

**AN ANALYSIS OF VERBAL PHRASE ERROR IN BRITISH  
PARLIAMENTARY DEBATE BY THE MEMBERS OF ENGLISH  
DEBATING SOCIETY OF TIDAR UNIVERSITY IN THE  
ACADEMIC YEAR 2015/2016**

Anggi Ayu Risanti, Dwi Winarsih, Lilia Indriani  
Program Studi Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan  
Universitas Tidar  
E-mail: anggiayu1@gmail.com

**Abstract**

Tidar University provides the subject of English to be learned not only by those who study in English Department, but for all students of those five faculties. However, not all students who learn English in Tidar University have outstanding English skills. In doing the debate, sometimes they use Indonesian patterns to construct English sentence. There are two objectives of this research; the first is to know the types of verbal phrase error made by the members of English Debating Society in Tidar University in British Parliamentary Debate. The second is to know the causes of verbal phrase errors of the members of English Debating Society by analyzing their utterances. The subject of the study is the members of English Debating Society who are the students of Tidar University in the academic year of 2015/2016. There were 8 members doing British Parliamentary Debate in 4 groups. Having collected data, the writer analyzed the data by identifying the errors, classifying the types of errors, discussing the causes of verbal phrase errors, and analyzing the verbal phrase errors by using descriptive qualitative method. After conducting the data analysis, the writer finds that common errors of verbal phrase made by the students are as follows: addition 20%, omission 21.54% and miss-formation 58.46%. In general, these errors are caused by 24.62% ignorance of rule restriction, 20.77% incomplete application of rule, and 54.61% false concept hypothesized. Finally, the writer concludes that the ability of the members of English Debating Society in using verbal phrase is still low.

**Keywords: Verbal Phrase Error, British Parliamentary Debate**

## Introduction

Tidar University has five faculties, those are Faculty of Teacher Training and Education, Faculty of Economic, Faculty of Agrotechnology, Faculty of Engineering, and Faculty of Social and Politic. Tidar University provides the subject of English to be learned not only by those who study in English Department, but for all students of those five faculties since the demand of human resource who is able to use English as a matter of communication professionally is increasing. However, not all students who learn English in Tidar University have an outstanding English skills. Those skills, including listening, speaking, reading, and writing are equally important to be mastered by students of Tidar University. It is also important to remember that the main function of language is as a means of communication. To be able to communicate well by conveying the ideas effectively, the students of Tidar University must have a good speaking skill as well. Thus, speaking becomes one of important subjects that has to be taken by the students of Tidar University. That subject is also as an indicator of students' English competence especially in spoken communication. In using English in an active communication, a good yet understandable English speaking is required.

In Tidar University, the students can improve their speaking skill in a students activity unit named EDS (English Debating Society). In EDS, the students can experience learning to use English in an advanced level especially in the context of debating. English debating is a good activity for Tidar University students because it facilitates them to spread the way of thinking in a various of cognitive and linguistic ways.

As a student of English Department in Faculty of Teacher Training and Education, the writer finds that this debate activity is very useful for all students in Tidar University. English has become a compulsory subject which has to be taken in all faculties of Tidar University apart from English Department. In order to optimize the English learning in those faculties, the lecturers who teach the English subject are taken from the English Department. So it is very important to know what are the actual needs of those non-English Department students in mastering English. Not only learning English classically and theoretically in the classroom, those students surely need a place to practice using English as a means of communication which is provided by EDS.

There are two kinds of English debate learned in EDS. Those are Australasian Parliamentary Debate and British Parliamentary Debate. Debate as one of the activities in learning English has the difficulties that are faced by the students. So many students cannot understand well about English debate. Based on the writer's preliminary

observation to the members of English Debating Society in Tidar University, the writer found that the students's competence in conveying their arguments and ideas in the debate are still poor so that the debate goes in a wrong direction. Most of the students are stucked with their arguments and keep doing the argument repackaging. They state the same ideas over and over but in different words. Besides, the writer also found that they do a lot of grammatical errors. This is due to the lack of grammatical understanding that the student should have been mastered before. They have not fulfilled the qualification of having a good grammar, so they may fail to convey the meaning of their ideas in the debate. Thus, it should be admitted that grammar is really necessary to convey the exact meaning of sentences or ideas.

The problems faced by the students are also caused by the students' difficulty of building the argument in the debate. It is difficult for them to build the argument because they are lack of vocabulary. It is known that the richer vocabulary acquisition, the wider one's way of think and thus, the more chance to convey the ideas. By having a good vocabulary mastery, the students will be better in choosing the right words for their ideas or arguments. Another cause is that Bahasa Indonesia and English are very different in some of their linguistic aspects while the students tend to think in Bahasa Indonesia when they are speaking English, not directly thinking in English. Thinking directly in English is surely important to avoid the grammatical error from translating the ideas from Bahasa Indonesia into English, instead of just saying it directly in English. The fact that the students apart from English Department do not study English regularly can also be the cause of those difficulties.

The objectives of the study are:

1. To know the the types of verbal phrase error made by the members of English Debating Society in Tidar University in the British Parliemantary Debate in the academic year 2015/2016.
2. To describe the causes of verbal phrase error made by the members of English Debating Society in Tidar University in the British Parliemantary Debate in the academic year 2015/2016.

Debate is a way for those who hold opposing views to discuss controversial issues without descending to insult, emotional appeals or personal bias. (Unique, 2010:1). The writer concludes that debate is a forum to convey the different thoughts, ideas, or arguments from different ways of thinking and points of view between two groups or two team supporting and opposing the provided topic.

There are two major formats of debate that are learned and used in the university. Those are British Parliamentary Debate and Australasian Parliamentary Debate. (Snider, 2011). The British Parliamentary debate format involves four teams. Two teams, called the “First Proposition” and the “Second Proposition” teams, are charged with the responsibility of supporting the proposition while two other teams, “First Opposition” and “Second Opposition,” are charged with opposing it. (Robert and Yang, 2008:1)

Wheeler (1998) states that a phrase is a collection of words that may have nouns or verbals, but it does not have a subject doing a verb. The writer concludes that phrase is a group of words without subject and verb which acts as a single unit as a part of a clause or a sentence. Majid (2010) points out that there are nine kinds of phrases, those are: noun phrase, prepositional phrase, adjective phrase, adverb phrase, verb phrase, and absolute phrase. Verb phrase, as the previous source suggest, is a combination of main verb and its auxiliaries (helping verbs) in a sentence. There are three types of verbal phrases: participial, gerund, and infinitive phrases. Errors are flawed side of learner speech or writing. They are those parts of conversation or composition that deviate from some selected norm of mature language performance (Ellis, 1997). While Brown (1987) explains that there are three sources of error; those are; interlingua transfer, intralingua transfer, and context of learning. Krashen (1982) says there are three types of error in surface strategy taxonomy.

Those are omitting element which should be, adding element which not should be, and miss-formation. Ellis (1997) explains that there are several possible causes of errors. Those are ignorance of rule restriction, incomplete application of rules, false concept hypothesized. Studies conducted on the speech and writing of adult learning English as a second language have reached similar conclusion, namely, that the majority of non-phonological errors observed for adults do not reflect the first language. (White, 1977)

### **Methodology**

The kind of this research is case study. The writer analyzes directly the verbal error in British Parliamentary Debate by the members of English Debating Society in Tidar University in the academic year of 2015/2016. Besides, this research is also a descriptive qualitative research. The descriptive qualitative method in this research has purpose to describe about the verbal error in British Parliamentary Debate by the members of English Debating Society in Tidar University systematically and accurately based on the reality.

### Finding(s) and Discussion

After analyzing the data, the writer classified the errors made by the debaters. She classified and measured them into percentage. The data could be seen as follows:

#### a. Addition

The members of English Debating Society made errors in addition. They are often not aware with the English rules. They tend to add unnecessary elements into their utterances. In this research, the writer found 26 errors or 20% from the total number of observed errors.

Table 1. Percentage of Error of Addition

No.	Type of Error	Frequency	Percentage
a.	Addition	26	20%
	Total	130	100%

#### b. Omission

The members of English Debating Society made errors in omission. They often omit some necessary or important elements in the verb phrases. They do not realize that by omitting the necessary elements from the verb phrases, they make their utterances become ill formed and meaningless. In this research, the writer found 28 errors or 21.54% from the total number of observed errors.

Table 2. Percentage of Omission Error

No.	Type of Error	Frequency	Percentage
b.	Omission	28	21.54%
	Total	130	100%

#### c. Miss Formation

The members of English Debating Society made errors in miss-formation. They often use incorrect forms of word or verb in the verb phrase. They do not pay attention that by using the incorrect forms of word or verb, they can make their utterances become ill formed or even have different meaning. In this research, the writer found 76 errors or 58.46% from the total number of observed errors.

Table 3. Percentage of Miss-formation Error

No.	Type of Error	Frequency	Percentage
c.	Miss-formation	76	58.46%
	Total	130	100%

### Causes of Error

After analyzing the data, the writer found some causes of errors made by the debaters. The causes are ignorance of rule restriction, incomplete application of rule, and false concept hypothesized. Then, the writer classified and measured them into percentage. The data could be seen as follows:

#### a. Ignorance of rule restriction

The debaters' errors may be caused by ignorance of rule restriction. They are often not aware with the importance of applying the rules of English. They know about the rules but they ignore the rule restrictions by overgeneralizing the deviation structure. In this research, the writer found 32 or 24.62% errors which are caused by ignorance of rule restriction from the total number of observed causes.

Table 4. Percentage of Ignorance of Rule Restriction

No.	Cause of Error	Frequency	Percentage
a.	Ignorance of rule restriction	32	24.62%
	Total	130	100%

#### b. Incomplete application of rule

The debaters' errors may be caused by incomplete application of rule. They often omit some important elements from the verb phrase because they are not aware that by omitting it, they make their utterances become incomplete and ill formed. In this research, the writer found 27 or 20.77% errors which are caused by incomplete application of rule from the total number of observed causes.

Table 5. Percentage of Incomplete Application of Rule

No.	Cause of Error	Frequency	Percentage
b.	Incomplete application of Rule	27	20.77%
	Total	130	100%

#### c. False concept hypothesized

The debaters' errors may be caused by false concept hypothesized. They debaters often have miss-concept in forming a verb phrase or in using the correct form of a verb. They supplies some verbs, although it is incorrect. In this research, the writer found 71 or 54.61% errors which are caused by false concept hypothesized from the total number of observed causes.

Table 6. Percentage of False Concept Hypothesized

No.	Cause of Error	Frequency	Percentage
c.	False concept hypothesized	71	54.61%
	Total	130	100%

### Conclusion(s)

Based on the analysis of the data and the result of this study, the writer draws some conclusions as follows:

1. The total number of the verbal phrase errors are 130. They are classified into 26 additions, 28 omissions, and 76 miss-formations. The dominant error made by the members of English Debating Society was miss-formation which has the highest percentage, 58.46%.
2. The errors made by the members of English Debating Society were caused by ignorance of rule restriction, incomplete application of rule, and false concept hypothesized. There were 32 errors caused by ignorance of rule restriction, 27 errors caused by incomplete application of rule, and 71 errors caused by false concept hypothesized. The dominant cause is false concept hypothesized which has the highest percentage, 54.61%.

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