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Menganalisa kesalahan kosakata beraturan dan tidak beraturan oleh kelas sepuluh SMK PGRI 4 Kediri tahun ajaran 2016/2017

An error analysis of regular and irregular verbs by the tenth grade students of SMK PGRI 4 Kediri in the academic year 2016/2017

Oleh:

DWI ARISTA ANGGRAENI

13.1.01.08.0143

Dibimbing oleh :

1. **Agung Wicaksono, M.Pd**
2. **Yunik Susanti, M.Pd**

ENGLISH EDUCATION DEPARTMENT

FACULTY OF TEACHER TRAINING AND EDUCATION

UNIVERSITY OF NUSANTARA PGRI KEDIRI
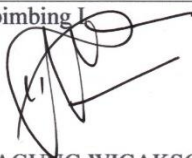
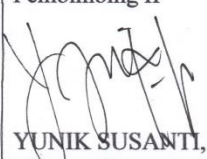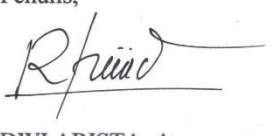**2017**

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Yang bertanda tangan di bawah ini:

Nama Lengkap	:	Dwi Arista Anggraeni
NPM	:	13.1.01.08.0143
Telepun/HP	:	085607171804
Alamat Surel (Email)	:	Dwi.aristaanggraeni@gmail.com
Judul Artikel	:	An Error Analysis of regular and irregular verbs by the tenth students of SMK PGRI 4 Kediri in the academic year 2016/2017
Fakultas – Program Studi	:	FKIP – Bahasa Inggris
Nama Perguruan Tinggi	:	UNIVERSITAS NUSANTARA PGRI KEDIRI
Alamat Perguruan Tinggi	:	Jl. KH. Ahmad Dahlan No. 76, Mojoroto Kediri

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Pembimbing I	Pembimbing II	Penulis,
Drs. AGUNG WICAKSONO, M.Pd NIDN. 071107682	YUNIK SUSANTI, M.Pd NIDN. 0718017801	DWI ARISTA. A 13.1.01.08.0143

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Dwi Arista Anggraeni
13.1.01.08.0143
Fakultas Keguruan dan Ilmu Pendidikan Bahasa Inggris
Dwi.aristaanggraeni@gmail.com
Agung Wicaksono, M.Pd & Yunik Susanti, M.Pd
UNIVERSITAS NUSANTARA PGRI KEDIRI

ABSTRACT

Writing is a tool to share an idea, express feeling and information. Writing is considered as the most complicated skills those are listening, reading and speaking since the students should master in writing aspects. One of the aspects is mastering grammar where the use of regular and irregular verbs involves in it. The purpose of this research is to describe the errors of regular and irregular verbs by students in tenth grade students of SMK PGRI 4 Kediri in writing narrative text. There were 25 students' writing that analysed by using error analysis to describe the type of errors, the most frequent error and the factors influence the error made by the students. There were interlingual, intralingual, context of learning and communication strategies factors that might affect the students' errors in using regular and irregular verb in past tense. The type of this research is content analysis. The researcher used qualitative approach to analyse the data. The data of regular and irregular verb errors type and the most frequent errors on regular and irregular verbs were obtained by analysing 25 students' writing. There were omission, addition, misormation and misordering type. The data of the most frequent error type was presented in percentage. Questionnaire was used to obtain the factors influenced the errors. In this research, the researcher found that the students made errors in omission, addition, misformation and misordering. Omission type is the most frequent error made by the students the percentage is 38,47%. Based on the questionnaire result, the factors influence the error was context of learning took as main causal in influencing the errors. The English teachers are suggested to involve regular and irregular verbs in the teaching learning process especially in reading and writing sections, while the other researchers are suggested to do similar research by using different level of class and different material.

KEYWORD: writing, error analysis, regular and irregular verbs error

I. BACKGROUND

The definitions of writing, according to Saragih (2011: 1) defines writing as a media to share knowledge, conveying idea, feeling and intention to other people by expressing language through written form of letters, symbols, and words. But the different definition from Al Khasawneh (2014: 86) said that writing point to produce sentences in a specific formation and connect together in specific ways. It can be concluded that writing is a written form to express someone's ideas, knowledge, and feeling.

Based on the score students of SMK PGRI 4 Kediri, the researcher saw the minimum criteria mastery (KKM or Kriteria Ketuntasan Minimum) was applied 70 meanwhile the students" writing score were still low. Most of students could not exceed the minimum criteria mastery (KKM) which applied by school for English lesson.

Referring to the Educational Unit Oriented Curriculum (Kurikulum 2013) of Senior High School, the students are required to be able to write various types of writing genres, such as descriptive, announcement, recount, and narrative. Meanwhile the syllabus that stated in Competence Standard of the tenth class students curriculum of English Subject, there are four writing genres that must be learned by students such as descriptive, announcement, recount, and narrative. So the researcher uses one of genres of narrative text.

According to Crystal (2008: 481) "a narrative text is a story that is told conveyed to recipient and his telling requires a medium, it is converted into sign.

Refers to Anderson (2003) narrative test is a text that tell a story and to entertain audiences. In addition, Schmidt and Richard (2002: 349) narrative text are: The written or oral account of a real or fictional story and the genre structure underlying stories. So the students are expected to be able to write narrative text by using verb to describe the action in the texts.

Error analysis is an activity to identify, classify or describe the errors made by someone in speaking or writing skill. Khansir (2012) states that error analysis is a type of linguistic analysis that focuses in error which made by students. It consists of a comparison between the errors made in the target language and that target language itself. Thus, the analysis of

learner language has become an essential need to overcome some questions and find the solutions regarding different aspects.

The aim at obtaining the types of error in identifying regular and irregular verb in past form in finding out the students in what aspects which is difficult for them, to describe the regular and irregular verbs error made by the students, to describe the source or the cause of error and the students can learn from their mistakes in order that they will not make some errors repeatedly. For the teachers, it is required to evaluate themselves whether they are successful or not in teaching English. So based on the problems that find on students' error of regular and irregular verbs, the researcher is interested to analyze the regular and irregular verbs error in students' writing of narrative text that supported by relevant theories.

It can be said that error analysis as a process based on analysis of the students' errors. Whereas Brown as cited in Sanal (2007: 598) explained that error analysis is the activity to observe, to analyze and to classify the students' errors for conveying something of the system operating.

Fang and Mei (2007:10) state that few teachers could not tolerate to the students' error. They assumed that the error correction spend their time. So the students feel upset and great a gap between themselves and their teachers in dealing with errors and understanding of error correction.

In addition, Carl James defines Error Analysis as the process of determining the incidence, nature, causes and also the consequences of unsuccessful language. According to H. Douglas Brown, The fact that learners do make errors, and these errors can be observed, analyzed, and classified to reveal something of the system operating within the learner, led to a surge of study of learners' errors, called error analysis.

Previous research was done by Rahmi Yuniarti (2012) entitled An Error Analysis of Students' Ability in Using Regular and Irregular Verbs show that writing can improve the teaching learning process, in term of a) creating the new motivation of English lesson, b) increasing students' participation, c) improving students' interest, motivation and self-confident. Regular and Irregular verbs also improved students' writing ability. Students could write some verbs correctly, produce grammatical sentences and they could use the appropriate vocabularies. This research also found that the students could express their idea fluently and the content of their expression could be understood.

Therefore Rahmi Yuniarti recommended that the English teacher should be 1) creative to guide the students in teaching materials so that they are able understand them 2) active to create an interesting atmosphere because mastering regular and irregular verbs can build up the students interest in writing, motivation and self-confidence.

II.   METHODS

This research used content analysis to analyze and describe the error of regular and irregular verbs in students' narrative writing. The human in qualitative research is the primary instrument. In this research, the researcher asked the writing narrative text in English teacher, and giving questionnaire to the students. The research conducted at the tenth grade students of SMK PGRI 4 Kediri. For taking a sample was used 25 students. The data of this research were students' narrative text and questionnaire. The data collecting procedures as follows; first, asking the students' narrative text to the English teacher. Second giving questionnaire to the students the questionnaire consist of source of error there are; interlingual transfer, intralingual transfer, context of learning and communication strategies.

After receiving the students' narrative text, the researcher analysed the text by using coding in order to know the kinds and the frequent of error. Then the data were counted using percentage formulation.

In qualitative research, the result needs to be checked its validity and reliability. This research had inter-rater to analyse the data, especially in finding the regular and irregular errors.

III.   FINDING AND DISCUSSION

Based on the research result in analysing the errors of regular and irregular verbs in writing narrative text made by the tenth grade students of SMK PGRI 4 Kediri, it can be inferred that:

There are 65 errors in regular and irregular verbs, which are used by the students in making error in their writing narrative text. Those errors are omission, addition, misformation and misordering. The percentage of omission is 38,47%; the percentage of addition is 36,92%, the percentage of misformation is 20% and the percentage of misordering is 4,61% . It can be concluded that the students of tenth grade students of SMK PGRI 4 Kediri had made errors in writing narrative text that involve to the four classifications: omission, addition, misformation and misordering type.

Among four classifications, omission is the most frequent type of error made by the students, which has the highest percentage (38,47%). It can be seen from the result of three other types. It means the tenth grade students of SMK PGRI 4 Kediri tend to omit -d or -ed in using regular and irregular verbs in writing narrative text that affected them make errors in using regular and irregular verbs as the result shows that omission type got the highest percentage. So from that result the teacher should give explanation more about regular and irregular verbs in the material and how to use it in past form.

It has been found the factors influence the errors from the questionnaire result. Interlingual factor had contribution in influencing the errors in regular and irregular verbs by 48 score even though its influence is not too strong. Intralingual transfer as the lowest factor to influence the errors in regular and irregular verbs by 42 score. It denotes that intralingual transfer has enough effect in influencing the errors in regular and irregular verbs made by students. The highest score is context of learning factor by 81 score. It indicates context of learning factor was considered as the main factor influencing errors. And the last factor is communication strategies there are 55 score. It also has enough effect in influencing the error of regular and irregular verbs.

It cannot be avoided that this research has some weaknesses. They can affect the result of this research. For example, there are no enough categories of regular and irregular verbs which can cover all of the students' errors. Another weakness is use of questionnaire in this research, which used closed questions, might affect the findings invalid since the students only answered questions given by the researcher. In addition, there was possibility that they might answer the questions not based on their reality.

The conclusion above was obtained from analysing result, which the researcher accomplished in this research. In this research is contrary with the previous research by Rahmi yuniarti,in her research the most frequent error is misformation and the influence of error is mother-tongue interference.

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