ENGLISH VERB ERRORS ON STUDENTS' PROPOSAL DRAFTS BY ENGLISH DEPARTMENT STUDENTS OF UNIVERSITAS BALIKPAPAN

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Abstract

The purpose of this study is to investigate and classify English verb errors which made on students' proposal drafts by sixth semester at the English department students. Besides, this study aims to find out their frequency in writing. The method used in this study is quantitative. The result of the error analysis process shows that students committed errors into 6 types of verb errors and 4 types of errors which are omission, misordering, misinformation, and addition. The most often committed verb error made by student is auxiliary with 30.30%, followed by transitive error with 24.24%, 21.21% for verb tense error, 15.15% for intransitive error, 6.07% for to infinitive error, and the lowest percentage fall into passive voice error with 3.03%. It proves that students still have difficulty in writing using grammatical correctly.

Keywords: English verb errors, surface strategy taxonomy, students' proposal drafts, sixth semester.

Introduction

Writing is an important skill in English besides listening, speaking and reading that should be learned by students, especially for English department students. Writing is skill to transfer ideas, experience, and feeling in writing. According to Tarigan (2008, p. 3) writing is language skill which is used to communicate directly, not face to face with other people. In addition, writing skill is more complex and difficulty to teach, required and master. Leo (2007, p. 1) writing is a process expressing ideas or thought in word should be done at our leisure. Therefore, writing is one of tool has been function to give information and can help us to supply our ideas in paper . Writing in an English language often presents the greatest challenge to the students at all stages, particularly proposal writing because in that activity, writing is usually extended and therefore it becomes more demanding than in the case of writing a short paragraph.

The most important for Students of English Department are required to communicate in English whenever they communicate on academic context, either in written or spoken. Batstsone (1994) states, "Language without grammar would be chaotic and cause the same communication problem, such as grammatical error in writing and speaking." Therefore, rather than being only rules for ordering words, grammar is indeed a resource for good communication (Halliday and Hasan, 1989 in

Hyland,2002). Good language users are supposed to be able to express themselves in both of written and spoken language. Students have a good language are they understand how to arrange sentence using a grammar correctly. The grammar is important part to learn English, especially students of English Department must be able to correct a grammatical in writing. Grammar, according to Rutherfold (1987) is a necessary component of any language language teaching program. The grammar of a language is a description of the ways in which the language uses patterns of structure to convey the meaning. It would be impossible to learn language effectively without knowing the grammar, because grammar helps learners to identify grammatical forms, which serve to enhance and sharper the expression of meaning.

Therefore,the researchers are interested in conducting research on sample proposal drafts that was done by students on the sixth semester of Universitas Balikpapan with the aims to reveal the grammatical errors most often committed by students in writing their proposals and this study focused on the grammatical verb errors.The 8 major parts of speech in English grammar: noun, pronoun, verb, adverb, adjective, conjunction, preposition, and interjection. In this research, writer chose to analyze error in verb because verb is considered the most important constituent in sentence, since regular sentences may consist of only a verb imperative such as "Help and Look!" (Greenbaum, 200 2, p 21).

In this study, the researcher focuses on studying the English verb error which made on students' proposal draft at sixth semester. The researcher uses *surface strategy taxonomy* to classify the errors into categories. Dulay, Burt, and Krashen in Language two mention four types of errors in *surface strategy taxonomy* (p.150). They are further explained as follows ;

1) Omission Errors

Errors are characterized by the absence of an item within well-formed utterance.

Example : I listening to music

2) Addition Errors

Errors are characterized by the presence of an item within well-formed

Example : They are study an English

3) Misordering Errors

Errors are characterized by the wrong order of the structures form.

Example : I don't know who are you

4) Misinformation Errors

Errors are characterized by the misuse of structure form

Example : I come for Nina's house

Furthermore, the researcher establishes verb into types of verbs in this study, the types of verbs are verb tense, to infinitive, auxiliary verb, passive voice, transitive, and intransitive verb. Furthermore, the researcher would like to know the frequency of verb errors on proposal drafts. Finally, this research aims to find out most frequent verb errors on the proposal drafts.

Research Question and Objectives of the Study

This paper aim to answer the following questions:

What are the English verb errors found on students' proposal drafts?

According to the question above, the objectives of this study are to investigate, classify, and analyze the English verb errors and to find out the most frequent of verb errors made by the sixth semester students of Universitas Balikpapan on their proposal drafts.

Data and Methods

In this research, the researcher used text analysis to find errors in the essays, and presented them to be analyzed. First, the researcher collected the data sources which are the students' proposal drafts sample from the sixth semester as a primary data, and the secondary data in the form of several journals about the grammatical errors that are used as a reference. Next, the researcher started reading the composition, marked each grammatical verb errors in the data and categorized it into types of verb. The errors were given identification numbers as well to make them easily found later on. Furthermore, the researcher using quantitative data to count the most errors were done by students on their proposal drafts and put it into a table. The transformation of raw data into a form will make it is easy to understand and interpret.

Previous Study

A number of studies have been conducted to investigate the writing errors committed by students. There are some studies related with the grammatical errors in writing. Firstly, a research done by Emmaryana, Fajariani entitle " *An Analysis on Students Grammatical Errors in the Student's writing (A Case study of the First Year Students of "SMA Negeri 1, Ciledug-Bogor)*", the writer used qualitative descriptive method w ith the purpose of the research was to know the most grammatical errors made by the students in writing recount text, where the result was the highest grammatical errors was in tenses done by 19 students or 95% .

Another research done by Arapa Efendi, entitle " *Error Analysis in EFL Classroom, The Study of Grammatical Errors in Spoken English of The English Students of STBA LIA Yogyakarta in Speaking III Classes in Academic Year 2010/2011*" the oral interaction data for this study was derived from 32 English students of STBA LIA YOGYAKARTA who participated in speaking 3 classes in academic year 2010-2011.The errors are classified by using Dulay's classification which is called surface strategy taxonomy and used the theoretical approach from Stephen Pit Corder. The taxonomy consists of errors of misinformation, errors of addition, errors of omission, and errors of misordering. Those errors are then divided into subcategories of grammatical errors; verbs, subject-verb agreement, articles and determiners, possessive and pronoun agreement, singular and plural usage, prepositions, and word choices. The result of this study shows that misinformation errors occurred as the highest incidence in this study (582 items) followed by omission errors (250 items), addition errors (117 items) and misordering errors (17 items). The misinformation errors have the highest number of occurrences in tenses that occur within 195 items. Meanwhile, the omission errors are mainly caused by the absence of verb groups which are 108 items. Similarly, addition errors are caused by the presence of unnecessary verbs such as –be verbs within well-formed utteranc es. Misordering error is the less frequent errors for they only occur in 17 items.

Based on the previous researchers above, it is known that grammatical factors still become the most difficult material. Thus, in this research, the writer intends to analyze the main data of this research is the proposal drafts from 6th semester English Literature students at Universitas Balikpapan. This research deals with error analysis which aims to study the types of verb grammatical errors occurred within written utterances by finding out the types of errors and revealing the possible causes for the underlying occurrences of those errors. By understanding the source and types of student's errors, the writer expects that it could give beneficial suggestions to solve student's problem. So the difficulty of understanding these materials would be reduced.

Finding & Discussion

The research is to analyze the English verb errors on students' proposal drafts that made by English of literature students at sixth semester in Universitas Balikpapan, the researcher took 4 proposal drafts for a research. The research uses surface strategy taxonomy to classify the errors into categories. This taxonomy as follow ;

1. Omission

Errors are caused by the absence of an item in well-formed utterance.

2. Misinformation

Errors are caused by inappropriate usages of structure form. Errors occurs as the chosen in place of an appropriate one.

3. Missordering

Errors are caused by incorrect sequence of structure forms within utterance.

4. Addition

Errors are caused by the presence of unnecessary items which occur within well-formed utterance. Based on the surface strategy taxonomy, there are four error classifications. Those classifications are misi nformation, omission, misordering, and addition.

The results presented shows that the highest frequent errors on students' proposal draf ts are misinformation errors. It shows that most of students have a problem to know the usage in every verbs, they often use inappropriat e features of structure forms within students' proposal drafts. Students made misinformation in their proposal were 20 items, for example, "many more such things is very harmful for any aspect".

Indeed, the highest second followed by using omission errors s uch as the omission of auxiliary be that the st udents made errors in verb. Students did not u se auxiliary in certain parts of their proposal. Students made omission were 15 items, for exam ple, "Cleanlin ess will better ensure hygiene a nd healthy person". In correct form, stude nt must add an auxiliary be in that sentence.

In addition, e rors which are caused by misordering items because students put sentence in wrong pos ition, misordering items got 2 errors. Meanwhil e, students made verb errors who did the lea st of errors were addition. Error in addition was 1 item, this is prove that students understand the usage of grammatical verb in sentenc e which do not put unnecessary items.

The surface strategy taxonomy reveals that in misinformation errors (20 items), problem with tense shift has the highest incidence among

three other types of errors. It shows that the most of students failed to use appropriate tenses. Meanwhile, the absence of certain verb within students' proposal drafts and it gets the second highest is omission errors (15 items). Students do much errors in that because the absence of-be verbs within students' proposal drafts. Whereas, the less of students made errors in misordering and addition which occur within 3 items and 1 item errors. In addition, after research in the surface strategy taxonomy, researcher described the types of verbs error that were found on students' proposal drafts. The types of verbs that the students made on their proposal drafts that researcher found were errors in verb such as verb tense, auxiliary, passive voice, to infinitive, transitive, and intransitive. It was based on the theory of Blanchard (2004, p. 42-45) that there are some common categories in English verb errors that made on students' proposal drafts.

No	Verb Errors	Number of Errors	Percentage of Errors
1	Verb tense	7	21. 21 %
2	Auxiliary	10	30. 30 %
3	Passive voice	1	3. 03 %
4	To infinitive	2	6. 07 %
5	Transitive	8	24. 24 %
6	Intransitive	5	15. 15 %
	Total	**33**	**100%**

The table 1 :The total of English verb errors on proposal drafts

Based on the table, it can be seen that the total kinds of English verb errors that students made on proposal drafts were 33 errors. There were in verb tense were 7 errors or 21%.

Students' error in auxiliary was 10 errors or 30.30%. Students' error in passive voice was 1 or 3.03%. Students' error in to infinitive was 2 or 6.07%. Students' error in transitive was 8 or 24.24%, and students' error in intransitive was 5 or 15.15%. From result above that most of students made errors in English verb in auxiliary verb were 30.30 %. In that data on table, students lack knowledge about using auxiliary verb, many students only know arrange sentence generally without add helping a verb before main verb or adjectives. Meanwhile, the least of students made English verb errors in passive voice were 3.03%.

Most of students' proposal drafts are made by sixth semester at English department face many problems in using verb, especially in writing task such as proposal. There are some types of verbs that the students made on proposal drafts and the explanations based on result of research as follows:

The Students Error in Using Verb Tense

The tense of a verb tells you when a person did something or when something existed or happened. In English, there are main tenses: the present, the past, and the future. The present tense is used to describe things that are continuous. The past is used to describe things that have already happened (e.g. yesterday, last week, three years ago). The future tense describes things that have yet to happen (e.g. later, tomorrow, next week). There were some the students errors in using verb tense, especially in the present and past.

Based on correction verb errors above, it is clear that error of the students wrote verb in present tense and wrote verb I in past tense. In

correct was the verb I in present tense because to describe things that are continuous. Meanwhile, the verb II in past tense because describe things that have already happened.

The Students Error in Using Auxiliary Verb

Auxiliary Verbs are used to form question and negative sentence, and they are usually used with main verb to form many different kinds of tenses. There were some students made errors were lack of knowledge about how to use an auxiliary in writing. There are 3 kinds of tense that students' error made on their proposal drafts.

Be is used to form continuous tense, present tense (Nominal), and passive voice.

Examples:

-	Erro r	: many more such things is very harmful for any aspect
	Corr ect	: many more such things are very harmful for any aspect
-	Erro r	: many people is to get more and more information
	Corr ect	: many people areto get more and more information

Have/Has is used to form Present Tense.

Example:

- Error	: The culture of clean and environment insight has become characteristic of Balikpapan society.
Co rre ct	: The culture of clean and environment insight have become characteristic of Balikpapan society.

Modal is used to show something is certain, probable or possible.

Examples:

-	Erro r	: Cleanliness will* better ensure hygiene and healthy person.
	Corr ect	: Cleanliness will be better ensure hygiene and healthy person.
-	Erro r	: Students should* aware that as a university student.
	Corr ect	: Students should be aware that as a university student.

Based on some examples above, they show that error of the students wrote auxiliary incorrectly. Properly, they wrote subject is plural and auxiliary has to be plural. In addition, some students wrote modal verb was not followed *be* because in correct structure, modal verb that followed by adjective, after modal has to be written with *be*. The main reason why the auxiliary verb being the most common errors made by the Indonesian people are because Indonesian does not has an auxiliary in speaking, so that when they learn English, they thought that the structure of English language and Indonesian language is the same.

The students error in using passive voice

Passive voice is used when the focus is on the action. It is not important or not known. However, who or what is performing the action. In this aspect, the kinds of students' errors were caused by incorrectly to write verb. Below is one example of the students' errors in passive voice.

Example :

Error	: They are interesting to visit the library and otherwise.
Correct	: They are interested to visit the library and otherwise.

Based on example above, I concluded that the student wrote not correct word, it is not interesting because it shows an action, in correct form is interested. it becomes passive voice when there is tobe and follow by verb, which is verb has to be written with verb III.

The Students Error in Using to Infinitive

The infinitive is the base form of a verb. The infinitive refers to the present infinitive. The students do little mistake in to infinitive verb, which is in sentence verb to verb so has to be separated by to infinitive because followed a main verb.

Example:

Error   : People want* call it.
Correct   : People want to call it.

Based on example above, it shows that on students' proposal drafts still do English verb errors in to infinitive. Students have to know to compare when there are two main verbs in one sentence. Students error wrote want call, in correct form is want to call. *Want* is main verb and *call* is main verb too, so they must have *to infinitive* in sentence.

The Students Error in Using Transitive

Transitive Verb is the verb that needs object and usually followed by noun. Transitive verbs are action verbs that have an object to receive that action. There were some students' error made in transitive. Sometimes, people are still confused to compare between transitive and intransitive verb. In this aspect, transitive word is "has" and after "has" is an object.

Examples:

Error : Students' satisfaction has an important impact on future behavior and for

the success of a university.

Correct : Students' satisfaction have an important impact on future behavior and for

the success of a university.

Error : Many of them has no self-confidence to appear in public and blocking ■

Correct : Many of them have no self-confidence to appear in public and blocking ■

Based on examples above, sentences are transitive because an object is receiving the action of the verb. Student error wrote has on proposal, meanwhile the subject is plural so verb which word is written by student is not correct but in correct form is have. We can see after verb followed by object, it shows an object receives the action.

The Students Error in Using Intransitive

Intransitive verbs are action verbs but unlike transitive verbs, they do not have an object receiving the action. There were some students made errors in intransitive verb and it caused by false concept. Student wrote the subject is "it", then "come" is written without s.

Examples:

- Error   : It come true or not.
                   :
   Correct   It comes true or not.

Based on example above, the subject is performing the action of the verb and nothing are receiving the action. "It" is the subject, and that subject is singular. Whereas, in sentence "come" is written without s. in correct from in tha t sentence must add "s" at last of word come as third person singular and it mention in intransitive verb because there is no object.

Conclusion

Based on the explanation in the previous chapters, this research was carried out to analyze and classify the grammatical verb errors on

students' proposal. The result of the error analysis process shows the highest percentage to the lowest percentage of English verb errors made by sixth semester students of Universitas Balikpapan on their proposal drafts. It shows that students committed errors into 4 types and 6 types of verb errors which are omission, misordering, misinformation, and addition. From the frequency of the error types, the researcher concluded that auxiliary is the error which most frequently produced by the students because Indonesian language does not have auxiliary in speaking. It took 30.30% of the total errors with 10 number of errors, followed by the transitive errors with 24.24% with 8 number of errors, 21.21% fell into verb tense error with 7 number of errors, 15.15% for intransitive error with 5 number of errors, 6.07% fell into to infinitive error with 2 number of errors, and the lowest percentage that showed most rarely error produced by students was passive voice with 3.03% in 1 number of error. It suggests that the use of grammar in writing is quite difficult for the students, so that the English verb error analysis on the students' proposal will be useful to know their ability in writing using grammatical correctly.

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