

**COMMON TYPES OF DICTION ERRORS
MADE BY THE SECOND YEAR STUDENTS OF
SMP NEGERI 13 MALANG**

THESIS

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FACULTY OF HUMANITIES AND CULTURE

THE STATE ISLAMIC UNIVERSITY OF MALANG

July 2008

**COMMON TYPES OF DICTION ERRORS
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SMP NEGERI 13 MALANG**

THESIS

Presented to
the state Islamic University of Malang
in partial fulfillment of the requirement
for The degree of *Sarjana Sastra (S1)*

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July 2008

CERTIFICATE OF THESIS AUTHORSHIP

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hereby, certify that the thesis I wrote to fulfill the requirement for *sarjana* entitled **Common Types of Diction Errors Made by the Second Year Students of SMP Negeri 13 Malang** is truly my original work. It does not incorporate any materials previously written or published by another person, except those indicated in quotation and bibliography. Do this fact, I am the person only responsible for the thesis if any objection or claim from others.

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MOTTO:

Khoiru An-Naasi 'Anfa'uhum Lil An-Naasi

*(The Best People is who The Most Meaningful for
Other People)*



DEDICATION

My thesis is proudly dedicated to my dearest parents:
Drs. H. Anshori Anwar and Hj. Ilil Maidah, S. Pd

My beloved brothers:

M. Hasbi Rofiqi, M. Luqman Faizin, M. Anwar Firdaus, M. Fahmi Ulin
Nuha, Yucha Muhammad, and my beloved sisters Izzatul Barr El Haq and Sarah
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and pak lik Ufik.

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Malang, July 08th 2008

Ima Mutholliatil Badriyah

ABSTRACT

Badriyah, Ima Mutholliatil. 2007. *Common Types of Diction Errors Made by The Second Year Students of SMP Negeri 13 Malang*. Advisor: Dra. Hj. Syafiyah, MA. English Letters and Language Department. Faculty of Humanities and Culture. The State Islamic University of Malang.

Key words: Errors, Diction, Diction Errors, Composition, SMP Negeri 13 Malang.

In Indonesia, English is taught as a compulsory subject at junior high school (SMP) and senior high school (SMA) and as local content subject at primary school. So, it is not extraordinary that most of the Indonesian students understand and practice English in their communication, either at school, home or other places. However, in the learning of English, there are many problems faced by students. It is normal for Indonesian students to make errors in their learning process since English is a foreign language. Errors in learning a foreign language may occur in both speaking and writing. Those problems are also faced by the students of SMP Negeri 13 Malang in making a good composition. One of the problems is choosing good dictions. Related to those phenomena, the research problems are “What are the common types of diction errors made by the second year students of SMP Negeri 13 Malang?” and “What are the causes of diction errors made by the second year students of SMP Negeri 13 Malang?”

The present study attempts to describe the students’ error in using diction in their composition. The errors of using diction are based on open words class (verbs, nouns, adjective, and adverb) and closed word class (preposition and conjunction). The categorized open and closed words are then classified into three principles of diction errors, they are; inaccurate use of diction, inappropriate use of the style, and uncommon use of English.

This study is an error analysis which uses descriptive qualitative design. The subjects of the study are the second year students of SMP Negeri 13 Malang in 2006/2007 academic year. The data were taken from the words of students’ compositions which tell about going to Bali and Pasir Putih Beach, which are supposed to contain diction errors. The data were then analyzed by several procedures which include identification, classification, and description of errors and possible source of errors.

The finding of the study reveals that the common types of diction errors made by the second year students of SMP Negeri 13 Malang are inaccurate use of diction and uncommon use of diction. Whereas inappropriate use of style are not found on the data. The common factors that caused diction errors are interligual transfer, intraligual transfer, and communication strategy.

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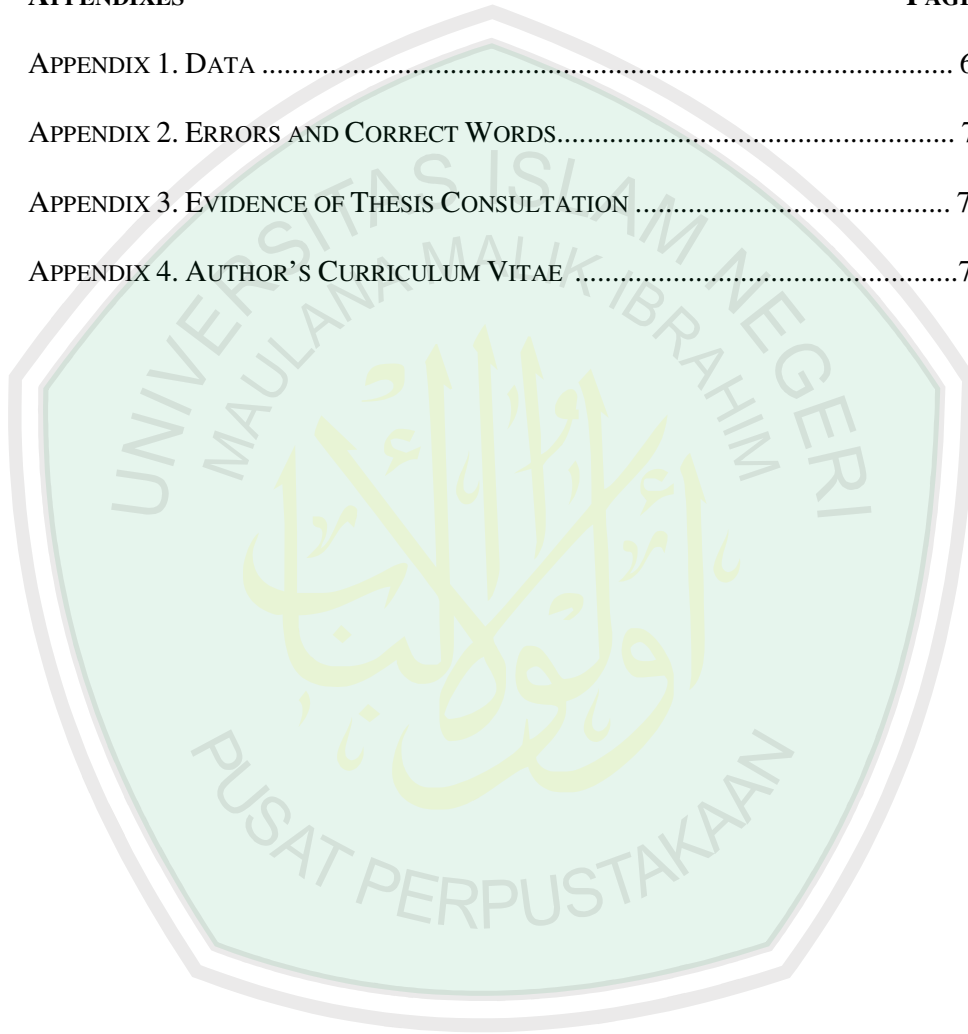
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CHAPTER I

INTRODUCTION

This chapter presents: (1) Background of the Study; (2) Research Problems; (3) Objectives of the Study; (4) Significance of the Study; (5) Scope and Limitation; and (6) Definition of the Key Terms.

1.1 Background of the Study

English is very important nowadays. This language is used mostly for international communication. The users of English both native speakers and non-native speakers become greater in quantity all over the world. English also becomes the first foreign language to be taught in schools in Indonesia. So, it is not extraordinary that most of the Indonesian students understand and practice English in their communication, either at school, home or other places.

Communication using a language both in oral or written forms can go smoothly if the speaker masters the language well. The mastery of language is not only concerned with the mastery of syntactical rules, but also involves some other aspects, such as: active mastery of a wide range vocabulary, active mastery of a wide syntactical rules, having competence to find the most appropriate style in expressing ideas, and logic (Keraf, 1989: 35).

Further, Tarigan (1986: 2) suggests that the quality of using language as a means of communication depends on the quantity and quality of vocabulary the speaker has. Mastering a wide range of vocabulary, however, is not enough without having the ability to choose appropriate words (diction).

In getting good diction, we should understand well about words and the meaning of words, how to use dictionary as the source of diction, to choose words appropriately, to enlarge and activate vocabulary, to choose words which are accurate and appropriate for the context, and knowing some styles of language which suitable with the purpose of the composition (Keraf, 2004: vi).

Phytian (2005: 119) says that the ability to choose appropriate words, which are related to the context, is an important skill in speaking or writing good English. We also have to consider whether the word chosen is the best word or not, that is the word which is able to deliver the purpose we want.

Moreover, Keraf (2004: 24) states that one who has a wide range of vocabulary and also knows the meaning and the use of it, will be able to choose whether the words are appropriate or not to deliver the purpose he/she wants.

Besides that, vocabulary also has an important role in learning language. According to Wallace (1987) as quoted in Talib (1996: 2), learning language is learning the vocabulary of that language itself. To his support, Rivers (in Talib 1996: 2) states, "It is impossible to learn a language without vocabulary-without words".

Keraf (2004: 67) proposed the ways to enlarge vocabularies; it can be done through learning process, through contexts, dictionary, thesaurus, and analysis of words. He adds that the process of enlarging vocabularies through learning process is given at educational institutions. Teachers have an important role in enriching the pupils' vocabulary. They are the persons who give some new terms or words to their pupils. Those new terms or words should be transformed to the

pupils appropriately as equal as appropriate meaning and idea because the pupils will follow errors or mistakes produced by teacher too.

In the learning of English, there are many problems faced by the students. It is normal for Indonesian learners to make errors in their learning process since English is a foreign language. The problems are caused by the different system between Indonesian as the native language compared to English as the target language which is learnt (Hartono, 1993: 9).

That problems are also faced by the students in making a good composition. One of which is choosing appropriate words in accordance with the context. The examples can be seen from some of diction errors that arise in their writing work below:

1. Ketapang Harbour is *way* from Java Island to Bali Island. (error in accurateness)
2. My mother sent *letter* to my school. (error in accurateness)
3. On my holiday with family go to *white sands*. (error in common use)

In these sentences, the students made several diction errors. There are three principles in choosing good diction proposed by Poerwadarminta (1984: 43) in his book “Bahasa Indonesia untuk Karang Mengarang, as cited by Sujiyati (1995: 26), they are : (1) the meaning of words chosen has to be accurate for context intended, (2) the choice of words are based on the aim of the meaning of words for certain context, (3) the choice of words are commonly used in the society. These three principles of diction errors are based on linguistics category as stated by Dulay et al. (1982:146) that is on meaning and lexicon aspects.

The diction errors arise in these examples are including the accurate usage of the right meaning and the common usage of the language. Based on a good diction, actually they should say:

1. Ketapang Harbor is *a shipping lane* from Java Island to Bali Island.
2. My mother sent *a permission letter* to my school.
3. On my holiday, I with my family went to *Pasir Putih*.

There are some possible sources of errors in using language. Brown (1987: 177-181) has stated that by trying to identify the sources of errors, the teacher begins to arrive at an understanding of how the learner's cognitive and affective skills related to the linguistic system and to formulate and integrate understanding of the process of second language acquisition. Concerning the origin of errors, he proposes four kinds of sources of errors, which include interlingual transfer, intralingual transfer, context of learning, and communication strategy.

This study attempted to identify and describe the language errors particularly in English diction errors and the causes of diction errors made by the second year students of SMP Negeri 13 Malang in their written language. The choice of this topic is based on the several reasons. First, it is very crucial to recognize students' English errors, particularly in English diction, since in the early stage of learning process. The next reason is, junior high school is the beginning level for Indonesian students in studying English. As the beginner learners of English as a foreign language, of course several mistakes and errors happen including errors in using diction. Therefore, it will be very good if the corrections are given since early stage of English learning process. In doing so,

the students' future in using English will be good. Third, it is also important to know the source of errors in order the teachers can avoid the same errors made by their students, by delivering the materials to their students in the appropriate and effective techniques in teaching process.

There were several researchers who have done similar research on diction. They are Sujiyati (1995), Partono (1999), and Rofiqoh (2004). Sujiyati (1995) investigated the errors made by Indonesian language learners who had English background in using diction. She found the errors made by them in applying the principle of accurate use of right meaning, word formation, and also in applying the use of style and common use of Indonesian language. Partono (1999) and Rofiqoh (2004) investigated the diction used on newspaper. The investigation focused on the choice of cultural words, terms and utterances in relation with specific words general words, concrete words – abstract words, denotation – connotation, and figure of speech.

The closer research related to this study is the first investigation done by Sujiyati (1995) because this research is conducted on diction errors made by second language learner. Different from Sujiyati's research, this research investigates the diction errors made by the English learners who have Indonesian background. This study is focused on investigating the diction errors based on large/open words classes (verb, noun, adjective, and adverb) and small/closed words classes (preposition and conjunction) because those word are the very fundamental parts of speech that have to be mastered by students for making a good composition.

In line with this, the researcher is interested in observing written language particularly in diction errors and the causes of diction errors made by the second year students of SMPN 13 Malang. It is expected that the finding of this research will give valid information about diction errors made by second year students of SMPN 13 Malang. Therefore, the researcher chooses a title “*Common Types of Diction Errors Made by the Second Year Students of SMP Negeri 13 Malang.*”

1.2 Research Problems

Based on the background of the study above, the problem can be elaborated into two questions as follows:

1. What are the common types of diction errors made by the second year students of SMP Negeri 13 Malang?
2. What are the causes of diction errors made by the second year students of SMP Negeri 13 Malang?

1.3 Objectives of the Study

In line with the statement of the research problems above, this study is proposed to know the common types of diction errors made by the second year students of SMP Negeri 13 Malang in using diction in their English composition. This study is also aimed at finding the causes of diction errors made by the second year students of SMP Negeri 13 Malang.

1.4 Significance of the Study

The findings of this study are expected to contribute both theoretically and practically in the teaching and learning English vocabulary particularly on diction. There are four people are hoped to get benefit from this study. They are researcher herself, the English teachers, the students, and the next researchers who will take the same study.

Theoretically, the findings of this study can give more information about diction errors for the researcher herself, the teachers who teach English, and the students who learn English as foreign language. Moreover, the findings of the study are expected to be used as consideration for improving the quality of teaching and learning English vocabularies for beginners, especially in junior high school.

Practically, the findings of this study may facilitate the process of understanding English diction and may be able to be used for a reference for the next students who will take the same study.

1.5 Scope and Limitation

The investigation of this study is limited in the use of diction on written texts made by the second year students of SMP Negeri 13 Malang. The researcher only studied diction errors in the students' works telling about going to Bali and Pasir Putih Beach.

The analysis of this study were focused on the use of diction in category of open words classes, such as: Verb, Noun, Adjective, and Adverb. It also

focused on the use of diction in category of closed words classes, they are Preposition and Conjunction.

The scope of this study is an investigation of the types of errors based on Dulay's errors classifications. Dulay, Burt and Krashen (1982: 146-147) classifies errors into four types, they are; error types based on linguistic category, error types based on surface strategy, error types based on comparative analysis, and error types based on communicative effect. This study only focused on linguistics category, that is on the semantic and lexicon aspects by applying Sujiyati's criteria about good dictions, they are: (1) the accurate use of the right meaning; (2) the accurate use of the word formation; (3) the appropriate use of the style; (4) the common use of the language. Nevertheless, this study did not apply the second criteria of good diction - the accurate use of the word formation – because this study is only the study about good diction viewed from semantics angle not morphological angle, by seeing the categorization of words based on the lexical point of view focused on linguistic taxonomy. Certainly, the words which are not gain those criteria of good diction will be categorized as diction errors.

Moreover, this study investigated the factors that cause dictions errors, as categorized by Brown (1987: 177-181), made by the second year students of SMP Negeri 13 Malang. He proposes four kinds of errors sources, which include interlingual transfer, intralingual transfer, context of learning, and communication strategy. However, this study only investigated three kinds of errors sources; they are interlingual transfer, intralingual transfer, and communication strategy. This study did not investigate the source of errors from the context of learning.

This study was conducted at SMP Negeri 13, which was represented by the second year students of SMP Negeri 13 Malang in the second semester of the 2006/2007 academic years.

1.6 Definition of the Key Term

To avoid misunderstanding and misinterpretation which are possible appear, the researcher defines some terms:

1. **Errors** : parts of composition that deviates from some selected norm of mature language performance.
2. **Diction** : the choice and use of words to express an idea or an opinion.
3. **Diction Error** : errors in the use of diction based on the principles; the accurate use of diction, the appropriate use of the style, and common use of English.
4. **Composition** : piece of writing dealing with the topic and consisting of several paragraphs.
5. **SMP Negeri 13 Malang**: one of the names of junior high school in Malang.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter is devoted to review the relevant theories underlying this study. It is divided into five big parts of discussion, they are; (1) Vocabulary, (2) Diction, (3) Sources of Errors, and (4) Previous Studies.

2.1 Vocabulary

2.1.1 Basic Concept of Vocabulary

The American Heritage Dictionary of English Language (2000 in <http://education.yahoo.com/reference/dictionary/entry/diction>) defines vocabulary as “the sum of words used by, understood by, or the command of a particular person, social group, profession, trade, or the like.” This definition refers to all of the words that person uses and understands to communicate with other people in a certain situation.

Another definition of vocabulary is stated in Oxford Advanced Learner’s Dictionary (1995: 1331). It defines vocabulary as “all the words known to a person or used in a particular book, subject, etc. this definition is concerned with the words mastered by a person related to specific purposes.

Merriam-Webster’s Collegiate Dictionary (1996: 1322) defines vocabulary as “a sum or stock of words employed by a language, group, individual, or work or in a field of knowledge.” The definition covers all the words a person can use to communicate with another person.

2.1.2 The Importance of Vocabulary

In Indonesia, English is taught as a foreign language, meaning that the language has no established functions inside the learners' community but will be used mainly for communicating with outsider (Littlewood, 1992: 53). Nowadays, the development of science and technology in this globalization era has encouraged people to have urgent need toward English.

According to Wallace (1987) as quoted in Talib (1996: 2), learning language is learning the vocabulary of that language itself. To his support, Rivers (1981) as quoted in Talib (1996: 2) states that "it is impossible to learn a language without vocabulary-without words". Moreover, from the learners' point of view, it is proved by Chamot (1987) as cited in Schmitt (1997: 200) that many ESL high school students do use more strategy for vocabulary learning than for any language learning activities. It implies that learners really pay attention to vocabulary. Horwitz (1988) as cited in Schmitt (1997: 200) also finds that a substantial number of the ESL students completing her questionnaire (ranging between 25%-39%) either agreed or strongly agreed that the most important part of learning a foreign language is learning vocabulary.

From both findings, we can see how important the vocabulary is. Therefore, learners and teachers should pay much attention in learning and teaching vocabulary seriously.

2.1.3 Vocabulary Mastery

Everyone might agree that mastering vocabulary has a great deal of importance. People can successfully communicate with others through words they express. However, it cannot be denied that people cannot master all vocabulary in their native language, let alone the vocabulary of the foreign language.

From the previous discussion about vocabulary definitions, it is clearly stated that vocabulary is related to words.

Words, according to Read (2001: 1), are “The basic building blocks of language, the units of meaning from which larger structures such as sentences, paragraphs, and whole texts are formed.” Thus, without words there will be no language, as Rivers’ statement (1981) cited in Talib (1996: 1) that “it is impossible to learn language without vocabulary-without words.” So, mastering vocabulary is related to knowing words.

After reviewing the definition of words, it is important to consider what means to know a word. Richards (1976) in his article as quoted by Read (2001: 25) outlines a series of assumption covering various aspects of what is meant by knowing a word:

1. Knowing a word means knowing the degree of probability of encountering that word in speech or print.
2. Knowing a word means knowing the limitations on the use of the word according to variations of function and situation.
3. Knowing a word means knowing the syntactic behavior associated with the word.

4. Knowing a word entails knowledge of the underlying form of a word and the derivations that can be made from it.
5. Knowing a word entails knowledge of the network of associations between that word and other words in the language.
6. Knowing a word means knowing the semantic value of a word.
7. Knowing a word means knowing many of the different meanings associated with a word.

Another description about knowing a word is described by George (1983) as cited in Nation (1990: 31). He organizes the table using the general classification criteria. Each section is divided into two parts: one dealing with receptive knowledge (R) and one dealing with productive knowledge (P).

Table 2.1 Knowing a Word

| | |
|---------------------|--|
| Form | |
| Spoken form | R What does the word sound like? |
| | P How is the word pronounced? |
| Written form | R What does the word look like? |
| | P How is the word written and spelled? |
| Position | |
| Grammatical Pattern | R In what patterns does the word occur? |
| | P In what patterns must we use the word? |
| Collocation | R What words or types of words can be expected before or after the word? |
| | P What words or types of words must we use with this words? |
| Function | |
| Frequency | R How common is the word? |
| | P How often should the word be used? |
| Appropriateness | R Where would we expect to meet this word? |

| | | |
|-------------|---|--|
| | P | Where can this word be used? |
| Meaning | | |
| Concept | R | What does the word mean? |
| | P | What word should be used to express this meaning? |
| Association | R | What other words does this word make us think of? |
| | P | What other words could we use instead of this one? |

(Nation, 1990: 31)

In vocabulary learning, it is important to distinguish between the receptive and productive learning. Receptive learning requires the learners to recognize a word and recall its meaning whenever they meet the word. Productive learning, on the other hand, requires the learners not only to recognize the word and recall its meaning but also to be able to use the needed vocabulary when speaking or writing in the target language at the present time and situation. If learners want to cover all language skills, they need to acquire around 3000 base words of productive vocabulary. However, if they just want to read and understand lectures, it is enough for them to have receptive knowledge of the target language as base words (Nation, 1990: 5).

Based on a study conducted by Astika (1993) as cited in Kweldju (2004: 39) it was found that vocabulary was the best predictor for students' proficiency in writing. Besides, Koda (1989), Laufer (1991), and Coady et al. (1993) as cited in Laufer (1997: 20) found that vocabulary was a good predictor of reading success. It was because if students did not master at least 3000 word families, they would find difficulties to cope with any text. It is stated by Laufer (1997: 24) that 3000 word families provide coverage of between 90% and 95 % of any text (for survey

of frequency counts). It is obvious that vocabulary learning should be given much attention.

However, learning second or foreign language vocabulary is a complex process which involves not only an understanding of how it sounds, both when listened to and spoken, plus a whole list of other features such as grammatical status, appropriate register, what the word collocates with, how frequently the word is used, and what it means (Ryan, 1997: 181).

2.1.4 Classification of Vocabulary

According to Jackson and Amvela (2002: 6), words are classified based on the structure of sentences. They differentiate words into two classes: large classes and small classes. While Hatch and Brown (2000: 219) classify words into major word classes or open classes and closed classes. However, both classifications have the same concept. In general, the classification of words is described as follows as used in this study:

1. Large classes/Open classes

Words involved in large classes are nouns, verbs, adjectives, and adverbs.

a. Nouns

Nouns represent the animate and inanimate objects that are the participants in sentences as subject, object, etc (Jackson and Amvela, 2002: 6), Hatch and Brown (2000: 219) differs nouns into some types:

- Proper nouns; e.g. Jakarta, Indonesia, John, etc.
- Common nouns; e.g. woman, state, book, etc.

- Abstract nouns; e.g. hope, understanding, love, etc.
- Concrete nouns; e.g. dish, table, chair, etc.
- Count nouns; e.g. books, birds, pianos, etc.
- Mass nouns; e.g. gravy, rice, sand, etc.

b. Verbs

Verbs represent the action, event, or state that the sentence is about, and hold the pivotal position in the sentence, determining which other elements need to be present (Jackson and Amvela, 2002: 6). House and Harman (1950:94) suppose that a verb arranged with a noun determines several kinds of sentence-statement, question, commands, and exclamations. Based on their meaning verbs may be classified as transitive and intransitive verbs, according to their form as regular and irregular, or as strong and weak verbs. The examples of verbs are swim, sing, walk, etc.

c. Adjectives

Adjectives are used to highlight qualities and attributes (Hatch and Brown, 2000: 228). They occur in front of nouns as descriptive words, as well as after verbs like be with a similar function. Frank (1972: 109) defines an adjective as a modifier that has grammatical property of comparison. House and Harman (1950: 73) define an adjective as a word used with a noun or other substantive as a modifier to describe or define it. For example, *red apples*. *Red apples* are not the same thing as apples. *Red apples* have a quality which apples as a whole do not possess, and there are fewer of them in the world. The prefixing of red adds to the qualities, and limits the quantity of apples.

d. Adverbs

Adverbs are similar to adjectives in many ways although they typically assign attributes to verbs, to clauses, or to entire sentences rather than to nouns (Hatch and Brown, 2000: 230). They are a diverse class, in part representing circumstantial information, such as time and manner, in part acting as modifier of adjective or other adverb, in part forming connections between sentences. Roberts (1954: 207) defines an adverb as “a word that indicates time, place, manner, degree, amount, purpose, result, attendant, circumstance, means, etc.” For example, *came yesterday*.

2. Small classes/closed classes

Small class words function to link the members of the larger classes together in sentence structure (Jackson and Amvela, 2002: 6). They are classified as follows:

a. Pronouns

Pronouns stand for noun and the accompanying words or noun phrase to avoid unnecessary repetition, including personal pronouns, possessive pronouns, individual pronouns, and indefinite pronouns.

b. Determiner

Determiners function to point out objects, to bring them to the attention of the listeners or readers.

- Identifiers

Identifiers include articles (a, the), demonstratives (this, that), and possessives (my, her, etc.).

- Quantifiers

Quantifiers include the numerals and indefinite quantifiers (few, many, some, etc.).

c. Prepositions

Preposition, according to Jackson and Amvela (2002: 6), are usually combined with noun and noun phrase primarily to form preposition phrase. According to House and Harman (1950: 174) a preposition is a particle with a noun or a pronoun (usually placed before it) to form a phrase, which usually performs the function of an adjective or an adverb: a letter from home, riding on a horse. Preposition and its object constitute a prepositional phrase, which modifies the word to which the object is related. For example,the man on the horse... (The preposition on specifies a relationship between the man and the horse; the prepositional phrase on the horse modifies man, thus functioning as an adjective).

I'll come in a minute. (The preposition in specifies a relationship between come and minute, the prepositional phrase in a minute, modifies come, thus functioning as an adverb).

d. Conjunctions

Conjunctions are used to connect words, phrases, clauses, or sentences (Jackson and Amvela, 2002: 6). They are classified as follows.

- Coordinating conjunction (and, but, or)

Coordinating conjunctions are normally used to connect sentence elements of the same grammatical class, for instance, nouns with nouns, adverbs with adverbs, phrases with phrases, clauses with clauses.

- Subordinating conjunctions (although, because, if, until, when, while, etc.)

A subordinating conjunction connects a noun or adverb clause to some sentence element in another clause.

2.2 Diction

2.2.1 Definition of Diction

Keraf (2004: 24) states that the choice of words or diction is related to the meaning of words. Firstly, it is related to choosing the right meaning of words to express ideas. Secondly, it is connected to the usage to a group of words effectively in connection with how to express the ideas; and thirdly, it is related to a certain style of language that is appropriate with the context.

Word choice or diction together with sentence structure can create style in a language, and the style itself is personal variation within the accepted principles of language, freedom within order, like the decision to use common or uncommon words, and abstract or concrete words. However, it is not just a matter of style, it is a matter of ordering experience, evaluating it, and communicating the result.

Word choice or diction is a deliberate art since accuracy in expression involves careful marksmanship-carefully aiming the specific word for the writer purpose and the audience (Sujiyati: 1995).

2.2.2 Criteria of Good Diction

The choice and use of words is not a simple matter. We often meet in our daily life a person who encounters difficulties in expressing his/her intended meaning and are very poor in their language variation. More over, Keraf (2004: 21-22) supposes that those who have a wide range of vocabulary mastery will be able to choose word accurately as possible and differentiate which words are the most appropriate in representing their intended meaning or ideas. On the contrary, those who are poor in the vocabulary mastery will face some problems in finding the accurate words. They do not know that there are other words, which are more accurate for the context as there are differences among the usage of synonym words. It is obvious that a person who has a wide range of vocabulary items and knows exactly the limitation of the meaning, will, then be able to express his or her intended meaning accurately.

The choice of words that focuses only on accuracy will not always bring a good result. Diction is not only concerned with the problem whether the words chosen are acceptable by the society where the language is spoken or that the words do not spoil the situation when the words are used in the sentences (Keraf, 2004: 102-103).

In order to determine whether the usage of our diction is good or not we need to employ some criteria or principles. Poerwadarminta (1984: 43) in his book “Bahasa Indonesia untuk Karang Mengarang, as cited by Sujiyati (1995: 26) gives three principles in choosing good diction: (1) the meaning of words chosen has to be accurate for context intended, (2) the choice of words are based on the

aim of the meaning of words for certain context, (3) the choice of words are commonly used in the society.

On other hand, Keraf (2004) provides two principles i.e. (1) the accurate use of the right meaning, which means that the meaning of words chosen must be accurate with the intended meaning so that we can avoid misunderstanding and miscommunication, (2) the appropriate use of the style, which means that the choice of words must be appropriate with the situation, e.g. whether it is formal or informal.

Similar as Keraf, Akhadiah et. Al. (1989: 83) states that in choosing words there are two main requirements that must be paid, namely the accuracy and the appropriateness. The accuracy deals with the meaning, logical aspect of words, which means that the words chosen must be able to express what the person intends to say accurately. The condition of appropriateness of words with the situation and condition of the reader. In this case it concern with the social aspect of words.

Sujiyati (1995: 27-28) employs the criteria of good diction based on the four principles: (1) the accurate use of the right meaning, (2) the accurate use of the word formation, (3) the appropriate use of the style, (4) the common use of the language. She defines those criteria as follows:

(1) The accurate use of the right meaning

It means that the meaning of word chosen must be accurate with the intended meaning, so that we can avoid misunderstanding and miscommunication.

- (2) The accurate usage of the word formation

The word chosen must follow the rule of the language affixation.

- (3) The appropriate use of the style

The choice of words must be appropriate with the situation whether it is formal or not. In formal writing we have to use standard style not non standard style.

- (4) The common use of the language.

The words used must be known and used in general English both in written and oral form.

2.2.3 Diction in Composition

In academic life, writing is the most often used as the form of assessment, and students need to be able to show their knowledge of the field through the use of specialized vocabulary. Raimes in Nation (1990) stresses the need for adequate vocabulary if learners are going to generate, develop, and present ideas in their writing.

Based on Ministerial Regulation (PERMEN) 23 years 2006 about Standar Kompetensi Lulusan (The Graduation Competence Standard) it states that English Graduation Competence Standard for junior high school, especially for writing skill, the students have to be able to explore their purpose in the written form in the interpersonal and simple transactional contexts, wheter formal or informal contexts, in the *recount, narrative, procedure, descriptive, and report* forms of composition, in the daily life context.

Arnaudent (1981: 179) indicates that a writer will write a series of related paragraph, not one paragraph only. A series of related paragraphs is called a composition. Furthermore, Oshima and Hogue (1983: 77) state that a writer who is able to write a logical, coherent paragraph will not have difficulties in writing composition.

The most important element in the writer's style is the choice of words or diction since it determines the audience's interest to the writer's topic. The choice of words or diction as a basis to the thought of process should be both accurate and effective in order to carry symbols that convey concept. In fact, words and their functions in sentences are topics that ought to interest the intellectually curious; therefore, knowledge of words is necessary to a writer. (Winterowd, 1981: 399 and Rorabacher: 1976: 53).

From this, it is known that vocabulary and writing are closely related. In short, the more the students write, the more opportunities they will have for using the new words they learn. Writing exposes students to a wide variety of words, especially if they write an essay, or a story. The writing gives them an opportunity to learn new words as well as other meaning for words that they are already know.

2.3 Basic Concept of Error

2.3.1 Errors

Human learning, including second language learning, is fundamentally a process that involves the making of mistakes (Brown, 1980). Students of particular language group will certainly have special difficulties in learning

certain features of second language. Hendrickson (1980: 164) states that it is virtually impossible to avoid errors when learning any new skills, particularly when learning a foreign language. Corder (1967: 25) has suggested that a learner's errors provide evidence of the system of the language that he using (i.e. has learn) at a particular point in the course. According to Dulay (1982: 138) errors are the flawed side of learner speech or writing.

In order to analyze students' error in proper perspective, it is important to make distinction between mistakes and errors. As matter of fact, there are some language researchers who propose the difference in meaning between the two terms. Corder as cited by Sridhar (1980: 105) introduces an important distinction between error and mistakes. Mistakes are deviation due to performance factors such as memory limitation, spelling pronunciation, fatigue, emotional strain, etc. they are typically random and are readily corrected by the student when his or her attention is drawn to them. Errors, on the other hand are systematic, consistent deviation of the student's linguistic system at a given stage of learning. Brown (1987: 170) refers to errors as "idiosyncrasies in the interlanguage of the learner to which are direct manifestation of system within which a learner is operating them". In addition to this, George (1972: 2) defines an error as "unwanted form, specially, a form which a particular course designer or teacher does not want".

Some definitions of errors have been presented here: and in this study, the term error is defined as unwanted language form which constitutes consistent deviation of the student's linguistic system at given stage of learning.

2.3.2 Category of Errors

The classification of error types made by language learners may be based on certain taxonomies. This study limits itself to one of the descriptive aspects of errors taxonomies based on assumption proposed by Dulay, Burt and Krashen. Dulay et. al. (1982: 146) classified errors into four categories, namely: (1) error types based on linguistic category; (2) Error types based on surface strategy; (3) Error types based on comparative analysis; and (4) Error types based on communicative effect.

Based on linguistic category, errors are classified according to the language components which include phonology, morphology, syntax, semantics and lexicon, and discourse.

This study identifies errors based on the lexicon point of view, that is error types based on linguistics category. It deals with the discussion of this study, namely the error of the word choice or diction. The lexicon contains all of the words and morphemes in our vocabulary and can be thought as our mental dictionary.

2.3.3 Source of Errors

Brown (1987: 177-181) has stated that by trying to identify the sources of errors, the teacher begins to arrive at an understanding of how the learner's cognitive and affective self relates to the linguistic system and to formulate and integrate understanding of the process of second language acquisition. Concerning the origin of errors, he proposes four kinds of sources of errors, which include:

interlingual transfer, intralingual transfer, context of learning, and communication strategy.

1. Interlingual Transfer

Brown argues that the beginning stages of learning of a second language are characterized by a lot of interlingual transfer from the native language, or interference. In these early stages, before the system of second language is known, the native language is the only linguistic system that the learner has mastered.

Another researcher, Richards (1971: 172-173) defines interference errors in similar way; that is, those are caused by the influence of the learners' mother tongue on his production of the target language in presumably those areas where the language clearly differ.

In short, the errors are the result of negative transfer of the native language.

2. Intralingual Transfer

Brown suggest that one of major contributions of errors analysis is its recognition of sources of errors that extent beyond just interlingual error in learning a second language. He, then, observes that intralingual transfer (within the target language itself) is major factor in second language learning.

Instead of using the term intralingual transfer, Richards (1971: 173) prefers to use intralingual errors and he defines them as those errors originating within the structure of English itself. He has pointed out that complex rule learning is typically characterized by overgeneralization, incomplete application of rules, and failure to learn conditions for rule application. When the complexity

of English structure encourages such learning problems, all learners, regardless of background language, tend to commit similar errors.

3. Context of Learning

A third major source of errors, according to Brown, is the context of learning. "Context" refers to classroom with its teacher and its materials in the case of school learning, or the social situation in the case of untutored second language learning. He explains further that in a classroom context, the teacher of the textbook can lead the learner to make faulty hypotheses about the language. Students often make errors due to a misleading explanation from the teacher, faulty presentation of a pattern that was merely memorized in a drill but not in properly conceptualized.

4. Communication Strategy

Communication strategy refers to the conscious employment of verbal or non-verbal mechanism for communicating an idea.

2.4 Previous Studies

There were several researchers who had done similar research on diction. They are Sujiyati (1995), Partono (1999), and Rofiqoh (2004). In the following paragraphs, the researcher explains their focus of studies and the results of their research

Sujiyati (1995) investigated the errors made by Indonesian language learners who had English background in using diction in their composition. She found that the errors happened in applying the principle of accurate usage of right

meaning, word formation, and also in applying the usage of style and common usage of Bahasa Indonesian based on content words and function words.

Partono (1999) investigated the use of words on *Pojok*, a rubric in Jawa Pos in relation with specific words-general words, concrete words-abstract words, denotation-connotation, and figure of speech. He found that general words were used to express opinions or ideas in general, implemented to things or groups with large area and express words that had core meaning. Specific words were used to express ideas or concept. Denotation was used to express word in real meaning in relation with thing, people, place, attitude, process and program. Meanwhile, connotation was used to express word with additional meaning or emotive meaning.

The last is Rofiqoh (2004) which also investigated the diction used on the editorials of Media Indonesia. She focused on the choice of cultural word, term and utterances. In this case, she focused on the exactness and appropriateness of word choices, and the use of phrases or utterances.

The closer research related to this study is the first investigation done by Sujiyati (1995) because this research is conducted on diction errors made by second language learner. Different from Sujiyati's research, this research will investigate the diction errors made by English language learners who have Indonesian background. This study is focused on investigating the diction errors based on open words classes (verb, noun and adjective) and closed words classes (preposition and conjunction). This study is limited on finding the errors of diction based on linguistics category, that is on the semantic and lexicon aspects

including the accurate use of the right meaning, the appropriate use of the style,
and the common use of the language.



CHAPTER III

RESEARCH METHODOLOGY

In order to get the confirm information as hoped, the researcher uses research methodology in this study as follows: (1) Research Design; (2) Data and Data Sources; (3) Research Instrument; (4) Data Collection; and (5) Data Analysis.

3.1 Research Design

In line with the goals of this study, this study focuses on error analysis study on the lexical aspects. The research design used is descriptive qualitative study. It is called by descriptive qualitative because it was natural base, using the man as instrument of study, more focusing on process than result, analytic-inductive, and its scheme is temporal (Moloeng, 2005: 8-13). As stated by Ary et.al (2002:25) qualitative research seeks to understand the phenomena by focusing on the total picture rather than breaking it down into variable. The goal is a holistic picture and deep understanding rather than numeric analysis of data.

The aim of this study is to describe the holistic picture and understands the phenomena of the common types and the causes of the students' diction errors in using English words in their compositions based on linguistics category.

3.2 Data and Data Source

The data of this study are the sentences of the student's compositions, which are supposed to contain diction errors, written by the second year students of SMPN 13 Malang. Each student was given an assignment – by the researcher - to make a composition based on the topic being discussed on several meetings in the class during this research was done. The topic was about 'Recreation'.

The data sources are the compositions which tell about going to Pasir Putih Beach and Going to Bali, which are represented by the second year students of SMPN 13 Malang of the second semester of the 2006/2007 academic year. This study was done for about fifty days, on 20th March up to 8th May 2007.

3.3 Research Instrument

Research instrument is very important to obtain the result of the study for it is a set of method, which is used to collect the data. The key or main instrument in this study was the researcher herself because there was no other research instruments suitable to gain the data, especially in collecting and classifying the data systematically based on the problems. Guba and Lincon (on Stainback, 1988) argue that person is the only instrument with the sufficient adaptability to encompass and adjust to the variety of realities that will be encountered when doing qualitative research in natural setting. Besides, the researcher collected, classified and analyzed the data.

3.4 Data Collection

In conducting this study, the researcher started collecting the data right after the students had completed to submit their assignments to the English teacher. It was done on 18th April 2007, and 21st April.

After the students collected their works, the researcher read all of the students' compositions carefully and selected the compositions which had contain diction errors, as the data.

3.5 Data Analysis

The data obtained from the result of the students' compositions was analyzed qualitatively. The analysis was done by applying the following procedures.

The first procedure is 'Identification of Errors'. Identification of errors here refers to the identification of any deviation in using English diction in students' compositions, based on the category of the accurate use of the right meaning, the appropriate use of the style, and the common use of the language. The identification was done in the scope of open words classes, such as: verb, noun, adverb, and adjective, and closed words classes, consisting of Preposition and conjunction.

The second procedure is, 'Classification of Errors'. After identifying the errors, the next step was classifying the errors into their types. The classification of errors was done based on linguistics category, that is on the lexicon aspects including the accurate use of the right meaning, the appropriate use of the style, and the common use of the language.

The third procedure is 'Description of Errors and Possible Sources or Errors'. In this step, the researcher described the error words made by the learners. Describing the determination of possible sources or errors was based upon Brown's theory which divides sources of errors into: interlingual transfer (interference), intralingual transfer, context of learning, and communication strategies. However, this study did not present the determination of possible source based on context of learning because the errors were only analyzed from the compositions made by the students, without observing the students' learning process in the class. The corrections were also served in this step.

In data analysis, some English language dictionaries, such as Oxford, English-Indonesian Dictionary, Indonesian-English Dictionary, etc. were used as guidance to validate the use of English language. Beside that, the researcher was also helped by the expert of English, he is Mr. Zulfikar, M. Pd. Last, the researcher discussed the findings then finally draw conclusion.

CHAPTER IV

FINDINGS AND DISCUSSION

In this chapter, the researcher presents the findings and discussion that are divided into two sections, the first is data presentation and the second is discussion.

4.1 Data Presentation and Analysis

The data were taken from 15 written texts made by the second year students of SMP Negeri 13 Malang in which diction errors were found. The data were analyzed by applying three steps which had described on the previous chapter; those are identification of errors, classification of errors, description of errors and possible source of errors.

In this chapter, the errors which occur on the data will be presented in the form of classification of three principles of diction errors; they are inaccurate use of diction, inappropriate use of style, and uncommon use of diction. They will also be presented in the form of classification of two main categories:

- (1) Error in open word classes, they are verbs, nouns, adjectives, and adverbs.
- (2) Error in closed word classes, they are prepositions and conjunctions.

4.1.1 Inaccurate Use of Diction

Inaccurate use of diction means that the meaning of word chosen is not accurate with the intended meaning or with the context. Moreover, it can lead misunderstanding and miscommunication.

There were several inaccurate uses of dictions which were found by researcher on the data, they are:

4.1.1.1 Open Words

a. Verbs

From the students' composition, it was found inaccurate uses of verbs as follows:

(1) '*At 06.30 p. m., our bus **started**.*' (Data 4.1)

The first diction error on verb in inaccurate category was found on the data 4.1, it was the word 'started'. For vehicles, it would be accurate if the student used the word 'departed'. In this case, the student could not differentiate the synonymous words to apply.

(2) '*We to **go down** in Harmonis.*' (Data 4.2)

The next inaccurate use of verb was the word 'go down' on the data 4.2. It was on the fifth sentence of the third paragraph of data four. 'Go down' having meaning to fall to the ground. Nevertheless, in this case the student will reach a good diction if she used the word 'got off'.

- (3) *'To **appear**, my aunt and my sister already waiting our.'* (Data 4.3)

The sentence in data 4.3 of the same paragraph also contained diction errors; it was the words 'to appear'. In this case, the student's diction would be accurate when she used 'it seems that'.

- (4) *'...and I **travelled** from Gilimnuk to Denpasar.'* (Data 5.2)

Another inaccurate verb was found in data 5.2 on the fourth sentence of the first paragraph of the fifth data. It was the word 'traveled'. 'Travel' is long journey from one place or country to another. Moreover, the term which was accurate to be used for a journey by sea was 'voyage'.

- (5) *'...and I with to **used** bus went to Kuta beach.'* (Data 5.4)

*'... we with to **used** bus back the hotel.'* (Data 5.6)

*'...I to **used** bus went to legian to saw explosion pleace'* (Data 5.8)

The next diction error occurred on the word 'used'. It was in data 5.4, 5.6, and 5.8. It was inaccurate when the student used the word 'used bus' in his sentences. The accurate word should be used was 'took a bus'.

- (6) *'...we must went home we **prepared at** hotel.'* (Data 6.6)

The sixth error was the word 'prepared' on data 6.6. It was inaccurate because the word prepared is transitive verb (it needs a direct object). Here, the student did not put an object in this sentence. She should choose intransitive verb. Also she should used the term 'checked out' which usually used in hotel to say someone who leaves hotel, in order to reach accurate meaning.

(7) '*We a family like to **reside** in there.*' (Data 8.3)

The next error was the word 'reside' in data 8.3. 'Reside' means to live in a certain place, but in this context, the student should use the word 'stay' in order to reach accurate meaning in a good diction.

(8) '*Other's we also **follow** to swim.*' (Data 8.4)

The next diction error was also found in data 8.4. The student chose the word 'follow' which was inaccurate for the context. 'Follow' is used to take place after somebody else doing something. It was better for the student to choose the word 'joined' because the activity was done together.

(9) '*In there we **made a picnic.***' (Data 9.3)

Data 9.3 also contained of inaccurate use of verb. The word 'made' has inaccurate meaning in this case. It should be changed by the word 'had' to gain a good diction.

(10) '*We **woke up** realy.*' (Data 10.1)

The next error was found on the data 10.1. It was the word 'woke up'. It was inaccurate word because woke up means that somebody stops sleeping but not including his/her body (just his/her eyes and feeling). The accurate one was the word 'got up'.

(11) '*...before **until** to the pasir putih beach.*' (Data 10.2)

Data 10.2 also contain of diction error, it was the word 'until'. It was inaccurate because the word until is conjunction which has meaning 'as far as the

time when, or before the time when something happens and not after it'. Based on the meaning, absolutely this word was inaccurate with the context of the sentence. Moreover, the student should used verb not conjunction, and the accurate word should be chosen was 'arriving'.

(12) 'After rest we **look like** panorama beach,...' (Data 12.5)

The same category of error was found in data 12.5. It was the word 'look like'. 'Look like' means 'looked same as'. Based on the context of sentence, the accurate word should be used by student was 'looked'.

(13) 'After satisfied we back to cotage for **bathing**...' (Data 12.7)

'After **bathed** we go to lunch...' (Data 12.8)

The next error occurred in data 12.7. The error was the word 'bathing'. The similar error also found in the next data (data12.8), it was the word 'bathed'. It was inaccurate because the word 'bathed' needs direct object in order to be meaningful. The accurate word should be chosen was 'taking a bath'.

(14) 'we come back to cotage for **rest**.' (Data 12.11)

The word 'rest' in data 12.11 also contained diction error. The word rest means the remaining part of something, and also can mean 'to relax', sleep or do nothing after a period of activity. In order not to make ambiguity, it is better to use the word 'taking a rest' to gain a good diction.

(15) *'...eating snack while watching me swam in the beach.'* (Data 14.1)

The last inaccurate verb appeared in data 14.1. It was the word 'watching'. This word will be accurate to be used if it is continued by the word 'TV, movie, etc', because it needs much attention in doing this activity. In this context, the accurate word should be chosen was 'looking at'.

From the description above, the researcher detected sources of diction errors. First, error source in data 5.4, 5.6, 5.8, 10.2, and 12.5 are caused by interlingual transfer. These errors appeared because the students used their native language rules, namely Bahasa Indonesian, to construct English sentences. Besides, the influence of the students' mother tongue also influenced them in using diction of the target language.

Intralingual transfer were found in data 4.1, 4.2, 8.3, 8.4, 10.1, 12.7, 12.8, 12.11, and 14.1. It is caused by the students' failure in English diction application. Almost all of them made overgeneralization within the function of the target language system. The students did not know the uses of the synonymous words. They also applied incomplete rules of English diction as in data 12.7, 12.8, and 12.11.

Then, data 4.3, 5.2, 6.6 and 9.3 were caused by the students' communication strategy. In this case, the students only used dictionary in translating their intended meaning to the target language without knowing the use of the words. Because of that, the dictions made by them were inaccurate with the context of the sentences.

b. Nouns

The researcher found several inaccurate uses of nouns as follows:

- (1) '*Ketapang Harbour is **way** from Java island to Bali Island.*' (Data 1.1)

The first diction error based on the category inaccurate word on noun was found in data 1.1, that was the word "way". Actually the student intended to say the way for ship to cross the sea. So, the accurate word used was the word "shipping lane". This was an error of the accurate use of good diction.

- (2) '*we visit the **artistic market** of sukowati to buy handicraft...*' (Data 2.3: noun phrase)

The second error was found in the word 'artistic market'. It was data 2.3. Artistic market means that the market was artistic. Based on the sentence, the student wanted to say that he visited Sukowati to buy handicraft. Here, the accurate word which should be used was 'art shops'. Art shop is the place which sells artistic things.

- (3) '*Bali is **world heaven**.*' (Data 2.6: noun phrase)

The next error made by the student, was in data 2.6. He used the word 'world heaven' in describing Bali Island which was drawn as the heaven. The accurate word which should be used was 'paradise'; this term is usually used to describe an ideal or perfect beautiful place.

- (4) '*...Bali island famous until abroad because beatiful scenery and in there intimate human being.*' (Data 5.1)

The following diction error was found in data 5.10. It was the word 'human being'. It was too general to use the word human being in this context. The accurate word should be used was 'people'. The word 'people' is used as representative 'persons' in particular area.

- (5) 'My mother sent **letter** to my school. I journey...' in data 6.1

On the data 6.1, the diction error also was found. It was word 'letter'. In English, the word 'letter' was too general if it has function to get permission from the school. Therefore, the student should choose the more specific accurate word, it was 'permission letter'.

- (6) '*We must went to Hotel, because my eyes was sleepy.*' (Data 6.2: noun phrase)

The next error was in the use noun phrase 'my eyes'. This error was found in data 6.2. It was inaccurate when the student said that her eyes were sleepy because eyes are only parts of human body. Moreover, all of his or her body will fell supple when some one feels sleepy. So, the accurate word should be 'I'.

- (7) '*it's view coast is very beautiful.*' (Data 8.2)

The word 'coast' in data 8.2 was also inaccurate word. It means that this word contains of diction error. 'Coast' is not place for tourists' destination. Moreover, in the composition, the student said that he visited Pasir Putih which one of tourism places. Therefore, the accurate word should be 'beach'.

(8) *'When we **in travel**, we while sing song.'* (Data 9.2)

The next inaccurate word was found in data 9.2, that was the word 'travel'. 'Travel' means a long journey from one place to another. In this composition, the student told that he only went to Pasir Putih beach. So, he should choose the word 'trip' to gain a good diction.

(9) *'In there we **made a picnic**.'* (Data 9.4)

*'Last holiday, I and my family went to **picnic** to...'* (Data 15.1)

The next diction error was the word 'picnic' in data 9.4. and 15.1. In the picnic, it should be there were some meals packed on the box, etc. and eaten later as part of a short trip taken for pleasure. In his story, the student did not tell the activity of having meal in his trip. Therefore, the accurate word for this context was 'recreation'.

(10) *'we check in the **cottage**.'* (Data 12.4)

*'we come back to **cottage** for rest.'* (Data 12.6)

The word 'cottage', in data 12.4 and 12.5 also contain of diction error. Cottage is a small house to live which is not for rent. Based on the sentence, the student checked in to the cottage when he arrived in Pasir Putih. Here, the accurate word which should be used was 'inn'. Inn is an old small hotel. The same error was also found on the second sentence of the third paragraph and the last sentence of the third paragraph of the same data.

(11) '*...we go to lunch in Padang **food**.*' (Data 12.9)

The following error was made by the student in using the word 'food'. It was in data 12.9. The accurate word which should be used was 'restaurant' because it was inaccurate when the student go to Padang food for having lunch. The place which sells foods or meals is called 'restaurant'.

(12) '*The **weather** in there was cool and fresh.*' (Data 15.3)

The last diction error was found on this one of the kinds of diction error, it was in data 15.3. It was the word 'weather'. Even though the word 'weather' refers to the condition of the atmosphere of a certain place and time, but in this context, the accurate word should be used was 'air'.

Data 1.1, 2.6 and 6.2 showed that the source of errors are caused by interlingual transfer. Here the students were influenced by her native language, namely Indonesian language in constructing English sentences.

The intralingual transfer were found in data 2.3, 5.10, 6.1, 8.2, 9.2, 9.4, 12.4, 12.6, 15.1, and 15.3. Similarly as the description on the previous section, these source of errors are caused by the students' failure in English diction application. Almost all of them made overgeneralization within the function of the target language system. The students did not know the uses of the synonymous words.

The next errors which were caused by communication strategy were detected in data 12.9. In these data, two students made inaccurate dictions because they only used dictionary in translating their intended meaning to the target language without knowing the use of the words it selves.

c. Adjectives

From the students' composition, it was found inaccurate use of adjectives as follows:

- (1) *'My opinion Bali island famous until abroad because beatiful scenery and in there intimate human being.'* (Data 5.9)

The word 'intimate' in data 5.9 was inaccurate diction of adjective. The accurate word should be used by the student was 'friendly'.

- (2) *'...so many people have various activities as swimming, sailing, etc.'* (Data 7.1)

The next inaccurate use of adjective appeared in the word 'as' in data 7.1. The accurate word should be used was 'such as' because in the sentence this word is followed by 'etc.'

- (3) *'The place is quite fine.'* (Data 11.3)

The next error was the word 'fine' in data 11.3. It was inaccurate because the word fine is not used to describe the view of the nature. It would be better if the student chose the word 'exciting'.

- (4) *'After my stomach satisfied,...'* (Data 12.10)

The last diction error of adjective on the category inaccurate use of word was the word satisfied, in data 12.10. It was inaccurate because the word 'satisfied' is related to the feeling. Moreover, the stomach will never have feeling. Actually, in this last sentence of the third paragraph, the student intended to say that his

stomach was full after eating. So, the accurate word should be applied was the word full.

In this section, the source of error is only intralingual transfer. Based on the data, the students made inaccuracy in English diction application. Almost all of them made overgeneralization within the function of the target language system, because they did not know the uses of the synonymous words.

e. Adverb

The following data contain of inaccurate use of adverb, they are:

(1) *'In the tomorrow, we go to Sanur Beach for see sunrise.'* (Data 1.3)

'...take a rest at home uncle And tomoorow we...' (Data 2.1)

'Tomorrow is Monday we visited Tanah lot beach.' (Data 6.3)

The first diction error based on the category of inaccurate use of adverb was found in data 1.3, 2.1, and 6.3, that was the word 'In the tomorrow'. In retelling the activity on the past, the students should not use the word 'In the tomorrow', while the word 'on the next day', or 'on the following day' because the word 'tomorrow' has meaning the next day after today. In fact, the students talked about their story which happened in the past.

(2) *'...we newly start the activity.'* (Data 2.2)

Second, the same error appeared in data 2.2 it was the word 'newly'. The student actually wanted to tell his activity about his journey in the immediate past.

So, he should use adverb 'just' in order to reach the accurate use of diction in his sentence.

(3) '*We went **this** by car.*' (Data 3.1)

The next error was found in the word 'this' in data 3.1. The student used the word 'this' to refer to a place that was far from him. Because of using the word 'this', absolutely he had applied inaccurate word in this sentence. In order to reach accurate meaning, he should use the word 'there'.

(4) '***Today** is Monday we visited Tanah Lot.*' (Data 6.4)

*'**Today** we must went home we prepared **at** hotel.'* (Data 6.5)

The following error was the word 'today', in data 6.4 and 6.5. The word 'today' has meaning the day when the student told the story. Whereas, in the student's composition, she talked about her past story. So, the accurate word should be chosen was 'the following day or that day'.

In the case of data 1.3, 2.1, 6.3, 6.4, and 6.5, the students were influenced by negative transfer of Indonesian language in producing their English diction. It was called interlingual transfer.

Whereas, the errors which are caused by communication strategy were found the data 2.2 and 3.1. The description of these errors is the same as the description on the previous section.

4.1.1.2 Closed Words

a. Prepositions

Inaccurate uses of prepositions which are showed on the following data are:

(1) '***In** the tomorrow, we go to Sanur Beach for see sunrise.*' (Data 1.2)

*'**In** night we see Kecak dane and star.'* (Data 3.5)

There were several inaccurate use of preposition appeared in data. First inn data 1.2 and 3.5, that were the word "In". The student put this word before adverb of time. The accurate preposition should be put before adverbial time is 'on'.

(2) '*We spend in Bali **in** three days.*' (Data 1.4)

The next error was found in data 1.4. The word 'in' is preposition. It was inaccurate when the student used preposition "in" to tell about the time he spent his days in Bali. He should use preposition "for" to gain good diction in this sentence.

(3) '*we stayed **in** grandmother house.*' (Data 3.3)

The inaccurate use of preposition 'in' also can be shown in data 3.3. The student put 'in' after the word stay. 'Stay in' means that the student stay in the house, but actually the student intended to say that he remained for some days at his grandmother's house when he was in Bali. Therefore, the accurate word should be used in his sentence was 'stayed at'.

(4) '*When we **in travel**, we while sing song.*' in data 9.1,

***In** the way I and my brother look scenery that beautiful.*' in data 12.2

Another inaccurate use of preposition 'in' was also found in data 9.1. The student put this word before adverb 'travel'. It was inaccurate when the student used preposition 'in' to tell 'some time along his travel'. The accurate one should be the word 'on'. The same case of error was done by another student such as in data 12.2. It was inaccurate when the student used preposition 'in' to tell 'along the way'. The accurate one should be the word 'on'.

(5) '*we must went home we **prepared at** hotel.*' (Data 6.7)

***At** arrived we check in the cottage.*' (Data 12.3)

The next error was found in data 6.7, it was the word 'at'. The student chose inaccurate preposition for her sentence. The accurate preposition should be used in this sentence was 'from'. In data 12.3 we also see inaccurate use of preposition 'at'. It was inaccurate because the student conjuncted the sentence by using preposition. He should use conjunction, and the accurate conjunction was used should be 'when'.

(6) '*I and my family went to Pasir Putih **to** recreation.*' (Data 12.1)

***I** was eating **to** satisfied.*' (Data 13.1)

The last inaccurate uses of preposition were in data 12.1 and 13.1. The preposition used was the word 'to'. It was inaccurate word with the context. The accurate preposition should be used in data 12.1 was 'for', and data 13.1 was 'until'.

All of these errors were the result of negative transfer of the native language. The students were influenced by their native language in choosing dictions to the target language. This source of error was called interlingual transfer.

b. Conjunctions

From the students' composition, it was found inaccurate use of adjective as follows:

- (1) '*...went this by car. **After then** we went to...*' (Data 3.2)

The first diction error based on the category inaccurate use of conjunction was found in data 3.2, that was the word 'after then'. It was inaccurate when the student used the word 'then' after preposition 'after'. Actually the student wanted to deliver his intended meaning 'next'. So, the accurate word should be used was 'after that'.

- (2) '*...from Ketapang to Gilimanuk. **Than** my family and I travelled from Gilimnuk to Denpasar.*' (Data 5.1)

*'...look scenery. **Than** my family and I to **used** bus went to...*' (Data 5.5)

*'...we saw sunset. **Than** we with to used bus back the hotel.'* (Data 5.7) and

*'...took a bath in there. And **than** we went to home.'* (Data 14.2)

The next inaccurate conjunction was the words 'than' in data 5.1, 5.5, 5.7, and 14.2. The word 'than' is not used as conjunction, but it is used in the comparative degree. Moreover, to conjunct two sequence sentences or sequence time, it should be used the word 'then'.

(3) '*...I saw sunrise. **After than** my family and I with to used bus went to Kuta beach.*' in data 5.3

The last inaccurate use of conjunction can be shown in data 5.3. There is no conjunction 'after than' in English language. The accurate conjunction should be used was 'after that'.

In this section, the source of error was only caused by communication strategy. The students chose inaccurate conjunctions for their sentences because they did not know the accurate one they should apply.

4.1.2 Inappropriate Use of Style

In this category, the students' diction, which are not appropriate with the situation whether it is formal or not will be classified as inappropriate use of style category. In formal writing, they have to use standard style not non standard style.

The researcher did not find any error of the corpus of the data based on this category. The data showed that all of the students used formal and standard style in their compositions.

4.1.3 Uncommon Use of Diction

Uncommon use of diction means that the words used by the students are not known and used in general English both in written and oral form.

In the students' compositions, the researcher found several errors based on the category uncommon use of diction, they are:

4.1.3.1 Open Words

a. Verbs

The researcher did not find uncommon use of verbs within the corpus of data.

b. nouns

Uncommon use of nouns found in several data as follows:

- (1) *'A lot of **visitor from out side** and their **home affairs** Enjoy to cultural variety of Bali.'* (Data 2.4 and 2.5: noun phrase)

There were several uncommon use of noun were found in the data. For examples, in data 2.4, the student used the term 'visitor from out side' and 'home affairs' in data 2.5, to say 'foreigners' and 'domestic tourists'. He made errors in using English common terms.

- (2) *'He is a **fisher**.'* (Data 3.4)

The next error was found in data 3.4, it was the word 'fisher'. The student intended to say that the doer of fishing was fisher. He compared with the word 'teach-teacher, sell-seller, drive-driver' in formatting the word 'fish'. Actually, it was incorrect and uncommon one. The student did not know that there was no the word fisher in English, the correct word was 'fisherman'.

- (3) *'...with family go to **white sands**.'* (Data 8.1)

*'We also bring the souvenir from **white sands**.'* (Data 8.5)

*'I planned to **white sand** beach in Situbondo.'* (Data 11.1)

*'We saw the **white sand** beach is very beautiful ...'* (Data 11.2) and

*'I and my family went to picnic to **white sand**.'* (Data 15.2)

The word 'white sands' was uncommon word in English. This uncommon word was found in data 8.1, 8.5, 11.1, 11.2, and 15.2. For proper noun, as Pasir Putih, the students did not need to change it into target language.

(4) *'In the pasir putih beach we wave beatiful view, coral, wave, coconut, trees, coral reef, boat, **seastar**.'* (Data 10.3)

The last error in this category appeared in data 10.3. It was the word 'seastar'. This word is uncommon word in English, even there is no the word 'seastar' in this language. Based on the context, the student intended to say 'starfish' in his sentence.

Data 2.4, 2.5, 8.1, 8.5, 10.3, 11.1, 11.2, and 15.2 showed that the source of errors are caused by interlingual transfer. Here the students influenced by the native language in constructing their English diction. They translated their intended meaning word by word to the target language, so it lead uncommon use of diction that made by the students.

The next source of error was intralingual transfer, it was found in data 3.4. In this case, the student made overgeneralization in English rule of word construction.

c. Adjectives

The uncommon uses of dictions did not appear in adjective class of word.

d. Adverb

From the students' compositions, it was found uncommon adverb as follow:

(1) *'I and my family to go home at 21 am.'* (Data 10.4)

The uncommon use of adverb only occurred on the data 10.4, on the word '21 am'. Actually it was error of English language in system of time. The common use should be '9 am'. The source of error of this case is called intralingual transfer because some parts of the new system had been acquired but the learner continued to make generalization within the target language.

4.1.3.2 Closed Words

The researcher did not find uncommon use of closed word whether in preposition or in conjunction.

4.2 Discussion

After analyzing the data and classifying them based on the diction errors types, the researcher intends to discuss the findings that have been investigated in this section to answer the research questions.

As stated in the previous chapter, the data of this study were taken from fifteen students' compositions which tell about 'Recreation to Bali or Pasir Putih Beach'. After presenting and analyzing the 15 compositions made by the seconds'

year students of SMP Negeri 13 Malang, the researcher find out many diction errors that can be categorized as error in inaccurate use and error in uncommon use of dictions. But, the researcher did not find error based on the inappropriate use of style. The error analysis was scoped in open word classes (Noun, Verb, Adjective, and Adverb) and closed word classes (Preposition and Conjunction).

The results of the analysis show that the total numbers of diction errors made by the students are 69 errors. They are 59 diction errors based on the inaccurate use, 10 diction errors based on the uncommon use of English language, and 0 diction errors based on the inappropriate use of style. It shows that type of diction errors based on the accurate use has the highest numbers among the others.

Within the errors based on the inaccurate use of diction, the researcher found out 18 errors with the verbs. The students also made 14 errors with nouns, 4 errors with adjectives, 7 errors with adverbs, 10 errors with preposition, and 6 errors with conjunctions. These errors can lead misunderstanding or miscommunication for the reader. It prove that almost the students have a problem with selecting the accurate words for their sentences. Because almost of the students made diction errors based on inaccurate use of diction type.

One of the example of these errors is the use of the word 'follow' on the data 8.4. The student chose the verb which was inaccurate for the context. 'Follow' is used to take place after somebody else doing something. Based on the context, it was better for the student to choose the word 'joined' because the activity was done together. Another example is the word 'tomorrow' on the data 1.3, 2.1, and 6.3 (Adverb). It was inaccurate because in retelling the activity on

the past, the students should not use the word 'tomorrow', while the word 'on the next day', or 'on the following day' because the word 'tomorrow' has meaning the next day after today.

Then, the researcher did not find diction error based on the category inappropriate use of style, whether with closed or open word classes. The researcher did not find this kind of diction errors in the data because the words used in all of the composition were formal words and having standard style. This fact reveals that the students of SMP Negeri 13 Malang have a good mastery of appropriate use of style in their English diction.

For the next category of diction errors –uncommon use of diction-, the researcher found 9 errors with nouns and 1 error with adverb. The errors were categorized as uncommon use of diction because the words chosen by the students are not known and not used in general English both in written or oral form.

In this category, the researcher did not find uncommon diction with verbs, adjective, preposition, and conjunction. It also reveals that the students are better in using common words than accurate words. The example of uncommon nouns made by the student in his composition is the word 'seastar' that appeared on the data 10.3. By this word, the student intended to say 'starfish'. Even, this word is uncommon word in English language. Absolutely, the errors discussed have several sources of errors.

Based on the data of this research, there are three sources of errors that were found by the researcher, they are interlingual transfer, intralingual transfer and communication strategy. She found 31 errors which were caused by

interlingual transfer. In interlingual transfer, the errors are the result of negative transfer of the native language. The example can be shown in data 1.2, 1.4, 3.3, 3.5, 9.1, and 12.2. Based on these data, the students used 'in' as preposition without knowing the function of this word for the context of the each sentences. Not all 'di' (in Bahasa Indonesia) can be translated by the word 'in'. In this case, students were influenced by their native language in choosing this diction to the target language.

Besides, the researcher also found 21 errors which were caused by intralingual transfer. The example of it appeared in data 12.7. The error was the word 'bathing'. The similar error was also found such as in the next data (data 12.8), it was the word 'bathed'. It was inaccurate because the word 'bathed' needs direct object in order to be meaningful. The accurate word should be chosen was 'taking a bath'. It was caused by the students' failure in English diction application. The students applied incomplete rules of English diction. Intralingual transfer also can be caused by overgeneralization they made, within the function of the target language system.

Then, 17 errors caused by communication strategy were found from the corpus of the data. For several dictions, the students only used dictionary in translating their intended meaning to the target language as strategy in communicating their idea, without knowing the use of the words it selves. For example, the word 'to appear' in data 4.3. In this case, the student's diction would be accurate if she used 'it seems that'.

From the previous description, the data showed that the most prominent source of errors in this research is caused by interlingual transfer.



CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter comes as the last part of this study, which consists of conclusions and suggestions. The conclusions are drawn according to the results of this research, while the suggestions are intended to give suggestions for the teacher of vocabulary, learners, and future researchers who interested in similar study.

5.1 Conclusion

Based on the fifteen data presented and analyzed at the previous chapter, it can be concluded that many diction errors were found on fifteen written text made by the second year students of SMP Negeri 13 Malang. The findings of data analysis and the discussion reveal that the common types of diction errors made by the second year students of SMP Negeri 13 Malang are inaccurate use of diction and uncommon use of diction. Meanwhile, inappropriate use of style are not found on the data.

The findings of data analysis and the discussion also reveal that the causes of diction errors made by the second year students of SMP Negeri 13 Malang are cased by interlingual transfer, intralingual transfer, and communication strategy.

From the discussion of the previous chapter, it proves that the dominant type of diction errors found in the written texts made by the second year students of SMP Negeri 13 Malang is errors based on the inaccurate use of diction type. Whereas, the prominent source of error of this research is interlingual transfer.

For the students of SMP Negeri 13 Malang, the errors found can be considered as normal because they are the beginner learners of English as a foreign language.

5.2 Suggestions

After conducting this study, the researcher found that diction errors were often found on the written texts made by the second year students of junior high school as the beginner learners of English as a foreign language. Some suggestions can be stated as follows:

For the teachers who are teaching vocabulary, they are suggested to always provide the words within the context in attempts to avoid diction errors made by their students. The findings of the present study may also be used as materials in teaching vocabulary.

For the learners, they should know and study about the system of the English and good diction, so they know how to use them in their sentences.

For the next researchers, error analysis in diction based on open and closed words classes can be done for further research beyond this scope such as discussing them in ambiguity, connotation, and others.

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APPENDIX 1. DATA

Data 1: My Holiday

Every year, I and my family always go to Bali Island. We go there by our car. Before we go to Bali, we go to Banyuwangi. My big family life in Banyuwangi. After a day in banyuwangi, we go to Ketapang Harbour. Ketapang Harbour is **way** from Java island to Bali Island. After we sail 1,5 hours we arrived in Bali. First, we check in hotel in near from Denpasar city.

In the tomorrow, we go to Sanur Beach for see sunrise. We like to see sunrise. After see sunrise, we go to Kuta Beach. I and my little brother rush into water and swim in there. We spend in Bali **in** three days. We leave Bali Island with very happy.

Data 2: My Holiday

Last year I went to Bali Island. I went there with my family. We went there by car. From home I leave 08.00 a. m. Journey from Malang to Bali 11 hours. Middle of journe, stop for eat and take of rest. After reaching our Island Bali take a rest at home uncle And **tomoorrow** we **newly** start the activity. First is we visit the **artistic market** of sukowati to buy handicraft and then continued to tapak siring. Our second day to Kuta Beach and to Tanjung Bena there a lot of tourist.

A lot of **visitor from out side** and their **home affairs** Enjoy to cultural variety of Bali. Bali is **world heaven**.

Data 3: Went to Bali

Last holiday, I went to Bali Island. I went to Bali Island with my family. We went **this** by car. **After then** we went to Banyuwangi. I went to Bali Island by ferry.

In this Bali Island we stayed **in** grandmother house. He is a **fisher**. One days we play in beach. In beach we see a dolphins and sunrise. **In** night we see Kecak dane and star. We stayed in granmother house at 2 days. I in Bali Island is very happy. I went to Malang at 06.00. I and my family went to Malang by ship. I with my family arrived in Malang at 10.00.

Data 4: My Vacation

In Bali, I had family. Last lebaran day, I with my mother visited my family in Bali. Before, I went to there, we were calling my family for gave information, because we would visited to there. So, we prepared somethings. After that, we went to Arjosari terminal at 05.00 p. m., and arrived at 05.30 p. m..

My mother bought two ticket Malang Indah bus, and we got chairs in behind the driver. At 06.30 p. m., our bus **started**. In the bus we spent time for slepping. At 23.30 p.m, our bus arrived in Gilimanuk Harbour and our bus secceded to cross. After finished to cross, Police Bali inspected passengers KTP.

“ Harmonis, harmonis” say the driver. My mother woke up and found me to suppose early morning. So we prepared somethings.”stop, stop here” say my mother. We to **go down** in Harmonis. **To appear**, my aunt and my sister already waiting our.

In there, our family visited some beach. Bali island rich scenery beautiful. After one week ago, I and my mother would went home. Before we went home, my sister's Dara gave me something doll. I was very happy, because I had good family.

Data 5: Recreation, Going to The Bali

Three year ago exactly Friday, my family and I travelled to Bali Island. From malang at 3 p.m my family and I went by a bus to Ketapang Harbour. My family and I had to take a ferry to pass the Bali strait from Ketapang to Gilimanuk. **Than** my family and I **travelled** from Gilimnuk to Denpasar. My family and I stayed two days in hotel. First day in Bali my family and I visited to sanur beach. In here my family and I saw sunrise. **After than** my family and I with to **used** bus went to Kuta beach. In here we saw sunset. **Than** we with to **used** bus back the hotel. I stayed one night there.

Second day we used bus went to bedugul. In here we to look scenery. **Than** my family and I to **used** bus went to legian to saw explosion place. This place is very beatiful scenery. My opinion Bali island famous until abroad because beatiful scenery and in there **intimate human being**.

Data 6: Going to Bali Island

Last year, I went to Bali island with my father and his friends. We went by bus and ship transportation. I left Saturday at 4.00 p.m. My mother and my brother don't joint because they works. My mother sent **letter** to my school. I journey I ate some snack, listened music, and slept. It's very boring.

Finally we arrived in Bali on Sunday morning at 05.00 o'clock. We slept in hotel. At 08.00 o'clock we went to Sanur beach. I have a new friend, we swam, played with sand and looked for seashells together. Then we went to the market, we bought some snacks, souvenirs and picture. We must went to Hotel, because **my eyes** was sleepy. **Tomorrow** is Monday we visited Tanah lot beach.

Today is Monday we visited Tanah Lot. In there we looked big snake in cave. wave at Tanah Lot was very big and strong. We can't swam because was very dangerous. **Today** we must went home we **prepared at** hotel. I was very happy, because it first time I visited Bali Island.

Data 7: My Holiday

Last holiday, I went to Pasir Putih. I went there with my family by car. My uncle drove the car. We went to Pasir Putih at 07.00 o'clock and we arrived at 10.00 o'clock.

When I arrived there it was very beautiful. the weather hot and warm and there were so many people have various activities **as** swimming, sailing, etc. Pasir Putih is beautiful beach.

Data 8: My Holiday

On my holiday with family go to **white sands**. We leave from home at 07.30. At arrival there direct us see the existing view there. And there many people with travel and also there are also many one who swim. Later then we also see on who fishing it's view **coast** is very beautiful.

We a family like to **reside** in there. Other's we also **follow** to swim. After fatigue swim, we rest at the same time see the bustle there. And we do not forget to see the exiting exhibition there others. We also bring the souvenir from **white sands**.

Data 9: My Holiday

Last holiday I with my family went to pasir puth beach. We went there by car. We left at home at 7 o'clock. When we **in travel**, we while sing song. We looked very happy.

In there we **made a picnic**. I and my brother swim in the sea. My parents are reading a news paper and drink a cup of ice tea. It was very beautiful place. We were very tired, we also very happy.

Data 10: Going to the Pasir Putih Beach

Last holiday I and my family went to Situbondo. We wanted to go to Pasir Putih beach. We **woke up** realy. I and my mother was very busy. She was prepared food and things. My father drove the car carefully on the way. I was reading a comic before **until** to the pasir putih beach.

In the pasir putih beach we wave beatiful view, coral, wave, coconut, trees, coral reef, boat, **seastar**. We bought souvenir and snsck after that swam, played in the water and saty fried. My mother was to order have lunch after eting we were take photograph in the beach. I and my family enjoyed it very much. I and my family to go home at **21 am** we went home felt very tired but we very happy.

Data 11: Going to The White Sand Beach

Last Holiday I planned to **white sand** beach in Situbondo. I went in there with my family. We left the house at 8.00 a.m and arrived there at 2.00 a.m. After we drove for 6 hours. We were staying once night. We went there by bus. Before we went to the beach we prepared food, drink, swimsuits, etc. this morning we saw a lot of people swimming in the beach, some were playing with sand, some were playing ball, and some were looking for seashells. We saw the **white sand** beach is very beautiful and very busy too.

At one my family called me to have breakfast. On there we saw many people like to spend their holidays at the beach. My sister and my brother put on their swimsuits and rushed into the water to swam but I did not swam because I with my aunt is saw souvenir. After my sister and my brother finished swam we bought souvenir to my family others in the house. The place is quite **fine**. At last we were returning at home. We arrived at home the night.

Data 12: Going to Pasir Putih

Last month, I and my family went to Pasir Putih **to** recreation. I and my family went to Pasir Putiuh in the morning 7 am o'clock. My father is drove. My father drove the car carefully. My aunt prepared food, drink, clothes and etc.

In the way I and my brother look scenery that beautiful. We arrived in Pasir Putih at 11 a.m. **At** arrived we check in the **cottage**. After that I rest in order to body is fresh.

After rest we **look like** panorama beach, playing with sand, playing football. After satisfied we back to **cotage** for **bathing**. After **bathed** we go to

lunch in Padang **food**. After my stomach **satisfied**, we come back to **cotage** for rest.

Data 13: Went to The Beach

I went to the beach last Sunday. I went there with my brothers, my sisters, my father and my mother. We went to pasir putih beach by car. From malang to pasir putih beach need 5 hour, my father drove carefully.

After we arrived in Pasir Putih beach, I direct changed my clothes. Than I rushed into beach. I played water and coral reef. After I played water, I take a bath in bathroom. I felt tired because I was too many played. I was direct seek restaurant. I was eating **to** satisfied. After that we were walking around. We took many photo there.

In the journey I was watching good scenery. We all felt tired. After that we choosed to go home. Wen I came home, I direct sleep. I very happy and I never forget.

Data 14: Going to The Beach

Last Sunday, I went to Recreation. I went to Pasir Putih beach in Situbondo. I am going there with my family. We went to pasir putih by car. Before we went to pasir putih, my parents are very busy because they must prepared food, matt, etc. we went there at 06.00 am. The drove is my uncle. He drove the car carefully.

We arrived in Pasir Putih at 10.00 am. And then we helped my parents to bringing the mat, food, etc. In there the viewed was beautiful. In there the send is

white and the water is blue. After I helped my parent and saw the viewed, I was swam in the beach. My mother and my father eating snack while **watching** me swam in the beach. I swam in there until 02.00 pm and then my parent call me to had lunch.

Before I went to home we were took a bath in there. And **than** we went to home. When we went to home sudenly the rain come. We were very tired, but it made we happy because the beautiful viewed in pasir putih.

Data 15: Went to Picnic

Last holiday, I and my family went to **picnic** to **white sand**. I went there by car. I left at house at 9 pm. We looked very happy. We arrived in white sand or pasir putih at 11 pm. We arrived after three hours.

The **weather** in there was cool and fresh. We can see view very interesting. We went at home 12 pm. We very happy in there.

APPENDIX 2: ERRORS AND CORRECT WORDS

| No | No of Data | Error Words | Correct Words | Part of Speech | Type of error |
|----|------------|--|----------------------|----------------|-----------------------|
| 1 | 1.1 | Ketapang Harbour is way from Java island to Bali Island. | Shipping lane | Noun | Error in accurateness |
| 2 | 1.2 | In the tomorrow , we go to Sanur | On | Preposition | Error in accurateness |
| 3 | 1.3 | Beach for see sunrise. | Next day | adverb | Error in accurateness |
| 4 | 1.4 | We spend in Bali in three days. | For | Preposition | Error in accurateness |
| 5 | 2.1 | And tomoorrow we newly start the activity. | On the following day | Adverb | Error in accurateness |
| 6 | 2.2 | | Just | Adverb | Error in accurateness |
| 7 | 2.3 | First is we visit the artistic market of sukowati to buy handicraft and then continued to tapak siring. | Art shops | Noun phrase | Error in accurateness |
| 8 | 2.4 | A lot of visitor from out side and their home affairs | Foreigners | Noun phrase | Error in common use |
| 9 | 2.5 | Enjoy to cultural variety of Bali. | Domestic tourists | Noun phrase | Error in common use |
| 10 | 2.6 | Bali is world heaven . | Paradise | Noun phrase | Error in accurateness |
| 11 | 3.1 | We went this by car. | There | Adverb | Error in accurateness |
| 12 | 3.2 | After then we went to Banyuwangi. | After that | Conjunction | Error in accurateness |
| 13 | 3.3 | In this Bali Island we stayed in grandmother house. | At | Preposition | Error in accurateness |
| 14 | 3.4 | He is a fisher . | Fisherman | Noun | Error in common use |
| 15 | 3.5 | In night we see | On | Preposition | Error in |

| | | | | | |
|----|------|--|-------------------|-------------|-----------------------|
| | | Kecak dane and star. | | | accurateness |
| 16 | 4.1 | At 06.30 p. m., our bus started . | Departed | Verb | Error in accurateness |
| 17 | 4.2 | We to go down in Harmonis. | Got off | Verb | Error in accurateness |
| 18 | 4.3 | To appear , my aunt and my sister already waiting our. | It seems that | Verb | Error in accurateness |
| 19 | 5.1 | Than my family and I travelled | Then | Conjunction | Error in accurateness |
| 20 | 5.2 | from Gilimnuk to Denpasar. | Have voyage | Verb | Error in accurateness |
| 21 | 5.3 | After than my family and I with | After that | Conjunction | Error in accurateness |
| 22 | 5.4 | to used bus went to Kuta beach. | Took | verb | Error in accurateness |
| 23 | 5.5 | Than we with to used bus back the hotel. | Then | Conjunction | Error in accurateness |
| 24 | 5.6 | Than we with to used bus back the hotel. | Took | Verb | Error in accurateness |
| 25 | 5.7 | Than my family and I to used bus | Then | Conjunction | Error in accurateness |
| 26 | 5.8 | went to legian to saw explosion pleace. | Took | Verb | Error in accurateness |
| 27 | 5.9 | My opinion Bali island famous until | Friendly | Adjective | Error in accurateness |
| 28 | 5.10 | abroad because beatiful scenery and in there intimate human being . | People | Noun | Error in accurateness |
| 29 | 6.1 | My mother sent letter to my school. | Permission letter | Noun | Error in accurateness |
| 30 | 6.2 | We must went to Hotel, because my eyes was sleepy. | I | Noun | Error in accurateness |
| 31 | 6.3 | Tomorrow is Monday we visited Tanah lot beach. | The next day | Adverb | Error in accurateness |
| 32 | 6.4 | Today is Monday | That day | Adverb | Error in |

| | | | | | |
|----|------|--|-------------|-------------|-----------------------|
| | | we visited Tanah Lot. | | | accurateness |
| 33 | 6.5 | Today we must went home we prepared at hotel. | That day | Adverb | Error in accurateness |
| 34 | 6.6 | | Checked out | Verb | Error in accurateness |
| 35 | 6.7 | | From | Preposition | Error in accurateness |
| 36 | 7.1 | the weather hot and warm and there were so many people have various activities as swimming, sailing, etc. | Such as | Adjective | Error in accurateness |
| 37 | 8.1 | On my holiday with family go to white sands . | Pasir Putih | Noun | Error in common use |
| 38 | 8.2 | Later then we also see on who fishing it's view coast is very beautiful. | Beach | Noun | Error in accurateness |
| 39 | 8.3 | We a family like to reside in there. | Stay | verb | Error in accurateness |
| 40 | 8.4 | Other's we also follow to swim. | Joined | verb | Error in accurateness |
| 41 | 8.5 | We also bring the souvenir from white sands . | Pasir Putih | Noun | Error in common use |
| 42 | 9.1 | When we in travel , we while sing song. | On | Preposition | Error in accurateness |
| 43 | 9.2 | | Trip | Noun | Error in accurateness |
| 44 | 9.3 | In there we made a picnic . | Had | Verb | Error in accurateness |
| 45 | 9.4 | | Recreation | Noun | Error in accurateness |
| 46 | 10.1 | We woke up realy. | Got up | Verb | Error in accurateness |
| 47 | 10.2 | I was reading a comic before until to the pasir putih beach. | Arriving | Verb | Error in accurateness |
| 48 | 10.3 | In the pasir putih beach we wave | Starfish | Noun | Error in common use |

| | | | | | |
|----|-------|--|------------------|-------------|--------------------------|
| | | beatiful view, coral, wave, coconut, trees, coral reef, boat, seastar. | | | |
| 49 | 10.4 | I and my family to go home at 21 am. | 9 am | Adverb | Error in common use |
| 50 | 11.1 | Last Holiday I planned to white sand beach in Situbondo. | Pasir Putih | Noun | Error in common use |
| 51 | 11.2 | We saw the white sand beach is very beautiful and very busy too. | Pasir Putih | Noun | Error in common use |
| 52 | 11.3 | The place is quite fine. | Exciting | Adjective | Error in accurateness |
| 53 | 12.1 | Last month, I and my family went to Pasir Putih to recreation. | For | Preposition | Error in accurateness |
| 54 | 12.2 | In the way I and my brother look scenery that beautiful. | On | Preposition | Error in accurateness |
| 55 | 12.3 | At arrived we check in the | When | Preposition | Error in accurateness |
| 56 | 12.4 | cotage, | Inn | Noun | Error in accurateness |
| 57 | 12.5 | After rest we look like panorama beach, playing with sand, playing football. | Looked | Verb | Error in accurateness |
| 58 | 12.6 | After satisfied we back to cotage for | Inn | Noun | Error in accurateness |
| 59 | 12.7 | bathing. | Taking a bath | verb | Error in accurateness |
| 60 | 12.8 | After bathed we go to lunch in | Taking a bath | Verb | Error in accurateness |
| 61 | 12.9 | Padang food. | Restaurant | Noun | Error in accurateness |
| 62 | 12.10 | After my stomach satisfied, we come | Full | Adjective | Error in accurateness |
| 63 | 12.11 | back to cotage for rest. | Taking a rest | Verb | Error in accurateness |

| | | | | | |
|----|------|--|-------------|-------------|-----------------------|
| 64 | 13.1 | I was eating to satisfied. | Until | Preposition | Error in accurateness |
| 65 | 14.1 | My mother and my father eating snack while watching me swam in the beach. | Looking at | Verb | Error in accurateness |
| 66 | 14.2 | And than we went to home. | Then | Conjunction | Error in accurateness |
| 67 | 15.1 | Last holiday, I and my family went to | Recreation | Noun | Error in accurateness |
| 68 | 15.2 | picnic to white sand. | Pasir Putih | Noun | Error in common use |
| 69 | 15.3 | The weather in there was cool and fresh. | Air | Noun | Error in accurateness |

APPENDIX 3: EVIDENCE OF THESIS CONSULTATION



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Nama Mahasiswa : Ima Mutholliatil Badriyah
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Pembimbing : Dra. Hj. Syafiyah, MA.
Judul Skripsi : *Common Types of Diction Errors Made by The Second Year Students of SMP Negeri 13 Malang*

| No. | Tanggal | Materi | Tanda Tangan |
|-----|-------------------|------------------------------|--------------|
| 1. | 20 Februari 2007 | Pengajuan Judul dan Outline | 1. |
| 2. | 17 Maret 2007 | Pengajuan Proposal | 2. |
| 3. | 12 April 2007 | Seminar Proposal | 3. |
| 4. | 23 April 2007 | Pengajuan Bab I, II dan III | 4. |
| 5. | 2 Mei 2007 | Konsultasi Bab I, II dan III | 5. |
| 6. | 5 Mei 2007 | Revisi Bab I, II dan III | 6. |
| 7. | 18 September 2007 | ACC Bab I, II dan III | 7. |
| 8. | 4 Oktober 2007 | Pengajuan Bab IV, V | 8. |
| 9. | 13 November 2007 | Konsultasi Bab IV, V | 9. |
| 10. | 27 Desember 2007 | Revisi Bab IV, V | 10. |
| 11. | 29 Desember 2007 | ACC keseluruhan | 11. |

Malang, July 08th 2008

Dekan Fakultas Humaniora dan Budaya

Drs. H. Dimjati Ahmadin, M. Pd.

NIP 150 035 072

APPENDIX 4: AUTHOR'S CURRICULUM VITAE

Curriculum Vitae

Name : Ima Mutholliatil Badriyah
Place/date of birth : Jombang/ December 17th 1983
Address : Jl. KH. Wahab Chasbullah no. 99 Tambakberas Jombang
Sex : Female
Marital Status : Unmarried
Religion : Islam
Nationality : Indonesia
Occupation : Student

Education Background

- | | | |
|------------------------|-----------------------|-----------|
| 1. TK Muslimat | Tambakberas – Jombang | 1988-1990 |
| 2. SDN Tambak Rejo. | Tambakberas – Jombang | 1990-1996 |
| 3. MI BU Tambakberas | Tambakberas – Jombang | 1991-1998 |
| 4. MTsN BU Tambakberas | Tambakberas – Jombang | 1996-1999 |
| 5. MMA BU Tambakberas | Tambakberas – Jombang | 1999-2003 |
| 6. S-1 UIN Malang | Malang | 2003-2007 |

Malang, July 08th 2008

Ima Mutholliatil Badriyah