

**AN ANALYSIS OF ERRORS IN CONSTRUCTING PARTICIPIAL
ADJECTIVE SENTENCES MADE BY THE ELEVENTH GRADE
STUDENTS OF SMA NEGERI 1 PADANG**

THESIS

*Submitted as a Partial Fulfillment of the Requirements to Obtain Strata One
(S1) Degree*



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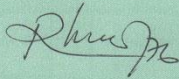
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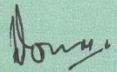
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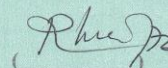
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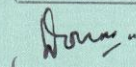
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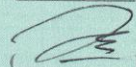
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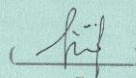
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ABSTRAK

Widyastuti, Deanty. 2017. **“An Analysis of Errors in Constructing Participial Adjective Sentences Made by the Eleventh Grade Students of SMA Negeri 1 Padang”**. *Skripsi*. Padang: Jurusan Bahasa Inggris. Fakultas Bahasa dan Seni. Universitas Negeri Padang.

Penelitian ini mengkaji tentang kesalahan yang dibuat siswa dalam menyusun kalimat sifat partisipatif. Sifat partisipatif adalah kata sifat yang berasal dari kata kerja yang digunakan untuk menggambarkan bagaimana perasaan orang tentang sesuatu atau seseorang (perasaan penerima) dan menggambarkan sesuatu atau sebab perasaan. Partisipan dalam penelitian ini adalah siswa-siswi kelas XI SMA Negeri 1 Padang, yang terdiri dari 179 siswa. Masalah yang diangkat pada penelitian ini adalah apa saja tipe-tipe kesalahan berdasarkan *surface strategy taxonomy* – penambahan kata, penghilangan kata, kesalahan pembentukan kata, dan perubahan posisi kata yang dibuat siswa dalam menyusun kalimat sifat partisipatif; dan berapa proporsi (frekuensi dan persentase) kesalahan yang dibuat siswa dalam menyusun kalimat sifat partisipatif tersebut. Instrumen yang digunakan dalam penelitian ini adalah tes grammar. Hasil penelitian menunjukkan bahwa siswa membuat tiga tipe kesalahan; penambahan, penghilangan, dan kesalahan pembentukan kata. Hasil penelitian menemukan bahwa ada 632 kesalahan yang dibuat oleh siswa dalam menyusun kalimat sifat partisipatif mereka. Kesalahan siswa paling banyak terjadi pada kesalahan pembentukan kata 53,16%. Berdasarkan temuan ini, guru bahasa Inggris disarankan untuk meningkatkan kesadaran siswa tentang kesalahan ini dengan menginformasikan jenis kesalahan yang dibuat oleh siswa dan memberikan penjelasan sebagai umpan balik untuk mereka.

Kata Kunci: analisis kesalahan, sifat partisipatif, kalimat.

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In accomplishing this thesis, the writer has worked with a number of people who deserved special mention. It is a pleasure to convey the writer's deepest appreciation to them all in these humble acknowledgments. First, the writer would like to address her sincere gratitude to Dr. Rahmah Apen, M.Si. as her advisor, who has given a great deal of time, valuable advice and continuous guidance during this thesis accomplishment. Second, the writer also expresses her best regard to Drs. Don Narius, M.Si. as her second advisor who has given encouragement, valuable ideas and suggestions as well as supports toward the finishing of this thesis. A deep appreciation is also given to her thesis examiners, Prof. Dr. Jufrizal, M.Hum., Prof. Dr. Hermawati Syarif, M.Hum., and Leni Marlina, S.S., M.A. The writer would like to thank them for their benefecial time, contribution of ideas toward the development of this thesis.

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TABLE OF CONTENTS

| | |
|---------------------------------|-------------|
| ABSTRAK | i |
| ACKNOWLEDGEMENTS..... | ii |
| TABLE OF CONTENTS..... | iv |
| LIST OF TABLES | vi |
| LIST OF FIGURES | vii |
| LIST OF APPENDICES | viii |

CHAPTER I INTRODUCTION

| | |
|--|---|
| A. Background of the Problem | 1 |
| B. Identification of the Problem | 6 |
| C. Limitation of the Problem | 7 |
| D. Formulation of the Problem | 7 |
| E. Purpose of the Research | 7 |
| F. Significance of the Research | 8 |
| G. Definition of the Key Terms | 8 |

CHAPTER II REVIEW OF RELATED LITERATURE

| | |
|--|----|
| A. Theoretical Review | 9 |
| 1. The Concept of Error | 9 |
| 1.1. Differences between Error and Mistake | 10 |
| 1.2. Classification of Error | 12 |
| 1.2.1 Surface Strategy Taxonomy | 14 |
| 1.3. Error Analysis | 15 |
| 2. Teaching Grammar at Senior High School | 18 |
| 3. Adjective | 20 |
| 3.1. Participial Adjective | 24 |
| 3.1.1. Present Participle (-ing)..... | 25 |
| 3.1.2. Past Participle (-ed) | 28 |
| 4. Sentence | 29 |
| B. Previous Studies | 30 |
| C. Conceptual Framework | 32 |

CHAPTER III RESEARCH METHOD

| | |
|---------------------------------------|----|
| A. Type of the Research | 34 |
| B. Subject of the Research..... | 34 |
| C. Instrumentation | 35 |
| D. Techniques of Data Collection..... | 38 |
| E. Technique of Data Analysis..... | 39 |

CHAPTER IV FINDINGS AND DISCUSSION

| | |
|----------------------------------|----|
| A. Data Description | 41 |
| B. Findings and Discussion | 56 |

CHAPTER V CONCLUSIONS AND SUGGESTIONS

| | |
|----------------------|----|
| A. Conclusions..... | 60 |
| B. Suggestions | 60 |

| | |
|---------------------------|-----------|
| BIBLIOGRAPHY | 62 |
|---------------------------|-----------|

| | |
|-------------------------|-----------|
| APPENDICES | 65 |
|-------------------------|-----------|

LIST OF TABLES

| | |
|---|----|
| Table 1. Suffixes in adjective..... | 22 |
| Table 2. Examples of Participial Adjective..... | 25 |
| Table 3. Indicators of Errors | 36 |
| Table 4. Students' Error | 42 |
| Table 5. Students' result of Identification and Distinguishing Participial Adjective Sentences | 50 |
| Table 6. The Proportion of Students' Errors in Constructing Participial Adjectives Sentences..... | 53 |
| Table 7. Frequency and Percentage of Aspects of Misinformation Error..... | 55 |
| Table 8. Frequency and Percentage of Aspects of Omission Error | 55 |
| Table 9. Frequency and Percentage of Aspects of Addition Error | 56 |

LIST OF FIGURES

| | |
|--|----|
| Figure 1. Conceptual Frame Work..... | 33 |
| Figure 2. Types and Number of Students' Errors in Constructing Participial Adjectives Sentences | 54 |

LIST OF APPENDICES

| | |
|---|-----|
| Appendix 1. Test Instrument..... | 65 |
| Appendix 2. Some of Students' Writing..... | 68 |
| Appendix 3. Frequency of Errors of each student. | 77 |
| Appendix 4. Students' Error. | 82 |
| Appendix 5. Sample of XI TP. 2016/2017..... | 136 |
| Appendix 6. Surat Keterangan Validasi..... | 141 |
| Appendix 7. Surat Keterangan Telah Melakukan Penelitian | 143 |

CHAPTER I

INTRODUCTION

A. Background of the Problem

Grammar is one of the important components in English. Grammar has function as a tool in expressing ideas, feeling and opinion. William (2005:2) states grammar is the formal study of structure of a language and describes how words fit together into meaningful constructions. In learning grammar, the students learn about tenses, clauses, word category, part of speech, etc.

Talking about grammar in particular, grammar is generally divided into two: descriptive grammar and prescriptive grammar (Hinkel, 2016:1). Descriptive grammar refers to the structure of a language as it is actually used by speakers and writers, while prescriptive grammar refers to the structure of a language as certain people think it should be used. Both kinds of grammar are concerned with rules but in different ways. Specialists in descriptive grammar study the rules or patterns that underline the use of words, phrases, clauses, and sentences. On the other hand, prescriptive grammarians (such as most editors and teachers) lay out rules about what they believe to be the “correct” or “incorrect” use of language.

Based on the researcher’s preliminary observation conducted on 19th September 2016 by interviewing an English teacher of the eleventh grade at SMA Negeri 1 Padang in science (henceforth MIA class) and social class (henceforth IIS class), she explained specific parts of grammar in teaching genre (kind of text) such as tenses, clauses, passive voice, and adjectives. Then, the researcher also interviewed the eleventh grade students of MIA 5 about their knowledge in

adjective. It was found that most students only knew about common adjectives such as beautiful, handsome, hungry, angry, and sad. In fact, there are only few of them knowing about adjectives which derive from verbs by adding suffixes (present participle –ing and past participle –ed) such as interesting, tired, and confusing, all of which are known as *participial adjectives*.

With regard to the ideas above, Lowrance (2016:2) states participial adjectives are used when the participle form of a verb (usually with an –ed or –ing ending) is used to modify a noun in a noun phrase (e.g., an *interesting* talk) or to describe the subject after a verb but not in a noun phrase (e.g. the talk was *interesting*). Azar (2002:297) states there are two kinds of participial adjectives: present participle and past participle. Present participles are adjectives ending in –ing, while past participles are adjectives which take third form of verbs. If the noun is described as the cause of feelings, the present participles –ing is used, for example, “*the story was depressing*” (the story is the cause of feeling). If a noun receives an action/feeling, as the noun that wants to be described, the past participles are used, for example, *I was depressed* (the receiver is I).

Participial adjectives may cause problems to students. This aligns with the study of William and Evans (1998) about participial adjectives. They found that the students produce sentences incorrectly such as “*I am boring*” instead of “*I am bored*” and “*He is interesting*” instead of “*He is interested*”. The reason perhaps is that the two forms are closely related and easily misinterpreted by students. An effective way that might help students to be able to differentiate between which of those two forms to use is by asking “who the doer or the cause of the

feeling/action is” and “who the receiver is”. To sum up, the present participle (–ing) form is used to describe the doer and the past participle (–ed) form is used to describe the receiver’s feeling or condition.

Another proof is from the researcher’s preliminary observation test in SMA Negeri 1 Padang. The researcher listed 10 words of participial adjectives on the sheet handed out to students such as bothered/bothering, surprised/surprising, and confused/confusing. From the words given, the students were asked to construct the words into sentences based on their own sentences and to differentiate past participle from present participle sentences. From the result of the preliminary observation test, it was found that some students cannot distinguish past participle from present participle. Here are some errors made by students:

a. Bothered/Bothering

Past Participle: Those cats are bothered by a big dog.

Present Participle: I am is bothering by my sister while I do my homework

b. Surprised/Surprising

Past Participle: The sound was made of surprised for the audience in the studio.

Present Participle: Rina is surprising to her birthday party.

c. Confused/Confusing

Past Participle: The book was confused me.

Present Participle: Her friend is confusing him.

In sentence a, the student constructed past participle sentence “*Those cats are bothered by a big dog*” in form of passive construction. The phrase “*are bothered*” does not refer to person/receiver feeling but the subject “*those cat*”. It

means that the student could not differentiate past participle and passive voice. The student also constructed present participle sentence *"I am is bothering by my sister while I do my homework"*. The word *"bothering"* does not refer to something/the cause of feeling because *"I"* is the receiver feeling, whereas it should be replaced by *"bothered"*. It means that the student could not understand the use of present participle. In the sentence, the researcher also found student made error by adding unnecessary *to be "is"*, omitting *to be "am"* after subordinator clause, and misforming verb *"do"* that should be *"doing"* instead. Therefore, the reconstructed sentence is ***"I am bothered by my sister while I am doing my homework"***.

In sentence b, the student constructed past participle sentence *"The sound was made of surprised for the audience in the studio"*. The word *"surprised"* should be replaced by *"surprising"* because *"surprising"* refers to something/the cause of feeling that is the subject *"the sound"*. It means that the student could not understand the use of past participle. It was also found student made error by adding unnecessary phrase *"made of"*. Thus, the reconstructed sentence is ***"The sound was surprising for the audience in the studio"***. In present participle sentence, the student constructed *"Rina is surprising to her birthday party"*. The word *"surprising"* does not relate with the subject *"Rina"* because *"Rina"* is person/the receiver feeling, and *"surprising"* refers to something/the cause of feeling. Thus, it should be replaced by *"surprised"*. It means that the student could not understand the use of present participle. The reconstructed sentence should be ***"Rina is surprised with her birthday party"***.

In sentence c, the student constructed past participle sentence “*The book was confused me*”. The word “*confused*” should be replaced by “*confusing*” because “*confusing*” refers to something/the cause of feeling that is the subject “*book*”. It means that the student could not understand the use of past participle. The student also made error in the sentence by omitting preposition “*for*”. Preposition “*for*” is used to connect “*confusing*” with the cause of feeling “*me*”, and it makes the sentence to be present participle. Thus, the reconstructed sentence is “*The book was confusing for me*”. In constructing present participle, the student made “*Her friend is confusing him*”. The word “*confusing*” should be replaced by “*confused*” because “*confused*” refers to person/the receiver feeling that is the subject “*Her friend*”. It means that the student could not understand the use of present participle. The student also made error by omitting preposition “*to*”. Preposition “*to*” is used to connect “*confused*” with the cause of feeling “*him*”. Thus, the correct sentence is “*Her friend is confused to him*”.

The previous examples and explanations indicate that students could not understand the use of past and present participle in constructing participial adjective sentences well. When the students did the task, there were some students asking to the teacher about the task. They thought the test was about continuous tense and past tense not participial adjectives even though the researcher had explained about participial adjectives to them. It indicates that the students still do not know participial adjectives well. They were still confused to differentiate adjectives which derives from verb (participial adjectives) from verb. Students possibly made error in producing grammar, in this case, in constructing participial

adjective sentences. It probably happens because language learners do not have full understanding of a language system yet. Participial adjectives are needed to be learned because participial adjectives have relation with grammar rules. Someone expresses his or her ideas by using grammar through sentences that consist of participial adjectives.

Related to the students' problem in constructing participial adjective sentences, the researcher assumes that through the application of error analysis, the students' problem can be solved. Error analysis is used to analyze students' error in constructing participial adjective sentences. By using error analysis, teacher can design a new lesson plan based on students' need as a result of analyzing students' error (Zhang, 2010:93). Thus, it could improve teachers' way in teaching the materials.

Based on the background above, the researcher is interested in conducting a research on an analysis of errors in constructing participial adjective sentences made by the eleventh grade students of SMA Negeri 1 Padang.

B. Identification of the Problem

Based on the problem in the background above, there are some possible problems that can be identified. First, students do error in constructing participial adjective sentences, so it changes the whole meaning of that sentence. Second, the errors can result in incorrect meaning which possibly lead to misunderstanding. The incorrect meaning does not show what the students really meant. To sum up, students' error shows students' poor quality of their understanding in learning

grammar, especially adjectives, so it causes students' misuse of participial adjectives.

C. Limitation of the Problem

Based on the identification of the problems above, this research was limited to analyze types of errors made by the eleventh grade students of SMA Negeri 1 Padang in constructing participial adjective sentences based on Surface Strategy Taxonomy.

D. Formulation of the Problem

Based on the description above, the problem of the research was formulated as follows:

1. What types of errors that were made by the students in constructing participial adjective sentences based on Surface Strategy Taxonomy?
2. What were the proportions (frequency and percentage) of errors that were made by the students in constructing participial adjective sentences based on Surface Strategy Taxonomy?

E. Purpose of the Research

Based on the formulation of the problem given above, the purposes of this research were:

1. To describe the types of errors that were made by students in constructing participial adjective sentences based on Surface Strategy Taxonomy.
2. To find out the proportions (frequency and percentage) of errors that were made by the students in constructing participial adjective sentences based on Surface Strategy Taxonomy.

F. Significance of the Research

The results of this research are expected to give practical and theoretical contribution.

1. Theoretical contribution

The result of the research is expected to provide information about the student's errors in constructing participial adjective sentences based on Surface Strategy Taxonomy.

2. Practical contribution

By doing this research, the researcher would obtain more understanding about the roles of participial adjective sentences. For the teacher, the researcher hopes that this finding would be useful for the teachers in getting an inspiration when they are teaching about participial adjective for their students.

H. Definitions of Key Terms

1. Error analysis tends to a technique for identifying, describing and systematically explaining the errors made by a learner, using any of the principles and procedures provided by linguistics.
2. Participial adjective refers to a term applied to adjectival forms of verbs. It is a form that 'participates' in the features of the verb.
3. Sentence refers to a group of words that usually have a subject and predicate that expresses a statement, question, command, expectation, or exclamation.