CHAPTER IV
RESEARCH FINDINGS

4.1. Data Description

This research aimed at profiling students' errors on the use of verbs in their writings. The collected data sources are 41 students' writings of English Department students of 2014 and 2012, in grammar class. The students were asked to write down an essay without planning beforehand (impromptu). The data are the errors on the use of verbs made by the students on the writings which they have created.

4.2. Data Analysis

The collected data were analyzed by categorizing the types of errors into four types (1967, p. 27): addition, omission, selection, and misordering. In order to confirm the errors, the writer used an intelligent speller and grammar checker (http://www.reverso.net: accessed on June, 2015) web-based application, and Oxford Advanced Learner's Dictionary (OALD) 8th Edition application (2013). Furthermore, the writer counted the frequencies of errors shown by percentages on tables. Then, the writer showed the possible causes of the errors.

4.3. Research Findings

4.3.1. Types of Error

The writer found three out of four types of error; they are addition, omission, and selection. The results are in line with the previous studies, i.e. Tan's *Study of EFL Learners' Writing Errors and Instructional Strategies* (2007), Sugeng and Hendriwanto's *Analysis of the Grammatical Errors in the Narrative Writing of the First Grade Students of SMA 6 Yogyakarta* (2013), and Noor's

research on *English Syntactic Errors by Arabic Speaking Learners* (1996): word choice, verb forms, and verb tenses which fall to the category of selection errors are on the top of the other error types found on the data sources.

4.3.1.1. Addition

The following table shows the addition type of the error including the types of verbs of the data:

Type of Error	Types of Verbs	
	Action Verbs	**Linking Verbs**
Addition	feel	be [3]
	said	was [4]
		were [3]
		been
SUM	**2 errors**	**11 errors**
TOTAL	**13 errors**	

Table 1

The writer found two types of verbs on the addition type of error; they are action verbs and linking verbs. In total, there are 13 addition errors on the data sources, some are repetitive, i.e. the linking verbs *be* (repeated three times), *was* (repeated four times), and *were* (repeated three times). The following is a chart to illustrate the number of the errors:
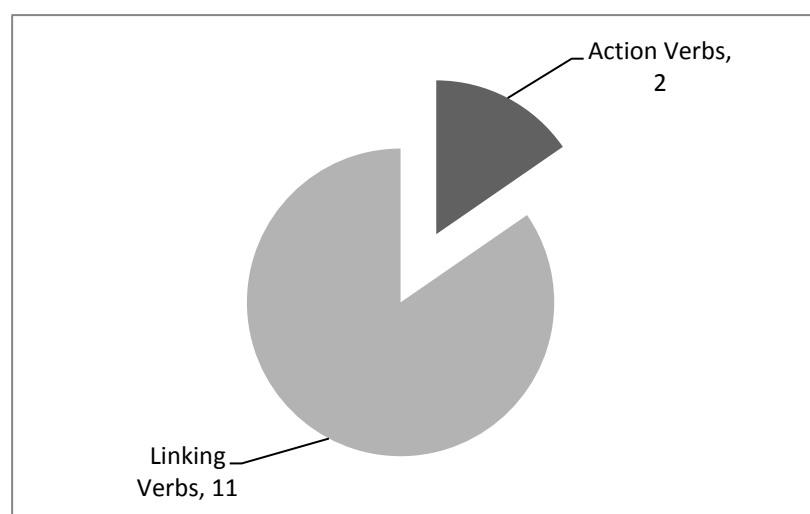

Figure 1

To illustrate the errors made by the students, the writer explains some of the data, as follow:

*"...people must **be** have their own reason…"*

For the sentence above, the sentence should not contain *be*, which made it grammatically error. The modal verb ***must*** itself can be used to say that something is likely or logical (OALD, 2013), which correspond with the sentence, and the following word should only use ***have***, without adding the word ***be***. The correct sentence is: ***People must have their own reason***. As for the second illustration:

*"Students **feel** suffer financial loss."*

The sentence above has an additional verb ***feel***, which is not needed. Both the words ***feel*** and ***suffer*** are main verbs. Thus, the sentence should only use one of the words. And the only verb which corresponds with the sentence is the word ***suffer***. ***Suffer*** itself means: to be badly affected by disease, pain, sadness, a lack of something, etc. (OALD, 2013). The correct sentence is: ***Students suffer financial loss***. Another illustration for the addition type of error is:

*"We **were** became close."*

The sentence above should not add the word ***were***. Both ***were*** and ***became*** are linking verbs (OALD, 2013) and the appropriate linking verb to use is ***became***, since it corresponds to the essay. The definition for the

word **became** is: to start to be something (ibid.). The correct sentence is: **We became close**.

On the addition type of error, it is clear that most of the students had difficulties on the collocational words, i.e. on **to be** words or in this case, the linking verbs. They're also influenced by their first language, i.e. as illustrated above, the words **feel suffer** are the sufficient evidence of the influence of the first language. On the tenses, they didn't have any trouble at all; this means that they're contextually good in making the sentences, not focusing their attention solely based on phrase-per-phrase meanings.

4.3.1.2. Omission

The following table shows the omission type of the error including the types of verbs of the data:

Type of Error	Types of Verbs		
	Action Verbs	**Stative Verbs**	**Linking Verbs**
Omission	staying	done	is [2]
			are [3]
			be [4]
			being
			didn't
			am
			was
SUM	**1 error**	**1 error**	**13 errors**
TOTAL	**15 errors**		

Table 2

The writer found three types of verbs on the omission type of error; they are action verbs, stative verbs and linking verbs. In total, there are 15 omission errors on the data sources, some are repetitive, i.e. the linking verbs *is* (repeated two times), *are* (repeated three times), and *be* (repeated four times). The following is a chart to illustrate the number of the errors:
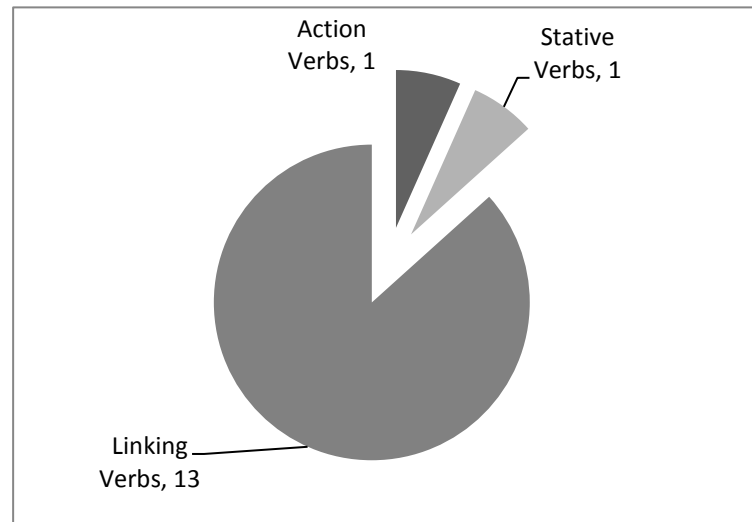
Figure 3

To illustrate the errors made by the students, the writer explains some of the data, as follow:

*"There are so many scholarships at the university that **(are)** given to students…"*

For the sentence above, the sentence should contain the linking verb ***are***, to make it grammatically correct. The definition of the verb ***given*** is: to hand something to somebody as a present (OALD, 2013), and it should be preceded with a linking verb (ibid.). The correct sentence is: ***There are so many scholarships at the university that are given to students***. As for the second illustration:

*"It should (**be**) the same price."*

For the sentence above, the sentence should contain the linking verb ***be***, to make it grammatically correct. The definition of the verb ***given*** is: to hand something to somebody as a present (OALD, 2013), and it

should be preceded with a linking verb (ibid.). The correct sentence is: ***It should be the same price***. As for the last illustration of the omission type of error:

> *"We kept (**staying**) on the side of the pool."*

For the sentence above, the sentence should have the verb ***staying***, to make it grammatically correct. The definition of the verb ***staying*** is: to continue to be in a particular place for a period of time without moving away (OALD, 2013), which corresponds to the sentence. The correct sentence is: ***We kept staying on the side of the pool***.

On the omission type of error, it also has similarities to the addition type; most of the students had difficulties on the collocational words, i.e. on ***to be*** words or in this case, the linking verbs. They had difficulties on the tenses. Although focusing to the whole writings is essential, they should also focus on the phrase-per-phrase level, i.e. missing linking verbs made the sentences grammatically error although it is contextually understandable.

4.3.1.3. Selection

The following table shows the omission type of the error including the types of verbs of the data:

Type of Error	Verb Types				
	Action Verbs	Stative Verbs	Linking Verbs	Event Verbs	Modal Verbs
Selection	misuse (misused)	has (have)	seems (seemed)	echoes (echoed)	can (could)
	accept (accepted) [2]	shows (showed)	didn't (don't)	coming (came)	can't (couldn't) [3]
	think (thinks)	has (have)	is (are) [3]		could (should)
	done (do)	was (is)	has (have)		
	wrote (written)	have (has) [2]	kept (keeps)		
	attend (attends)	are (is)	are (is)		
	applying (apply)	support (supports)	isn't (wasn't)		
	came (come)	achive (achieve)	is (was)		
	living (live)	accepted (achieved)	have (had) [2]		
	registered (register)	increase (increasing)	was (is)		
	reached (achieved)	help (helping)	has (had)		
	help (helping)	run (running)	was (were)		
	discussed (discuss) [2]	wants (want)	feel (felt)		
	affecting (affects)	want (wants)	was (is)		
	given (give)	happens (happen)	was (weren't)		
	helped (help)	deserve (deserves)			
	focusing (focus)	working (work)			
	getting (get)	exist (exists)			
	deviding (dividing)	needed (need)			
	sacrificing (sacrified)	haven't (hadn't)			
	helping (help)	need (needed)			
	reach (reaching)	confuse (confused)			
	praise (praises)	feel (felt) [2]			
	help (helps)	know (knew)			
	shown (shows)				
	think (thinking)				
	give (given)				
	seeing (seen)				
	control (controlled)				
	received (receives)				
	paid (pays)				
	divided (divide)				
	falling (fell) [2]				
	pick (picked)				
	happen (happens)				
	fallen (fell) [3]				
	made (make)				
	going (went)				
	no (knew)				
	went (go)				
	come (came)				
	tried (try)				
	cooked (cook)				
	get (got)				
	stares (stared)				
	take (took)				
	embarrass (embarrassed)				
	deleted (delete)				
	learn (learned)				
	eat (ate)				
	meet (met)				
SUM	**57 errors**	**26 errors**	**17 errors**	**2 errors**	**5 errors**
TOTAL	**107 errors**				

Table 3

The writer found five types of verbs on the selection type of error; they are action verbs, stative verbs, linking verbs, event verbs, and modal verbs. In total, there are 107 selection errors on the data sources, some are repetitive, i.e. the action verbs *accept* (repeated two times), *discussed* (repeated two times), *falling* (repeated two times), *fallen* (repeated three times). Then the linking verbs *is* (three times), *have* (two times), the stative verbs *have* (two times), *feel* (two times), and then the modal verb *can't* (three times). The following is a chart to illustrate the number of the errors:
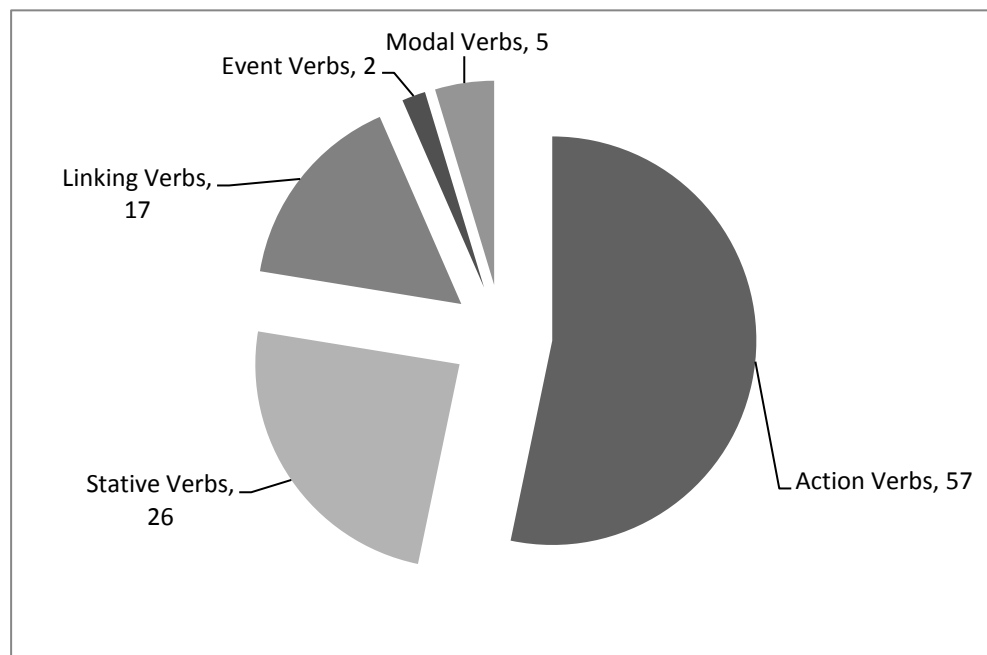
Figure 4

To illustrate the errors made by the students, the writer explains some of the data, as follow:

*"Students who **has** great achievements…."*

For the sentence above, the sentence should use *have* instead of *has*, to make it grammatically correct. Since the subject is plural, so the auxiliary verb *has* should be changed to *have*. The correct sentence is: ***Students who have great achievements***. As for the second illustration:

*"...their GPAs **wasn't** perfect."*

For the sentence above, the sentence should use *weren't* instead of *was*, to make it grammatically correct. Same as the first illustration, since the subject is plural, so the linking verb should be *were*. The correct sentence is: ***their GPAs weren't perfect***. As for the last illustration:

*"The writer **think** that…"*

For the sentence above, the sentence should use *thinks* instead of *think*, to make it grammatically correct. The verb form of *think* for the subject *writer* is v+s/es. Thus, the correct sentence is: ***The writer thinks that…***

On the selection type of error, the students had difficulties on the tenses. This means that they don't pay attention to the context; even to the simplest one: **subject-verb agreements;** the obvious example is: plural subjects were followed by singular verbs. They don't pay attention to phrase-per-phrase level, but instead focus only on word-per-word level.

Based on the explanations of the three types of error found above, in general the participants were having difficulties on the tenses. That is, overlooked grammatical rules, e.g. the use of simple present tenses in a simple past tense sentences, or vice versa. This means that most of the

participants focused solely on phrases, or even word-per-word level, not the whole sentence and its meaning which related to another sentence(s).

They also have difficulties on the collocational words, i.e. their limited knowledge in particular made them use collocational words which they have known but unfortunately the words and/or phrases are not fit with the sentence. e.g. as illustrated above, *"…__must be__ have…"* such illustration shows the misuse of collocational words in a sentence.

4.3.2. Frequency of Error

The writer uses the following table to show the number of each type of errors (addition, omission, and selection, minus misordering) including the types of verbs (action, stative, linking, event, and modal verbs). The misordering type of error is not shown since the writer did not found it on the data sources:

Type of Error	Types of Verbs					TOTAL
	Action Verbs	Stative Verbs	Linking Verbs	Event Verbs	Modal Verbs	
Addition	2	-	11	-	-	13
Omission	1	1	13	-	-	15
Selection	57	26	17	2	5	107
SUM	**60**	**27**	**41**	**2**	**5**	
TOTAL	**135 errors**					

Table 4

The following chart is used to illustrate the numbers of the table above:
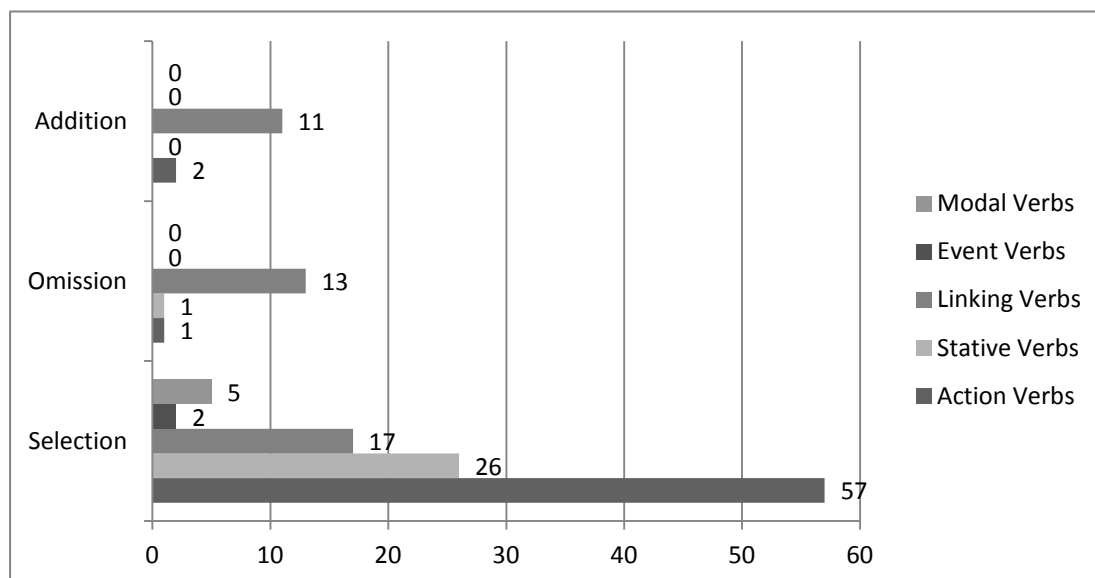
Figure 5

The writer found 135 errors in total. On the action verbs, there are 60 errors, consists of 2 addition errors, 1 omission error, and 57 selection errors. On the stative verbs, there are 27 errors, consist of 1 omission error and 26 selection errors. On the linking verbs, there are 41 errors, consist of 11 addition error, 13 omission errors, and 17 selection errors. On the event verbs, there are only 2 errors in, which only consist of 2 selection errors. On the modal verbs, there are only 5 errors, consist of 5 selection errors.

The following table is used to show the percentages of the data:

Types of Error	Number	Percentage
Addition	13 errors	9.6%
Omission	15 errors	11.1%
Selection	107 errors	79.2%
TOTAL	**135 errors**	**100%**

Table 5

The writer uses a chart to illustrate the table above:
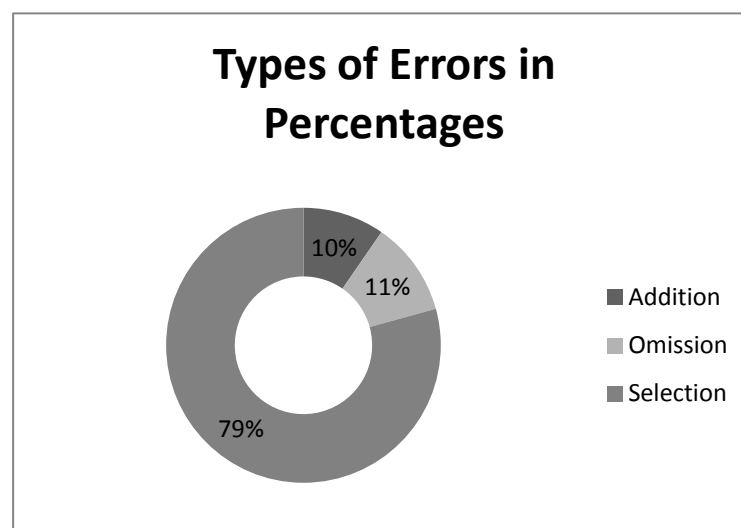
Figure 6

The writer found 79% of selection errors which dominate the whole data, followed by 11% of omission errors, and 10% of addition errors. The misordering

type of error is not listed since the writer did not find any misordering errors on the data sources.

4.3.3. Possible Causes of Error

The writer used Richard's differentiation on the causes of error: interlingual error and intralingual error (1971). Interlingual error resulted from the mother tongue interference. The second source, 'intralingual error', reflects the incorrect generalization of the rules within the target language. The following chart shows the possible causes of error made by the students in general:

Possible Cause of Errors
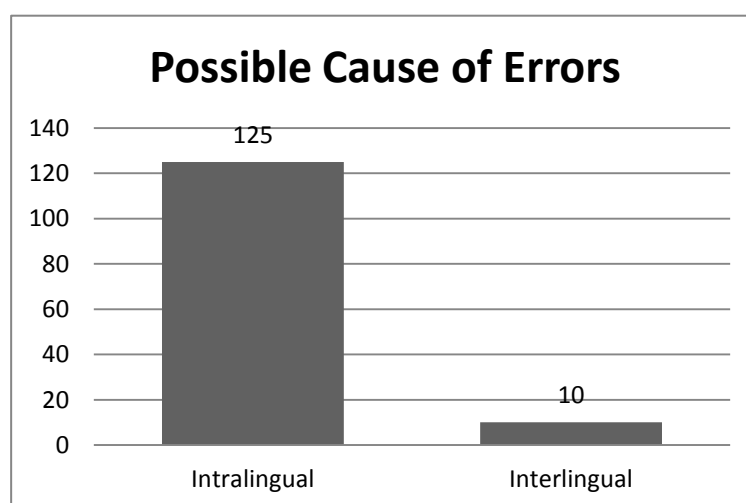
Figure 7

The intralingual type dominates the chart with 125 amounts of errors being categorized as the intralingual errors, while there are only 10 types of interlingual errors found on the data sources.

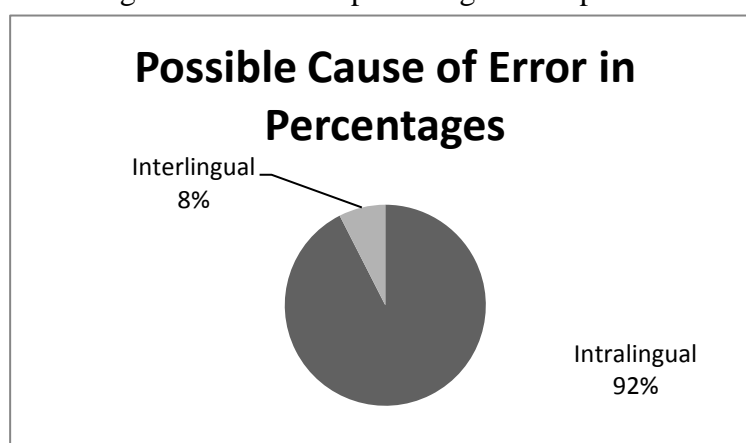The following chart shows the percentage of the possible causes of error:

Possible Cause of Error in Percentages

Figure 8

In general, the data consists of 92% intralingual errors, and 8% interlingual errors. This means the students have difficulties specifically on the target language. Furthermore, the writer shows the possible causes of error on each type of error (addition, omission, and selection).

4.3.3.1. Addition

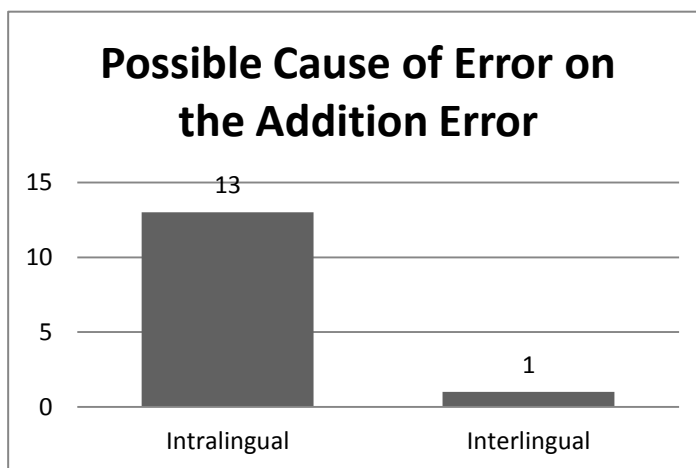The following chart shows the possible causes of error on the addition type of error:

Possible Cause of Error on the Addition Error

Figure 9

The following chart shows the possible causes of error on the addition type of error in percentages:

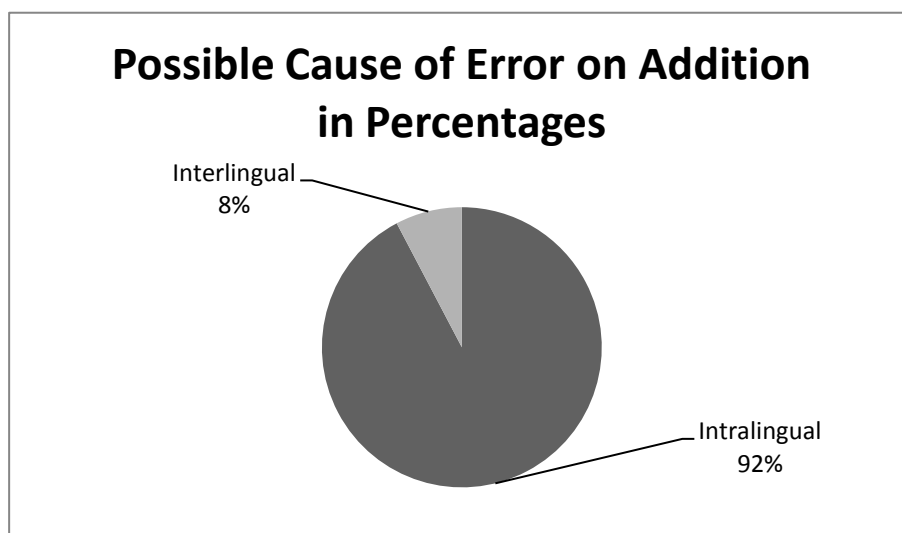**Possible Cause of Error on Addition in Percentages**

Figure 10

To illustrate the possible cause of the errors made by the students, the writer explains some of the data, as follow:

*"...people must **be** have their own reason..."*

For the sentence above, the sentence should not contain *be*, which made it grammatically error. Possibly, the participant stuck with the phrase ***must be***; while on the sentence, the sentence does not need the word ***be***. Since the error is clearly grammatical, thus it can be concluded that the error falls to the intralingual error category. As for the second illustration:

*"Students **feel** suffer financial loss."*

The sentence above has an additional verb *feel*, which is not needed. The participant possibly uses translation upon writing the sentence above; especially with the words ***feel suffer***. The word ***feel*** in Bahasa means "*rasa/merasa*", and ***suffer*** means "*menderita*". What the participant didn't know is that ***suffer*** can also be used to show feelings, without adding the word *feel* (OALD, 2013).

4.3.3.2. Omission

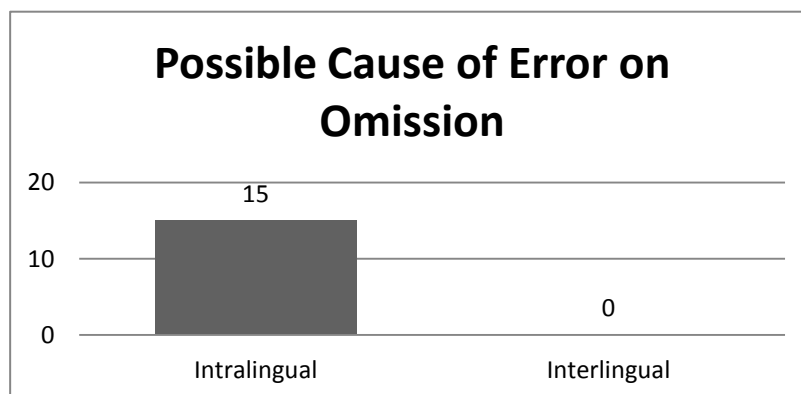The following chart shows the possible causes of error on the omission type of error:

Figure 11

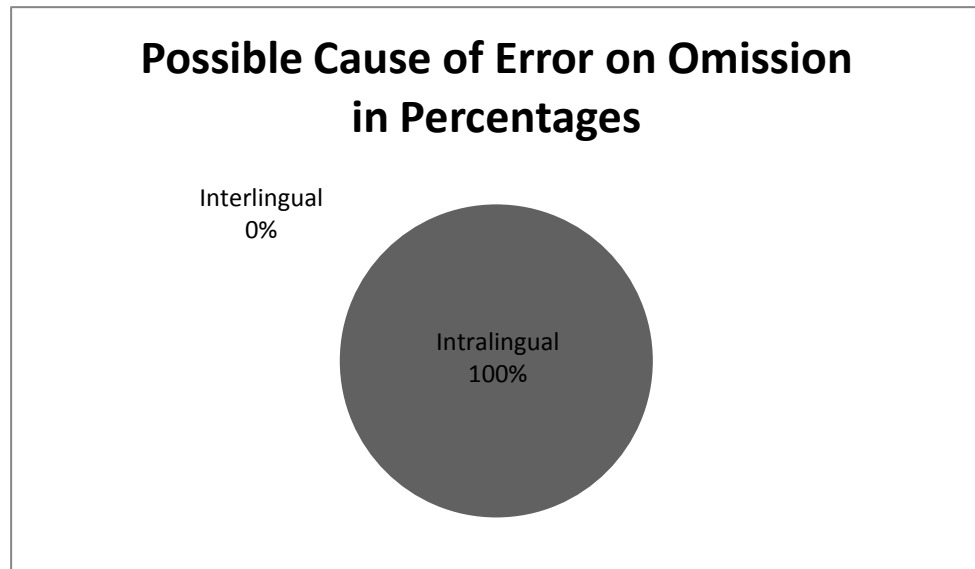The following chart shows the possible causes of error on the omission type of error in percentages:

Possible Cause of Error on Omission in Percentages

Interlingual
0%

Intralingual
100%

Figure 12

To illustrate the cause of errors made by the students, the writer explains some of the data, as follow:

*"There are so many scholarships at the university that (**are**) given to students…"*

For the sentence above, the sentence should contain the linking verb *are*, to make it grammatically correct. Since the error is clearly grammatical, thus it can be concluded that the error falls to the intralingual error category. For the second illustration:

*"It should (**be**) the same price."*

For the sentence above, the sentence should contain the linking verb *be*, to make it grammatically correct. Same as the first illustration, it is

clearly grammatical error, and considered to fall into the intralingual error category.

4.3.3.3. Selection

The following chart shows the possible causes of error on the selection type of error:
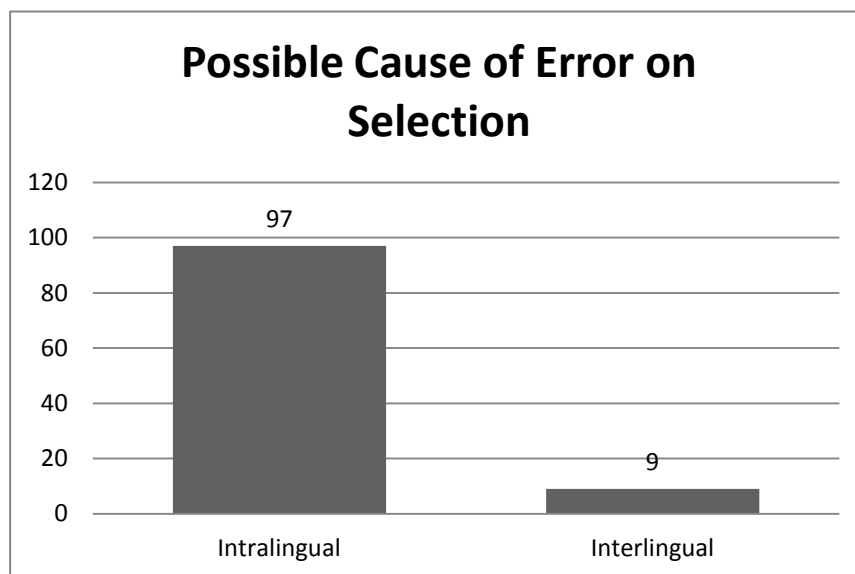
Possible Cause of Error on Selection

Figure 13

The following chart shows the possible causes of error on the omission type of error in percentages:

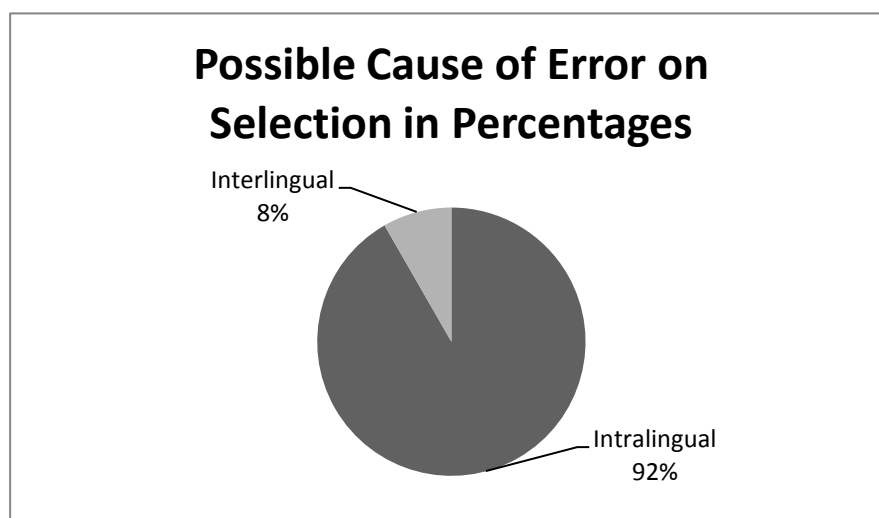**Possible Cause of Error on Selection in Percentages**

Figure 14

To illustrate the cause of errors made by the students, the writer explains some of the data, as follow:

*"Students who **has** great achievements…."*

For the sentence above, the sentence should use **have** instead of **has**, to make it grammatically correct. Since it is clearly grammatical error, then it is possibly fall into the category of intralingual error. As for the second illustration:

*"The writer **think** that…"*

For the sentence above, the sentence should use **thinks** instead of **think**, to make it grammatically correct. It is possibly intralingual error since it is clearly a grammatical error.