

ERROR ANALYSIS ON THE AUXILIARY VERBS MADE BY THE TENTH GRADERS OF MAN 2 SAMARINDA

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Abstract: This study used qualitative design focusing on the errors made by the second year students of MAN 2 Samarinda. The variable of this study was errors on auxiliary verbs. The variable was measured by using an objective test on auxiliary verbs. The instrument of the study was a test on auxiliary verbs. The data were analyzed the kinds of typical errors which are classified into four, they are: omission, addition, misformation, misordering errors. The components of auxiliary verbs test were: to do (do, does, did), to have (have, has), and modal auxiliary (can, could, will, would, may, and must). The study discovered that kinds of typical errors on auxiliary verbs are classified into four kinds of typical errors: omission errors, addition errors (double marking and regularization), misformation errors and miscellaneous errors. The typical errors present on auxiliary verbs are classified into four kinds of typical errors: (1) to do, including: errors in adding “do”, “does” and “did”, misuse in using “do”, “does” and “did”. (2) to have including: errors in adding “have” and “has”, double in marking auxiliary verbs, in this case to be and to have, (3) modal auxiliary including: false in choosing the right modal auxiliary.

Keywords: error analysis, auxiliary verbs, types of errors.

LANGUAGE is one of the wonderful gifts given by God to humanity. It is with the help of language that man is able to communicate and solve a number of his problems and has been able to make a lot of achievements in life. In relation with the increasing of human courtesy and the developing of science and technology, people make more interactions one to another. The interaction which is done uses a tool or a media named language. Without language, it is difficult for people to express their views, ideas, feelings, and intellectuality to human beings. Furthermore, there would not have come educational activity into existence, there would not have been law making, preaching, lecturing and nothing like talking, singing, writing and exchanging views and there would not have been books. That is why it is very essential for every man to learn and use a language.

However, it is not easy to learn a language. Every language is a complex phenomenon and one has to devote a number of years to learn a language. Even though some are able to learn more than one language.

One of the languages which are used in many countries in the world is English. In Indonesia, especially in the educational field, English becomes one of compulsory subjects at school. It is taught from elementary school up to university level. For Senior High School level, according to 2004 curriculum, there are some skills and components of language. The skills are listening, speaking, reading, and writing. The components are phonology (including pronunciation, stress, intonation), vocabulary, and grammar. The skills and the components are related each other and certainly, each skill is not separated from grammar and vocabulary. If the students can master the grammar and vocabulary well, this will support them in learning the four skills.

To master the grammar is not easy but it can be easy and fun if English teachers are able to select a suitable method and should be taught step by step gradually. The teacher is expected to give more drills rather than only tended to the patterns or too structure oriented.

In regard with the researcher's title, the problem she wants to analyze is the error on auxiliary verbs. Auxiliary verbs as one part of grammar have been the focus study of the researcher, because in teaching learning process, students often make errors in the use of auxiliary verbs. Based on the researcher's teaching experience, the students' comprehension on auxiliary verbs, especially when they should translate Indonesian sentences into English sentences, specifically in negative and interrogative forms seem to be very weak.

METHOD

The study used qualitative design. The data were collected in the form of words rather than numbers. The study focused on the errors made by the second year students of MAN 2 Samarinda. The variable of this study was errors on auxiliary verbs made by Social Department students in MAN 2 Samarinda. The variable was measured by using an objective test on auxiliary verbs. In this study, based on Dulay, et al. (1982:154-162) the researcher analyzed the kinds of typical errors into four, they are: omission, addition, misformation, misordering errors. The components of auxiliary verbs test were: to do (do, does, did), to have (have, has), and modal auxiliary (can, could, will, would, may, and must).

The main data of this study were the result of the students' answers on auxiliary verbs test. They were processed to identify and classify the kinds of errors and typical errors the students made on auxiliary verbs. According to Budiharso (2006a:1) qualitative data required one subject or more depending on the need of information being elaborated. No sample was necessary, therefore, population was not used. The subject was determined based on the appropriateness and selected using snowballing techniques. Snowballing techniques assigned smaller number of subjects to be bigger and bigger.

The subject involved in this study was the second year students of Social Department at MAN 2 Samarinda. The number of the second year students of Social Department at MAN 2 Samarinda was 60 students. There were 2 classes of Social Department, class I and class II. Class I has 32 students and class II has 28 students.

The second year students of Social Department at MAN 2 Samarinda were on average sixteen years old. They learned English twice a week. Their English skills were in average. It is based on the researcher's conversation with the second year English teacher of MAN 2 Samarinda before she conducted the research in that school.

The instrument of this study was a written test of auxiliary verbs. The type of written test was transformation test and completion test. The test was designed of three aspects of auxiliary verbs namely, to do, to have, and modal auxiliary because this study focused on auxiliary verbs taught at MAN. Each aspect of auxiliary verbs test consisted of 20 items and the total items was 60. After trial, the final items of the test were 40 items. They were divided into: to do (do, does, did) form in transformation test, to have (have, has) form in transformation test, and modal auxiliary (can, could, will, would, may, and must) form in completion test. The test was made by the researcher herself based on the materials in the students' English module (LKS), published by PT. Pabelan Cerdas Nusantara for the first semester.

The data of this study were the result of the students' answers on auxiliary verbs tests with 40 items. The researcher gave to 60 samples of the second year students of Social Department at MAN 2 Samarinda. The students were asked to change the form of sentences and choose the appropriate answer. The researcher conducted the test on 28th August 2006.

The researcher implemented several steps in collecting data. First, the researcher found the relevant information to the case including theories, definition and explanation by reading some books, module for MAN and theses. Second, the researcher gave the 40 item test, which had been tried out to the students. Third, the researcher collected the individual score of the students. Last, the researcher administered kinds of errors and typical errors obtained from the test on auxiliary verbs by analyzing the students' answers.

To analyze the data, the researcher used results of the test given to the students. The researcher classified what kinds of typical errors made by the students on auxiliary verbs and the researcher identified the kinds of typical errors present from their answers.

The classification of the kinds of errors was used to answer research problem number one. To know about the typical errors that the students made, the researcher analyzed the students' answers on auxiliary verbs test then found the kinds of typical errors and drew the classification into: a) omission errors, b) additions errors, c) misformation errors, and d) misordering errors. To know the students' achievement of each item, the researcher drew into the frequency of each item of students' achievement on auxiliary verbs. The frequency of each item of students' achievement on auxiliary verbs showed the frequency of errors made by the students.

The identification of typical errors was used to answer research problem number two, which stated the typical errors the second year student of Social Department at MAN 2 Samarinda made on auxiliary verbs. The analysis was based on the kinds of typical errors found on problem number one. In this section, the examples of the kinds of typical errors were given. The errors made by the students were analyzed again item by item. The analysis of the students' errors were divided into three kinds: (1) to do: do, does, did, (2) to have: have, has, and (3) modal

auxiliary: can, could, will, would, may, and must. To make the result of analysis of the student's errors on auxiliary verbs clear, in each sub item was followed with sources and the example of the students' errors.

FINDINGS

Kinds of Typical Errors on Auxiliary Verbs

The analysis of the kinds of typical errors on auxiliary verbs were analyzed from the students' answers on auxiliary verbs test. Based on the students' answer on auxiliary verbs test, the researcher found three kinds of typical errors, which are: omission errors, addition errors (double marking and regularization) and misformation. The errors excluding on Dulay's errors taxonomies are classified into miscellaneous errors.

Frequency Achievement on Auxiliary Verbs

Findings of the frequency of each item of students' achievement on auxiliary verbs are purposed to show the frequency of errors each item made by the students. In addition, the rate percentage of each item of students' achievement on auxiliary verbs is defined on table 1 below.

Table 1 The Frequency of Each Item of Students' Achievement on Auxiliary Verbs

No.	The Students' Codes	I	II	III	IV
1.	A	2	-	1	-
2.	B	1	-	9	-
3.	C	1	-	2	-
4.	D	4	-	1	-
5.	E	-	-	7	-
6.	F	-	-	5	-
7.	G	-	-	1	-
8.	H	-	-	4	2
9.	I	-	-	5	4
10.	J	-	-	7	1
11.	K	-	-	2	-
12.	L	-	-	3	-
13.	M	-	-	3	-
14.	N	-	-	1	2
15.	O	-	1	3	-
16.	P	1	1	1	1
17.	Q	-	1	1	4
18.	R	-	1	-	4
19.	S	1	1	-	1
20.	T	-	1	-	-
		10	6	56	19

Where:

- I = Omission Errors
- II = Addition (Double Marking) Errors
- III = Addition (Regularization) Errors
- IV = Misformation Errors

Scores on Auxiliary Verbs

Findings of the students' scores on auxiliary verbs can be resulted from total calculation of each the students' answer on auxiliary verbs test. The scores are listed from high to low scores to show the indication of the students' comprehension on auxiliary verbs. The researcher took 20 students of 60 students of Social Department because the researcher wants to make the analysis more simple and easy to analyze. The researcher has chosen 20 students of Social Department from high, middle, and low qualification. The result of the students' Scores on auxiliary verbs appeared on table 2 below.

Table 2 The Students' Scores on Auxiliary Verbs

No.	The Students' Codes	Scores
1.	S	90
2.	K	85
3.	P	80
4.	M	77.5
5.	J	67.5
6.	R	67.5
7.	L	65
8.	Q	62.5
9.	G	55
10.	E	52.5
11.	F	52.5
12.	I	52.5
13.	O	52.5
14.	B	47.5
15.	H	47.5
16.	N	47.5
17.	D	40
18.	T	40
19.	A	35
20.	C	30

Errors of Auxiliary Verbs

The analysis of the students' errors present on auxiliary verbs being answered, identified and classified from the students' answers on auxiliary verbs. Below are the examples of the errors and their correct forms.

1) Omission

Omission errors are characterized by the absence of an item that must appear in a well-formed utterance. Types of data obtained from the test are exemplified in script (1).

- (1) *She not give her a gift? (A–A.II-7)
- *Did Rima and Maya the homeworks two hours ago? (B–A.II-8)
- *The students have at school. (S–B-2)

The sentences above are wrong because these are some parts of sentences that missing. The right reconstructions of the sentences are presented in (1a).

- (1a) Does she give her a gift?
- Did Rima and Maya do the home works two hours ago?
- The students have been at school.

2) Additions

Additions errors are the opposite of omissions. They are characterized by the presence of an item which must not appear in a well-formed utterance. Errors on addition are identified in terms of (1) double marking, (2) regularization, and (3) mis-formation.

a) Double Marking

Many addition errors are more accurately described as the failure to delete certain items which are required in some linguistic construction, but not in others. Types of data obtained from the test are in script (2):

- (2) *I am have been the consumer of the product for a long time.
(O – B : 11)

The sentence above is wrong because the students add unnecessary parts of utterance. The right reconstruction of the sentence is as follows:

- (2a) I have been the consumer of the product for a long time.

b). Regularization

A rule typically applies to a class of linguistic items, such as the class of main verbs or the class of nouns. Types of data obtained from the test are as follows:

1. My friends didn't usually come to my house on Sunday. (B – A.I : 1)
2. The woman usually don't open her shop at 08.00 a.m. (O – A.I : 2)
3. Does the students always learn at 07.30 a.m.? (G – A.II : 4)

The sentences above are wrong because the students add unnecessary parts of utterance. The right reconstruction of the sentences are as follows:

1. My friends don't usually come to my house on Sunday.
2. The woman doesn't usually open her shop at 08.00 a.m.
3. Do the students always learn at 07.30 a.m.?

c) Misformation

Misformation errors are characterized by the use of the wrong form of the morpheme or structure. Types of data obtained from the test are as follows:

1. The students weren't follow the flag ceremony every Monday. (N – A.I : 3)
2. I wasn't see her at SCP mall last night. (I – A.I : 4)
3. Mariana Renata wasn't sing a song beautifully last Sunday. (H – A.I : 7)

The sentences above are wrong because those sentences are not constructed in well-formed structures. The right reconstruction of the sentences are as follows:

1. The students don't follow the flag ceremony every Monday.
2. I didn't see her at SCP mall last night.
3. Mariana Renata didn't sing a song beautifully last Sunday.

The analysis of the students' errors present on auxiliary verbs are also tended on the students' errors on three items of auxiliary verbs. The three items of auxiliary verbs are: 1) to do (do, does, did), 2) to have (have, has), 3) modal auxiliary (can, could, will, would, may, must). The results of analysis are presented on Table 3.

Result of analysis of the students' errors presented on Table 3 above shows that students made errors on three categories. The errors are as follows: (1) to do including: errors in adding "do", "does", "did", misuse in using "do", "does", and "did", (2) to have: errors in adding "have" and "has", double in marking auxiliary verbs, in this case to be and to have, (3) modal auxiliary: false in choosing the right modal auxiliary.

Table 3 The Analysis of the Students' Errors present on Auxiliary Verbs

No.	Item of Test	Sources	Students' Errors
1.	To Do		
	a. Do	C – A.I : 1	My friends doesn't come to my house on Sunday
	b. Does	O – A.I : 2 B – A.I : 7	The woman usually don't open her shop at 08.00 a.m. Mariana Renata doesn't sing a song beautifully last Sunday
	c. Did	B – A.I : 4	I don't see her at SCP mall last night
2.	To Have		
	a. Have	B – B : 4 R – B : 11	I has studied many subjects in this course I am have been the consumer of the product for a long time
	b. Has	O – B : 14	My mother have been friendly, patient, and beautiful woman
3.	Modal Auxiliary		
	a. Can	A – C : 2	Tina : Excuse me, must I try the blue one? Shopkeeper : Yes, try in the fit room.
	b. Could	D – C : 6 B – C : 4	I looked for my book but I can't find it She can't speak English well when she was 5 years old, but she can speak English fluently now.
	c. Will	B – C : 3 C – C : 10	Must you give me a cup of coffee? Meira would probably go to Canada for her holiday.
	d. Would	C – C : 1	May you like some orange juice?
	e. May	C – C : 5 A – C : 7	Must I come in, sir? Will I borrow your pen to sign this letter?
	f. Must	-	-

DISCUSSION

This section is focused to give comments on the findings of the study that show findings on kinds of typical errors of auxiliary verbs and findings on the typical errors present of auxiliary verbs.

From the findings on kinds of typical errors of auxiliary verbs, the evidence shows that four typical errors were made on auxiliary verbs test. The errors included: omission errors, addition errors (double marking and regularization), misformation errors and miscellaneous errors. Omission errors are characterized by the absence of an item that must appear in a well-formed utterance. Additions errors are the opposite of omissions. They are characterized by the presence of an item which must not appear in a well-formed utterance. Double marking errors are many addition errors are more accurately described as the failure to delete certain items which are required in some linguistic construction, but not in others. Regularization errors are a rule typically applies to a class of linguistic items, such as the class of main verbs or the class of nouns. Misformation errors are characterized by the use of the wrong form of the morpheme or structure. Miscellaneous errors are the error excluding the third errors.

As we know from the findings above, the typical errors present of auxiliary verbs divided into three typical errors. Omission errors occur ten times, addition errors divided again into two errors which are double marking errors occur six times and regularization errors occur fifty six times, misformation errors occur nineteen times, miscellaneous errors occur two hundred and thirty seven times.

From the result of this study, it seems that most of the students excessively made addition errors, especially regularization errors. The typical of this error is the students cannot differentiate the use of auxiliary verbs of “to do” and “to have” for example: *My friends didn't come to my house on Sunday*. The sentence is wrong because the sentence has a time signal “usually” that is often used in Simple Present Tense. The second example: *Jack and Julie has been my best friends for many years* is strongly clear from the subject “Jack and Julie” that have the same meaning with “They”. The sentence should be: *Jack and Julie have been my best friends for many years*.

The evidence that the students cannot differentiate the use of auxiliary verbs “to do” is supported by the result of some relevant studies. For example, Rohana U. (2004) who conducted a study on *Order difficulties on simple past tense mastery of the second year students of SLTP N 29 Samarinda*, discovered that the students have difficulty in negative sentence. They cannot differentiate the use of “to be” or auxiliary “did” in negative form.

To convince the evidence that most of the students still confuse the use of auxiliary verbs, we can see Wahyuni (2001) who studied *Error analysis on simple present, simple past and past continuous tenses faced by the first year students of SMK Kesatuan 2 Samarinda in academic year 2000/2001*. This study found that other errors made are errors in using “do” and “does”. It seems that most of the students are still confused in making simple present tense sentences. Separated analysis shows that most of the students’ comprehension on simple present, simple

past, and past continuous tenses are low if they have to change the positive sentences into negative and interrogative sentences.

Related to modal auxiliary, the researcher included the students' errors on modal auxiliary into miscellaneous errors because it is only two choices for them to fill the blanks on the questions. The researcher analyzed the students' errors on modal auxiliary became true and false answer and classified the students' answer into Miscellaneous errors. They made error on question number 6 which occurs eighteen times, question number 4 occurs fourteen times, question number 10 occurs six times, question number 2 occurs three times, question number 3 occurs three times, question number 7 occurs three times, question number 5 occurs two times, and question number 1 occurs once. The results convince that most of the students made errors in modal auxiliary "could". It is usually used in the past form, it means that they do not notice about the tense which appear in a sentence.

CONCLUSION

Based on the findings of the study and the purposes of the study, the following conclusions were presented.

- 1) Kinds of typical errors on auxiliary verbs are classified into four kinds of typical errors: omission, addition (double marking and regularization), misformation, and miscellaneous errors. Using taxonomy of errors from Dulay, this study identified error occurrences as follows: omission errors 10 or 10.99%, addition errors 6 or 61.54%, and misformation errors 19 or 20.88%. Miscellaneous errors indicate the combination of omission, addition, or misformation errors. Variations of typical errors on auxiliary verbs included (1) to do, e.g. errors in adding "do", "does" and "did", misuse in using "do", "does" and "did". (2) to have, e.g. errors in adding "have" and "has", e.g. double in marking auxiliary verbs, in this case to be and to have, and (3) modal auxiliary including: false in choosing the right modal auxiliary.
- 2) Kinds of errors appeared in the students' works were as follows. First, omission errors were colored with the absence of "does, do, been" in the sentences, e.g. *She not give her gift. Second, addition errors were characterized by the double marking errors, e.g. tubule be, double do, modal + -s, e.g. *I am have been here for two hours, *My friend does not comes to my house today. Third, misformation errors were identified using ignorance of auxiliary verbs, e.g. *The students were not follow the flag ceremony.

SUGGESTIONS

The suggestions were developed based on the scope and limitation of the study and the significance of the study. Suggestions were addressed to people involved in teaching learning English at Senior High School such as English teacher and students of Senior High School, especially MAN.

- 1) There were four typical errors that students made on auxiliary verbs test. Most of the students made miscellaneous errors and additions errors, especially Regularization errors. This

evidence clarified that the students' comprehension about the using auxiliary verbs on sentences was still low. English teacher at MAN 2 Samarinda are suggested to encourage students and improve their teaching on auxiliary verbs. Various exercises are required to avoid confusion and help understand the patterns correctly.

- 2) In teaching tenses, the teacher is suggested to tend that auxiliary "do", "does" and "did" are only used in negative and interrogative form. Besides, giving the sentence pattern, the teacher has to pay attention to give information about time signal commonly appear in one of tense.
- 3) The students are supposed to improve their English competence as much as possible outside the school for instance: taking English course because it is not only very helpful to encourage the students' comprehension about auxiliary verbs but also other competences and skills of English.
- 4) This study still has weaknesses in terms of its instrument coverage. It is suggested the future researcher improve the instruments.

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