



**GRAMMATICAL ERRORS  
RELATED TO THE USE OF VERBS  
IN ENGLISH DEPARTMENT STUDENTS'  
WRITING**

**A THESIS  
In Partial Fulfillment of the Requirements for  
the Sarjana Degree Majoring Linguistics in English Department  
Faculty of Humanities Diponegoro University**

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## **PRONOUNCEMENT**

I honestly confirm that this thesis entitled *Grammatical Analysis in the Use of Verbs in English Departments' Writing* is written by myself. I do not take any results from other researchers in S-1, S-2, S-3 and in diploma degree of any university. I also determine that I do not cite any material from other publications or someone's paper except from the references mentioned.

Semarang, April, 2<sup>nd</sup> 2018

Rahmania Yulichandra

## MOTTO AND DEDICATION

*“Knowledge does not consist in narrating much. Knowledge is but a light which Allah places in the heart.”*

- *Imam Malik bin Anas.*

*This thesis is dedicated to  
My beloved parents, siblings, lectures, education world, and  
to everyone who helped me accomplished this thesis.*

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**APPROVAL**

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IN ENGLISH DEPARTMENT STUDENTS' WRITING**

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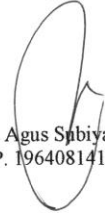
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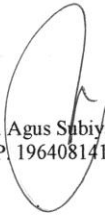
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I realize that this thesis is still far from perfect. I, therefore will be glad to receive any constructive criticism and recommendations to make this thesis better.

Finally, I expect that this thesis will be useful to the readers.

Semarang, April, 2<sup>nd</sup> 2018

Rahmania Yulichandra

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## ABSTRACT

The seventh-semester students of English Department still produce many grammatical errors in their writings. The most common errors that are produced by the students are the errors related to the use of verbs. There are various forms of errors related to the use of verbs made by the students. Those errors are subject-verb agreements, incorrect complement inflection, tense and aspect, lack of main verbs, active-passive forms, and double main verbs. This fact makes me interested in conducting the study in investigating those errors. This study aims to analyze the types of error related to the use of verbs in English Department students' essay writing and to investigate the factors causing the grammatical errors related to the use of verbs in English Department students' writing. In collecting the data, I use a non-participant observation guide because I do not involve myself in producing the data. I asked thirty seventh-semester students of English Department chosen by stratified purposive sampling method to write an essay consisting of three paragraphs with the same topic, which is an introduction of himself/herself. In analyzing the data, I use the distributional method, in which its determiner is an element of the language itself that is the verb, and in this method, I use *teknik ganti* (substitution technique) to change the incorrect form of verbs making the sentence ungrammatical to be the correct form of verbs that makes the sentence grammatical. I also use corpus tool to help me in explaining the factors causing the errors related to the use of verbs by showing how often the errors occur. The results of this study show that there are fifty verb-related errors. These errors are categorized into six types: subject-verb agreements (34% errors), incorrect complement inflection (24% errors), tense and aspect (18% errors), lack of main verbs (12% errors), active-passive forms (10% errors), and double main verbs (2% errors). These verb-related errors are caused by carelessness (90% errors) and first language interference (10% errors).

**Keywords:** grammatical errors, the use of verbs, factors causing errors

## ABSTRAK

Mahasiswa semester tujuh Sastra Inggris, Universitas Diponegoro masih memproduksi banyak kesalahan gramatikal pada esai yang mereka tulis. Kesalahan yang paling sering terjadi adalah kesalahan gramatikal yang berkaitan dengan penggunaan verba. Terdapat berbagai macam bentuk kesalahan ini yaitu *subject-verb agreements*, *incorrect complement inflection*, *tense and aspect*, *lack of main verbs*, *active-passive forms*, dan *double main verbs*. Hal ini membuat saya tertarik untuk melakukan penelitian mengenai kesalahan gramatikal yang berkaitan dengan penggunaan verba. Tujuan dari penelitian ini adalah untuk menganalisis jenis-jenis kesalahan gramatikal yang berkaitan dengan penggunaan verba dan faktor-faktor yang mempengaruhi kesalahan tersebut pada esai yang ditulis oleh mahasiswa Sastra Inggris semester tujuh. Dalam mengumpulkan data, saya menggunakan metode observasi nonpartisipan karena saya tidak melibatkan diri dalam menghasilkan data tersebut. Saya meminta tiga puluh mahasiswa Sastra Inggris semester tujuh yang dipilih menggunakan *stratified purposive sampling method* untuk menulis esai yang terdiri dari tiga paragraf dengan tema yang sama yaitu pengenalan diri. Dalam menganalisis data, saya menggunakan metode agih karena alat penentu dari penelitian ini adalah bagian dari bahasa itu sendiri, yaitu verba, dan pada metode ini, saya menggunakan teknik ganti untuk mengubah bentuk verba yang salah yang mengakibatkan kalimat menjadi tidak gramatikal menjadi bentuk verba yang benar sehingga kalimat tersebut menjadi gramatikal. Saya juga menggunakan alat bantu *corpus* untuk membantu menganalisis faktor-faktor yang menyebabkan kesalahan tersebut dengan menunjukkan frekuensi terjadinya kesalahan. Hasil dari penelitian ini menunjukkan bahwa terdapat lima puluh kesalahan yang berkaitan dengan verba. Kesalahan tersebut dibagi dalam enam jenis yaitu *subject-verb agreements* (34% kesalahan), *incorrect complement inflection* (24% kesalahan), *tense and aspect* (18% kesalahan), *lack of main verbs* (12% kesalahan), *active-passive forms* (10% kesalahan) dan *double main verbs* (2% kesalahan). Dari lima puluh kesalahan tersebut, sembilan puluh persen kesalahan disebabkan oleh *carelessness*, dan sepuluh persen kesalahan disebabkan oleh *first language interference*.

**Kata kunci:** kesalahan gramatikal, penggunaan verba, faktor kesalahan

# CHAPTER 1

## INTRODUCTION

### 1.1. Background of the Study

Grammatical Errors are common in the process of learning English for non-native English speakers. The errors appear mainly when the learners try to produce English writing. The forms of grammatical errors produced by the learners vary such as subject-verb agreement, singular/plural, tenses and aspects, etc. Frequently, this happens because the language has different structures than their mother language, in which this causes their mother tongue interfere English as their second language.

This also happens to students of English Department, Diponegoro University, who are also non-native English speakers, especially the seventh-semester students. They make errors even though they are expected to excel in English grammar because they have been taught the grammar subject for five semesters. Moreover, they also increase their grammatical ability by practicing it in writing class. However, in fact, they still produce many errors in their writing.

One of the most common errors produced by the seventh-semester students of English Department is the errors related to the use of verbs. The verbs, which are as the central parts of syntactic constructions, often become the subject of their grammatical errors. There are many various forms of errors related to the

verb made by the students, which are subject-verb agreements, incorrect complement inflection, tense and aspect, lack of main verbs, active-passive forms, and double main verbs.

Those various forms of the verb-related errors make me interested in conducting the research in analyzing the errors in writing produced by the seventh-semester students of English Department, Diponegoro University. Moreover, I also explain the factors causing these errors.

## **1.2. Research Questions**

Based on the background above, there are two problems to discuss.

1. What types of error related to the use of verbs are found in English Department students' essay writing?
2. What are the factors causing the verb-related errors in English Department students' writing?

## **1.3. Purposes of the Study**

In conducting the research, I have two purposes of the study.

1. To analyze the types of error related to the use of verbs in English Department students' essay writing.
2. To investigate the factors causing the grammatical errors related to the use of verbs in English Department students' writing.

#### 1.4. Previous Studies

To show the novelty of this study entitled *Grammatical Errors Related to the Use of Verbs in English Department Students' Writing*, I provided a thesis, and five journals discussing grammatical errors.

In his journal entitled *An Analysis of the Written Grammatical Errors Produced by Freshman Students*, Hamzah (2012) analyzed twenty English texts written by Indonesian students studying Writing I, *Bahasa dan Sastra Inggris, Fakultas Bahasa dan Seni, Universitas Negeri Padang*. In his study, Hamzah found the errors categorized into fifteen groups ranging from severe errors to mild errors. The groups for severe errors were word choice, verb group, article, preposition, plurality, and spelling. The other groups were subject-verb agreement, pronoun agreement, and dropping, relative clause, possessive, copula omission, and mechanic. He also gave suggestions to the English teacher to raise students' awareness on these errors and offer sufficient remedies to avoid students from internalizing errors.

Another study on grammatical errors was conducted by Amelia (2013) in her thesis entitled *Grammatical Errors on Academic Writing Essays*. She analyzed grammatical errors on Academic Writing essays made by students of English Department, Diponegoro University, and the factors causing the errors. This study found 238 grammatical errors. The most dominant error is the use of verbs, and the least frequent type of error is the use of adverbs. The factors causing the errors are first language inference, translation, and carelessness.

Andrew Yau Hau Tse (2014) with his journal entitled *A Case Study of Grammatical Errors Made by Malaysian Students* also conducted the research in grammatical errors. He collected sixty samples of paragraph written by first year university students of Department of Languages and Linguistics from a private university in Malaysia. In his findings, there were 797 errors. The errors were singular/plural, articles, prepositions, adjective' noun, subject-verb agreement, and tenses. He also recommended various ways to help the learners avoid making errors: process writing, and peer correction.

Ibrahim Abushihab (2014) also investigated grammatical errors in writing made by twenty second-year students at the Department of English Language learning English as a foreign language in Gazi University of Turkey. This study was written in his journal entitled *An Analysis of Grammatical Errors in Writing Made by Turkish Learners of English as a Foreign Language*. The results showed that there were 179 grammatical errors of which 27 errors were in tenses, 50 errors in the use of prepositions, 52 errors in the use of articles, 17 errors in the use of passive and active voice, and 33 were morphological errors.

Unlike the studies above, Mohammed Subakir Mohammad and Hussein Fahim Abdalhussein (2015) in their research entitled *Grammatical Error Analysis of Iraqi Postgraduate Students' Academic Writing: The Case of Iraqi Students in UKM* conducted the study on Iraqi postgraduate students as their object. They found that mostly the students produced the errors in tenses, prepositions, articles, active and passive voice, verbs, and morphological errors. The causes of the errors

were the effect of the grammatical and linguistic system of participants' mother language on their written production of the target language.

The last journal is entitled *An Analysis of Common Grammatical Errors Made by Saudi University Students in Writing* written by Muhammed Adam, A. Uthman, and Abdalla Yasin Abdalla (2015). They investigated the causes of grammatical errors. The results showed the low ability of the students in understanding and using syntactical rules and the negative transfer from their mother tongue language.

The differences between this study and the previous studies are on the object of the study, the aspect that would be analyzed, and the theory used to explain the errors. This study analyzed the essay writing by the seventh-semester English Department students as the object of the study. Moreover, I only focused on analyzing the errors related to the use of verbs. In addition, I used the error and error analysis, X-bar theory, and typology of verb categories to explain the errors.

#### **1.4.Scope of the Study**

This study focuses on analyzing the errors related to the use of verbs as the central parts of syntactic constructions, so the theories that are used are the error and error analysis, X-bar theory, and typology of verb categories. In addition, this study investigates the seventh-semester English Department students in Diponegoro University consisting of 102 students. However, I only selected 35 students randomly.



### **1.5. Significance of the Study**

This significance of this study can be distinguished into two parts, which are theoretical and practical benefits. Theoretically, this study can give contribution to those investigating students' competence in using grammar, especially in using the verbs. Practically, this study will contribute to grammar teaching in English Department in Diponegoro University, and it can be a reference to other studies.

### **1.6. Writing Organization**

To make this writing well-organized and meet the qualification standard as well as to make the reader easy to read, I divided this writing into five chapters that can be described below.

#### **CHAPTER 1            INTRODUCTION**

Chapter 1, Introduction, presents background of the study, research questions, purposes of the study, previous studies, scope of the study, significance of the study, and writing organization.

#### **CHAPTER 2            THEORETICAL FRAMEWORK**

Chapter 2, Theoretical Framework, reviews theories used to analyze the data, which are error and error analysis, X-bar theory, and typology of verb categories.

**CHAPTER 3 RESEARCH METHODS**

Chapter 3, Research Methods, explains type of the study, data, population, sample, and sampling technique, method of collecting data, and method of analyzing data.

**CHAPTER 4 FINDINGS AND DISCUSSION**

Chapter 4, Findings and Discussion, presents the findings and discussion on the errors related to the use of verbs by the seventh-semester students of English Department, Diponegoro University, and the factors that cause the errors.

**CHAPTER 5 CONCLUSION**

Chapter 5, Conclusion, explains the conclusion of this study and the suggestions for the English Department lecturers and the students.

## **CHAPTER 2**

### **THEORETICAL FRAMEWORK**

In this study, I use three theoretical approaches, which are (1) Error and error analysis used to discuss the factors causing the errors, (2) X-bar theory used to analyze the errors related to the deletion of auxiliary verb *be* and main verbs, and (3) Typology of verb categories used to examine the errors related to subject-verb agreements, verb's complements, and tense and aspect.

#### **2.1. Error and Error Analysis.**

Brown (2002: 219) states that error is when the learner makes mistakes intensively and cannot correct them by himself/herself. Corder (1975: 258-259) also mentions that the errors are "breaches of the code". The errors also reflect the competence of the learner in mastering the language. The errors can be observed, analyzed, and classified to uncover something of the system operating within the learner, and the study of learner errors is called error analysis (Brown, 2002: 220).

##### **2.2.1. Factors Causing the Errors**

According to Norrish (1983: 21-26), the causes of errors are divided into three, which are carelessness, first language interference, and translation.

### **2.2.1.1. Carelessness**

The first factor causing the errors is carelessness. The carelessness happens when the learner is lack of motivation in producing the second or foreign language (Norrish, 1983: 21). According to Amelia (2013: 47), the carelessness is indicated when the number of error sentences is less than the number of correct sentences which have a similar pattern to the error sentences.

### **2.2.1.2. First language interference**

The second factor is first language interference that occurs when the learner tries to learn new habits, the old habits (the mother tongue) will interfere the new ones. This combination will result in an uncommon pattern of the foreign language when the students try to use their new language. Moreover, if the learner's grammar is not yet ready, the learner indeed cannot repeat what is said to him (Norrish, 1983: 22).

### **2.2.1.3. Translation**

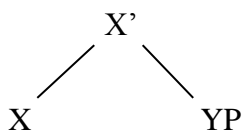
The third factor that causes the errors is the translation. The translation happens when the learner translates his/her first language sentence or idiomatic expression into the target language word by word. The error that is caused by the translation is because of the dissimilarity of the morphosyntactic system of the foreign language from the learners' mother tongue (Norrish, 1983: 26).

## 2.2. X-bar Theory

Newson (2006: 100-101) says that X-bar theory is a theory of basic arrangement containing three rules. These rules are commonly appropriate to all structures and substructures, no matter what their class: they are class neutral. The categorial status of a specific arrangement depends on the lexical constituents it contains, in particular one lexical act as the head of each phrase and this determines the class of the phrase by projecting its own categorial properties, created in the lexicon, to the X'node above it and eventually to the XP. The three X-bar rules introduce three constituents besides the head. They are:

### 2.2.1. Complements

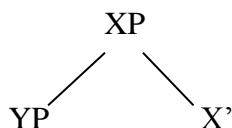
“The complement is introduced as the sister of the head. It always follows the head and is restricted by the head’s subcategorization requirements. Thus, if a head selects for a PP complement, the complement must be a PP.” (Newson, 2006: 101). According to Miller (2002: 4), the complement is also called as the obligatory modifier, which means that the complement is necessary to modify the verb (or noun, etc.). The structure that it explains is given below.



In this structure, there are two elements of the X' (X bar). They are called the head of the phrase, and the complement YP. The pattern of the X' is always: the head is on the left and the complement is on the right (Newson, 2006: 87-88).

### 2.2.2. Specifier

Newson (2006: 101) states that “the specifier is introduced as the sister to X' and daughter of XP.” The pattern it describes is as below:



There are two immediate elements of the phrase. The specifier, a phrase of any category, precedes the X', the element just discussed comprising the head and the complement (Newson, 2006: 88). Moreover, the specifiers are more generally restricted than complements as they tend to be a uniform class for different heads and merely have to be well-matched with the meaning of the head (Newson, 2006: 96).

### 2.2.3. Adjunct

The last element of the phrase is the adjunct. Newson (2006: 101) explains that the adjunct can be presented at any X-bar level: X, X' and XP. This element develops what it is adjoined to into another constituent of the same type. Therefore the process is recursive and in principle many adjuncts can be added to an arrangement. The adjunct is also called as the optional modifier meaning that the adjunct may or may not be put to modify the word (Miller, 2002: 4).

### **2.3. Typology of Verb Categories**

The verb is categorized as the thematic categories, which have a lexical meaning.

The verb has the categorial structure [-F, -N, +V]. It means that the verb is one of the thematic categories [-F], it does not exist as nouns [-N], and it stands for the verb [+V] (Newson, 2006: 12).

#### **2.3.1. Verb Forms**

Huddleston and Pullum (2005: 29) describe the verb has a number different inflectional forms required or permitted in various grammatical context. It means that the verb inflects for tense in that different forms represent tense distinctions (Newson, 2006: 18). Based on the book entitled *Basic English Syntax* written by Newson (2006: 18-21), there are five forms of the verbs. They are explained as follows.

##### **2.3.1.1. Base Form of the Verb**

The base form of the verb is the starting-point for the rules of morphology explaining how the various inflectional forms are inflected (Huddleston and Pullum, 2005: 31). Newson (2006: 21) also explains that the base form of the verb is uninflected. The base form of the verb also can be used after the first person, second person, and plural subjects in the present tense. Moreover, this base form of the verb can indicate the habitual aspect, “which views a situation as repeated on different occasions.” (Brinton, 2000:115) The examples of the base form of the verb are *see, say, stop, strew, etc.*

### 2.3.1.2. Past Form of the Verb

Huddleston and Pullum (2005: 30) states that the past form of the verb inflects for the past tense. It is presented by the lexical verb plus the past tense morpheme – *ed*. In the past forms, there are irregular forms of the verbs. In addition, the past form of the verb can show the habitual aspect (Brinton, 2000: 115). The instances of the word are *saw, said, stopped, strewed*, etc. (Newson, 2006: 18 and 21).

### 2.3.1.3. Third Person Singular Form of the Verb

Almost like the base form of the verb, the third person singular form of the verb also denotes the present tense, but the used subject should be the third person and singular like *she, he, and it* (Newson, 2006: 19). The third person singular form of the verb is formed from the base form of the verb by adding –*s* (Huddleston and Pullum, 2005: 31). The examples of the third person singular form of the verb are *sees, says, stops, strews*, etc. (Newson, 2006: 21).

This is also related to the subject-verb agreement, in which the verb agrees with the subject in terms of number and person. However, in the verb to *be*, there are three present forms: *am* is for the first person singular subject, *is* is for the third person singular subject, and *are* is for the rest subject (*you, we, and they*), and two past forms: *was* is for first and third person singular, and *were* is for the rest (Newson, 2006: 19 and Huddleston and Pullum, 2005: 31).

### 2.3.1.4. Perfective or Passive Form of the Verb

Newson (2006: 20-21) and Huddleson and Pullum (2005: 33) mention that the perfective form of the verb is used to explain the perfective aspect denoting that



an event has finished. The perfective form of the verb also has the irregularity with this inflectional form. The verbs also have the passive form that is always identical to the perfective. The examples of the perfective and passive form of the verb are *seen, said, stopped, screwed*, etc.

### 2.3.1.5. Progressive Form of the Verb.

The progressive form of the verb is used to describe the progressive aspect indicating an event is still going on. The form of progressive is more regular that is formed by inflecting *-ing* to the stem. The instances of the progressive form of the verb are *seeing, saying, stopping, screwing*, etc. (Newson, 2006: 20-21).

### 2.3.2. Subcategorization of Verbs

Newson (2006: 21-22) states that the verb has the subcategorization, which has a role in determining verb distribution patterns. The verb is always followed by the arguments that are called the verb's complements. The verb and its complement have a special relationship, so different verbs are followed by different complements. See the examples below.

<i>await</i>	<b>category</b>	: [-F, -N, +V]
	<b>θ-grid</b>	: <agent, goal>
	<b>subcat</b>	: [nominal]
<i>wait</i>	<b>category</b>	: [-F, -N, +V]
	<b>θ-grid</b>	: <agent, goal>
	<b>subcat</b>	: [prepositional]

The verb *await* has to be followed by a nominal complement (i.e. one expressed with a noun: his *trial*) whereas the verb *wait* has to be followed by a prepositional complement (expressed with a preposition: *for* his trial).

### **2.3.3. Functional Verbs.**

The functional verbs are called inflections. The inflection has the feature bundle [+F, -N, +V]. It means that the inflection has the functional categories [+F], cannot stand for nouns [-N], and can be the functional verbs [+V] (Newson, 2006: 37).

Based on the inflection, there are two types of clause that are finite clauses and non-finite clauses.

#### **2.3.3.1. Finite clauses**

The finite clauses are the sentences with verbs inflected for tense (the finite verb). In finite clauses, the nominal element that is in front of the verb, if it is expressed as a pronoun, has a certain form. The finite clauses also must have nominative elements in the relevant position. For the complementizer, the finite clauses have *that* complementizer. In sum, the finite clauses can stand as the main sentence, in which other inserted sentences can appear (Newson, 2006: 37-38 and Huddleston and Pullum, 2005: 36).

### 2.3.3.2. Non-finite Clauses

Unlike the finite clauses, the non-finite clauses do not have the verb inflected for tense. The non-finite clauses have another form for the nominal element in front of the verb. Moreover, the non-finite clauses use the accusative element. In addition, the non-finite clauses have *for* complementizer. Finally, the non-finite clauses are always an embedded clause (Newson, 2006: 37-38 and Huddleston and Pullum, 2005: 36).

See the table below.

	Finite Clauses	Non-finite Clauses
The nominal element in front of the verb	<i>I think [that <b>he</b> saw me]</i>	<i>I was anxious [for <b>him</b> to see me]</i>
Complementizer	<i>I think [<b>that</b> he saw me]</i>	<i>I was anxious [<b>for</b> him to see me]</i>
Main Clause	<i>he saw me</i>	<i>*Him to see me</i>

Moreover, based on the complementary distribution, the inflections are divided into three categories. They are modal auxiliaries, finite inflections, and the non-finite *to*.

### 2.3.3.1. Modal Auxiliaries

Newson (2006: 37-38) states that modal auxiliaries only can appear in a finite clause. However, if the modal does appear in the clause, the verb does not appear in its finite form. It means that the modal must be followed by the base form of the verb. This is because the modal has the verbal subcategorization, in which all the verbal is in the base form of the verb.

<i>will</i>	<b>category</b>	: [+F, -N, +V]
	<b>Subcat</b>	: [verbal]
<i>can</i>	<b>category</b>	: [+F, -N, +V]
	<b>subcat</b>	: [verbal]

### 2.3.3.2. Finite Inflections

Newson (2006: 38) mentions that the finite inflection discussed here is the inflectional morphology that is too regular to be a lexical process, applying to whole categories. This seems to be hallmark of a syntactic process not a lexical one. For the verb, the verbal morphemes expressing the tense and agreement are independent words inserted into a sentence in their own position and undergo a subsequent syntactic process which combines them with the verb that they are attached to.

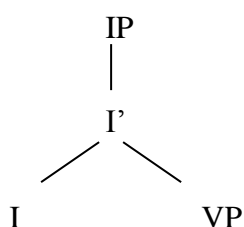
*-ed*    **category**    : [+F, -N, +V]  
           **subcat**        : [verbal]

### 2.3.3.3. The non-finite *to*

Newson (2006: 37) says that the non-finite *to* occurs in the non-finite clause. The non-finite *to* has the verbal subcategorization meaning so that the non-finite *to* must be followed by the base form of the verb.

*to*        **category**        : [+F, -N, +V]  
           **subcat**        : [verbal]

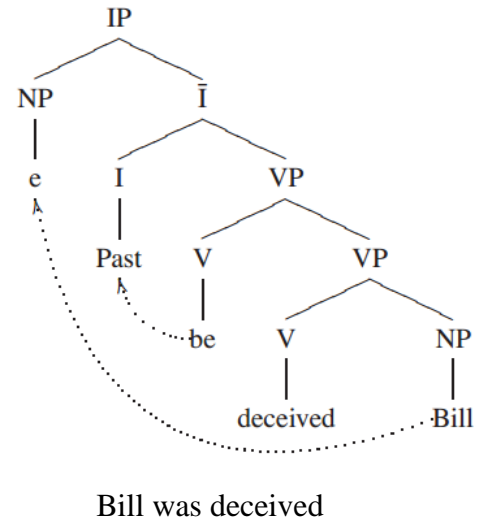
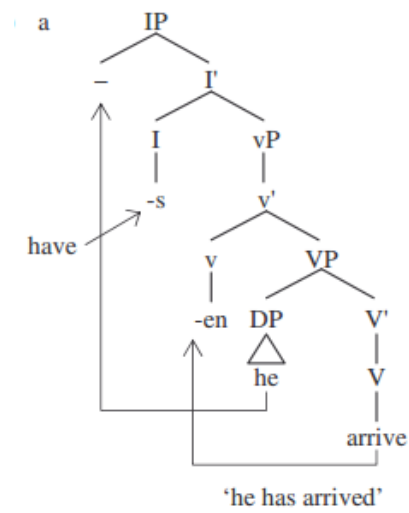
According to Newson (2006: 213-214), from an X-bar point of view, the inflections are to be treated as the heads as only a head takes a complement. Furthermore, there is a phrase that the inflection heads an Inflectional Phrase (IP).



Inflections are always followed by the Verb Phrase, and also preceded by the subject in its surface position. Specifically, the IP has a subject position, an inflection and a Verb Phrase predicate: the three obligatory elements of the clause. Furthermore, the IP is the clause.

In the syntax of inflection, there is a phenomenon involving the process of auxiliary insertion. The auxiliary is inserted directly into the inflectional position

when the verb is unable to support a bound morpheme. (Nelson, 2006: 220-221 and Chomsky, 1982 in Kim and Sells, 2008: 181) Concern these examples below.



## **CHAPTER 3**

### **RESEARCH METHODS**

This chapter covers the explanation about: (1) Type of the study, (2) Data, population, sample, and sampling technique, (3) Method of collecting data, and (4) Method of analyzing data.

#### **3.1. Type of the Study**

This study is descriptive in nature because I describe the type of errors related to the use of verbs and the factors causing the errors. Moreover, this study also combines two approaches. They are quantitative approach and qualitative approach. The quantitative approach used in this research presents the frequency of the errors, while the qualitative approach is used to describe the errors.

#### **3.2. Data, Population, Sample, and Sampling Technique**

The data are sentences containing errors related to the use of verbs produced by seventh-semester students of English Department in Diponegoro University in their writing. In addition, the population of the seventh-semester students of English Department is one hundred and two students. However, I only chose thirty students by using stratified purposive sampling method.

### **3.3. Method of Collecting Data**

In collecting the data, I used a non-participant observation guide because I did not involve myself in producing the data (Emzir, 2010: 40).

I asked thirty seventh-semester students of English Department in Diponegoro University chosen randomly to write an essay on the same topic, which is an introduction of himself/herself. I also decided that there are three paragraphs that should be written. Each paragraph has a different main idea. The main idea of the first paragraph is an introduction of himself/herself, the main idea of the second paragraph is the description of his/her hobbies, and the main idea of the last paragraph contains the explanation about the benefits of the hobbies he/she has. This direction is aimed to ease the participants in writing the essays. The duration of writing was also limited to only thirty minutes.

### **3.4. Method of Analyzing Data**

In analyzing the data, I use the distributional method, in which its determiner is an element of the language itself (Sudaryanto, 2015: 37). The part of the language itself is the verb. In this method, I use a technique called *teknik ganti* or substitution technique because I change the incorrect form of the verbs that makes the sentence incorrect to be the correct form of the verbs that makes the sentence grammatical (Sudaryanto, 2015: 59). I also use corpus tool to help me explain the factors causing the errors related to the use of verbs by showing how



often the errors occur. In addition, I have several steps in analyzing the data. They are:

#### **3.4.1 Reading Essays and Indicating the Errors**

The first step is reading the essays. After I finished reading the essays, I indicated all errors related to the use of verbs.

#### **3.4.2 Classifying the Errors**

The next step is classifying the errors. I classified the errors related to the use of verbs into six types. They are subject-verb agreements, incorrect complement inflection, tense and aspect, lack of main verbs, active-passive forms, and double main verbs.

#### **3.4.3 Counting the Errors**

After the errors were classified into six types, the errors were counted to show the frequency of each error. The frequency is also presented in the form of percentage.

#### **3.4.4 Discussing the Errors**

I also discuss each error related to the use of verbs by showing the error sentences, discussing the errors, and presenting the correct sentences.

#### **3.4.5 Explaining the Factors Causing the Errors**

The last step is explaining the factors causing the errors. The factor of the errors is identified to know whether they are caused by carelessness, or by first language

interference. In explaining the errors, I also use the corpus tool to help me to describe how often the errors occur.

## CHAPTER 4

### FINDINGS AND DISCUSSION

#### 4.1. Types and Frequency of Errors Related to the Use of Verbs

Thirty writings written by seventh-semester students of English Department with the same topic have been analyzed. From the analysis, there are fifty (50) errors related to the use of verbs in students' writings. The errors are subject-verb agreements, incorrect complement inflection, tense and aspect, lack of main verbs, active-passive forms, and double main verbs. The frequency of each verb-related error is presented in the table below.

No.	Types of Verb-related Errors	Frequency	Percentage
1.	Subject-Verb Agreements	17	34%
2.	Incorrect Complement Inflection	12	24%
3.	Tense and Aspect	9	18%
4.	Lack of Main Verbs	6	12%
5.	Active-Passive Forms	5	10%
6.	Double Main Verbs	1	2%
Total		50	100%

Table 1. Frequency of Verb-related Errors

Moreover, each type of verb-related errors produced by seventh-semester students of English Department is discussed below.

#### **4.1.1. Subject-Verb Agreements**

There are thirty four percents (34%) errors found in the writings related to subject-verb agreement. The subject-verb agreement errors mean that the subject used in the sentence does not agree with the verb, or the verb does not agree with the subject in terms of number and person. The errors in the subject-verb agreements happen when the third person and singular subject is followed by the base form of the verb, the first person is followed by the third person singular form of the verb, and the plural subject is followed by the singular auxiliary verb *be*. The subjects can be the forms of pronominal, gerund, and full nominal.

In English, the use of verbs in the sentence has different forms based on the subject. The subjects can be the first person, second person, third person and singular, or plural especially when the verbs are used to explain the present event called a present tense. In the present tense, for the first and second person such as *I* and *you*, and plural subject such as *we* and *they*, the verb used in the sentence is the base form of the verb. This is different from the third person and singular as the subject in the sentence. If the subject is the third person and singular such as *she*, *he*, and *it*, the verb has to be attached by the complement inflection *-s* or *-es*.

Here are the examples of the errors in the subject-verb agreements.

- (1) *Listening to music also **give**Ø me some knowledges about the recent update of music around the world.*
- (2) *It **happen**Ø to be my birthday six days later.*

The first example shows the error in the subject-verb agreement, which is the use of the base form of verb *give* for the third person and singular subject in the form of gerund *listening to music*. In English, gerund as the subject is considered as the third person and singular form, so it has to be followed by the third person singular form of verb by adding the complement inflection *-s* or *-es* representing the present tense. Furthermore, to make the sentence correct, the base form of the verb *give* should be changed by the third person singular form of the verb *gives*.

The second example also presents the error in the subject-verb agreement, which is the use of the base form of verb *happen* without the complement inflection *-s* for the third person and singular subject. However, in this second example, the subject used is pronoun *it* that is also as the third person and singular and has to be followed by the third person singular form of verb. Thus, to correct the sentence, the base form of verb *happen* has to be accompanied by the complement inflection *-s* to form the third person singular form of the verb *happens*.

The correct sentences are as follows:

- (1) *Listening to music also gives me some knowledge about the recent update of music around the world.*

- (2) *It happens to be my birthday six days later.*

The next example is the sentence containing the error, which is an addition of the unnecessary inflection *-s* in the verb preceded by the first person subject.

- (3) *I also **finds** that music can be turned into a business too.*

The error above presents the third person singular form of the verb *finds* for the first person subject *I* that makes the verb disagree with the subject. As seen in the explanation above, the first person subject must be followed by the base form of verbs without any inflections. It is also applied for this sentence by using the base form for the first person subject *I*. In correcting the sentence, the third person singular form of the verb should be replaced by the base form of the verb *find* by deleting the complement inflection *-s* attached in the verb *finds*.

The correct sentence is below:

- (3) *I also **find** that music can be turned into a business too.*

The last example of error in the subject-verb agreement is the use of the auxiliary verb *is* for the plural subject that is presented below.

- (4) *My parents **is** an entrepreneur.*

The error in the subject-verb agreement also happens in the use of the auxiliary verb *is* that denotes singular for the plural subject *my parents*. The auxiliary verb *is* does not agree with the plural subject *my parents* because the subject has to be

followed by the verb denoting plural that is *are*. Thus, to correct the sentence, the auxiliary verb *is* has to be replaced by the auxiliary verb *are*.

The correct sentence is as follows:

(4) *My parents are the entrepreneurs.*

#### **4.1.2. Incorrect Complement Inflection**

The next verb-related error is the use of the incorrect complement inflection. There are twenty four percents (24%) errors in this case. In English, there are three main members of inflections. They are modal auxiliaries, the non-finite *to* and finite inflections (Newson, 2006: 37-38). The inflections have to be followed by the base form of the verb since they have the verbal subcategorization, in which the verbal has to be in the base form of the verb. Moreover, the finite inflection itself adds some element of meaning such as tense or plural to the meaning of the original verb that will result another form of the verb. The examples will be shown below.

(1) *I am **studyθ** in UNDIP and I take English Department as my major.*

In the first example, the error lies on the complement inflection *-ing* attached to the verb *study* indicating the progressive aspect. In English, the progressive aspect is formed by verb-*ing*. In order to correct the sentence, the base form of the verb *study* has to be substituted by the progressive form of the verb *studying*.

The correct sentence is below:

- (1) *I am studying in UNDIP and I take English Department as my major.*

The other examples are the error in using the third person singular form of the verb and the past form of the verb after the modal auxiliary.

- (2) *Riding motorcycle can **relieves** my stress and **makes** me happier than before that is why I keep on riding.*
- (3) *After that, when I continued my study to the Senior High School, I like to join organization that can **made** my activities being full.*

The second example shows the error in using the third person singular present form of the verbs *relieves* and *makes* after the modal auxiliary *can* while the third example indicates the error in using the past form of the verb *made* after the modal auxiliary *can*. In English, the modal needs the argument in the form of verbal complement. This is because the modal itself has the subcategorization that is verbal. The verbal subcategorization has to be in the base form of the verb. See the subcategorization of the modal *can* below:

*Can*    **category:** [+F, -N, +V]

**Subcat** : [verbal]

Furthermore, to correct the second example, the third person singular present form of the verbs *relieves* and *makes* has to be replaced by the base form of the verb *relieve* and *make*. Then, to correct the third example, the past form of the verb *made* should be changed into the base form of the verb *make*.



The correct sentences are as follows:

- (2) *Riding motorcycle can relieve my stress and make me happier than before that is why I keep on riding.*
- (3) *After that, when I continued my study to the Senior High School, I like to join organization that can make my activities full.*

The next example is using the perfective form of the verb after the non-finite *to*, in which it should be followed by the base form of the verb.

- (4) *I had very few friends and I learned nothing about how to **communicated** with others.*

The sentence above uses the perfective form of the verb *communicated* after the non-finite *to*. According to the previous explanation in the chapter 2, the inflectional phrase consists of the non-finite *to* as the head has to be followed the argument in the form of the verbal complement since the non-finite *to* has the subcategorization that is verbal. The verbal subcategorization is always in the base form of the verb. See the subcategorization of the non-finite *to* below.

*to*      **category:** [+F, -N, +V]

**Subcat** : [verbal]

In order to make the sentence correct, the perfective form of the verb *communicated* should be replaced by the base form of the verb *communicate*.

The correct sentence is presented below:

- (4) *I had very few friends and I learned nothing about how to communicate with others.*

The last error in using the incorrect complement inflection happens in the causative verbs. The causative verb here is the verb *make* that is followed by the past form of the verb and the third person singular form of the verb after the object. The examples are presented as follows.

- (5) *I like to make relation with new people that makes me **fused** in student press organization.*
- (6) *Reading can make me **feels** good.*
- (7) *I will try harder to make it **happens**.*

The fifth example contains the causative verb *make* followed by the past form of the verb *fused* while the sixth and seventh examples show the causative verb *make* followed by the third person singular form of the verb *feels* and *happens*. These three sentences are called as error since the causative verb *make* has to be followed by the base form of the verb. This is because the causative verb *make* has three  $\theta$ -grid that are agent, patient, and state. The state itself has to be in the form of the verbal complement, which means that it uses the base form of the verb.

*make* **category:** [-F, -N, +V]

**$\theta$ -grid** : [agent, patient, state]

**subcat** : [verbal]

In order to make the sentences correct, the verbs *fused*, *feels*, and *happens* should be replaced by the base form of the verb *fuse*, *feel*, and *happen*.

- (5) *I like to make a relation with new people that make me fuse in student press organization.*

- (6) *Reading can make me feel good.*
- (7) *I will try harder to make it happen.*

#### **4.1.3. Tenses and Aspects**

The errors related to the use of verbs are also in using tenses and aspects. There are eighteen percents (18%) errors in using tense and aspect. In English, the events are distinguished based on the times that are the present time, past time, and future time presented in the forms of verbs. These different times are called tenses. Furthermore, the tenses are divided into three tenses that are the present tense, the past tense, and the future tense. The present tense describing the present events can be signified by using the base form of the verb if the subject is the first person, second person, or plural, and by using the third person singular form of the verb that is the verb with the complement inflection *-s* or *-es* if the subject is the third person and singular. The past tense clarifying the past events can be identified by using the past form of the verb that is usually inflected by *-ed* if the verb is regular, and the other forms of irregular verbs. The future tense used to tell the future event can be signified by using the modal auxiliary like *will* and *be going to* before the base form of the verb.

Unfortunately, these differences of the tenses make the seventh-semester students produce the errors in using tense. The errors are the use of the present tense for the past event and the past tense for the present event. All these errors in using tenses are signified by using the wrong form of the verbs. See the examples below.

- (1) *Then, I **like** reading Bobo magazine and Tintin comics when I studied in Junior High School.*

The first example presents the error on the use of the present tense for the past event that is signified by using the base form of the verb *like*. The student chose the present tense instead of the past tense. Based on the explanation above, the present tense is used to explain the present event. However, the sentence above tells something happening in the past, where the past event has to be described by using the past tense. To correct the sentence, the base form of the verb *like* should be replaced by the past form of the verb by inflecting *-d* in the verb *like* to change the present tense used to be the past tense.

The correct sentence is as follows:

- (1) *Then, I **liked** reading Bobo magazine and Tintin comics when I studied in Junior High School.*

Another example is using the past tense instead of the present tense to explain the past event.

- (2) *My name is Putri Rachmawati, but my friends in school and campus **called** me Cucut.*

The example above is the error in using the past tense identified by the past form of verb *called* to explain the present event. In English, to describe the present event, it has to use the base form of the verb *call*. Furthermore, in correcting the sentence, the past form of the verb *called* should be replaced by the base form of the verb *call* to change the past tense to be the present tense.

The correct sentence is below:

- (2) *My name is Putri Rachmawati, but my friends in the school and campus call me Cucut.*

Moreover, in English there are aspects referring to the process of the event explaining whether the event has stopped or is still going on. The aspects are divided into two aspects, which are perfective aspect and imperfective aspect. The habitual aspect is usually denoted by the use of the base form of the verb and the past form of the verb. The progressive aspect is signified by the use of the auxiliary verb *be* (*is, am* and *are* for the present, and *was* and *were* for the past) + Verb *-ing*. The perfective aspect is identified by the use of the auxiliary verb *has* or *have* + Verb perfective.

However, the various kinds of aspects also make the seventh-semester students produce one error in using it. The error is using the progressive aspect instead of the perfective aspect whereas in the sentence there is a word showing the perfective aspect than the progressive aspect. See the example below.

- (3) *Besides of that, futsal **is being** my hobby since the first semester.*

In the example above, the student uses the progressive aspect instead of the perfective aspect, while in the sentence there is a word *since* denoting that the activity began in the past and still continues in the present that is from the first semester until now. The correct aspect used to present this activity is the perfective aspect. In order to make the sentence correct, the progressive aspect used in the sentence has to be changed into the perfective aspect by replacing the

auxiliary verb *is* to be *has*, and changing the progressive verb *being* to be the perfective verb *been*.

The correct sentence is as follows:

- (3) *Besides of that, futsal has been my hobby since the first semester.*

#### 4.1.4. Lack of Main Verbs

The lack of verbs is also produced by the seventh-semester students of English Department as the error related to the use of verbs. There are twelve percents (12%) errors in the lack of main verbs. In these errors, the students omit the finite verb in the sentence. The finite verbs omitted are the verbs in the form of the auxiliary verb *be* and the base form of the verb. In English the finite clause consists of the verb inflected for tense. The examples are presented as follows.

- (1) *My fullname Ø Markus Bondan Priambodo.*
- (2) *I often **listening** to the western music such as Ed Sheeran, and Bruno Mars.*

In the first example, the error identified is the lack of the main verb after the subject *my full name*. The student omitted the finite verb that is the auxiliary verb *be* after the subject *my full name*. See the X-bar structure of the sentence below.



#### 4.1.5. Active and Passive Forms

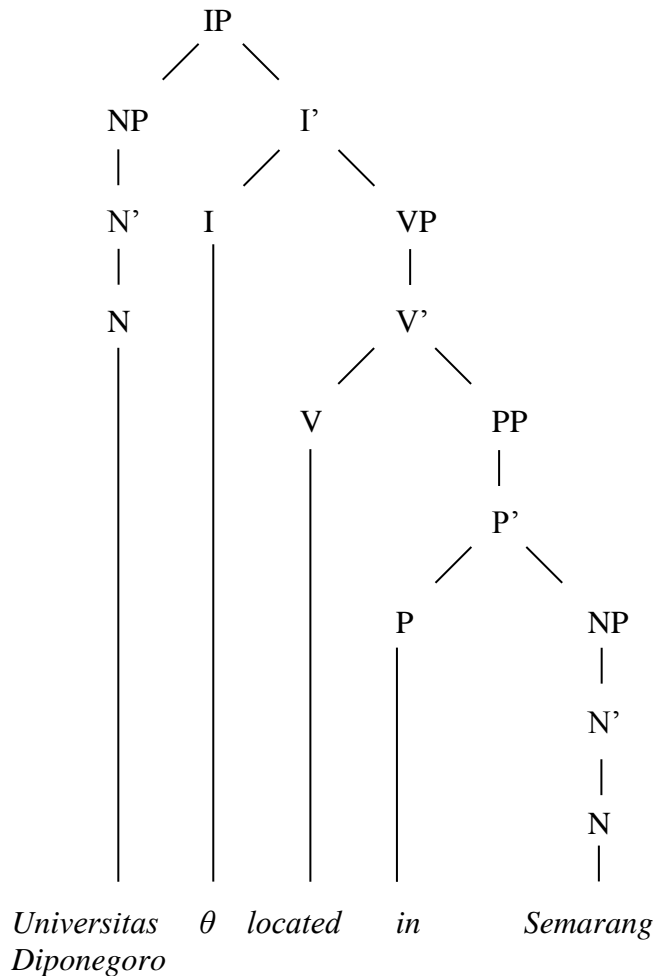
The next error related to the use of verbs is on the active-passive forms. There are ten percents (10%) errors in the active-passive forms. The error on active-passive forms lies on the deletion of the auxiliary verb *be* as the head of the inflectional phrase to form the passive sentence. In English, the passive construction requires the auxiliary verb *be* in conjunction with the passive form of the verb. In X-bar structure, the auxiliary verb *be* is inserted into *I* inflectional position in the inflectional phrase. In addition, the auxiliary verb *be* in the passive construction indicates the tense and the subject-verb agreement. Here are the examples of the errors in using the passive construction.

- (1) *I live in Pati and now I am studying in English Department, Universitas Diponegoro, that **located** in Semarang.*

The sentence above is incorrect since there is no head of the inflectional phrase before the passive form of the verb *located*. See the X-bar structure of the sentence below.



*Universitas Diponegoro located in Semarang.*



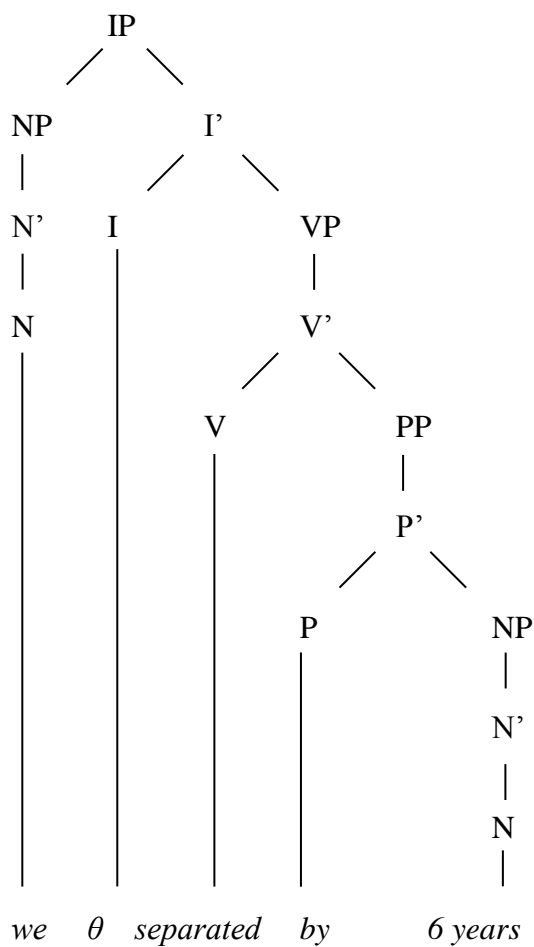
Thus, to correct the sentence, the head in the form of the auxiliary verb *be* of the phrase has to be added before the passive form of the verb *located*. The auxiliary verb *be* chosen for the sentence is *is* because the subject is the third person and singular in the form of the full nominal *Universitas Diponegoro*, and this sentence uses the present tense.

- (1) *I live in Pati and now I am studying in English Department, Universitas Diponegoro, which is located in Semarang.*

See another example of the active-passive construction below.

- (2) *Although we **separated** by 6 years, it does not make our daily conversation seems strange.*

The second example shows the error in omitting the auxiliary verb *be* as the head of the phrase before the passive form of verb *separated*. In order to make the explanation clear, see the X-bar structure of the sentence.



Furthermore, in order to make the sentence correct, the auxiliary verb *be* as the head of the phrase should be added before the passive form of the verb *separated*.

The auxiliary verb *be* that is appropriate to be added is *are* because the subject is plural in the form of pronominal *we*, and this sentence uses the present tense.

The correct sentence:

- (2) *Although we are separated by 6 years, it does not make our daily conversation seem strange.*

#### 4.1.6. Double Main Verbs

The last verb-related error made by seventh-semester students of English Department is double main verbs. However, there is only one error in using double verb. This happens when there are two verbs in one sentence. The verbs are the auxiliary verb *be* and the base form of the verb. In English it does not allow to place two verbs in one sentence. Here is the example of the error in using double verbs in one sentence.

- (1) *They **are live** in Pekalongan for a long time and me too also.*

In the sentence above, the error is using double main verbs in one sentence. Two verbs used here are the auxiliary verb *are*, and the base form of the verb *live*. To make the sentence correct, one of the verb should be deleted. Because the sentence consists of three arguments, which are people who live acted as agent (nominal complement), where they live as the location (nominal complement), and how long they live (adjunct), the base form of the verb *live* is more appropriate to use than the auxiliary verb *are*. The verb *live* itself needs two

arguments, which are complements; people who live and where they live. See the subcategorization of the verb *live* below.

*Live*    **category:** [-F, -N, +V]

**Θ-grid**    : [agent, location]

**Subcat**    : [nominal, prepositional]

The correct sentence:

- (1)    *They live in Pekalongan for a long time and me too.*

## **4.2. Factors Causing the Errors**

There are two factors that cause the errors related to the use of verbs in the writing made by the seventh-semester students of English Department, Diponegoro University. The factors are carelessness and first language interference. Although according to Norrish (1983:21-26), there are three factors causing errors, which are carelessness, first language interference, and translation, the translation factor is not found in this study.

### **4.2.1. Carelessness**

The first factor causing the error is the carelessness. There are ninety percents (90%) errors caused by this factor. The errors happen in using the subject-verb agreement, incorrect complement inflection, active-passive forms, tense and aspect, lack of main verbs, and double main verbs. The errors are usually signified

when the number of error sentences is less than the number of correct sentences which have a similar pattern to the error sentences.

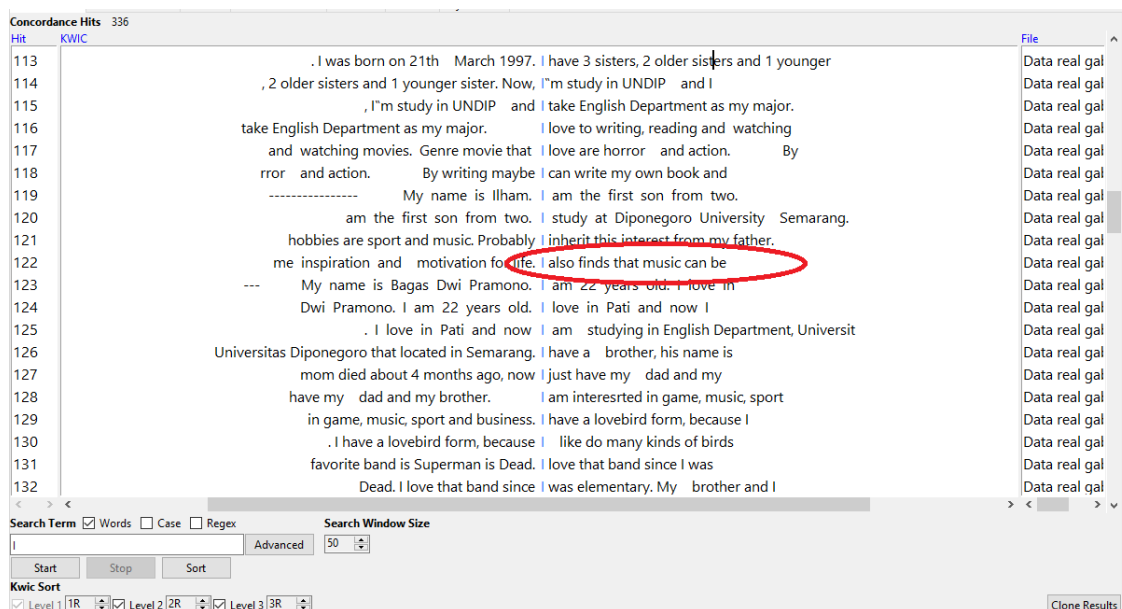
(1) *I also **finds** that music can be turned into a business too.*



The correct form: *find*

In the example above, the bold word is incorrect because the verb does not agree with the subject *I* as a singular personal pronoun. The verb that is used is the third person singular form of the verb instead of the base form of the verb. It is identified as carelessness since based on the data, 221 sentences with the subject agrees with the verb, but only the data in the number 122 contains the error.

See picture 1.1 Carelessness below.



Picture 1.1 Carelessness

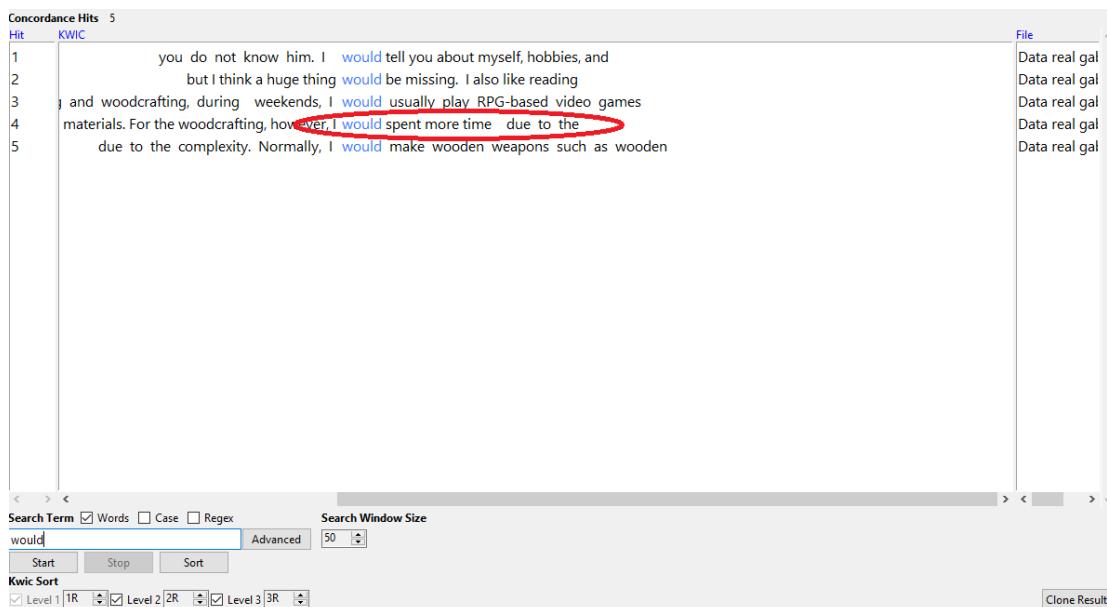
(2) *I would **spent** more time due to the complexity.*



The correct form: *spend*

In the second example, the error is in using the incorrect complement inflection. The student used the inflection *-ed* making the verb to be the past form of the verb *spent* after the modal *would*. As seen in the explanation in the previous subchapter, the modal should be followed by the base form of the verb since the modal has the verbal subcategorization. This error is also signified as the carelessness because there is only one sentence denoting the error (the data in number 4), while four other sentences having the same patterns with the error sentence are correct.

See picture 1.2 Carelessness below.



Picture 1.2 Carelessness

(3) *Certainly every people **born** with their own interest, either is me.*



The correct form: *was born*

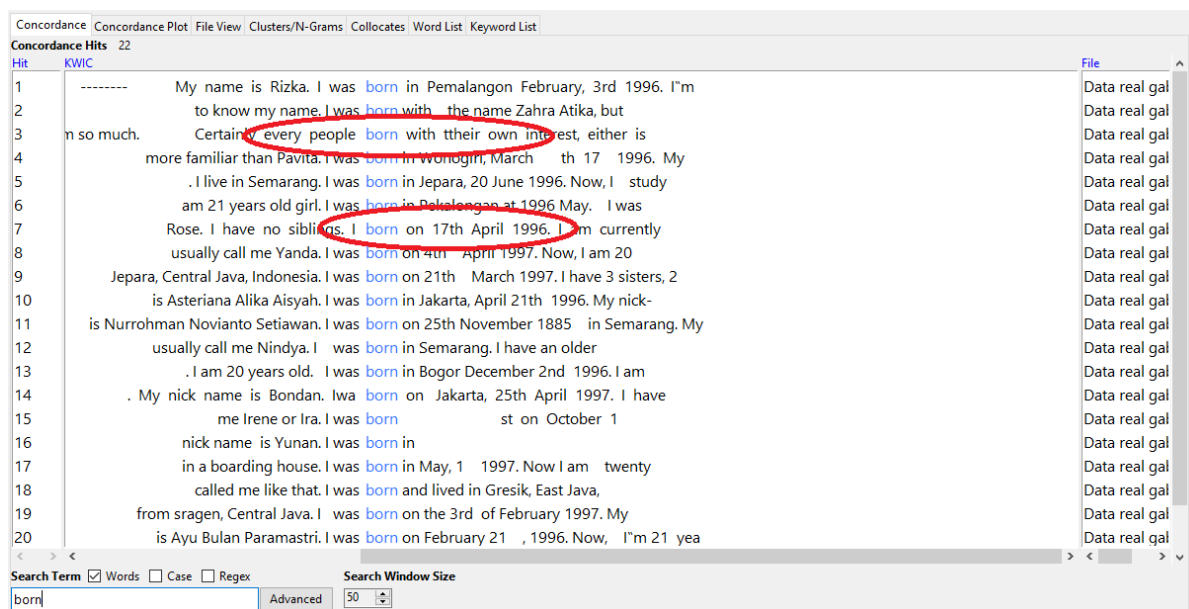
(4) *I **born** on 17<sup>th</sup> April 1996.*



The correct form: *was born*

In the third and fourth examples, the error is on the passive form, in which the auxiliary verb *be* as the head of the inflectional phrase is omitted in constructing the passive sentence. These are also signified as the carelessness since there are twenty two correct sentences containing the word *born*, and only two sentences are identified as error that are the data in the number 3 and 7.

Look Picture 1.3 Carelessness below.



Picture 1.3 Carelessness

(4) *So, it just natural to me to collect and watch films to spend time.*



The correct form: insert *is*

The example above shows the error in the lack of the main verb, in which the finite verb is in the form of the auxiliary verb *be*. This error is also identified as the carelessness because there are nine correct sentences having the same patterns, but only one sentence is identified as error (the data in the number 32).

Concern picture 1.4 Carelessness below to see the error.

The screenshot shows a concordance search tool with the following details:

- Search Term:** *it*
- Search Window Size:** 50
- Search Options:** Words, Case, Regex (unchecked)
- Search Window Size:** 50
- Buttons:** Start, Stop, Sort
- Kwic Sort:** Level 1 1R, Level 2 2R, Level 3 3R
- Clone Results:** Button

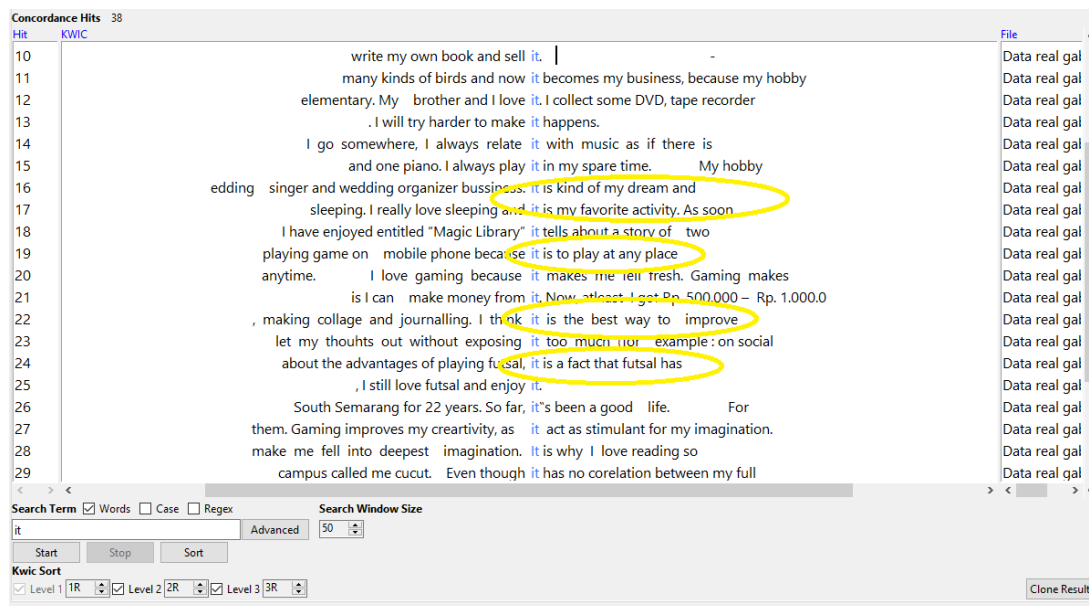
The concordance results are as follows:

Hit	KWIC	File
19	playing game on mobile phone because it is to play at any place	Data real gal
20	anytime. I love gaming because it makes me fell fresh. Gaming makes	Data real gal
21	is I can make money from it. Now, atleast I got Rp. 500.000 – Rp. 1.000.0	Data real gal
22	, making collage and journalling. I think it is the best way to improve	Data real gal
23	let my thoughts out without exposing it too much (for example : on social	Data real gal
24	about the advantages of playing futsal, it is a fact that futsal has	Data real gal
25	, I still love futsal and enjoy it.	Data real gal
26	South Semarang for 22 years. So far, it's been a good life. For	Data real gal
27	them. Gaming improves my creativity, as it act as stimulant for my imagination.	Data real gal
28	make me fell into deepest imagination. It is why I love reading so	Data real gal
29	campus called me cucut. Even though it has no corelation between my full	Data real gal
30	my lack of sense of direction ; it is really bothering but it is	Data real gal
31	direction ; it is really bothering but it is ok since there is GPS	Data real gal
32	is supportive to browse film, so it just natural to me to collect	Data real gal
33	, books, etc often have messages in it, so it gives me less ons	Data real gal
34	often have messages in it, so it gives me less ons too. Moreover,	Data real gal
35	and is usually mode in 2D. It can be series or movie or	Data real gal
36	hobby are learning Japanese language and it's culture. Because not so many	Data real gal
37	named Fajar Rudianto, I think that it is a bit introduction from me.	Data real gal
38	addision, I also like writing, but it seldom do to do right now.	Data real gal

Picture 1.4 Carelessness



See Picture 1.5 Carelessness to understand the other correct sentences.



Picture 1.5 Carelessness

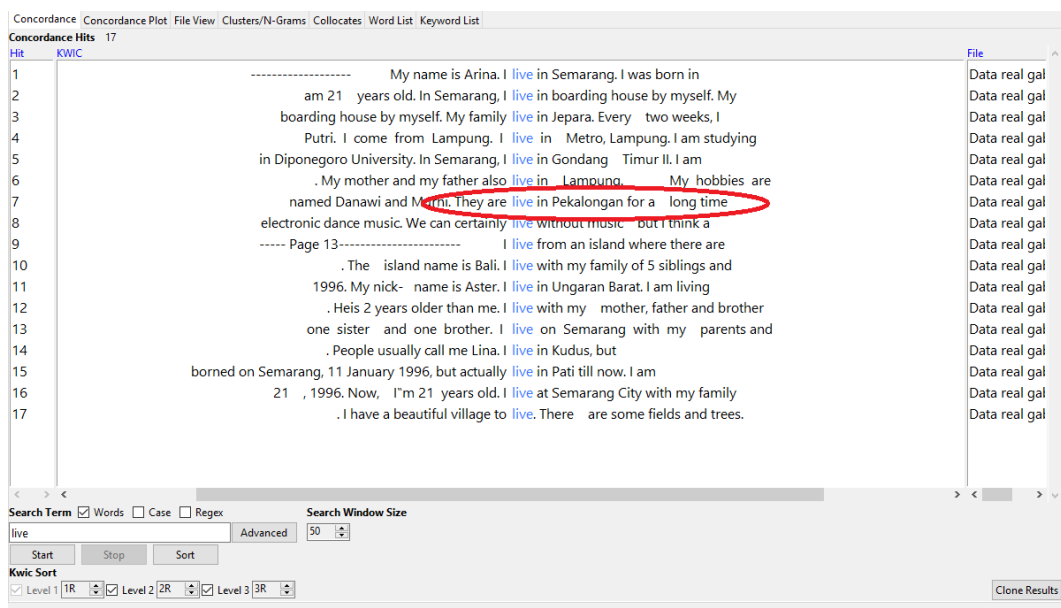
(5) *They are live in Pekalongan for a long time and me too also.*



The correct form: *live* and omitting *are*

In the last example, the error is in using double main verbs in the sentence that are the auxiliary verb *are*, and the base form of the verb *live*. This error is identified as the carelessness too since in this data, there are seventeen sentences having the same pattern as the error sentence, and only one sentence contains the error (the data in the number 7).

Concern Picture 1.6 Carelessness below.



Picture 1.6 Carelessness

#### 4.2.2. First Language Interference

The second factor causing the error is the first language interference. There are ten percents (10%) verb-related errors caused by incorrect subject-verb agreement.

The errors related to the subject-verb agreement happen when the subject in the form of gerund is followed by the base form of the verb. The errors are caused by *Bahasa Indonesia* as the first language interfering *English* as the second language.

(1) *Listening to music also give me some knowledges (knowledge) about the*



The correct form: *gives*

*recent update of music around the world.*

The error above is signified as the error in subject-verb agreements. In English, gerund as the subject is considered as the third person and singular form, so it has to be followed by the third person singular form of verb. This is different

from *Bahasa Indonesia*. In *Bahasa Indonesia*, there are no changes of the verb forms whether the subject is first person, second person, third person and singular, or plural. Thus, although the Indonesian verb acts as the subject, the form of verb is not changed.

Verbs as the subject	: <i>Mendengarkan musik juga <u>memberikan</u> banyak pengetahuan mengenai lagu-lagu terbaru di dunia.</i>
First person	: <i>Saya <u>memberikan</u> surat ini kepadamu.</i>
Second person	: <i>Kamu <u>memberikan</u> surat ini kepadaku.</i>
Third person and singular	: <i>Dia <u>memberikan</u> surat ini kepadaku.</i>
Plural	: <i>Mereka <u>memberikan</u> surat ini kepadaku.</i>

Based on the explanation above, the error is caused by the first language interference since *Bahasa Indonesia* as the first language interferes the form of English verbs. The quantity of the error sentences is also greater than the quantity of the correct sentences having the same pattern as the error sentences, in which there are seven sentences having the same patterns, but four of seven sentences are indicated as incorrect.


See Picture 2.1 First Language Interference and 2.2 First Language Interference below.


Concordance Hits 8	
Hit	KWIC
1	tenager, I have many interesting hobby, <u>Listening to the music is one of</u>
2	, Jazz, Pop etc. Lately I often <u>listening to</u> the western music such as
3	egoro University. My hobbies include <u>listening to</u> music and reading. I listen
4	have a hobby too. I love <u>listening to</u> music and buzzing in social
5	fashion and music. I really love <u>listening to</u> music. My favorite genre is
6	, father and brother My hobby is <u>listening to</u> music. I can listen some
7	first one is improving my hearing, <u>Listening to</u> music also give me some
8	I cant't afford a sleep, <u>listening to</u> music when I am about

Picture 2.1 First Language Interference

Concordance Hits 8		File
Hit	KWIC	
1	with his wife. My hobby is gaming. My favorite genre og games are	Data real gal
2	any place and anytime. I love gaming because it makes me fell fresh.	Data real gal
3	because it makes me fell fresh. Gaming makes my stress relieved. Gaming es	Data real gal
4	fresh. Gaming makes my stress relieved. Gaming especially on online games also help	Data real gal
5	. Another thing that make me love gaming is I can make money from	Data real gal
6	profits are the reasons I love gaming.	Data real gal
7	own entertainment, i take pleasure in gaming and woodcrafting, during weekends, I	Data real gal
8	different benefits ffrom each of the. Gaming improves my creartivity, as it an	Data real gal

Picture 2.2 First Language Interference

 Incorrect sentence

 Correct sentence

## **CHAPTER 5**

### **CONCLUSION AND SUGGESTION**

#### **5.1. Conclusion**

The seventh-semester students of English Department should be clear in grammar in producing their writing because they have been taught the grammar subject for five semesters and have taken writing class for six semesters. However, based on this study, I find that they still make errors in grammar especially the verb-related errors. From thirty essays written by them, I discover that there are fifty verb-related errors. The fifty errors then are categorized into six types of errors: subject-verb agreements, incorrect complement inflection, tense and aspect, lack of main verbs, active-passive forms, and double main verbs.

The errors caused by incorrect subject-verb agreements are the most common error (34%) made by the students. The second errors are incorrect complement inflection (24%). Eighteen percent (18%) errors are found in the tense and aspect. For the lack of main verbs, there are twelve percent (12%) errors. Moreover, there are ten percent (10%) errors in active-passive forms. The last is two percent (2%) errors in double main verbs.

Besides analyzing the type of verb-related errors, I also investigated the factors why the errors can happen. According to Norrish (1983: 21-26), there are three factors causing errors, which are carelessness, first language interference,

and translation. However, there are only two factors found in this study, which are carelessness, and first language interference. The carelessness dominates the most common factor causing the errors (90%). They are subject-verb agreements, incorrect complement inflection, tense and aspect, lack of main verbs, and double main verbs. Moreover, there are only five errors caused by the first language interference that are the subject-verb agreements in using gerund as the subject.

## **5.2. Suggestion**

From the results of the analysis, the highest frequency of error is in the subject-verb agreement, and the highest frequency of the factor is carelessness. To avoid the errors, I would like to give some suggestions for the lecturers and the students.

For the lecturers especially in teaching grammar, I suggest that they should give more explanation about the use of verbs especially in the subject-verb agreements, complement inflection, tense and aspect, and active-passive forms for the students. Moreover, the lecturers should offer more feedback to the students' assignment, so the students know about the errors they have made.

For the seventh-semester students of English Department, I recommend them to be more careful in writing the essay especially when they try to use the verbs in their writing. They should check their writing frequently before collecting it to the lecturer. In addition, the students must have more practice in writing the essays outside the classroom. The last is the students should read texts first before

writing an essay because reading can increase the knowledge how to write something good for the students.

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## **APPENDIXES**

My name is Rizka. I was born in Pemalangon February, 3rd 1996. I'm the first daughter of my parents, Wahludi and Imawati. I have 2 siblings, my younger brother named Izaaz and my younger sister named Esti. Now, I become a student in English Department, Faculty of Humanity, Diponegoro University.

I like to read novels, listen to music, watch movies and do some paper crafting. When I was in my first year of study in Undip, I joined a community called Kronik Filmedia. I learned a lot of knowledge related to film.

From my hobbies, I get a lot of benefits. By having my hobbies, I can get a pleased for myself. I learn the way a filmmaker produce their film in Kronik Filmedia.

Before getting to know far about me, it had better to know my name. I was born with the name Zahra Atika, but my parents are used to call me Atika. I was born on September 20, 1996, and it happened to be my birthday six days later. I'm originally Semarang citizen, and I have never left this city more than seven days. I'm the first of three. I have a brother named Hadi and a sister named Aqila. I love them so much.

Certainly every person born with their own interest, either is me. I love reading a book, especially a book with the genre contemplative such as philosophy. I love writing a poem, a short-contemplative text, and motivational quotes.

Through my hobby, I can express myself and also inspire people. When I have a problem, I don't to share it with people. I only need to write it down into a poem, and the problem is solved. I also seek for advice for myself through contemplating the books I read.

Hello, glad to see you. My name is Pavita Soeharto. People tend to call me with Pavita, Vita, Pipit, and Pe. Some people whom get to know me at the first time tend to call me with Pevita. They said Pevita is more familiar than Pavita. I was born in Wonogiri, March 17<sup>th</sup> 1996. My parents' name are Drs. Soeharto and Eka Widayastuti. I have a sister called Dhea Vaniastuti Soeharto. Although we separated by 6 years, it does not make our daily conversation seems strange. We mingle well, and bicker well too.

My hobby are so many. But recently, I love singing for these past 2 years. I tend to sing in Korean pop music, and some western ones. I never let myself join any competition because I think that my skill has not good enough, but I do practice everyday by myself, especially if I am alone on my home.

My hobby does affect me in some area. The first is, I can let out my emotion freely expresing my emotion. The second one is I fell like my soul has been feed with my passion. One of the proof is that sometimes, I visit karaoke club for 2 hours and I still have some energy left to run my day. I feel more relaxed to. Singing makes my stress relieve out from me.

My name is Arina. I live in Semarang. I was born in Jepara, 20 June 1996. Now, I study English Linguistics in Diponegoro University. I am from Jepara. In this year, I am 21 years old. In Semarang, I live in boarding house by myself. My family live in Jepara. Every two weeks, I go home in Jepara on weekend.

I like reading so much especially reading novel. Beside reading, I also like cooking. I have some books and novels in my house in Jepara. Collecting novel is my hobby after reading and cooking.

I like reading because reading give me some inspiration and reading can make me feels good. From reading I can get some new information that I never known before.

My name is Putri Lestari. You can call me Putri. I come from Lampung. I live in Metro, Lampung. I am studying in Diponegoro University. In Semarang, I live in Gondang Timur II. I am the one and only child in my family. My mother and my father also live in Lampung.

My hobbies are singing and reading some books. I like singing eventhough I can't sing goodly. With singing, I can make my day more wonderful and with reading some books, I can know many things around the world.

My name is Leitetia Putri A. I am 21 years old. I'm originally from Solo but my family and I moved to Purwokerto since 8 years ago. My parents are Javanese. Because of my ethnicity, I'm accustomed to speak in Javanese at home.

In my spare time, I love to read some romance novels, and usually swim in weekend when I get no school works. Beside reading and swimming, I also love to play some instruments such as guitar and keyboard with sing along to a song.

From the activities that I do in my spare time, I get many benefits from it. I could be more creative in writing papers because I love to read and somehow it influences me. Another is swimming, it makes my body definitely be fit and the last, playing instruments, it helps me feeling relax and enjoy my life when I am in sad situation.

My name is Widiyanti. I am 21 years old girl. I was born in Pekalongan at 1996 May. I was raised by the great parent named Danawi and Murni. They are live in Pekalongan for a long time and me too also. I was raised with the other siblings. I have two older brothers, one older sister and one littel brother. Now, I am studying in Diponegoro University taking English Department.

As a teenager, I have many interesting hobby. Listening to the music is one of my hobby. I love to listen every genre of music, Kpop, Jazz, Pop etc. Lately I often listening to the western music such as Ed Sheeran, and Bruno Mars.

I think my hobby is useful to my mental health because lately I feel so stressed with my activity in college and organization.



There is a saying here that you cannot love somebody if you do not know him. I would tell you about myself, hobbies, and what I could do with the hobbies.

My name is Irene Karla. I have been living in Semarang with my parents; Irmudji and Rose. I have no siblings. I was born on 17<sup>th</sup> April 1996. I am currently studying English Linguistics in Diponegoro University.

My hobbies include listening to music and reading. I listen to many kinds of music; pop, rock, classic but I loathe electronic dance music. We can certainly live without music but I think a huge thing would be missing. I also like reading novels and my favorites are Jane Eyre and Harry Potter series. I found them very gripping – hard to put down and they have beautiful writing – especially Jane Eyre.

I have not done anything useful concerning my hobbies, unfortunately. I am not a trained musician nor am I a professional writer.

Hello, my name is Atria Primayanda. People usually call me Yanda. I was born on 4th April 1997. Now, I am 20 years old. I have an older sister. We have 10 years different of age. However, we still like to play and hang out together as friend. I have father and mother in my house. My father's name is Heriyanto. He is a private employee. While my mother's name is Yamtinah and she is a housewife. I also have a nephew. His name is Akmal and he is 18 months. I love him so much,

I have a hobby too. I love listening to music and buzzing in social media especially looking for information about Korean music and artists. Anyway, I love everything about Korea.

This three semester of my college, I joined a club that consists of member who loves about Korea. The name of the club is Korea-Indonesia Club. In this club, I can meet a lot of people who have the same interest in Korea and I can develop my skill in leadership too.

My name is Hanifa K. I'm from Jepara, Central Java, Indonesia. I was born on 21<sup>th</sup> March 1997. I have 3 sisters, 2 older sisters and 1 younger sister. Now, I'm study in UNDIP and I take English Department as my major.

I love to writing, reading and watching movies. Genre movie that I love are horror and action.

By writing maybe I can write my own book and sell it.

My name is Ilham. I am the first son from two. I study at Diponegoro University Semarang. My brother is 12 y.o now and he is a second grade student of junior high school. My father is a retired employee and my mother is a housewife.

My hobbies are sport and music. Probably I inherit this interest from my father. My father was a football player and he used to be a drummer too.

Sport makes me healthy, and in the other hand music give me inspiration and motivation for life. I also finds that music can be turned into a business too.

My name is Bagas Dwi Pramono. I am 22 years old. I live in Pati and now I am studying in English Department, Universitas Diponegoro that located in Semarang. I have a brother, his name is Yudi. He is 28 years old, and now he works for Ministry of Finance. My dad is a teacher in Elementary School. My mom died about 4 months ago, now I just have my dad and my brother.

I am interested in game, music, sport and business. I have a lovebird form, because I like do many kinds of birds and now it becomes my business, because my hobby can produce some money.

My favorite band is Superman is Dead. I love that band since I was elementary. My brother and I love it. I collect some DVD, tape recorder and their album.

I want to be successful businessman, because I want make my parents and my family happy. I will try harder to make it happens.

I live from an island where there are a lot of tourists come from another country. The island name is Bali. I live with my family of 5 siblings and parents. I have a twin sister. Many people say that we don't look alike. However, we have many similarities in terms of taste of fashion and music.

I really love listening to music. My favorite genre is rock and roll, and pop. I mostly listen to oldies bands. My favorite band is Queen. Queen is not only my inspiration of my muse but also inspiration of new art should be. Freddie Mercury is the leader of the band. His characters also influence me in how I act in my everyday life.

Thus, everytime I go somewhere, I always relate it with music as if there is music everywhere I go.

My name is Agnes Agustina Ika O. Everyone call me Agnes. I am the oldest children in my family. I have one sister and one brother. My parents is an entrepreneur.

My hobby are singing and playing music. I am a music enthusiast. I have one guitar and one piano. I always play it in my spare time.

My hobby is very useful for my life. From my hobby, I can make my own wedding singer and wedding organizer bussiness. It is kind of my dream and i very love my hobby because they can make so much happiness in my life, my family life and others life.

My name is Asteriana Alika Aisyah. I was born in Jakarta, April 21<sup>th</sup> 1996. My nick-name is Aster. I live in Ungaran Barat. I am living with my mother, while my father working in another city. I am the only daughter in my family, I do not have any brother or sister.

My hobby is sleeping. I really love sleeping and it is my favorite activity. As soon as I arrive at my home, I immediately fall asleep in my bed. Whenever I do not have any activity, I will sleep.

Actually, there is nobemeficial in my hobby but still, that is may favorite cativity all the time. If I do not have any class, I will spend my whole time to sleep day and night. I love sleeping.



Hello, my name is Nurrohman Novianto Setiawan. I was born on 25<sup>th</sup> November 1885 in Semarang. My father name is Bagas Setya Wirawan and my mother name is Nurseha.

I hev a plenty activity, but the most I like is riding motorcycle and going somewhere. You can say that riding is my passion and my hobby.

Riding motorcycle can relieves my stress and makes me happier than before, that is why I keep on riding.

Hello, my name is Miranti Anindita Putri Wardani. People usually call me Nindya. I was born in Semarang. I have an older brother. He is 2 years older than me. I live with my mother, father and brother

My hobby is listening to music. I can listen some genres like korean pop, pop, jazz etc. The most favorite genre that i listen to is korean pop. The other genre which i listen often is pop. I like both korean or pop music genre.

The hobby that I have is having a lot of advantages. The first one is improving my hearing. Listening to music also give me some knowledges about the recent update of music around the world. The second one is having a fresh mind. The music that I listen to mostly can make my mind and soul feel so relax. Especially when I am driving on the street.

My name is Setianti Nur Mahatmi. I am originally from Semarang. I am 20 years old. I was born in Bogor December 2<sup>nd</sup> 1996. I am an English literature student in Diponegoro University.

My favorite hobby is reading novels. I always read novels when I have leisure time. One of my favorite novels I have enjoyed entitled "Magic Library" it tells about a story of two brother who can find a Mgc library in a town.

Because I love to read novels in English language, I have some benefits that I can take. First I can improve my vocabulary. Second, I love to learn more about more about English language. Last, i always try to write a story in my computer to be uploaded on my blog. Those are some benefits that I can take from my hobby.

My fullname Markus Bondan Priambodo. My nick name is Bondan. Iwa born on Jakarta, 25<sup>th</sup> April 1997. I have one sister and one brother. I live on Semarang with my parents and my sis. My brother got married on 2015 so he moved out with his wife.

My hobby is gaming. My favorite genre og games are MoBa, MMORPG. However the most I like is MMORPG. Either online or offline I love them. I also love playing game on mobile phone because it is to play at any place and anytime.

I love gaming because it makes me fell fresh. Gaming makes my stress relieved. Gaming especially on online games also help me to know and inter act with other people around the world. That's quite fun for me. Another thing that make me love gaming is I can make money from it. Now, atleast I got Rp. 500.000 – Rp. 1.000.000 from selling items in game. So, fun and profits are the reasons I love gaming.

My name is Irene Heni Indrasakti. Commonly people call me Irene or Ira. I was born on October 1<sup>st</sup>, 1995 in Surakarta. I am raised by Javanese family. My parents originally came from Surakarta.

As I grow up, I have many hobbies. Since I was a little my parents introduced me to piano. I grew up learning a lot about piano. As 22 years old adult, I am now into crafting stuff. I love watercoloring, making collage and journalling. I think it is the best way to improve my skill an my other hobby that is writing.

I got many things from my hobby. I used to perform playing piano or guitar on the stage. From my recent hobbies, I let my thouhts out without exposing it too much (for example : on social media). I am not really keen with the idea of exposing anything on my social media. I can be more creative by doing all of my hobbies. The most important thing is I am happy to do that.

Hello, my name is Noviana Setyaningsih. I was born in one of the most historical city in Central Java, that is Kudus. My friends call me Noviana or Novi. Currently, I am student of English Department of Diponegoro University choosing American studies as my major.

Fulfilling my spare time, I used to play Futsal every week. Beside of that, futsal is being my hobby since the first semester. Moreover, I joined English Department woman Futsal Club for almost three years. In my opinion, every hobby has advantages. Those will be explained on the next paragraph.

Talking about the advantages of playing futsal, it is a fact that futsal has physically advantages, I get some advantages such as team-work, stress, reliever, close friend, and refreshing. Eventhough futsal always related to boyish style, I still love futsal and enjoy it.

My name is Dwitya Yoga H Yunanto, and my nick name is Yunan. I was born in Semarang, September 21<sup>st</sup> 1995, which makes me a native. My parents and my brother are natives as well. We've been living in South Semarang for 22 years. So far, it's been a good life.

For my own entertainment, I take pleasure in gaming and woodcrafting, during weekends, I would usually play RPG-based video games for at least 10 hours, or making something from wooden materials. For the woodcrafting, however, I would spend more time due to the complexity. Normally, I would make wooden weapons such as wooden sword, spears, or clubs. Some of them are for personal use, while the others are for sale.

Overall, my hobbies are giving me good benefits. While all of them are definitely relaxing, there are different benefits from each of them. Gaming improves my creativity, as it acts as a stimulant for my imagination. Woodcrafting improves my patience and carefulness. In short, they are making me a better man.

Hello! My name is Lina Karlinda. People usually call me Lina. I live in Kudus, but now I am in Semarang living in a boarding house. I was born in May, 1<sup>st</sup> 1997. Now I am twenty years old. In Kudus, my address is in Losam Wetan Rt 05/II Jati Kudus. Meanwhile in Semarang my boarding house is in Jalan Timoho Timur 3 no. 30. I have 2 sisters, my elder sister's name is Anjung and my young sister's name is Riska. I love my sisters so much. My father's name is Supriyadi, and my mother's name is Tumisih.

I have hobbies, such as reading and swimming. I love reading so much. I can read one novel in one week, if the novel is interesting. Novel can make me fall into deepest imagination. It is why I love reading so much. My second hobby is swimming. I have my own routine schedule for swimming, twice in a month. If I swim, I feel relaxed. Swimming is not only a sport but a way in relaxing mind.

My hobbies have a lot of advantages. I enjoy reading novel, the advantages are I know a lot about a novel, such as what is novel, what are the elements of novel, etc. I also know about some genres of a novel. Besides that my second hobby swimming also has a lot of advantages. Swimming is a sport, you can be healthy by exercising a sport. The other one is when you are stressed, you can reduce your stress through swimming.



My name is Putri Rachmawati, but my friends in school and campus called me cucut. Even though it has no correlation between my full name and my nickname, I like my friends called me like that. I was born and lived in Gresik, East Java, since senior high school. Then I decided to go out of my hometown to be university student in Diponegoro University, Semarang. I am 21 years old now.

As a university student, I fill my daily life with somethings that I like to do. I like reading novel, that is why I choose to join in English literature. Beside that, I like to make relation with new people, that makes me fused in student press organization, also because I like journalistic. Actually, there are two things that I love, but I do not have time to do that. That is drawing and travelling.

I get so much advantages from doing what becomes my passion. For sure, I get a lot of knowlodge from books that I read. Also I get many friends and new things from my experience in press organization. I become more mature and open minded person.

My name is Irvan Dwi Prasetyo, a nineteen years old boy from sragen, Central Java. I was born on the 3<sup>rd</sup> of February 1997. My father name is Jumady and my mother name is Puji Lestari. I recently study at Diponegoro University. My major is English, I am past of literature section.

Concerning about hobbies, I have several hobbies that I loved to do. I loved to sleep during the day, read books when I cant't afford a sleep, listening to music when I am about to sleep, and play games all night. In my opinion, sleeping is on of the most substancial activity in human history. Everybody needs sleeping. Lay on their own when getting tired of the world.

The advantages of sleeping itself are refreshing our energy, forgetting daily problems, and looking good for our metabolism. As to me, after a long day of hibernation, playing games become good for our brain. Concentrating on teamwork and enenmics . That is why I spend more than ten hours to sleep, then play games until class in the morning. That is all I do, well played.

This will be a brief introduction about myself. My name is Michael Ivan Hartono, borned on Semarang, 11 January 1996, but actually live in Pati till now. I am a student of English Departement now in Diponegoro University. If you wonder what is my favorites, then let me tell you. I love to go somewhere, not that kind of travelling, but just go somewhere till get lost. Tobe a person who loves to go anywhere, my vitality is my lack of sense of direction ; it is really bothering but it is ok since there is GPS now a days.

Actually, my hobby is reading and watching any films. My reading habit came from my early childhood. I do not many friends and lam not that active, so I like to spend time in an activity that require less company and energy. I began to watch movies, films, animes, etc when lam in college. That facility in Semarang actually is supportive to browse films so it just natural to me to collect and watch films to spend time.

The benefits I get from my hobbies are that I can gather inspirations for my writtings. I use my reading and watching hobbies, for some sort of inspiration gathering. From my hobbies. I began to notice the essence of life. Movies, animes, books, etc often have messages in it, so it gives me less ons too. Moreover, I can critique that works because I can notice one or two ambiguity or something wrong in a film on a book.

Hello, my name is Ayu Bulan Paramastri. I was born on February 21<sup>st</sup>, 1996. Now, I'm 21 years old. I live at Semarang City with my family consist of my mother, father, an older brother and 2 cats. I am studying at Diponegoro University and this year is my last year studying in here. In campus, I have a lot of good friends. One of my very best friends is Bondan. He is a lot of younger than me. I met him since our 1<sup>st</sup> semester. I and Bondan have some similar hobbies We like to play games, watching animes, and also eating delicious foods. Beside my campus life, I have a unique hobby. I like doing cosplay . I have done cosplay since 2013 back when I was a senior highschooler. One of my junior, at that time, offered me to join a Japanese Culture Festival in SMAN 2 Semarang. That was the first time I joined Japanese Festival while doing cosplay. I am (still) continuing my hobby, because I can express my dream, imagination, and passion in fashion by doing cosplay. I choose a character to be cosplayed in my next project by choosing the style and characteristic that make me interested. By doing cosplay, I can meet many new people from many backgrounds and that helps me to see a new way of thinking from other people. This is because before I met cosplay, I had very few friends and I learned nothing about how to communicate with others.

My name is Rs. Clara Ariski Paramitha. I was born in Semarang, September 9<sup>th</sup> 1996. I am the youngest in my family, and I have 2 sisters. Both of them are working while I am still finishing my studies at Diponegoro University in English Literature.

My hobbies are crocheting and reading. Reading as my hobby started when I was elementary school I read “ The Cronides Of Narnia” by C.S. Lewis “ Malory Towers” by Enid Blyton and books that I read was adding since then. Furthermore, my crocheting hobby started in 2015. I need a leisure activity for my semester break, so I learned crocheting from the internet.

I get numerous benefit, from my hobbies, I get more vocabulary in Indonesian and English, grammar, basic knowledge, Literary knowledge, I can make my own bag or other stuff from yarn while enjoying my surrounding and reflect on many things.

My name is Yanuar Ayu. I was born in Pati, January 31<sup>st</sup> 1998. I'm 19 years old and now I study in Diponegoro University as an English Departement student majoreding in English Literature.

Talking about Hobbies, My hobby is watching anime. Anime is a Japanese slank on 'aniamtion'. This anime is Japanese animation and is usually mode in 2D. It can be series or movie or even video.

The advantages I get from my hobby are learning Japanese language and it's culture. Because not so many animes were dubbed in Indonesian so most of the time I download them from the internet with subtitles. Through the dialogue and narations I can learn Japanese. These animes also contain some cultural aspects from Japan like, the traditional ceremony, clothes, the education system even myths and legends.

Let me introduce my self. My fullname is Ravita Nurjanah, but you can call me Vita. I am 21 years old. Now, I am still studying in Diponegoro University in Semarang, Indonesia. I chose English Departement in Faculty of Humanities with Literature section. My original hometown is Klaten, a city between Solo and Jogja. I have a beautiful village to live. There are some fields and trees. There are four members in my family. My mother is Lasinem. She is 42 years old. Then, my father is Maryoto, who is 43 years old. I also have a little brother named Fajar Rudianto. I think that it is a bit introduction from me.

Everyone usually has a hobby. However, I do not have a certain hobby. When I was a child, I like playing traditional games with my friends. When I was a child, I used to play hide-and-seek, jigsaw, ball, and so on. Then, I like reading Bobo magazine and Tintin comics when I studied in Junior High School. I read and borrowed them in library. After that, when I continued my study to the Senior High School, I like to join organization that can made my activities being full. Now, I like to watch movie and join organization in campus. In addision, I also like writing, but it seldom to do right now.