CHAPTER II

REVIEW OF LITERATURE

This research is based on some linguistic theories proposed by some prominent linguists. As the researcher have researched, there has not been any previous analysis about elliptical construction. In relation to review of the related literature, the following books and websites are consulted as the secondary sources to find out some supportive data and information:

*Understanding Second Language Acquisition* (1985) by Rod Ellis that contains about how to understand second language acquisition in describing theory of SLA and giving examples to research. In this book, it is found that in acquiring SLA has also meant acquiring the grammar of SLA, so that learner should be able to develop grammatical knowledge. This basic explanation help me in providing this research.

*Techniques and Principles in Language Teaching* (1986) by Diane Larsen Freeman. Diane Larsen Freeman’s book contains some methods in language teaching and giving some techniques in learners about the learning of English. In this book, the direct method is found that become the basic methods of learning English, especially in course design.

*Bimbingan Pemantapan BAHASA INGGRIS* (2002) by Otong Setiawan Djuharie describes about the kind of grammar with the explanation and also exercises to help learners in understanding grammar. It is used to construct a questionnaire in testing learners’ ability.

*An Error Analysis of the Use of Simple Sentence Made by the Ninth Grade Students of SMP Negeri 2 Pancur Batu (a thesis)* by Djayanti (2012). Those studies also have been one of the references to make further analysis on this investigating.
An Analysis on Primary School Students’ Ability to Use Personal Pronouns: A Case Study on The Sixth Year Students of SDN No. 101878 Tg. Morawa by Prambandari (2008), is another research that describes about the students’ ability in uses personal pronouns. The writer assumed that in general there are is still many language problems especially grammatical problems.

An Error Analysis of The Use of Using Present Tense Made By Students of Second Year Junior High School of Madrasah Tsanawiyah Al Wasliyah 16 Perbaungan (a thesis) by Achirani (2011) describe about testing learners to find out about errors in grammar. Those researches have become a reference to make a further analysis in my study.

2.1 Ability

According to Oxford Dictionary (2000:2), “Ability is the fact that somebody/something is able to do something.” It means that someone measure from what she/he could do something with the ability she/he has. If someone has ability then she/he is considered to be doing something effectively or its contrary. Such thing can be obtained by way of learning and practicing continuously.

According to Robbins (2007:58) capability consists of two factors, namely:

1. Intellectual ability that the skills needed to perform a variety of mental activity-thinking, reasoning and problem solving.

2. Physical ability is the ability to perform tasks that require stamina, skill, strength,and similar characteristics.

Carroll (1993) an influential psychologist in the field of educational linguistics divided the four ability components are as follows:
1. Phonetic coding ability is ability to perceive distinct sounds, associate a symbol with that sound and retain that association.

2. Grammatical memory is ability to recognize the grammatical function of a lexical element (word, phrase, etc) in a sentence without explicit training in grammar.

3. Associative memory is ability to learn associations between words in foreign language and their meanings and retain that association.

4. Inductive learning ability is ability to infer or induce rules governing the structure of a language.

2.1.1 Factors of Ability

According to Ellis (1985), there are several factors which may affect a person's ability in learning a foreign language:

1. Personal Factors are divided into three parts as follows:
   a) Group dynamics

   Differences inability/level of different learners in understanding a foreign language that trigger competitiveness among learners. This competition encourages students to be able to master a foreign language with active learning in the classroom or even suppress the learners a sense of mistrust in studying a foreign language.

   b) Attitudes to the teacher and course material

   The role of the teacher in the class in applying the teaching style to the student and teaching materials are used by learners also affect learners' ability to learn a foreign language. Mostly student prefer to use their own learning paths, such
as student-student interaction in the class or democratic teaching style. Learners also prefer to use a variety of materials than a coursebook.

c) Individual learning techniques

Some learners push themselves to be able to use a foreign language by using their own learning techniques, such as preparing and memorizing vocabulary lists, looking dictionary, learning word in context means learners pick up some vocabulary from paragraph that usually used in context, and practising vocabulary means use vocabulary in a sentence, conversation, playing games, etc.

2. General Factors are divided into:

a) Age

Ellis (1985) says, “...children are better language learners than adults.” It means that the level of language acquisition at childhood better than adulthood. Because they lack of ability in language learning. Although there are adults who are able to learn the language.

b) Intelligence and aptitude

Intelligence and aptitude influence the ability in learning L2. Learner who has high level in intelligence and aptitude is able to understand the use of L2 rapidly especially in formal teaching method in some skills such as reading comprehension, dictation, and free writing, but much less of in naturalistic SLA (Second Language Acquisition).

c) Cognitive style

Cognitive style is a term to use the manner in which people perceive, conceptualize, organize, and recall information. It talk about the process in receiving
the information (understanding of SLA). How the learners able to understand the foreign language and use practically, such as in communication and testing.

d) Attitude and Motivation

Gardner and Lambert (1972) define ‘motivation’ in terms of the L2 learner’s overall goal or orientation, and ‘attitude’ as the persistence shown by the learner in striving for a goal. If the learners have more or less motivation in learning L2, it will be shown in their attitude. Gardner and Lambert divide motivation into integrative and instrumental. Integrative motivation occurs for learner who want to maintain their mother tongue when they learn a L2. It means they naturally learn L2 in acquiring some knowledge. Instrumental motivation occurs for learners who want to learning L2 for functional, such as passing an examination, furthering career opportunities or facilitating study of other subjects.

e) Personality

Personality refers to personal traits. In psychology, personality is divided into:

- Extroversion and Introversion: Extrovert learn L2 rapidly than introvert because they have more contact with others. The more we have contact with other individual, the more we can use language practically and become habitual.

- Social skills: there are seven social styles but only ‘talkativeness’ and responsiveness which could make easier in learning L2 rapidly because they have interact with others in using L2 practically.
Inhibition: Inhibition is a negative factor that determines the way of the learners in taking risk while learning L2 and turns lead to increased self-consciousness of learners in learning L2.

2.2 Grade IX

In Indonesia, grade IX is the third grade in Junior High School. Learners are typically 14 or 15 years old. They also learn about English, especially grammar. In “Bimbel Medica”, there are some classes of grade IX that have been divided as randomized controlled trial, because grade IX learners come from different schools.

2.3 Elliptical Construction

In this chapter, the writer would like to discuss about elliptical construction or elliptical sentence. There are some definitions about what is elliptical construction. An elliptical clause (a form of elliptical construction) is a clause in which some words have been omitted. (www.Ensyclopedia.com). In the grammar of a sentence, an elliptical construction is a construction that lacks an element that is, nevertheless, recoverable or inferable from the context. The elliptical construction is a sequence of words in which some words have been omitted. Because of the logic or pattern of the entire sentence, it is easy to infer what the missing words are.

An elliptical sentence does not mean a sentence with an ellipsis in it. An ellipsis is three periods, symbolizing missing information. This form most often appears when using only part of a direct quote. An elliptical sentence refers to sentences with information missing. This form does not require an ellipsis. These sentences are grammatically correct only if the necessary information to understand the sentence has been supplied previously or is clear from the context of the sentence.
Actually elliptical construction is not only using in writing but it’s also often be used in dialogue to shorten what is being said. For examples:

1. Tony : “I want to go home, and you?”
   Rony : “me too’.

2. Ria : “I like ice cream very much”.
   Yuni : “so do I”.

3. X : “My uncle went to Bandung last week”.
   Y : “So did my father”

4. Riri : “I had bought a new motorcycle last year”.
   Yuyun : “I had too”.

5. Rika : “I don’t want to stay here”.
   Feni : “Neither do I”.

6. X : “My mother can’t speak Frence, and how about yours?”
   Y : “My mother doesn’t either”.

7. Rio : “My father doesn’t watch tv in the morning”.
   Ria : “My mother doesn’t either”.

8. Rika : “She has found a lovely dress”.
   Mira : “But I haven’i”.

9. X : “She has not a good boy friend”.
   Y : “But I have”.

10. Rio : “I can drive a motor cycle to around the world”.
    Ria : “But I can’l”.

    There are three kinds of the elliptical construction that will be discussed in this thesis:
1. Positive elliptical construction

2. Negative elliptical construction

3. Opposite elliptical construction

2.3.1. Positive Elliptical

Positive elliptical is used in positive sentence to combine two positive sentences in where the sentence has the same verb and object. To make the two sentences simply the learners can put conjunction and add with word ‘So’ and ‘Too’.

For example:

- Mira goes to school everyday.
- Rina goes to school everyday.

  - The two sentences can be combine into :

- Mira goes to school everyday and so does Rina, or
- Mira goes to school and Rina does too.

The important part that is must be carefully is about To be or auxiliary verb because It is always changes based on the tenses.

Explanation: From the example above ‘Mira goes to school everyday’ is as main clause and ‘so does Rina’ or ‘Rina does too’ is as next statement.

The example of elliptical construction in some tenses

The pattern is :

S + V + O + and so + to be / auxiliary verb + S

Or

S + V + O, + and + S + to be / Auxiliary + too

Explanation:

S = subject
V = verb
O = object

A. Elliptical Construction in Simple Present Tense

1. I buy a new book. She buys a new book.
   • I buy a new book and so does she, or
   • I buy a new book, and she does too.

2. She studies English in “Bimbel Medica”.
   He studies English in “Bimbel Medica”.
   • She studies English in “Bimbel Medica” and so does he, or
   • She studies English in “Bimbel Medica”, and he does too.

3. They are smart learners in Indonesia. We are smart learners in Indonesia.
   • They are smart learners in Indonesia and so are we, or
   • They are smart student in Indonesia, and we are too.

B. Elliptical Construction in Past Tense

1. She went to Bandung last month. He went to Bandung last month.
   • She went to Bandung and so did he, or
   • She went to Bandung, and he did too.

   My mother cooked some cakes yesterday.
   My aunty cooked some cakes yesterday.
   • My mother cooked some cakes yesterday and so did my aunty, or

3. They saw the movie together in twenty one last night.
   We saw the movie together in twenty one last night.
   • They saw the movie together in twenty one last night and so did we, or
   • They saw the movie together in twenty one last night, and we did too.

C. Elliptical Construction in Present Continuous Tense
1. I am thinking about this problem now.

You are thinking about this problem now.

- I am thinking about this problem now and so are you, or
- I am thinking about this problem now, and you are too.

2. They are watching TV today. We are watching TV today.

- They are watching TV today and so are we, or
- They are watching TV today, and we are too.

3. She is preparing some books for presentation at this time.

He is preparing some books for presentation at this time.

- She is preparing some books for presentation at this time and so is he, or
- She is preparing some books for presentation at this time, and he is too.

D. Elliptic Construction in Past Continuous Tense

1. I was climbing Sriwijaya mountain last month.

He was climbing Sriwijaya mountain last month.

- I was climbing Sriwijaya mountain last month and so was he, or
- I was climbing Sriwijaya mountain last month, and he was too.

2. Mia was reading that novel yesterday.

Nini was reading that novel yesterday.

- Mia was reading that novel yesterday and so was she, or
- Mia was reading that novel yesterday, and she was too.

3. They were playing basketball together. We were playing basketball together.

- They were playing basketball together and so were we, or
- They were playing basketball together, and we were too.
E. Elliptic Construction in Present Future

1. I will cut the tree tomorrow.
   He will cut the tree tomorrow.
   • I will cut the tree tomorrow and so will he, or
   • I will cut the tree tomorrow, and he will too.

2. Reza will come to your house at seven o’clock.
   Nila will come to your house at seven o’clock.
   • Reza will come to your house at seven o’clock and so will she, or
   • Reza will come to your house at seven o’clock, and she will too.

3. They will breakfast with me tomorrow morning.
   You will breakfast with me tomorrow morning.
   • They will breakfast with me tomorrow morning and so will you, or
   • They will breakfast with me tomorrow morning, and you will too.

F. Elliptic Construction in Past Future Tense

1. I would say sorry to you. She would say sorry to you.
   • I would say sorry to you and so would she, or
   • I would say sorry to you, and she would too.

2. She would bring a new magazine yesterday.
   He would bring a new magazine yesterday.
   • She would bring a new magazine yesterday and so would he, or
   • She would bring a new magazine yesterday, and he would too.

3. They would give a doll for you. We would give a doll for you.
   • They would give a doll for you and so would we, or
   • They would give a doll for you, and we would too.
G. Elliptic Construction with Modal Auxiliary Verb

1. I can swim well. She can swim well.
   - I can swim well and so can she, or
   - I can swim well, and she can too.

2. We might go to the office. I might go to the office.
   - We might go to the office and so might I, or
   - We might go to the office, and I might too.

3. You should take a medicine. She should take a medicine.
   - You should take a medicine and so should she, or
   - You should take a medicine, and she should too.

4. You must pay me more. Hari must pay me more.
   - You must pay me more and so must he, or
   - You must pay me more, and he must too.

5. Lia has to study hard. Ali has to study hard.
   - Lia has to study hard and so have to him, or
   - Lia has to study hard, and he has to too.

2.3. 2. Negative Elliptical

Negative elliptical is used in negative sentence to combine two negative sentences in where the sentence has the same verb and object. To make the two sentences simply the learners can put conjunction and add with word ‘Neither’ and ‘Either’.

For examples:
- Mira doesn’t go to school today.
- Rina doesn’t go to school today.
The two sentence we can combine become:

- Mira doesn’t go to school today *and neither does Rina*. Or
- Mira doesn’t go to school today *and Rina doesn’t either*.

In elliptical construction the important part that is must be carefully is about To be or auxiliary verb because It is always changes based on the tenses.

Explanation: From the example above Mira doesn’t go to school today is as main clause and neither does Rina or Rina doesn’t either is as next statement.

The example of elliptical construction in some tenses

The pattern is:

S + V + O, + and + neither + to be / auxiliary verb + S

Or

S + V + O, + and + S + to be / Auxiliary + not + either

Explanation:

S = subject

V = verb

O = object

**A. Elliptical Construction in Simple Present Tense**

1. She doesn’t study English in that course.
   
   He doesn’t study English in that course.
   
   - She doesn’t study English in that course, *and neither does he*. Or
   - She doesn’t study English in that course, *and he doesn’t either*.

2. They are not smart learners in this school.
   
   We are not smart learners in this school.
   
   - They are not smart learners in this school, *and neither are we*. Or
   - They are smart student in this schooland, *and we aren’t either*.
   - Nobody cares about my problem, *and neither do you*. Or
   - Nobody cares about my problem, *and you don’t either*.

B. Elliptical Construction in Past Tense

1. She seldom went to Bandung last month.
   He seldom went to Bandung last month.
   - She seldom went to Bandung last month, *and neither did he*. Or
   - She seldom went to Bandung last month, *and he didn’t either*.

2. They didn’t see the movie together in twenty one last nigth.
   We didn’t see the movie together in twenty one last night.
   - They didn’t see the movie together in twenty one last night, *and neither did we*. Or
   - They didn’t see the movie together in twenty one last night, *and we didn’t either*.

3. Mira never made a beautiful dress yesterday.
   Gusni never made a beautiful dress yesterday.
   - Mira never made a beautiful dress yesterday, *and neither did Gusni*. Or
   - Mira never made a beautiful dress yesterday, *and Gusni didn’t either*.

C. Elliptical Construction in Present Continuous Tense

1. I am not thinking about this problem now.
   You are not thinking about this problem now.
   - I am not thinking about this problem now, *and neither are you*. Or
   - I am not thinking about this problem now, *and you aren’t either*.

2. They are not watching TV today. We are not watching TV today.
   - They are not watching TV today, *and neither are we*. Or
• They are not watching TV today, and we aren’t either.

3. You are rarely cleaning my house now.
   She is rarely cleaning my house now.
   • You are rarely cleaning my house now, and neither is she. Or
   • You are rarely cleaning my house now, and she isn’t either.

D. Elliptical Construction in Past Continuous Tense

1. Noone was climbing Sriwijaya mountain last month.
   He was not climbing Sriwijaya mountain last month.
   • Noone was climbing Sriwijaya mountain last month, and neither was he. Or
   • Noone was climbing Sriwijaya mountain last month, and he wasn’t either.

2. Mia was not reading that novel yesterday.
   Nini was not reading that novel yesterday.
   • Mia was not reading that novel yesterday, and neither was she. Or
   • Mia was not reading that novel yesterday, and she wasn’t either.

3. They were not playing basketball together.
   We were not playing basketball together.
   • They were not playing basketball together, and neither were we. Or
   • They were not playing basketball together, and we weren’t either.

E. Elliptic Construction in Present Future

1. I will not cut the tree tomorrow. He will not cut the tree tomorrow.
   • I will not cut the tree tomorrow, and neither will he. Or
   • I will not cut the tree tomorrow, and he won’t either.

2. Reza will not come to your house at seven o’clock.
   Nila will not come to your house at seven o’clock.
• Reza will not come to your house at seven o’clock, and neither will she.
   Or
• Reza will not come to your house at seven o’clock, and she won’t either.

3. They will not breakfast with me tomorrow morning.
   You will not breakfast with me tomorrow morning.
• They will not breakfast with me tomorrow morning, and neither will you.
   Or
• They will breakfast with me tomorrow morning, and you won’t either.

F. Elliptical Construction in Past Future Tense

1. I would not say sorry to you. She would not say sorry to you.
   • I would not say sorry to you, and neither would she. Or
   • I would not say sorry to you, and she wouldn’t either.

2. She would not bring a new magazine last day.
   He would not bring a new magazine last day.
   • She would not bring a new magazine last day, and neither would he. Or
   • She would not bring a new magazine last day, and he wouldn’t either.

3. They would not give a doll for you. We would not give a doll for you.
   • They would not give a doll for you, and neither would we. Or
   • They would not give a doll for you, and we wouldn’t either.

G. Elliptical Construction with Modal Auxiliary Verb

1. I never can swim well. She never can swim well.
   • I never can swim well, and neither can she. Or
   • I never can swim well, and she can’t either.

2. We might not go to the office.
I might not go to the office.

- We might not go to the office, *and neither might I*. Or
- We might not go to the office, *and I might not too*.

3. You should not go at the mid night. She should not go at the mid night.

- You should not go at the mid night, *and neither should she*. Or
- You should not go at the mid night, *and she shouldn’t either*.


- You must not smoke here, *and neither must he*. Or
- You must not smoke here, *and he mustn’t either*.

5. Lia has not to study hard. Ali has not to study hard.

- Lia has not to study hard, *and neither has to he*. Or
- Lia has not to study hard, *and he has not to either*.

**2.3.3. Opposite Elliptical**

Opposite elliptical is used in two sentences that have contras meaning. Opposite entence use to combine two sentences in where the sentence has different verb but has it bject. If the first sentence has positive meaning, so the second sentence has negative one. In opposite elliptical the learners used conjunction “and + but” to combine that two sentences which have contras meaning.

For example:

- Mira go to school today.

- Rina doesn’t go to school today.

The two sentence we can combine become :

- Mira go to school today, *but Rina doesn’t*.

In elliptical construction the important part that is must be carefully is about To be or auxiliary verb because It is always changes based on the tenses.
Explanation: From the example above Mira go to school today is as main clause, but Rina doesn’t is as next statement. The example of elliptical construction in some tenses

The pattern is:

S + V + O, + BUT + S + to be / auxiliary

( + ) ( - ) ( - ) ( + )

Explanation:

S = subject
V = verb
O = object

( + ) = positive sentence
( - ) = negative sentence

A. Elliptical construction in Simple present tense

1. I am not buy a new book. She buys a new book.
   - I am not buy a new book, but she does.

2. She doesn’t study English in that course. He studies English in that course.
   - She doesn’t study English in that course, but he does.

3. They are smart learners in this school.
   - We are not smart learners in this school.
   - They are smart learners in this school, but we aren’t.

B. Elliptical Construction in Past Tense

1. She didn’t go to Bandung last month. He went to Bandung last month.
   - She didn’t go to Bandung last month, but he was.

2. My mother cooked some cakes yesterday.
My aunty didn’t cook some cakes yesterday.
- My mother didn’t cook some cakes yesterday, but my aunty did.

3. They saw the movie together in twenty one last night.
   We didn’t see the movie together in twenty one last night.
- They saw the movie together in twenty one last night, but we did.

C. Elliptical Construction in Present Continuous Tense

1. I am not thinking about this problem now.
   You are thinking about this problem now.
   - I am not thinking about this problem now, but you are. Or

2. She is preparing some books for presentation at this time.
   He is not preparing some books for presentation at this time.
   - She is preparing some books for presentation at this time, but he isn’t.

3. You are rarely cleaning my house now. She is cleaning my house now.
   * You are rarely cleaning my house now, but she is.

D. Elliptical Construction in Past Continuous Tense

1. I was not climbing Sriwijaya mountain last month.
   He was climbing Sriwijaya mountain last month.
   - I was not climbing Sriwijaya mountain last month, but he was.

2. Mia was not reading that novel yesterday.
   Nini was reading that novel yesterday.
   - Mia was not reading that novel yesterday, but she was.

3. They were playing basketball together.
   We were not playing basketball together.
   - They were playing basketball together, but we weren’t.

E. Elliptical Construction in Present Future
1. I will not cut the tree tomorrow. He will cut the tree tomorrow.
   - I will not cut the tree tomorrow, but he will.

2. Reza will come to your house at seven o’clock.
   Nila will not come to your house at seven o’clock.
   - Reza will come to your house at seven o’clock, but she won’t.

3. They will breakfast with me tomorrow morning.
   You will not breakfast with me tomorrow morning.
   - They will breakfast with me tomorrow morning, but you won’t.

F. Elliptical Construction in Past Future Tense

1. I would not say sorry to you. She would say sorry to you.
   - I would not say sorry to you, but she would.

2. She would not bring a new magazine last day.
   He would bring a new magazine last day.
   - She would not bring a new magazine last day, but he would.

3. They would give a doll for you. We would not give a doll for you.
   - They would give a doll for you, but we would.

G. Elliptical Construction with Modal Auxiliary Verb

1. You could not smoke here. He could smoke here.
   - You could not smoke here, but he could.

2. They may to see your mother. She may not to see your mother.
   - They may to see your mother, but she may not.

3. You should not go at the mid night. She should go at the mid night.
   - You should not go at the mid night, but she should.

   - You must not smoke here, but he must.
5. Lia has not to study hard. Ali has to study hard.
   - Lia has not to study hard, *but he has to.*

2.3.4. The Summary Of Elliptical Construction

1. If in the sentence use **to be** \ auxiliary, so we use it in next statement.

2. Nothing **to be** \ auxiliary is used, if verb 1 is used **do** or **does** depend on subject sentence. Verb 2 is used **did**.

3. There is “**have**” + noun is used **do** in next statement.

4. There is “**has**” + **to infinitive** is used **does** in next statement.

5. There is “**had**” + **object** is used did in next statement.

6. If the elliptical sentence use negative word such as, not, **rarely, never, nothing, nobody, no one, seldom, etc.** It means the sentence is negative sentence. Therefore, we use negative elliptical in next statement.

7. If in the sentence use **modal**, so we use it in next statement.

2.4  Test

According to Ellis (1985:112), the purpose of test is to measure the abilities of learners to discriminate the meaningful sounds of language, to associate sounds with written symbols, and to identify the grammatical regularities of a language. Through the test, learners can know how good their ability in learning foreign languages, especially in understanding grammar of elliptical sentences in order to learners can improve their performance to become expert.

Lado (1961:19) states, “... the test taker is understood as a social being whose subjectivity is a function of subject positions realized in the test itself. From this perspective, tests become technologies of subjectivity. The act as mechanism
both for the definition of subject positions and for the recognition of subjects. Tests create the identities that they measure.”Testing need to be carried out as evidence of student learning outcomes in schools. The test taker perform tests to examine and determine the extent to which the student has the ability to understand grammar of elliptical sentence. The test will produce the identity of the tested person by knowing the grouping results in a standardized test that is applicable in school.

As stated by Depdikbud, Dirjen Dikti, 1983/1994, PPS, & 15 with its guidelines “To determine whether learners are regarded successful, at least 75% must get score 60 or more if less then 75% learners get this score, they are considered to have failed”. Then the results of the test compared to the Department of Education standarization.

2.4.1 Kinds of Test

According to Lado (1961:32), there are 5 type of tests as follows:

1. **Translation**

   Translation test is the test to test the skill of transfer meaning from one language to another language. Examiner will give a text in the form of paragraphs and then participants should translate the source language into the target language or the target language into the source language. Translation test are used to measure general achievement in foreign language courses, as a measure of proficiency to determine entrance in school that require a foreign language. A translation test is a valid test of ability to translate. In scoring a translation can be made objective if those people trust the translation test as the best testing device

2. **Essay**
Essay or composition test are questions that require learners to answer in the form of describing, explaining, discussing, comparing, giving reasons, and other similar forms in accordance with the demands of the question by using words and language itself. Examinees will be given a few questions that contain answer questions or tasks that must be done in a way to express ideas in a narrative test participants. Characteristic of the test description is the answer to that question is not provided by the people who construct items, but supplied by the test examinees. Examinees are free to answer test questions. Each participant tests can select, connect, and or convey ideas using his own words. Essay use as a test of the ability to write essays.

3. Dictation

Dictation is type of test where the examiner dictates text and examinees rewrite the text read out. Participants will be asked to hear then rewrite what will be read by the examiner. Examiners will read out the sentence by sentence to give a break to the examinees in rewriting the text that was read. The reading material is usually in the form of a narrative text. In this test, participants practise listening and writing skills such as letter formation to spelling, punctuation and lay-out, vocabulary, syntax, and grammar.

4. Objective Tests

Objective tests is one of the types of tests that consist of questions that can be answered by the examinees by selecting one or more of several possible answers that have been attached to the respective items, or by way of write the answer in the form of words in place or space that has been provided for each item concerned. Objective test is also known as short answer test, yes-no test and new type test. Objective test
can test in a short time the entire range of the sound system of a language, or the major grammatical patterns, or representative sample of the vocabulary taught during a whole year or several years. They can scored easily.

In general the objective tests can be divided into six kinds, namely:

a. **Completion test**: Completion test is type of test that ask student to complete/fill the test. Completion test consists of sentences that the parts had been removed (already eliminated). It was replaced by dots (....). The points should be filled or completed or perfected by examinees and the answer (which by the examiner) has been replaced.

b. **Short answer**: The short answer test is type of test which is given questions that can be answered in the form of statements with a single word, a phrase, a number or a formula.

c. **True-false**: True-false test is one form of test that gives the questions in the form of a statement (statement), there is a true statement and false statement. Then examinees were asked to determine whether the statement is true or false.

d. **Multiple choice**: Multiple choice test is a test that consists of part of information, parts of the possible answers or alternatives and one right answer among possible answer.

e. **Matching**: matching test is a test to adjust or test to match a series of questions and a series of answers. Examinees ask to find and put answers are already available, so it is appropriate or suitable or a spouse of the question.
f. **Rearrangement exercise**: Rearrangement test is a test in the form of a series of complete sentences and correct, then divorced irregularly, so that the original form unrecognizable, examinees are asked to rearrange the sentence in accordance with the correct sequence.

5. **Auditory Comprehension Tests**

Auditory comprehension test is the test to practice listening skill. Examinees are required to listen to a paragraph or sentence or an essay which is read out loudly by the examiner then examinees choose the right answer of multiple choice responses to show whether or not they understand what is read to them.

In testing learners' ability, the researcher uses multiple choice test that consist of positive elliptical sentences, negative elliptical sentences, and opposite elliptical sentences.

**The examples of elliptical sentences one multiple choice:**

**Positive Elliptical**

Wina : “Did you attend the meeting yesterday?”

Wike : “Yes, I did”.

Wina : “What about Rio?”

Wike: “______”.

(A) So did he
(B) He did also
(C) He does too
(D) He was too

The correct answer is (A)

**Negative Elliptical**
Nensi: “Did Mira go to the beach yesterday morning?”

Yuli: “No, she didn’t”.

Nensi: “What about Rina”.

Yuli: “Neither did She”.

From the dialogue we know that_______.

(A) Mira went to the beach, but Rina didn’t

(B) Rina went to the beach, but Mira didn’t.

(C) Both Rina and Mira went to the beach.

(D) Mira and Rina didn’t go to the beach.

The correct answer is (D)

**Opposite Elliptical**

Putra could do the exam very well, but Yudi couldn’t.

Its means………

(A) only Putra could do the exam very well

(B) Either Putra or Yudi could do the exam very well

(C) Both putra and Yudi could not do the exam very well

(D) Not only Yudi nor Putra could do the exam very well

The correct answer is (A)

### 2.4.2 Criteria of Test

According to Lado (1961:30), criteria for the evaluation of language tests as follows:

a. **Validity**
According to Lado (1961:30), “Validity in language tests depends on the linguistic content of the test and on the situation or technique used to test this content.” and “Validity can be achieved and verified indirectly by correlating the scores on a test with those of another test or criterion which is valid.” It means that the questions are formulated in accordance with the level of examinees’ ability to answer it. Due to the reason, the questions of the test should have components that test can be answered by examinees who have studied the material. In addition, tests is valid, if all examinees have the opportunity to demonstrate the knowledge, skills, and attitude they have understood.

b. Reliability

Reliability is one of the characteristics of good test. It refers to the consistency of the measurement. Lado (1961:31) says, “Reliability is measured by a correlation between the scores of the same set of learners on two consecutive administrations of the test.” It means that if the scores of the learners are stable applying it by different people or on different occasions then the test is reliable. But, if the score tends to fluctuate too much, the test is unreliable.

c. Scorability

Scorability in an assessment is the most basic thing as to determine whether an assessment is valid. It means that which a test can be score accurately so that the results which are obtained are valid. In the assessment test, an examiner should be careful in giving score. According to Lado (1961:31), “Objective tests are easy to score.” Evaluation can be made objectively by eliminating the personal opinion of the examiner. If a test gets steadily assessment results, with the same result, does not change even if the assessment was to by performed by different examiners, the test is valid.
d. Economy

Lado (1961:31) states, “it will be practical and economical if the test measures what is needed in a reasonable time with consider the situation.” In giving a test, the researcher should have consider a reasonable time; it is not too fast and not too long. The test should provide sufficient information in accordance with the time which is given in order to obtain the result which is expected.

e. Administrability

Lado (1961:32) states, “Can the test be given under the condition that prevail and by the personnel that is avalaible? That is, if we do not have a record player, a test on record can not be administered.” It means that the test should have the instruments which held by the examine in order to the test can be administered.

CHAPTER III

METHOD OF RESEARCH

3.1 Method of the Study

In this thesis, the researcher applied two methods of research, library research and field research. In library, the Researcher read some books related to the topic especially English grammar book to find the data of theory and to help in analysing the research. And then in field research, the researcher collected and chose the