



Error Analysis of Using Auxiliary Verbs in Writing Descriptive Text

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Abstract

Grammar is complexity in learning English it makes many students often commit errors in learning. Making errors in writing is one of the processes for learning English. The aim of this research was to describe the students' errors and its causes in using auxiliary verbs in the sentences. In this research, the writer limited the discussion on the error made by the students in using auxiliary verbs. The design of this research was quantitative approach in a form of descriptive analysis (percentage) that included observation, collecting the data the researcher used test as the instrument. The writer conducted the research to 31 students in first semester of English Literature in academic 2021/2022. The data were analyzed by using error analysis method. The error types were classified based on linguistic category, especially surface strategy taxonomy. The writer classified the types of error into omission, addition, misformation, and misordering. Among those four types, the most frequency error was misformation that reached 102 errors or 61.44%. The other finding was the sources of error which are divided into three categories. Those are interlingual errors, intralingual errors, and communicative strategies. Communicative strategies errors is the most common source of error, there were 45.78%

Keywords: Descriptive; Error Analysis; Grammar, Writing,

Introduction

In learning English, there are four skills that we have already known in English, namely reading, writing, speaking and listening. The skills are used to

build students' language strategic competence and also to enhance their motivation to learn English. However, not only four skills that should be mastered by someone in learning English but also elements that support language such as Grammar, Pronunciation and vocabulary. According to Thornbury (1999:7), grammar is a description of the rules that govern how a sentence of language is formed and it is of the important components in English. Grammar is one of difficult in English because grammar has complex pattern. When we speak and write in English, we should focus on grammatical rules of the language (Thomson & Martinet, 1986) . In Written English grammatical rules should be consider in order create a good article.

Verb is the complex one from part of speech. Without a verb there will be no sentence, cause a sentence without a verb called phrase. The role of the verb in an English sentence would affect the meaning of the existing sentence, especially in the use of tenses itself. The auxiliary verb is helping verb that structural meaning or a semantic coloring to verbs carrying the full burden of lexical meaning. According to Alagbe, A.A (2009), Auxiliary verb are divided into two kinds : Primary Auxiliary verbs (be, have, and do) and Modal auxiliary (may, might, will, shall, should, can, could, must, and ought to). They are called helping or supporting verbs, but both of them different, in function primary auxiliary can be use as lexical and helping verb. The modal auxiliary cannot function as lexical verbs. They only serve as helping verbs (Hyland, 2004; Nurhadi, 2014).

Errors Analysis come from James (2001) & Corder (1973) defines error is the process of determining the incidence, nature, causes and consequences of unsuccessful language. Another opinion from Brown (2000:76) error analysis is process to observe, analyze, and classify the deviations of rules the second language of foreign language and then to reveal the system operated by learner. The types of error classify the errors by combining the language components include phonology (pronunciation), syntax and morphology (grammar), semantics and lexicon

(meaning and vocabulary), and discourse element that comprises each language component. Example of based error on linguistic category; “*me forget it*”. Its learner attempt to use of me as subject. It is included in syntax error in use of pronoun.

Dulay (1982) Callaghan & (1998) gave his point of view the types of error. His said that there are four types of error, they are The Linguistic Category Taxonomy, the Surface Strategy Taxonomy, The Comparative Taxonomy, The Communicative Effect Taxonomy. According to Rod Ellis (2008), the sources of error are in two: interlingual transfer and intralingual transfer. Interlingual Transfer means interference from learners' mother tongue. The clearest proof of mother tongue interference is when Language 1 (L1) nonstandard features get transferred to Language 2 (L2) (Richard, 1984).

In this research writers took two previous researchers to strengthen this research. The first research is Ginting (2018) she stated the research showed that the students made error in using Primary auxiliary verbs. The second research is Inni Nihayah (2019) she states the research show that students made error in using Modal auxiliary verbs. Based on result of data, the most students made errors using “have” and “do”.

The two studies above were conducted on students who are still in school years and research has never been done on students who have just graduated from school and entered lectures, especially in the early stages. This study aims to see whether the ability of students who have just entered college still understand the use of good auxiliary verbs in an English sentences (Utama & Listianingsih, 2019).

Based on the previous discussion above, the problems of the study could be formulated as (1) What kind of errors are made by the first semester students of English Literature Department at Universitas HKBP Nommensen Medan in using auxiliary verbs? (2) What are the dominant errors are made by the first-grade students of English Literature Department at Universitas

HKBP Nommensen Medan in using auxiliary verbs? And (3) What is the students of English Literature Department at Universitas HKBP Nommensen Medan difficulty in using auxiliary verbs? Base on the problems, the writer objectives are : (1)To find out the kinds of errors are made by the students of English Literature Department at Universitas HKBP Nommensen Medan in using auxiliary verbs (2) To find out the dominant errors made by the students of English Literature Department at Universitas HKBP Nommensen Medan in using auxiliary verbs and (3) To find out the diffuculty of students' in using auxiliary verb in writing descriptive text.

In this study the writer limits the discussion on error made by students in using auxiliary verb in writing descriptive text, the students of English Literature Department at Universitas HKBP Nommensen Medan

Research Methodology

This study was designed with descriptive quantitative approach which describes and interprets. As Creswell (2007) & Airasian (2000) stated that descriptive quantitative research describes provides numeric description of trends, attitudes, or opinion of population by studying a sample of that population. Through the design, the writing test of students in using auxiliary will be described, counted and underlying the students difficult in using auxiliary.

The writer was taken the data from the first semester students of English Literature Department that consist of 31 students. There are several techniques to collect the data, such as survey and test which applied on students' assignment to write descriptive texts during online learning process. The answers of the test, the writer took it as the data. The data was described in the table. The following table is the list of students' errors in using auxiliary verbs.

Analyzing and calculating of percentage errors, by using formula that purposed by Sudijono (2018), in the following following formula :

$$P = \frac{f}{n} \times 100\%$$

Explanation:

P = Percentage

F = Frequently

n = number of cases (total frequent/total individual

Findings and Discussion

Findings

Tabel 1. Result of Error types

No	Initial Name	Types of Error				Number of Error
		Omission	Addition	Misformation	Misordering	
1	ESS	0	1	5	0	6
2	MLS	2	0	6	0	8
3	DS	2	0	2	0	4
4	SBS	3	1	3	0	7
5	FS	0	0	2	1	3
6	MRS	0	0	1	2	3
7	SAN	2	2	1	3	8
8	AP	1	0	6	0	7
9	AT	2	2	7	0	11
10	FKS	0	0	5	1	6
11	GN	2	0	3	0	5
12	KJP	2	0	5	0	7
13	ASS	2	0	7	0	9
14	IS	1	0	5	2	8
15	MDS	2	0	7	1	10
16	ADS	0	3	4	1	8
17	YRM	2	2	3	0	7

18	JES	0	1	2	0	3
19	KN	1	2	3	0	6
20	SS	1	0	1	0	2
21	MHS	1	0	2	2	5
22	YCS	0	0	2	0	2
23	DASS	0	0	2	1	3
24	JS	0	0	2	0	2
25	LMS	0	0	2	0	2
26	RRS	1	0	2	1	4
27	EJRL	1	0	4	2	7
28	VOS	0	0	3	0	3
29	ASS	1	1	2	0	4
30	BS	1	0	2	1	4
31	ESS	0	0	1	1	2
Total		30	15	102	19	166

Table 2. Data Analysis

No	Types of Error	Total Number	Percentage
1	Error of Omission	30	18,1%
2	Error of Addition	15	9,03%
3	Error of Misformation	102	61,44%
4	Error of Misordering	19	11,44%
	Total	166	100%

In the table 1 and 2 showed that the total errors in using primary auxiliary verbs made by the first semester Students of English Literature Department which found error of omission, error addition, error of misformation, and error of mis ordering are 166 error cases.

The result of analysis shows that the total of the students' error in using auxiliary verbs are 166 items, causes of error with four types error namely: error of omission, error of addition, error of mis formation and error of mis

ordering. The result of analysis of the research as follow: (102 errors or 61,44%) cases of mis formation error as the dominant that the students made, (30 errors or 18,1%) cases of omission error, (19 errors or 11.44%) cases of mis ordering error, and (15 errors or 9.03%) cases of addition error.

After analyzing the data, the writer concluded that the dominant error that the students made is mis formation error about 102 errors (61.44%) and the lowest error is error of addition about 15 errors (9.03%). The causes of students' error that most dominant is communicative strategies, has 76 frequency (45.78%), then intralingual transfer which has 58 frequency (34.93%). The result of interviewing the students made errors because of learning context in a classroom context the lecturer or the textbook can lead the students to make faulty hypothesis about language. Students often made errors because of misleading explanation from the lecturer, faulty presentation of a structure or word in textbook.

Based on the table 2, it can be known that total of errors is 166 from the was write descriptive text by 31 students in using auxiliary verbs. Those 166 errors are classified into four types error; *omission*, *addition*, *misformation* and *misordering*. From 166 errors, 102 of them are *misformation*, which means students have fail to use the correct from auxiliary verbs. This type errors contributes 61,44% to whole errors. The second place is *misordering* of error which reaches 19 errors (11,44%). The students have problems in interesting items that should appear in text. The third position place *omission* which reaches 30 errors (18,1%). The students problem in structure of the writing text. The last position placed by *addition* which reaches 5 errors (9,03%). The students have problems in interesting items that should not appear in writing text.

Discussion

The errors are classified based on the surface strategy which consists of omission, addition, misformation, and misordering. By looking at the finding above, the types and also the place of errors which are done by the students are known clearly. By looking the frequency of each type of error, it can be known about the areas of language that are difficult for the students. The type of errors in the order of occurrence frequency of the errors means that these areas are more difficult than others.

Based on the research that has been done regarding similar problems in the study, it can be said that students' understanding of the correct use of auxiliary verbs in the structure of good and correct English sentence structure is still low. The results of this study can help lecturers or teachers in guiding their students in updating their knowledge about good article writing techniques. Afifuddin (2016) found similar finding that several errors that occurred were error of omission, addition, misformation, and misordering. Students did errors because students did not have enough knowledge on it. Erdogan (2005) stated that those errors can be evaluation for students and lecturers, so the lecturer could find the strategy to minimize the errors of students in grammar. Moreover, Ginting (2018) and Nihayah (2019) found that students made error in using auxiliary verbs. The dominant errors that students always made mistake in terms of using have and do.

Conclusion and Suggestion

Conclusion

The conclusion are based on the result of the test about students' error in using auxiliary verbs as that the students' difficult in using auxiliary verb because of context of learning in a classroom context the lecturer or

the textbook can lead the students to make faulty hypothesis about language. Students often made errors because of misleading explanation from the lecturer, faulty presentation of a structure or word in textbook. to overcome the errors, the English must explain auxiliary verbs clearly to the students. They should make more exercise to improve their skill in using auxiliary verbs in writing descriptive text. They should give an explanation why the underlined words wrong. Then they should try to correct those errors. More emphasis should be given to writ exercise and practice in the classroom. For the students, pay should pay attention to form of auxiliary verbs, study hard, more seriously in learning English and should practice of auxiliary verbs to improve their skills.

Suggestion

Based on conclusion draw, the writer proposes the following suggestions:

1. The lecturer should explain about the auxiliary verbs form clearly to the students and ensure that the students understand about it.
2. The lecturer should be creative in teaching, so that the students interest in learning auxiliary verbs. How to make good media in teaching, so that the students can enjoy there lesson.
3. The lecturers should motivate the students to be more relaxed in learning English, and explain it to the students that learning English is easy and not be afraid to make mistake, because that is the process to master English . as we know that the lecturers are the motivator for their students. Fur there more, for the students, they should do more practice in writing sentences, so their writing skill will be better and better. in addition, the students have to more carefully in using auxiliary verbs because this subject is not easy to learn

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