



ABSTRACT

DOMINIKUS HERU SUTRISNO. A Study on the Possible Difficulties in Learning the Changing Forms of 'BE' Used in Simple Sentences Among the First Grade Students of Senior High-school. (The Sarjana Pendidikan Thesis). Department of English Language Education, Faculty of Language and Arts Education, Sanata Dharma Institute of Teacher Training and Education, Yogyakarta, 1990.

Every language is unique since it has its own rule systems. And English has its own rule systems. One of its rule systems is the rule in using the eight forms of BE, finite and non-finite, in simple sentences. There are five finite forms and three non-finite forms of BE in English. The correct choice of each forms of BE in simple sentences, however, may bring about some difficulties for the students of English since each form of BE has its own rule when used in simple sentences, in terms of subject-verb concord, tenses, and forms of sentences: active and passive.

The first objective of this thesis is to find out whether the first grade students of senior highschool still found difficulties in choosing the correct forms of BE used



the basis of Error Analysis.

The research findings showed that, the percentage of the students achieving 75% or more of the correct answers in each class respectively was less than 85%. And based on the criteria of learning mastery of group achievement determined by Departement Pendidikan dan Kebudayaan, it could be said that the students still found difficulties in learning the finite and non-finite forms of BE used in simple senteces in relation to the subject-verb concord, tenses, and forms of sentences. The errors the students made reflected their difficulties.

The writer identified three major error classifications, namely errors in subject-verb concord in number, errors in subject-verb concord in person, and errors in tenses. However, the writer found out that most students still made errors in tenses, which dealt with the agreement between the finite and non-finite forms of BE and the types of tenses.

As to the possible sources of errors, the writer identifies two sources of errors, namely the rule systems of the target language and the current teaching.