An Error Analysis of Phrasal Verb In Writing An English Essay

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Abstrak: Tujuan penelitian ini adalah untuk menemukan dan menganalisa kesalahan phrasal verb dalam esai berbahasa Inggris yang ditulis oleh mahasiswa. Penelitian ini dilakukan dengan menggunakan pendekatan kualitatif dengan metode analisis isi. Sumber data penelitian ini adalah mahasiswa semester lima program Studi Sastra Inggris, fakultas Bahasa dan Seni Universitas Negeri Jakarta tahun akademik 2012/2013. Data berjumlah 33 esai yang ditulis oleh mahasiswa. Hasil pada penelitian ini menunjukkan ada 65 kesalahan dari tiga kategori kesalahan diantaranya kesalahan jenis-jenis phrasal verb, kesalahan makna phasal verb dan kesalahan berdasarkan kategori siasat permukaan. Berdasarkan hasil temuan penelitian, dapat disimpulkan bahwa kesalahan tertinggi terdapat pada phrasal verb yang dapat dipisah. Hal ini dikarenakan tidak tepatnya penggunaan preposisi dan struktur penempatan partikel dan kalimat. Sehingga menyebabkan kesalahan persepsi antara penulis dan pembaca. Oleh karena itu kaidah phrasal verb sangat diperlukan dalam penulisan esai berbahasa Inggris.

Kata Kunci: Language Error, Error Analisis, Phrasal Verb, Essay

Introduction

Writing is a skill that can be used to express such a feeling and an idea. Writing needs a number of supporting potential therefore to achieve it needs seriousness, hard will, learning and exercising continuously in such a very long time. Thereby, it is normal if it is said that creating a writing cultural atmosphere will encourage a person to be more creative, active and smart.

Dulay (1982: 277) said that in preparing a writing, we must master a number of component, starting from very simple things, such as selecting words, composing a sentence, up to a rather complicated matters, namely composing a paragraph. Therefore, writing learning process must be able to develop their thinking ability to express their ideas into a form of writing in the form of a writing or essay. As said by Langan (2003:12): *Most Important, essay writing will make us a stronger thinker. Writing a solidly reasoned traditional essay requires mental discipline and close attention to a set logical role.*

Bearing in mind the importance of learning how to write a writing, it is not surprising that writing an essay is one of the skills which must be studied by student in English subject. Even, student is obliged to compose a writing, paper, or thesis as

graduation requirement. It shows that writing activity occupies a very important position.

Writing an essay is seen as a communication facility in writing between the writer and the reader, beside that in writing we are also trained to select the appropriate words in order that readers can easily understand the purpose of such a writing. Besides, learning how to write a writing trains students to improve, to change, to compose sentences having been written to find any mistake that will give impact to its readers.

The difficulty in writing an essay is possibly because this competency is such a complex proficiency which needs other high level language proficiency. In the book *writing with a Purpose,* Wilga (2003:12) said it seems that proficiency to adapt, to manipulate, to sort, to correct, and to evaluate a language plays such a very important role in three processes, namely learning how to read and write, learning a foreign language, and responding a social expectation. Other thing needed by a writer is the knowledge and proficiency to compose a sentence explicitly. Thereby, it is normal if it is said that creating a writing cultural atmosphere will encourage a person to be more creative, active and smart. Students, however, frequently find it difficult in making a writing. Whereas, the factors causing students experience a difficulty among other things are: difficulty in writing clues, both in a language usage or its application in the form of writing grammatical.

Students frequently make mistakes in structural usage in writing as such that it causes misperception between the writer and the readers. One of the examples of mistakes done by students in writing is *phrasal verb* usage in English.

According to Sinclair (1994:V) *phrasal verb* consists of verbs that is followed by a preposition or verbs followed by adverbs or verbs followed by preposition or verbs followed by adverbs and preposition. Mistakes in *phrasal verb* can occur because of inappropriateness in preposition usage and the structure of placing particles in a sentence because *phrasal verb* study is a difficult study, where *phrasal verb* is one of grammatical study. In reality, not all students can make a sentence which is grammatically correct which can be used to express something appropriately. Based on initial research result conducted by researchers, it can be concluded that students tend to use general verb form instead of *phrasal verb* form in writing an essay. This is because

of the students' habit of more frequently using general verbs in verbal or written communication in English.

Some students consider that general verb is easier to understand because it tends to bear non idiomatic meaning or its true meaning. In contrast, *phrasal verb* does not only bear non idiomatic meaning but also bears idiomatic meaning or semi idiomatic meaning which cannot be translated literally.

Therefore, this research is aimed to know the comprehension discussing the mistakes in using *phrasal verb* in writing an essay which covers types of mistakes of *phrasal verb*, mistakes of *phrasal verb* meaning, mistakes of *phrasal verb* based on strategic category and to know the causes of mistakes. The mistakes of *phrasal verb* discussed in this research are the mistakes in the English essay written by students of semester V of the English Language and Literature Study Program of the State University of Jakarta for the Academic Year of 2012/2013.

REVIEW OF LITERATURE
Definition of Language Mistake

The term language mistake has a various definition. Therefore, it is necessary to know the definition of language mistake firstly before we discuss language mistakes. Corder (1973) uses three terms to limit language mistakes, among other things are: *Lapses, Error*, *Mistake*. The three terms have different domain in seeing language mistake. *Lapses* are defined as "*slip of the tongue*" whereas for written language, this kind of mistake is defined as "*slip of the pen*". This mistake occurs unintentionally and is not realized by its speaker/writer. *Error* is a language mistake because the speaker/writer violates language grammar or structure (*breaches of code*). Whereas Mistake is a language mistake because the speaker/writer has improperly chosen words or idioms for such certain situation. This mistake refers to the mistake because the speaker/writer has improperly used the right code he/she knows, not because of lack of second language mastering (B2).

Pateda (1989:50) said that language mistake can occur in every linguistic level. Language deviation done by students in language acquisition and learning is the real thing, namely in the form of mistake occurring in phonology, morphology, syntax, discourse and semantic levels related to the determining factors in communication.

Error Analysis

According to Pateda (1989:73) errors analysis is a technique to obtain language errors, a technique to obtain language mistakes done by students of said language. It means that mistake analysis is a technique to identify, classify, and interpret systematically the mistakes made in learning a foreign language or second language. Therefore deviation to language code occurring in target language is because the students do not know it. Foley (2010) define that mistake analysis is a technique to identify, classify, and interpret systematically the mistakes made by students who are still studying a foreign language or second language by using the theories and procedures based on linguistics.

Based on the above description, mistake analysis functions to obtain such a *feedback* on learning process, so that teachers can make the strategy to be applied in the next learning stages.Pateda (1989:274) put forward that the purpose of mistake analysis is to help students know their mistake and at the same time can help them understand the language they are studying. Therefore mistake analysis shows the right and wrong codes in the language being studied really helps students. Referring to the above description, thus the main function of mistake analysis is to identify how the learning process is in progress by testing the output from the student.

Phrasal Verb

According to Michael and Felicity (2007: 6)*phrasal verb* is the verb containing a verb and a particle. The particle in *phrasal verb* is in the form of *adverb* and *preposition*, (for example *get on with* or *look forward to*).

The said definition explains that *phrasal verb* is a verb being formed from two or three parts, namely: a verb and adverb or preposition. These adverb and preposition are frequently called particle when they are used in *phrasal verb*. The particle in *phrasal verb* can be seen in the following example: <u>*Look for*</u> (*look* = verb, *for* = preposition).

Based on its closeness characteristics amongst its forming constituents, so *phrasal verb* can be differentiated into *phrasal verb* which can be separated (*separable phrasal verb)* and *phrasal verb* which cannot be separated (*inseparable phrasal verb* (Carl: 1999: 1). *Separablephrasal verb* consists of verb followed by adverb. Whereas *inseparable phrasal verb* generally consists of verb followed by preposition. Based on

the definition that in *phrasal verb* sentence contains verb and two particles can be in the form of adverb and preposition.

Sinclair (xviii) defines adverb as a word which gives information on when, how, where, or in what condition something does occur. Morphologically, adverb can be differentiated into three types, namely *simple adverb*, *compound adverb*, *derivative adverb* (Sinclair: xviii). Whereas preposition is the word which is always followed by group of noun or followed by verb ending with *–ing*. Most preposition is in single form and some others consist of more than one word. Examples of preposition in the form of single word are *above, across, at, below, by, down, in, into, off, on, over, to, under,* and *within.* Examples of preposition consisting of more than one word among other things are *ahead of, away from, close by, in between, in front of, next to, on top of,* and *out of.*

Downing and Locke (1992: 338) have divided semantic category of *phrasal verb* into this following category: idiomatic meaning (*fullidiomatic*) namely the full idiomatic meaning of *phrasal verb* which can be separated as meaning category which entire meaning cannot be concluded from the meaning of its forming parts, semi-idiomatic meaning (*semi idiomatic*) namely meaning category in which its lexical verb defends its literal meaning and particle (adverb) is used as an *intensifier* or aspectual marker, whereas non idiomatic meaning (*non idiomatic*) namely the semantic category in which its forming elements are lexical verb and its adverb particle respectively defends its own literal meaning.

ESSAY

Writing an essay is language proficiency used to communicate indirectly. Writing is also a productive and expressive activity, therefore the writer must be able to make use of his/her competency in using writing code, language structure, and vocabularies. Mounsey (2002: 6) also put forward that *essay is a piece of writing designed for academic purpose. It is short enough to be read at one sitting.*

Further Rusyana (1984: 199) explains that competency of writing an essay is the competency of using language patterns in the writing presentation to express ideas or messages. Writing competency covers various competencies, such as competency of mastering the ideas put forward, competency of using language elements, competency of using language style and using spelling elements as well as punctuation mark.

Whereas Ozbek (1995: 43) said that writing is to change our mind into language. This writing activity is a very complex proficiency because it needs physical or mental activity of the writer. Such mental and physical activity is the writer's creative process to communicate his/her mind clearly, briefly and accurately to the readers.

Further Heaton (1989: 135) explained that writing an essay is complex activity and sometimes it is difficult to describe, because writing is not only expressing an idea and feeling with appropriate words, and effective sentence structure by using correct words, as well as effective sentence structure with the right writing code, but writing also needs various proficiencies which support success such as mechanic proficiency, evaluating proficiency, and proficiency to think it over and develop it.

Method and Procedure

This research is a qualitative research by using *content analysis* method, source of data of this research is in the form of *phrasal verb* mistakes in the essay of students of the English department namely 33 sheets of essay and we found there are 31 mistakes of *phrasal verb* sentence as research corpus. The *phrasal verb* mistake existing in each essay of the student is classified according to the type or category of mistake. Research data is in the form of *phrasal verb* mistakes existing in the student's essay was analyzed, then interpreted and further conclusion taking process.

Emzir put forward that content analysis (qualitative) can be in the form of all types of recorded communication (interview transcript, discourse, observation protocol, video tape, and document. The method used in this research is descriptive analysis method in the form of written or verbal words of the persons and the behavior which can be observed, this research gives a description of a situation and condition as clear as possible, without any treatment to the research object.

Population and Sample

The population in this research are students of semester V of English Language and Literature Study Program of the State University of Jakarta for the academic year of 2012/2013 namely 33 students. The samples in this research includes *phrasal verb* mistake in the form of essay writing in English written by the students of 33 sheets of essay comprising 31 mistakes of *phrasal verb* sentence.

Data Collection Techniques

The steps of mistake analysis in data collection in this research is firstly, students' essay in English are read carefully one by one. Secondly, the said students' essays are corrected and are made to become the right sentence/sentence alternative. Thirdly, the types or forms of words, phrases or clauses being wrong are identified by underlining them. Fourthly, every type or form of mistake of every corpus is inserted in the mistake tabulation table. Fifthly, every same type or form of mistake of each corpus is added to obtain the mistake percentage of all the research corpus.
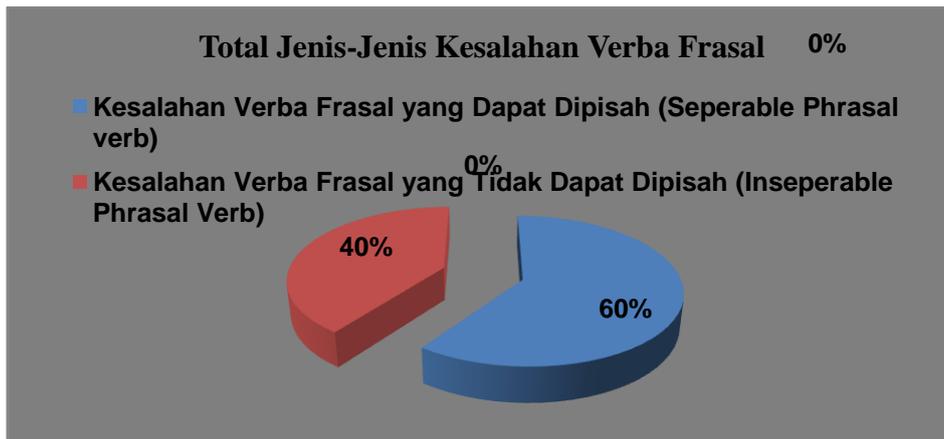
Data Analysis Procedure

Data analysis procedure in this research is based on *phrasal verb* mistake in the students' essay in English. To know in more detail regarding the data analysis procedure, this research follows the steps as follows: firstly, identifying the *phrasal verb* mistake existing in each research corpus. Secondly, classifying the mistake found in the research corpus based on its types or categories. Thirdly, tabulating and making the percentage of the entire mistakes based on its types or category. Fourthly, concluding the analysis result by referring to the percentage of the emergence of phrasal verb mistake existing in all research corpus. Fifthly, describing the data analysis result based on the types of mistake.
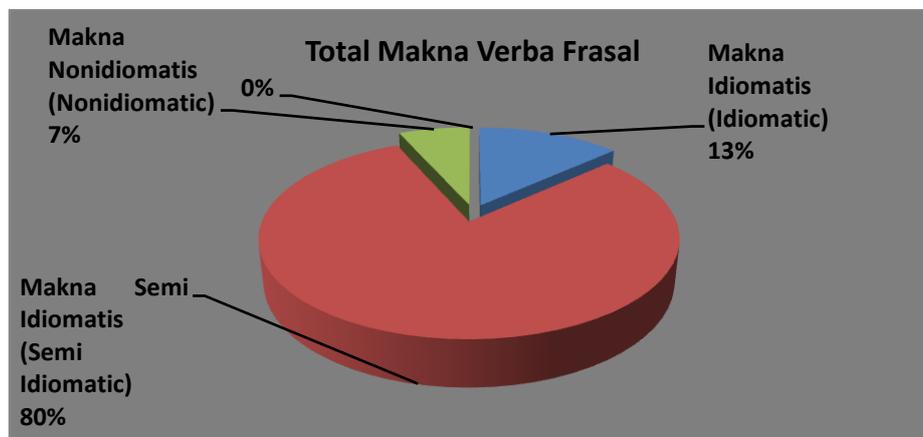
RESULT and DISCUSSION
RESULT
Diagram 1: Quantity/Percentage of Types of Phrasal Verb Mistake
The graph below shows the quantity and percentage of each type of phrasal verb mistake obtained from the research corpus.

Total Jenis-Jenis Kesalahan Verba Frasal   0%

- ■ Kesalahan Verba Frasal yang Dapat Dipisah (Seperable Phrasal verb)
- ■ Kesalahan Verba Frasal yang Tidak Dapat Dipisah (Inseperable Phrasal Verb)

0%

40%

0%

60%

Based on the above table/diagram, it can be concluded that the types of *phrasal verb* mistake is mostly done by students in writing an essay in English is the type of *separable phrasal verb* mistake namely 9 times (60%), and further in the type of *inseparable phrasal verb* mistake there are 6 mistakes or 6 times (40%). Thus, it can be concluded that the types of *phrasal verb* mistake done by students are 15 mistakes.

Diagram 2: Quantity/Percentage of Meaning of *Phrasal Verb* Mistake

Makna Nonidiomatis (Nonidiomatic) 7%

Total Makna Verba Frasal

Makna Idiomatis (Idiomatic) 13%

0%

Makna Semi Idiomatis (Semi Idiomatic) 80%

Seen from the above table, it can be concluded that the semi idiomatic meaning mistake in the first position is 12 times (80%), whereas in the second position is *full idiomatic* meaning mistakein which there are twice (13%), and in the third position is *non idiomatic* meaning mistake of once (7%). Thus, it can be concluded that the mistakes done by students in *phrasal verb* meaning is 15 mistakes.

Diagram 3: Quantity/Percentage of *Phrasal Verb* Mistake Based on Surface Strategy Taxonomy
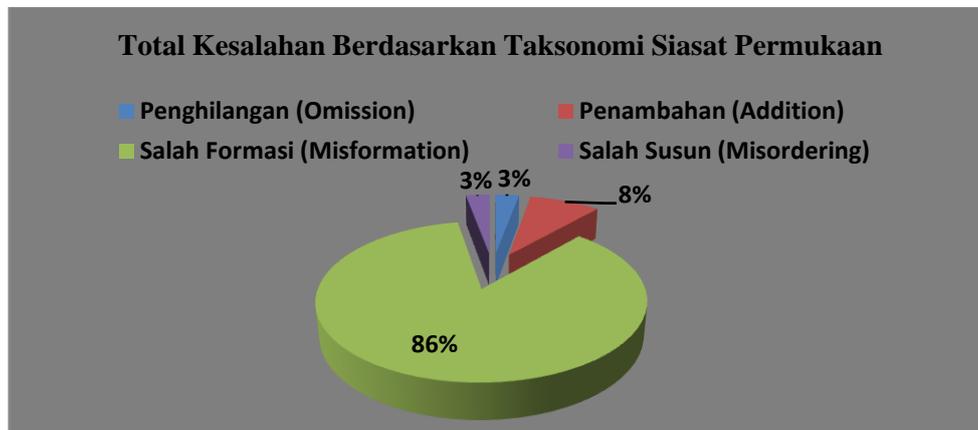
In the above table, *phrasal verb* mistake based on *the surface strategy taxonomy* can be concluded that the first position is in *misformation* category namely 30 times (86%), followed by the second mistake namely in *addition* category wherein there are 3 mistakes or 3 times (8%) and further in the third position namely mistake in *omission* category and *misordering* category in which there are the same number of mistake of 1X (3%). Thus, it can be concluded that the total number of mistake based on *the surface strategy taxonomy* is 35 mistakes.

Diagram 4: Quantity/Percentage of Factor of the Cause of *Phrasal Verb* Mistake

In the above table/diagram, the factor of the cause of *phrasal verb* mistake can be concluded that the first factor of the cause of mistake is habit factor namely appearing 15 times (48%), then followed by the second factor namely intra-lingual appearing 13 times (42%), and further the third factor of the cause of *phrasal verb* mistake is communication strategy factor appearing 3 times (9,6%). Thus, it can be concluded that all the *phrasal verb* mistakes in the sentences made by the students contain the three factors of the cause of each mistake.

Diagram 5: Quantity/Percentage of Impact of *Phrasal Verb* Mistake

In the above table/diagram, the impact of *phrasal verb* mistake, it can be concluded that impact is to guess the meaning and the misunderstanding of meaning appearing 4 times (40%), then followed by the impact of the second mistake namely not understanding the meaning appearing 2 times (20%). Thus, it can be concluded that *phrasal verb* mistake in the sentences made by students will result in impact to the readers.

DISCUSSION.

Bearing in mind the importance of learning how to write a writing, it is not surprising that writing an essay is one of the skills which must be studied by student in English subject. Even, student is obliged to compose a writing paper, or thesis as graduation requirement. It shows that writing activity occupies a very important position. The detail description and explanation are as follow:

There two types of *phrasal verb* mistake comprising *separablephrasal verb* mistake namely 9 mistakes (60%) and *inseparablephrasal verb* namely 6 mistakes (40%). Secondly, *phrasal verb* meaning mistake namely 15 mistakes, which consists of *full idiomatic* meaning of 2 mistakes (13%), *semi idiomatic* meaning of 12 mistakes (80%), and non *non idiomatic* meaning of 1 mistakes (7%), *Thirdly, Phrasal verb* mistake based on surface strategy category there are 35 mistakes (23%) which consists of omission of 1 mistake or 3% of all the entire *phrasal verb* mistake based on surface strategy taxonomy, addition category of 3 mistakes or 8% of the entire *phrasal verb* mistakes based on surface strategy taxonomy, there are 30 mistakes in *misformation* category or 86% of the entire *phrasal verb* mistakes based on surface strategy taxonomy and misordering category of 1 mistake or 3% of the entire *phrasal verb* mistake based on surface strategy taxonomy. Related to this matter, it can be said that *phrasal verb* mistake in *misformation* category is stated as a dominant mistake form, namely the mistake mostly made by students in writing an essay and its inappropriateness in selecting *phrasal verb* morph based on the code determined.

The factor of cause of error was habitual namely appearing 15 times (48%). The impact of phrasal verb error is to guess the meaning and the misunderstanding of meaning appearing 4 times (40%), thus it can be concluded that phraal verb error in the sentences made by students will result in impact to the readers.

Conclusion

Based on the findings of the research, it can be concluded that: *First,* from the kind of phrasal verbs errors; the highest rate of error was seperable phrasal verb. *Second,* from the meaning of phrasal verb errors the highest rate error was semi idiomatic. *Third,* From the phrasal verb errors based on the surface strategy taxonomy; the highest rate of error were misformation. Those errors were caused by habitual factors, intralingual

factors and communication-strategy factors. It would be better if the sixth or seventh semester students are continously trained to write scientific writing, including the proposal of thesis in English to get qualified graduates.

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