

## APPROVAL OF THESIS

TITLE : ERROR ANALYSIS IN THE SIMPLE SENTENCE (A  
STUDY ON THE ENGLISH STUDENTS PROGRAMME OF  
TARBIYAH DEPARTMENT OF STAIN PALANGKA RAYA)  
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## LEGALIZATION

The Thesis entitled : **ERROR ANALYSIS IN THE SIMPLE SENTENCE  
(A STUDY ON THE ENGLISH STUDENTS PROGRAMME OF  
TARBIYAH DEPARTMENT OF STAIN PALANGKA RAYA)** by **TIPUK  
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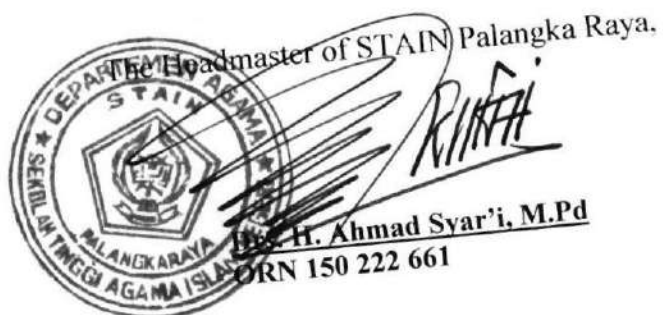
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DEDICATION

MOTTO

ABSTRACT

PREFACE

## **DEDICATION**

*This creation I dedicate for my mother  
my father, my brothers, and my sisters  
who have given me motivation and suggestion  
to be success*



## MOTTO

وَمَنْ يَعْمَلْ مِثْقَالَ ذَرَّةٍ شَرًّا يَرَهُ ﴿الزلزلة: ٨﴾

*And anyone who has done an atom's weight of evil,  
shall see it*

## ABSTRACT

Error analysis is an important problematic in learning English as foreign language. Error occurs not only due to first language but also the complex of the language rules being learned itself. By analyzing errors were made by the students in the last teaching learning process, the lecturer will get the description of the effectiveness of teaching simple present and simple past tense. Also, the students' errors show the lecturer what parts of the syllabus which have to re-teaching. Therefore, this study was done in order to give an analysis and a description of the errors, kinds, causes, and sources of errors in the use of simple present and simple past tense were made by the students.

The English students programme of Tarbiyah Department of STAIN Palangka Raya were taken as population and the samples who have taken error Analysis Subject so it used purposive sampling with the consideration that they had been taught the simple present and simple past tense. The students might make errors with the assumption that Indonesian language rules is not same with English such as tenses. In collecting the data, the writer used two types of tests namely making positive, negative, interrogative sentences and translation from Indonesian language into English. The test was performed on September 2005. In analysis the data, the writer used step by step analysis about errors were made by the students in each item were identified then classified according to Richard's theory.

The sum of errors were made by the students in the use of simple present and simple past tense were 318 which errors in the use of simple present tense under the frequency 148 or 46.54 % with each kind of Errors in Omitting Grammatical Morpheme under the frequency 16 or 10.81 %, Errors in Double Marking under the frequency 6 or 4.05 %, Errors in Regularizing Rules under the frequency 9 or 6.08 %, Errors in using two or more forms in Random Alternation under the frequency 3 or 2.03 %, Errors in Mis-ordering under the frequency 23 or 15.54 % , Errors in the Use of Preposition under the frequency 24 or 16.22 %, Error in the Use of Adverb under the frequency 3 or 2.03 %, Errors in the Use of Article under the frequency 11 or 7.43 %, Errors in the Use of To Be under the frequency 21 or 14.19 %, Errors in the Use of Question under the frequency 21 or 14.19 %, Errors in the Production of Verb Groups under the frequency 10 or 6.76 % and last one was Miscellaneous under the frequency 1 or 0.67 %. The sum of errors in the use of simple past tense under the frequency 170 or 53.46 % with each kind of errors in Double Marking under the frequency 4 or 2.35%, Errors in Regularizing Rules under the frequency 34 or 20 %, Errors in using arch-forms under the frequency 2 or 1.18 %, Errors in the Use of Preposition under the frequency 8 or 4.71 %, Errors in the Use of Adverb under the frequency 6 or 3.53 %, Errors in the Use of Article under the frequency 9 or 5.29 %, Errors in the Use of To Be under the frequency 38 or 22.35 %, Errors in the Use of Question under the frequency 22 or 12.94 %, Errors in the Production of Verb Groups under the frequency 29 or 17.06 %, and last one was Miscellaneous under the frequency 18 or 10.59 %.



## PREFACE

Thanks to Allah who has given His taufiq and Hidayah so the writer can finish this thesis under the title "ERROR ANALYSIS IN THE SIMPLE SENTENCE (A STUDY ON THE ENGLISH STUDENTS PROGRAMME OF TARBYAH DEPARTMENT OF STAIN PALANGKA RAYA)".

In writing this thesis, the writer has gotten help and suggestion from some people, therefore the writer says thanks to :

1. The honourable Mr.Drs.H.Ahmad Syar'i,M.Pd. as the Headmaster of STAIN Palangka Raya., who has given the permission for this research.
2. The honourable Mr.Drs.H.Abdul Qodir,M.Pd. as the first thesis consultant who has given motivation, and suggestion to improve this thesis better.
3. The honourable Mrs.Dra.Halimah,M.Pd. as the second thesis consultant who has given motivation and suggestion to improve this thesis better.
4. The honourable Mr.Usman S.Ag.,SS. as the head of library who has given the literatures for this thesis.
5. The honourable all of the lecturers of STAIN Palangka Raya who have helped in making this thesis.
6. The honourable all of the samples who have given the research data

The writer hopes that it can give good value for us.

Palangka Raya, January 2006

The writer,

TIPUK SETYARINI  
SRN 0101120033



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## CHAPTER I

## **CHAPTER I INTRODUCTION**

### **A. Background of The Study**

Language is the system of sounds and words used by human to express their thoughts and feelings. (Hornby, 1995: 662). From the meaning of language above, it can be comprehended that language is used by human to express their thoughts and feelings in communication.

The language presents with two functions that are transaction and interaction functions. The transaction function is language function to express the content of fact or process. Then the interaction is language function to express the relation of social, behavior, and individual opinion. The interaction function is usually given through oral language but sometimes it can be combined both of them. Therefore the language function is very important to transfer knowledge to increase human resources development. Every language has the rules of language itself. The rules of language are used for changing the form of words and combining them into sentences.

As verbal interaction tool, the language can be studied internally or externally. The language can be studied internally on structure of language itself. Then the language can be studied externally on social factor, psychology, ethnic, art, etc. The language is studied to know the rule of language deeply and it can be used fluently. In language learning, second

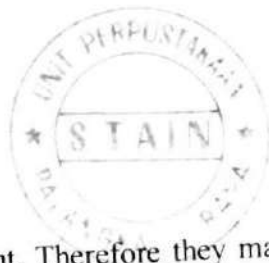
language (L2) can be mastered by studying or acquisition. Chaer (2003) states that:

*"Digunakan istilah pembelajaran bahasa kedua dapat dikuasai hanya dengan proses belajar, dengan cara sadar, dan sengaja. Sedangkan digunakannya istilah pemerolehan bahasa karena diyakini bahwa bahasa kedua merupakan sesuatu yang dapat diperoleh, baik secara formal dalam pendidikan formal maupun informal dalam lingkungan kehidupan."* (Chaer, 2003: 242).

L2 is mastered by studying, it is called "language learning." It is can be comprehended that L2 can be mastered by studying process, awareness, and intention. Then L2 is mastered by acquisition, it is called "Language acquisition." It can be mastered formally or informally.

L2 is a language that is being studied or mastered and L1 (mother tongue) is first language acquired and it is not a language used by mother. Ellis is quoted by Chaer mentioned that there are two types of language learning that are: naturalistic and formal type. The naturalistic type is a type that naturally without a teacher, and intention. The learning happens in society environment. The study language based on the naturalistic type is same with language acquisition L1 in family or society environment.

Then on the L2, formally type happens in the class with a teacher, material, and media or help tool that has been prepared before. It has successful better than naturalistic type. In fact, there are many Indonesian learners have many difficulties in using L2 such as English. They make many errors in both spoken and written English, although they have been learning it for many years. For Indonesian learners, especially, tenses are not something



easy to be learnt. Therefore they make many errors on applying the form of tenses. Whereas tenses are a part of structural component to develop four skills English which they must have. Correct grammatical structural in sentences avoids the failure in conveying what want to be conveyed. On the other words, correct grammatical structural in sentences will affect to correct semantic completely and can be understood accurately.

Related to difficulties in using L2 the writer has observed the English students of Tarbiyah Department of STAIN Palangka Raya they are still confused in using tenses such as simple present and simple past tense in the simple sentence form. They often make many errors when they apply them in sentences although they have taken and passed those material. Even they also have taken and passed error analysis subject. The error analysis subject in one of the in English Education program which taught about errors analysis in using errors L2. Therefore, the writer will research the students who have taken error analysis subject as sample in this research because it is very important for the students to know as far as they can use simple present and simple past tense and what are errors will be made by the students and the last to how to improve them.

Based on the case, the writer is interested in studying the kinds of errors under the title **"ERROR ANALYSIS IN THE SIMPLE SENTENCE (A Study on The English Students Programme of Tarbiyah Department of STAIN Palangka Raya)."**

## **B. Identification of the Study**

From the explanation of the study above the writer can identify the study as follows:

1. What are errors in the use of simple present tense ?.
2. What are errors in the use of simple past tense ?.
3. What are the kinds of error in the use of simple present tense ?.
4. What are the kinds of errors in the use of simple past tense ?.
5. What are the cause of errors in the use of simple present tense ?.
6. What are the cause of errors in the use of simple past tense ?.
7. What are the sources of errors in the use of simple present tense ?.
8. What are the sources of errors in the use of simple past tense ?.

## **C. Problems of the Study**

Based on background and identification of the study above, so the writer will focus the problems of the study are:

1. What are errors in the use of simple present tense ?.
2. What are errors in the use of simple past tense?.
3. What are the kinds of errors in the use of simple present?.
4. What are the kinds of errors in the use of simple past tense?.

## **D. The Objective and Use of Study**

Based on problem above so the objectives of the study are:

1. To know the errors in the use of simple present tense on the English students programme of Tarbiyah Department of STAIN Palangka Raya.

2. To know the errors in the use of simple past tense on the English students programme of Tarbiyah Department of STAIN Palangka Raya.
3. To know the kinds of errors in use of simple present tense on the English students programme of Tarbiyah Department of STAIN Palangka Raya
4. To know the kinds of errors in use of simple past tense on the English students programme of Tarbiyah Department of STAIN Palangka Raya.

Then the uses of this study are as follows:

1. The Writer
  - a. To add the knowledge of the writer about the simple present and simple past tense especially the kinds of error in using simple present and simple past tense.
  - b. To fulfill the last task of studying at STAIN Palangka Raya.
2. The Institutions
  - a. As motivation for STAIN Palangka Raya to increase the quality in teaching simple present and simple past tense.
  - b. As literature as STAIN Palangka Raya library.
3. The Other Parties/Researchers

As a basic for the next study by researchers in similar research.





## CHAPTER II



## CHAPTER II REVIEW OF RELATED LITERATURE

### A. Theoretical Description

#### 1. Error Analysis

The language learners often face the difficulties in mastery the second language. Almost the difficulties occur on language components, such as phonology (pronunciation), syntax morphology(grammar), semantic and lexicon (meaning and vocabulary). Therefore, efforts for helping the learner to get a good language learning outcome have been many done by some linguists and others. They have done some research to find the difficulties, causes, and sources of errors who have made by language learner. They also make some definitions of error. Among the definitions of error are as follows :

According to *Oxford Advanced Learner's Dictionary*, error is a thing done wrongly (1) the state of being wrong in belief or behavior (2) (Hornby, 1995: 390). If it is related to language learner, according to Dulay at all in his book, error is the flawed or learner speech or writing (Dulay at all, 1989: 138).

From the meaning of error above, it can be comprehended that error is the flaw of language learner that has been done on speech or writing. There are also others the definitions of errors have been stated by language scholars that are as follows :

- a. Tarigan says "*kesalahan merupakan sisi yang mempunyai cacat pada ujaran atau tulisan sang pelajar*" (Tarigan, 1988 : 272).
- b. Schumann and Stenson say "error are due to the rule deviance of target language in language learning" (Schumann and Stenson, 1978 : 2).
- c. Cording is quoted by Ngabut says "defines errors as evidence about the nature of the process and of the rules and categories used by the learner at a certain stage in the course" (Ngabut, 1992 : 4).
- d. George is quoted by Ngabut says "defines an errors as "an unwanted form", specially, a form which a particular course designer or teacher does not want" (Ngabut, 1992 : 5).
- e. Dulay is quoted by Tarigan says "states errors are a part of deviated conversation and composition of the rules from language performance" (Tarigan, 1990 : 142).
- f. Noss is quoted by Ngabut says "defines errors as a departure from the linguistic structure of the language variety though which the message is intended to be conveyed; it is a departure from the rules of phonology, lexis, syntax and semantics of language in question but in particular language variety must first be defined (Ngabut, 1992 : 4).

From the definitions above, it can be comprehended that almost the definitions say that error is an evidence of the deviation of the rule of the language.



According to *Oxford Advance Learner's Dictionary*, analysis is the study of something by examination its parts and their relationship (Hornby, 1995: 38). From the meaning of analysis above, the writer will take non statistic analysis because the writer will analyze errors occur on students in the use of simple present and simple past tense.

From the meaning of error and analysis above, it can be comprehended that error analysis is a study about the flaw of language learners occur on speech or writing.

## 2. The Simple Present Tense

According to Azar the simple present tense says that something was true in the past, is true in the present, and will be true in the future. It is used for general statements of fact. It is also used to express habitual or everyday activity (Azar, 1989: 11). Munir also states that the simple present tense:

- a. *Digunakan untuk menyatakan suatu perbuatan (kejadian) yang benar di masa lampau, masa sekarang, dan masa yang akan datang.*
- b. *Digunakan untuk menyatakan suatu kegiatan yang menjadi kebiasaan (Munir, 167-169).*

and according to Surayin the simple present tense states a habitual. The uses of simple as follows:

- a. *Menyatakan persepsi, perasaan atau keadaan yang terjadi atau ada saat diucapkan, tetapi tidak harus pada saat itu.*
- b. *Menyatakan aktivitas yang terjadi di berbagai waktu. Aktivitas itu sudah terjadi sebelumnya dan mungkin akan berlangsung terus di masa akan datang. Mulai terjadinya dan aktivitas akhir tidak diketahui atau dianggap tidak penting.*

- c. *Mengungkapkan aktivitas yang telah terjadi pada masa lalu mungkin akan terus terjadi di masa mendatang.*
- d. *Menyatakan aktivitas yang sifatnya tetap dan tidak pernah berubah.*
- e. *Menyatakan aktivitas yang akan terjadi di waktu yang akan datang.* (Surayin, 2004: 27-28).

From the three statements quoted from Azar, Munir, and Surayin, it can be comprehended that the simple present tense says that something is true in the past, is true in the present, and will be true in the future or express perception, feeling, everyday activity or situation that happened.

Then according to Purnomo about simple present tense as follows:

a. Sentence form of simple present tense

1). Nominal Sentence

Nominal sentence is a sentence that has a predicate is not a verb; so, 'to be' is applied in the nominal sentence

Positive

SUBJECT+	TOBE +	COMPLEMENT
I	Am	Complement
He/She/It	Is	Complement
You/They/We	Are	Complement

Negative

SUBJECT+	TOBE + NOT	COMPLEMENT
I	Am not	Complement
He/She/It	Is not	Complement
You/They/We	Are not	Complement

Interrogative (Yes/No Question)

TOBE +	SUBJECT +	COMPLEMENT ?
Am	I	Complement ?
Is	He/She/It	Complement ?
Are	You/They/We	Complement ?

WH. Word Question

QW	TOBE +	SUBJECT +	COMPLEMENT ?
QW	Am	I He/She/It You/They/We	Complement ?
QW	Is		Complement ?
QW	Are		Complement ?

(Purnomo, 1994 : 1-4)

WH Question are :

Where is used for asking the placeWhen is used for asking the timeWhat is used for asking the subjectWhy is used for asking the reasonWho is used for asking the person or subjectWhose is used for asking the possessionWhom is used for asking the objectHow is used for asking the manner

## 2). Verbal Sentence

Positive

SUBJECT +	VERB 1-S/ES +	OBJECT/ADVERB
He/She/It	Verb 1-s/es	Object/Adverb
I/You/They/We	Verb 1	Object/Adverb

## Negative

SUBJECT +	DO/DOES NOT +	VERB 1+	OBJECT/ ADVERB
He/She/It	Does not	Verb 1	Object/Adverb
I/You/They/We	Do not	Verb 1	Object/Adverb

## Interrogative (Yes/No Question )

DO/DOES +	SUBJECT +	VERB 1+	OBJECT/ ADVERB ?
Does	He/She/It	Verb 1	Object/Adverb ?
Do	I/You/They/We	Verb 1	Object/Adverb ?

## WH. Word Question

QW+	DO/DOES +	SUBJECT +	VERB 1+	OBJECT/ ADVERB ?
QW	Does	He/She/It	VERB 1	Object/Adverb?
QW	Do	I/You/They/ We	VERB 1	Object/Adverb?

## b. The function of simple present tense.

The simple present tense performs the following functions:

## 1) Expresses General Truths

Examples : - A year has twelve months  
- Coffee comes from Brazil

## 2) Expresses Habitual action

Examples : Ali Always goes to school every day.

We usually study at night

## 3) Expresses events or activities happen at this moment

Examples : - Mary sings beautifully

- The dogs bark loudly

## 4) Expresses near future time with a future time is adverbial

Examples : - I arrive in Hong Kong next Saturday

- The plane leads tomorrow morning.

## 5) Replaces present continuous tense if definite verb cannot be used into present continuous tense. The verbs such as : agree,



believe, consider, expect, like, know, prefer, remember, with, fear and want

Examples : - I love you. (not) I am loving you.

- They agree with you. (not) they are agreeing with you.

6) Expresses conditional sentence type I

Examples : - I will go to Bali if my mother allows me.

- I will fail the exam if I do not study hard

Moreover, adverbs of time for simple present tenses are : at night, today, every week, every day, sometimes, seldom. (Mas'ud, 1992 : 26-28).

Based on the explanation above, in general, the simple present tense expresses events or situations that exist always, usually habitually and probably will exist in the future.

### 3. The Simple Past Tense

According to Azar the simple past indicates an activity or situation began and ended by a particular time in the past. (Azar, 1989: 24).

According to Munir the simple past tense is:

*Bentuk waktu yang menyatakan suatu perubahan yang terjadi di masa lampau dan berakhir di masa lampau juga dengan ditandai keterangan waktu yang menunjukkan di masa lampau yaitu last week, last month, last year, yesterday, ago, last Sunday, dan lain-lain. (Munir, -. 177-178).*

Then Surayin states that the simple past tense is used to:

*Untuk membicarakan aktivitas atau situasi yang di mulai dan berakhir pada waktu yang lampau misalnya yesterday (kemarin), to days ago (dua hari yang lalu), last night (tadi malam), dan sebagainya. (Surayin, 1989: 37).*

From the three statements above quoted from Azar, Munir, and Surayin, it can be comprehended that the simple past tense is to indicate an activity or situation began and ended at a particular time in the past such as last week, ago, yesterday, two days ago, etc.

From the definitions of error, analysis, simple present and simple past tense above, the writer will study the flawed of language learner on the English students of Tarbiyah Department of STAIN Palangka Raya in the use of simple present and simple past tense in written.

Then according to Purnomo about simple past tense as follows :

a. Past indefinite tense (simple past tense)

1) Nominal Sentence

Positive

SUBJECT +	TOBE+	COMPLEMENT
I/ He/She/It	Was	Complement
You/They/We	Were	Complement

Negative

SUBJECT +	TOBE NOT+	COMPLEMENT
I/ He/She/It	Was not	Complement
You/They/We	Were not	Complement

Interrogative (Yes – No Question)

TOBE +	SUBJECT +	COMPLEMENT ?
Was	I/ He/She/It	Complement ?
Were	You/They/We	Complement ?



WH. Word (Question)

QW+	TOBE +	SUBJECT +	COMPLEMENT ?
QW	Was	I/ He/She/It	Complement ?
QW	Were	You/They/We	Complement ?

## 2). Verbal sentence

Positive

SUBJECT +	VERB II+	OBJECT /ADVERB
I/ He/She/It	Verb II	Object /adverb
You/They/We	Verb II	Object /adverb

Negative

SUBJECT +	DID NOT+	VERB I+	OBJECT/ ADVERB
I/ He/She/It	Did not	Verb I	Object/ Adverb
You/They/We	Did not	Verb I	Object/ Adverb

Interrogative (yes-No question)

DID+	SUBJECT+	VERB I+	OBJECT/ ADVERB
Did	I/ He/She/It	Verb I	Object/ Adverb
Did	You/They/We	Verb I	Object/ Adverb

WH. Question

QW+	DID+	SUBJECT+	VERB I+	OBJECT/ ADVERB
QW	Did	I/ He/She/It	Verb I	Object/ Adverb
QW	Did	You/They/We	Verb I	Object/ Adverb

b. The function of simple past tense

Simple past tense is used to express an activity or event happened in the past time.

Examples : - They were not here yesterday  
- She went to Malang a week ago

Moreover, adverb of time of simple past tense indicates that an activity or situation began and ended at a particular time in the past.

(Purnomo, 194 : 16-17).

#### 4. The Kinds of Error

Dulay at all state that "Researchers have found that like L1 learners' errors, most of the errors L2 learners make indicate they are gradually building a L2 rule system". Among the most common errors:

- a. Omitting grammatical morphemes, which are items that do not contribute much to the meaning of sentences as in He hit car.
- b. Double marking a semantic feature (e.g. past tense) when only marker is required, as in she did not went back.
- c. Regularizing rules, as in womans for women.
- d. Using archiforms – one form in place of several – such as the use her for both she and her, as in I see her yesterday. Her dance with my brother.
- e. Using two or more forms in random alternation even though the language requires the use of each only under certain condition, as in the random use of he and she regardless of the gender of person of interest.
- f. Misordering items in contractions that require reversal of word-order rules that had been previously acquired as in what you are doing? Or misplacing items that may be correctly placed in more than one place in the sentence, as in they are all the time late (Dulay at all, 1982: 138-139).

From the kinds of errors above, it can be comprehended that it is a norm used to identify errors may be anyone of the dialects or other varieties of language used. So this writing is on limited part errors, which occur in the use of simple present and simple past tense.

## 5. Error and Mistake

Error analysis is important problematic on learning English as foreign language. Although English has been taught in our country continuously but it is still found many errors occur with language learner. Therefore errors are very important to get our attention.

Sometimes researchers distinguish between errors caused by factors such as fatigue and inattention (What Chomsky, 1965: called "Performance" factors), and errors resulting from lack of the language rules (What Chomsky, 1965, called "Competence" factors). In some of the second language literature performance errors have been called "mistake" while the term "errors" was reserved for the systematic deviation due to the learner's still developing knowledge of the second language rule system. Corder as quoted by Nurhadi said that " Mistake merupakan kesalahan yang terjadi karena penutur tidak tepat dalam memilih kata atau ungkapan untuk memilih kata" ( Nurhadi,1990:57).

The distinction between performance analysis competence errors is extremely important, but it is often difficult to determine the nature of a deviation without careful analysis. In order to facilitate reference to deviations that have not yet been classified as performance or competence errors, it does not restrict the term "error". Using error refer to any deviation from a selected norm of language performance, no matter what the characteristic or causes of the deviation might be.



In order to be clear the distinctions between Mistake and Error, it can be seen in the table below :

**TABLE I**  
**DISTINCTIONS BETWEEN MISTAKE AND ERROR**

No	Categories	Mistake	Error
	Point of View		
1.	Source	Performance	Competence
2.	Characteristic	Unsystematically	Systematically
3.	Duration	Temporary	Long
4.	Linguistic	Mastered	Not mastered yet
5.	Result	Deviation	Deviation
6.	Improvement	By students themselves	Helped the teacher by training remedial teaching

#### 6. Sources and Causes of Error

There two sources of error namely interlingual interference and intralingual interference. Richards is quoted by Pranowo identifies the sources of error become two namely:

- Kesilapan interlingual sebagai kesilapan yang terjadi karena pengaruh bahasa ibu.*
- Kesilapan intralingual sebagai kesilapan yang terjadi karena kompleksitas bahasa kedua yang di pelajari itu sendiri (Pranowo, 1973: 41).*

The interlingual interference errors occur from the learner's native language. The intralingual interference errors occur from the language being learned. Errors come from the first source occur to the existence of the different systems between the first and second or foreign language being learned. The learners apply the system of their first language to the language being learn, for instance in Indonesian forming question sentences in different from English ones, so Indonesian learners often make many errors in forming question sentences in English., for examples:

I may go with you?

When she come?

He lazy?

It should be :

May I go with you?

When did she come?

Is he lazy?



In other cases Indonesian learners usually make English sentences as follows:

You wrong.

She beautiful.

He read Kompas every morning.

It should be:

You are wrong.

She is beautiful.

He reads Kompas every morning.

Errors come from the second source (intralingual errors) reflect general characteristic of rules learning. It is stated that *Kesalahan intralingual adalah kesalahan yang mencerminkan ciri – ciri umum belajar kaidah seperti kesalahan over generalisasi, aplikasi yang tidak sempurna dari pada kaidah dan kegagalan mempelajari kondisi – kondisi wadah menerapkan kaidah – kaidah itu.* (Richards in Tarigan, 1988 : 174). He is quoted by Pranowo futher explains the causes of the intralingual errors are divided in to four categories namely :

a. Over – generalization, as in :

He can sings.

We are hope.

It is occurs.

He come from.

b. Ignorance of rule Restrictions, as in :

The man who I saw him.

We saw him play football and we admired .

This is not fit to drink it.

c. In complete application of rules, as in :

Teacher's question.

student's response.

Do you read much?

Yes, I read much.

Do you cook very much?

Yes, I cook very much.



What does she tell him?

She tell him to hurry.

Will they soon be really?

Yes, they soon be really.

How much does it cost?

It cost one dollar.

d. False concepts Hypothesis, as in :

Farmers are went to their houses.

There are opened the door.

We are walk to school every day.

## **B. The Concept and Measurement**

English analysis is analysis about the flawed of language learner occur in speech or writing. In this research, the writer will analyze errors are made by the English Students who have taken Error Analysis subject in the use of Simple Present and Simple Past Tense. The Simple Present Tense is a tense says something was true in the past, is true in the present, and will be true in the future and also to express habitual or everyday activity. The Simple Past Tense in a tense says something began and ended by a particular time in the past.

Error in the use of Simple Present and Simple Past Tense can occur on the following errors :

1. Omitting grammatical morpheme.

For example:

- |                      |   |  |
|----------------------|---|--|
| - He hit car         | } | error in the use of simple present tense |
| - She work every day |   |  |
| - Mike like singing  |   |  |

2. Double marking.

For example:

- She did not went back (error in the use of simple past tense)
- They are go to school every day (error in the use of simple present tense)
- Roy does not makes his assignment (error in the use of simple present tense)

3. Regularizing rules.

For example:

- |                            |   |  |
|----------------------------|---|--|
| - She is womans            | } | error in the use of simple present tense |
| - The mans go to hall-town |   |  |
| -The childs is crying      |   |  |

4. Errors in using two or more forms in random alternation.

For example:

- |                                       |   |                                 |
|---------------------------------------|---|---------------------------------|
| - Her danced with my brother          | } | in the use of simple past tense |
| - Him went to café with my sister     |   |                                 |
| - Them walked together to the meeting |   |                                 |

5. Mis-ordering.

For example:

- They are all the time late (in the use of simple present tense)
- We are all day busy (in the use of simple present tense)

6. Errors in the use of preposition.

For example:

- |                             |   |                                       |
|-----------------------------|---|---------------------------------------|
| - She was in here           | } | error in the use of simple past tense |
| - They walked to there      |   |                                       |
| - My book was on over there |   |                                       |

7. Errors in the use of adverb.

For example:

- Andi is there yesterday (error in the use of simple past tense)
- She is at home last night (error in the use of simple past tense)
- I was here all day today (in the use of simple present tense)

8. Errors in the use of articles.

For example:

- Sun rises in the east (error in the use of simple present tense)

9. Error in the use of to be.

For example:

- They was students (error in the use of simple past tense)
- I were in the bookstore last night (error in the use of simple past tense)

10. Error in the use of question.

For example:

- When she come? (error in the use of simple present tense)

11. Error in the production of verb groups.

For example:

- They came here today (error in the use of simple present tense)
- They go to Jakarta yesterday (error in the use of simple past tense)

## 12. Miscellaneous.

For example:

- They were made the task
  - I have eaten
  - She was cooked the cake
- } error in the use of the other tense

From the examples of errors above so, the writer will analyze each errors according to their errors and every error on the item will be given the score 1 and if the sentence is right, so the score 0.



## CHAPTER III

## CHAPTER III

### RESEARCH METHOD

#### A. The Time and the Study Place

To collect the data, the writer used the time as long as two months. The study place was at STAIN Palangka Raya.

#### B. Method of the Study

In line word with the problems of the study the writer used evaluation research. Arikunto in her book says that: *Penelitian evaluasi merupakan kegiatan pengumpulan data secara sistematis yang akan dimaksudkan untuk membantu para pengambil keputusan dalam usaha menjawab pertanyaan-pertanyaan* (Arikunto, 2000: 292). From the meaning of evaluation researches to make conclusion from the data have been collected. Michael Scriven identifies the function of evaluation research become two. Those functions as follows:

1. *Evaluasi Formatif difungsikan sebagai pengumpulan data pada waktu pendidikan masih berlangsung.*
2. *Evaluasi sumatif dilangsungkan jika program kegiatan sudah betul-betul selesai dilaksanakan.* (Arikunto, 2000: 293)

From the function of evaluation research, it can be comprehended that there are two functions of evaluations namely formative and summative. In the formative function the data are acquired when educational being run and in the summative the data are acquired when educational have been run.

### C. Population and Sample

The population of this study were the English Students of Tarbiyah Department of STAIN Palangka Raya. The subject was limited only the students of English who have taken and passed Error Analysis Subject, therefore this study uses purposive sampling. It was meant that: *Pemilihan sampel paling memenuhi syarat yang tersirat dalam hipotesis atau tujuan penelitian yang telah ditetapkan* (Suharto, 1988:73). The sample number of the students can be seen in the table below:

**TABLE 2**  
**SAMPLE NUMBER OF THE STUDY**

NO	MALE	FEMALE	SUM
1	11	27	38

### D. Data Collection Technique

In data collection, the writer used test and documentation technique. The data would be collected through those techniques where as follows:

#### 1. Test

Writing test is a technique used to get the data from items of test that must be answered by students. The items are sentence and translation with the words that have been prepared before. Arikunto says that *"tes merupakan serentetan pertanyaan atau latihan lain yang digunakan untuk mengukur ketrampilan, pengetahuan, inteligency, kemampuan atau bakat yang dimiliki oleh individual atau kelompok"* (Arikunto, 1997: 139)

In order to be clear the material of test, it can be seen in the table below:

**TABLE 3**  
**THE MATERIAL OF THE TEST**

NO	MATERIAL	NUMBER OF TEST ITEM	PERCENTAGE OF ITEM
1	The Simple Present Tense		
	I. Making sentences		
	1.1 Positive form	5	12.5 %
	1.2 Negative form	5	12.5 %
	1.3 Interrogative form	5	12.5 %
	II. Translation from Indonesian sentences into English	5	12.5 %
2	The Simple Past Tense		
	I. Making sentences		
	1. Positive form	5	12.5 %
	2. Negative form	5	12.5 %
	3. Interrogative form	5	12.5 %
	II. Translation from Indonesian sentences into English	5	12.5 %
TOTAL		40	100 %



## 2. Interview

interview technique is used to get the data about the cause of errors were made by the students.

## 3. Documentation

Documentation technique is used to get the data that written or documents or archives on the subjects or on the study place. With this technique be looked for as follows:

- a. The background of the students.
- b. The scoring of the students who have taken and passed error analysis subject from KHS.

## E. Data Analysis Procedure

Based on the problems of the study, the research procedures are applied according to Ellis as quoted by Nurhadi in his book. She says that "*Langkah-langkah yang perlu diperhatikan dalam analisis kekhilafan sebagai berikut:*

1. *Mengumpulkan korpus.*
2. *Mengidentifikasi kekhilafan.*
3. *Mengklasifikasi kekhilafan.*
4. *Menjelaskan kekhilafan*
5. *Mengevaluasi kekhilafan.* (Nurhadi, 1990: 5)

Based on Ellis' statement above, the writer will analyze the data as follows:

1. After the data collected, the writer identifies errors in the use of simple present and simple past tense.
2. The writer classifies the kinds of errors in the use of simple present and simple past tense according to Dulay, Burt, and Krashen as follows:
  - a. Ommiting grammatical morphemes
  - b. Double marking.
  - c. Regularizing rules.
  - d. Using two or more for in random alternation.
  - e. Mis-ordering.
3. The writer error in the use of simple present and simple past tense by using reconstruction and determining the causes of the errors according to Richar is quoted by Purnomo as follows:
  - a. Interlingual.
  - b. Intralingual
4. The writer evaluates errors in the use simple present and simple past tense by determining the sources of errors according to Richards. He said that the major resources of errors are interlingual interference and intralingual interference.
5. In analysis the errors frequency to get the percentage of errors, the writer uses the formula as follows:

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



Explanation:

P = Percentage

F = Frequency

N = The total of errors

100 % = Constant Multiplier (Sudijono, 2003: 40-41)



## CHAPTER IV

## CHAPTER IV

### THE STUDY RESULT AND THE DISCUSSION

#### A. General Description of the Students

The population of the study were English students programme of Tarbiyah department of STAIN Palangka Raya and the sample were English students programme who have taken and passed Error Analysis Subject. There were 38 students as sample of the study. Most of the students graduated from Islamic senior high school. There were 21 students from Islamic senior high school, 14 from senior high school, and 3 from skill high school. To make more clear about the students, it can be seen in the table below :

**TABLE 4**  
**THE BACKGROUND OF THE STUDENTS**

No	Name	Graduates	Background
1	2	3	4
1	Abdul Wahid	MAN	-
2	Ade Nurhaeni	MAN	-
3	Agus Handi Saputra	MAN	-
4	Ahmad Al-Ghifary	SMA	Course
5	Chalid Mawadda	SMA	-
6	Desi Arisanti	SMK	-
7	Dina Faurina	MAN	Course
8	Dina Hadma	SMA	Course
9	Dwi Astuti	MAN	-
10	Endang Sri Susanti	SMK	Course
11	Erna Susilawati	MAN	-
12	Fitria Yunita	SMA	Course
13	Hamidan	MAN	-
14	Hernita Lestarina	MAN	-
15	Heru Kamajaya	SMA	-
16	Jeli Sri Pahlawanti	SMA	-
17	Kitri Rahmanti	SMA	-
18	Lilis Setyowati	SMA	Course
19	Marlianti	SMA	-
20	Marni	MAN	-
21	M. Anshari	MAN	-
22	Nanang Amrullah	SMA	-
23	Noor Hasanah	SMA	-
24	Nor Ainah	MAN	-

1	2	3	4
25	Nor Rahimah	MAN	-
26	Rachmawati S	MAN	Course
27	Rahima Awalia	MAN	-
28	Rahmawati N	SMA	-
29	Rahmiyanti	MAN	-
30	Rifda Khaira Al-Banjari	MAN	-
31	Rini	MAN	-
32	Sa'diah	MAN	-
33	Suprihati	SMK	-
34	Ummi Shalihah	MAN	Course
35	Utin Nely Ariati	MAN	-
36	Wiwi Ramadani	SMA	Course
37	Zaitun Qamariah	MAN	Course
38	Zam'an Maghfura	MAN	-

From 38 students, only 8 students who joined in the course. It means that most of the students did not join in the course and also just some students who took language program such as Marni, M.Anshori, Dwi Astuti, and Zaitun Qomariah. Therefore, the background of the students will influence in their learning English.

## B. Errors in the Use of Simple Present Tense

Error analysis is an important problematic in learning English as foreign language. Errors occur not only due to the first language but also the complex of the language rules being learned itself. In English errors often occur on the language learner due to Indonesian language interference as errors occurred in the use of simple present tense on the English students programme of Tarbiyah department of STAIN Palangka Raya under the frequency 148 errors from 20 items. The errors occurred on the students for number one in using personal pronoun for woman with personal pronoun "He" as subject in the sentence whereas it should be "She" and also in the singular word, they used



word “girls” whereas the sentence used singular subject. Those errors occurred due to there were many rules in English as the student (NH) said in the following interview :

“Because in English there are many kinds of rule or sentence form in written and I do not master yet.”

Therefore most of the students were confused in understanding the rules of English. It can be known in English has many rules for each word or sentence. Every word or sentence has each function based on when the activity or expression happen. Errors occurred on the students for number two in using the to be “does” for nominal sentence on singular subject, it should be “is”. Those errors also occurred due to in understanding the rules of English limited. The other case in using personal pronoun and singular word as was explained on number one above. Errors occurred on the students for number three in making interrogative sentence. Most of the students did not change which for subject “I”, and possessive “my” with the word is used for asking to the other one. It should be “you” and “your”. The other case in using to be and personal pronoun as explained above. Those errors also occurred due to in understanding the rules of English limited. Errors in number four occurred in using adverb “here” it occurred due to Indonesian language interference where the students added preposition “in” for adverb “here” as the student (AH) said in the following interview :

“Because the different of English rule with Indonesian language”.

So, it can be comprehended that the students made errors due to Indonesian language interference and also vocabulary has been mastered by the students were limited. They also did not know yet that adverb “in here” has the same meaning with “here”. The other cases adverb “yesterday” whereas the sentence using the simple present tense form. It should be “today, everyday or the others one which has explanation for present”. The last one error in number four was in using verb for singular subject. The students did not add letter “s/es” on the verb as “come” it should be “comes” for singular subject “he”.

Errors in number five occurred in using verb, to be and adverb. In using verb for negative sentence the student added letter "s/es" as verb "cook". In making negative sentence the student added letter "s" in verb "cook" became "cooks" whereas in negative sentence verb must infinitive. It can be not added letter "s/es". In using to be the students were confused to differ between nominal and verbal sentence so errors occurred as to be "is" they used "does" for nominal sentence. In using adverb, errors occurred on "here" and "yesterday". Those errors were same with errors in number four above.

Errors in number six occurred in using to be, adverb, and subject change in interrogative sentence. In using to be, a student used "did" for interrogative sentence in the simple present tense form. It occurred due to there were many kind of sentences form in English as the student (SD) said in the following interview :

"Because in English there are many kinds of rule or sentence form because of that often it make error. in sentence form that used at present, past, and future different. then the background of my education is limited".

Therefore in making sentences, the students were confused due to there are many kinds of sentences in English. In number seven, errors also occurred in using to be and verb. In using to be, the student made error on nominal sentence which in the sentence there was not to be. It occurred due to Indonesian language interference. The student made sentence as Indonesian language sentence. In using verb, the students did not add letter "s/es" in the verbal sentence for singular subject and also used to be and verb I in a sentence. It occurred due to the students did not understand yet about verb as the student (KR) said in the following interview :

"Truly I am still confused to change to be form. I mean here to change from verb I, verb II, and verb III and to apply in the sentence".





It can be comprehended that the students were confused in using verb in the sentence. Therefore errors occurred on the students. Errors in number eight occurred in using to be and verb in negative sentence. The student used to be "does" for nominal sentence. The others cases were the sentences without using to be for verbal sentence.

Errors in number nine occurred in using to be, subject "I" and possessive in interrogative sentence. There was a student used to be "does" for nominal sentence and for subject "I" in interrogative sentence must be changed to become "you" then in possessive "my" should be "your". Errors in number ten occurred on verb. First one in using to be and verb in a sentence in positive sentence and the second one in using verb for singular subject the student did not add letter "s/es". Those errors were same as explained previous. Errors in number eleven occurred on to be in verbal sentence. First one the student used to be "am", the second one "are", and the last one "did". Those to be were errors and the right one was "do" for those sentences. Those errors occurred due to the rules of English was not understood yet as the student (SP) said in the following interview :

I have some the difficulties about the rules of language for example gerund, adverb, and article".

It can be comprehended that the students were confused in understanding the English rules. Next, errors in number twelve which errors were same with explanation previous namely in using subject "I" and possessive in interrogative sentence. Errors number thirteen occurred on preposition, adding letter "s/es", article and adverb. In the use of preposition the students used "from" for "in" this

error occurred due to Indonesian language interference which the student often use it. In the use of article, errors occurred in using the word “sun” it must be added article “the” because the word “sun” was something which only one in the world. In using verb for singular subject the student did not add letter “s/es” and the last in using adverb, most of the students were confused to differ between day and o'clock. They put day first and then o'clock as in a sentence “We arise every morning at 7 o'clock”. Those errors occurred due to the students did not understand yet the function of adverb itself as the interview above.

Errors occurred in translation from Indonesian language into English were on verb, preposition, article, and to be. Errors on verb occurred in using addition letter “s/es” for singular subject for verbal sentence. On preposition, errors occurred in using “from” for “in” as explained above. Next, in using article “the” for the word which only one in the world as “sun” it must be added “the” so become “the sun”. The last one in using to be, there were students used “did” and “are” for verbal sentence in negative sentence.

### **C. Errors in the Use of Simple Past Tense**

Errors occurred in the use of simple past tense on the English students programme of Tarbiyah department of STAIN Palangka Raya under the frequency 170 errors from 20 items. The errors occurred on the students from number sixteen until 30 in making positive, negative, interrogative sentences and translating from Indonesian language into English. In number sixteen and seventeen the errors occurred on to be namely “is” it was used for the sentence of

the simple past tense form. It should be “was” for singular subject. The other case in using plural word which the students used the word “doctors” for singular subject. Those errors occurred due to the students did not understand yet the rules of English and also the vocabularies were limited as the students (RA) said in the following interview :

“Because first my background of education was not from language field, second the different of English rule with Indonesian language and also my vocab is limited”.

From the statement above, it can be comprehended that errors occurred due to English rules and also vocabularies were not mastered yet by the students. Errors in number eighteen occurred in using subject “I” and to be in interrogative sentence. The students faced difficult in change subject “I” for interrogative sentence. It should be “you” because it from positive sentence change. Number nineteen and twenty errors occurred on verb and adverb. Most of the students made errors in using verb “have” it should be “had” because it must use verb II from “have”. They did not change to become verb II. The other case there were a student used the other tenses namely the past perfect tense. The last one on adverb the student made error” this morning”.

Errors in number twenty one occurred in using subject “I” verb and adverb in interrogative sentence. The students faced difficult in change subject “I” . It should be “you” because it from positive sentence change and for verb and adverb in number twenty one were same with the number twenty which was explained above. Errors in number twenty two, and twenty three occurred on verb and adverb. The student used to be and verb in a sentence as “ was study”

and also “study” for verbal sentence in the use of the simple past tense form. In adverb the students wrote “just 4 an hour” and “an a hour” those errors occurred due to the students do not understand yet in using adverb as the student (LS) said in the following interview :

“I have some the difficulties in the use of verb in the sentence, and I do not understand yet about the rules of language for examples adverb and article”.

From the statement above, it can be comprehended that the students faced the difficulties in using verb, gerund, adverb and also article. Therefore errors occurred easily. The other case there were a student used the other tense namely the present perfect tense. Errors in number twenty four occurred in using subject “I” in interrogative sentence. It was explained previous. In number twenty five only a student made error which the student did not add the word “not” for negative sentence form after to be and for number twenty six there was also a student made error in using verb. After to be in negative sentence the student used verb III as “gone” for the simple past tense form, it should be “go” because in negative form, the sentence in the simple past tense use “did” as to be which has the meaning past time so verb was used must verb I to make the sentence did not use the double marking in the past time.

Errors in number twenty seven occurred in using subject “I” and possessive “my” in interrogative sentence. It was explained previous. Errors in number twenty eight and twenty nine occurred in using tense, plural word, and to be. There was a student used present perfect tense in making the sentence but most of the students used plural word “women” for singular subject it should be

“woman” and in using to be “does” and “did” for nominal sentence. In number thirty errors occurred in using subject “I”, and verb as the explanation for number twenty. The other case there was a student used the past perfect tense. Next, errors occurred in the translation from Indonesian language into English, most of the students made errors in using to be such as “do”, and “are” for “did”. The students also made errors due to in using verb in negative and interrogative sentence. They used verb II for them. There was a student made error in using possessive “her” for “his” and preposition “for” for “to” and the last one errors in translation “dua hari yang lalu” the students translated “last two days”, “two days before”, and “two day ago” those errors were clear that they occurred due to Indonesian language interference.

#### **D. Kinds of Errors in the Use of Simple Present Tense**

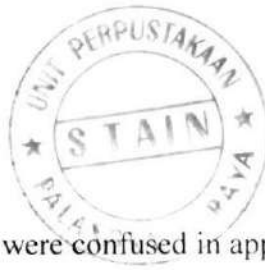
Here, the writer shows the errors which have been classified according to their kinds of errors in the use of simple present tense. For the same errors, the writer only shows one of them. They are showed as follows:

##### **1.Omitting grammatical Morphemes**

**TABLE 5**  
**THE KINDS OF ERROR IN OMMITTING GRAMMATICAL MORPHEMES IN THE SIMPLE PRESENT TENSE**

No	Errors	Reconstruction
1	He <u>come</u> here everyday	Substitute <u>comes</u> for <u>come</u>
2	Santi <u>arise</u> each every morning	Substitute <u>arises</u> for <u>arise</u> each
3	He <u>late arise</u> this morning	Substitute <u>arises late</u> for <u>late arise</u>
4	Ani <u>go</u> to school everyday	Substitute <u>goes</u> for <u>go</u>
5	Ani <u>going</u> to school everyday	Substitute <u>goes</u> for <u>going</u>

From the examples of errors above (Omitting Grammatical Morphemes), it



was clear that the students were confused in applying infinitive subject for examples "He come here everyday". The students did not add letter "-s/es", whereas in the use of simple present tense for singular subject (in verbal sentence) must be added letter "-s/es". Even there are some students added "-ing" for singular subject for example "Ani going to school everyday" the students add "-ing" in the verbal sentence for singular subject.

The students made those errors because most of them do not understand yet about the rules of English, the background of their study and the references are limited such as they said in interview that the writer has done. Here one of the students has been interviewed why she made errors, she (HL) said that :

"Because first the background of the study and I was not from language program, second the rules of the language is not same with Indonesian language and the references are limited".

From the interview above, it can be comprehended that she confused in the use of the rules of language because between English and Indonesian language have the different rules. Therefore she made errors in making sentences. The other factor that can make errors occur due to the references are limited. She was difficult to find the reference to improve her knowledge. The others one also said that errors occurred due to the use of verb. Most of the students were confused to know which one verb or no, such as one of them (RI) said in the following interview :

"Truly I am still confused to differ verb I, verb II, and verb III and to apply in the sentence and then I still do not understand yet how to

make a good sentence because there are many kinds of the sentences”.

So she was confused in the use of To be especially to know which one are verb I, verb II and verb III and also because her knowledge is still limited. Therefore she faced difficult in making or using sentences.

## 2. Double Marking

**TABLE 6**  
**THE KINDS OF ERROR IN DOUBLE MARKING**  
**IN THE SIMPLE PRESENT TENSE**

No	Errors	Reconstruction
1	She does not <u>cooks</u>	Substitute <u>cook</u> for <u>cooks</u>
2	Santi arise <u>each every</u> morning	Substitute <u>every</u> for <u>each every</u>
3	She <del>does</del> not arise <u>each every</u> morning	Substitute <u>every</u> for <u>each every</u>
4	The sun does not <u>arises</u> in the east	Substitute <u>arise</u> for <u>arise</u>
5	Does she arise <u>each every</u> morning ?	Substitute <u>every</u> for <u>each every</u>

From the examples of errors above ( Double Marking ), the students applied the pattern of Double Marking in one tense for example “ She does not cooks” the students added letter “-s” in infinitive whereas any “does” which it has similarity meaning with adding letter “-s” . Those errors occurred due to the students can not differ verb, as the student (HK) said in the following interview:

“I still do not understand yet how to use verb I, verb II, and verb III in a good sentence because there are many kinds of the sentences and my knowledge is limited about simple present tense”.

From the interview it can be comprehended that the students were confused to know which one verb or no and how to make a sentence. Therefore the student made errors in the use of word which it caused errors in double marking such as the examples above. It also occurred due to there are many kind of sentences in English and all of them based on the rules of

language as tenses which the expression or activity or event happen in different time so the tenses are used also different. This reason was said by the student (RA) in the following interview :

“Because in English there are many kinds of rule or sentence form so it can cause error”.

So it was clear that the student made errors due to in using tenses did not understand yet. Therefore the same marking in using the sentence still errors.

### 3. Regularizing Rules

**TABLE 7**  
**THE KINDS OF ERROR REGULARIZING RULES**  
**IN THE SIMPLE PRESENT TENSE**

No	Errors	Reconstruction
1	He is a beautiful <u>girls</u>	Substitute <u>she</u> , <u>girl</u> for <u>he</u> , <u>girls</u>
2	She is a beautiful <u>girls</u>	Substitute <u>girl</u> for <u>girls</u>
3	He is not a beautiful <u>girls</u>	Substitute <u>she</u> , <u>girl</u> for <u>he</u> , <u>girls</u>
4	Is she a beautiful <u>girls</u>	Substitute <u>girl</u> for <u>girls</u>
5	Is <u>he</u> a beautiful <u>girls</u>	Substitute <u>she</u> , <u>girl</u> for <u>he</u> , <u>girl</u>
6	She is a beautiful <u>women</u>	Substitute <u>woman</u> for <u>women</u>
7	She is a <u>women</u>	Substitute <u>woman</u> for <u>women</u>

From the examples above (Regularizing Rules), most of the students can not differ singular and plural words for example “ She is a beautiful girls “ they used word “ “girls” for singular subject or article which it also shows singular. In the other case they can not differ singular and plural in the word “woman/women” in singular subject they use word “women” for example “ Aaw was a women “ and also in the use letter “-s” to make plural , they were still confused for example “ They came here two day ago”. Whereas the word “two day” in English is plural and it must be added



letter “-s” to make plural so it become “two days”. Those errors occurred due to limited of the knowledge of the students, vocabularies, and the rules of language as the student (RM) said in the following interview :

“Because first the background of the study, the rules of the language is not same with Indonesian language and the references are limited”.

So, it can be comprehended that the students were confused to apply the rules of language and vocabularies. Therefore in making sentences could not apply the rule of language correctly and also in mastery vocabularies were limited so it was difficult to use the appropriate word.

#### 4. Errors in Using Random Alternation

**TABLE 8**  
**THE KINDS OF ERROR IN USING RANDOM ALTERNATION**  
**IN THE SIMPLE PRESENT TENSE**

No	Errors	Reconstruction
1	He is a beautiful <u>girls</u>	Substitute <u>she</u> , <u>girl</u> for <u>he</u> , <u>girls</u>
2	He is not a beautiful <u>girls</u>	Substitute <u>she</u> , <u>girl</u> for <u>he</u> , <u>girls</u>
3	Is <u>he</u> a beautiful <u>girls</u> ?	Substitute <u>she</u> , <u>girl</u> for <u>he</u> , <u>girls</u>

From examples above (Error in using Random Alternation), in these kind of errors only a student made error. He used the word personal pronoun “he” for phrase “a beautiful girl” whereas the personal pronoun for it namely “she” not “he”. It occurred due to the students did not know the singular and plural words as the student (MA) said in the following interview :

“Because in English there are many kinds of rule in written and I do not master yet because the basic is less.”

From the interview above it can be comprehended that in the use of the language rule the student was confused to use word for the singular subject. It occurred due to the limited of knowledge and the background of

the education of the student was very far from English science namely from IPS program. Therefore errors in using random alternation can occur on the student.

## 5. Mis-ordering

**TABLE 9**  
**THE KINDS OF ERROR IN MIS-ORDERING**  
**IN THE SIMPLE PRESENT TENSE**

No	Errors	Reconstruction
1	We arise each morning at 7	Substitute at 7 every morning
2	We arise each morning at 5 o'clock everyday	Substitute at 5 o'clock everyday
3	He late arise this morning	Substitute arises late for late arise
4	We arise each morning at 7	Substitute at 7, every for each, at 7
5	She does not arise every morning	Substitute at 05.00 o'clock every
6	We don't arise each morning at 7	Substitute at 7 every morning
7	He does not late arise this morning	Substitute arise late for late arise
8	Do we arise each morning at 7	Substitute at 7, every for each, at 7
9	Does he late arise this morning ?	Substitute arise late for late arise

From the examples above (Mis-Ordering), most of the students were confused to use adverb for example "He arises every morning at 7" whereas between day and o'clock, first is o'clock then day so the sentence should be "He arises at 7 every morning" Those errors occurred due to understanding of the language rules as the student (DA) said in the following interview :

"I have some the difficulties about the rules of language because in English there are many kinds of rules".

From the interview above, it is clear that the student did not understand yet in the use of adverb. Therefore errors occurred when the student will use it.



## 6. Errors in the Use of Preposition

**TABLE 10**  
**THE KINDS OF ERROR IN THE USE OF PREPOSITION**  
**IN THE SIMPLE PRESENT TENSE**

No	Errors	Reconstruction
1	I always study English <u>in here</u>	Substitute <u>here</u> for <u>in here</u>
2	The sun arises <u>from east side</u>	Substitute <u>in the east</u> for <u>from east side</u>
3	The sun doesn't arise <u>from</u> the east	Substitute <u>in</u> for <u>from</u>
4	The sun arises <u>at</u> the east	Substitute <u>in</u> for <u>at</u>
5	The sun arises <u>on</u> the east	Substitute <u>in</u> for <u>on</u>
6	The women does not <u>to go to</u> Campus.	Substitute <u>go to</u> for <u>to go to</u>

From the examples above ( Error in the use of Preposition), most of the students were confused in using preposition such as “in, on, at, from, and to” for example” I always study English in here”, “ The sun arise on the east, and so forth “ The students use the preposition” in” and “on” still error because the word “here “ it has explained about “here” without adding preposition “in” and also preposition “on” in the sentence above, the right answer is “in”. Those errors occurred due to limited of knowledge of the students about preposition and the use of it and also limited of vocab. Therefore the students only use the word by word without know that in English there are many words which have the function itself. So in the use words same with Indonesian word, it can make errors too as the student (WR) said in the following interview :

“Because first my background of education was not from language field, second English rule is not same with Indonesian language”.

Therefore the students made errors in making sentences and used the rules of language..

## 7. Errors in the use of Adverb

**TABLE 11**  
**THE KINDS OF ERROR IN THE USE OF ADVERB**  
**IN THE SIMPLE PRESENT TENSE**

No	Errors	Reconstruction
1	He <u>does not</u> here <u>yesterday</u>	Substitute <u>is</u> , <u>today</u> for <u>does</u> , <u>yesterday</u>
2	<u>Does</u> he here <u>yesterday</u>	Substitute <u>is</u> , <u>today</u> for <u>does</u> , <u>yesterday</u>
3	He <u>does not</u> here <u>yesterday</u>	Substitute <u>is not</u> , <u>today</u> for <u>does not</u> , <u>yesterday</u>

From the examples above ( Errors in the use of Adverb ), most of the students were confused in using adverb of time for simple present tense form , the students used the word yesterday as in the sentence “ He is here yesterday” Whereas the word yesterday is used for adverb of time for simple past tense form not simple present tense form. Those errors occurred due to understanding in the use of adverb was limited as it was said by the student (SP) in the following interview .

“Because I still do not understand yet in the use of adverb in the sentence and my knowledge is limited about English”.

From the statement above, it can be comprehended that that the students did not understand yet to apply the rules of language itself. Therefore errors occurred easily when the students use the language.

## 8. Errors in the use of Article

**TABLE 12**  
**THE KINDS OF ERROR IN THE USE OF ARTICLE**  
**IN THE SIMPLE PRESENT TENSE**

No	Errors	Reconstruction
1	She does not .....beautiful girl	Substitute <u>a</u> for, .....
2	<u>Sun</u> arises in the east	Substitute <u>the sun</u> for <u>sun</u>
3	<u>Sun</u> does not rise in the east	Substitute <u>the sun</u> for <u>sun</u>
4	Are you .....student ?	Substitute <u>a student</u> for <u>student</u>
5	Does <u>sun</u> arise in the east ?	Substitute <u>the sun</u> for <u>sun</u>

From the examples of errors above (Error in the use of Articles), most of the students were confused in using Articles “a/an and the” for example “Sun arises in the east” the word “sun” is something only one in the world so the word must be added with article “the” become “the sun” for “sun”. They also make sentences which needed article a/an but they don’t put it for example “Are you student ?” it should be “Are you a student?”. Those errors occurred due to limited of the student’s knowledge in the use of article which it was suitable with the following interview from the student (RA) :

“I have difficulties about simple present , first my knowledge is limited in the use of verb, gerund, and especially about article”.

From the interview, it can be comprehended that the students truly said that she did not understand yet in the use of adverb. Therefore to apply adverb on the sentences still made errors.

## 9. Errors in the Use of To Be

**TABLE 13**  
**THE KINDS OF ERROR IN THE USE OF TO BE**  
**IN THE SIMPLE PRESENT TENSE**

No	Errors	Reconstruction
1	She <u>does not</u> beautiful	Substitute <u>is not</u> for <u>does not</u>
2	<u>Does</u> she a beautiful girl ?	Substitute <u>is</u> for <u>does</u>
3	She <u>does not</u> here	Substitute <u>is</u> for <u>does</u>
4	I <u>not</u> see the table in the morning	Substitute <u>do not</u> for <u>not</u>
5	She <u>isn't</u> a woman carrier	Substitute <u>wasn't</u> for <u>isn't</u>
6	He <u>don't</u> know my name	Substitute <u>doesn't</u> for <u>don't</u>

From the examples of errors above ( Error in the use of To Be), most of the students were still confused in using To Be between simple present and simple past tense forms in verbal sentence and nominal

sentence for examples “ She does not beautiful”,” they use To Be “does” for nominal sentence in the use of simple present tense form. They should be “She is not beautiful”. Those errors occurred due to most of the students did not differ the kind of words, they still difficult to differ which verb and no. Therefore in making sentences they were still confused, the sentence nominal sentence or verbal sentence. This was suitable with the following interview from the student (RN) :

“I do not understand yet about the rule of language for example To be, because sometime in the sentences have To be and sometime have not and also there are many kinds of To be in English ”.

So it was clear that errors occurred due to limited of knowledge about the rules of language.

#### 10. Errors in the Use of Questions

**TABLE 14**  
**THE KINDS OF ERROR IN THE USE OF QUESTION**  
**IN THE SIMPLE PRESENT TENSE**

No	Errors	Reconstruction
1	Is <u>my</u> sister beautiful ?	Substitute <u>your</u> sister for <u>my</u> sister
2	Do <u>I</u> live here ?	Substitute <u>you</u> for <u>I</u>
3	<u>Am I</u> the most beautiful ?	Substitute <u>Are you</u> for <u>Am I</u>
4	<u>Is she</u> beautiful girl in <u>my</u> class ?	Substitute <u>your</u> class for <u>my</u> class
5	<u>Are you</u> not here ?	Substitute <u>here</u> for <u>not here</u>

From the examples of errors above (Error in the use of Questions), most of the students made errors in change subject “I” in interrogative sentence whereas in interrogative sentence for subject “I” must be changed become You, for example “I live here?” and to change possessive pronoun for example “ Is she beautiful girl in my class ?” it should be “ Is she

beautiful girl in your class'. Those errors occurred due to the influence of Indonesian language which there is no different in making interrogative sentences from positive sentences for the subject of the sentences. It appropriated with the student (WR) said in the following interview :

“Because in making question the words are used in the sentence different among positive, negative and interrogative sentence so they can make difficult to apply in the question”.

The other student also said that because of the different of the language rule between Indonesian language and English so it can make errors as the student (AN) said in the following interview :

“Because first the background of the study, I was from IPA program, second the rules of language is not same with Indonesian language and the reference are limited”.

So it was clear that Indonesian language influenced in the use of English because both of them have different rules of language.

# 11. Errors in the Production verb groups

**TABLE 15**  
**THE KINDS OF ERROR IN THE PRODUCTION VERB GROUPS**  
**IN THE SIMPLE PRESENT TENSE**

No	Errors	Reconstruction
1	He <u>came</u> here every morning	Substitute <u>come</u> for <u>came</u>
2	He <u>is write</u> on the table	Substitute <u>writes</u> for <u>is write</u>
3	They <u>are eat</u> together everyday	Substitute <u>eat</u> for <u>are eat</u>
4	He/she doesn't <u>my name</u>	Substitute <u>know my name</u> for <u>my name</u>

From the examples of errors above ( Error i.e. the Production of Verb Groups), the students applied verb without paying attention the adverb of time of the sentence which indicates when the activity happen .

For example “They came here every morning”, it should be “They come here every morning”. Those errors occurred due to the students did not understand yet about verb and also in using it. It was suitable with the student (HL) said in the following interview :

“Because I am still confused to change to be, verb, and applied in the sentence”.

From the interview it can be comprehended that the students were confused to know which one verb or no and how to use it in a sentence. Therefore the students made errors in the use of verb.

## 12. Miscellaneous

**TABLE 16**  
**THE KIND OF ERROR IN MISCELLAEIOUS**  
**IN THE SIMPLE PRESENT TENSE**

No	Errors	Reconstruction
1	You <u>are</u> here	Substitute <u>are not</u> for <u>are</u>

From the examples of errors above (Miscellaneous), there was a student used positive sentence for negative sentence form. This error occurred due to the student still does not understand yet when the activity or event occur. It was suitable with the result of the following interview from the student (SP) :

“Because my knowledge is limited and in English there are many kinds of rule or sentence form. Therefore sometime I am confused”.

Therefore the student used the other tense in making sentences whereas only the simple present tense form were explained.



### E. Kinds of Errors in the Use of Simple Past Tense

Here, the writer shows the errors which have been classified according to their kinds of errors in the use of simple past tense. For the same errors, the writer only shows one of them. They are showed as follows:

#### 1. Double marking

**TABLE 17**  
**THE KINDS OF ERROR IN DOUBLE MARKING**  
**IN THE SIMPLE PAST TENSE**

No	Errors	Reconstruction
1	Did I <u>came</u> doctors last night ?	Substitute <u>you come</u> for <u>I came</u>
2	She did not <u>bought</u> cloth yesterday	Substitute <u>buy</u> for <u>bought</u>
3	What did you <u>bought</u> last week ?	Substitute <u>buy</u> for <u>bought</u>

From the examples of errors above ( Double Marking ), In the simple past tense, the students made error for example “ She did not bought “ they use Verb II form whereas any “did” which it has meaning past form. Those errors occurred due to the students can not differ verb, as the student (NH) said in the following interview:

“ I still confused to use verb I, verb II, and verb III because there are many kinds of the sentences use different verb”.

From the interview it can be comprehended that the students were confused to know which one verb or no and how to make a sentence. Therefore the student made errors in the use of word which it caused errors in double marking such as the examples above. It also occurred due to there are many kind of sentences in English and all of them based on the rules of language as tenses which the expression or activity or event happen in different time so the tenses are used also different. This reason suitable with the student (KR) said in the following interview :

“Because in sentence form use present, past, and future different, then the background of my is limited”.

So students made errors due to in using tenses did not understand yet. Therefore the same marking in using the sentence still errors.

## 2. Regularizing Rules

**TABLE 18**  
**THE KINDS OF ERROR IN REGULARIZING RULES**  
**IN THE SIMPLE PAST TENSE**

No	Errors	Reconstruction
1	Adi was a <u>doctors</u>	Substitute <u>doctor</u> for <u>doctors</u>
2	I was a <u>doctors</u>	Substitute <u>doctor</u> for <u>doctors</u>
3	He wasn't <u>doctors</u>	Substitute <u>doctors</u> for <u>doctors</u>
4	I was not <u>doctors</u>	Substitute <u>doctor</u> for <u>doctor</u>
5	She became strong <u>women</u> last Sunday	Substitute <u>woman</u> for <u>women</u>
6	She <u>did</u> not a <u>women</u> carrier	Substitute <u>was</u> , <u>woman</u> for <u>did</u> , <u>women</u>
7	She did not become strong <u>women</u> last Sunday	Substitute <u>woman</u> for <u>women</u>
8	Did she a <u>women</u> carrier ?	Substitute <u>woman</u> for <u>women</u>
9	Did she a <u>women</u> carrier ?	Substitute <u>you</u> , <u>women</u> for <u>I</u> , <u>women</u>
10	Was she a <u>women</u> ?	Substitute <u>woman</u> for <u>women</u>
11	<u>Did</u> she a <u>women</u> ?	Substitute <u>was</u> , <u>woman</u> for <u>did</u> , <u>women</u>
12	They came here two <u>day</u> a	Substitute <u>days</u> for <u>day</u>

From the examples above (Regularizing Rules), most of the students can not differ singular and plural words for example “ She is a beautiful girls “ they use word “ “girls” for singular subject or article which it also shows singular. In the other case they can not differ singular and plural in the word “woman/women” in singular subject they use word “women” for example “Aaw was a women” and also in the use letter “-s” to make plural , they were still confused for example “ They came here two day ago”.

Whereas the word “two day” in English is plural and it must be added letter “-s” to make plural so it become “two days”. Those errors occurred due to limited of the knowledge of the students, vocabularies, and the rules of language as the student (AR) said in the following interview :

“Because first the different of English rule with Indonesian language. second there are many kinds of words and also my vocab is limited”.

So, it can be comprehended that the students were confused in application the rule of language and vocabularies. Therefore in making sentences could not apply the rule of language correctly and also in mastery vocabularies were limited so it was difficult to use the appropriate word.

### 3. Errors in using Arch forms

**TABLE 19**  
**THE KINDS OF ERROR IN USING ARCH FORMS**  
**IN THE SIMPLE PAST TENSE**

No	Errors	Reconstruction
1	Adi wrote a letter for <u>her</u> mother	Substitute <u>his</u> for <u>her</u>
2	Adi wrote a letter for <u>her</u> mom last week	Substitute <u>his</u> for <u>her</u>

From the examples of errors above ( Error in using Arch forms), in this kinds of errors there were two students made errors namely when they change possessive pronoun for singular man for example “Adi wrote a letter for her mother last night” the students change possessive pronoun from the word “Adi” become “her” whereas the right word is “his”. Those error occurred due to there are many rules of language and every the rule has the each function. Therefore the student made errors, it was suitable with the student (MA) said in the following interview :

“Because I do not understand yet and my knowledge is limited”.

From the statement, it can be comprehended that the student did not master the rule of language. She said that in English there are many kinds of rules so to master it difficult.

#### 4. Mis-ordering

**TABLE 20**  
**THE KIND OF ERROR IN MIS-ORDERING**  
**IN THE SIMPLE PAST TENSE**

No	Errors	Reconstruction
1	Did we <u>each morning at 5 o'clock</u> <u>everyday</u>	Substitute <u>at 5 o'clock</u> <u>everyday</u> for <u>each morning at 5</u> <u>o'clock everyday</u>

From the examples above (Mis-Ordering), most of the students were confused in putting adverb. They put between day and o'clock still error as the example above. This error occur due to the influence of Indonesian language so the student made the sentence appropriate with the sentence Indonesian language as the student used it. The students said that in Indonesian the sentence can be used but she did not know that in English was wrong grammatically. It was suitable with the student (AN) said in the following interview :

“Because in Indonesia language it is true and I do not know if it is different in English”.

Therefore the student made error due to the sentence was made as Indonesian language so in using English sentence did not know.



## 5. Errors in the Use of Preposition

**TABLE 21**  
**THE KINDS OF ERROR IN THE USE OF PREPOSITION**  
**IN THE SIMPLE PAST TENSE**

No	Errors	Reconstruction
1	Adi wrote a letter <u>to</u> his mother last night.	Substitute <u>for</u> for <u>to</u>
2	They came <u>to here</u> two days ago	Substitute <u>here</u> for <u>to here</u>

From the examples above ( Error in the use of Preposition), most of the students were confused in using preposition such as “in, on, at, from, and to” for example” Adi wrote a letter to his mother last night” it should be “Adi wrote a letter for his mother last night” Those errors occurred due to limited of knowledge of the students about preposition and the use of it and also limited of vocab. Therefore the students only use the word by word without know that in English there are many words which have the function itself. So in the use words same with Indonesian word, it can make errors too as in the student (RA) said in the following interview :

“Because there are many kinds of words in English and I am confused to use them ”.

Therefore the students made errors in making sentences and use it as the student has said above truly that she was confused in the use of words.

## 6. Errors in the Use of Adverb

**TABLE 22**  
**THE KINDS OF ERROR IN THE USE OF ADVERB**  
**IN THE SIMPLE PAST TENSE**

No	Errors	Reconstruction
1	I had a cup of coffee <u>last</u> morning	Substitute <u>this</u> for <u>last</u>
2	I didn't have a cup coffee <u>last</u> morning.	Substitute <u>this</u> for <u>last</u>
3	They came <u>last two days</u>	Substitute <u>two days ago</u> for <u>last two days</u>
4	Adi wrote a letter for his mother	Substitute <u>last night</u> for <u>.....</u>

From the examples above ( Errors in the use of Adverb ), most of the students were confused for simple past tense forms. For example in the simple past tense form as in the sentence "I had a cup of coffee last morning" which the right. Of adverb are "today" for "yesterday" and "this morning" for last morning. Those errors occurred due to understanding in the use of adverb limited as it was said by the student (SD) in the following interview .

"I do not understand yet in the use of adverb in the sentence and my knowledge is limited".

From the statement above, it can be comprehended that the student did not understand yet to apply the rules of language especially adverb. Therefore errors occurred easily when the students use the language

## 7. Errors in the Use of Article

**TABLE 23**  
**THE KINDS OF ERROR IN THE USE OF ARTICLE**  
**IN THE SIMPLE PAST TENSE**

No	Errors	Reconstruction
1	He was <u>doctors</u>	Substitute <u>a doctor</u> for <u>doctors</u>
2	She met her mother just 4 <u>an hour</u>	Substitute <u>4 hours</u> for <u>4 an hour</u>
3	I studied for <u>an a hour</u>	Substitute <u>an hour</u> for <u>an a hour</u>
4	Did I look for two <u>a hour</u>	Substitute <u>hours</u> for <u>a hour</u>
5	Was she <u>women</u>	Substitute <u>a woman</u> for <u>women</u>

From the examples of errors above (Error in the use of Articles), most of the students were confused in using Articles a/an and the for “She has met her mother just 4 an hour” they used the word plural but they put article an which it is singular. They also made sentences which needed article a/an but they don’t put it for example “Are you student ?” it should be “Are you a student?”. Those errors occurred due to understanding in the use of adverb limited as it was said by the student (WR) following interview .

“I still do not understand yet about article because my knowledge is limited”.

From the statement above, it can be comprehended that that the students did not understand yet to apply the rules of language itself. Therefore errors occurred easily when the students use the language.

## 8. Errors in the Use of To Be

**TABLE 24**  
**THE KINDS OF ERROR IN THE USE OF TO BE**  
**IN THE SIMPLE PAST TENSE**

No	Errors	Reconstruction
1	<u>2</u>	<u>3</u>
1	Have you buy last week ?	Substitute <u>did</u> for <u>have</u>
2	They <u>did</u> not eat banana	Substitute <u>do</u> for <u>did</u>
3	They <u>did</u> not eat banana	Substitute <u>do</u> for <u>did</u>

1	2	3
4	What <u>do</u> you buy last week ?	Substitute <u>did</u> for <u>do</u>
5	What <u>had</u> you buy last week ?	Substitute <u>did</u> for <u>had</u>
6	What <u>was</u> you but last week ?	Substitute <u>did</u> for <u>was</u>
7	Where <u>are</u> you sit yesterday ?	Substitute <u>did</u> for <u>are</u>

From the examples of errors above ( Error in the use of To Be), most of the students were still confused in using To Be between simple present and simple past tense forms in verbal sentence and nominal sentence for examples “ She does not beautiful”, “What do you buy last week ?”they use To Be “does” for nominal sentence in the use of simple present tense form and “do” for verbal sentence in the use of simple past tense form. They should be “She is not beautiful”, and “What did you buy last week ?”. Those errors occurred due to most of the students did not differ the kind of words, they still difficult to differ which verb and no. Therefore in making sentences they were confused, the sentence nominal sentence or verbal sentence. This was suitable with the following interview from the student (NH):

“I have some the difficulties about simple past tense in using to be and verb in the sentences”.

So it can be comprehended that errors occurred due to limited of knowledge about the rules of language especially to be.

#### 9. Errors in the Use of Questions

TABLE 25  
THE KINDS OF ERROR IN THE USE OF QUESTIONS  
IN THE SIMPLE PAST TENSE

No	Errors	Reconstruction
1	2	3
1	<u>Am</u> I the most beautiful yesterday ?	Substitute <u>were</u> <u>you</u> for <u>am</u> I



1	2	3
2	Was <u>I</u> a doctor ?	Substitute <u>were you</u> for <u>was I</u>
3	Did <u>I</u> have a car ?	Substitute <u>you</u> for <u>I</u>
4	Did <u>you</u> buy last week ?	Substitute <u>what did</u> for <u>did</u>
5	Did <u>my</u> brother have three children ?	Substitute <u>your</u> for <u>my</u>

From the examples of errors above (Error in the use of Questions), most of the students made error in change subject "I" in interrogative sentence whereas in interrogative sentence for subject "I" must be changed become You, for example "Did I have a car ?". It should be "Did you have a car?".

#### 10. Errors in the Production Verb Groups

TABLE 26  
THE KINDS OF ERROR IN THE PRODUCTION VERB GROUPS  
IN THE SIMPLE PAST TENSE

No	Errors	Reconstruction
1	I <u>have</u> a shirt	Substitute <u>had</u> for <u>have</u>
2	I <u>hasn't</u> a car	Substitute <u>didn't have</u> for <u>hasn't</u>
3	Did he <u>has</u> An Nida magazine ?	Substitute <u>have</u> for <u>has</u>
4	I <u>was study</u> an hour last night	Substitute <u>studied</u> for <u>was study</u>
5	She <u>did go</u> yesterday	Substitute <u>went</u> for <u>did go</u>
6	I <u>didn't gone</u> home today	Substitute <u>don't go</u> for <u>didn't gone</u>
7	Did the women <u>much</u> money yesterday	Substitute <u>have much</u> for <u>much</u>
8	Did the women <u>much</u> money yesterday	Substitute <u>have much</u> for <u>much</u>
9	What <u>do you buyed</u> last week ?	Substitute <u>did, buy</u> for <u>do, buyed</u>
10	Where <u>do you sat</u> yesterday ?	Substitute <u>did, sit</u> for <u>do, sat</u>
11	Where <u>are you sat</u> yesterday ?	Substitute <u>did, sit</u> for <u>are, sat</u>

From the examples of errors above ( Error in the Production of Verb Groups), the students applied verb without paying attention the adverb of time of the sentence which indicates when the activity occur. For example

“Where do you sat yesterday”, it should be Where did you sit yesterday”. Those errors occurred due to the influence of Indonesian language which there is no different in making interrogative sentences from positive sentences for the subject of the sentences. It appropriated with the result of the following interview from the student (DA):

“Because there are many kinds of words in English we must use the words suitable with the function, and also between Indonesian language and English is different”.

So it can be comprehended that errors occurred due to limited of knowledge about the rules of language especially verb.

#### 10. Miscellaneous

**TABLE 27**  
**THE KINDS OF ERROR IN MISCELLANEOUS**  
**IN THE SIMPLE PAST TENSE**

No	Errors	Reconstruction
1	I <u>have seen</u> you last week	Substitute <u>saw</u> for <u>have seen</u>
2	I <u>had studied</u> this night	Substitute <u>studied</u> for <u>had studied</u>
3	I <u>have bought</u> a pencil yesterday	Substitute <u>bought</u> for <u>have bought</u>
4	She <u>hat not</u> 10 cats last year	Substitute <u>did not have</u> for <u>had not</u>
5	<u>Have I</u> a shirt	Substitute <u>Did you have</u> for <u>have I</u>
6	<u>Had he</u> book of Islamic story ?	Substitute <u>Did he have</u> for <u>had</u>
7	I <u>have waited</u> you an hour	Substitute <u>waited</u> for <u>have waited</u>
8	I <u>have met</u> that women	Substitute <u>met</u> for <u>have met</u>

From the examples of errors above (Miscellaneous), there were some students used the other tenses such as present perfect tense for example “I have bought a pencil yesterday”. There was also past perfect tense for example “I had studied this night”. Whereas the instruction of item have been clear namely only using simple present and simple past tense form. Those error occurred due to the student did not understand yet

when the activity or event occur. It was suitable with the result of the following interview from the student (HK):

“Because in English there are many kinds of tenses then I do not master yet, and my knowledge is limited”.

Therefore the student used the others tense in making sentences whereas only the simple past tense form were used.

## **F. Frequency and Percentage of Errors**

### **1. Frequency and percentage of error in the use of simple present tense**

The frequency and percentage of errors according to their kinds of errors in the use of simple present tense made by the students can be seen in the table below :

**TABLE 9**  
**FREQUENCY AND PERCENTAGE OF ERRORS IN THE USE OF**  
**SIMPLE PRESENT TENSE**

<b>No</b>	<b>Kind of Errors</b>	<b>Frequency</b>	<b>Percentage</b>
1	Omitting grammatical morpheme	16	10.81 %
2	Double marking	6	4.05 %
3	Regularizing rules	9	6.08 %
4	Errors in using two or more forms in random alternation	3	2.03 %
5	Mis-ordering	23	15.54 %
6	Errors in the use of preposition	24	16.22 %
7	Errors in the use of adverb	3	2.03 %
8	Errors in the use of articles	11	7.43 %
9	Error in the use of to be	21	14.19 %
10	Error in the use of question	21	14.19 %
11	Error in the production of verb groups	10	6.76 %
12	Miscellaneous	1	0.67 %
	Total	148	100 %

From error explanation above, it can be known that the total frequency of errors in the use of simple present tense made by the English

students of Tarbiyah Department of STAIN Palangka Raya were 170 from 20 items. The students made Errors in Double Marking under the frequency 4 or 2.35 %, Error on Regularizing Rules under the frequency 34 or 20 %, Error in using arch forms under the frequency 2 or 1.18 %, Error in the Use of Preposition under the frequency 8 or 4.71 %, Error in the Use of Adverb under the frequency 6 or 3.53 %, Error in the Use of Article under the frequency 9 or 5.29 %, Error in the Use of To Be under the frequency 38 or 22.35 %, Error in the Use of Question under the frequency 22 or 12.94 %, Error in the Production of Verb Groups under the frequency 29 or 17.06 %, and last one was Miscellaneous under the frequency 18 or 10.59 %.

From the explanation above, it can be comprehended that the highest errors occurred due to the knowledge of the students about the rules of language which between Indonesian language and English are different. Therefore most of the students made errors in the use of to be. The errors occurred due to the students can not differ to be for present and past time. Therefore they made errors in English both of them in written or oral. It was suitable with the following statement which the writer interviewed the student (HL) who made the highest errors below:

“Because in English we use to be suitable with the time when the activities occur such as in sentence form that is used for present, past, and future different, then the background of my knowledge is limited”.

It can be comprehended that the rules of language can influence in the use of the language. Therefore errors can occur when someone does not

“Because the rules of language is deferent with Indonesia language and the reference are limited”.

From the statement above, it can be comprehended that the rules of language can cause errors if do not understand yet in using it. Therefore the knowledge about the rules of language are very important to master. The other factor why errors occurred due to Indonesian language is very different with English both in the use words and also the rules of language.

## 2. Frequency and Percentage of Error in the Use of Simple Past Tense

The frequency and percentage of errors according to their kinds of errors in the use of simple past tense made by the students can be seen in the table bellow :

**TABLE 6**  
**FREQUENCY AND PERCENTAGE OF ERRORS**  
**IN THE USE OF 148 SIMPLE PAST TENSE**

No	Kind of Errors	Frequency	Percentage
1	Double marking	4	2.35 %
2	Regularizing Rules	34	20.00 %
3	Error in using arch forms	2	1.18 %
4	Errors in the use of preposition	8	4.71 %
5	Error in the use of adverb	6	3.53 %
6	Error in the use of article	9	5.29 %
7	Error in the use of To Be	38	22.35 %
8	Error in the use of question	22	12.94 %
9	Error in the production of verb groups	29	17.06 %
10	Miscellaneous	18	10.59 %
	Total	170	100 %

From error explanation above, it can be known that the total frequency of errors in the use of simple past tense made by the English

students of Tarbiyah Department of STAIN Palangka Raya were 170 from 20 items. The students made Errors in Double Marking under the frequency 4 or 2.35 %, Error on Regularizing Rules under the frequency 34 or 20 %, Error in using arch forms under the frequency 2 or 1.18 %, Error in the Use of Preposition under the frequency 8 or 4.71 %, Error in the Use of Adverb under the frequency 6 or 3.53 %, Error in the Use of Article under the frequency 9 or 5.29 %, Error in the Use of To Be under the frequency 38 or 22.35 %, Error in the Use of Question under the frequency 22 or 12.94 %, Error in the Production of Verb Groups under the frequency 29 or 17.06 %, and last one was Miscellaneous under the frequency 18 or 10.59 %.

From the explanation above, it can be comprehended that the highest errors occurred due to the knowledge of the students about the rules of language which between Indonesian language and English are different. Therefore most of the students made errors in the use of to be. The errors occurred due to the students can not differ to be for present and past time. Therefore they made errors in English both of them in written or oral. It was suitable with the following statement which the writer interviewed the student (HL) who made the highest errors below:

“Because in English we use to be suitable with the time when the activities occur such as in sentence form that is used for present, past, and future different, then the background of my knowledge is limited”.

It can be comprehended that the rules of language can influence in the use of the language. Therefore errors can occur when someone does not

master the rules of language itself. The other student (NH) also said the same thing about errors as the following interview :

“I have some the difficulties about simple past tense in using to be. verb in the sentence and the rules of language it self deferent with Indonesia language and the reference are limited”.

From the statement above, it can be comprehended that the rules of language can cause errors if do not understand yet in using it. Therefore the knowledge about the rules of language are very important to master. The other factor why errors occurred due to Indonesian language is very different with English both in the use words and also the rules of language.

### 3. Frequency and Percentage of Error According to Each Item

The frequency and percentage of errors according to each items can be seen in the table bellow :

**TABLE 7**  
**FREQUENCY AND PERCENTAGE OF ERRORS**  
**ACCORDING TO EACH NUMBER ITEM**

Number Items	Frequency	Percentage
<b>1</b>	<b>2</b>	<b>3</b>
1	3	0.94
2	3	0.94
3	7	2.20
4	6	1.89
5	7	2.20
6	8	2.51
7	3	0.94
8	3	0.94
9	7	2.20
10	2	0.63
11	3	0.94
12	9	2.83
13	16	5.03



1	2	3
14	16	5.03
15	17	5.35
16	3	0.94
17	3	0.94
18	6	1.89
19	8	2.51
20	12	3.77
21	23	6.29
22	7	2.20
23	4	1.26
24	15	4.72
25	1	0.31
26	1	0.31
27	5	1.57
28	16	5.03
29	16	5.03
30	14	4.40
31	14	4.40
32	7	2.20
33	7	2.20
34	11	3.46
35	2	0.63
36	5	1.57
37	11	3.46
38	7	2.20
39	4	1.26
40	5	1.57
Total	318	100 %

#### 4. The kinds of errors according to their items

- a. The kinds of errors number 4.4, 7.3, 10.2, 13.2, 13.3, 13.4, 13.5, 13.8, 13.9, 13.10, 31.1, 31.2, 31.3, 31.14, 39.1, 39.3, and 39.4 are included in errors in Omitting Grammatical Morphemes.
- b. The kinds of errors number 5.1, 6.3, 14.2, 14.14, 15.2, 18.1, 29.4, 30.8, 36.3, and 37.4 are included in errors in Double Marking.



- c. The kinds of errors number 1.1, 1.2, 2.3, 3.3, 3.7, 16.2, 16.3, 17.2, 17.3, 24.14, 28.4, 28.5, 28.6, 28.7, 28.8, 28.9, 28.10, 28.11, 28.13, 28.14, 28.16, 29.3, 29.5, 29.6, 29.7, 29.11, 29.13, 29.14, 29.15, 30.2, 30.3, 30.4, 30.5, 30.6, 30.7, 30.9, 30.10, 30.12, and 40.5 are included in errors in Regularizing Rules.
- d. The kinds of errors number 34.4 and 34.10 are included in errors using Arch forms.
- e. The kinds of errors number 1.1, 2.3, 3.7, are included in errors in using Two or More forms in Random Alternation.
- f. The kinds of errors number 13.6, 13.7, 13.19, 13.9, 13.10, 13.11, 13.12, 13.14, 14.3, 14.4, 14.5, 14.8, 14.9, 14.10, 14.12, 15.4, 15.5, 15.7, 15.11, 15.12, 15.13, 15.15, and 15.18 are included in errors in Mis-ordering.
- g. The kinds of errors number 4.1, 4.2, 4.6, 5.2, 5.3, 5.5, 6.2, 6.4, 13.1, 14.6, 14.7, 14.11, 15.8, 15.9, 15.14, 29.12, 31.1, 31.6, 31.7, 31.8, 31.9, 31.10, 31.13, 31.14, 34.1, 34.5, 34.6, 34.7, 34.8, 34.9, 40.3, and 40.2 are included in errors in the use of Preposition.
- h. The kinds of error number 4.3, 5.6, 6.6, 19.5, 20.1, 21.2, 21.14, 34.11, and 40.2 are included in errors in the use of Adverb.
- i. The kinds of errors number 2.2, 13.4, 14.13, 15.8, 15.16, 22.2, 22.4, 22.5, 23.2, 23.4, 24.8, 24.15, 30.4, 31.1, 31.2, 31.10, 31.11, 31.12, 34.1, and 35.1 are included in errors in the use of Article.

- j. The kinds of errors number 2.1, 3.5, 3.6, 5.4, 5.6, 6.6, 6.7, 7.1, 8.1, 8.2, 8.3, 9.1, 11.1, 11.2, 11.3, 12.2, 12.6, 15.1, 15.3, 15.6, 16.1, 17.1, 18.2, 20.1, 21.18, 21.19, 23.1, 28.2, 29.1, 29.3, 29.5, 29.8, 29.9, 29.11, 30.7, 30.7, 30.10, 30.11, 30.12, 30.13, 30.14, 32.1, 32.2, 32.3, 32.4, 32.5, 32.6, 32.7, 33.2, 33.3, 33.4, 33.5, 33.6, 33.7, 35.2, 36.1, 36.2, 36.4, 36.5, 37.1, 37.5, 37.6, 37.7, 37.8, 37.9, 37.10, 37.11, 38.1, and 38.2 are included in errors in of To Be.
- k. The kinds of error number 3.1, 3.2, 3.4, 6.5, 6.8, 9.1, 9.2, 9.1, 9.3 9.4, 9.5, 9.6, 9.7, 12.1, 12.2, 12.4, 12.5, 12.7, 12.8, 12.9, 15.10, 18.3, 18.4, 18.5, 24.6, 24.7, 24.8, 24.9, 24.10, 24.11, 24.12, 24.13, 24.14, 24.15, 24.16, 27.1, 27.2, 27.3, 27.4, 27.5, 30.6, 37.2, and 37.3 are included in errors in the use of Questions.
- l. The kinds of errors number 4.5, 7.2, 10.1, 11.1, 11.2, 13.16, 14.15, 15.18, 19.1, 19.3, 19.4, 19.5, 19.6, 20.2, 20.3, 20.5, 20.11, 21.17, 22.1, 22.3, 22.5, 22.6, 25.26, 28.3, 28.12, 28.15, 29.10, 29.16, 30.1, 31.5, 32.2, 33.1, 34.1, 34.2, 34.3, 37.1, 37.6, 37.8, and 38.1 are included in errors in the production of verb groups.
- m. The kinds of errors number 5.7, 19.2, 19.7, 19.8, 20.4, 20.6, 20.7, 20.8, 20.9, 20.11, 20.13, 21.3, 21.8, 21.13, 21.23, 21.24, 22.7, 24.11, and 28.1 are included in errors in Miscellaneous.

From the kinds of errors according to their item so the sum of errors in the use of simple present and simple past tense made by the students were 318 errors which errors occurred in the use of simple

present tense under the frequency 148 errors or 46.54 % and simple past tense under the frequency 170 errors or 53.46 %

### **G. The Cause and the Source of Errors**

In relation to the errors explanation above, the Interlingual interference or Interlingual error, it can be seen by word to word translation or literal translation. The Interlingual interference or Intralingual error, it can be seen in the use of Omitting grammatical morphemes, Double marking, Regularizing Rules, Error in using Arch forms, Error in using two or more forms in random alternation, Mis-ordering, Error in the use of Preposition, Error in the use of Adverb, Error in the use of Articles, Error in the use of To Be, Error in the use of Question, Error in the Production of Verb Groups, and Miscellaneous. Therefore, the Causes and the sources of errors in the use of simple present and simple past tense can be seen in the table below :

#### **1. The causes of errors in the use of simple present tense**

**TABLE 31**  
**THE CAUSES OF ERRORS IN THE USE OF**  
**SIMPLE PRESENT TENSE**

<b>No</b>	<b>Cause</b>	<b>Frequency</b>	<b>Percentage</b>
1	Interlingual	54	36.47 %
2	Intralingual	94	63.53 %
	Total	148	100 %

Based on the table above, it can be known that the causes of errors in the use of simple present tense occurred due to Interlingual and Intralingual factors. On Interlingual cause, errors were made by the students under the frequency 54 errors or 36.47 % and on Intralingual cause, errors were made by the students under the frequency 94 errors or 63.53 %.

On Interlingual factor, it can occur due to first language or mother tongue where most of the students said that the different between Indonesian language and English made they were confused in applying in the sentences as the following interview from the student (AN):

“Because in Indonesian language it is true and I do not know if it is different in English”.

and the other student (DA) also said the same reason why she made errors as the following interview :

“Because there are many kinds of words in English we must use the words suitable with the function, and also between Indonesian language and English is different”.

So, it can be comprehended that Indonesian language has the big influence in learning English. Therefore the students were difficult to learn English. On Intralingual factor, it can occur due to the students still develop English so it can occur whenever. It is proved with the result of interview which most of the students did not know the kinds of words and the use of them such as the use of article, adverb, to be, preposition, verb and so forth. It was suitable with the student (SP) in the following interview :

“I have some the difficulties about the rules of language for example gerund, adverb, and article”.

From the statement above, it can be comprehended that the studentsl does not master yet in the use of verb, adverb, and also article. Therefore Intralingual error occurred.

## 2. The causes of errors in the use of simple past tense

**TABLE 32**  
**THE CAUSES OF ERRORS IN THE USE OF**  
**SIMPLE PAST TENSE**

No	Causes	Frequency	Percentage
1	Interlingual	50	29.41 %
2	Intralingual	120	70.59 %
	Total	170	100 %

Based on the table above, it can be known that the causes of errors in the use of simple past tense occurred due to Interlingual and Intralingual factors. On Interlingual cause, errors were made by the students under the frequency 50 errors or 29,41 % and on Intralingual cause, errors were made by the students under the frequency 120 errors or 70,59 %. On Interlingual factor, it can occur due to first language or mother tongue where most of the students said that the different between Indonesian language and English made they were confused in applying in the sentences as the following interview from the student (AH):

“Because the different of English rule with Indonesian language”.

and the other student also said the same reason why he (ZM) made errors as the following interview :

“Because Indonesia language is different with English and the references are limited”.

So, it can be comprehended that Indonesian language has the big influence in learning English. Therefore the students difficult to learn English. On Intralingual factor, it can occur due to the students still develop English so it can occur whenever. It was proved with the result of interview which most of the students did not know the kinds of words and the use of them such as the

use of article, adverb, to be, preposition, verb and so forth. It was suitable with the following interview from the student (SD):

"I have some the difficulties about simple past tense first on my knowledge is limited in the use of verb in the sentence, second I do not understand yet about the rule of language for example gerund , third I still do not understand yet in the use of adverb in the sentence and the last is in the use of article".

From the statement above, it can be comprehended that the student still did not master yet about the use of verb, adverb, and also article. Therefore Intralingual error occurred.

### 3. The sources of errors in the use of simple present tense

**TABLE 33**  
**THE SOURCES OF ERRORS IN THE USE OF SIMPLE PRESENT TENSE**

No	Sources	Frequency	Percentage
1	Interlingual Interference	54	36.47 %
2	Intralingual Interference	94	63.53 %
Total		148	100 %

Based on the table above, it can be known that the sources of errors in the use of simple present tense occurred due to Interlingual Interference and Intralingual Interference factors. On Interlingual Interference source, errors were made by the students under the frequency 54 errors or 36.47 % and on Intralingual Interference source, errors were made by the students under the frequency 94 errors or 63.53 %. On Interlingual Interference factor, it can occur due to there are many kind of sentences with each rule that must be used appropriate with the sentence while the sentence in Indonesian language is very different with English as the student (AN) said in the following interview:

"Because in Indonesian language it is true and I do not know if it is different in English".

and the other student (DA) also said the same reason why she made errors as the following interview :

“Because there are many kinds of words in English we must use the words suitable with the function, and also between Indonesian language and English is different”.

: It can be comprehended that the student made errors due to there are many kinds of rule or sentence so errors occurred. In English, the kind of sentences will use the different rules based on the time when the activity or expression happen because the sentence has the different time so the sentence also different for example the time for present, past and future. On Intralingual interference factor, it can occur due to the students still develop English so it can occur whenever. It was proved that the knowledge of the students were limited as in the student (DA) said in the following interview :

“Because in English we use to be suitable with the time when the activities occur such as in sentence form that is used for present, past, and future different, then the background of my knowledge is limited”.

The limited of knowledge about the English rules became one of the sources of errors too as the statement above. Therefore errors can occur when use the language both in written or oral.

#### 4. The sources of errors in the use of simple past tense

TABLE 34  
THE SOURCES OF ERRORS IN THE USE OF SIMPLE PAST TENSE

No	Sources	Frequency	Percentage
1	Interlingual Interference	50	29.41 %
2	Intralingual Interference	120	70.59 %
	Total	170	100 %

Based on the table above, it can be known that the sources of errors in the use of simple past tense occurred due to Interlingual Interference and Intralingual Interference factors. On Interlingual Interference source, errors were made by the students under the frequency 50 errors or 29.41 % and on Intralingual Interference source, errors were made by the students under the frequency 120 errors or 70.59 %.

On Interlingual Interference factor, it can occur due to there are many kind of sentences with each rule that must be used appropriate with the sentence while the sentence in Indonesian language is very different with English as student (AN) said in the following interview:

"I have some the difficulties about simple past tense in using to be, because the different of English rule with Indonesian language".

It can be comprehended that the student made errors due to there are many kind of rules or sentences so errors occurred. In English, the kind of sentences will use the different rule based on the time when the activity or expression happen because the sentence has the different time so the sentence also different for example the time for present, past and future. On Intralingual interference factor, it can occur due to the students still develop English so it can occur whenever as the student the student (DA) said in the following interview:

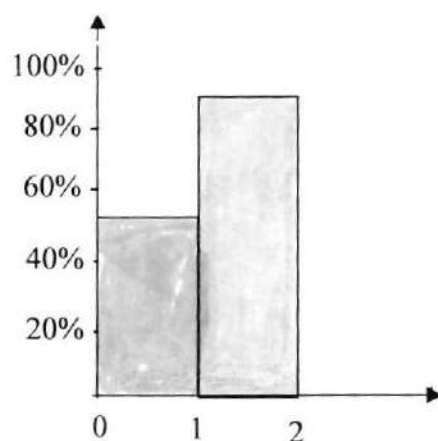
"Because there are many kinds of words in English we must use the words suitable with the function, and also between Indonesian language and English is different".


Therefore errors can occur in writing or oral due to limited of knowledge about the English rules.




## H. Graphic of the Causes and the Sources of Errors

### 1. Graphic of the cause of error in the use of simple present tense



Explanation :  : Interlingual the cause of errors

 : Intralingual the cause of errors

Number 1 : Interlingual the cause of errors 36.47 %

Number 2 : Intralingual the cause of errors 63.53 %

From the graphic above, it can be comprehended that the causes of errors in the use of simple present tense occur due to Interlingual was under the frequency 54 or 36.47 % and Intralingual was under the frequency 94 or 63.53 %. On Interlingual factor, it can occur due to first language or mother tongue where most of the students said that the different between Indonesian language and English made they confused in applying in the sentences as the student (AN) said in the following interview:

“Because in Indonesian language it is true and I do not know if it is different in English”.

and the other student (DA) also said the same reason why she made errors as

the following interview :

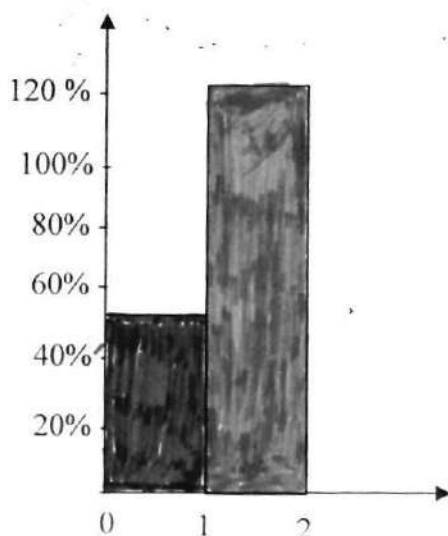
“Because there are many kinds of words in English we must use the words suitable with the function, and also between Indonesian language and English is different”.


So, it can be comprehended that Indonesian language has the big influence to learning English. Therefore the students were difficult to learn English. On Intralingual factor, it can occur due to the students still develop English so it can occur whenever. It is proved with the result of interview which most of the students did not know the kinds of words and the use of them such as the use of article, adverb, to be, preposition, verb and so forth. It was suitable with the student (SP) said in the following interview :


“I have some the difficulties about the rules of language for example gerund, adverb, and article”.

From the statement above, it can be comprehended that the student still did not master yet about the use of verb, adverb, and also article. Therefore Intralingual error occurred.

## 2. Graphic of the cause of error in the use of simple past tense



Explanation :  : Interlingual the cause of errors

 : Intralingual the cause of errors

Number 1 : Interlingual the cause of errors 29.41 %

Number 2 : Intralingual the cause of errors 70.59 %

From the graphic above, it can be comprehended that the causes of errors in the use of simple past tense occur due to Interlingual was under the frequency 50 errors or 29.41 % and Intralingual was under the frequency 120 errors or 70.59 %.

On Interlingual factor, it can occur due to first language or mother tongue where most of the students said that the different between Indonesia language and English made they confused in applying in the sentences as English as the student (AH) said in the following interview:

“Because the different of English rule with Indonesian language”.

and the other student also said the same reason why he (ZM) made errors as the following interview :

“Because Indonesia language is different with English and the references are limited”.

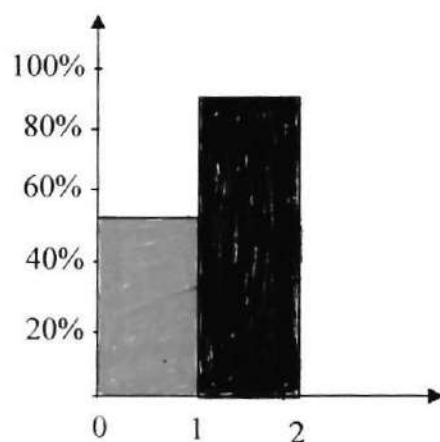
So, it can be comprehended that Indonesian language has the big influence to learning English. Therefore the students are difficult to learn English. On Intralingual factor, it can occur due to the students still develop English so it can occur whenever. It is proved with the result of interview which most of the students did not know the kinds of words and the use of them such as the use of


article, adverb, to be, preposition, verb and so forth. It was suitable with the following interview from the student (SD):

"I have some the difficulties about simple past tense first on my knowledge is limited in the use of verb in the sentence, second I do not understand yet about the rule of language for example gerund , third I still do not understand yet in the use of adverb in the sentence and the last is in the use of article".

From the statement above, it can be comprehended that the student still did not master yet about the use of verb, adverb, and also article. Therefore Intralingual error occurred.

### 3. Graphic of the source of error in the use of simple present tense



Explanation :  : Interlingual Interference the source of errors

 : Intralingual Interference the source of errors

Number 1 : Interlingual Interference the source of errors  
36.47 %

Number 2 : Intralingual Interference the source of errors  
63.53 %

From the graphic above, it can be comprehended that the sources of errors in the use of simple present tense occur due to Interlingual Interference was under the frequency 54 errors or 36.47 % and Intralingual Interference was under the frequency 94 errors or 63.53 %. On Interlingual Interference, it can occur due to first language or mother tongue where most of the students said that the different between Indonesian language and English made they confused in applying in the sentences as the student (AN) said in the following interview :

“Because in Indonesian language it is true and I do not know if it is different in English”.

and the other student (DA) also said the same reason why she made errors as the following interview :

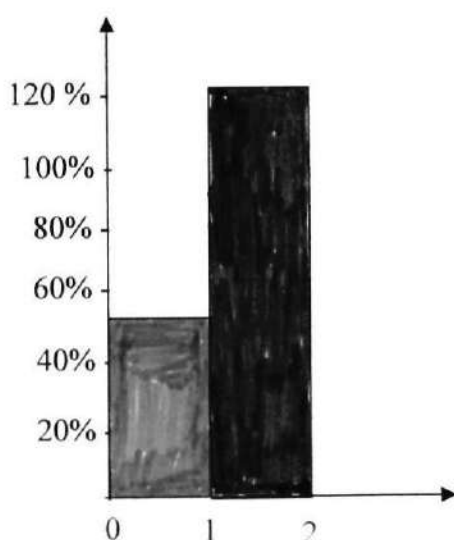
“Because there are many kinds of words in English we must use the words suitable with the function, and also between Indonesian language and English is different”.


So, it can be comprehended that Indonesian language has the big influence to learning English. Therefore the students are difficult to learn English. On Intralingual Interference, it can occur due to the students still develop English so it can occur whenever. It is proved with the result of interview which most of the students did not know the kinds of words and the use of them such as the use of article, adverb, to be, preposition, verb and so forth. It was suitable with the student (SP) said in the following interview :

“I have some the difficulties about the rules of language for example gerund, adverb, and article”.

From the statement above, it can be comprehended that the student still did not master yet about the use of verb, adverb, and also article. Therefore Intralingual error occurred.

#### 4. Graphic of the source of error in the use of simple past tense



Explanation :  : Interlingual Interference the source of errors

 : Intralingual Interference the source of errors

Number 1 : Interlingual Interference the source of errors  
29.41 %

Number 2 : Intralingual Interference the source of errors  
70.59 %

From the graphic above, it can be comprehended that the sources of errors in the use of simple past tense occur due to Interlingual Interference was under the frequency 50 errors or 29.41 % and Intralingual Interference was under the frequency 120 errors or 70.59 %.

On Interlingual factor, it can occur due to first language or mother tongue where most of the students said that the different between Indonesia language

and English made they confused in applying in the sentences as English as the student (AH) said in the following interview:

“Because the different of English rule with Indonesian language”.

and the other student also said the same reason why he (ZM) made errors as the following interview :

“Because Indonesia language is different with English and the references are limited”.

So, it can be comprehended that Indonesian language has the big influence to learning English. Therefore the students are difficult to learn English. On Intralingual factor, it can occur due to the students still develop English so it can occur whenever. It is proved with the result of interview which most of the students did not know the kinds of words and the use of them such as the use of article, adverb, to be, preposition, verb and so forth. It was suitable with the following interview from the student (SD):

“I have some the difficulties about simple past tense first on my knowledge is limited in the use of verb in the sentence, second I do not understand yet about the rule of language for example gerund , third I still do not understand yet in the use of adverb in the sentence and the last is in the use of article”.

From the statement above, it can be comprehended that the student still did not master yet about the use of verb, adverb, and also article. Therefore Intralingual error occurred.





## CHAPTER V



## CHAPTER V

### CLOSURE

#### A. Conclusion

Based on the finding of the students' errors in the use of simple present and simple past tense, the writer would like to conclude the result of the study as follows:

First, the result of the study shows that there were many errors in the use of simple present tense were made by the students in the test items of making positive, negative, and interrogative sentences and translation from Indonesia language into English were 148 errors from 20 items. So, what the writer has stated in the background of the study proved that the students were confused in the use of simple present tense.

Second, the kinds of errors were made by the students can be classified into all Richard's theory. Errors in Omitting Grammatical Morpheme under the frequency 16 or 10.81 % , Errors in Double Marking under the frequency 6 or 4.05 %, Errors in Regularizing Rules under the frequency 9 or 6.08 %, Errors in using two or more forms in Random Alternation under the frequency 3 or 2.03 %, Errors in Mis-ordering under the frequency 23 or 15.54 % , Error in the Use of Preposition under the frequency 24 or 16.22 %, Error in the Use of Adverb under the frequency 3 or 2.03 %, Error in the Use of Article under the frequency 11 or 7.43 %, Error in the Use of To Be under the frequency 21 or 14.19 %, Error in the Use of Question under the frequency 21 or 14.19 %, Error in the Production

of Verb Groups under the frequency 10 or 6.76 % and last one is Miscellaneous under the frequency 1 or 0.67 %.

Third, the result of the study also showed that there were many errors in the use of simple past tense made by the students in the test items of making positive, negative, and interrogative sentences and translation from Indonesian language into English were 170 errors from 20 items. So, what the writer has stated in the background of the study proved that the students were confused in the use of simple present and simple past tense.

Fourth, the kinds of errors in the use of simple past tense made by the students namely Errors in Double Marking under the frequency 4 or 2.35 %, Errors in Regularizing Rules under the frequency 34 or 20 %, Errors in using arch forms under the frequency 2 or 1.18 %, Errors in the Use of Preposition under the frequency 8 or 4.71 %, Errors in the Use of Adverb under the frequency 6 or 3.53 %, Errors in the Use of Article under the frequency 9 or 5.29 %, Errors in the Use of To Be under the frequency 38 or 22.35 %, Errors in the Use of Question under the frequency 22 or 12.94 %, Errors in the Production of Verb Groups under the frequency 29 or 17.06 %, and last one is Miscellaneous under the frequency 18 or 10.59 %.

## B. Suggestion

Based on the errors were made by the students, the writer would like to give suggestion which he hoped that it can be used for the lecturer so that the students do not make the same errors. First one is to show errors to the students, second one is to explain key word of errors, third one is to make question for the

students, fourth one is to repeat the answering with correction then in the teaching learning process should be encourage the students in order that they aware of the advantage of mastery English in this area and the last one is to create communicative situation in order to stimulate the students to be active in using English in class so that the correction can be done.



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## APPENDIX

# TEST ITEM

## INSTRUCTION:

1. Write your name and student registration number.
2. Read the test items well and do carefully.
3. The time are used to answer the question as long as 60 minutes.
4. Correct your answer before collecting it.

NAME : .....

S R N : .....

- I. Make the following words into positive, negative and interrogative sentences (use the Simple Present Tense form)!

Example : drink

- ( + ) Ani drinks coffee every morning.  
( - ) She does not drink coffee every morning.  
( ? ) Does she drink coffee every morning?

a. beautiful

1. ( + ) .....  
2. ( - ) .....  
3. ( ? ) .....

b. here

4. ( + ) .....  
5. ( - ) .....  
6. ( ? ) .....

c. table

7. ( + ) .....  
8. ( - ) .....  
9. ( ? ) .....

d. eat

10. ( + ) .....  
11. ( - ) .....  
12. ( ? ) .....



e. arise

13. ( + ) .....

14. ( - ) .....

15. ( ? ) .....

**II. Make the following words into positive, negative and interrogative sentences (use the Simple Past Tense form)!**

**Example : drink**

( + ) Ani drank coffee last night.

( - ) She did not drink coffee last night.

( ? ) Did she drink coffee last night?

f. doctors

16. ( + ) .....

17. ( - ) .....

18. ( ? ) .....

g. have

19. ( + ) .....

20. ( - ) .....

21. ( ? ) .....

h. an hour

22. ( + ) .....

23. ( - ) .....

24. ( ? ) .....

i. go

25. ( + ) .....

26. ( - ) .....

27. ( ? ) .....

j. women

28. ( + ) .....

29. ( - ) .....

30. ( ? ) .....

e. arise

13. ( + ) .....

14. ( - ) .....

15. ( ? ) .....

**II. Make the following words into positive, negative and interrogative sentences (use the Simple Past Tense form)!**

Example : drink

( + ) Ani drank coffee last night.

( - ) She did not drink coffee last night.

( ? ) Did she drink coffee last night?

f. doctors

16. ( + ) .....

17. ( - ) .....

18. ( ? ) .....

g. have

19. ( + ) .....

20. ( - ) .....

21. ( ? ) .....

h. an hour

22. ( + ) .....

23. ( - ) .....

24. ( ? ) .....

i. go

25. ( + ) .....

26. ( - ) .....

27. ( ? ) .....

j. women

28. ( + ) .....

29. ( - ) .....

30. ( ? ) .....

## APPENDIX

### The Result of the Test

Items Number	Types of Test	Errors of Each Item	Frequency Error of Each Items Number
1	2	3	4
1.	1. Making		
1.1	Sentences	<u>He</u> is a beautiful <u>girls</u>	1
1.2	(The	She is a beautiful <u>girls</u>	1
2.	Simple		
2.1	Present	She <u>does not</u> a beautiful	1
2.3	Tense )	She <u>does not</u> beautiful	1
2.3		<u>He</u> is not beautiful <u>girls</u>	1
3.			
3.1		<u>Am I</u> the most beautiful ?	1
3.2		Is <u>my</u> sister beautiful?	1
3.3		Is she a beautiful <u>girls</u> ?	1
3.4		Is she a beautiful girl in <u>my class</u> ?	1
3.5		<u>Does</u> she a beautiful girls?	1
3.6		<u>Does</u> she beautiful girl?	1
3.7		Is <u>he</u> a beautiful <u>girls</u> ?	1
4.			
4.1		I always study English <u>in</u> here ?	1
4.2		He is <u>in</u> here .	1
4.3		He is here <u>yesterday</u> .	1
4.4		He <u>come</u> here <u>everyday</u> .	1
4.5		He <u>come</u> here every morning.	1
4.6		We leave <u>in</u> here.	1
5.			
5.1		She does not <u>cooks</u> rice here	1
5.2		I always do not study English <u>in</u> here.	1
5.3		We do not leave <u>in</u> here.	1
5.4		She <u>does not</u> here.	1
5.5		He isn't <u>in</u> here.	1
5.6		He <u>does not</u> here <u>yesterday</u> .	1
5.7		You are here.	1
6.			
6.1		<u>Am I</u> here	1
6.2		<u>Do I</u> always study English <u>in</u> here?	1
6.3		<u>Did</u> we come here every morning?	1

6.4	Do we leave <u>in</u> here ?	1
6.5	Do I live here ?	1
6.6	Does he here <u>yesterday</u> ?	1
6.7	Does she here ?	1
6.8	Are you <u>not</u> here ?	1
7.		
7.1	My <u>pen</u> on the table	1
7.2	He <u>is write</u> on the table.	1
7.3	He <u>put</u> the books on the table.	1
8.		
8.1	The table <u>does not</u> beautiful color	1
8.2	My <u>pen not</u> on the table .	1
8.3	I <u>not</u> see table in the morning.	1
9.		
9.1	<u>Does</u> the table a beautiful color ?	1
9.2	<u>Do I</u> need one table ?	1
9.3	<u>Do I</u> put my wallet on the table ?	1
9.4	<u>Do I</u> put the money on the table /	1
9.5	Does <u>my father</u> make a table ?	1
9.6	Is <u>my pen on</u> the table ?	1
9.7	<u>Do I</u> see table in the morning ?	1
10.		
10.1	They <u>are eat</u> together every day .	1
10.2	Wati <u>eat</u> the cakes .	1
11.		
11.1	I <u>am not</u> eat rice everyday.	1
11.2	They <u>aren't</u> eat everyday.	1
11.3	They <u>did not</u> eat banana.	1
12.		
12.1	<u>Am I</u> eat rice every day ?	1
12.2	<u>Do I</u> eat a plate of rice ?	1
12.3	<u>Are they</u> eat rice together everyday ?	1
12.4	Do I eat a cake ?	1
12.5	Does <u>my cat</u> eat fish everyday ?	1
12.6	<u>Is he</u> eat twice a day ?	1
12.7	<u>Do I</u> eat everyday ?	1
12.8	<u>Do I</u> eat rice in the morning ?	1
12.9	<u>Do I</u> eat rice ?	1
13.		
13.1	The sun <u>arises</u> <u>from east side</u> .	1
13.2	The sun <u>arise</u> in the east.	1
13.3	The sun <u>arise</u> now.	1
13.4	<u>Sun rise</u> in the east.	1
13.5	He <u>arise</u> from there.	1
13.6	We <u>arise each morning</u> at 5 o'clock everyday	1

13.7	We arise <u>each morning</u> at 7.	1
13.8	The sun <u>arise</u> every morning.	1
13.9	He <u>late arise</u> this morning.	1
13.10	Santi arise <u>each every morning</u> .	1
13.11	I arise <u>every morning</u> at 04.30 o'clock.	1
13.12	We arise <u>each morning</u> at 7 o'clock.	1
13.13	We arise <u>each morning</u> at 07.00 am.	1
13.14	We arise <u>every morning</u> at 5.	1
13.15	He arises <u>every morning</u> at 7 o'clock.	1
13.16	He <u>arise come from</u> his home.	1
14.		
14.1	We do not arise <u>each morning</u> at 5.	1
14.2	She does not arise <u>each every morning</u> .	1
14.3	She doesn't arise <u>every morning</u> at 05.00 o'clock.	1
14.4	We don't arise <u>each morning</u> at 7.	1
14.5	We do not arise <u>each morning</u> at 07.00 am.	1
14.6	The sun doesn't arise <u>from</u> the east.	1
14.7	The sun does not arise <u>from</u> the east side.	1
14.8	We do not arise <u>each morning</u> at 7 o'clock.	1
14.9	He does not <u>late arise</u> this morning	1
14.10	We do not arise <u>every morning</u> at 5.	1
14.11	The sun does not arise <u>from</u> east side.	1
14.12	He doesn't arise <u>every morning</u> at 7 o'clock.	1
14.13	<u>Sun</u> does not rise in the east	1
14.14	The sun does not <u>arises</u> in the east.	1
14.15	We do not <u>each morning</u> at 5 o'clock everyday.	1
15.		
15.1	<u>Is</u> he arise from the chair ?	1
15.2	Does she arise <u>each every morning</u> ?	1
15.3	<u>Is</u> the sun arise now ?	1
15.4	Does he arise <u>every morning</u> at 06.00 o'clock ?	1
15.5	Do we arise <u>each morning</u> at 7 ?	1
15.6	<u>Do</u> he arise from there ?	1
15.7	Do we arise <u>each morning</u> at 07.00am ?	1
15.8	Does <u>sun</u> arise <u>from</u> the east ?	1
15.9	Does the sun arise <u>from</u> the east side ?	1
15.10	<u>Do</u> I arise at five o'clock everyday ?	1
15.11	Do we arise <u>each morning</u> at 7 o'clock ?	1
15.12	Does he <u>late arise</u> this morning?	1
15.13	Do you arise <u>every morning</u> at 5 ?	1
15.14	Does the sun arise <u>from</u> the east side ?	1
15.15	Does he arise <u>every morning</u> at 7 o'clock ?	1
15.16	Does <u>sun</u> rise in the east ?	1
15.17	Does <u>sun</u> arise in the east ?	1
15.18	Did we <u>each morning</u> at 5 o'clock everyday ?	1

16.	II. Making sentences (The simple past tense form)	Adi <u>is</u> a doctor.	1
16.1		He <u>was</u> <u>doctors</u> .	1
16.2		I <u>was</u> a <u>doctors</u> .	1
16.3			
17.		He <u>did not</u> a doctor.	1
17.1		He <u>wasn't</u> <u>doctors</u> .	1
17.2		I <u>was not</u> a <u>doctors</u> .	1
17.3			
18.			
18.1		<u>Did I</u> came doctors last night ?	1
18.2		<u>Did</u> he doctor ?	1
18.3		Were they <u>not</u> doctors ?	1
18.4		<u>Was I</u> a doctor ?	1
18.5		<u>Did I</u> see many doctors in the hospital ?	1
18.6		<u>Did I</u> go to doctor last week ?	1
19.			
19.1		I <u>has</u> a car	1
19.2		I <u>have seen</u> you last week	1
19.3		I <u>have</u> a shirt.	1
19.4		I <u>has</u> a bottle milk.	1
19.5		I <u>had</u> a cup of coffee <u>last morning</u> .	1
19.6		I <u>have</u> two brothers.	1
19.7		I <u>had studied</u> this night.	1
19.8		I <u>have bought</u> a pencil yesterday.	1
19.9		Ani <u>have</u> many books of English.	1
20.			
20.1		I don't have a shirt	1
20.2		I <u>hasn't</u> a car	1
20.3		I <u>had not</u> see you last week	1
20.4		I <u>had</u> a cloth	1
20.5		I <u>have not</u> buy a pencil yesterday	1
20.6		She <u>had not</u> much money yesterday	1
20.7		I <u>hadn't</u> many friends	1
20.8		He <u>had not</u> much money	1
20.9		I <u>had studied</u> this night	1
20.10		I did not <u>has</u> An Nida magazine	1
20.11		She <u>hadn't</u> some money	1
20.12		I didn't have a cup of coffee <u>last morning</u>	1
20.13		She <u>had not</u> 10 cats last year	1
21.			
21.1		<u>Did I</u> have a car ?	1
21.2		<u>Had I</u> see you last week ?	1
21.3		<u>Have I</u> a shirt ?	1
21.4		<u>Did I</u> have some care three years ago ?	1
21.5		<u>Do I</u> have bicycle ?	1

21.6	Did I have a bottle milk ?	1
21.7	Did I have 100.000 rupiahs for shopping ?	1
21.8	Had he much money ?	1
21.9	Did I have a picture ?	1
21.10	Did I have many friends ?	1
21.11	Did I have a picture at 8 yesterday ?	1
21.12	Did I have boy friend last week ?	1
21.13	Had see 10 cats last year ?	1
21.14	Did you have a cup of coffee <u>last morning</u> ?	1
21.15	Did I have a sister ?	1
21.16	Did I have a pen ?	1
21.17	Did he has An Nida magazine ?	1
21.18	Have you study this night ?	1
21.19	Have you buy a pencil yesterday ?	1
21.20	Did I have some toys yesterday ?	1
21.21	Did I have a new friend ?	1
21.22	Did my brother have three children ?	1
21.23	Had she some money ?	1
21.24	Had he book of Islamic story ?	1
21.25	Did I have the pen ?	1
22.		
22.1	I was study an hour last night	1
22.2	She meet her mother just 4 an hour	1
22.3	I study an hour yesterday	1
22.4	I studied for an a hour	1
22.5	I cook for two a hours	1
22.6	I work a test an hour	1
22.7	I have waited you an hour	1
23.		
23.1	I wasn't study an hour last night	1
23.2	She did not need her mother just 4 an hour	1
23.3	I didn't study for an a hour	1
23.4	I had not wait you an hour	1
24.		
24.1	Did I go home today ?	1
24.2	Did I study English last night ?	1
24.3	Did I study an hour yesterday ?	1
24.4	Did I run 10 km in an hour ?	1
24.5	Did I study for an a hour ?	1
24.6	Was I study an hour last night ?	1
24.7	Did I go to market just an hour ?	1
24.8	Did I get lunch an a hour ?	1
24.9	Did I wait for an hour last night ?	1
24.10	Did I arrive an hour ago ?	1
24.11	Had I wait you an hour ?	1
24.12	Did I study for an hour today ?	1

24.13	Did I work a test an hour ?	1
24.14	Did I go to Jakarta last week ?	1
24.15	Did I cook for two a hours ?	1
24.16	Did I wait you for an hours ?	1
25.	She <u>did</u> go yesterday	1
26	I <u>did not gone</u> home today	1
27.		
27.1	Did I go to Sampar last month ?	1
27.2	Did my sister go to Surabaya ?	1
27.3	Did I go to market last month ?	1
27.4	Do I go to the market ?	1
27.5	Did I go home today ?	1
28.		
28.1	I <u>have met</u> that women	1
28.2	The women <u>are</u> in the room	1
28.3	The women <u>god</u> much money last night	1
28.4	She became strong <u>women</u> last Sunday	1
28.4	Ani is a <u>women</u> carier	1
28.5	She is a beautiful <u>women</u>	1
28.6	I saw a <u>pretty women</u>	1
28.7	I saw beatiful <u>women</u> yesterday	1
28.9	She is a <u>women</u> career	1
28.10	She was carrier <u>women</u>	1
28.11	I was a <u>women</u>	1
28.12	The women <u>god</u> much money last night	1
28.13	She is a <u>women</u>	1
28.14	Aaw is a <u>women</u>	1
28.15	The women <u>begins to</u> go to campus	1
28.16	She was a <u>women</u>	1
29.		
29.1	She <u>isn't</u> a <u>women</u> career	1
29.2	I <u>didn't</u> women	1
29.3	She <u>does</u> beautiful <u>women</u>	1
29.4	She <u>did not brought</u> cloth yesterday	1
29.5	She <u>did not</u> a <u>women</u> carier	1
29.6	I was not a <u>women</u>	1
29.7	I didn't see a beautiful <u>women</u> yesterday	1
29.8	She <u>did not</u> <u>women</u>	1
29.9	The women <u>are not</u> in the room	1
29.10	I <u>had not meet</u> that <u>women</u>	1
29.11	Aaw is not women	1
29.12	The women <u>does not to</u> go to campus	1
29.13	I was not a <u>women</u>	1
29.14	She wasn't a <u>women</u>	1
29.15	She did not become strong <u>women</u> last Sunday	1



29.16		The women <u>did not</u> much money last night	1
30.			
30.1		Did the women <u>much money</u> last week ?	1
30.2		Did see a <u>women</u> carier ?	1
30.3		<u>Was I</u> a <u>women</u> ?	1
30.4		<u>Did I</u> see a beautiful <u>women</u> yesterday ?	1
30.5		Does she a beautiful <u>women</u> yesterday ?	1
30.6		<u>Did I</u> see a pretty women ?	1
30.7		<u>Is</u> she a <u>women</u> caieer ?	1
30.8		Did the women <u>bought</u> some vegetables yesterday ?	1
30.9		Was she a <u>women</u> ?	1
30.10		Is Aaw a <u>women</u> ?	1
30.11		Does <u>the women</u> go to campus ?	1
30.12		Did she <u>women</u> ?	1
30.13		<u>Are</u> the women in the room ?	1
30.14		<u>Had I</u> meet that women ?	1
31.	III.Trans-		
31.1	lation	The sun <u>arise</u> from east	1
31.2	from	<u>Sun rise</u> in the east	1
31.3	Indonesia	The sun <u>rise</u> in the east	1
31.4	language	The sun <u>arise</u> in the east	1
31.5	into	The sun <u>shines</u> in the east	1
31.6	English	The sun <u>arises</u> from the east	1
31.7		The sun <u>arise</u> at the east	1
31.8		The sun <u>arises</u> at the east <u>side</u>	1
31.9		The sun <u>arises</u> on the east	1
31.10		<u>Sun</u> <u>arise</u> on the east	1
31.11		<u>Sun</u> <u>arises</u> in the east	1
31.12		<u>Sun</u> <u>rises</u> in the east	1
31.13		The sun <u>rise</u> in the east	1
31.14		<u>Sun</u> <u>rise</u> on the east	1
32.			
32.1		We <u>can't</u> study English yesterday	1
32.2		We <u>didn't</u> <u>learning</u> English yesterday	1
32.3		We <u>studied</u> English yesterday	1
32.4		We <u>don't</u> <u>studied</u> English yesterday	1
32.5		We <u>are not</u> study English yesterday	1
32.6		We <u>do not</u> study English yesterday	1
32.7		We <u>aren't</u> study yesterday	1
33.			
33.1		He/she doesn't ... my name	1
33.2		She <u>did not</u> know my name	1
33.3		She <u>didn't</u> know my name	1
33.4		He <u>didn't</u> know my name	1
33.5		He <u>don't</u> know my name	1

33.6	He/she <u>don't</u> know my name	1
33.7	He <u>do not</u> know my name	1
34.		
34.1	Adi <u>writes</u> the letter to his mother last night	1
34.2	Adi <u>writes</u> a letter for his mother last night	1
34.3	Adi writes a letter for his mother last night	1
34.4	Adi wrote a letter for <u>her mother</u> last night	1
34.5	Adi wrote a letter <u>to</u> his mom last night	1
34.6	Adi wrote a letter <u>to</u> his mother last night	1
34.7	Adi <u>wrote</u> a letter <u>to</u> his mother last night	1
34.8	Adi wrote a letter <u>to</u> his mother last night	1
34.9	Adi wrote a letter <u>to</u> his mom last night	1
34.10	Adi wrote a letter for <u>her mom</u> last night	1
34.11	Adi wrote a letter for his mother ...	1
35.		
35.1	Are you ... student ?	1
35.2	<u>Do</u> you a student ?	1
36.		
36.1	They <u>aren't</u> work today	1
36.2	They <u>didn't</u> work today	1
36.3	They <u>does not</u> works today	1
36.4	They <u>did not</u> work today	1
36.5	They ... not work today	1
37.		
37.1	What <u>do</u> you <u>bayed</u> last week ?	1
37.2	What <u>thing did</u> you buy last week ?	1
37.3	... Did you buy last week ?	1
37.4	What did you <u>bought</u> last week ?	1
37.5	What <u>do</u> you buy last week ?	1
37.6	What are you bought last week ?	1
37.7	What you <u>bought</u> last week ?	2
37.8	What ... you buy last week ?	1
37.9	What <u>are</u> do you buy last week ?	1
37.10	What <u>had</u> you buy last week ?	1
37.11	What <u>was</u> you buy last week ?	1
38.		
38.1	Where <u>do</u> you <u>sat</u> yesterday ?	1
38.2	Where <u>do</u> you sit yesterday ?	1
38.3	Where <u>are</u> you sit down yesterday ?	1
38.4	Where <u>do</u> you <u>sat</u> yesterday ?	1
38.5	Where ... you <u>sat</u> yesterday ?	1
38.6	Where ... you sit yesterday ?	1
38.7	Where <u>are</u> you <u>sat</u> down yesterday ?	1
39.		
39.1	Ani <u>go</u> to school everyday	1
39.2	Ani <u>going</u> to school everyday	1

39.3		Ani <u>go</u> to school <u>every morning</u>	1
39.4		Ani <u>go</u> to school everyday	1
40.			
40.1		They <u>was visit</u> here two days ago	1
40.2		They came here <u>last two days</u>	1
40.3		They came <u>to</u> here two days ago	1
40.4		They came here <u>to days before</u>	1
40.5		They came here <u>two day ago</u>	1
.			



**DEPARTEMEN AGAMA**  
**SEKOLAH TINGGI AGAMA ISLAM NEGERI**  
**PALANGKA RAYA**

Alamat : Jalan. G. Obos Komplek Islamic Centre Telp. (0536) 39447/26356 Fax 22105 Palangka Raya 73112

Nomor : ST/18/PP.00.9/196/2005  
Hal : **Persetujuan Judul dan**  
**Penetapan Pembimbing**

Palangka Raya, 23 Pebruari 2005

Kepada  
Yth. Sdr. TIPIK SETYARINI  
NIM. 010 112 0033

*Assalamu'alaikum Wr. Wb.*

Setelah membaca, menelaah dan mempertimbangkan judul dan desain proposal yang saudara ajukan dan sesuai dengan persetujuan TIM Penyeleksi Judul Skripsi STAIN Palangka Raya, maka kami dapat menyetujui judul dimaksud sebagai berikut :


**"Error Analysis in Using Simple Present and Simple Past Tense  
(A Study on The English Student of Tarbiyah Department of STAIN  
Palangka Raya)"**

Selanjutnya kami menunjuk/menetapkan pembimbing skripsi saudara :

1. Drs. H. Abdul Qodir, M.Pd sebagai Pembimbing I
2. Dra. Halimah, M.Pd sebagai Pembimbing II

Untuk itu kami persilakan saudara segera berkonsultasi dengan pembimbing skripsi sebagaimana mestinya.

Wassalam  
A.n Ketua  
Ketua Jurusan Tarbiyah,

  
**Dra. HAMDANAH HM, M.Ag**

NIP. 180 246 249

Tembusan :

1. Yth. Ketua STAIN Palangka Raya Up. Pembantu Ketua I;
2. Yth. Drs. H. Abdul Qodir, M.Pd sebagai Pembimbing I;
3. Yth. Dra. Halimah, M.Pd sebagai Pembimbing II.

Palangka Raya. Juni 2<sup>nd</sup> 2005

To the honorable,

**The Committee of Thesis Proposal Seminar**

Assalamu'alaikum Wr. Wb.

This thesis proposal written by:

Name : **TIPUK SETYARINI**

Reg. Number : **010 112 0033**

Title : **ERROR ANALYSIS IN USING SIMPLE PRESENT AND  
SIMPLE PAST TENSE (A STUDY ON THE ENGLISH  
STUDENT OF TARBIYAH DEPARTMENT OF STAIN  
PALANGKA RAYA)**

has been processed and corrected to meet the partial fulfillment of the preparation and requirements the thesis writing Programme of Stratum One (S-1) in English Education Program of Tarbiyah Department. Therefore, we expect that this thesis proposal can be examined soon, in the seminar of the English Education Programme.

Wassalamu'alaikum Wr. Wb.

Supervisor I,



**Drs. H. ABDUL QODIR, M.Pd**  
ORN. 150 244 629

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ORN. 150 278 004

**PANITIA SEMINAR PROPOSAL SKRIPSI MAHASISWA  
SEKOLAH TINGGI AGAMA ISLAM NEGERI PALANGKA RAYA  
TAHUN AKADEMIK 2005/2006**

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**SURAT KETERANGAN  
Nomor : 08/PAN-SMR/VIII/2005**

Panitia Seminar Proposal Skripsi Mahasiswa Sekolah Tinggi Agama Islam Negeri (STAIN) Palangka Raya, menerangkan bahwa :

N a m a	:	Tipuk Setyarini
N I M	:	0101120033
Jurusan	:	Tarbiyah/ TBI
Judul Proposal	:	Error Analysis in The Use of Simple Present and Simple Past Tense (A Study on The English Student of Tarbiyah Departement of STAIN Palangka Raya)

Telah melakukan Seminar Proposal Skripsi Mahasiswa dan dinyatakan lulus / dapat diterima sebagai syarat penyelesaian skripsi.

Palangka Raya, 15 Agustus 2005

Panitia Seminar Proposal

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