

**STUDENTS' GRAMMATICAL ERROR BY USING SIMPLE
PRESENT TENSE IN ANALYTICAL EXPOSITION TEXT AT
THE SEVENTH GRADE OF SMPN 10 METRO**



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ABSTRACT

The research was conducted based on the phenomena that happened in the school. Grammar is one of important composition in English. The students at the seventh grade of SMPN 10 Metro still made grammatical errors especially in simple present tense. The objectives of this research are to find out the errors done by students in using simple present tense, and to know the proportion of errors made by students at the seventh grade of SMPN 10 Metro in Academic Year 2021/ 2022. The research methodology used descriptive qualitative. The data were taken from students' writing task. The population of this research was all the sentences in using simple present tense made by students at the eleventh grade of SMPN 10 Metro that consist 183 students. The sample of this research was 138 sentences containing errors in using simple present tense based on Linguistic Category Taxonomy. In this case, the researcher identified and described the errors based on Linguistic Category Taxonomy. After that, the researcher calculated the proportion by using percentage formula and found the causes of students to make error. The result of the research showed that there are five types of errors in using simple present tense made by students based on Linguistic Category Taxonomy. They are Noun Phrase Error, Verb Phrase Error, Verb-and-Verb Construction Error, Word Order Error and Some Transformations Error. The proportion of errors was 49 items of Noun Phrase Error (35.51%), 49 items of Verb Phrase Error (35.51%), 15 items of Verb-and-Verb Construction Error (10.87%), 12 items of Word Order Error (8.7%), and 13 items Some Transformations Error (9.41%). Furthermore, the researcher found Noun Phrase Error and Verb Phrase Error were the highest error made by the students. The result of the analysis of the cause showed that the cause of the most widely performed is Performance Error with percentage 96.77%. The second cause is Overgeneralization with percentage 87.09%. The third cause is Markers of transitional competence with percentage 80.64%. The forth cause is Teacher-induced error with percentage 67.75%. The fifth cause is Strategy of communication and assimilation with percentage 64.51%. And the last is Interference with percentage 25.80%.

Keyword: Error Analysis, Grammar, Simple Present Tense

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A. INTRODUCTION

1. Background of the Problem

In English there are four certain major language skills that should be targeted by a language learner. Those are listening, speaking, reading, and writing skills. Listening and reading skills are referred as receptive skills while speaking and writing skills are referred as productive skills.¹

All these skills basically train people in learning how to communicate and to deliver a message with another. Listening and reading are used to understand our world, whereas speaking and writing are to express our feeling, need, and desires through speaking and writing. Learning how to communicate with other people is not only through listening, speaking and reading but also through other media when the other person is not in front of us, which is done through writing.

The students are often making some errors. They often apply Indonesian grammar in their writing. Whereas in every language already has its own grammar rules. It also could from students' errors in internalizing their new system in the target language. They have made wrong generalization in their sentences. Errors can occur because the learning process of students, whether from student fatigue, carelessness, or others. Sometimes the teachers gave incorrect information for students, so the students also required the wrong information and it continued until the next level. From some of these aspects, writing becomes a difficult skill and students often make errors.

On the other hand, errors are part of learning itself. Corder in Ishida supports the statement by stating, errors are evidence of the learner's strategies of acquiring the language rather than the signs of inhibition of interference from native language habits.² Students usually do not realize when they make errors. It can happen because they often apply something without being reviewed first.

Based on the statements above, make error is acceptable. It means that students' errors provide evidence that the teacher must have strategies and do something to avoid students to make errors again. The strategy that can prevent students from making error is error analysis. By using error analysis, the teachers try to identify, describe and explain the errors made by students. It can help the teachers to minimize students' errors in their teaching and learning process. Realizing that error is inevitable in learning process, the teachers should pay attention to their errors. It will help them to avoid making the same error by analyzing the error itself.

2. Formulation of the Problem

Based on the background of problem above, the researcher formulates some problems. They are as follows;

1. What types of errors did the students make of simple present tense in analytical exposition text based on syntax error?
2. What were the most common errors in using simple present tense based on syntax error? 3. What were the causes of students to make error in using simple present tense in analytical exposition text?

¹ Jeremy Harmer, *The Practice of English Language Teaching*, (New York: Longman, 1989), p.16

² Masachika Ishida, "Error Analysis and its Significance in Second Language Teaching": *A Brief Survey of the Theoretical Aspect of Error Analysis*, 1982, p.3

3. Objective of the Research

The objective in this study was one of the important things in order the study reached the target what the researcher hoped.

1. To find out the kinds of errors made by the students in using simple present tense in analytical exposition text.
2. To discover the most errors of simple present tense in analytical exposition text made by students of SMPN 10 Metro.
3. To find the causes why the students made errors in their writing analytical exposition text.

4. Significance of the Research

The researcher expected the result of the research could be used:

1. Theoretical benefit

- a. The research can be useful to other researcher who wanted to conduct a research that was related of grammar in using simple present tense.
- b. For students, it can be an input to improve their knowledge of English, and it can be used to encourage students to be more cautious in using simple present tense.
- c. For teachers, this study will provide of students' errors in using simple present tense. It will give better insight to the teachers to deal with errors in tenses, especially in using simple present tense.

2. Practical benefit

- a. The finding of the research can be reference for English teacher to improve student's grammar usage in simple present tense using error analysis. It will provide feedbacks which can be used to adapt their teaching techniques.

B. REVIEW OF RELATED LITERATURE

1. Concept of Error and Mistake

According to Corder error is a part of the systematic study of the learners' language which is itself necessary to an understanding of the process of second language acquisition.³ Moreover, Dulay, Burt and Krashen define errors as the flawed side of learner speech or writing. They are those parts of conversation or composition that deviate from some selected norm of mature language performance.⁴

In addition, Brown states that in order to analyze students' errors in a proper perspective, it is crucial to make a distinction between mistakes and errors. An error is a deviation from the adult grammar of a native speaker which reflects the learner's language competence, while mistake refers to a performance error that is either a random guess or a "slip", in that it is failure to utilize a known system correctly.⁵ According to James, error as being an instance of language that is unintentionally deviant and is not self-correctible by its author. A mistake is either intentionally or unintentionally deviant and self-correctible.⁶ From the definition above, error and mistake are two different phenomena. Errors occur when the students cannot identify what is correct and incorrect. Mistake is the wrong use of language, but the student knows the correct form of its rules. Mistake can be corrected by them himself, while error cannot be self-corrected because the student may not be aware that they made the error and needs help from others to correct the error.

From the explanation above, it can be distinguished between mistakes and errors. Mistake can happen when writing or speaking because of the lack of attention, fatigue, carelessness, or some other aspect of performance. Mistake can be self-corrected, whereas an error happens when the student is unsuccessful in determining a new language or second language. The student has the lack of knowledge of it because they do not realize what they did is an error unless other people explain about it, and it cannot be self-corrected. So, in this research error and mistake are differentiated.

2. Concept of Error Analysis

Yang states that error analysis is the process of determining the incidence, nature, causes, and consequences of unsuccessful language.⁷ It is inevitable when students make an error in the process of language learning. Fundamentally, learning is a process that involves the making of mistakes, errors, misjudgment, etc. So that is why students make errors in the process of acquiring a new language because students find many different language characteristics in their own mother tongue. However, it is important for the teacher to recognize the errors. Thus, students will not repeat or minimize in making an error.

³ Scott Thornbury, *How to Teach Grammar*, (London: Longman, 1999), p. 1.

⁴ S. P. Corder, *Error analysis and Interlanguage*. (Walton Street, Oxford: Oxford University Press, 1981), p. 1

⁵ H. Douglas Brown, *Principles of Language Learning and Teaching: fifth edition*, New York: Pearson Education, 2007, p. 226.

⁶ Carl James, *Errors in Language Learning and Use*, England: Longman, 1998, p. 78.

⁷ Wenfen Yang, *A Tentative Analysis of Errors in Language Learning and Use*, vol. 1, no. 3, may 2010, p. 266.

Moreover Dulay states that error analysis is a process or steps in the analysis of the flawed side of learner writing that deviate from some selected norm of mature language performance.⁸ It means that error analysis is the process of analyzing and investigating students' deviations of the language process in the second language.

Corder states that there are two functions of error analysis. The first is a theoretical one and the second a practical one. The theoretical aspect of error analysis is part of the methodology of investigating the language learning process. In order to find out the nature of these psychological processes, and the practical aspect of error analysis is its function in guiding the remedial action we must take to correct an unsatisfactory state of affairs for learner or teacher.⁹ It means, there are two functions in error analysis. The first, theoretical aspects that investigate the process of language learning, and the second, the practical aspect that is function guiding in remedial action.

The result of error analysis gives some benefits to the teachers as well as to the students. Firstly, errors tell the teacher how far their students have progressed to reach the goal. Secondly, errors provide evidence how language learnt by students and what strategies to master the language.

From the statements above, error analysis is the technique to identify, describe and analyze errors systematically made by the students. Therefore, classification of errors needs to be done to guide avoid those errors and to guide the teachers to help the students correct their errors.

3. The Sources of Errors

It's necessary to know the source of error in order to identify the troubles that faced by students in language learning process. Taylor in Ellis points out the source of error into four categories:

1. Psycholinguistic sources concern the nature of the second language knowledge system and the difficulties learners have using in its production.
2. Sociolinguistic sources such matters as the learners' ability to adjust their language in accordance with the social context.
3. Epistemic sources concern the learners' lack of world knowledge.
4. Discourse sources involve problems in the organization of information into a coherent 'text'.¹⁰

Different from Ellis, Brown categorizes the source of error into interlingual transfer, intralingual transfer, context of learning and communication strategies.

1. Interlingual transfer is the negative influence of first language. Before the second language system is familiar for the learner. The first language is the only previous linguistic system which can be referred by the learner.
2. Intralingual transfer is the negative transfer within the target language itself. In other words, it's the incorrect generalization of rules within the target language.
3. Context of learning is the context refers, for example, to the classroom with its teacher and its materials in the case of school learning of the social situation in the case of untutored second language learning. In a classroom context the teacher or the textbook can lead the learner to make faulty hypotheses about the language. In other words, the

⁸ Heidi Dulay, et.al, *Language Two*, New York: Oxford University Press, 1982, p. 132.

⁹ S. P. Corder, *Error Analysis and Interlanguage*, Walton Street: Oxford University Press, 1981, p. 45.

¹⁰ Rod Ellis and Gary Barkhuizen, *Analysing Learner Language*, Oxford: Oxford University Press, 2008, p.

learners have wrong hypotheses of the teacher's explanation of the textbook which lead them to make errors.

4. Communication strategies is related to the learning style. The learners obviously use production strategies in order to enhance getting their messages across. However, at times these techniques can themselves become a source of error.¹¹

James' idea parallels with Brown in talking about the sources of error as follows:

1. *Mother-tongue Influence: Interlingual Errors*. The error caused by the mother tongue interference. The learners are influenced by the persistence of the their native language in using the target language.
2. *Target Language Causes: Intralingual Errors*. The learners in ignorance of a target language form on any level and of any class can do either of two things:
 - a) The learner can set about learning the needed item, engaging the learning strategies.
 - b) The learner can try to fill the gap by resorting to communication strategies.
3. *Communication Strategy-Based Errors*. The error includes holistic strategies and analytic strategies.
 - a) *Holistic strategies*, the term 'holistic' refers to the learners' assumption. The most general term for this approximation.
 - b) *Analytic strategies*, express the concept indirectly, by allusion rather than the direct reference: this is circumlocution.
4. *Induced Error* refers to the learner errors that result more from the classroom situation than from either the students' incomplete competence in English grammar (intralingual error) or first language interference (interlingual error). They are the result of being misled by the ways in which the teachers give definitions, examples, explanations, and arrange practice opportunities. Errors are caused by material-induced error, teacher-talk induced error, exercised-based induced error, errors induced by pedagogical priorities, and look-up errors.¹²

It can be concluded that Taylor classifies the source of error based on the learners' linguistic development stage. While Brown and James classify the source of error into four main categories, namely: interlingual transfer, intralingual transfer, context of learning and communication strategies or in James called induced error.

4. The Types of Error

Every human must have made an error in the language they say. Although they are very mastered the language but certainly not escape from the error. In error analysis, there are types that describe the errors. Some experts give their idea about kinds of error. They classify it into several types. Corder in Ellis distinguishes three types of error according to their systematically:

1. Pre-systematic errors occur when the learner is unaware of the existence of a particular rule in the target language. They are random.
2. Systematic errors occur when the learner has discovered a rule but it is the wrong one.
3. Post-systematic errors occur when the learner knows the correct target language rule but uses it inconsistently (i.e. makes a mistake).¹³

¹¹ H. Douglas Brown, *Op.Cit.*, p. 263-266.

¹² Carl James, *Op. Cit.*, p. 179-200.

¹³ Rod Ellis and Gary Barkhuizen, *Op.Cit.*, p. 51.

According to Dulay, there are four most useful and commonly used bases for descriptive classification of errors :

1. Linguistic Category Taxonomy

These linguistic categories taxonomies classify errors according to either or both the language component and the particular linguistic constituent that the error affects. Language components include the phonology (pronunciation), syntax and morphology (grammar), semantic and lexicon (meaning and vocabulary), and discourse (style).¹⁴

So in this category, errors are classified by language components that include phonology, syntax and morphology, semantics and lexicon and discourse. If we want to analyze the errors, we have to determine its category.

2. Surface Strategy Taxonomy

A surface strategy taxonomy highlights the ways surface structures are altered: learners may omit necessary items or add unnecessary ones, that may misform items or misorder them. Analyzing errors from a surface strategy perspective holds much promise for researchers concerned with identifying cognitive processes that underlie the learners' reconstruction of the new language.¹⁵ In this category includes some types, such as omission, addition (double markings, regularization, and simple addition), misformation (regularization errors, archi-forms, and altering forms), and misordering.

a. Omission

Omission errors are characterized by the absence of an item that must appear in a well-formed utterance. Content morphemes carry the bulk of the referential meaning of a sentence: Nouns, verbs, adjectives, adverbs.¹⁶ Language learners omit grammatical morphemes much more frequently than content words. For example:

Mary is the president of the new company.

✓ *Mary, president, new, company.* (Content Morpheme)

✓ *Is, the, of, the.* (Grammatical Morpheme)

From the sentence "Marry the president of the new company." Then Omission of Grammatical Morpheme 'is' and if the sentence "Marry is the president of the new." So Omission of Content Morpheme 'Company'.

b. Addition

Addition errors are the presence of an item which must not appear in a well-formed utterance.¹⁷ There are three types of addition errors, namely: double marking, regularization, and simple addition.

1) Double Marking

Many addition errors are more accurately described as the failure to delete certain items which are required in some linguistic constructions, but not in others.¹⁸ Double marking is two items marked for the same feature. Learners who have acquired the tensed form for both auxiliary and verb often place the marker both, as in:¹⁹

¹⁴Heidi Dulay, et.al., *Op.Cit*, p. 146.

¹⁵*Ibid*, p. 150.

¹⁶*Ibid*, p. 154.

¹⁷*Ibid*, p. 156.

¹⁸*Ibid*.

¹⁹*Ibid*.

Example:

(Incorrect) We didn't *went* there.

(Correct) We didn't *go* there.

2) Regularization

Regularization errors that fall under the addition category are those in which a marker that is typically added to a linguistic item is erroneously added to exceptional items of the given class that do not take a marker.²⁰ Typically applies to a class of linguistic items such as the class of main verbs or the class of nouns. The noun *sheep* is also *sheep* in the plural, not *sheeps*.

Example:

(Incorrect) the *sheeps* usually eat the grass.

(Correct) the *sheep* usually eat the grass.

3) Simple Addition

If an addition error is not a double marking nor a regularization, it is called a simple addition. No particular features characterize simple additions other than those that characterize all addition errors—the use of an item which should not appear in a wellformed utterance.²¹

Example:

(Incorrect) He can *sings* well.

(Correct) He can *sing* well.

c. Misformation

Misformation errors are characterized by the use of the wrong form of the morpheme or structure. In misformation errors the learner supplies something, although it is incorrect.²²

For example:

The dog *eated* the chicken. (incorrect)

The dog *ate* the chicken (correct)

From the sentences above, the word 'eated' in the first sentence should be change into 'ate'. Because the past of 'eat' is 'ate'.

There are three types of misformation errors, they are regularization errors, archi-forms, and alternating forms. The explanation is elaborated as follows:

1. Regularization Errors

Regularization errors that fall under the misformation category are those in which a regular marker is used in place of an irregular one, as in *runned* for *ran* or *gooses* for *geese*.²³

Example:

Ana has two *goose*. (incorrect)

Ana has two *geese*. (correct)

2. Archi-forms

²⁰*Ibid.*, p. 157.

²¹*Ibid.*, p. 158.

²²*Ibid.*

²³*Ibid.*

The selection of one member of a class of forms to represent others in the class is a common characteristic of all stages of second language acquisition.²⁴

For example:

This book is mine; This *books* is mine. (incorrect)

This book is mine. (correct)

3. Alternating Forms

As the learner's vocabulary and grammar grow, the use of archi-forms often gives way to the apparently fairly free alternation of various members of a class with each other.²⁵

For example:

This *books*; These *book* (incorrect)

This book; These books (correct)

d. Misordering

misordering errors are characterized by the incorrect placement of a morpheme or group of morphemes in an utterance.²⁶ In this case, the learners makes sentence incorrect order.

For example:

(Incorrect) *You don't have* breakfast every morning?

(Correct) *Don't you have* breakfast every morning?

3. Comparative Taxonomy

The classification of errors in a comparative taxonomy is based on comparisons between the structure of second language errors and certain other types of constructions.²⁷ These comparisons have yielded the two major errors categories in this taxonomy: developmental errors and interlingual errors. For example, if we use a comparative taxonomy to classify the errors of Indonesian students studying English, then we can compare the structure of student error that obtains English as the first language.

4. Communicative Effect Taxonomy

The communicative effect classification deals with errors from the perspective of their effect on the listener or reader. It focuses on distinguishing between errors that seem to cause miscommunication and those that don't. Errors that affect the overall organization of the sentence hinder successful communication, while errors that affect a single element of the sentence usually do not hinder communication.²⁸

It means that the errors of communicative effect taxonomy can lead to be misunderstood by the listener or reader to get the intended message. Some of the learner's speaking or writing errors can be comprehended because there is a minor infraction in the sentence therefore the intended meaning can be guessed but some of the errors prevent the information to be comprehended.

There are several types of errors according to some experts. The writer decides to use the types of error based on surface strategy taxonomy of errors to measure the error of students' writing in grammatical aspect.

²⁴*Ibid.*, p. 160.

²⁵*Ibid.*, p. 161.

²⁶*Ibid.*, p. 162.

²⁷*Ibid.*, p. 163.

²⁸*Ibid.*, p.189.

5. Procedure of Error Analysis

It needs some steps or stages of procedure in conducting Error Analysis. According to Ellis and Barkhuizen the procedure of Error Analysis includes the following steps:

1. Collecting a sample of learner language.
Collecting a sample of learner language provides the data for the Error Analysis. The researcher needs to be aware that the nature of the sample that is collected may influence the nature and distribution of the errors observed.
2. Identification of Errors.
The identification of errors involves a comparison between what the learner has produced and what a native speaker counterpart would produce in the same context. The basic procedure is as follows:
 - a. Prepare a reconstruction of the sample as this would have been produced by the learner's native speaker counterpart.
 - b. Assume that every utterance/sentence produced by the learner is erroneous and systematically eliminate those that an initial comparison with the native speaker sample shows to be wellformed. Those utterances/sentences remaining contain errors.
 - c. Identify which parts of each learner utterance/sentence differs from the reconstructed version.
3. Description of Errors.
The description of errors is essentially a comparative process, the data being the original erroneous utterances and the reconstructed utterance. Thus, description of learner errors involves specifying how the forms produced by the learner differ from those produced by the learner's native-speaker counterparts.
4. Explanation of Errors.
Explaining errors involves determining their sources in order to account for why they were made. From the point of view of SLA (second language acquisition) research this is the most important stage in an Error Analysis.
5. Error Evaluation.
It involves determining the gravity of different errors with a view to deciding which ones should receive instruction.²⁹

Based on the explanation above, it can be concluded that actually in the procedure of error analysis has the same stages to conduct, firstly is collecting the data, next the data is identified to find the errors made by students, thirdly the researcher describes the error based on the error classifications and the she/he explains the sources the students' error and the last stage the errors are counted to get the total of errors made by students as evaluation.

6. Concept of Grammar

Studying English at this time has become an obligation for us so that in any condition we are required to master the language. Therefore, we must first know what is meant by grammar. According to Thornbury, grammar is partly the study of what forms (or structures) are possible in a language. Grammar has been concerned almost exclusively with analysis at the level of the

²⁹ Rod Ellis and Gary Barkhuizen, *Op. Cit.*, pp. 56-67.

sentence. Thus a grammar is a description of the rules that govern how a language's sentences are formed.³⁰

Meanwhile, Graham stated that grammar is viewed as a resource for creating meaning in spoken and written discourse. This is very different from the view of grammar as a set of rules, rules that are to be applied even when they seem arbitrary.³¹ It means, people can construct and arrange sentence well and it is make the students be able to understand and develop in produce production skills improved such as writing and speaking.

Based on the theories above according to the experts, it can be concluded that grammar is a structured rule pattern used in forming a sentence in any language. That is why, by mastering the English the students can speak or communicate with other people properly and can determine how to compose the sentences.

7. Simple Present Tense

a. Definition of Simple Present Tense

Simple Present Tense is the most popular tense in using. According to Azar, simple present tense is generally used to express event or situations that exist, always, usually, habitually.³² It means that if we will express situation that exist, always, usually, habitually we should using the simple present tense. The simple present tense is one of tenses which is we should master if we will make a descriptive paragraph.

According to Hewings, we use the present simple to describe things that are always true, or situation that exist now and, as far we know, will go on indefinitely. We use the present simple to talk about habits or things that happen on a regular basic. We often use the present simple with verb that performs the action they describe.³³ From the definitions above, it can be concluded the simple present tense is a tense used to describe habits, to express event or unchanging situations, general truths and fixed arrangements, and to give instructions or directions.

Tenses are verb forms that show time. It means that tense is a way language expresses the time at which an event described by a sentence occurs. In addition according to Andrew and Rudy, tenses are change form verb in sentence cause times' form and adverb of time.³⁴ The Simple Present Tense refers to action or situation that to do not change frequently. It is used to describe habits or routines, to express opinions, or to make general statements of fact, the simple present can also be used to refer to the future.¹⁰

In English grammar, the *simple present tense* is a form of the verb that refers to an action or event that is ongoing or that regularly takes place in present time (for example, "He *cries* easily") another statement by Merriam in Suharman defines tenses divide into three definitions. The first is as distinction of form in a verb to express present, past, or future time or

³⁰ Scott Thornbury, *How to Teach Grammar*, Longman, p.1.

³¹ Graham Lock, *Functional English Grammar; An Introduction for Second Language Teachers*, New York: Cambridge University Press, 1996, pp. Xi-1.

³² Ibid

³³ Martin Hewings, *Advanced Grammar in Use: A Self-Study Reference and Practice Book for Advanced Learning of English with Answer*, (Jakarta: Erlangga, 2001), p.2

³⁴ Andrew McCarthy and Rudy Haryono, *English Grammar Accurate, Bright, and Clear*(Surabaya: Gita Media Press, 2008), p. 406.

duration of the action or state it denotes.³⁵ The second is a set of inflectional forms of a verb form that express distinction of time. The last is the part of the meaning of a verb form that consists of the expression of a time distinction. A lot of kinds of tenses, but in this research, the researcher will focus to some tenses; simple present tense, present continuous tense, present perfect tense, simple past tense and simple future tense.

b. Function of Simple Present Tense

According to Riyanto, the function of simple present tense is used for:³⁶

a) An action that happens all the time or habits.

Example: - Rose always comes on time
- Hassan and I are classmates

b) A thing that is true in general

Example: - Ice is cold
- The sun rises in the east

c) A schedule/time table or plan

Example: - The bus arrives at 5:30 a.m
- The bank opens at 8:30 and closes at 4:00

d) A description and definition

Example: - A doctor works in a hospital. He examines the sick people. He gives medicine too.

c. Sentence Pattern of Simple Present Tense

a) Verbal Sentence

According to Suryadi verbal sentence is sentences that predicate a verb.

The function of the verbal sentences:

1) To express a general truth.

2) To express the activities

Formula:

a) Positive

S + V1 (s / es) + O/C

Example: - He goes to school every day
- They bring my book
- Ita plays volley ball

b) Negative

S + do/does + not + V1 +

Example: - Ita does not sit on the floor
- They do not listen to the radio

c) Interrogative

Do / does + S + V1 + O/C

Example: - Does she eat rice?

³⁵ Suharman Syamsir, "Improving Grammar Mastery of The Second Grade Students of SMAN3 Parepare by Using Think Pair Share Technique" (State Islamic College Parepare Skripsi; Faculty of Tarbiyah: Parepare, 2008), p. 6

³⁶ Slamet Riyanto, Leila N H and Emilia N H, *A Complete Grammar for TOEFL Preparation*, (Bandung: Pustaka Pelajar, 2009), p. 98

- Do you lend them a book?
- Does Ita go to school?

d. Adverbs of Frequency in Simple Present Tense

Adverbs of frequency is an adverb that describes how frequently a job is completed. Riani explained that adverbs of frequency are commonly utilized in the simple present tense to describe repeated actions. A few of them are always, usually, often, sometimes, seldom, rarely, never, and so on. They are also known as mid-position adverbs because they are typically placed before verbs. and they are frequently used in the simple present tense. The following table shows how often a job is done starting from the level of always, usually, often, sometimes, rarely to never.

Their primary purpose is to inform readers approximately how frequently the sentence's action takes place. They are commonly located before the verb if they are indefinite adverbs of frequency and they may be commonly positioned after the verb if they are precise adverbs of frequency. In short, adverbs of frequency must be placed before the verb. If there is to be, then the adverb is placed after to be.

8. Concept of Text

a) Definition of Text

Text is a unit which has the meaning in the context. According to Hartono, text is a unit of meaning which is coherent and appropriate for its context.³⁷ Text is a human readable sequence of characters and the words they form that can be encoded into computer readable formats.

In other words, text has the meaningful in linguistic. According to Siahaan, text is a meaningful linguistic unit in a context. A linguistic unit is a phoneme or a morpheme or a clause, or a sentence or a discourse. A text of language is unique. Some languages may have some similarities in a text and they also have some differences.³⁸

Text can be concluded that it has the meaningful in linguistic and the unique language. A text is both a spoken text and a written text. A spoken text is any meaning spoken text. Text can be a word or a phrase or a sentence or a discourse. A spoken discourse can be a monolog or a dialog or a conversation. Text can be a song or poetry or a drama or a lecture, and so on.

Based on explanation above, the writer concludes that text is a unit meaningful linguistic which coherent and appropriate in a context. In addition, text is a meaningful in linguistic. It can be a word or a phrase or a sentence or a discourse.

Genre is a term for grouping texts together, representing how writes typically use language to respond to recurring situations. Every genre has a number of features which make the genre from other genres. Each genre has a specific purpose, an overall structure, specific linguistic features, and is shared by members of the culture.³⁹ The concept of genre is based on the idea that members of a community usually have little difficulty in recognizing similarities in the texts and the genre use frequently and are able to draw on its repeated experiences with such texts to read, understand and perhaps write the genre relatively easily.

b) Text Types

³⁷Rudi Hartono , *Genres of Text*(Semarang : UNNES, 2005), p4

³⁸SanggamSiahaan, *Generic Text Structure* (Pematangsiantar: Grahallmu, 2007), p 1-2

³⁹Ken Hyland, *Teaching and Researching Writing second edition* (New York: Longman, 2002), p.15

Text are divided into several types, they are narrative, recount, descriptive, report, explanation, analytical exposition, hortatory exposition, procedure, discussion, review, anecdote, spoof, and news item. These variation are known as genre.⁴⁰

1. Narrative

Narrative text is a text to amuse or entertain the readers and to tell a story and always use simple past tense. The generic structure of narrative text are orientation, complication, resolution, reorientation.

2. Recount

Recount text is a text to retell something that happened in the past and to tell a series of past event. The generic structure of recount are orientation, event (s), reorientation.

3. Descriptive

Descriptive text is a text to describe a particular person, place or thing in detail. The generic structure of descriptive text are identification, description.

4. Report

Report text is a text to presents information about something, as it is. The generic structure are general classification, description.

5. Explanation

Explanation text is a text to explain the processes involved in the formation or working of natural or socio-cultural phenomena. The generic structure are general statement, explanation, closing.

6. Analytical Exposition

Analytical exposition text is text to reveal the readers that something is the important case. The generic structure are thesis, arguments, reiteration or conclusion.

7. Hortatory Exposition

Hortatory exposition text is a text to persuade the readers that something should or should not be the case or be done. The generic structure are thesis, arguments, recommendation.

8. Procedure

Procedure text is a text to help readers how to do or make something completely. The generic structure are goal/aim, materials/ equipments, step/method.

9. Discussion

Discussion text is a text to present information and opinions about issues in more one side of an issue ('For/Pros' and 'Against/Cons'). The generic structure are: issue, arguments for and against, conclusion.

10. Review

Review text is a text to critique or evaluate an art work or event for a public audience. The dominant generic structure are orientation, evaluation, interpretative recount, evaluation, evaluative semmation.

11. Anecdote

Anecdote text is a text to share with others an account of an unusual or amusing incident. The generic structure are abstract, orientation, crisis, reaction, coda.

12. Spoof

Spoof text is a text to tell an event with a humorous twist and entertain the readers. The generic structure are orientation, event (s), twist.

13. News Item

News item text is a text to inform readers about events of the day which are considered newsworthy or important. The Dominant generic structure are newsworthy event (s), background event (s), sources.

⁴⁰Isdaryanto, *Types of Text*, Available on: <http://understandingtext.blogspot.com/2008/03/text-types-complete-overview.html>, Accessed on september 11, 2013

Based on the description above, the researcher concludes that text is a unit of meaning and text is meaningful of linguistic. A linguistic unit is a phoneme or a morpheme or a clause, or a sentence or a discourse. Text are divided into several types, they are narrative, recount, descriptive, report, explanation, analytical exposition, hortatory exposition, procedure, discussion, review, anecdote, spoof, and news item.

C. RESEARCH METHOD

1. The Research Design

This research is qualitative research. Setiyadi states that qualitative research produces descriptive data in the form of written words or oral from the subject and its behaviour that can be observed, therefore the goal is understanding and its background completely.⁴¹ It is used to describe and analyze the errors made by the students in making recount text. The purpose of descriptive research is to describe the situation or status of phenomena.⁴² So, it is also has the purpose of the research that doing by human. Therefore, in this research, the writer gathered the data from students' English task books in writing analytical exposition text then the writer analyzed, classified, and described based on surface strategy taxonomy and linguistic category.

2. Population and Sample

a. Population.

The population of this research was all of the second year of SMPN 10 Metro in academic year o 2021/ 2022 which consist of 5 classes. The total number of the population was 220 students.

b. Sample

The sampling technique that used in this research was purposive sampling. The researcher took one class from the target population. The total number of the sample was 40 students.

3. Instrument of the Research

In qualitative research, the researcher is as human instrument shich determines the research focus, chooses the informant as source of data, does the collecting of data, analyzes the data, makes the conclusion of his or her finding.⁴³

In this research, the writer took one assignment in students' English task books. It was the first assignment of writing analytical exposition text. The writer analyzed students' analytical exposition text writing based surface strategy taxonomy and linguistic category.

4. Procedure of Collecting Data

Conducting research needs a process or some steps. The writer didsome procedures to conduct her research as a process. The procedures were elaborated below:

1. Formulating the research problems and determining the focus of the research. The focus is on the students' errors in writing recount text based on the surface strategy taxonomy and linguistic category.
2. Determining the way to gain the data
It took based on the document analysis.

⁴¹ Ag Bambang Setiyadi, *Metode Penelitian Untuk Pengajaran Bahasa Asing*, Yogyakarta: Graha Ilmu, 2006, p. 209.

⁴²Suharsimi Arikunto, *Procedure Penelitian: Suatu Pendekatan Prakter (second edition)*, Jakarta: Bhineka Cipta, 1993, p. 209.

⁴³*Ibid.*, p. 13.

3. Determining the research subject
The subject of this research is the students of the second semester of the tenth grade of SMA Negeri 1 Sumberejo Tanggamus.
4. Taking the document
The writer took the document based on the students' English task books. It is the first assignment of students' recount text writing.
5. Identifying and classifying the data
The writer identified and classified the students' error in writing recount text based on surface strategy taxonomy and linguistic category. Then, the writer described the proportions (frequency and percentage) of errors are made by the students.
6. Making report findings
After gaining the data, the writer made the report of the writer's findings.

5. Technique of Data Analysis

The writer used qualitative research in her study which the method was conveyed in descriptive analysis way to describe and to interpret the result of qualitative data. Bodgan in Sugiyono states, "Data analysis is the process of sistematically searching and arranging the interview transcript, fieldnotes, and other materials that you accumulate to increase your own understanding of them and to enable you to present what you have discovered to others".⁴⁴In analyzing the students' error in writing recount text, the writer used some techniques as follow:

1. Collecting the data from the students' work.
2. Identifying and classifying the data of students' error by marking the items based on surface strategy taxonomy and linguistic category.
3. Description of Errors, the next step was describing errors based on the surface strategy taxonomy and linguistic category.
4. Explanation of Errors, this step the researcher tried to account for how and why the learner's error occur.
5. Counting the number of each error and total number of errors make by the students.
6. Calculating the percentage of each type by using the formula:

$$P = \frac{F}{N} \times 100\%$$

P= Percentage

F= Frequency of error's occurrence

N= Number of total errors

⁴⁴*Ibid*, p. 244.

D. FINDINGS AND DISCUSSION

1. Findings

A. Syntax Error

According to Dulay et.al, syntax is one way asks whether the error is in the main or subordinate clause, and within a clause, which constituent is affected.⁷⁹ Syntax errors based on linguistic category taxonomy are classified into five main categories: 1. Noun Phrase Almost all students made errors in using structure of noun phrase in their sentences. In this case, there were 5 types of noun phrase errors made by the students. They were: a. Determiners Many students still found difficulty in placing determiners. Errors in noun determiners are mostly the omission of the definite or indefinite article in the context where definiteness was required.

Data	Error	Correction	Description
1 (1)	If we want to be <i>a smart people</i>	If we want to be <i>smart people</i>	In the phrase 'a smart people' actually plural form. It should be written without 'a'. So, the correction is 'smart people'
2 (2)	It is very useful for <i>students</i>	It is very useful for <i>the students</i>	To show something, English people usually use an article. The word 'students' is mentioned in the sentence before, it involves into a specified noun. So, article <i>the</i> is used in this case "It is very useful for the students"
3 (3)	Learning in school is <i>behaved fair</i>	Learning in school is <i>a behaved fair</i>	In the phrase 'behaved fair' is unspecified noun. So, article <i>a</i> is used in the phrase "a behaved fair"

Based on the data in (1) we can see the identification of error in the first sentence "If we want to be *a smart people*". The error occurred because of using "a" before "people". It is the wrong form. The word "people" is a plural noun. So, "a" must be removed. The correction is "If we want to be *smart people*"

Based on the data in (2) we can see the identification of error in the second sentence "It is very useful for *students*". The error occurred because of "students" is unspecified noun. It should refer to the previous sentence. So, article *the* is used in this case "It is very useful for the students"

Based on the data (3) we can see the identification of error in the third sentence "Learning in school is *behaved fair*". The error occurred because in the phrase 'behaved fair' is unspecified noun. So, article *a* is used in the phrase "a behaved fair"

b. Nominalization

In this type of error, the students failed to identify the use of verb or other word into noun.

Data	Error	Correction	Description
4 (14)	It will make students <i>interesting</i>	It will make students <i>interested</i>	The word 'interesting' is not appropriately used in the sentence. It should be 'interested'
5 (15)	workout than <i>watch TV</i>	workout than <i>watching TV</i>	The word 'watch' is not correctly used in the sentence. Because it is noun not verb. So, 'watching' is more correctly used.
6 (16)	Or <i>listen to the radio</i>	Or <i>listening to the radio</i>	The word 'listen' is not correctly used in the sentence. Because it is noun not verb. So, 'listening' is more correctly used.

Based on data in (4) we can see the identification of error in the sentence "It will make students *interesting*". The error occurred because in the word "interesting" is not correct form. It should be "interested". It showed that someone had a feeling of interest. So, the correction is "It will make students *interested*". Find on data in (5) showed the identification of error in the sentence "workout than *watch TV*". The error occurred in the use of verb into noun. In the word "watch" is not correctly used in the sentence. It is noun not verb. So, "watching" is more correctly used. The correction is "workout than *watching TV*". Based on data in (6) showed the identification of error in the sentence "Or *listen to the radio*". The error occurred because in the use of verb into noun. In the word "listen" is not correctly used in the sentence. It is noun. So, "listening" is more correctly used. The correction is "Or *listening to the radio*".

The student had difficulty in the use of plural noun, so they still did the omission of the plural inflectional suffix (es).

Data	Error	Correction	Description
7 (21)	The students can borrow <i>some book</i>	The students can borrow <i>some books</i>	The phrase 'some book' is actually a plural according to the sentence. In English, s/es is actually added to show a plural noun. So, It should be 'some books'

8 (22)	In reading <i>book</i>	In reading <i>books</i>	The phrase ‘in reading book’ is actually a plural according to the sentence. In English, s/es is actually added to show a plural noun. So, It should be ‘in reading books’
9 (23)	Many <i>reason</i>	Many <i>reasons</i>	The phrase ‘Many reason’ is actually a plural according to the sentence. In English, s/es is actually added to show a plural noun. So, It should be ‘Many reasons’

Find on data in (7) it showed an error that occurred in the sentence “The students can borrow *some book*”. The phrase ‘some book’ is actually a plural according to the sentence. “some” is a word that explains an unspecified number or amount of people or things. In English, s/es in a noun is actually added to show a plural noun. So, it should be “The students can borrow *some books*”. Find on data in (8) it indicated an error that occurred in the phrase “In reading *book*”. It is actually a plural according to the sentence. In English, s/es is actually added to show a plural noun. So, It should be “In reading *books*” Find on data in (9) it showed an error that occurred in the phrase “Many *reason*”. It is actually a plural according to the sentence. “Many” is a word which explains a large number of. In English, s/es is actually added to show a plural noun. So, It should be ‘Many reasons’.

c. Use of Pronouns

The students seldom did this type of error. It involved the substitution of relative pronoun where an incorrect relative pronoun was used instead of the intended.

Data	Error	Correction	Description
10(40)	Library is a <i>place of which students can study</i>	Library is a <i>place of where students can study</i>	In the sentence ‘Library is a <i>place of which students can study</i> ’ is not appropriately used in the sentence. It should be ‘Library is a <i>place of where students can study</i> ’

Based on data in (10) we can see the identification of error in the sentence “Library is a *place of which students* can study”. The use of *which* is incorrect as it referred to a place. In the context *which* should be used instead of *where*. The correction is “Library is a *place of where students* can study”.

d. Use of Prepositions

In this case, the students was failed to use the correct form of the phrase. They did not know what preposition to use in prepositional phrases.

Data	Error	Correction	Description
11(41)	<i>With</i> the existence of the library in school	<i>By</i> the existence of the library in school	The word ‘with’ is not appropriately used in the sentence. It should be substituted ‘with’ into ‘by’
12(42)	<i>We stop restaurant and have lunch</i>	<i>We stop at restaurant and have lunch</i>	In the sentence ‘we stop restaurant and have lunch’ is not complete. It should be added preposition to be clear sentence. So, the correction is ‘ we stop at restaurant and have lunch’
13(43)	<i>We drop in mosque to pray</i>	<i>We drop at mosque to pray</i>	The word ‘in’ is not appropriately used in the sentence. It should be substituted ‘in’ into ‘at’

Based on data in (11) we can see the identification of error in the sentence “*With* the existence of the library in school”. The word ‘with’ is not appropriately used in the sentence. It should be substituted ‘with’ into ‘by’. The data in (12) we can see the identification of error in the sentence “*We stop restaurant* and have lunch”. It is not complete. It should be added preposition to be clear sentence. So, the correction is “we stop at restaurant and have lunch”. Find on data in (13) we can see the identification of error in the sentence “*We drop in mosque* to pray”. The word “in” is not appropriately used in the sentence. It should be substituted “in” into “at”.

e. Proportion (Frequency and Percentage) Students’ Errors in Using Simple Present Tense

The next step after identifying, classifying, explaining, and correcting students’ errors is quantifying the errors based on the result of computation. As stated in chapter III, the formula used was as follows:

$$P = \frac{F}{N} \times 100 \%$$

Notes:

- P: Percentage
- F: Frequency of error’s occurrence
- N: Number of total errors.

As stated at the previous page, the errors are classified into five types namely noun phrase, verb phrase, verb and verb construction, word order, and some transformations. The distribution of errors in each category and in every type of errors and also percentage will be presented in the following table.

The Proportion of Students’ Errors in Using Simple Present Tense in Analytical Exposition Text

No	Kind of Errors	Frequency	Percentage
1	Noun Phrase	49	35.51%
2	Verb Phrase	49	35.51%
3	Verb and Verb Construction	15	10.87%
4	Word Order	12	8.7%
5	Some Transformation	13	9.41%
Total		138	100%

Based on the data in Table, the highest students’ errors frequency is noun phrase and verb phrase which consist of 35.51% and 35.51%, the second is verb and verb construction which consist 15 errors or 10.87%, then the third is some transformation which consist of 13 errors or 9.41%, and the last is word order which consist of 12 errors or 8.7%.

f. Analysis of Sources/Causes

In preceding explanation, the data were taken from students’ questionnaire. The questionnaire session was arranged in addition to the students’ writing to elicit background or rationale behind the respondents’ individual position on the selected issue. The questionnaire section analyzed and discussed the result of the detected errors in English in statistical measures and percentage. The researcher used sources of errors by Richards. They are Interference, Overgeneralization, Performance error, Markers of transitional competence, Strategy of communication and assimilation, and Teacher-induced error.

Here were the explanations about calculation and interpretation of the data:

The Proportion of the Students' Answer Based on the Questionnaire

No	Questions	Yes	No
1	Do you transfer rules from your mother tongue to English?	25.80%	74.20%
2	Do you think you know a lot of rules of English but cannot express it properly through writing?	87.09%	12.91%
3	Are you afraid or shy of other students while writing something in English in the class as instructed by your teacher?	96.77%	3.23%
4	Do you think that errors are important to learn the English language?	80.64%	19.36%
5	Do you try to write in English in the class without considering the grammar correctly?	64.51%	35.49%
6	Does your language teacher engage you in writing activities in classroom?	32.25%	67.75%

Concerning the survey of students' questionnaire focusing on written English, the first question tried to investigate the students transfer their mother tongue to English. The answer was found from the question (1) where 25.80% students think that they transfer their language to the target language was the same grammar. But actually they are different grammar. The cause of this issue is *Interference*. Item no. 2, 87.09% students have an intention to write correctly but in reality, it is not possible for them in the present situation. It is concluded in *Overgeneralization*. The question no.3, where 96.77% is because of this less involvement. In writing, students might face difficulties while practice. It caused *Performance error*. The question no.4, 80.64% students expressed their views that they often committed errors in writing English. They were included *Markers of transitional competence*. The question no.5 tried to investigate whether the students write in the classroom without considering the grammar correctly. The answer was found from the fifth question where 64.51% students admit that they did error in writing English. It showed that the cause was included *Strategy of communication and assimilation*. the last question, where 67.75% students think that teaching techniques need to be improved and proper guidance and teaching techniques can help to improve their writing and speaking skills. The cause of this issue is *Teacher-induced error*.

2. Discussion of Finding

After collecting the data from students' writing task, the errors were identified and classified based on syntax error in linguistic category taxonomy. They are noun phrase, verb phrase, verb and verb construction, word order, and some transformations. After classifying the types of errors and correcting the errors, the frequency was determined. Based on the result of the research, it found that the highest frequency of errors made by students was noun phrase error and verb phrase error with the same number,

it was 49 items and the percentage (35.51%). It can be concluded that the students made noun phrase error and verb phrase error in the sentences, because they had lack of knowledge. In this case, they did not master the use of them well.

Furthermore, they failed to use the appropriate items in their sentences. In this research, the students committed many errors not only in noun phrase and verb phrase error, but also verb and verb construction error with 15 items and the percentage (10.87%). In this case, it might be that the students had not understood about the use of to infinitive.

Then, from the result of this research also found word order error made by students. The students committed 12 items in word order error with percentage (8.7%). In this case, it might be that the students have understood about the correct order of the word. The last, the students committed are 13 items in some transformations error with percentage (9.41%). In this case, the students were supposed to change the sentences into the right form.

Based on, the data have been displayed and discussed previously; the result showed that this kind of error might be caused by their performance error. In this case, the students did not practice much in using English, so the reason they made error was in performance error with the percentage 96.77%. Another possibility that caused error was because the rules of the target language. It was called interference with percentage (25.80%). Another cause of students' error was overgeneralization with percentage 87.09%. It caused the mother tongue of the student interference in learning the target language. While, markers of transitional competence had with percentage 80.64%. Another cause was strategy of communication and assimilation with percentage 64.51%. The last cause was teacher induced error with percentage 67.75%. It happened because the teacher did not do appropriate method in teaching and learning process.

E. CONCLUSION AND SUGGESTION

This chapter presents the conclusion based on the result of data analysis and suggestion.

1. Conclusion

The main objectives of this study were to analyze the students' errors in dealing with simple present tense by the eleventh grade of SMA N 4 Bandar Lampung in the academic year 2017/2018. After analyzing the students' errors, the researcher found the dominant errors. Based on the fourth chapter, the researcher found that there were 138 errors made by the students. The researcher classified the errors into five categories. They were *noun phrase*, *verb phrase*, *verb-and-verb construction*, *word order* and *some transformations*. Almost all students made such errors. The researcher divided *noun phrase* into five groups of errors, they were *determiner*, *nominalization*, *number*, *use of pronouns*, and *use of prepositions*. While in *verb phrase* was divided into two groups of errors, they are *omission of verb* and *agreement of subject and verb*. Then *verb-and-verb construction* and *word order*. The last was *some transformations*. It was divided into two groups of errors; they were *negative transformation* and *passive transformation*. It can be seen that *noun phrase error* and *verb phrase error* made by the students had the same percentage. It was 35.51% for each kind of errors. *Verb and verb construction errors* were 10.87%. While *some transformation errors* were only 9.41% and *word order errors* were 8.7%. The researcher also found the causes of the students' error by using questionnaire. The researcher used six sources of error by Richards. They were *Interference*, *Overgeneralization*, *Performance error*, *Markers of transitional competence*, *Strategy of communication and assimilation*, and *Teacher-induced error*. Then the researcher made some questions to know the causes of students' errors, each cause was made one question. The students made the dominant causes of errors in dealing *performance error*. It can be seen that *performance error* had the highest percentage; they were 96.77%. *Overgeneralization* had 87.09%. *Markers of transitional competence* had 80.64%. *Teacher-induced error* had 67.75%. *Strategy of communication and assimilation* had 64.51%. *Interference* had 25.80%.

2. Suggestion

Based on the finding of this research, some suggestions would be given by the researcher than can be cited as follows:

1. The English Teacher

The suggestion was given the English teacher that the teacher should not ignore the students' errors. If it is possible, the teacher should give proper correction on them by using appropriate error strategies. Even though the teachers were not one of the causes of the errors, the researcher demanded that the teachers provided the methods in learning and teaching process.

2. The Students

The occurring of the errors showed that the students' writing abilities and especially their mastering of grammatical structures were less. It happened because the students did not learn English well and practice it less. Because of those, the researcher suggested that the students can improve their writing abilities and their mastering grammatical structures, learn them hard and practice the more whether in the classes or out the classes, because learning English basically is practice.

3. The Other Researcher

The suggestion was given to the other researchers who conduct further researcher with the same object and different perspective in other grammatical English. Because, many students still were lack of knowledge about grammar. It can be used as the input for improvement of the language teaching.

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