AN ERROR ANALYSIS OF USING AUXILIARY VERBS MADE BY THE SECOND YEAR STUDENTS OF ENGLISH DEPARTMENT OF BUNG HATTA UNIVERSITY

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Abstract

The purpose of this research was to describe the types of errors made by the second year students of English Department of Bung Hatta University in using auxiliary verbs. The design of this research was descriptive. The population of this research was the second year students of Bung Hata University. The number of population was 95 students: they were distributed into three classes; class A, class B and class C. The researcher used cluster random sampling technique to get the representative sample. The total number of sample was 35 students.The data of this research were the students' errors in using auxiliary verbs. The result of the data analysis showed that the students made errors in using auxiliary verbs. It was proved that 26.30% of students made errors in using do, 37.00% of students made errors in using Have and 36.70% of students made errors in using Be. Based on the result of data above, it can be said that most of students made errors in using Have and a few of them made errors in using Do.

Key words: Analysis, Auxiliary verbs, Students' error

Introduction

Language is one of the wonderful gifts that is given by God to humanity.We use language to express our mind and emotions, to learn, to communicate with others, and to fulfill our wants and needs.vocabulary, pronunciation,

There are many languages in the world. One of them is English which has become an international language.However, it is not easy to learn English but all of people are possible to learn more than one language. English has components such as grammar,

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etc.According to Thornbury (1999:7), grammar is a description of the rules that govern how a sentence of language is formed and it is one of the important components in English. Grammar is the most difficult in English because grammar has complex patterns. When we speak or write in English language, we should focus on grammatical rules of the language. In grammar we study about verb. The verb is the most complex parts of speech because it can be divided into many kinds. Auxiliary verb is one kind of the verbs that is interesting to be learnt by students. Auxiliary verb is called helping verbs because they always appear together with a main verb and seem to refine its meaning.Many people associate grammar with errors and correctness. Making errors in speaking and writing is a part of the process of learning English. Many kinds of errors arise when the learners speak or write something because they do not master the English grammar well. According to Spillner (1991:1), errors produced in the process of foreign language acquisition are thought to be caused by more or less unconscious transfer of mother tongue structures to the system of the target language. From this statement, it is natural that many students of Bung Hatta usually make errors in learning the English language because it is partof the process that they are facing. The purpose of this research was to describe the errors made by the second year studentsof Bung Hatta University in using auxiliary verb. the purposes of this research were formulated as follows:

1. To analyze the errorsthat are made bythe second year students at English Department of Bung Hatta University in using primary auxiliary verb, especially: "Do".
2. To analyze the errorsthat are made bythe second year students at English Department of Bung Hatta University in using primary auxiliary verb,especially: "Have".
3. To analyze the errorsthat are made bythe second year students at English Department of Bung Hatta University in using primary auxiliary verb,especially: "Be".

This research has some significances for English teacher and students. First, for English teachers, this research will give contribution and alternative consideration to achieve the best improvement in teaching grammar. Second, for the students, they will know the errors that are made in using auxiliary verb and they can correct their

instrument that the researcher used to collect

errors with do more exercises.

Research Method

This research was designed in descriptive method.Gay (1987:189) states that the descriptive research is useful for investigating many kinds of educational problem.The population of this research was the second year students of English Department of Bung Hatta University in academic year of 2012/2013. The population was 95 students and they were distributed into three classes; A, B, and C. The researcher chose them as the subject of the research because they had studied Structure I and II, and importantly they had studied about auxiliary verbs. The researcher used the cluster random sampling technique. Gay (1987:110) states that the cluster random sampling is sampling in which groups are randomly selected. The researcher used cluster random sampling technique because the students had the same teaching materials and learning process, so the researcher chose just one class. In selecting the sample, the researcher wrote codes of class (A, B, and C) on pieces of paper. The pieces of paper were put into a box and then, the researcher closed her eyes, and took one of those three papers while closing her eyes. The selected paper represented the sample. Then, the researcher got paper B, it means that she chose class B consist of 35 students as her sample. The

data was grammar test in the form of completion items. The test consisted of 25 sentences which relate to auxiliary verbs.

The researcher gave 50 minutes for students because the researcher thought that time was enough for students to do the test. Before giving the real test, the researcher gave try out test to the students out of the sample because the test was non standard test. Non standard test is test made by the researcher. The purposes of the try out test were to make sure that the students understand about instruction of the test, and the researcher know whether the time allocation to do the test was enough or not, and to know whether the test was good or not (valid and reliable). To find out the reliability of grammar test, the researcher used split half method by using Pearson Product moment formula. In gathering the data, the researcher used the following procedures.

a) The researcher gave the test to the sample of the research.
b) The researcher collected the test.
c) The researcher analyzed the errors made by the student
d) The researcher classified the errors produced, whether it was the error of *do* (do, does, did) *have* (have, has, had), and *be* (is,

most students made errors in using have, and

am, are, was, were, been)

e).The researcher calculated the result of the error made by the students.

To analyze the data, the researcher used the procedures as follow:

- The researcher calculated the total number of each type of errors
- The researcher calculatedthe percentage of each type of errors that was made by students by using formula:

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

Where:

P= Percentage of the students error

F= Total students errors in each type of errors

N= Total number of students errors

Findings and Discussions

The purpose of this research was to know whether the second year students made errors in using auxiliary verb *do*, *have* and *be*. Based on the result of the data analysis, the researcher found the errors made by the second year students in using auxiliary verb *do*, *have* and *be*. The researcher found from 308 total errors, the researcher found 81 errors in using *do* (do, does, did), 114 errors in using *have* (have, has, had), and 113 errors in using *be* (is, am, are, was, were, been) that were made by the students. It means that the fewest students made errors in using do. The researcher also calculated the percentage of errors into three groups. It can be concluded that the highest percentage of errors is the errors in using have (37.00%) and the lowest one is the percentage of errors in using do (26.30%).

The Errors Made by the Students in Using Auxiliary Verb *Do*

Based on the result of the data analysis, the researcher found the errors made by the second year students in using auxiliary verb *do*. The result were classified according to their kinds of error: errors in using *do*, errors in using *does* and errors in using *did*. The researcher found from 81 total errors, the researcher found 22 errors in using *do*, 48 errors in using *does* and 11 errors in using *did* that were made by the students. It means that the most students made errors in using *does*, and the fewest students made errors in using *did*.

The Errors Made by the Students in Using Auxiliary Verb *Have*

Based on the result of the data analysis, the researcher found the errors made by the second year students in using auxiliary verb *have*. The result were classified according to their kinds of error: errors in using *have*, errors in using *has* and errors in using *had*. The researcher found from 114 total errors, the researcher found 39 errors in**Conclusions and Suggestions**

using *have*, 34 errors in using *has* and 41 errors in using *had* that were made by the students. It means that the most students made errors in using *had*, and the fewest students made errors in using *has*.

The Errors Made by the Students in Using Auxiliary Verb *Be*

Based on the result of the data analysis, the researcher found the errors made by the second year students in using auxiliary verb*be*. The result were classified according to their kinds of error: errors in using *am*, errors in using *is,* errors in using *are*, errors in using *was*, errors in using *were*and errors in using *been*. The researcher found from 113 total errors, the researcher found 4 errors in using *am*, 9 errors in using *is,* 2 errors in using *are*, 45 errors in using *was*, 35 errors in using *were*and 18 errors in using *been* that were made by the students. It means that the most students made errors in using *was*, and the fewest students made errors in using *are*. Based on the result of the research, the researcher found out the types of errors made by the second year students of Bung Hata University in using auxiliary verb. There were three types of errors made by the students; they were errors of using *do* (do, does and did) *have* (have, has and had) and *be* (is, am, are, was, were and been).

After having discussion in the previous part, the researcher found the students' errors in using auxiliary verbs. Based on the data analysis, it can be concluded that:

1. In general, the students made errors in using auxiliary verbs. The errors made by the students are divided into three sub-categories:those are the errors in using *do*, the errors in using *have*, and the errors in using *be*.

   a) The students made errors in using auxiliary verb *do.* From the 81 (26.30%) total errors, there were 22 errors of *do*, 48 errors of*does*and 11 errors of *did.*

   b) The students made errors in using auxiliary verb *have.* From the 114 (37.00%) total errors, there were 39 errors of *have*, 34 errors of*has*and 41errors of *had.*

   c) The students made errors in using auxiliary verb *be.* From the 113 (36.70%) total errors, there were 4 errors of *am*, 9 errors of*is,* 2 errors of *are*, 45 errors of was, 35 errors of were and 18 errors of *been*

2. From the above result of analysis, it can be concludedthat the highest percentage of errors was the error in

the percentage of errors in using *do*(26.30%).

Suggestions

After the researcher discussed the result and conclusion of the research, some suggestions are recommended:

1. For English lecturer
    - The English lecturer have to pay more attention to students' errors and make students know what their error.
    - The English lecturer have to give more exercises to the students about auxiliary verbs.
    - It is suggested to English lecturer to find out the best way in teaching auxiliary verbs.
2. For the students
    - The students should pay more attention to their errors and have to do more exercises in using auxiliary verbs.

using *have* (37.00%) and the lowest one was

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