ERROR ANALYSIS ON TENSES LEARNT BY THE SECOND GRADE STUDENTS

(A Case of Study in the Second Grade of Islamic Junior High School of Khazanah Kebajikan Pamulang)

The “Skripsi”
Presented to the Faculty of Tarbiya and Teachers’ Training
In Partial Fulfillment of the Requirements
For the Degree of “S.Pd” (Bachelor of Arts) in English Language Education

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STATE ISLAMIC UNIVERSITY
SYARIF HIDAYATULLAH
JAKARTA
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1431 / 2011
ACKNOWLEDGEMENTS

In the name of Allah, the Beneficent, the Merciful. Praise be to Allah, Lord of the world who has blessed the writer in completing this 'skripsi'. Peace and Blessing be upon the Prophet Muhammad, his family, his companion and his followers.

This sikripsi is presented to Faculty of Tarbiya and Teacher’s training State Islamic University Syarif Hidayatullah Jakarta, as a partial fulfillment of the requirements for the academic title “S.Pd” (Bachelor of Arts) in English Language Education.

In this occasion, the writer would like to express her deepest and sincere gratitude to her beloved parents (H. Hasan Santika (alm) and Hj. Saiyah), her brothers, Moh. Hendrik, Suhendar, Adi Winata, Ali Guntur S.P, and her sisters, Herlina, Ida Farida, who always encourage the writer with all of their heart, also for their support, compassion, advice, and motivation.

The writer also likes to convey her great gratitude to Drs. Nassifudin Jalil, M.Ag, as the writer’s advisor, who has patiently given valuable advice and guidance, also for his time, contribution, and patience in helping her in finishing this skripsi.

Her gratitudes also go to:
1. Prof. Dr, Dede Rosyada, M.A, as the Dean Faculty of Tarbiya.
2. Drs. Syauki, M. Pd, the Head of English Education Department.
3. Neneng Sunengsih, S.Pd, the secretary of English Education Department.
4. All lectures in Departement of English Education, who introduce the world of education and have given contribution, support to the writer in English Department.
5. H. Suardin, S.Sos.I as the headmaster of MTs Khazanah Kebajikan who permitted the writer to conduct the research.
6. Her friends in Departement of English education 2005, her best friends (Gusrini and Siti Nurahmah), her partner in HSKS office (Tatik Suprapti) and also all of her senior (Nina Nur inayah, Suyanti, Lukluk Tsurayya, Lanny
Mulya Nurani, Sinta Rostita, Siti Hajar Arrofie); for giving support, sharing their time and being good friends.

The words are not enough to appreciate for their help and contribution in writing this skripsi, may Allah the Almighty, bless them all. Finally, the writer realizes that this skripsi is not perfect yet. Therefore the writer would like to accept critics and suggestions from every one who reads this skripsi.

Jakarta, January 2011

The writer
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CHAPTER I
INTRODUCTION

A. Background of the Study

Language is meaning of communication among individuals. It is a system of sounds which is structured and it is used to communicate people’s feelings, intentions, purpose, etc to the others. Diane Larsen stated that “language is a means of interaction between and among people.”\(^1\) By using language people can communicate with each other.

In this era globalization, Indonesia as developing country, it is necessary for Indonesian students to master an English language as an international language which is used by almost countries in this world in order to be able to interact with other nations for developing science, technology and culture.

Nowadays in Indonesia, English becomes essential language subject of education issues. The government realizes how important English today for global development. Therefore, English has been an important part of the school curriculum, which is learnt as the main subject by the Indonesian students to develop technology, science and culture. To achieve it, the Indonesian students must be able to master the four skills in English; they are listening, speaking, reading and writing, and also English components such as grammar, vocabulary, pronunciation etc. And now learning English is necessary for Indonesian students, therefore it is taught from elementary school to university level.

Learning English language is not as simply as we thought because there is a set of rules that must be learnt, which is called grammar. Grammar is one of the English components which are taught to every language learner. It has an important role in understanding the English language. Without proper

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\(^1\) Diane Larsen-Freeman, *Teaching Language: from Grammar to Grammaring*, (Boston: Thomson Corporation, 2003), p. 2
knowledge of grammar the students will find many problems to build up the sentences and express their ideas for communication activities. But if they have a good grammar they will be confident in speaking and writing English and they are also able to use the language correctly and clearly. Penny Ur, in her book said that “a learner who knows grammar is one who has mastered and can apply the rules to express him or herself in what would be considered acceptable language forms.”

Harmer defines that “Grammar as the description of the ways in which words can change their forms and can be combined into sentences in that language.” Michael Swan stated that “Grammar is the rules that say how words are combined, arranged, and changed to show different meaning”.

To be able to communicate in English, the students should have to master grammar. Grammar is a great rule in students’ acquisition of English. It seems the hart of language. One of its aspects discussed in the grammar is tense.

Tense is usually defined as relating to time of an action, event or state. There are three tense forms normally called *simple present*, *simple past* and *simple future*. By tense, the students can know what time the actions occur, and understand the correspondence between the form of the verb and their concept of time. As George E. Wilson and Julia M. Burks stated that tense is time. However, it should be pointed out that time in relation to action

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is a concept that exist in the mind of the speaker, reader, or listener. Tense, in actual usage, refers consistently only to grammatical forms.7

For some Indonesian students it is not easy to change the form and to combine the words into sentences. They seem to have problem in mastering English grammar especially about tenses (verb forms). In learning tenses the learners make some mistakes and errors. There are some possible reasons why it occurs. One of them is interference from native language. It means that they probably apply the Indonesian grammar as their mother tongue into English grammar. In fact, English and Indonesian language are quite different.

Error and mistake are different. Error is wrong response because the students do not have knowledge about what the right answer is. While mistake is wrong response that if the students thought about it, they would realize what the right answer is. It means that the students if given a second chance, they have the potential to correct a mistake, whereas the students do not have potential to correct an error until they learnt what the correct is. Edge defines that “A slip is what a learner can self correct, and an error is what a learner can’t self-correct. An attempt is a guess or when neither the intended meaning nor the structure is clear to the teacher.”8

There are many students who make mistakes and errors in their learning process but their mistakes are logically acceptable, because making errors and mistakes is normal and unavoidable. This problem is as John Norrish notes “It’s natural for the students as human being to make error, even many native speakers produce many mistakes in speaking and they would be unaware of the way their speak unless they heard recording of themselves.”9

Errors are not always harmful. Sometimes error is needed for some purposes. Error can be used as a tool of evaluation for measuring the mastery

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of language being learnt. In addition, errors can also help the teacher even the curriculum designer to improve the material given and designed. S.K. Sharma said that “error analysis can be a very useful for both at the beginning, during the various stages of a foreign language teaching process”.  

In this study, the writer tries to discuss “ERROR ANALYSIS ON TENSES LEARNT BY THE SECOND GRADE STUDENTS” (A case of study at the second grade of MTs Khazanah Kebajikan Pamulang Academic year 2009/2010).

B. Limitation and Formulation of the Study

Based on the background of the study above, the writer is interested in analyzing the kind of tense errors made by the second grade students of Islamic Junior High School of Khazanah Kebajikan in tenses test especially in the usage of four tenses; they are simple present tense, simple past tense, present continuous tense, and past continuous tense. Here the writer would like to formulate the problem as follows: “What are the common errors on students’ tenses made by the second grade of MTs Khazanah Kebajikan?”

C. Objective of the Study

The Objective of this study is to analyze the common error on students’ tenses made by the second grade students of MTs Khazanah Kebajikan Pamulang.

D. Significant of the Study

The writer expects that this study will be useful for concerning parties by providing some useful information to apply more helpful method for the students and to improve the teaching-learning process of grammar subject especially in using tense. She also expects that in the future this research will

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be able to give a significant contribution, so that it will give information to have a better view on mastering English grammar especially in tense.
CHAPTER II
THEORETICAL FRAMEWORK

A. Grammar

The knowledge of grammar is very important to express what someone wants to say and interprets correctly. According to Penny Ur, “a learner who knows grammar is one who has mastered and can apply the rules to express him or herself in what would be considered acceptable language forms”.¹

Actually grammar is used to mean the structure of a language. It is an essential part of the use of language process, both in spoken and written language. Grammar is the set of rules which determine the way in which units such as words and phrases can be combined in a language. According to Penny Ur “Grammar may be roughly defined as the way a language manipulates and combines words (or bits of words) in order to form longer units of meaning”.² Swan defines grammar as “the rules that say how words are combined, arranged and changed to show different meaning.”³ Grammar is the way morphemes are joined together to make larger unit of words, phrase, clauses and finally a whole sentence. Words alone don’t make a language. A person can memorize all the morphemes, words, and idioms together with its pronunciation, part of speech, and all other information given to them and yet be enable to speak and write even one sentence of the language. Beyond knowing of vocabulary, it is necessary also to know grammar.⁴

Grammar is a system of language and it’s a science that teaches a learner to speak, to read and to write correctly. It can help the students to

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² Penny Ur, *Grammar Practice Activities ...* p. 4


learn language more quickly and more efficiently. When the learners understand the grammar (or system) of a language, they can understand many things themselves.

English grammar discusses a lot of aspects, such as tense, word order, conditional sentence, modal auxiliaries, etc. One of the English grammar in which Indonesian students tend to make errors is “tenses”. Here the writer will discuss about tenses.

B. Tense

1. Definition of Tense

The word ‘tense’ is derived ultimately from the Latin word ‘tempus’ meaning ‘time’.\(^5\) Tense is a form of verb used to indicate the time. In discussing tense and time As. Hornby states that “the words ‘time’ and ‘tense’ must not be confused. The word time stands for a concept with which all mankind is familiar, divided into past, present, and future. The word tense stands for a verb form or series of verb forms used to express a time relation. Tenses may indicate whether an action, activity, or state.”\(^6\)

Tense commonly refers to the time of the situation which relates to the situation of utterance or at the moment at speaking. For example, the commonest tenses found in languages are present, past and future: 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 prior to the moment of speaking (john was singing); while the situation described in the future as relates subsequent to the moment of speaking (John will singing).

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Since tense refers to the time of the situation which relates to the situation of the utterances, it can be described as ‘deictic’.\(^7\) In other words, deictic refers to an interval or period of time which contains the moment of utterance. It can be expressed by some words: yesterday, now, and tomorrow. English verbs have only two simple tenses, the tenses called the simple present (e.g. he writes) and the simple past (e.g. he wrote). The simple present tense can be used of past, present, and future time.\(^8\)

The English tenses that would be discussed are simple present, present continuous, simple past, and past continuous.

2. **Kinds of Tenses**

a. **Simple Present Tense**

   1) **Definition**

   The present tense is the simplest tense in English. The simple present tense is used to show action that happens all the time, for it looked at the finite verbal group without auxiliaries.

   The present tense is also the only tense that still uses form of distinction for person and number. The distinction is that the third person singular has “s” or “es” to the form used in other person and number.

   To form the negative sentence it has auxiliary verb ‘does not’ for the third person singular subject (He, She, It), and ‘do not’ for the subject (I, You, We, They). For the verb to be, do not use an auxiliary verb, even for questions and negatives.\(^9\) For example ‘She is not a student’.

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\(^8\) AS Hornby, *Guide to Pattern and Usage* ... p. 78

\(^9\) [http://www.englishclub.com/grammar/verb-tenses_present.htm](http://www.englishclub.com/grammar/verb-tenses_present.htm)
2) The sentence pattern of simple present tense

a) Affirmative:

\[
\text{Subject + Verb 1 (s/es)} \\
\text{E.g. Their classes begin at seven.} \\
\text{She sends the letter to her mother every month.} \\
\text{Subject + Verb be (are, am, is) + Complement} \\
\text{E.g. You are a doctor.}
\]

b) Negative:

\[
\text{Subject + Auxiliary verb (do/does) + Not + Verb 1} \\
\text{E.g. Their classes don’t begin at seven.} \\
\text{She doesn’t send the letter to her mother every month.} \\
\text{Subject + Verb be (are, am, is) + Not + Complement} \\
\text{E.g. You are not a doctor.}
\]

c) Interrogative:

\[
\text{Auxiliary verb (do/does) + Subject + Verb 1} \\
\text{E.g. Do their classes begin at seven?} \\
\text{Does she send the letter to her mother every month?} \\
\text{Verb be (are, am, is) + Subject + Complement} \\
\text{E.g. Are you a doctor?}
\]

3) The usage of simple present tense

The Simple present tense performs the following functions or usages:

a) To express the general truth. 
   e.g. The sun rises in the east.
b) To express the customs and habitual action.10
   e.g. She studies English everyday.

c) To show the future time.11
   e.g. I start my new job tomorrow.

b. Present Continuous tense

1) Definition

   Present continuous tense is also known as present progressive tense.12 Present progressive is verb phrases composed of forms of the auxiliary be + the present participle (ing-form) of the principle verb.13

   According to A.S. Hornby “the present progressive is the tense most often used for this purpose. It is the tense more closely associated with the present time. There may be an adverbial on present time (e.g. now, today), but this is not essential.14

   The continuous forms represent actions or events, viewed at some point between their beginning and end. They imply that an action or series of actions has already begun but is not yet completed. At the same time, they indicate that the duration of the action or series of actions is limited.15

2) The sentence pattern of present progressive tense

   According to A.J. Thomson and A.V. Martinet the present continuous tense is formed with auxiliary verb be + the present

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11 Michael Swan, *Practical English Usage* ... p. 450
12 Michael Swan, *Practical English Usage* ... p. 891
14 A.S. Hornby, *Guide to pattern and usage in English 2nd edition* ... p. 82
participle. The present continuous tense consists of three forms, they are:

a) Affirmative:

Subject + To be (are, am, is) + Present Participle (Ing-form)

E.g. She is reading an English book.
They are sitting on the chair.

b) Negative:

Subject + To be (are, am, is) + Not + Present Participle (Ing-form)

E.g. She is not reading an English book.
They are not sitting on the chair.

c) Interrogative:

To be (are, am, is) + Subject + Present Participle (Ing-form)

E.g. Is she reading an English book.
Are they sitting on the chair?

3) The usage of present continuous tense

a) To express an action that is happening right now. E.g. I’m typing the final task right now.

b) To express the beginning, progression or end of an action E.g. It is beginning to snow.

c) To express about something that is happening at the time of speaking. E.g. Please don’t make some so much noise. I’m studying.


17 Betty Schrampfer Azar, Understanding … p. 11

18 Michael Swan, Practical English Usage ... p. 445
d) To talk about something which happening at or around the
time of speaking.
E.g. Where is Tom? He is playing Tennis.
e) For a definite arrangement in the near future (and is the most
usual way of expressing one’s immediate plans).
  E.g. What are you doing tomorrow evening?
c. Simple Past Tense
1) Definition
The simple past tense is formed with the past form of the
verb which may be either regular, by adding –ed to infinitive form
/incidentally, most verb are regular/ or irregular which must be
learned and memorized in each case.19

Marcella frank said “… simple past tense represent definite
time, it refers to event that were completed before the statement is
made. It is often accompanied by such expression or definite past
as yesterday, last year, two years ago, etc.”20
2) The sentence pattern of simple past tense
  a) Affirmative :
    Subject + Verb 2
    E.g. Andrew found his pen two days ago.
    Subject + Was/were + Complement
    E.g. They were in the class at 7 o’clock a.m.
  b) Negative:
    Subject + Auxiliary Verb (did) + Not + V 1
    E.g. Andrew did not find his pen two days ago.
    Subject + Was/were + Not + Complement
    E.g. They were not in the class at 7 o’clock a.m.
  c) Interrogative:
    Auxiliary Verb (did) + Subject + Verb 1
    E.g. Did Andrew find his pen two days ago?
    Was/were + Subject + Complement
    E.g. Were they in the class at 7 o’clock a.m.?
3) The Usage of simple Past Tense
   a) The simple past tense is used to talk about activities or situation that began and ended in the past.
      E.g. The students did their home work yesterday.
   b) To express the duration of an event completed in the past
      E.g. I was in Jakarta for four years (I’m in Surabaya now).
   c) To express habitual action in the past.\(^{21}\)
      E.g. When I was child, I cried loudly.

d. Past Continuous Tense
   1) Definition
      The past continuous tense is made up of the past tense of verb be + the present participle.\(^{22}\)
   2) The form of past continuous tense
      a) Affirmative
         \[ \text{Subject} + \text{Was/were} + \text{Verb Participle (ing-form)} \]
         e.g. She was cleaning the room.
         They were playing foot ball in the court.

      b) Negative
         \[ \text{Subject} + \text{Was/were} + \text{Not} + \text{Verb Participle (ing-form)} \]
         e.g. She was not cleaning the room.
         They were not playing football in the court.

\(^{21}\) Betty Schrampfer Azar, *Understanding …* p. 24
c) Interrogative

<table>
<thead>
<tr>
<th>Was/were + Subject + Verb Participle (ing-form)</th>
</tr>
</thead>
<tbody>
<tr>
<td>e.g. Was she cleaning the room?</td>
</tr>
<tr>
<td>Were they playing football in the court?</td>
</tr>
</tbody>
</table>

3) The

a) To indicate that action was in progress at a definite time in the past.
   E.g. At eight o’clock last night, I was studying.

b) To indicate the progressive nature of an action that was happening at the same times as other event in the past
   E.g. While I was taking shower, the telephone rang.

c) To indicate that the two continuous activities were going on the same times.
   E.g. I was studying while he was reading

d) To indicate that an activity was going on between two point of time in the past.²³
   E.g. Between June of 1965 and December of 1966, he was writing a novel.

C. Error Analysis

Error analysis is a process of analyzing of one’s error. In this case, it is student’s error. The analyzing process relates to the effective teaching learning process. There are some experts that propose different concept of Error analysis. As S.K. Sharma stated, “error analysis is a process based on analysis of learner’s errors with one clear objective: involving a suitable and effective teaching learning strategy and remedial measure necessary in certain clearly marked out areas of the foreign language.”²⁴

²³ George E. Wishon and Julia M. Burks, Let’s write English … p. 196

Error analysis can thus provide strong support from remedial teaching and might be defined as the process of determining of unsuccessful language. Carl James said that “Error analysis is the process of determining the incidence, nature, causes and consequences of unsuccessful language.”

From the description above, it can be synthesized that error analysis is a study that concerns with errors at the significant main topic to investigate by applying the best linguistic theory to the data of erroneous utterances produced by students. Error analysis has implication in assessing students’ progress and in determining the appropriate pedagogical strategy and found techniques of correction in writing. Also, it will have direct relevance in the improvement of the language teaching materials and methods.

1. Definition of Error

Error is natural part of language learning. Learning the second language is a process unlike learning the first language. In this new system of language, learners will directly connect with such a new vocabulary, a new grammatical patterns and foreign pronunciation which differ from their first language. It will always occur although the best effort has been done. Therefore, when they try to speak or write the target language, it is inevitable to them to produce many errors.

Dulay stated error as “the flawed side of learner speech of writing. They are those parts of conversation or composition that deviate from some selected norm of mature language performance.” It means that the area of learners’ errors can be found in the spoken such as in their conversation and writing such as in their composition. H.D. Brown defines

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an error as “noticeable deviation from the adult grammar of a native speaker, reflecting the inter-language competence of learner”.27

From the statements above, it can be concluded that errors are something to do with unacceptable and inappropriate forms of the grammar of the target language that have imprinted on learner’s mind, so it can not be self corrected by the learner.

2. Distinction between Error and Mistake

In learning foreign language not only the students make errors but also mistake. In the study of error analysis, linguists distinguish error from mistake. The difference between them can be defined as H.D. Brown stated: “a mistake is performance error that is either a random guess or slip, in that it is a failure to utilize a known system correctly. Moreover, he mentions that an error is as noticeable deviation from the adult grammar of a native speaker, reflects the competence of the learner.”28

According to this definition, a native speaker could make mistake in his/her native language. Errors, on the other hand, are problems that a native speaker would not have. The students mostly do not know why and how they can make errors. Therefore, of course, the students can’t correct their own errors by themselves. As Edge defines “A slip is what a learner can self correct, and an error is what a learner can’t self-correct. An attempt is a guess or when neither the intended meaning nor the structure is clear to the teacher.”29

Corder in Dulai et.al stated that “Sometimes researchers distinguish between errors caused by performance factors such as fatigue, inattention, indecision, or stress and errors caused by competence factors; those are errors that resulting from lack of knowledge of the rules of the


language. In some of the second language literatures, performance errors have been called “mistakes” while the term “errors” was reserved for the systematic deviations due to the learner’s still developing knowledge of the second language rule system.30 It means that mistake is unsystematic deviation, such as speak mistake because of fatigue, emotion and so on; mistake lies on performance, while error lies on competence which is a consistent and systematic deviation and describe learners’ capability at a certain phase.

From the description above, it can be concluded that both mistake and error are deviation, but they are different. Error lies on structure or grammatical rules caused by unknown of the learner about of the system language, while mistake lies on the surface of sentences which is unintentionally performed by the learner.

3. Causes of Errors

Error occurs too many reasons. One strategy to prevent students from making the same errors anymore is by looking at the causes of error itself. In discussing about causes of errors, John Norrish claimed that there are three major causes of errors that arise in second language learning, they are carelessness, first language interference and translation.31

a. Carelessness

Carelessness is often closely related to lack motivation. Many teachers will admit that there is not always the student’s fault if she or he loses interest; perhaps the materials and or the style and presentation do not suit them.

One way of reducing the number of carelessness errors in written work is to get students to check other’s work. This will involve students in active search for errors and English can be used for a genuine communication while discussing these errors in class.

b. First Language Interference

First language interference is the result of the language habits that has been established in the students’ native language. When the students use English, they usually bring or use the native language habits in the target language they are being learnt.

c. Translation

Translating word by word of idiomatic expression in the first students’ language can produce error in this type. This usually happens the result of a situation when a learner is asked to communicate something but does not know the appropriate expressions or structures.

Peter Hubbard states that there are three causes of errors: *Mother Tongue Interference, Overgeneralization, Errors encourages by teaching material or method.*

a. Mother tongue interference

The learners may assume that the target language and their native language are similar. Then, they will over generalize the rules of their native language and the target language. According to Richards “the sources of errors in studying a language might be derived from interference of the learners’ mother tongue and general characteristics of the rule learning. The errors are caused by the general characteristics of the rule learning that are also called the intralanguage errors. And the errors caused by the interference of the learners’ mother tongue are called intralanguage errors.”

b. Overgeneralization

Overgeneralization covers instances where the student creates a deviant structure on the basis of his experiences of other structures in the target language. Overgeneralization generally involves the creation of one deviant structure in place of two regular structures.

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In other words our initial error was due to overgeneralization of the rule which caused the wrong prediction. This error is caused by the misuse of words or grammatical rules. The example is a learner of English (as a first or second language) has learnt a rule for forming plurals. This lets him/her predict that a noun can be made plural by adding –s. However, when he says “we saw two mouses”, he has overgeneralized the rule, since mouse is one of the exceptions to it. In a similar way, until he learns that “come” and “go” lie outside the scope of the general rule for forming the past tense, he is likely to produce overgeneralized forms such as “comed” and “goed”.34

c. Errors encouraged by teaching material or method

These errors are the result of being misled by the way in which the teachers give definitions, examples, explanations, and arrange practice opportunities. Teaching materials with errors will make similar errors again and again. This kind of error might be caused by both native and non-native teachers, if they do not provide models of the standard TL in the class.

Then, by analyzing the errors one could build up a picture of the features of language learning problems. One of the problems is understood in the right perspective remedial measures that could be planned. An important part of the teachers’ job is to undertake a systematic analysis of learners’ errors.

4. Goal of Error Analysis

When someone conducts an error analysis, he must have at least one goal to achieve. As Rebecca M. Valette said35:

One of the goals of error analysis is to reveal learners’ strategies and to help in the preparation of more effective learning materials. Another goal is to classify the types of error and identify of those


which hinder communication, as well as those which native speakers find difficult to tolerate.

While, Dulay states that studying errors serves two major purposes: (1) It provides data from which interferences about nature of the language learning process can be made; and (2) It indicates to the 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.”

Sridhar says “it was believed that error analysis by the identifying the areas of difficulty for the learner, could help in”: a. Determining the sequences of presentation of target items in text book and classroom, with the difficulty items 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; d. Selecting items for testing the learners’ proficiency.

Corder recognizes that “error analysis has two functions, theoretical one and practical one. The theoretical aspect of error analysis is part of methodology of investigating the language learning process. The practical aspect of error analysis is its function in guiding the remedial action we must take to connect an unsatisfactory state of affairs for a learner or teacher.”

5. Types of Errors

According to Dulay there are four types of errors, they are error based on linguistic category, error based on surface strategy taxonomy,
error based on comparative taxonomy, and error based on Communicative effect taxonomy.\textsuperscript{39}

a. Errors based on linguistic category

This category of errors includes the language component that usually caused students to make errors. The components include phonology (pronunciation), syntax and morphology (grammar), semantic and lexicon (meaning and vocabulary), and discourse (style). For example, in syntax, the error may cover the main or subordinate clauses or within a clause, which constituent is affected, e.g. the noun phrase, the auxiliary, the verb phrase, the preposition, the adverb and the adjectives.

b. Errors based on surface strategy taxonomy

Surface strategy taxonomy highlights the ways that surface structures are altered: learner may omit necessary items or add unnecessary ones; they may misform item or misorder them. This classification is sub-classified into four parts:

1) Omission

Omission errors are characterized by the absence of an item that must appear in a well-formed utterance. E.g: Daniel student of MTs Khazanah Kebajikan

2) Addition

Addition errors are the opposite of omissions. They are characterized by the presence of an item which must not appear in a well-formed utterance. There are three types of addition errors that have been observed in the speech of both L1 and L2 namely double markings, regularization, and simple addition.

a) Double markings

Double markings are two items rather than one marked for the same feature. Many addition errors are more accurately described as the failure to delete certain items

\textsuperscript{39} Heidi Dulay et al, \textit{Language Two ...} p. 146-172
which are required in some linguistic constructions, but not in others. For example “He doesn’t writes the article” or “she didn’t washed the dishes yesterday”.

b) Regularization

A rule typically applies to a class of linguistic items, such as the class of main verbs or the class of nouns. There are both regular and irregular forms and constructions in languages, learners apply the rules used to produce the regular ones to those that are irregular, resulting in errors of regularizations for example the verb “drink” becomes “drinked”; the noun “deer” becomes “deers”.

c) Simple addition

Errors are ‘grab bag’ subcategory of additions. If an addition error isn’t a double marking or regularization, it is called simple addition. For example “The fishes doesn’t live in the water”.

3) Misformation

Misformation errors are characterized by the use of the wrong form of the morphemes or structure. While in omission errors the item is not supplied at all, in misformation errors the student supplies something, although it is incorrect.

There are three types of misformation, namely: regularization, overgeneralization, and alternating form.

a) Regularization errors

It is that all under the misinformation category those are in which a regular marker is used in place of an irregular one, as in “runned” for “run” or “goose” for “geese”.

b) Over generalization

These errors, according to them, refer to an “archi form”. The selection of one member of a class of forms to represent others in the class is a common characteristic of all
stages of second language acquisition. We have called the form selected by learner an archi form. For example a learner may select one member of the class of personal pronoun to function for several others in the class, “Me hungry, give me that!”

c) Alternating forms

As the student’s vocabulary and grammar grow, the use of archi forms often give way to the apparently fairly free alternation of various members of a class with each other. For example: These book

4) Misordering

Misordering errors are characterized by the incorrect placement of a morpheme or group of morphemes in utterance.

E.g: I don’t know what is that.

c. Error based on comparative taxonomy

The classification of errors in a comparative taxonomy is based on comparisons between the structure of L2 errors and certain other types of constructions. This classification is sub classified into four parts:

1) Development errors

These are errors similar to those made by children learning the target language as their first language. For example “Dog eat it”.

2) Inter-lingual errors

These are similar in structure to a semantically equivalent phrase or sentence in the learner’s native language.

3) Ambiguous errors

These errors are those that could be classified equally well as developmental and inter-language errors. These errors reflect the learners’ native language structure, and at the same time, they are of
the type found in the speech of children acquiring language. For example: I no have car.

4) Other errors

Other errors are errors made by the students using their native language structure on their second language developmental form, such as “she do not go to the beach”, where “do” as verb for present tense and it has “s/es” for subject “she”.

d. Errors based on communicative effect taxonomy

The Communicative effect classification deals with errors from perspective of their effect on the listener or reader. It focuses on distinguishing between errors that seem to cause miscommunication and those that don’t. These errors are divided into two parts:

1) Global errors

Errors that affect overall sentence organization significantly hinder communication; it prevents the learner from comprehending some aspect of the message. The most systematic global errors include: wrong order, missing or misplaced sentence connectors, and missing cues to signal obligatory exceptions to pervasive syntactic rules.

2) Local errors

Errors that affect single elements in sentence do not usually hinder communication significantly. These include errors in the noun and verb inflections, articles, auxiliaries and the formations of quantifiers.

6. Procedure of Error Analysis

According to Theo Van Else the procedures of error analysis are:40

a. Identification of errors.

---

Identification of errors is the first step of procedures of errors. In this step the teachers recognize the students’ errors from the task given by the teacher.

b. Description of errors

The second step is the describing error. It begins when an identification stage has taken place. The description of student errors involves classification of kinds of error made by the students.

c. Explanation of errors

The third step in the process of analysis is the explanation of error that can be regarded as a linguistic problem. This step attempts to account for how and why the students’ errors happen.

d. Evaluation of errors

The fourth step is evaluation of errors. In this step the teacher gives evaluation from the task done by the students based on the task that teacher will be give to the students.

e. Preventing/Correction of Errors

The last step is correction of error. In this step the teacher checks the result from the task done by the students, and then the teachers give the correct answer from the errors has been done by the students.
CHAPTER III
RESEARCH METHODOLOGY AND FINDINGS

A. Research Methodology

1. Purpose of the Study
   The purpose of this study is to identify the common error and their causes in tenses test made by the second grade students of MTs Khazanah Kebajikan Pamulang.

2. Time and Location
   This research is started on October 2010 up to November 2010 at MTs Khazanah Kebajikan Pamulang. It was conducted by using the test which made by the writer focused on the tenses that learnt by the second grade students.

3. Method of the Study
   The study is based on field research and supported by library study. In the library study, the writer tried to have some materials that are related to the topic and on the field research the writer gave the test to the student of MTs Khazanah Kebajikan Pamulang in order to get the data of errors analysis with the use of tenses which are commonly made.

4. Population and Sample
   a. Population
      To collect the data, the writer choose two classes from second grade students of Islamic Junior High School of Khazanah Kebajikan Pamulang; it was class VIII A and VIII B, with 74 students of total population.
   
   b. Sample
In taking sample of the research, the writer just took 15 students from each class, and then the total sample that the writer took in this research is 30 students.

5. **Instrument of Research**

In this research the writer gave a multiple-choice test as the instrument to get the data. She made 28 questions which were focused on four tenses (simple present tense, present continuous tense, simple past tense, past continuous tense). From this test, she hopes that she can find which types of tenses the most students fail on them.

Here is the description of the test item as follows:

**Table 5.1**

The Description of the Test Items

<table>
<thead>
<tr>
<th>No.</th>
<th>Tenses</th>
<th>Question Number</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Simple Present Tense</td>
<td>Using Verb in the positive sentence</td>
<td>1, 12, 17, 25, 27</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Using Verb in the interrogative sentence</td>
<td>11, 15</td>
</tr>
<tr>
<td>2.</td>
<td>Present Continuous Tense</td>
<td>Using verb in the positive sentence</td>
<td>2, 7, 16, 18, 24, 28</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Using verb in the command sentence</td>
<td>10, 13</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Using regular verb In the positive sentence</td>
<td>3, 21</td>
</tr>
<tr>
<td>3.</td>
<td>Simple Past Tense</td>
<td>Using irregular verb in the positive sentence</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Using verb in the interrogative sentence</td>
<td>6, 9, 23</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Using verb in the negative sentence</td>
<td>19</td>
</tr>
<tr>
<td>4.</td>
<td>Past Continuous Tense</td>
<td>Using verb in the dialogue sentence</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Using verb in the affirmative sentence</td>
<td>8, 14, 20, 22, 26</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td></td>
<td>28</td>
</tr>
</tbody>
</table>
6. Technique of Data Analysis

In this research the writer uses qualitative descriptive technique (percentage), which is described in the table of percentage. In this percentage the writer uses formula:

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

\( P = \) Percentage  
\( F = \) Frequency of Errors  
\( N = \) Number of observed sample

B. Research Findings

1. Data Description

The writer gave students multiple choice tests that consist of 28 questions focusing on simple present tense (for item test number 1, 11, 12, 15, 17, 25, 27), present continuous tense (for item test number 2, 7, 10, 13, 16, 18, 24, 28), simple past tense (for item test number 3, 5, 6, 9, 19, 21, 23) and past continuous tense (for item test number 4, 9, 16, 22, 24, 28).

Each of tenses problem area has several items. The following tables will show the number of items and errors of each problem area.

### Table 4.1

Tenses problem area and number of items and errors

<table>
<thead>
<tr>
<th>No.</th>
<th>Tenses problem area</th>
<th>Number of items</th>
<th>Number of errors</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Simple Present</td>
<td>1</td>
<td>17</td>
</tr>
<tr>
<td></td>
<td></td>
<td>11</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td></td>
<td>12</td>
<td>21</td>
</tr>
<tr>
<td></td>
<td></td>
<td>15</td>
<td>7</td>
</tr>
<tr>
<td></td>
<td></td>
<td>17</td>
<td>24</td>
</tr>
<tr>
<td></td>
<td></td>
<td>25</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td></td>
<td>27</td>
<td>21</td>
</tr>
</tbody>
</table>
2. Data Analysis

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

Table 4.2

Frequency of error of Simple present

<table>
<thead>
<tr>
<th>No.</th>
<th>Problem area</th>
<th>Item Number</th>
<th>Frequency of error</th>
<th>Percentage of error</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Simple Present</td>
<td>1</td>
<td>17</td>
<td>56.6%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>11</td>
<td>10</td>
<td>33.3%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>12</td>
<td>21</td>
<td>70%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>15</td>
<td>7</td>
<td>23.3%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>17</td>
<td>24</td>
<td>80%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>25</td>
<td>20</td>
<td>66.6%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>27</td>
<td>21</td>
<td>70%</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td><strong>7 items</strong></td>
<td><strong>120</strong></td>
<td><strong>Average</strong></td>
</tr>
</tbody>
</table>

Average 57.14%
From the table of items above it shows that most of the students still confused on using the simple present tense. It can be seen that 17 students (56.6%) made error in the item number 1, 10 students (33.3%) made error in the item number 11, 21 students (70%) made error in the item number 12, 7 students (23.3%) made error in the item number 15, 24 students (80%) made error in the item number 17, 20 students (66.6%) made error in the item number 25, and 21 students (70%) made error in the item number 27. On the average, the percentage of error in the tense is 57.14 %. The highest frequency of error on the table above takes place in the item number 17 with 80%.

**Table 4.3**

The description of students’ error in simple present tense

<table>
<thead>
<tr>
<th>No.</th>
<th>Description of error</th>
<th>Correction of error and its explanation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Adi always <em>get</em> up early in the morning.</td>
<td>The subject of this sentence is singular form, so that the verb should be <em>gets</em>. Adi always <em>gets</em> up early in the morning</td>
</tr>
<tr>
<td>11.</td>
<td>Prabu: What <em>did</em> your father do everyday, Tommy?</td>
<td>In interrogative form of simple present uses “does” for singular subject of third person while “did” used for simple past. What <em>does</em> your father do everyday, Tommy?</td>
</tr>
<tr>
<td>12.</td>
<td>My mother <em>are cooking</em> rice in the kitchen every. day.</td>
<td>This sentence shows habitual action so the verb should be <em>cooks</em> since the subject is singular.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
</tbody>
</table>
| 15. | Arman: *Does* you like music?  
Fitri: Yes, I do. | My mother *cooks* rice in the kitchen every day.  
In interrogative sentence *does* is used for singular subject third person so the auxiliary verb should be “do”.  
*Do* you like music? |
| 17. | My sister always *clean* the room every morning. | In the affirmative (positive) sentence of habitual action the verb for singular subject third person is added by “s” so the verb should be “cleans”.  
My sister always *cleans* the room every morning. |
| 25. | She *is saying* good night to her mother every night. | This sentence shows habitual action so the verb used for it should be infinitive verb and it has “s” for singular subject third person.  
She *says* good night to her mother every night. |
| 27. | The students *goes* to the school everyday. | For simple present form the verb used for plural subject has not “s” so the verb should be “go”.  
The students *go* to the school everyday. |

From the table above it can be seen that some students have not be able yet to analyze the rule of simple present tense in affirmative pattern. It is signed by the absence of an item ”s” that must appear in the sentence as mentioned above;  
e.g. *Adi always get up early in the morning.*  
*My sister always clean the room every morning.*
Based on the examples above the students made errors and these errors are called “omitting grammatical morphemes”. It is caused by first language interference and students’ carelessness. Beside that, errors in overgeneralization are also made by them, it is caused by students’ false concept hypothesized. It can be seen in the example bellow;

e.g. *What did your father do everyday, Tommy?

*My mother are cooking rice in the kitchen every.

*She is saying good night to her mother every night.

Other errors that students made in the test are in addition. It is caused by wrong application of rule and their carelessness. It can be seen in the example below;

e.g. *Does you like music?

*The students goes to the school everyday.

In addition the students are still confused to identify the simple sentence either in the dialogue or statement.

**Table 4.4**

**Frequency of error of present continuous tense**

<table>
<thead>
<tr>
<th>No.</th>
<th>Problem area</th>
<th>Item Number</th>
<th>Frequency of error</th>
<th>Percentage of error</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.</td>
<td>Present Continuous Tense</td>
<td>2</td>
<td>20</td>
<td>66.6%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>7</td>
<td>7</td>
<td>23.3%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>10</td>
<td>4</td>
<td>13.3%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>13</td>
<td>16</td>
<td>53.3%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>16</td>
<td>6</td>
<td>20%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>18</td>
<td>14</td>
<td>46.6%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>24</td>
<td>16</td>
<td>53.3%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>28</td>
<td>11</td>
<td>36.6%</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td><strong>8 items</strong></td>
<td><strong>94</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td><strong>Average</strong></td>
<td><strong>39.17%</strong></td>
</tr>
</tbody>
</table>
The table above shows the highest frequency of error comes from the item number 2 with 20 students (66.6%), 7 students (23.3%) made error in the item number 7, 4 students (13.3%) made error in the item number 10, 16 students (53.3%) made error in the items number 13 and 26, 6 students (20%) made error in the item number 18, 14 students (46.6%) made error in the item number 18, 11 students (36.6%) made error in the item number 28. On the average, the percentage of error in this tense is 39.17%.

**Table 4.5**

The description of students’ error in Present continuous tense

<table>
<thead>
<tr>
<th>No.</th>
<th>Description of error</th>
<th>Correction of error and its explanation</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.</td>
<td>Dira is <em>drink</em> tea right now.</td>
<td>The sentence shows an activity that is in progress. The verb should be <em>is drinking</em>.</td>
</tr>
<tr>
<td></td>
<td>Dira is drinking tea right now.</td>
<td>You <em>are</em> reading a novel now.</td>
</tr>
<tr>
<td>7.</td>
<td>You <em>read</em> a novel now.</td>
<td>The sentence shows an action in progress. The verb should be <em>are reading</em>.</td>
</tr>
<tr>
<td></td>
<td>You <em>are reading</em> a novel now.</td>
<td></td>
</tr>
<tr>
<td>10.</td>
<td>Be quite! The baby <em>was sleeping</em> now.</td>
<td>The verb should be <em>is sleeping</em> since it shows an activity that is in progress at the moment of speaking.</td>
</tr>
<tr>
<td></td>
<td>Be quite! The baby <em>is sleeping</em> now.</td>
<td></td>
</tr>
<tr>
<td>13.</td>
<td>Listen! The girls next door <em>is</em> singing my favorite song.</td>
<td>The sentence shows an activity that is in progress at the moment of speaking so that the auxiliary verb <em>is</em> singing my favorite song.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>16.</td>
<td>They <em>played</em> basketball at this moment.</td>
<td>The sentence shows an action in the progress. The subject is plural of third person so the verb should be <em>are playing</em>. They <em>are playing</em> basketball at this moment.</td>
</tr>
<tr>
<td>18.</td>
<td>We <em>is studying</em> English this semester.</td>
<td>The sentence shows an action in the progress. The subject of this sentence is plural of first person so the sentence should be <em>we are studying English this semester</em>.</td>
</tr>
<tr>
<td>24.</td>
<td>The teacher <em>are</em> teaching in the classroom at this moment.</td>
<td>The subject of this sentence is singular of third person so the auxiliary verb should be “<em>is</em>”. The teacher <em>is</em> teaching in the classroom at this moment.</td>
</tr>
<tr>
<td>28.</td>
<td>She <em>wrote</em> another book this year.</td>
<td>The sentence shows an action in the progress. The subject of this sentence is singular of third person so the sentence should be she <em>is writing</em> another book this year.</td>
</tr>
</tbody>
</table>

Mother tongue interference gives much influence to the students’ answer. It can be seen that some students are still confused in changing the verb based on adverb in each sentence. Beside that, the different grammar
of the first language bears faulty grammar pattern. It is signed by omitted of verb *be and V-ing*. This error is called *omission*.

e.g. * We *study* English this semester.

* Dira is *drink* tea right now.

The other type of error that students made in this tense is *misformation*. In this case, there is the *misformation* of be, that is actually a matter of subject verb agreement. As the subject is plural, “*are*” is required instead of “*is*” and also in the contrary, as the subject is singular, “*is*” is required instead of “*are*”, as the following example;

e.g. * Listen! The girls next door *is* singing my favorite song.

* The teacher *are* teaching in the classroom at this moment.

### Table 4.6

**Frequency of error of simple past**

<table>
<thead>
<tr>
<th>No.</th>
<th>Problem area</th>
<th>Item Number</th>
<th>Frequency of error</th>
<th>Percentage of error</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>Simple past</td>
<td>3</td>
<td>23</td>
<td>76.6%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>5</td>
<td>21</td>
<td>70%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>6</td>
<td>22</td>
<td>73.3%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>9</td>
<td>21</td>
<td>70%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>19</td>
<td>19</td>
<td>63.3%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>21</td>
<td>14</td>
<td>46.6%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>23</td>
<td>24</td>
<td>80%</td>
</tr>
<tr>
<td>Total</td>
<td>7 items</td>
<td>144</td>
<td></td>
<td>Average 68.57%</td>
</tr>
</tbody>
</table>

Based on the table above it is about simple past tense. There were 23 students (76.6%) who made error in the item number 3, 21 students (70%) made error in the items number 5 and 9, 22 students (73.3%) made error in the item number 6, 19 students (63.3%) made error in the item
number 19, 24 students (80%) made error in the item number 23 and it is the highest frequency of error. On the average, the percentage of error in this tense is 68.57%.

Table 4.7
The description of students’ error in simple past tense

<table>
<thead>
<tr>
<th>No.</th>
<th>Description of error</th>
<th>Correction of error and its explanation</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.</td>
<td>She <em>pass</em> the English test last week.</td>
<td>This sentence shows a situation began and ended at a particular time in the past so the verb should be V2 “passed”. She <em>passed</em> the English test last week.</td>
</tr>
<tr>
<td>5.</td>
<td>Ali <em>sends</em> a letter to his friend this morning.</td>
<td>This sentence happened in the past. So the verb should be in the past form. The past form of “send” is “sent”. Ali <em>sent</em> a letter to his friend this morning.</td>
</tr>
<tr>
<td>6.</td>
<td>Rina: Did you <em>visited</em> your sister two days ago?</td>
<td>The sentence shows the action in the past. In interrogative past form the auxiliary verb placed in front of the sentence and the main verb changed into infinitive form so the verb should be “visit”. Did you <em>visit</em> your sister two days ago?</td>
</tr>
<tr>
<td>9.</td>
<td>Roni: <em>Do</em> Kido and Hendra play badminton</td>
<td>This sentence is interrogative past form. The auxiliary verb is “did”</td>
</tr>
</tbody>
</table>
yesterday?
Kika: Yes, they did.

whether it is singular or plural subject. So the sentence should be

Did Kido and Hendra play badminton yesterday?

19. Messi did not bought a car last month.

This sentence is negative past form. In this form the main verb should be bare infinitive “buy”. So the sentence is Messi did not buy a car last month.

21. Markus and Julius were watching television last night.

This sentence should be Markus and Julius watched television last night because it indicates the activity began at particular time in the past.

23. I am studying hard last night.

The sentence should be I studied last night because it shows an activity in the past.

Some students have not understood yet to distinguish the usage of “do” and “did”, irregular and regular verb in the sentence. It can be seen from the description of their error above that some students used “do” in interrogative sentence although the sentence belongs to past sentence. This error is called misformation. It can be seen in the item number 15 (e.g. * Do Kido and Hendra play badminton yesterday?). In the item number 3 some students made error in omission (e.g.* She pass the English test last week), it is omitted the inflectional “ed”. Other error that made by the students is double marking, it can be seen in the item 21 (e.g. * Messi did not bouhgt a car last month). In general those errors happened because of inter-lingual error.
### Table 4.8

**Frequency of error of past continuous tense**

<table>
<thead>
<tr>
<th>No.</th>
<th>Problem area</th>
<th>Item Number</th>
<th>Frequency of error</th>
<th>Percentage of error</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.</td>
<td>Past Continuous Tense</td>
<td>4</td>
<td>16</td>
<td>53.3%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>8</td>
<td>17</td>
<td>56.6%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>14</td>
<td>23</td>
<td>76.6%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>20</td>
<td>17</td>
<td>56.6%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>22</td>
<td>13</td>
<td>43.3%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>26</td>
<td>16</td>
<td>53.3%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>6 items</td>
<td><strong>102</strong></td>
<td></td>
<td><strong>56.67%</strong></td>
</tr>
</tbody>
</table>

Based on the table above it shows that the highest frequency of error is the item number 14 that 23 students (76.6%) made errors in this item, 16 students (53.3%) made error in the item number 4 and 26, 17 students (56.6%) made error in the item number 8 and 20, 13 students (43.3%) made error in the item number 22. On the average, the percentage of error in this tense is 56.67%.
Table 4.9  
The description of students’ error in past continuous tense

<table>
<thead>
<tr>
<th>No.</th>
<th>Description of error</th>
<th>Correction of error and its explanation</th>
</tr>
</thead>
</table>
| 4.  | Ahmad: Najwa, what were you doing when I phoned your sister last night?               | The sentence shows two actions. One action began earlier and was in progress when the other action occurred so the verb should be *was watching*.  
Najwa: I *was watching TV.*                                                                 |
| 8.  | When Anne came, Charles *ate.*                                                      | The verb of second sentence should be “was eating” because the second action was in progress in the past when the other action occurred.  
When Anne came, Charles *was eating.*                                                                 |
| 14. | *I am walking* down the Kartini road when it began to rain.                          | Both action occurred at the same time, but one action began earlier and was in progress when the other action occurred so the verb should be *was walking*.  
*I was walking* down the Kartini road when it began to rain.                                                                 |
| 20. | At this time, last week we *was fishing* at the river.                               | The sentence was in progress at that time. The subject is plural first person, so the verb should be “were fishing”.  
At this time, last week we *were fishing* at the river.                                                                 |
| 22. | He *slept* at nine o’clock                                                           | The sentence should be *he was*                                                                 |


From the description of students’ error above it can be seen that some students still have not been able yet to distinguish the usage of “are” and “were” or “was” and “were” in the sentence. It can be seen in the example below:

e.g. *At this time, last week we was fishing at the river.*

* He slept at nine o’clock last night.

* At one o’clock yesterday, you are having lunch.

Those errors called overgeneralization and it happen because of overgeneralization that produce incorrect pattern when the students applied the tense rule in the sentence.

Table 4.10 (see appendix I) is the description of students’ error in four tenses. In that description the writer describes the error that students made. There are three categories of errors that most of the students made, they are omission, overgeneralization, misformation.

In the category of omission the example is:

* Dira is drink tea right now.

In the sentence above the students omit the additional -ing form that should be put. From this error the writer thinks that the students sometime forget the rule.

In the category of misformation the example is:

* Adi always is getting up early in the morning.
In the sentence above the word *is getting* is not appropriate of that sentence. In this error the writer can say that the students still not understood yet about the rule of simple present tense.

In the category of overgeneralization the example is:

* At one o’clock yesterday, you *are having* lunch.

This error called overgeneralization and it happen because of overgeneralization that produce incorrect pattern when the students applied the tense rule in the sentence.

3. Data interpretation

After classifying the items into each kind of the tenses area and explaining the frequency of error in each item, the writer tries to interpret the data. The following table describes the sequence of tenses problem area based on its high frequency of errors.

<table>
<thead>
<tr>
<th>No.</th>
<th>Tenses problem area</th>
<th>Frequency of error</th>
<th>Percentage of error</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Simple past</td>
<td>144</td>
<td>68.57%</td>
</tr>
<tr>
<td>2.</td>
<td>Simple present</td>
<td>120</td>
<td>57.14%</td>
</tr>
<tr>
<td>3.</td>
<td>Past continuous tense</td>
<td>102</td>
<td>56.67%</td>
</tr>
<tr>
<td>4.</td>
<td>Present continuous</td>
<td>94</td>
<td>39.17%</td>
</tr>
</tbody>
</table>

The table above shows that the highest frequency of error goes to simple past with 68.57%. This proves that this tense becomes the most difficult grammatical area for the second students of MTs Khazanah Kebajikan. Some students are still confused in forming verb whether regular and irregular verb in the sentence. In negative sentence they are
still confused in using “do” and “did”. Beside that, they have not understood yet the kind of tenses in the simple sentence.

In simple present, 57.14% of students made errors. In this tense some students are still confused in forming verb based on the subject for the affirmative and negative sentence, such as in using “does” or “do”.

56.67% of students made error in past continuous tense. In this tense some students are still confused to distinguish the two actions that occurred at the same time but one action began earlier and was in progress when the other action is occurred.

And the lowest frequency of errors made by the students is present continuous tense with 39.17% frequency of errors. In this tense some students are still confused in using auxiliary verb “to be” in the sentence based on the subject.

From the result above the writer can said that, in general some students are still confused to identify the tenses rule and usage in the simple sentences. It prove s that the English learning at second grade of MTs Khazanah Kebajikan must be improved to be better.

Besides the material, there are many factors why the students made error. It may come from the method of teaching, because how well the students understand the material, it depends on the method of teaching that teachers use.
CHAPTER IV
CONCLUSION AND SUGGESTION

A. Conclusion

Based on the data analysis in the previous chapter, it could be concluded that some students of MTs Khazanah Kebajikan still have not understood well the rule and the usage especially in forming and changing the verb based on the subject verb agreement in the sentence on those tenses even though they had been taught about it before.

Simple past tense becomes the item with the highest frequency of error that reaches up to 68.57%. Then simple present tense as the basic of tenses becomes the item with the second highest frequency of error with 57.14%, past continuous tense with 56.67% frequency of error, and the lowest frequency of error made by the students of MTs Khazanah Kebajikan is Present continuous tense with 39.17%. From the explanations above, the writer can conclude that the students still confused in dealing with the rule and usage on tenses.

B. Suggestion

After the writer analyzes the students’ grammatical on tenses the writer suggest that teacher should teach grammar with a lot of exercise in order the students accustomed to make sentences grammatically

In avoiding of making error that caused by overgeneralization the teacher should give the students drilling of the rules in order the students know exactly about the usage of the rules.


### APPENDIX I

#### Table 4.10a
Description of Students’ Grammatical Error in Tenses

<table>
<thead>
<tr>
<th>No.</th>
<th>Students’ Reg. Number</th>
<th>Description of error</th>
<th>Category of error</th>
<th>Correction of error</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2611101 2611102 2611104 2611106 2611108 26111010 26111012 26111013 26111015</td>
<td>Adi always <em>get</em> up early in the morning.</td>
<td>Omission</td>
<td>Adi always <em>gets</em> up early in the morning.</td>
</tr>
<tr>
<td>2</td>
<td>2611101 2611103 2611104 2611105 2611109 26111011 26111013</td>
<td>Dira <em>are drinking</em> tea right now.</td>
<td>Misformation</td>
<td>Dira <em>is drinking</em> tea right now.</td>
</tr>
<tr>
<td>3</td>
<td>26111021 26111022 26111023 26111024 26111025 26111026 26111027 26111028 26111029</td>
<td>She <em>passes</em> the English test last week.</td>
<td>Overgeneralization</td>
<td>She <em>passed</em> the English test last week.</td>
</tr>
<tr>
<td>4</td>
<td>2611101 2611104 2611105 2611106 2611107</td>
<td>Ahmad: Najwa, what were you doing when I phoned your sister last night? Najwa: <em>I am watching TV.</em></td>
<td>Misformation</td>
<td>Ahmad: Najwa, what were you doing when I phoned your sister last night? Najwa: <em>I was watching TV.</em></td>
</tr>
<tr>
<td>5</td>
<td>26111016 26111018 26111019</td>
<td>Ali <em>is sending</em> a letter to his friend this morning.</td>
<td>Misformation</td>
<td>Ali <em>is sent</em> a letter to his friend this morning.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Misformation</td>
<td>Overgeneralization</td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>2611102 2611104 2611105 2611106 2611108 2611109</td>
<td>Did you <strong>visiting</strong> your sister two days ago?</td>
<td>Did you <strong>visit</strong> your sister two days ago?</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>26111017 26111018 26111019</td>
<td>You <strong>read</strong> a novel now.</td>
<td>You <strong>are read</strong> a novel now.</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>2611101 2611103 2611106 2611107 2611108</td>
<td>When Anne came, Charles <strong>is eating</strong></td>
<td>When Anne came, Charles <strong>was eating</strong></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>26111020 26111021 26111022 26111023 26111024 26111025 26111026 26111027 26111028</td>
<td><strong>Do</strong> Kido and Hendra play badminton yesterday?</td>
<td><strong>Did</strong> Kido and Hendra play badminton yesterday?</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>2611106 2611109</td>
<td>Be quite! The baby <strong>was sleeping</strong> now.</td>
<td>Be quite! The baby <strong>is sleeping</strong> now.</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>26111020 26111021 26111027</td>
<td>What <strong>are</strong> your father do everyday, Tommy?</td>
<td>What <strong>does</strong> your father do everyday, Tommy?</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>2611101 2611102 2611103 2611104 2611106 2611107 2611108</td>
<td>My mother <strong>are cooking</strong> rice in the kitchen everyday.</td>
<td>My mother <strong>cooks</strong> rice in the kitchen everyday.</td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>26111020 26111021 26111022 26111023</td>
<td>Listen! The girls next door <strong>is singing</strong> my favourite song.</td>
<td>Listen! The girls next door <strong>are singing</strong> my favourite song.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>26111027</td>
<td>26111028</td>
<td>26111029</td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>----------</td>
<td>----------</td>
<td>----------</td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>2611101</td>
<td>2611103</td>
<td>2611104</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2611106</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I am walking down the Kartini road when it began to rain.</td>
<td>Misformation</td>
<td>I was walking down the Kartini road when it began to rain</td>
<td></td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>26111022</td>
<td>26111023</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Does you like music?</td>
<td>Addition</td>
<td>Do you like music?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>16</td>
<td>2611104</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>They played basketball at this moment.</td>
<td>Omission</td>
<td>They are playing basketball at this moment.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>17</td>
<td>26111019</td>
<td>26111020</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>26111021</td>
<td>26111022</td>
<td></td>
<td></td>
</tr>
<tr>
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<td>26111024</td>
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<td></td>
<td>26111026</td>
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<td></td>
<td>26111028</td>
<td>26111029</td>
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</tr>
<tr>
<td></td>
<td>26111030</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>My sister always clean the room every morning.</td>
<td>Omission</td>
<td>My sister always cleans the room every morning.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>18</td>
<td>2611101</td>
<td>2611103</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>2611104</td>
<td>2611109</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>26111010</td>
<td>26111011</td>
<td></td>
<td></td>
</tr>
<tr>
<td>We were studying English this semester.</td>
<td>Overgeneralization</td>
<td>We are studying English this semester.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>19</td>
<td>26111017</td>
<td>26111018</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>26111020</td>
<td>26111023</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>26111029</td>
<td>26111030</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Messi did not buy a car last month.</td>
<td>Addition</td>
<td>Messi did not buy a car last month.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>20</td>
<td>2611101</td>
<td>2611103</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>2611105</td>
<td>2611106</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>2611107</td>
<td>2611108</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>2611109</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>At this time, last week we were fishing at the river.</td>
<td>Misformation</td>
<td>At this time, last week we were fishing at the river.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>21</td>
<td>2611104</td>
<td>2611106</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>2611109</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Markus and Julius were watching television last night.</td>
<td>Misformation</td>
<td>Markus and Julius watched television last night.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Page</td>
<td>Line Numbers</td>
<td>Incorrect Text</td>
<td>Error Type</td>
<td>Corrected Text</td>
</tr>
<tr>
<td>------</td>
<td>--------------</td>
<td>----------------</td>
<td>------------</td>
<td>----------------</td>
</tr>
<tr>
<td>22</td>
<td>2611102, 2611104, 2611105, 2611107</td>
<td>He <em>slept</em> at nine o’clock last night.</td>
<td>Overgeneralization</td>
<td>He <em>was sleeping</em> at nine o’clock last night.</td>
</tr>
<tr>
<td>23</td>
<td>26111020, 26111021, 26111022, 26111023, 26111025, 26111026, 26111027, 26111028</td>
<td>I <em>studies</em> hard last night.</td>
<td>Overgeneralization</td>
<td>I <em>studied</em> hard last night.</td>
</tr>
<tr>
<td>24</td>
<td>26111021, 26111022, 26111024, 26111025, 26111026, 26111028, 26111029</td>
<td>The teacher <em>are</em> <em>teaching</em> in the classroom at this moment.</td>
<td>Misformation</td>
<td>The teacher <em>is</em> <em>teaching</em> in the classroom at this moment.</td>
</tr>
<tr>
<td>25</td>
<td>2611101, 2611104, 2611106, 2611107, 2611108, 2611109</td>
<td>She <em>said</em> good night to her mother every night.</td>
<td>Overgeneralization</td>
<td>She <em>says</em> good night to her mother every night.</td>
</tr>
<tr>
<td>26</td>
<td>2611101, 2611103, 2611106, 2611107, 2611109, 26111012, 26111013, 26111014</td>
<td>At one o’clock yesterday, you <em>are</em> <em>having</em> lunch.</td>
<td>Misformation</td>
<td>At one o’clock yesterday, you <em>were</em> <em>having</em> lunch.</td>
</tr>
<tr>
<td>27</td>
<td>2611103, 2611104, 26111025, 26111026</td>
<td>The students <em>gone</em> to the school everyday.</td>
<td>Overgeneralization</td>
<td>The students <em>go</em> to the school everyday.</td>
</tr>
<tr>
<td>28</td>
<td>26111023, 26111024, 26111028</td>
<td>She <em>writes</em> another book this year.</td>
<td>Omission</td>
<td>She <em>is writing</em> another book this year.</td>
</tr>
<tr>
<td>No.</td>
<td>Students’ Reg. Number</td>
<td>Description of error</td>
<td>Category of error</td>
<td>Correction of error</td>
</tr>
<tr>
<td>-----</td>
<td>-----------------------</td>
<td>----------------------</td>
<td>-------------------</td>
<td>---------------------</td>
</tr>
<tr>
<td>1.</td>
<td>26111018 26111020 26111016 26111027 26111028</td>
<td>Adi always <strong>got</strong> up early in the morning.</td>
<td>Overgeneralization</td>
<td>Adi always <strong>gets</strong> up early in the morning.</td>
</tr>
<tr>
<td>2.</td>
<td>26111014 26111015 26111017 26111019 26111022 26111023 26111024 26111025</td>
<td>Dira <strong>is drink</strong> tea right now.</td>
<td>Omission</td>
<td>Dira <strong>is drinking</strong> tea right now.</td>
</tr>
<tr>
<td>3.</td>
<td>26111009 26111011 26111013 26111014 26111015 26111016 26111017 26111019</td>
<td>She <strong>pass</strong> the English test last week.</td>
<td>Omission</td>
<td>She <strong>passed</strong> the English test last week.</td>
</tr>
<tr>
<td>4.</td>
<td>2611108 2611109 26111010 26111011 26111013 26111014</td>
<td>Ahmad: Najwa, what were you doing when I phoned your sister last night? Najwa: I <strong>were watching TV</strong>.</td>
<td>Misformation</td>
<td>Ahmad: Najwa, what were you doing when I phoned your sister last night? Najwa: I <strong>was watching TV</strong>.</td>
</tr>
<tr>
<td>5.</td>
<td>26111020 26111021 26111022 26111023 26111024 26111025 26111026 26111028 26111029</td>
<td>Ali <strong>send</strong> a letter to his friend this morning.</td>
<td>Misformation</td>
<td>Ali <strong>is sent</strong> a letter to his friend this morning.</td>
</tr>
<tr>
<td>6</td>
<td>26111010 26111012 26111013 26111014 26111015 26111016 26111017</td>
<td>Did you <em>visited</em> your sister two days ago?</td>
<td>Double Marking</td>
<td>Did you <em>visit</em> your sister two days ago?</td>
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<td>7</td>
<td>2611108 26111014 26111015</td>
<td>You <em>reads</em> a novel now.</td>
<td>Miasformation</td>
<td>You <em>are reading</em> a novel now.</td>
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<td>8</td>
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<td>Misformation</td>
<td>When Anne came, Charles <em>was eating</em></td>
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<td>9</td>
<td>2611109 26111010 26111012 26111013 26111015 26111016 26111017 26111018</td>
<td><em>Does</em> Kido and Hendra play badminton yesterday?</td>
<td>Overgeneralization</td>
<td><em>Did</em> Kido and Hendra play badminton yesterday?</td>
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<td>10</td>
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<td>Be quite! The baby <em>sleep</em> now.</td>
<td>Omission</td>
<td>Be quite! The baby <em>is sleeping</em> now.</td>
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<td>11</td>
<td>26111010 26111013 26111015 26111017 26111018</td>
<td>What <em>do</em> your father do everyday, Tommy?</td>
<td>Omission</td>
<td>What <em>does</em> your father do everyday, Tommy?</td>
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<tr>
<td>12</td>
<td>2611109 26111010 26111012 26111014 26111015 26111016 26111018</td>
<td>My mother <em>cooked</em> rice in the kitchen everyday.</td>
<td>Overgeneralization</td>
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<td>13</td>
<td>26111010 26111016 26111017 26111018 26111019</td>
<td>Listen! The girls next door <em>sings</em> my favourite song.</td>
<td>Misformation</td>
<td>Listen! The girls next door <em>are singing</em> my favourite song.</td>
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<td>Overgeneralization</td>
<td><em>I was walking</em> down the Kartini road</td>
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<td>when it began to rain</td>
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<td>Do you like music?</td>
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<td>They are playing basketball at this moment.</td>
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<td>My sister always cleans the room every morning.</td>
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<td>We are studying English this semester.</td>
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<td>Messi did not buy a car last month.</td>
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<td>At this time, last week we were fishing at the river.</td>
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<td>He are sleeping at nine o’clock last night. Misformation</td>
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<td>23</td>
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<td>I <em>study</em> hard last night.</td>
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<td>Omission</td>
<td>The teacher <em>is teaching</em> in the class room at this moment.</td>
</tr>
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<td>She <em>say</em> good night to her mother every night.</td>
<td>Omission</td>
<td>She <em>says</em> good night to her mother every night.</td>
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<td>26</td>
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<td>At one o’clock yesterday, you <em>was having</em> lunch.</td>
<td>Overgeneralization</td>
<td>At one o’clock yesterday, you <em>were having</em> lunch.</td>
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<td>27</td>
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<td>The students <em>went</em> to the school everyday.</td>
<td>Overgeneralization</td>
<td>The students <em>go</em> to the school everyday.</td>
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<td>28</td>
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<td>She <em>wrote</em> another book this year.</td>
<td>Overgeneralization</td>
<td>She <em>is writing</em> another book this year.</td>
</tr>
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<td>Students’ Reg Number</td>
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<td>Category of error</td>
<td>Correction of error</td>
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<td>Misformation</td>
<td>Adi always <em>gets</em> up early in the morning.</td>
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<td>Dira <em>is drinking</em> tea right now.</td>
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<td>Misformation</td>
<td>She <em>passed</em> the English test last week.</td>
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<td>Ahmad: Najwa, what were you doing when I phoned your sister last night? Najwa: I <em>is watching TV</em>.</td>
<td>Overgeneralization</td>
<td>Ahmad: Najwa, what were you doing when I phoned your sister last night? Najwa: I <em>was watching TV</em>.</td>
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<td>Ali <em>sends</em> a letter to his friend this morning.</td>
<td>Overgeneralization</td>
<td>Ali <em>is sent</em> a letter to his friend this morning.</td>
</tr>
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<td>5.</td>
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<td>Addition</td>
<td>Did you <em>visit</em> your sister two days ago?</td>
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<td>You <em>reads</em> a novel now.</td>
<td>Omission</td>
<td>You <em>are reading</em> a...</td>
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<td>26111014</td>
<td>26111015</td>
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<td>When Anne came, Charles <em>ate</em></td>
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<td><em>Are</em> Kido and Hendra play badminton yesterday?</td>
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<td>14</td>
<td>I <em>were walking</em> down the Kartini road when it began to rain.</td>
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<td></td>
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<tr>
<td>15</td>
<td><em>Are</em> you like music?</td>
<td>Overgeneralization</td>
<td><em>Do</em> you like music?</td>
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<td>26111011</td>
<td>They were playing basketball at this moment.</td>
<td>Overgeneralization</td>
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<td>16</td>
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<td>My sister always cleaned the room every morning.</td>
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<td>17</td>
<td>2611101 2611102 2611104 2611106 2611107 2611109</td>
<td>We were study English this semester.</td>
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<td>22</td>
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<td>23</td>
<td>26111019 26111020 26111021 26111022 26111025 26111026 26111027</td>
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<td>25</td>
<td>26111020 26111021 26111022 26111023 26111024 26111025 26111026 26111027</td>
<td>She <em>is saying</em> good night to her mother every night.</td>
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<td>26</td>
<td>26111018 26111021 26111022 26111023 26111030</td>
<td>At one o’clock yesterday, you <em>is having</em> lunch.</td>
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<td>27</td>
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<td>The students <em>goes</em> to the school everyday.</td>
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<td>The students <em>go</em> to the school everyday.</td>
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<td>She <em>write</em> another book this year.</td>
<td>Misformation</td>
<td>She <em>is writing</em> another book this year.</td>
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</table>

The list of the name of students is preserved by the researcher
APPENDIX II

RESEARCH INSTRUMENT

Name : _________________________
Class : _________________________

Choose the correct answer by crossing a, b, c, or d from the following questions!

1. Adi always .......... up early in the morning.
   a. gets  b. got  c. get  d. is getting

2. Dira .......... tea right now.
   a. is drink    b. is drinking  c. drinks  d. are drinking

3. She .......... the English test last week
   a. passed  b. passes  c. pass  d. was passing

4. Ahmad : Najwa, what were you doing when I phoned your sister last night?
   Najwa : I .......... TV
   a. am watching  b. was watching  c. were watching  d. is watching

5. Ali .......... a letter to his friend this morning
   a. send  b. is sending  c. sent  d. sends

6. Rina : Did you .......... your sister two days ago?
   Bayu : Yes, I did.
   a. visiting  b. visited  c. visits  d. visit

7. You .......... a novel now
   a. read  b. reads  c. is reading  d. are reading

8. When Anne came, Charles .......... 
   a. is eating  b. was eating  c. eats  d. ate

9. Roni : .......... Kido and Hendra play badminton yesterday?
   Kika : Yes, they did.
   a. Do  b. Did  c. Does  d. Are
   a. sleeps b. is sleeping c. was sleeping d. sleeps
11. Prabu : What .......... your father do everyday, Tommy?
   Tommy : My father works in his office everyday
   a. do b. did c. does d. are
12. My mother .......... rice in the kitchen every day.
   a. cook b. cooked c. are cooking d. cooks
   a. is singing b. are singing c. were singing d. sings
14. I .......... the Kartini road when it began to rain.
   a. am walking down b. is walking down c. was walking down d. were walking down
   Fitri : Yes, I do
   a. Did b. does c. are d. do
16. They .......... basketball at this moment.
   a. are playing b. is playing c. were playing d. played
17. My sister always .......... the room every morning.
   a. cleans b. cleaning c. is cleaning d. cleaned
18. We .......... English this semester.
   a. were studying b. is studying c. are studying d. study
19. Messi did not .......... a car last month.
   a. buy b. buys c. was buying d. bought
20. At this time, last week we .......... at the river.
   a. are fishing b. were fishing c. is fishing d. was fishing
21. Markus and Julius .......... television last night.
   a. watched b. watches c. watch d. were watching
22. He .......... at nine o’clock last night.
   a. was sleeping b. are sleeping c. slept d. sleeps
23. Ridwan : You look tired
Romli : You are right. I ........ hard last night
a. studies b. study c. studied d. am studying
24. The teacher ........ in the class room at this moment.
a. teaches b. are teaching c. is teaching d. taught
25. She ........ good night to her mother every night
a. say b. says c. said d. is saying
26. At one o’clock yesterday, you ........ lunch.
a. are having b. was having c. is having d. were having
27. The students ........ to the school everyday
a. goes b. gone c. went d. go
28. She ........ another book this year
a. writes b. write c. wrote d. is writing
## APPENDIX III

### ANSWER KEY

<table>
<thead>
<tr>
<th>No.</th>
<th>Correct Answer</th>
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<tr>
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