

TYPES OF VERB PHRASE ERRORS MADE BY ENGLISH DEPARTMENT STUDENTS IN WRITING COMPARISON AND CONTRAST ESSAY AT STAIN BATUSANGKAR REGISTERED 2014/2015 ACADEMIC YEAR

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Abstract

This research is conducted because it is based on the phenomenon of the many types of errors that occur in students' essays or writings. The purpose of this research is to find and analyze the types of errors contained in the essays of fourth semester students at STAIN Batusangkar and what are the causes of these errors. This research is classified in a qualitative descriptive research. The data in this research is test errors found in student essays. Data is collected through comparisons and contrast essay writing exams and interviews. The data source in this research is English language education students in the fourth semester of 2014/2015 academic year. The findings from this research indicate that the most common types of errors in writing comparisons and contrasts are matching between the subject of a sentence and the verb. And the causes of these types of errors are caused by three factors. The first factor is interlingua transfer. They wrote what they thought is immediately transferred to English. The second factor is intralingua transfer, in this factor many students write English not according to their sentence structure or sentence structure. It can be concluded that the types of errors in writing essays made by English language education students mostly occur in verb phrases. In one sentence can be found that several types of errors made by the student.

Kata-kata kunci: *Eesai Komparison dan Kontras, Kesalahan Frasa Verbal, Penyebab Kesalahan.*

Abstrak

Penelitian ini dilakukan karena didasari oleh fenomena banyaknya jenis kesalahan yang terjadi dalam karangan atau tulisan mahasiswa. Penelitian ini bertujuan untuk menemukan dan menganalisa jenis-jenis kesalahan yang terdapat dalam karangan mahasiswa semester empat di STAIN Batusangkar dan apa penyebab dari kesalahan tersebut. Penelitian ini diklasifikasikan dalam penelitian deskriptif kualitatif. Data pada penelitian ini adalah ujian kesalahan yang ditemukan dari karangan mahasiswa. Data dikumpulkan melalui ujian menulis karangan komparison dan kontras dan wawancara. Sumber data pada penelitian ini adalah mahasiswa pendidikan bahasa inggris semester empat tahun akademik 2014/2015. Penemuan dari penelitian ini menunjukkan bahwa jenis-jenis kesalahan dalam menulis komparison dan kontras yang paling banyak terjadi adalah mencocokkan antara subjek kalimat dengan kata kerja. Dan penyebab jenis-jenis kesalahan tersebut disebabkan oleh tiga faktor. Faktor pertama adalah interlingual transfer. Mereka menulis apa yang mereka pikirkan langsung dipindahkan ke bahasa inggris. Faktor kedua adalah intralingual transfer, pada faktor ini banyak mahasiswa menuliskan bahasa inggris tidak sesuai dengan susunannya atau struktur kalimatnya. Dapat disimpulkan bahwa jenis-jenis kesalahan dalam menulis karangan yang dilakukan oleh mahasiswa pendidikan bahasa inggris paling banyak terjadi pada verb phrase. Dalam satu kalimat bisa ditemukan beberapa jenis kesalahan yang dilakukan oleh mahasiswa tersebut.

Keywords: *Verb Phrase Errors, Writing of Comparison and Contrast Essay, Causes of Error.*

1. INTRODUCTION

Writing is one of important skill. English foreign language student must take and study this skill. At STAIN Batusangkar, English department students must study start from writing I until writing V. In writing IV student must be able to write an essay. One of the essay is comparison and contrast essay. In writing essay the researcher found types of errors. The types of errors are errors in punctuation, errors in spelling and errors in grammar. In writing an essay students made some problems mainly in using verb phrase. In writing of verb, students got problem. The problems are low comprehension. They did not understand and master in matching between subject and verb. They could not make agreement between subject and tense used. In writing an essay there are several experts give ideas about writing.

According to Nunan (1999:13), writing is the expression of ideas that convert messages to the readers. The writer will collect the ideas and organize them through sentence to be written. After collecting and organizing ideas, writer should be careful in arranging word by word or sentence by sentence. In short, writing is a way to express ideas and thought into statements and paragraphs.

Then, Langan (2004:23) states that writing is an activity which the writer is supposed to be involved write a text by concerning to the elements of writing including vocabulary, grammar and mechanic of writings. In writing, the writer also thinks about choice of word, structure and mechanics such as punctuation, capitalization and spelling in writing activity.

Writing is included as one of the important subject at school moreover in the high education because writing is an important form of communication nowadays, but it is especially important in high school and university. Zemach (2005:6) mentions that writing is one of the difficult skills master

in both a first language and second language. In developing another country writing as a compulsory subject at university level moreover English department students must take and study this course.

Dealing with writing is taught at university, Oshima (1998:3) explains that writing is not an easy task, it takes study and practice to develop this skill. In writing sentences, the writer must be able to structure and integrated information into cohesive and coherent paragraphs., texts, and essay. It is always possible to review and revise again. The result of writing is the end and produces a careful and organize thinking materialized on paper. It can be said tat every writing learning process is a thinning learning process actively and selectively.

Related to definitions above, it can be summarized that writing is one of form expression of ideas on a paper or computer screen. It will be found through writing some words, sentences, paragraphs, texts and essays. In writing needs the researcher's ability in using the correct organization, grammar and sentence structure, content, mechanics and vocabulary in order to male it easy to be understood.

In writing an essay especially writing comparison and contrast essay students had some problems. The problems are lack of vocabulary, having mechanical errors and grammatical errors. Especially in grammatical errors, students often make errors in writing an essay. It can be proven from the sentences conducted. Then in writing sentence by sentence, the students also had some difficulties. They can not make agreements between subjects and verb, subject and tense, subject and to be. Generally, they did not master in using the proper verb.

To avoid confusion, it is explained about errors, especially errors in verb phrase. According to Ur (1996:85) errors are consistent and based on miss-learned generalization. Lewis (2002:8) an error arises when students communicate in more complicated language than they have so far learned. Ellis in Roza (2009:9) defines an error as deviation in usage which result from a gap in a learner's knowledge of the target language.

Related to explanation above, it can be said that the learners who make an error can no do self correction since he or she still does not have any knowledge to construct the correct form, even he or she does not know where the error is located. This condition happens continuously until he or she finds the knowledge about how to perform the correct one.

When it is correlated with the topic types of verb phrase made by students in writing comparison and contrast essay, students made some types of verb phrase errors. It can be viewed in the disagreements subject and tense, omission of to be and disagreement subject and verb.

The researcher did research observation to the English department students. The researcher found that students had some errors in writing an essay, the errors were in punctuation, mechanical errors, lack of vocabulary and grammatical errors. In addition the researcher encountered the writing lecturer. She or he said that student had difficulties in developing ideas. Of course this phenomena make student had difficult in writing.

Based on the phenomena above, the purposes of this research are to find our types of verb phrase errors made by English department students in writing comparison and contrast essay and to find out the causes of errors made by English department students.

2. METHOD OF RESEARCH

The type of the research is descriptive qualitative. According to Gay (2000:7) states that Qualitative research is the collection, analysis, and interpretation of comprehensive narrative and visual (i.e., nonnumerical) data to gain insights into a particular phenomenon of interest. The purpose of this research is to gain the information about phenomena in order to describe existed condition in the field. Then this research conducted at STAIN Batusangkar exactly at English teaching department. The reason for choosing this place as the location of the research is the researcher is curious to see the second year students of English department ability in writing comparison and contrast essay. After looking at the result, it concerns with the type of errors produced by the students in writing essay and analyze it.

The source of the data is from students writing essay. The form of this essay is comparison and contrast essay. There are 100 writings of the students of English department of STAIN Batusangkar who are registered in 2014/2015 academic year. Related to the amount of the source needed for this research, the researcher applied the number suggested by Gay (2000) which is 10 to 20% of the population. Thus, the researcher takes 20% from total of the essay. Therefore, there are 20 essays would be analyzed in this research. It means that the number of the essays would be analyzed by the researcher. In this research, there are two instruments that can be used in this research. They are writing test in comparison and contrast essay. Then, interview is done to know the causes of errors. Writing a comparison and contrast essay is to know students ability in writing an essay in certain time with several topics. Both of instruments would be used to collect the data related to the types of verb phrase error and the causes of error.

To collect the data, researcher has some steps to be done. They are asking permission to the writing lecturer, conducting the test in the classroom based on topic provided, after collecting the essay identifying and analyzing the essay from grammatical errors found. To know the causes of errors, the researcher chooses a few students to be interviewed. The researcher asks based on the list of questions in the interview guide will can make the process of collecting data easier. Furthermore, to analyze the data, researcher analyzes the error and cause of errors made by the English department. There three steps to analyze the data. Namely: identification means indentifying the errors by underlying the errors the learner made. Classification is grouping and stating the case of the errors found. And the last is explanation. Explanation means explain the errors by establishing the source of the errors and calculating how often the error occur. Data from interview is analyzed by some steps. The first is manage and organized entirely. By managing and organizing make easier to attain the additional facts and information about the cause of the errors. Next, read and listening for several

times until the required data about the cause of types of errors are attained and then make it into transcription. After transcription is translated into English. The data is clarified by describing and quoting the students' responses. Thus, data from interview interpreted completed in order to answer the research questions. The last step is drawing the conclusion about what have been discovered during the research.

3. DISCUSSION/RESEARCH FINDING

The research findings are explained into two main points. Each of these main points is discussed in detail as follow:

1) Type of verb phrase errors made by English department students in writing comparison and contrast essay. There are several types of verb phrase found in students' writing essay. It can be seen as follow:

1.1. Students errors in verb phrase generally can be seen in the following sentences:

(1) They funny person (omission of to be). Students omitted "to be" in the sentence. The correct form of the sentence is they are funny people.

(2) It make disturbance (disagreement subject and verb). In this sentence student omits the letter "s" since the subject needs correct verb in that sentence. The correct sentence is it makes disturbance. If the subject is singular, the verb must add "s" for verb.

(3) Have ever realize about similarity and differences living in a small city and big city. (disagreement subject and tense). Student does not pay attention to this sentence. He/she mixes between two tenses. She/he uses present tense and present perfect tense. The correct form of this sentence is have you ever realized about similarities and differences of living in a small city and big city?

(4) People choose to loving in small town (simple verb used instead of ing). Student uses gerund or verb ing after preposition to. In the correct pattern, it can not be used gerund after "to". So, it must use simple verb. The correct sentence is people choose to live in a small town. In contrast, student omits "to" in this sentence. It can be viewed in the example: some others add their school course with languages. Student omits to after verb. The correct sentence is some other add to their school course with language.

To make it clear, it can be seen from the description as follow:

1. Disagreement subject and tense

No Errors

a. I transfer class five

b. This couple was happy in their condition

c. On the past olga has been a figure in one of theater, but now he is first player in theater.

d. The background educational of ruben is undergraduate from the state college kerawaitan

e. From my experience that i have got studying in an Isamic boarding

The sentence number a is error. Because it happens in the past time. The student still used simple verb. The correct form from this sentence was I transferred class five.

Sentence number two was this couple was happy in their condition. This sentence was not appropriate between subject and to be used. The subject was plural and to be was singular. Then the time of this sentence was not correct. Because it occurred in the past time. So, the correct form from this sentence was “these couples were happy in their condition”.

On the past olga has been a figure in one of theater, but now he is first player in theater. In this sentence the error is still disagreement between subject and tense. Students combined two tenses into one sentence. He/she used past tense and simple present tense. The correct form was in the past time. Olga was a figure in one of theater, but now he is the first player in theater.

The background education of ruben is under graduated from teh state college kerawitan. In this sentence, the student still used their mother language. He/she used and also combined two tenses (simple present and simple past tense) in one sentence. The correct form of this sentence was “the background of education of Ruben was from the state college of art”.

From my experience that I have got studying in an Isamic boarding. In this sentence the errors also in suing preposition. Because this sentence happened, the correct sentence of this sentence was “based on my experience that I got in in an Isamic boarding school.

2. Disagreement subject and verb

No errors

- a. A small town and big city is the tour place
- b. In small town and in a big city exactly has many differences and similarities
- c. I think both of is good
- d. The children has the high idea

A small town and big city is the tour place. This sentence is not correct. Because between subject and verb used did not agree. Subjects are plural so the verb must be in plural too. So, the correct sentence is a small town and big city are the tourism place. In small town and in a big city exactly has many differences and similarities. This sentence is not correct, because between subject and verb did not match. Since, the subjects are plural and verb must be in plural too. In this sentence, the subject needs of have as a verb. So, the correct sentence is in small town and in a big city exactly have many differences and similarities.

I think both of is good. This sentence is error. Because between subject and verb do not agree. Since, the subject is plural and of course the verb must be in plural too. The verb refers to “be”. The appropriate to be for this sentence is in simple present (are). So, the correct sentence is I think both of are good.

The children have the high idea. This sentence was not true. Because between subject and verb do not match. Since, the subject is plural and the verb must be in plural too. The subject is children and th verb must be have. So, the correct sentence is the children have the have idea.

3. Omission of “to be”

No errors

- a. Senior high school still using curriculum national
- b. The student based on the theme
- c. Based on their humor ability they can famous in many word
- d. They very famous
- e. They still work hard and can famous until now

Based on this description, it can be seen that the errors are omission of to be whether it is present continuous, simple present and passive voice. The examples can be explained as follow: Senior high school still using curriculum national. This sentence is including error. Because between subject and verb must agree. The subject of this sentence is singular, of course the verb must be in singular too. The subject is senior high school and the subject needed of to be is. So, the correct sentence is Senior high school is still using curriculum national.

The student based on the theme. This sentence is passive form. Since, the subject is student in singular and of course needed to be of are. So, the correct form of this sentence is the students is based on the theme.

Based on their humor ability they can famous in many word. This sentence is error. Because she/he does not put the correct “to be” for this sentence. Other error is in using the world. She/he omits one of letter in using of world. So, the correct sentence is based on their ability they can be famous in many world.

They very famous. This sentence is error. She/he does not put to be are after subject. Since, the sentence is nominal sentence. So, the sentence needed of “to be” after subject. So, the correct sentence is they are very famous.

They still work hard and can famous until now. This sentence is not correct. Because this sentence is nominal sentence of course needed to be after subject. Other error is in arranging word by word in conducting the sentence. So, the correct sentence is they are still hard work and can be famous until now.

Based on description above, it can be stated that students’ errors in verb phrase is in disagreement subject and verb, disagreement subject and tense and omission of to be.

The types of errors especially verb phrase errors occur can be caused by some factors. It is explained as follow:

2) The cause of errors made by English department student in writing comparison and contrast essay. There are three factors causes of errors in writing comparison and contrast essay. They are namely as follow:

1). Interlingua transfer

Students are influenced by their mother tongue. They translated word by word based Indonesia language style. Students use inappropriate words to deliver their ideas. Based on some difficulties

that are found in students' writing comparison and contrast essay. There are some causes that made those difficulties. The first cause is interlingual transfer. Interlingual transfer one of important factor that make student difficult to write their ideas because the features of Indonesia language is really different from English. These facts can be seen in following students' sentences.

(1) Ruben too follow the lenong whe he child.

The equivalent sentence in the first language is Ruben juga ikut lenong ketika dia anak-anak, in Indonesia language, this sentence is grammatically correct. In English, however, this sentence is ungrammatical, since too is used to express affirmative agreement and it is put at the end sentence. Students still use Indonesian version features in English that cause the sentence is uncorrect. The correct sentence is Ruben follows the lenong when he was child.

(2) How with the Isamic boarding school?

The equivalent sentence in the first language is bagaimana dengan sekolah madrasah?. In Indonesia language, this sentence is grammatically correct. In English, however, this sentence is ungrammatical, because in English there is a rule how to ask something. Because of that to ask something, student should use to be after question word "how". Thus the correct sentence is how is about Isamic boarding school?.

(3) You more can see display with clean

The equivalent sentence in the first language is kamu lebih bisa melihat pajangan dengan jelas. In Indonesia language, this sentence is grammatically correct. In English, however, phrase with clean is ungrammatical, because in English it is adverb manner and student needs to add (ly) after display. And after subject you, must be put modal auxiliary. So, the correct sentence is you can see display more clearly.

(4) Mobile phone and note book give information good and i formation bad in the world.

The equivalent sentence in the first language is HP dan notebook memberikan informasi yang baik dan informasi buruk. In Indonesia version, this sentence is grammatically correct. In English, however, phrase information good and information bad are ungrammatical, because in English it is adjective put firstly then continued by noun. The correct sentence is mobile phone and note book give good information and bad information in the world.

Beside in the essay, it is also can be seen from the interview between researcher and students. Researcher asks the students like this question: do you translate with target language or first language in writing an essay?. The students' respond is they wrote into target language. They do not write first language, but what they think they write directly into target language.

2). Intralingual transfer

Based on the data in the previous. It can be seen that all of students do many errors in using grammar in their writing one of cause that made students do errors in their writing comparison and contrast essay is intralingual transfer. Intralingual transfer occurs during the learning process of the second language at a stage when the learners have not really acquired the knowledge. In this

research, it is found that the students do many errors in using correct grammar. It means that the learners do not have enough grammar knowledge about the target language. Related to the data student's writing comparison and contrast essay, there are many errors that students do because of lack of grammar knowledge. Some of students' mistake in writing comparison and contrast essay can be seen in the following examples:

(1) It make disturbance at the road

The sentence from grammatically is not correct because students do not add "s" of word given. The student made simple sentence in writing sentence. The sentence uses simple present tense and in verbal sentence. Therefore, the students need some verbs. So, the correct sentence is it makes disturbance at the road.

(2) It is means

The sentence from grammatically untrue because students use to be for this sentence, since the sentence is verbal sentence. Correctly if the sentence is verbal sentence, the sentence does not need to be in this sentence. It intends students made overgeneralization in writing sentence. The correct sentence is it means.

(3) They are have many fans in the world

The sentence is untrue because students put over words in that sentence. If sentence is in verbal form, it just needs verb. Student does not need to put to be before verb. It means that students put over words in the sentence. The correct sentence is they have many fans in the world.

Related to analyze above, it can be concluded that all of the errors that student commit in writing comparison and contrast essay because of lack of grammar knowledge. It can be seen that students commit many errors in choosing correct words. Because of lack of grammar knowledge students are not able to write their story in a good form. Their lack of understanding about grammar make their writing become less and difficult to be understood by the readers.

3). Carelessness

The cause that make student gets difficulties in writing comparison and contrast essay is lack of vocabulary. Vocabulary is defined a knowledge of words which is considered vital for language development and is recognized as an essential factor in writing. Rich of words in writing can improve the quality of writing. it means that there is positive relationship between vocabulary and the high quality of writing. However, lack of vocabulary can influence the meaning of the writing and give the readers poor information. Lack of vocabulary makes learners get difficulties in choosing correct words in their writing. it is proved by the analysis of students' writing comparison and contrast essay. It is found that the students have low ability in choosing appropriate words in their story to present their ideas.

Because lack of vocabulary in writing comparison and contrast essay, students write the essay in hurry time. They do not pay attention to much what heve been written by them. They do not

read again what lecturers suggest to them. So, their writing had omission and addition in writing comparison and contrast essay.

There are some causes that influence difficulties in writing essay. They are interlingual transfer and intralingual transfer. Based on findings, the first cause that influences students' difficulties in writing essay is interlingual transfer. Most students still get confuse to apply the rule in English form. Most students translated word by word like they do in Indonesia. This situation make their writing essay is hard to be understood. It is supported by Myles (2002: 8) language transfer is the cause of errors. The difficulties occurs because the features of source language and target language are different.

Students need to change all of elements and features in their first language into English and it is not easy for students to do it. The result of this research is also supported by Friedlander (1990:111). He states that language learners sometimes use their native language when generating ideas and attending to details. It can be said that most of students could not avoid their habit to use their mother tongue when they want to use foreign language especially in English. In short, language transfer gives the contribution to students' difficulties in delivering their ideas in writing. Their first language still influences them when they use target language.

The next cause that influenced students' difficulty in writing essay is intralingual transfer. This factor related to lack of grammar knowledge. They could not use correct grammar in their writing that influence their writing quality. However, Richard and Renamdya (2002:145) stats that grammar is too important to be ignored and without a good knowledge of grammar. Learners language development will be severely constrained". It means that lack of grammar make the students' writing are poor. The use of correct grammar influenced the sense of students' writing in order to catch readers interesting with students tell. Without grammar, clear communication is nearly impossible. Proper grammar keeps the students from being misunderstood while expressing the thought and ideas.

Another cause that influenced students' difficulties in writing essay is lack of vocabulary. It is supported by Farooq, et. Al (2012:186). He states that cause of difficulty in writing which makes writing uninteresting and boring is lack of vocabulary. Lack of vocabulary make students could express their ideas. They do not know what words they have to use to put their thought in ther writing, also because of lack of vocabulary, the students use the same words in different context. This condition affected the students' writing quality, because the choice of words in writing influenced the content of their writing, readers get difficulties to understand and comprehend students' writing because the words that are used influenced the meaning of the writing.

Based on the students' writing test. It can be found that lack of vocabulary influenced the students; ability in writing essay. Because limitation of the words they wrote some words are absence or prsent the letter. They do not pay attention what they wrote. The wrote the words carelessness. The students get difficulties to convey they ideas. They need to use dictionary or to ask friends before they

write their ideas. Sometime, the words that they choose do not appropriate with the ideas that they mean make readers could not catch the flow of the essay. It means that carelessness and lack of vocabulary influence to the students' difficulties in writing essay well.

4. CONCLUSION

Based on the research finding, it can be concluded that students have types of verb phrase errors in some forms. The most errors are in disagreement subject and verb. Students have the most errors in this term. Disagreement subject and verb is part of verb phrase. Types of errors also can be found in one sentence. The students make error more that error in one sentence.

The cause of errors that occur in students' writing are caused by some factors. The factors are interlingual transfer and intralingual transfer. These factors can be found in students' writing essay and also by doing interview. The researcher interviews the students to get additional information about the causes of errors that committed by the students.

This research can be addressed to some parts. The lecturer should consider about the most types of errors committed by the students of English foreign language in teaching and learning of writing and grammar. It means that the lecturer should change the way of teaching and giving the material to make the students activity in understanding grammar and writing ability. Students should be ready before following class by rereading the materials and comprehending what they have read. As a result, when they discuss and write in the classroom, they can share what they have read. The students also need to develop their critical thinking and oral communication skills in English foreign language learning and teaching to teach the goal of learning.

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