



**AN ERROR ANALYSIS OF AUXILIARY VERBS FOUND ON
STUDENTS' CONSECUTIVE INTERPRETATION**
(A Study of the Seventh Semester Students of English Teaching Department
of IAIN Batusangkar Registered in 2017/2018 Academic Year)

THESIS

*Submitted to English Teaching Department
Faculty of Tarbiyah and Teacher Training as One of the Requirements
for Obtaining Bachelor Degree in English Teaching*

MAULANI AGUSTIN
Reg. No. 13 104 044

**ENGLISH TEACHING DEPARTMENT
TARBIYAH AND TEACHER TRAINING FACULTY
STATE INSTITUTE FOR ISLAMIC STUDIES (IAIN)
BATUSANGKAR
2018**

THESIS EXAMINERS' APPROVAL

Thesis written by **Maulani Agustin** , 13 104 084, entitled “**An Error Analysis of Auxiliary Verbs Found on Students’ Consecutive Interpretation**” has been examined by board of examiners of English Teaching Department of Tarbiyah and Teacher Training faculty of State Institute for Islamic Studies (IAIN) Batusangkar on Februari, 20th 2018 and approved to be accepted as the requirement for obtaining bachelor Degree in Teaching English.

No	Names	Position	Signature	Date
1	Irwan, M.Pd	Advisor		
2	Rini Anita, M.Pd	Co-Advisor		
3	Zulhermindra, M.Pd	Examiner		
4	Yulnetri, SS., M.Pd	Co-Examiner		

Approved by

Head of Tarbiyah and Teacher Training Faculty
State Institute for Islamic Studies (IAIN) Batusangkar

Dr. Sirajul Munir, M.Pd

Date :

ACKNOWLEDGEMENT

In The Name of Allah, Most Gracious Most Merciful

Alhamdulillahirobbil'alamin. Firstly, the researcher praises and sends her great gratitude to the Almighty God, Allah SWT Who always gives His gracious mercy and tremendous blessing in finishing her thesis entitled **“AN ERROR ANALYSIS OF AUXILIARY VERBS FOUND ON STUDENTS’ CONSECUTIVE INTERPRETATION” (A Study of the Seventh Semester Students of English Department of IAIN Batusangkar Registered in 2017/2018 Academic Year)**. Then, she would like also to send *shalawat* and *salam* to the great prophet Muhammad SAW who is the best messenger for people all over the world.

This thesis was written as one of the requirements to obtain Bachelor degree (S.1) of the English Teaching Department of IAIN Batusangkar. This thesis appears in its current form due to the supports and guidances of several people, whom the writer to express her appreciation.

Secondly, the researcher would like to express her sincere and special thanks to her advisors, Irwan, M.Pd. and Rini Anita, M.Pd. respectively, who have guided and helped her in writing and finishing this thesis. Their ideas and guiding suggestions have been precious for the development of this thesis content. Thirdly, she would like to express her gratitude to Zulhermindra, M.Pd as her proposal reviewer who has given the valuable input and advice for the improvement of her thesis. Thirdly, she also expresses her deepest gratitude to Arjus Putra, M. Pd., as the lecturer of *Interpretation* subject who had permitted her to conduct her research in *Interpretation* class. Next, she also expresses thanks to all of the students of the seventh semester students of English Department IAIN Batusangkar in 2017/2018 Academic Year who welcomed her in taking the videos of their performance in Interpretation Class.

Next, she also expresses her great gratitude to Rahmawati, M. Pd. as her academic advisor for guiding her study at IAIN Batusangkar. Her deep gratitude also goes to the head of English Department of IAIN Batusangkar, Yulnetri, S.S, M.Pd., who has given her advice and suggestion in writing this thesis. Next, she also gives thanks to the staff of English Department, Anggi Rahmadika, S.Pd.I, who helped her administratively during writing this thesis. Then, she also thanks to the Dean of Tarbiyah Faculty, Dr. Sirajul Munir, M.Pd., who has helped her during academic years. Then, she also gives thanks to the head of LP2M of IAIN Batusangkar, Yusrizal Effendi, S. Ag, M.Ag., who has given recommendation letter for her research. Next, her deepest gratitude also goes to the rector of IAIN Batusangkar, Dr. Kasmuri, M.A., who has given chance for her study at IAIN Batusangkar until she got Bachelor degree.

Furthermore, her greatest gratitude is addressed to her beloved father, “*Achirman*” and mother “*Nuryasni*” who have given uncountable guidances and supports in finishing her study. Next, she thanks for her brothers *Alfi Syahrin* and *M. Faisal Adriansyah* and sisters *Eltuti Safari*, *Afriyani Yuda*, and *Desna Akhmaliana Adilla* who have given spirit and support in conducting and finishing her study. Moreover, she would like to express her thankfulness to her classmates, TBI B’13 who have given supports in every process of her study.

Finally, her gratitude goes to anyone who has helped, guided, and encouraged her in completing this thesis. She thanks them very much for their valuable input, supports and spirits. The researcher realizes that this thesis would not be accomplished as it is without the assistances of those people.

Batusangkar, March 5th 2018

The researcher,

MAULANI AGUSTIN

Reg No. 13 104 044

ABSTRAK

MAULANI AGUSTIN, NIM. 13 104 044, judul skripsi: **AN ERROR ANALYSIS OF AUXILIARY VERBS FOUND ON STUDENTS' CONSECUTIVE INTERPRETATION “(A Study of the Seventh Semester Students of English Department of IAIN Batusangkar Registered in 2017/2018 Academic Year.”** Jurusan Tadris Bahasa Inggris, Fakultas Tarbiyah dan Ilmu Keguruan, Institut Agama Islam Negeri (IAIN) Batusangkar.

Permasalahan dalam penelitian ini adalah adanya berbagai macam *grammatical errors* dalam penggunaan *auxiliary verbs* pada mahasiswa semester ke tujuh Jurusan Tadris Bahasa Inggris Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri (IAIN) Batusangkar tahun akademik 2017/2018 di dalam penampilan kelas pada mata kuliah *Interpretation*. Penelitian ini bertujuan untuk mendeskripsikan tipe-tipe *grammatical errors* pada penggunaan *auxiliary verbs* yang ditemukan di dalam penampilan *Interpretation* tersebut.

Jenis penelitian ini adalah kualitatif dengan desain *Content Analysis*. Sumber data dalam penelitian ini yaitu dokumen berupa tuturan (utterances) dalam video dan audio *Interpretation* mahasiswa semester ke tujuh Jurusan Tadris Bahasa Inggris pada latihan harian mereka di mata kuliah tersebut sebanyak 20 video dan 13 audio. Dalam menganalisis data, peneliti menggunakan beberapa langkah, yaitu pertama, mengidentifikasi dengan cara menggarisbawahi setiap *grammatical errors of auxiliary verbs* yang ditemukan di dalam *Interpretation* mahasiswa, kemudian memberikan kode di bawah garis tersebut sesuai dengan tipe-tipe kesalahannya. Kedua, deskripsi dengan cara mengklasifikasikan *grammatical errors of auxiliary verbs* ke dalam tabel. Ketiga, menerangkan *grammatical errors of auxiliary verbs* yang ditemukan pada transkripsi rekaman *Interpretation* mereka.

Hasil penelitian menunjukkan bahwa terdapat lima tipe *grammatical errors* dalam penggunaan *auxiliary verbs* yang ditemukan dalam *Interpretation* mahasiswa semester ke tujuh Jurusan Tadris Bahasa Inggris Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri (IAIN) Batusangkar tahun akademik 2017/2018. Yaitu *misordering of primary auxiliary verbs* terdapat 1 kesalahan, *misformation of primary auxiliary verbs* terdapat 7 kesalahan, *omission of primary auxiliary verbs* terdapat 12 kesalahan, *addition of primary auxiliary verbs* terdapat 5 kesalahan, dan *addition of modal auxiliary verbs* terdapat 2 kesalahan.

TABLE OF CONTENTS

COVER PAGE	
ACKNOWLEDGEMENT	i
ABSTRACT	iii
TABLE OF CONTENTS	iv
LIST OF TABLES	vi
LIST OF APPENDICES	vii
CHAPTER I : INTRODUCTION	1
A. Background of the Problem.....	1
B. Research Focus and Question.....	6
C. Definition of Key Terms	7
D. Purpose of the Research.....	7
E. Significance of the Research.....	7
CHAPTER II : REVIEW OF RELATED LITERATURE	9
A. Review of Related Theories	9
1. Interpretation.....	9
a. Definition of Interpretation	9
b. Importance of Interpretation.....	10
c. Basic Interpretation Skills.....	11
d. Types of Interpretation.....	16
e. Problems in Interpretation.....	22
2. Consecutive Interpretation.....	23
a. Definition of Consecutive Interpretation	23
b. Characteristic of Consecutive Interpretation.....	24
3. Grammar	25
a. Definition of Grammar.....	25
b. Parts of Speech.....	27
4. Verbs	42
a. Function	43
b. Kinds	43

5. Auxiliary Verbs.....	47
a. Definition of Auxiliary Verbs	47
b. Kinds of Auxiliary Verbs	48
6. Error Analysis	50
a. The Differences Between Error and Mistake	51
b. The Source of Error.....	51
c. The Types of Error	52
d. The Procedures of Error Analysis	55
B. Review of Relevant Studies	56
CHAPTER III : RESEARCH METHODOLOGY	58
A. Research Design.....	58
B. Data and Source of Data.....	58
1. Data.....	58
2. Source of Data	59
C. Technique of Data Collection.....	59
1. Research Instrument	59
2. Research Procedure.....	59
D. Technique of Data Analysis	61
E. Checking Data Trustworthiness	63
CHAPTER IV : RESEARCH FINDING AND DISCUSSION	64
A. Research Finding.....	64
B. Discussion.....	71
CHAPTER V : CONCLUSION AND SUGGESTION	72
A. Conclusion.....	72
B. Suggestion	72
REFERENCES	74
APPENDICES	77

LIST OF TABLES

Table 1 : Types of Interpretation Based on Experts	19
Table 2 : Parts of Speech.....	27
Table 3 : Singular and Plural Pronouns	32
Table 4 : Main Verbs and Helping Verbs	45
Table 5 : Forms of Main Verbs	47
Table 6 : Primary Auxiliary Verbs	48
Table 7 : Kinds of Auxiliary Verbs	50
Table 8 : Error Coding.....	62
Table 9 : Sample of Misordering of Primary Auxiliary Verb.....	65
Table 10 : Sample of Misformation of Primary Auxiliary Verbs	66
Table 11 : Sample of Omission of Primary Auxiliary Verbs.....	67
Table 12 : Sample of Addition of Primary Auxiliary Verbs	69
Table 13 : Sample of Addition of Modal Auxiliary Verbs.....	70

LIST OF APPENDICES

Appendix 1 : Interpretation Course Syllabus.....	77
Appendix 2 : Video and Audio Transcripts of Students' Interpretation.....	81
Appendix 3 : Grammatical Errors of Auxiliary Verbs.....	.110
Appendix 4 : Letter of Recommendation.....	116

CHAPTER I INTRODUCTION

A. Background of the Problem

Interpretation is important skill to communicate in international level. The skill is useful to speak to the people overseas such as; in conference, seminar, meeting, and etc that need to do interaction in two or more language, especially for English as International language. As stated by Anh (2012:5-6), without interpreting, there will be no good understanding between people of at least two languages and global communication will drop in thousands of troublesome issues.

Interpretation is also important to be learned by college students. According to Weber (1984:3), interpretation is the oral transposition of an orally delivered message at a conference or a meeting from a source language into a target language, performed in the presence of the participants. In Interpretation course, hopefully students will be able to interpret various kinds of spoken texts from Indonesia to English and vice versa that satisfy the standard requirements in each unit of the course. Anh (2012:5) states that the goal of interpretation is that a message makes the same impact on the target audience that a speaker intends for an audience of her/his same language. So, interpretation prepares students to be facilitator of communication process in one language to another language in order to make understanding from the source language to the audience understanding.

It is not an easy preparation to be a good interpreter, especially as students who have been trained. Interpretation becomes one of the complex discourses. An interpreter needs to do some activities, such as listening, translating, and then communicating almost in sometime. The speech should be given at the same time as the speech is given. Weber (1984:3) states that the important distinction is that the product of the translator is meant to be read, whereas that of the interpreter is meant to be listened to.

It needs a highly level aptitude than translating. Interpreter needs to have a good memory to memorize word by word that he/she listen. Moreover, the words are translated orally in front of audiences. Weber (1984:28) states that, it is a little easier to analyze a message that is presented visually than one that is presented orally. Campos et al (2010:649) states in order to interpret a text the interpreter must be able to receive and understand the incoming message before express it into the target language.

Weber (1984:49) states that unlike translators, interpreters may be required to work consecutively but never simultaneously into their first foreign language. Also, as interpretation is an oral skill, one expects a conference interpreter to be fluent in several foreign languages. The test into the foreign language should be graded on the basis of clarity, completeness, and grammatical correctness. The accent may be foreign, but it should be understandable to a native speaker without special effort.

In conclusion, it is not an easy thing to be a good interpreter. The skill is useful for facing world level communication. As English Teaching Department students especially, who will be facilitator in the event which includes two or more countries in. The students need to be trained well. It is related to the Vision of English Teaching Department *“Menjadi program studi yang unggul dan professional dalam menghasilkan Sarjana Pendidikan Bahasa Inggris yang professional dan memiliki wawasan keislaman yang baik.”*

English Teaching Department of IAIN Batusangkar offers some Elective Subjects for the seventh semester students namely Interpretation, Translation for Specific Purposes, English for Specific Purposes, and English for Radio Broadcasting. Interpretation subject weighs 2 SKS. This subject is expected give ability to the students how to transfer ideas orally from Bahasa Indonesia into English and viceversa. This course gives chance to be a good interpreter. Interpreter is learned by college students also because its function in the world. As international language, English becomes bridge to connect communication gap between people from different country. So, hopefully

English Teaching Department Students become solution when communication gap happen.

The students learned several activities in Interpretation Class. They learn about basic concept of interpretation until practice it. They learn about meaning of interpretation, basic qualifications, until the curriculum of interpretation at the beginning. Then, they learn about note-taking skill that needed by students in interpreting. Last, they practice interpretation, start from utterance to simple conversation, until speech. The students were divided into groups. Then, each group had chance to present their result of discussion related to Interpretation subject. Then, each group had chance to present their discussion related to the topic in front of the class. After the students discussed the material, the lecturer gave additional explanation about the material and sometime practice it a little bit.

In the next phase of the class, the students were asked to interpret oral message after the speaker finished delivering his/her speech. This is called consecutive interpretation. They interpret the speech from Indonesian into English and vice versa. Sometimes, the speech was given by lecturer or from the audio/video recorded owned by the lecturer and sometimes the text made/searched by students. After the students listened to the message, the lecturer asked them to interpret it. The interpretation activity can be both written and spoken. When spoken, they were asked to deliver it in front of the class. But, when written you need to produce your message in written form.

Interpretation that is learned by students is divided into three types; Sight Translation, Consecutive Interpretation, and Simultaneous Interpretation. Sight translation is a process of translating a written form to spoken, we need to read first, then interpret it orally. In this type, the students have more time to think about the structure of the target language. Then, Consecutive Interpretation is a process of interpreting after the speech is given. Last, Simultaneous Interpretation is process of interpreting at the same time as speech is given. The process done by the lecturer are by interpreting the message in the slide, it is called by sight translation. Then, the students are

asked to interpret spoken message spontaneously after the message delivered, it is called by consecutive interpretation. However, Simultaneous Interpretation can't be achieved, because the limitation of tools or media to practice it. That is why the researcher chooses consecutive interpretation to be analyzed. According to Kurz in Al-Zahran (2007:67) International Association of Conference Interpreters (AIIC) have differed in their ratings of other criteria such as native accent, pleasant voice, correct usage of grammar, fluency of delivery and completeness of interpretation.

Grammar is an important component in Interpretation. Grammar is needed to avoid misunderstanding of the listener. Correct grammar makes the speech understandable. But, if the speaker delivers some errors in interpreting, it makes audience confuse. According to Wibowo (2011:12) if the language not grammatical, it is never been spoken because people not only be able to get ear of meaning but also get miscommunication about meaning. While, grammar is a state that a science that teaches learner how to read, speak, and write English well and properly, Suryadi Junaida in Wibowo (2011:3). Weber (1984:6) states that conference interpreters have to have the same level of intelligence as the person they are called upon to interpret. All people possessing a high degree of intelligence and language fluency can become conference interpreters. In conclusion, an interpreter should deliver the message properly and grammatically correct to the audience.

Henry and Roseberry define grammatical error as one in which there is violation of a productive rule of language (quoted in Ting et al, 2010). It means that grammatical error is structure of word that is not appropriate or unstructured. Besides, grammatical errors can be happen such as; omission, addition, misinformation, and misordering. As stated by Dulay, Burt, and Krashen in Ting (2010:56) the four principal ways in which learners modify target form are omission, addition, misinformation, and misordering.

After observing students' interpretation performances in Interpretation subject, researcher found many errors, such as errors in using gerund, noun, auxiliary verb, preposition, and other errors. Dealing with the result of

observation, the researcher focused on auxiliary verb, The researcher will analyze grammatical error of auxiliary verbs found in students' interpretation.

Auxiliary verbs is word occur before a main verb and qualify the meaning of the main verb (Biber et al, 2005:103). According to Alagbe (2009:56) Auxiliary verbs help to make up the verbal group in sentences, that is, they support the main verbs which could either be transitive or intransitive. This is meant to communicate meaning fully in sentences where they are used. Auxiliary verbs precede the main or lexical verb in a phrase: will arrive; has arrived; is arriving; may be arriving, etc (Biber et al (2005:27))

For example, when an interpreter should say "The building was main office", but it is said "The building is main office". On this case, the meaning is different. The listener will not know error translate happen, so they will be misunderstanding.

Based on the preliminary research done by researcher on November 4th, 2017, the students learn about interpreting short sentences from Indonesia into English. In producing or interpreting the target language. The researcher saw some problems occur in students' interpretation, such as students' anxiety, fluency, incomplete sentence, wrong word choices, and grammatical error. The students find problems caused error especially in grammar. The students have learned the theory about grammar I-V. But, any errors are still found in their interpretation activities, of course from Indonesian into English. In sight translation the students still have time to think about grammatical correctness, while in consecutive interpretation they do not have time to think about the structure of words, because they need to memorize word by word that they listen.

These are example of grammatical errors in consecutive interpretation:

- | | | |
|--------|---|--|
| [1.]SL | : | Manager baru kita sudah diruangannya sejak jam 7 pagi ini. |
| CI | : | Our manager already in his room since 7 o'clock this morning |
| [2.]SL | : | Kayaknya anak-anak tidak mengerti tentang apa yang sedang mereka pelajari. |
| CI | : | The students cannot understand about are they learn. |

- [3.]SL : Kayaknya anak-anak tidak mengerti tentang apa yang sedang mereka pelajari.
 CI : It's look like children don't know about what are they learning.

The examples above show some cases in students' interpretation, the example 1 shows that there are incomplete information when interpret the source language and omission of auxiliary verb that is omitted. "*Manager baru kita*" in English should be "*Our new manager*". Then, the omission of auxiliary verbs be (am, is, are), the sentence should be "*Our manager is already in his room since 7 o'clock this morning*". The example 2 shows that there are incomplete information and misformation of auxiliary verbs (are). The word "*kayaknya*" in English should be "*It seems like/It looks like*". So, it should be added in the target language. Then, it should be there is no auxiliary verb there. So, the correct form is "The students can't understand what they learn about". Next, example 3, there is additional auxiliary verb "is" mentioned by students. So, it should be there is no addition of auxiliary verb "is". So, the correct form is "It looks like children don't know about what are they learning." Last, beside there are some problems in production of the target language, the problems in presenting the interpretation is also happened. The students do not state the interpretation fluently. And also, the anxiety is also happened in students' process of interpreting.

Based on the phenomenon above, the researcher is interested in doing a research about "An Analysis Grammatical Error of Auxiliary Verbs found in Students' Consecutive Interpretation from Bahasa Indonesia into English" a study of the seventh semester students of English Teaching Department of IAIN Batusangkar registered in 2016/2017 academic year.

B. Research Focus and Question

Based on the background of the problem above, the researcher found some grammatical error, incomplete information of the target language, students' anxiety, and also fluency problem. So, the researcher focused this research on

analysis of grammatical errors of auxiliary verbs found in students' consecutive interpretation from Bahasa Indonesia into English.

Based on the identification of the problem above, the researcher intended to limit her research problem on error analysis of auxiliary verbs found in students' consecutive interpretation of the seventh semester students of English Teaching Department of IAIN Batusangkar registered in 2017/2018 academic year.

Furthermore, based on the limitation of the problem above, the researcher formulated the problem as follows: "what is grammatical error of auxiliary verbs found in students' consecutive interpretation of English Teaching Department of IAIN Batusangkar 2017/2018 academic year?"

C. Definition of Key Terms

In order to make clear about the terms used in this research proposal, the terms are defined as follows:

1. Grammatical errors means noticeable deviation structure of grammar in students' oral interpretation found by seventh semester students' consecutive interpretation of English Teaching Department IAIN Batusangkar.
2. Consecutive interpretation means a process of delivering message uttered by lecturer/students after the speaker finished delivering the speech from Bahasa Indonesia into English starts from the short utterance until speech that had been found by seventh semester students consecutive interpretation of English Teaching Department IAIN Batusangkar.
3. Error analysis means process of determining uncorrect grammar in students' transcription of consecutive interpretation performance found by seventh semester students' consecutive interpretation of English Teaching Department IAIN Batusangkar.
4. Auxiliary Verbs means words used to "help" the main verb to qualify meaning of the main verb in students' interpretation from Bahasa

Indonesia into English found by seventh semester students consecutive interpretation of English Teaching Department IAIN Batusangkar.

D. Purpose of The Research

The purpose of this research is to find out grammatical error of auxiliary verbs in students' consecutive interpretation found by the seventh semester students of English Teaching Department of IAIN Batusangkar registered in 2017/2018 academic year.

E. Significance of the Research

Theoretically, this research is expected to give more explanation about common grammatical error of auxiliary verbs in interpretation.

Practically, the result of this research hopefully gives contribution for knowledge development in Interpretation field.

1. The students

The finding of this research is expected to give contribution to the students who will take Interpretation Course to pay more attention to the grammar on speaking.

2. The lecturer

For the lecturer of Interpretation Course, it is expected to give more information about grammar/structure that can be applied in doing consecutive interpretation.

3. The researcher

For the researcher herself, she can get more knowledge about grammar in interpretation that can be applied in doing consecutive interpretation. In addition, the research became very important requirement in obtaining Undergraduate Degree in IAIN Batusangkar.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Review of Related Theories

1. Interpretation

a. Definition of interpretation

Pochhacker in Anh (2012:4) stated that interpretation is oral, a special form of translation. According to Hanh (2006:10) interpreting, just like translation, is fundamentally the art of re-expressing. The interpreter listens to a speaker in one language, gets the content of what is being said, and then immediately verbally re-express his or her understanding of the meaning in another language.

Mahmoodzadeh gives more details obtaining Interpreting. It consists of presenting in the target language, the exact meaning of what uttered in the source language either simultaneously or consecutively, preserving the tone of speakers (quoted in Duong (2006:7)). Then, the task of interpreting is rendering information and ideas from one language into another language by means of speaking.

Martin and Gerces in Anh (2012:5) interpreting is described as an active process of communicating, by oral, not by text with the interpreter making informed choices based on knowledge and understanding of language. Roderick Jones in Hanh (2006: 9-10) interpretation is immediate oral translation.

Moreover, Campos et al (2010:649) states that interpretation is the practice of oral and sign-language communication, simultaneously, and consecutively, between two different languages. It means that interpretation is an activity of transferring meaning from one language into another language that consider the message which deliver by someone in source language. Also, Roderick Jones in Anh (2012:4) interpretation is immediate oral translation.

Then, for short, interpretation is a process of reveal meanings from one language to the target language which aims to give new understanding to the listener and to satisfy their need to understand what is being said. The interpreter must be able to receive the incoming message and store it in the memory with the notes then to be processed before deliver it in the target language.

b. The Importance of Interpretation

Effendi in Syahputra (2017: 14) asserts that the translating-interpreting agent is now emerging to be a key position in high level of communication and be more momentous in intermediating various types of business activities both among parties or individuals, especially in many developing countries beginning to go international, like Indonesia.

As stated by California Department of Education (2006: 10), Interpreting is an intense activity that requires not only knowledge and skills in both languages that are being interpreted and their respective cultures, but also the ability to provide spontaneous responses to information being exchanged verbally at an unpredictable rate of speed and register. The interpreter serves as a conduit and plays a critical role in the accurate and complete conveyance of information.

Additionally, Syahputra (2017: 16) states Interpreters are very important to avoid communication barrier. The interpreter is an essential link between the communicating parties, since the interpreter helps both parties to express themselves to the full extent of their mother tongue.

For short, interpretation nowadays is emerging to be a key position in high level communication to avoid communication barrier. Interpretation also plays an important role to convey accurate and complete information.

c. Basic Interpretation Skills

According to Jing Ma (2013:1233-1237) there are four basic interpretation skills; listening skills, decoding skills, recording skills, re-expression skills.

1) Listening Skills

a) Anticipation

Anticipation is an important means that helps the interpreter to relieve the on-line memory load so that the processing capacity can be preserved for other efforts. From the aspect of language knowledge, anticipation can be generated from three levels, namely, the grammatical, syntactic and contextual levels.

The most important point is that all the anticipations are based on the topic-specific knowledge because all the meaning of the language comes from the combination of grammatical meaning and context meaning.

b) Improve psychological preparation

Effective listening is very important for comprehending the discourse. However, it is quite possible that the interpreters will get nervous when they are listening to the speaker's speech. As a matter of fact, getting nervous is inevitable for anyone who is going to interpret. While listening to the speaker, they should have a clear understanding of their identity and try to compose themselves as soon as possible before doing the interpreting job. The interpreters should set up confidence and enhance spirit to overcome difficulties.

c) Use redundancy in listening training

Interpreting work requires concentrated or discriminative listening, also known as active listening, which means avoiding all distractions and learning to be alert. The redundancy present in speech is a great advantage for the interpreters. In other words, they should learn to distinguish useful information from redundant

information, and only concentrate their attention on the essential information.

d) Use the expert or booth mate's help

In consecutive interpreting, when an interpreter runs into comprehension problems, he may run to experts on site for help. In simultaneous interpreting, there are theoretically at least two interpreters in the booth at all times. One is active, while the other is passive. The passive colleague, who can devote full attention to listening, has a better chance of understanding difficult speech segment than the active interpreter, who has to share his attention into listening comprehension, short-term memory and reconstruction. Moreover, the passive interpreter has enough time to consult a glossary of other documents, and then give the information to the active interpreter, in writing or by murmuring.

e) Consult document during interpreting

An interpreter can also look for solution in documents, especially when there is no help from experts present or from the passive colleague available.

2) Decoding Skills

a) Cultivate familiarity with English pronunciations and dialects

Familiarity with different accents and dialects which is one of the symbols of senior interpreters can give some clues for interpreters during the course of interpretation so that they can fulfill interpreting tasks better. Therefore, interpreters have to get themselves familiar with the diversity of English pronunciation and dialect.

b) Master a well-knit vocabulary system

Vocabulary includes not only ordinary words that can be found in dictionary, but also newly adopted words, abbreviations, slang and jargons. Nowadays, abbreviations are popular and common in the oral styles like oral communication and conference interpretations.

- c) Smooth shift of sentence structures between source language and target language

Theoretically, interpreters tend to have good command of languages and they know most syntax rules and sentence structures, but practically, “language specificity” often disturbs their thinking.

- d) Form logical analysis

Logical analysis can help facilitate comprehension, so it is necessary and important to train interpreter a logical analyzer. There are several ways to form logical analysis in interpretation. The first one is cognitive analyzing, in which interpreters relate the speaker’s speech to their own knowing and understanding. The second one is analyzing according to position, in which interpreters make analysis based on their positions.

- e) Gradual Accumulation of Encyclopedic Knowledge

Interpreting is a communication process that demands the interpreter have not only linguistic knowledge-phonology, lexis, syntax, semantics and texts which enables him to receive aural messages, but also extra-linguistic or Encyclopedic Knowledge to help pave the way to efficient oral communication. To some extent, the interpreter could be regarded as a cultural bridge between people who are unfamiliar with each other’s language and culture.

3) Recording Skills

In this procedure, the interpreter’s memory plays a crucial role, and is a decisive factor in whether this procedure is successful or not or at least in how much the interpreter can get from the source’s speech.

- a) Visualizing memorization

Visualizing memorization is to visualize what the speaker is saying, for example, to form a picture or certain scene to accentuate memory. The result of experiments showed that the capacity of memory of viewed pictures and image is much larger than that of words and speech. If interpreters can store the information of source

speech as a single or a series of situational models rather than just words and sentences, they can memorize relatively more information with fewer symbols.

b) Outlining memorization

Interpreters can make full use of the structure and main ideas of source language speech to outline the contents. In the outline or framework, what the interpreter memorized are the key points and the relationship among them. Later, the interpreter can use this outline or framework to activate relevant information in long term memory included. This skill is so useful that all the information can be completely generalized suitable for speeches to make arguments or introduction.

c) Reasoning memorization

Psychological and psycholinguistic experiments show that information is stored in form of abstract network. Reasoning memorization requires interpreters to make good use of the relationship among different information to combine bigger information units. This way of memorization is suitable for those boring speeches without good consistence.

d) Chunking

One way is to chunk the words into grammatical constituents such as nouns and verb phrases, thereby reducing the storage burden to perhaps two or three constituents. Chunking in interpreting is a process during which interpreters actively analyze, summarize and reorganize the messages of the speech. The external representation of chunking is to extract the key words from various layers of sense.

e) Note-taking skills

Taking notes can help the interpreter remember the details and long sentences of a speech. However, in practicing note taking, many people will meet a dilemma, that is, sometimes taking notes will take away their focus, too. The only way to break through the

bottleneck in note-taking training is to keep on practicing and learn to strike a balance. Good notes are always simple and easy, thus taking away the least focus possible.

4) Re-expression Skills

a) Timely adjustment

Timely adjustment means interpreters should adjust the organization of language from time to time. Usually by making addition we can complement the meaning or tense or other minute information contained in the SL.

b) Adding information

Due to the difference in culture and habits, sometimes, interpreters need add some words or change the sentence structure to express the speaker's meaning.

c) Reconstructing the segmental information in context

When the interpreter fails to hear or understand certain segmental information in the discourse, he can try to reconstruct it with the help of the context. His knowledge of language, his understanding of the subject and the situation he is in may also help him to reconstruct. If it is successful, the reconstruction can result in full recovery of the information.

d) Reformulation

Due to the limitation of one's processing capacity, it is quite possible that the interpreter may miss some information when the information density is too high for him to cope with. On such occasions, the interpreter may reformulate the main idea in a general way.

e) Paraphrasing and explaining

For the so-called checkmates, it's impossible to find out an equal in Target Language in a short time, and the equal is not enough to make the audience understand the meaning of the source speech, in this case, paraphrasing and explaining are necessary.

According to AIIC International Association of Conference Interpreters (2007:23), criteria of interpreter such as; native accent, pleasant voice, correct usage of grammar, fluency of delivery and completeness of interpretation.

c. Types of interpretation

According to Duong (2006: 8) In fact, there are two main modes of interpreting:

- 1) Consecutive interpreting – A mode in which the interpreters begins their interpretation of a complete message after the speaker has stopped producing the source utterance. Even some interpreters take notes but many simply rely on their memory, especially for the short utterances.
- 2) Simultaneous interpreting – A mode in which interpreter renders their interpretation while still receiving the source utterance. This mode involves two people speaking at the same time. The interpreters does not wait until a complete idea has been expressed before interpreting it, but continue to interpret, lagging one thought behind the speaker and finish a few seconds after the speaker.

According to Hanh (2006:11) in fact, In fact, consecutive and simultaneous are the two sub-types of interpreting, based on the interpreting mode used by the interpreter: simultaneous, which occurs nearly at the same time as the original utterance of a speech; consecutive, which follows a chunk of speech varying in length from very few sentences to an entire speech lasting several minutes.

Jones in Hanh (2006:11) states that a consecutive interpreter *“listens to the totality of a speaker’s comments, or at least a significant passage, and then reconstitutes the speech with the help of notes taken while listening; the interpreter is thus speaking consecutively to the original speaker, hence the name”*.

And he explained the second mode as follows: *“Here the interpreter listens to the beginning of the speaker’s comments then begins interpreting while the speech continues, carrying on throughout the speech, to finish almost at the same time as the original. The interpreter is thus speaking simultaneously to the original, hence again the name”*.

Russel (2005:136) research simultaneous interpretation is defined as the process of interpreting into the target language at the same time as the source language is being delivered. Consecutive interpretation is defined as the process of interpreting after the speaker or signer has completed one or more ideas in the source language and pauses while the interpreter transmits that information.

Campos (2010: 649) is the practice of oral and sign-language communication, simultaneously and consecutively, between two different languages. In consecutive interpretation, while the speaker delivers his speech, the interpreter takes notes and structures his interpretation by abbreviating it opportunely. While, simultaneous interpretation takes place during and even the same time period as the original speech, the interpretation renders their interpretation while still receiving the source utterance.

Weber (1984:27-28) states that there are three types of interpretation. They are sight translation, consecutive interpretation, and simultaneous interpretation.

First, sight translation is the process through which every translator must go before putting anything on paper. Trough sight translation, students learn how to conduct themselves in front of an audience. Second, consecutive interpretation, in consecutive interpretation students learn how to analyze a message of all superfluous linguistic form, and then to express it in their target language in the same way as a native speaker of that language would have presented the message spontaneously. Third, simultaneous

interpretation, the students have learn in consecutive interpretation how to go about the basic steps of the whole interpretation process and will find it easier to cope with extraordinary stress of the simultaneous process, where they must depend totally on the speed at which the speech is given.

Last, Seleskovitch in Campos (2009:651-652) points out about consecutive and simultaneous interpretation. In consecutive interpretation, the interpreter has the advantage of knowing line of the argument before he interprets. While, simultaneous mode the interpreter continues to receive and process new information while rendering, and monitoring the target for equivalence.

d. Problems in interpretation

Unlike translators, interpreters may be required to work consecutively but never simultaneously into their first foreign language. Also, as interpretation is an oral skill, one expects a conference interpreter to be fluent in several foreign languages. The test into the foreign language should be graded on the basis of clarity, completeness, and grammatical correctness. The accent may be foreign, but it should be understandable to a native speaker without special effort (Weber:1984:49).

Interpreters have to convey the oral message under time pressure without the opportunity of revising or polishing their interpretation Anh (2012:7). He also states that many interpreters regard consecutive as the most difficult mode of interpreting because it is so hard to retain all of these aspects of the source language message, particularly when a speech is very lengthy or is not entirely coherent. A consecutive interpreter has to perform a number of tasks at the same time like:

- 1) Listening: He has to listen to the speaker and also analyze what he is saying.
- 2) Short-term memory: This is one of the most difficult parts of the entire process. He has to remember the information from the speaker until it can be altered in the target language.
- 3) Production: He has to come up with a target language to reproduce the speech of the speaker.

Campos et al (2010:649) states according to the bibliographical investigation there are various language and oral communication problems in interpreting, for instance one of these is listening many people overlook listening as a component of memory. Often, errors in consecutive interpretation occur because the interpreter was not using good listening skills. For example, if one become bogged down in details and fail to grasp the overall meaning of a passage, that one will not be able to recall it correctly. Memory is such an important language and oral communication problem in interpreting specially in consecutive. Note-taking, is another

problem for interpreters either taking very few notes, writing down only names and numbers, or taking copious notes. The more coherent the original message, the more you can retain. A good domain of the language or vice versa determines the performance in interpretation. Fidelity is the only quality component which cannot be assessed with any degree of precision without referring constantly to the source-language speech. Also, if the interpreter is unfamiliar with the subject matter, he has more trouble remembering the message. Finally, interpretation quality implies the fidelity of the target-language speech and the quality of the interpreter's linguistic output. According to Healthcare Interpretation Network, (2007:23) Fidelity means the interpreter renders all utterances and written communication faithfully using the same grammatical person as the speaker or writer.

According to Al-Zahran (2007:71) In an experiment involving 45 subjects (30 beginner and advanced students and 15 professionals) on hesitations and pauses in Consecutive Interpretation, Mead in Al-Zahran (2002) has found through the subjects' retrospective evaluation of why they have paused during two Consecutive Interpretation renditions into English and Italian that the reasons for their pauses and hesitations have fallen in one of five categories:

- a) difficulties of formulation (lexis, grammar);
- b) difficulty with notes (e.g. indecipherable symbol);
- c) logical doubts (e.g. 'Does this comment make sense?');
- d) no apparent reason perceived by the subject;
- e) others (e.g. thinking about previous difficulties or reading ahead in notes)

So, some problems in interpreting such as, they need to work under time pressure, listening to the message, short term memory, the production of language, note-taking skill, and also fidelity (grammatical, vocabulary, etc.).

2. Consecutive Interpretation

a. Definition of Consecutive Interpretation

Pochhacker in Syahputra (2017: 17) stated that consecutive interpreting is one of the modes of interpreting that is identified based on the pace of time of the rendering. In consecutive interpreting the utterances of the speaker may be uttered in certain pace of time when the speaker makes a pause then the interpreter starts to interpret the message of the source language to the target language, as quoted by Syahputra et al (2017:17).

According to Russel (2005:136) consecutive interpretation is defined as the process of interpreting after the speaker or signer has completed one or more ideas in the source language and pauses while the interpreter transmits that information.

In conclusion, consecutive interpretation is a type of interpretation which the interpreter interprets the message after the speaker has finished delivering the message.

b. Characteristic of Consecutive Interpretation

According to California Department of Education (2006:9) This mode is characterized by rendering spoken messages back and forth after each person has spoken. It is defined as interpretation of an utterance after it has been completed; one person speaks at a time. The consecutive mode works well for dialogues or for question and answer sessions.

Syahputra et al (2017:17) states that the interpretation of the complete message is delivered after the speaker has stopped producing the source utterances. When the interpretation is rendered and the interpreter is the only person in the communication environment who is producing the message. Consecutive interpretation is rendered as 'short CI' and 'long CI'. In short CI, the interpreter relies on memory; each message segment being brief enough to memorize. In long CI, the interpreter takes notes of the message to aid rendering long passages. These informal divisions are

established with the client before the interpretation is effected, depending upon the subject, its complexity, and the purpose of the interpretation.

According to Weber in Al-Zahran (2007:99) argues that there are five stages involved in the Consecutive Conference Interpretation process: the hearing, listening, analysis, memorization and/or note-taking and interpreting phases.

- 1) The first phase is the most automatic one as it cannot be consciously interrupted, but it is not enough to make the interpreter understand the meaning of the original speech.
- 2) The listening phase, however, is fully conscious and requires the consecutive conference interpreter's constant and utmost concentration not on the form or words of the original, but its meaning and should thus eliminate from the next phase any unnecessary elements to the full Target Language rendition.
- 3) The analysis stage overlaps with the listening phase. In this stage, the interpreter understands the original speech in its details and consciously chooses what to relay to the Target Language audience and in what way.
- 4) The memorizing and/or note-taking stage involves the interpreter's conscious choice of parts of the original to be memorized and others to be taken down. This conscious decision varies from one interpreter to the other and relies on such variables as the subject matter, stress, language combination, training, personal preference or experience.
- 5) The last phase is the interpreter's actual Target Language rendition of the Source Language message. This phase becomes more automatic and requires a lesser amount of effort if the interpreter has invested more effort in the preceding stages.

3. Grammar

a. Definition of grammar

In communicating we need an appropriate structure of words to become an understandable sentence. It is not only about what to say but also how to say it. It is influenced by a number of factors. Those factors can be caused by someone's mastery of vocabulary items, correctness of pronunciation, and understanding of grammar. Brown (1978:362) states grammar is the system of rules governing the conventional arrangement and relationship of words in a sentence. Furthermore, he explains that grammatical competence occupies a prominent position as a major component of communicative competence. Without the structure that organizational constraints impose on someone's communicative attempts, his/her language would simply be chaotic.

As Diane Larsen-Freeman in Brown pointed-out; "Grammar is one of three dimensions of language that are interconnected. Grammar gives us the form or the structures of language, but those forms are literally meaningless without a second dimension, that of semantics (meaning), and a third dimension, pragmatics. In other words, grammar tells us how to construct a sentence (word order, verb, and noun systems, modifiers, phrases, clauses, etc.) and discourse rules tells us how to string those sentences together. Semantics tells us something about which of several meanings to assign given the context of an utterance or written text. Context takes into account such things as:

- 1) Who the speaker/ writer is,
- 2) Who the audience is,
- 3) Where the communication takes place,
- 4) What communication takes place before and after a sentence in question,
- 5) Implied vs. literal meanings,
- 6) Styles and registers,
- 7) The alternative forms among which a producer can chooses."

Grammar is as state that a science that teaches learner how to read, speak, and write English well and properly (Suryadi in Wibowo, 2011: 3). A.S. Hornaby in Wibowo (2011:7) grammar is the study or science of rules for the combination of words in to sentences (syntax) and the forms and words (morphology).

According to Biber et al. (2005:2) most grammars have focused on structure, describing the form, and (sometimes) meaning of grammatical instructions out of context. Penny Ur in Emmaryana (2010:17) said that: “Grammar is sometimes defined as the way words are put together to make correct sentences”.

In conclusion, grammar is appropriate roles of combining the words become understandable sentence.

b. Grammatical Points/Parts of Speech

According to Suswati and Yuliana (2009: 1-2) parts of speech are the basic types of words that English has. Most grammar books say that there are eight parts of speech: nouns, verbs, adjectives, adverbs, pronouns, conjunctions, prepositions, and interjections.

Table 2

Parts of Speech

Parts of Speech	Function	Example words	Example sentences
Verb	Action or state	(to) be, have, do, like, work, sing, can, must	English Club.com is a web site, I like EnglishClub.com
Noun	Thing or person	Pen, dog, work, music, town, London, teacher, John	This is my dog, He lives in my house, We live in London
Adjective	Describes a noun	a/an, the, 69, some, good, big,	My dog is big, I like big dogs

		red, well, interesting	
Adverb	Describes a verb, adjective, or adverb	Quickly, silently, well, badly, very, really	My dogs eats quickly, When he is very hungry, he eats really quickly.
Pronoun	Replaces a noun	I, you, he, she, some	Tara is Indian She is beautiful
Preposition	Links a noun to another word	To, at, after, on, but	We went to school on Monday
Conjunction	Joins clauses or sentences or words	And, but, when	I like dogs and I like cats I like cats and dogs I like dogs but I don't like cats
Interjection	Short exclamation, sometimes inserted into a sentence	Oh..! Ouch..! Hi! Well!	Ouch! That's hurts! Hi! How are you? Well, I don't know.

According to Alfiyani (2013:38) there are several English grammatical aspects, they are:

1) Primary categories (Word classes)

All words belong to categories called word classes (or parts of speech) according to the part they play in a sentence. The main word classes in English are:

a) Nouns

Noun is the most important word classes. It is the name of person, place, thing or idea. It is headword of noun phrase,

in other words, a noun phrase must contain one main noun on which all the other words in the phrase are centered. The classifications of noun are:

(1) Common noun

A common noun is a noun that refers to people or things in general. Common nouns are subdivided into count nouns (chair) and non-count nouns (butter).

e.g., *boy, country, city, birth, day, happiness*

2) Proper noun

A proper noun is a name that identifies a particular person, place, or thing. In written English, proper nouns begin with capital letters. Nouns that refer uniquely to individually salient items lack many of the properties of prototypical nouns in their normal usage.

e.g., *Steven, Brooklyn, Bridge, Toronto, Monday.*

3) Concrete noun

A concrete noun is a noun that refers to people and to things that exist physically and can be seen, touched, smelled, heard, or tasted. There are count and non-count concrete nouns (apple, milk).

e.g., *dog, building, coffee, tree, rain, beach, tune, Brooklyn Bridge.*

4) Abstract noun

An abstract noun is a noun that refers to ideas, qualities, and conditions. It is a thing that cannot be seen or touched and things that have no physical reality.

e.g., *truth, danger, happiness, time, friendship*

5) Collective nouns

Collective nouns refer to groups of people or things.

e.g., *audience, family, government, team, jury*

6) Compound nouns

Compound noun is a noun existing of more than a single word. It could be separate words or two words joined by a hyphen or a combined word.

e.g., *social studies, sister-in-law, headmaster*

b) Verbs

A group of words cannot be described as a sentence or a clause unless at least one of the words is a verb. It has morphological properties;

- (1) They appear in either a 'past tense' or 'non-past tense'
- (2) The non-past tense form takes a suffix-s when the subject is third person singular.

Other forms of verbs do exist (e.g., participle and infinitives) but these can be considered to be deverbalizations.

There are several types of verb in English:

(1) Action verbs

An action verb tells what action (often a physical action) a subject is performing, has performed, or will perform.

e.g., *My father **delivers** packages to department stores each day.*

(2) Linking verbs

A linking verb connects (or links) a subject to a noun or an adjective in the predicate. The most common linking verbs are the forms of the verb "to be" (*is, are, was, were, been, being, am*) and *appear, become, feel, grow, look, remain, seem, smell, sound, stay, taste, and turn.*

e.g., *He **appeared** tired.* (The linking verb, appeared, links the subject, He, with the predicate adjective, tired)

(3) Helping verbs

A helping verb assists the main verb in a sentence. There can be more than one helping verb in each sentence. In a questioning (interrogative) sentence, the helping verb is usually separated from the main verb. The common helping verbs are *am, is, are, was, were, be, been, being, has, had, have, do, does, did, may, might, must, can, could, shall, should, will, and would*.
e.g., **Has** the joke **been** heard around the office?

c) Adjectives

An adjective modifies (qualifies or limits the meaning of) a noun or a pronoun. It gives the reader or speaker extra information about a noun or delimits it in some way.

e.g., *Carrie read an **interesting** story*

(1) Proper adjectives

It is formed from a proper noun.

e.g., *Italian bread, Herculean Strength, Canadian sunset*

(2) Compound adjectives

It is a word composed of two or more words. Sometimes these words are hyphenated.

e.g., *landmark decision, black-and-blue mark*

d) Adverbs

An adverb is a word that modifies (qualifies or limits) a verb, an adjective, or another adverb. The traditional approach to adverbs has been to assign mainly those words which are made from adjectives by the addition of the ending *-ly* (*quickly, hopelessly*), plus certain other words which are difficult to classify, like *not, just* and *soon*. Their main function is to qualify the action of the verb in the

clause in some way, but they can also be used to add more information to an adjective or other adverb.

e.g., *Rex is **very** happy.*

(*Very* modifies the adjective *happy* and answers the question, *To what extent*)

e) Pronouns

A pronoun is a word used in place of one or more nouns. It is used to refer a noun (called its antecedent) that usually comes before the pronoun or make writing clearer, smoother, and less awkward. There are several types of pronoun:

(1) Personal pronoun

It refers to people and things. They are divided into three categories called *first person* (referring to the person who is speaking; *I* went to the mall), *second person* (referring to the person spoken to; Joy, can you see the bus?), and *third person* (referring to anyone or anything else; Bob saw *us* do this assignment).

Table 3

Singular and Plural Pronouns

	Singular	Plural
First person	I, my, mine, me	We, our, ours, us
Second person	You, your, yours	You, your, yours
Third person	He, his, him, she, her, hers, it, its	They, their, theirs, them

(2) Reflexive pronoun

It is formed by adding –self or –selves to certain personal pronouns. Example of reflexive pronoun are *myself, himself, herself, itself, ourselves, themselves, yourselves.*

e.g., *I found it **myself***

(3) Interrogative pronoun

It is used to ask a question. These pronouns are *who*, *which*, *whom*, and *whose*.

e.g., **Who** is the person with her?

(4) Demonstrative pronoun

It is used to point out a specific person or thing. These pronouns include *this*, *that*, *these*, and *those*.

e.g., *Theresa*, is **this yours**?

(5) Indefinite pronoun

It is often does not refer to a specific or definite person or thing. It is usually does not have a definite or specific antecedent as a personal pronoun does. These pronouns include *all*, *another*, *any*, *everybody*, *much*, *neither*, *sveral*, etc.

e.g., *Everybody* will select **another** to help with everything.

f) Prepositions

Preposition is used in which two parts of a sentence are related to each other. It is always followed by a phrase containing a noun and need more than just themselves to answer the same questions. Preposition is classified into two categories:

(1) Common preposition

It is a word that shows the relationship between a noun or a pronoun and another word in the sentence.

e.g., *The man swam **under** the bridge.* (*Under* connects the idea of *swam* and *bridge*).

(2) Compound preposition

It is composed of two or more words.

e.g., *He **fell down** the stairs.* (*Down* is a preposition because it takes more than a single word to tell where he fell).

g) Conjunctions

Conjunction serves to connect two or more clauses, phrases or words together to make longer constructions. There are two types of conjunction:

(1) Coordinating conjunction

This type is always used to connect elements that share the same grammatical status, that is, main clause to main clause, verb to verb, noun to noun, adjective to adjective and so on. These seven words are *for, and, nor, but, or, yet, and so*.

e.g., *The coffee was strong, **but** sweet.*

(2) Subordinating conjunction

This type is often joins two or more unequal clauses to one another. Typically a main clause will be connected to a subordinate clause.

e.g., ***When** I arrived home, they had already eaten.*

h) Determiners

Determiner consists of a small group of structure words without characteristic form:

(1) Article: *a, an, the*

(2) Demonstrative adjectives: *this, these, that, those*

(3) Possessive adjective

(a) From pronouns: *my, yours, one's*

(b) From nouns: *amir's, the girl's*

(4) Numerical adjective

(a) Cardinal: *four, twenty five, one hundred*

(b) Numerical: *fourth, twenty fifth, one hundredth*

(5) Adjectives of indefinite quantity: *some, view, all, more*

(6) Relative and interrogative adjectives: *whose, what, which*

i) Interjections

It is a word that expresses strong feeling or emotion which is often followed by an exclamation (!) when the emotion is strong or a comma (,) when the emotion is mild. It usually comes at the beginning of the sentence.

e.g., ***Ouch!*** *I smashed my finger with the hammer.*

2) Secondary categories

(1) Number

Galasso in Alfiyani (2002: 69) states that ‘number is an additional functional feature which denotes the contrast between “grammatical” singular and plural forms’. The idea of countability is probably universal in the sense that it is readily accessible to all human beings and is expressed in the lexical structure of all languages. However, not all languages have a grammatical category of number, and those that do not necessarily view countability in the same sense.

e.g., *The car, The books, tooth>teeth, child>children, fish>fish*

(2) Gender

Gender is a grammatical distinction according to which a noun or pronoun is classified as either masculine or feminine in the source of languages. It consists of three sub-classes of nouns involved, which are called *masculine, feminine, neutral*. Nouns may be divided into three main gender sub-classes according to whether they require *himself, herself or itself*.

(3) Case

Galasso (2002: 61-62) states that ‘case has structural meaning that is recognized dependent upon where the pronoun sits in the sentence: viz, if subject, then nominative [Nom], if object then

accusative [acc]'. In English, case is confined to the personal pronoun.

e.g., Formal : *It is I*
 Informal : *It is me*

(4) Person

Person relates to the notion of participant roles. It includes the first person refers to the speaker (I), or to the speaker and one or more others (we), the second person refers to the person (s) addressed (you), and the third person refers to one or more other persons or things (he/she/it,they). Participant role consist of three classifications:

1.] Personal pronouns

It replaces the co-referential noun phrases in neighbouring (usually preceding) clauses.

e.g., *Andi waited for a while but eventually **he** went home.*

2.] Reflexive pronouns

It replaces a co-referential noun phrase, normally within the same finite clause.

e.g., *John has hurt **himself***

3.] Possesive pronouns

It combines genitive functions with pronominal functions. These pronouns belong to two series. The attributives (my, your, etc, which syntactically function as determiners) and the nominals (mine, yours, etc, which are used like the genitive with ellipsis).

e.g., ***he** stood at the door with **his** hat in **his** hand.*

(5) Tense

Tense indicates two main types of information; time relations and aspectual differences whether an action, activity, or state is past, present, or future. There are twelve tenses, namely:

(1) Simple Present Tense

The simple present tense has six functions. the functions are as follow:

a.] Expressing general time

e.g., *The sun **rises** in the east and **sets** in the west.*

b.] Expressing present time

e.g., *She **seems** to be tired today.*

c.] It is used with verbs of saying and telling

e.g., *He **says** that he cannot come tonight.*

d.] Expressing future time

e.g., *The plane **leaves** tomorrow morning.*

e.] Summaries of a story plot or historic present

e.g., *The king **addresses** the soldiers and **asks** them to fight bravely for their country.*

f.] Stage direction

e.g., *Mary **walks** to the window and **waves** goodbye to her guests.*

(2) Present Progressive (Continuous) Tense

This tenses is used for a single temporary event that has a beginning and an end. It suggests that an event began and is continuing, but it does not necessarily include the end of the action.

e.g., *The play **is beginning** now.*

(3) Simple Past Tense

This tenses indicates definite time terminating in the past whether a time word is given or not. This tenses has three functions:

a.] It is used to refer to one event completed in the past.

e.g., *I **saw** him last night.*

b.] It is used to refer to repeated events completed in the past and no longer happening.

e.g., *She **studied** music while she **was** in Paris.*

c.] It is used to refer a duration of an event completed in the past.

e.g., *He **lived** in New York for thirty years and then he **decided** to return to France.*

(4) Past Progressive Tense

It is used to indicate that an activity or state was continuing at that time when another activity occurred.

a.] It expresses duration of an event at one point in the past.

e.g., *At eleven o'clock last night, I **was sleeping**.*

b.] It is also requires for past action in progress which is suddenly interrupted by another past action while the action in progress is uncompleted.

e.g., *I **was crossing** the street when I **saw** an accident.*

c.] It states which were continuing at the same time, for both or all the activities.

d.] e.g., *While I **was sowing** the seeds, Harry **was digging** up potatoes and George **was picking** plums.*

(5) Future Tense Non-Progressive

It is used to express future time or indicates future activities and states are formed by using the words will and shall.

e.g., *Tomorrow **will be** Sunday.*

(6) Future Progressive Tense

It is used to indicate a future activity or state that will begin before and continue after a point or period of future time.

e.g., *His children **will be waiting** at the airport to meet him.*

(7) Present Perfect Tense Non-Progressive

It expresses indefinite time that begin in the past and extends to the present. This tense is used to represent a duration of a single act that ends with the moment of speaking or shortly before it.

e.g., *He **has worked** in the same company for ten years.*

(8) Present Perfect Progressive Tense

This tense is used to indicate an activity or state that extends over a period of time that begin in the past and includes the present, and may extend into the future. In other word, it is said that the action (activity) denoted by the verb is more likely to be continuing into the present.

e.g., *They've **been studying** English for three years.*

(9) Past Perfect Tense Non-Progressive

It expresses one past time before another past time. This tense is commonly used to indicate time that proceeds a particular point in a past narrative. This tense is often occurs in sentences containing dependent clauses in which the verb in the main clause is in the past perfect tense.

e.g., *The teacher took my paper before I **had finished** the test.*

(10) Past Perfect Progressive Tense

This form emphasizes the duration of one past event taking place before another past event.

e.g., *We **had been waiting** in the doctor's office for an hour before we were told that he was still at the hospital*

(11) Future Perfect Tense Non-Progressive

This tense emphasizes the fact that one future time is completed before another future time. This form of tense is usually accompanied by a time expression such as on, at, when, by, and before.

e.g., *On June 10 She **will have been** a widow for teo years.*

(12) Future Perfect Progressive Tense.

This form of tense does not occur very often. It stresses duration of single event in the future that takes place before another future event.

e.g., *On April 2, 1972, we shall have been living in this house (for) exactly thirty years.*

(6) Mode

There are three mode in English:

a.] Indicative

The indicative mood is the normal one in present-day English.

e.g., *I was going to the pictures.*

b.] Subjunctive

The subjunctive mood is much rarer in present-day English. It expresses a hypothetical action.

e.g., *If I were going to the pictures.*

c.] Imperative

The imperative mood expresses an order.

e.g., *Go to the picture!*

(7) Voice

Voice in English grammar refers to the structure of a sentence. There are two voice in English grammar, active voice and passive voice.

Voice defines the relationship between a verb and its subject. In active clauses, the subject is the agent responsible for performing the action, but in passive clauses, the subject is the affected entity.

a.] Active voice

In active voice sentence, the agent (the one who does the action in the sentence) is stated explicitly as the grammatical subject. The thing that the agent does something to (the direct object) comes after the verb.

e.g., *Julio cooked fried rice*

b.) Passive voice

In a passive voice sentence, the thing that the agent does something to, is placed as the grammatical subject of the sentence. The agent (the one who does the action) is placed after the subject, usually in a preposition phrase.

We use passive voice when we want to place more emphasis on the object/objects or receiver/receivers of an action. We use it when we do not know who is performing the action, or it is not apparent who is performing the action it consists of a form of the verb 'be' and a past participle.

e.g., *The fried rice was cooked by Julio.*

3) Functional categories

Galasso (2002: 20-21) states that functional categories are a class of words (or inflection) which have no substantive meaning, and thus inserted into a sentence not to transmit tangible information, but rather to serve some abstract grammatical purpose-functional words or items (inflection) are usually utilized in some capacity to form a grammatical relationship with a counterpart lexical item. Functional categories have no descriptive content and assists lexical categories in carrying out grammar.

a) Subject

The *subject* of a sentence or clause is the part of the sentence or clause about which something is being said. It is usually the doer of the action and is built around one noun or pronoun or more that, when stripped of all words that modify it. Subject consists of two categories:

(1) Simple subject

e.g., ***The dog** was sick.*

A ***piece** of pepperoni pizza would satisfy his hunger.*

The subject is built around the noun “piece” with the other words of the subject -- "a" and "of pepperoni pizza" -- modifying the noun. "Piece" is the simple subject.

(2) Compound subject

It is a simple subject consisting of more than one noun or pronoun.

e.g., *Team pennants, rock posters and family photographs covered the boy's bedroom walls.*

b) Predicate

The predicate tells something about the subject.

(1) Simple predicate

It is always the verb or verbs that link up with the subject. It may be one or more words.

e.g., *Most birds **can fly** because they have wings.*

(2) Compound predicate

It is a predicate that includes more than one verb pertaining to the same subject.

e.g., *Her uncle and she **walked** slowly through the unit art gallery and **admired** the powerful sculptures exhibited there.*

(3) Object

Objects usually follow the verb. They may be nouns, noun phrases, pronouns or subordinate clauses.

e.g., *Fred bit **his thumb**. The chimpanzees groomed **each other**.*
(direct object).

4. Verbs

According to Suswati (2009:54) verb is king in English. The shortest sentence contains a verb. You can make a one-word sentence with a verb, for example: "Stop!" You cannot make one-word sentence with any other type of word.

Verbs are sometimes described as “action words”. This is partly true. Many verbs give the idea of action, of “doing” something. For example, words

like *run*, *fight*, *do* and *work* all convey action. But some verbs do not give the idea of action; they give the idea of existence, of state, or of being. For example, verbs like *be*, *exist*, *seem*, and *belong* all convey state.

A verb always has a subject. (In the sentence “John speaks English”, *John* is the subject and *speaks* is the verb). In simple terms, therefore, it can be said that verbs are words that tell us what a subject does or is.

So, verbs is important in English grammar, you can make on sentence contains one word of verb. But, without verb you can't make sentence.

A. Function

Verb usually describes:

- 1) Action (Ram plays football.)
- 2) State (Anthony seems kind.)

There is something very special about verbs in English. Most other words (adjectives, adverbs, prepositions, etc) do not change in form (although nouns can have singular and plural forms). But almost all verbs change in form. For example, the verb to work has five forms:

To work, work, works, worked, working

B. Kinds

Verbs are divided into two broad classifications:

1) Helping verb

Helping verbs have no meaning on their own. Helping verbs are also called “auxiliary verbs”. They are necessary for the grammatical structure of a sentence, but they do not tell us very much alone. We usually use helping verbs with main verbs. They “help” the main verb (which has the real meaning).

Imagine that a stranger walks into your room and says:

- a) I can.
- b) People must.
- c) The earth will.

Do you understand anything? Probably not! That's because these verbs are helping verbs and have no meaning on their own. They

are necessary for grammatical structure of the sentence, but they do not tell us very much alone. Therefore the sentences will be meaningful as follow:

- a) I can read.
- b) People must study.
- c) The earth will end.

Helping verbs can be divided into two basic groups:

(1) Primary helping verbs (3 verbs)

These are the verbs be, do, and have. Note that these three verbs can be used as helping verbs or as main verbs. We use them in the following cases:

(a) Be

To make continuous tenses (He is watching TV)

To make passive (Small fish are eaten by big fish)

(b) Have

To make perfect tenses (I have finished my homework)

(c) Do

To make negatives (I do not like you.)

To ask questions (do you want some coffee?)

To show emphasis (I do want you to pass your exam)

To stand for a main verbs in some constructions (he speaks faster than she does)

(2) Modal Helping Verbs

Modal helping verbs are used to “modify” the meaning of the main verb in some way. A modal helping verb expresses necessity or possibility, and changes the main verb in that sense. These are the modal verbs:

Can, could, may, might, will, would, shall, should, must, ought to.

Here are examples using modal helping verbs:

I can't speak Chinese.

John may arrive late.

Would you like a cup of coffee?

You should see a doctor.

I really must go now.

2) Main Verbs

Table 4

Main Verbs and Helping Verbs

	Helping verb	Main verb	
John		Likes	Coffee
You		Lied	To me
They		Are	Happy
The children	Are	Playing	
We	Must	Go	now
I	Do not	Want	Any

Main verbs have meaning on their own (unlike helping verbs). There are thousands of main verbs, and they can be classified in several ways:

a) Transitive and intransitive verbs

A transitive verb takes a direct object: somebody killed the president (the president is the direct object). An intransitive verb does not have a direct object. He died. Many verbs like speak, can be transitive or intransitive. Look at these examples of transitive verbs:

I saw an elephant

We are watching TV

He speaks English

b) Linking verbs

A linking verb does not have much meaning in itself. It links the subject to what is said about the subject. Usually, a linking verb shows equality (=) or a change to a different state or place

(>). Linking verbs are always intransitive (but not all intransitive verbs are linking verbs).

Mary is a teacher. (Mary=teacher)

Tiara is beautiful. (Tara=beautiful)

That sounds interesting. (That=interesting)

c) Dynamic and static verbs

Some verb describes action. They are called “dynamic”, and can be used with continuous tense. Other verbs describe state (non action situation). They are called “static”, and cannot normally be used with continuous tenses (though some of them can be used with continuous tenses with a change in meaning).

The examples of dynamic verbs as follow:

Hit, explode, fight, run, go

The examples of static verbs: be. Like, love, prefer, wish, impress, please, surprise, hear, see, sound

d) Regular and irregular verbs

This is more a question of vocabulary than of grammar. The only real difference between regular and irregular verbs is that they have different ending for their past tense and past participle forms. For regular verbs, the past tense ending and past participle ending is always the same: ed. For irregular verbs, the past tense ending and the past participle ending is variable, so it is necessary to learn them by heart.

3) Form

(a) Forms of main verbs

Main verbs (except the verb “be”) have only 4, 5, or 6 forms.

“be” has 9 forms.

Table 5
Forms of Main Verbs

		V1	V2	V3		
	infinitive	Base	Past simple	Past participle	Present participle	Present simple, 3 rd person singular
regular	(to) work	Work	Worked	Worked	working	Works
Regular	(to) sing	Sing	Sang	Sung	singing	Sings
	(to) make	Make	Made	Made	Making	Makes
	(to) cut	Cut	Cut	Cut	cutting	Cuts
	(to) do	Do	Did	Done	doing	Does
	(to) have	Have	Had	Had	having	Has
	(to) be	Be	Was, were	Been	being	Am, are, is

(b) Forms of helping verbs

- (1) Primary helping verbs, used mainly to change the tense or voice of the main verb, and in making questions and negatives.
- (2) Modal helping verbs, used to change the “mood” of the main verb.

5. Auxiliary Verbs

a. Definition of Auxiliary Verb

According to Biber et al (2005:103), Auxiliary verbs occur before main verb and qualify the meaning of the main verb. English auxiliary verbs, as the name implies, are simply called helping or supporting verbs (Oxford Advanced Learners Dictionary of current English: 1995).

According to Alfiyani (2013:41) a helping verb assists the main verb in a sentence. There can be more than one helping verb in

each sentence. In a questioning (interrogative) sentence, the helping verb is usually separated from the main verb.

b. Kinds of Auxiliary Verbs

According to Alagbe (2009:56), English auxiliary verbs are two kinds: Primary and Modal auxiliary verbs, the English primary auxiliary verbs, which are the focus of this paper, are different from those of the modal auxiliary verbs in that the former is used as lexical verbs in our sentence. The modal auxiliary verbs cannot function as lexical verbs. They only serve as helping verbs.

1) Primary Auxiliary Verbs

Alagbe (2009:58) states Each of grammarians identified ‘Be’, ‘Have’, and ‘Do’ as the English primary auxiliary verbs which function both as auxiliaries and lexical verbs. For example, Ann is learning English and They had two children.

Sledd (1959) refers to the English primary auxiliary verbs ‘Be’, ‘Have’, dan ‘Do’ as three basic non-modal auxiliaries, as quoted in Alagbe (2009:58).

According to Biber et al (2005:27) there are three primary auxiliaries: be, have, and do. They have inflections like lexical verbs, but are normally unstressed. The same verbs be, have, and do can also act as main verbs.

Table 6
Primary Auxiliary Verbs

Base	Present tense	Past tense	Ing-participle	Ed-participle
Be	Is, am, are	Was, were	Being	Been
Have	Has, have	Had	Having	Had
Do	Does, do	Did	Doing	Done

(a) The auxiliary have is used to form the perfect aspect:

I've done that once.

(b) The auxiliary be is used for the progressive aspect or ‘continuous’ aspect: *She was thinking about me.*

(c) The auxiliary be is also used for the passive voice: *It was sent over there.*

(d) The auxiliary do is used in negative statements and in questions; this is known as do insertion: *Did he sell it? This doesn't make sense.*

2) Modal Auxiliary Verbs

According to Biber et al (2005:28) there are nine modal auxiliary verbs. As their name suggests, they are largely concerned with expressing modality, such as possibility, necessity, prediction, and volition. The modals are:

- | | |
|-----------|------------|
| (a) Will | (f) Would |
| (b) Can | (g) Could |
| (c) Shall | (h) Should |
| (d) May | (i) Might |
| (e) Must | |

Suswati and Yuliana (2009:56) states that modal helping verbs or modal auxiliary verbs are used to modify the meaning of the main verb in some way. A modal helping verb expresses necessity or possibility, and changes the main verb in that sense. Here are examples using modal helping verbs:

- (a) I can't speak Chinese.
- (b) John may arrive late.
- (c) Would you like a cup of coffee?
- (d) You should see a doctor.
- (e) I really must go now.

Table 7. Kinds of Auxiliary Verbs

No.	Kind	Definition	Example
1.	Primary Auxiliary Verbs	Three-basic non modal auxiliary verbs. Be : is, am, are, was, were, being, been Have: has, have, had, having Do: do, did, does	a) I have done that one. b) She was thinking about me. c) It was sent over there. d) Did he sell it? e) This doesn't make sense.
2.	Modal Auxiliary Verbs	Used to modify the meaning of the main verb in some way. Expressing modality, possibility, necessity, prediction, and volition. Consist of will, would, can, could, shall, should, may, might, and must.	a) I can't speak Chinese. b) John may arrive late. c) Would you like a cup of coffee? d) You should see a doctor. e) I really must go now.

4. Error Analysis

According to Wibowo (2011:13) the making of errors is a sign that students have not yet mastered the rules of the language being learned. According to Brown (1978:164) an error is a noticeable deviation from the adult grammar of native speaker reflecting the inter language competence of learning. Taylor in Alfiyani (2013:23) states that error analysis is the study and evaluation of uncertainty in measurement. It can be concluded that error has important role in learning language. It identified error made by learner to obtain information and common difficulties faced by someone in learning language.

a. The Differences Between Error and Mistake

According to Brown (1978:165), an error is practicable deviation from the adult grammar of native speaker, native speaker, reflecting the inter language competence of the learner. While, mistake refers to a performance error that is consistent deviation.

b. Source of Error

According to Brown (1978:173). There are two sources of error namely interlingual error and intralingual error.

1) Inter lingual Error

That is an error caused by the interference of the learners' mother tongue, Richard (1984:173). Interferences of the learners' mother tongue are clearly a major source of difficulty in second language learning. For example : /did he come/, /what are you doing/, /he coming from Israel/, /make him to do it/, /I can to speak French/.

2) Intra lingual Error

According to Richards refers to items produce by the learners which reflect not the structure of the mother tongue, but generalizations based on partial exposure to the target language (1984:6) (4) False concepts hypothesized. The last category of intralanguage error, that is sometimes called semantic error, may be derived from faulty comprehension in the target language. Thus intra lingual error are directs results of the attempts learner's attempts to create language base on his hypothesis about the language system which he is learning, and this is caused by the target language itself, so it is said as developmental errors. Richard (1971) found systematic intralingual errors into four categories:

(a) Overgeneralization

It occurs when the learner creates a deviant structure on the basis of other structures in the target language. It generally involves the creation of one deviant structure in place of two target language structures (for example, ‘He can sings’ where English allows ‘He can sing’ and ‘He sings’).

(b) Ignorance of the rule restrictions

It involves the application of rules to contexts where they do not apply. An example is ‘He made me to rest’ through extension of the pattern found with the majority of verbs that take infinitival complements (for example, ‘He asked /wanted/invited me to go’).

(c) Incomplete application of rules

It is typically related to analogy. It involves a failure to fully develop a structure. Thus learners of L2 English have been observed to use declarative word order in questions (for example, ‘you like to sing?’) in place of interrogative word order (for example, ‘do you like to sing?’). This type of intralingual error corresponds to what is often referred to as an error of transitional competence (Richards, 1971).

c. The Types of Error

According to Hie Ting et al (2010:56) based on taxonomy, the four principal ways in which learners modify target form are omission, addition, misformation, and misordering.

(1) Omission error

An omission is a type of error which is “characterized by the absence of an item that must appear in a well-formed utterance”. As we know that morphemes or words can be distinguished into two classes: content words and grammatical words. Content words are those that carry the

bulk of referential meaning of a sentence such as nouns, verbs, adjectives, adverbs, etc. Grammatical or function words are those little words that play a minor role in carrying the meaning of a sentence.

They include noun and verb inflection (-s, ed, ing): the article (a, the, an): verb auxiliaries (is, will, can, may, etc); and preposition (in, on, or, etc). Language learners omit grammatical morphemes much more frequently than content words.

(2) Addition error

Addition errors are characterized by the presence of an item which must not appear in a well-formed utterance (Dulay et al 1982:156). It is usually occurred in the later stages of L2 acquisition or learning, when the learner has already acquired some target language rules. There are three types of addition errors:

a.] Double markings

This error is caused by the failure to delete certain items which are required in some linguistic construction.

e.g *She didn't went/goed back.*

There is double marking that should be “She didn’t go back”.

b.] Regularization

Regularization error is a type of errors “in which a marker that is typically added to a linguistic item is erroneously added to exceptional items of the given class that do not take a marker”.

e.g *sheeps* instead of *sheep*

There is regularization error in which regular plural marker.

c.] Simple addition

Simple addition errors characterize all addition errors. It is the use of an item which should not be appeared in a well-formed utterance.

e.g *the fishes doesn't live in the water.*

There is simple addition that should be “ the fish doesn't live in the water”. c)

3) Misformation errors

Misformation errors are characterized by the use of the wrong form of the morphemes or structure. It is occurred when the learner supplies something although it is incorrect. There are three types of misformation errors:

a.] Regularization errors

Regularization errors that fall under the misformation category are those in which a regular marker is used in place of an irregular one.

e.g *runned* instead of *run*

There is regularization errors that should be “run”.

b.] Archi-forms

Archi-forms errors are the selection of one number of a class of forms to represent others in the class is common characteristic of all stages of second language acquisition.

e.g *I see her yesterday. Her dance with my brother.*

There is archi-forms error that should be “ I see her yesterday. She danced with my brother”. It is caused when the learner represents the entire class of subject.

c.] Alternating forms

Alternating forms error caused by the learners' vocabulary and grammar development. Alternating forms error caused by the learners' vocabulary and grammar development.

e.g *I seen her yesterday.*

The alternating error that should be “ I saw her yesterday”.

4) Misordering errors

Misordering errors are characterized by the incorrect placement of a morpheme or group of morphemes in an utterance. It occurs systematically for both L1 and L2 learners in constructions that have already been acquired.

e.g. *I don't know what is that.*

There is misordering error that should be "I don't know what that is".

d. The Procedures of Error Analysis

Wibowo (2011: 20) states that One of the common difficulties in understanding the linguistic system of both first and second language learners is in fact, that such systems cannot be directly observed. They must be inferred by means of analyzing the production and comprehension of the data. What makes the task even thornier, however, is the instability of learners systems.

1) Identifying errors

The first step in the process of analysis is the identification and description of errors According to Coder's model, any sentence uttered by learners and subsequently transcribed can be analyzed for idiosyncrasies. A major distinction is made at the outset between overt and covert errors.

An utterance is grammatically well formed but not interpretable within the normal context of communication. The model indicates that in both cases if a plausible interpretation can be made from a construction of sentence in the target language. Compare the construction with original idiosyncratic sentence, and then describe the difference.

2) Describing errors

In wider term, errors can be described as errors of addition, omission, substitution and ordering and following standard mathematical categories. For instance in English a /do auxiliary/ might be added (Does can he sing?), a definite article omitted (I went to movie), on

item substituted (I lost my road), or a word order confused (I to the store went). However such categories are clearly much generalized. Within each category, level of language can be considered: phonology or orthography, lexical, grammar, and discourse. Often, of course, it is difficult to distinguish different level of error.

B. Review of Relevant Studies

The researcher found relevant studies about this research. As done by Kessy Pamela (2016) entitled “*Grammatical errors of Auxiliary Verbs found in Students’ Persuasive Speech (A Study of the Fourth Semester Students of English Teaching Department of IAIN Batusangkar Registered in 2015/2016 Academic Year)*”. The results of this research is there are three types of grammatical errors of auxiliary verbs found in students’ persuasive speech of the fourth semester student of English Teaching Department of IAIN Batusangkar registered in 2015/2016 academic year. They are addition of auxiliary verbs, omission of auxiliary verbs, and wrong form of auxiliary verbs. There are also three kinds of auxiliary verbs that have been analyzed by the researcher in this research, they are auxiliary verb “be”, auxiliary verb “do/does/did”, and auxiliary verb “have/has/had”. In this case, the previous research has similarity with the topic that is discussed in recent research, it is about grammatical errors of auxiliary verbs. The difference is the previous research focused on persuasive speech, while researcher in this research focuses on consecutive interpretation.

Then, Campos et al (2010) had conducted a research about “Difficulties encountered by students in interpretation”. They found that there are various language and oral communication problems in interpreting, for instance one of these is listening many people overlook listening as a component of memory. Memory is such an important language and oral communication problem in interpreting specially in consecutive. Note-taking, is another problem for interpreters either taking very few notes, writing down only names and numbers, or taking copious notes. The more coherent the original message, the

more you can retain. Fidelity is the only quality component which cannot be assessed with any degree of precision without referring constantly to the source-language speech. Finally, interpretation quality implies the fidelity of the target-language speech and the quality of the interpreter's linguistic output that contains grammatical difficulties. In this research the researcher looking for difficulties in interpretation, one of them is fidelity that contains grammatical difficulties. The similarity is the research investigates that grammar is difficult, and causes error in students' interpretation, while the recent research investigates the grammatical error in interpretation. The difference is the research is not only focus on grammatical difficulties, but also in note-taking, listening, etc.

Last, HUO Siliang (2005) also had conducted a research about "Grammatical Performance in Simultaneous Interpretation: An Error Analysis". The study aims at finding out whether grammatical performance deteriorates in simultaneous interpretation, compared with consecutive interpretation and free narrative, and it is confirmed by the results to be the case. Simultaneous interpretation is a multi-task linguistic experience, with listening, production and memorization going on at the same time. Interpreters are under extremely high mental load. The quality of performance decreases in terms of information completeness as well as in grammatical accuracy. When interpreters are translating into their second language, it becomes very difficult to avoid grammatical mistakes because not only they are left with less than normal mental resource for production, but also the first language is interfering with the second language. In such cases, the grammatical performance of the interpreter may deteriorate. This research investigates whether grammatical error deteriorates interpretation performances and the result is the quality of performance decrease. This research is similar with recent research. But the focus of this research is the influence of grammatical error, not the grammatical error itself.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

This research used qualitative content analysis design that will analyze grammatical errors of auxiliary verbs found in students' consecutive interpretation. According to Gay and Peter (2012:7) qualitative research is the collection, analysis, and interpretation of comprehensive narrative and visual (i.e., non numerical) data to gain insights into a particular phenomenon of interest. So, it can be used to analyze and interpret the data that researcher interested in.

According to Weber in Stemler (2001:1) content analysis has been defined as a systematic, replicable technique for compressing many words of text into fewer content categories based on explicit rules of coding. For short, content analysis is a technique to make inference from many words/message to become specified characteristics of messages.

Dealing with the theories, this research concerned to find out the grammatical errors of auxiliary verbs in students' consecutive interpretation of the seventh semester students of English Teaching Department of IAIN Batusangkar registered in 2016/2017 academic year.

B. Data and Source of Data

1. Data

According to White and Marsh (2006:27) most important is that the data provide useful evidence for testing hypotheses or answering research question. So, the data of this research were all types of grammatical errors of auxiliary verbs found in students' consecutive interpretation of the seventh semester students of English Teaching Department of IAIN Batusangkar performed in their exercises activities which has been recorded by the researcher herself. There were 5 meetings. It consists 20 videos and 13 audios.

The recording was gotten by asking permission to the lecturer to record students' practice activities in interpretation class. The recording was recorded five times. They were on November 4th, November 9th, November 18th, November 25th, and December 9th 2017. After getting the data, the researcher made the transcripts of the recordings.

2. Source of Data

In this research, the data was gotten by recording students' interpretation in their weekly exercises. This research was document checking because the researcher described the data from the recordings. As Sugiyono (2012: 82) states that document is an event that has happened in the past. Document can be from written, picture, film, recording, biography, etc.

C. Technique of Data Collection

1. Research Instrument

In this research, the instrument was the researcher herself. The researcher got the data by asking permission to Interpretation lecturer to record the students' interpretation performance. All of the data were 20 videos and 13 audios in 5 meetings. The recordings were students' weekly exercises in interpreting from Indonesian into English. Then, the researcher analyzed the documents to find the grammatical errors of auxiliary verbs.

2. Research Procedure

This research was conducted by applying several steps. They were preparation, operation, and post operation of the research.

a. Preparation

- 1) Doing preliminary research.
- 2) Focusing on one problem that researcher interested in.
- 3) Finding theories and references that are related to the research problem.

- 4) Preparing and writing the research proposal.
- 5) Consulting the thesis proposal with advisors.
- 6) Conducting proposal seminar.
- 7) Revising the proposal.

b. Operation

- 1) Asking for research letter to LP2M.
- 2) Recording the students' interpretation.
- 3) Listening to each of interpretation performance.
- 4) Making transcripts of the consecutive interpretation performances into the written form.
- 5) Inviting the second listener to give correction to the transcripts.
- 6) Making the final transcripts after the second listener listens to the transcripts.

c. Post Operation

- 1) Underlining and giving codes to all grammatical errors of auxiliary verbs that are found in students' consecutive interpretation.
- 2) Analyzing the data.
- 3) Discussing the research finding.
- 4) Drawing conclusion.
- 5) Writing the research report.
- 6) Doing thesis examination (munaqasyah).
- 7) Revising the thesis after munaqasyah.

D. Technique of Data Analysis

The researcher used qualitative content analysis. In analyzing the data, the researcher analyzed the recording to find grammatical error of auxiliary verbs which applied by the students in their interpretation. The researcher identified students' recording and give the number for each document.

According to Chelimsky (1989:8-20) steps to be followed in content analysis are summarized:

1. Decide to use content analysis.

The researcher formulates the question first. The question must be clear understanding of project needs and available data. Chelimsky (1989:8) states that content analysis can be used to answer the question “what”. This research is formulated by using the question of “what” as states in the research question that is “what is grammatical error of auxiliary verbs found in students’ consecutive interpretation from Bahasa Indonesia into English?” It means that content analysis is appropriate to be used in this research.

2. Determine what material should be included in content analysis.

Sampling is necessary if the body of material, the “universe,” is too extensive to be analyzed in its entirety. In this step, the researcher who want to make valid conclusions and generalizations about a universe should select from that universe a sample that is representative of it.

Selecting samples for content analysis usually involves sampling documents. Therefore, this research used total sampling to choose the data should be analyzed. So, the researcher used all of the recording to analyze grammatical error of auxiliary verbs in students’ consecutive interpretation.

3. Select units of analysis

In content analysis, there are two unit analyses such as content unit and recording unit. The content unit is a unit set limits of written material that is to be examined. While recording unit is the specific part of the content unit in the written material that is placed in category.

In this research the content unit was students’ consecutive interpretation. Then, the recording units were grammatical error of auxiliary verbs contain in the text. It was analyzed by using overiewing the rule of auxiliary verbs structure.

4. Develop coding categories

Chelimsky (1989:11) points out that categories provide the structure for grouping recording units. It means that the researcher

categories all of students' grammatical error of auxiliary verbs in consecutive interpretation. These categories were Meeting 1(D1), Meeting 2(D2), Meeting 3(D3), and so on. The students and lecturer in the recording was coded by:

- a. Students were coded by "S-1" for student 1, "S-2" for student 2, "S-3" for student 3, and so on.
- b. Lecturer was coded by "L".

5. Code the material

In this step, researcher codes all of the recordings that were taken by students' interpretation performances. The researcher also symbolized the grammatical error of auxiliary verbs found in the recording. It was used to make the researcher and the listener understand the analysis.

Before analyzing the data, the researcher gave number for every data, the researcher gave number for every meeting. D1 was used for first meeting, D2 was used for second meeting, D3 was used for third meeting, and so forth. It was continued by giving number for each videos and audios overall. V1 was used for video number 1, V2 was used for video number 2, A2 was used for audio number 2, and so on. Then, it was also continued by giving number for each conversation in the transcript. C1 was used for conversation number one, C2 was used for conversation number two, C3 was used for conversation number three, and so forth. For example, number of data D1/V2/C17. It means that the researcher found the grammatical errors of auxiliary verbs in students' consecutive interpretation in first meeting, video number 1, and conversation number seventeen. After that, the researcher read the transcript, the researcher underlined, and classified types of grammatical errors of auxiliary verbs found in students' consecutive interpretation transcript.

Table 8
Error Coding

Types of error	Primary auxiliary verbs	Modal auxiliary verbs
Misordering	MoP	MoM
Misformation	MfP	MfM
Omission	OP	OM
Addition	AP	AM

6. Analyze and interpret the results

In the last step of the content analysis, the researcher analyzed grammatical error of auxiliary verbs found in students' interpretation. The first thing that did by the researcher in analyzing the data, listened the recordings several times, and made the transcription of the recording. Last, the researcher classified what is grammatical error of auxiliary verbs found in students' consecutive interpretation and draw the conclusion of this research.

E. Checking Data Trustworthiness

The data in qualitative research was confirmed valid only when there is no difference between the report of the research and the reality that happen. Therefore the researcher needed to check the data trustworthiness. It is the purpose that be reached by the researcher who is used qualitative research. The researcher does the credibility test for trustworthiness of the research finding.

According to Sugiyono (2010:270) credibility can be done through several ways such as extending of observation, improving the diligence, data triangulation, peer discussion, analysis of negative case and member check.

In this research, researcher did the credibility test to check the data trustworthiness by using data triangulation. According to Moleong (2006:299) triangulation is a kind of technique in checking data trustworthiness which use another sources. Wiersma in Sugiyono (2012:125)

states that triangulation assesses the sufficiency of the data according to the convergence of multiple data sources or multiple data collection procedures. Denzin in Moleong (2006:330) identifies four types of triangulation. They are comparing multiple sources of data across participants, times, and sites, comparing the results of the multiple independent investigators, comparing multiple methods of data analysis and comparing the data with the theory.

In this research, the researcher used multiple method of data analysis, by three times repeating the whole recording and comparing with the transcripts until there was no revision anymore. Hence, the researcher repeated the recording and compared it with the transcription.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

A. Research Findings

This chapter presents and discusses about the description of the data of grammatical errors of auxiliary verbs found in students' consecutive interpretation in English Teaching Department of IAIN Batusangkar registered in 2017/2018 academic year.

The types of grammatical error found in students' consecutive interpretation were misordering of primary auxiliary verbs (1 item), misformation of primary auxiliary verb (12 items), omission of primary auxiliary verb (14 items), addition of primary auxiliary verb (3 items), and addition of modal auxiliary verb (2 items). Totally, there were 32 items of auxiliary verbs errors found in students' consecutive interpretation, *see appendix 3*. The examples of grammatical errors of auxiliary verbs found in students' consecutive interpretation of the seventh semester students of English Teaching Department of IAIN Batusangkar registered in 2017/2018 can be seen clearly as follows:

1. Misordering of Primary Auxiliary Verb

After analyzing the data, the researcher found that there was 1 item of misordering of primary auxiliary verbs in students' consecutive interpretation, in this case the seventh semester students of English Teaching Department IAIN Batusangkar 2017/2018 academic year. To see complete information about addition of primary auxiliary verbs, *see appendix 3*. There were three kinds of primary auxiliary verbs. They are auxiliary verb "be", "do/does/did", and "have/has/had". But, the researcher just found one kind of addition of primary auxiliary verb, it was addition of auxiliary verb "do". It can be seen in the following table:

Table 9
Sample of Misordering of Auxiliary Verbs

No	Number of Data	Identification of Error	Type of Error	The Correct Form
1	D4/V16/C2 6	<i>If you accept invitation from some another campus <u>why</u> <u>you don't</u> continue then?</i>	Misordering of Primary Auxiliary Verb	<i>If you accept invitation from another campus, why don't you continue then?</i>

The sentence above is incorrect because the student didn't put auxiliary verb "do" in the correct place, in that case student used auxiliary verb in negative form "don't". In this utterance, auxiliary verb "do" should be put after interrogative "what". According to Biber et al, (2005:138), "do" functions as an auxiliary verb when lexical main verbs are made negative or used in interrogative, for example: So what did you bring for us this time?. Azar (1999:A8) also states that the form of question word order is "(Question word) + helping verb + subject + main verb" So, the auxiliary verb "don't" should be put after the word "why".

2. Misformation of Primary Auxiliary Verb

In this research, the researcher found that there were 12 items of misformation of primary auxiliary verbs in students' consecutive interpretation. To see complete information about misformation of primary auxiliary verbs, see appendix 3. The researcher has analyzed the misformation of auxiliary verb "be", "do/does/did", and "have/has/had". Some of misformation of primary auxiliary verb can be seen in the following table:

Table 10
Sample of Misformation of Auxiliary Verbs

No	Number of Data	Identification of Error	Type of Error	The Correct Form
1	D1/V1/C11	<i>Please you look at the camera, ee turn left, and <u>how do work.</u></i>	Misformation of Primary Auxiliary Verb	<i>Please you look at the camera, turn left, and how does it work.</i>
4	D1/A5/C56	<i>manager is eee going room to the daughter, <u>are you have</u> a message?</i>	Misformation of Primary Auxiliary Verb	<i>Manager is going out of room to the daughter, do you have a message?</i>

The sentence above is incorrect because the student were wrong in using primary auxiliary verb “do”, in that case student should use auxiliary verb “does” and not “do” because the subject is singular which is “camera”. According to Azar (1993:3) the example of question form of present tense is “Does + (he-she-it) + work?”. Therefore, the correct form is:

“Please you look at the camera, turn left, and how does it work?”

Moreover, the researcher found other example of grammatical error of primary auxiliary verb in first meeting, audio number 5, and in the conversation number 56 (D1/A5/C56). The student said:

“Manager is eee going room to the daughter, are you have a message?”

There was misformation of auxiliary verb “are” in that utterance. It should be “do”. According to Biber et al, (2005:140) as an auxiliary verb, do is used in the do-support construction for forming negotiation and questions, for example: didn’t you know? Therefore, it should be “do you have a message?”

3. Omission of Primary Auxiliary Verb

In this research, the researcher found that there were 14 items of omission of primary auxiliary verbs in students' consecutive interpretation. To see complete information about omission of primary auxiliary verbs, *see appendix 3*. Some examples of omission of auxiliary verb can be seen in the following table.

Table 11
Sample of Omission of Primary Auxiliary Verbs

No	Number of Data	Identification of Error	Type of Error	The Correct Form
1	D1/V1/C27	<i>they have tell we have tell them <u>that meeting has delayed until next Friday.</u></i>	Omission of Primary Auxiliary Verb	<i>They have been told that the meeting has been delayed until next Friday.</i>
2	D1/V1/C35	<i>sorry, do you know if ee <u>this company looking for technician</u> in telecommunication?</i>	Omission of Primary Auxiliary Verb	<i>Sorry, do you know that this company is looking for a technician in telecommunication?</i>
3	D4/V18/C5 6	<i><u>I have difficult to eee</u> I have difficult to get the situs of the eee...</i>	Omission of Primary Auxiliary Verb	<i>I have been difficult to get the situs of the eee...</i>

The sentence in first meeting, video number 1, and conversation number 27 (D1/V1/C27) is incorrect because the student omitted primary auxiliary verb "be". In this utterance, student needs to use primary auxiliary verb as a helping verb, the sentence is in present perfect tense form. As stated by Baugh (2005:15) auxiliary verbs signal a change in tense and voice (we were told, we told). The example of passive voice is "The front door had been locked before we left home".

Moreover, the researcher found other example of omission of auxiliary verb “be” in first meeting, video number 1, and conversation number 35 (D1/V1/C35). The student said:

“Sorry, do you know if ee this company looking for technician in telecommunication?”

There was omission of primary auxiliary verb “be” in that utterance. This auxiliary verb “is” should be added because in a sentence, the tense is progressive and according to Biber et al, (2005: 162) the example of present progressive is “I’m looking for an employee of yours.” So, the form of is “to be + Ving”. Therefore, the correct sentence is:

“Sorry, do you know that this company is looking for a technician in telecommunication?”

In the example of fourth meeting, video number eighteen, and conversation number fifty six (D4/V18/C56), the student omitted the use of primary auxiliary “be”. The student should use “is” before the word “about” because that word is present perfect tense and before past participle, there should be an auxiliary. Azar (1993: 161) states that the perfect tense has form *have/has + past participle*. So, Therefore, the correct sentence is:

“I have been difficult to get the focus of the ...”

4. Addition of Primary Auxiliary Verb

In this research, the researcher found that there were 3 items of addition of primary auxiliary verbs. To see complete information about addition of primary, *see appendix 3*. Some examples of addition of auxiliary verbs can be seen in the following table.

Table 12
Sample of Addition of Primary Auxiliary Verb

No	Number of Data	Identification of Error	Type of Error	The Correct Form
1	D3/V11/C4 4	<i>...make a teenager think that <u>they are imitate</u> all of ee thing about Korea. Korean Wave is such a successful from the Korean Government to imitate a person become, to imitate everyone in several country.</i>	Addition of Primary Auxiliary Verb	<i>...make a teenager think that they imitate all of things about Korea. Korean Wave is such a successful from the Korean Government to imitate everyone in several countries.</i>
2	D3/V12/C5 1	<i>So eee by that way <u>they are separate</u> their money eee to buy some albums of their idol eee by that way, the there are many Online Shop of ...</i>	Addition of Primary Auxiliary Verb	<i>So by that way they separate their money to buy some albums of their idol. By that way, there are many Online Shop of ...</i>

The sentence in third meeting, video number 11, and conversation number 44 (D3/V11/C44) is incorrect because the student added primary auxiliary verb “be” before verb. In this utterance, student doesn’t need to use primary auxiliary verb as a helping verb in that sentence, because the sentence is present tense form. As stated by Baugh (2005:15) the example of present tense is “I watch”, so there is no auxiliary verb there. So, the word “they are imitate” should be “they imitate”.

Moreover, the researcher found other example of addition of auxiliary verb “are” in third meeting, video number 12, and conversation number 51 (D3/V12/C51).

There was addition of primary auxiliary verb “are” in that utterance. This auxiliary verb “are” should not be added because the tense is present tense. The form is S + V + C. So, after the word “they” should be directly verb “separate”, without auxiliary verb “are”.

5. Addition of Modal Auxiliary Verb

In this research, the researcher found that there were 2 items of addition of modal auxiliary verbs in students’ consecutive interpretation. To see complete information about addition of modal auxiliary verbs, *see appendix 3*. Some examples of addition of auxiliary verbs can be seen in the following table.

Table 13
Addition of Modal Auxiliary Verb

No	Number of Data	Identification of Error	Type of Error	The Correct Form
1	D2/V3/C35	<i>...and then ee <u>it is can be</u> divide because it is about ee skill.</i>	Addition of Modal AuxiliaryVerb	<i>...and then ee it can be divided because it is about ee skill.</i>
2	D5/V19/C6	<i>...and then ee is ee like children for teacher, because <u>it is can be...</u></i>	Addition of Modal AuxiliaryVerb	<i>...and then it is like children for teacher, because it can be...</i>

The sentences above are incorrect because the students added the word “is” before modal “can”. In this utterance, students don’t need to use “is” as a helping verb, because the sentence is modal auxiliary. According to Suswati and Yuliana (2009:56) the example of modal helping verb is “You should see a doctor”. So, the form of modal auxiliary verb is S + modal + V1. So, the word “it is can...” should be “It can”.

B. Discussion

Based on the research finding above, it can be seen that there were five types of grammatical errors of auxiliary verbs found in students' consecutive interpretation. In this case, consecutive interpretation of the seventh semester students of English Teaching Department IAIN Batusangkar registered in 2017/2018 academic year. There were misordering of primary auxiliary verb (1 item), misformation of primary auxiliary verbs (12 items), omission of primary auxiliary verbs (14 items), addition of primary auxiliary verbs (3 items), and addition of modal auxiliary verbs (2 items).

Based on the data above, it can be concluded that among the types of grammatical errors of auxiliary verbs which are found, students commonly did errors in omission of primary auxiliary verbs, that was 12 items. The students commonly omit auxiliary verbs before the main verb, which needed to use. Most of the case, students omit auxiliary verbs be "am/is/are". According to Biber et al, (2005: 103), auxiliary verbs occur before a main verb and qualify the meaning of the main verb.

Then, the students did errors on misordering of the primary auxiliary verbs. The examples are "*why you don't continue then?*". In this case, students just put the auxiliary verb not in the correct place.

From the research finding, there were five types of error of auxiliary verbs. Ojeka et al, (2014:1) states that the auxiliary verbs are the most intricate and complicated of all the kinds of verbs in English and they are also at the centre of contraction which seems confusing to non grammarians. So, Students should avoid those grammatical errors in their interpretation because grammar is one of the factors that influence the production of interpretation. Besides, grammatical error would make audiences got confusing meaning and misunderstanding if they do not used correct grammar.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the research finding and the discussion, it can be concluded as follows:

1. There are five types of grammatical errors of auxiliary verbs found in students' consecutive interpretation of the seventh semester student of English Teaching Department of IAIN Batusangkar registered in 2017/2018 academic year. They are misordering of primary auxiliary verb, misformation of primary auxiliary verbs, omission of primary auxiliary verbs, addition of primary auxiliary verbs, and addition of modal auxiliary verbs.
2. The frequency of each type of grammatical errors of auxiliary verbs found in students' consecutive interpretation were 1 item on misordering of primary auxiliary verbs, 12 items on misformation of primary auxiliary verbs, 14 items on omission of primary auxiliary verbs, 3 items on addition of primary auxiliary verbs, and also 2 items on addition of modal auxiliary verbs.

B. Suggestion

Based on the finding of this research, the researcher would like to give some suggestions as follows :

1. For the students

The students have to understand the function of each auxiliary verb in order to avoid the errors especially omission of primary auxiliary verbs in the future anymore. And then, the students have to practice more in using auxiliary verbs in their consecutive interpretation.

2. The Lecturers

The researcher gives suggestion to English lecturers of the seventh semester students of English Teaching Department of IAIN Batusangkar to explain more or review about auxiliary verbs, especially to Interpretation lecturer before practicing in the class. The lecturer can give more practices to the students in order to avoid the errors in the future and the student can get better understanding in using auxiliary verbs, especially for the use of primary auxiliary verb, because from the research finding, the researcher found students mostly did errors on omission of primary auxiliary verb.

3. Further Researchers

There are many errors faced by the students in consecutive interpretation, in this case the researcher focused on auxiliary verbs. The researcher hopes this research can inspire the further researcher to conduct a research other kinds of grammatical errors in students' consecutive interpretation, such as passive voice error, and other grammatical components that is found error.

Table 1

Types of Interpretation Based on Experts

No.	Hanh (2006)	Jones (2002)	Duong (2006)	Russel (2005)	Campos (2010)	Seleskovitch (2009)
1.	Consecutive interpretation is a mode which follows a chunk of speech varying in length from very few sentences to an entire speech lasting several minutes.	Consecutive interpretation: listens to the totality of a speaker's comments, or at least a significant passage, and then reconstitutes the speech with the help of notes taken while listening; the interpreter is thus speaking consecutively to the original speaker, hence the name.	Consecutive Interpretation: A mode in which the interpreters begins their interpretation of a complete message after the speaker has stopped producing the source utterance.	Consecutive Interpretation: the process of interpreting after the speaker or signer has completed one or more ideas in the source language and pauses while the interpreter transmits that information.	Consecutive Interpretation: while the speaker delivers his speech, the interpreter takes notes and structures his interpretation by abbreviating it opportunely.	Consecutive Interpretation: the interpreter has the advantage of knowing line of the argument before he interprets.
2.	Simultaneous Interpretation: which occurs nearly at the same time as the original utterance of a speech.	Simultaneous Interpretation: The interpreter listens to the beginning of the speaker's comments then begins interpreting while the speech continues, carrying on throughout the speech, to finish almost at the same time as the original. The interpreter is thus speaking simultaneously to the original, hence again the name.	Simultaneous Interpretation: A mode in which interpreter renders their interpretation while still receiving the source utterance.	Simultaneous Interpretation: the process of interpreting into the target language at the same time as the source language is being delivered.	Simultaneous Interpretation: takes place during and even the same time period as the original speech, the interpretation renders their interpretation while still receiving the source utterance.	Simultaneous Interpretation: the interpreter continues to receive and process new information while rendering, and monitoring the target for equivalence.
3.						

REFERENCES

- Alagbe, Adewole. A. (2009). *The English Primary Auxiliary Verbs: A Linguistic Theoretical Exercises*. Ethiopia: African Research Review Vol. 3.
- Alfiyani, Lulu Meilina. (2013). *An Analysis of Grammatical Errors in Writing Among The Second Semester Students of English Department of Yogyakarta State University in The Academic Year of 2011/2012*. Yogyakarta: Yogyakarta State University.
- Al-Zahrani, Aladdin. (2007). *The Consecutive Conference Interpreter As Intercultural Mediator: A Cognitive-Pragmatic Approach to The Interpreter's Role*. UK: European Studies Research Institute (ESRI).
- Anh, Nguyen Thi Mai. (2012). *Difficulties and Suggested Solutions in Learning English-Vietnamese Consecutive Interpreting for The Third-Year English Majors at Hai Phong Private University*. Hai Phong: Hai Phong University.
- Azar, Betty Schramper. (1993). *Fundamentals of English Grammar*. Prentice Hall. Inc.
- Azar, Betty Schramper. (1999). *Understanding and Using English Grammar*. USA: Longman
- Baugh, L.Sue. (2005). *Essentials of English Grammar*. USA: McGraw-Hill.
- Biber, Douglas et al. (2005). *Student Grammar of Spoken and Written English*. China: Longman.
- Brown, H. Douglas. (2003). *Teaching by Principles: An Interactive Approach to Language Pedagogy*. California: Longman.
- California Department of Education. (2006). *Quality Indicators for Translation and Interpretation in Kindergarten Through Grade Twelve Educational Settings*. Sacramento: CDE Press.
- Campos, Vilma Portillo, et al. (2010). *Difficulties Encountered by Students in Interpretation*. Universidad Autonoma de Tlaxcala.

- Chelimsky, Eleanor. (1989). *Content Analysis: A Methodology for Structuring and Analyzing Written Material*. United States General Accounting Office.
- Duong, Tran Thuy. (2006). *How to Improve Short-Term Memory in Interpreting*. Hanoi: Hanoi University of Foreign Studies.
- Emmaryana, Fajariani. (2010). *An Anlysis of Grammatical Errors in Students' Writing*. Jakarta. 'Syarif Hidayatullah' State Islamic university.
- Gay, I.R et al, (2012). *Educational Research: Tenth Edition*. USA: Pearson Education, Inc.
- Hanh, Pham Hong. (2006). *Note-Taking in Consecutive Interpreting*. Hanoi: Hanoi University of Foreign Studies.
- Healthcare Interpretation Network. (2007). *The National Standard Guide for Community Interpreting Services*. Canada: Healthcare Interpretation Network.
- Hendriani, Suswati and Yuliana Kasuma. (2009). *Basic English Grammar for Students*. Batusangkar: STAIN Batusangkar Press.
- Ma, Jing. (2013). *A Study of Interpreting Skills from The Perspective of Interpreting Process*. Finland: Academy Publisher.
- Pamela, Kessy. (2016). *Grammatical errors of Auxiliary Verbs found in Students' Persuasive Speech (A Study of the Fourth Semester Students of English Department of IAIN Batusangkar Registered in 2015/2016 Academic Year)*. Batusangkar: State Institute for Islamic Studies.
- Russel, Debra. (2005). *Consecutive and Simultaneous Interpreting*. Philadelphia: John Benjamins Publishing Company.
- Siliang, HUO. (2005). *Grammatical Performance in Simultaneous Interpretation: An Error Analysis*. Hongkong: The Chinese University of Hongkong.
- Stemler, Steve. (2001). *Practical Assessment, Research and Evaluation*. Middletown: Wesleyan Universtity.
- Sugiyono. (2012). *Memahami Penelitian Kualitatif*. Bandung: CV. Alfabeta.
- Syahputra, Bambang Panca et al. (2017). *Study of Interpreting Techniques used by The Tourist Guides in The Tourism Attractions of North Sumatera*. North Sumatera: International Journal of English Language & Translation Studies.
- Ting, Su-Hie, et al. (2010). *Grammatical Errors In Spoken English of University Students In Oral Communication Course*. Malaysia: Journal of Language Studies.
- Weber, Wilhelm K. (1984). *Training Translators and Conference Interpreters*. USA: Prentice Hall, Inc.
- White, Marilyn Domas and Emily E. Marsh. (2006). *Content Analysis: A Flexible Methodology*. University of Illinois: LIBRARY TRENDS.

Wibowo, Anas Muhammad. (2011). *Grammatical Error Analysis Speaking Subject Used by English Department Students of STAIN Salatiga in The Academic Year of 2009/2010*. State Institute for Islamic Studies: Salatiga.