

**ERROR ANALYSIS ON THE USING BE OF SIMPLE PRESENT AND
SIMPLE PAST TENSES AMONG THE SEVENTH GRADE STUDENTS
OF SMP NEGERI 2 NAINGGOLAN**

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Abstract

Grammar is the rules in a language for changing the form of words and joining them into sentences to create meaning. This research is focused on error analysis on the using BE in Simple Present and Simple Past Tenses. The purpose of this study is to find out the grammatical errors in using BE in students' composition. In this study the writer took the the seventh grade students of SMP Negeri 2 Nainggolan in the Academic Year of 2017/2018 consisting 25 students as the sample. The data are analyzed with descriptive qualitative method. The data were identified based on kinds of errors. The kinds of errors are omission and misordering. The results of the data analysis show that there are 155 errors made by the students in their compositions. The writer concluded that omission errors 68 or 61,80% in Simple Present Tense and 49 or 51% in Simple Past Tense, misordering errors 16 or 14,60% in Simple Present Tense and 22 or 23% in Simple Past Tense. But out of category there are 28 or 23,60 redundant sentences in Simple Present Tense and 25 or 26% redundant sentences in Simple Past Tense. The writer also concluded that there are two causes of errors, namely Translation and Carelessness. Based on the result of the research, it is suggested that the students should learn and memorize grammatical rules an teachers should give clearer explanation on grammatical rules in English.

Keywords: Error Analysis, Simple Present Tense, Simple Past Tense

I. INTRODUCTION

1.1 The Background of the Study

English is the most important language in the world because it is widely used all over the world. As in international language, a great many of academic discourses around the world takes place in English. The communication between two different countries is carried out in English, and diplomatic channels also use English. Besides, nearly all scientific books are written in English. Therefore, it can be said that English is internationally accepted as a world language.

In learning English, most students find difficulties especially in grammatical structures because English and Indonesian do not come from the same language family. If two languages come from the same family, they have a lot in common like English and Holland or Germany. But if they com from different family, they have a lot of differences. The more different two languages are, the more difficult it is to learn.

Grammar as an aspect of the language is necessary to be studied intensively in order to avoid errors. The learners often make mistakes and even errors in learning English, especially when they try to arrange sentences or use tenses in their writing. As a result, they will write sentences ungrammatically. That can be influenced by the first language which is different from the foreign language in written form. Therefore, the first language can interfere learners in the process of learning the foreign language.

Making errors is a natural and unavoidable part of the process of learning English. Many kinds of errors arise when the learners write because they do not master the English structure well. Also, errors are the inability of the students in using rules of the components and elements of the second language. Therefore almost all learners must make errors when they are learning English because it is difficult to separate error in the process of learning English.

Errors are important to study in order to understand the process of learning. A study of learners' errors describes what problems the learners are having now and help the teacher plan remedial work. In addition, the teacher should not see them negatively as a sign of failure but see them positively as an indication of what the teacher still needs to teach. If the teacher tries to prevent students errors, he/she never finds out what they do not know. To make a good composition, the students must be able to master and apply the structure correctly, especially about tenses used. If they cannot do that, of course, errors will arise. Automatically their writing will cause misunderstanding to the readers because the readers cannot receive the message or expression of their idea well. Most of the students still find problems in using *BE*, especially the differences between *BE* in simple present tense and simple past tenses.

There is a research conducted in relation to this study about an analysis of students' errors in using *BE* in english tenses. The research has been conducted by Syarif (2014) entitled "An Analysis of Students' Errors in Using English Tenses". The findings of his research the result showed that the highest frequency of errors was simple past tense; there were 73 errors or 37.24 %. She classified the types of error into *misformation*, *omission*, and *addition*. Among those three types, the most frequency error was *misformation* that reached 96 errors or 70.59%.

During the experience of the writer in the Field Experience Program (PPL) at Junior High School of Saint Thomas 3 Medan, he still found a lot of errors in using *BE* in Simple Present Tense and Simple Past Tenses made by the students. They can not distinguish the form of *BE* in Simple Present and Simple Past Tenses. For example they wrote; The students are absent yesterday, He is sick last week, etc. Not only in that schools but also in other schools, one of which is SMP Negeri 2 Nainggolan. When the writer observed the learning teaching process in that school, the students still made a lot of errors in using *BE* in tenses. The writer also asked the English teachers. They said that, the students still made a lot of mistakes in using *BE* in tenses. They also said the students were not interested in English

subject because it is considered difficult to learn. Therefore, the writer is interested to analyze errors made by the students and tries to give solutions to overcome their problems. The writer chooses the title “*Error Analysis in Using BE in Simple Present and Simple Past Tenses among the Seventh Grade Students of SMP Negeri 2 Nainggolan.*”

II. REVIEW OF LITERATURE

2.1 Definition of Error

Error is natural part of language learning, learning the second language is a process unlike learning the first language. In this new system of language, learners will directly connect with such a new vocabulary, a new grammatical pattern and a foreign pronunciation which differ from their first language. It will always occur although the best effort has been done, when they try to speak or write the target language, it is inevitable to them to produce many errors.

According to James (1998:10), “Error associates with intentionality of learner: when there’s intention to commit one, an error will arise”. Errors can be found in the spoken such as in their conversation and writing such as in their composition. Perspective on learner’s error hold much promises concerned with identifying cognitive processes that underlie learner’s reconstruction of the new (Dulay et al., 1982:132).

From some experts’ definition about errors, it can be concluded that error is something which the students made in their learning process. It was caused by incorrect rule of language as a partial knowledge and competence that is achieved in the process of language learning. The error is more serious than mistake because error cannot be corrected by own self, but mistake can be corrected by own self.

2.2 Error Analysis

Learning foreign language is different from learning one’s mother tongue. Therefore, learners in the teaching process often made error and it is not only inevitable but also a necessary part of the language learning process. As the learner of foreign language error can not be avoided even 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 a language.

James (1998:1) states, “Error analysis is the process of determining the incidence, nature, causes, and consequences of unsuccessful language”. According to Richard (1974:44), “when the children learn their mother tongue sometimes they use improper pronoun, ambiguous words, or incorrect word formation”. It means that the learners not only make error in foreign language, but also in their mother tongue because error is a process of learning.

Error analysis is a valuable source of information to teachers. It provides information on learner’s error which helps teachers to correct it and also improves

the effectiveness of their teaching. In other words, errors give signs to teachers and writer. The process of learning a foreign language is unlike learning the first language, since this new system of language has some definite difficulties.

Learners will directly connect with such a new vocabulary, a new grammatical pattern and a foreign pronunciation which differ from their first language. It will always occur although the best effort has been done, when they try to speak or write the target language, it is inevitable to them to produce many errors. The flawed side of learner in speech and writing are those parts of conversation or composition that deviate from some selected norm of mature language performances (Dulay et al.,1982:132). It means that the area of learners' errors can be found in the spoken such as in their conversation and writing. Brown (1994:217) also states, "Global errors are preventing the hearer from comprehending some aspect of the message". The sentence in global error is difficult to understand. For example: *Then us the Tangkuban perahu done that us Ancol*. The sentence above is ambiguous to the readers. The right sentence is *Then we went to Tangkuban Perahu after that we went to Ancol*. In contrast, the sentence in local error is understood. For example: *The handover of the prize was given by Mr. Brown*. The right sentence is *The prize was given by Mr. Brown*.

Error and mistake are different. Error is wrong response because the students do not have knowledge about what the right answer is. While mistake is wrong response that if the students thought about it, they would realize what the right answer is. It means that the students if given a second chance, they have the potential to correct a mistake, whereas the students do not have potential to correct an error until they learnt what the correct is. Brown (1994:260) states, "Errors are a result of partial knowledge because teaching-learning process extends overtime".

A mistake is a performance of error that is either the random guess or slip, in that it is a failure to utilize a known system correctly. The statement above means that errors occurred because of the extended process in teaching-learning caused by biased knowledge, but mistake occurred because of slips of the tongue. In addition, Harmer (1983:99) defines that we can divide mistake into two broad categories: 'slips' and 'attempts'. *Slips* are mistakes which students can correct themselves and which therefore need explanation, while *attempts* are mistakes committed when students try to say something but do not yet know the correct way of saying it".

Based on some experts' definition about errors, it can be concluded that error is something which the students make in their learning process. It is caused by incorrect rule of language as a partial knowledge and competence that is achieved in the process of language learning. The error is more serious than mistake because error cannot be corrected by own self, but mistake can be corrected by own self.

2.3 The Causes and Sources of Error

In the learning process, it is possible the students make errors. It is caused by many factors. Norrish (1987:21-26) classifies causes of error into three types, they are: carelessness, first language interference, and translation:

1) Carelessness

It is often closely related to lack of motivation. Many teachers will admit that is not always the student's fault if he loses interest, perhaps the materials and/or style of presentation do not suit him.

2) First language

When someone tries to learn new habits the old ones will interference the new ones. This cause of error is called first language interference.

3) Translation

It is one of cause of error. This happens because a student translates his first language sentance or idiomatic expression into the target language word by word. This is probably the most common cause of error.

Another expert who discusses the sources of error is Brown (1994:65). He claims that there are four major sources of error. He labels interlingual transfer, intralingual transfer, context learning and communication strategies.

a) *Interlingual transfer*

It is the negative influence of the mother tongue of learner. This is a significant source of error for all learners. In the start of learning. The second language are especially vulnerable to interlanguage transfer from the native language, or interference.

For example: *My father doctor.*

b) *Intralingual transfer*

It is the negative influence of the target language.

For example: *You are like a dog,* instead of *You like a dog.*

c) *Context of learning*

Context refers to the classroom with its teacher and its materials in the case of school learning or the social situation in the case of untutored second language learning. In a classroom context the teacher or the textbook can lead the learner to make faulty hypotheses about the language.

For example: *Bad attitude will not result in good learning.*

d) *Communication strategies*

These strategies are defined and related to learning styles. Learners obviously use production strategies in order to enhance getting their messages across. However, at times these techniques can themselves become a source of error. For example: *Our research is correct to Mr. Smith,* instead of *Our research is corrected by Mr. Smith.*

2.4 Types of Error

According to Corder (1982:208-209) there are some types of error, they are:

1) Error types based on linguistic category

In this type of error, it includes phonology (pronunciation), syntax, and morphology (grammar), semantics and lexicon (meaning and vocabulary), and discourse (style) with the particular linguistic constituent. The error affects the elements that comprise each language component.

2) Error types based on surface strategy taxonomy

In this type, learners may omit necessary items or add unnecessary one; they may *misform* items or *misorder*.

There are four subtypes of error based on surface strategy taxonomy:

1. *Omission*, this error is categorized by the omitting an item that should be appeared in a well-formed utterance. Although any morpheme or word in a sentence is a potential candidate for omission, some types of morphemes are omitted more than others.

For example: *I saw two bird on the tree.*

The learners omit the –s to describe a noun in plural.

2. *Addition*, this error is the opposite of omissions. These errors are categorized by the presence of an item which must not appear in a well-formed utterance. It is divided into three types of addition errors;

- a) *Double marking*, this addition error is described as the failure to delete certain items which are required in some linguistic constructions, but not in others. The learners who have acquired the tensed form for both auxiliary and verb. For example: *We didn't went there.*

- b) *Regularization*, a rule typically added to a linguistic item is erroneously added to exceptional items of the given class that do not take a marker.

For example: Sheep => Sheeps

People => Peoples

- c) *Simple addition*, if an additional error is not a double marking or regularization it is called simple addition. No particular features characterize simple addition other than those that characterize all addition errors.

For example: *The fishes lives in the water.*

The linguistic item added is the third person singular-s.

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

For example: *The dog eated the chicken.* The learner supplies a past tense marker, but it was not the right one.

4. *Misordering*, as the label suggests, misordering errors are characterized by the incorrect placement of a morpheme or group of morphemes in an utterance.

For example:

- He is all the time late. => He is late all the time
- What daddy is doing? => What is daddy doing?

According to Dulay at al.,(1982:150), this surface structure taxonomy is altered into four categories but the researcher gets one more error taxonomy about structure too. The last taxonomy is taken from Jame's theory. The summary off all the taxonomies is five at all. They are *omission, addition, missformation, and blends*. Some of them have more than one subtype which is explained more later. It will talk about only structure error, since this classification is not meaning (semantic).

1. Omission

Dulay at al.,(1982:154), state, "Omission errors are characterized by the absence of an item that must appear in a well-formed utterance". It means that the item is necessary concerning with a good utterance. The item can be function word or context word. In an omission error, the item does not appear when it should be. For example, in "*he drive a car*", there is an omission. The omission is the part of the verb which is "s". The "s" is called with verb inflection. Thus right utterance is "he drives a car".

It is stated that , "In omission, the frequent items which are omitted are function word. In contrast, content word is rarely omitted" (Dulay at al.,1982:155). This happens logically. When the content word is missing, it is difficult to understand the utterance. For example, this sentence "*Mary the president of the new company*" can be guessed what the one have had in mind. The listener comes to think that Mary has position which is President of a company. Otherwise when the sentence is reconstructed errorly with "*is the of the new*", the listener could not even begin to guess what the meaning is. This happens because content word carries the burden of meaning, rather than function word.

2. Addition

This taxonomy is the opposite of the taxonomy above. It is stated that, "when omission is an absence, whereas this is the presence of an item which must not appear in a well-formed utterance (Dulay at al.,1982:156). This happens when the learner has acquired some rules of the target language. We can say that this later stages of second language acquisition. The learner has a faithful of certain rules resulting the inappropriate way in using it. This addition has subtypes. Those are *double marking, regularization, and simple addition*.

a. Double Marking

It is stated that, " This subtype of addition happens when there is marking twice or we can say double in an utterance, when it can not (Dulay at al.,1982:156). For example, in simple past tense, when we construct a sentence which carries verb phrase, the first verb of the phase must be marked. It is no longer required to add another marking in the second verb. "*We didn't eat orange*" is one right utterance which carries past tense. In contrast, "*we didn't ate orange*" is the false one. There

is no needed a past tense marker in the word “ate”. This is called double markings when there is double marking when it should be only once.

b. Regularization

Still in subtype addition, this classification happens when the learner apply the rules used to produce the regular ones to those that are irregular, resulting in errors of regularization. Regularization is exception to some of class of linguistic items (Dulay at al,1982:157). For example, word “*people*” does not need addition of regularization with “s” in the end of the word. Besides, in class of main verb, verb “*go*” is not accepted with regularization with adding “ed” in the end of the verb. This examples are called with regularization. The marker of “s” and “ed” can not be applied to some words like the words above.

c. Simple Addition

It is stated that, “The last subtype of addition is recognise when the error is not double markings, neither regularization” (Dulay at al., 1982:158). No particular features characterize simple additions other than those that characterize all addition error. The use of an item which should not appear in a well-formed utterance is called with simple addition. For example, the use of article a in “*a this*”. There should not be put “a” before “this”.

3. *Misformation*

It is stated that, “Missformation errors are characterized by the use of the wrong form of the morpheme or structure” (Dulay at al., 1982:158). In this, the learner supplies something, although it is correct. For example, in “*I bringed the bag*”, the past tense marker was supplied by the learner. Nevertheless, the suplying is incorrect. The correct one should be “brought” for “bringed”. This classification has subtypes which discussed further. They are *regularization errors*, *archi-forms*, and *alternating forms*.

a. Regularization Errors

It is stated that, “These errors fall under the missformation category are those in which a regular marker is used in place of an irregular one” (Dulay at al., 1982:158). Such as in “drived” for “drove” or “puted” for “put” are the examples of this types of error.

b. Archi-forms

It is stated that, “Archi-forms are the selection of one member of a class of forms to represent others in the class” (Dulay at al., 1982:160). For example, use of have, has, has, and had, the learner might chooses had. As we know “have” is used when the utterance happens at the present, but the learner still uses “have” when it must be has.

c. Alternating Forms

It is stated that, “This form is defined by fairly free alternation of various member of class with each other” (Dulay at al., 1982:161). In the case of pronouns, “*she is a boy*” and “*he is a girl*” are examples of alternating forms. This occasion is that masculin for feminine (or vice versa)

4. Misordering

It is stated that, "This last classification is characterized by the incorrect placement of a morpheme or group of morphemes in an utterance" (Dulay et al., 1982:162). For example, in the utterance "he is all the time late", "all the time" is misordered. The correct one should be "he is late all the time". This happens when the learner has learned or acquired with a new construction of the target language.

5. Blend

This classification is James' theory. It is stated that, "Blends is a situation in which there is not just one well-defined target, but two" (James, 1998:111). When the learner is stuck in such a situation, the learner is undecided to decide which target language can be applied. Because of the doubt, the learner combined both of the target languages, resulting in ungrammatical blends. Blending is exemplified in "according to Erica's opinion". If they are separated, we will find two alternative grammatical forms. First is "according to Erica", and second is "in Erica's opinion". This can be said as a failure of making a clear choice, and instead combine a part of each to produce a structure with characteristics of both.

2.5 The Procedures of Error Analysis

The writer decided to use the procedure of errors according to Rod Ellis, the procedures involved in each of the steps are:

a. Collecting of a Sample of Learner Language

The type of data collected can have a marked effect on the result of an error analysis, as a result of the different production processes which they typically involve. For example, Logoco found differences in the number and type of errors in samples of learner language collected by means of free composition, translation, and picture composition.

b. Identifications of Errors

An utterance may be grammatically correct but pragmatically unacceptable. For example, *I want to read your newspaper* addressed to a complete stranger is grammatically correct but pragmatically unacceptable.

c. Description of Errors

The description of errors involves a comparison of the learner's idiosyncratic utterances with a reconstruction of those utterances in the target language or, more recently, with a baseline corpus of native speaker language.

d. Explanation of Errors

Explanation is concerned with establishing the source of errors, i.e. accounting for why it was made. This stage is the most important for Second Language Acquisition (SLA) research as it involves an attempt to establish the SLA.

e. Evaluation of Errors

Error evaluation involves a consideration of the effect that errors have on the person(s) addressed. This effect can be gauged either in terms of the addressee's effective response to the errors. Error evaluation studies proliferated in the late

1970s and in the 1980s, motivated quite explicitly by a desire to improve language pedagogy.

2.6 Simple Present Tense

2.6.1 Definition of Simple Present Tense

The present tense is the simplest tense in English. According to Vivian (1961: 32) The simple present tense is used to show action that happens all the time, for it looked at the finite verbal group without auxiliaries. The present tense is also the only tense that still uses form of distinction for person and number. The distinction is that the third person singular has 's' or 'es' to the form used in other person and number.

To form the negative sentence it has auxiliary verb 'does not' for the third person singular subject (He, She, It), and 'do not' for the subject (I, You, We, They). For the verb *BE*, do not use an auxiliary verb, even for questions and negatives. For example 'She is not a student'.

2.6.2 The Sentence Pattern of Simple Present Tense

a) Affirmative:

Subject + Verb 1 (s/es)

E.g. Their classes begin at seven

She sends the letter to her mother every month.

Subject + Verb be (are, am, is) + Complement

E.g. You are a teacher.

b) Negative:

Subject + Auxiliary verb (do/does) + Not + Verb 1

E.g. Their classes don't begin at seven.

She doesn't send the letter to her mother every month.

Subject + Verb be (are, am, is) + Not + Complement

E.g. You are not a teacher.

c) Interrogative:

Auxiliary verb (do/does) + Subject + Verb 1

E.g. Do their classes begin at seven?

Does she send the letter to her mother every month?

Verb be (are, am, is) + Subject + Complement

E.g. Are you a teacher?

2.6.3 The Usage of Simple Present Tense.

The simple present tense performs the following functions or usages:

a) To express the general truth.

e.g. The sun rises in the east.

b) To express the customs and habitual action.

e.g. She studies English everyday.

- c) To show the future time.
e.g. I start my new job tomorrrw.

2.7 Simple Past Tense

2.7.1 Definition of Simple Past Tense

The simple past tense is formed with the past form of the verb which may be either regular, by adding *-ed* to *infinitive* form (incidentally, most verb are regular) or irregular which must be learned and memorized in each case. According to Frank (1972:42), "Simple past tense represent definite time, it refers to event that were completed before the statement is made". It is often accompanied by such expression or definite past as yesterday, last year, two yearsago, etc.

2.7.2 The Sentence Pattern of Simple Past Tense

- a) Affirmative :

Subject + verb 2

E.g. Andrew found his pen two days ago.

Subject + Was/were + Complement

E.g. They were in the class at 7 o'clock a.m.

- b) Negative :

Subject + Auxiliary Verb (did) + Not + V 1

E.g. Andrew did not find his pen two days ago.

Subject + Was/were + Not + Complement

E.g They were not in the class at 7 o'clock a.m.

- c) Interogative :

Auxiliary Verb (did) + Subject + Verb 1

E.g. Did Andrew find his pen two days ago?

Was/were + Subject + Complement

2.7.3 The Usage of Simple Past Tense

- a) The simple past tense is used to talk about activities or situation that began and ended in the past.
E.g. The students did their homework yesterday.
- b) To express the duration of an event completed in the past.
E.g. I was in Jakarta for four years.
- c) To express habitual action in the past.
E.g. When I was child, I caried loudly.

2.8 The Verb Be

According to Frank (1972:87) "Verbs are a necessary component of all sentences, als some verbs put stalled subject into motion while other verbs help to clarify the subjects in meaningful ways". The verb *BE* is the biggest verb of English. It can function as a main verb and auxiliary verb.

III. RESEARCH METHOD

3.1 Research Design

This is a descriptive qualitative research to find out the students' error in using *BE* in Simple Present Tense and Simple Past Tense. Descriptive qualitative is a comprehensive summarization, in every terms, of specific events experienced by individual or groups. Anderson and Arsenault (2005:16) state that qualitative research is an inductive form of inquiry whose results are blend of research skill, a particular perspective.

Schreiber (2008:209) states, "Description of the data collected in a research is an important component for both the researcher and the reader". Descriptive qualitative research design describes about the data analysis in order to get novelties of the research. The qualitative analysis will be applied in such away in order to find out the answer related to the research questions.

3.2 The Source of Data

Burnham (2012:4) states, "Source of data is data that is collected, observed, or created, for purposes of analysis to procedure original resurch result". If a writer uses questioner or interview in collecting the data, the data source are called respondent. But if a writer use documentation, so the documentation is the data source, while the content is the subject.

The source of data is the students' composition. They are given two topics, they are *My Hobby* and *My last Holiday* containing simple present tense and simple past tense.

3.3 Population and Sample

Knight (2010) explains that population is the large group to which result of the research can be generalized. The population of this research is the seventh grade of SMP Negeri 2 Nainggolan. There are 5 classes in the seventh grade students at the school.

Johnson & Christense (2008:223) define that sample is a set of element taken from a large population. The writer take Sample from 7A, 7B, 7C,7D and 7 E which consist of 5 students in each class. Therefore, there are 25 students as the sample. To decide the 5 students from each class the writer takes even and odd number by following student list of attendant in each class.

3.4 The Technique of Collecting Data

There are some the techniques of collecting data, as follows:

- 1) First day, writer asks the students to write composition, entitled *My Hobby*.
- 2) Second day, writer asks the seventh grade students to write composition, entitled *My last Holiday*. The students will write compositions at least one page of 6-10 sentences in each paragraph.

3.5. The Technique of Analyzing Data

In analyzing the data, its used descriptive analysis technique.

- 1) The writer collect the data from the student's compositions.
- 2) The writer will identify of students' errors in their compositions, and group them according to the kinds of error: omission, addition, misordering and misformation.
- 3) The writer will count the percentage of each kind of error.

The formula as follows:

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

P = Percentage

F = Frequency of error occurred

N = Number of cases (total frequent / total individual)

- 4) The writer will describe the causes of errors that appeared in their compositions.
- 5) The writer will describe the dominant error that appeared in their compositions.

IV. DATA ANALYSIS AND DISCUSSION

4.1 Data Analysis

The students are required to write two compositions at least of one page concerning Simple Present and Simple Past Tenses of the verb BE. The topic of Simple Present Tense is *My Hobby* and the topic of Simple Past Tense is *My Last Holiday* to write for their composition texts. The writer collected the data for two days. The First day the writer gave the topic My Hobby and the second day the writer gave the topic My Last Holiday to the students. There are 25 students as the sample. So, after the writer collected the result of students' composition, totally there are 50 papers 25 papers in Simple Present Tense and 25 Papers in Simple Past Tense.

The categories of error originated from the student's sentences in their composition texts. From the students' compositions, the writer found 155 errors, 84 errors in Simple Present Tense and 71 errors in Simple Past Tense. The students used the forms of BE in their sentences which are not required called redundant. Based on the data collected the students also made 51 redundant sentences, 26 sentences in Simple Present Tense and 25 in Simple Past Tense. Those errors were divided into two categories: omission and misordering. The percentage of the student's errors is calculated from each sentence in their composition texts.

V. CONCLUSIONS AND SUGGESTIONS

5.1 Conclusions

The main objectives of this study are to analyze the student's errors in composition texts made by the seventh grade students of SMP Negeri 2 Nainggolan. After analyzing the errors, the dominant error and the causes of the errors.

Based on the data analysis discussed in the previous chapter, several conclusion can be concluded. As mentioned before the first conclusion is about the types of student's errors in their composition texts. Having analyzed the student's composition texts there were 155 errors made by the students in their composition texts. The errors are divided into two types in Simple Present Tense and two types in Simple Past Tense. In Simple Present Tense, Omission errors with the percentage was 61,80% and Misordering errors 14,60%. In Simple Past Tense Omission errors with the percentage and 51% and Misordering errors 23%. The students used the forms of BE in their sentences which are not required, called redundant. Based on the data collected the students also made redundant in Simple Present Tense with the percentage 23,60% and in Simple Past Tense with the percentage 26%. Based on percentage of errors above show the dominant error is Omission errors with the percentage 61,80 in Simple Present Tense and 51% in Simple Past Tense.

Based on the explanation in the previous chapter, the researcher concluded that there are two factors which may cause in the student's errors. Those the factors are Translation and Carelessness.

Translation happened because the students translate their sentences into the target language word by word. This happened also because the students were difficult to distinguish the form of BE.

Carelessness often related to lack of motivation. The students are less interested in English subject, because they consider the English is very difficult to learn. In addition the the teachers did not provide materials in accordance with the ability of the students, so that the students were not understand the materials has been given by the teachers.

5.2 Suggestions

Based on the result of the study, the writer would like to offer some suggestions to the students, the teacher and also other researchers as follows.

1. For English Teacher

The teacher should master clasroom management so he/she can manage the lesson well and no one of the students less concentration. The teacher should give clearer explanation of grammatical rules in English, so the students will understand more about it. The teacher should know their student's ability in order to find out the student's difficulies, thus the teacher can solve the students's problem.

2. For the students

The students should learn and memorize grammatical rules, such as article, spelling, sentence pattern, part of speech,etc. So that the students can apply those rules correctly both in oral and in written ways. The students should be aware their errors and avoid repeated the same errors in their future learning.

3. For other researcher

Other researchers are expected to investigate the student's errors on other classes with the different topic. However, the limitation of time as well as and energy led the researcher to have this research only in paragraph writing class. Future

researcher can be intended to make generalization to the population that involves greater number of people.

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