

**ANALYSIS OF GRAMMATICAL ERROR IN USING SIMPLE  
PRESENT TENSE IN PROCEDURE TEXT  
AT THE SECOND SEMESTER OF THE ELEVENTH  
GRADE AT MA AL-HIKMAH BANDAR LAMPUNG  
IN THE ACADEMIC YEAR 2021/2022**

**A Thesis**

**Submitted as a Partial Fulfillment of the Requirement for S1-Degree**

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## ABSTRACT

### **ANALYSIS OF GRAMMATICAL ERROR IN USING SIMPLE PRESENT TENSE IN PROCEDURE TEXT AT THE SECOND SEMESTER OF THE ELEVENTH GRADE**

**AT MA AL-HIKMAH BANDAR LAMPUNG  
IN THE ACADEMIC YEAR 2021/2022**

**By**

**Ponggo Indira Nusa Pringga**

Grammar is the study of combining the words into sentences properly. Harmer defined that grammar as the description of the way in which word can change their form and can be combined into sentence in that language. The simple sentence is tense. One of tenses is simple present .Most of student still confuse to adds/es/ies or apply the auxiliary verb (tobe).

The research methodology of this research was descriptive qualitative. The population of the research was taken from the students at the second year of MAS A1 – Hikmah Bandar Lampung in academic year 2021/2022 consisted of 51 students. In taking the sample of the research, the researcher used purposive sampling technique. The sample was class XI IIS consisting of 22 students. In collecting the data, the researcher used documentation. The source of analyzing the data in this study through documentation was taken from the students' procedure text writing that were written by the second year students of MAS A1– Hikmah Bandar Lampung in academic year 2021/2022.

It can be concluded that there were 9 students didn't make any error. And the highest frequency of errors made by students is omission errors which were 27 items. The next case is addition errors, there were 12 items that committed by the students. The other case is many students' writing were failure to attach the simple present. These were 10 cases that found in the students' writing. The last cases are where the students did misordering error in the simple present sentence.

**Keywords: Grammatical Error, Procedure Text, Simple Present.**

## DECLARATION

I hereby certify that this thesis entitled *An Analysis Of Grammatical Error In Using Simple Present Tense In Procedure Text At The Second Semester Of The Eleventh Grade At MAS Al – Hikmah Bandar Lampung In The Academic Year 2021/2022* is completely my own work. I am fully aware that I have quoted some statements and ideas from various sources and those are properly acknowledged in the text.

Bandar Lampung, 10 Juni 2022  
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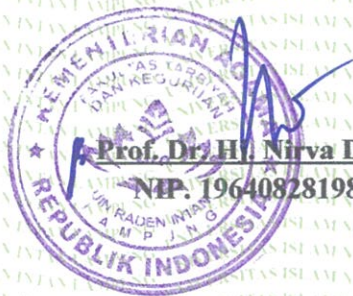
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## MOTTO

فَإِنْ تَوَلَّوْا فَقُلْ حَسْبِيَ اللَّهُ لَا إِلَهَ إِلَّا هُوَ عَلَيْهِ تَوَكَّلْتُ وَهُوَ رَبُّ  
الْعَرْشِ الْعَظِيمِ ﴿١٢٩﴾

But if they turn away, say (O Muhammad ﷺ) "Allah is sufficient for me. *La ilaha illa Huwa* (none has the right to be worshipped but He), in Him I put my trust and He is the Lord of the Mighty Throne."<sup>1</sup>

(QS. At-Taubah: 129)



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<sup>1</sup>Hafiz Abdul Waheed. *Interpretation of the Meaning of Noble Qur'an*. Texas: Dar-Us-Salam Publication. 1995. Available on <http://noblequran.com/translation/index.html> (accessed on Monday, 16<sup>th</sup> September 2019: 22.16 PM)

## DEDICATION

Praise and gratitude be to Allah SWT for his abundant blessing for me, and from my deep of heart and great of love this thesis is dedicated to:

1. My beloved parents, Mr Wasimin and Mrs.Arwati who always love me and keep on praying for my life. Thanks for all the motivation. I do love you.
2. My beloved lecturers of UIN Raden Intan Lampung who made me grow up and have contributed much for myself-development.
3. My beloved friend in UIN Raden Intan Lampung



## **CURRICULUM VITAE**

The researcher's name is Ponggo Indira Nusa Pringga whose nick name is Ponggo. He was born on August, 31<sup>st</sup> 1996 in Bandar Lampung. He is the only child of Mr. Wasimin and Mrs. Arwati. The researcher started his formal education at SDN 02 Way Halim Permai and graduated in 2009. He continued his study to Mts Al – Hikmah Bandar Lampung and graduated in 2012. After finishing her study at Junior High School, then the researcher continued to MAS Al – Hikmah Bandar Lampung and finished in 2015. All of those three schools that he had graduated from were in Bandar Lampung. After that, he continued his study at State Islamic University (UIN) of Raden Intan Lampung in 2015





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First of all, Praise to Allah the Almighty, the Most Merciful, the Most Beneficent for His blessing and mercy given to the researcher during his study and completing this thesis. Then, the best wishes and salutations are upon the great messenger prophet Muhammad peace is upon him.

This thesis entitled “An Analysis Of Grammatical Error In Using Simple Present Tense In Procedure Text At The Second Semester Of The Eleventh Grade At MAS Al – Hikmah Bandar Lampung In The Academic Year 2021/2022 ” is presented to the English Education Study Program of UIN Raden Intan Lampung. The primary aim of writing this thesis is to fulfill students’ partial fulfillment of the requirement to obtain S1-degree.

Then, the researcher would like to thank the following people for their ideas, time and guidance for this thesis:

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perfect and neither is this thesis. Any correction comments and criticism for the betterment of this thesis are always open heartedly welcome.

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# CHAPTER I

## INTRODUCTION

### A. Background of the Problem

English as an international language is widely known by most people in the world. In some countries, they use English as their mother tongue to communicate or interact with other people in a daily activity. However, in several countries, it is used as foreign language and is taught in formal education at school. Then, the use of English at school can be challenging for the students as well as the teacher.

However, English is not only crucial for communication. In some cases, English writing is also important for some necessities such as journal writing, presentation, tasks, etc. Nevertheless, English writing has some difficulties to be mastered. Richard and Renandya said, "Writing is the most difficult skill for second language learners to master. The difficulty lies not only in generating and organizing ideas, but also in translating these ideas into readable text."<sup>1</sup>

Writing includes productive skills the same as speaking, yet in writing there are some rules which make both of them different. In writing, there are a number of language aspects involved such as a model text, grammar spell-check, punctuation and preposition. In the process of writing, the students need to construct, arrange and organize their ideas to make manageable writing. And also, in the

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<sup>1</sup>Jack C. Richards and Willy A. Renandya, *Methodology in Language Teaching: An Anthology of current practice*, (New York, Cambridge University Press:2002), p.303

process of writing, it can give the influence to the students to get the aim of the lesson.

Writing is a skill that is required in written communication. It is a process of discovering and organizing ideas, putting them on papers and revising them. By writing, we can express our ideas or feelings to the readers. At junior high schools, writing is taught at the end of each chapter to measure students' understanding and ability to write the English text genre. In addition, students have to learn some functional texts that they will commonly use in daily communication. . In the writing process, the students are expected to write their writing grammatically, express their idea, and make the conclusion as the steps to develop rhetorical devices in the written form. It is clear that the way we organize our students' writing and the way we offer advice and correction will be different .It depends on what kind of writing they are involved in.

According to Brown, a text is any meaningful stretch of language either oral or written.<sup>2</sup> The written form belongs to the written product that is produced grammatically. The students have to choose the words that are used and how to put the words to communicate meaning. There are two main categories of text, namely: literary and factual form. A text has a particular type, which is called with genre. Lyons states that students who are writing within certain genre need to consider a number of different factors.<sup>3</sup> They should have the knowledge of the topic, the convention style of the genre, and the context in which others will read their writing. Genre-based teaching helps teacher and students to see that texts are purposeful

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<sup>2</sup> Brown, 1987, *Principle of Language Learning and Teaching*, NewYork : Prentice Hall, Inc, p.7

<sup>3</sup> John Lyons, 1995, *Linguistics Semantics An introduction*, Cambridge: Cambridge University Press, p. 13



and patterned to serve writer and community purpose. Each text type has different social function, different structure and different linguistic features. There are many kinds of text types that are studied for the junior high school students, namely: description, narration, spoof, recount, procedure, report, and news items.

One of the most crucial skills that must be mastered by students in the teaching learning process is writing skill. Writing is different from learning other skills. It happens, because writing is a thinking process and takes a lot of time. Writing can help us to understand deeply. It also can help to make sense of the information. However, there are some writing texts in English such as narrative, descriptive, procedure text, etc. There are many types of taxonomy to know the students' errors; one of them is Surface Strategy Taxonomy.

Surface strategy taxonomy by Dulay, Burt, and Krashen highlights the way surface structures change. The common errors in surface strategy taxonomy are omission, addition, misformation, and misordering.<sup>4</sup> This means that surface strategy taxonomy highlights the way surface structure is altered. Students may miss morphemes or necessary words or add unnecessary particles, and so on. This study is actually not a new study. There are so many researchers who have conducted study for the similar topic, which is about the grammatical errors in using tense.

The first previous research comes from Emmaryan, entitled "An Analysis on The Grammatical Errors in The Students' Writing". She classified errors into grammatical errors including sentence pattern, tense, pronoun,

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<sup>4</sup> Heidi Dulay dan Marina Burt dan Stephen Krashen, *Language Two* (New York: Oxford University Press, 1982), p. 97

preposition, spelling and punctuation.<sup>5</sup> The difference between previous study and current study is the researcher only focuses on the tense, which means the researcher does not discuss the other things around it.

The second previous research comes from Alfiyani, entitled “An Analysis of Grammatical Errors in Writing Among The Second Semester Students of the English Department of Yogyakarta State University in The Academic Year of 2011/2012”.<sup>6</sup> Unlike the current study, the researcher only addresses grammatical errors based on four forms of error in surface strategy taxonomy. The researcher will not clarify all kinds of taxonomy.

The third previous study comes from Wennyta, entitled “An Analysis of Grammatical Errors Present in Final Project Proposal Made by English Study Program Students of Batanghari University Jambi”.<sup>7</sup> The contrast with the previous research is that it used linguistic category taxonomy not surface strategy taxonomy to evaluate the errors created by students.

Recently, education programs in Indonesia also need those kinds of texts to be learnt formally. Hence, procedure text is one of genres stated in the English curriculum for the grade of Senior High School (SMA) in Indonesia.

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<sup>5</sup> Fajariani Emmaryana, Published Undergraduate’s Thesis: “*An Analysis on Grammatical Errors in The Students’ Writing*” (Jakarta: UIN Syarif Hidayatullah, 2010). Accessed on [http://repository.uinjkt.ac.id/dspace/bitstream/123456789/3508/1/FAJARIANI% 20EMMARYANA-%20FITK.pdf](http://repository.uinjkt.ac.id/dspace/bitstream/123456789/3508/1/FAJARIANI%20EMMARYANA-%20FITK.pdf)

<sup>6</sup> Lulu Meiliani Alfiyani, Published Undergraduate’s Thesis: “*An Analisis on Grammatical Errors in Writing Among The Second Semester Students of English Department of Yogyakarta State University in The Academic Year of 2011/2012.*” (Yogyakarta: UNY, 2013). Accessed on <https://eprints.uny.ac.id/view/doctype/thesis/2013.html>

<sup>7</sup> Wennyta, Published Undergraduate’s Thesis: “An Analysis of Grammatical Errors Present in Final Project Proposal Made by English Study Program Students of Batanghari University Jambi”, (Jambi: Universitas Batanghari, 2011). Accessed on <https://media.neliti.com/media/publications/81639-EN-an-analysis-of-grammatical-errors- presen.pdf>

Therefore, it should be taught to the students in eleventh grade in senior high school and be mastered by them to achieve the learning goals based on the 2013 curriculum.

The procedure text is one of the genres of text that is difficult to be learnt by students, since the students had difficulties in composing the procedure text in correct arrangement and grammar. Based on the preliminary research that had been conducted by the researcher, the researcher interviewed the English teacher and he said that some classes in eleventh grade of MA Al-Hikmah have difficulties in arranging the text, especially in descriptive text. The researcher also asked the English teacher about the students' score. The result of the interview showed that the students in IPS class have the lowest score than the other classes. It happens because they do not fully understand the text well. Therefore, they often make an error in arranging the text. In addition, the researcher is interested in analyzing the students' errors in writing text.

Based on the previous explanation, and the previous research above the researcher is interested to conduct the research with the title "AN ANALYSIS OF GRAMMATICAL ERROR IN USING SIMPLE PRESENT TENSE IN PROCEDURE TEXT AT THE SECOND SEMESTER OF THE ELEVENTH GRADE AT MA AL-HIKMAH BANDAR LAMPUNG IN THE ACADEMIC YEAR 2021"

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

Based on the background of the problem above, the identification of the problem will be:

1. The students do not understand grammar.

2. Simple present tense was difficult to master for the students.
3. Many students made errors in the form and usage of simple present tense.

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

To avoid misunderstanding and to clarify the problem, it is necessary to limit the problem. Hence, in this research the writer limits the problem only on the types of error in using Simple Present Tense in writing procedure text at the eleventh grade in MA Al-Hikmah Bandar Lampung in the academic year 2021/2022 based on surface strategy taxonomy.

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

Based on the limitation above, the writer will like to state the problem as follows:

1. What types of errors do the students make of simple present tense in procedure text based on surface strategy taxonomy?
2. What are the most common errors in using simple present tense based on surface strategy taxonomy?

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

Based on the formulation of the problem above, the researcher makes the objective of the research as follows:

1. To find out the kinds of errors made by the students in using simple present tense in procedure text based on surface strategy taxonomy.

2. To know the most errors of simple present tense in procedure text made by students of MA Al-Hikmah Bandar Lampung.

## **F. Use of the Research**

1. Theoretical

This research can be used as the reference to enlarge the knowledge about the error that appears on students.

2. Practical

- a. The Teacher

The researcher hopes that this finding will be useful for the teachers to give more attention and provide various strategies to attract students when they learn simple present tense in writing procedure text.

- b. The Student

It can help the students to know their strengths and weaknesses in learning English, especially in grammar, and encourages them to improve their competence. They also know to what extent they can understand English, especially the use of writing in procedure text. They can study English harder to prove that they can learn better.

- c. The Reader

It can give some information to the readers about the students' use and difficulties in writing procedure text.

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

1. Subject of the Research

Subject of this research will be the students of the eleventh grade in the first semester of MA Al-Hikmah Bandar Lampung in 2021/2022 academic year.

2. Object of the Research

The object of the research will be the errors of using simple present tense made by students in writing the procedure text.

3. Time of the research

The research will be conducted in the first semester in 2021/2022 academic year.

4. Place of the research

The research will be conducted at MA AL-HIKMAH Bandar Lampung.



## CHAPTER II

### LITTERATURE OF REVIEW

#### A. Concept of Error Analysis

##### 1. The Understanding of Error Analysis

Learning foreign language is different from learning one's mother tongue. Therefore, learners in the teaching process often make errors and it is not only inevitable but also a necessary part of the language learning process. As a learner of foreign language, errors can't be avoided even if the most intelligent, conscientious and motivated students make some errors and sometimes the native speaker also. The error made by students indicated that they are in the process of learning.

There are some definitions of error analysis. One of them is as Carl James stated that 'error analysis is the process of determining the incidence, nature, causes, and consequences of unsuccessful language'.<sup>8</sup> Error analysis is part of the methodology of psycholinguistic investigation of language learning.<sup>9</sup> Thus, error analysis is significant in developing students' competence. Moreover, Brown wrote: the fact that learners do make error, and that these error can be observed, analyzed and classified to reveal something of the system operation within the learner's error, called error analysis.<sup>10</sup>

Based on the definitions previously, it can be concluded that error analysis is an investigation methodology in language learning for analyzing,

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<sup>8</sup>Carl James, 1998, *Error in Language and Use*, New York : Longman, p.1

<sup>9</sup>S.p Corder, 1981, *Error Analysis and Interlanguage*, New York : Oxford University Press, p.45

<sup>10</sup>Brown, 1987, *Principle of Language Learning and Teaching*, New York : Prentice Hall, Inc, p.206

observing, and classifying a learner's error to give us indication in the learning process.

## 2. Error and mistakes

Dulay said that errors are an imperfect side of the students' writing or speaking. They are those parts of discussion or composition that goes astray from a few chosen shapes of language performance.<sup>11</sup> Meanwhile, Corder states that the error shows gaps in the student's knowledge.<sup>12</sup> It could happen because the students cannot apply what they know. An error cannot be self-corrected, but students can rectify their mistakes by themselves. Mistakes can be distinguished into two categories. They are systematic and non-systematic. Mistakes are classifications as non-precise errors out of chance conditions, such as slips of the tongue, while errors allude to efficient errors which regularly happen in second language learning. In the process of evolving goal mastery language, the student cannot learn without getting their first errors in the learning process.

Most people misunderstand errors and mistakes; they think they have the same meaning. So, we need to distinguish errors and mistakes. Errors reflect gaps in a learner's knowledge; they occur because the learner does not know what is correct. Mistakes reflect occasional lapses in performance; they occur because, in particular, the learner is unable to perform what he or she knows. Brown defines error and mistake. According to him an

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<sup>11</sup> Heidi Dulay dan Marina Burt dan Stephen Krashen, *Language Two* (New York: Oxford University Press, 1982), p. 138

<sup>12</sup> Corder, Pit. *The significance of learner's errors*. (International Review of Applied Linguistics, 1967), p. 161



error as a noticeable deviation from the adult grammar of a native speaker, reflects the competence of the learner. A mistake is a slip, a failure to utilize a known system correctly, and mistakes can be self-corrected.<sup>13</sup>

Based on the definition above the writer concludes that students make errors because they do not know what they write, and they cannot recognize it unless other people, their friends or their teachers tell and correct them. And for mistakes, actually the students have known about what they write but they just slip up and make mistakes. In this *case*, students are able to correct and realize their own mistakes.

### 3. Goal of Error Analysis

According to Heidi Dulay and his friends, there are two major purposes in studying learners' errors:

1. Provides data from which inferences about the nature of the language learning process can be made.
2. Indicates to teacher and curriculum developers which part of the target language students have most difficulty producing correctly and which error types detract most from a learner's ability to communicate effectively.

Rod Ellis states that helping learners to learn a L2 by evaluating errors is the purpose of error analysis.<sup>14</sup> It means that after the researcher finds the errors that students make, it is important to evaluate them and explain to learners so they will not make the same errors in another time. And then, they will understand and learn L2 better than before.

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<sup>13</sup>Douglas Brown, 1987, *Principle of Learning and Teaching*, NewYork: Prenticehall, Inc, p.217

<sup>14</sup>Rod Ellis , *Second Language Acquisition, Op. Cit*, p.19

#### 4. Types of Error

There are three main types of errors. They are lexical errors, grammatical errors, and phonological errors. According to Haded in his book *The Merit of Exploiting Error Analysis in Foreign Language Teaching and Learning*, types of error are divided into five:<sup>15</sup>

##### a. The Omission of Auxiliary

This type of error is likely caused by mother tongue interference. The error that figured prominently in the students' answer either in the progressive or perfect structure.

Example: Mary eaten while Rosale do washing up  
Please wait till we finished our work

##### b. Incorrect verb forms

Includes the wrong formation of past tense of finite verbs and verb phrases that have the participle past auxiliary. The error that appeared to be systematic is the overgeneralization of past tense form.

Example: When we arrived to the city,  
We all *feel* tired They *left* just now.

The students sometimes have problems with present participle formation. These faults can be attributed to intra-lingual confusion since in some cases the subjects applied the past tense marked “-ed” of regular form to irregular ones.

##### a. Unmarked third person singular verb

The students are also sometimes failing to mark the third person singular verb in the simple present tense.

Example: He *washes* his clothes by himself

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<sup>15</sup> Moh S. Haded, 1998, *The Merits of Exploiting Error Analysis in Foreign Language Teaching and Learning*, RELC. Journal, vol.29, Singapore: SEAMEO Regional language Center, pp. 60-63

Most children *like* candy.

Haded thinks that errors is not a case of mother tongue interference but it can be attributed to intralingual difficulty.<sup>16</sup> He also says it make be a consequence of the influence of teaching technique in the sense that Error (in the speech or writing of a second or foreign language learners) they use of linguistic item (e.g. a word, a grammatical item, a language regards as showing faulty or incomplete learning).<sup>17</sup> From the explanation above, we can conclude that Distinction is sometimes made between errors which result from incomplete knowledge and mistakes made by a learner when writing or speaking and which is caused by lack of attention, fatigue, carelessness, or some other aspect of performance.<sup>18</sup>

As an addition Carl James states that an error arises only when there is no attention to commit one.<sup>19</sup> He also draws distinction between error and mistake, he says, “the learner is inclined and able to correct a fault in his /her output, it is assumed that the form he ‘she selected was not the one intended, and we shall say that the fault is a mistake. If on the other hand, the learner is unable or in any way disinclined to make the correction, we assume that the form the learner used was one it intended and that is an error.”<sup>20</sup>

On the other hand, Erdogan defines, “an error is a breach of the language’s code, resulting in an unacceptable utterance: with L2 learners occur because the learners have not yet internalized the information rules of the code. While mistakes or lapses are the result of some failure of

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<sup>16</sup> *Ibid*

<sup>17</sup> *Ibid*

<sup>18</sup> Jack Ricard, etal, 1992, *Longman Dictionary of Language Teaching and applied Linguistic*, London : Longman, p.127

<sup>19</sup> Carl James, 1998, *Error in language learning and use: Exploring Error Analysis*, New York : Addison Wesley Longman limited, p.78

<sup>20</sup> *Ibid*

performance. They occur when the language user makes a slip such as false start or a confusion of structure.<sup>21</sup>

For this paper the writer adopts the definition of error as a noticeable deviation resulting from incomplete knowledge which reveals a portion of learners' competence in the target language. While a mistake refers to a performance error that is either a random guess or a 'slip', in that it is a failure to utilize a known system correctly. Classroom drills of the form do not make sufficient distinction between marked and unmarked forms.

a. Wrong tense sequence

In this case, the wrong tense sequence is a coordinate structure many students often make.

Example: He does not go to school yesterday

Rebecca has always been a good girl before she got married.

This type of error is not mother tongue interference but mostly due to ignorance of target language restriction on tense sequence.

a. Miscellaneous

Another type of errors gather from the study demonstrate a systematic use, for example the use of 'be + infinitive' in:

- 1) Honey bees *are attack* people who approach their lives.
- 2) Almost every child *is like* ice cream.

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<sup>21</sup> Erdogan, "Contribution of Error Analysis to Foreign Language Teaching, *Mesin University Journal of the Faculty of Education*, Vol. 1, Issue 2, (December 2005). Accessed on [http://research.iaun.ac.ir/pd/shafiee-nahrkhalajold/pdfs/HomeWork\\_5173.pdf](http://research.iaun.ac.ir/pd/shafiee-nahrkhalajold/pdfs/HomeWork_5173.pdf)

Betty Azar in her book *Understanding and using English grammar* gives guidance for correcting writing errors. In the book, the types of error are explained in more detail. The errors are classified as: Singular-plural, word form, word choice, verb tense, add a word, omit the word, word order, spelling, punctuation, capitalization, article and meaning not clear, in complete sentence, and run-on sentence.<sup>22</sup>

## B. Concept of Syntax Errors

Syntax is an arrangement of words in sentences, clauses, and phrases, and the study of the formation of sentences and the relationship of their component parts. Syntax errors are errors that affect text larger than the word, namely phrase, clause, sentence, and ultimate paragraph<sup>23</sup>. According to Dulay et.al, syntax is one way ask whether the error is in the main or subordinate clause, and within a clause, which constituent is affected<sup>24</sup>. Syntax errors based on linguistic category taxonomy are classified into five main categories: noun phrase, verb phrase, verb-and-verb construction, word order and some transformations. Each category is further classified into several types and subtypes

### 1. Noun Phrase

Errors in Noun Phrase involve the use of determiners, number – singular and plural noun forms - , pronouns and prepositions.

- b. Determiners Errors in noun determiners are mostly the omission of indefinite article before a singular countable noun

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<sup>22</sup>Betty S. Azar, 1989, *Understanding and Using English Grammar*, NewJersey : Prenticehall, Inc, p.29

<sup>23</sup>Carl James, Op.Cit. p. 156

<sup>24</sup> Heidi Dulay et.al, Op.Cit. p.147

c. Nominalization

Errors in nominalization are mostly occurring in the use of verb or other word into noun.

d. Number

Errors in number mostly occur in the use of plural noun, the omission of the plural inflectional suffix {-es}

e. Use of pronouns

Errors in pronouns fall into three subtypes: the omission of relatives pronoun, substitution of relative pronouns and addition of pronoun subjects. In the first subtype, the relative pronoun functioning as subject in a relative clause is omitted

f. Use of prepositions

Errors in prepositions consist of three subtypes: Omission of prepositions, Addition of prepositions and Substitution. In the first subtype the preposition required

2. Verb Phrase

Errors in verb phrase mostly occur in the use of verb based on tenses.

a. Omission of verb

Error : He in the water He in the water

Correction : He falls in the water He is in the water

b. Agreement of subject and verb

Error : The dog walk down the street All teacher grade papers  
Correction : The dog walks down the street All teachers grade papers

3. Verb-and-Verb Construction

Some verbs follow certain verb pattern, which is followed by to+V, or V. The errors that occur in the students'

proposals involve the use of the verb want, which should be followed by to+V

#### 4. Word Order

The arrangement of words in a phrase, clause, or sentence. The errors could be due to an inappropriate inversion.

#### 5. Some Transformations Two types of errors in Transformations that occur are Negative Transformation and Passive Transformation

a. Negative Transformation The formation of negative transformation involves the use of auxiliaries do/does and auxiliary be, which give rise to the errors found

b. b.Passive Transformation Passive verb form requires the use of auxiliary be and past participle verb form. The errors found in the students' proposals can thus be divided into four subtypes: past participle incorrect, either the omission of past participle inflection {-ed2} or the misformation of the past participle verb form ; omission of the auxiliary be; both past participle incorrect and omission of the auxiliary be, and misformation of be

### C. Definition Procedure Text

Procedure text is any written English text in which the writer describes how something is accomplished through a sequence of action or step goal, it is a purpose of doing instruction.<sup>23</sup> Anderson and Anderson say that a procedure is

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<sup>23</sup>Sanggam Siahaan and Kisno Shinoda, *GenericTextStructure*, (Yogyakarta:Grahallmu, 2007), p.81

a piece of text that tells how to do something.<sup>24</sup> It means procedure text is a kind of text that gives instructions on how to do something through a set of steps which should be completed in the sequence to get a goal.

To arrange a good procedure text, the text organization should be applied in writing procedure text. Derewianka mentions the text organizations of a procedure text as follows:

- a. The focus of instructional texts is on a sequence of actions
- b. The structure is easily recognized
- c. Each stage serves a particular function
- d. The text may also include comments on the usefulness, significance, danger, fun, etc.
- e. Headings, subheadings, numbers, diagrams, photos are often utilized to make instructions as clear and easy to understand as possible.

Based on the explanation above, it can be concluded that the writer must keep attention on text organizations when they are going to write, especially procedure text. It aims in order to get a good text and easily to be understood by the reader. Anderson and Anderson say that there are three components of generic structure of a procedure text, namely;

- a. An introductory statement that gives the aim or goal. This may be the title of the text or an introductory paragraph.
- b. A list of the materials that will be needed to complete procedure:

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<sup>24</sup>Mark Anderson and Kathy Anderson, *Text Types In English*, (Australia: Macmillan, 1997), p. 1



- 1) Steps describe steps in logical order to achieve the goal.
- 2) This may be a list or a paragraph.
- 3) This step may be left out in some procedures.
- 4) A sequence of steps in the order they need to be done:

## 2. Language Features of Procedure Text

According to Anderson, procedure text usually includes the following language features :

- a. Sentences begin with action verbs (imperative sentences). E.g., *pour hot water into the cup*.
- b. Sequence words or temporal conjunctions (e.g. firstly, next, then) and numbers (e.g. 123) that show the order for carrying out the procedure.
- c. Adverbs of manners to describe how the actions should be performed. e.g. quickly, firmly.
- d. Precise terms and technical language. e.g. ml, grams, etc.<sup>25</sup>

In addition, the other sources added some language features of procedure text which are not included in Anderson's book. They are:

- a. Nouns or noun groups are used in the listed material or equipment.
- b. The person following the instructions may not be referred to or may be referred to in a general way as one or you. There is little use of personal pronouns.

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<sup>25</sup>Mark Anderson and Kathy Anderson, loc.cit.

- c. Words related to direction and specific locations are found. e.g left, north, Jamison street.
- d. Adjectives add details relating to size, shape, color, and amount.
- e. Present tense is generally used.<sup>26</sup>

To sum up, a of the points of language features of procedure text above are usually used in writing procedure text.

## 2. Structure of Procedure Text

Generally, a procedure text is arranged in three main parts; Aim or Goal of the procedure, List of materials which needed to complete the procedure, and sequence of steps in correct order that need to be taken to accomplish the task.

- a. An introductory statement giving the aim or goal.

This part can be a little of the procedure text, it also may include an introductory paragraph.

- b. List of materials needed for completing the procedure

This part usually takes the form of a list, though sometimes it also can be in the form of a paragraph. In certain procedure texts this part sometimes is omitted or left out.

- c. A sequence of steps in the correct order

This is the last part of procedure text which shows a sequence of steps that need to be taken by readers to complete the task. The sequence usually is shown by numbers (1, 2, 3 ...) or by using words such as first,

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<sup>26</sup>[http://assets.Readingeggsassets.com/teacherresources/rex/writing/pdfs/middle/proceduretexts\\_introduction-and\\_overview-fp-9569b444.pdf](http://assets.Readingeggsassets.com/teacherresources/rex/writing/pdfs/middle/proceduretexts_introduction-and_overview-fp-9569b444.pdf).

second, third, etc. Words such as now, next, and after this sometimes are used as well. Commonly, the steps usually begin with a command such as add, stir, or push.<sup>27</sup>

Thus from the explanation above, it can be concluded that there are three points of generic structure of procedure text. Nevertheless, the structure above is sometimes not found in certain types of procedural texts. For example, in procedure text that tells the readers directions of how to get to a certain place or procedure text of rules of behavior, there is no list of materials needed. In a procedure text of how to operate something, sometimes the list of materials needed is not included. The procedure text must be used as a simple present. it can be seen in the generic structure, so it can be concluded that simple present tense correlates with procedure text.

## **D. Concept of Tense**

### **1. Definition of Tense**

The word 'tense' is derived ultimately from the Latin word "*tempus*" meaning time.<sup>28</sup> Tense commonly refers to the time of the situation which relates to the situation of the utterance or the moment of speaking. There are many definitions of tense. One of them is as stated by Leech and Svartvik stated that by tense we understand the correspondence between the form of the verb and our concept of time (past, present, or future).<sup>29</sup> And Michael

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<sup>27</sup>Mark Anderson and Kathy Anderson, *Text Types in English 3*. (South Yarra: Mcmillan Education Ltd, 1998), p31.

<sup>28</sup> John Lyons, 1995, *Linguistics Semantics An introduction*, Cambridge: Cambridge University Press, p. 3 12

<sup>29</sup> Gcoffice Leech arid Jan Svartvik, 2002, *A Communicative Grammar of English*, London: Pearson Education Limited, p. 4 15

Swan stated that the verb forms which show differences in time are called tense. Tenses are formed either by changing the verb (e.g. know. knew work. worked), or by adding auxiliary verbs (e.g. will know; had worked).<sup>30</sup>

In *Oxford Dictionary of English Grammar*, tense is defined as a form taken by a verb to indicate the time at which the action or state is viewed as accruing. In another source it is said that tense is the form of a verb that shows us when the action or state happens (past. present or future). The name of a tense is not always a guide to when the action happens. The “*present continuous tense*”, for example, can be used to talk about the present or the future.<sup>31</sup>

#### a. Simple present tense

Tense is a systematic structure to describe different forms of verbs that show the time of action. Meanwhile, simple present tense is formed by using the simple form of the verb, that is the form which was listed in the dictionary or it was called infinitive without „to“. When the third person singular subject is present, an –es or –s ending is added.<sup>32</sup> Brewton et al also stated that the present tense expresses an action or a state of being in the present .Based on the explanation above, I can conclude that simple present tense is formed by using infinitive without „to“ and when the third person singular subject is present, a suffix –es or –s is added to the verb.

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<sup>30</sup>Michaci Swan, 1980, *Practical English Usage*, Oxford: Oxford University Press, p.04

<sup>31</sup> Silvia Chalker and Admund Weiner, 1998, *The Oxford of English Grammar*, Oxford: Oxford University Press, P. 95

<sup>32</sup>Cook and Suter. (1983), *The Scope of Grammar*. Oxford: University Press, p. 49

Simple present tense expresses an action or a state of being in the present. Present Tense is included in type of tenses. It is a tense which is used commonly in daily conversation or writing descriptive text. Present means the phenomenon happens right now. It also explains the habitual action or general truth. Azar stated that the simple present says that something was true in the past, is true in the present, and will be true in the future. It expresses *general statements of fact and timeless truths*<sup>21</sup>.

## **b. Form of Simple Present Tense**

### **1) Present Tense of Verb Be**

Present tense form of “be” is formed with to be am, are, or is after the subject of the sentence. According to Praninkas in English, the present tense of „be“ is used to express following situations

(a) Profession, trade, occupation Mr. Allen is a Professor.

(b) Nationality

Mr. Suharto is an Indonesian.

(c) Size and shape

Mr. Allen is tall.

(d) Age

Doni is twenty-five

e) Characteristic

Mr. Allen is clever

(f) Condition

Jack is sick.

(g) Place

The children are here.

(h) Color

This book is green.

- a. Pattern of Present Tense of Verb Be S+ be + a noun or a noun phrase Madonna is a singer.

Madonna is a beautiful woman.

S + be + adjective or adjective phrase Michael Jackson is famous.

Dewi is extremely courteous.

S + be + adverb or adverbial phrase Eric is here.

Clinton is from the State of Arkansas.

In negative statements with the verb be, the word not is used after the verb be. For example: He is not a teacher. In yes/no questions, it comes before the subject of the question. For example: Is he a teacher? In the question word, it comes before the subject and after the question word. For example: Who is he

The verb „be“ has different forms after different subjects. The present tense forms of be are am, are, and is (construction: „m, „re, and „s). *Am* is used after the first person singular subject (I); *are* is used after the first person plural subject (we), second person singular and plural subjects (you, you) and the third person plural subjects (they, the boys, cows, etc); *is* is used after the third person singular subject (he, she, it, the boy, a cow, etc).

## 2) Present Tense of Verb

The present tense of the verb is formed with a simple form of a verb for first person, and third person plural subject except for third person singular subject; the verb ends in s, or es. In terms of forms, the simple present can be divided into: positive, negative, interrogative, and negative interrogative. The adverbs of frequency or adverbial phrases that are often used in the simple present tense are always, often, usually, every day, sometime, never, occasionally, seldom, twice a week, etc.

For example: I always go to school by bus.

He often goes to bed late.

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### a. Pattern of Present Tense Form of Other Verb

#### (a) Positive Form

I, We, You, They + Verb + Complement

He, She, It, Singular name of people,  
Noun + Verb + s/es + Complement

For example: I have a lot of money.

We read a newspaper everyday

She seldom watches television.

Doni often goes to bed late.

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## (b) Negative Form

To make the negative sentence in the simple present tense, we put do not or does not after the subject. The pattern is:

I, We, You, They + Do not + Verb +  
Complement

He, She, It, Singular name of people, Noun  
+ Does not + Verb + Complement

For example: I do not have much money.

We do not read a newspaper everyday.

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## (c) Interrogative Form

To make the interrogative sentence or yes/no question in the simple present tense, we put do or does before the subject. The pattern is:

Do + You + Verb + Complement?

Does + He, She, It, Singular name of  
people, Noun + Verb + Complement?

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For example: Do I have much money?

Do we read a newspaper everyday?

Does she seldom watch television?

Does Doni often go to bed late?



## (d) Negative Interrogative Form

To make the negative interrogative question in the simple present tense, we put *do* or *does* before the subject. The pattern is:

Do not + You + Verb + Complement?

Does not + He, She, It, Singular name of people, Noun + Verb + Complement?

For example: Do not I have much money?

Or

Do I not have much money?

Or

Do we not read a newspaper everyday?

Or

Does she not watch television?

Or

Does not Doni often go to bed late?

The *s / es* form is used after a singular name, noun, or one of the pronouns; he, she, or it. There are some characteristics in making the *s / es* form in the simple present tense. Add *es* for verbs ending in *o*, or in a letter or combination of letters which represent a sibilant sound such as: *s, sh, ch, x, or, z*.

Example: kiss kisses

go goes

watch watches

And for verbs ending in *y* preceded by a consonant, the *y* is changed to *i* and *es* is added.

Example: study studies hurry hurries cry cries

In addition, Murphy et. al. stated that we use the simple present to talk about things in general. We are not thinking only about the present. We use it to say that something happens all the time or repeatedly, or that something is true in general. It is important whether the action is happening at the time of speaking .

For example :

- The earth goes around the sun.
- Nurses take care of patients in hospitals.
- In Canada, most stores close at 6.00 p.m.

For Indonesian students, they will undergo some interference from their mother tongue when they study simple present tense. For example, the existence of suffix *-s* or *-es* of the verb for the third person singular subject, the auxiliary *do* or *does* in negative and interrogative sentences, and the verb „be“ in the nominal sentences that never exist in Indonesian language. Those will make the Indonesian students have difficulties in applying them in sentences.

The simple present is used to express habitual or everyday activity.

1. The simple present tense performs the following functions :

Coffee comes from Brazil.

Costa Ricans speak spanish.

Lead is heavy.

The earth revolves around the sun

2. Expresses customs and habitual action often with such adverbial expressions as frequently, usually, everyday, and so on. It is also the usual present tense form of stative or “private” verbs, such as wish, hope, fear, love, like, understand, and know.

I spend every summer in the mountains.

They usually go to Miami in the winter.

She always studies very hard.

Yes, I see him every day.

Lisa understands portuguese.

I hope for the best.

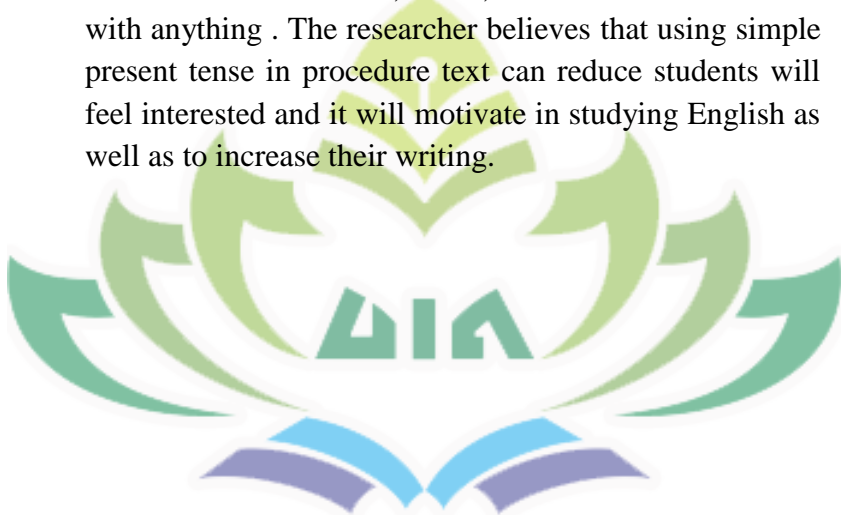
She loves her husband.

### **E. Frame of Thinking**

Writing is a skill that is required in written communication. It is a process of discovering and organizing ideas, putting them on papers and revising them. By writing, we can express our ideas or feelings to the readers. At junior high schools, writing is taught at the end of each chapter to measure students’ understanding and ability to write the English text genre. In addition, students have to learn some

functional texts that they will commonly use in daily communication. In the writing process, the students are expected to write their writing grammatically, express their idea, and make the conclusion as the steps to develop rhetorical devices in the written form. It is clear that the way we organize our students' writing and the way we offer advice and corrections will be different. It depends on what kind of text of writing they are involved in.

Based on the description above, the researcher assumes that procedure text in writing can help the students be more active, brave, and not nervous to write with anything . The researcher believes that using simple present tense in procedure text can reduce students will feel interested and it will motivate in studying English as well as to increase their writing.



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