

AN ERROR ANALYSIS OF USING AUXILIARY VERBS IN STUDENTS' WRITING ANALYTICAL EXPOSITION TEXT

Maya Puspitasari, Wintarsih, Risna Sabrina

Abstract

This study presents descriptive research at the second grade of SMK Tribakti Pangalengan. Research of English Education study program, Faculty of Teachers Training and Educational Sciences, Bale Bandung University, 2021. The research was conducted to analyze students' error made by the second grade of SMK Tribakti Pangalengan of using auxiliary verbs in writing analytical exposition text. The research aimed to find the types of error in identifying auxiliary verbs based on surface taxonomy which consisted of omission, addition, misformation and misordering error. The method used is a qualitative descriptive method. The data of this research was collected through a writing test as the data instrument. The data sources of this study were the second grade of SMK Tribakti Pangalengan which consisted of 28 students. The researcher conducted the study by following the procedures of error analysis; identifying the errors, describing the errors, explaining the errors and evaluating the errors. Furthermore, the data are collected through analyzing the sample of the students. The result of this research was that the student made errors in using auxiliary verbs in writing analytical exposition text. The result showed that students committed errors into four: omission, addition, misformation and misordering. There was an omission error which consisted of 62 errors or 28.83%. Next, there are 39 errors in addition or 18.13%. Misformation consisted of 100 errors or 46.51%. The last, there are 14 errors in misordering or 6.51%. In conclusion, the students still made errors in using auxiliary verbs in writing analytical exposition text. The highest frequency of error in students' auxiliary verbs in writing analytical exposition text is misformation error.

Keywords: Error Analysis, Auxiliary Verbs, Writing Analytical Exposition Text

Abstrak

Penelitian ini menyajikan penelitian deskripsi yang dilakukan di kelas XI di SMK Tribakti Pangalengan, Penelitian Program Studi Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Bale Bandung, 2021. Penelitian ini dilakukan untuk menganalisis kesalahan yang dibuat oleh siswa kelas XI di SMK Tribakti Pangalengan dalam menggunakan auxiliary verbs dalam menulis teks analisis eksposisi. Penelitian ini bertujuan untuk mengetahui jenis-jenis kesalahan dalam mengidentifikasi auxiliary verbs berdasarkan surface taxonomy yang terdiri dari omission, addition, misformation and misordering. Metode penelitian yang digunakan adalah metode qualitative descriptive. Data penelitian dikumpulkan melalui tes tulis sebagai instrumen data. Sumber data penelitian adalah siswa kelas XI SMK Tribakti Pangalengan yang berjumlah 28 siswa. Peneliti melakukan penelitian dengan mengikuti prosedur analisis kesalahan; mengidentifikasi kesalahan, mendeskripsikan kesalahan, menjelaskan kesalahan dan mengevaluasi kesalahan. Selanjutnya, data dikumpulkan melalui analisis sampel siswa. Hasil dari penelitian ini adalah siswa melakukan kesalahan dalam menggunakan auxiliary verbs dalam teks eksposisi analisis. Hasil penelitian menunjukkan bahwa siswa melakukan empat jenis kesalahan yaitu omission (penghilangan), addition (penambahan), misformation (kesalahan formasi) dan misordering

(kesalahan urutan). Kesalahan omission terdiri dari 62 kesalahan sekitar 28.83%. Kemudian, ada 39 kesalahan dalam addition sekitar 18.13%. Kesalahan misformation terdiri dari 100 kesalahan sekitar 46.51%. Yang terakhir, ada 14 kesalahan dalam misordering sekitar 6.51%. Dapat disimpulkan bahwa siswa masih melakukan kesalahan dalam menggunakan auxiliary verbs dalam menulis teks eksposisi analitis. Kesalahan yang dibuat terdiri dari 4 jenis; omission (penghilangan), addition (penambahan), misformation (kesalahan formasi) dan misordering (kesalahan urutan).

Kata Kunci: Analisis Kesalahan, Auxiliary Verbs, Menulis, Teks Eksposisi Analisis.

INTRODUCTION

English is an international language used for global communication. English is a foreign language in Indonesia. There are four main skills that should be mastered by the students. There are listening and speaking which aims at fostering effective oral communication and reading and writing which aims for achieving an effective written communication.

The four main skill divided into two parts. There are receptive skill which consists of reading and listening and productive skills which consists of speaking and writing. In this research, the researcher focus on writing. Writing is an activity to produce something in written form. As Linse (2005: 98) stated that "Writing is a combination of process and product. The process refers to the act of gathering ideas and working with them until they are presented in a manner that is polished and comprehensible to readers."

In the senior high school, the students are expected to be able to make a written form that is a text. There are various kinds of text types that are taught in senior high school. Based on Fauziati (2014) text types are text prototypes defined according to their primary social purpose. There are six main text types, as follows: a) narratives, b) recount, c) reports, d) instructions, e) explanations and f) expository. This research focused on writing expository text

or analytical exposition text. According to Djuharia (2007: 13) “Analytical exposition is argumentative text because writer providing readers or listeners with point of view, ideas, or thought, or topic or issue or problem needs to get attention or explanation with no appeared efforts to persuade readers.”

Students sometimes faced problem in writing text, especially in determining the auxiliary verbs. According to Davidson (2003: 82) “Auxiliary verbs, also known as helping verbs, are used along with main or lexical verbs to form complex tenses and to indicate possibility, necessity and permission.” In this study the researcher would like to analyze the errors in using auxiliary verbs in the writing analytical exposition text.

The Aims of the research are as follow:

1. To know is there any error of using auxiliary verbs in students’ writing analytical exposition text.
2. To find out the kinds of error in using auxiliary verbs in students’ writing analytical exposition text.

LITERATURE REVIEW

Error Analysis

In the process of learning English students sometimes make mistakes and errors. “Errors are produced by learners who have not mastered the institutionalized system, while mistakes, lapses or slip of tongue or pen deviant uses of the system of target language which actually have been mastered by learners” (Ellis, 1997: 17). Errors are the inaccurate side made by learners that are caused by the lack of knowledge.

Error Analysis focused on the study of learner’s knowledge in understanding the second and foreign language learner. Brown in his book *Principle of Language Learning and Teaching: Fifth Edition* (2006: 227) states that “Error Analysis is the study learner’ errors that can be observed, analyzed, and classified to tell something that happens within the learners”.

The error analysis process aims to find out the errors made by students. Dulay *et al* (1982) divided errors into four. They are (1) linguistic category; (2) surface strategy; (3) comparative analysis; and (4) communicative effect. The researcher focused on the errors based on surface strategy taxonomy. “A surface strategy taxonomy highlights the ways surface structures are altered: learners may omit necessary items or add unnecessary ones; they may misform items or misorder them.” (Dulay *et al*, 1982: 150).

Based on Dulay *et al* (1982) omission errors are characterized by the absence of an item that must appear in a well-formed utterance. Then, addition are characterized by the presence of an item which must not appear in a well-formed utterance. While, Misformation errors are characterized by the use of the wrong form of the morpheme or structure. And, Misordering errors are characterized by the incorrect placement of a morpheme or group of morphemes in an utterance.

In the process of error analysis there are procedures that must be followed. Ellis (1994: 48) suggests that the following steps in Error Analysis research are; (1) collection of a sample of learner language, (2) identification of errors, (3) description of errors, (4) explanation of errors and (5) evaluation of errors. Then, there are sources of errors in students learning foreign language. Selinker (2010) states there are five sources of errors; a) language transfer, b) transfer of training, c) strategies of second language learning, d) strategies of second language communication and e) overgeneralization.

Auxiliary Verbs

According to Davidson (2003: 1) “A verb is a word that either describes an action or an event (what someone or something does) or else helps to describe a state or a condition (what someone or something is or is like)”. There are 3 types of verbs; action verb which tell the action, linking verb which connect or link a subject to noun or an adjective and helping verb (auxiliary verb) which assist the main verb in a sentence.

Auxiliary verbs, also known as helping verbs, are used along with main lexical verbs to form complex tenses and to indicate possibility, necessity and permission (Davidson: 2003: 82). The auxiliary verbs divided into two kinds. There are primary auxiliaries and modal auxiliaries. Haq (2020) states that primary auxiliary verbs are a group of complementary verbs that have no meaning but it helps to construct tenses characteristic. While Leech (2004) defines modal auxiliaries as the words that the meaning has both a logical (semantic) and a practical (pragmatic) element. The researcher shows the example of auxiliary verbs in the following table:

Table 1 Auxiliary Verbs

Primary Auxiliaries			Modal Auxiliaries	
	Finite	Non-finite	Modal Auxiliary	Example
BE	Is, are, am, was, were	Be, being, been	WILL	Will, would
HAVE	Has, have, had	Have, having	SHALL	Shall, should
DO	Do, does, did		CAN	Can, could
			MAY	May, might
			MUST	Must

Writing

Writing is one of the skills that must be mastered by the students. Linse (2005:98) defines “Writing is a combination of process and product. The process refers to the act of gathering ideas and working with them until they are presented in a manner that is polished and comprehensible to readers”. Writing is a skill needed in real life situations, especially in written communication.

Related to the former statement, for Houge *et al* (2007: 3) state that “writing in English is probably different from writing in your language because the word and also the way of organizing ideas are probably different”. According to both statements, writing is a process of gathering ideas to present a product for a reader. Writing skill is challenging for learners because they should take care to write well-formed sentences, organize the sentences, and follow the writing’s rules.

There are various kinds of writing. Kane (2005: 06) divided writing into four kinds. First, exposition that reveals what a particular mind thinks or knows or believe. Second, description deals with perception – most commonly visual perceptions. Third, narration that is a series of related events – a story. The last, persuasion that seeks to alter how readers think or believe.

Analytical Exposition Text

One of the text that is taught in the senior high school is an analytical exposition text. According to Djuharie (2007:13) “Analytical exposition as argumentative text because writers provide readers or listeners with point of view, ideas, or thought or topic or issue or problem that needs to get attention or explanation with no effort to persuade readers.” Analytical exposition text is a text which evaluates a topic critically but focuses only on the side of an argument. Therefore, by learning how to write analytical exposition text, students are expected to be able to convey their ideas and arguments logically.

Writing analytical exposition text must follow the generic structure to make a well-formed text. The generic structure of analytical exposition text usually has three components that have been mentioned by Gerrot and Wignell (1994: 156). First is thesis statement which introduces the topic or main idea that will be discussed. Then, argument which the writer restates the main argument or opinion that has been outlined in the preview. The writer develops and supports each argument that is related to the fact and relevant information. Last, reiteration that is last part of the analytical exposition text contains restatement of the main idea in the first paragraph.

RESEARCH METHOD

The researcher uses a qualitative descriptive method. According to Polkinghome (2005: 137), “Qualitative research is inquiry aimed at describing and clarifying human experience as it appears in people’s life and researcher using qualitative methods gather data that serve as evidence for their distilled description”. This means qualitative research is a research design in which the researcher collects the data and presents it using description. The purpose of qualitative research design is to find the solution of the phenomenon happening in society.

The research is conducted in SMK Tribakti Pangalengan. ”. There are a total 240 students of second grade in SMK Tribakti Pangalengan. The researcher uses purposive sampling technique to collect the data. According to Arikunto (2010: 183) “purposive sampling is the process of selecting a sample by taking a subject that is not based on the level area, but

it is taken based on the specific purpose". In this case the class chosen is XI TKJ 1. The participants of this research are all of the students in XI TKJ 1. This class consist of 19 female students and 9 male students.

The researcher uses a written test to collect the data about the students' error of using auxiliary verbs. The test includes writing an essay (one of analytical exposition texts), under the theme about the latest issues in Indonesia. The sub themes are determined by the researcher.

In collecting the data, the researcher following the procedures:

1. The students are given the written test.
2. The researcher collects the data from the test.
3. The researcher lists all the text into sentences.
4. The researcher clarifies the kind of the errors.
5. The researcher computes the percentage of the result.
6. The researcher analyzes the causes of the errors.
7. The researcher interprets the result.
8. The researcher writes down the conclusion and the suggestion.

The researcher uses an observation checklist to answer the research problem about what kind of error made by the students. To find out the result of the errors analysis in using auxiliary verb in writing analytical exposition text and answer the research question, the researcher uses qualitative descriptive method with recapitulation table and uses formula to answer the research. The formula is below:

$$P = \frac{F}{N} \times 100\%$$

Where:

P = Percentages

F = Frequency

N = Number of cases (total of frequency)

FINDING AND DISCUSSION

FINDING

The researcher made a recapitulation table. The recapitulation table shows the total of errors made by each student. It also shows the total of the errors made by whole students. The recapitulation of the errors is in the following table:

Table 2 The Recapitulation Table

Students	Types of Errors			
	Omission	Addition	Misformation	Misordering
Student 1	5	2	5	1
Student 2	3	1	2	-
Student 3	-	-	4	1
Student 4	2	-	4	1
Student 5	2	2	3	-
Student 6	3	1	5	1
Student 7	2	2	2	-
Student 8	2	2	4	-
Student 9	1	1	-	2
Student 10	2	3	5	1
Student 11	5	1	2	-
Student 12	4	-	3	-
Student 13	2	3	5	-
Student 14	2	1	5	-
Student 15	1	1	2	-
Student 16	1	-	3	-
Student 17	1	2	5	1
Student 18	1	1	5	-
Student 19	2	1	6	2
Student 20	1	3	4	1
Student 21	-	3	5	2
Student 22	2	3	5	-
Student 23	6	1	3	-
Student 24	1	1	4	-
Student 25	2	1	3	-

Student 26	3	-	1	1
Student 27	4	1	4	-
Student 28	2	2	1	-
Total	62	39	100	14
Total of errors				215

According to the recapitulation table above there are a total 215 sentences of errors made by 28 students. It can be concluded that the average of the sentences that students' made is about 8 sentences each. There are 62 errors on omission, 39 errors on addition, 100 errors on misformation and 14 errors on misordering. The researcher found the percentages of each kind of error. Those are omission was 28.83%, addition was 18.13%, misformation was 46.51% and misordering was 6.51%. The percentage shows that the students still made errors based on surface taxonomy in their writing.

DISCUSSION

The percentage of omission errors was kind of high. It was 28.83 %. It was one third of the mistakes made by all students. The biggest reason why this happened was the students omitted the auxiliary verbs. Based on the observation checklist, student 11 wrote "*Flexible study time*" in sentence 6. The student wrote it as a sentence without subject and the auxiliary verbs. The correct sentence was "*The second is flexible study time*". The complete sentence contains the subject and the predicate.

The other kind of error is addition. The percentage of addition was 18.13 %. It was quite high, because there were 39 additions in the test. Additions are usually made by students when they add unnecessary words in the auxiliary verbs. The most mistakes made were they doubled the auxiliary verbs. The examples of addition are; in sentence 20 made by student 13. The student wrote "*Online game are just entertainment when they are bored and when they are heartbroken*". That was double auxiliary verbs in the sentence. The student wrote '*when they are*' twice while it could be simplified using just one auxiliary verb 'to be'. The correct sentence was "*Online games are just entertaining when they are bored and heartbroken*".

Based on the result of the test above, the researcher found that the most common errors made by students is misformation with total percentages 46.51%. From the checklist data, the researcher concluded if the students did not pay attention to the use of auxiliary verbs. The students were wrong in determining the auxiliary verbs used for different kinds of subjects. The examples of misformation errors are: student 2 in sentence 9 wrote "*Because as we already know, almost the whole world master or use English to interact*" that should be "*Because as we already know, almost the whole world masters or uses English to interact*".

The last error made by students was misordering. Misordering was made because of the incorrect placement of a morpheme or group morphemes. It was rarely made but some students were still confused about placing the auxiliary verb. Student 21 in sentence 12 wrote

“Is it better not to rely solely on learning English only from school.” which was a sentence not a question. That was incorrect because the placement of the auxiliary verb was reversed. The correct sentence was the placement of the auxiliary verb ‘to be’ right after the word ‘it’, it must be *“It is better not to rely solely on learning English just from school.”*

CONCLUSION AND SUGGESTION

English is taught in Indonesia as a foreign language. The different between Indonesia and English grammar rules encourage the researcher to conduct the research. The researcher conduct this research to find out the errors that were made by the second grade of SMK Tribakti Pangalengan of using auxiliary verbs in writing analytical exposition text.

Based on the analysis and findings, the researcher found that the students still made errors in using auxiliary verbs. The researcher found the students committed the errors in four categories; they are omission, addition, misformation and misordering. There are a total of 215 errors made by students, 62 errors in omission or 28.83%. Next, there are 39 errors in addition or 18.13%. Misformation consisted of 100 errors or 46.51%. The last, there are 14 errors in misordering or 6.51%. The existence of errors caused by some factor, the common sources are language transfer and overgeneralization. The other sources are transfer of training, strategies of second language learning and strategies of second language communication.

After analyzing the data, the researcher would like to give the suggestion for English teacher and the students. It is expected to give benefits to minimize the errors made by the students.

1. For English Teacher

The teachers must increase the students’ motivation in learning English. Then, the teachers use the most appropriate methods or techniques in teaching writing and explain more or review about the auxiliary verbs. The teachers give more examples and exercises to improve the students’ ability in using auxiliary verbs.

2. For The Students

The researcher hopes that the students learn English more by exercising about the grammatical rules materials. The students have to give more attention to the use of auxiliary verbs in the sentences. Practicing in using auxiliary verbs is the best way to minimize the errors.

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