CHAPTER I

INTRODUCTION

1.1 The Background of the Study

Language is one of the most important things in people's life to communicate with each other and it is used as a tool for communication among the nations all over the world. According to Knapp Watkins (2005:15), language is processed and understood in the form of texts. Language, a system a conventional speak, manuals, or written symbols employing which human beings, as members of a social group and participant in its culture, express themselves. Language facilitates the process of knowing. In the process of knowing, language acts as a carrier or medium for conveying the knowledge from one individual to the other. It integrates knowledge acquired through varied sources at varied places and names the knowledge as a concept or a name. It helps in memorizing and recalling.

Language is commonly understood as a tool to describe and report reality. However, this is a limited view of language since language is not only content, it also provides context and a way to recontextualize content. It is argued that language significantly influences how we construct knowledge while interacting with each other. Language affects our thinking. While constructing knowledge, we are processing cognitions through language. Therefore, language is considered as a vehicle of thought because language is a way to get knowledge by absorbing a piece of information and then describing it in a concept form. So it means that

language is taken an important role in the world's communication. Without language, people cannot communicate with others.

There are some languages used in the world, one of them is English. English is one of among languages that to be the most important language. Because with more than 350 million people around the world speaking English as a first language and more than 430 million speaking it as a second language, there are English speakers in most countries around the world. That is why English is selected as the lingua franca (common communicative language) in the world. English is the first foreign language in most countries that do not use English as their mother tongue. Similar to other countries, Indonesia chooses English as the first foreign language. Ramelan (2001:1) states that "English has been taught in this country as the first foreign language since the proclamation of independence on August, 17th 1945". It means that English has an important role in Indonesian education and becomes one of the important subjects since elementary school to the university level.

Since English is the first foreign language, Indonesian learners need time and more process to master all skills in English includes listening, speaking, reading, and writing. Moreover, Learning English is very useful to take part in globalization as the consideration that English is the common communicative language in the world. It can not be denied that understanding the grammatical structure of English becomes the priority to the Indonesian leaners who learn English to master English skills as stated by Douglas (1980:264) that "In learning a language we

must know the grammar rules for forming correct sentence". It can be concluded that grammar is an important core in a language. Without knowing the grammar, people can not succeed in mastering the language.

Writing is one of the four language skills besides speaking listening and reading, which is considered to be a fundamental skill so that students need to learn it. Jo Ray & Anthony (1987: 10) said that writing is a creative process an intellectual exercise that results in a symbolic product, be it a book, story, play, report, essay, memo, letter, or paragraph. But it is not a simple process as learning to ride a bicycle with a definite point in which mastery is visibly and finally achieved for all time. However, writing is not simply a matter of expressing ideas in good language and using good grammar on a piece of paper. Writing will not be easy to understand if the relation among parts is not tightly related. Therefore, writing is not just a matter of using good language, but also a matter of using the ability to create unity in a text. It can be concluded that to create good writing, students have to combine their skill of using a good pattern language and their ability to relate sentences and paragraphs to become a united text. In the text, there are some types of text in writing namely narrative, spoof, recount, procedure, hortatory exposition, description, report, explanation, discussion, news, and analytical exposition.

Indonesian learners either in Junior High School and also in Senior High School often have problems dealing with the grammatical structure both in spoken or written forms. It happens in the teaching-learning

process in Indonesia that grammar becomes the basic rule to improve students' ability in mastering English. Cook and Sutter (1980: 1) also stated that grammar is a set of rules by which people speak and write. It means that grammar is a rule of how words and their components are combined to make sentences both spoken or written. Grammar is also seen as a handy tool in a language. Since it is one of the important aspects of learning English, Indonesian learners assessed grammar to be one of the most difficult parts to learn. Moreover, some Indonesian learners also stated that the most difficult part of grammar was applied in the writing form.

Particularly, when it comes to written form, understanding the grammatical structures include sentence pattern, sentence structure, and also functions of the sentences are a very important part of creating a good paragraph. Mainly when it comes to the patterns *to be* uses in English and Indonesian mother tongue are exactly different. Sometimes, it makes them find it as one of the difficulties in writing. Truthfully, writing is one of the most difficult language skills to be learned by all students who learn English, especially for Junior High School students. Using the appropriate grammatical structure makes the meaning of the sentences are going to be accurate, easily understood, and acceptable. The other significant part is some aspects in writing such as logical thinking, paragraph development, diction, spelling, punctuation, and word order that are required students to fulfill.

Based on the writer's observation at SMP Parulian 2 Medan. The writer found some problems where that are some students got difficulties in writing skills. From the preliminary data class VIII.1 at SMP Parulian 2 Medan, the mean of the results still lacks. When the writer was doing the observation, 20 students have been participated in making a recount text about their experience. After that, the writer checked the auxiliary and linking verbs errors of their writing on recount text. The writer searching the mean of the data observed from the total of the score and then divided them with a total of data.

From the analysis of the student's writing test, they still lack in placing the auxiliary and linking verb in writing recount text. And the observation above the writer found that 70% of the students got a 30-50 score and 30% of the students got a 60-70 score. Students often make some errors on the use of '*to be'* in their recount text such as choose the wrong kind of '*to be'*, like putting the double of '*to be'*, the ' *to be'* after a verb, and displacement of '*to be'*. Some problems usually happen because of the students' understanding. They have known the definition of '*to be'* as auxiliary and linking verbs. They also have known where and when the '*to be'* should be put. But they still confused about applying it in a sentence, paragraphs, and also in a text. The other problem is the displacement of '*to be'*. They sometimes put to be in the wrong position. Therefore, it is going to make some grammatical errors. It causes ambiguity and even changes the meaning of the sentences. Based on the explanation above, the researcher decided to analyze the "Error Analysis on the use of to be as Auxiliary and

Linking Verb in the Students' Writing on Recount Text (A case of the 8th-grade students of SMP Parulian 2 Medan)".

1.2 Problem of the Study

1. What are the types of errors found on the use of to be as auxiliary and linking verb in writing recount text by students 8th grade of SMP PARULIAN 2 MEDAN?

2. What is the dominant type of errors found on the use of to be as auxiliary and linking verb in writing recount text by students 8th grade of SMP PARULIAN 2 MEDAN?

1.3 The Objective of the Study

Based on the formulation of the problem above, the objectives of this study mainly intend as follow:

1. To find the types of errors on the use of to be as auxiliary and linking verb of 8th grade of SMP PARULIAN 2 MEDAN in writing recount text.

2. To find the dominant type of errors on the use of to be as auxiliary and linking verb of 8th grade of SMP PARULIAN 2 MEDAN in writing recount text.

1.4 Scope of the Study

Some kinds of verbs divided into two broad classifications, such a Helping Verb, and Main Verb. Helping verbs are also called "auxiliary verbs". The main Verb can be classified in several ways: transitive and intransitive verbs, linking verb, dynamic and static verbs, regular and irregular verbs. In this research, the writer focuses on analyzing the

auxiliary verb and linking verb. There are so many kinds of the genre (text) in writing namely narrative, exposition, argumentative, descriptive, exposition, recount, procedure, etc. This study limited on Recount text as a tool to find out the errors of the eighth-grade students of SMP Parulian 2 Medan in writing. The writer focused on the types of error Surface Strategy Taxonomy by a theory of Dulay (1982: 146) that consists of omission, addition, misformation, misordering .

1.5 The Significances of Study

The significances of the study are expected to be useful for:

1. **Theoretically**

   1) Using the appropriate grammatical structure especially in using to be auxiliary and linking verbs makes the meaning of the sentences are going to be accurate, easily understood, and acceptable.

   2) Some aspects of writing such as logical thinking, paragraph development, diction, spelling, punctuation, and word order are required students to fulfill.

2. **Practically**

   1) For the writer, this study is expected to be a great experience to face the future when she became a real teacher.

   2) For students, this study is expected to be a motivation to

improve their ability to recount texts.

3) For teachers, this study is expected to be one input to improve their teaching strategies, especially in teaching writing.

4) For students in the English Department, this paper is expected to be beneficial in improving the writer's perception in Error Analysis and generally for anyone interested in reading about the Error Analysis field. Especially for students of the English Education Department, they can read this study as one of their references for additional information.

5) For other researchers, this study is expected to be one reference for relevant researches.

CHAPTER II

THEORETICAL FRAMEWORK

2.1 Error

According to Brown (1994:205), errors are deviances caused by a lack of competence and "a noticeable deviation from the adult grammar of a native speaker". Errors can be differentiated from mistakes in the way that errors are systematic being "errors of competence" which occur in the continuation of the learning process. They are the result of learners' transitional competence and are not self-correctable. And the other expert namely Richard (1997:25), explains that a learner's errors provide evidence of the system of the language that he is using (i.e. has learned) at a particular point in the course (and it must be repeated that he using some systems, although it is not yet the right system).

According to James (1998:1), a language error as an unsuccessful bit of language. He adds that language learners cannot correct their errors until they have additional knowledge on the topic. These errors occur in the course of the learner's study because they haven't acquired enough knowledge. Once they acquire additional knowledge, they will be able to correct their errors and the more errors the learners correct, the more conscious of language they will become. Moreover, it was pointed out that error is unique to humans, and error analysis is the process of determining the incidence, nature, causes, and consequences of unsuccessful language. and the other expert namely Dulay (1982:138) said that errors are the flawed side of the learner of speech or

writing. They are those parts of conversation or composition that deviate from some selected norm of mature language performance. And the writer concludes that the error is that meaning about the incorrect or inaccurate things that done by people without knowing the right one of additional knowledge on writing.

2.2 Differences Between Error and Mistake

Brown (2007:257) comparing between error and mistake. He explains that a mistake refers to a performance error that is either a random guess or a slip in that it is a failure to utilize a known system correctly. And an error is a noticeable deviation from the adult grammar of a native speaker, reflecting the competence of the learner. Ellis (2003:17) express the error reflects gaps in learner knowledge, they occur because the learner does not know what is correct. It means that error is the think about students' mistakes in terms of understanding. So, the error shown here is not because of students who solve technical factors such as 'slipping from the tongue but language errors appearing here are mistakes understood by students who do not understand, understand, and learn the language patterns used.

Error is different from a mistake. Tarigan (1995:74) said that mistakes are usually caused by the factor of performance. Usually, students have already know the systematic rule of the language being used, but because of something they forget about the system. It means that error is referred to as students' mistakes in terms of understanding. So, the error shown here is not because students experience technical factors such as 'slip of the tongue' but

the error that appears here is an error that illustrates that students have not recognized, know, and understood the language patterns used. It is important to know the difference between mistakes and errors because mistakes made are based on two different conditions. Mistakes occur because of 'error in performance' and errors occur because of 'error incompetence'. To distinguish the way that is done is to check back the error to the students concerned. If he can recognize and correct mistakes made, this shows that the mistakes made are 'error in performance', which means the mistake is a mistake. Meanwhile, if students cannot recognize and correct mistakes that are made, it means that the error is an 'error incompetence', which means an error.

And the writer concludes that the error can happen because the people for sure do not know the system of the language before, while mistakes can happen because the people have known the right one system of language, but on the performance, they forget about the system.

2.2.1 The Types of Error

Some experts give their idea about kinds of error. Corder (1974) distinguishes three types of error systematicity, they are:

a. Pre-systematic errors occur when the learner is unaware of the existence of a particular rule in the target language. These are random.

b.   Systematic errors occur when the learner has discovered a rule but it is the wrong one.

c. Post-systematic errors occur when the learner knows the correct target language rule but uses it inconsistently (i.e. makes a mistake).

Dulay (1982: 146) explains there are four to classify types of errors such as linguistic category, surface strategy taxonomy, comparative taxonomy, and communicative effect taxonomy.

1. Communicative Effect

Based on these taxonomies, the errors are classified into global and local errors. Global errors are that affect an overall organization of the sentence and impede significantly a successful communication in the sense that errors cause the listener or reader to misunderstand the message or to consider the sentence incomprehensible. For example, if a listener of English says, "The English language uses many people", clearly the learner has committed a global error because the reader or listener can not comprehend completely what he intends to say. Conversely, local errors are errors that affect a single segment in a sentence and they do not usually hinder communication significantly.

2. Linguistic Category

Linguistic categories classify the error concerning the language component or the particular linguistic constituent of the error aspect. Language components include phonology, syntax and morphology, semantic and lexical and discourse.

3. Surface Strategy Taxonomy

This type of error highlights the ways surface structures which are altered or changed. In this type of error, the learners may omit necessary items or disorder them. Therefore, this taxonomy categorizes errors into four types, they are omission, addition, misformation, and misordering. Surface strategy taxonomy is one of the most common taxonomies used in analyzing language errors, Dulay et al (1982:150). Analyzing errors from a surface strategy perspective is concerned with identifying cognitive processes that are reflected in the learners' reconstruction of the new language. The errors produced are not the results of laziness but of the learners' use of their first language system or principles to produce a new language. Dulay et al (1982:150) classify the student's error based on surface strategy taxonomy into four types. They are as follow :

1) Omission

Omission errors are characterized by the absence of an item that must appear in a well-formed utterance like, to be, noun,verbs,adjective and adverb. Language learners omit grammatical morphemes much more frequently than content words.

For example:

Tiffany is the CEO of the new company.

- Tiffany the CEO of the new company. (The to be is missing)

- Tiffany is the CEO of the new. (The noun is missing)

2) Addition

The addition is any usage of unnecessary in the sentence. The addition is indicated by the presence of an 'unwanted' item in sentences. The unwanted items do not appear in a well-formed utterance. This happens when the learners overuse certain grammatical rules of the target language. The error of addition happens because the students add a letter or word in a sentence where should not be added there. For example: "*Mark is was singing yesterday* " It should be, "*Mark was singing yesterday*"

3) Misformation

Misformation is any wrong form of certain morphemes or structures. Misformation is indicated by the usage of wrong forms of certain. Misformation errors are characterized by the use of the wrong form of the morpheme or structure of tenses. In misformation errors, the learner supplies something, although it is incorrect, based on the tenses that be used. For example writing with past tense: "It is fun to have a good conversation with him ." It should be, "*It was fun to having a good conversation with him*"

4) Misordering

Misordering is any incorrect placement of certain morphemes in sentences. Misordering errors are characterized by the incorrect placement of a morpheme or group of morphemes in an utterance. For example: "Yuta is loving all the time his dog" It should be *"Yuta is loving his dog all the time."*

Based on the type of errors, this research used surface strategy taxonomy, namely: Omission, Addition, Misformation, and Misordering as a reporting tool because it is a container for this research classified several on using to be as auxiliary and linking verbs errors made by students in writing recount text.

2.3 Error Analysis

Brown (2000:218) said error analysis is the fact that learners do the errors and that these errors can be observed, analyze, and classified to reveal something of the system operating within the learner, which led to a surge of the study of learner's errors. Richards et al (1985:96) state that error analysis is the study of errors made by second and foreign language learners. Crystal (1987:112) adds that error analysis is a technique for identifying, classifying, and systematically interpreting the unacceptable forms produced by someone learning a foreign language, using any of the principles and procedures provided by linguistics.

Error Analysis is the identification, description, and explanation of errors that occur both in spoken and written form. Error analysis is used to show students' problems. Moreover, it gives information to the teacher about the process of acquiring a foreign language made by students. Corder (1981:25) explained that learner's errors are significant in these different ways. Firstly, an error can tell the teacher about the progress of the learner and how far the learner can apply the teacher's method. Secondly, they tell the writer how the language is learned, therefore the writer through errors discover strategies applied in acquiring a language. The last, error can serve as good feedback to learners for adjustment, hence they will not make the same errors again.

From the definition above, it can be concluded that errors occur when the learners speak or write. An occurrence of those areas is caused by the learners still developing acquisition of the L2 (target language) rules system. By classifying errors that learners made, the writer could learn a great deal about the second language acquisition process by inferring the strategies that the learners were adopting. Furthermore, the result of error analysis will inform the teacher of some problems faced by students.

2.3.1 The Purpose of Error Analysis

Norrish (1983:80) explains an error analysis can give a picture of the type of difficulty learners are experiencing. He further explains that by using error analysis as a monitoring device, the teacher can assess more objectively how teaching is helping his students. During the process of learning a second language, errors are unavoidable. These errors for a long

time had been seen as faulty in learning the language. However, this error has its function. The errors can appear can be analyzed and classified based on the similarity they have within them. The classification, later, will show the proficiency level of learners that create the errors.

1) Heidi Dulay (1982) serves two major purposes in studying learners' errors; they are: It provides data from which we can make interferences about the nature of the language learning process.

2) It indicates to language teachers and curriculum developers are required to conduct the research correctly.

2.4 Writing

Sanggam Siahaan (2008:215) express writing is the psychological activity of the language used to put the written text. In the other expert Akhaidah (1994: 1) states that there are some functions of writing for students. Through writing, students will recognize themselves more and their potential. Writing also helps students to develop their idea and information, trains the students to organize the ideas systematically and express it consciously and helps students to think and speak orderly.

On the other hand, writing is not merely a process of thinking of something and selecting the words needed to express it. It is a kind of technique in arranging ideas or information into a condensed form of writing. The ideas and thoughts are informed into paragraphs and have a meaning of

the content. Meanwhile, writing is a process to put thoughts into words in a meaningful form and it is used to express and explain ideas. Learning English writing is the same as learning other skills like reading, speaking, and listening. The students should practice and do a lot of exercises, continually and seriously studying the language for students. Writing is the representation of language in a textual medium using a set of meaningful signs or symbols.

Writing is a tool for communication and learning that allows us to document, collect, and widely circulate detailed information. Writing also provides a means of expressing oneself and persuading others. To make good writing a writer should have clear purposes. The writing also should consist of specific information connected and arranged orderly using appropriate words or sentences.

2.4.1 Writing Process

The composing processes of individual writers vary greatly, and difficult to draw a uniform picture of how successful writers. Many experts have classified some stages in the process of writing. One of them is Calderonello (1986:5), who said that there are five common components of the writing process: inventing, planning, drafting, revising, and editing. All five components are crucial to effective writing, regardless of the sequence in which they occur in your writing process. Elements in the writing process are:

1) Inventing

Inventing is any activity that involves the writer in discovering and generating what he wants to say. It can take place at any even during drafting. Reading, talking, thinking, brainstorming, doodling, going over notes, and using a specific inventing method (such as a set of questions) to examine a topic are some examples of inventing activities.

2) Planning

Planning is the activity by which are a writer tries to do determine how to say what he wants to say. It involves answering such question as:

1.What is my thesis and intention in this text?

. Who is my audience for this text?

3. How much information is relevant to the task? How will it be presented, in what forms and it what order?

4. What tone (humorous, serious, ironic) is best?

Individual writers do plan differently. Some plans are as invent some plans largely after they invent; some plans as they draft and revise.

3) Drafting

To produce the first draft, all writers, whether skilled or not, require certain implements: pencil and paper, a typewriter and paper, or a word processor and printer. Imagine two writers at roughly the same

stage of the writing process. They both have done enough preliminary inventing and planning to have a fairly detailed conception of what they want to say and how they think they want to say it. They both writing first drafts that will, eventually, become finished texts. While drafting these two writers will go back and forth between inventing and planning, drafting, and even editing that is, they revise as they write, when and if it is necessary to do so. There the similarity.

4) Revising

Revising is not the same as proofreading or editing. It involves rethinking and changing the text possibly changing the introduction, or a paragraph, or several paragraphs, or part of a paragraph, or a major argument. Revising involves adding new writing or cutting out writing, or rearranging what is written, or substituting another way of saying something. It is something a skilled writer is willing and able to do, but skilled writers do not always revise extensively every time they write.

5) Editing

Editing means polishing a piece of writing by word-level changes: in spelling ("I've misspelled apparent again"), mechanics (I need to use a comma here"), usage ("I'd better check the past tense of 'lie' "), word choice ("I've used 'justify' three times in two sentences, maybe I can substitute another word"), and so on. Most often, writers edit a piece of the writing process, after the pieces are finished in all other respect.

This gives them one last opportunity to inspect the piece and to determine whether it meets their standards. It can be stated that the purpose of writing is communicating the relation of the sentence in a writing should be coherent one another, so that the information that will be delivered by the writer can be understood by the reader and the process of writing is the writer should outline what they want to write. It is done to make the process of writing controllable. The outline will help the writer elaborate on the idea in the writing process. In conclusion, writing is a mental process of inventing ideas, expressing them into written forms, and organizing them into meaningful statements or paragraphs.

2.4.2 Types of Writing

Eric, Robert, and William (1989:18) said that writing is a creative act, the act of writing is creative because it requires to interpret or make sense of something: an experience, a text, an event. The type of writing system which exists in the native language is an important factor in determining to easy of speech with which students learn to write. There are two types of writing.

1) Practical Writing

This type deals with fact and functional writing. It is purposed to a special goal that we can find it in letters, papers, summaries, outlines, essays, etc.

2) Creative or Imaginary Writing

This type usually exists in the literature. Such as novel, romance, poem, short, story, science, fiction, etc.

2.4.3 The Purpose of Writing

As a basic skill in learning English writing also has some purpose. According to McMahan, et al. in Sarinten (2010:63) the same purposes of writing as follows:

2.4.3.1 To Entertain

Writing to entertain generally takes the form of imaginary or creative writing. It means that the writer needs to use his/her creativity. It must not make the readers laugh, but engage their feeling in some ways.

2.4.3.2 To Inform

Writing to inform has the purpose to tell the reader about something. This kind of informative writing can focus on objects, places, procedures, and events. It can be seen in newspaper and article

scientific or business reports, instructions or procedures, and essays for school and university.

2.4.3.3 To Persuade

The writer tries to convince the reader of something that a point of view is valid by presenting the fact of data so that readers follow the writer's opinions and act upon it. In conclusion, the purpose of writing is not only to express the ideas, feeling, or thought in written symbols but it has also specific purposes such as to entertain, inform, and to persuade the readers.

2.4.4 The Principles of Writing

The idea within a paragraph should flow smoothly from one to the text and subordinate ideas should be related to the main idea presented in the topic sentence. Based on Dietsch's book there are distinctive features of principles writing in order the paragraph to be effective, those are:

2.4.4.1 Interest

To write an effective paragraph that is worth reading, choose a topic you know and care about. Consider how you might arouse interest. Scan your prewriting; you may find an overlooked gem that will be just the hook for your opening. Most of the readers cannot approach the topic unussually like they might know. A secret of good essay writing is to remember that readers like to be entertained; include

anecdotes and offbeat examples. Supply action verbs and concrete nouns that enable the reader to share your vivid impression. It means that the writer should choose a good topic to read.

An interesting title or topic can encourage the reader to know the whole of the paragraphs. Try to make an interesting topic sentence. So, the reader will be eager to continue their reading. Readers like to be entertained. The way to catch readers' attention to the paragraph is to stimulate curiosity by choosing an interesting topic.

2.4.4.2 Unity

To unify a paragraph, focus on one major idea in the topic sentence. They relate all of the support sentences in the paragraph to the topic sentence. Support sentences may amplify the major idea with examples, facts, statistics, opinions, or reasons. If a sentence lacks a connection to the topic sentence, either establish one or discard the sentence. Unity is the paragraph that explains one idea. It means that the supporting sentences/supporting details in the paragraph correlate to the major idea in the topic sentence, therefore the paragraph has unity.

2.4.4.3 Completeness

To be complete, a paragraph must supply adequate and appropriate information. A paragraph must have complete information. Lack of

information can cause illogical analysis or gambling information. The audience will be bored and uninterested in reading the paragraph.

2.4.4.4 Coherence

You might think of a paragraph as a jigsaw puzzle—each piece must fit. If not, the paragraph lacks coherence; it does not flow smoothly. During revision, you rearrange any words, phrases, or sentences that are in the wrong places. If there are still gaps between details, you can add transitions, either signpost or embedded, to bridge the gaps, or you might devise a parallel structure. Transitions are parallelism show relationships. It can be summed up that coherence is to connect one paragraph to the next paragraphs smoothly. The writer can use transitions to cohere sentences in the paragraph.

2.4.4.5 Clarity

The main idea should be clear the first time. Clarity is the result of knowing your purpose, correctly assessing the audience and occasion, selecting appropriate words, being complete, and connecting details to a central idea. Clarity prevents the audience to read the paragraph several times to get the purpose or intended information. An unclear paragraph will puzzle the audience therefore clarity in delivering information in a paragraph is needed to have.

2.5 The Types of Genre

According to Sanggam Siahaan (2008), the types of text (genre) in English are Narrative, Spoof, Recount, Procedure, Hortatory Exposition, Anecdote, Description, Report, Analytical Exposition, Explanation, Discussion, and News. Will be explained as follow:

a. Narrative

The narrative is any written in which the writer wants to amuse, entertain people, and to deal with actual or various experience in different ways. A detailed explanation will be presented on the next pages.

b. Spoof

Spoof is known as narration text. It is a text of writing which use a series of event in a certain process.

c. Recount

A recount is a narrative text too. It is written out to make a report about the experience of a series of the related event. Theoretically, the technique to write recount is similar to the way a narration written.

d. Procedure

The procedure is any written English text in which the writer describes how something is accomplished through a sequence of actions or steps.

e. Hortatory Exposition

Hortatory Exposition is written English text in which the writer persuades people that something should or should not be the case.

f. Anecdote.

The anecdote is any written English text in which the writer shares with the others an account of an unusual or amusing incident.

g. Description

The description is a written English text in which the writer describes an object. In this text, the object can be concrete or abstract object.

h. Report

A report is a text which can be written out with a descriptive technique. It describes an object to the readers. The length of the text depends on the specific detail of the object being described.

i. Analytical Exposition

Analytical Exposition is an expository text. It is written to expose the truth of the fact of the object to the reader.

j. Explanation

The explanation is a written English text in which the writer explains the processes involved in the information or workings of natural phenomena.

k. Discussion

Discussion is a written English text in which the writer presents some points of view about an issue.

l. News

News Item is neither a paragraph nor an essay. Stead this conforms to any written English text containing one or more than one paragraph in which the writer to inform people about events of the day which are considered newsworthy or important.

From the explanation above, the researcher decides to choose the Recount text as her tool in this research.

2.6 Verb

2.6.1. Definition of Verb

The verb is the most complex part of speech. Its varying arrangements with noun determine the different kinds of sentence statements, questions, commands, exclamations. The verb functions as the grammatical center for the predication about the subject. It may be the strongest predicting word in the central core of the sentence. The verb is so basic that other functions (subject, object, complement) are determined about it. Verbs are the dynamic element in sentences and clauses. They provide the movement or action, or a sense of what is happening. It means that verb is the main part of a sentence to express the predication of the subject.

According to Suswati (2009:54) verb is king in English. The shortest sentence contains a verb. You can make a one-word sentence with a verb, for example: "Stop!" You cannot make a one-word sentence with any other type of word. Verbs are sometimes described as "action words". This is partly true. Many verbs give the idea of action, of "doing" something. For example, words like run, fight, do, and work all convey action. But some verbs do not give the idea of action; they give the idea of existence, of state, or being. For example, verbs like be, exist, seem, and belong all convey state. A verb always has a subject. (In the sentence "John speaks English", John is the subject and speaks is the verb). In simple terms, therefore, it can be said

that verbs are words that tell us what a subject does or is. So, verbs are important in English grammar, you can make on sentence contains one word of the verb. But, without a verb, you can‟t make a sentence.

2.6.1.1 Function

The verb usually describes:

1) Action (Ram plays football.)

2) State (Anthony seems kind.)

There is something very special about verbs in English. Most other words (adjectives, adverbs, prepositions, etc) do not change in form (although nouns can have singular and plural forms). But almost all verbs change in form. For example, the verb to work has five forms: To work, work, works, worked, working.

2.6.1.2 Kinds Of Verb

Verbs are divided into two broad classifications:

1) Helping verb

Helping verbs have no meaning on their own. Helping verbs are also called "auxiliary verbs". They are necessary for the grammatical structure of a sentence, but they do not tell us very much alone. We usually use helping verbs with main verbs. The "help" the main verb (which has real meaning).

Helping verbs can be divided into two basic groups:

(1) Primary helping verbs (3 verbs) These are the verbs be, do and have. Note that these three verbs can be used as helping verbs or as main verbs. We use them in the following cases:

(a) Be

To make continuous tenses (He is watching TV) To make passive (Small fish are eaten by big fish)

(b) Have

To make perfect tenses (I have finished my homework)

(c) Do

To make negatives (I do not like you.)

To ask questions (do you want some coffee?)

To show emphasis (I do want you to pass your exam)

To stand for main verbs in some constructions (he speaks faster than she does)

(2) Modal Helping Verbs

Modal helping verbs are used to "modify" the meaning of the main verb in some way. A modal helping verb expresses

necessity or possibility and changes the main verb in that sense. These are the modal verbs: Can, could, may, might, will, would, shall, should, must, ought to. Here are examples using modal helping verbs: I can"t speak Chinese. John may arrive late. Would you like a cup of coffee? You should see a doctor. I really must go now.

2) Main Verbs

Main verbs have meaning on their own (unlike helping verbs). There are thousands of main verbs, and they can be classified in several ways:

a) Transitive and intransitive verbs

A transitive verb takes a direct object: somebody killed the president (the president is the direct object). An intransitive verb does not have a direct object. He died. Many verbs like speak, can be transitive or intransitive. Look at these examples of transitive verbs: I saw an elephant We are watching TV He speaks English.

b) Linking verbs

A linking verb does not have much meaning in itself. It links the subject to what is said about the subject. Usually, a linking verb shows equality (=) or a change to a different

state or place (>). Linking verbs are always intransitive (but not all intransitive verbs are linking verbs). Mary is a teacher. (Mary=teacher) Tiara is beautiful. (Tiara=beautiful) That sounds interesting. (That=interesting)

c) Dynamic and static verbs

Some verb describes the action. They are called "dynamic", and can be used with continuous tense. Other verbs describe state (nonaction situation). They are called "static", and cannot normally be used with continuous tenses (though some of them can be used with continuous tenses with a change in meaning). The examples of dynamic verbs as follow: Hit, explode, fight, run, go The examples of static verbs: be. Like, love, prefer, wish, impress, please, surprise, hear, see, sound.

d) Regular and irregular verbs

This is more a question of vocabulary than grammar. The only real difference between regular and irregular verbs is that they have a different ending for their past tense and past participle forms. For regular verbs, the past tense ending and past participle ending is always the same: ed. For irregular verbs, the past tense ending and the past participle ending is variable, so it is necessary to learn them by heart.

Based on the explanation types of verbs above, the writer decides to focus on identifying the error of auxiliary and linking verbs to her research.

2.6 Previous Research

In doing this thesis, the writer writes that also related to this topic. The first taken from the journal of Danik Cahyaningrum (2014) entitle Error Analysis On The Use Of To Be As Auxiliary And Linking Verb In The Students' Recount Text (A Case of the 8th Grade Students of SMP N 19 Semarang in the Academic Year of 2013/2014). There are some similarities between the previous research and this research. The variable of the title almost similar. The theory that used to identify the types of error also using the Surface Strategy Taxonomy by Dulay's theory namely error in omission, addition, misformation, misordering. The difference is the object of the study is different, so the results of the data could be different. The writer has interested in the title that the previous research used because the case is so similar to the writer's experience founding when she was doing the PPL.

The second is from Inni Nihayah (2011) entitled "Error Analysis On Using Modal Auxiliaries 'Must' And 'Have To' Of The Second Grade Of Junior High School At MTsN 1 Pandeglang". The similarity is the researcher using the Surface Strategy Taxonomy by Dulay's theory to identifying the types of error. The differences in the previous researcher only focus on the error auxiliary Must and Have To on her research. While this research focused on the error of using to be as auxiliary and linking verbs on recount

text. So, the previous research was taking the specific auxiliary and this research is taking the general auxiliary and adding the linking verb on her research.

The third is from Maulany Agustin (2018) entitled "An Error Analysis of Auxiliary Verbs Found on Students' Consecutive Interpretation". The similarity is the researcher using the research design of descriptive qualitative. The differences in the previous researcher focus on identifying the error of auxiliary verbs that found on Students' Consecutive Interpretation. The types of error that the previous researcher used was Hie Ting et al's theory. While this research is focused on use to be as auxiliary and linking verbs in writing recount text and using the theory of Dulay.

2.7 Conceptual Framework

Writing is an important skill in language learning. Writing is defined as a psychology activity of the language used to put information in the written text (Siahaan, 2008: 215). To have competence in writing, students need to train themselves in doing writing activity as a continual activity. Itself has a necessary role in improving student's skills about the error analysis from the text. Error is some kind of mistake made by students without realizing it. Error is natural for students to do. Studying the errors made by learners needs no justification. It is something that the teacher is always done for purely practical reasons. The errors get from the result of tests or examinations, and it becomes a major element in the feedback of the process of learning.

When the writer asked them to write, still found errors in it. It can happen because as students a foreign language, we still have many errors. There is a grammatical system that should we know well. Especially on placing the to be from the source language to target language that we know so many differences, unfixed words missed words, etc. So, by analyzing it, the teacher can give some proper feedback, try to fix the error, and help students to develop their writing. Because by repairing the errors, it can carry students to be more effective learning. Therefore the error analysis will discuss in conducting the thesis

According to Dulay (1982) namely:

1. Omission

2. Addition

3. Misformation

4. Misordering

According to Brown (2000), There are four sources of error namely:

1. Interlingual Transfer
2. Intralingual Transfer
3. Context of Learning
4. Communication Strategy

Figure 2.8 The Conceptual Framework

CHAPTER III

RESEARCH METHODOLOGY

3.1 Research Design

The research design of this study was descriptive qualitative analysis. According to Wallace (1998:38) "qualitative research is used to describe data which not receivable being counted and measured objectively, therefore subjective". Dealing with the theories, this research concerned to find out the types and the dominant type of error on the use of to be as auxiliary and linking verb by eight grade students in writing recount text.

3.2 The Population and Sample of the Research

The population of the research was eight grade of SMP Parulian 2 Medan which was located at Jl. Garuda Raya No.25 Perumnas Mandala, Medan. Because when the writer was doing an observation there, the writer still found the errors that students made, such as an error in using omission, addition, misformation, and misordering in using to be as auxiliary and linking verbs on writing recount text. The writer took one class as the sample. The class was in class VIII 1. The writer took 20 students which consist of 7 males students and 13 females students. And then, the writer analyzed the paper of the error made by VIII grade students in writing recount text.

3.3 Technique of Collecting Data

There are so many ways to collect the data. The data can be collected by doing observation, giving a test, and doing an interview. The technique of collecting data used in this research was giving the test to the students. The test was a written test. The instrument in this research used a writing test. The writer asked the students to write a recount text. From students' writing, the writer can found out the students' errors and cause of students' error.

3.4 Technique of Analysing Data

To analyze the data, the writer took these following ways:

1) Checking: The writer checked the student's work to find out the errors.

2) Identifying: In this step, the acquired data was studied to find out the errors underlying the errors.

3) Classifying: The writer classified the types of students' of error. According to Dulay et.al (1982:146), there are four commonly used bases for the descriptive classification of errors. They are linguistic category surface strategy taxonomy, comparative analysis, and communicative effect. In this study, the writer will use the surface strategy taxonomy (omission, addition, misformation, and misordering).

3.5 Procedure for Collecting Data

Conducting research needs a process or some steps. The writer has done some procedures to conduct her research as a process. The procedures were elaborated below:

1. The writer collected the data. Therefore before conducting the writer prepared an instrument or a test for the students. The instrument/test consists of instruction to compose a recount text.

2. She went to school to ask the principle's permission who has the authority to allow the writer to conduct the research. After getting permission, the writer allowed to meet the English teacher to arrange a time for doing the research.

3. The writer was doing her research in class VIII-1, and she took that class as a sample of her research based on purposive cluster sampling. Before giving the writing test, she watched the teaching-learning process. The English teacher explained to the students the topic of recount text. After explaining the topic, the writer gave the instruction and guidelines on how to do the writing test.

4. Next, she collected the students' writings test and checked it by circling the wrong words or sentences and returning it to the students to correct their writing by themselves.

5. Then, the students' writing was collected again and the writer checked it once more to find whether the students could correct the words or not if students could correct it, that means he/she did a mistake and means he/she did an error and then she identified the errors.

6. The writer analyzed and classified the types of errors based on Dullay's theory and sources of errors based on Brown's theory. And the writer explained the types of errors and the sources of errors made by the students.

7. Then, she analyzed all of the data descriptively.

8. In the last step, she concludes her research.

The Formula of Percentage the Error Analysis

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

P= The presentation of errors

F= The frequency of error occurred

N= Number of cases (total frequent/total individual)