

## STUDENTS' WRITING ERROR IN USING ENGLISH CAUSATIVE

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### ABSTRACT

*This research aimed to find out kinds of errors in the use of active and passive English causative in writing are made by the sixth semester Students English Department in Muhammadiyah University of Makassar. The method of this research was correlation with descriptive quantitative method. The instrument of this research was writing test. This research took population was the sixth semester students of English Department in Makassar Muhammadiyah University. This research used the random sampling technique. It is the ideal way to take sample objectively. The researcher took 5 to 6 students of each class by lottery. The total samples were 56 students. The result of the study signs students' error in two categories. They were students' error in using active and passive English causative. The findings indicated 1107 errors in using active English causative, which the most dominant error is misformation with 578 times of appearances or 52.22%. Addition occupied the second place of the most dominant error with 430 times of appearances or 38.85%. Omission took the third place of the most dominant error with 80 times or 7.22%. Misordering occupied the last place of the most dominant errors with 19 times of appearances or 1.71%. While, the error in using passive English causative indicated 1194 error, which misformation is the most dominant error with 575 times of appearances or 48.16%. Addition occupied the second place of the most dominant error with 394 times of appearances or 33.00%. Furthermore, omission took the third place of the most dominant error with 127 times or 10.64%. Misordering occupied the last place of the dominant error with 98 times of appearances or 8.20%. Based on the research, the researcher concluded that students made the most dominant errors is misformation and the students rarely made misordering errors both are in using active English causative or passive English causative.*

**Keywords:** *Error, English Causative, Writing*

### INTRODUCTION

Writing is one of basic language skills are very important between four skills other in teaching language and learning process. Trough writing, we can persuade, inform, tell they feel and relay the ideas to others. In writing is not only the process of combining and transferring words into written text but widely writing also the process of transforming our idea into the text which include the process of prewriting and revising. In learning, writing is not easy because we necessitate thought and thinking is always intricate and arduous. It is because the writer needs to do everything at once. According to Gorell and Laird in Susanti: (2017) the scribe generate of words, sentences, paragraphs, and essay unified all

on the same times. Words have to spell, sentences punctuation, paragraphs unite and essay consist of some paragraphs.

Writing skills could be also interpreted as the ability of a writer to produce an idea or opinion by exploring knowledge and experience as well as correctness in arranging of form accuracy of the style and unity of themes and topics through written language. Writing is language skills which have the role important to teach in the learning of English because it is a skill that focuses on someone cognitive domain. According to Bello in Heryanti et al. (2017), writing are productive language skills which perform important role in acquaint language acquisition as to as learning experimentation in words, sentences, and paragraphs of writing to connection their thought and to substantiate the grammatical and vocabulary. Therefore, writing is an important part in the educational environment to support the needs of students in learning.

In developing writing, we make sometimes mistakes. It is caused by lack of grammatical knowledge and vocabulary so made the idea of writing become difficult to understand by readers. Braganza in Heryanti et al. (2017) says that by breaking the fundamental rules and grammar, the ideas become wrong, the sentences become erroneous and the author and the readers stand self-condemned. Consequently, grammar is one of the important components in making writing to be connected or related to each another.

Grammar is a part skill that are heavy to separate from writing. It is because grammar is a device of rule that decide how the word is arranged into understood sentence. Furthermore, Spratt et.al as cited in Zulfadilla (2016) states grammar directing to how incorporate, manage and changed words and cohort of word to made mean. It can be said that when the pattern of grammar is used appropriately, the writer can make a body of the writing can be simple understandable and the message, idea, or news would interpret correctly.

In grammar refers to the structure of the sentences. One of the important parts in structure is Causative. Causative is one of structural component common in sentence specially to learn English. Causative is a verb used to command other people. It shows that somebody or something is indirectly responsible for an action. The example: I had him jacket cleaned yesterday. Ali in Ba'dulu (2009) defines causative verbs as the verbs, which are used to show that someone wants

the other to do something whether by payment, request, persuasion, flirtation, or compulsion.

Unfortunately, in writing process, found some students made errors in using causative. Referring to the students who make the errors, we can understand the common errors made by student in using causative. Besides, we can know frequency and percentage of the error in using causative. In this researcher chose Sixth semester in Muhammadiyah University of Makassar because it can help the students to know their error in using Causative. Based on the researcher simple observation to the causative. Besides, in Muhammadiyah University Makassar, the researcher easy to analyze the students' error because it is obtainable.

Errors in use of English causative is need teaching English, the researcher tries to show the most common error, the frequency and the percentage of the error made by students in using causative. To may be aid the teacher to reduce the students' error in causative.

However, there was research talking about error in writing, but mostly studies just researching about error common grammatical only. On the other side studies causative also has an important role in teaching grammar.

This research only focuses on error in use of English causative in writing at the Sixth Semester Student of English Department in Muhammadiyah University of Makassar. The researcher considers that causative is one of the most important things related to writing.

Based on the background above, the researcher fascinated study errors in writing focused in use of English causative, this titled Students' Writing Error in Using English Causative. This study is conducted at the Sixth Semester Students of English Department in Muhammadiyah University of Makassar. Formulates the research questions as follow:

What kinds of errors in the use of active and passive English causative in writing are made by the sixth semester Students English Department in Muhammadiyah University of Makassar?

## **REVIEW OF RELATED LITERATURE**

Mbau (2014) conducted a simple research under the title "An Analysis on the Subject-Verb Agreement Errors in Writing Paragraph Made by The Second

Semester Students of English Department at Tadulako University, He found that students make errors the Subject-Verb Agreement in writing paragraph. The error is basic subject-verb agreement, errors on final –s/ -es, the using expressions of quantity, the using there + be and irregularities. He also found that there were six sources of errors due to the errors.

Risna (2016) conducted a simple research under the title “An Error Analysis of English verb phrase in writing paragraph at the fifth semester students of FKIP Unismuh Makassar, she came with conclusion that error made by students are verb phrase include auxiliary and main verb. The result of the researcher showed that an error analysis of verb phrase in writing paragraph was indicated by the mean score of omission errors are (42.62%), Addition Errors are (10.7%), Misinformation error are (42.63%), and misordering errors (4.65%). However, students still need to improve verb phrase in writing paragraph.

Arega (2017) concluded a research under the title “Analysis of Common Grammatical Errors in Written Paragraphs of First Year Students of Wolaita Sodo University, He conclude that First Year Students of Wolaita Sodo University make common grammatical error in written paragraph. They are Tense errors, voice errors, preposition errors, article errors and errors in the usage of adjectives and adverbs.

Nurikawati (2017) applied the title “An Analysis On Grammatical Errors In Writing Paragraph By The Second Semester Students At English Study Program Universitas Riau, She found that the errors made by students consists of eight kinds of grammatical errors namely Preposition, Subject- Verb Agreement, Passive Voice, Plurality, Verb Tense and Form, Auxiliary, Word Order, , and Articles. It finding that the students of research made 80 errors. They are error on terms of Plurality (21.25%) Subject-Verb Agreement (12.50%) and Verb Tense and Form (32.50%),. The low percentage of error are in terms of Word Order (5%) and Passive Voice (5%).

Yuli (2017) concluded a research under the title “An Error Analysis On Using Personal Pronouns In Writing Recount Paragraph Made By The Eighth Grade Students Of SMP Negeri 1 Prambon In Academic Year 2015/2016, She found that the errors made by students focused on personal pronoun is 31 or 25.2 % of omission error in their writing product. Another, the students made 21 or

17.0 % of additional error in their writing product. Then, the students made 27 or 21.9 % of mis-formation error in their writing product. Last, students made error 44 or 35.8 % of disordering.

### **The Concept of Writing**

According to Charles w. bridges and Ronald f. Lunsford as cited in Zulfadilla (2016:6) states, "Writing is the phase in that result a rugged concept on the paper". writing for students to expressiveness their sensation and generate their language of the paper.

Hoover (2008:1) too stress that writing it important constituent of spacious synergy of script. Writing link to each other in three skills: listening, reading, and speaking.

Kral as cited in Chaerah (2013:5) says that writing is the one language student has, at least as long as the text is being created complete control even the ordinary, slippery new linguistic code. Its means a process to give opinion by involving free expression and as a trying to write what we think we want to say.

Kevel as cited in Ismail (2014:17) said "writing is activities where the author utterance all the opinion in his thought on the paper through form word, sentence, paragraph or essay.

### **The Concept of Causative Verb**

#### **a. The Definition of Causative Verb**

According to Hurford (2007: 232) Causative is form denotes an action which cause something to happen.

Azar (1985: 32), causative is the expression of something causes other things to happen or something causes another thing happen.

Beaumont (1992: 109-111) states that to talk about causative is concerning with having something done. It means that we require someone to do something for us.

Ali in Ba'dulu (2009) defines causative verbs as the verbs, which are used to show that someone wants the other to do something whether by payment, request, persuasion, flirtation, or compulsion.

Pyle and Page (2002: 170) defines causative verb is used to show that one person caused a second person to do something for the first person.

Allen as cited in Tidar (2015) the causative verb are sentences which causing someone to do something. It means that verb which causes someone to do something or cause something. In other words, I do not actually do anything, but ask someone else to do it for me.

Based on the definition above, causative verb is a verb that is used to state that someone compel or causes another person or object other to do something to change.

#### b. The Function of Causative Verb

Murcia as cited in Widiyanto (2011) states that the meaning of Causative Verb is different one another. In the active sentence, Causative Get has different meaning from Have and Make although they are all informal and the most occurring causative verbs. It indicates ideas that the subject of the main clause compels someone to do something or action from the embedded subject.

Besides, in the passive sentences, passive Get denote that some effort was required to perform the action. For example: Nina got her car washed by her maid. Meanwhile, causative Have is one of the three and commonly occurring causative verbs. When people use this causative, it says that someone to do something to the first person or subject.

#### c. The kinds of Causative Verb

According to Pyle and Page (1991:132), there are two kinds of causative. One like an active and the other is like a passive.

##### 1. Active Causative Verb

Active causative verb is causative verb that has an active object in the sentence. Is the form which the subject of the sentence performing an action.

##### 2. Passive Causative Verb

Passive Causative Verb is the causative verb that has passive object in the sentence. Causative verbs that have passive object or followed by passive verbs positioned after the complement are *have* and *get*, while *make* is rarely occurred.

## **The Concept of Error**

### **a. Definition of Error**

According to Klassen (1995: 134) as an introducer of the using of error for teaching said that error is shape of structure by a native speaker assume not accept causes of improper use.

Jackson as cited in Munadiah (2013: 3) states that error is the grammar wrong shape of the language.

Sahib (2015: 5) defined that error are systematical aberration on whom a learning not learned anything or the learners have not understood the items that are taught by teachers, that caused, they created error of process in learning the target language.

Jeremy Harmer as cited in Zulfadilla (2016) says the errors are piece of the learner Interlingua which the variant of the language whom a learner has one step of progress and that continued form as she or he purpose for complete mastery

Based on some definitions above, error is a shape of fallacious grammatically or structure that create a native speaker regard not true because of it unjustified application whether in verbal or written language.

### **b. Category of Error**

The error of student can be divided into two categorized. They are the errors of competence and the errors of performance. The errors of competence sometimes happened in systematic and continuously. While, the errors of performance sometimes happened in unsystematic, and the students' capable to justify by themselves. Dulay as cited in Habibullah (2010) there are two types of error. They are:

#### **1. Category Taxonomy Linguistic**

There are some error taxonomy already set in the linguistic item, whilst influenced by an error, these linguistic category taxonomy-grouping errors in related to language constituent and the certain linguistic component the errors occurred.

Language component belonging syntax, phonology and morphology, semantic and lexicon, and discourse. The linguistic category taxonomy can be used reporting tool, which arrange the errors that they have accumulate. For example, within syntax whether someone makes the error is on the main or

subordinate clause; and inside a clause, which constituent is influenced, namely adjectives, noun phrase, verb phrase, auxiliary, adverb, preposition, etc.

## 2. Strategy Taxonomy Surface

Surface strategy taxonomy spotlight the way a surface a structure is changed: students can eliminate any morphemes or words (omission), add unneeded (addition), misform items (Misformation) or misorder (misordering). There are four categories surface strategy taxonomy as follows:

### a) Omission

Omission are characteristic to nothingness of an item that have to emerge in a well-formed expression, even though every morpheme or a sentence is a possibility postulant for omission, but the grammatical morphemes far more often dispel from body morphemes.

### b) Addition

Addition are the contrast of omissions. Addition signed by the items that are not allowed be present in a well- formed expression.

### c) Misformation

Misformation are signed by using of the structure or morphemes the wrong.

### d) Misordering

Misordering is incorrect placing of morpheme or a cohort of morphemes in an expression.

## **METHOD**

This research used descriptive quantitative method. Descriptive quantitative method tried to break up the matter nowadays that has actual identity. Based on the identity, the researcher does not use the hypothesis as provisional answer to break up the matter. The procedure of descriptive quantitative was collecting the data, organize the data and interpret the data. Quantitative research is related to description. The researcher identification and classified the errors were made by the student to conclude it. This research is about the students' error

in use of English causative in writing. The analysis based on the data taken from writing the students.

### **Analysis Data**

The researcher used statistic method. Because the researcher made percentage of every case of causative errors. Then, the researcher arranged the data, and classify them based on the cases, which have high percentage. Besides, researcher display the data, later analyzed the data according to the errors in the form of function of causative pattern and grouping the errors posit the cases. Three steps of analyzing error are identify error; describe error, and explaining error.

### **DISCUSSION**

This research aimed to find out kinds and frequency or percentage of errors in using active and passive English causative, which conducted with the students.

There were 1107 errors in *active English causative* into writing test were made by the students. While, there were (1194 errors in *passive English causative* in writing test were made by the students. The result of each objective is presented on the research findings below.

#### **Kinds and the Frequency of Error in Using Active English Causative**

The first aimed of this research to finding the kinds of error in the using of “active English causative” in writing were made by the sixth semester students English Department in Muhammadiyah University of Makassar. Subsequent to gathering and verifying the data. The researcher discovers that there are many grammatical errors in using “active English causative” which committed by the students.

**Table 1.** Kinds and Frequency/Percentage of Error in Using Active English Causative

No	Kinds of Error	Frequency	Percentage
1	Omission	80	7.22%
2	Addition	430	38.85%
3	Misformation	578	52.22%
4	Misordering	19	1.71%
	<b>Total</b>	<b>1107</b>	<b>100%</b>

Based on Table 2, it may be seen that the total number of errors are 1107 where misformation is the most dominant error with 578 times of appearances or 52.22% from the total number of errors. Furthermore, addition occupied the second place of the most dominant error with 430 times of appearances or 38.85% from the total number of errors. Omission took the third place of the most dominant error with 80 times or 7.22%. While, misordering took the last place of the most dominant errors with 19 times of appearances or 1.71% from the total number of errors.

### **Kinds and the Frequency of Error in Using Passive English Causative**

The second aimed of this research to finding the kinds of error in the using of “passive English causative” in writing were made by the sixth semester students English Department in Muhammadiyah University of Makassar. Subsequent to gathering and verifying the data. The researcher discovers that there are many grammatical errors in using “passive English causative” which committed by the students.

**Table 2.** Kinds and Frequency/Percentage of Error in Using Passive English Causative

No	Kinds of Error	Frequency	Percentage
1	Omission	127	10.64%
2	Addition	394	33.00%
3	Misformation	575	48.16%
4	Misordering	98	8.20%
	<b>Total</b>	<b>1194</b>	<b>100%</b>

Based on Table 4.14, it may be seen that the total number of errors are 1194 where misformation is the most dominant error with 575 times of appearances or

48.16% from the total number of errors. Furthermore, addition occupied the second place of the most dominant error with 394 times of appearances or 33.00% from the total number of errors. Omission took the third place of the most dominant error with 127 times or 10.64%. While, misordering took the last place of the dominant error with 98 times of appearances or 8.20% from the total number of errors.

## **CONCLUSION**

Considering the data verifying, research discovers, and discussions, the researcher gives a description of any conclusions related by the errors the using of ‘active and passive English causative’ in writing made by the sixth semester students of English Department at Muhammadiyah University of Makassar.

The result of the display that there were several kinds of error on the using of ‘active and passive English causative’ as follows:

1. The kinds and the frequency or percentage of error on the using of ‘active English causative’ in writing are made by the sixth semester students of English Department at Muhammadiyah University of Makassar base on the result of writing test as follows:
  - a. The errors of omission occupied the third place of the most dominant error with 80 times of appearances or 7.22%.
  - b. The errors of addition occupied the second place of the most dominant error with 430 times of appearances or 38.85%.
  - c. The errors of misformation occupied the first place of the most dominant error with 578 times of appearances or 52.22%.
  - d. The errors of misordering occupied the last place of the most dominant error with 19 times of appearances or 1.71%.
2. The kinds and the frequency or percentage of error on the using of ‘passive English causative’ in writing are made by the sixth semester students of English Department at Muhammadiyah University of Makassar base on the result of writing test as follows:
  - a. The errors of omission occupied the third place of the most dominant error with 127 times of appearances or 10.64%.

- b. The errors of addition occupied the second place of the most dominant error with 394 times of appearances or 33.00%.
- c. The errors of misformation occupied the first place of the most dominant error with 575 times of appearances or 48.16%.
- d. The errors of misordering occupied the last place of the most dominant error with 98 times of appearances or 8.20%.

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