BỘ GIÁO DỤC VÀ ĐÀO TẠO
TRƯỜNG ĐẠI HỌC QUẢN LÝ VÀ CÔNG NGHỆ HẢI PHÒNG

KHÓA LUẬN TỐT NGHIỆP

NGÀNH : NGÔN NGỮ ANH

Sinh viên : Đặng Thị Thanh Hoa

HẢI PHÒNG – 2021

ANALYSIS OF VERB TENSES ERRORS OF FIRST YEAR NON ENGLISH MAJORS AT HAI PHONG UNIVERSITY OF MANAGEMENT AND TECHNOLOGY

KHÓA LUẬN TỐT NGHIỆP ĐẠI HỌC HỆ CHÍNH QUY

NGÀNH: NGÔN NGỮ ANH

Sinh viên   : Đặng Thị Thanh Hoa

Giảng viên hướng dẫn: Thạc sỹ Bùi Thị Tuyết Mai

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NHIỆM VỤ ĐỀ TÀI TỐT NGHIỆP

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Tên đề tài: Analysis of verb tenses errors of first year non English majors

at Hai Phong University of Management and Technology

NHIỆM VỤ ĐỀ TÀI

1. **Nội dung và các yêu cầu cần giải quyết trong nhiệm vụ đề tài tốt nghiệp**

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3. **Địa điểm thực tập tốt nghiệp**

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CÁN BỘ HƯỚNG DẪN ĐỀ TÀI TỐT NGHIỆP

Họ và tên   : Bùi Thị Tuyết Mai

Học hàm, học vị   : Thạc sĩ

Cơ quan công tác   : Trường Đại học Quản lý và Công nghệ Hải Phòng

Nội dung hướng dẫn: Analysis of verb tenses errors of first year non

English majors at Hai Phong University of Management and Technology

Đề tài tốt nghiệp được giao ngày 11 tháng 10 năm 2021

Yêu cầu phải hoàn thành xong trước ngày 31 tháng 12 năm 2021

Đã nhận nhiệm vụ ĐTTN   Đã giao nhiệm vụ ĐTTN
Sinh viên   *Giảng viên hướng dẫn*

Hải Phòng, ngày   tháng   năm 2021
XÁC NHẬN CỦA KHOA

PHIẾU NHẬN XÉT CỦA GIẢNG VIÊN HƯỚNG DẪN TỐT NGHIỆP

Họ và tên giảng viên: ....

Đơn vị công tác: ....

Họ và tên sinh viên: .... Chuyên ngành: ....

Nội dung hướng dẫn: ....

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1. Tinh thần thái độ của sinh viên trong quá trình làm đề tài tốt nghiệp

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2. Đánh giá chất lượng của đồ án/khóa luận (so với nội dung yêu cầu đã đề ra trong nhiệm vụ Đ.T. T.N trên các mặt lý luận, thực tiễn, tính toán số liệu…)

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3. Ý kiến của giảng viên hướng dẫn tốt nghiệp

Được bảo vệ [   ]   Không được bảo vệ [   ]   Điểm hướng dẫn [   ]

Hải Phòng, ngày ... tháng ... năm ......
Giảng viên hướng dẫn
(Ký và ghi rõ họ tên)

PHIẾU NHẬN XÉT CỦA GIẢNG VIÊN CHẤM PHẢN BIỆN

Họ và tên giảng viên: ....

Đơn vị công tác: ....

Họ và tên sinh viên: .... Chuyên ngành: ....

Đề tài tốt nghiệp: ....

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1. Phần nhận xét của giáo viên chấm phản biện

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2. Những mặt còn hạn chế

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3. Ý kiến của giảng viên chấm phản biện

Được bảo vệ [   ]   Không được bảo vệ [   ]   Điểm hướng dẫn [   ]

Hải Phòng, ngày ... tháng ... năm ......
Giảng viên chấm phản biện
(Ký và ghi rõ tên)

QC20-B19

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Hai Phong, December 31st 2021

Hoa

Dang Thi Thanh Hoa

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ABSTRACT

The tense of verb in a sentence reflects the time at which the action is set. Verb tenses errors made by students in writing need more attention since verb tenses have strong relation to (academic) writing. The circumstances that learners do make errors, and these errors can be analysed, carried out a surge of study of learners' errors, called error analysis. The aim of this research was to describe the students' errors and its causes in using verb tenses such as simple present tense, simple present continuous tense and simple past tense in writing composition. This research used error analysis method in a form of descriptive analysis (percentage) with the process as follow: observation, collecting the students' test, analyzing, and interpreting the data. For data collection, essay test was used as the instrument. This research involved students of non-English Major. Analysis of verb tenses errors of first year non-English majors. English is divided into productive and receptive skills. Writing and speaking belong to productive skills. While, reading and listening are receptive skills. Writing is one of productive skill in English, which is important for the English as a Second Language (ESL) learners to be mastered. In writing, many aspects should be considered in order to convey the idea into written form, error could be corrected. Student need to listen the explanation given related to the causes of error in order to amend their error. Error is a systematic deviation. It happens when the learner hasn't learned anything and persistently makes it wrong. Errors is a deviation which could be noticed from a native adult grammar. Inter-language communication which normally could not be recognized and corrected by learners. Basically, there are two provenances of error: inter-lingual and intra-lingual errors. Inter-lingual error happens when the error is interfered by mother tongue of the learner. This error frequently occur and at negligible language background of learners. The interference of native to target language learned will cause inter-lingual errors. Therefore I to do the error analysis of

students in using verb tenses in order to know the common errors. With the hope of the English students' writing to minimize the error competence, I have tried my best to do this thesis by my own analysis experiences and knowledge in English. It is expected to help the students in understanding the English writing to minimize the error.

TABLE OF CONTENT

PART I: INTRODUCTION

1. Rationale

Language is the basic knowledge that must be mastered by people to communicate with the other people. Every country has their own language, but English is the only language as the international language. As an international language, it is taught in all countries in the world. Therefore, for the students in Vietnam particularly, English is taught since early age until reaches University. It is to prepare the students after they graduated from high school or high education, to be able to communicate in English language. Every language has its own structure. There must some similarities and differences between English and Vietnam sentence structure. For the students that their first language is Vietnam, they will find it quite difficult to study English language. There are four skills in English to be learnt. They are speaking, listening, reading comprehension, and writing. The most difficult skill is writing. Since writing is the most difficult of the language abilities to acquire, non- native speakers are more often making error because they have to understand the construction of the English language automatically. Error usually occurs when they think in the way of their first language. Errors are "systematic," i.e. likely to occur repeatedly and not recognized by the learner. The students will not be able to recognize the error that they made, therefore in this research is about the error of the students made in their writing. Based on the observation in semester I students,   that was found a phenomena. Their writing especially in using past tenses, they seem to confuse to put the verb 2 as the predicate which is explained the past activity. The students tend to make error in their writing. Error analysis is the best tool for describing and explaining errors made by speakers of other language. In this research, to find out the type of error that made by the students, error analysis was used. Besides knowing their type of error here the writer also attempt to find out the reason behind the error of the students writing. Some

categories of the students' error that was found will be used to design a lesson plan particularly in designing the verb tenses material.

After studying at Hai Phong University of Management and Technology for nearly four years, I realize that the first-year student of non English major still have many difficulties in using verb tenses

Based on the above background, there are three problems in this research. This study is to investigate the problems as formulated as follow:

(1) What are the error categories of the students in writing verb tenses?

(2) What is the major source of the students' error in writing verb tenses?

(3) Suggesting some solutions to these problem

2. Aims of the study

The study also aims at finding causes of these problems and then suggesting some possible strategies to overcome the problems.

3. Scope of the study

This research focuses on analyzing the errors on verb tenses and word choices found in test papers made by the first-year non students of English major at Hai Phong University of Management and Technology and making some suggestions to help avoid those errors.

4. Methods of the Study

In doing this study, the writer conducts field research supported by some relevant books in the library. In the field research, the writer gave writing test to the first year students of Hai Phong University Management and Technology. Through the observation and some test results, the writer obtains the achievement of students' performance.

5. Design of the study

The study is consists of three parts: Introduction, Development, Conclusion

Part I is the introduction which includes the rationale, aims of the study, the

sope, the study method and the design of the study.

Part II: The main part of the study: including two chapters

Chapter 1. Theoretical background verb tenses

Error analysis verb tense

Chapter 2. Data collection and analysis

Research methodology about verb tense

Part III: Summarizes the study mentioned above and gives some suggestion for further studies.

PART II. DEVELOPMENT
Chapter 1. Theoretical Background

1.1 Error Analysis

As human learning, making some errors are unavoidable. In fact, they can be regarded as an essential part of learning. John Norris stated that "mistakes, miscalculations, misjudgments and erroneous assumptions form an important aspect of acquiring information."[1] It means that human learning is naturally a process which involves the making of errors assumptions that form an important aspect of learning or acquiring information.

Errors are believed to be an indicator of the learner stages in their target language development. With the errors learners committed, English teachers or researchers can determine students' competence of the language system and they also become keys to understand the process of second language learning and planning the English lesson.

Furthermore, Corder in Brown (2000) pointed out that "A learner's errors……….. are significant in (that) they provide to researchers evidence of how language is learnt or acquired, what strategies of procedure the learner is employing in the discovery of the language."[2]

According to Heidi Dulay, studying learner's errors serves two major purposes: (1) it provides data from which interference about the nature of the language learning process can be made; (2) it indicates to teachers and curriculum developers which part of the target language students have most difficulty producing correctly and which error types detract most from a learner's ability

to communicate effectively.[3]

Error analysis is the error that can be observed, analyzed and classified to reveal something of the system operating within the learner. Error analysis has a

ᶜH. Douglas Brown, *Principles of Language Learning and Teaching*, 4th ed, (London: Longman, Inc., 2000), p.217)

ᶜ H. Douglas Brown, *Principles of Language Learning and Teaching* ……. p.217)

ᶜ Heidi Dulay, et al. *Language Two.* (New York: Oxford University Press, 1982), p. 138)

methodology involves some procedures such as collecting the sample of learner language, identifying the errors, describing the errors, explaining the errors and finally evaluating them. According to Rod Elis and Gary Barkhuizen, there are some steps in conducting error analysis research:

1. Collection of a sample of learner's errors.

2. Identification of errors.

3. Description of errors.

4. Explanation of errors.

5. Error evaluation.

Considering the benefits of errors as a means of improving students' comprehension to the language, the English teachers should sometimes conduct an error analysis research in the class. Besides, analyzing the students' grammatical errors are fruitful for teachers to understand as well as to solve their problems in the process of learning English.

1.1.1 The difference between errors and mistakes

Error is usually compared with mistake. It is important to make a clear distinction between them since both are different. To be more clarified between error and mistake, Hubbard et al said "Errors are derived by one's lack of knowledge about the target language or by incorrect hypothesis about it." Errors are visible, but they can not be self – corrected. Error can reflect the competence of the learner since they reveal the portion of the learner's competence in the

target language.[5]

Mistakes are caused by temporary lapses of memory, confusion, slips of the tongue and so on. While, Brown noted that mistake refers to a performance error or a failure to utilize a known system correctly. Mistake is the result of some sort of temporary breakdown or imperfection in the process of random

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[Rod Elis and Gary Barkhuizen**,** *Analyzing Learner language*, (Oxford: Oxford University Press, 2005), p.57)

[Brown, *Principles of Language Learning and Teaching* p.217)

ungrammaticalities. Mistakes can be self – corrected when someone puts attention to them.[6]

Based on the explanation above, it can be concluded that errors are the problems of learner's proficiency in the target language. They are derived by learner's lack of the target language. Even though errors are visible, they can not be self – corrected. In the other hand, mistakes are resulted from slips of the tongue, confusion, hesitation and inattention. Unlike, errors, mistakes can be self– corrected when someone pays attention to them.

1.1.2 The types of error

Heidi Dulay et al stated that there are some types of errors the learner's made which the most common are:

a. *Omitting grammatical morphemes*, these items do not contribute much to the meaning of sentences, as in *She hit car*.

b. *Double marking a semantic feature* when only one marker is required as in: *She did not went back to her house*.

c. Regularizing rules, as in *womans* for *women*.

d. *Using archiforms one form in place of several*, such as the use of her for

both she and her, as in: *I saw her in that office. Her work in that office.*

e. *Using two or more forms in random alternation* even though the language requires the use of each only under certain conditions as in the random use of *he* and *she* regardless the gender of the person of interest.

f. *Misordering items* in constructions that require a reversal of word order rules that had been previously acquired as in: *What you are doing?.* Or misplacing items that may be correctly place in more than one place in the sentence, as in: *They are all the time late.*

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(Brown, *Principles of Language Learning and Teaching ……* p.217)

(Dulay,. et al. *Language Two. ……* p.138 – 139)

1.1.3 The sources of error

Since human cannot learn a language without first systematically committing errors.[8] One of the strategies to prevent learners from making the same error over and over is by looking at the causes of error itself. In discussing about the causes of error, John Norris noted that there are three factors that can be classified as the causes of errors, they are as follows:[9]

g. Carelessness

It is often closely related to the lack of students' motivation. It occurs because of the teacher's presentation style in the class which does not suit with the students. It may also be caused by the learning materials which are not interesting to the students

h. First language interference

It is derived from the language habits which have been established in the learners; native language. When the students learn to acquire English, they naturally use the habits of native language in the target language they learnt.

i. Translation

Translation is the most common error made by the students. Translating word by word of idiomatic expression in the students' first language can produce this type of error. It may occur as the result of a situation when they are asked to communicate something. But, they do not know the appropriate expression or structure.

While, Brown noted that there are four causes of error that arise in second language learning. They are Interlingual transfer, Intralingual transfer, Context of Learning and Communication Strategies.[10]

Basically, the term of Interlingual transfer, Intralingual transfer, Context of Learning is the same term as Mother – tongue interference, Overgeneralization and error encouraged by teaching material and method which was proposed by

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ꞌDulay,,. et al. *Language Two* P.138)

ꞌJohn Norris, *Language Learners and Their Errors,* (London: MacMillan Press. Ltd, 1083), p.21– 27)

ꞌBrown, *Principles of Language Learning and Teaching, ……* p.224 227)

Hubbard. Brown completes his work by adding the term "Communication Strategies" as the fourth that causes learner's errors.

Communication Strategies actually include the processes of Interlingual transfer, Intralingual Transfer, and Context of Learning as a learner tries to get a message across to a hearer and reader.

1.2 Verb

1.2.1 The definition of verbs

Verbs can be defined as any of a class of words expressing action, existence or occurrence or used as an auxiliary or copula and usually constituting the main element of a predicate.[11] Since verbs are the main element of a predicate in a sentence, they can show what people and things do, how they act and change, and when they did the activity.

Verbs can show some different kinds of actions. Martin Parrot mentioned several verbs which can show action in the following example:

Cry	Fix	Cut	Climb
Walk	Feel	Hear	Fly
Hop	Run	See	Hit
Talk	Slide	Work	Paint
Jump	Dig	Paste	Visit

While many verbs do describe actions, verbs can also be used to express other meaning such as existence (e.g. be, become, exist), mental conditions and processes (e.g. believe, deduce, enjoy), relationships (e.g. depend, determine).

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(Michael Agnes, et al (Ed). *Webster's New World College Dictionary* (Cleveland: Simon & Schuster, Inc., 1996), 3rd ed., p. 1170)

(Martin Parrot, *Grammar for English language Teacher*, (Cambridge: Cambridge University Press, 2000), p. 93)

1.2.2 The common errors in the use of verbs

Although problems with the Grammar of verbs may not cause significant problems of comprehension, they lead to mistakes in speaking and writing.[30]

Some examples of these mistakes in verb usage are given below:

- *State verbs*

Learners may use state verbs in tenses where they are not normally used.

E.g. I am knowing this song.   This fish is tasting funny.

- *Questions*

Learners may leave out auxiliary verbs which are necessary in questions or they may forget to change the order of the subject and the auxiliary verbs.

E.g. You like music?   Where you are going?

- *Questions and negative forms of be*

Learners sometimes need to spend a lot of time noticing and practicing irregular forms before they are confident in using them correctly. They may also over – generalize the use of do/does/did.

E.g. Did you be here?   I did not be.....

- *Irregular forms*

Learners may mix an irregular form of verbs which has a past participle form that is different from the past form and use one in place of the other.

E.g. She has went to Bandung   I woken up early this morning.

- *Verb types*

Learners may use object verbs as if they were no – object verbs.

E.g. She saw the film, but did not like.

The learners may also do the opposite. Talk is normally a no – object verb, but in the following the learner has used it as a two object – object verb (e.g. I told my brother the news).

(Martin Parrot, Grammar for English language Teacher..... p.102)

E.g. I talked my brother the problems.

1.3 Tense

1.3.1 The definition of tenses

Tense is the life blood or soul of English Grammar. A good and perfect sentence is basically dependent on tense. Without knowing tense and its structures, it is very much impossible to write a perfect sentence.

Grammatical tense refers to the conjugation of a verb to reflect its place in time—that is, when the action occurred.

There are technically only two grammatical tenses in English: the past and the present. Verbs in their basic form inherently describe the present time, and they can be conjugated into a unique form that describes the past. I can then use auxiliary verbs and verb participles to create different aspects of the past and present tenses, which describe if an action is or was continuous, or if it began at an earlier point in the past.

However, verbs do not have a specific conjugated form to reflect the future, and, for this reason, English is considered not to have a true future tense.

Nevertheless, although English has no future tense in the strict sense, I commonly refer to several structures that are used for future meaning as belonging to the "future tense."

1.4 Verb tenses

1.4.1 The definiton of verb tenses

Verb tense refers to when the action in a sentence takes place—whether it happened in the past, is happening in the present, or will happen in the future.

Most verbs take a past, present, or future tense. This means that the verb may change forms (add an ending, change spellings slightly, etc.) to reflect something that already happened, something that is currently happening or is an ongoing truth/reality, or something that will happen in the future.

Time Frames

Past, present and future are the three time frames that are used to describe or indicate verb tense. Past tense is used to describe actions that occurred in the past; present tense is used to describe actions that are currently taking place; and future tense is used to describe an action that will take place in the future.

Aspect refers to the state of action of a verb. There are four types of verb aspects: simple, progressive, perfect and perfect progressive.

1.4.2 The types of verb tenses

Simple tenses

The simple tenses are used for actions that occurred at a specific time either in the present, past or future, but they do not state whether or not the action is finished. They are present (simple), past (simple) and future (simple).

Progressive tenses

The progressive tenses are used to indicate an unfinished action. They are present progressive, past progressive and future progressive.

Perfect tenses

The perfect tenses describe a finished action. They are present perfect, past perfect and future perfect.

Perfect progressive tenses

The perfect progressive tenses describe an action that was in progress but was then finished. They are present perfect progressive, past perfect progressive and future perfect progressive.

Time Frames + Aspects = Complete Verb Tenses

Complete Verb Tenses: Present

The complete present verb tenses are typically used to describe actions that are taking place or have taken place repeatedly during the present time period. The four complete present verb tenses are

Present + (Simple) = Present tense

Present + Progressive = Present progressive tense

Present + Perfect = Present perfect tense

Present + Perfect Progressive = Present perfect progressive tense

Time Frames + Aspects = Complete Verb Tenses

Past Verb Tenses	Examples
Past (Simple): The past tense describes something which occurred in the past.	I studied accounting at the University of Houston-Victoria.
Past Progressive: The past progressive tense describes an ongoing action in the past.	I was studying accounting at the University of Houston-Victoria.
Past Perfect: The past perfect tense describes an event that occurred before a specific time in the past.	I had studied accounting at the University of Houston-Victoria before I changed my major.
Past Perfect Progressive: The past perfect progressive tense describes something that began in the past, continued in the past and concluded in the past.	I had been studying accounting at the University of Houston-Victoria.

Complete Verb Tenses: Future

The complete future verb tenses are typically used to describe actions that will take place in the future or will continue on into the future. The four complete future verb tenses are

Future + (Simple) = **Future tense**

Future + Progressive = **Future progressive**

Future + Perfect = **Future perfect**

Future + Perfect Progressive = **Future perfect progressive**

Complete Verb Tenses: Future

Future Verb Tenses	Examples
Future (Simple): The future tense describes something that will occur in the future.	I *will study* accounting at the University of Houston-Victoria.
Future Progressive: The future progressive tense describes an ongoing action in the future.	I *will be studying* accounting at the University of Houston-Victoria.
Future Perfect: The future perfect tense describes an action that will be completed by a specific time in the future.	I *will have studied* accounting at the University of Houston-Victoria.
Future Perfect Progressive: The future perfect progressive tense describes something that begins in the present and continues into the future.	I *will have been* studying accounting at the University of Houston-Victoria.

Chapter 2. Research methodology and Findings

2.1 The purpose of research

As mentioned in Chapter One that the objective of this study is to find out the most common errors made by the first students year non English major at Hai Phong University of Management and Technology in the use of verbs.

2.1.2 The place and time of research

As mentioned on the Chapter One on the method of research that is based on the field research. The research was conducted at Hai Phong University of Management and Technology

To obtain the data which is used as the sample of this study, the writer made a writing test and gave it to the first year student of HPU on October 1st,2021 to 31st, November,2021.

2.1.3 The technique of sample taking

The total population of the first year student of HPU is 186 students. In his research, the writer took Accountancy class as research sample. Because 3 students were absent while the writer conducted the process of sample taking. The writer collected 40 students' writing as research sample.

2.1.4 The technique of data colleting

The technique of data collecting is by visiting the school to conduct the research. Then, the writer gives the written test to the students. In this test, the writer gives one main idea and the students develop it into a good paragraph to know the result about students' writing errors. In this case, the writer does some correction if there is any error on their writing.

2.1.5 The technique of data analysis

The writer acquired the data by collecting the error items from every student's writing and classifying them into categories by using several error terms as follows:

- Omission, skipping over the verbs when they should exist. For Example: ……. I invited for go around.

- Wrong combination or form, combining the wrong form of verbs with other features that should not go together.

For Example: Late afternoon, I can saw with clear a sun drowned in the west half.

- Redundancy, adding unnecessary form of verbs.

For Example: I am and my boyfriend wanted to Jakarta.

By using these categories, the writer classifies the students' error and explains the problem before giving the appropriate solution.

From the data, the writer attempts to verify the frequency of the students' writing errors descriptively. Some tables will be presented to indicate the percentage of errors based on the category of errors. Therefore, the formula used in this research as follows:

P = F X 100% N

P = Percentage

F = Frequency of Errors

N = The Total Number of Errors

2.2 Research Findings

2.2.1 Data description

The first step of analyzing the data for error analysis is identifying the errors. The identification of errors will indicate what the problem is. In this process, the sentence containing errors are written and the area of errors is marked. The writer uses caret (^) to indicate omission and highlights the words or phrases to show wrong combination or other types of errors.

The writer examined forty students' writing in order to take an appropriate sample of the whole population. Most of students committed errors in their

writing, yet the writer only concentrate on those of the use of verbs.

The errors which made by students in their writing can be classified as follows:

a)   The first frequent errors which have been made by students are the error of omission. It appears 22 times from 54 of the total errors with the calculation as follows:

22 / 54 X 100 % = 41,7 %

b)   The second one is the error of wrong combination / form. It appears 18 times from 54 of the total errors with the calculation as follows:

18 / 54 X 100 % = 32,4 %

c)   The last one is the error of redundancy. It appears 14 times from 54 of the total errors with the calculation as follows:

14 / 54 X 100 % = 25,9 %

To make the errors clearer, the writer presents them in the table 1

From those forty students' writing, the writer found most students made some errors in their writing and collected fifty four (54) errors from 15 students' writing in the use of verbs which can be seen in the table 2

Table 1 Types of Students' Error

Name of Student	The Categories of Error		
	Omission	Redudancy	Wrong Combination/Form
Student 1	1	1	2
Student 2	0	0	0
Student 3	2	1	4
Student 4	2	1	0
Student 5	2	2	1

Name of Student	The Categories of Error		
	Omission	Redudancy	Wrong Combination/Form
Student 6	0	0	1
Student 7	0	0	0
Student 8	1	1	1
Student 9	3	0	0
Student 10	0	0	0
Student 11	0	0	0
Student 12	2	0	2
Student 13	0	0	0
Student 14	0	0	0
Student 15	2	2	0
Student 16	0	0	0
Student 17	0	0	0
Student 18	0	0	0
Student 19	1	4	0
Student 20	0	0	0
Student 21	0	0	0
Student 22	2	0	1
Student 23	0	0	0
Student 24	0	0	0
Student 25	2	0	1
Student 26	2	0	2

Name of Student	The Categories of Error		
	Omission	Redudancy	Wrong Combination/Form
Student 27	0	1	2
Student 28	0	1	1
Student 29	0	0	0
Student 30	0	0	0
Student 31	0	0	0
Student 32	0	0	0
Student 33	0	0	0
Student 34	0	0	0
Student 35	0	0	0
Student 36	0	0	0
Student 37	0	0	0
Student 38	0	0	0
Student 39	0	0	0
Student 40	0	0	0
TOTAL	22	14	18
Percentage of Error	41,7 %	25,9 %	32,4 %

Table 2 Error Items

NO	SENTENCE
STUDENT # 1	
1	I **am want** to see football competition with friendly
2	But any one friend stay at home to sleep because his want to ^ bandung.
3	Final they want **to arrived** to football competition.
4	… and I **am very enjoying the holiday**.
STUDENT # 2	
5	I want ^ spend my time for holiday.
6	…. And I **was not forget bring** some food and drink.
7	I need two hours to **went** there.
8	… I waited about fifteen minutes **for bought** ticket.
9	…. And I **never forgot to bought** some souvenir for my family.
10	… and than I ^ back to home by bus.
11	Because I **can visited** to Garden Fruit Mekar Sari, Bogor.
STUDENT # 3	
12	Because grand mother is sick, we there ^ staying some day.
13	If late a night ^ a lot of stars in the heaven.
14	Late afternoon, I **can saw** with clear a sun drowned in the west half.
STUDENT # 4	
15	We **went visited** to a beach.

NO	SENTENCE
16	Devi and Emel ^ very interested them holiday.
17	They **went swim** in beach and we **to runs** together.
18	And then we ^ ready back to home.
19	The last holiday for me and my friends **is** holiday not **was** forgotten.

STUDENT # 5

NO	SENTENCE
20	Last holiday, I went to Bandung **visiting** my cousins.

STUDENT # 6

NO	SENTENCE
21	I **am want** to see musical festival with friendly.
22	But any one friend stay at home because his want to ^ Bogor.
23	Final they want **to arrived** to musical festival.

STUDENT # 7

NO	SENTENCE
24	The many people ^ swimming in the beach.
25	I ^ swimming to arrive down rain.
26	I ^ swimming until time forget.

STUDENT # 8

NO	SENTENCE
27	We were very happy because I could **to meet** my grandmother.
28	The Kediri city were not too far from Jakarta because can ^ through with car.
29	The Kediri city of ^ know cigarette industries.
30	The Kediri city **were** not too far from Jakarta.

STUDENT # 9

NO	SENTENCE
31	In there, the situation ^ in very cold.
32	When I was there, I played in the field because on there ^ a lot of many field.
33	I **am to get** many friends in there.
34	I **am get** much experience when I am **to be** on vacation.

STUDENT # 10

NO	SENTENCE
35	I **am visited** some place that is Tangkuban Parahu Mountain.
36	There **is** I **saw** beautiful girls and sexy.
37	Because I **like** it the people **is** there.
38	I **am** and his friends **took** 2 days in **is** there.
39	I am and his friends ^ 2 days in is there.

STUDENT # 11

NO	SENTENCE
40	I ^ invited for go around.
41	Because my grand ma home ^ at highlands.
42	And second day, I and my uncle **was** at garden.

STUDENT # 12

NO	SENTENCE
43	I ^ invited for go around.
44	Because my grand ma home ^ at highlands.
45	And second day, I and my uncle **was** at garden.

STUDENT # 13

NO	SENTENCE
46	I ^ on holiday with my friends and my family.
47	And of course over there we **can be havean** good time.

NO	SENTENCE
48	There we all ^ 3 days on holiday.
49	Our there **very enjoy** my holiday last week.
STUDENT # 14	
50	Last on October 2007, I **am** and my boyfriend **wanted** to Jakarta.
51	We also **to see** the city used telescope.
52	… and we **went to shopping** for souvenir from my family.
STUDENT # 15	
53	During the weekend, he accompany me **to visited** the elephant Training Center in Way Kambas, Lampung.
54	Two hours later, the game **was end**.

2.2.2 Data analysis

From the collected data, the writer classifies the error types into four categories: redundancy, omission, and wrong combination or form. The identified errors are presented in the table according to their categories of error types. The errors are also supplemented with the explanations and corrections. Then, the percentage of occurrence of error types is calculated.

Table 3 Omission Errors

SENTENCE	EXPLANATION AND CORRECTION
But any one friend stay at home because his want to ^ Bandung.	The sentence needs to be added an infinitive form of verbs "to go" to complete the sentence.

SENTENCE	EXPLANATION AND CORRECTION
	But one of my friend stay at home because he want to go to Bandung.
I want ^ spend my time for holiday .	The sentence needs to be added an infinitive form of verbs "to spend" to complete the sentence. *I want to spend my time for holiday.*
… and than I ^ back to home by bus.	The sentence needs to be added a main verb "went" to complete the sentence. *… and then, I went back to home by bus.*
Because grand mother is sick, we there ^ staying some day.	The sentence needs to be added an auxiliary verb "should" and omitted the *ing* form of *staying* to complete the sentence. *Because grand mother is sick, we should stay some day there.*
Devi and Emel ^ very interested them holiday.	The sentence needs a form of "be" to make a correct passive sentence. *Devi and Emel were interested with the holiday.*

SENTENCE	EXPLANATION AND CORRECTION
If late a night ^ a lot of stars in the heaven	There is no verb in the sentence and it needs the form of "be". *In midnight, there were a lot of stars in the heaven.*
And then we ready back to home.	The sentence needs to be added a verb form of "be" to make the sentence correct. *And then, we were ready back to home.*
But any one friend stay at home because his want to ^ Bogor.	The sentence needs to be added an infinitive form of verbs "to go" to complete the sentence. *But one of my friend stay at home because he want to go to Bogor.*
The many people ^ swimming in the beach.	There is no verb in the sentence thus it needs to be added a main verb of "be" to correct the sentence. Many people are swimming in the beach.
I ^ swimming to arrive down rain.	There is no verb in the sentence thus it needs to be added a main verb of "be" to correct the sentence.

SENTENCE	EXPLANATION AND CORRECTION
	I am swimming until the rain fell down.
I ^ swimming until time forget.	There is no verb in the sentence thus it needs to be added a main verb of "be" to correct the sentence.
	I am swimming until I forget the time.
The Kediri city were not too far from Jakarta because can ^ through with car.	There is no verb in the sentence thus it needs to be added a main verb to correct the sentence.
	The Kediri city were not too far from Jakarta because we can travel with car.
The Kediri city of ^ know cigarette industries.	There is no verb in the sentence thus it needs to be added an auxiliary verb to complete the passive sentence.
	The Kediri city is known as cigarette industries.
In there, the situation ^ in very cold.	The sentence needs to be added a verb form of "be" to complete the sentence.
	The situation is very cold there.

SENTENCE	EXPLANATION AND CORRECTION
When I was there, I played in the field because on there ^ a lot of many field.	There is no verb in the sentence thus it needs to be added a main verb of "be" to correct the sentence. When I was there, I played in the field because there are many fields there.
I am and his friends ^ 2 days in is there.	There is no verb in the sentence thus it needs to be added a main verb of to correct the sentence. His friends and I took 2 days in there.
I ^ invited for go around.	The sentence is in active form and thus it needs to be changed into its passive form.

Table 4 Redundancy Errors

SENTENCE	EXPLANATION AND CORRECTION
I **am want** to see football competition with friendly	"want" is the main verb thus it needs not to be added the verb form of "be". *I want to see football competition with my friends.*
We **went visited** to a beach.	"went" is the main verb thus it needs not to be added the verb "visited".

SENTENCE	EXPLANATION AND CORRECTION
	We went to a beach.
Because I **can visited** to Garden Fruit Mekar Sari, Bogor.	"visited" is the main verb thus it needs not to be added any form of modal auxiliaries "can". *Because I visited to Garden Fruit Mekar Sari, Bogor.* *or* *Because I could visit to Garden Fruit Mekar Sari, Bogor.*
Late afternoon, I **can saw** with clear a sun drowned in the west half.	"saw" is the main verb thus it needs not to be added any form of modal auxiliaries "can". *In the late afternoon, I saw clearly a sunset in west horizon.*
The last holiday for me and my friends **is** holiday not **was** forgotten.	"was" is the main verb thus it needs not to be added the verb form of "be". *The last holiday was unforgotten holiday for me and my friends.*
I **am want** to see musical festival with friendly.	"want" is the main verb thus it needs not to be added the verb form of "be".

SENTENCE	EXPLANATION AND CORRECTION
	I want to see music festival with my friends.
I **am to get** many friends in there.	"get" is the main verb thus it needs not to be added the verb form of "be". *I get many friends there.*
I **am get** much experience when I am **to be** on vacation.	"get" is the main verb thus it needs not to be added the verb form of "be".
	I get many experiences when I am on vacation.
I am visited some place that is Tangkuban Parahu Mountain.	"visited" is the main verb thus it needs not to be added the verb form of "be". I visited some places that is Tangkuban Parahu Mountain.
There is I saw beautiful girls and sexy.	"saw" is the main verb thus it needs not to be added the verb form of "be". I saw beautiful girls there
Because I like it the people is there.	"like" is the main verb thus it needs not to be added the verb form of "be".

SENTENCE	EXPLANATION AND CORRECTION
	I like the people there.
I am and his friends took 2 days in is there.	"took" is the main verb thus it needs not to be added the verb form of "be". His friends and I took 2 days in there.
Last on October 2007, I am and my boyfriend wanted to Jakarta.	"wanted" is the main verb thus it needs not to be added the verb form of "be". My boyfriend and I wanted to go to Jakarta.
Two hours later, the game was end.	"ended" is the main verb thus it needs not to be added the verb form of "be" was. Two hours later, the game ended.

Table 5 Wrong Combination or Form

SENTENCE	EXPLANATION AND CORRECTION
Final they want **to arrived** to football competition.	"arrive" should function as an infinitive because "want" is the main verb. *Finally, they want to arrive on time to see football competition.*
… and I **am very enjoying the holiday**.	"enjoy" is a state verb. It can not function as present progressive in the sentence.

SENTENCE	EXPLANATION AND CORRECTION
	… and I enjoyed the holiday.
…. And I **was not forget bring** some food and drink.	"bring" should function as an infinitive because "forget" is the main verb. *… and I did not forget to bring some food and drink.*
I need two hours to **went** there.	"went" should be changed into its "pure" form to be an infinitive because "need" is the main verb. *I need two hours to go there.*
… I waited about fifteen minutes **for bought** ticket.	"bought" should be changed into its "pure" form to be an infinitive because "waited" is the main verb in the sentence. *.. I waited about fifteen minutes to buy the tickets.*
…. And I **never forgot to bought** some souvenir for my family.	"bought" should be changed into its "pure" form to be an infinitive because "forget" is the main verb in the sentence. *… and I did not forget to buy some souvenir for my family.*

SENTENCE	EXPLANATION AND CORRECTION
They **went swim** in beach and we **to runs** together.	"swim" should function as Present Progressive and the sentence needs to be added the form of "be" to complete it. *They were swimming and running together in the beach.*
Last holiday, I went to Bandung **visiting** my cousins.	"visiting" should be changed into its "pure" form to be an infinitive because "went" is the main verb in the sentence. *Last holiday, I went to bandung to visit my cousins.*
Final they want **to arrived** to musical festival.	"arrive" should function as an infinitive because "want" is the main verb. *Finally, they want to arrive on time to see music festival.*
We were very happy because I could **to meet** my grandmother.	The infinitive form should be omitted to make a complete sentence. *We were very happy because I could meet my grand mother.*
The Kediri city **were** not too far from Jakarta.	"were" should be changed into "was" because the subject in the sentence is in singular.

SENTENCE	EXPLANATION AND CORRECTION
	The Kediri city is not too far from Jakarta.
And second day, I and my uncle **was** at garden.	"was" should be changed into its plural past form of "be" (were). Because the sentence is in plural form. *My uncle and I were at garden*
And second day, I and my uncle **was** at garden.	"was" should be changed into its plural past form of "be" (were). Because the sentence is in plural form. *My uncle and I were at garden*
And of course over there we **can be havean** good time.	"havean" should be changed into its "pure" form to be an infinitive because the modal auxiliaries "can" is the main verb in the sentence. *Of course, we can have good time there.* *or* *Of course, we could have good time there.*
Our there **very enjoy** my holiday last week.	"enjoy" should be changed into Past participle form to complete the sentence. *We enjoyed the holiday last week.*

SENTENCE	EXPLANATION AND CORRECTION
We also **to see** the city used telescope.	The infinitive form should be omitted to make a complete sentence. *We also saw the city using telescope.*
… and we **went to shopping** for souvenir from my family.	"to" should be omitted in the sentence to correct the sentence.
	.. and we went shopping to buy some souvenir for my family.
During the weekend, he accompany me **to visited** the elephant Training Center in Way Kambas, Lampung.	"arrive" should function as an infinitive because "want" is the main verb. *During the weekend, he accompany me to visit the elephant Training Center in Way Kambas, Lampung.*

a. Omission

The writer classified the students' errors into this category when students skipped over verbs in their writing. The verbs should exist in their writing to make it correct grammatically. This category is also the most frequent students' errors in the use of verbs. The sentences which are suspected to be erroneous in the field of omission can be seen in the table 3

It is shown in the table that some students in this sample of this study encounter some problems in the use of verbs specifically when they failed to make a sentence. They showed their lack of knowledge about sentence pattern in

English. This makes them difficult to produce a correct sentence based on grammatical rules. Students also seemed to find some problems to identify the passive form of English sentence. Some of them omitted the auxiliary verb when it should exist in the passive sentence. To avoid this type of error, students should learn more about sentence pattern and English structure to prevent them making the same error in the future.

From all of the omission errors, the writer collects 22 errors out of 54

students' errors formulate 41,7 %.

b. Redundancy

Students' errors are classified into redundancy category when students inserted unnecessary verb in their writing. Students might have failed to identify the main verb in their writing or they might have confused of the use of verbs in sentences. Table 4 illustrates that 14 out of 54 students' writing errors are classified into this category

When students inserted unnecessary verb in the sentence, they might have failed to identify the main verb in the sentences. They might have also confused of the use of verbs in their sentences. These students show their lack of knowledge of verbs and also the structure of English sentence.

There are 14 error sentences classified as having problems with the error of redundancy. Using the formula, 14 out of 54 formulate 25,9 %.

Therefore, it can be concluded that 25,9 % of the total errors made by students because they unnecessarily inserted verbs in their writing.

c. Wrong Combination or Form

This category contains the students' errors writing in the use of verbs when they combine the wrong form of verbs with other feature that they should not combine together. It can be illustrated from the table 5 that 18 out of 54 students' writing errors are classified into this category.

This type of errors occurs 18 times in the sample of this study. When students

make a sentence, they need to understand more about the correct form of verbs related to sentence's subject. Wrong combination or wrong form usually takes place in the agreement of subject and verbs of a sentence. Some students showed their lack of knowledge in the use of infinitive form of verbs. When students make an English sentence, they should understand that infinitive is a form of verbs which follows to before the "pure" or "basic" verb.

Based on the table above, the writer discovers 18 sentences with this type of errors contribute 33,4 % to all the errors examined.

2.2.3 Data interpretation

The last step in this study is explaining the findings from the analyzed data. After classifying the errors based on their types, the writer gets distribution pattern of the errors as shown in the following table:

Table The Distribution of Error Types

NO	Types of Error	Frequency	Percentage
1	Omission	22	40,7 %
2	Redundancy	14	25,9 %
3	Wrong Combination / Form	18	33,4 %
TOTAL		54	100 %

It is shown in the table above that (54) error items are distributed into three types of errors: omission, redundancy and wrong combination / form. From those all 54 errors, 22 of them are the error of omission. This type of errors contributes 40,7 % to the whole errors. This category makes the most frequent error of students' writing in the use of verbs. Set in the second place is the error of wrong combination / form. There are eighteen (18) samples taken out to make 32,4 % of the total errors. The last type is the error of redundancy which occurs fourteen (14)   times out of 54 sample errors. It means that 25,9 % of the

whole error items deal with the unnecessary inserting verbs tense in students' writing.

The percentage above has verified the errors type: **Omission errors** as the most frequent error in students' writing in the use of verbs. The tendency of students to have some problems in this type of error is greater due to students' lack of knowledge about sentence pattern in English. This makes them difficult to produce a correct sentence based on grammatical rules.

Students also seemed to find some problems to identify the passive form of English sentence. Some of them omitted the auxiliary verb when it should exist in the passive sentence. To avoid this type of error, students should learn more about sentence pattern and English structure to prevent them making the same error in the future.

The data also indicates students' difficulties in identifying main verbs in English sentence, inserting unnecessary verbs and forming passive sentences.

PART III. CONCLUSION AND SUGGESTIONS

CONCLUSION

After conducting the research, I comes to the conclusion that the most frequent errors on the use of verb tenses is the omission error. The tendency of students to have some problems in this type of error is greater because of students' lack of knowledge about sentence pattern in English. This makes them difficult to produce a correct sentence based on grammatical rules. To avoid this type of error, students should learn more about sentence pattern and English structure to prevent them making the same error in the future.

SUGGESTIONS

After conducting the research, there are some suggestions that can be given to the conclusion. The suggestions are as follows:

1)   English teachers should be creative and innovative in developing the teaching – learning activities in the classroom to support a better improvement of students' performance.

2)   Analyzing students' grammatical errors are useful for English teachers to understand their students' difficulties in learning English. By under- standing the problems, the teachers can assist their students' development in learning English better. Encourages the teachers to perform such classroom research to know the students' problems in the process of learning English.

3)   Headmasters are expected to encourage English teachers to teach more creatively in the process of teaching English and to provide some facilities which can encourage and support students in learning English.

4)   Students should spend more time to practice writing so that they can be successful in writing their ideas on paper.

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