

VERB ERRORS ON STUDENT'S COMPOSITION

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Abstract

The purpose of this paper is to find out about the frequency of student verb errors, the most frequent errors, and did those errors affect the intelligibility of their composition. The subject of this paper is some of the 6th semester students. The finding later shows the frequency of their errors, the most frequent errors, and their errors caused by incomplete application of rules did affect their intelligibility in writing composition.

Keywords : *verb errors, student's composition, errors*

Background

Writing is one of the basic things in learning English. Bryne (1979) states that writing is a process of transforming our thoughts into language. Bryne further said that writing is neither easy nor spontaneous; It requires conscious mental effort. He also divides the problems that make writing difficult into three categories. The first, he calls psychological, caused by lack of interaction and feedback between the reader and the writer. The second category consists of linguistic problems. Bryne also states that in speech, grammar mistakes can be tolerated because of the spontaneous nature of the medium which prevents us from fully monitoring what we are saying in particular, our sentence construction and the interconnection of our sentences. In writing, on the other hand, we have to express ourselves in a clearer and more grammatical manner in order to compensate for the absence of certain features of spoken language, such as body language, prosodic features, and immediate feedback between the interlocutors. The third category consists of cognitive problems. Unlike speech, writing has to be taught through formal instruction. The organization framework for our ideas in written

communication has to be mastered. Based on what Bryne explained about the category of problem that made writing difficult, linguistic problem is one of them. It is when one made a grammar mistake.

In educational level, there are many kinds of writing. Whether if it is a scientific research or even a literary composition. Instruction in composition became dominated by a view of good writing as the avoidance of error and by the labor of marking student papers, or "themes," for error (Connors 1985). Knowing the basic grammar structure to create a sentence is essential when writing a composition. It is said by Eastwood (1994:VII), " There are sometimes disagreements about what is correct English and what is incorrect. 'Incorrect' grammar is often used in informal speech. Does that make it acceptable? Where there is a difference between common usage and opinions about correctness, I have pointed this out. This information is important for learners. In some situations it may be safer for them to use the form which is traditionally seen as correct. The use of a correct form in an unsuitable context, however, can interfere with understanding just as much as a mistake." . According to Eastwood the incorrect

grammar is often used in informal speech, in making a writing composition students tend to write words they are familiar with. In this case their daily informal speech habit may affect their writing composition. And cause them to make some errors with the wrong grammar. Especially when it comes to an academic writing composition, a correct grammar form would make the paragraph cohesive and coherent. To be able to do so, one should understand how to properly use the basic grammar to construct sentences.

There are eight main word classes in English. They are verb, noun, adjective, adverb, preposition, determiner, pronoun, and conjunction (Eastwood 1994). From the variety of word classes, one of the most important things is to know how to use verb properly. If there were a mistake of using the wrong verb for a certain sentence, then the sentences become meaningless or even distorting the actual meaning. To prevent that, one should know how to use them. These mistakes are done by foreign learners that learn English as second language. There is no denying that English is not their first language, but even so learners should correct their own mistakes in order to become excel in writing composition.

The research object of this paper is a student's writing composition from 6th semester student. Those compositions were a research paper that has been made by the 6th semester student. They are the student from faculty of letter in the English literature department of Universitas Balikpapan on their 6th semester. They are Indonesian learners of English who took English literature as their major in university. This paper will explain about the errors that the student's make in their compositions. From several word classes that English has, the researchers chose to explain only about the verb errors. It is because the presence of verb is indeed important in a sentence, which is why the researchers intended to examine the student errors especially on their use of verbs.

Objective

On this paper the researchers intended to find out more about the error committed by the 6th semester student in their writing composition

dealing with the English verbs. And thus lead to these following questions:

- a) What is the frequency of verb errors that the students make in their writing composition?
- b) Which errors is the most frequent error that the students make in their writing composition?
- c) How do these errors affect the intelligibility of student's composition?

By knowing the answer to those questions, one could understand the errors that could have been made in a writing composition. And so, it can be used as a guideline to avoid those errors. In which the researchers hopes that this paper would be an example to fellow students. This paper would be able to help them understand about errors especially in a writing composition.

Method

The researcher collects several writing compositions from the 6th semester student. In which the writing composition is a research paper. Then the researchers identified and analyze the error from the paper regardless the topic of the paper itself. The researchers main focus, were more on the verbs error that occur on the sentences of the paper. First of all, the researchers read all the writing composition of several students. Secondly the researchers tried to identify the errors. After checking it thoroughly, the researchers counted the frequencies of errors. After that, the researchers were categorizing the errors into several categories depends on where the errors occurred. From the data that the researcher have acquired, with the help of SPSS application the researchers then will make a number of tables and percentage based from the error.

Previous Study

In this reasearch, the researchers have selected some previous studies that serve as a reference in the writing of this research. As

previous research that has been done by Karim, Fawzia, and Hakim (2015) with the title 'Common Errors on the usage of verbs in English composition : a case study of Bangladeshi EFL learners', where they conduct research to analyze about "What kinds of grammatical errors of verb usage do the Bangladeshi tertiary level EFL learners commit?". And for data collection, they take sample data from 40 students; which has been divided into 5 groups. And then the research followed the procedure suggested by S. P. Corder (1967) for the analysis of errors Verb usage. The procedure of S. P. Corder (1967) suggests five steps which are: Collection of write ups of language learners, identification of errors in their written languages, description of errors, explanation of errors and, evaluation of errors. Following the five steps as mentioned above the writing composition of all the participants were collected and the errors of verb usage were identified, described, explained and evaluated. Wang and Huang (1999) look for seventeen kinds of errors like the errors of no agreement between Subject and verb, misusing in forming the passive voice, missing verb, misusing verb tense and unwanted infinitive after auxiliary verb and the like. This study examines the errors of agreement with verb, missing of verbs, misusing verb tense, misusing past tense after infinitive and Misusing "to have" verb. Among the errors of verbs, lack of agreement between subject and verb tops the list. In this type of errors, there are sentences in which subject is in the singular form but the verb does not agree with the subject. The rules of grammar suggest that if the subject is in singular, the verb must be in singular form.

As for another research by Mbau, Marhum, and Muhsin (2014) entitled 'An analysis of errors cost-working agreement in writing paragraph be made by the second semester students of english department'. Their research were conducting an analysis of "What kind of subject-verb errors deal mostly created by students in writing a paragraph? " and " Why do mistakes happen? " and then their research objectives were to describe the reality behind the phenomenon in depth and

descriptive. The participants of this study is the second semester students in the English program Tadulako University students who took to write one subject. And the result of their research shows that the tertiary level student from Bangladesh who make mistakes form of the verb. They have been studying English for over 12 years. Despite that they experience these types of errors. They must have a textual analysis and feedback based on their write-ups. They must be motivated to engage in peer group discussions about the necessary rules including the rules of form of the verb. Thus, awareness, analysis, practice and feedback should be a part of routine in academic activities.

In search of why the errors that was done by Indonesian Learners of English itself occurred, the researchers would like to refer to Richards (1971). He explained several things that may lead to the error occurrence for English as foreign language. They were 'overgeneralization', 'ignorance of rule restriction', 'incomplete application of rules', and 'false concepts hypothesized'. Overgeneralization happened when covering instances where the learners create a deviant structure on the basis of his experience of other structure of the target language. Ignorance of rule restriction is failure to observe the restrictions of existing

structures, that is, the application of rules to contexts where they do not apply. Incomplete application of rules happened when the learners fail to fully develop a certain structure required to produce acceptable sentences. And lastly, False concepts hypothesized occur from faulty comprehension of distinctions in the target language.

Finding and Discussion

Data Presentation

Below were the data that the researchers acquired from analyzing the respondent's research paper. Despite consisting of more than 2000 words, the verb errors that were found are significantly small. From Student

A, the frequency of verb errors that were found are 20 errors. And from student B, the verbs errors that were found are 14 errors. Student C comes in the last place with 7 errors.

From the analysis that had been done by the researchers, the verb errors that occurred in student's compositions are present participle, base forms, -s forms, verb to be, auxiliary verbs, and past participle verbs. Below were the data from each student verb errors.

In each errors the frequency are varies. In which the most frequent errors that the students made is mostly base form of verbs. Except for Student C, who have equal amount of errors between present participle, base forms, and Verb to be with the frequencies of 2 errors.

Analysis

The fact that the respondent in this research are the 6th semester students, the researchers estimated the errors that were found to be just a little bit. On top of that, they were from the English literature department. And that has been proved by the data that were presented. It is known that from their research paper, each student did not do more than 20 errors. And from the researchers analysis the errors that were found are varies. As the pie charts 5.2.1 below shows, we can clearly see that Student A committed the most errors with the percentage of 48.8% . And the errors percentage from Student B is 34.1%, with the least errors by Student C with the percentage of 17.1 %.

Aside from the total errors from Student A, B and C, the researchers also categorized those verb errors into their own category. As mentioned before, they are present participle, base forms, -s forms, verb to be, auxiliary verbs, and past participle verbs. Based on the data that the researchers acquired, a bar chart consists of student's errors then made as shown below.

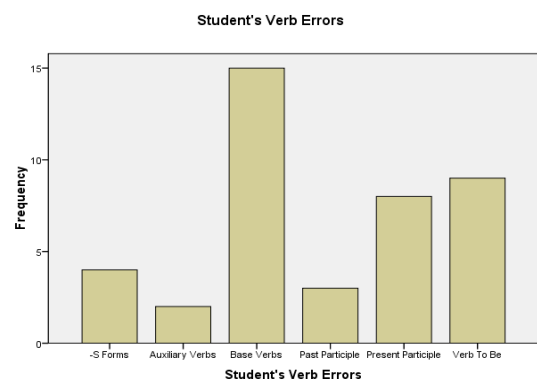
Bar charts below indicates what kind of errors that were committed by 3 respondents. The

Verb errors

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Student A	20	48.8	48.8	48.8
Student B	14	34.1	34.1	82.9
Student C	7	17.1	17.1	100.0
Total	41	100.0	100.0	

most frequent errors that the students did are Base form of verb with the frequencies of 15

errors. Base formis the simplest form of a verbs, it is a verb without a special ending. Judging from the chart above, we can say that although the respondent were in the 6th semester and also major in English literature they still lack in term of basic verb knowledge. Even though the frequency of errors that were found is not that much, it does not change the fact that there is one.As stated by Richards (1971), there are several things that may lead to error occurrence for English as foreign language. In this case, 'incomplete application of rules' whereas it happened when the learners fail to fully develops a certain structure required to



produce acceptable sentences. And so the researchers think that because of that reason the students may have misunderstood the rules of using verbs in sentences. Resulted in several errors that they did in their writing composition, and those reason would definitely affects their writings in the future.

Conclusion

From several students composition the researchers analyze the verbs errors that occurred. From 3 students, Students A commit the most errors with the frequencies of 20 errors. The most frequent verbs error that the student did is Base Form with the frequencies of 15 errors out of 41 errors in total. They did those errors most likely because they are not aware of the basic form of verbs. Being in the 6th semester with this kind of errors would definitely affects the intelligibility of their writing composition. With that in mind, it is important to know what kind of errors that we made and how to correct those errors.

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