



Verb Phrase Mistakes in English Literature Students' Writing Composition



Merry Rullyanti ^{1,a)}, Eli Diana ^{1,b)}, Noni Dwinka Lestari ^{1c)}, Isthi Mawar Thoyyibah ^{1d)}

¹⁾Program studi Pendidikan Sastra Inggris Universitas Dehasen Bengkulu

a) Corresponding Author: merry.sasing7@unived.ac.id

a. b) Corresponding Author: elidiana@unived.ac.id

Abstract

Examining the students' errors on writing is part of the evaluation in English language learning and teaching. To produce a good writing, the English language learners have to be able to know the rules of the language use. This research aims to diagnose the errors with subject verb agreement made by the students as well as to explore the factors contribute the errors. To obtain the data, the researcher employed a document analysis and a semi-structure interview. The findings showed most of the errors belonged to misinformation category (33%) and were subsequently followed by omission category (29%) and addition category (29%) and misformation (9%). In addition, from the interview the researcher also found three major factors contribute the students' errors, namely ignorance the editing process, the unawareness of the grammar rules, and intralingual errors.

Keyword: Grammatical Errors, Subject-Verb Agreement, Writing, Teks Deskriptif

Abstrak

Memeriksa kesalahan siswa dalam menulis adalah bagian dari evaluasi dalam pembelajaran dan pengajaran bahasa Inggris. Untuk menghasilkan tulisan yang baik, pembelajar bahasa Inggris harus mampu mengetahui aturan penggunaan bahasa. Penelitian ini bertujuan untuk mendiagnosa kesalahan yang dilakukan oleh siswa berkaitan dengan kesalahan kesepakatan kata kerja serta untuk mengeksplorasi faktor-faktor penyebab kesalahan tersebut. Untuk memperoleh data, peneliti menggunakan analisis dokumen dan wawancara semi-struktur. Temuan menunjukkan sebagian besar kesalahan termasuk kategori misinformasi (33%) dan kemudian diikuti oleh kategori penghilangan (29%) dan kategori tambahan (29%) dan kesalahan informasi (9%). Selain itu, dari wawancara peneliti juga menemukan tiga faktor utama yang menyebabkan kesalahan siswa, yaitu ketidaktahuan proses penyuntingan, ketidaksadaran aturan tata bahasa, dan kesalahan intralingual.

Kata Kunci: Kesalahan Tata Bahasa, Kesepakatan Kata Kerja, Menulis, Teks Deskriptif

Introduction

Writing and sentence structure or grammar cannot be separated from each other because the determination of punctuation marks is an aspect that must be considered by students before they write something. Grammar mastery is very important to pay attention to because these skills can help students convey good sentences. As quoted by Swan (1998:19) in (Khairunisa, A., Nadrun, 2018), "language is a standard that says how words are changed to show various implications, and combined into sentences". This implies that language structure is an approach to framing the various implications of the words used to develop sentences that are recorded as hard copy. Writing requires hard reasoning to plan thoughts into words, words into endless sentences into multiple parts with finely structured language.

One of the texts that is close to student life is descriptive text because you write about what a person, place, or thing is like as stated by Blaylock (2006:1) quoted in (Exdriko, Tavriyanti, & Refnita, 2011). Descriptive text usually has two main parts: first identification of how the introduction of a person, place, animal or object to be explained. And secondly about the description of something such as animals, objects, places or people by describing features, shapes, colors, or anything related to what the author is describing. Descriptive text also has linguistic features or characteristics such as adjectives and compound adjectives which are dominantly used and use the simple present tense.

Students can investigate and describe about their friends in terms of their traits, activities, and highlights. In fact, most of them find writing confusing because they need to use proper linguistic and lexical guidelines. Therefore, the researcher decided to choose descriptive text as students' activity this research.

There are six elements typical errors, such as: verb agreement it is about matching in number and person of subject, capitalization is the first letter of a word, usage is about articles, plural-singular form, and proposition, sentence patterns the basic sentence pattern of English is subject+verb+object/complement, pronoun is about a pronoun represents a person, place, thing, or idea without naming it and the last is spelling it is about relatively minor importance as far as reading is concerned. (Creeks, 196 4:168 ; Siphon

and Svartvik, 1984:153; Oshima and Hogue, 1988:7; Ross and Doty, 1975:5).

According to Dulay, Burt and Krashen (1982, p. 150), the classification of errors is called surface strategy taxonomy; the taxonomy that classified the errors based on how the structure of language changes that lead to the error. The classification of error is elaborated in the following: 1) Omission, this error is where some elements are omitted which should be present 2) Addition, this error is where some element is present which should not be there.

According to Dulay, Burt and Krashen (1982, p. 156), errors in addition were divided into: 1) Double markings: where two items are used as the marker in the same feature (eg. tense). 2) Regularization: where there is an addition of suffix – ed for irregular verb. 3) Simple addition: an addition error neither double markings nor regularization. 4) Misformation, it is use of the wrong form of a structure. 5) Misordering, this error is where some elements presented are correct but wrongly sequenced.

Examining the students' errors on writing is part of the evaluation in English language learning and teaching. To produce a good writing, the English language learners have to be able to know the rules of the language use. This research aims to diagnose the errors with subject verb agreement made by the students as well as to explore the factors contribute the errors.

Research Method

This research used a qualitative descriptive method as a research methodology. In this research, the researcher analyzed the data descriptively and present the results in the form of explanations in words supported by data presented in tabular form.

Suryana (2010) argues that descriptive research is focused on making systematic and accurate descriptions based on facts about certain objects.

In collecting data the researcher only used writing assignment descriptive text of the first semester students of the Early Childhood Education Study Program in 2022 consisted of 23 students, to analyze grammatical errors of subject-verb agreement.

After collecting the data on the students' writings, the researcher identified and classified the error on s-v agreement produced on the students' writing. The four types of errors were found on the students' writing.

Research Findings

Here, the researcher shows the frequency and percentage of subject-verb agreement errors made by students in writing descriptive text as follows:

Table 1. The frequency and percentage of Subject-verb agreement errors made by Students in Writing Descriptive Text

Types of Errors	Frequency	Percentage (%)
Omission	23	29
Addition	23	29
Mis-ordering	10	9
Misinformation	25	33

The table above shows the frequency and percentage of Subject-verb agreement errors made by Students in Writing Descriptive Text consisted of four types of errors namely Omission with 23 occurrences or 29%; Addition with 23 Occurrences or 29%; Mis-ordering with 10 occurrences or 9%; and Misinformation with 25 occurrences or 33%. The result shows that the most types of subject-verb agreement errors made by Students in Writing Descriptive Text was on Misinformation with 25 data occurred or 41%.

Discussion

1. Omission

Omission, this error is where some elements are omitted which should be present e.g. The queen here last night (verb is omitted in this sentence, linking verb (was) is needed to make the correct sentence, it should be the queen was here last night).

Based on the results here are the errors with 23 occurrences or 29% in verb agreement namely omission that made by students. Examples :

Incorrect Sentence:

1. *In English study, listening and writing difficult for me*
2. *My name Dita*
3. *On campus we have many activity*

Correct Sentence:

1. *In English Study, listening and writing are difficult for me*
2. *My name is Dita*
3. *On Campus we have many activities*

In these sentences, the researcher found that students have a lack of knowledge about applying linking verb (is, are) as well as plural or singular subject related with the verb.

2. Addition

This error is where some element is present which should not be there e.g. The princess was had pretty eyes (the auxiliary (was) is added even though the verb had been applied, it should be the princess had pretty eyes).

Based on the results here are the errors with 23 occurrences or 29% in verb agreement namely addition that made by students. Examples :

Incorrect Sentence:

1. *We are told to talk about the topic*
2. *We are study speaking*
3. *There is a courses too*

Correct Sentence

1. *We were told to talk about the topic*
2. *We study speaking*
3. *There is a course too*

3. Mis-ordering

This error is where some elements presented are correct but wrongly sequenced e.g. She yesterday came late to the party, (“yesterday” is not in exact position, the position should be in the last as adverb of time, and it should be she came late to the party yesterday).

Based on the results here are the errors with 10 occurrences or 9% in verb agreement namely mis-ordering that made by students. Examples:

Incorrect Sentence:

1. *So that students fluent speak English .*
2. *Because English language now be the world language .*

Correct Sentence:

1. *So that students speak English fluently*
2. *Because English is an international language nowadays.*

4. Misinformation

It is use of the wrong form of a structure e.g. She did not rich enough at that time (did not is grammatically incorrect, linking verb was not

is needed to make a correct sentence, it should be she was not rich enough at that time).

Based on the results here are the errors with 25 occurrences or 33% in verb agreement namely misinformation that made by students. Examples :

Incorrect Sentence:

1. *We also discussion*
2. *In the class, we have to focus learn English to able good and correctly speak English*

Correct Sentence:

1. *We also discuss*
2. *In the classroom, we have to focus to learn English to enable us to speak English correctly.*

Conclusion

Firstly, the students contributed each type of error in term of subject verb agreement in their writing, those were (1) Misformation (33%), (2) Addition (29%), (3) Omission (29%) and Misformation (9%). Secondly, this research revealed that the most frequent type of subject verb agreement errors contributed by the students on their writing was misformation with the occurrence 25 errors and the percentage 33%.

It was marked by the students used a wrong form in a sentence, the possible source of the error was communication strategies, where it was related to students' learning style or the students' way to get the message, it indicated that the students failed in interpreting the rule of the sentence form.

Reference

- Aninda Khairunisa 1 ; Nadrun 2 ; Rachmania 3. The Correlation Between Students' Grammar Mastery And Writing Skill Aninda, Vol 6, No, 1-11. 11
- Apsari, Y. (2018). Snowball Throwing In Teaching Grammar. *Lingual*, 10(1), 52-59.
- Argawati, N. O., & Suryani, L. (2017). Teaching Writing Using Think-Pair-Share Viewed From Students' level Of Risk-Taking. *English Review*, 6(1).
- Exdriko, Y., Tavriyanti, L., & Refnita, L. (2011). The Teaching Of Writing A Descriptive Text Using Clustering Technique For Bung Hatta University Students, 1-10.
- Haryudin, A., & Argawati, N. O. (2018). Lesson Study To Improve Student English Grammar Mastery Using Jigsaw Technique To The Third Semester Students Of Ikip Siliwangi. *Indonesian Efl Journal*, 4(1), 49-56.
- Keshayars. (2012). The effect of Semantic Mapping Strategy Instruction on Vocabulary. *Journal of Faculty of letter and humanities* 45 (198) 150-165.
- Khairunisa, A., Nadrun, & Rachmania. (2018). The Correlation Between Students' Grammar Mastery And Writing Skill.
- Kocaman, O., & Cansız, G. (2012). Teachers' Beliefs about Teaching English to Elementary School Children. *Procedia - Social and Behavioral Sciences*, 55(May), 799-808.
<https://doi.org/10.1016/j.sbspro.2012.09.566>
- Mundriyah, M., & Parmawati, A. (2016). Using Think-Pair-Share (Tps) To Improve Students' writing Creativity (A Classroom Action Research In The Second Semester Students Of Stkip Siliwangi Bandung). *P2m Stkip Siliwangi*, 3(2), 84-91.
- Nassaji, H. (2015). Qualitative And Descriptive Research: Data Type Versus Data Analysis. *Language Teaching Research*, 19(2), 129-132.
- Wati, A., & Nursyaebah. (2017). No Title. An Analysis Of Grammatical Errors In Student' Writing Recount Text, 102. Jawa Timur: English Education Department.