeting

No	Presenters	Questioners
1	Yuliana	1. Zainal Arifin 2. Abdul Jafar 3. Uwais Al-Qarni 4. Gusti Ahmad Maulana Yusuf
2	Siarsih	1. Raudah Rafi' I.S 2. Siti Masrokah 3. Fatimah 4. Habatin Warifah
3	Abdul Jafar	1. Hasiril 2. Adi Irawan 3. Humri 4. Budi Santoso
4	Nurhayatin	1. Ika Atuti 2. Rahmatun Hasanah 3. Nita Utrina 4. Susi Wulandari
TOTAL		16 students

f) Method

Based on the observation, the lecturer began the activity with conversation or dialogue totally in English. The lecturer used Direct Method to the student in the teaching learning speaking III at the classroom B. The writer analyzed that direct method could not be done well for this class. Because the class was large in speaking classroom B which consisted of 34 students. Then, the allocation time was not proportion for the large number of students the lecture could not provide the maximum change to speak for each student.

g) Media

Based on the observation, most of the student created the material that related to the guide line on how to presents their material "*Describing habits and customs*" from many sources such as internet, magazine and so forth. Then, for supporting media was used by the lecturer for these materials such as white board, hand out, and flash cards.

h) Evaluation

The lecturer evaluated that the students were able to speak ability in variant contexts briefly and clearly. It means that they were expected in using the language orally in particular situation such as the students were able to communicate each other related to the material. The evaluation domains were included:

1) Cognitive Domain

The lecturer evaluated the ability of students in expressing and "*Describing habits and customs*" in attractive way confidently and clearly.

2) Affective Domain

The lecturer evaluated the students' performance, body language pronunciation and the students' effort in preparing the material.

3) Psychomotor Domain

The lecturer evaluated the student ability to recognize the idea and students' understanding about the topic that they talked. Based on the observation above, direct method could not be going smoothly because the large number of student. Mr. AAM had difficulties to provide the maximum opportunity for the student to speak in the teaching learning speaking classroom B. He also found the students' problem to apply WH-question when they were talking or conversation that designed by them.

B. The Types of Questions in Speaking III.

1. Speaking III Classroom A.

The result of the study show that the percentage in applying questions by the 15 students in Speaking classroom A were 12 (twelve) students (12.8%) who applied *What*. Then, 3 (three) students (3.5%) who applied *When*. Then, 2 (two) students (2.3%) who applied *Where*. Then, 3 (three) students (3.5%) who applied *Which*. Then, 12 (twelve) students (12.18%) who applied *Why*. Then, 5 (five) students (5.8%) who applied *How many*. Then, 3 (three) students (3.5%) who applied *How much*. Then, 4 (four) students (4.6%) who applied *How long*. Then, 1 (one) student who applied *How come*. Then, 8 (eight) students (8.12%) who applied *Do*. Then, 2 (two) students (2.3%) who applied *Does*. Then, 2 (two) students who applied *Did*. Then, 5 (five) students (5.8%) who applied *Can*. Then,

1 (one) student who applied *Could*. Then, 1 (one) student who applied *Will*. To make explained clear, the writer give example as follow:

“The library”

I want to defining and explaining something about library. What do you think about it? In this my explaining, I think library is a place to looking for something and you will got many imformation about classification of sciences in the library.

There are many function of library:

- 1) You can to looking for material of study
- 2) You may read many books in over there
- 3) You can borrow books any thing.

The library is very important for all of the students. There are member of the library. If you want borrow books in the library, you must make library member card first. So, you will got borrow two books into once week.

Q: your opinion what positif effect of library?

A: You can to looking for material of study.

Table 3.9

**The Frequency and Percentage of Questions
in Speaking III Classroom A**

No	Types of Questions	Frequency	Percentage (%)
1	What	12	12.18 %
2	When	3	3.5 %
3	Where	2	2.3 %
4	Which	3	3.5 %
5	Why	12	12.18 %
6	How Many	5	5.8 %
7	How Much	3	3.5 %
8	How Long	4	4.6 %
9	How Come	1	1.2 %
10	Do	8	8.12 %
11	Does	2	2.3 %
12	Did	2	2.3 %
13	Can	5	5.8 %
14	Could	1	1.2 %
15	Will	1	1.2 %
TOTAL		64	100 %

Based on the table above, it can be said that most of the students obtained type of questions there were 12 students (12.18%) who applied in *What*, or it can be said that they used to ask the presenter by using pattern *What*. Meanwhile, there was 1 student (1.2%) who applied in *Will*, *Could* and *How come*. They obtained the lower in applied questions. From the frequency above, the writer constructed the figure as follow:

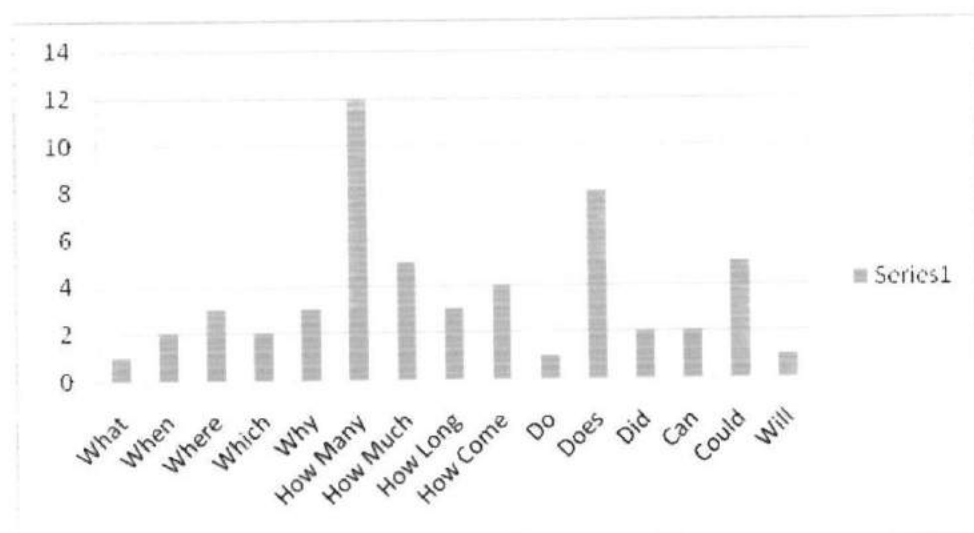


Figure 3.1
The Percentage of Students in Applying WH-Question
in Speaking III Classroom A

Based on the figure above, that is known there were 12 students (12.18%) who applied in *What*, or it can be said that they used to ask the presenter by using pattern *What*. Meanwhile, there was 1 student (1.2%) who applied in *Will*, *Could* and *How come* that they obtained the lower in applied questions.

2. Speaking III Classroom B.

The result of the study show that the percentage in applying questions by the 15 students in speaking classroom B were 17 (seventeen) students (17.24%) who applied *What*. Then, 5 (five) students (5.7%) who applied *When*. Then, 3 (three) students (3.4%) who applied *Where*. Then, 2 (two) students (2.3%) who applied *Which*. Then, 10 (ten) students (10.14%) who applied *Why*. Then, 4 (four) students (4.5%) who applied *How many*. Then, 4 (four) students (4.5%) who applied *How much*. Then, 1 (one) students (1.1%) who applied *How long*. Then, 1 (one) student (1.1%) who applied *How old*. Then, 12 (twelve) students (12.17%) who applied *Do*. Then, 4 (four) students (3.5%) who applied *Does*. Then, 3 (three) students who applied *Did*. Then, 7 (seven) students (5.8%) who applied *Can*. To make explained clear, the writer give example as follow:

“My friend”

I would like to describe habit and costum my friend. He is idham chalik, me call him adit he is habit likes youn and snord whent to sleppy. I ever listen he yown, him calling my sweety don't far from me, so make lord to me, idham khalik hones boy and a good mixer I like him because he is not stenzy. Okey that all.

Q: What you like near he?

A: Yes, I like because I always have funy he is funk and not stenzy.

Table 3.10
The Frequency and Percentage of Questions
in Speaking III Classroom B

No	Types of Questions	Frequency	Percentage (%)
1	What	17	17.24 %
2	When	5	5.7 %
3	Where	3	3.4%
4	Which	2	2.3%
5	Why	10	10.14 %
6	How Many	4	4.5 %
7	How Much	4	4.5 %
8	How Long	1	1.1 %
9	How Old	1	1.1 %
10	Do	12	12.17 %
11	Does	4	4.5 %
12	Did	3	3.4 %
13	Can	7	7.10 %
TOTAL		73	100 %

Based on the table above, it can be said that most of the students obtained type of questions there were 17 students (17.14%) who applied in *What*, or it can be said that they used to ask the presenter by using pattern *What*. Meanwhile, there was 1 student (1.1%) in *How old* and *How come*, that they obtained the lower in applied questions. From the frequency above, the writer constructed the figure as follow:

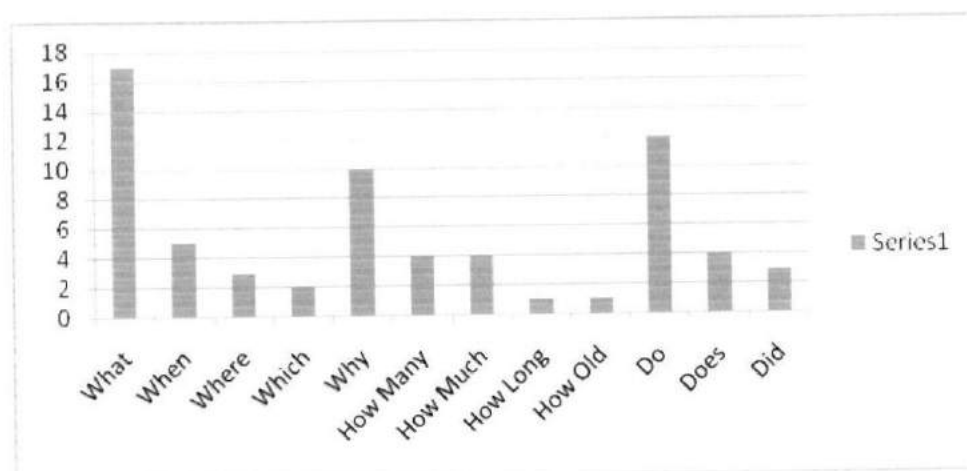


Figure 3.2
The Percentage of Students in Applying WH-Question
in Speaking III Classroom B

Based on the figure above, it can be said that most of the students obtained type of questions there were 17 students (17.14%) who applied in *What*, or it can be said that they used to ask the presenter by using pattern *What*. Meanwhile, there was 1 student (1.1%) in *How old* and *How come*, that they obtained the lower in applied questions.

C. The Types of Errors in Speaking III Classrooms A and B.

After doing the research, the writer made it into the table was as follow;

Table 3.11
The Frequency and Percentage of Errors
in Speaking III Classroom A and B

No	Types of Questions	Frequency	Percentage (%)
1	Omissions	12	34 %
2	Misordering	3	9 %
3	Misformation	6	17 %
4	Addition	14	40 %
TOTAL		35	100 %

Based on the table above, it can be explained in the first interval, there were 13 (three teen) students who acquired Omissions. In the second interval, there were 3 (three) students who acquired Misordering. In the third interval there were 3 (three) students who acquired Misformation. In the fourth interval there were 11 (eleven) students who acquired Addition. If we put the data into a pie chart and the data can be seen just like this. Each question word is represented by different colors.

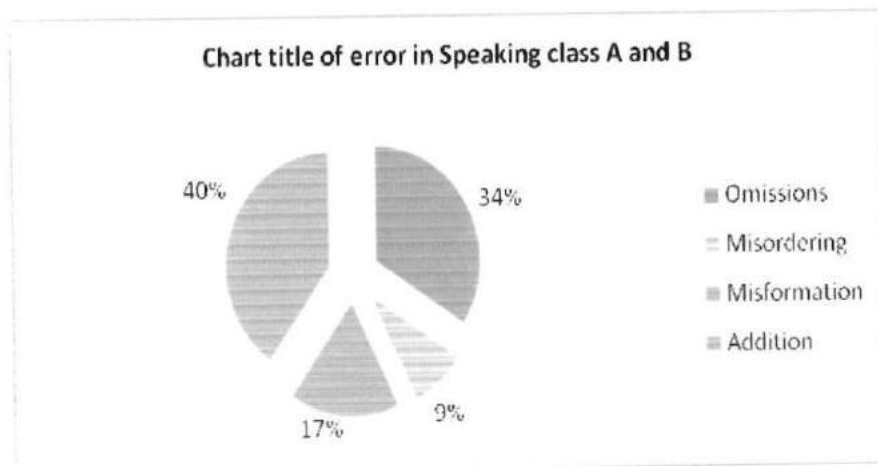


Chart 3.1
The Frequency and Percentage of Errors in Speaking A and B

To know the error in writing analysis or difficulties of native language occur if the native language and target language which is learnt have many differences. The writer made table writing analysis at bellow:

Table 3.12
The Writing Analysis of Omission

Code	Omission of Sentence	Sentence Correction
TK	Omissions of <i>ies</i> form in, Do you have some hobby? Omissions of <i>ies, s, ed.</i> form in. Until now, he just decrease his self sometime he try to smoke. Omissions of <i>s ies, ed.</i> form in, But now, He want to try decrease and buying cigarette. You should be prepares to provide it.	The sentence should be, Do you have some <u>hobbies</u> ? The sentence should be. Until now, he just <u>decreases</u> his self sometime he <u>tries</u> to smoke. The sentence should be. But now, He <u>wants</u> to try <u>decreases</u> and buying cigarette. You should be <u>prepared</u> to provide it.
MA	Omission of <i>verb, t, s.</i> form in. All my family from Banjarmasin. There is a uniq customs there. In zapen there are vocalis. The vocalis usually sing a song. In vocalis's head there are some 'bunga rampai'.	The sentence should be. All my family comes from Banjarmasin. There is a <u>unique</u> customs there. In zapen there is <u>vocalist</u> . The <u>vocalist</u> usually sings a song. In <u>vocalist's</u> head there are some 'bunga rampai'.
MK	Omission of <i>i, me, do, does, s, he</i> form in. I would like to discribe he is idam malik, me call him. I ever listen he yawn. He call it my sweaty so, you don't far from me. When he wants to sleep.	The sentence should be. I would like to <u>describe</u> . He is idam malik. <u>I</u> call him. I ever listen he <u>yawns</u> . He <u>calls</u> it my sweaty so, you don't far from me. When he wants to sleep.
SY	Omissions of <i>ies</i> form in. Do you have some hobby? Omissions of <i>ies</i> form in. Yes we do some hobby. It is we do like sports.	The sentence should be, Do you have some <u>hobbies</u> ? The sentence should be, Yes we do some <u>hobbies</u> . It is like sports.
SF	Omissions of <i>s, es</i> form in. His organization always do selamatan every year. He think that is good for make good relationship with his friend.	The sentence should be, His <u>organizations</u> always do selamatan every year. He <u>thinks</u> that is good for make good relationship with his friend.
NU	Omissions of <i>es, tic,</i> form in. She has many habits such lik she is energetic.	The sentence should be. She has many habits such <u>likes</u> she is <u>energetic</u> .
AJ	Omissions of <i>es,</i> form in. located about 30 minut to the right. Omissions of <i>s</i> form in. The park consist 300.000 hectares.	The sentence should be. The located <u>it's about 30 minutes</u> to the right. It should be. The park <u>consists</u> 300.000 hectares.
SH	Omission of <i>verb</i> form in. Shoes are important. Because, can be use for school.	The sentence should be. Shoes are important. Because, can be <u>used</u> for school.
NU	Omission of <i>article</i> form in. I love her. She is honest person Omission of <i>article</i> form in. I like her customs she is diligent person	The sentence should be. I love her. She is <u>a</u> honest person The sentence should be. I like her customs she is <u>a</u> diligent person

DA	Omission of <i>to</i> form in. if you want borrow books in the library.	The sentence should be. If you want <u>to</u> borrow books in the library.
IA	Omission of <i>article</i> form in. According to me she is unique girl specially when she was speaking Javanese language. Omission of <i>of</i> form in. Advantages watching to TV are we able get more information, intertainment and communication more easy and cheaply.	The sentence should be. According to me she is <u>a</u> unique girl <u>especially</u> when she was speaking Javanese language. The sentence should be. Advantages <u>of</u> watching to TV are we able get more information, <u>entertainments</u> and communication more <u>easily</u> and cheaply.
KK	Omission of <i>to</i> form in. When he is talking his friends even the people order then him	The sentence should be. When he is talking <u>to</u> his friends even the people order then him

Table 3.13
The Writing Analysis of Addition

Code	Addition of Sentence	Sentence Correction
TK	The additions of <i>are, ed</i> , form in. We are know that, we life in global area everywhere. I always meeted somebody smoking. I'm very sad cause, some of my family get impact of smoke. The additions of <i>ed</i> , form in. It will only be in area that is designat for smoker.	The sentences should be, We <u>know</u> that, we life in global area everywhere. I always <u>met</u> somebody smoking. I'm very sad <u>because</u> , some of my family gets impact of smoke. The sentence should be. It will only be in area that is <u>designated</u> for smoker.
EK	The addition of <i>verb</i> form in. What did you painted your room by white color?	The sentence should be, What did you <u>paint</u> your room by white color?
MA	The addition of <i>to</i> form in. That we can to show when we hold visit Indonesian year. The addition of <i>s</i> form in. No, I never practice this dancing because, I'm so bussy.	The sentence should be, That we <u>can show</u> when we hold visit Indonesian year. It should be, No, I never practice this dancing because, I'm so <u>busy</u> .
SY	The addition of verb <i>verb</i> form in. About his habbit is, he likes talking in the class, when the lecturer taught.	The sentence should be, About his <u>habits</u> is, he likes talking in the class, when the lecturer <u>teaches</u> .
SF	The addition of <i>personal pronoun</i> form in. His custom is he always active in society and organization.	The sentence should be, His custom is <u>always active</u> in society and organization.
BS	The addition of <i>s</i> form in. He always makes a jokes with his friends. The addition of <i>verb</i> form in. I have made friendship from 3 years ago. Since, we studied English at the first time.	The sentence should be. He always makes <u>a joke</u> with his friends. The sentence should be. I have made friendship from 3 years ago. Since, we <u>studied</u> English at the first time.

IA	The addition of <i>verb</i> form in. I choosed her as my topic beause, she has habit and custom that unique and different from my other friends.	The sentence should be. I <u>chose</u> her as my topic <u>because</u> , she has habit and custom that unique and different from my other friends.
AJ	The addition of <i>verb</i> form in. In the park you will meet the king of the area.	The sentence should be. In the park you will <u>met</u> the king of the area.
SF	The addition of <i>verb</i> form in. I think that are good. Reading comic is good activity because we can get knowledge and can amuse us. Then, the organization is good also they are always help each other for example; if there are marriade ceremony they help them.	The sentence should be. I think that are good. Reading comic is good activity because we can get knowledge and can amuse us. Then, the organization is good also they always help each other for example; if <u>there is married</u> ceremony they can help them.
DA	The addition of <i>to</i> form in. You can to looking for material of study.	The sentence should be. You <u>can look</u> for material of study.
SY	The addition of <i>verb</i> form in. About his habits is he likes talking in the class when the lecturer taught.	The sentence should be. About his habits <u>is likes</u> talking in the class when the lecturer <u>teaches</u> .
AS	The addition of <i>have to</i> form in. it is common to have to wait for a table at a popular restaurant.	The sentence should be. It is <u>common to wait</u> for a table at a popular restaurant.
IA	The addition of <i>to be, verb</i> form in. That is makes a large numbers of Indonesian people lazy and forgeted their job.	The sentence should be. <u>That makes</u> a large numbers of Indonesian people lazy and <u>forgets</u> their job.
KK	The addition of <i>to be, verb</i> form in. He has tell body rather than thin and his skin is brown and his hair is rather corly.	The sentence should be. He <u>is tall</u> body rather than thin and his skin is brown and his hair is rather <u>curly</u> .

Table 3.14
The Writing Analysis of Misformation

Code	Misformation of Sentence	Sentence Correction
MK	The misformation of <i>he and him</i> form in. Him calling my sweaty don't far from me. He want to sleep. What you like near he?	The sentences should be. <u>He</u> calling my sweaty doesn't far from me. He <u>wants</u> to sleep. What do you like near <u>him</u> ?
DA	The misformation of <i>verb, im, tis</i> form in. I think library is a place to looking for something and to will got many information about scienses in the library.	The sentence should be. I think library is a place to looking for something and to will <u>get</u> much information about <u>sciences</u> in the library.
SH	The misformation of <i>to be</i> form in. Price shoes there is cheap and	The sentence should be. <u>Shoe's price</u> there is cheap and

	expensive. But still many people buy it.	expensive. But still many people buy it.
SF	The misformation of <i>to be</i> form in. He has tall, straight hair and brown skin.	The sentence should be. He <i>is</i> tall, straight hair and brown skin.
IA	The misformation of <i>verb</i> form in. I didn't know what did she say.	The sentence should be. I didn't know what she said.
AA	The misformation of <i>verb</i> form in. My badroom is measured by 7x5 meters square.	The sentence should be. My bedroom <i>it is about</i> by 7x5 meters square.

Table 3.15
The Writing Analysis of Misordering

Code	Misordering of Sentence	Sentence Correction
AJ	The misordering of <i>are and is</i> form in. The camp and surrounding are is designed as a special utility zone. The misordering of <i>are</i> form in. Well, if we are leave from kumai town.	The sentence should be. The camp and surrounding <i>is designed</i> as a special utility zone. The sentence should be. Well, if <i>we leave</i> from kumai town.
MK	The misordering of <i>word</i> form in. Because day that he broken hert girl friend.	The sentence should be. Because that day, he broken <i>heart</i> girl friend.
YP	The misordering of <i>modal</i> form in. He have many experiences and he could give me and the other his friends.	The sentence should be. He <i>has</i> many experiences and he could give me and the other his friends.

D. The Causes of Error in Speaking III classroom A and B.

Brown H Douglas states that there are two causes of errors they are interlingual language and intralingual language.⁵⁰ Interlingual error is the significant source of error for all learners it is from the learner itself. Then, intralingual errors reflect the general character of rule learning such as; faulty overgeneralization, incomplete application of rules, failure to learn condition

⁵⁰ H. Douglas Brown, *Teaching by Principle* New York: Prentice Hall Regents inc, 1994
p, 244

under which rules apply and illustrate the learner attempting to built up hypotheses about the target language. The explanations of four categories of intralingual errors are:

1) Overgeneralization

This category is caused by the learners use the previously available strategies in new situation. So, they create a deviant structure on the basic experiences. For example;

a) About his habits is he likes tolking in the class when the lecturer teached.

The sentence should be, *about his habits he likes talking when the lecturer teaches in the class.*

b) It is common to have to wait for a table at a popular restaurant. The sentence

should be, *it is common to wait for a table at a popular restaurant.*

c) You can to looking for material of the study. The sentence should be, *you*

can look for material of the study.

In making sentence, the students faced difficulties in applying writing skill.

It is caused by their lack of comprehension in using grammatical structure.

“Kesulitannya adalah menggabungkan beberapa kalimat menjadi kalimat majemuk”⁵¹

2) Incomplete application of rules

Incomplete application of rules involves a failure to fully develop structure.

⁵¹ Interview with R.M on 28 September 2008

For example;

- a) Shoes are important because, can be use for school. The sentence should be, *shoes are important because, it can be used for school.*
- b) I love her. She is honest person. The sentence should be, *I love her because she is an honest person.*
- c) I like her. She is diligent person. The sentence should be, *I like her because she is a diligent person.*
- d) If you want borrow books in the library. The sentence should be, *if you want to borrow books in the library.*

In making sentence, the students faced difficulties incompletes writing skill. It is caused by their lack of comprehension in using grammatical structure. *Kadang-kadang saya tahu bila terjadi kesalahan dalam membuat kalimat tapi, kadang-kadang saya tidak tahu.*⁵²

3) Failure to learn condition under which rules apply.

Errors in this category are used by failure in observing the retraction of existing structure. It involves the application of rules to contexts where they don't apply it. For example;

- a) He was listening to his radio when I came. The sentence should be, *He was listening to the radio when I came*

⁵² Interview with I.A on 25 September 2008

- b) The camp and surrounding are is designed as special utility zone. *The sentence should be, the camp and surrounding are designed as a special utility zone.*
- c) He have many experiences and he could give me and the other his friends. *The sentence should be, He has many experiences and he could give me and the other his friends.*
- 4) Illustrate the learner attempting to build up hypotheses about the target language. False concept of hypotheses arises when the learner does not fully comprehend a distinction in the target language. For example;
- a) I have reading a book when my friend came. The sentence should be, *I was reading a book when my friend came.*
- b) I think library is a place to looking for something and to will got many information about sciences in the library. The sentence should be, *I think library is a place to looking for something and you will get much information about sciences in the library.*



CHAPTER IV



CHAPTER IV

CHAPTER IV

CLOSING

A. CONCLUSION

Based on the result of research, it can be concluded that;

1. The types of question made by the students of English Education Program especially in Speaking III in the class A and B at the third semester of STAIN Palangka Raya in academic year 2008/2009 the students used to questions in applying *What* 12.18% - 17.24% it is the highest categories. The second is *Can* 5.8% - 7.10% it is middle categories. The lower categories are *How many, How old, How come, Could and Will* it just 12%.
2. The types of error in their Writing Analysis classified into four categories. The highest categories made by the students is in *Addition* the percentage is 40% the second is *Omission* the percentage is 34% the third is *Misformation* the percentage is 17% and the fourth is *Misordering* the percentage is 9 %.
3. The causes of error are used by the students usually in overgeneralization and incomplete sentence. It is caused they have lack of comprehension in using grammatical structure. They also don't realize that, they have errors in making sentence. Their writing should be revised in the next time.

B. SUGGESTION

Based on the conclusion above, the writer suggest to the students that;

1. The students should be improving their ability in Writing Sentences
2. The students should be following the rule of English Grammar
3. The lecturer who teaches Speaking III should know the difficulties of students. So that is way the lecturer should give more attention to the students in developing their writing sentences.

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APPENDIXES

I

APPENDICES

I

APPENDIX 1

OBSERVATION GUIDE

- 1. The instructional design in teaching speaking III by using Standard of competence : The students are able to get active , responsive, confident and following in expressing ideas in particular situation and occasion at English intermediate level of competence.**
- 2. The teaching learning activity speaking III are included :**
 - a. First activity**
 - b. Core activity**
 - c. Closing activity**
 - d. Material**
 - e. Allocation time**
 - f. Evaluation**
- 3. The students' problem in applying Wh-question.**

OBSERVATION GUIDE

1. The instructional design in teacher speaking III by using standard of competence : The students are able to get active , responsive, confident and following in expressing ideas in particular situation and occasion in English intermediate level of competence.

2. The teaching learning activity speaking III are included :

- a. First activity
- b. Second activity
- c. Third activity
- d. Material
- e. Allocation time
- f. Evaluation

3. The students' problem in applying W-question.

APPENDIX 2

DOCUMENTATION GUIDE

- 1. Curriculum of English Education Program**
- 2. Instructional Design in Teaching Speaking III**
- 3. Syllabus of Speaking III**
- 4. Students' hand out**

Appendix 3

Transription of Interview

With: students

1. What are the difficulties in applying WH question?

In applying WH question According to us, it is not dofficult but, we relize to apply WH question need comprehension in using it. It means we should use WH question comortable with grammatical structure.

2. What are the difficulties in making sentence?

In making sentence, we dificulties to join some words in one sentence. and we also lack of vocabularies.

3. If you are talking with others, does your friends revice your sentencece?

Yes, sometimes we are helping each other. If the sentence is not correct one of my friends would revice the sentence.

4. So far, how do you solve to handle your problem?

We should study hard and we also more practice in writing.

5. If you make a sentence, do you know your sentence is not correct?

Yes, sometimes we know, sometimes don't know.

6. If you don't know, how do you correct it?

Yes, we selfves correction or our friends and even the the lecturer.

7. What do you make to ask something?

We don't understand what the presenter talk about. So that is way, we should make the question.

8. How do you feel after giving question?

We will be satisfied by good answer. But, we hope get good answer.

9. How do you feel if the question can not be answered?

We will be angry.

APPENDIX 4

TRANSCRIPTION OF INTERVIEW

With: Mr, Ahmad Ali Mirza, S.Pd

1. What does the lecturer prepare Instructional Design?

Generally, before teaching the lecturer prepared the instructional design included the preparation of media, material, procedures and so forth. It has purposed as the guideline of teaching learning and to reach the goal or purpose in teaching learning itself effectively and efficiency.

2. What are the purpose in the teaching speaking III by using Direct Method?

The students are hoped to be active and responsive in using the target language clearly and briefly outside or inside the class. The students can use the language clearly directly to each other or make the students more familiar in using the language.

3. What are the objectives that want to accomplish in teaching speaking III?

The objectives are based on the Instructional Design in teaching Speaking III such as the students are able to communicate briefly and clearly in some conversational situation and so forth.

4. What are the problems that faced by the student in speaking III?

I realized some students lack of vocabularies for their own material or to encourage the vocabularies. I suggested them to make vocabularies'book and diary to motivate them in using the language and add their vocabularies. Then, some students were influence with dialek of their mother tongue such as Javanese or Banjarnese in speaking activity.

TRANSCRIPTION OF INTERVIEW

With: Mr. Ahmad Ali Mirza, S.P.B

1. *What does the lecturer prepare Instructional Design?*

(Generally) before teaching the lecturer prepared the instructional design method the preparation of media, material, procedure and so forth. It has purposes as the guidance of teaching learning and to reach the goal or purpose in teaching learning effectively and efficiency.

2. *Is not the purpose in the teaching speaking III by using Direct Method?*

The students are asked to be active and responsive in using the target language orally and freely outside or inside the class. The students can use the language directly or each other or make the students more familiar in using the language.

3. *What are the objectives that want to accomplish in teaching speaking III?*

The object was based on the instructional design in teaching speaking III such as the students are able to communicate freely, and clearly in some contextual situation and so forth.

4. *What are the problems that faced by the student in speaking III?*

I noticed some students lack of vocabulary for their own material or to encourage the vocabulary. I suggested them to make vocabulary book and try to motivate them in using the language and add their vocabulary. They said students were confused with lack of their mother tongue such as language or thinking in speaking activity.

5. What are the goal that want to accomplish in teaching speaking III?

The goals oriented of this course were designed to enable the student to get active, responsive, confident and following the ideas in English at the Intermediate level of competence.

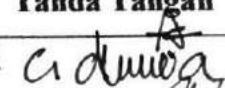
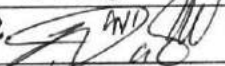
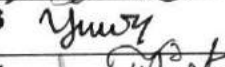



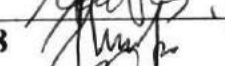
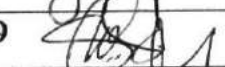
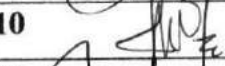
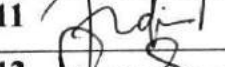
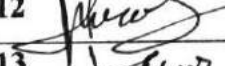

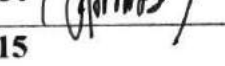

6. How do the students find the material that is prepared by their selves in teaching speaking III?

Actually the lecturer gave to the students to find out the material that can support the main material. It can be found from internet that was located in STAIN palangka raya or in the library and also other references related to the material.

APPENDIX 5

DAFTAR HADIR KELAS A

Th. Akademik : 2008/2009
Semester : Ganjil
Jurusan/Prodi : Tarbiyah/TBI
Mata Kuliah : Speaking III
Ruang : D2-5
Dosen : Akhmad Ali Mirza, S.Pd

No	Nama	NIM	Tanda Tangan
1	Aditia Anggraini	0701120274	1 
2	Risky Mahdi	0701120316	2 
3	Yusup	0701120330	3 
4	M.Taufan Kamil	0701120332	4 
5	Yudha Praditia.R	0701120327	5 
6	Dedi Sukemdar	0701120329	6 
7	Agus Supardi	0701120276	7 
8	Kharisul Khafid	0701120298	8 
9	Syaipuddin	0701120324	9 
10	Mega Amanda.R	0701120301	10 
11	M.Kuswandi	0701120305	11 
12	Eka Fitria.W	0701120283	12 
13	Agus Suratno	0701120277	13 
14	Helmi	0701120292	14 
15	Ika Amanah	0401120152	15

Palangka Raya, 28 September 2008

Akhmad Ali Mirza, S.Pd

APPENDIX 6

DAFTAR HADIR KELAS B

Th. Akademik : 2008/2009
 Semester : Ganjil
 Jurusan/Prodi : Tarbiyah/TBI
 Mata Kuliah : Speaking III
 SKS : 2
 Ruang : D2-5
 Jam : 15.00-16-40
 Dosen : Akhmad Ali Mirza, S.Pd

No	Nama	NIM	Tanda Tangan
1	Adi Irawan	0701120273	1
2	Budi Santoso	070112027d	2
3	Dwi Hendarti	0701120282	3
4	Fatimah	0701120287	4
5	Gusti A. Maulana Yusuf	0701120288	5
6	H. Fahrani	0701120289	6
7	Hasiril	070420290	7
8	Hesti Supriati	0701120293	8
9	Habatin Warifah	070112294	9
10	Humri	0701120295	10
11	Ika Astuti	0701120296	11
12	Leni.M	070112296	12
13	Marlina	0701120300	13
14	Miftakhudin	0701120303	14
15	Muammar Akbar	0701120291	15
16	Nita Utriana	0701120303	16

DAFTAR HAJIR KLAS B

Nama : Alimudin Alimudin
 No. : 15100-10-10
 Kelas : D2.2
 SKS : 2
 Mata Kuliah : Speaking III
 Jurusan/Prodi : Jurusan/TBRI
 Semester : Ganjil
 The Academic : 2002/2003

No	Nama	NIM	Janda
1	Abdi Rahman		1
2	Badi Santoso		2
3	Dai Hidayati		3
4	Fahmah		4
5	Gusti A. Siantan		5
6	H. Fakhri		6
7	Hidayati		7
8	Hidayat Supriadi		8
9	Hidayat Hidayat		9
10	Humar		10
11	H. A. Zaini		11
12	Laili		12
13	M. Alim		13
14	M. Alimudin		14
15	M. Alimudin		15
16	M. Alimudin		16

18	Nurhayatin	070 112 0340	18	
19	Rahmatun Hasanah	070 112 0315	19	
20	Raudah Rafi. IS	070 112 0339	20	
21	Sai'in	070 112 0317	21	
22	Selvina Wijayanti	070 112 0318	22	
23	Siarsih	070 112 0319	23	
24	Siti Faridah	070 112 0320	24	
25	Siti Masrokah	070 112 0322	25	
26	Susi Wulandari	070 112 0323	26	
27	Uswatun Hasanah	070 112 0325	27	
28	Uwais Al-Qarni	070 112 0326	28	
29	Yuliana	070 112 0323	29	
30	Yuni Wulandari	070 112 0329	30	
31	Zaenal Arifin	070 112 0331	31	
32	Dewi Anjani	070 112 0280	32	
33	Faridil Ma'ruf	070 112 0286	33	
34	Abdul Jafar	070 112 0272	34	

Palangka Raya, 20 Oktober 2008

Akhmad Ali Mirza, S.Pd

STUDENTS
CLASS A

STUDENTS
CLASS A

a. Describing Habits and Customs by Aditia Anggraini

ing III

Name: Aditia
SRN - 0701120

My Bad Room

I have the favourite place, it is My bedroom.

My bedroom is measured by 7x5 meters square. It is the main room of my house. It is painted white colour to be able to make you feel enjoy, relax and comfortable there. It has three windows, one door, one big cupboard, two desks and two beds. My roommate is my ~~best~~ the youngest sister.

In the morning, the fresh air will come into the room when you open windows and the sunray also into the room through the gap among windows and shining into room and making it bright.

b. Describing Habits and Customs by Rizky Mahdi

Japanese Habits And Customs

There are some Japanese habits and customs, especially in greeting. Japanese people always give a greeting when they are meeting with their friends or someone, wherever and whenever. When they are giving or saying a greeting to someone, Japanese people will bend over their body.

There are many greetings in Japanese language, such as: *Chayo Gozaimasu*, *Konichiwa*, *Konbanwa*, *Arigato Gozaimasu*, *Sayonara*, ~~etc~~ *Hajimemashite*, etc.

"*Chayo Gozaimasu*" is used if they meet a friend or someone in the morning, in English is "Good morning". "*Konichiwa*" is used if you meet someone or your friends in the afternoon and Japanese people will say "*Konbanwa*" if they are meeting someone at night.

How to say "thankyou" in Japanese? Japanese people will bend over and say "*Arigato Gozaimasu*" to say "thankyou". Then, if Japanese people part after meeting with someone, they will say "*Sayonara*".

Then, how to introduce our selves in Japanese custom? Before telling name or introducing, Japanese people always bend over and say "*Hajimemashite*".

And then, ~~after~~ ~~dissemin~~ to close the introductory Japanese people will ~~say~~ ~~say~~ yusoshiku onegai shimasu and bend over their body.

All of the greetings are said by bending over. That is a special custom of Japanese people.

Name: Risky / MAHDI

SRN : 0701120316

"Speaking III"

c. Describing Habits and Customs by Mega Amanda R

Name : Mega Amanda R.

SRN : 070 112 0301

No.

Date

ZAPEN

I come from Banjarmasin. All of my big family from Banjarmasin, in Hulu Sungai Tengah district. There is ~~is~~ a unique customs there. The name is "zapen". Zapen usually use for wedding party or siklat agenda in Banjarist customs. In zapen there are vocalis, dancer man or women and Piper. All of them wearing a Banjarist costumes. The ~~kind of~~ ~~music~~ music usually called "panting", and the dancer "Gandut". The vocalis usually sing a song with Banjar language. And in vocalis's head there are some "Bunga rampai". When the vocalis sing a song the dancer usually dance with some of audience. Zapen is one of ~~entertainment~~ entertainment from Banjarmasin.

d. Describing Habits and Customs by Syaipuddin

Nama : SYAIPUDDIN

Nim : 0701120324

I would like to describe the habit and custom of is Adi irawan . About his habit is he likes talking in the class when the lecturer teachd . But he is a honest boy . He is a good friend . And about his custom is if there is married party they always do khotaman and they make yellow rice and give money and some food modifier . That is so nice because after doing the celebrate they throw away some money so that way many childrens take the money . okay thats all , thank you . So much for your attention . wassalam .

e. Describing Habits and Customs by Eka Fitria W

EKA FITRIYA WASIYANTI

0701120283

My Sister

I have the youngest sister. She is yulia.

yulia has a long black hair that falls down to her shoulders and suntanned. She has dark brown eyes brows over her blue eyes, which are rather large, Her nose is straight and on the left side of the bottom of her nose, by her nostril, is a small mole, she has a small mouth, with lips that are usually covered with light pink lipstick. Her teeth are straight and white

f. Describing Habits and Customs by Agus Suratno

AGUS SURATNO

070 1170277

No. _____
Date _____

Eating Out

All restaurants in America accept cash for payment, and most (even some fast food restaurants) also accept credit cards. A few restaurants also accept ATM cards for payment, you will rarely find a restaurant that accepts checks.

It is common to have to wait for a table at a popular restaurant. There are many popular restaurants that do not accept reservation or will only accept reservations for large parties (for example, six or more people) at these restaurants. The wait can be very long on a weekend night, sometimes up to 1 hour. However, almost all upscale or more formal restaurants will accept restaurant reservation.

Many restaurants in America (except for fast food restaurants) have a license to serve alcohol. Beer and wine are always available, and at some restaurants hard liquor (such as vodka or whisky) is also available. Restaurants that serve hard liquor are said to have "a full bar". The drinking age in America is 21. If you look young, be prepared to show proof of your age when ordering alcohol.

g. Describing Habits and Customs by Ika Amanah

Habit and custom

watching ~~X~~ Television

Watching ~~X~~ TV as a large numbers of Indonesian people is the interesting habit. That is make a large numbers of Indonesian people lazy, and forget their job. ~~to~~ on the other case watching to TV is cheap entertainment for most of people here. ~~Mostly Indonesian people nearly in fear of~~ Most Indonesian people have TV on their own house.

Watching to TV now is our custom. All begin by depend on TV. Here lets we talk about the effect watching to TV.

Advantages watching to TV are we able get more information, entertainment, and communication more esly and cheaply. The Disadvantages are by watching to TV someone ore some community can be ~~unma-~~ imitate imitate other custom that ~~not~~ ~~unsuitable~~ unsuitable what with our custom.

Other effect by watching to TV are our people more undrestain ~~and~~ about what happen on surrounding, get any jobs, or promotion some products to other. and ect.

But we should keep our self do not

until you are depend to the TV. Because
it's can be make we lazy and
forgetted ~~the~~ our jobs. TV is just intertain
not our ~~purpose~~ ~~purpose~~ goal. to live.

by Ika Amanah JY
072 112 033L.

h. Describing Habits and Customs by Taufan Kamil

M. TAUFAN KAMIL

070120332

HABIT AND CUSTOMS

SMOKING

Smoking is not as common in America as in many other countries and in the world generally. Americans smoke less than Europeans and much less than Asians. It is a practice that is becoming less and less socially acceptable.

Smoking is prohibited in many places. It is not allowed in any public buildings, on any public transportation (including airplane flights within the United States), in shops, movie theatres, schools and office buildings. The general rule is if you are indoors, then you probably are not allowed to smoke. The exceptions are bars, nightclubs, and some restaurants. If a restaurant does allow smoking, it will only be in an area that is designated for smokers. If you are with someone, even outdoors, it is polite to ask if they mind before you start smoking.

In the dormitory, there are many friends who are smokers. Every day, his name is Zenal. He is smoking every where. ~~Such as~~ Such as: dining room, living room, and in the kitchen. I always remind him what is the bad impact of smoke. There are bad impact as liver cancer, impotensi, and etc.

But now, he wait to try decrease smoke
and buying cigarettes
I explain him about the legal smoking
in America is 12. If you are buying cigarettes
(or another tobacco product) and you look
young. You should be prepared to provide
identification
until now, I seldom + takes my friend
to smoke in his room.

Thanks
←→

i. Describing Habits and Customs by Yusup

Yusup
22/11/2020. Habits and Customs

No
Date

Meeting someone

When meeting someone for the first time, it is customary to shake hands, both for men and for women. Hugs are only exchanged between close friends. Kissing is not common, and men never kiss other men.

Americans will usually introduce themselves by their first name and last name (such as "Hello, I'm John Smith"), or if the setting is very casual, by their first name only ("Hi, I'm John"). The common response when someone is introduced to you is "pleased to meet you" unless someone is introduced to you with their title and last name (such as mister Smith or miss Johnson). You should address them by their first name. Americans normally address everyone they meet in a social or business setting by their first name. However, you should always address you college professors by their full and last name (such as Professor Jones), unless they ask you to do otherwise.

j. Describing Habits and Customs by M. Kuswandi

Nama : M. Kuswandi

NIM : 07011203019

I would to describe habit and custom my friend.
he is kham chalik, me call him adit he is habit
likes yawn and snore when to sleep. I ever
listen he yawn, him calling my sweetly don't
far from me, so make love to me, kham
chalik honest boy and a good mixer, I like
him because he is not stoney, okay that
all,

k. Describing Habits and Customs by Yuda Praditia Rahman

Name : Yuda Praditia Rahman
 NPM : 5011010000000000
 Date : 10/10/2020
 Class : English 1

Describe

I would like to describe my father Agus. He is the oldest man in my family. He has many experiences and he could give me and the other his friends some advice for improve our life. The character from Agus is funny, diligent, honest, etc. and I hope Agus could happy forever.

I. Describing Habits and Customs by Kharisul Khafid

nama: Kharisul Khafid
nim: 0701120298.

my friend.

All of people of course have some friend. Friends are those who always support, take care, give us advice, here, I will tell about one of my friend. He was born in central Java and now he lives in Palembang. He has tall body rather thin and his skin is brown. His hair is rather curly.

He is a good friend I admire to him because his behavior is good. Such as always help other people and he is student in Palembang and he likes to give time. He is autonomous and never depend to his parent. Although he study in a college but he still can study. So although he studies but he works too. He earn money by taking people on motor cycle. By that money he can finance his studying. him self he likes sport, such as Football, Volley ball, tennis table and basketball. Most of all of sport in spite of he can not play very well he can play guitar too.

He is polite person. When he is talking his friends even the people order than him.

STUDENTS
CLASS B

STUDENTS
CLASS B

a. "Friends' habits and Customs" written by Susi Wulandari.

Name : Susi Wulandari
SRN : 0701120328
Subject : Speaking II

Monday, October 20, 2020

Class : B

Lecturer: Ahmad Ali Mirza, S. Pd.

No

Date

Friendship and Best Friend

According to me, friendship and best friends are amazing things in this world. They really give me a big sense. Friends are like heroes. They are my second family. They are also like my hands, my ears, my eyes, my tongue, or my feet. I can't live without them. I need them. Eventhough just one friend. One or ten friends, it's same for me. If I loss a friend, it is like I loss my eyes. I can't see anything.

Friendship is love. Friendship is understanding each other, helping, caring, saving, smiling, laughing, talking, sharing and loving each other. Friends and friendship never say hate, never hurt, and never ignore. Friendship will say sorry, apologize and forgive each other.

Friends are like stars. Although we can't always see them, but they will always be there to accompany us wherever we are and whatever we do. But sometimes, we will have some problems with our friends. Misunderstanding, quarreling or having different opinion is something that often happens to us.

If it happens, what can or should we do?

Understanding and forgiving each other are really important to make our relationship better. We need to remember that getting a thousand enemies is easier than getting a best friend.

I ever heard somebody said :

My best friend, to me....

You are like my eyes, without you I can't see anything.

You are like my ears, without you I can't hear anyvoice.

You are like my tongue, without you I can't say anyword.

You are like my hands, without you I can't touch something.

You are like my feet, without you I can't go anywhere.

Without you, what will I be? Nothing!

Because I can't live alone. We can't live alone!

That's all and thank you very much.

b. "Friends' habits and Customs" written by Nita Utriana.

Nita Utriana
0701170308.

15th Sept. 2002

In this paper, I want to tell you about my sister's habit. I have sister in dormitory, her name is Usivatan Kasumah. Usually her friends call her usha, I love her. She is honest person, she is seldom angry and always smiles with the other friends, but if she has problem, she never tell her friends, because she believes that she can handle her problem by herself.

Because she is my sister, so I know her habits, she has many habits such like she is energetic, she always says "terow agak teh to kee?" in English is "yes, of course, why you just know that?" Because I like with her habits, I always follow her habit, ~~an~~ seldom I insult her when she says that.

About her customs, ~~she~~ I like her customs she is diligent person.

c. "Friends' habits and Customs" written by **Budi Santoso**

Class: 6

Name: Budi Santoso

No. :
Date :

I have a friend who always makes me happy. He is a funny boy, every body that see him will laugh at him. He is tall and his hair is curly. He usually makes a jokes with his friends.

Besides he always make a jokes. He also has a special character than the other.

He can definite when he has to speak graceful or strongly and he has ~~planning~~ planning to find a new girlfriend for the ~~first~~ first time. Eventhought he has a weakness, I ignore it. The most important we can help each other.

d. "Friends' habits and Customs" written by Miftakhudin.

Name = MIFTAKHUDIN

Task = describe habit and custom

Lesson = Speaking II

Describe a boy. He is one of my friends, his name is yuseinus. He comes from florest or NTT. I know him, more and than two week.

He has some special things from his body:

He has black skin, and curly black hair and than he has sharp black eyes like eagle. He also has different style in speaking than it make me like him and he has a sharp well formed nose, as like Anis Si-halo the actor how come from papua. The other my friends laugh at him because so funny, in another day, last time he didn't want to speak but some-times he speak just a little.

He works hardly than he has much money. it make me admire to him.

He have some habit they are he has daily habit namely:

He is silent boy, contrary he shakes with laughter when he finds something funny, and than he speak loudly. finally The most of florest are explorer.

+ link cell

e. "Friends' habits and Customs" written by **Zainal Arifin**

Zaenal Arifin

070120331

I have many friends in my live wether they are boys or girls. All of my friends are handsome and beautiful. They are best friend for me. They always help me, give me support when I am down. I hope they always fine. Let me tell you something, one of my friend. I think we can immitate him to be a good man. My friend is a boy. He has black hair, he has white skin. He is rather tall. Do you know ?? He has different habit than the other. He always take a pray on time although it's in the mosque or just in his room. He cares about his friends. He Helps all of his friends sciencerely. The best one is He never ~~say~~ speak loudly even scream. He just speak weakly and smoothly. because he is polite person. He thinks speak loudly is not his personality and beside that it's not suitable with the Islamic rule of speaking.

g. "Friends' habits and Customs" written by **Rahmatun Nasanah**

Date

Name : Rahmatun Hasanah

SRN : 070 112 0315

subject : Speaking III

TEA

Everybody ever drinks tea. Tea is a fresh drink for us. At raining, drink tea is a good option. It can warm up our body. Beside that, there are function of the tea for our healthy, they are :

- accelerate circulation of blood
- increase solidity of our bones
- increase ability of body for resist infection
- risk stone in the kidney be less
- risk broken and holes at tooth be less

h. "Friends' habits and Customs" written by *Ika Astuti*

Name : Ika Astuti

No
Date

SKN : 070120296

I'm going to tell you about my friend's customs and habits.

She is one of my close friend and she is my roommate which I always call her by turde. According to me she is ^{unique} girl. Specially when she ~~was~~ ~~speak~~ was speaking javanese language she has different accent and characteristic from other people. Sometimes when she was talking javanese language I didn't know what did she say. I just said "I'm sorry, I don't understand". Because of her custom sometimes I call her princess ~~to~~ of side.

Beside of that she has other unique habits. she likes sleeping and hot food. If she has free time she goes to her bed to sleeping. she also likes chili so much when she was cooking she gave many chili in her cooking.

But she is kind girl. she likes to help other and she has ~~big~~ big attention for her family and her friends.

i. "Friends' habits and Customs" written by Yuliana

Nama ≈ Yuliana
Nim ≈ 0701120328
Subjek ≈ Speaking III

Mirror

Mirror is something part of cosmetic. When we want to dress up, mirror is so important for our life. Without a mirror we will not perfect when we want to dress up.

Mirror can give some function for our life for example: when we dress up we can see our face in the mirror so we can know if we use powder enough or not enough, when we use dress we can see our body in the mirror. Still many function of mirror and all of person will need a mirror.

j. "Friends' habits and Customs" written by *Siarsih*

Speaking

Name: Siarsih No: 0701120319
Date: 11/20/19

SHOES

Shoes is important for us because can be use
for school to office and go to campus and etc
Price shoes there is cheap and expensive, but still many
people buy shoes, and shoes have type the fashion
is like white and black and etc.
and shoes can make some people feel energy
if have shoes.

k. "Friends' habits and Customs" written by **Abdul Jafar**

ABDUL JAFAR.
0701120272.

Buffer Zone of

No
Date

Tanjung Puting National Park

Tanjung Puting national park is the most inner part of the park where the most animals are usually very rare plants are available.

Tanjung Puting national park located in the Peninsula on the south coast of the world's third largest tropical rain forest of Borneo in Indonesia Province of Central Kalimantan. The park consist of 300,040 hectares acres, started as a game reserve for the protection of orangutan in 1936 it was upgraded to a national park in 1982.

The needs of orangutans and other primates are also available in the park such as the 400 species of trees which can be consumed by them.

In Tanjung Puting Park, you will see the orangutans rehabilitated. In the park you will also meet the king of the area the barge and the older orangutan who is still living in a wilderness of national park.

The romantic forest, the romantic river and the romantic atmosphere of the park are also offer different experiences especially for those who want to have an adventures ~~and honeymoon~~ honeymoon.

Sorry just brief explanation for more information just visit us

11
1) main object
"camp leakey"

located about 30 minutes to the right from the branch of Sekonyer river, camp leakey is in the Tanjung Puting National Park in southern Borneo and was set up in 1971 by Lois Leakey to support research activities in Tanjung Puting Wildlife Reserve.

Camp Leakey also functions as an orangutan rehabilitation center. The camp and surrounding area is designed as a special utility zone. Over the years, the camp was served the research efforts of several scientists and student tourists will be able to walk on certain trails system without disturbing the research activities.

On the way to camp leakey on Sekonyer river you may occasionally see crocodiles and the false gaviels.

Thank you !!!

1. "Friends' habits and Customs" written by Nurhayatin

Name : Nurhayatin
No : 070 112 0340
Subject : Speaking II

I want to tell you about my friend habit and costumes.

I have a friend her name is 'APRIA', usually I call her with Ais.

she is javanis people and now, she life with her aunt, her aunt is my neighbor in my village. so, we are become friend until now.

Apria is pure and funny girl, she is discipline and she like sport.

- The first time, i'm shock when i know about her habit.
- Her habit is very unique, i never meet person like her before, she always eat carrot every day, she said 'carrot is make your body fresh and make your eyes good'.
- she can spent 015 until 1 kg carrot is a day.
- one day, i asked to her 'how you can spend carrot in a day? Do you feel never bored when you eat it?' she laught to me and she ~~said~~ answered 'never' because i'm not just eat but sometimes i make juice too.
- Carrot is My favorite Vegetable and I has accustomed from childhood, she said like that to me.

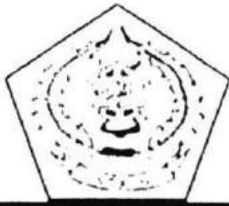
Although she's strange people but i love this companionship.

APPENDIXES

II

APPENDICES

II



DEPARTEMEN AGAMA RI
SEKOLAH TINGGI AGAMA ISLAM NEGERI (STAIN)
PALANGKA RAYA

Alamat Jl. G. Obos Kompleks Islamic Centre Palangka Raya, Kalimantan Tengah 73111
Telp. (0536) 39447, 26356, 21438 Fax. 22105 Email: stain_pry@yahoo.com

Nomor : Sti.15/5/PP.00.009/1033/2007

Palangka Raya, 31 Juli 2007

Hal : **Persetujuan Judul dan
Penetapan Pembimbing**

Kepada
Yth. Sdr. **Mashuri**
NIM. 0201120062

Assalamu'alaikum Wr. Wb.

Setelah membaca, menalaah dan mempertimbangkan judul dan desain proposal yang saudara ajukan dan sesuai hasil seleksi judul skripsi Jurusan Tarbiyah STAIN Palangka Raya, maka kami dapat menyetujui judul dimaksud sebagai berikut:

“A Study in Making WH-Question in the simple Past and Present Tense Made by the Second Year Students of Some SLTPN Katingan Tengah”

selanjutnya kami menunjuk/menetapkan pembimbing skripsi saudara:

1. Drs. Abdul Qodir, M.Pd sebagai Pembimbing I
2. Dra. Halimah, M.Pd sebagai Pembimbing II

Untuk itu kami persilahkan saudara segera berkonsultasi dengan pembimbing skripsi sebagaimana mestinya.

Wassalamu'alaikum Wr, Wb

An. Ketua
Ketua Jurusan Tarbiyah,



Dra. HAMDANAH. HM, M. Ag
NIP. 150246249

Tembusan:

1. Yth. Ketua STAIN Palangka Raya Up. Pembantu Ketua I
2. Yth. Drs. Abdul Qodir, M.Pd sebagai Pembimbing I
3. Yth. Dra. Halimah. M.Pd sebagai Pembimbing II



DEPARTEMEN AGAMA
SEKOLAH TINGGI AGAMA ISLAM NEGERI
(STAIN) PALANGKA RAYA

Alamat: Jl. G. Obos Komplek Islamic Centre Telp. (0536) 39447, 26356, 21438 Fax 22105 Palangkaraya 73112

Palangka Raya, 22 Mei 2008

Nomor : STi.15.8/TL.001/710/2008.
Lampiran : --
Perihal : Pemberian Izin Observasi / Penelitian

Kepada

Yth. Sdr. Mashuri
NIM. 0201120062
Jurusan Tarbiyah / TBI
di -
Palangka Raya.

Berdasarkan Surat Saudara tertanggal 21 April 2008 perihal Izin Riset / Penelitian dalam rangka mengakhiri studi pada Sekolah Tinggi Agama Islam Negeri (STAIN) Palangka Raya, maka Ketua STAIN Palangka Raya memberikan Izin Riset / Penelitian kepada Saudara:

Nama : Mashuri
N I M : 0201120062
Jurusan/Prodi : Tarbiyah / TBI
Jenjang : Strata 1 (S.1)
Lokasi Penelitian : STAIN Palangka Raya .
Judul Skripsi : " A STUDY ON THE STUDENTS QUESTIONS
USED BY THE SECOND SEMESTER STUDENT
OF THE STUDY PROGRAM OF ENGLISH
EDUCATION IN ACADEMIC YEAR 2007/2008
"
Metode : Questionare, Wawancara dan Dokumentasi
Waktu Pelaksana: 2 (dua) bulan, terhitung sejak tanggal 24 Mei
s/d 24 Juli 2008.

Demikian Surat Izin Riset / Penelitian ini diberikan untuk dapat dipergunakan sebagaimana mestinya.



An. Ketua
Bantuan Ketua I,

SARDIMI, M.Ag
MIP. 150 265 103

Tembusan :

1. Yth. Ketua STAIN Palangka Raya (Sebagai Laporan)
2. A r s i p.



DEPARTEMEN AGAMA RI
SEKOLAH TINGGI AGAMA ISLAM NEGERI
(STAIN) PALANGKA RAYA

Alamat Jl. G. Obos Komplek Islamic Centre Telp. (0536) 39447, 26356, 21438 Fax 22105 Palangka Raya

SURAT KETERANGAN
Nomor : Sti.15.8/TL.00/1619/2008

Yang bertanda tangan di bawah ini Ketua Sekolah Tinggi Agama Islam Negeri (STAIN) Palangka Raya dengan ini menerangkan bahwa :

Nama : Mashuri
NIM : 0201120062
Jurusan : Tarbiyah.
Program Studi : Tadris Bahasa Inggris (TBI)
Judul Skripsi : "ERROR ANALYSIS IN APPLYING WH QUESTIONS USED BY THE STUDY PROGRAM OF ENGLISH EDUCATION OF STAIN PALANGKA RAYA."
Mulai Tanggal : 24 Mei s/d 24 Juli 2008.

Telah melaksanakan Observasi/Penelitian untuk mengakhiri studi dalam pembuatan Skripsi di Sekolah Tinggi Agama Islam Negeri (STAIN) Palangka Raya.

Demikian Surat Keterangan ini diberikan untuk dipergunakan sebagaimana mestinya.

Palangka Raya, 15 Desember 2008

An. Ketua
Pembantu Ketua I,



ABUBAKAR HM, M.Ag
NIP. 150 213 517

SEKOLAH TINGGI AGAMA ISLAM NEGERI (STAIN) PALANGKA RAYA

COURSE OUTLINE (SAP)

Course : Speaking III
 Code of Course : TBI 510.1
 Amount of Credit : 2
 Grade of Study : S-1
 Semester : III
 Study Program : TBI

Standard of Competence: The students are able to get active, responsive, confident, and flowing in expressing ideas in particular situation and occasion at English intermediate level of competence.

Session	Basic Competence	Main Material	Indicator	Learning Strategy	Method	Media	References
1	Student has been able to define and explain particular object.	Some vocabularies and phrases of English closely associated to certain habit and custom done by the students, such as, Independent day, New Year, Lebaran, Idul Adha, Mother Day, etc.	Student is able to detail particular habit or custom already familiar with in active, responsive, confident way	Discussion, Game Activity, Presentation	Direct Method	Whiteboard OHP Flashcards	Mary Ann, Miller. 1997, English 900 one two. Mac Milan, New York
2	Student is able to communicate clearly using telephone language.	Telephone language and its expressing phrases often used on phone conversation.	Student is able to communicate briefly and clearly in some conversational situations of telephoning.	Play-acting Game Activity	Direct Method	Whiteboard OHP Flashcards Phone Toy	Peter Watcyn Jones, 1984, Pair Work One A-B, Penguin English, Great Britain
3	Student is able to	Some expressions and	Student is able to	Presentation			Hadfield, Jill. 1986. Harp's

	define and explain something	phrases used when defining and explaining something	deliver presentation in attractive way confidently and clearly.	Game activity Discussion	Direct Method	Whiteboard OHP Flashcards	Communication Games, Thomas Nelson and Co, Australia.
4	Student is able to give reason	Justifying and giving reasons	In discussion, student is able to justify and provide acceptable reasons supported by factual evidences and clues for particular situations.	Discussion. Game Activity. Presentation	Direct Method	VCD Player Whiteboard OHP Flashcards	Mel Silberman, 1996. Active Learning, Temple University, Bosron
5	Student is able to convey opinion towards other speaker.	Expressing opinion and argument.	In discussion, student is able to express opinion and argument by using proper English way.	Discussion. Game Activity. Presentation	Direct Method	VCD player Whiteboard OHP Flashcards	Ary Ann Christenson and Sharon Bausano, 1982, Look Who's Talking, The Alemany Press, San Fransisco.
6	Student is able to agree or disagree with other's opinion.	Expressing agreement and disagreement	Student is able to express agreement or disagreement on particular topic by using proper English way.	Discussion. Game Activity. Presentation	Direct Method	Whiteboard OHP Flashcards	Binham Phillip, 1974. How To Say It, Jogja, Kanisius
7	Student is able to request something to someone.	Making request, agreeing and refusing	Student is able to make request and know how to agree and refuse a request by using proper English language.	Discussion. Game Activity. Presentation	Direct Method	Whiteboard OHP Flashcards	L.G, Alexander, 1975, Practice and Progress, Jogja, Kanisius.

8	Student is able to make offer	Making offers	Student is able to make offer to someone in appropriate way of communication.	Discussion. Game Activity.	Direct Method	Whiteboard OHP Flashcards	and teaching related websites in the internet Other appropriate sources of references.
9	Student is able to describe an object especially faces of human.	Describing faces	Student is able to describe faces by using appropriate vocabularies and English expressions	Game Activity.	Direct Method		
10	Student is able to take permission	Permission	Student is able to make permission for certain situation	Discussion. Game Activity	Direct Method		
11	Student is able to understand lyric of a song	Singing	Student is expected to have a self-confidence by singing or read a song in front of audiences.	Game Activity.		VCD Player CD Rom	

Palangka Raya, July 4th, 2007

Known By

Chief of Tarbiyah Program

Lecturer of the Course

Dra. HAMDANAH HM, M.Ag
NIP. 150 246 249

LUQMAN BAEHAQL, S.S

SPEAKING III

Code : TBI 510.1
Credit Point : SKS
Prerequisite : TBI 509.2

I. Objectives:

This course is designed to enable the students to get active, responsive, confident, and flowing in expressing ideas in English at intermediate level of competence.

II. Materials:

1. Describing habits and customs
2. On the phone
3. Defining and explaining something
4. Justifying and giving reasons
5. Expressing opinion and argument
6. Expressing agreement and disagreement
7. Making request, agreeing and refusing
8. Making offers
9. Describing faces
10. Singing
11. Permission

III. References:

- o Mary Ann, Miller. 1997, English 900 one two, Mac Milan, New York
- o Peter Watcyn Jones, 1984, Pair Work One A-B, Penguin English, Great Britain
- o Hadfield, Jill. 1986. Harp's Communication Games, Thomas Nelson and Co, Australia.
- o Mel Silberman, 1996. Active Learning, Temple University, Bosron
- o Ary Ann Christenson and Sharon Bausano, 1982, Look Who's Talking, The Alemany Press, San Fransisco.
- o Binham Phillip, 1974. How To Say It. Jogja, Kanisius
- o L.G, Alexander, 1975, Practice and Progress, Jogja, Kanisius.
- o English learning and teaching related websites in the internet
- o Other appropriate sources of references.