

Mistake of French Verb Conjugation in Writing Sentences of Students

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Abstract: The background to this article is how the French verb conjugation errors that often occur in sentence writing from students. It was due to a lack of knowledge of changes in verb form that fit grammatical rules. The limitations of mastery of French verb conjugation worried students to produce the wrong sentence. There are several types of errors on the work results of writing college students. So, this article explains the factors that affect students committing the conjugation error of French verbs on sentence writing. Additionally, the conjugate verbs each have different calls and modes. To solve this problem, we must know the correct use of conjugate verbs in a sentence according to person, times and mode.

Keywords: Mistake, Conjugation, Students

Introduction

French in Indonesia is taught through formal institutions, for example in senior high schools (SMA) or vocational high schools (SMK) and even in some colleges and also taught in informal institutions such as Alliance Française and Institute Français d'Indonésie (IFI). According to the National Agency of Education Units (BNSP:2006) on the Educational Unit Level Curriculum (KTSP), French language learning at the senior high school level (SMA) and vocational high schools (SMK) covering 4 aspects of skill is the skills of listening (*compréhension orale*), speaking (*production orale*), reading (*compréhension écrite*), and writing (*production écrite*). In addition to the four skills, learning aspects of language such as grammar (*grammaire*), pronunciation (*prononciation*) and vocabulaire (*vocabulaire*) are also taught unifiedly with all four skills of French.

Of the four skills, according to Iskandarwassid and Sunendar (2013:248) writing skills are among the most end-learned skills after listening, reading, and speaking skills. This is because writing skills are active language skills as do speaking. In addition, students must also master grammar (*grammaire*), pronunciation (*prononciation*) and vocabulaire (*vocabulaire*). In studying French, learners also can make mistakes in writing sentences primarily about conjugating verbs (verbs), in both irregular and irregular verbs.

According to Helbig/Buscha (2000:23) that Verba is the only class of words, whose elements can be conjugated, based on persona, number, time, gender and mode. Learners have commit conjugate errors because in first language or Indonesian there is no conjugation like French.

In conjugation errors found malformation errors, for example, when students were asked to tell about family, they have miswrote a sentence, as in the results of data taken on the results of student writing:

- a. *Mes grand-parents s'appelle Projo et Siswoyo.*

Based on the example of the sentence above that the sentence suffered a s'appeler conjugation error because the subject of *mes grand-parents* was in plural. So, it should conjugate verbs also in plurals such as *Mes grand-parents s'appellent Projo et Siswoyo.*

- b. *Je regarder la télévision.*

In this sentence that the use of the structure form of the sentence is incompatible. This conjugate form on the verba *regarder* for the single first person subject is false. The right sentence should be *Je regarde la télévision.*

Another example found for example, when a student writes out a sentence that is:

c. ***J'mappelle*** Anne.

In this sentence there are omission d'orthographe and orthographe errors on the sentence. So, the right sentence is ***Je m'appelle*** Anne.

d. Il **lit** le roman de Victor Hugo **hier matin**.

Students often do not notice the sentences he or she makes or the teachings give. In accordance with the sentence above that there are times of hier matin arguably. So it should have been verbs on the sentence also adjusted to the time period. This sentence should be ***Il a lu*** le roman de Victor Hugo hier matin.

The limitations of conjugating mastery of French language verbs of French students because the first language system differs from the second language there is a conjugate error in the results of student writing. On this article it will discuss conjugate errors of French verbs and factors affecting them. Based on all the above-mentioned explanations and reasons, I am currently interested in making articles about "Mistake ff French Verb Conjugation in Writing Sentences Of Students."

Development

1. Analysis Of Language Error

In the study of the second language, foreign language beginner learners will commit misconduct. One cause is because learners are still affected with the first language kaidahs that learners learn first. The mistakes made by learners are a process of learning. Error caused because students did not yet understand the system and kaidah of the language used. Improvements are usually done by teachers for example through remedial teaching, exercise, as well as practice. Brown (2007:284) explained that the errors could be observed, analyzed, classified to reveal something of a system operating within the learner, inviting the appearance of studies about learner errors.

Dubois and Jean, (1973:114) state that:

la grammaire traditionnelle établit que le français a trois conjugaisons. C'est ainsi qu'on parle en français de la 1^{er} conjugaison (ou modèle de variation des verbes dont l'infinitif est terminé par -er), de la 2^e conjugaison (ou modèle de variation des verbes dont l'infinitif est terminé par -ir), de la 3^e conjugaison (ou ensemble des verbes qui ne sont ni de la 1^{er} ni de la 2^e conjugaison.

From the explanation the theory above that grammar establishes French has three conjugations. So, we speak in French at the first conjugation or variation model of the verb whose infinitive ends with the *-er*, of the second conjugation or variation model of the verb whose infinitive ends with the *-ir*, and the third conjugation or set of verbs that are not first or second conjugations.

According to Brown (1984:11) the verbs of group I are end *-er* infinitive verbs. This group I verb follows its own pattern of interpretations and is named a regular verb. For example in words *donner*, suffix *-e, -es, -e, -ons, -ez, -ent* is added to the *donn* word root obtained after the *-er* suffix on the *donner* infinitive is omitted.

Je donne

Tu donnes

Il/elle donne

Nous donnons

Vous donnez

Ils/elles donnent

On the verbs group II is an infinitive verb ending in *-ir*. The word *finir* (completed, done, finished) and *partir* (go) are included in the verbs of group II. For example, in the word *finir* (completed, done, finished)

Je finis

Tu finis

Il/elle finit

Nous finissons
Vous finissez
Ils/elles finissent

The root of the word *fin-* singular form- which is given the affluence of *-is,-is,-it*.

The root of the word plural *finiss-* which is given suffix *-ons, -ez, and -ent*

On verbs group III is an irregular verb with varying radicals. This word must be recited in itself. Example the word *être* (to be).

Je suis
Tu es
Il/elle est
Nous sommes
Vous êtes
Ils/elles sont

In addition of verbs pronominal who always starts from *se*, then followed by infinitive form as in verbs *se laver* (Beshrelle 1984:38).

Je me lave
Tu te laves
Il/elle se lave
Nous nous lavons
Vous vous lavez
Ils/elles se lavent

Error analysis is a process of analyzing the errors of a person studying language, both mother tongue, country language and foreign language according to Hastuti (2003:77). In analyzing errors data has to be clarified first. According to James (via Pranowo, 2012:90) the taxsonomic error classification of outer structures is Omission d'orthographe, Excessif d'orthographe, Malformation, Malordre, and Mélange. Those types of misconduct will be elaborated as follows:

- a *Omission d'orthographe (Omission)* is release of one of the grammatical elements so that there is a void in the element of grammar. Spelling in writing sentences of Indonsian is different from spelling in writing French. In Indonesian each letter has one sound, other things with the spelling of French, some letters can have one sound. This makes students difficult in writing with the spelling of French.

Example: *Il étudiant.*

In the sentence there is a release of grammatical elements. It became a spur of meaning due to the loss of être verbs. The right sentence should be *Il est étudiant.*

- b *Excessif d'orthographe (Addition)* is addition of a particular element to a sentence as a result of the overly devout use of a particular rule.

Example: *Je parts à l'école*

In the sentence there is an addition of elements to the conjugation of the verbs of *partir*. The slowness is most likely due to students plunging overly obedient verb conjugation aturns. Students conjure up a second verb group ending *-ir* with reference to the first group verb conjugation rule ending *-er*, when the verb conjugation rule sets the verb group differs. The right sentence should be *Je pars à l'école.*

- c *Malformation (Misformation)* is the incorrect use of structure shapes or morphemes.

Example: *Je regarder la télé ce soir.*

The above sentence is an example of an error in the form of a morpheme. Things are called occurring probably due to influences from Indonesian that no morpheme shape changes in making sentences, but in making French sentences must conjugate verbs first. The verba regarder conjugate form for a single first-person subject is false. The right sentence should be *Je regarde la télé ce soir.*

- d *Malordre (Misordering)* is error of arrangement of a form of time inside a sentence.

Example: *Je écrire une lettre hier.*

Error in this sentence due to the influence of rules of a language Indonesia on rules of a language French. In Indonesian that verbs do not change in timed captions, but in French verbs can different forms according to the captions of the time. Therefore, students often commit malordre errors (misordering) and in those sentences there is also a concordance du temps error. The right sentence is *J'ai écrit une letter hier*.

e *Mélange (Blends)*

Example: *Mon frère et mon père aime bien écouter la musique*.

The sentence suffered a conjugate *aimer* error due to the blending between *Mon frère* and *Mon père*. This happens because students have not been able to distinguish third person singular and a rhird person plural so students often make *mélange* (blends) errors. The right sentence should be *Mon frère et mon père aiment bien écouter la musique*.

According to Pranowo (2012:210) other frequent errors are subject adjustment errors (*Concordance du sujet*), errors of use of times (*Concordance du temps*), errors of verb use (*Utilisation du verbe*), and errors of overgeneralization (*Overgeneralization*). Then it will be elaborated as follows:

a *Concordance du sujet* is error due to verb conjugation incompatible with sentence subject

Example: *Elle est né le 13 juin 1997*

In this sentence there are verbs that do not fit the subject. In the past sentence, the verb être should have been conjugated according to its subject, but the learner often ignored it. So, the right sentence is *Elle est née le 13 juin 1997*.

b *Confusion du temps* is error due to conjugation of a particular period of reference with another period.

Example: *J'iras à Bali au mois prochain*.

An example of this sentence is in the future time. So, the time period used is a symptic future meaning the conjugated verb must fit the subject. The right sentence is *J'irai à Bali au mois prochain*.

c *Utilisation du verbe* is a mistake in choosing verbs and the use of verb forms.

Example: *Victor rester chez moi*.

Such sentences are inappropriate examples in verb use. In this case, verbs should be conjugated based on number, gender, mode and time, whereas in Indonesian it is not familiar with changes in verb form. This error resulted from the rules commonly used in Indonesian so in making the student's French-language writings do not conjugate his verbs. The right sentence is *Victor reste chez moi*.

d *Overgeneralization*

Example: *J'alle au restaurant*

This is an example of an overgeneralization error. This mistake is because students think that the way to conjugate all verbs ending n-er is the same, when there are some irregular verbs ending in -er so that the verb needs to be conjugated in itself. That's what the exceptions call it. The true sentences *Je vais au restaurant*.

From some explanations above, it can be concluded that error and fallacy have different meanings. A fallacy can be overcome by the student himself, but errors can only be overcome by the teacher. Analysis of language errors is usually made by teachers to students who are studying mother tongue, national language, or foreign language.

2. Error Cause Factor

In studying foreign languages there is often a transfer of languages from the first language (mother language) into the second language (target language). Language error can be caused by the process of language transfer, which is the tendency for learners to move the elements of sound, form, meaning, and even language cultures that they have mastered into the language.

Language errors can be caused by many things. The existence of language errors in second language teaching because the grammatical structure of the first language is different from that of

the second language. Additionally, imperfect grammatical rule applications, and the inability to apply language rules can also be a factor for the occurrence of language errors. 13% of language errors are caused by first language or mother tongue, the rest being the source of the second language system itself.

In addition, Brown also distinguished the causative factors of error into two are:

a. Intralingual Factors

Intralingual factors are a source of great error for all learners in learning the second language especially prone to interlingual transfer from the language of origin or interference. The difference in the structure of the mother tongue and the structure of the second language (the target language) will cause problems in learning, the greater that difference it will also get greater the difficulty it arises.

Example: *Je sais Jean*

Je connais Jean

In Indonesian, both sentences can be interpreted “I know Jean”. But in French the verb used to state knowing a person uses “*connaître*”. The right sentence is “*je connais Jean*”. (source Brown 2008:289)

b. Intralingual Factors

Intralingual error is a language error caused by learner's hardship in learning the second language (the target language). Intralingual factors are the difficulty or ignorance factors of language wearers will rule-suit the language it wears or learns.

From some of the above explanations, it can be concluded that the causative factor of language error is the lack of student knowledge to apply the grammatical rules of the second language.

Conclusion

In studying Indonesian there is no change in the form of verbs (conjugation) as studied in French. Conjugation is a change in verbs that deals with number, gender, mode and time. So to make French-language sentences need to conjugate verbs first, whereas to make Indonesian-language sentences there is no conjugation of verbs. Given the difference of the sentence formation system, it is highly possible for the learner to commit conjugate errors in making French-speaking sentences. Conjugation error is a discrepancy in the change in verb form according to the amount, gender, mode and time. Upon learning of the misconducts committed by the learner, the errors can be mapped. Mismatching can help teaching to minimize the occurrence of mistakes often made by learners. Thus, the purpose of learning can be achieved.

Based on the deliberation already elaborated it can be concluded that there exists a French verb conjugation error that deals with number, gender, mode, and time. In addition, there are other errors such as in omission (omission), addition error (addition), formation error (misformation/malformation) and drafting error (misordering).

Learners often commit verb conjugation errors as they are in the first language or Indonesian there is no conjugation like French. This is affected by the factors of the cause of error. The causative factors of conjugate error by students in writing are much influenced by Interlingual factoring and Intralingual factors.

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