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R

AN ANALYSIS OF VERB FORM ERRORS OF CHINESE ESL STUDENTS

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**A Thesis submitted to the Faculty of Languages and Linguistics,
University of Malaya
in partial fulfillment of the requirements
for the degree of Masters in English as a Second Language
2001**

Oh, give thanks to the Lord, for He is good!
For His mercy endures forever.

Psalm 118: 1 – 2

For my family, as ever.

ABSTRAK

Penyelidikan ini bertujuan mengkaji jenis-jenis kesalahan ‘simple past tense’ dan ‘past progressive tense’ dalam penulisan Bahasa Inggeris di kalangan 40 pelajar Cina di Tingkatan Empat di Sek. Men. Tanah Merah Site ‘C’, Negeri Sembilan.

Kesalahan-kesalahan ini dikaji berdasarkan Taxonomi Corder (1981). Peratusan kesalahan ‘simple past tense’ yang tertinggi adalah daripada kategori pemilihan kata kerja yang salah, diikuti oleh kategori penambahan perkataan pada kata kerja dan kategori pengguguran kata kerja. Dalam ‘past progressive tense’, peratusan kesalahan yang tertinggi adalah dari kategori pengguguran kata kerja diikuti dengan kategori pemilihan kata kerja yang salah. Tiada kesalahan didapati dalam kategori penambahan perkataan pada kata kerja.

Dalam ujian berstruktur, kesemua kesalahan ‘simple past tense’ adalah dari kategori pemilihan. Manakala, kebanyakannya kesalahan penggunaan ‘past progressive tense’ adalah dari kategori pemilihan, diikuti oleh kategori pengguguran kata kerja. Tiada kesalahan didapati dalam kategori penambahan perkataan pada kata kerja. Kesalahan penulisan khususnya dalam kategori pemilihan dan kategori pengguguran kata kerja adalah disebabkan oleh gangguan bahasa ibunda, ‘overgeneralisations’, penyalahafsiran hukum-hukum dalam Bahasa Inggeris dan pengelakan penggunaan kata kerja yang sukar.

ABSTRACT

This study sets out to investigate the types of errors in the simple past and past progressive tenses found in the written English of 40 Form Four Chinese students of Sek. Men. Tanah Merah Site 'C', Negeri Sembilan.

The errors are examined according to Corder's (1981) taxonomy of errors. In the essays, selection errors accounted for the highest percentage of simple past tense errors, followed by addition and then, omission errors. In the past progressive tense, the omission category has the highest occurrence of errors, followed by the selection category with no errors in the addition category.

In the structured test, all the simple past tense errors were selection errors. However, in the past progressive tense, most of the errors were of the selection category, followed by the omission category, with none in the addition category. The corpus consists mainly of selection and omission errors which were the result of interference of L1, overgeneralisations and simplification of the rules of the English language and avoidance of using the difficult verb forms.

ACKNOWLEDGEMENT

I would like to express my sincere gratitude and appreciation to the following people for their invaluable assistance and support throughout my course:-

Puan Sheena Kaur, my supervisor, for her encouragement, guidance, concern and deep understanding;

my family, for being patient with me and for being supportive all through this course; and

my friends, Rukumani, Wong Yin Heng and Pamelyn Tan, for their constant encouragement and assistance whenever called upon.

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NOTATIONS

ESL	English as a Second Language
L1	First Language
L2	Second Language
TL	Target Language
EA	Error Analysis
CA	Contrastive Analysis
CAH	Contrastive Analysis Hypotheses
No.	Number
%	Percentage
I	Interlanguage
V	Verb
*	Grammatically incorrect sentence/erroneous sentence