THE ERRORS OF USING ADVERBS BY THE ELEVENTH YEAR STUDENTS OF SMA NEGERI 7 MEDAN

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Abstract
This thesis explores about the errors of using adverbs by the eleventh year students of SMA Negeri 7 Medan. The purpose of this thesis is to analyze how the students use adverbs and identify the errors into four kinds of errors based on Rod Ellis (1997) says there are four kinds of errors: misinformation, misordering, omission and overgeneralization. The result of the research can be concluded that the most dominant errors done by students is using adverb of manner in type of overgeneralization 15.49%.

Key words: using adverbs, kinds of errors

1. INTRODUCTION
The most important means of communication for human being is language because it is used to express ideas, senses, thoughts, information, etc. Sapir (1931) defines language as a purely human and non-instinctive method of communicating ideas, emotions and desires by means of voluntary produced symbols. The role of language can be separated from all of our activities in all aspects of our life. We can use more than one language if we learn other languages beside our native language. The language that we learned first is called first language. Richards (1985) says that first language is a person’s mother tongue or the language acquired first. The first language may be used to communicate with family members, other people of the same ethnic group or it is the language of the country where we are living in. we will find problems when we have to speak in the other languages which are different from the first language. Therefore, we need to learn the second language.

The word “second” in Second Language Acquisition may refer to any language that is learned subsequently to mother tongue or first language. It means that the language which is learned may refer to a third or fourth language. In Second Language Acquisition, we can find the term Error Analysis which has meaning the investigating of Second Language Acquisition by collecting and describing samples of language learner. The language of a learner contains errors and non-native learners often do these errors in learning second language. Ellis (19997) says “Errors reflect gaps in a learner’s knowledge: they occur because the learner does not know what is correct.” There are four kinds of errors according to Rod Ellis: omission, misinformation, misordering and overgeneralization.

The errors in learning a second language are made by the students as non – native learners. In our country, Indonesia, English as one of International languages is one of the subjects at schools. The teachers teach the student about English grammar by describing of English structure and also how words and phrases are combined to produce the correct sentences in English. Even though the teacher have explained about how to construct sentences grammatically but they often make errors especially in using kinds of adverbs.

2. METHODOLOGY
The method of the study that use is quantitative method as Arikunto (2006) says the qualitative research applies numbers from collecting data, describing the data, until the result of the research would be better if they apply tabe, graph, draft, picture, etc.

a. Population And Sample
The population of this research is 59 students from to classes XI IPS-1 (32 students) and XI IPS – 2 (27 students). The population in data analysis is 354 students which obtained from 59 respondents. From the total amount of the population, the writer took sample by using Purposive sample. As Arikunto says he sample is purposed by taking the subject not based on the level, random or domain but is taken based on the certain purpose.

b. DATA COLLECTING METHOD
The writer gave a test to collect her data as her data collecting method. The writer asked the students from class XI IPS -1 and XI – IPS -2 as the respondents who took part in the test and
each of them wrote six sentences by using three types of adverbs. The writer only gave 30 minutes for the students to answer the tests.

c. Data Analysis Method

The writer uses the theory of Rod Ellis in analyzing her data and applies grammar structures of Marcella Frank bout adverb. The steps of analysis are:

1) Identifying errors
In this step, the writer compares the errors sentences (the writer mentioned it as “original sentence”) with what seem to be the normal or “correct” sentences in the target language which correspond with them (the writer mentions it as “reconstruction”).

2) Describing errors
This next step where the errors are described and classified into four kinds of analysis errors.

3) Explaining errors
This is the last step of error analysis. In this step, he writer tries to explain how and why a sentence called to erroneous. After analyzing the error sentences, the writer identifies the percentages of the errors made by the students.

To identify the errors, the writer uses Bungin’s theory (2005) below:

\[ N = \frac{fx}{N} \times 100\% \]

Notes:
- \( fx \): The amount of each kind of errors
- \( N \): The total amount of errors.

3. ANALYSIS AND FINDINGS

Having finished collecting data, the writer analyzed the errors made by the eleventh year students of class XI IPS-1 and XI IPS -2.

<table>
<thead>
<tr>
<th>No.</th>
<th>Original sentence</th>
<th>Reconstruction</th>
<th>Kinds of Errors</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>The spring very good.</td>
<td>The spring is very good now.</td>
<td>Omission</td>
</tr>
<tr>
<td>2.</td>
<td>My family go to market Monday.</td>
<td>My family goes to market on Sundays.</td>
<td>Omission</td>
</tr>
<tr>
<td>3.</td>
<td>He yet finished work.</td>
<td>He hasn’t finished his homework yet.</td>
<td>Misinformation</td>
</tr>
<tr>
<td>4.</td>
<td>I will go to the hospital tomorrow last night.</td>
<td>I will go to the hospital tomorrow.</td>
<td>Overgeneralization</td>
</tr>
<tr>
<td>5.</td>
<td>Me and my family will having dinner evening.</td>
<td>My family and I will have dinner tomorrow evening.</td>
<td>Omission</td>
</tr>
<tr>
<td>6.</td>
<td>They will having holiday in the beach summer.</td>
<td>The will have their holiday the beach next summer.</td>
<td>Misinformation</td>
</tr>
<tr>
<td>8.</td>
<td>My uncle now arrive in Medan at 8 o’clock.</td>
<td>My uncle will be arriving in Medan at 8 o’clock.</td>
<td>Misordering</td>
</tr>
<tr>
<td>9.</td>
<td>Mr. Tom and brother want to go to hospital the Sunday.</td>
<td>Mr. Tom and my brother want to go to the hospital on Sunday.</td>
<td>Misinformation</td>
</tr>
<tr>
<td>10.</td>
<td>I can go to Bali to holiday in the next week.</td>
<td>I will go to Bali for holiday next week.</td>
<td>Overgeneralization</td>
</tr>
</tbody>
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<tbody>
<tr>
<td>1.</td>
<td>I see there you stand.</td>
<td>I see you stand there.</td>
<td>Misordering</td>
</tr>
<tr>
<td>2.</td>
<td>You have put the doll on bedroom.</td>
<td>You have to put the doll in the bedroom.</td>
<td>Misinformation</td>
</tr>
<tr>
<td>3.</td>
<td>I playing football in behind the garden.</td>
<td>I am playing football behind the garden.</td>
<td>Overgeneralization</td>
</tr>
<tr>
<td>4.</td>
<td>We start work next week in bank</td>
<td>We start working in the bank next week.</td>
<td>Misordering</td>
</tr>
<tr>
<td>5.</td>
<td>She go to house Siska tomorrow.</td>
<td>She will go to Siska’s house tomorrow.</td>
<td>Misordering</td>
</tr>
</tbody>
</table>

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<td>1.</td>
<td>He walk fastly.</td>
<td>He walks fast.</td>
<td>Overgeneralization</td>
</tr>
<tr>
<td>2.</td>
<td>The children sit with silently in classroom.</td>
<td>The children sit silently in the classroom.</td>
<td>Omission</td>
</tr>
</tbody>
</table>
4. CONCLUSIONS

The percentages of kinds of errors in using adverbs by the students of SMA Negeri 7 Medan as follows:

1) The errors of using adverbs : adverbs of time 33.80%, adverbs of place 19.72%, adverb of manner 46.48%.
2) The kinds of errors of using adverbs : omission 21.13%, misinformation 23.35%, misordering 23.94% and overgeneralization 29.85%.
3) The general error of all adverbs : omission of adverb of time 5.63%, omission of adverb of place 5.63%, omission of adverb of manner 9.86%, misinformation of adverb of time 7.04%, misinformation of adverb of place 4.23%, misinformation of adverb of manner 14.08%, misordering of adverb of time 11.27%, misordering of adverb of place 5.63%, misordering of adverb of manner 7.04%, overgeneralization of adverb time 9.86%, overgeneralization of adverb of place 4.23%, overgeneralization of adverb of manner 15.50%.

There are some possible reasons why the error were made in using adverbs:

1) It is difficult for the students as Indonesian students to use adverbs especially adverbs of manner because Bahasa Indonesia as mother tongue does not have suffix –ly as the marker of using adverbs of manner. There is also a word with which the meaning in Bahasa Indonesia is dengen. So the students put this word because the students consider that it has the same meaning with suffix –ly and also they put suffix –ly for certain words without adding this suffix.

2) The students still lack of knowledge of the forms of adverbs. Therefore, the students do not know to put the proper form of adverb of time, adverb of place and adverb of manner.

5. REFERENCES