

ABSTRACT

Margaretta Rahmani TW. 2003. *A Study On The Erroneous Verb Uses Of The Simple Present and The Present Continuous Tenses Of The Sixth Grade Students In Kanisius Kotabaru Elementary School*. Yogyakarta: English Education Study Program. Sanata Dharma University.

Nowadays, students in the elementary school have begun to study English. One of the elements that they learn is grammar. Two of the grammatical patterns that they have to learn are the Simple Present and Present Continuous Tenses. They learn them since they were in the fifth grade of Elementary School. In learning the Simple Present and Present Continuous Tenses, the students still made some errors. It is because they were still in the beginner level. Based on this fact, the writer conducted a research on the erroneous verb uses of the Simple Present and Present Continuous Tenses of the sixth grade students in Kanisius Kotabaru Elementary School. There were two research questions formulated in this study: (1) What are the verb errors that the students make in learning the Simple Present and Present Continuous Tenses? (2) What are the possible causes of the students' errors in using the verbs of the Simple Present and Present Continuous Tenses?

In writing this thesis, the writer conducted a survey research. The sample of this research was the sixth grade students of *Kanisius Kotabaru* Elementary School, in the academic year 2001/2002. The instrument used to gather the data was a test. The data obtained were then analyzed based on the theories of error analysis.

The data obtained here were based on the students' answers from the test. The research results showed that the errors the students made in the Simple Present and Present Continuous Tense were morphology and syntax errors based on linguistic category proposed by Dulay, et al (1982). Syntax errors found in the Simple Present Tense are verb form, negative transformation, and question transformation. Morphology errors found in Simple Present Tense is the wrong attachment of *-s/-es*.

In the Present Continuous Tense, the syntax errors found, are verb form, negative transformation and question transformation. Then, the morphology error is the wrong form of verb *-ing*. Based on the theories of sources of errors suggested by Brown (1980: 173) and on the students' errors in the test, the writer found that there were three possible causes of the students' errors: interlingual transfer, intralingual transfer of the target language, and context of learning. Those three possible causes of errors were found based on the students' erroneous answers from the test.

There were two conclusions of the research, they were the errors made by the students and the possible causes of the errors. Following the conclusions, two suggestions were proposed. The first one is the suggestion for the teacher, which concerning about the teaching method of the Simple Present and Present Continuous Tenses. The second one is the suggestion for further research studies

concerning the research about the method in teaching English for elementary school students.

ABSTRAK

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Saat ini, murid-murid di Sekolah Dasar sudah mulai mempelajari Bahasa Inggris. Tata bahasa adalah salah satu elemen dalam Bahasa Inggris yang dipelajari oleh mereka. Simple Present Tense dan Present Continuous Tense adalah tata bahasa yang mereka pelajari sejak di kelas lima. Dalam mempelajari dua jenis tata bahasa tersebut, murid-murid Sekolah Dasar masih banyak membuat kesalahan. Hal itu karena mereka masih berada pada level pemula. Berdasarkan fakta tersebut, penulis mengadakan penelitian tentang penggunaan kata kerja yang salah pada *Simple Present Tense dan Present Continuous Tense* dari siswa-siswi kelas enam di Sekolah Dasar Kanisius Kotabaru, Yogyakarta. Ada dua pertanyaan yang dirumuskan dalam penelitian ini yaitu: (1) Kesalahan kata kerja apa yang dilakukan para siswa dalam mempelajari Simple Present Tense dan Present Continuous Tense? (2) Penyebab apakah yang mungkin membuat siswa melakukan kesalahan tersebut?

Dalam menulis skripsi ini, penulis mengadakan penelitian survey. Sampel dari penelitian ini adalah siswa kelas enam Sekolah Dasar Kanisius Kotabaru, Yogyakarta tahun akademik 2000/2001. Alat yang digunakan untuk mengumpulkan data adalah tes. Data yang didapat kemudian dianalisa berdasarkan teori analisis kesalahan.

Data yang didapat berdasarkan jawaban siswa-siswi dalam mengerjakan test. Hasil dari penelitian tersebut menunjukkan bahwa kesalahan yang dilakukan siswa adalah kesalahan morfologi dan sintaksis berdasarkan *linguistic category* oleh Dulay, dkk. Kesalahan sintaksis yang ditemukan di dalam *Simple Present Tense* adalah kesalahan bentuk kata kerja, kesalahan konstruksi kalimat negatif, dan kesalahan konstruksi kalimat tanya. Sedangkan kesalahan morfologi didalam *Simple Present Tense* adalah kesalahan penulisan kata kerja.

Didalam *Present Continuous Tense*, kesalahan sintaksis yang ditemukan adalah kesalahan bentuk kata kerja, kesalahan konstruksi kalimat negatif, dan kesalahan konstruksi kalimat tanya. Sedangkan kesalahan morfologi pada *Present Continuous Tense* adalah kesalahan penulisan kata kerja. Berdasarkan teori sumber kesalahan yang diusulkan oleh Brown (1980: 173) dan berdasarkan kesalahan para siswa dalam tes, penulis menemukan bahwa terdapat tiga penyebab yang memungkinkan siswa membuat kesalahan, antara lain: transfer interlingual atau gangguan dari bahasa-ibu siswa, transfer intralingual dari bahasa yang dipelajari, dan konteks belajar. Ketiga penyebab kesalahan tersebut ditemukan berdasarkan kesalahan jawaban siswa dalam mengerjakan tes.

Terdapat dua kesimpulan dari penelitian ini, yaitu kesimpulan tentang kesalahan para siswa dan penyebab kesalahan. Dengan mengacu pada kesimpulan

tersebut, ada dua macam saran yang diberikan. Saran yang pertama ditujukan kepada para guru Bahasa Inggris di Sekolah Dasar, mengenai metode pengajaran yang digunakan dalam pengajaran *Simple Present Tense* dan *Present Continuous Tense*. Saran yang kedua ditujukan kepada penelitian selanjutnya, yaitu penelitian mengenai metode pengajaran tata bahasa Inggris bagi siswa Sekolah Dasar.