



ERROR ANALYSIS ON THE USE OF *TO BE* AS AUXILIARY AND LINKING VERB IN THE STUDENTS' RECOUNT TEXT (A Case of the 8th Grade Students of SMP N 19 Semarang in the Academic Year of 2013/2014)

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Abstract

This final project was conducted to analyze the students' errors on the use of to be as Auxiliary and Linking verb on the students' recount text that made by eight grade students of SMP N 19 Semarang in the academic year of 2013/2014. This study has three objectives; i.e. to identify errors, to find out the most frequent errors and how to avoid errors on the use of to be as auxiliary and linking verb. The population of this study was eighth grade students of SMP N 19 Semarang. This study used purposive random sampling and one class had been taken as the sample under the consideration that the number of the sample was about 10% - 15% from the population. I chose class 8B which consist 31 students, but only 28 students could participate on the research. This study used qualitative research method in analyzing the data since the aim of the study is to identify errors, to find out the error, type and how to avoiding error on the use of to be as Auxiliary and Linking verb. In gathering the data, I conducted the instructions for the students' free writing using some topics that had been prepared before the research on 10 may 2013. To find out the errors, I used the error taxonomy according Dulay, Burt and Krashen (1980:50). I classified the errors into 4 types that are Omission, addition, misinformation and misordering. The result showed that 11.3 % from the total findings belongs to errors on the use of Auxiliary verb which consisted of 8.1 % in misinformation types and 3.2 % in omission types and 88.7 % from the total findings belongs to errors on the use of Linking verb which consisted of 45.2 % in misinformation types, 20.9 % in omission types, 19.4 % in addition types and 3.3 % in misordering types. After analyzing and counting the data, I found out that the most frequent errors were errors on the use of Linking verb which were dominated by misinformation types.

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INTRODUCTION

Every country has its own languages including grammatical rules, speech and sound systems, but English is selected as the lingua franca (common communicative language) in the world. English is the first foreign language in most countries which do not use English as their mother tongue. Similar with other countries, Indonesia chooses English as the first foreign language. Ramelan (2001:1) states that "English has been taught in this country as the first foreign language since the proclamation of independence on the August, 17th 1945". It means that English has an important role in Indonesian education and becomes one of the important subjects since the elementary school to university level.

Since English is the first foreign language, Indonesian learners need time and more process in order to master all skills in English includes listening, speaking, reading and writing. Moreover, Learning English is very useful in order to take part in globalization as the consideration that English is the common communicative language in the world.

It can not be denied that understanding the grammatical structure of English becomes the priority to the Indonesian learners who learn English in order to master English skills as stated by Douglas (1980:264) that "In learning a language we must know the grammar rules for forming correct sentence". It also happens on teaching learning process in Indonesia that grammar becomes the basic rule in order to improve students' ability in mastering English.

Cook and Sutter (1980: 1) also stated that grammar is a set of rules by which people speak and write. It means that grammar is rule how words and their components are combined to make sentences both of spoken or written. Grammar is also seen as a handy tool in a language. Since it is one of the important aspects in learning English, Indonesian learners assessed grammar to be one of the most difficult parts to learn. Moreover some Indonesian learners also stated that the most difficult part of grammar was applied in the writing form. Basically writing is one of basic major that has the most difficulties,

for example: using inappropriate grammatical structure that is going to affect reader or listener understanding about what message is going to be delivered.

Indonesian learners either in junior high school or senior high school also often have problems deal with the grammatical structure both in spoken or written forms. Particularly, when it comes to written form, understanding the grammatical structures include sentence pattern, sentence structure and also functions of the sentences are very important part in creating a good paragraph. Mainly when it comes to the patterns of *to be* uses in English and Indonesian mother tongue are exactly different. Sometimes, it makes them find it as one of the difficulties in writing.

To illustrate the differences in grammatical structure, the following is an example between English and Indonesian sentences.

Ind : Murid – murid SMP N 19 Semarang sangat rajin dan cerdas.

Eng : The students of SMP N 19 Semarang are very diligent and smart.

The comparison of the two sentences above can be stated that there are differences in grammatical structure between Indonesian and English language. The difference is in the use of *to be* as a linking verb. The use of *to be* is a must, because it links the subject with the complement that follows regarding the example above. It means that the sentence is not gong to be acceptable according to the grammatical, If there is no *to be* in the sentence. *To be* itself split up into some forms: *is, am, are, was, were, be, being, and been* depends on the type of subject and tenses.

Truthfully, writing is one the most difficult language skills to be learned by all of students who learn English especially for Junior high school students. Using the appropriate grammatical structure makes the meaning of the sentences are going to be accurate, easily understood and acceptable. The other significant part is some aspects in writing such as logical thinking, paragraph development, diction, spelling, punctuation and word order that are required students to fulfil.

Students often make errors on the use of grammatical structure in English because English grammar is more complicated than Indonesian. Errors in language learning are natural. Many aspects are caused by the students to make errors especially English as the first foreign language. Sometimes, mother tongue interference also becomes one of the causes. Errors are regarded as substantive things to both students and teachers since errors are important part of learning process in order to get information.

Corder, in Ellis and Barkhuizen (in Adi Jaya Putra 2008;13), stated that there are three functions of learner's errors which are as follows: (1) They serve a pedagogic purpose by showing teachers what learners have learnt and what they have not yet mastered; (2) they serve a research purpose by providing evidence about how languages are learnt; and (3) they serve a learning purpose by acting devices by which learners can discover the rules of the target language. It means that errors contain a lot of information's about which part of the students difficulties that are hard to produce correctly.

Errors are unavoidable; it happened in all components of English grammatical structure such as errors on using to be, using verb, using conditional sentences, etc. This study is going to highlight about errors on the use of to be for junior high school students in eighth grades. Actually to be it self has two grammatical functions and various forms. To be also has the important role to create a sentence because to be is the part of verb.

To overcome students problem in errors on the use of to be using genre based approach becomes one of the ways that was chosen by the researcher. Basically genre based approach is used in the process of teaching and learning English, especially in junior high school on the eighth grade students. In this approach, teaching and learning process focuses on the understanding and production of selected genres of texts. The focuses are on the content information and the language of the genre of the text that is going to be used. It also focuses on relevant vocabularies and grammatical patterns.

This study is going to use Recount text as the students writing tasks.

Students often make some errors on the use of to be in their recount text such as, choose the wrong to be, put double to be, put to be after verb and displacement of to be .Some problems usually happen because of the students' understanding. They know the theory about to be, where and when to be should be put, but they get confused when apply it in sentences, paragraphs and also texts. For example *I'm so happy there*. The right sentence is *I was so happy there*, because it tells about something in the past. The others problem is displacement of to be. They sometimes put to be in the wrong position, for example *where your house is?* It should be *where is your house?*

The differences in writing English from Indonesian mother tongue often make it more difficult. Therefore, it is going to make some grammatical errors. It causes ambiguity and even changes the meaning of the sentences. Based on the explanation above, the researcher decided to analyze the error analysis on the use of *to be* as auxiliary and linking verb in the students' recount text; A case of the 8th grade students of SMP N 19 Semarang in the academic year of 2013/2014.

METHOD OF INVESTIGATION

The objectives of this study are to identify and find out the students' errors on the use of to be as auxiliary verb and linking verb in students' recount text by analyzing their errors. This study used qualitative research with descriptive method to analyze the errors that was made by students in writing recount text. I use descriptive method because it focuses on identification, classification, description and explanation based on the data collected from the students' writing of a recount text. Descriptive method is method that used to describe hypothesis based on the fact because it uses an explanation to describe the research.

This research used purposive random sampling to pick up the sample. So, the researcher could choose a specific group of people or object on the population to analyse and the population

also had an equal chance of being included in the sample. It often chooses a group that deserve the most information that the researchers need as stated by Patton (1990:79), that purposive random sampling will substantially increase the credibility of the results even of small samples. In this study, I chose class 8B from SMP N 19 Semarang in the academic year of 2013/2014 because the students have been studied about this material in the second semester. They also have done some exercises and writing about recount text. The teachers suggested doing my research in this class. There were 28 students that participate in this study.

I picked up one class of 8th grade students of SMP N 19 Semarang in the academic year of 2013/2014 was class 8B which consists of 28 students. The reasons for selecting them were they have taken material about recount text and also about to be. So they knew about the material that the researcher examined in the area and some problem on the use of to be as auxiliary and linking verb possibly happened in junior high school students.

The data collected by students' free writing. It can be said that the students were free to choose the topic of their writing. The topics have been prepared before, so the students could choose one of the topics. Students wrote recount text based on the topic that was chose and their own idea, for example about their past experience. I used their writing to analyze as the data

The topic of my study are to identify and find out the errors analysis on the use of to be as auxiliary verb and linking verb in students' recount text written by 8th grade students of SMP N 19 Semarang in the academic year of 2013/2014, I collected the data by coming directly to the school for one meeting in the class. They wrote the text in 40 minutes and the

students should write 10 sentences to 20 sentences in their writing. After conducted the data, I collected the data and analysed the errors in the use of to be as auxiliary and linking verb that they made.

RESULTS OF ANALYSIS

3.1 Results of Error Analysis on the Use of to be as Auxiliary and Linking verb in the Students' Recount Text

I divided the analysis of errors into two parts. First, I analyzed errors on the use of to be as auxiliary verb in the students' recount text. Second, I analyzed errors on the use of to be as linking verb in the students' recount text.

As previously stated in chapter III, researcher divided 4 types of errors according Dulay, Burt and Krashen (in Carl James 1998:106) as follows: Omissions, Additions Misinformation and Misordering. Each sentence had been analyzed using 4 types of errors above to determine the errors on the use of to be as auxiliary verb and linking verb on the students' recount text.

Total errors that occurred are 62 items that divided into 2 part (errors on the use of to be as auxiliary verb and linking verb). Here, I counted the frequency of errors based on the tables using the formula below:

$$\% \text{ error} = \frac{\sum n}{N}$$

Where:

% error is the percentage of error at one field

$\sum n$ is the sum of error at one field

N is the whole error that students make

The errors on the use of *to be* as auxiliary verb in the students' recount text can be calculated as follows:

Table 3.1 The frequency of error on the use of to be as auxiliary verb

No	Category of Error	Frequency	% of error
1.	Omission	2	3.2 %
2.	Additions	-	-
3.	Misinformation	5	8.1 %
4.	Misordering	-	-
	Total	7	11.3 %

In the table above, It can be concluded that the errors on the use of to be as auxiliary verbs happen on 2 types of errors that are Omission and misinformation. The incorrect forms on the use of to be as auxiliary verbs happened because the students missed the important part in creating a clause that is the progressive form of *to be* in the students' recount text. It means that to be as auxiliary verb is needed before *v-ing* because of the period of time. The detail explanation as follows:

(a) Omission

[230]. While ... lunch we saw bird, beach, and coconut tree

There are 2 clauses in this sentence. The first clause is the dependent and the second clause is the independent clause. In this sentence, "while" comes at the beginning of the sentence as the dependent clause. Based on the situation, it can use past progressive tense because the action was happening over time. It means, the verb in the first clause will be form of to be as auxiliary

verb (in the form of past) + main verb (V-ing).

The correct sentence:

While we were having lunch, we saw bird, beach, and coconut tree.

(b) Misinformation

[58]. Friday, 09 may 2014, that time I while walk to lesson schedule

The sentence happens in period of time based on the next sentences "[59] In speat of, in middle trip I meet by for a dog was very horrible". The student wants to say that "while I was walking to my lesson place, I met a dog that was very horrible on last Friday". It means that there is no to be in the form of past. It should be to be as auxiliary verb + the main verb (V-ing). The correct sentence:

While I was walking to my lesson place, I met a dog that was very horrible on last Friday.

The errors on the use of to be as auxiliary verb in the students' recount text can be calculated as follows:

Table 3.2 The frequency of error on the use of to be as auxiliary verb

No	Category of Error	Frequency	% of error
1.	Omissions	13	20.9 %
2.	Additions	12	19.36 %
3.	Misinformation	28	45.2 %
4.	Misordering	2	3.2 %
	Total	55	88.7 %

In the table above, it can be concluded that error on the use of to be as linking verb happens in all of types of errors. The incorrect form on the use of to be as linking verb mostly happens because the students' missed the

important part in forming a clause that is past form of to be (was /were). Student should be aware about nominal clauses which need was / were to connect the subject to its complement. The detail explanation as follows:

(a) Omission

[130]. I confused with what she say

The omission appears in this sentence because it includes in nominal sentence. In nominal sentence, to be needs to connect the subject and the complement. The complement here is "confused" that explains the subject situation. So, the function of to be is as linking verb. This sentence happens in the past because it tells about past story, it means to be is in the past form (was/were). The correct sentence:

I was confused with what she say.

(b) Addition

[119]. In there we are plant a paddy field

The sentence (119) is incorrect because of the addition in the verb (predicate). The sentence above is an active sentence. It means that the verb is an activity (plant is menanam). The student added to be as linking verb in a sentence which contained verb in the past form. So, to be as linking verb in this sentence isn't needed. The correct sentence:

In there we planted a paddy field.

(c) Misinformation

[106]. This is my horrible experience

The sentence above [106] shows that the student missed the information they needed in forming a sentence in the past form. Misinformation appears in this sentence because the use of to be as linking verb in the form of present, whereas it should be in the form of past. The correct to be is was/ were depends on the subject. The correct sentence:

This was my horrible experience.

(d) Misordering

[144]. Because I are tired and my friends, I was not so cycling up at five intersections.

Misordering is deal with the correct placement of words in the sentences, but I just focus on the wrong placement of to be as a linking verb. The sentence above [144] shows that there is an incorrect placement of to be with the subject. The students want to say " karena saya dan teman saya capek". The form of to be is also incorrect. It should be "because my friends and I were tired". The correct sentence:

Because my friends and I were tired, I was not so cycling up at five intersections.

CONCLUSION

Based on the findings on Chapter IV, the conclusions could be drawn as the result of identifying the students' errors on Dulay, Brut and Krashen theory that there were 2 types of errors, it was misinformation and omission, occurred on the use of *to be* as Auxiliary verb and 4 types of errors, it were omission, addition, misinformation, and misordering, occurred on the use of *to be* as Linking verb. Total errors that occurred are 62 items with 7 items errors on the use of *to be* as auxiliary verb and 55 items errors on the use of *to be* as linking verb.

After conducting the research, it can be concluded that the most frequent errors occurred is on the use of linking verb with 88.7 % and mostly happened in the misinformation types with 45.2%. It can be seen from the result that error on the use of to be as auxiliary verb is 11.3 % and error on the use of linking verb is 88.7 %. The detail percentage in each types are 8.1 % error on the use of to be as *auxiliary verb* in misinformation type and 3.2 % in omission type, whereas 45.2 % error on the use of to be as *linking verb* in misinformation type, 20,9 % in Omission type, 19.4 % in Addition type and the last is Misordering type with 3.3%.

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