

**TENSE ERRORS IN THE WRITTEN
WORK OF MALAY ESL STUDENTS**

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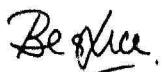


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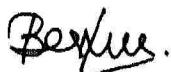
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October 2003

ABSTRAK

Penyelidikan ini bertujuan mengkaji jenis-jenis kesalahan ‘simple past tense’ dan ‘simple present tense’ yang lumrah dalam penulisan pelajar Melayu Tingkatan Tiga yang telah mempelajari Bahasa Inggeris selama sembilan tahun.

Subjek kajian terdiri daripada 60 pelajar Melayu Tingkatan 3 di Sekolah Menengah Kebangsaan Telok Gadong, Klang. Pelajar-pelajar Melayu ini dikehendaki menulis dua buah karangan, satu dalam bentuk ‘simple past tense’ dan satu dalam bentuk ‘simple present tense’. Karangan-karangan tersebut diperiksa dan kesalahan-kesalahan ditanda and dikira. Selain menulis dua buah karangan, subjek juga dikehendaki menjawab satu soal-selidik dan 12 orang pelajar telah ditemuduga untuk mengetahui punca kesalahan yang dilakukan dalam karangan mereka.

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 penggururan kata kerja. Dalam ‘simple present 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.

ABSTRAK

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Hasil kajian yang jelas dari penyelidikan ini ialah pelajar-pelajar Melayu melakukan kesalahan dalam penulisan mereka dalam ‘simple past tense’ dan ‘simple present tense’. Kesalahan penulisan khususnya dalam kategori pemilihan dan kategori pengguguran kata kerja adalah disebabkan oleh gangguan bahasa ibunda, ‘overgeneralisations’, penyalahafiran hukum-hukum dalam Bahasa Inggeris dan pengelakan penggunaan kata kerja yang rumit.

ABSTRACT

This study aims to investigate the types of errors in the written texts of Form 3 Malay ESL students who have studied English in school for nine years.

The subjects selected for this study consisted of 60 Form 3 Malay students in Sekolah Menengah Kebangsaan Telok Gadong, Klang. The subjects were required to write two essays, one in the simple past tense and one in the simple present tense. The essays were then examined, and errors in the simple past tense and simple present tense were identified and quantified. Other than writing the two essays, the subjects also answered a questionnaire, and 12 students were interviewed to find out the reasons they made the errors in their essays.

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

One significant finding of this study is that Malay students made 'simple past tense' and 'simple present tense' errors in their written work as a result of mother tongue interference, overgeneralizations, simplification of the rules of the English language and avoidance when using the difficult verb forms.

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NOTATIONS

CA Contrastive Analysis

CAH Contrastive Analysis Hypotheses

EA Error Analysis

ESL English as a Second Language

***** Gramatically incorrect sentence/erroneous sentence

IL Interlanguage

No. Number

% Percentage

L1 First Language

L2 Second Language