“ERROR ANALYSIS ON STUDENT’S GRAMMAR MASTERY”

(A Case Study in Second Grade SMP Muhammadiyah 17 Ciputat)

A Proposal
Presented to English Department of Faculty of Tarbiya and Teacher Training
In partial fulfillment of requirement for the Sarjana degree (S1)

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JAKARTA
1430 / 2009
# OUTLINE

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“ERROR ANALYSIS ON STUDENT TEST IN ENGLISH TENSES”
(A Case Study in Second Grade SMP Muhammadiyah 17 Ciputat)

A ‘Skripsi’
Presented to the English Department
In partial fulfillment of requirement for degree of strata S1

By Mansur

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JAKARTA

1428 / 2008
LEGALIZATION OF EXAMINATION

A skripsi titled “Error Analysis on Student Test In English Tenses” (A Case Study in Second Grade SMP Muhammadiyah 17 Ciputat) was examined at the examination session of the faculty of Tarbiya. Syarif Hidayatullah State Islamic University, Jakarta on Juli ……..2008.

This skripsi has fulfilled the requirement for degree of sarjana (S1) at English Department.

Jakarta, May 13th 2008

Examination Committee

The head committee

Prof. Dr. Dede Rasyada

The Secretary of Committee

Prof. Dr. Aziz. Fahrurozi

Examiner I

Examiner II
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MAY ALLAH SWT THE ALL MIGHTY BLESS THEM ALL .... AMIN

Jakarta 10 Juli 2008
The writer,

(Manvia)
Appendix I

PETUNJUK UMUM

1. Jawablah Pertanyaan berikut ini dengan menggunakan kata kerja yang benar (sesuai dengan waktu kejadian)
2. Tulislah Jawaban yang menurut anda benar dan sesuaikan dengan kontek waktu kalimat
3. Periksa dan teliti kembali jawaban anda

1. Fill the blank in the preceded sentences with the suitable verb from (Simple Present, Present continuous, Present perfect, Simple past, Past continuous, simple future).

Example:

<table>
<thead>
<tr>
<th>No</th>
<th>(Graduate)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>- Lia <em>will graduate</em> from the junior high school next year.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>1</th>
<th>(get)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>- Lia always <em>gets</em> up early in the morning</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2</th>
<th>(graduate)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>- Ana <em>graduates</em> from the junior high school next year.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>3</th>
<th>(go)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>- The Students of Muhammadiyah 17 Junior high school <em>go</em> to Ragunan zoo last vacation</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>4</th>
<th>(study)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>- at eight clock last night <em>studies</em> English in my room</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>5</th>
<th>(eat)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>- Indonesian Person usually <em>eats</em> rice as staple food</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>6.</td>
<td>(to be)</td>
</tr>
<tr>
<td></td>
<td>- Stop smoking! we.............................in gas station now</td>
</tr>
<tr>
<td>7.</td>
<td>(play)</td>
</tr>
<tr>
<td></td>
<td>- Ahmad ................basket ball next sunday.</td>
</tr>
<tr>
<td>8.</td>
<td>(rise)</td>
</tr>
<tr>
<td></td>
<td>- The sun ................in the east.</td>
</tr>
<tr>
<td>9.</td>
<td>(help)</td>
</tr>
<tr>
<td></td>
<td>- Yesterday I didn’t go to the meeting, I..................my mother cook in the kitchen, she was very busy preparing for my sister’s seventeenth birthday party</td>
</tr>
<tr>
<td>10.</td>
<td>(leave)</td>
</tr>
<tr>
<td></td>
<td>- I................for Malaysia tomorrow night.</td>
</tr>
<tr>
<td>11.</td>
<td>(rain)</td>
</tr>
<tr>
<td></td>
<td>- don’t go out! ......................hard now.</td>
</tr>
<tr>
<td>12.</td>
<td>(do)</td>
</tr>
<tr>
<td></td>
<td>- ................your brother go to school every day?</td>
</tr>
<tr>
<td>13.</td>
<td>(solve)</td>
</tr>
<tr>
<td></td>
<td>- So far, I ................twenty mathematic problems.</td>
</tr>
<tr>
<td>14.</td>
<td>(visit)</td>
</tr>
<tr>
<td></td>
<td>- My family ....................to my logging house yesterday</td>
</tr>
</tbody>
</table>
15. (wait)  
- Our lesson now is English, we ....................for the teacher.

16. (do)  
- .......................you go to Bali last year?

17. (Swim)  
- Susi ! .......................in Ancol beach tomorrow.

18. (take)  
- When the telephone rang, he .......................showers.

19. (cook)  
- Nuki : What does your mother do right now?  
- Rendra : She .......................in the kitchen now.

20. (sing)  
- Siti Nurhaliza is a talented singer, last morning she .......................beautifully for one hour at special program of TV.
CHAPTER IV

CONCLUSION AND SUGGESTION

A. Conclusion

According to the description in preceded chapter, the writer concluded that the students of SMP Muhammadiyah 17 Ciputat are still confused in forming verb based on the context. Beside that, they have not been able to understand well the kinds of tenses in complex sentence or long dialog.

The most type of errors, made by the students in test of English is in area of over generalization, with 115 errors, the percentage of error in over generalization is 63.1%, in area of omission, there are 19 errors or 10.2 %, in area of addition there are 34 errors or 18.7%, in area of over-regularization there are 18 errors or 9.7%, therefore there are no error in double-marking or 0%.

The highest percentage of error, in English Tenses from the six tenses is in area of simple present, there are 48 errors or 25.8%, in area of present continuous tense there are 16 errors or 8.6 %, and in area present perfect there are 22 errors or 11.8%, in area of simple past there are 42 errors or 22.6%, in area of past continuous there are 34 errors or 18.3%, and in area of simple future there are 24 errors or 12.9%.

While the causes of errors are various, they are caused by language interference, students’ incomplete application of rule, errors caused by teaching material, false concept hypothesized and students’ carelessness.

It means that the student still lack in acquiring the six English tenses, and its usage, then they should learn again, and the quality of English learning must be improved again to be the best.
B. Suggestion

Referring to the conclusion, the writer would like to suggest as follow:

1. The English Teacher should give the available time to explain more about English Tenses especially the tense that has the relation with the topic that he is going to teach.

2. The teacher should make more exercise, to improve students’ skill in English tenses.

3. The linguistic aspect especially “grammar” should be taught as well as the four skills of English (listening, speaking, reading, writing).

4. The Teacher can improve the effectiveness of teaching-learning activities by using the result of analysis on the student’s error.
REFERENCE


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WWW.Edufind.Com
CHAPTER II
THEORETICAL FRAME WORK

A. Error Analysis

Error is something difficult to avoid for beginner in learning language process, it is natural part of language learning. Learning the second language is a process unlike learning the first language, learner will directly connect with such a new vocabulary, a new grammatical pattern and foreign pronunciation which differ from the first language. Error always occurs although the best effort has been done. Therefore, when they try to speak or write the target language, it is inevitable for them to produce many errors.

The study of learner’s error is called by the linguist as error analysis. It is a way of looking at errors made by the learners of the target language. Error analysis is an independent source of valid data. It provides information on students’ errors, which in turn helps teachers to correct students’ errors, and also improves the effectiveness of their teaching. Apparently errors give sign to teacher and researchers how target language learning is successfully achieved. According to Pit Corder as quoted by Brown: ‘A learner’s errors …are significant in [that] they provide to the researcher the learner is employing in the discovery of the language’.  

1. Definition of Error Analysis

Error analysis was first introduced by W.R. Lee in 1957, and it gained popularity in the 1970s. Eventhough, the field of error analysis in SLA (Second Language Acquisition) was established in the 1970s by S.P. Corder and colleagues, error analysis was an alternative to contrastive analysis.

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According to David Crystal, “Error analysis in language teaching and learning is the study of the unacceptable forms produced by someone in learning a language, especially foreign language”.\(^4\) Nuril Huda makes the same point that “Error analysis is meant to determine errors which are made by learners’ which are considered as indicators of the learners’ problems in learning a second language”\(^5\).

Guntur Taringan said: “Analisis kesalahan adalah suatu prosedur kerja, yang biasa digunakan oleh para peneliti dan guru bahasa, yang meliputi pengumpulan sample pengidentifikasian yang terdapat dalam samel, penjelasan kesalahan tersebut, pengklasifikasian kesalahan itu berdasarkan penyebabnya, serta pengevaluasian taraf keseriusan kesalahan itu”.\(^6\)

To be more detail, Sharma explained, “Error analysis is defined as a process based on analysis of learners’ error with one clear objective; evolving a suitable and effective teaching learning strategy and remedial measure necessary in certain clearly marked out areas of the foreign language”\(^7\).

According to Pit Corder, error analysis is carried out in three successive stages they are:

1. **Recognition of Errors**  
   It is crucially dependent upon correct interpretation of the learners’ intentions.
2. **Description of Errors**  
   In this step, one tries to show the learner show they have failed to realise the intended message.
3. **Explanation of Errors**  
   Explanation is still largely speculative, because of our limited knowledge of the psychological and neurological process involved in language learning.\(^8\)

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\(^7\) SK Sharma, *Error Analysis: Why and how?, English Teaching Forum*, XXX (April, 1982), p.21
So, the writer tries to conclude that the error analysis is a way of looking at error made by the learner of the target language, as a source of information to the teacher, which in turns helps teachers to correct the student’s errors, and improves the effectiveness of their teaching.

2. Definition of Error

To get clear understanding about the error, it is better for the writer to consider several opinions given by some linguists. According to Jeremy Harmer as quoted by Brown “Errors are part of the student’s interlingua, that is the version of the language which a learner has at any one stages of development, and which is continually reshaped as he or she aims toward full mastery.9

According To Dullay error is “the flawed side of learner speech or writing. Those are part of conversation or composition that deviates from some selected norm of mature language performance.10

Brown has different opinion, he gives more attention on the Interlingua competence of the speaker, he defines that an error is as Noticeable deviation from the adult grammar of a native speaker reflecting the Interlingua competence of the learner.11

The writer tries to define from the preceded opinions that error is: flawed side of leaner speech caused by the factor of competence, on the other hand that they do not understand well the use of the linguistics’ system of target language; it will lead the students to make errors consistently.

3. The difference between Error and Mistake

To get clear understanding about error, it is better for the writer to explain the distinction between error and mistake. Error is flawed side of leaner speech caused by a competence factor; indeed that the students do not understand well the use of the target language linguistic system yet, so error

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10 Heidi Dullay, et/al., Two (New York: Oxford University Press), p.139
could happen consistently. But mistake in language learner is inconsistent deviation caused by performance factors, e.g.; the slip of tongue.

According to Pit Corder “Mistake refers to a performance error, such as a fatigue and inattention, meanwhile error it self is one caused by lack of language rule knowledge (competence factor). A slip is what a learner can self correct, and error is what a learner self cannot correct.

4. The Cause of Error

According to Pit Corder that there are three major causes of error, which he labels ‘transfer error’ (Mother Tongue interference), ‘analogical error’ (Over – generalization) and ‘teaching induced error’ (Error encourage by teaching material or method) 

a. Mother tongue interference

The beginning stage of learning a second language is characterized by good deal of mother tongue interference (from the nature language), in this early stage, before the system of the second language is familiar, the native language is the only familiar language system. The sound system (phonology) and grammar of native language sometimes impose themselves on the new language and this leads to “a faulty foreign pronunciation”, faulty grammatical pattern and wrong choice of vocabulary.

Example:

*“She in my chair sitting is”* - instead of – *She is sitting in my chair*.

b. Over Generalization

Over generalization covers instance where the learner creates a deviant structure on the basis of her/his experiences of other structures in the target language.

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12 S. Pit Corder (eds), *Technique in Applied linguistic* ,(Oxford University Press 1974), p.139
13 S. Pit Corder (eds), *Technique in Applied linguistic*, ..., p.140.
14 S. Pit Corder (eds), *Technique in Applied linguistic*, ..., p.141
Basic sentence - I studied in my room last night
Student’s sentence * - At eight clocks last night I Studied in my room
The correct sentence - At eight clocks last night I was studying in my room

c. Error encouraged by teaching material or method

Error can appear to be induced by teaching process itself and error is an evidence of failure of ineffective teaching or lack control. If material is well chosen, graded and presented with meticulous care, there should never be any error, the students will be easy to accept.

- Example Error encouraged by teaching material in regular and irregular verb:
  -* I’m go to school every day Instead of – I go to school every day.  

According to Jack Richards, there are four causes of errors:

a. Over – generalization

Over generalization is the use of previously learned rules in new situation.
Over generalization includes instances where the learner makes a rule on the basis of his experience of other rule in the target language
Example:
- *Do you go to Bali last year? Instead of - Did you go to Bali last year?

b. Ignorance of rule restriction

This type of errors is the result of the failure to observe the restrictions of existing structures, that is, the application rules to context where they do not apply, for example:
- * The man who I saw him yesterday is my teacher. Instead of
- The man whom I saw yesterday is my teacher

c. Incomplete application of rules

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15 S. Pit Corder (eds), *Technique in Applied linguistic*, ..., p.142
This error is the result of the learner’s high motivation to achieve communicative ability. In achieving this, learner sometimes produces grammatical incorrect sentence.

- * She go to school every day - instead of – She goes to school every day.

d. False concept hypothesized

This error is the result of the faulty comprehension of distinction in the foreign language, sometimes this error is because of the poor gradation of materials of teaching.\(^\text{16}\)

- * He is speaks English –instead of – He speaks English.

5. Types of Error

Dullay and Burtand Krashen in lengthy Consideration of Errors described three major types of taxonomy, 1. Error Types based on linguistic category 2. Surface Strategy Taxonomy, 3. Error Types Based on Comparative Taxonomy.\(^\text{17}\)

In classifying, the students’ error in this research writer uses the surface strategy taxonomy. The surface strategy taxonomy highlights the ways surface structures are altered. Learner may omit necessary items (omission), or add unnecessary ones (additions), they may deform items (selection) or disorder them (disordering).

a. Omission

Omission errors are characterized by the absence of an item that must appear in a well – formed utterance. Omission can occur in morphology. Learners often leave out the third person singular morpheme-s, the plural marker-s and the past tense inflection- ed. In syntax, learner may omit certain element, which is an obligatory element.\(^\text{18}\)

-For example
  - I not crying Instead of I am not crying


\(^{17}\) Heidi Dullay, et/al.,., p.146

\(^{18}\) Heidi Dullay,., p.156
b. Addition

Addition error is the opposite of omissions. They are characterized by the presence of an item which must not appear in well-formed utterance.

- For example:
  - The fishes doesn’t live in the water – Instead of The fishes don’t live in the water

c. Double marking

Learner who have acquired the tense for both auxiliary and verb often place the marker on both.

- For example:
  - He doesn’t knows my name. – Instead of He doesn’t know my name.

d. Over regularizing

This error is under the misformation category, in which a regular marker is used in place of an irregular is used, as in runned for ran or goose for geese.

- For example:
  - I falled in love – instead of I fell in love.

e. Over Generalization

This error according to Dullay refers to as an ‘archi-form’, the selection of one member of a class of forms to represent others in the class. This is a common characteristic of all stages of second language acquisition, they have called the form selected by the learner as an archi-from.

- For example:
  - What does he putting on the top? Instead of
  - What is he putting on the top?

f. Misordering

19 Heidi Dullay,..., p.160.
20 Heidi Dullay,..., p.162.
As the label suggests, misordering errors are characterised by the incorrect placement of morpheme or group of morphemes in an utterance.

- For example:
- Where you did go yesterday? – Instead of – Where did you go yesterday?

6. The Goal of Error Analysis

There are several advantages in error analysis implementation, Sridhar in *Contrastive Analysis Error*, and *Interlingua* wrote:

It was believed that error analysis, by identifying the areas of difficulty for the learner could help in (a). Determining the sequence of presentation of target items in textbook classroom, with the difficult item following the easier ones: (b). Deciding the relative degree of emphasis, explanation and practice required in putting across various items in the target language; (c). Devising remedial lesson and exercises and finally (d). Selecting items for testing the learners’ proficiency.  

According to Dullay, the studying of learners’ errors serves two major purposes:

1). It provides data from which inferences about the mature of language learning process.

2). It indicates to teachers and curriculum developers, which part of the target language students have most difficulty to be done correctly, and which errors types detract most from a learners’ ability to communicate effectively.  

7. The Procedure of Error Analysis

In the language teaching either a native language or second language teaching a study about learner’s errors is very important. There are some procedures in implementation of error analysis, such as a sample collection, identification of the sample, error explanation, and error classification.

Pit Corder as quoted by Rod Ellis (1994) suggests the following steps in error analysis research:

a. Collection of a sample of learner language

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22 Heidi Dullay, …, p.138
b. Identification of error
c. Description of error
d. Explanation of Error
e. Evaluation of error

The first step in the process of analysis is recognition or identification of error. This step is crucial; it depends on correct interpretation of the learner’s intentions. It can be arrived by teacher’s interpretation.

The second step is the describing the error. It begins only when an identification stage has taken place. The description of learner errors involves a comparison of the learner utterances with a reconstruction of those utterances in target language. It requires, therefore, attention to the surface properties of the learners’ utterances.

Finally, the last step in the process is the explanation of error that can be regarded as a linguistic problem. This steps attempt account for how and way the learners’ error happen.

B. Test

When the term “language test” is mentioned, most people probably have visions of students in a foreign language classroom over a written examination. This interpretation of the term is likely because most educated persons and most educators have had such an experience at one time or another.

To understand the term “Test”, the writer needs the definition of the test, there are many definitions about the test. Approximately test is a particular type of assessment that typically consists of set of questions administered during a fixed period of time under reasonably comparable conditions for all students.

Meanwhile, Suharsini Arikunto said in his book: “tes adalah suatu alat atau prosedur yang sistematis dan objektif untuk memperoleh data atau keterangan yang di inginkan tentang seseorang dengan cara boleh di

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katakana cepat dan tepat (a test is systematic and objective procedure to obtain the information about a learner by an appropriate technique).\textsuperscript{24}

Here is a more specific definition given by Wayan Murkancara and PPN Sumartana: “Tes adalah suatu acara untuk mengadakan penelitian yang berbentuk suatu Tugas yang harus di kerjakan oleh anak atau kelompok anak sehingga menghasilkan suatu nilai tentang tingkal laku atau prestasi anak tersebut yang di bandingkan dengan nilai-nilai yang di capai oleh anak lain atau dengan nilai standar yang di tetapkan”. (a test is a technique of measurement which can be a task which must be done by learner or a group of learner, in order to yield a norm a bout his behaviour or achieved by a learner or with a standard norm).\textsuperscript{25}

From the preceded definitions of the test, the writer concludes that a test is a technique used to measure the student’s mastery of what has been taught and learned in accordance with the specific instructional objectives as written in planning for the instruction. Language test is a device that tries to assess how much has been learned in a foreign language course or some parts of course.

1. The Type of Test

Talking about types of test item, here involves English test. There are many types of test, but in general, the test consists of two types they are: objective test and essay test.

a. Objective Test

According to Wayan Nurkancana and P.P.N. Sunartana: “Test objective disebut pula “short answer” atau “New type” tes. Tes objective terdiri dari item- item yang dapat dijawab dengan jalan memilih salah satu alternatif yang tersedia, atau dengan mengisi jawaban yang benar dengan beberapa perkataan atau simbol”\textsuperscript{26} (Objective test is called as “Short-answer” or “New type” test.

\textsuperscript{24} Suharnasini Arikunto, Dasar – Dasar Evaluasi Pendidikan, (Jakarta : Bina Aksara), p.19
\textsuperscript{25} Wayan Murkancara and PPN Sumartan, Evaluasi Pendidikan, (Surabaya : PT Usaha Nasional. 1982)p.43
\textsuperscript{26} Wayan Murkancara and PPN Sumartan. Evaluasi Pendidikan ...., p.27
Objective test consists of several items that could be answered by choosing one alternative were being served).

There are many varieties of objectives test:
1). True and false
2). Multiple choices.
3). Completion and
4). Matching.
The most common of objective test is multiple choice.

According to John W. Oller, there are many types of multiple-choice items that are integrative in nature. a). It may be questions based on a text, b). It may be questions focus on some detail of information given in text. But in the general topic on the text; something implied by the text but no stated the meaning of particular word, phrase, clause in text, and so forth”27

b. Essay Test

Essay test is a kind of test used to measure the students’ ability to organize one’s thought in logical and effective sequence. It can measure students’ ability to organize ideas and facts. In essay test it is permitted for the students to express their ability freely and the teachers will know the ability of the students in presenting the answer.

Essay tests used to measure the outcome of learning that cannot measure by objective test items.28 The distinctive feature of essay question is the students are permitted to answer and response the question freely, while the freedom enhances the value of essay questions as a measure of complex achievement, the complex achievement of essay test introduces scoring difficulties that make them inefficient as a measure of factual knowledge.

According to John W. Oller, Jr., the test is divided into two categories, based on the material that served by the teachers to the students. The first discrete point test and the second is integrative test.

C. Grammar

To communicate clearly, accurately, precisely, and effectively, we need the knowledge of grammar as the rules of language.

According to Cobbett as quoted by David Nunan:

Grammar ……teaches us how to make use word; what to say, it teaches us how to make use of them in the proper manner …..to be able to choose the word which ought to placed, we must be acquainted with certain principles and rules; and these principles and constitute what is called grammar.

Based on Oxford Advanced Learner’s Dictionary of current English, Grammar is the rule in language, for changing the form of words and combining them into sentences.

The knowledge of grammar is very important to express what we want to say and to interpret correctly.

D. Tenses

The word “Tense” is derived ultimately from the Latin word Tempus. Its meaning is time. Tense commonly refers to the times of the situation, which relates to the situation of Utterance or at the moment of speaking. For example, the commonest tenses found in language are present, past tense, and future tense. a situation described in the present tense is related as simultaneous with the moment of speaking (John is singing); the situation described in the past as related to the prior moment of speaking (John was singing); while the situation described in the future as related subsequent to the moment of speaking (John will sing). Since tense refers to the time of the

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29 John W. Oller, Jr. Language …..p.37
30 David Nunan, Second Language Teaching and Learning, (new York: Hein: Publisher, 1999), p.97
situation which relates to the situation of the utterance or relates the content of
the message to the speaker in items of the “here and now”, it can be described
as “deictic”32

According to Sylva Chalker “Tense is a form taken by a verb to indicate
the time at which the action or state is viewed as according.”33 In talking about
tense, it is not only focused on the time of the situation that is being described,
but also focused on English mark tense.

From the preceded description, tense can be defined as “a way of language
to express the time at which an event described by a sentence occurs.

The English Tenses that would be discussed are: 1. Simple Present, 2.
Simple future.

1. Simple Present Tense

The present tense is the simplest tense in English, for if it is looked at the
finite verbal group without auxiliaries. The distinction is that the third
person singular adds – s or – es.

Simple present is used to describe an action, or event, or condition that is
occurring in the present, at the moment of speaking or writing.

a. Sentence pattern

(+) S + V-1 (s/es)
(-) S + do/does + not + V
(?) Do/does + S + V-1

Example
(+ ) Ahmad studies English at BEC everyday
(-) Ahmad doesn’t study English at BEC everyday
(?) Does Ahmad study English at BEC everyday?

33  Sylva Chalker and Edmund Weiner, the oxford Dictionary of English Grammar, (Oxford
b. The Usage:

The simple present tense performs the following functions or usages:

(1). Express the general truth.  
Example:
- The coffee comes from Brazil.
- The earth revolves around the sun.

(2). Express the customs and habitual actions.
Examples:
- She goes to school everyday
- She doesn’t study Arabic everyday

(3). When used with the verb do, shows emphasis
- He does look like his father.
- We do not speak Italian, but we do speak French.

c. Adverb of frequency

- Always  - Sometimes
- Usually  - Occasionally
- Generally - Seldom
- Ever    - Never

2. Present Continuous Tense

The Present continuous is made-up of the auxiliary be + The Verb-ing (Present participle) of the verb. Present continuous emphases the continuing nature of an act, event, or condition.  

a. Sentence pattern

35http://www.arts.uotawa.ca/writcent/hypergrammar/usetense.html
(+) S + to be (is, am, are) V-ing
(-) S + to be (is, am, are) + not + V-ing
(?) To be (is, am, are) + S + V-ing?

Example
(+) John is sleeping right now
(-) John is not sleeping right now
(?) Is John sleeping right now?

b. The Usage:
The simple present continuous tense performs the functions as below:
(1). A tense that express an activity or state in progress at the moment of the speaking. The action or state usually has duration as long as the concept of now in the context in which it is being used.  
Example:
- She is talking to her father now
- They are standing there

(2). as function of future when use the future adverbial
- I am leaving for USA next month
- They are going to the movie tonight

c. Adverbial Time
- Now - at present
- Still - at this moment
- Look - right now

3. Present Perfect Tense
A.J. Thomson and A.V. martinet said, “The Present Perfect Tense is formed with the present tense of have + the past participle form of main verb”. They also said “the negative is formed by adding not to the auxiliary. The interrogative is formed by inverting the auxiliary and subject.”

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36 Betty Schrampfer Azar, Understanding and using English Grammar.....p .11
37 George E. Wishon, Julia M.Burks, Lets write English (American Book Company).p75
It is used to indicate an action that took place at indefinite time or over a period of time in the past, but still has relevance in the present.\footnote{Betty Schrampfer Azar, \textit{Understanding and using English Grammar},..., p.29}

\textbf{a. Sentence pattern}

\begin{itemize}
  \item ( + ) S + have / has + V3
  \item ( - ) S + have / has + not + V3
  \item (?) Have / has + S + V3?
\end{itemize}

- The Examples in Sentences

\textit{(a). Affirmative}
- I have been sick

\textit{(b). Negative}
- I have not been sick

\textit{(c). Interrogative}
- Have I been sick?
  - e / has and have not / has not can be contracted thus: I’ve been sick, etc.

\textbf{b. The Usage}

(1). The Present is often used with the word just to show that an action was completed in the very recent past, for example:
- They just arrived (only very short time before now)
- They have just finish dinner

(2). The Present Perfect is also used to show that an action began in the past and has continued up to the present.
- We have studied English for three years.

\textbf{c. Adverbial Time}

Since, many time, often, frequently, already, ever, never, yet, not yet, recently, etc.
Betty Schrampfer Azar in Understanding and using English Grammar said “The Present Perfect express that something happened (or never happened) before now, at unspecific time in the past. The exact time happened it is not important.”

The Present Perfect tense usually shows an action that began in the past and goes on to the present or to an indefinite time closely related to the present.

4. Simple Past Tense
Simple past is made up of the subject + verb two. Simple past indicates that an activity or situation began and ended at a particular time in the past.

a. Sentence pattern

<table>
<thead>
<tr>
<th></th>
<th>S + V2</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>(-) S + did + not + V-1</td>
</tr>
<tr>
<td></td>
<td>(? ) Did + S + V-1</td>
</tr>
</tbody>
</table>

Examples:
(+) You visited my mother yesterday
(-) You did not visit my mother yesterday
(?) Did you visit my mother yesterday?

b. The Usage
   It is used to report a state or activity, which can be described to definite past time. A past time adverbial is either expressed or else understood from the context in which the past tense used.

c. Adverb of time
   - Yesterday
   - Last
   - Two days ago

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39 Betty Schrampfer Azar, Understanding and using English Grammar...,p.29
40 Betty Schrampfer Azar, Understanding and using English Grammar...,p.24
5. Past Continuous Tense

The past continuous tense is made up of the past tense of the auxiliary be + the V-ing (present participle) form of the verb.

a. Sentence Pattern

\[
\begin{align*}
(+ & ) & S + \text{ was / were } + V\text{-ing} \\
(- & ) & S + \text{ was / were } + \text{ not } + V\text{-ing} \\
( & ? ) & \text{ Was / were } + S + V\text{-ing}?
\end{align*}
\]

Examples:

\[
\begin{align*}
(+ & ) & \text{ At 02.00 pm yesterday we were watching movie} \\
(- & ) & \text{ At 02.00 pm yesterday we weren’t watching movie} \\
( & ? ) & \text{ Were we watching movie at 02.00 pm yesterday}
\end{align*}
\]

b. Usages

1. To indicate that action was in progress at a definite in the past.\(^{41}\)

Examples:

- What were you doing at 10:00 last night?
- At eight o’clock last night, I was studying

2. To indicate the progressive nature of an action that was happening at the same times as other event in the past.

- When the telephone rang, I was taking shower

3. To indicate that the two continuous activities were going on the same times.

- I was studying while he was reading

4. To indicate that an activity was going on between two point of time in the past.

- Between June of 1965 and December of 1966, he was writing a novel

In the last two categories, notice that the conjunction \textit{when} is used to indicate a point in time, whereas \textit{while} is used to indicate a duration of time.\(^{42}\)

6. Simple Future Tense

\(^{41}\)Betty Schrampfer Azar, \textit{Understanding and using English Grammar},.....p.24
\(^{42}\)Betty Schrampfer Azar, \textit{Understanding and using English Grammar},.....p44
The future tense is made up of the Subject + will/shall + verb1. The future tense shows the state will occur in the future or refer to actions that will take place after the act of speaking or writing.\textsuperscript{43}

\textbf{a. Sentence Pattern}

\begin{itemize}
  \item[(+)] S + will/shall + V-1
  \item[(-)] S + will/shall + not + V-1
  \item[(?)] Will/shall + S + V-1?
\end{itemize}

Examples:

(+) She will visit me tomorrow.

(-) She will not visit me tomorrow.

(?) Will she visit me tomorrow?

\textbf{b. Usage}

1. to Indicate or shows the state or activity will occur in the future times.
   - I’ll telephone you next Friday

2. The \textit{will} and \textit{be going to} Future
   - “be going to” is to show that the subject consciously intends or plan the future.

Example: I am going to visit you tomorrow.

\textbf{c. Adverbial of time}

- Tomorrow
- Next.
- Later

\textsuperscript{43}Betty Schrampfer Azar, \textit{Understanding and using English Grammar}....p 45
CHAPTER III

RESEARCH FINDING

A. Research Methodology

1. The Purpose of Study

In this research, the writer should find out what types of error made by the students in the test and why they made the errors.

2. Place and Time of study

The writer chooses SMP Muhammadiyah 17 that located in Ir. Juanda, Ciputat. The writer did the analysis at the second grade of SMP Muhammadiyah 17 Ciputat, as the research object.

This research began in April 2007 up to June 2007, by teaching at PPKT period in school and at the end of teaching the writer gives the test of English Tenses

3. Population and sample of the study
   a. Population

To collect the data, the writer chose three classes from Second grade students of Muhammadiyah 17 Ciputat; it was class VIII A, VIII B, VIII C, with 120 students the total population.

b. Sample

In taking sample of the research, the writer just took 10 students from each class than the total sample that the writer took in this research is 30 students. From the total number of the student in

4. Technique of collecting Data

The writer uses the test to measure the achievement of the student and to know more about the error that made by student of second grade of SMP Muhammadiyah 17 Ciputat.
5. Data Analysis

The technique of data analysis that is used in this study is descriptive qualitative analysis in which the writer describes the errors made by the students of second grade SMP Muhammadiyah 17 Ciputat, and describes the causes of why the students make errors in their test of English tenses. There are three steps in this Error Analysis:

The first step in this study is recognition of errors, in this step the writer tries to identify the students’ errors in their test of English tenses. The second step is description of errors, in this step the writer tries to show students’ errors. The third step is explanation of errors, in this step the writer tries to explain the cause of errors, in the cause of errors the writer uses the theory from Pit Corder and Jack Richard.

At the end the writer tries to classify the errors, the technique focusing on the data of the errors’ types based on surface taxonomy theory, (omission, and addition, double-marking, over-regularizing, and over–generalization).

Besides, it also can be described by the table percentage. In the table percentage, the writer uses formula:

\[ P = \frac{F}{N} \times 100\% \]

B. Research Finding

1. Data Description

The writer gives students a structural essay test that consists of 20 questions, focusing on; Simple present 4 items: 1, 5, 8, 12, Present continuous 4 items: 6, 11, 15, 19, Present perfect two items 13, 20, Simple past three items: 3, 14, 16, Past continuous three items: 4, 9, 18, and Simple future four items 2, 7, 10, 17.
The writer uses the types of errors base on surface strategy taxonomy (Dullay, Burt and Kiparsky) to classify the students’ errors. From the data, it can be described that the errors in over-generalization area are the most frequent errors in which the students committed 115 errors or 62%, it is followed by errors in omission there are 19 errors or 10.2%, in addition there are 34 errors or 18.1 and in over-regularizing there are 18 error or 9.9%, therefore there are no error in double marking and mis-ordering or 0%.

Table I
Here is the table, which shows the total of students’ errors.

<table>
<thead>
<tr>
<th>No.</th>
<th>Name</th>
<th>Error Classification</th>
<th>Total of Errors</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>O</td>
<td>A</td>
</tr>
<tr>
<td>1.</td>
<td>Agil faisal</td>
<td>1</td>
<td>-</td>
</tr>
<tr>
<td>2.</td>
<td>Akromah</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>3.</td>
<td>Ana Julian</td>
<td>2</td>
<td>-</td>
</tr>
<tr>
<td>4.</td>
<td>Arizki Nurillah</td>
<td>1</td>
<td>-</td>
</tr>
<tr>
<td>5.</td>
<td>Asmiayati K.</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>6.</td>
<td>Azmi Syahrzii</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>7.</td>
<td>Carina Saraswati</td>
<td>2</td>
<td>-</td>
</tr>
<tr>
<td>8.</td>
<td>Emil Oktavia</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>9.</td>
<td>Eries Ibnu Balqis</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>10.</td>
<td>Eva Rani Efendi</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>11.</td>
<td>Feni Verawaty</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>12.</td>
<td>Fira mariza</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>13.</td>
<td>Fitria Hira Hizah</td>
<td>-</td>
<td>2</td>
</tr>
<tr>
<td>14.</td>
<td>Indi Kartika Putri</td>
<td>1</td>
<td>-</td>
</tr>
<tr>
<td>15.</td>
<td>Lasyi Novitri</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>16.</td>
<td>Lusiana Fulasari</td>
<td>1</td>
<td>-</td>
</tr>
<tr>
<td>17.</td>
<td>Maulia Budi ningsih</td>
<td>1</td>
<td>-</td>
</tr>
<tr>
<td>18.</td>
<td>Masitoh</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>19.</td>
<td>Muhammad Dedi</td>
<td>-</td>
<td>2</td>
</tr>
<tr>
<td>20.</td>
<td>Nella Rosita</td>
<td>-</td>
<td>1</td>
</tr>
<tr>
<td>21.</td>
<td>Nurhiqmah</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>22.</td>
<td>Novita Nurul</td>
<td>-</td>
<td>1</td>
</tr>
<tr>
<td>23.</td>
<td>Rika Mutmainnah</td>
<td>1</td>
<td>-</td>
</tr>
<tr>
<td>24.</td>
<td>Robiatul Adawiayh</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>25.</td>
<td>Rudi Hartapa</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>26.</td>
<td>Susi Kartini</td>
<td>-</td>
<td>1</td>
</tr>
<tr>
<td>27.</td>
<td>Suci Melati</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>28.</td>
<td>Tengku Rafli</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>29.</td>
<td>Wiwin Dwi Astuti</td>
<td>-</td>
<td>2</td>
</tr>
<tr>
<td>30.</td>
<td>Walid Nurhikmah</td>
<td>-</td>
<td>1</td>
</tr>
</tbody>
</table>
### Data Analysis

In this part, the data was analyzed and the description is as follows:

**Item number 1 (one) error in over - Generalization**

<table>
<thead>
<tr>
<th>Item Number</th>
<th>Students’ Name</th>
<th>Error Recognition</th>
<th>Error Classification</th>
<th>Error Reconstructions</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Agil Faisal</td>
<td>Lia always <em>got</em> up early in the morning</td>
<td>Over Generalization</td>
<td>Lia always <em>gets</em> up early in the morning</td>
</tr>
<tr>
<td></td>
<td>Akromah</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Arizky Nurillah</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>Asmiayati Kurniawati</td>
<td></td>
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<td></td>
<td>Azmy Syahriel S.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td></td>
<td>Asmiayati Kurniawati</td>
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<td></td>
</tr>
<tr>
<td></td>
<td>Carina Saraswati</td>
<td></td>
<td></td>
<td></td>
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<td></td>
<td>Eries Ibnu Balkis</td>
<td></td>
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<tr>
<td></td>
<td>Fira Mariza</td>
<td></td>
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<tr>
<td></td>
<td>Indi Kartika Putri</td>
<td></td>
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<td></td>
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<tr>
<td></td>
<td>Gusmi Kurniawati</td>
<td></td>
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<td></td>
</tr>
<tr>
<td></td>
<td>Lusiana Filasari</td>
<td></td>
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<td></td>
<td>Maulida B.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Muhammad Dedi</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Nella Rosita</td>
<td></td>
<td></td>
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</tr>
<tr>
<td></td>
<td>Novita Nurul C.</td>
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<tr>
<td></td>
<td>Novita Nurul C.</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>Suci Melati</td>
<td></td>
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<tr>
<td></td>
<td>Tengku Rafli T.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Walid Nurhakim</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Item number 1 (one) error in addition**

<table>
<thead>
<tr>
<th>Item Number</th>
<th>Error Recognition</th>
<th>Error Recognition</th>
<th>Error Classification</th>
<th>Error Reconstructions</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Emil Oktavia</td>
<td>Lia always <em>are</em> get up early in the morning</td>
<td>Over Generalization</td>
<td>Lia always <em>gets</em> up early in the morning</td>
</tr>
<tr>
<td></td>
<td>Feny Verawaty</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Masitah</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Item number 1 (one) error in omission**

<table>
<thead>
<tr>
<th>Item Number</th>
<th>Error Recognition</th>
<th>Error Recognition</th>
<th>Error Classification</th>
<th>Error Reconstructions</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Ana Julia Fadila</td>
<td>Lia always <em>get</em> up early in the morning</td>
<td>Omission</td>
<td>Lia always <em>gets</em> up early in the morning</td>
</tr>
<tr>
<td></td>
<td>Feny Verawaty</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Lasyi Novitry</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Nurhiqmah</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Rudi Hartapa</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Item number 2 (two) error in addition

<table>
<thead>
<tr>
<th>Item Number</th>
<th>Students’ Name</th>
<th>Error Recognition</th>
<th>Error Classification</th>
<th>Error Reconstructions</th>
</tr>
</thead>
</table>
| 2           | 1. Indi Kartika Putri  
2. Muhammad Dedi  
3. Novita Nurul C. | _Ana will graduating_ from Junior High school next year | Addition | _Ana will graduate_ from Junior High school next year |

### Item number 3 (three) error in Over – Generalization

<table>
<thead>
<tr>
<th>Item Number</th>
<th>Students’ Name</th>
<th>Error Recognition</th>
<th>Error Classification</th>
<th>Error Reconstructions</th>
</tr>
</thead>
</table>
| 3           | 1. Akromah  
2. Ana Julia Fadila  
3. Arizky Nurillah  
4. Emil Oktavia  
5. Ernes Ibnu Bakhir  
6. Fira Mariza  
7. Maulida Budiningsih  
8. Rika Mutmainnah  
9. Robbiatul A  
10. Suci Melati  
11. Tengku Rafli.T | _The Student of Muhammadiyah 17 Junior high school, go to_ Ragunan zoo last vacation | Over Generalization | _The Student of Muhammadiyah 17 Junior high school, went to_ Ragunan zoo last vacation |

### Item number 3 (three) error in Addition

<table>
<thead>
<tr>
<th>Item Number</th>
<th>Students’ Name</th>
<th>Error Recognition</th>
<th>Error Classification</th>
<th>Error Reconstructions</th>
</tr>
</thead>
</table>
| 3           | 1. Muhammad dedi  
2. Nurhiqmah  
3. Walid Nurhakim | _The Student of Muhammadiyah 17 Junior high school went go to_ Ragunan zoo last vacation | Addition | _The Student of Muhammadiyah 17 Junior high school, went to_ Ragunan zoo last vacation |
### Item number 4 (four) error in Over - Generalization

<table>
<thead>
<tr>
<th>Item Number</th>
<th>Students’ Name</th>
<th>Error Recognition</th>
<th>Error Classification</th>
<th>Error Reconstructions</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>1. Ana Julia Fadila</td>
<td>At eight clock last night I <em>Studied in</em> my room.</td>
<td>Over Generalization</td>
<td>At eight clocks last night <em>I was studying in</em> my room.</td>
</tr>
<tr>
<td></td>
<td>2. Arizky Nurillah</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>3. Eva Rani Effendi</td>
<td></td>
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<tr>
<td></td>
<td>4. Lasyi Novitry</td>
<td></td>
<td></td>
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</tr>
<tr>
<td></td>
<td>5. Masitah</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>6. Nurhiqmah</td>
<td></td>
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<tr>
<td></td>
<td>7. Susi Kartini</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>8. Wiwin Dwi Astuti</td>
<td></td>
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</tr>
</tbody>
</table>

### Item number 4 (four) error in Over - regularization

<table>
<thead>
<tr>
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<th>Error Recognition</th>
<th>Error Classification</th>
<th>Error Reconstructions</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>1. Akromah</td>
<td>At eight clock last night I <em>am Studying</em> my room.</td>
<td>Over Regulation</td>
<td>At eight clocks last night <em>I was studying in</em> my room.</td>
</tr>
<tr>
<td></td>
<td>2. Carina Saraswati</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>3. Lusiana Filasari</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>4. Nella Rosita</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>5. Robbiatul A</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Item number 4 (four) error in Addition

<table>
<thead>
<tr>
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<th>Students’ Name</th>
<th>Error Recognition</th>
<th>Error Classification</th>
<th>Error Reconstructions</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>1. Emil Oktavia</td>
<td>At eight clock last night I <em>did Studied in</em> my room.</td>
<td>Addition</td>
<td>At eight clocks last night <em>I was studying in</em> my room.</td>
</tr>
<tr>
<td></td>
<td>2. Feny Verawaty</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Item Number</td>
<td>Students’ Name</td>
<td>Error Recognition</td>
<td>Error Classification</td>
<td>Error Reconstructions</td>
</tr>
<tr>
<td>-------------</td>
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<td>----------------------------------------</td>
<td>----------------------</td>
<td>------------------------------------</td>
</tr>
<tr>
<td>5</td>
<td>1. Carina Saraswati</td>
<td>Indonesian person usually <em>have</em> eaten rice as staple food</td>
<td>Over Generalization</td>
<td>Indonesian people usually <em>eats</em> rice as staple food.</td>
</tr>
<tr>
<td></td>
<td>2. Fira Mariza</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>3. Rika Mutmainnah</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Item Number</th>
<th>Students’ Name</th>
<th>Error Recognition</th>
<th>Error Classification</th>
<th>Error Reconstructions</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>1. Nurhiqmah</td>
<td>Indonesian person usually <em>eat</em> rice as staple food</td>
<td>Omission</td>
<td>Indonesian people usually <em>eats</em> rice as staple food.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Item Number</th>
<th>Students’ Name</th>
<th>Error Recognition</th>
<th>Error Classification</th>
<th>Error Reconstructions</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>1. Rudi Hartapa</td>
<td>Indonesian person usually <em>are eat</em> rice as staple food</td>
<td>Addition</td>
<td>Indonesian people usually <em>eats</em> rice as staple food.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Item Number</th>
<th>Students’ Name</th>
<th>Error Recognition</th>
<th>Error Classification</th>
<th>Error Reconstructions</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>1. Agil Faisal</td>
<td>Stop smoking! We <em>were</em> in gas station now</td>
<td>Over Generalization</td>
<td>Stop smoking! We <em>are</em> in gas station now</td>
</tr>
<tr>
<td></td>
<td>2. Arizky Nurillah</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>3. Maulida Budningsih</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>4. Muhammad Dedi</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>5. Walid Nurhakim</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Item number 6 (six) error in Omission

<table>
<thead>
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<th>Item Number</th>
<th>Students’ Name</th>
<th>Error Recognition</th>
<th>Error Classification</th>
<th>Error Reconstructions</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>1. Feny Verawaty</td>
<td>Stop smoking! We … in gas station now</td>
<td>Omission</td>
<td>Stop smoking! We <em>are</em> in gas station now</td>
</tr>
</tbody>
</table>

### Item number 7 (six) error in Over-generalization

<table>
<thead>
<tr>
<th>Item Number</th>
<th>Students’ Name</th>
<th>Error Recognition</th>
<th>Error Classification</th>
<th>Error Reconstructions</th>
</tr>
</thead>
</table>
| 7           | 1. Azmy Syahriel S.  
2. Rudi Hartapa  
3. Rudi Hartapa | - Ahmad *is playing* Basket ball next Sunday | Over Generalization | - Ahmad *will play* Basket ball next Sunday |

### Item number 7 (six) error in Addition

<table>
<thead>
<tr>
<th>Item Number</th>
<th>Students’ Name</th>
<th>Error Recognition</th>
<th>Error Classification</th>
<th>Error Reconstructions</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>1. Fira Mariza</td>
<td>- Ahmad <em>will playing</em> Basket ball next Sunday</td>
<td>Addition</td>
<td>- Ahmad <em>will play</em> Basket ball next Sunday</td>
</tr>
</tbody>
</table>

### Item number 8 (eight) error in Over-generalization

<table>
<thead>
<tr>
<th>Item Number</th>
<th>Students’ Name</th>
<th>Error Recognition</th>
<th>Error Classification</th>
<th>Error Reconstructions</th>
</tr>
</thead>
</table>
| 8           | 1. Asmiayati K.  
2. Indi Kartika Putri  
3. Muhammad Dedi | The Sun *will rise* in the east | Over Generalization | The Sun *rises* in the east |

### Item number 9 (nine) error in Over-generalization

<table>
<thead>
<tr>
<th>Item Number</th>
<th>Students’ Name</th>
<th>Error Recognition</th>
<th>Error Classification</th>
<th>Error Reconstructions</th>
</tr>
</thead>
</table>
# Students' Names

<table>
<thead>
<tr>
<th>No</th>
<th>Students’ Name</th>
<th>Error Recognition</th>
<th>Error Classification</th>
<th>Error Reconstructions</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Arizky Nurillah</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Eries Ibnu Balkis</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Eva Rani Effendi</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Fira Mariza</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Fitria Hira Hijah</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Lasyi Novitry</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Muhammad Dedi</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Nurhiqmah</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Susi Kartini</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Wiwin Dwi Astuti</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Yesterday I didn’t go to the meeting, I have helped my mother cook in the kitchen, she was very busy preparing for my sister’s seventeenth birthday party.
### Item number 11 (eleven) error in Over-generalization

<table>
<thead>
<tr>
<th>Item Number</th>
<th>Students’ Name</th>
<th>Error Recognition</th>
<th>Error Classification</th>
<th>Error Reconstructions</th>
</tr>
</thead>
</table>
| 11          | 1. Arizky Nurillah  
2. Azmy Syahriel S.  
3. Muhammad Dedi  
4. Tengku Rafli tarnizi | - Don’t go out! It was raining now. | Over Generalization | - Don’t go out now! It is raining hard now. |

### Item number 11 (eleven) error in Omission

<table>
<thead>
<tr>
<th>Item Number</th>
<th>Students’ Name</th>
<th>Error Recognition</th>
<th>Error Classification</th>
<th>Error Reconstructions</th>
</tr>
</thead>
</table>
| 11          | 1. Masitah  
. | - Don’t go out! It …. raining now. | Omission | - Don’t go out now! It is raining hard now. |

### Item number 12 (Twelve) error in Over - generalization

<table>
<thead>
<tr>
<th>Item Number</th>
<th>Students’ Name</th>
<th>Error Recognition</th>
<th>Error Classification</th>
<th>Error Reconstructions</th>
</tr>
</thead>
</table>
| 12          | 1. Akromah  
2. Arizky Nurillah  
3. Azmy Syahriel S.  
4. Carina Saraswati  
5. Eries Ibnu Balkis  
6. Rudi Hartapa  
7. Suci Melati | did your brother go to school everyday? | Omission | Does your brother go to school everyday? |

### Item number 12 (Twelve) error in Omission

<table>
<thead>
<tr>
<th>Item Number</th>
<th>Students’ Name</th>
<th>Error Recognition</th>
<th>Error Classification</th>
<th>Error Reconstructions</th>
</tr>
</thead>
</table>
| 12          | 1. Agil Faisal  
2. Fira Mariza  
3. Lusiana Filasari  
4. Robbiatul A. | do your brother go to school everyday? | Omission | Does your brother go to school everyday? |
Item number 12 (Twelve) error in Addition

<table>
<thead>
<tr>
<th>Item Number</th>
<th>Students’ Name</th>
<th>Error Recognition</th>
<th>Error Classification</th>
<th>Error Reconstructions</th>
</tr>
</thead>
</table>
| 12          | 1. Fitria Hira Hijah  
2. Susi Kartini  
3. Wiwin Dwi Astuti | Is do your brother go to school everyday? | Addition | Does your brother go to school everyday? |

Item number 13 (Thirteen) error in Over-generalization

<table>
<thead>
<tr>
<th>Item Number</th>
<th>Students’ Name</th>
<th>Error Recognition</th>
<th>Error Classification</th>
<th>Error Reconstructions</th>
</tr>
</thead>
</table>
| 13          | 1. Agil Faisal  
2. Masitha  
3. Susi Kartini  
4. Wiwin Dwi Astuti | So far, I will solve twenty mathematics problems | Over-generalization | So far, I have solved twenty mathematics problems |

Item number 13 (Thirteen) error in Omission

<table>
<thead>
<tr>
<th>Item Number</th>
<th>Students’ Name</th>
<th>Error Recognition</th>
<th>Error Classification</th>
<th>Error Reconstructions</th>
</tr>
</thead>
</table>
| 13          | 1. Eva Rani  
2. Feny Verawaty  
3. Maulida Budiningsih | So far, I have solve twenty mathematics problems | Omission | So far, I have solved twenty mathematics problems |

Item number 13 (Thirteen) error in Addition

<table>
<thead>
<tr>
<th>Item Number</th>
<th>Students’ Name</th>
<th>Error Recognition</th>
<th>Error Classification</th>
<th>Error Reconstructions</th>
</tr>
</thead>
<tbody>
<tr>
<td>13</td>
<td>1. Fitria Hira Hijah</td>
<td>So far, I will solved twenty mathematics problems</td>
<td>Addition</td>
<td>So far, I have solved twenty mathematics problems</td>
</tr>
</tbody>
</table>

Item number 14 (Fourteen) error in Over-generalization

<table>
<thead>
<tr>
<th>Item Number</th>
<th>Students’ Name</th>
<th>Error Recognition</th>
<th>Error Classification</th>
<th>Error Reconstructions</th>
</tr>
</thead>
</table>
CHAPTER IV

CONCLUSION AND SUGGESTION

A. Conclusion

According to the description in preceded chapter, the writer concluded that the students of SMP Muhammadiyah 17 Ciputat are still confused in forming verb based on the context. Beside that, they have not been able to understand well the kinds of tenses in complex sentence or long dialog.

The most type of errors, made by the students in test of English is in area of over generalization, with 115 errors, the percentage of error in over generalization is 63.1%, in area of omission, there are 19 errors or 10.2 %, in area of addition there are 34 errors or 18.7%, in area of over-regularization there are 18 errors or 9.7%, therefore there are no error in double-marking or 0%.

The highest percentage of error, in English Tenses from the six tenses is in area of simple present, there are 48 errors or 25.8%, in area of present continuous tense there are 16 errors or 8.6 %, and in area present perfect there are 22 errors or 11.8%, in area of simple past there are 42 errors or 22.6%, in area of past continuous there are 34 errors or 18.3%, and in area of simple future there are 24 errors or 12.9%.

While the causes of errors are various, they are caused by language interference, students’ incomplete application of rule, errors caused by teaching material, false concept hypothesized and students’ carelessness.

It means that the student still lack in acquiring the six English tenses, and its usage, then they should learn again, and the quality of English learning must be improved again to be the best.
B. Suggestion

Referring to the conclusion, the writer would like to suggest as follow:

5. The English Teacher should give the available time to explain more about English Tenses especially the tense that has the relation with the topic that he is going to teach.

6. The teacher should make more exercise, to improve students’ skill in English tenses.

7. The linguistic aspect especially “grammar” should be taught as well as the four skills of English (listening, speaking, reading, writing).

8. The Teacher can improve the effectiveness of teaching-learning activities by using the result of analysis on the student’s error.
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Murkancana, Wayan and Sumartan, PPN. Evaluasi Pendidikan (Surabaya: PT Usaha Nasional. 1982).


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