

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

THESIS

**Submitted in Partial Fulfillment of the Requirements for the Degree of
Sarjana Pendidikan Islam (S.Pd.I) in Teaching English**



By:

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APPROVAL SHEET

This thesis by IIS FAHRIANI entitled AN ERROR ANALYSIS OF THE CORE TENSE SYSTEM PRODUCED BY THE SECOND YEAR STUDENTS OF MTS MAMBA'UL – ULUM BEDANTEN BUNGAH GRESIK has been approved by the thesis advisors and could be proposed to fulfill the requirement of graduated degree in English Teaching of Tarbiyah Faculty State of Islamic Studies Surabaya.

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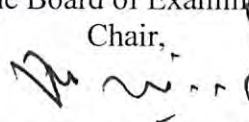
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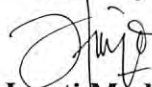
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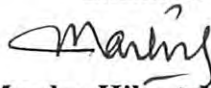
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Menyatakan bahwa karya ilmiah ini adalah hasil karya penulis sendiri dan sepanjang pengetahuan penulis tidak berisi materi yang ditulis oleh orang lain sebagai persyaratan penyelesaian studi di perguruan tinggi ini maupun diperguruan tinggi lain, kecuali bagian tertentu yang penulis gunakan sebagai acuan dengan mengikuti tata cara dan etika penulisan karya ilmiah yang lazim.

Demikian pernyataan ini penulis dibuat dengan sebenar-benarnya. Apabila ternyata terbukti bahawa pernyataan penulis ini tidak benar, maka itu sepenuhnya menjadi tanggung jawab penulis.

Gresik, July 18th, 2012

Penulis

Iis Fahriani

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

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.

- 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.

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 <i>make</i> a kite | a. Made b. Makes c. Making | a. Simple Past b. Simple present c. Gerund | 4 14 9 |
| 8 | I <i>studied</i> the lesson | a. Studies b. Are studying c. Study | a. Simple present b. Present progressive c. Simple present | 1 3 11 |
| 13 | The <i>slept</i> so well last night | a. Sleeped b. Sleep c. Sleeping | a. No form b. Simple present c. Gerund | 11 2 1 |
| 20 | Mr. Ponari Came late <i>Yesterday</i> <i>Morning</i> | a. Everyday b. Next week c. Morning yesterday | a. Time signal in present b. Time signal in future c. No form | 16 7 1 |
| 21 | Jim <i>was</i> born near Liverpool | a. Will b. Is c. Were | a. 'Be' future b. 'Be' present c. 'Be' past | 13 6 3 |
| 24 | From 1986 to 1970, he went to Manchester University | a. Goed b. Will go c. Is going d. Goes | a. No form b. Simple future c. Present progressive d. Simple Present | 11 6 4 1 |
| Total | | | | 124 |

- 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.

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 *finish* 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.

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.

