

ABSTRACT

This abstract will give us clear, brief, and condensed information about the topic, objective, methodology, findings, conclusion, and also suggestion of this thesis.

First of all, the topic of this thesis is the English interrogative sentences and the students' problems in learning them.

The aim of this thesis is to find out the answer whether students graduating from various high schools in Indonesia still find difficulties in learning English interrogative sentences. Then, if so, the kinds of difficulties the students possibly face and their possible sources of errors will be identified.

Furthermore, the methodology that the writer uses to achieve the above goal is by conducting a sample survey. He assigned five kinds of tests to the second semester students of the Department of English Language Education Faculty of Language and Arts Education Sanata Dharma Institute of Teacher Training and Education in early February 1989. The tests were given to them with regard to the fact that they come from various high schools in Indonesia. Besides, all of the students must have been familiar with English interrogative sentences since, at least, they had been learning English for about six years in high schools. In addition, they also learned English interrogative sentences during their previous semester, i.e. in the first semester.

Whereas the findings of this thesis are summarized below: In the group achievement, the students of group a, b, c, cannot achieve 80 % correct items in both translation and transformation tests. Only group a can achieve 80 % correct items in the completion test. Whereas in the multiple choice test, only group c can attain 80 % correct items. It is only group a that cannot reach 80 % correct items in word order test. In the individual achievement, in addition, it is clearly shown that only a small number of students can attain 80 % correct. Through his research, the writer finds 2259 wrong answers consisting of 2406 errors. It is

because one erroneous or wrong answer may have more than one error. All students' errors are classified into 15 error classifications. However, the kinds of errors that are high in number are: the omission, misordering, addition, concord of tenses and of the subject and verb wrong meanings and uses of the interrogative words in interrogative word questions. While the students' possible sources of errors are discussed in term of the students' mother tongue, target language to learn, and also the present teaching that is commonly used.

Finally, basing on the findings above, the writer brings this thesis to a conclusion. The conclusion is the writer's answers to the questions proposed in the introduction of this thesis, namely: (1) Students still find difficulties in learning English interrogative sentences both with yes-no question and interrogative word question (2) The students do not know the correct forms of the English interrogative sentences well as specifically shown in the error classifications presented in chapter IV of this thesis. (3) The writer assumes three major causes of students' difficulties, namely mother tongue interference, nature of the target language to learn, and teachers' teaching techniques that are commonly used. The conclusion is then followed by a suggestion that talks about the procedure of teaching English interrogative sentences using a discovery-learning technique. The writer believes this technique will be useful to the teaching of English as a foreign language in Indonesia, especially the teaching of English interrogative sentences.