AN ERROR ANALYSIS ON VERB USAGE IN THE TEXTS WRITTEN BY EFL SENIOR HIGH SCHOOL STUDENTS

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Abstract
This study aimed to analyze verb errors and types of errors made by senior high school students in writing a text. Source of data in this research is 27 pieces of students writing task written by EFL Senior High School (In this study; XII MIPA 7 SMAN 1 Padang). This research was descriptive research used in analysing verbs errors in the texts. The instruments used in this research was students' writing task. The errors were classified into four categories based on Surface Strategy Taxonomy of Dulay's Theory. Those were omission, addition, misformation, and misordering. Then, the percentage of verb errors was used to determine the verb errors and types of errors. The findings of the research showed that misformation was the highest error found in this study. Another finding was main verb as the highest verb types which mostly errors in students' writing.

Key words: *Error Analysis, Verb Usage errors, writing text*

INTRODUCTION

According to English Curriculum, one of the English subjects' scope in Senior High School is the ability to understand and create several monologues and short functional texts. It means that writing is considered crucial in language learning. The proof shows that there are several types of texts stated in syllabus for senior high school students, such as descriptive, recount, and narrative procedure, report, news item, analytical exposition, persuasive exposition, spoof, explanation, discussion and review (Depdiknas, 2013). Based on the syllabus, the students in each level are required to produce and write any English texts.

However, in the process of teaching and learning English, writing has been widely known as difficult activity for many Indonesian EFL learners especially for senior high school students. They claim that they have ideas in mind but find it difficult to express the ideas into writing (Rozimel : 2016). Some of students think that writing becomes the most complicated skill that must be developed. Richard (2002) states writing is the most difficult skill for learners to master. The difficulty is not only in generating and organizing ides, but also in translating the ideas into readable text. Nunan (2003) states that it is true that writing is commonly a difficult activity for most people, both in mother tongue and in foreign language.

It is because the writing skill requires capabilities more in other language aspects involved such grammar, spell-check, and punctuation.

To produce a good piece of writing, the students should master language and the structure of a text and its grammar. The writer should use the correct grammar in writing texts. The students need to acquire basic grammatical knowledge to write effectively.Brown (2001) states that grammar is the governed system that set in constructing sentences and relating among words. This governed system command learners to notice on the set of constructing sentence and relationship per functions in its words. Unfortunately, the importance of grammar is not regarded by most of the students as to be the problem in the research. Therefore, students' writing results are full of grammatical errors.

The fact shows that some of EFL learners still made errors in using correct grammar. This case is proved by the findings of previous studies. Those are several studies in analyzing grammar errors in students writing. Widiatmoko (2011) showed that the students made grammatical errors in composing narrative paragraph. Hanani (2013) and Juwitasari (2013), found that the students still made errors in using tenses. The results of the researches showed that students still made grammar errors in their writing. The reason was that the students were not familiar with English structure such as verb form because they did not find any rules in Indonesian language.

Moreover, In a basic grammar, a sentence usually consists of subject, verb, and object. A sentence can be meaningful because there is a verb as word that can express action of the subject. It means that verb is a crucial element in a sentence since the verb show what subject does. It is a part that is used to describe motion or convey a subject in action. However, some students still make mistakes and errors in using verbs in their sentences. For example, a research by Yuniarti (2014) found that there were 449 verb errors in using regular and irregular verbs in students' writing. The students may ignore the errors problem in using verbs; even problems may cause significance problems of comprehension in structure and meaning.

Verb usage error is a common problem for EFL learners. So that, this research focuses on analyzing verbs errors in writing news item because there are still few researches that focuse on verb, especially in news item text. There are similar studies on error analysis that have been conducted by several scholars. The first study had been done by Pradhoto (2013), entitled "An Error Analysis of using simple past tense in the sentence made by the first year students of SMKN 2 Salatiga in the academic Year 2012/2013." In this study, he described the kind of errors, the percentages of error in using simple past tense made students. The results of this study showed that the students produced some errors; over generalization, ignorance of rule restriction, and false concept hypotheses.

The second was done by Adi Jaya Putra (2008), entitled "An Error Analysis of students' ability in using verbs". In this study, he analyzed the types of error and found out source of errors. The result of his study showed that the students made the total of 104 errors and the results of the error analysis process showed that students committed error into three types; omission, addition, and

misformation. From both of previous research, there is a similarity on the topic but there is significant different in classifying the errors.

The problems cannot be overcome without the effort to omit or at least to reduce the errors. Moreover, students are not aware of their errors and they are unable to correct those errors themselves (Corder, 1981 cited in Muftah & Galea, 2013). Because this problem cannot be ignored, it becomes serious problem for L2 and foreign language learners since errors are required in the process of learning writing. We need an error analysis to evaluate the students' achievements during the process in writing. This error analysis will show the students' ability in using correct grammar, especially in verb usage.So, the students can more concern to the grammar before writing.

Based on the background above, the researcher is interested to identify verbs errors in students' writing made by twelfth grade students of a public school in Padang which students were known familiar with English. In English writing, not only needs a good idea, but also needs English component such as grammar and vocabulary. This study is expectedly useful for students and teachers because this research covers the analysis of two categories and also compiled the proportions, in order to see which type of errors has the highest proportion based on surface strategy taxonomy. By this analysis, English teachers can identify the nature of verb errors mostly happen in students writing. It is hoped that there is improvement of students' ability in writing texts. Therefore, the researcher entitles the research as "An Error Analysis on Verb Usage in essays written by EFL students"

RESEARCH METHOD

Design of this research is descriptive method because this research is simply used to describe verb errors in students' writing texts. According to Zainal Arifin (2012: 54), descriptive is a method that is used to describe about problems or phenomena have been crucial in this period of time. The method is intended to describe exactly a phenomenon or problem that researcher observed. It means that the researcher identify the use of correct verbs and identify verbs usage errors in students' writing based on surface strategy taxonomy. In this research, the researcher will collect the data from the students' writing texts and identify whether use correct verbs or made errors.

In this research, the students' writing task was used used as research instrument to collect data. In descriptive research, the phrase personal document is used broadly to refer to any first person narrative produced by an individual who describes his or her own actions, experience a belief (Bogdan cited in Sugiyono, 2017). The data held on the mid-term test which was took on September 2019 for about sixty minutes. The instrument was to write writing texts, especially in write news item. Then the students got the worksheet paper. The students were required to make mind mapping and outline to help them to construct their texts. The students' writing was collected and the data explained in description analysis.

RESULT AND DISCUSSION
 A. Research Finding
   1. Errors Categories and Its Frequencies
        164 errors were found in 27 students' writing texts. The errors were divided into four categories which included the frequency and percentage of each category as follow:

Table 3. Frequency and Percentage of Types of Errors

No	Types of errors	Frequency	
		Total Number of Error	Percentage of Error
1.	Omission	26	19%
2.	Addition	14	10%
3.	Misformation	116	66%
4.	Misordering	8	5%
	Total	164	100%

The percentage of each type of verbs errors could be illustrated in the chart 1 below:
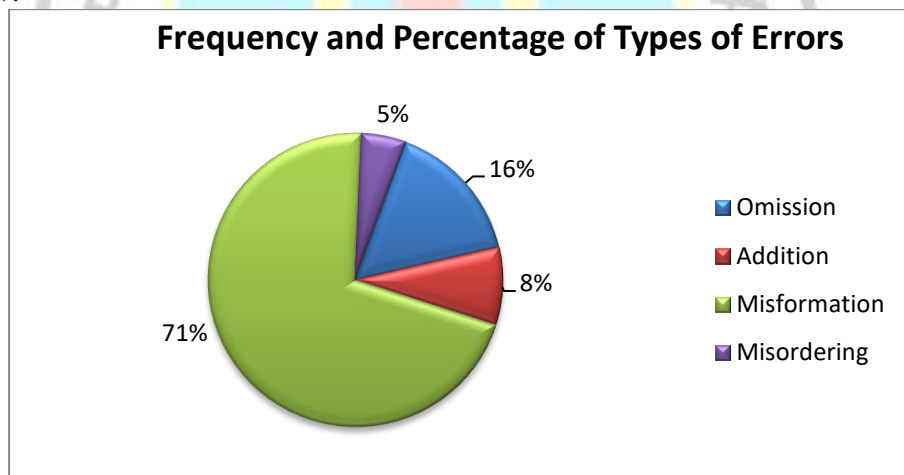
From the figure above, there were 164 sentences of verbs errors found in students' writing. Those sentences were already clasified into the types of error. The occurence of misformation errors that found in the students' writing, was higher than another type of errors. The explanation of each types of error would be elaborated below:

   a. Omission Errors
        From this research, there were 26 (19%) error types produced in students' writing. **Omission is the error which is characterized by the absense of an item that must be appear in well-formed utterence.** Most students committed errors by omitting a letter which must exist within a morpheme. The kinds of omission errors found in the students writing were omission in using to be "*was or were verb*" and in using suffix. In this study, the reseacher found that omissio in using to be "was or were" was the most frequently errors of omission in students' writing which percentage of 11 errors or 42% out of all omission errors. The other

omission errrors made by the students were omission in using suffix with percentage 15 errors or 58%. The following example was errors of omission made by the students. "*Victims at least 800 people*", in this sentence, the student ommited verb be that should be added after subject "victims". To be "were" should be added before "at least". The correct sentence should be "*Victims were at least 800 people*". This error is classified into omission in using to be "*was or were*".

b. Addition Errors

The addition was the opposite of omission, which was characterized by the presence an item, which was unnecessary. There were 14 addition error types produced in students' writing. The highest frequency of errors happened in auxiliary verbs which consisted of 14 errors or 8%. From 14 (8%) errors in addition, 9 errors was in double markings and 5 errors were in regularization.

c. Misformation Errors

Misformation was the error that indicated by the wrong form of structure. The researc found many errors of misformation errors in students' writing. The total number of misformation error were 116 or 71%. From 116 (71%) errors found in misformation, there were 68 errors in regularizations, 16 errors in archi forms, and 32 errors in alternating forms

d. Misordering Errors

The research found some misordering errors in students' writing. From this research, the writer found 26 omission errors or 16% out the whole errors. Omission is the error which is characterized by the absense of an item that must appear in a well-formed utterance. Most students committed errors by omitting a letter which must exist within a morpheme. The kinds of omission errors found in the students writing were omission in using to be "*was or were verb*" and in using suffix

2. Verb Types Errors and its Frequencies

The frequency and the percentage of types of verbs could be seen in the tablebelow:

Types of Error	Number	Percentage
Main verbs	112	68%
Auxiliary verbs	24	15%
Linking Verbs	28	17%
Total	164	100%

The Percentage of Types of Verb Errors
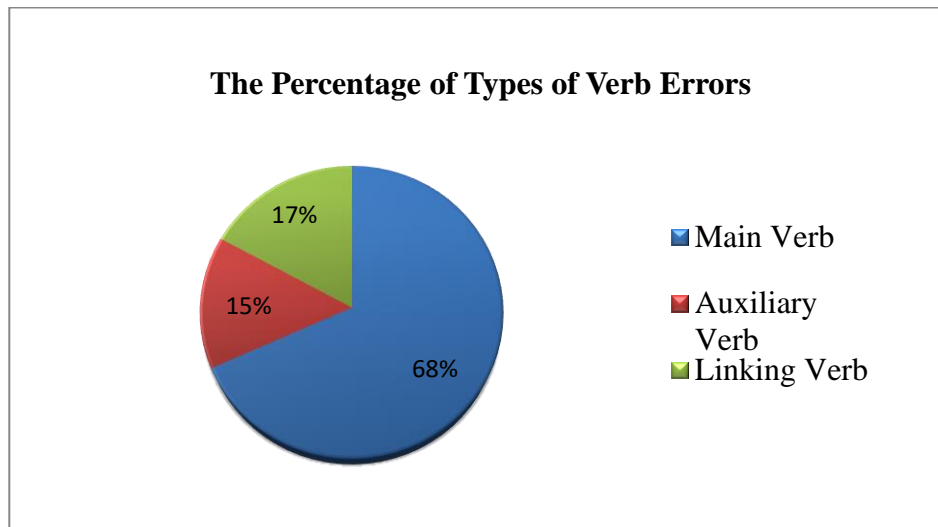
a. Main verb

In main verb error, the students omitted the main verb 112 (68%) such as using past tense, and infinitive, transitive and intransitive, and has or have. From 112 (68%) main verb errors, there were 78 errors in using past tense, and 18 verb errors in using transitive and intransitive verb, 16 verb errors in using infinitive verbs.

a. Auxiliary Verb

In auxiliary verb error, the students omitted the auxiliary verb 24 (15%) such as modal auxiliary, auxiliary have, auxiliary do, and auxiliary be. From 24 (20%) auxiliary verb errors, there were 10 errors in using modal, 6 errors in using auxiliary have, and 8 errors in using auxiliary be.

b. Linking verb

In Linking verb error, the students omitted the errors 28 (17%). A linking verb connects the subject to another word or group of words that described the subject.

2. Discussion

This research aims to investigate the verbs errors and types of errors made by senior high school students in writing a text. From the identification of students' errors, it can be concluded that from 27 students' writing tex. There were 164 errors found which were clasified into omission, addition, misformation, and misordering. In this research, based on the theory of Dulay, the finding data described that misformation error was the highest error made by the students. From the result of calculating, misformation became the most frequent type of error on students' errors with the total number of occurrence was 116 (71%). Then, omission error was 26 (16%), addition error 14 (8%) and misordering 8 (5%).

In addition, the finding data are also described that main verb was the higher percentage of verb types that mostly errors found in students' writing. There were 112 errors or 68%. Then, linking verbs were 28 or 17% and auxiliary verb were 24 or 15%. It could be stated that the students get the problem in applying main verb such as past tense, infinitive verb, and present tense which should be correct

in sentences based on appropriate verbs rules. Besides, it could be stated that the students had failed applying some correct verbs in the sentences because the students had lack of knowledge about verb rules or grammar

Since the misformation errors is the most frequently errors athough has different percentage of errrors, this findings is similar with the finding by Yuniarti (2014) found that there were 449 verb errors. Verb errors found in four error types based on Surface Strategy Taxonomy, that the students mostly made reguler and irreguler errors in misformation error. Further, the finding is also in line with Pradhoto (2013) that revealed main verb mostly made errors in students writing based on Surface Strategy Taxonomy in study.

Related to the findings of earlier research, the findings of this research were systematically dissimilar from earlier research about verb usage error analysis. Purwanti (2013) focused on surface strategy taxonomy in Dulay's theory, found that omission error was the highest students' error type in her finding. Besides, she only focused on junior high school student. In addition, puspitasari (2013) focused on thelinguistic category in Dulay's theory; found that the occurrence of syntactical error was the highest error.

Basically, there are four types errror analysis provided by Dulay's Theory in Surface Strategy Taxonomy. However, in this research, generally there are 98 verb errros found in students writing. From this research, the researcher found that the highest error is misformation error. Then, main verb is the verb type that mostly errors made of students in their writing. The researcher hopes that this research gives more understanding about the grammatical error, especially to the readers. In developing the readers' understanding, the researcher would establish suggestion for the further researcher to explain more about the verb usage error by other theory subjects.

Misformation error is being a highest error because of some possibe cause. Misformation error is probably caused by the influence of the mother tongue. It can also be called intralingual transfer (see chapter 2 page). Mother tongue gives a significant effect for students in learning language. It was because each language has own rules. For example, Indonesian and English have different rule in using verb. The students were not familiar with English structure such as verb form, because they did not find rules in Indonesian language. In English, verb is used in different form depend on contexts. In contrast, verb is used the same in Indonesian structure. The second cause was the difficulties of the target language. it can be called as intralingual interference. It means that the students have lack knowledge about verb forms itself.

Based on previous studies above, it could be concluded that the highest error type and verb type errors was the wrong form of structure or called as misformation in using main verb. It means that the students had not understood how to construct the form of structure.

CONCLUSION AND SUGGESTIONS

Conclusion

Based on the explanation in the previous chapters, this research was carried out to analyze and classify the types of students' grammatical errors especially verbs errors in writing news item texts. The error collected was classified based on Surface Strategy Taxonomy. Four types of errors based on Surface Strategy Taxonomy proposed by Dulay are omission, addition, misformation, and misordering error. The writer concluded that the types of error that were made by the students in their writing from the highest percentage to the lowest are misformation error, omission error, addition error, and misordering error. Then, the highest percentage verb types error is main verb..

Then the total numbers of errors committed by 27 students are 164 items. Moreover, from 164 items errors the proportions (frequency and percentage) of the students' error in writing news item texts are omission error with 26 items or 16% and addition error with 14 items or 8%. Moreover, 116 items or 71% fell into error of misformation and only 8 items or 5% fell into error of misordering. Therefore, the result of the research shows that misformation errors are highest error made by the students.

Suggestion

Error is something unavoidable in teaching and learning process of foreign language. Therefore, it can be improved by learn more about both enhance vocabularies and grammatical function. Here are some suggestions that hopefully can be applied in teaching and learning process.

1. For English teacher

The teachers should explain more about the grammar for the students, so they can write grammatically correct. Furthermore, English teachersalso should improve the way they teach and should improve their techniques in teaching to reduce the errors which are always made by the learners. Lastly, the teachers have to pay attention to the students' errors and make them aware about their errors so they can make a correction by themselves and will not do the same error.

2. For English students

The students should pay more attention in learning and teaching process. In addition, the students should be more careful and pay more attention to the grammar material when they write a text. The students also should have more practice in grammar, so the students can improve their English ability in writing and reduce the error. Furthermore, the students are expected to improve their structure and grammar since it is a basic knowledge in learning English.

3. For the further researchers

This research was expected that the result of the research could give some informative inputs to other researchers who wanted to conduct similar researchs.

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