AN ERROR ANALYSIS OF THE CORE TENSE SYSTEM PRODUCED BY THE SECOND YEAR STUDENTS OF MTS MAMBA'UL – ULUM BEDANTEN – BUNGAH - GRESIK

THESIS

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ABSTRACT

Fahriani, Iis. D35208002. 2012. An Error Analysis of Core Tense System Produced by The Second Year Students of MTs Mamba'ul – Ulum Bedanten Bungah Gresik. English Department, Tarbiyah Faculty, State Institute for Islamic Studies. Khoirun Ni'am, Dr.Phil & Hilda Izzati Madjid, M.A.

Keyword: Error Analysis, Core Tense System.

Learning English becomes more and more important nowadays since we know that English is not only an International language but also the world language, which can be used to communicate around the world. In Indonesia, English is learnt as a foreign language. Learning a different language is sometimes difficult since the target language has different element compared to the native language. These differences sometimes cause students make errors. Making errors is an inevitable part of learning. People could not learn language without first systematically committing errors.

This final project primarily deals with grammatical error analysis. It describes the core tense system errors produced by second year students of MTs Mamba'ul – Ulum Bedanten – Bungah – Gresik. The design of this research is descriptive qualitative in which the data were obtained from the result of students' test. The result of the students' test then were put into tables and analyzed. In this study, the researcher uses Ellis's theory which is also supported by Corder and Brown's theories. The researcher discussed the data as the result of study in descriptive qualitative, whereas, students' score is analyzed quantitatively.

The result of data shows that the types of tense in the core tense system that the second year students of MTs. Mamba'ul – Ulum Bedanten Bungah Gresik frequently produced errors are simple present tense 19%, present progressive tense 20,30%, simple past tense 23,31%, simple future tense 16% and present perfect tense 21,42%. In addition, the writer found that simple past tense is the most frequently committed errors that occur in the work of the students. The errors found are caused by Interlingua 21% and intralingua: overgeneralization 40,79%, ignorance of rule restriction 1,32%, incomplete application rules 17,11% and also false concept hypothesized 19.73%. In addition, the writer found that overgeneralization is the dominant cause of errors that occur in the work of the students.

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CHAPTER I

INTRODUCTION

1.1 Background of the Study

In the process of foreign language learning, learners often make errors. It is a common thing that people who learn a foreign language face some language difficulties such as making errors during learning process. Making errors naturally occurs during the process of second language acquisition, in this case concerning to the tense errors made by Indonesian students.

Brown stated that in learning a language, learners will get more problems and face great difficulties.¹ The process of learning a second language is a fundamentally different nature from the process of primary acquisition.² Errors are made by second language learners in the process of constructing a new system of language to show understanding the process of second language acquisition. Error is a systematic deviation when a learner has not learnt something and consistently gets wrong.³ Norrish added that when learners of English as second or foreign language make errors systematically, it is because they have not learned the correct form. The learners are not aware of making the errors because they do not know the

¹ H.D Brown, "Principles of Language Learning and Teaching", (London: Prentice-Hall,Inc,1980), 41

² Jack C. Richard, "Error Analysis: Perspectives on Second Language Acquisition", (London: Longman, 1974), 22

³ John Norrish, "Language Learners and Their Error", (London: The Macmillan Press, 1983), 25

correct form. Moreover, every language has different patterns and rules that should be paid attention to by the second language learners. Every language has its own system which makes it different from another. For example English as a part of its system has tenses, which makes it different from Indonesian. Jespersen in Lucia's thesis added that tense varies from language to language. The difference can be seen in the changes of verb form. For example, if an event happened in the past, the verb changes into irregular verb or regular verb. Tense plays an important role that learners will have to face when they learn English. So it is difficult to avoid those Indonesian learners for making mistake in learning this target language. However, this phenomenon should be considered natural.

Making errors for most people of language learners is something that cannot be avoided. It is a problem for them. Errors are made by foreign or second language learners in the process of constructing a new system of language to show understanding of the process of foreign or second language acquisition. Dulay points out that people cannot learn language without making systematically errors. As a matter of fact, making errors is part of learning.⁵ Many foreign language educators have rejected the obsessive concern with error avoidance that generally characterized audio-lingual-

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⁴ As quoted in Lucia's thesis, "An Error Analysis on The Tenses Made by The Students of BBC English Course in Ringkut Surabaya", (Surabaya: Unpublished S-1 Thesis. Petra Christian University, 2002), 4

⁵ Dulay et al, "Language Two", (New York: Oxford University Press,1982), 138

oriented language instruction. They hold that producing errors is a natural and necessary phenomenon in language learning and they recommend that teachers accept a wide margin deviance from standard forms and structures of the target language, especially at the beginning levels of instruction.⁶ A common thing usually analyzed is tense pattern. Hornby stated that tenses stand for a verb form or series of verb form used to express time relation.⁷ Every English sentence indicates information about situation that happens in particular time, whether present, past, or future.

In order to be fluent English learners, the learners have to master the four English skills (listening, speaking, reading, and writing) in the language learning process. All these language skills are related to each other. The students must be trained adequately in all the four basic skills to make them easily practice and use the language. Corder proposed that not only do language learners necessarily produce errors when communicating in a foreign language, but these errors, if being studied systematically, can provide significant insights into how language is actually learned. Although the learners have mastered the rules, they have not learned the correct distribution of rules yet. In fact, some students in Indonesia get some difficulties in learning English. They find many differences in grammar, sound system, and

.

⁶ James Hendrickson, "Error Analysis and Error Correction in Language Teaching", (Singapore: Seameo Regional Language Centre, 1979), 6

⁷ A.S. Hornby, "A Guide to Pattern and Usage in English", (Oxford: Oxford University Press, 1975), 78

⁸ James Hendrickson, *Error Analysis* ... 3

cultural concepts found in English but not in Indonesia. These differences can cause learning problems. Most students in Indonesia have problems in mastering grammar which is considered complicated. Grammar is essential as the rules of wording to make meaningful utterances. In the skill of writing for instance, at least students have to master not only vocabulary but also grammar well. In this case, verb tenses have essential role, because they tell readers when actions are taking place. Careful and accurate use of tenses is important to clear writing, especially writing genres. Every language has its own grammatical system which means that different language usually has different grammatical system, like Indonesian and English grammar. Grammar is ordinarily taken as the way how language works. Since the English grammar represents the language, the English foreign language learners should start the learning process by mastering English grammar. ⁹The English grammatical rules provide the learners with a set of principal system.

In general, English has three major types of tenses. Those are present, past, and future tenses based on the time when event takes place. The three types of tenses have different rules, especially rules related to verb forms. The use of verb forms and time signal will be different in each tense that indicates event happened in present, past, or future time. Most of the Indonesian students often have difficulties in producing the correct tense because tense

⁹ As quoted in Febrian's thesis, "An Error Analysis on the Use of Simple Past Tense In Recount Text Made by The Tenth Graders of SMA Negeri 1 Probolinggo, Unpublished S-1 Thesis, (Surabaya: State University of Surabaya, 2010), 2

system is language specific. It is not surprising that second language learners have a great deal of difficulties in mastering English tenses. Although the curriculum of junior high school is focusing on genre and not on grammar, students of junior high school need to study grammar. English grammar may simply mean the way or the guide line to say things correctly in English. Grammar is important thing to know the different kinds of all genres and also to understand those genres. The core tense system is mostly used in grammar of genres. Since the grammar represents the system of the language, learners of English should master it so that they could apply four English skills well.

English is the first foreign language in Indonesia, which is considered very important to study and to develop science and technology. Because of its importance, English in Indonesia is learned in junior and senior high school and even in elementary school as the basis foundation and the first introduction in English learning. English in Indonesia is compulsory and important for all of students. Indonesian people acquire first language based on their mother tongue such as Javanese and Madurese. These first languages are used in their daily communication. They began to learn Indonesian as their second language. In Indonesia, English is not only taught in junior high school and senior high school but also in elementary school. A foreign language that

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¹⁰Direktorat Jenderal Pendidikan, Depdiknas, Kurikulum 2004: Standar Kompetensi Mata Pelajaran Bahasa Inggris Sekolah Menengah Atas dan Madrasah Aliyah (Jakarta: Depdiknas, 2003), 1

is studied by Indonesian learners is English. Learners are expected to use English and practice it in their daily life effectively after the class.

English as the local content in junior high school has been taught from the kindergarten school. As a local content, English learners in junior high school still have problems to make a sentence. In MTs Mamba'ul – Ulum Bedanten Bungah Gresik, the students find some difficulties in mastering English, especially with the English tenses. Based on the researcher's experience in her teaching, most of students make error in English tenses and they still don't understand the usage of the English tenses well. When the researcher gave her students the questions about tenses in their pre-test is given to know their skills and to classify them in the highest class to the lowest class. In fact, most of them produced errors in answering those questions of pre-test in the core tense system. So that's why, the writer is interested in analyzing the errors of verb, verb agreement, and time signal tense.

The researcher wants to analyze the verb errors, verb agreement, and time signal produced by the second students at MTs Mamba'ul – Ulum Bedanten Bungah Gresik. MTs Mamba'ul – Ulum is a private school in the researcher's village. In addition, BAN-SM (Badan Akreditasi Nasional Sekolah/Madrasah) and BAP-SM (Badan Akreditasi Pusat Sekolah/Madrasah) 2011 stated that MTs. Mamba'ul – Ulum Bedanten Bungah Gresik got "A" accreditation. However, this school is a private school but it has a good

method in teaching learning process. It has complete facility for learning process. However, the researcher still finds the students' difficulties in English tenses especially the core tense system in teaching learning process. So that's why, the writer focuses her study on the tense errors. The researcher is interested in conducting research that school because the students often win the competitions or olympiads (e.g. erudition, volley ball, the best student finalist in Gresik, etc) and the third year students get a good score in UNAS (NEM) every year. The researcher chooses the second year students in this research by considering the fact that the subject of the research has learned the core tense system when they were in the first year of junior high school. They were students who got highest result in pre-test. The researcher wants to know the capability of the class which has the lowest grade in pre-test at MTs Mamba'ul – Ulum Bedanten Bungah Gresik.

1.2 Statement of the Problems

Based on the background of the study above, statement of the problems are:

- 1. What is the type of tense in the core tense system that the second year students of MTs Mamba'ul Ulum Bedanten Bungah Gresik frequently produce errors?
- 2. What are the factors causing the second year students of MTs Mamba'ul Ulum Bedanten Bungah Gresik produce errors?

1.3 Objectives of the Study

This study aims to analyze the type of tense in the core tense system that the second year students of MTs Mamba'ul – Ulum Bedanten Bungah Gresik frequently produce errors and the factors causing the second year students of MTs Mamba'ul-Ulum Bedanten Bungah Gresik produce errors.

1.4 Significance of the Study

This study attempts to identify and classify the errors types of core tense system. In addition, it is also to find out the factors causing the second year students of MTs Mamba'ul – Ulum Bedanten Bungah Gresik produce errors. It is expected to increase students' knowledge about the usage of English tenses, so that they can minimize their errors because core tense system is basic and important tense to master target language. For the teacher, it is expected that he/she gives more attention in teaching tenses.

1.5 Scope and Limitation of the Study

This study is conducted at second year students of MTs Mamba'ul-Ulum Bedanten-Bungah-Gresik. This study focuses on two things. The researcher analyzes the students' errors in the core tense system and finds the factors causing the students produce errors.

1.6 Definition of Key Term

To avoid misunderstanding toward the terms used in this study, the writer defines the following terms:

Error analysis is a systematic describing and explaining errors made by learners in their oral or written production in their target language. The errors need to be analyzed carefully since errors are parts of learning. A study of students' errors in core tense system obtained through the result of students' test in core tense system at the second year students of MTs Mamba'ul – Ulum Bedanten Bungah Gresik by using some procedures of analysis proposed by Ellis's theory of error analysis which is also supported by Corder and Brown's theories.

Core Tense System is the five most important tenses used in daily communication namely, simple present, simple past, simple future, present progressive, and present perfect. The most important tenses that are frequently produced errors by the second year students of MTs Mamba'ul – Ulum Bedanten Bungah Gresik. It is known from the result of analyzing the students' test in core tense system at MTs Mamba'ul – Ulum Bedanten Bungah Gresik.

¹¹ John Norrish, *Language Learners* 6

¹² Celce Murcia, Marianne and Larsen Freeman, Diane, "The Grammar Book :An ESL/EFL Teacher's Course", (Heinle and Heinle Publisher, 1983), 111

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents the review of some related theories concerning core tense system, definition of error and mistake, error analysis, the significance of errors, procedures of error analysis, causes of errors, and previous studies.

2.1 Core Tense System

Core is a centre, primary, or invariant. As already pointed out, core has a rich of some meaning. One of which is a center. Grammar and tenses are expressed by core tense system. Core tense system is the five most important tenses used in daily communication namely, simple present, simple past, simple future, present progressive, and present perfect. The strength of what Celce had said, she chose those tenses because it is necessary for the English foreign learners to master the usage of those five tenses, as they are the ones most often used English. ¹ So, core tense system is the important part of tense system to master English skill.

There are sixteen kinds of tenses. However, there are five tenses that are included into core tense system. They are simple present tense, simple present progressive, simple past tense, present perfect, and simple future. Those tenses are considered the core tense system meaning that they are important part of tense system. This is an overview of the five most important

¹ Celce Murcia, Marianne and Larsen Freeman, Diane, *The Grammar Book* ... 111

tenses in the English language. It is important to know when to use each tense and also how to make the tenses. The table 2.1 will explain all types of the most important tenses:²

Table 2.1

The table of the five most important tenses

| TENSES | When do I use | Words that | How do I | Which helping |
|-----------|--------------------|----------------------|---------------|----------------|
| TENSES | this tense? | signal use | | which helping |
| | uns tense. | of the | tense? | verb do I use? |
| | | | tense: | verb uo i use: |
| CYL CDY E | TT 1 C | tense: | TDI C' | D /D |
| SIMPLE | Used for present | every (day, | The first | Do/Does |
| PRESENT | facts and repeated | w <mark>ee</mark> k, | form of the | |
| (I go) | actions. | month, year, | | |
| | | etc.), | to make the | |
| | | always, | Present | |
| | | usually, | Simple. For | |
| | | often, | questions | |
| | | sometimes, | and | |
| | | etc. | negatives | |
| | | | the helping | |
| | | | verb (do / | |
| | | | does) is | |
| | | | used with | |
| | | | the first | |
| | | | form of the | |
| | | | verb. | |
| | | | An | |
| | | | | |
| | | | important | |
| | | | rule with the | |
| | | | Present | |
| | | | Simple is: | |
| | | | Don't forget | |

² Handy Hint, "Common Tenses", (http://www.world-english.org/common-tenses.htm, accessed on April 18, 2012 09.36 am)

 $digilib.uins by. ac. id \ digilib.uins by.$

| | | | the "s" with | |
|--------------------|-----------------------------------|------------------------|-------------------|-----------|
| | | | he, she & it! | |
| | | | | |
| SIMPLE | Used for | Yesterday, | The second | Did |
| PAST | completed actions | last (week, | form of the | |
| (I went) | in the past. | month, year, | verb is used | |
| | | etc.), when I | for the Past | |
| | | was a child, | Simple. | |
| | | this morning | However, | |
| | | (if it is no | when | |
| | | longer | making | |
| | | morning), etc. | questions and | |
| | | eic. | negatives in | |
| | | | the Past | |
| | | | Simple, we | |
| | | | use the | |
| | | | helping verb | |
| | | | "did" and | |
| | | | leave the | |
| | | | main verb in | |
| | | | its infinitive | |
| | | | form (1st | |
| | | | form). | |
| | | | | |
| SIMPLE | Used for future | Tomorrow, | The Future | Will |
| FUTURE | actions, even if | next (week, | Simple is | |
| (I will go) | they are only a few | month, year, | formed with | |
| | seconds in the | etc.), in the | the helping | |
| | future. | future, when | verb will | |
| | | I retire, | and the first | |
| | | when I get | form of the | |
| DDECENIT | Head for actions | home, etc. | verb. The Present | Have/Has |
| PRESENT PERFECT | Used for actions which started in | Since, for, ever (with | Perfect is | Have/fias |
| (I have | the past and are | questions), | formed with | |
| gone) | still true now. | up to now, | the helping | |
| 50 | | how long | verb have | |
| | | (with | (or: has) and | |
| | | questions), | the third | |
| | | etc. | form of the | |
| | | | verb. | |

| PRESENT | Used for | Now, at the | The Present | To be (is, am, |
|---------|-------------------|-------------|--------------|----------------|
| CONTINU | temporary actions | moment, | Continuous | are) |
| OUS | going on now. | today, this | is formed | |
| (I am | | week, | with the | |
| going) | | presently, | helping verb | |
| | | etc. | to be (am, | |
| | | | are, is) and | |
| | | | the "-ing" | |
| | | | form of the | |
| | | | verb. | |

The table 2.1 explains about an overview of core tense system to make the readers easier to understand. It continuous with the theories of core tense system that explains more detail based on theories of Azar and Comrie.

1.1.1 Simple Present

The simple present verb forms with *infinitive+s/es*. We often use the simple present to talk about permanent situations or about things that happen regularly, repeatedly or all the time. Comrie stated that the basic meaning of present tense is thus location of situation at that point.³ It means that the point meaning of present tense is the present moment that is used to speak of states and say nothing beyond that. The present tense has many functions. They are habitual action, general truth, stative verb, subordinate clause of time, expresses future, present action, present speech acts, and conversational historical present.⁴

⁴ Ibid., 112-117

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³³ Bernard Comrie, "Tenses", (Southern California: Cambridge University, 1985), 36

a. Habitual actions in present, for example:

He walks to school every day.

b. General truth, for example:

Water freezes at 0 degrees centigrade.

c. With *be* and other stative verbs to indicate states, for example:

There is a large house on the corner.

The car belongs to Bill.

Or even the inception of states, for example:

Now, I understand.

d. In the subordinate clauses of time or condition when the main clause contains future-time verb, for example:

After he finishes work, he'll do the errands.

e. Expresses future (when a scheduled event is involved, usually with future-time adverbial), for example:

I have meeting next Wednesday at that time.

f. Present event/action (usually in supporting events or demonstrations/procedures of some sort), for example:

Now I add three eggs to the mixture.

g. Present speech acts (where the action is accomplished in the speaking of it), for example:

I resign from the commission.

h. Conversational historical present (used to refer to certain past events in narration), for example:

So he stands up in the boat and wives his arms to catch our attention.

It can be seen then, how each event being reported on in the simple present is complete; we can infer there will be no change. Further, each use is an immediate factual report.

1.1.2 Present Progressive

According to Comrie, The present processes which hold at the present moment, but which began before the present moment and may well beyond continue beyond the present moment.⁵ Present progressive expresses an activity that is in progress at the moment speaking. It is to talk about temporary actions and situations that are going on around now: before, during and after the moment of speaking. Present progressive verb forms are made with *auxiliary verb in present* + *infinitive* + *ing*. The present progressive conveys the following activities:

a. Activity in progress, for example:

He is attending in meeting now.

⁵ Bernard Comrie, *Tenses*. 37

b. Extended present (action will end and therefore lacks the permanence of the simple present tense), for example:

I'm studying Geology at the University of Colorodo.

c. A temporary situation, for example:

Phillys is living with her parents.

d. Repetition or iteration in a series of similar ongoing actions, for example:

Henry is kicking the soccer ball around the backyard.

e. Expresses future (when event is planned; usually with a future-time adverbial), for example:

She's coming tomorrow.

f. Emotional comment on present habit (usually co-occuring with frequency adverbs *always* or *forever*, for example:

He's always delivering in a clutch situation.

(Approving)

He's forever acting up at these affairs. (Disapproving)

g. A change in progress, for example:

She's becoming more and more like her mother.

1.1.3 Simple Past

Simple past verb forms are made with *verb-2 (past tense)*. The simple past is used to talk about many kinds of past events, such as, short, quickly finished actions and happenings, longer

Series in 1992. And even if the event is a recent one, such as *I* finished my term paper!

The "remoteness" comes in the feeling that the event is over and done with. Let us now examine uses of the past tense to see how these notions of completeness and remoteness apply:

a. A define single completed event/action in the past, for example:

I attended a meeting of that committee last week.

b. Habitual or repeated action/event in the past, for example:

It snowed almost every weekend last winter.

c. An event with duration that applied in the past with the implication that longer applies in the present, for example:

Professor Nelson taught at Yale for 30 years.

d. With states in the past, for example:

He appeared to be a creative genius.

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⁶Ibid., 41

e. Imaginative conditional in the subordinate clause, for example:

If he took better care of himself, he wouldn't be absent so often.

f. Social distancing, for example:

Did you want to sit down and stay a while?

So, as we can see, the simple past is used when the speaker conceptualizes a complete event factually, but as remote in some ways.

1.1.4 Simple Future

The simple future is used when the event is conceptualized as a whole. It means that simple future is used to talk about future events which have already been planned or decided. One difference in its core meaning is that events in the future time cannot be factually knowable in the same way as those in the past or present can. The simple future verbs forms are made with *will* + *infinitive*. Let us now see how its core meaning of strong predictability applies:

 a. An action to take place at some definite future time, for example:

Joel will take the bar exam next month.

b. A future habitual action or state, for example:

After October, Judy will take the 7.30 am train to Chicago every day.

and even for present habits, about which strong predictions can be made, for example:

Erik is so funny. He'll wake up, and before coming downstairs, he'll start playing with his trains.

c. A situation that may obtain in the present and will obtain in the future but with some future termination in sight, for example:

Nora will live in Caracas until she improves her Spanish.

d. In the main (result) clause of future conditionals, for example:

If you go, you'll be sorry.

1.1.5 Present Perfect

The core meaning of the perfect is "prior," and it is used in relation to some other point in time. A perfect verb form generally shows the time of an event as being earlier than some other time (past, present or future). But a perfect form does not only show the time of an event. It also show the speaker sees the event perhaps as being connected to a later event, or as being completed by a certain time. Present perfect verb forms are made with *have/has + past participle*. The functions of present perfect are:

 a. A situation that began at a prior point in time and continues into the present, for example:

I have been a teacher since 1967.

 An action occurring or not occurring at an unspecified prior time that has current relevant, for example:

I have already seen that movie.

c. A very recently completed action (often with *just*), for example:

Mort has just finished his homework.

d. An action that occurred over a prior time period and that is completed at the moment of speaking, for example:

The value of the Johnson's house has doubled in the last four years.

e. With verbs in subordinate clauses of time or condition, for example:

If you have done your homework, you can watch TV.

2.2 Error and Mistake

In order to analyze learner's error, it is necessary to make distinction between error and mistake because they are of two different phenomena. Hubbord stated that error is caused by lack of knowledge about the target

language or by incorrect hypotheses about it.⁷ Ellis defined that errors reflect gaps in a learner's knowledge. And mistakes reflect occasional lapses in performance.⁸ It means that the reflect gaps occur because the learner does not know what the correct form is. And the occasional lapses occur because in a particular instance, the learner is unable to perform what he or she knows. Then James defined error and mistake as:

"Mistake can only be corrected by their agent if their deviance is pointed out to him or her. If a simple indication that there is some deviance is a sufficient prompt for self-correction, then we have a first order mistake. If additional information is needed, in the form of the exact location and some hint as to the nature of the deviance then we have second order mistake.... Error cannot be self-corrected until further relevant (to that error) input (implicit or explicit) has been provided and converted into take by learner."

The definition by James shows that mistake is a fault which is made by the learner and he or she can make correction. Meanwhile, error is a fault which is made by the learner and he or she is unable to make correction. Indeed, Terrell suggests that error correction is done only in written assignments which focus specifically on form and never during oral communication. ¹⁰ Brown defined mistake and error below:

"A mistake refers to a performance error that is either a random guess or a slip in that it is a failure to utilize a known system correctly. Meanwhile, error is a noticeable deviation from the adult grammar of a

⁷ P. Hywel Jones Hubbard, Barbara Thorton and Rod Wheller, "A Training Course for TESL", (New York: Oxford University Press, 1983), 143

⁸ Rod Ellis, "Second Language Acquisition", (Oxford: Oxford University Press, 1997), 17

⁹ C. James, "Error in Language Learning and Use Exploring Error Analysis",

⁽London: Longman Group Ltd, 1998), 83 ¹⁰ James Hendrickson, *Error Analysis* ... 6

native speaker, reflecting the interlanguage competence of the learner'." 11

From the definitions above, the writer concludes that error is a systematic and noticeable deviation in learner's language. From the grammar of a native speaker, it is caused by the lack of knowledge of the correct rule. It reflects the interlanguage competence of a learner and consistently made by a learner who is unable to make correction. Mistake is a deviation in learner's language which is known by the result of the failure to perform learners' competence and to utilize a known system correctly but they are able to correct their fault.

2.3 Error Analysis

In learning and using a foreign language, one of the most inhibiting factors is the fear of making errors. The making of errors is a sign that students have not yet mastered the rules of the language being learned. To solve this problem, one of the strategies widely used by linguist is error analysis. Brown says that error analysis is the study of students' error which can be observed, analyzed, and classified to reveal something of the system operating within the learners. Brown's point of view implies that error analysis is useful for the teacher. Error analysis will show teachers some

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 $^{^{11}}$ H.D Brown, Principles of Language Learning $\dots~163$

problems confronting the students. It is an advantage that error analysis may be tracked down to the importance of students' errors. 12

According to Johansson, An analysis of the learner's error gives the teacher evidence of the learner's competence in the foreign language. The teacher will also gain information concerning learner's difficulties at different levels. Such information is important for the planning of courses and the constructions of the teaching materials.

Dulay states that error analysis can be characterized as an attempt to account for learner's errors that could not be explained or predicted by contrastive analysis or behaviorist theory. In addition, he stated that people cannot learn language without first systematically committing errors.¹⁴ This statement is supported by Brown that making errors is human. It is obviously common to human being to make mistakes in the process of learning.¹⁵ Corder in Silvia and Haryono's thesis states that errors are signals that actual learning is taking place.¹⁶ Then, Corder can indicate students' progress and success in learning language. The term errors in this study covers only those verb tenses errors, which occur extendedly in the written work of the students.

The identification and analysis of the area of learning difficulties in second language learning has traditionally been a central aspect of studying

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¹² Ibid., 166

¹³ David Johansson and Roger T, "Learning Together Alone, Coorperation,

Competition, and Individualization", (New Jersey: Prentice Hall. Inc, 1975), 248

¹⁴ Dulay, et al, *Language Two*. 141

¹⁵ H.D Brown, *Principles of Language Learning* ... 164

¹⁶ As quoted in Silvia Arista, and Haryono's thesis, An Error Analysis on The Usage of ... 2

many parts of the world. It can be true as Corder states that central to the investigations was the analysis of errors made by learners since they represented the most significant data on which a reconstruction of his knowledge of the target language could be made.¹⁷ In fact the learners make errors and there are some benefits for focusing on the learner's errors, classifying, and analyzing them. This leads to a way of study of learners' errors which is called error analysis.

Ubol states that error analysis as a systematic describing and explaining errors made by learners in their oral or written production in the target language. ¹⁸ For oral expression, errors of the target language learners refer to those features of the learner's utterances which differ from those of any native speaker. For written expression, on the other hand, errors of the target language learners in translation and in tests of free production (i.e. composition in second/foreign language) refer to those grammatical structures and lexicon which differ from those of the native speaker of the target language. Error analysis can be a process to examine and analyze language learners' errors both in the oral and the written production in target language.

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¹⁷ S.P Corder in Richard, Error Annalysis: Perspective ... 25

¹⁸ Charas Ubol,"An Error Analysis Study of English Composition: By Thai Students", (Singapore: Seameo Regional Language Centre, 1981), 8

2.4 The Significance of Errors

A number of studies about errors have been conducted for over decades. Such research is done both in host and in foreign language environment to find out difficulties that the learners face in learning or acquiring a language and to give researchers some evidences how the language is acquired and to assist curriculum developers in developing strategies. In language learning, the study of students' errors has become important and has many advantages for the teacher. It has been used as indicator of learning a guide in teaching and helped the teacher establish some solutions of the problem in language learning.¹⁹

Errors are significant in three different ways. First is to the teacher, by analyzing the learner's errors the teacher knows how far the goals the learners have progressed and consequently what remains for him/her to learn. The second, the learners' errors are very significant as an evidence of how language is learned and acquired and what strategies or procedures the learners used in studying the target language. The third, the learner's errors are very significant for the learners themselves because by making errors they know what they have to do next and how to overcome the errors by learning more the target language that they learned.²⁰

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²⁰ Ibid., 25

¹⁹ S.P Corder in Richard, Error Annalysis: Perspective ... 21

2.5 Procedures of Error Analysis

In this study, the writer uses Ellis's theory for analyzing the learners' errors in core system tenses. According to Ellis, she classifies the errors through explaining three steps of analyzing the errors. ²¹ They are identifying errors, describing errors, and explaining errors.

The first step in analyzing errors is identifying errors. In this step, the researcher compares the error sentences. It means that the writer mentions the original sentences that are produced by learners and then the writer writes the correct sentences (reconstruction). The identifying error involves a comparison between what the learner has produced and what a native speaker counterpart would produce in the some texts. To identify the error, we have to write out the sentences containing the error, underline the word or phrase which shows the error. Errors identification is needed to compare the sentences produced by learners with what seems to be the normal or correct sentences in target language which correspond with them. For example, a learner produces Mrs. Gilbert goed to the market yesterday. It is clear that the sentence contains error. The correct sentence should be: Mrs. Gilbert went to the market yesterday. By comparing the two sentences, we can see that the learners used a word *goed* instead of went. The verb tense error is due to error in the use of the simple past.

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 $^{^{21}}$ Rod Ellis, Second Language ... 15-19

The next step is describing errors. Describing learner's errors involves specifying how the forms are produced by the learner. It focuses on the surface properties of learner's utterances. Once all of the errors have been identified, they can be described into type. There are two ways of doing this. The first way is describing errors into grammatical categories. All of the verb tense errors are gathered and identified based on the different kind of verb errors. The second way is identifying general ways in which the learners' errors differ from the reconstructed target language sentence. These ways include omission (leaving out an item that is required for an utterance to be considered grammatical), misinformation (using one grammatical form in place of another grammatical form), and misordering (putting the words errors. The writer applied the first way, which states the types of errors into grammatical categories.

The last step in analyzing the learners' errors is explaining the different types of errors. There are three ways in explaining the learners' errors in terms of grammatical analysis. The first is stating the grammatical rule which has been violated. The second is stating the correct form to show contrast with inappropriate form. The third is giving examples which show the rule in action. The errors explanation of this study is explained in grammatical terms. A procedure of analysis proposed by Ellis's theory of error analysis used in this study is also supported by Corder and Brown's theory.

2.6 Cause of Errors

Error is common thing occurred in the learning process of target language. No one can avoid himself/herself from making error in learning language. The error may be caused by some factors that have been identified and described by the linguists. There are two factors that cause the occurrence of error: Interlingua errors and intralingua errors.²²

2.6.1 Interlingua errors

Interlingua is a system that has structurally intermediate status between native language and target language.²³ The deviant structure is caused by the influence of the students' first language acquired. The error is citied by Wilkins that the errors that occur in learning foreign language are caused by the interference of mother tongue.²⁴ Those errors occurred because of the features of two different languages. The second or foreign language learners have already acquired their first language. Therefore, when they learn their second or foreign language, they apply the rules of their first language into the target language. To identify interlingua errors, the researcher translate the grammatical forms of learners' tense – used in target language – into learners' tense of first language to see the similarities of pattern used by the learners, for instance, *The girl beautiful*, which should be *the beautiful girl*.

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²² Jack C, Richard, Error Analysis: Perspectives ... 172

²³ Charas Ubol, *An Error Analysis Study* ... 7

²⁴ D.A, Wilkins, "Linguistics in Language Teaching", (Great Britain: Chaucer Press Ltd., 1980), 97

2.6.2 Intralingua errors

Brown considers the significance of the intralingua source of errors, namely those which occur within the target language itself. ²⁵ In the target language learning process, a learner cannot avoid making considerable errors. The errors may be caused by the interference of the native language and other factors. Richards states that the causes of errors are overgeneralization, ignorance of the rule, incomplete application, and false concept hypothesized.

a. Overgeneralization

Overgeneralization error arises when the leaner creates a deviant structure on the basis of learner's experience of other structures in the target language. It generally involves the creation of one deviant structure in place of two target language structures. For example, *I goed to school yesterday*, where the correct sentence is *I went to school yesterday*. There is an over form by adding –ed to all past verb, while the verb is irregular verb.

b. Ignorance of rule restrictions

Ignorance of rule restrictions involves the application of rules to context where they do not apply. Both the overgeneralization and the ignorance are very similar because they both ignore the limitation of the existing structure and apply these

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²⁵Jack C, Richard, Error Analysis: Perspectives ... 174-181

structures in content where this is impossible. An example is *he* made me to rest through extension of the pattern found with the majority of verbs that take infinitival complements, for example *he* asked/wanted/invited/me to go.

c. Incomplete application of rules

It involves a failure to learn the more complex type of structure because the learner finds that he/ she can achieve effective communication by using relatively simple rules, for example: My father eat a plate of fried rice instead of My father eats a plate of fried rice. Incomplete application of rules also happens due to the deviation of structure that neglects the development of rules to produce the acceptable sentence, for example: Does she like the new dress? Yes, she likes.

When we give a question to the learner, the learner's knowledge of the target language is incomplete so it may make him neglect the rules of the target language in answering or giving responds to the question.

d. False concept hypothesized

False concept hypothesized arises when the learner does not fully comprehend a distinction in the target language. It is class of development errors which are derived from faulty comprehension of distinction of the target language because the learner does not fully

comprehend a distinction in the target language, for example: He is does the exercise instead of He does the exercise. The example of the using of the word yet in a negative sentence: he has not come yet.

2.7 Previous Study

In the research, it is necessary to find reviews of previous studies to avoid the reduplication. Some similar studies have been conducted to find out the common errors that occurred in the use of five tenses (core tense system). The study about error analysis has been done previously.

The first research was conducted by Febrian Antyaswuri (State University of Surabaya, 2010), entitled "An Error Analysis on the Use of Simple Past Tense in Recount Text Made by the Tenth Graders of SMA Negeri 1 Probolinggo". In her research, she focused on the types and the causes of errors. She mentionts not only the types of errors, but also the causes that are factors which have influenced to the occurrence of using simple past tense errors. She counted the errors based on the causes of error. She used students' test and documentation to collect the data. ²⁶

The next research was conducted by Nur Hidayah (IAIN Sunan Ampel Surabaya, 2010), entitled "An Analysis of Grammatical Errors in the Translation of English Phrases Into Indonesian by Students of English

²⁶ Febrian Antyaswuri, "An Error Analysis on the Use of Simple Past Tense In Recount Text Made by The Tenth Graders of SMA Negeri 1 Probolinggo", (Surabaya: Unpublished S-1 Thesis. State University of Surabaya, 2010)

Education Department of IAIN Sunan Ampel Surabaya". In her research, she focused on the types and the causes of grammatical errors in the translation of English phrases into Indonesian. She only used students' test to collect the data. ²⁷

The third research was conducted by Jannatul Laily Noviabahari (IAIN Sunan Ampel Surabaya, 2010), entitled "The Analysis of Grammatical Errors in Recount Text by The First year Students of SMA Wachid Hasyim 2 Taman Sidoarjo". She focused on the types and the causes of grammatical errors in recount text. Beside that, she also explained the strategies that are used by teacher to solve the problem. She used students' test and observation to collect the data. ²⁸

The fourth research was conducted by Anisah Herwati (IAIN Sunan Ampel Surabaya, 2009), entitled "A Study of Error Analysis of Second Class of SMA Muhammadiyah 2 pucang Surabaya in Paragraph Writing". In her research, she focused on the types and the frequency of errors in paragraph writing. She describes the types of students' errors in paragraph writing which

²⁷ Nur Hidayah, "An Analysis of Grammatical Errors in the Translation of English Phrases Into Indonesian by Students of English Education Department of IAIN Sunan Ampel Surabaya", (Surabaya: Unpublished S-1 Thesis. State Institute for Islamic Studies Sunan Ampel Surabaya, 2010)

²⁸ Jannatul Laily Noviabahari, "The Analysis of Grammatical Errors in Recount Text by the First Year Students of SMA Wachid Hasyim 2 Taman Sidoarjo", (Surabaya: Unpublished S-1 Thesis. State Institute for Islamic Studies Sunan Ampel Surabaya, 2010)

are not only grammatical categories, but also elements of writing. To collect the data, she used students' test and documentation.²⁹

The next research was conducted by Dian Anggareni (Semarang State University, 2007) with her research paper entitled "Students' Errors In Dictation As A Testing Device Of Listening: The Case Of The Fifth Grade Students Of SDN Slawikulon 03 In The Academic Year of 2006/2007". In her research, she found out dominant spelling errors and possible causes of those errors in dictation as a testing device of listening made by the fifth grade students of SDN Slawikulon 03 in the academic year 2006/2007. She used library and field activity to gain the objectives. She used test as instrument.³⁰

The following research that is related to the researcher's study has been done by Toni Haryanto (Semarang State University, 2007) with his thesis entitled "Grammatical Error Analysis in Students' Recount Text (The Case of The Twelfth Year Students of SMAN 1 Slawi Tegal". In his thesis, he described the grammatical errors on recount text made by twelfth year students in Academic Year of 2006/2007. He uses the qualitative approach. The data were obtained from the students' writing recount text. These writings were then analyzed. The grammatical errors were classified into seven groups. They were errors in producing verb group, errors in subject-verb agreement,

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²⁹ Anisah Herwati, "A Study on Error Analysis of Second Class of SMA Muhammadiyah 2 Pucang Surabaya in Paragraph Writing", (Surabaya: Unpublished S-1 Thesis. State Institute for Islamic Studies Sunan Ampel Surabaya, 2009)

³⁰ Dian. Anggereni., "Students' Errors In Dictation As A Testing Device Of Listening: The Case Of The Fifth Grade Students Of SDN Slawikulon 03 In The Academic Year Of 2006/2007", (Semarang: Unpublished S-1 Thesis. Semarang State University, 2007)

errors in the use of articles, errors in the use of prepositions, errors in noun pluralization, errors in the use of pronouns, and errors in the use of conjunctions.³¹

The next research that is related to the researcher's study has been done by Rumiyati (University of Muhammadiyah Gresik, 2005). The title of this thesis is "Error in Using English Preposition Made by The Second Year Students of SMU Muhammadiyah 1 Gresik". The thesis found out, identified and classified the errors types in using English prepositions made by the second year students of SMU Muhammadiyah 1 Gresik. The data are analyzed by the theories of Dulay, Corder, and Lado. 32

The following study that is related to this study has been done by Lucia Harvianti (Petra Christian University, 2002) with her research entitled "An Error Analysis on The Tenses Made by The Students of BBC English Course in Rungkut Surabaya". In her thesis, the researcher analyzes the ability of English students of BBC course in tense mastery. In her analysis, the writer used Brown, Ellis and Corder's theories of error analysis. ³³

Another study about error analysis has been done by Silvia Arista and Haryono (Petra Christian University, 2002) with their research entitled "An

³² Rumiyati, "Error in Using English Propositions Made by The Second Year Students of SMU Muhammadiyah 1 Gresik", (Gresik: Unpublished S-1 Thesis. Muhammadiyah University, 2005)

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³¹ Toni. Haryanto, "Grammatical Error Analysis in Students' Recount Text: The Case of The Twelfth Year Students of SMAN 1 Slawi Tegal", (Semarang: Unpublished S-1 Thesis. Semarang State University, 2007)

³³ Lucia Harvianti, "An Error Analysis on The Tenses Made by The Students of BBC English Course in Rungkut Surabaya", (Surabaya: Unpublished S-1 Thesis. Petra Christian University, 2002)

Error Analysis on The Usage of The English Tenses of Second Semester of The English Department of Petra Christian University". In their thesis they found kinds of errors made by the students using tenses. This study analyzed by using Ellis and Cordrer's theories of error analysis.³⁴

The next study that is about error analysis has been done in Thai at year 1981. The paper of English teacher in Thai is "An Error Analysis study of English Compositions by Thai Students". This study found out the common difficulties and error in the written English of Thai students. This study is analyzed based on Ellis Janner's classification theory of error analysis.³⁵

The difference between those previously research with this research is that the researcher focuses not only on analyzing the errors of verb but also analyzing the errors of verb agreement, and time signal in the core tense system. The researcher focuses on the causes that are the main factors which have big influence to the occurrence of the core tense system errors. The researcher uses Ellis' theory of error analysis supported by Brown and Corder's Theories to classify errors.

Silvia Arista, and Haryono, An Error Analysis on The Usage ...
 Charas. Ubol, An Error Analysis Study ...

CHAPTER III

RESEARCH METHOD

In this chapter, the researcher discusses and reviews research methodologies that are used in this study. First, this chapter discusses about research design and continues with setting and time of the research. Next, this chapter discusses about subject of the research, source of the data, data collection technique, research instrument, research procedure, and data analysis technique.

3.1 Research Design

In this research, the researcher uses descriptive qualitative which is designed to obtain information to determine the nature of a situation and to describe what exists in a current study objectively. Ibrahim stated that descriptive research is a research which controls and interprets about condition and phenomena such as relation, point of view, attitudes, process, and influences of condition which happen. Ary supported that descriptive qualitative are designed to obtain information concerning the current status of phenomena. The main point of descriptive method is to describe situation while the research is done to examine the reason of certain phenomenon.

¹ Nana Sudjana, "Penelitian dan Penilaian Pendidikan", (Bandung: Sinar Baru Algensindo, 2009), 65

² Donald Ary, *An Introduction to Research in Education*, (New York: Holt Rinchard&Winston, 1972), 259

In this research, the researcher does not take part in the teaching learning process in the classroom and becomes non participant in the classroom.

Based on the purposes of the study, this study aims to analyze the type of tense in the core tense system that the second year students of MTs Mamba'ul – Ulum Bedanten Bungah Gresik frequently produce errors and the factors causing the students produce errors. The research design that is appropriate to this study is descriptive qualitative. All of the research questions are answered from the result of students' test. From the result of students' test, it can be identified and classified the types and the cause of students' errors. Documentation is also needed to support the students' test. The researcher just gives test to collect the data. The researcher describes all of the data that the researcher gets.

3.2 Setting of Study

This research conducted at MTs Mamba'ul – Ulum Bedanten Bungah Gresik, Jl. Raya Masjid Bedanten No 26. In order to get the data, the researcher focuses only on students in VIII B superior class. This research is held from 28th May 2012 up to 08th June 2012.

3.3 Source of Data

Source of the data is the important thing in a field research. The sources of the data in this research are as follow:

- 1. The documents, books, and references that are needed in this research.
- 2. The students of grade 8-B class at MTs. Mamba'ul Ulum Bedanten Bungah Gresik. The class consists of 30 students. Students of grade 8-B is the most possible object in this research, because they do not follow final examination (UNAS) as students of grade 9. In this class the researcher has found students' errors in using tense, they have learned the core tense system.

3.4 Data Collection Technique

To make the process of observation easier, the researcher formulated the steps systematically as outlined below:

1. Test

The researcher collects the data from the students' test about the core tense system questions which are thirty items. The test sheet is divided into two parts. The first part is multiple choice. This part consists of 20 items. The second part is completing the text by using the correct of verbs in the brackets. It consists of 10 items.

2. Documentation

The researcher gets the data from the teacher's documents. The documents are needed to find out information about the profile of school, the syllabus, the students' English score, and the list of students' name.

3.5 Research Instrument

The researcher arranges and makes the instrument of the study that would be used to collect the data. All of instruments in this study are composed using English. Instruments of study which are used in this research are follows:

1. Test

Test is important in teaching and learning process in order to know the efficiency and effectiveness of students' achievement. The progress of the students' achievement is known from the result of the analysis and scores. It means that the score of test is used to measure students' achievement.

2. Document Study

Documentation is used to collect the data, which is in the written form.³ The documents are needed to find out information about profile of the school, syllabus, and the data of the students' English score from the

³ Suharsimi Arikunto., "Prosedur Penelitian: Suatu Pendekatan Praktik", (Jakarta: PT. Asdi Mahasatya, 2006), 158

test and the list of students' names of grade 8 that were used in teaching and learning by the teacher.

3.6 Research Procedure

This study will be conducted under the following steps:

1) Preparation

In this step, the researcher prepares based on the problem that is identified in the preliminary research.

- a. Making research proposal
- b. Choosing the second year of MTs Mamba'ul-Ulum as the population
- c. Making research instrument. Here, the instruments are test and document study. The test is about five important tenses. The document study is also needed to complete and support the students' test.
- d. Asking headmaster's permission whose school is used as place of the research, especially class VIII B.
- e. Consulting the instrument to get teaching's schedule, asking some documents such as the students' English score and the list of students' names. And also, consulting with English teacher of class VIII B about core tense system test that will be used in the

research and the time for doing the research. The researcher also asks the English teacher to conduct the research.

2) Activities

In this step, the researcher conducts the real experiments. The teacher contributes paper tests are consisting of core tense system questions. Then, the teacher asks the students to do the test for 60 minutes. After that, students submit their work to their teacher. Then, the researcher asks the students' work. After that, the researcher analyzes the students' test by using some procedures to know the result of students' test. Then, the researcher counts all of the tense errors in each of questions. After that, the researcher identifies the factor that causes the students to produce core tense system errors using Richard's theories.

3.7 Technique of Analyzing Data

The data are analyzed using descriptive and quantitative analysis. The data are obtained during and after the data collection step. The researcher analyzed the students' errors quantitatively.

In analyzing the students' test, the researcher analyzes the students' test by using some procedures to know the result of students' test. After collecting the data, the further step is analyzing the students' test about core tense system errors. The researcher applies the procedures as follows:

1. Identification the types of errors

The researcher identifies the types of core tense system errors into three types, namely errors in verb form, errors in verb agreement and errors in time signal. The students are considered making errors if the answer doesn't match with answer key.

2. Description of errors

After the researcher identifies the types of errors, the researcher describes the core tense system errors based on Ellis theory. She describes the errors based on the surface structure taxonomy.

3. Counting of errors

After the researcher identifies and describes the type of errors, the researcher calculates the frequency of each type core tense system errors by using the formula below:

F = number of errors of each type

$$\mathbf{X} \mathbf{100}$$
 $\mathbf{N} = \mathbf{total} \mathbf{number} \mathbf{of} \mathbf{errors}$

N

By using the formula above, the researcher can find out the frequency percentage of each core tense system error types more clearly.

4. Evaluating of Errors

After the researcher identifies and calculates the types of errors, the last procedure is evaluating of errors. From the result of students' test, the writer identifies the factor that causes the students

produce core tense system errors using Richards' theory. There are two factors that cause the occurrence of error: interlingua errors and intralingua errors. The causes of intralingua errors are overgeneralization, ignorance of rule restriction, incomplete application of rules, and false concept hypothesized.



CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

In this chapter, the researcher analyzed the data that had been collected during the research. This chapter presents the result of the study based on the problems stated in chapter I. It also deals with the interpretative analysis of the data which were obtained from documentation and test. Then, the researcher discusses errors analysis of using core tense system produced by students.

Before the researcher explains the result of discussion, the researcher is going to describe the general description of MTs Mamba'ul – Ulum Bedanten Bungah Gresik.

4.1 General Description of the School

4.1.1 Profile of MTs Mamba'ul – Ulum Bedanten Bungah Gresik

MTs Mamba'ul - Ulum is one of a private Islamic Junior High Schools in Bedanten Bungah Gresik. This school was established in 1972. It is located on Jl. Raya Masjid 26 Bedanten Bungah Gresik. Initially, MTs Mamba'ul - Ulum got "B" accreditation since 1998-

2010. In 2011 it got "A" accreditation. The important informations related to MTs Mamba'ul – Ulum Bedanten Bungah Gresik are:

- 1. Each class contains 30 students
- Each class is completed with LCD projector, VCD, DVD, TV, IT and internet
- 3. The overall number of students of MTs mamba'ul Ulum Bedanten Bungah Gresik are 220 students which consist of 8 classes and each grade has 2 classes except for grade 8 that has 4 classes
- 4. Not only the facilities are available to motivate students in learning English, but also the qualified English teachers. The English teachers of MTs Mamba'ul Ulum Bedanten Bungah Gresik and their qualifications can be seen on the table below:

Table 4.1

The table of English teacher in MTs Mamba'ul-Ulum

| NO. | NAME | M/F | QUALIFICATION |
|-----|--------------------|-----|---------------|
| 1. | Ahmad Bahasa S.Hum | M | UM MALANG |
| 2. | Imron Rosyadi S.S | M | UNESA |

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¹ Documentation of school.

4.1.2 Vision and missions of MTs Mamba'ul – Ulum Bedanten Bungah Gresik

- Vision of MTs Mamba'ul Ulum Bedanten Bungah Gresik
 - "Superior in knowledge, achievement, skill and morals by intra and extra-curricular"
- Missions of MTs Mamba'ul Ulum Bedanten Bungah Gresika.
 - a. Developing human resources that are reliable and professional
 - b. Completing a good representative and infrastructure
 - c. Carrying out the development of syllabi, lesson plans, and curriculum systems
 - d. Implementing effective, active, creative learning by both intra and extra-curricular

4.1.3 Curriculum of School

The curriculum adopted is a blend of the national curriculum based Education Unit Level Curriculum (KTSP) and based on science and technology with the understanding of IMTAQ. Local contents are

the characteristic of Ma'arif (NU) schools which applied Arabic language and the *Aswaja*. ²

4.1.4 Facilities of Education

MTs Mamba'ul – Ulum Bedanten Bungah Gresik has many facilities of education. They are eight classrooms, TV, LCD and IT with internet connection, language laboratory, computer laboratory, science laboratory, library, multimedia room, mushalla/mosque, Islamic boarding house and polyclinic.

4.1.5 Extracurricular

In MTs Mamba'ul – Ulum Bedanten Bungah Gresik, there are many kinds of extracurricular building up the development of students' potential. They are foot ball, volley ball, vocal group, pramuka, English club, presenter (Muhadloroh) and *Karya Ilmiah Remaja* (scientific work of youth).

4.2 The Types of Core Tense System Errors

4.2.1 Errors Produced in Simple Present Tense

The total errors produced in simple present tense are a hundred and one. The errors are separated by item number 1, 7, 12, 16, 22, 28.

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² Ahlusunnah Wal-Jama'ah

Here is the table of errors produced by each of the simple present tense of the core tense system:

Table 4.2

The table of error produced in simple present

| No | Correct Sentence | Errors | Type of Errors | Total of errors |
|----|-------------------------------|---|-------------------------------------|-----------------|
| 1 | Does Riqza come | a.Do | a. Simple | 4 |
| | to your house every Sunday? | b. <i>Did</i> | present "aux/verb- | |
| | every semany. | 5.2.0 | agreement" | 14 |
| 1 | | c. Is | b. Simple past "aux/verb-agreement" | 1 |
| | | | c. Simple present "be" singular | |
| 7 | Siti usually spends her | a. <mark>La</mark> st nig <mark>ht</mark> | a.Time signal in past tense | 3 |
| | holiday by going to the beach | b. Yesterday | b. time signal in past tense | 7 |
| | to une ocuen | c. Tomorrow | c. Time signal in future tense | 11 |
| 12 | I want to eat that | a.Wants | a. Simple | 7 |
| | snack | b. Don't | present | 7 |
| | | want | b. Simple | 2 |
| | | c.Didn't | present | |
| | | want | c. Simple past | |
| 16 | I go to school by | a. Went | a. Simple past | 1 |
| | bike everyday | b. Goes | b. Simple present | 1 |
| 22 | In other words, | a. Coming | a.Gerund | 2 |
| | he comes from | b. Have | b. Present | 3 |
| | Liverpool | come | perfect | 5 |
| | | c. Has come | c. Present | 5 |

| | | d. Come e. Came f. Will come | Perfect d. Simple present e. Simple past f. Simple future | 5 3 |
|-------|------------------|------------------------------------|---|-----|
| 28 | The director | a.Need | a.Simple present | 4 |
| | needs | b. Needed | b. Simple past | 4 |
| | young television | c. Needing | c. Gerund | 7 |
| | reporter | d. Will need | d. Simple future | 5 |
| Total | | | | 101 |

Table 4.2 shows the types of errors produced in simple present tense. The students have produced errors in simple present tense such as in item number 1 "*Does* Riqza come to your house every Sunday?" This sentence explains the habitual action. Therefore, the correct tense for this sentence is simple present tense. "Riqza" refers to the third person singular, so the correct auxiliary or verb-agreement for this subject is "Does". There are nineteen students produced errors in this sentence. There are three types of errors in the use of simple present tense in this sentence. They are:

- a. "Do Riqza come to your house every Sunday?" It is committed by four students.
- b. "Did Riqza come to your house every Sunday?" It is committed by fourteen students.

c. "Is Riqza come to your house every Sunday?" Only a student produces error in the last type of error.

The item number 7 is "Siti *usually* spends her holiday by going to the beach". This sentence expresses the usual activity. In this question, there are three types of errors in the use of simple present tense that is committed by twenty one students. They are:

- a. "Siti *last night* spends her holiday by going to the beach". It is committed by three students.
- b. "Siti yesterday spends her holiday by going to the beach". It is committed by seven students.
- c. "Siti *tomorrow* spends her holiday by going to the beach". It is committed by eleven students.

In item number 12, there are three types of errors. The errors committed by sixteen students. They are:

- a. "I wants to eat that snack". It is committed by seven students.
- b. "I *don't want* to eat that snack". It is committed by seven students.
- c. "I *didn't want* to eat that snack". Only two students produce this error.

Based on the interrogative sentence in this question, the correct answer of this question is "I *want* to eat that snack". The answer must use positive sentence in simple present tense.

Only two students produce errors in item number 16. There are two types of errors in the use of simple present in this question. They are:

- a. "I went to go to school by bike everyday". It is committed by a student.
- b. "I goes to school by bike everyday". Only a student produces error.

The correct sentence is "I go to school by bike everyday". This sentence expresses the daily activity, so the correct tense is simple present tense. Because the subject of this sentence is "I", so the correct verb form is "V-1" without s/es.

In item number 22, there are twenty three students produce errors. Because this question explains present activity, so the correct sentence is "In other words, he *comes* from Liverpool". There are six types of errors in this sentence. They are:

a. "In other words, he *coming* from Liverpool". Only two students produce error in the first type of error.

- b. "In other words, he *have come* from Liverpool". It is committed by three students.
- c. "In the other words, he *has come* from Liverpool". It is committed by five students.
- d. "In the other words, he *come* from Liverpool. It is committed by five students.
- e. "In the other words, he *came* from Liverpool". It is committed by five students.
- f. "In other words, he *will come* from Liverpool". It is committed by three students.

The last question in simple present tense is in item number 28. "The director *needs* a young television reporter". This sentence expresses in present activity, so the correct tense is simple present tense. There are twenty students produce errors. In this sentence, there are four types of errors. They are:

- a. "The director *need* a young television reporter". It is committed by four students.
- b. "The director *needed* a young television reporter". It is committed by four students.

- c. "The director *needing* a young television reporter". It is committed by seven students.
- d. "The director *will need* a young television reporter". It is committed by five students.

4.2.2 Errors Produced in Present Progressive Tense

The total errors produced in simple progressive tense are a hundred and eight. The errors are separated by item number 4, 10, 14, 18, 26, 27. Here is the table of errors produced by each of the simple progressive tense of the core tense system:

The table of error produced in present progressive

Table 4.3

| No | Correct Sentence | Errors | Type of Errors | Total of errors |
|----|--|--------------------------------------|--|-----------------|
| 4 | We are <i>studying</i> together in Kartolo's house | a.Study b. Studies c. Studied | a. Simple present b. Simple present c. Simple past | 1 11 4 |
| 10 | Yanto is climbing that tree <i>now</i> | a.Everyday b. Yesterday c. Tomorrow | a.Time signal in present tense b. time signal in past tense c. Time signal in future tense | 2 13 12 |

| 14 | Right now, a | a.Are | a. No form | 2 |
|-------|--------------------------|-----------------------|--------------------|-----|
| | • | catched | b. Gerund | 1 |
| | catching the | b. Catching | c. Simple present | 4 |
| | thief | c.Catchs | | |
| 18 | An orange bird | a. Is | a. 'Be' in present | 9 |
| | and a black bird | b. Were | b. 'Be' in past | 4 |
| | are sitting in | c.Was | c. 'Be' in past | 6 |
| | that tree | A | | |
| 26 | Right now, he is | a. Thinks | a.Simple present | 7 |
| | thinking of give | b. Thought | b. Simple past | 4 |
| | up his job with | c. Thinking | c. Gerund | 1 |
| | the newspaper | d. Was think | d. No form | 1 |
| | | e.Was | e.Past | 4 |
| | | thinking | progressive | |
| | | f. Have think | f. No form | 1 |
| | | _ | | |
| 27 | In fact, at this | | a.Simple present | 6 |
| | moment, he is | b. Haved | b. No form | 11 |
| | having an | | c. Simple past | 1 |
| | interview with a | d. Are | d.Present | 1 |
| | televisio <mark>n</mark> | ha <mark>vin</mark> g | progressive | |
| | director | | e. Simple future | 1 |
| | | e. will have | f. No form | 1 |
| | f. Has haved | | | |
| Total | | | | 108 |

Table 4.3 shows the types of errors produced in present progressive tense. The students have produced errors in present progressive tense such as in item number 4 "We are *studying* together in Kartolo's house". In this sentence, sixteen students produce errors. There are three types of errors in the use of present progressive tense, they are:

a. "We are *study* together in Kartolo's house". Only a student produces the error in this type.

- b. "We are *studies* together in Kartolo's house". It is committed by eleven students.
- c. "We are *studied* together in Kartolo's house". It is committed by four students.

In item number 10 is "Yanto is climbing that tree *now*". There are three types of errors in the use of present progressive tense committed by twenty seven students. They are:

- a. "Yanto is climbing that tree *tomorrow*". It is committed by twelve students.
- b. "Yanto is climbing that tree everyday". Only two students produce errors in the second type.
- c. "Yanto is climbing that tree *yesterday*". The third type of error is committed by thirteen students.

The item number 14 is "Right now, a policeman *is catching* the thief". The sentence above expresses an activity that is occurring at the moment. There are three types of errors are committed by seven students. They are:

a. "Right now, a policeman *are catched* the thief". It is committed by two students.

- b. "Right now, a policeman *catching* the thief". It is committed by a student.
- c. The last type of error is committed by four students. The type of error is "Right now, a policeman *catchs* the thief".

In item number 18, there are nineteen students produce errors. Because this question explains progressive activity, so the correct sentence is "An orange bird and a black bird *are* sitting in that tree". There are three types of errors in this sentence. They are:

- a. "An orange bird and a black bird is sitting in that tree". Nine students produce error in the first type of error.
- b. "An orange bird and a black bird *were* sitting in that tree". It is committed by four students.
- c. "An orange bird and a black bird *was* sitting in that tree". It is committed by six students.

The item number 26 is "Right now, he *is thinking* of give up his job with the newspaper". The errors committed by eighteen students in this study fall mainly into six types:

a. "Right now, he *thinks* of give up his job with the newspaper". It is committed by seven students.

- b. "Right now, he *thought* of give up his job with the newspaper".The second type is committed by four students.
- c. "Right now, he *thinking* of give up his job with the newspaper". It is committed by a student.
- d. "Right now, he *was think* of give up his job with the newspaper".Only a student produces this error.
- e. "Right now, he *was thinking* of give up his job with the newspaper". It is committed by four students.
- f. "Right now, he have think of give up his job with the newspaper".

 Only a student produces error.

The item number 27 is "In fact, at this moment, he *is having* an interview with a television director". This sentence expresses an activity that is occurring at the moment. Errors committed by twenty one students in this study fall mainly into six types:

- a. "In fact, at this moment, he *has* an interview with a television director". It is committed by six students.
- b. "In fact, at this moment, he *haved* an interview with a television director". It is committed by eleven students.

- c. "In fact, at this moment, he *had* an interview with a television director" Only a student produces error in the third type of error.
- d. "In fact, at this moment, he *are having* an interview with a television director". Only a student produces error.
- e. "In fact, at this moment, he *will have* an interview with a television director". It is committed by a student.
- f. "In fact, at this moment, he *has haved* an interview with a television director". Only a student produces this error.

4.2.3 Errors Produced in Simple Past Tense

The total errors produced in simple past tense are a hundred and twenty four. The errors are separated by item number 2, 8, 13, 20, 21, 24. Here is the table of errors produced by each of the simple past tense of the core tense system:

Table 4.4

The table of error produced in simple past

| No | Correct Sentence | Errors | Type of Errors | Total of errors |
|----|---------------------|--------------|-------------------|-----------------|
| 2 | He didn't | a.Made | a. Simple Past | 4 |
| | make a kite | b. Makes | b. Simple present | 14 |
| | | c. Making | c. Gerund | 9 |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| 8 | I studied the | a.Studies | a.Simple present | 1 |
| 4 | lesson | b.Are | b.Present | 3 |
| | | studying | progressive | |
| | | c. Study | c. Simple present | . 11 |
| 13 | The slept so | a.Sleeped | a. No form | 11 |
| | well last night | b. Sleep | b. Simple present | 2 |
| | | c.Sleeping | c. Gerund | 1 |
| | | | | |
| 20 | Mr. Ponari | a. Everyday | a. Time signal in | 16 |
| | Came late | b. Next week | present | _ |
| | Yesterday | c.Morning | b. Time signal in | 7 |
| | Morning | yesterday | future | 1 |
| | | | c. No form | |
| 21 | Jim was born | a. Will | a.'Be' future | 13 |
| | near | b. Is | b. 'Be' present | 6 |
| | Liverpool | c. Were | c. 'Be' past | 3 |
| 24 | From 1986 to | a.Goed | a.No form | 11 |
| | 1970, he went | b. Will go | b. Simple future | 6 |
| | to Manchester | c. Is going | c.Present | 4 |
| | University | | progressive | |
| | | d. Goes | d. Simple Present | 1 |
| | 124 | | | |

Table 4.4 shows the types of errors produced in simple past tense. The students have produced errors in simple past tense such as in item number 2 "He didn't *make* a kite". The sentence indicates an activity that began and ended in past time. In this sentence, twenty seven students produce errors. There are three types of errors in the use of simple past tense. They are:

- a. "He didn't *made* a kite". It is committed by four students.
- b. "He didn't *makes* a kite". It is committed by fourteen students.
- c. "He didn't *making* a kite". It is committed by nine students.

In item number 8 is "I *studied* the lesson". There are three types of errors in the use of simple past tense committed by fifteen students. They are:

- a. "I *studies* the lesson". Only a student produces error.
- b. "I are studying the lesson". It is committed by three students.
- c. "I *study* the lesson". It is committed by eleven students.

The item number 13 is "They *slept* so well last night". Errors committed by fourteen students in this study fall mainly into three types:

- a. "They *sleeped* so well last night". It is committed by eleven students.
- b. "They *sleep* so well last night". It is committed by two students.
- c. "They *sleeping* so well last night". Only a student produces error.

In item number 20, there are twenty four students produce errors. Because this question explains an activity that began and ended in the past time, so the correct sentence is "Mr. Ponari came late *yesterday morning*". There are three types of errors in this sentence. They are:

- a. "Mr. Ponari came late everyday". It is committed by sixteen students.
- b. "Mr. Ponari came late *next week*". It is committed by seven students.
- c. "Mr. Ponari came late *morning yesterday*". Only a student produces error.

The item number 21 is "Jim *was* born near Liverpool". There are three types of errors in the use of simple past tense that is committed by twenty two students. They are:

- a. "Jim *will* born near Liverpool". It is committed by thirteen students.
- b. "Jim *is* born near Liverpool". The second type of error is committed by six students.
- c. "Jim were born near Liverpool". It is committed by three students.

The item number 24 is "From 1968 to 1970, he *went* to Manchester University". There are four types of errors committed by twenty two students. They are:

- a. "From 1968 to 1970, he *goed* to Manchester University". It is committed by eleven students.
- b. "From 1968 to 1970, he *will go* to Manchester University". It is committed by six students.
- c. "From 1968 to 1970, he *is going* to Manchester University". It is committed by four students.
- d. "From 1968 to 1970, he *goes* to Manchester University". Only a student produces error.

4.2.4 Errors Produced in Simple Future Tense

The total errors produced in simple future tense are Eighty five. The errors are separated by item number 6, 11, 15, 19, 29, 30. Here is the table of errors produced by each of the simple future tense of the core tense system:

Table 4.5

The table of error produced in simple future

| No | Correct | Errors | Type of Errors | Total of |
|----|---------------------------|--------------------------|-----------------------------|----------|
| | Sentence | | -JP | errors |
| 6 | The students will get an | a.Are | a.Present progressive | 7 |
| | examination tomorrow | b. Have | b. Present perfect | 2 |
| | | | | |
| 11 | I will arrive in Surabaya | a.Yesterday b.Morning | a.Time signal in past tense | 5 |
| | tomorrow | tomorrow | b. No form | 15 |
| | morning | c. Now | c. Time signal in present | 1 |
| | | | progressive tense | |
| 15 | Narji <i>will buy</i> | a.Buy | a. Simple present | 2 |
| | a car next | b. Will buys | b. No form | 8 |
| | week | c.Buys | c. Simple present | 3 |
| 19 | She will <i>finish</i> | a. Finishes | a. Simple present | 1 |
| | her work | b. Finishing | b. Gerund | 4 |
| | tomorrow | c.Finished | c. Simple past | 3 |
| 29 | Jim is sure | a. Getting | a.Gerund | 7 |
| | that he will | b. Will got | b. No form | 3 |
| | get this job | c. Gets | c. Simple present | 7 |

| | | d. Got e.Will gets f. Is getting | d. Simple past e.No form f.Present progressive | 5 2 1 | |
|----|--|--|---|------------------|--|
| 30 | He promises the director that he will be a good reporter | | a.'Be' present b. 'Be' past c. 'Be' past d.No form | 3 3 2 1 | |
| | Total 85 | | | | |

Table 4.5 shows the types of errors produced in simple future tense. The students have produced errors in simple future tense such as in item number 6 "The students *will* get an examination tomorrow". This sentence indicates an activity which takes place at some definite future time. Therefore, the correct tense for this sentence is simple future tense. There are nine students produce errors in this sentence. There are two types of errors in the use of simple future tense in this sentence. They are:

- a. "The students *are* get an examination tomorrow". It is committed by seven students.
- b. "The students *have* get an examination tomorrow". It is committed by two students.

The item number 11 is "I will arrive in Surabaya *tomorrow morning*". In this question, there are three types of errors in the use of

simple future tense that is committed by twenty one students. They are:

- a. "I will arrive in Surabaya *yesterday*". It is committed by five students.
- b. "I will arrive in Surabaya *morning tomorrow*". It is committed by fifteen students.
- c. "I will arrive in Surabaya *morning tomorrow*". Only a student produces error.

In item number 15, there are three types of errors. It is committed by thirteen students. They are:

- a. "Narji *buy* a car next week". Only two students produce errors
- b. "Narji will buys a car next week". It is committed by eight students.
- c. "Narji buys a car next week". It is committed by three students.

The correct sentence is "Narji will buy a car next week". This sentence indicates someone's plan for buying a car next week, so the correct tense is simple future tense.

There are eight students produced errors in item number 19.

There are three types of errors in the use of simple future tense in this question. They are:

- a. "She will *finishes* her work tomorrow". It is committed by a student.
- b. "She will *finishing* her work tomorrow". Four students produced errors.
- c. "She will *finishing* her work tomorrow". It is committed by three students.

The correct sentence is "She will *finishing* her work tomorrow". This sentence indicates someone's plan for finishing her duties tomorrow, so the correct tense is simple future tense.

In item number 29, there are twenty five students produced errors. Because this sentence explains an activity which takes place at some definite future time, so the correct sentence is "Jim is sure that he *will get* this job". There are six types of errors in this sentence. They are:

a. "Jim is sure that he *getting* this job". Seven students produce error in the first type of error.

- b. "Jim is sure that he *will got* this job". It is committed by three students.
- c. "Jim is sure that he *gets* this job". It is committed by seven students.
- d. "Jim is sure that he *got* this job". It is committed by five students.
- e. "Jim is sure that he *will gets* this job". It is committed by two students.
- f. "Jim is sure that he *is getting* this job". Only a student produces this error.

The last question in simple future tense is in item number 30. "He promises the director that he *will be* a good reporter". There are nine students produced errors. In this sentence, there are four types of errors. They are:

- a. "He promises the director that he *is* a good reporter". It is committed by three students.
- b. "He promises the director that he *were* a good reporter". It is committed by three students.

- c. "He promises the director that he *was* a good reporter". It is committed by two students.
- d. "He promises the director that he *is been* a good reporter". Only a student produces errors

4.2.5 Errors Produced in Present Perfect Tense

The total errors produced in present perfect tense are a hundred and fourteen. The errors are separated by item number 3, 5, 9, 17, 23, 25. Here is the table of errors produced by each of the present perfect tense of the core tense system:

Table 4.6

The table of error produced in present perfect

| No | Correct | Errors | Type of Errors | Total of |
|----|--|--------------------------------------|--|-------------|
| | Sentence | | | errors |
| 3 | Has she washed her clothes | a.Haved b. Have | a. No form b. Present perfect | 1 7 |
| 5 | I have worked in front of the computer for three hours | a.Yesterday b. Now c. Everyday | a.Time signal in past tense b.time signal in presentprogressive c. Time signal in simple present | 5 9 5 |

| 9 | He has not | a.Left | a. Simple past | 5 |
|----|--|-----------------------|--------------------|----|
| | <i>left</i> his office | b. Leave | b. Simple present | 11 |
| | yet | c.Have not | c. Present perfect | 2 |
| | | left | - | |
| 17 | Have you | a. Has | a. 'Be' in present | 15 |
| | ever met me | | perfect | |
| | before? | b. Had | b. 'Simple past | 1 |
| | | | | |
| 23 | For the last | a. Had | a.Simple past | 3 |
| | two years, he | b. Have | b. Simple present | 1 |
| | has had a job | c.Was having | c.Past progressive | 1 |
| | with a | d. Has have | d. No form | 4 |
| | newspaper | e.Haved | e.No form | 8 |
| | here | f. Has | f. Present present | 4 |
| | | g. Is having | g.Present | 5 |
| | | | Progressive | |
| A | | | | |
| 25 | Ever since he | a.Wa <mark>nts</mark> | a.Simple present | 9 |
| | left | b. Will want | b. Simple future | 3 |
| | university, he | c. Wanted | c. Simple past | 8 |
| | has wa <mark>nt</mark> ed <mark>a</mark> | d. Has want | d.No form | 5 |
| | job in | e. Was want | e. No form | 2 |
| | television | | A | |
| | 114 | | | |

Table 4.6 shows the types of errors produced in present perfect tense. The students have produced errors in present perfect tense such as in item number 3 is "*Has* she washed her clothes?" The sentence expresses an activity that was repeated many times in the past and it still continues to the present. In this sentence, eight students produced errors. There are two types of errors in the use of present perfect tense. They are:

a. "Haved she washed her clothes?" It is committed by a student.

b. "Have she washed her clothes?" It is committed by seven students.

In item number 5 is "I have worked in front of computer for *three hours*" there are three types of errors in the use of time signal in present perfect tense committed by nineteen students. They are:

- a. "I have worked in front of computer for *yesterday*". It is committed by five students.
- b. "I have worked in front of computer for *now*". It is committed by nine students.
- c. "I have worked in front of computer for *everyday*". It is committed by five students.

The item number 9 is "He *has not left* his office yet", there are three types of errors committed by eighteen students. They are:

- a. "He *left* his office yet". It is committed by five students.
- b. "He *leave* his office yet". It is committed by eleven students.
- c. "He *have not left* his office yet". Only two students produce errors.

In item number 17, there are sixteen students produce errors. The correct sentence is "*Have* you ever met me before?" There are two types of errors in this sentence. They are:

- a. "Has you ever met me before?" Fifteen students produce error in the first type of error.
- b. "Had you ever met me before?" It is committed by a student.

The item number 23 is "For the last two years, he *has had* a job with a newspaper here", there are seven types of errors in the use of present perfect tense committed by twenty six students. They are:

- a. "For the last two years, he *had* a job with a newspaper here". It is committed by three students.
- b. "For the last two years, he have a job with a newspaper here". It is committed by a student.
- c. "For the last two years, he *was having* a job with a newspaper here". It is committed by a student.
- d. "For the last two years, he *has have* a job with a newspaper here".It is committed by four students.
- e. "For the last two years, he *haved* a job with a newspaper here". It is committed by eight students.
- f. "For the last two years, he *has* a job with a newspaper here". It is committed by four students.

g. "For the last two years, he *is having* a job with a newspaper here".It is committed by five students.

The item number 25 is "Ever since he left university, he *has* wanted a job in television", there are five types of errors committed by twenty seven students. They are:

- a. "Ever since he left university, he *wants* a job in television". It is committed by nine students.
- b. "Ever since he left university, he will want a job in television". It is committed by three students.
- c. "Ever since he left university, he wanted a job in television". Eight students produced errors.
- d. "Ever since he left university, he *had want* a job in television".Five students produce errors.
- e. "Ever since he left university, he *was want* a job in television". It is committed by two students.

4.3 The Most Frequent Core Tense System Errors

After the writer presented and analyzed all of the students' error. She counted all of the errors that occurred in each question. To get the number of

errors in each item, the writer counted the number of students who do not answer correctly. After counting the errors for each item, the writer put them in the table 4.7 as below:

Table 4.7

Table of the error frequency in core tense system in each question

| Item Number | Tenses | The error |
|-------------|---------------------------|-----------|
| 7 | | frequency |
| 1 | Simple Present Tense | 19 |
| 2 | Simple Past Tense | 27 |
| 3 | Present Perfect Tense | 8 |
| 4 | Present Progressive Tense | 16 |
| 5 | Present Perfect Tense | 19 |
| 6 | Simple Future Tense | 9 |
| 7 | Simple Present Tense | 21 |
| 8 | Simple Past Tense | 15 |
| 9 | Present Perfect Tense | 18 |
| 10 | Present Progressive Tense | 27 |
| 11 | Simple Future Tense | 21 |
| 12 | Simple Present Tense | 16 |
| 13 | Simple Past Tense | 14 |
| 14 | Present Progressive Tense | 7 |
| 15 | Simple Future Tense | 13 |
| 16 | Simple Present Tense | 2 |
| 17 | Present Perfect Tense | 16 |
| 18 | Present Progressive Tense | 19 |
| 19 | Simple Future Tense | 8 |
| 20 | Simple Past Tense | 24 |
| 21 | Simple Past Tense | 22 |
| 22 | Simple Present Tense | 23 |
| 23 | Present Perfect Tense | 26 |
| 24 | Simple Past Tense | 22 |
| 25 | Present Perfect Tense | 27 |
| 26 | Present Progressive Tense | 18 |
| 27 | Present Progressive Tense | 21 |
| 28 | Simple Present Tense | 20 |

| 29 | Simple Future | 25 |
|----|---------------|----|
| 30 | Simple Future | 9 |
| | 532 | |

There are three columns in the table 4.7. The first column is "the number of question". The second column is "the kinds of tenses", showing expected tense in each item. The error frequency is put in the last column, showing the total number of the students who committed errors. The writer found that the total number of errors in the thirty questions was 532 errors.

After the writer identified and classified the errors, she calculated the frequency of occurrences of core tense system types of errors which was done by using the formula below:

By using the formula, the writer can find out the percentage of each error type in core tense system. The following table describes the percentage and rank of core tense system errors.

Table 4.8

The table of percentages and rank of core tense system

| No | Tenses | Total of Errors | Percentage | Rank |
|----|----------------------|------------------------|--------------|------|
| 1. | Simple Present Tense | 101 | 101 | 4 |
| | _ | | _ X 100= 19% | |
| | | | 532 | |

| 2. | Present Progressive | 108 | 108 | 3 |
|-----------|-----------------------|-----|-----------------|---|
| | Tense | | X 100 = 20,30% | |
| | | | 532 | |
| | | | | |
| 3. | Simple Past Tense | 124 | 124 | 1 |
| | | | _ X 100= 23,31% | |
| | | | 532 | |
| 4. | Simple Future Tense | 85 | 85 | 5 |
| | _ | | _ X 100= 16% | |
| | | | 532 | |
| 5. | Present Perfect Tense | 114 | 114 | 2 |
| | | | _ X 100= 21,42 | |
| | | | 532 | |

The table 4.8 shows the number of students committing errors in each type of tense in core tense system. Almost students commit errors in core tense system. Among all those tenses, error on simple past tense is the most frequent error that the students produced. The total number of error in simple past tense is a hundred and twenty four and its percentage is 23,31%. It is the highest error percentage. Present perfect tense is the second rank of error with the percentage of error 21,42%. The total number of errors in present perfect tense is a hundred and fourteen. The next rank of error is present progressive with the percentage 20,30%, and the total number of error in present progressive is a hundred and eight. The following rank of error is simple present tense. The percentage of error in simple present tense is 19%, with total number of errors is a hundred and one. The lowest percentage of error produced by students is simple future tense. The percentage of error is 16%, with the total number of errors eighty five.

4.4 The Factors that Cause the Students Committing Errors in Core Tense System

After the researcher analyzed and calculated the errors, she identified the factors causing the students produce errors in core tense system. In analyzing the causes of errors, the researcher refers to the theory proposed by Wilkins: Interlingua errors – caused by the interference of mother tongue, and the theory proposed by Richards: Intralingua errors – four factors causes of errors. The following description is provided to explain the factors causing of errors produced by the subjects of this study.

4.4.1 Interlingua Errors

Intralingua error is caused by the influence of mother tongue acquired. The writer found out some of the errors produced by students in this area is as follows:

- a. "Mr.Ponari came late *morning yesterday*". It should be "Mr.Ponari came late *yesterday morning*".
- b. "I will arrive in Surabaya *morning tomorrow*". It should be "I will arrive in Surabaya *tomorrow morning*".

The cause of errors is because of the students translate literally directly from Indonesian to English. In fact, Indonesian and English have

different system of grammar, including word order. In this case, it has wrong order of adverb of time.

4.4.2 Intralingua Errors

Based on the result above, the four factors of students' committing errors that the researcher found out are as follows:

a. Overgeneralization

One of the students' causes of errors is overgeneralization in which the students tended to use the simple rule to generalize the other uses and to apply the previous strategies of the target language in the new situation, so that it leads them to create a new deviant structure on the basis of this expression of other structures in the target language. Based on the result, the writer found out some of the errors produced by students in this area are as follows:

- a. "From 1968 to 1970, he *goed* to Manchester University", should be "From 1968 to 1970, he *went* to Manchester University".
- b. "They *sleeped* so well last night", should be "They *slept* so well last night".

Based on the errors above, there is an over form by adding-ed in past participle to all past verb, while the verb is irregular verb.

Another example is that the student cuts down the tasks involved in sentence production. The verb person singular marker (-s/es) is eliminated because in these sentences the subject refers to the third person singular.. Some of the errors produced by students in this area are as follows:

- a. "In other words, he *come* from Liverpool", should be "In other words, he *comes* from Liverpool".
- b. "The director *need* a young television reporter", should be "The director *needs* a young television reporter".

b. Ignorance of rule restrictions

In this error, the student uses a previously acquired rule in a new situation. The student failed to observe the restriction of existing structure. The writer found out only an error produced by student in this area is "We are *study* together in Kartolo's house". This sentence is wrong. The correct one is "We are *studying* together in Kartolo's house". As we know, after *auxiliary verb* must be followed by *infinitive* + *ing*.

c. Incomplete application of rules

A failure to achieve complete knowledge of the target language occurs in cases where the student finds he/she can have successful communication by using simple rules rather than more complex ones. The student tends to apply some of the rules and continues to make deviant forms in order to make him/her easily understand. Based on the result, the writer found out the error produced by students in this area. As in the following example: "Do Riqza come to your house every Sunday", it should be "Does Riqza come to your house every Sunday".

Another example is that the student uses *infinitive* after *have or has* instead of past participle in present perfect tense.

Some of the errors produced by students in this area are as follows:

- a. "Over since he left university, he has want a job in television". It should be "Over since he left university, he has wanted a job in television". "In other words, he come from Liverpool", should be "In other words, he comes from Liverpool".
- b. "For the last two years, he has have a job with a newspaper here". It should be "For the last two years, he has had a job with a newspaper here".

d. False concept hypothesized

It refers to errors which are derived from faulty comprehension of distinction in the target language. Based on the result, the writer found out this sentence "He *left* his office yet" It should be "He *has not left* his office yet". The using of "yet" is false concept hypothesized, because "yet" is occurred in a negative sentence.

To get a clear description of errors and to determine dominant cause of errors in core tense system produced by the second year students of MTs Mamba'ul – Ulum Bedanten Bungah Gresik. The researcher tabulated the number of cause errors as follows:

Table 4.9

The table of number of cause errors in the core tense system

| No | Causes of | Total of Errors | Percentage | Ran |
|----|--------------|------------------------|----------------|-----|
| | Error | | | k |
| 1. | Interlingua | 16 | 16 | |
| | Errors | | X 100 = 21% | 2 |
| | | | 76 | |
| 2. | Intralingua | | | |
| | Errors | 31 | 31 | |
| | a.Overgenera | | X 100 = 40,79% | 1 |
| | lization | | 76 | |
| | | | | |
| | | | | |
| | b.Ignorance | | 1 | |
| | of rule | 1 | X 100 = 1,32% | |
| | restriction | | 76 | 5 |
| | | | | |

| c.Incomple application rules | | 13 _ X 100 = 17,11% 76 | 4 |
|------------------------------------|-------|------------------------------|---|
| d.False concept hypothesiz | ed 15 | 15 _ X 100 = 19,73% 76 | 3 |
| Total Errors | 76 | 100 % | |

The table 4.9 shows the number of cause errors in each type of tense in core tense system error. Among all those cause errors, the dominant cause of errors in core tense system is overgeneralization is thirty one and its percentage is 40,79%. The total number of errors in interlingua error is sixteen and its percentage is 21%. and intralingua errors that consist of errors of overgeneralization 40,79%, ignorance of rule restriction 1,32%, incomplete application rules 17,11% and also false concept hypothesized 19,73%.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents the general conclusion of the study of core tense system errors produced by second year students of MTs. Mamba'ul – Ulum Bedanten Bungah Gresik. As stated in the statement of problems, the writer is curious about types of core tense system errors that are produced by the students, the frequency of core tense system errors and the factors causing the students produced errors in core tense system.

5.1 Conclusion

Based on the research finding and discussion, the researcher draws conclusions related to this study:

- 1. The types of tense error in the core tense system that the second year students of MTs. Mamba'ul Ulum Bedanten Bungah Gresik frequently produced are simple present tense 19%, present progressive tense 20,30%, simple past tense 23,31%, simple future tense 16%, and present perfect tense 21,42%. In addition, the writer found that simple past tense is the most frequently committed errors that occur in the work of the students.
- 2. The factors causing the second year students of MTs. Mamba'ul Ulum Bedanten Bungah Gresik produce core tense system errors in each tense are interlingua errors 21% and intralingua errors that consist of errors of overgeneralization 40,79%, ignorance of rule restriction 1,32%, incomplete application rules 17,11% and also false concept hypothesized 19,73%. In

addition, the writer found that overgeneralization is the dominant cause of errors that occur in the work of the students.

All those mean that the second year students of MTs. Mamba'ul – Ulum Bedanten Bungah Gresik still had problems and weaknesses in applying and understanding the English grammar especially core tense system. Almost in all kinds of errors studied here, the highest percentage of errors occurred in simple past tense.

5.2 Suggestion

All the end of this study the writer would like to give some suggestions to both the teacher and the students related to the result of this study. They are as follow:

5.2.1 For the teacher:

The teacher should know the result of this research and he/she should give a special attention to the students' grammar difficulties especially in core tense system in his/her teaching learning activity to anticipate the error in the future. Because of grammar is an important thing in mastering English skill, the students needed to study the grammar well. Although the curriculum of junior high school is focusing on genre and not in grammar.

5.2.2 For the students:

The students should learn from the errors they have produced and have more practices in core tense system, so that they could avoid

repeating the same errors in the future. They should pay attention to English grammatical rule, and should aim at becoming serious foreign language learners. It means that they should follow the teachers' instructions carefully and apply the given patterns accurately.

5.2.3 For further researcher

The writer realizes that this study is not perfect enough to overcome the problem of errors produced by the students because of the writer's limited knowledge, instruments, and the references used in analyzing the problem. She expects a further study implements a better technique in order to get a better result.

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