

**ERROR ANALYSIS IN USING SIMPLE PRESENT TENSE IN  
THE STUDENTS' DESCRIPTIVE PARAGRAPH IN THE  
TENTH GRADE STUDENTS OF SMKN 4 BANDAR  
LAMPUNG IN THE ACADEMIC YEAR OF  
2019/2020**

A Thesis

Submitted as a Partial Fullfilment of the Requirements for A Thesis

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## ABSTRACT

### ERROR ANALYSIS IN USING SIMPLE PRESENT TENSE IN THE STUDENTS' DESCRIPTIVE PARAGRAPH IN THE TENTH GRADE STUDENTS OF SMKN 4 BANDAR AMPUNG IN THE ACADEMIC YEAR OF 2019/2020

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This research aims to analyze the errors and to provide description of error analysis in using simple present tense. Mastering grammar and simple present tense are not easy to do for students who learning English because they face different conditions, moreover in Indonesia. For this reason, the objective of this research is to find out the error that students make in using simple present tense based on surface strategy taxonomy and to find out the sources of error at the first semester of tenth grade students at SMKN 4 Bandar Lampung.

This research used descriptive qualitative research in collecting and analyzing the data. The data gathered from the students then it was analyzed in order to draw a conclusion. The subject of the research was tenth grade AKL 6. This research used documentation as a tool to analyze the error. The researcher took the task that they have made then analyze, classify, and percentage those errors based on surface strategy taxonomy. Afterwards, the researcher analyzed the sources of error.

In conclusion, based on the result of the research, the researcher found 258 items of students' errors. It consists of 37 items or 14.3% of addition error, 126 items or 48.8% of omission error, 82 items or 31.7% of misformation error and 13 items or 5.03% of misordering error. Those errors were indicating students' grammar ability and the application of grammar in using simple present tense is still low. Based on the data, the researcher concluded the sources of students' error were interference errors, and intralingual errors and developmental errors.

***Keywords: grammar, error analysis, simple present tense.***





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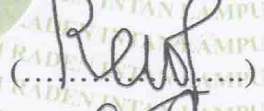
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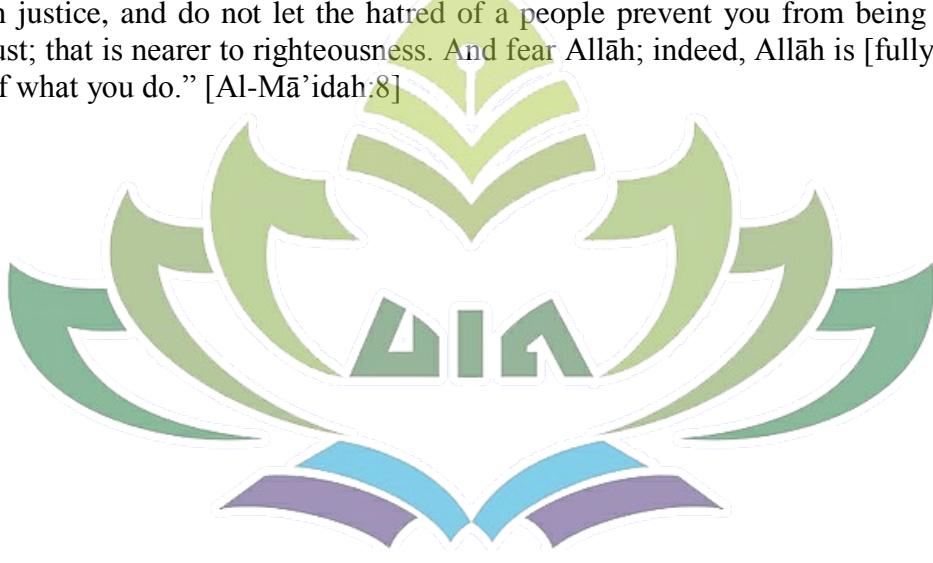
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## MOTTO

يَا أَيُّهَا الَّذِينَ آمَنُوا كُونُوا قَوَّامِينَ لِلَّهِ شُهَدَاءَ بِالْقِسْطِ وَلَا يَجْرِمَنَّكُمْ  
شَنَاةُ قَوْمٍ عَلَىٰ أَلَّا تَعْدِلُوا اعْدِلُوا هُوَ أَقْرَبُ لِلتَّقْوَىٰ وَاتَّقُوا اللَّهَ إِنَّ  
اللَّهَ خَبِيرٌ بِمَا تَعْمَلُونَ

(8) “O you who have believed, be persistently standing firm for Allāh, witnesses in justice, and do not let the hatred of a people prevent you from being just. Be just; that is nearer to righteousness. And fear Allāh; indeed, Allāh is [fully] Aware of what you do.” [Al-Mā'idah:8]





## DECLARATION

I hereby declare this thesis entitled “Error analysis in using simple present tense in students’ descriptive paragraph in the tenth grade students of SMKN 4 Bandar Lampung in the academic year of 2019/2020” is completely my own work. I am fully aware that I have quoted some statements and theories from various sources and they are properly acknowledgement in the next.

Bandar Lampung, 21 October 2020

Declared by,

Zenika Iyang Sari  
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## DEDICATION

This thesis is dedicated to everyone who cares and loves me. I would like to dedicate this thesis to:

1. The Almighty Allah who always love me and by my side no matter what.
2. The prophet Muhammad as my guide.
3. My beloved parents, Mr. Ali Barji and Ms. Ruslaini who always support and keep praying for my life and success, give me strength to finish this thesis.
4. My beloved sister, Alindia Desi Rani and my beloved brother Shah Raja Abdullah Alturtusi who always support and motivate me.
5. My late brother Muhammad Rizki Ramadhan, I love you.
6. My beloved niece Azizah Azzahara Khairunnisa, and my brother in law Ditta Aryodha Putra.
7. My beloved almamater, UIN Raden Intan Lampung.
8. All of my family members.

## **CURRICULUM VITAE**

The researcher's name is Zenika Iyang Sari, she was born on October 23<sup>rd</sup> 1997, in Tangerang. She is the second child of four siblings from Mr. Ali Barji and Ms. Ruslaini. She has an older sister that is Alindia Desi Rani and two younger brothers, there are Shah Raja Abdullah Alturtusi and the late Muhammad Rizki Ramadhan. The researcher started her study at RA. Arrofrof Tangerang in 2002. Then, she continued her study at SDI Al Husna Tangerang in 2003 and finished in 2009. In the same year, she continued her study to SMP Gajah Mada Bandar Lampung and graduated in 2012. Afterwards, she studied in SMK Gajah Mada Bandar Lampung and graduated in 2015. In 2015, she continued her study in UIN Raden Intan Lampung as a student of English Educational Study Program of Tarbiyah and Teacher Training Faculty.



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Finally, the researcher is fully aware that there are still have a lot of weaknesses in this thesis. For this, the researcher sincerely welcomes critics and suggestion from the readers to enhance the quality of this thesis.

Bandar Lampung, 21 October 2020  
The Researcher,

Zenika Iyang Sari  
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## CHAPTER I INTRODUCTION

### A. Background of Problem

In the age of globalization, world development is increasingly dynamic, ranging from the rise of free trade, until the more corporate establishment in Indonesia. English is the most commonly spoken language of the world, and it is also the mother tongue spoken by over four hundred million people scattered throughout the world, which makes English as an International language more important for us to master.

Mastering English is also important in Indonesia, even though English is a foreign language in Indonesia. It is taught in all levels of education such as: elementary school, junior high school, senior high school, and university level. Some people choose to enter English Language Education program. In learning English, there are four language skills that need to be learned. They are listening, speaking, reading, and writing. All those skills are very important and supporting each other. However, this research gives more emphasis on writing skill.

Williams argues, Writing is difficult, and being a good writer involves countless skill.<sup>1</sup> In addition, Norrish define writing as the language skill with which the native speaker has more problems, and one which is not mastered at all by some of them.<sup>2</sup> Those statements show that making a good writing is difficult. That is why many students made some errors in their writing.

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<sup>1</sup> Heidi Williams, *Plagiarism*, (New York: GreenHaven Press, 2008), p. 5

<sup>2</sup> John Norrish, *Language Learners and Their Errors*, (London: The MacMillan Press Limited, 1983), p. 63

Students in their writing often make some errors, including when they have to write about descriptive composition. It could happen because the students do not give attention to the writing elements. They are grammar (in this case only focus on tenses) and composition itself; it includes the content, organization, vocabulary, language, and mechanics. Those two elements are not only important and exist in descriptive that we usually use in our daily lives, but also in every kind of writing.

In using simple present tense, there are some differences between Indonesian and English. In Indonesian:

1. **Saya** suka **memasak**./**Saya** sangat cantik.
2. **Dia** suka **memasak**./**Dia** sangat cantik.
3. **Mereka** suka **memasak**./**Mereka** sangat cantik.

Meanwhile in English:

1. **I love** cooking./**I am** so beautiful.
2. **She loves** cooking./**She is** so beautiful.
3. **They love** cooking./**They are** so beautiful.

Based on those sentences above, it can be concluded that Bahasa Indonesia does not change the verb, and the subject does not change the verb too. Meanwhile in English that English tenses can change the verb based on the subjects. This problem is, as John Norrish points out, it is common for students as human beings to make errors, even many native speakers make a lot of mistakes,



and they will be unaware of it.<sup>3</sup> There are many types of taxonomy to know the students' error, one of them is Surface Strategy Taxonomy.

Surface strategy taxonomy by Dulay, Burt, and Krashen highlights the way surface structures change. The common errors in surface strategy taxonomy are omission, addition, misformation, and misordering. Which means that surface strategy taxonomy highlights the way surface structure are altered. Students may miss morpheme or necessary word or add unnecessary particle, and so on. This study is actually not a new study. There are so many researchers who have conducted study for the similar topic, which is about the grammatical errors in using tense.

Therefore, the researcher wants to do a literature review in order to know how the other researchers analyze the topic, so the researcher can avoid the possibility of plagiarism, and the researcher is also able to know the difference between this research and the previous research. The researcher presented some of the previous studies dealing with grammatical error analysis.

The first previous research comes from Emmaryan, entitled "An Analysis on The Grammatical Errors in The Students' Writing". She classified error into grammatical errors included sentence pattern, tense, pronoun, preposition, spelling and punctuation.<sup>4</sup> The difference between previous study and current study is the researcher only focuses on the tense, which means the researcher does not discuss the other things around it.

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<sup>3</sup> *ibid.*

<sup>4</sup> Fajariani Emmaryana, Published Undergraduate's Thesis: "*An Analysis on Grammatical Errors in The Students' Writing*" (Jakarta: UIN Syarif Hidayatullah, 2010). Accessed on <http://repository.uinjkt.ac.id/dspace/bitstream/123456789/3508/1/FAJARIANI%20EMMARYANA-%20FITK.pdf>

The second previous research comes from Alfiyani, entitled “An Analysis of Grammatical Errors in Writing Among The Second Semester Students of English Department of Yogyakarta State University in The Academic Year of 2011/2012”.<sup>5</sup> Unlike the current study, the researcher only addresses grammatical errors based on four forms of error in surface strategy taxonomy. The researcher will not clarify all kinds of taxonomy.

The third previous study comes from Wennyta, entitled “An Analysis of Grammatical Errors Present in Final Project Proposal Made by English Study Program Students of Batanghari University Jambi”.<sup>6</sup> The contrast with the previous research is that it used linguistic category taxonomy not surface strategy taxonomy to evaluate the errors created by students.

The researcher did preliminary research in SMKN 4 Bandar Lampung, and on the basis of an interview with the English teacher of SMKN 4 Bandar Lampung, the researcher found that the students seemed to lack of vocabulary in English, and because of this issue, the students also had trouble forming a sentence. The teacher said that the students did not know how to construct a sentence based on grammar (especially tenses), that is why they make mistakes. For the example, they forgot to put -s or -es on the verb (except verb to be), for

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<sup>5</sup> Lulu Meiliani Alfiyani, Published Undergraduate’s Thesis: “*An Analisis on Grammatical Errors in Writing Among The Second Semester Students of English Department of Yogyakarta State University in The Academic Year of 2011/2012.*” (Yogyakarta: UNY, 2013). Accessed on <https://eprints.uny.ac.id/view/doctype/thesis/2013.html>

<sup>6</sup> Wennyta, Published Undergraduate’s Thesis: “*An Analysis of Grammatical Errors Present in Final Project Proposal Made by English Study Program Students of Batanghari University Jambi*”, (Jambi: Universitas Batanghari, 2011). Accessed on <https://media.neliti.com/media/publications/81639-EN-an-analysis-of-grammatical-errors-presen.pdf>

singular noun subject (Jeje, book, etc) or third person singular pronoun (she, he, it).

Thus, on the basis of the above problem description, the researcher is interested in investigating the students' errors in the use of simple present tense in the student descriptive paragraph in the tenth grade of SMKN 4 Bandar Lampung in the academic year 2019/2020. The researcher prefers to examine grammatical errors by using simple present tense, because the researcher needs to know how much of the total errors that students have made, and how much of any aspect of surface strategy taxonomy, such as omission, misformation, and misordering, and, of course, why those students have made errors. So this research can help the teacher to know the students' problem in learning English especially in writing skill.

### **B. Identification of Problem**

Linked to the title, the researcher will find the following problem to be addressed in this research:

1. The lack of vocabulary among students.
2. Students have trouble constructing a sentence.
3. Students have trouble using tense in their writing.

### **C. Limitation of Problem**

Considering the limitation of time and resource, the researcher focused on the the students' errors in using simple present tense (in this case, the researcher focused on two kinds of sentences in English, there are nominal sentence and



verbal sentence) based on the theory of surface strategy taxonomy by Dulay, Burt and Krashen. Of course not only that, the researcher also find out the causes of students making errors based on the real condition of the students at that time. That is to know that the causes of the students making errors because of factors from inside of the students or outside. Which mean, the researcher does not explain any further analysis on the other issues.

#### **D. Formulation of Problem**

Previously, on the basis of the context of the problem, some issues are formulated as follows:

1. What kinds of errors are made by students using simple present tense?
2. What is the most common error made by students in a descriptive paragraph?
3. What are the causes of the errors that students have made in writing a descriptive paragraph?

#### **E. Objective of the Research**

The objectives of this research will be accomplished, as follows:

1. Define the type of errors made by students by using simple present tense.
2. To know the kind of error that students usually create in their descriptive paragraph writing.
3. To know the causes of the descriptive paragraph error in writing that occurs in the student's writing.

## F. Significance of the Research

### 1. Theoretically

Theoretically, the outcome of this research is intended to help the other researcher gain more knowledge on the theories used by the researcher, and maybe be they can adopt the theories that used as a guide for those who want to carry out research in the same area. I also hope that this research can produce a new theory regarding the analysis of student errors in using simple present tense and the causes of students making these errors.

### 2. Practically

#### a. Teacher

Hopefully this research would be useful for teachers by understanding the students' grammatical errors in using simple present tense. Teachers will then concentrate more on the subject that students sometimes make errors. The researcher hopes that this research can help the teachers in teaching, so the students can more understand the use of tense, and they can fix the errors made in order to have better English.

#### b. Student

Since this research focuses on analyzing the errors of simple present tense usage, this research is supposed to improve students' knowledge. The researcher hopes that this research can increase their writing abilities in English. So they can minimize the

errors they made, and they can write fluently and naturally as the native speakers do.

## **G. Scope of the Research**

### **1. Subject of the Research**

The subject of the research is all students of class X Akuntansi Lembaga dan Keuangan (AKL) 6 in SMKN 4 Bandar Lampung.

### **2. Object of the Research**

The focus of the research is the students' errors in making the descriptive paragraph writing simple present tense, and the causes of the students' errors (interlingual and intralingual). The researcher would like to focus on grammatical errors in the simple present tense described by Dulay, Burt, and Krashen's theory, namely surface strategy taxonomy.

### **3. Place of the Research**

Research performed at SMKN 4 Bandar Lampung.

### **4. Time of the Research**

Research undertaken in the first semester of students in the academic year 2019/2020.



## CHAPTER II THEORETICAL FRAMEWORK

### A. Error Analysis

#### 1. Definition of Error Analysis

Error analysis is a movement to uncover the learning results accomplished by students in creating interlanguage framework recorded as a speaking and writing which is comprise of correlation between the errors made in target language and that target language itself. Errors found recorded as speaking and writing. Taylor as referred to Fang and Xue-Mei, they express error analysis as study and assessment of uncertainly and measurement<sup>1</sup> It infers that errors has a positive impact in language learning since the sign a language student do not gain proficiency with the principles of the objective language adequately.

Erdogan characterized that errors analysis manages the students' presentation as far as the intellectual procedures they utilize perceiving or coding the info they get from the target language..<sup>2</sup> Therefore, an essential focal point of error analysis is on the proof that students' error furnish with a comprehension of the basic procedure of second language procurement.

Error analysis stresses the essentialness of errors in students' interlanguage framework. error analysis is a kind of semantic investigation that centers around the error students make. As the process to observe, analyze, and classify the

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<sup>1</sup> Xie Fang and Jiang Xue-Mei, "Error Analysis and the EFL Classroom Teaching", *College of Foreign Languages, Liaoning Normal University, Dalian Liaoning, China*, Vol. 4 No. 9, (September 2007). Accessed on <http://www.cje.ids.czest.pl/biblioteka/9195542-Error-analysis-and-the-EFL-classroom-teaching.pdf>

<sup>2</sup> Erdogan, "Contribution of Error Analysis to Foreign Language Teaching, *Mesin University Journal of the Faculty of Education*, Vol. 1, Issue 2, (December 2005). Accessed on [http://research.iaun.ac.ir/pd/shafiee-nahrkhalajoid/pdfs/HomeWork\\_5173.pdf](http://research.iaun.ac.ir/pd/shafiee-nahrkhalajoid/pdfs/HomeWork_5173.pdf)

deviations of the guidelines of the subsequent language and afterward to uncover the frameworks worked by student. From the three definitions above, it tends to be explained that error analysis is an activity to identify, classify and describe the errors made by students in speaking or writing and it is done to get data on basic challenges looked by somebody in talking or composing English sentences.

## 2. Error and Mistake

Dulay said that errors are imperfect side of the students' writing or speaking. They are those parts of discussion or composition that goes astray from a few chosen shapes of develop language performance.<sup>3</sup> Meanwhile, Corder states that error shows gaps of student's knowledge.<sup>4</sup> It could happen because the students cannot apply what them known. An error cannot be self-corrected, but students can rectify their mistakes by themselves.

Mistakes can be distinguished into two categories. They are systematic and non-systematic. Mistakes are classifications as non-precise errors out of chance conditions, such as slips of the tongue, while errors allude to efficient errors which regularly happen in second language learning. In process of evolving of goal mastery language, the student cannot learn without getting their first errors learning process.

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<sup>3</sup> Heidi Dulay dan Marina Burt dan Stephen Krashen, *Language Two* (New York: Oxford University Press, 1982), p. 138

<sup>4</sup> Corder, Pit. *The significance of learner's errors*. (International Review of Applied Linguistics, 1967), p. 161

Corder explained that errors as branches of the code as a lack of knowledge of the arrangement rules of the language being learned and thus the meaning of state or sentences delivered in unsatisfactory.<sup>5</sup>

Based on the definition above, we can conclude that error and mistake have different meaning. In error, the learners do not have known about the pattern, so they cannot repair it soon. While in mistake, the learners have known the pattern, so they can correct it. In this research, the researcher focused on the learners' error in using tenses.

**Tabel. 1**  
**The Distinction between Error and Mistake<sup>6</sup>**

<b>Mistake</b>	<b>Error</b>
Associated with the pupils' quality performance	Related to the pupils' deficiency competence
Can be self-corrected when the pupils pay attention.	Cannot be self-corrected because the pupils do not know the correct of the TL rules.
Inconsistent deviation.	Consistent deviation.
Caused by some factors such as exhaustion lack of attention, carelessness, etc.	Caused by pupils who have not mastered yet the TL rules.
Reflected the pupils' temporary impediment or imperfection when utilizing the TL.	Reflected the pupils' understanding or competency in the TL.

### 3. Sources of Error

Richards classified sources of errors into two categories. They are interlingual errors caused by the mother tongue interference, and intralingual and developmental errors occurring during the learning process of the second

<sup>5</sup> "The significance of.....", p. 164

<sup>6</sup> *Ibid*

language at arrange when they have not truly procured the information. So it can be categorized within two domains as follows:

**a. Interlingual Transfer**

Interlingual transfer is noteworthy hotspot for language students. Word reference of Language Educating and Applied Etymology characterizes interlingual blunders just like the consequence of language move, which is brought about by the student's first language.<sup>7</sup> Be that as it may, this ought not be mistaken for behaviouristic approach of language transfer. Error analysis does not see them as the diligence of old propensities, yet rather as signs that the student is disguising and exploring the arrangement of the new language. Interlingual errors may happen at various levels such as transfer of phonological, morphological, syntactic and lexic-semantic components of the local language into the objective language. We can infer that these sort of errors are impacted by the primary language which meddle with target language learning. It can see by a procedure in which understudies utilize their insight into their local language in learning objective language. The understudies will decipher word by word colloquial articulations, jargon and even the syntactic standards of the students' first language into the second language.

**b. Intralingual Transfer and Developmental Errors**

Obstructions from the understudies' own language is not the main purpose behind submitting blunders. As Ellis expresses, a few errors appear to be general, mirroring students' endeavors to make the undertaking of learning and utilizing

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<sup>7</sup> Erdogan, "Contribution of Error Analysis....." p. 265



the objective language simpler.<sup>8</sup> Utilization of past tense suffix ‘-ed’ for all verbs is an example of rearrangements and over generalization. These errors are normal in the discourse of second language students, independent of their native language.

Intralingual errors result from defective or halfway learning of the target language instead of language transfer. They might be brought about by the impact of one target language thing upon another. For example, students endeavor to utilize two tense markers simultaneously in one sentence since they have not aced the language yet. At the point when they state, “*He is comes here*”, it is on the grounds that the peculiarity of the third individual requires “is” in present constant, and “- s” toward the finish of a verb in simple present tense. To put it plainly, intralingual errors happen because of students' endeavor to develop ideas and theories about the objective language from their constrained involvement in it. Students may submit errors because of this explanation from numerous points of view as in the following examples; *He play football every Sunday, You looks handsome today, She go to school everyday.*<sup>9</sup>

We can presume that these kinds of error are brought about by the target language (TL) itself. The understudies in numbness of a target language structure on any level and any class can do both of two things: possibly they can start learning the required thing, connecting with their learning procedures, or they can attempt to fill the hole by falling back on correspondence methodologies. Learning methodologies are utilized for code breaking while correspondence

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<sup>8</sup> *Ibid*, p. 266

<sup>9</sup> *Ibid*,

systems are encoding and interpreting techniques. Both types of strategy can be the source of error.

Richard suggested four types and causes of intralingual and developmental error made by second language learner as follows:

**a. Over-generalization of rules**

At the point when the students make a freak structure based on their experience of another structure in the target language is called over generalization. For example, *He can sings, He is walks, it is occurs*, etc. Over generalization is related with repetition decrease, it might happen. For example, with thing which are differentiated in the syntax of the language however which don't convey noteworthy and clear difference for the students. The – ed marker, in narrative or in the past context, frequently seems to convey no importance since past is typically lexically speculations and communicated similarly in the present. For the example : *I go to university and I meet my new professor yesterday.*

**b. Ignorance of rule restriction**

This identified with the speculation of freak structure that is alludes to the inability to merit the limitation of existing structures, that is the use of rules to the unique situations, where they do not have any significant bearing.<sup>10</sup>

For example:

- 1) The man who I saw him, violets the limitation on subjects in structure with *who*.
- 2) I made him to do it, ignores restriction on the distribution of *make*.

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<sup>10</sup>Carl James, *Error in Language and Use* (New York: Longman,1998), p. 74

### c. Incomplete application of rule

The statement form may be used as a question one of the transformations in series may be omitted, or a question word may be added to the statement form.<sup>11</sup> The student basically in correspondence doesn't require more than rudimentary standards of inquiry utilization. Inspiration to get better correspondence may surpass inspiration itself to make right syntactic sentences. The utilization of inquiry is a typical showing gadget regularly they are used not to discover something however as methods for choosing question through a change work out. In light of classroom perception recommend that of utilization of inquiry might be disconnected of ability, it is intended to build up. In this class we may take note of the event of structure whose deviancy speaks to the level of improvement of the guidelines required to create adequate articulations.

### d. False concept hypothesized

False concepts hypothesized are the broken cognizance of qualification in the target language can make errors. For examples, the form of *was* might be deciphered as a marker of past tense, *one day it was happened* and *is* might be deciphered as a marker of present tense; *he is speak French*.

## 4. Social Factors

The social factors which give these highlights noteworthiness can likewise influence the students creating errors. Richards in this book thinks about that age

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<sup>11</sup> *Ibid*, p 177

and inspiration are associated with social factor. How about we see the two pieces of those.

**a. Age**

Age of the student is one of the most significant variables impacting their prosperity or disappointment in learning limits change as he becomes more seasoned and this may influence learning. Richards depicts that the part of children's language to confinement of the length of articulations forced by the kids' powerlessness to design a head increasingly a couple words.<sup>12</sup> In some ways adults are better prepared for language learning than children. The adult's memory is better and has a more noteworthy capacity to for new idea. Be that as it may, the youngsters are better imitator of a discourse sounds.

**b. Motivation**

Thought of social factors additionally drives incorporation of the general motivation verbal which impacts language learning. That is instrumental inspiration which is depict as that persuading a student to read a language for generally utilitarian reason, and not as means for reconciliation with individuals from other social phonetic gathering.

**5. Conducting An Error Analysis**

Following Corder as in Ellis and Barkhuizen's book, we can distinguish the following steps in conducting an error analysis:

- a. Collecting a sample of learner language.
- b. Identification of errors.

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<sup>12</sup> *Ibid*, p. 9



- c. Description of errors.
- d. Explanation of errors.
- e. Evaluation of errors.<sup>13</sup>

The procedures and problems are associated with each of these steps are considered below.

#### **a. Collecting a sample of learner language**

Collecting a sample of student language gives the information to the error analysis. The specialist should know that the idea of the example that is gathered may impact the nature and circulation of the errors observed.<sup>14</sup>

#### **b. Identification of errors**

Identification of error includes the examination between what the student has created and what a local speaker partner would deliver in the equivalent context.<sup>15</sup> The basic procedure is as follows:

- 1) Prepare a reproduction of the example as this would have been created by the student's native speaker partner.
- 2) Assume that each articulation or sentence created by the student is erroneous and systematically eliminate those that underlying correlation with the native speaker test shows to be well-formed. Those expression or sentences remaining contain errors.
- 3) Distinguish which parts of every student articulation or sentence varies from the recreated form.<sup>16</sup>

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<sup>13</sup> Rod Ellis, Gary Barkhuizen, *Analyzing Learner Language*, (New York: Oxford University Press, 2005), p. 57

<sup>14</sup> *Ibid.*

<sup>15</sup> *Ibid*, p. 58

### c. Description of errors

Corder as in Ellis and Barkhuizen's book, composes that the depiction of error is basically a near procedure, the information being the original erroneous expressions and reproduced articulation. Subsequently, depiction of student errors includes determining how the structures created by the student contrast from the delivered by the student's native speaker partners. It centers around the surface properties of student utterances.<sup>17</sup> There are two steps:

- 1) The improvement of the arrangement of elucidating classes for coding the errors that have been recognized.
- 2) Recording the recurrence of the errors in every classification.

James as in Ellis and Barkhuizen's book clarified that two standards for the advancement of illustrative classifications can be built up. The arrangement of classes (referred to as a taxonomy) must be 'well-developed' and 'elaborated', and thus capable of describing errors with maximum delicacy, it must also be simple and self-explanatory. Two sorts of taxonomy have been utilized; linguistic taxonomy, and surface structure taxonomy. It is likewise conceivable to consolidate these.<sup>18</sup>

### d. Explanation of errors

Explaining errors includes deciding their sources so as to represent why they were made. From the perspective of SLA research, this is the most significant stage in an error analysis. One evident motivation behind why students

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<sup>16</sup> *Ibid.*

<sup>17</sup> *Ibid.*, p. 60

<sup>18</sup> *Ibid.*

make errors is the trouble they involvement with getting to their L2 information when conveying. On the off chance that L2 structures have not yet been automatized, they require controlled preparing. The outcome is that they resort to the utilization of non-standard structures that have been gained before and are automatized.<sup>19</sup>

#### e. Evaluation of errors

Error evaluation is not so much a phase in the investigation of student errors as a strengthening method for applying the aftereffect of error analysis. It includes deciding of gravity of various errors with the end goal of choosing which ones ought to get guidance. Making arrangements for an error evaluation study includes the accompanying advances:

- 1) Select the errors to be assessed (these could be all the mistakes recognized in the error analysis or more probable, a subset of them). the errors are generally introduced either in complete sentences or here and there in a ceaseless content.
- 2) Decide to basis on which the errors are to be judged. The most generally picked rule is 'gravity' (i.e 'seriousnes') however other standards are feasible (for example, 'intelligibity' or 'irritability').
- 3) Set up the error evaluation instrument. This will comprise of a lot of instructions, the erroneous sentences or text, and a strategy for evaluating the errors.

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<sup>19</sup> *Ibid*, p. 62

- 4) Choose the appointed authorities. It is ideal to have in any event two. The more adjudicators, the better, as this builds the unwavering quality and generalizability of the outcome. In the event that native speaker and non-native speakers are picked it is attractive to dissect their decisions independently as exploration demonstrates they vary extensively.
- 5) Error evaluation studies were well known during the 1970s and 1980s, yet have evaporated totally, partially in light of uncertain outcome that made it difficult to build up an unequivocal scale for foreseeing error gravity. Nevertheless, teachers do need to take choices about which errors to address and hence have a reasonable need to embrace some sort of error evaluation.<sup>20</sup>

## 6. Types of Error

According to Dulay, Burt, and Krashen in “Language Two”, there are four types of Error Analysis as follows:

### a. Linguistic Category Taxonomy

A lot of error taxonomies have been based on the linguistic item which is influenced by an error. These linguistic category taxonomies categorize errors by either or both the language component or the particular linguistic constituent the error influences.

Language components incorporate phonology (articulation), syntax (structure) and morphology (punctuation), semantics and lexicon (meaning and vocabulary), and discourse (style). The constituents are incorporated into the components that involve all languages. for instance,

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<sup>20</sup> *Ibid*, p. 67



inside grammar one may ask whether the error is in the fundamental or subordinate provision, and within a clause, which constituent is affected, e.g. the noun phrase, the auxiliary phrase, the verb phrase, the preposition, the adverb, the adjectives, and so on.<sup>21</sup>

### **b. Surface Strategy Taxonomy**

A surface strategy taxonomy highlights the way surface structures are changed. Students may *omit* necessary items or *add* unnecessary ones, they may *misform* items or *misorder* them. Researchers have noted, however that the surface elements of the language are modified in specific and systematic ways.

Analyzing errors from a surface strategy perspective becomes quite encouraging for researchers concerned with identifying cognitive processes that underlie the learning process of reconstructing of a new language. The students are not the laziness or sloppy thinking, but use of interim principles by students to produce a new language.<sup>22</sup>

### **c. Comparative Taxonomy**

The classification of errors in a comparative taxonomy is based on comparisons between the structure of L2 errors and certain the shorts of developments. For illustration, in case one were to utilize a comparative taxonomy to classify the errors of Korean understudy learning English, one might compare the structure of the student's errors

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<sup>21</sup> Dulay et al, *Language.....*, p. 146

<sup>22</sup> *Ibid*, p. 150

to that of errors informed for children obtaining English as a first language.

In the research literature, L2 errors were most commonly compared to errors made by children learning the target language as their first languages and to equivalent phrases or sentences in the mother tongue of the students. These comparisons resulted in the two major error categories in this taxonomy: developmental errors and interlingual errors. Two other categories that have been used in comparative analysis taxonomies are derived from the first two: ambiguous errors, which can be classified as either developmental and interlingual, and, of course, in category of catch bags, others, which are neither of them.<sup>23</sup>

#### **d. Communicative Effect Taxonomy**

While the surface strategy taxonomy and the comparative taxonomy focus on the aspects of the errors themselves, the communicative effect classification deals with errors from the the point of view of their impact on the listener or reader. It focuses on distinguishing between errors that appear to cause miscommunication and those that do not. Researcher has shown that certain kinds of errors make a critical difference as to whether or not the listener or reader understand intended message of the speaker. Errors that affect the overall organization of the sentence hinder successful communication, while

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<sup>23</sup> *Ibid*, p. 163

error that usually affects a single element of the sentence usually does not hinder communication.<sup>24</sup>

## B. The Concept of Surface Strategy Taxonomy

The surface strategy taxonomy highlights the ways surface structures are changed. Analyzing errors from a surface strategy point of becomes quite encouraging for researchers concerned with identifying cognitive processes that underlie the learning process of reconstructing of a new language. Dulay, Burt, and Krashen as cited in Ellis and Barkhuizen argue that surface strategy taxonomy is based on ‘the way surface structures are altered’ in incorrect statements or sentences.<sup>25</sup> There are four types of errors which are described as follows:

### 1. Omission

Errors of omission are identified by the absence of an item or morpheme that must appear in a well-formed expression when the learners are considered to grammatical correct.<sup>26</sup> For the example, the omission of auxialry verb (be), the omission of verb inflections (-s/-es), and other omission errors.

E.g. Incorrect : He play football every Sunday.

Correct : He plays football every Sunday.

### 2. Addition

According to Dulay, Burt, and Krashen, errors of addition are the opposite of omission. These kinds of errors are identified by the presence

<sup>24</sup> *Ibid*, p. 189

<sup>25</sup> Rod Ellis, Gary Barkhuizen, *Analyzing Learner.....*, p. 150

<sup>26</sup> *Dulay et al*, “*Language.....*”, p. 154

of an item that is unnecessary or, in most cases, does not appear in well-formed sentences.<sup>27</sup> In addition, learners add phrases that are not required in a sentence, or learners add some unnecessary element.

E.g. Incorrect : You looks so handsome today.

Correct : You look so handsome today.

### 3. Misformation

Errors of misformation are identified by the use of incorrect morphology or structure.<sup>28</sup> Distinct from omission where the items are supplied at all, in misformation, the learners deliver something even if it is incorrect.

E.g. Incorrect : She looked pretty today.

Correct : She looks pretty today.

### 4. Misordering

Since according Dulay et al, errors of misorder are categorized by the incorrect placement of a morpheme or a group of morphemes in a utterance.<sup>29</sup>

E.g. Incorrect : They are team a great.

Correct : They are a great team.

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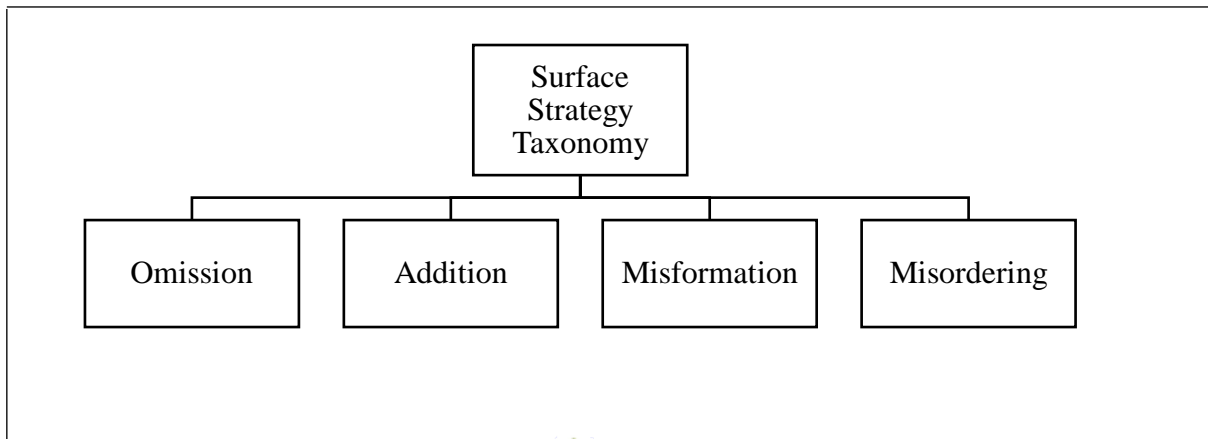
<sup>27</sup> *Ibid.* h. 156

<sup>28</sup> *Ibid.* h. 158

<sup>29</sup> *ibid.* p. 162



Based on the concept above, the analysis could be represented grammatically:



**Figure 1. The concept of Surface Strategy Taxonomy**

## C. Writing

### 1. Definition of Writing

There are four skills that need to be mastered in learning English: listening, speaking, reading, and writing. Between all skills, writing is the most difficult skill to learn. This statement was supported by Richards. Renandy said that writing is a complex skill for second-language learners to master.<sup>30</sup> The complexity is not only in generating and organizing ideas, but also in translating ideas into readable texts. In addition, Axelrod and Coopers already said writing is a complex process and includes an element of mystery and amaze. But we fully understand that writing is a skill that everybody can learn to manage.<sup>31</sup>

<sup>30</sup> Jack C. Richards and Willy A. Renandya, *Methodology in Language Teaching: An Anthology of Current Practice*, (Cambridge University Press, 2002), p. 303

<sup>31</sup> Rise B. Axelrod and Charles R. Chooper, *The St. Martin's Guide to Writing*, (New York: St Martin's Press, Inc, 1985), p. 3

On the other hand, Sumarno, as in Riadi 's article, points out that writing sets out graphic symbols that represent a language that others understood.<sup>32</sup> In addition, there is Tarigan, as in Riadi 's article, which says that writing expresses ideas , opinions, or thoughts and feelings.<sup>33</sup>

So based on the definitions above, we can conclude that writing is an activity to expressing the idea, opinions, thoughts, or feelings with the tools, symbols, painting, sentences or anything else in written, that represent language and people understood of it. On the other hand, We can say that writing can be interpreted from other skills as being the most complicated one. Even though writing is more than a communication tool. It is a way of memorising and a way of thinking. It is not easy to write because of that. It's going to need a hard job. We have to create words , phrases , sentences and paragraph in writing at the same time. It is a way to learn. Nobody can write a lot of interest without thinking, investigating, observing, asking questions, exploring, and reading first.

## 2. Writing Process

Throughout teaching writing, we should focus on the product of writing or on the writing process itself. We could concentrate on the product that is only interested in the goal of the task and the end product. Those who advocate a process approach to writing, even so, pay attention to the different stages that each piece of writing is going through.

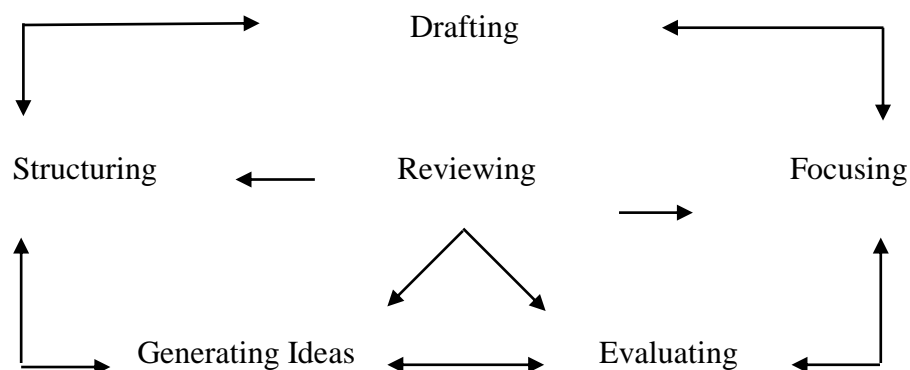
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<sup>32</sup> Muchlisin Riadi, "Pengertian, Tujuan, dan Tahapan Menulis", (On-line) available at: <https://www.kajianpustaka.com/2013/07/pengertian-tujuan-dan-tahapan-menulis.html>, (July 9, 2013).

<sup>33</sup> *ibid.*

In reality, the writing process is more complicated than this, and the different stages of drafting, reviewing, redrafting and writing, etc. are done in a recursive manner as Tribble states in Harmer 's book, we move backwards and forward between these different stages.<sup>34</sup> Therefore, in the editing process, we may feel the need to go back to the pre-writing phase and think again; we may edit some of our writing as we draft it.

White and Arndt, as in Harmer's book says, “writing is re-writing; that revision-seeing with new eyes-has a central role to play in the act of text creation.” In their concept, the writing process is an interrelated series of recursive phases that contain: drawing up, structuring (ordering information, experimenting with arrangements, etc.), reviewing (checking context, connections, assessing impact, editing), focusing (assuring you get the message across you want to get across), generating ideas and evaluating (assessing the draft and/or subsequent drafts).<sup>35</sup> White and Arndt’s model as in Harmer’s book can be represented diagrammatically, as in Figure 2:



**Figure 2. White and Arndt’s process writing model**

<sup>34</sup> Jeremy Harmer, *The Practice of English Language Teaching 3rd ed.*, (London: Longman, 2002), p. 257

<sup>35</sup> *Ibid*, p. 258

## D. Paragraph

### 1. Definition of Paragraph

There are some definitions of paragraph based on the some experts. Sanggam said that paragraph is a product of written language skill to express the topic in a piece of writing. Syamsuri as cited in Yuniati states that paragraph is a unity of mind, a unity which is more expensive than the sentence.<sup>36</sup> On the other side, Oshima and Hogue in their book “Introduction to Academic Writing”, said that The paragraph is a group of related sentences which discuss one (and usually only one) main idea. A paragraph may be as short as one sentence or as long as ten sentences.<sup>37</sup> The number of sentences is insignificant; however, the paragraph should be long enough to make the main idea clear.

A paragraph may stand on its own. In academic writing, you often write a paragraph to answer a test question, such as: “Define objective management and give one example of it from the reading you have done for this class.” A paragraph may also be part of a longer piece of writing, such as an essay or a book.

Though a paragraph is a group of sentences that gives rise to a single idea, the writer must arrange sentence by sentence to describe the whole point of mind easily, so that the author can organise the paragraphs systematically and logically. In order to be effective, a paragraph must begin with a sentence on the subject, have sentences that support the main idea of that paragraph and maintain a

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<sup>36</sup> Dwi Yuniati, (On-line) available at [http://repository.ump.ac.id/1256/3/Dwi%20Yuniati\\_CHAPTER%20II.pdf](http://repository.ump.ac.id/1256/3/Dwi%20Yuniati_CHAPTER%20II.pdf) (2015)

<sup>37</sup> Alice Oshima & Ann Hogue, *Introduction to Academic Writing (2<sup>nd</sup> Edition)*. New York: Addison Wesley Longman, Inc. 1997. p. 2

consistent flow.<sup>38</sup> Noah Lukeman in his book “Dash and Style” as cited in Ricard describes the paragraph break as one of the most crucial marks in the punctuation world.<sup>39</sup> The objective of a paragraph is to express the views of the speaker on a particular point in a clear manner that is specific and unique to that paragraph. In other words, paragraphs should not be a mix of thoughts or ideas. In general, a new paragraph will be introduced by the writer when a new idea is introduced.

There are three main parts of a paragraph:

**a. Topic sentence**

The main idea of the paragraph is laid down in the topic sentence. Not only does it mention the subject of the paragraph, but it also limits the subject to a specific area which can be fully discussed within the scope of a single paragraph. The part of the topic sentence that declares the particular area to be explored is called the Control Idea.<sup>40</sup>

**b. Supporting sentence**

The topic sentence is developed by supporting sentences. Specifically, they describe or prove the sentence of the subject by offering more information about it.<sup>41</sup> Supporting Sentences are details that relate to and support the sentence on the subject. It is composed of the body of the paragraph. This component should consist of specific information which is directly relevant to and further develops the central argument presented in the

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<sup>38</sup> MonMouth University, “Paragraphs”, (On-line) available at <https://www.monmouth.edu/resources-for-writers/documents/paragraphs.pdf/>

<sup>39</sup> Richard Nordquist, “Known The Best Practices for The Most Effective Use of Paragraphs”, (On-line) available at <https://www.thoughtco.com/paragraph-composition-term-1691565>

<sup>43</sup> Alice Oshima & Ann Hogue, *Introduction to.....*, p. 3

<sup>41</sup> *Ibid*, p. 3



sentence on the subject. It is common to have two to five concise sentences in supporting sentence, which is generally sufficient to develop the main point and keep the paragraph focused.

It is also important to undergo in mind that a paragraph may additionally show up to be disjointed (with no clear or logical development of thought) when the conceptual connections within the paragraph are missing or poorly developed. This issue can be resolved by using adding a sentence to the following announcement or with the aid of revising the existing sentences in such a way that they lead from one sentence to the next. Appropriate use of introductory words and phrases may also help to clarify conceptual connections within a paragraph. Readers appreciate the fact that writers make these conceptual connections clear rather than relying on the reader to make these connections on their own.<sup>42</sup>

### c. Concluding sentence

The concluding sentence indicates the end of the paragraph and puts important points to the reader to be remembered. Concluding sentences are usual to stand-alone paragraphs. Even so, paragraphs that are part of an overall piece of writing usually do not require the conclusion of sentences.<sup>43</sup>

Concluding sentence could be a brief reflection or explanation on the main idea. The conclusion or closing of the sentence basically rehashes the most thought of the passage within the setting of the supporting evidence.

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<sup>42</sup> *Ibid.*

<sup>43</sup> *Ibid,*

Be that as it may, it is imperative to note that the concluding statement ought to not basically rehash the sentence on the topic sentence; care ought to be taken to play down excess between the two. The concluding statement can also be used to transition into the main idea of the next paragraph, which improves the overall flow of the paper.<sup>44</sup>

## 2. Types of Paragraph

There are four types of paragraphs that you need to know about: *descriptive*, *narrative*, *expository*, and *persuasive*. A quick search around the internet will yield other types, but to keep this simple, it's a good idea to consider just these four.

- a. *The descriptive paragraph.* This sort of paragraph depicts something and shows the reader how a thing or an individual is. The words picked in the portrayal frequently offer to the five senses of touch, smell, vision, sound and taste. Descriptive paragraphs might be imaginative and may go astray from syntactic standards.
- b. *The narrative paragraph.* This sort of paragraph recounts to a story. There's a sequence of action or there's an unmistakable start, center, and end to the paragraph.
- c. *The expository paragraph.* This kind of paragraph clarifies something or gives guidance. It could likewise portray a procedure and move the reader bit by bit through a strategy. This kind of section frequently requires

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<sup>44</sup> *Ibid.*

research, yet it's conceivable that the author can depend on their own insight and aptitude.

- d. *The persuasive paragraph.* This kind of paragraph attempts to get the reader to acknowledge a specific perspective or comprehend the author's position. This is the sort of section that numerous instructors center around on the grounds that it's valuable when constructing a contention. It frequently requires the assortment of realities and exploration.<sup>45</sup>

## E. Descriptive Writing

### 1. Definition of Descriptive Text

Descriptive writing is characteristic features of a particular thing. Since according Oshima and Hogue, descriptive writing refers to the senses, so it informs how something looks , feels, smells , tastes, or sounds..<sup>46</sup> In addition, a good description is like a “word picture”; the reader can imagine the object, place, or person in his or her mind. A writer of a good description is like an artist who paints a picture that can be “seen” clearly in the mind of the reader.

Descriptive text is one of the types of texts that students learn in school. Students should also be taught how to make descriptive text well. Here, experts have some definition of the descriptive text. Said by Tompkins, as described in the Asriel descriptive text, painting pictures with words. The meaning is that students describe something like a picture, a person, a thing, an animal, and

<sup>45</sup> Richard Nordquist, “*Known The Best Practices.....*”

<sup>46</sup> Oshima and Hogue, *Introduction to.....*, p. 4

place.<sup>47</sup> In the descriptive text, students have to describe what the details of the object look like. As a result, readers can clearly obtain information about the object or the image.

The purpose of writing a description is to describe a person, place, or thing in such vivid detail that it is easy for the reader to form a precise mental picture of what is being written about, or to feel that it is part of the experience. Stanley as in Teaching English 4 all's article asserts that the aim of description is to convey to the reader what something looks like.<sup>48</sup> Furthermore, Johnston & Morrow states that the purpose of descriptive text is to describe objects or persons in which the writer is interested.<sup>49</sup> Therefore, The writer should know well what he wants to describe, begin by carefully observing the objects in order to take the important details and give the reader a clear picture and avoid ambiguity.

## 2. Generic Structure of Descriptive Text

Students also learn about the generic structure in the descriptive text. Besides students who know about the definition of descriptive text, students also know about the general structure of descriptive text. Without a generic structure, students can not write correctly about the descriptive paragraph. The taking after generic structure of the descriptive text by a few experts. According to Wardiman, et all as in Teaching English 4 All's article, specifying the generic structure of the descriptive text into two parts, the introduction is the part of the paragraph that

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<sup>47</sup> Rini Asrial, *Teaching Writing Descriptive Text By Combining Brainstorming and Chart Strategies at Junior High School*, (On-line) available at <https://jim.stkip-pgri-bumbar.ac.id/jurnal>, p. 3

<sup>48</sup> Teaching English 4 All, "*Descriptive Text in Teaching English*", (On-line) available at <https://teachingenglish4all.wordpress.com/2010/06/28/descriptive-text/>

<sup>49</sup> *Ibid.*

introduces the character and the description is the part of the paragraph that extends the character. This indicates that the descriptive text contains two elements for the identification of a phenomenon (identification) and another (description) for the representation of parts, qualities or characteristics.<sup>50</sup> This means that students make a descriptive text based on the parts and rules of the framework. The descriptive text consists of two parts. First, students need to find basic information. Second, students should find specific information, such as the characteristics of the students. On the basis of two parts of the descriptive text, students must be able to decide which one is the general information and the specific information.

### 3. Language Features of Descriptive Text

Wardiman states that there are some main language features of descriptive:

#### a. Specific participant

Descriptive text describes about specific object. it, is unusual and unique (only one). for example: Bandengan beach, my house, Borobudur temple.

#### b. The use of the adjective

The function is to explain the noun, for example: a pretty woman, a handsome guy, etc.

#### c. The use of simple present tense

The sentence pattern used is simple present because it tells the fact of the object described.

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<sup>50</sup> Rini Asrial, "Teaching Writing Descriptive.....", p. 3



d. Action verb

The verb that shows an activity. for example, sleep, wash, talk etc

#### 4. The Example of Descriptive Text

Descriptive text is a text that describes as detailed as possible about something, someone, place or anything else. In the syllabus of vocational high school, two descriptive texts are devoid of material. There are a description of your family, and a description of historic places. This is an example of the descriptive text that is appropriate for the syllabus.

##### My Family

I live with my little family. It consists of four members, there are my father, my mother, my older brother, and of course I as the youngest family member. My mother is middle-aged woman, now she is about 48 years old. Her name is Mrs. Khomariyah. She has beautiful face and black long straight hair. Her eyes just like ordinary Asian woman, black. She is a bit fat because she rarely does exercise as a busy housewife. However, she can manage her dress well, so he can keep looking good on all her dress.

My father is Mr. Jono, he is about 51 years old. Although now he isn't young anymore but his hair still looks pretty good in black with few grey hairs. His eyes are black like most Asian, especially Indonesian people. He is relatively tall compared to all the family members, about 168cm. He is working on local wood manufacture as the manager. He works hard for his family. Sometimes he also makes tasty meal when my mother isn't home. I love his cooking, especially the fried rice, it's just like the yummiest fried rice I have ever tasted.

Then the next family member is my older brother, he is Wahyu Budi. Now, he is 23 years old. Just like my parent, my brother also has black eyes and black straight hair. He is taller than me, he is as tall as my father. He is quite smart, diligent, and helpful person. Now he continues his study in learning English and he hope someday can be a good teacher. All of my family, but me, can speak both Javanese and Sundanese fluently. We had been lived in Bandung, precisely in Leuwiliang for about 6 years. Unfortunately, we had to move to Surabaya for some reasons when I was 2 years old. So, if they're talking in Sundanese, I have no idea what they are talking about. Now, we have to live our life in here, my beloved city Surabaya.<sup>51</sup>

**Figure 2. The example of descriptive text**

## **F. Grammar**

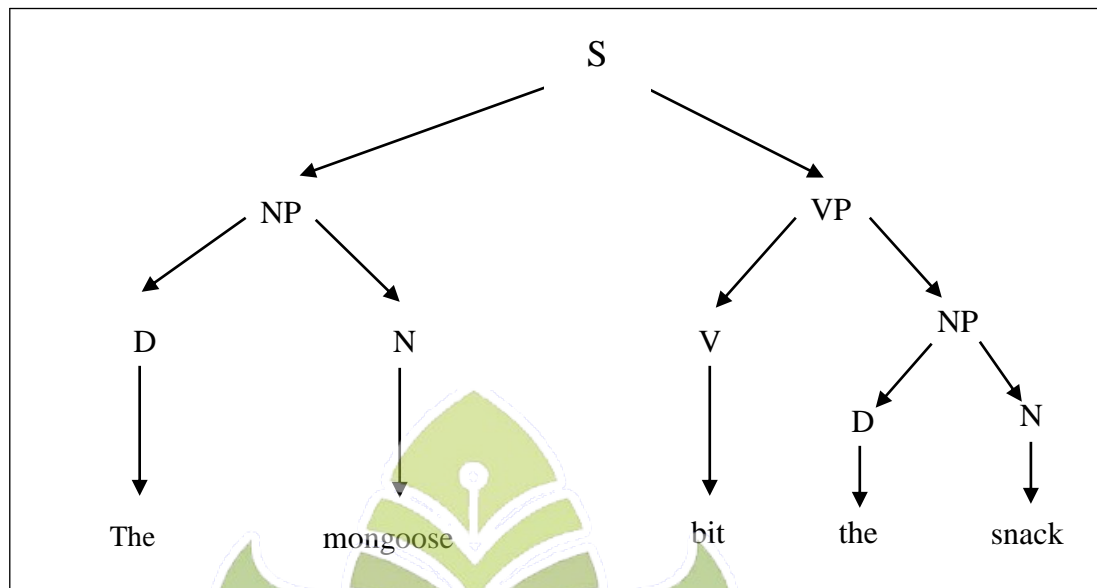
### **1. The Concept of Grammar**

Grammar of language is a description of how words can change their forms and can be combined into phrases in that language. If the rules of grammar are violated with too little care, communication may suffer. It is extremely difficult to create a 'good' rule of grammar. Over the years, linguists probing native-speaker speech and writing have devised a variety of systems to describe how language works.<sup>52</sup> A classic tree diagram will show us one of those descriptions and show how the grammatical rule provides the scaffolding on which we can produce any variety of distinct sentences. If we take simple

<sup>51</sup> Gould Brown. "The Grammar of English Grammars". (On-line), available at: <http://www.gutenberg.net> (March 17, 2004).

<sup>52</sup> Jeremy Harmer, *The Practice of English Language Teaching* (3<sup>rd</sup> Edition). London: Longman, 2002, p. 12

sentence like *The mongoose bit the snack*, we can represent it in the following way:



**Figure 3. A grammar tree diagram**<sup>53</sup>

This formulation tells us that the sentence (S) contains a noun phrase (NP) and a verb phrase (VP). The noun phrase (NP) contains the determiner (D) and noun (N) whilst the verb phrase (VP) contains a verb (V) and another noun phrase (NP).

What is necessary here is not so much the particular way in which grammar is defined, but the fact that representation shows us how this simple sentence is structured. It allows us to replace different words while maintaining the same structure, so that *The boy kicked the dog* or *The teacher praised the student* would also qualify as sentences with the same grammatical structure.

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<sup>53</sup> *Ibid.*

## 2. Definition of Grammar

Grammar is more than just a set of laws. It is the ever-evolving nature of language, a area that demands research, encourages examination and guarantees curiosity. James E. Purpura stated in his book *Assessing Grammar*: Grammar is described as a systematic way to predict an ideal speaker or listener's knowledge of the language. This is done by a set of rules or principles that can be used to generate all well-formed or grammatical expressions in the language.

Penny as in Emmaryana's thesis said that grammar is often described as the way words are placed together to make appropriate phrases. It is, as we will see at the moment, an oversimplification, but it is a decent starting point. Thus in English "I am a student" is grammatical; "I a student" and "I are a student" are not.<sup>54</sup> Grammatical errors could happen because of competence error or performance error. Competence error is developed from a lack of knowledge or ability. Meanwhile, performance error is developed a mistake in language processing in the head. For the example, error in typing the word, "the" becomes "teh".

According to Woods and Friedman, grammar is a study of language, specifically, how words are put together.<sup>55</sup> Somehow, Grammar also means a set of principles that you must meet in order to talk and write better. There are two types of grammar described by Woods and Friedman, descriptive grammar and

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<sup>54</sup> Fajariani Emmaryana, Published Udergraduate's Thesis: "*An Analysis on Grammatical Errors in The Students' Writing*" (Jakarta: UIN Syarif Hidayatullah, 2010), p.17 Accessed on <http://repository.uinjkt.ac.id/dspace/bitstream/123456789/3508/1/FAJARIANI%20EMMARYAN A-%20FITK.pdf>

<sup>55</sup> Geraldine Woods and Joan Friedman, *Grammar Essentials for Dummies*, Canada: Wiley Publishing, 2010, p. 6

functional grammar. Descriptive grammar is when learners understand what each word is (its part of the speech) and what each word does (its role in the sentence). Meanwhile, functional grammar shows the learners how words behave when they are going their jobs properly.<sup>56</sup> Woods and Friedman argue that the study of grammar is the study of three main issues: selecting the correct words, placing certain words in the correct order, and adding the correct punctuation marks in the correct position..

Besides, Thornbury states that grammar is part of the study of what forms (structures) are appropriate in a language.<sup>57</sup> He adds that grammar is a representation of how the rules govern the formation of sentences in a language. In the sentence *We is not at homme right now* shows unacceptable words order. Thornbury states, The system of rule that cover the order of words in a sentence is called syntax.

## G. Tense

### 1. Definition of Tense

Swan as in Ilham's thesis states that The verb forms that show differences in time are called tenses. Tenses are formed either by changing the verb (e.g. know, work) or by adding an auxiliary verb (will know, will work).<sup>58</sup> Tenses typically reflects the duration of the situation in relation to the condition of the argument or at the duration of the expression. The most common tenses found in

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<sup>56</sup> *Ibid.* p. 7

<sup>57</sup> Scott Thornbury, *How To Teach Grammar*. Cambridge: Pearson Education, 1999, p. 16

<sup>58</sup> Muhammad Ilham, Unpublished Undergraduate's Thesis: *Grammatical Error Analysis in Using Tense*, (Bandar Lampung: Teknokrat University, 2017), p. 11



languages are basic, present and continuous tense. For the example, *She goes to school everyday* (simple present tense).

## 2. Classification of Tenses

Frank said there are several ways to classify a few tenses in English. It definitely depends on our understanding of the tenses. Generally, the classification of the tenses is based on the semantic meaning and the form of the verb.<sup>59</sup> According to Azar in her book “Understanding and Using English Grammar Fourth Edition”, tenses is divided into three.<sup>60</sup> They are past, present, and future. Each tenses has four forms are shown at the table below:

**Table. 2**  
**Classification of Tense**

<b>Past Tense</b>	<b>Present Tense</b>	<b>Future Tense</b>
1. Simple Past Tense	1. Simple Present Tense	1. Simple Future Tense
2. Past Progressive Tense	2. Present Progressive Tense	2. Future Progressive Tense
3. Past Perfect Tense	3. Present Perfect Tense	3. Future Perfect Tense
4. Past Perfect Progressive Tense	4. Present Perfect Progressive Tense	4. Future Perfect Progressive Tense

## H. Simple Present Tense

### 1. Definition of Simple Present Tense

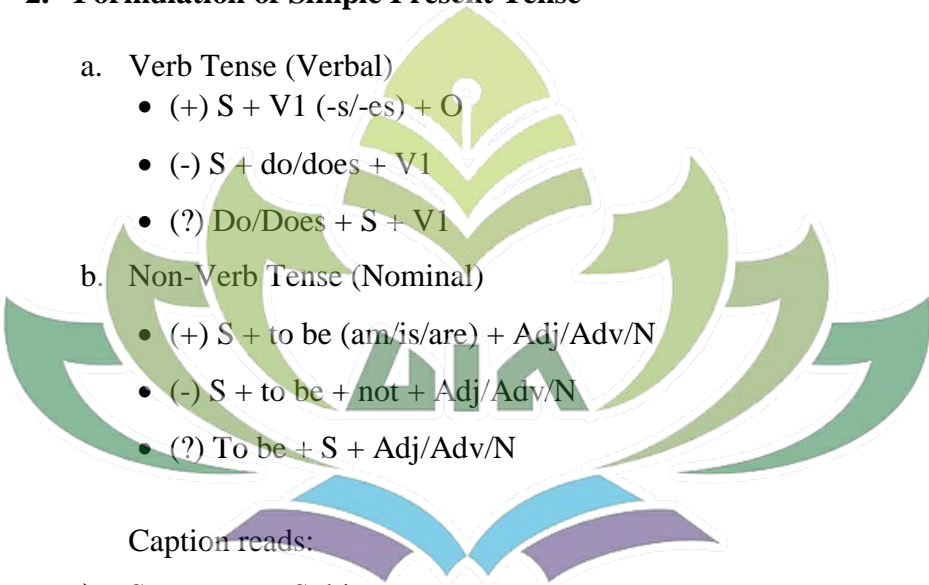
Murphy as in Scott’s book said that we use the simple present to discuss about matters in general. We use it to say that some thing occurs all the time or repeatedly, or that some thing is proper in standard. Whereas according to Swan

<sup>59</sup> Marcella Frank, *Modern English: A Practical Reference Guide*, New Jersey: Prentice-Hall, 1972, p. 52

<sup>60</sup> Betty S Azar, *Understanding and Using English Grammar* (3<sup>rd</sup> Edition), New York: Longman, 2002, p. 2

as in Scott's book, When we talk about everlasting situations, or matters that appear regularly or all the time (not just round now), we typically use the simple present tense.<sup>61</sup> More clearly an explanation of simple present tense from Betty Schramper Azar that said in general, the simple present expresses events or situations that always exist, usually, habitually; they exist now, have existed in the past, and are likely to exist in the future.<sup>62</sup>

## 2. Formulation of Simple Present Tense

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- a. Verb Tense (Verbal)
    - (+) S + V1 (-s/-es) + O
    - (-) S + do/does + V1
    - (?) Do/Does + S + V1
  - b. Non-Verb Tense (Nominal)
    - (+) S + to be (am/is/are) + Adj/Adv/N
    - (-) S + to be + not + Adj/Adv/N
    - (?) To be + S + Adj/Adv/N

Caption reads:

- S = Subject
- V1 = First form verb
- (-s/-es) = Adding suffix to the verb appropriate to the subject
- O = Object
- To be = Linking verb
- Adj = Adjective
- Adve = Adverb
- N = Noun

<sup>61</sup> Thornbury, Scott. "How To Teach.....", p. 20

<sup>62</sup> Betty S Azar, "Understanding and Using....." p. 4

Both the verbal and nominal sentences, there are change in the verb that are affected by numbers and people. For the verbal sentence, if the subject of the sentence is (she/he/it/single third person), then the verb should be added -s or -es. The meaning of the third person is the person that we are talking about. Whereas the first person is us as someone who is talking. And the second person is the person to whom we speak. For the example, we are talking about Jeje. Then, the one who is talking is me, the one who is listening is you, and the person that we are talking about is Jeje.

The verb ending with -s, -sh, -ch, -x, -z, or -o added suffix -es. The verb ending with -y that preceded by consonant, added suffix -es by changing the last character from -y into i. But, to the verb ending with -y which was preceded by vowel, added suffix -s by not modifying the last character from -y into i. Besides those criterion, the verb is adding suffix -s. Exceptions to have and has. They are do not need to added by suffix -s or -es. To the form of negative sentence, the verb does not need to added by suffix -s or -es. Because the suffix moved to 'does'. So, the verb has no more suffix.

For the nominal sentence, if the subject of the sentence is "I", we have to use "am" as linking verb of the sentence. If the subject of the sentence is (she/he/it/single third person), we should use "is" as linking verb of the sentence. But, if teh subject of the sentence is (they/we/you/plural), we have to use "are" as linking verb of the sentence.

### 3. Example of Simple Present Tense

#### a. Verbal

**Table. 3**

**The Example of Simple Present Tense (Verbal)**

<b>Positive</b>	<b>Negative</b>	<b>Introgative</b>
I eat breakfast every morning.	I do not eat breakfast every morning.	Do I eat breakfast every morning?
We sleep every night.	We do not sleep every night.	Do we sleep every night?
The earth goes around the sun.	The earth <b>does not</b> around the sun.	Does the earth around the sun?
Rini always reads grammar books in the library.	Rini <b>does not</b> always read grammar books in the library.	Does Rini always read grammar books in the library?
Iniesta passes to Messi, Messi shoots, and it's goal!	Iniesta <b>does not</b> pass to Messi, Messi <b>does not</b> shoot, and it's not goal!	Does Iniesta pass to Messi? Does Messi shoot? And does it goal?

#### b. Nominal

**Table. 4**

**The Example of Simple Present Tense (Nominal)**

<b>Positive</b>	<b>Negative</b>	<b>Introgative</b>
I <u>am</u> Sarah Stone.	I <u>am not</u> Sarah Stone.	<u>Am</u> I Sarah Stone?
I <u>'m</u> from Canada	I <u>am not</u> from Canada.	<u>Am</u> I from Canada?
They <u>are</u> students at a scientific school.	They <u>are not</u> students at a scientific school.	<u>Are</u> they students at a scientific school?
The umbrella <u>is</u> under the table.	The umbrella <u>is not</u> under the table.	<u>Is</u> the umbrella under the bed?
I <u>am</u> good at memorizing people's names.	I <u>am not</u> good at memorizing people's name.	<u>Am</u> I good at memorizing people's names?

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