AN ERROR ANALYSIS ON VERB USAGE
IN ENGLISH WRITING

(A Case Study at the Third Year Students of
SMK Puspita Bangsa Ciputat)

A “Skripsi”
Presented to the Faculty of Tarbiya and Teachers’ Training
In A Partial Fulfillment of the Requirements
For the Degree of S. Pd. (Strata I)

By:

Adi Jaya Putra
NIM: 103014026935

ENGLISH EDUCATION DEPARTMENT
FACULTY OF TARBIYA AND TEACHERS’ TRAINING
SYARIF HIDAYATULLAH STATE ISLAMIC UNIVERSITY
JAKARTA
1429 H/2008
AN ERROR ANALYSIS ON VERB USAGE IN ENGLISH WRITING
(A Case Study at the Third Year Students of SMK Puspita Bangsa Ciputat)

A “Skripsi”
Presented to the Faculty of Tarbiya and Teachers’ Training
In A Partial Fulfillment of the Requirements For the Degree of S. Pd. (Strata I)
In English Education Department

By:

Adi Jaya Putra
NIM: 103014026935

Approved by:

Drs. H. Munir Sonhaji, M. Ed
NIP. 150 050 682

ENGLISH EDUCATION DEPARTMENT
FACULTY OF TARBIYA AND TEACHERS TRAINING
SYARIF Hidayatullah State Islamic University
JAKARTA
1429 H/2008
ENDORSEMENT SHEET

The examination committee of the Faculty of Tarbiya and teachers’ training certifies that the ‘skripsi’ entitled ‘An error analysis on verb usage in English writing (A Case Study at the Third Year Students of SMK Puspita Bangsa Ciputat), written by Adi Jaya Putra, student’s registration number: 103014026935 was examined by the committee in April 8th 2008 and was declared to have passed and, therefore, fulfilled one of the requirements for the academic title of ‘S. Pd’ (Strata I) in English language Education at the Department of English Education

Jakarta, 15 April 2008

Examination Committee

CHAIRMAN : Drs. Syauki, M. Pd.  
NIP: 150 246 289

SECRETARY : Neneng Sunengsih, S. Pd.  
NIP: 150 293 236

EXAMINERS : 1. Drs. Nasrun Mahmud, M. Pd.  
NIP: 150 041 070

2. Drs. A. M. Zaenuri, M. Pd.  
NIP: 150 188 518

Acknowledged by:
Dean of Tarbiyah and Teachers’ Training Faculty

Prof. Dr. Dede Rosyada, MA.  
NIP 150 231 356
ACKNOWLEDGEMENT

In the name of Allah, The Beneficent, The Merciful

All praises be to Allah Lord of the Universe. The Almighty God for His blessing, guidance, love, help who has bestowed upon the writer in completing this ‘skripsi’. Peace and blessing be upon the Prophet Muhammad S.A.W. and his family, companions, and his followers.

This ‘skripsi’ is presented to English Education Department of faculty of Tarbiya and Teachers’ Training, State Islamic University Syarif Hidayatullah Jakarta as a partial fulfillment of requirements for the Degree of Strata I (SI), entitled

“AN ERROR ANALYSIS OF VERBS IN ENGLISH WRITING”
(A case study in the Third Year Students of SMK Puspita Bangsa Ciputat)

In this occasion, the writer would like to express his great appreciation, honor as well as gratitude to his beloved father (Sulimin), his mother (Saminem), Reni Handayani and Alan Riyadh who always give motivation and support in various endeavors and moral encouragement to finish his study.

The writer would also like to give his great appreciation to Drs. H. Munir Sonhadji, M.Ed, as his advisor, for his time, guidance, kindness, contributions and patience in correcting and helping him in finishing this ‘skripsi’.

His gratitude also goes to:

1. All lecturers of English Education Department who has taught the writer during his study.
2. Drs. Nasrun Mahmud, M.Pd. the Head of English Education department.
3. Prof. Dr. Dede Rosyada, M.A. the Dean of faculty Tarbiya and Teachers’ Training.
4. M. Asmian, SH. as the Principal of SMK Puspita Bangsa, Ciputat, Rozikin, A. Md as the English teacher and all staff of SMK Puspita Bangsa, Ciputat who has been cooperation during the writer conducting research in the school.

5. His beloved “Ukhti” who has been patiently waiting for the writer all the time. Thanks for giving spirits and inspiration during the process of completing this “skripsi”.

6. Rinal, Uq, Dani for sharing joy and fun during his study. Tanti, Tya, Risna, Linah, Eliz M. and Unie for giving valuable advices.

7. All his friends at class A, B and C that he can not mention one by one who always help and give support him during his study. May Allah guide and give them all happiness through out their lives. Amin.

Finally, the writer realizes that this ‘skripsi’ is far from being prefect. Therefore, the writer would like to accept any constructive criticism and suggestion to make this ‘skripsi’ better.

Jakarta, January 2008

The Writer
ABSTRAKSI SKRIPSI

Adi Jaya Putra
Analisis Kesulitan Mengenai Penggunaan Kata Kerja Dalam Penulisan Bahasa Inggris (Sebuah Studi Kasus Pada Siswa Kelas Tiga SMK Puspita Bangsa, Ciputat)


Skripsi ini bertujuan untuk menganalisa kesalahan yang paling sering muncul dalam tulisan siswa mengenai penggunaan kata kerja. Dalam skripsi ini, penulis menggunakan teknik deskriptif dalam mengambarkan data sample yang telah diperoleh.


Dari 54 kesalahan siswa, penulis mengklasifikasikannya menjadi tiga kategori, yakni:
1. Omission error.
2. Wrong combination / form error.
3. Redundancy error.

Dari ketiga kategori tersebut, omission error adalah kesalahan yang paling sering muncul dalam tulisan siswa mengenai penggunaan kata kerja. Penulis menyarankan kepada para guru Bahasa Inggris untuk memberikan siswa pengetahuan yang cukup mengenai pola – pola kalimat dalam Bahasa Inggris. Hal ini dimaksudkan agar dapat mencegah siswa mengulangi kesalahan yang sama di masa mendatang.
ACKNOWLEDGEMENT

In the name of Allah, The Most Beneficent, The Most Merciful

All praises be to Allah Lord of the Universe. The Almighty God for His blessing, guidance, love, help who has bestowed upon the writer in completing this ‘skripsi’. Peace and blessing be upon the Prophet Muhammad S.A.W. and his family, companions, and his followers.

This ‘skripsi’ is presented to English Education Department of faculty of Tarbiya and Teachers’ Training, State Islamic University Syarif Hidayatullah Jakarta as a partial fulfillment of requirements for the Degree of Strata I (SI), entitled

“AN ERROR ANALYSIS OF VERBS IN ENGLISH WRITING”

(A case study in the Third Year Students of

SMK Puspita Bangsa Ciputat)

In this occasion, the writer would like to express his great appreciation, honor as well as gratitude to his beloved father (Sulimin), his mother (Saminem), to his younger sister (Reni Handayani) and to his little brother (Alan Riyadh) who always give motivation and support in various endeavors and moral encouragement to finish his study.

The writer would also like to give his great appreciation to Drs. H. Munir Sonhadji, M.Ed, as his advisor, for his time, guidance, kindness, contributions and patience in correcting and helping him in finishing this ‘skripsi’.

His gratitude also goes to:

8. All lecturers of English Education Department who has taught the writer during his study.

9. Drs. Nasrun Mahmud, M.Pd. the Head of English Education department.

10. Prof. Dr. Dede Rosyada, M.A. the Dean of faculty Tarbiya and Teachers’ Training.
11. M. Asmian, SH. as the Principal of SMK Puspita Bangsa, Ciputat, Rozikin, A. Md as the English teacher and all staff of SMK Puspita Bangsa, Ciputat who has been cooperation during the writer conducting research in the school.

12. All his friends at class A, B and C that he can not mention one by one who always help and give support him during his study. May Allah guide and give them all happiness through out their lives. Amin.

Finally, the writer realizes that this ‘skripsi’ is far from being prefect. Therefore, the writer would like to accept any constructive criticism and suggestion to make this ‘skripsi’ better.

Jakarta, January 2008

The Writer
# TABLE OF CONTENTS

ADVISOR’S APPROVAL
ENDORSEMENT SHEET
THE ABSTRACT ....................................................... i
ACKNOWLEDGEMENT ................................................. ii
TABLE OF CONTENTS ................................................... iv

## CHAPTER I: INTRODUCTION

A. Research Background ............................................. 1
B. Identification of the Study and Research Question .......... 4
C. Objectives of the Study ............................................ 4
D. Significance of the Study ........................................... 4
E. Method of the Study ............................................... 5
F. Organization of the Writing ....................................... 5

## CHAPTER II: THEORETICAL FRAMEWORK

A. Error Analysis ....................................................... 6
   1. The Difference Between Error and Mistakes ............ 7
   2. The Types of Error ........................................... 8
   3. The Sources of Error ........................................ 9
B. Verbs ................................................................. 10
   1. The Definition of Verbs ..................................... 10
   2. The Classifications of Verbs ............................... 11
   3. The Common Errors in the Use of Verbs ............... 19
C. Writing ............................................................... 20
   1. The Definition of Writing .................................. 20
   2. The Kinds of Writing ...................................... 21
   3. The Types of Writing ..................................... 22
CHAPTER III: RESEARCH METHODOLOGY AND FINDINGS

A. Research Methodology
   1. The Purpose of Research ........................................... 25
   2. The Place and Time of Research .................................. 25
   3. The Technique of Sample Taking ................................ 25
   4. The Technique of Data Collecting ................................ 25
   5. The Technique of Data Analysis ................................... 26

B. Research Findings
   1. Data Description .......................................................... 26
   2. Data Analysis .............................................................. 27
   3. Data Interpretation ....................................................... 29

CHAPTER IV: CONCLUSION AND SUGGESTION

A. Conclusion ............................................................... 31
B. Suggestion ............................................................... 31

BIBLIOGRAPHY

APPENDIXES
CHAPTER I
INTRODUCTION

A. Research Background

Nowadays, among languages in the world, English is the most common language used by most countries. English is used not only to apply for a job but also to communicate with people from different nations. Jack C. Richards and Theodore S. Rodgers noted that “Latin was the most widely studied as foreign language five hundred years ago. However, English is the most widely studied foreign language today.”¹

Language has four skills: Listening, Speaking, Reading, and Writing. To develop the four language skills is the objective of English teaching in Indonesia. With these language skills, students are expected to be able to communicate, share their ideas and information with other people by using the language.

However, for some students, writing is viewed as the most difficult language skills because they sometimes find some difficulties in writing. Several students believe that they cannot be successful in writing their ideas on paper. Most students have difficulties on paragraph development. Some resist writing because they have discouraging classroom experiences in the past; other students have disorganized ideas in their writing. These are some problems encountered by students in learning writing.

There are also several factors which can make students find some difficulties on writing. They consist of internal and external factors. Internally, students’ writing is influenced by Intelligence Quotient, talent, motivation, and interest. On the other hand, the external factor of students’ writing is affected by curriculum, learning materials, approach and method.

Wilga M. Rivers noted that “writing a language – specifically a foreign one – comprehensibly is much more difficult than speaking it.” When students communicate a message orally, they know clearly the person who receives the message and get a direct feedback from the speakers. Also, when they make errors in speaking, the audience is much more tolerant than readers. On the other hand, written message requires students to fulfill some aspects in writing to produce a good writing. The aspects are logical thinking, paragraph development, diction, spelling, sentence pattern and word order.

Furthermore, there are some characteristics of written language and according to Brown are as follows:

(1) Production time: Some people require much time to produce a good writing than a comprehensible speaking; (2) Complexity: Written language is characterized by longer clause and some subordinators. While, spoken language tends to have shorter clause and have redundancy in the sentence; (3) Vocabulary: Written language requires the richness of vocabulary use than does speaking; (4) Distance: In this characteristic, the writers need to be able to predict the audience’s general knowledge, cultural and literary schemata and specific subject – matter knowledge; (5) Formality: Since the readers are people in general, writers should follow the complex rules in formal writing.

In the process of learning English, students sometimes make some errors and mistakes. Errors are considered as essential things to both learners and teachers since the making of errors can be regarded as an important part of learning in order to get information. The information indicates which part of the target language that students have the most difficult to produce correctly. Errors also give another benefit to teachers by showing what learners have not mastered yet in the lesson.

---


Corder, in Ellis and Barkhuizan (2005), stated that there are three functions of learner’s errors which are as follows: (1) They serve a pedagogic purpose by showing teachers what learners have learnt and what they have not yet mastered; (2) they serve a research purpose by providing evidence about how languages are learnt; and (3) they serve a learning purpose by acting as devices by which learners can discover the rules of the target language.

In this study, the writer tries to analyze the students’ problems in identifying the verbs. These problems were at the 3rd year students of SMK Puspita Bangsa, Ciputat. Specifically, this is to identify students’ writing errors in applying the verbs.

According to Webster’s New World Dictionary, verbs refer to a class of words expressing action, existence or occurrence or used as an auxiliary or copula and usually constituting the main element of a predicate. Verbs are the main element of a predicate in a sentence since they can show what people and things do, how people and things act and change and when they did the activity. Some students may ignore errors in verbs; even problems with verbs may cause significant problems of comprehension which lead to mistakes in speaking and writing.

The writer found some errors made by students in writing. For example, it is found that the students made a sentence “I am and my boyfriend wanted to Jakarta”. At glance, that sentence can be understood. However, if it is seen based on grammatical rules, it is wrong. The verb “be” in the sentence needs to be omitted to remove redundancy of verbs in the sentence. Since the verb “wanted” has functioned as the main verb of the sentence. So, the correct sentence should be “My boyfriend and I wanted to go to Jakarta”.

The problem cannot be overcome without the effort to omit or at least to reduce the errors. To be able to solve students’ errors, first, it must be found out which part or kind of errors which are frequently made by students. Also, it should be classified regarding to the kind of errors that the students made. The

---

5 For further information, see page X in Appendix section.
errors need to be explained based on their types. Finally, they require to be given the correct construction of writing based on grammatical rules.

Since errors are indispensable in the process of learning English, we need an error analysis to evaluate the students’ achievements during the process. This will help English teachers by showing the teacher what learners have learnt and indicating the learner stages in their target language development.

Considering the benefit of error recognition as a means of improving students’ comprehension to the language, the writer intends to carry out a discussion about analyzing students’ writing errors in applying the verbs. So, the title of this “skripsi” is “AN ERROR ANALYSIS ON VERB USAGE IN ENGLISH WRITING (A Case Study at the Third Year Students of SMK Puspita Bangsa Ciputat)”

B. Identification of the Study and Research Question

Analyzing students’ Grammar accuracy in their writing would need a very wide coverage of problem areas. This research attempts to analyze only one aspect of Grammar, i.e., verbs. This will include evaluating: the frequency of errors in the use of verbs in students’ writing and the most frequent error categories made by learners in the test. In a hypothetic sentence, this research will answer these questions:

“How often do the students make errors in the use of verbs in writing?”

C. Objectives of the Study

Based on the problems stated above, the writer is determined to analyze the most common errors on the use of verbs by the 3rd year students of SMK Puspita Bangsa, Ciputat. Theoretically, the purpose of this study is to identify, define, classify and then explain the errors.

D. Significance of the Study

The findings of the study are expected to provide information for both teachers and learners. This will encourage teachers not only to identify students’
difficulties in learning English but also to solve their problems in applying the verbs. It will provide feedback for improving the teaching technique and encouraging students to be more cautious in the use of verbs in English writing.

E. Method of the Study

In doing this study, the writer conducts field research supported by some relevant books in the library. In the field research, the writer gave writing test to the third year students of SMK Puspita Bangsa, Ciputat. Through the observation and some test results, the writer obtains the achievement of students’ performance.

F. The Organization of Writing

This paper contains four chapters. The first chapter is introduction, which provides the background of the study, identification of the study, statements of the problem, objectives and significances of the study, method of the study, and organization of writing.

The second chapter is the Review of related Literature, which preserves some theoretical frameworks about error and Error analysis, Definition of Verbs and Some Common Errors in the Use of Verbs, and also discussion about Writing.

The discussion about how the research is conducted in Chapter three. It includes both research methodology and findings. In research methodology, it describes place and time of research, technique of sample taking, technique of data collecting, and technique of data analysis.

In this chapter also preserves analytical report in research findings, which describes the data of students’ writing errors in applying the verbs.

In the last chapter, the writer provides some conclusions and constructive suggestions which are concluded regarding to the collected data to reveal some facts in the research.
CHAPTER II
THEORETICAL FRAMEWORK

A. Error Analysis

As human learning, making some errors are unavoidable. In fact, they can be regarded as an essential part of learning. John Norris stated that “mistakes, miscalculations, misjudgments and erroneous assumptions form an important aspect of acquiring information.”\(^1\) It means that human learning is naturally a process which involves the making of errors assumptions that form an important aspect of learning or acquiring information.

Errors are believed to be an indicator of the learner stages in their target language development. With the errors learners committed, English teachers or researchers can determine students’ competence of the language system and they also become keys to understand the process of second language learning and planning the English lesson.

Furthermore, Corder in Brown (2000) pointed out that “A learner’s errors ……… are significant in (that) they provide to researchers evidence of how language is learnt or acquired, what strategies of procedure the learner is employing in the discovery of the language.”\(^2\)

According to Heidi Dulay, studying learner’s errors serves two major purposes: (1) it provides data from which interference about the nature of the language learning process can be made; (2) it indicates to teachers and curriculum developers which part of the target language students have most difficulty producing correctly and which error types detract most from a learner’s ability to communicate effectively.\(^3\)

Error analysis is the error that can be observed, analyzed and classified to reveal something of the system operating within the learner. Error analysis has a

---


2 H. Douglas Brown, *Principles of Language Learning and Teaching* ……. p.217

methodology involves some procedures such as collecting the sample of learner language, identifying the errors, describing the errors, explaining the errors and finally evaluating them. According to Rod Elis and Gary Barkhuizen, there are some steps in conducting error analysis research:

1. Collection of a sample of learner’s errors.
2. Identification of errors.
3. Description of errors.
4. Explanation of errors.
5. Error evaluation.

Considering the benefits of errors as a means of improving students’ comprehension to the language, the English teachers should sometimes conduct an error analysis research in the class. Besides, analyzing the students’ grammatical errors are fruitful for teachers to understand as well as to solve their problems in the process of learning English.

1 The Difference Between Errors and Mistakes

Error is usually compared with mistake. It is important to make a clear distinction between them since both are different. To be more clarified between error and mistake, Hubbard et al said “Errors are derived by one’s lack of knowledge about the target language or by incorrect hypothesis about it.” Errors are visible, but they can not be self–corrected. Error can reflect the competence of the learner since they reveal the portion of the learner’s competence in the target language.

Mistakes are caused by temporary lapses of memory, confusion, slips of the tongue and so on. While, Brown noted that mistake refers to a performance error or a failure to utilize a known system correctly. Mistake is the result of some sort of temporary breakdown or imperfection in the process of random

---


5 Brown, *Principles of Language Learning and Teaching* ........... p.217
ungrammaticalities. Mistakes can be self–corrected when someone puts attention to them.⁶

Based on the explanation above, it can be concluded that errors are the problems of learner’s proficiency in the target language. They are derived by learner’s lack of the target language. Even though errors are visible, they can not be self–corrected. In the other hand, mistakes are resulted from slips of the tongue, confusion, hesitation and inattention. Unlike, errors, mistakes can be self–corrected when someone pays attention to them.

2 The Types of Errors

Heidi Dulay et al stated that there are some types of errors the learner’s made which the most common are:

a. *Omitting grammatical morphemes*, these items do not contribute much to the meaning of sentences, as in *She hit car*.

b. *Double marking a semantic feature* when only one marker is required as in: *She did not went back to her house*.

c. *Regularizing rules*, as in *womans* for *women*.

d. *Using archiforms one form in place of several*, such as the use of her for both she and her, as in: *I saw her in that office. Her work in that office*.

e. *Using two or more forms in random alternation* even though the language requires the use of each only under certain conditions as in the random use of he and she regardless the gender of the person of interest.

f. *Misordering items* in constructions that require a reversal of word order rules that had been previously acquired as in: *What you are doing?*. Or misplacing items that may be correctly place in more than one place in the sentence, as in: *They are all the time late*.⁷

---

⁶ Brown, *Principles of Language Learning and Teaching* ...... p.217

3 The Sources of Errors

Since human cannot learn a language without first systematically committing errors. One of the strategies to prevent learners from making the same error over and over is by looking at the causes of error itself. In discussing about the causes of error, John Norris noted that there are three factors that can be classified as the causes of errors, they are as follows:

a. Carelessness

It is often closely related to the lack of students’ motivation. It occurs because of the teacher’s presentation style in the class which does not suit with the students. It may also be caused by the learning materials which are not interesting to the students

b. First language interference

It is derived from the language habits which have been established in the learners; native language. When the students learn to acquire English, they naturally use the habits of native language in the target language they learnt.

c. Translation

Translation is the most common error made by the students. Translating word by word of idiomatic expression in the students’ first language can produce this type of error. It may occur as the result of a situation when they are asked to communicate something. But, they do not know the appropriate expression or structure.

While, Brown noted that there are four causes of error that arise in second language learning. They are Interlingual transfer, Intralingual transfer, Context of Learning and Communication Strategies. Basically, the term of Interlingual transfer, Intralingual transfer, Context of Learning is the same term as Mother – tongue interference, Overgeneralization and error encouraged by teaching material and method which was proposed by

---

8 Dulay, et al. Language Two. P.138


10 Brown, Principles of Language Learning and Teaching, P.224-227
Hubbard. Brown completes his work by adding the term “Communication Strategies” as the fourth that causes learner’s errors. Communication Strategies actually include the processes of Interlingual transfer, Intralingual Transfer, and Context of Learning as a learner tries to get a message across to a hearer and reader.

B. Verbs

1 The Definition of Verbs

Verbs can be defined as any of a class of words expressing action, existence or occurrence or used as an auxiliary or copula and usually constituting the main element of a predicate. Since verbs are the main element of a predicate in a sentence, they can show what people and things do, how they act and change, and when they did the activity.

Verbs can show some different kinds of actions. Martin Parrot mentioned several verbs which can show action in the following example:

- Cry
- Walk
- Hop
- Talk
- Jump
- Fix
- Feel
- Run
- Slide
- Dig
- Cut
- Hear
- See
- Work
- Paste
- Climb
- Fly
- Hit
- Paint
- Visit

While many verbs do describe actions, verbs can also be used to express other meaning such as existence (e.g. be, become, exist), mental conditions and processes (e.g. believe, deduce, enjoy), relationships (e.g. depend, determine).

---


2 The Classification of Verbs

Main Verbs

The main verb conveys the key meaning in any group of verbs.\textsuperscript{13} For example in the sentence \textit{Yuni have finished her project}, \textit{finished} is the main verb. Main verbs in English have some forms which are as follows:

\textit{Infinitive}

The infinitive form of a verb can be viewed as its basic or ‘pure’ form. It is easy to determine an \textbf{infinitive} because it is the form that follows \textit{to}, as in \textit{We need to drink/finish/win}.

\textit{Present Tense}

Depending on the subject of the verb, the present tense of a verb in English has two forms:

- With a third – person singular subject (e.g., the girl, James, he, she, it), the present tense has usually an –s inflection: The girl \textit{goes} to the market, James \textit{plays} tennis, she \textit{dives} in the sea, he \textit{completes} his project, it often \textit{rains} heavily.

- With other types of subjects, however, the form of present tense is the same as the infinitive form, but it has no an inflection \textit{to} and has no an –s inflection: e.g., \textit{They plant trees, I dive in the sea, You play basketball}.

The exception of these patterns is found in forms of the main verb \textit{to be}.

Unlike other main verbs, \textit{to be} has three present forms, all of them have different form from their infinitive form.

<table>
<thead>
<tr>
<th></th>
<th>Singular</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>1\textsuperscript{st} person</td>
<td>\textit{I am}</td>
<td>\textit{We are}</td>
</tr>
<tr>
<td>2\textsuperscript{nd} person</td>
<td>\textit{You are}</td>
<td>\textit{You are}</td>
</tr>
<tr>
<td>3\textsuperscript{rd} person</td>
<td>She/He/It \textit{is}</td>
<td>They \textit{are}</td>
</tr>
</tbody>
</table>

\textsuperscript{13} Martin Parrot, \textit{Grammar for English language Teacher}..... p.94
**Past Tense**

Past tense normally applies only to completed happening or to an event seen as a complete entity.\(^\text{14}\) The ending –*ed* on a verb shows that the event happened in the past. Unlike the present tense, which has two predictable forms (uninflected or –*ed*), past tense forms vary much more widely.\(^\text{15}\) There are two categories of the form of past tense in English which are as follows:

- The regular verbs for their past tense by adding an –*ed* inflection: e.g., worked, slipped, stopped.
- The irregular verbs typically form their past tense by an internal vowel change. Irregular verb is one that forms its past and past principle in some other way than a regular verb. Irregular verb form their past and past participle in several ways:
  1. By changing a vowel
     
     Drink → Drank → Drunk
  2. By changing a vowel and consonant
     
     Do → Did → Done
  3. By making no change
     
     Cut → Cut → Cut

**Present Progressive**

English has a progressive identified by some form of *be* and the *ing* form. It combines with both present and past tenses and also with the perfect, with modals and with the passive.\(^\text{16}\)

<table>
<thead>
<tr>
<th></th>
<th>Present + Progressive</th>
<th>Past + Progressive</th>
<th>Perfect + Progressive</th>
</tr>
</thead>
<tbody>
<tr>
<td>He is writing</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>He was writing</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>He has been writing</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>


\(^\text{15}\) Kathryn Riley and Frank Parker, *English Grammar: Prescriptive, Descriptive, Generative, Performance*, (Boston: Allyn and Bacon, 1998), p.100

He will be writing  Modal + Progressive
It is being written  present + Progressive + passive

**Past participle**

The past participle of a verb is usually marked by the auxiliary have. For a few verbs – walk, bring take. It will be discovered that past participle forms vary widely. This variation corresponds to the distinction between regular and irregular verbs. For regular verbs the past participle form is the same form as the past tense.

Yesterday I walked to the office (past tense).
I have walked to go home every day this week. (past participle)

**Auxiliary verbs**

Auxiliary verbs are verbs of incomplete predication that is used with a principal verb to form phrase indicating tense, mood, or voice. Sometimes, they also called “helping verbs”. A helping verb helps the main verb to express action or make a statement. English has two types of auxiliary verbs which is finite forms and in non-finite forms. They can be seen in the following table.

<table>
<thead>
<tr>
<th>Infinitive</th>
<th>Present Participle</th>
<th>Past Participle</th>
<th>Present Tense</th>
<th>Past Tense</th>
</tr>
</thead>
<tbody>
<tr>
<td>Be</td>
<td>Being</td>
<td>Been</td>
<td>Am, is, are</td>
<td>Was, were</td>
</tr>
<tr>
<td>Have</td>
<td>Having</td>
<td>Had</td>
<td>Have, has</td>
<td>Had</td>
</tr>
<tr>
<td>do</td>
<td>doing</td>
<td>done</td>
<td>Do, does</td>
<td>Did</td>
</tr>
<tr>
<td>Shall</td>
<td>Will</td>
<td>Can</td>
<td>Shall</td>
<td>Should</td>
</tr>
<tr>
<td>May</td>
<td>Must</td>
<td>Can</td>
<td>Will</td>
<td>Would</td>
</tr>
<tr>
<td>Ought</td>
<td>Need</td>
<td>May</td>
<td>Can</td>
<td>Could</td>
</tr>
<tr>
<td>dare</td>
<td></td>
<td>Ought</td>
<td>Must</td>
<td>Might</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Needs</td>
<td>Ought</td>
<td>Used</td>
</tr>
</tbody>
</table>


**Modal Auxiliaries**

The modal auxiliaries are will/would, can/could, may/might, must, shall/should, ought, need, dare, and used (to).\(^{19}\)

For example:

Yuni *will* finish the project as soon as possible.

*Can* I borrow your novel?

You *may* leave the class now.

Students *must* obey every rule in the school.

They *shall* go to Bandung tomorrow.

You *ought not* to stay up so late.

The work *needed* time and patience.

She *dare not* leave the baby in this house alone.

We *used to* play football in the field, did not we?

The term “auxiliary” is used for a number of verbs which have a variety of functions.\(^{20}\)

**Auxiliary Have**

In its role as an auxiliary verb, *have* can occur in either present or past tense.

<table>
<thead>
<tr>
<th>Present</th>
<th>Past</th>
</tr>
</thead>
<tbody>
<tr>
<td>Has/Have</td>
<td>had</td>
</tr>
</tbody>
</table>

The verb form following *have* is usually a past participle form: For example;

*James has been sick.*

*I have lived in Jakarta for ten years.*

*They have waited for the guests since this morning.*

*Have* can also function as either an auxiliary verb or a main verb. If it is the rightmost verb in the verb phrase, it is a main verb; otherwise it is an auxiliary verb. There are four principal parts of *have* which can be displayed by other main verbs:

<table>
<thead>
<tr>
<th>Infinitive</th>
<th>Present</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Have</em></td>
<td>Has, have</td>
</tr>
</tbody>
</table>

---

\(^{19}\) A S Hornby, *Guide to Patterns and Usage in English* …… P.10

\(^{20}\) A S Hornby, *Guide to Patterns and Usage in English* …… p.1
Past  Had  Had
Past Participle  Had

*Auxiliary be*

In its role as an auxiliary verb, *be* can occur in either the present tense, past tense or past participle form.

<table>
<thead>
<tr>
<th>Present</th>
<th>Past</th>
<th>Past Participle</th>
</tr>
</thead>
<tbody>
<tr>
<td>Am</td>
<td>was</td>
<td>been</td>
</tr>
<tr>
<td>Are</td>
<td>were</td>
<td></td>
</tr>
<tr>
<td>Is</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The verb form following auxiliary *be* is usually a present participle form:

For example;

*Frank was acting sick.*

*We are giving our donations to the charity.*

*They have been waiting for the guests all day*

Like *have*, *be* can function as either an auxiliary verb or main verb. If it is the rightmost verb in the verb phrase, it is a main verb; otherwise it is an auxiliary verb. In its role as a main verb, there are five principal parts of *be* which can be displayed by other main verbs:

<table>
<thead>
<tr>
<th>Infinitive</th>
<th>be</th>
</tr>
</thead>
<tbody>
<tr>
<td>Present</td>
<td>am, is are</td>
</tr>
<tr>
<td>Past</td>
<td>was, were</td>
</tr>
<tr>
<td>Present Participle</td>
<td>being</td>
</tr>
<tr>
<td>Past Participle</td>
<td>been</td>
</tr>
</tbody>
</table>

Besides the three auxiliary verbs already discussed, English also has a fourth element, auxiliary *do.*

---

21 Kathryn Riley and Frank Parker, *English Grammar: Prescriptive, Descriptive, Generative, Performance...* p.112-116
**Auxiliary do**

In its role as an auxiliary verb, *do* can occur in the present and past tense forms.

<table>
<thead>
<tr>
<th>Present</th>
<th>Past</th>
</tr>
</thead>
<tbody>
<tr>
<td>Do</td>
<td>did</td>
</tr>
<tr>
<td>Does</td>
<td></td>
</tr>
</tbody>
</table>

Auxiliary *do* occurs only in three particular circumstances:

- One use of auxiliary *do* is to form a *yes – no* question from a declarative sentence that has no auxiliary verb. Normally, to form such a question, the first auxiliary verb is inverted with the subject NP. For example, a question based on declarative sentence:

  \[
  \text{James has seen the woman} \quad \text{would be formed} \quad \text{Has James seen the woman?}
  \]

  However, when the declarative contains no auxiliary verb, the question is formed by adding a form of *do*. For example:

  \[
  \text{James saw the woman} \quad \text{would be formed} \quad \text{Did James see the woman?}
  \]

- A second use of auxiliary *do* is to form a negative sentence from a positive sentence that has no auxiliary verb. Normally, to form a negative sentence, the ‘not’ is placed after the first auxiliary verb (or contracted with it). For example:

  \[
  \text{James has seen the woman} \quad \text{would be formed} \quad \text{James has not seen the woman}
  \]

  However, when the sentence contains no auxiliary verb, the negative counterpart is formed by adding a form of ‘do’. For example:

  \[
  \text{James saw the woman} \quad \text{would be formed} \quad \text{James did see the woman.}
  \]

- A third use of auxiliary *do* is to form an emphatic sentence from declarative that has no auxiliary verb. Normally, to form an emphatic sentence, the first auxiliary verb is stressed. For example:

  \[
  \text{James has seen the woman} \quad \text{would be} \quad \text{James HAS seen the woman.}
  \]

  However, when the declarative sentence contains no auxiliary verb, an emphatic version is formed by adding a form of “do”. For example;
James saw the woman would be He DID see the woman.

When auxiliary do occurs in verb phrase, it occurs as the first verb and it will be either present or past tense. The verb form following do is usually an infinitive (uninflected) form.

Verbs in English can be classified based on the types of items that can follow them. For example, some verbs require a direct object, while others do not. They can be classified into two categories: transitive and intransitive.

Transitive verbs are verbs that occur with a direct object; intransitive verbs are those that do not. Common transitive verbs: build, cut, find, like, make, need, send, use, and want. For example: The woman made a cake in the kitchen. She sent a letter to me.

Common intransitive verbs: agree, arrive, cry, exist, go, happen, live, occur, rain, sleep, stay, walk, and rise. For example: It rained heavily last night. I stayed awake last night.

Some verbs do not express mental or physical action. They help make a statement by connecting the subject with a word in the predicate that describes or explains the action. These verbs are called linking verbs which include forms of to be as well as the following verbs: taste, seem, feel, look, appear, sound, and smell. These verbs function to link subject and the predicate which describes some characteristics of the subject.

---

22 Kathryn Riley and Frank Parker. English Grammar: Prescriptive, Descriptive, Generative, Performance. p. 116

23 Riley and Parker. English Grammar: Prescriptive, Descriptive, Generative, Performance p.103


26 Kathryn Riley and Frank Parker. English Grammar: Prescriptive, Descriptive, Generative, Performance. p. 107
For example: She looks nice with the dress.
               That woman is intelligent.

Imperative Verbs

An imperative verb is a form or construction used to issue a command. According to Rodney Huddleston and Geoffrey K. Pullum, there are some signals shows that a sentence is an imperative:

1) Many imperatives do not have grammatical subjects. Unlike, all other sentences, there are no subject in the part of the clause.
   For example: _____Get your doctor to look at your eyes.
                S  V  DO
   The subjects are usually omitted in imperatives. However it is possible to include the subjects in the sentence. But, this is much less common.

2) The verb form is the simple form (sometimes called the base form or the infinitive without to).
   For example: Be on time or the exam.
               Answer all the questions on the exam.
   The negative is formed by adding do not or don’t.
   For example: Don’t begin to work before 9.00 AM.

3) Polite words or phrases are often used in imperatives, especially if they are to express requests or suggestions.
   For example: Please pass the salt.

4) The usual end punctuation for a written imperative sentence is a period. However, when the imperative is very strong, the end punctuation is an exclamation mark.
   For example: Hurry up! Get up!

---


28 Rodney Huddleston and Geoffrey K. Pullum, A Student's Introduction to English Grammar, .......... p.170

29 Rodney Huddleston and Geoffrey K. Pullum, A Student's Introduction to English Grammar, .......... p. 170
3 The Common Errors in the Use of Verbs

Although problems with the Grammar of verbs may not cause significant problems of comprehension, they lead to mistakes in speaking and writing. Some examples of these mistakes in verb usage are given below:

- **State verbs**
  Learners may use state verbs in tenses where they are not normally used.
  E.g. *I am knowing this song.*  *This fish is tasting funny.*

- **Questions**
  Learners may leave out auxiliary verbs which are necessary in questions or they may forget to change the order of the subject and the auxiliary verbs.
  E.g. *You like music?  Where you are going?*

- **Questions and negative forms of be**
  Learners sometimes need to spend a lot of time noticing and practicing irregular forms before they are confident in using them correctly. They may also over –
generalize the use of do/does/did.
  e.g. *Did you be here?  I did not be…..*

- **Irregular forms**
  Learners may mix an irregular form of verbs which has a past participle form that is different from the past form and use one in place of the other.
  E.g. *She has went to Bandung  I woken up early this morning.*

- **Verb types**
  Learners may use object verbs as if they were no – object verbs.
  E.g. *She saw the film, but did not like.*
  The learners may also do the opposite. Talk is normally a no – object verb, but in the following the learner has used it as a two object – object verb (e.g. I told my brother the news).

---

30 Martin Parrot, *Grammar for English language Teacher*…. p.102
E.g. I talked my brother the problems.\textsuperscript{31}

C. Writing

1 The Definition of Writing

Erika Lindemann proposed the definition of writing as a process of communication which uses a conventional graphic system to convey a message to a reader.\textsuperscript{32} In addition, writing can also be defined as the process of recording spoken language using a system of visual marks on a surface. The concept includes the particular writing system which is available for a language, the choice and mastery of a particular medium of expression (usually hand writing or typing) and the product which emerges the piece of writing or composition.\textsuperscript{33}

Also, writing is defined as the activity to inscribe (words, letters, and symbols) on a surface, as by cutting, carving, embossing or marking with pen or pencil in a form to be read.\textsuperscript{34}

While, Keith Johnson and Helen Johnson in Encyclopedic Dictionary of Applied Linguistics proposed the definition of writing as an important skill and means of recording, assimilating and reformulating knowledge and of developing and working through writer’s own ideas. It may also be a mean of personal discovery of creativity and of self expression.

Based on some experts’ definitions above, it can be concluded that writing is a process of recording spoken language using a system of visual marks on a surface to convey writer’s ideas to a reader.

\begin{flushleft}
\footnotesize
\textsuperscript{31} Martin Parrot, Grammar for English language Teacher…… p. 102-103

\textsuperscript{32} Erika Lindemann, a Rhetoric for Writing Teachers. (Oxford: Oxford University Press, 1982), p. 11


\textsuperscript{34} Michael Agnes, et al (ed)…. p. 1542
\end{flushleft}
2 The Kinds of Writing

To arrange writing, there were some kinds of writing. According to Edward P. J. Corbitt, the kinds of writing can be divided into:\(^35\)

a. Narration

Narration is the form of writing that informs a story or gives an account of an event. In other words, this kind of writing consists of a series of events in which action dominates the story. Narration is constructed chronologically ordered and can be found in diaries, autobiography, memoirs and anecdotes.

b. Description

Description is a writing which presents a verbal picture of a person, a place, a thing or a scene – an image in the mind of listener or reader. In other words, the writer of descriptive writing appeals to a reader’s imagination and perceptive sense. The writer usually uses verbs of sense to describe the characteristics of an object how it looks, feels or sounds. The purpose of this kind of writing is to create pictures or images in reader’s minds about particular objects which a writer’s describes.

c. Argumentation

Argumentation is a writing in which the writer attempts to persuade an audience or reader to adopt or accept his view or opinion concerning certain subjects. It can also be used to prove or disapprove a statement or case which supported by valid facts. It can be found in promotion letters, proposals, editorials, and scientific reports.\(^36\)

---


d. Exposition

Exposition is explanation. In other words, it is the form of writing which informs or explains something. The purpose of this kind of writing is to expose writer’s ideas and the writer should make his ideas as clear as possible with logical explanation. Also, writer’s explanation in words should be accompanied by diagrams or pictures. The example of this kind is technical report, scientific writing and news stories.

While, Margaret Coffey divided the kinds of writing into four categories. They are narration, description, exposition and persuasion. Basically, the term of persuasion is the same term of writing as argumentation mentioned by Edward P. J. Corbett.

3 The Types of Writing

Besides, the four kinds of writing mentioned above, there are also some types of writing. In general, there are three types of writing which according to Campbell are: Academic writing, Business writing and Fiction writing. While, Tricia Hedge divided the types of writing based on the primary distinction between personal writing and public writing into six categories:

1) Personal writing; it is writing for people which the result of the writing will not be shown to others. It includes various kinds of memories, as well as diaries and journals.

2) Study writing; it is also oneself and the result of the writing for academic purpose. The students make note while reading, take notes in lectures, and make summary for exam revision.

---


3) Public writing; it is writing as a member of public to organization or institutions. It includes such as activities as writing letters of enquiry, complaint, letter to editor from filling and applications.

4) Creative writing; it includes poems, stories, rhymes, drama. These types of writing are mainly for personal purpose, but may be shared with others. It is a kind of writing most commonly found at primary and lower secondary level in mother tongue classrooms.

5) Social writing; it is a category which includes all the writing that established and maintained social relationships with family and friend. For instance, personal letter, invitations, and notes with congratulations.

6) Institutional writing; it relates to professional purpose of writing and it needed by business executives, teachers, and engineers.41

4 The Process of Writing

Writing is not a simple process, it is a hard work. However, writing is an opportunity to convey writer’s ideas and to communicate his views to people. Sometimes, students can not communicate their ideas systematically to others in a written language. They find that their writing is bad and ineffective. Actually, a writer requires time and some process to make an effective good writing.

To make writing effective, the students should know some steps to make a good writing. In his book, John Langan proposed some steps to make an effective writing which can be seen below:

1. A writer should decide first what the general idea of his writing is.
2. Supporting his general idea with some specific details.
3. Organizing and connecting each specific detail in his writing.
4. Checking the draft from sentence – skill mistakes.42


In evaluating writing, the writer should also check the unity of the writing, the supporting details, the coherence of writing and the sentence skills.43

In addition, Campbell gave some steps in the writing process which are as follows:

a) Planning the theme of writing.
b) Gathering information to make supporting details.
c) Drafting the supporting details into a draft.
d) Revising the draft.
e) Editing/proofreading.44

---

43 Langan, English Skills. …… p. 44-50
CHAPTER III
RESEARCH METHODOLOGY AND FINDINGS

A. RESEARCH METHODOLOGY

1. The Purpose of Research

As mentioned in Chapter One that the objective of this study is to find out the most common errors made by the third students of SMK Puspita Bangsa Ciputat in the use of verbs.

2. The Place and Time of Research

As mentioned on the Chapter One on the method of research that this “skripsi” is based on the field research. The research was conducted at SMK Puspita Bangsa, Ciputat, which is located on Jl Aria Putra Ciputat.

To obtain the data which is used as the sample of this study, the writer made a writing test and gave it to the third year students of Akuntansi on December 13th, 2007 at 14.00 – 16.00 WIB.

3. The Technique of Sample Taking

The total population of the third year students of SMK Puspita Bangsa is 186 students. In his research, the writer took Accountancy class as research sample. Because 3 students were absent while the writer conducted the process of sample taking. The writer collected 40 students’ writing as research sample.

4. The Technique of Data Collecting

The technique of data collecting is by visiting the school to conduct the research. Then, the writer gives the written test to the students. In this test, the writer gives one main idea and the students develop it into a good paragraph to know the result about students’ writing errors. In this case, the writer does some correction if there is any error on their writing.1

1 For further information, see page VII, X and XII in Appendix section.
5. The Technique of Data Analysis

The writer acquired the data by collecting the error items from every student’s writing and classifying them into categories by using several error terms as follows:

- Omission; skipping over the verbs when they should exist.
  
  For Example: ……. I ^ invited for go around.

- Wrong combination or form; combining the wrong form of verbs with other features that should not go together.
  
  For Example: Late afternoon, I can saw with clear a sun drowned in the west half.

- Redundancy; adding unnecessary form of verbs.
  
  For Example: I am and my boyfriend wanted to Jakarta.

By using these categories, the writer classifies the students’ error and explains the problem before giving the appropriate solution.

From the data, the writer attempts to verify the frequency of the students’ writing errors descriptively. Some tables will be presented to indicate the percentage of errors based on the category of errors. Therefore, the formula used in this research as follows:

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

- \( P \) = Percentage
- \( F \) = Frequency of Errors
- \( N \) = The Total Number of Errors

B. RESEARCH FINDINGS

1. Data Description

The first step of analyzing the data for error analysis is identifying the errors. The identification of errors will indicate what the problem is. In this process, the sentence containing errors are written and the area of errors is marked. The writer uses caret (^) to indicate omission and highlights the words or phrases to show wrong combination or other types of errors.
The writer examined forty students’ writing in order to take an appropriate sample of the whole population. Most of students committed errors in their writing, yet the writer only concentrate on those of the use of verbs.

The errors which made by students in their writing can be classified as follows:

a) The first frequent errors which have been made by students are the error of omission. It appears 22 times from 54 of the total errors with the calculation as follows:

\[ \frac{22}{54} \times 100\% = 40.7\% \]

b) The second one is the error of wrong combination / form. It appears 18 times from 54 of the total errors with the calculation as follows:

\[ \frac{18}{54} \times 100\% = 33.4\% \]

c) The last one is the error of redundancy. It appears 14 times from 54 of the total errors with the calculation as follows:

\[ \frac{14}{54} \times 100\% = 25.9\% \]

To make the errors clearer, the writer presents them in the table 1:

From those forty students’ writing, the writer found most students made some errors in their writing and collected fifty four (54) errors from 15 students’ writing in the use of verbs which can be seen in the table 2:

2. Data Analysis

From the collected data, the writer classifies the error types into four categories: redundancy, omission, and wrong combination or form. The identified errors are presented in the table according to their categories of error types. The errors are also supplemented with the explanations and corrections. Then, the percentage of occurrence of error types is calculated.

---

2 For further information, see page II in Appendix section.

3 For further information, see page IV in Appendix section.
a. Omission

The writer classified the students’ errors into this category when students skipped over verbs in their writing. The verbs should exist in their writing to make it correct grammatically. This category is also the most frequent students’ errors in the use of verbs. The sentences which are suspected to be erroneous in the field of omission can be seen in the table 3.4

It is shown in the table that some students in this sample of this study encounter some problems in the use of verbs specifically when they failed to make a sentence. They showed their lack of knowledge about sentence pattern in English. This makes them difficult to produce a correct sentence based on grammatical rules. Students also seemed to find some problems to identify the passive form of English sentence. Some of them omitted the auxiliary verb when it should exist in the passive sentence. To avoid this type of error, students should learn more about sentence pattern and English structure to prevent them making the same error in the future.

From all of the omission errors, the writer collects 22 errors out of 54 students’ errors formulate 40.7%.

b. Redundancy

Students’ errors are classified into redundancy category when students inserted unnecessary verb in their writing. Students might have failed to identify the main verb in their writing or they might have confused of the use of verbs in sentences. Table 4 illustrates that 14 out of 54 students’ writing errors are classified into this category.5

When students inserted unnecessary verb in the sentence, they might have failed to identify the main verb in the sentences. They might have also confused of the use of verbs in their sentences. These students show their lack of knowledge of verbs and also the structure of English sentence.

4 For further information, see page VII in Appendix section.

5 For further information, see page X in Appendix section.
There are 14 error sentences classified as having problems with the error of redundancy. Using the formula, 14 out of 54 formulate 25.9 %. Therefore, it can be concluded that 25.9 % of the total errors made by students because they unnecessarily inserted verbs in their writing.

c. Wrong Combination or Form

This category contains the students’ errors writing in the use of verbs when they combine the wrong form of verbs with other feature that they should not combine together. It can be illustrated from the table 5 that 18 out of 54 students’ writing errors are classified into this category.\(^6\)

This type of errors occurs 18 times in the sample of this study. When students make a sentence, they need to understand more about the correct form of verbs related to sentence’s subject. Wrong combination or wrong form usually takes place in the agreement of subject and verbs of a sentence. Some students showed their lack of knowledge in the use of infinitive form of verbs. When students make an English sentence, they should understand that infinitive is a form of verbs which follows to before the “pure” or “basic” verb.

Based on the table above, the writer discovers 18 sentences with this type of errors contribute 33.4 % to all the errors examined.

3. Data Interpretation

The last step in this study is explaining the findings from the analyzed data. After classifying the errors based on their types, the writer gets distribution pattern of the errors as shown in the following table:

<table>
<thead>
<tr>
<th>NO</th>
<th>Types of Error</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Omission</td>
<td>22</td>
<td>40.7 %</td>
</tr>
<tr>
<td>2</td>
<td>Redundancy</td>
<td>14</td>
<td>25.9 %</td>
</tr>
<tr>
<td>3</td>
<td>Wrong Combination / Form</td>
<td>18</td>
<td>33.4 %</td>
</tr>
<tr>
<td></td>
<td>TOTAL</td>
<td>54</td>
<td>100 %</td>
</tr>
</tbody>
</table>

\(^6\) For further information, see page XII in Appendix section.
It is shown in the table above that (54) error items are distributed into three types of errors: omission, redundancy and wrong combination / form. From those all 54 errors, 22 of them are the error of omission. This type of errors contributes 40.7% to the whole errors. This category makes the most frequent error of students’ writing in the use of verbs. Set in the second place is the error of wrong combination / form. There are eighteen (18) samples taken out to make 33.4% of the total errors. The last type is the error of redundancy which occurs fourteen (14) times out of 54 sample errors. It means that 25.9% of the whole error items deal with the unnecessary inserting verbs in students’ writing.

The percentage above has verified the errors type: **Omission errors** as the most frequent error in students’ writing in the use of verbs. The tendency of students to have some problems in this type of error is greater due to students’ lack of knowledge about sentence pattern in English. This makes them difficult to produce a correct sentence based on grammatical rules.

Students also seemed to find some problems to identify the passive form of English sentence. Some of them omitted the auxiliary verb when it should exist in the passive sentence. To avoid this type of error, students should learn more about sentence pattern and English structure to prevent them making the same error in the future.

The data also indicates students’ difficulties in identifying main verbs in English sentence, inserting unnecessary verbs and forming passive sentences.
CHAPTER IV
CONCLUSIONS AND SUGGESTIONS

A. CONCLUSIONS

After conducting the research, the writer comes to the conclusion that the most frequent errors on the use of verbs is **the omission error**. The tendency of students to have some problems in this type of error is greater because of students’ lack of knowledge about sentence pattern in English. This makes them difficult to produce a correct sentence based on grammatical rules. To avoid this type of error, students should learn more about sentence pattern and English structure to prevent them making the same error in the future.

B. SUGGESTIONS

After conducting the research, there are some suggestions that can be given in relation to the writer’s conclusion. The suggestions are as follows:

1) English teachers should be creative and innovative in developing the teaching – learning activities in the classroom to support a better improvement of students’ performance.

2) Analyzing students’ grammatical errors are useful for English teachers to understand their students’ difficulties in learning English. By understanding the problems, the teachers can assist their students’ development in learning English better. The writer also encourages the teachers to perform such classroom research to know the students’ problems in the process of learning English.

3) Headmasters are expected to encourage English teachers to teach more creatively in the process of teaching English and to provide some facilities which can encourage and support students in learning English.

4) Students should spend more time to practice writing so that they can be successful in writing their ideas on paper.
BIBLIOGRAPHY


------------------------


NAMA :
KELAS :

______________________________________________________

ANGKET PENELITIAN

KEMBANGKAN POKOK PIKIRAN DI BAWAH INI MENJADI SEBUAH
CERITA YANG UTUH DAN BAIK.

My Latest Holiday

______________________________________________________

______________________________________________________

______________________________________________________

______________________________________________________

______________________________________________________

______________________________________________________
Table 1 Types of Students’ Error

<table>
<thead>
<tr>
<th>Name of Student</th>
<th>The Categories of Error</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Omission</td>
<td>Redundancy</td>
<td>Wrong Combination/Form</td>
<td></td>
</tr>
<tr>
<td>Student 1</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Student 2</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Student 3</td>
<td>2</td>
<td>1</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Student 4</td>
<td>2</td>
<td>1</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Student 5</td>
<td>2</td>
<td>2</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Student 6</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Student 7</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Student 8</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Student 9</td>
<td>3</td>
<td>0</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Student 10</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Student 11</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Student 12</td>
<td>2</td>
<td>0</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Student 13</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Student 14</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Student 15</td>
<td>2</td>
<td>2</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Student 16</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Student 17</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Student 18</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Student 19</td>
<td>1</td>
<td>4</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Student 20</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Student 21</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Student 22</td>
<td>2</td>
<td>0</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Student 23</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Student 24</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Student 25</td>
<td>2</td>
<td>0</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Student 26</td>
<td>2</td>
<td>0</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Student 27</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Student 28</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Student 29</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Student 30</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Student 31</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Student 32</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Student 33</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Student 34</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Student 35</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Student 36</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Student 37</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Student 38</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Student 39</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Student 40</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>22</strong></td>
<td><strong>14</strong></td>
<td><strong>18</strong></td>
<td></td>
</tr>
</tbody>
</table>

| Percentage of Error | 40,7 % | 25,9 % | 33,4 % |
### Table 2 Error Items

<table>
<thead>
<tr>
<th>NO</th>
<th>SENTENCE</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>STUDENT # 1</strong></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>I am want to see football competition with friendly</td>
</tr>
<tr>
<td>2</td>
<td>But any one friend stay at home to sleep because his want to ^ bandung.</td>
</tr>
<tr>
<td>3</td>
<td>Final they want to arrived to football competition.</td>
</tr>
<tr>
<td>4</td>
<td>… and I am very enjoying the holiday.</td>
</tr>
<tr>
<td><strong>STUDENT # 2</strong></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>I want ^ spend my time for holiday.</td>
</tr>
<tr>
<td>6</td>
<td>…. And I was not forget bring some food and drink.</td>
</tr>
<tr>
<td>7</td>
<td>I need two hours to went there.</td>
</tr>
<tr>
<td>8</td>
<td>… I waited about fifteen minutes for bought ticket.</td>
</tr>
<tr>
<td>9</td>
<td>…. And I never forgot to bought some souvenir for my family.</td>
</tr>
<tr>
<td>10</td>
<td>… and than I ^ back to home by bus.</td>
</tr>
<tr>
<td>11</td>
<td>Because I can visited to Garden Fruit Mekar Sari, Bogor.</td>
</tr>
<tr>
<td><strong>STUDENT # 3</strong></td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>Because grand mother is sick, we there ^ staying some day.</td>
</tr>
<tr>
<td>13</td>
<td>If late a night ^ a lot of stars in the heaven.</td>
</tr>
<tr>
<td>14</td>
<td>Late afternoon, I can saw with clear a sun drowned in the west half.</td>
</tr>
<tr>
<td><strong>STUDENT # 4</strong></td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>We went visited to a beach.</td>
</tr>
<tr>
<td>16</td>
<td>Devi and Emel ^ very interested them holiday.</td>
</tr>
<tr>
<td>17</td>
<td>They went swim in beach and we to runs together.</td>
</tr>
<tr>
<td>18</td>
<td>And then we ^ ready back to home.</td>
</tr>
<tr>
<td>19</td>
<td>The last holiday for me and my friends is holiday not was forgotten.</td>
</tr>
<tr>
<td><strong>STUDENT # 5</strong></td>
<td></td>
</tr>
</tbody>
</table>
20 Last holiday, I went to Bandung visiting my cousins.

STUDENT # 6
21 I am want to see musical festival with friendly.
22 But any one friend stay at home because his want to Bogor.
23 Final they want to arrived to musical festival.

STUDENT # 7
24 The many people swimming in the beach.
25 I swimming to arrive down rain.
26 I swimming until time forget.

STUDENT # 8
27 We were very happy because I could to meet my grandmother.
28 The Kediri city were not too far from Jakarta because can through with car.
29 The Kediri city of know cigarette industries.
30 The Kediri city were not too far from Jakarta.

STUDENT # 9
31 In there, the situation in very cold.
32 When I was there, I played in the field because on there a lot of many field.
33 I am to get many friends in there.
34 I am get much experience when I am to be on vacation.

STUDENT # 10
35 I am visited some place that is Tangkuban Parahu Mountain.
36 There is I saw beautiful girls and sexy.
37 Because I like it the people is there.
38 I am and his friends took 2 days in is there.
39 I am and his friends 2 days in is there.

STUDENT # 11
40 I ^ invited for go around.
41 Because my grand ma home ^ at highlands.
42 And second day, I and my uncle was at garden.
<table>
<thead>
<tr>
<th>STUDENT # 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>43 I ^ invited for go around.</td>
</tr>
<tr>
<td>44 Because my grand ma home ^ at highlands.</td>
</tr>
<tr>
<td>45 And second day, I and my uncle was at garden.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>STUDENT # 13</th>
</tr>
</thead>
<tbody>
<tr>
<td>46 I ^ on holiday with my friends and my family.</td>
</tr>
<tr>
<td>47 And of course over there we can be havean good time.</td>
</tr>
<tr>
<td>48 There we all ^ 3 days on holiday.</td>
</tr>
<tr>
<td>49 Our there very enjoy my holiday last week.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>STUDENT # 14</th>
</tr>
</thead>
<tbody>
<tr>
<td>50 Last on October 2007, I am and my boyfriend wanted to Jakarta.</td>
</tr>
<tr>
<td>51 We also to see the city used telescope.</td>
</tr>
<tr>
<td>52 … and we went to shopping for souvenir from my family.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>STUDENT # 15</th>
</tr>
</thead>
<tbody>
<tr>
<td>53 During the weekend, he accompany me to visited the elephant Training Center in Way Kambas, Lampung.</td>
</tr>
<tr>
<td>54 Two hours later, the game was end.</td>
</tr>
</tbody>
</table>
### Table 3 Omission Errors

<table>
<thead>
<tr>
<th>SENTENCE</th>
<th>EXPLANATION AND CORRECTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>But any one friend stay at home because his want to Bandung.</td>
<td>The sentence needs to be added an infinitive form of verbs “to go” to complete the sentence.</td>
</tr>
<tr>
<td>I want spend my time for holiday.</td>
<td>The sentence needs to be added an infinitive form of verbs “to spend” to complete the sentence.</td>
</tr>
<tr>
<td>… and than I back to home by bus.</td>
<td>The sentence needs to be added a main verb “went” to complete the sentence.</td>
</tr>
<tr>
<td>Because grand mother is sick, we there staying some day.</td>
<td>The sentence needs to be added an auxiliary verb “should” and omitted the ing form of staying to complete the sentence.</td>
</tr>
<tr>
<td>Devi and Emel very interested them holiday.</td>
<td>The sentence needs a form of “be” to make a correct passive sentence.</td>
</tr>
<tr>
<td>If late a night a lot of stars in the heaven</td>
<td>There is no verb in the sentence and it needs the form of “be”.</td>
</tr>
<tr>
<td>And then we ready back to home.</td>
<td>The sentence needs to be added a verb form of “be” to make the sentence correct.</td>
</tr>
<tr>
<td>But any one friend stay at home because his want to Bogor.</td>
<td>The sentence needs to be added an infinitive form of verbs “to go” to complete the sentence.</td>
</tr>
<tr>
<td>Sentence</td>
<td>Correction</td>
</tr>
<tr>
<td>-------------------------------------------------------------------------</td>
<td>---------------------------------------------------------------------------</td>
</tr>
<tr>
<td>The many people ^ swimming in the beach.</td>
<td>There is no verb in the sentence thus it needs to be added a main verb of “be” to correct the sentence.</td>
</tr>
<tr>
<td>I ^ swimming to arrive down rain.</td>
<td>There is no verb in the sentence thus it needs to be added a main verb of “be” to correct the sentence.</td>
</tr>
<tr>
<td>The Kediri city were not too far from Jakarta because can ^ through with car.</td>
<td>There is no verb in the sentence thus it needs to be added a main verb to correct the sentence.</td>
</tr>
<tr>
<td>The Kediri city of ^ know cigarette industries.</td>
<td>There is no verb in the sentence thus it needs to be added an auxiliary verb to complete the passive sentence.</td>
</tr>
<tr>
<td>In there, the situation ^ in very cold.</td>
<td>The sentence needs to be added a verb form of “be” to complete the sentence.</td>
</tr>
<tr>
<td>When I was there, I played in the field because on there ^ a lot of many field.</td>
<td>There is no verb in the sentence thus it needs to be added a main verb of “be” to correct the sentence.</td>
</tr>
<tr>
<td>I am and his friends ^ 2 days in is there.</td>
<td>There is no verb in the sentence thus it needs to be added a main verb of to correct the sentence.</td>
</tr>
<tr>
<td>I ^ invited for go around.</td>
<td>The sentence is in active form and thus it needs to be changed into its passive form.</td>
</tr>
<tr>
<td>Sentence</td>
<td>Problem</td>
</tr>
<tr>
<td>----------</td>
<td>---------</td>
</tr>
<tr>
<td>I am invited for going around.</td>
<td>There is no verb in the sentence and it needs the verb form of “be”.</td>
</tr>
<tr>
<td>…… I ^ invited for go around.</td>
<td>The sentence is in active form and thus it needs to be changed into its passive form.</td>
</tr>
<tr>
<td>Because my grand ma home ^ at highlands.</td>
<td>There is no verb in the sentence and it needs the verb form of “be”.</td>
</tr>
<tr>
<td>I ^ on holiday with my friends and my family.</td>
<td>The sentence needs to be added a main verb of “be” to complete the sentence.</td>
</tr>
<tr>
<td>There we all ^ 3 days on holiday.</td>
<td>The sentence needs to be added a main verb of to complete the sentence.</td>
</tr>
</tbody>
</table>
# Table 4 Redundancy Errors

<table>
<thead>
<tr>
<th>SENTENCE</th>
<th>EXPLANATION AND CORRECTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>I am want to see football competition with friendly</td>
<td>“want” is the main verb thus it needs not to be added the verb form of “be”.</td>
</tr>
<tr>
<td>I want to see football competition with my friends.</td>
<td></td>
</tr>
<tr>
<td>We went visited to a beach.</td>
<td>“went” is the main verb thus it needs not to be added the verb “visited”.</td>
</tr>
<tr>
<td>We went to a beach.</td>
<td></td>
</tr>
<tr>
<td>Because I can visited to Garden Fruit Mekar Sari, Bogor.</td>
<td>“visited” is the main verb thus it needs not to be added any form of modal auxiliaries “can”.</td>
</tr>
<tr>
<td>Because I visited to Garden Fruit Mekar Sari, Bogor.</td>
<td>or</td>
</tr>
<tr>
<td>Because I could visit to Garden Fruit Mekar Sari, Bogor.</td>
<td></td>
</tr>
<tr>
<td>Late afternoon, I can saw with clear a sun drowned in the west half.</td>
<td>“saw” is the main verb thus it needs not to be added any form of modal auxiliaries “can”.</td>
</tr>
<tr>
<td>In the late afternoon, I saw clearly a sunset in west horizon.</td>
<td></td>
</tr>
<tr>
<td>The last holiday for me and my friends is holiday not was forgotten.</td>
<td>“was” is the main verb thus it needs not to be added the verb form of “be”.</td>
</tr>
<tr>
<td>The last holiday was unforgotten holiday for me and my friends.</td>
<td></td>
</tr>
<tr>
<td>I am want to see musical festival with friendly.</td>
<td>“want” is the main verb thus it needs not to be added the verb form of “be”.</td>
</tr>
<tr>
<td>I want to see music festival with my friends.</td>
<td></td>
</tr>
<tr>
<td>I am to get many friends in there.</td>
<td>“get” is the main verb thus it needs not to be added the verb form of “be”.</td>
</tr>
<tr>
<td>I get many friends there.</td>
<td></td>
</tr>
<tr>
<td>I am get much experience when I am to be on vacation.</td>
<td>“get” is the main verb thus it needs not to be added the verb form of “be”.</td>
</tr>
<tr>
<td>I get many experiences when I am on vacation.</td>
<td></td>
</tr>
<tr>
<td>---</td>
<td></td>
</tr>
<tr>
<td><strong>I am visited</strong> some place that is Tangkuban Parahu Mountain.</td>
<td></td>
</tr>
<tr>
<td>“visited” is the main verb thus it needs not to be added the verb form of “be”.</td>
<td></td>
</tr>
<tr>
<td><strong>I visited some places that is Tangkuban Parahu Mountain.</strong></td>
<td></td>
</tr>
<tr>
<td>There <strong>is I saw</strong> beautiful girls and sexy.</td>
<td></td>
</tr>
<tr>
<td>“saw” is the main verb thus it needs not to be added the verb form of “be”.</td>
<td></td>
</tr>
<tr>
<td><strong>I saw beautiful girls there</strong></td>
<td></td>
</tr>
<tr>
<td>Because <strong>I like</strong> it the people is there.</td>
<td></td>
</tr>
<tr>
<td>“like” is the main verb thus it needs not to be added the verb form of “be”.</td>
<td></td>
</tr>
<tr>
<td><strong>I like the people there.</strong></td>
<td></td>
</tr>
<tr>
<td><strong>I am and his friends took</strong> 2 days in is there.</td>
<td></td>
</tr>
<tr>
<td>“took” is the main verb thus it needs not to be added the verb form of “be”.</td>
<td></td>
</tr>
<tr>
<td><strong>His friends and I took 2 days in there.</strong></td>
<td></td>
</tr>
<tr>
<td>Last on October 2007, <strong>I am and my boyfriend wanted</strong> to Jakarta.</td>
<td></td>
</tr>
<tr>
<td>“wanted” is the main verb thus it needs not to be added the verb form of “be”.</td>
<td></td>
</tr>
<tr>
<td><strong>My boyfriend and I wanted to go to Jakarta.</strong></td>
<td></td>
</tr>
<tr>
<td>Two hours later, the game <strong>was end.</strong></td>
<td></td>
</tr>
<tr>
<td>“ended” is the main verb thus it needs not to be added the verb form of “be” was.</td>
<td></td>
</tr>
<tr>
<td><strong>Two hours later, the game ended.</strong></td>
<td></td>
</tr>
<tr>
<td>SENTENCE</td>
<td>EXPLANATION AND CORRECTION</td>
</tr>
<tr>
<td>----------</td>
<td>---------------------------</td>
</tr>
<tr>
<td>Final they want to arrived to football competition.</td>
<td>“arrive” should function as an infinitive because “want” is the main verb. Finally, they want to arrive on time to see football competition.</td>
</tr>
<tr>
<td>… and I am very enjoying the holiday.</td>
<td>“enjoy” is a state verb. It can not function as present progressive in the sentence. … and I enjoyed the holiday.</td>
</tr>
<tr>
<td>…. And I was not forget bring some food and drink.</td>
<td>“bring” should function as an infinitive because “forget” is the main verb. … and I did not forget to bring some food and drink.</td>
</tr>
<tr>
<td>I need two hours to went there.</td>
<td>“went” should be changed into its “pure” form to be an infinitive because “need” is the main verb. I need two hours to go there.</td>
</tr>
<tr>
<td>… I waited about fifteen minutes for bought ticket.</td>
<td>“bought” should be changed into its “pure” form to be an infinitive because “waited” is the main verb in the sentence. … I waited about fifteen minutes to buy the tickets.</td>
</tr>
<tr>
<td>…. And I never forgot to bought some souvenir for my family.</td>
<td>“bought” should be changed into its “pure” form to be an infinitive because “forget” is the main verb in the sentence. … and I did not forget to buy some souvenir for my family.</td>
</tr>
<tr>
<td>They went swim in beach and we to runs together.</td>
<td>“swim” should function as Present Progressive and the sentence needs to be added the form of “be” to complete it. They were swimming and running together in the beach.</td>
</tr>
<tr>
<td>Last holiday, I went to Bandung visiting my cousins.</td>
<td>“visiting” should be changed into its “pure” form to be an infinitive because “went” is the main verb in the sentence.</td>
</tr>
</tbody>
</table>
Last holiday, I went to Bandung to visit my cousins.

Final they want to **arrived** to musical festival.

“**arrive**” should function as an infinitive because “**want**” is the main verb.

*Finally, they want to arrive on time to see music festival.*

We were very happy because I could **meet** my grandmother.

The infinitive form should be omitted to make a complete sentence.

*We were very happy because I could meet my grandmother.*

The Kediri city **were** not too far from Jakarta.

“**were**” should be changed into “**was**” because the subject in the sentence is in singular.

*The Kediri city is not too far from Jakarta.*

And second day, I and my uncle **was** at garden.

“**was**” should be changed into its plural past form of “**be**” (**were**). Because the sentence is in plural form.

*My uncle and I were at garden*

And of course over there we **can** **be havean** good time.

“**havean**” should be changed into its “**pure**” form to be an infinitive because the modal auxiliaries “**can**” is the main verb in the sentence.

*Of course, we can have good time there. or Of course, we could have good time there.*

Our there **very enjoy** my holiday last week.

“**enjoy**” should be changed into Past participle form to complete the sentence.

*We enjoyed the holiday last week.*

We also **to see** the city used telescope.

The infinitive form should be omitted to make a complete sentence.

*We also saw the city using telescope.*

… and we **went to shopping** for souvenir from my family.

“**to**” should be omitted in the sentence to correct the sentence.
During the weekend, he accompany me *to visited* the elephant Training Center in Way Kambas, Lampung.

“arrive” should function as an infinitive because “want” is the main verb.

During the weekend, he accompany me *to visit* the elephant Training Center in Way Kambas, Lampung.

.. and we went shopping to buy some *souvenir for my family.*