



AN ERROR ANALYSIS OF SIMPLE PRESENT IN WRITING DESCRIPTIVE TEXT THROUGH THE ELEVENTH GRADE STUDENTS

(Analisis Kesalahan Simple Present Dalam Menulis Teks Deskriptif Pada Siswa Kelas Sebelas)

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Abstract

The research was conducted to identify the errors are made by the eleventh grade of IPA students at Madrasah Aliyah Al Ikhlas Amberi in writing descriptive text by using simple present. The objective of the research is to find out the type of errors made in writing descriptive text by using simple present. This research applied descriptive qualitative research method by using Surface Strategy Taxonomy to analyze the data. The result of this research showed that the total of errors was 279 errors. The proportions (frequency and percentage) of the students' error in writing descriptive text by using simple present was, students made errors in omission type were 27 students with 74 errors or 26,52% of errors, students made errors in addition type were 19 students with 37 errors or 13,26 % of errors, students made errors misformation type were 30 students with 142 errors or 51,00 % of errors, and students made errors in misordering type were 17 students with 26 errors or 9,31 % of errors. From the data above, it could be concluded that misformation type was the highest number of errors made by the students and misordering type was the lowest number of errors made by the students.

Keywords: Error Analysis, Simple Present, Descriptive Text

Abstrak

Penelitian ini dilakukan untuk mengidentifikasi kesalahan yang dilakukan oleh siswa kelas sebelas IPA Madrasah Aliyah Al Ikhlas Amberi dalam menulis teks deskriptif dengan menggunakan simple present. Tujuan dari penelitian ini adalah untuk mengetahui jenis kesalahan yang dilakukan dalam menulis teks deskriptif dengan menggunakan simple present. Penelitian ini menggunakan metode penelitian kualitatif deskriptif dengan menggunakan Surface Strategy Taxonomy untuk menganalisis data. Hasil penelitian menunjukkan bahwa jumlah seluruh kesalahan adalah 279. Proporsi (frekuensi dan persentase) kesalahan siswa dalam menulis teks deskriptif dengan menggunakan simple present adalah, siswa melakukan kesalahan pada tipe omission sebanyak 27 siswa dengan kesalahan 74 atau 26,52%, siswa melakukan kesalahan pada tipe adding sebanyak 19 siswa dengan kesalahan 37 atau 13,26 %, siswa melakukan kesalahan pada tipe misformation sebanyak 30 siswa dengan kesalahan 142 atau 51,00 %, dan siswa melakukan kesalahan pada tipe misordering sebanyak 17 siswa dengan kesalahan 26 atau 9,31 % . Dari data di atas, dapat disimpulkan bahwa tipe misformation adalah jumlah kesalahan yang paling banyak dilakukan oleh siswa dan tipe misordering adalah jumlah kesalahan yang paling sedikit dilakukan oleh siswa.

Kata kunci: Analisis Kesalahan, Present Tense, Teks Deskriptif

INTRODUCTION

Curriculum of Indonesian high school in teaching English has emphasized students master the English communicative competence both orally and in writing. Students can have the ability to understand and use English competently if they are skillful in the four English skills, those are listening, speaking, reading, and writing. In other words, the curriculum requires students to develop their ability in the four English skills.

Writing is one of English skills which ought to be mastered by students, but in mastering it, students obtain problems more problems than other skills like using vocabularies, arranging sentence, using grammar, so forth. Writing is considered to the difficult skill to learn, it is supported by Nunan (1999), he says that the most difficult of macro skills for all language users whether it is first, second, or foreign language learner is learning to write fluently and expressively.

In writing activity, students write a paragraph in some types of text. Generally, the types of text consist of twelve, those are description, discussion, explanation, exposition, hortatory, narrative, news item, procedure, recount, report, anecdote and review. They have their own characteristics in writing that need to be understood and learnt.

The descriptive test is one types of text that is often learnt by students, it is a text which written by a writer to tell a reader what someone or something is like. The descriptive text reveals human, animal, plant, view, voice, food, inanimate objects so forth by using description of five senses. The purpose of the text is to provide the clear information about the object what the writer describes to the reader. It is supported by Wishon and Burks (1980), descriptive writing reproduces the way things look, smell, taste, feel or sound; it may also evoke moods, such as happiness, loneliness, or fear (p.53).

It is known that in writing a text, it cannot be separated from the use of tenses, as well as in writing descriptive text. In descriptive text, the simple present tense is most often used.

The simple present shows an event/action that happens now, it is also used to tell or describe the truth or facts as well as to express the situation that always or usually exists. Azar (2000) says the simple present tense expresses events, perceptions, feelings, or states that occur or exist always, usually, habitually (p.2).

In writing descriptive text using the simple present, of course, students will experience some obstacles, in other words, they often make grammatical errors in writing, such as ordering sentences, formatting sentences, adding words, omitting words, and so on.

Grammatical errors are closely related to writing teaching and learning process, it interferes with the achievement of language teaching goals, and therefore it ought to be decreased and even be eliminated. Students has difficulties in arranging the correct sentences in a text grammatically, they have low grammatical ability, so that it make them difficult in writing. It is in line with Lulu in her research “An Analysis of Grammatical Errors in Writing among the Second Semester Students of English Department of Yogyakarta State University in the Academic Year of 2011/2012 (2013), it was found that the students had difficulties of grammatical structures in writing process by result of omission error was found 281 times, misinformation error occurred 199 times, addition error obtained 189 times, and misordering was 6 times.

To analyze students’ grammatical errors especially in writing, error analysis is needed. It supported by Dulay et al. (1982), error analysis is a method to analyze the flawed side of learner errors in speech, or writing (p.138). In the research, Surface Strategy Taxonomy is considered to analyze

the students' error in writing descriptive text, meanwhile Dulay et al. (1982) stated that the Surface Strategy Taxonomy error type is divided into four categories as follows : 1). Omission; 2) Addition; 3) Misinformation; and 4) Misordering.

Based on conducting the pre-observation to the eleventh grade students in Madrasah Aliyah Al-Ikhlash Amberi, it is found that a problem in their English writing. The students make some errors in writing a text by using tenses, especially the errors of simple present in writing descriptive text.

Related to the explanation of introduction above, this research is focused on identifying and analyzing the types of error analysis are made by the eleventh grade students of Madrasah Aliyah Al-Ikhlash Amberi in using present tense in writing descriptive texts. It is expected to be able to provide information and evaluation that being become as a reference for an English teacher to apply the appropriate learning method to increase students' writing skill and decrease students' grammatical errors in writing.

LITERATURE REVIEW

method to increase students' writing skill and decrease students' grammatical errors in writing.

The concept of error

Davis and Pearse (2002), state that errors are integral part of learning and not evidence of failure to learn (p.103). Brown (2007) Error is a noticeable deviation from the adult grammar of a native speaker, which reflects the interlanguage competence of learner (p.258).

Muhsin (2016) stated that error is a fault made by students and they do not know the correct item, while according to Ellis (1997), errors reflect gaps in a learner's knowledge, they occur because the learner does not know what is correct.

From the experts' above, it can be concluded that the of language learning

process in which students do fault for they do not have sufficient knowledge of what is given in target language. In other words, students have lack of language competence to know which one is correct, so that they answer the question, task, and direction of target language incorrectly. The errors are done by students, cannot be concluded as a failure of learning language, they still have the imperfect language competence that can be improved to better by them.

In analyzing errors, it needs error analysis to identify the errors made. Yang (2010) stated that error analysis is the process of determining the incidence, nature, cause, and consequences of unsuccessful language. Ellis (1997), error analysis is a procedure used by both researcher and teachers. It involves collecting sample of learner language, identifying the errors in sample, describing these errors, classifying them according to their hypothesized causes, and evaluating their seriousness (p.15). Thus, error analysis can be stated that is important to find students' difficulties and evaluate them in language learning process, it is considered one of the procedures analysis for obtaining the data of students' strength and weakness in learning language, especially students' error of language.

The surface strategy taxonomy

The surface strategy taxonomy is proposed Dulay's et.al. Dulay at.al (1982), it is one of the descriptive classification which is used to identify language errors, especially grammatical errors and to analyze writing errors. The surface strategy taxonomy is classified to be four types of error, they are omission, addition, misinformation, and misordering.

1. Omission

In Dulay (1982), he states that mission means that an item which must be present in a well-formed utterance is absent. There is evidence that grammatical morphemes (e.g.noun and verb inflection, articles,

prepositions, auxiliary verbs) are omitted more often than content morphemes which carry the meaning (p. 154-155a)

For example: ***“Alexa is diligent student.”***

There is an omission error of article in the sentence because it does not use “a” that should be in the sentence. It needs an article, so the correct sentence is ***“Alexa is a diligent student.”***

2. Addition

Dulay et al. (1982) explains that addition is the second category of surface strategy taxonomy and also the opposite of omission. The presence of an extra item which must not be present in a well-formed utterance is characteristic for additions Dulay et al. (p. 156b). According to Dulay in Alfiyani (2013), there are three types of addition errors, namely:

a. Double Marking

This error occurs because the failure to delete certain items which are required in some linguistic constructions.

For example: ***“She did not went/goed back.”***

There is double marking that must be ***“She did not go back.”***

b. Regularization

It is a type of errors in which a marker that is typically added to a linguistic item is erroneously added to exceptional items of the given class that do not take a marker.

For example: ***“Sheeps instead of sheep.”***

There is regularization error that consisting of regular plural marker.

c. Simple Addition

It is addition error that is double marking or regularization. No particular features characterize all addition errors, that is the use of an item should not appear in well form utterances.

For example: ***“The fishes does not live in the water.”***

There is simple addition that has a correct sentence is ***“The fish does not live in the water.”***

3. Misformation

Dulay (1982), misformation error refers to “the use of the wrong form of morpheme or structure” (p.158c).

According to Dulay in Alfiyani (2013), there are three types of misformation errors:

a. Regularization errors,

Regularization errors that fall under the misformation category are those in which a regular marker is used in place of an irregular one.

Example: ***“Runned instead of run.”***

There is regularization errors that should be run.

b. Archi-forms

Archi-forms errors are the selection of one number of a class of forms to represent others in the class is common characteristic of all stages of second language acquisition.

Example: ***“I see her yesterday. Her dance with my brother.”***

There is archi-forms error that should be ***“I saw her yesterday. She danced with my brother.”*** It is caused when the learner represents the entire class of subject.

c. Alternating forms

Alternating forms error caused by the learners’ vocabulary and grammar development.

For example: ***“I seen her yesterday.”***

The alternating error that should be ***“I saw her yesterday.”***

4. Misordering

In Dulay (1982), he states that these types of errors are characterized by the

incorrect placement of morpheme or group of morphemes in an utterance (p.162d).

For example: **“Always they get up at 5 o’clock.”**

It is misordering error, the correct sentence is **“They always get up at 5 o’clock.”**

Based on the previous explanation, it is able to be stated that surface strategy taxonomy consists of four type errors, namely: 1) omission, an error of omitting a word or morpheme is required to form a correct sentence or utterance grammatically; 2) addition, the error of adding a word or morpheme that should not be done to a sentence or an utterance, thus it makes become the ungrammatical sentence or an utterance; 3) misformation, an error of using the grammatical form one to substitute another grammatical form that makes a sentence or an utterance meaningless; and 4) Misordering, an error of placing words in the correct order either in a sentence or in an utterance. .

The concept of writing

Writing is a process of communicating in written form, it uses symbols for example alphabet, punctuation and spaces. Writing can be used to communicate an idea to the reader, and the reader can get information from the writer. Reader will understand about the idea when the writer has good writing. In teaching and learning process, especially in learning English writing is one of four language skills that should be mastered by students. It is because the goal of learning is to make the students must have ability to express their idea into written form. The students should share their ideas based on the writing process.

Nation (2009) stated that writing is an activity that can usefully be prepared for by work in the other skills of listening, speaking and reading (p.58). It means that writing is the final activity from other skills.

Before writing, writers do some activities to get idea. Writers do listening to hear some information. Writers speak with people to ask some information. Writers also read some books to improve their background knowledge before writing

Nunan (2005) defines writing as both combination of process and product. The process refers to the act of gathering ideas and working with them until they are presented in a manner that is polished and comprehensible to reader. Writing is the production of graphic symbols, just as speech is more than the production of sounds. The symbols have to be arranged, according to certain conventions, to form words, and words have to be arranged to form sentences (p.98).

Klein in Palmer (1994), writer uses his ideas and knowledge to inform the reader about what the topic is. Writing can begin from a simple piece to a more advanced level of writing. It includes the organization of words, phrases, clauses and sentences into coherent (clearly articulates its point) and cohesive paragraph (introduces new topic in a predictable location: at the end of the sentences that introduce the paragraph). The forms of coherent and cohesive paragraphs include stories, poem, essays, journal, notes, letters, reports, and script for plays which can be incorporated into exposition, narration, argumentation, and fiction.

In writing, writer must pay attention to the use of words, to place of words, to use of phrase and clause, and the arrangement of sentences appropriately. Also, cohesion and coherence paragraphs are needed in writing descriptive, narrative, essay, journal, so on.

The concept of descriptive text

Martin & Kroitor (1980), additionally, the descriptive text lets the readers or the listeners imagine the text as written by the researcher. It is one of text

types which present the dominant impression at a person, a place or an event, and allow the readers to use their senses on something describe (p.82). Descriptive text means a text that describes someone or something in order the readers are able to get the equal sense; look, smell, feels, act, and sound.

According to Knapp and Watkins (2005), a description of place can include the physical and emotional description. Moreover, the description of place sometimes includes descriptions of objects or people that may be associated with the place (p.78). Writing is the complete information in the text would make the reader more interested and understand the topic and content that described.

In other words, Wishon and Burk (1980:53) confirm that the descriptive text also gives the sense impression to the readers and listeners in order to help them in understanding the text. A descriptive text is a text which a researcher tries to picture what he is describing. Description is used to describe a particular thing/object, place, or person. The descriptive text is really different from the other kinds of text. Descriptive text is the text that describes something (p.53). Wyrick (1987) states that the writer of description creates a word picture of persons, places, objects, and emotions using a careful selection of detail to make an impression on the reader (p.81).

From those experts' statements above, it can be taken a conclusion that descriptive text is a kind of text that consists of description, characteristics, definition of something, object or person. Then, the descriptive text is usually in simple present tense.

The concept present tense

Werner (1990) said the simple present tense refers to action or situations that do not change frequently. It used to describe habits or routines, to express

opinions, and to make general statement of fact.

Azar (1989) stated that simple present tense can exist now, has existed in the past and probably will exist in the future is the simple present tense can also be used to express future time in sentences that concern events that are on a define schedule or timetable. These sentences usually contain future time words. Only a few verbs are used in this way: open, close, begin, end, start, finish, arrive, leave, come, and return (p.62).

According to Krohn and Robert (1971), simple present tense is tense denoting an action happening in this time. This tense is used to talk about things in general. We are not only thinking about now, but it is used to say something is true in general. The present tense is a grammatical tense whose principal function is to locate a situation or event in present time. The term "present tense" is usually used in descriptions of specific languages to refer to a particular grammatical form or set of forms; these may have a variety of uses, not all of which will necessarily refer to present time. For example, in the English sentence my train leaves tomorrow morning, the verb form leaves is said to be in the present tense, even though in this particular context it refers to an event in future time. Similarly, in the historical present, the present tense is used to narrate events that occurred in the past (p.66).

Simple present tense is an action/event that is happening now in a simple form that is done regularly, in other words, it is called habitual activities. Simple present tense is also usually used in the description of certain languages to refer to grammatical forms. Simple present tense in the active sentence consists of verb infinitive, auxiliary verb (do, does, am, is, are), for example: She goes to the mall, meanwhile simple present tense in the passive sentence consist of past participle,

auxiliary verb (do, does, am, is, are), for example: He is kissed by his cat.

RESEARCH METHOD

The Research Design

The researchers used descriptive qualitative research method. This type of research was a kind of research method without any statistic procedure. Maleong (2004) argues that descriptive qualitative research is a type of research that does not include calculation or number (p.154).

The researchers applied the descriptive qualitative research method to identify the types of error made by the eleventh grade of IPA students at Madrasah Aliyah Al-Ikhlash Amberi 2020/2021 academic year in writing the descriptive text by using simple present. To identify and describe the errors, the researchers used surface strategy taxonomy, the theory was proposed by Dulay et,al (1982).

Object of the Research

This research was conducted at Madrasah Aliyah Al-Ikhlash Amberi 2020/2021 academic year by focusing on the eleventh grade of IPA students. It is located in Amberi Subdistrict, Amberi District, Konawe Regency, Southeast Sulawesi.

Population and Sample of the Research

The population in the research was eleventh grade of IPA students at Madrasah Aliyah Al-Ikhlash Amberi in the 2020/2021 academic year. The population consisted of 56 students which consisting of two classes. IPA class consisted of one class was as same as IPS class. The number of students in IPA class is 30 students, while IPS class consists of 26 students. In the research, Researchers took one class as a sampling of the research by used purposive sampling, the sample was 30 students.

Data and Source

1. Data

The data of the research was all erroneous words and sentences that existing in descriptive text made by the eleventh grade of IPA students at Madrasah Aliyah Al-Ikhlash Amberi 2020/2021 academic year.

2. Source

Data collection in the research was derived from students' writing descriptive text at the eleventh grade of IPA students of Madrasah Aliyah Al-Ikhlash Amberi 2020/2021 academic year.

Research Instrument

The data was collected by giving a test to the students, it was writing a descriptive text that done by students. The paper was collected, then the researcher was checked the errors which made by students.

Data Collection Technique

The Research used the writing test to collect the data, the researchers asked students to write the descriptive text related to the topic that given. After collecting, researchers read carefully. After that, researchers identified the data, then the data was classified by using surface strategy taxonomy. After classifying, researcher described and interpreted the data.

Techniques of Analyzing Data

The researcher analyzed the data from students writing products based on Surface Strategy Taxonomy, which was identify and classify the errors into omission, addition, misordering and misinformation.

1. Data Reduction

- a. Collecting the data from the students test.

2. Data Display

- b. Identifying and classifying the data of students' error by numbering the items based on surface strategy taxonomy.

In the steps, it was used code A (addition), O (omission), MF (misformation), MD (misordering).
c. Calculating the table percentage. In this table percentage she used the formula:

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

Note:

P = percentage

F = frequency

N = number of sample which is observed (Sudijono: 2010).

3. Conclusion drawing or verification

a. Reporting the result

Reporting the result by description the result of analysis

RESULTS AND DISCUSSION

Identifying the Errors

From the instrument of the research, the researcher found some errors that the students made in writing descriptive text. After collecting the data, the researcher identified all errors from the students writing result. The common students' errors in expressing present events were the errors in expressing plural and singular, inappropriate word choice, misuse of articles, and wrong form of subject-verb agreement.

Based on the students' writing result, it could be seen that all students made four types of errors, those are omission, addition, misformation, and misordering in writing the descriptive text by using simple present.

Table. 1
Errors Sources on Surface Strategy Taxonomy

Types of Errors	Frequency	Percentage
Omission	74	26.52%
Addition	37	13.26%

Misformation	142	51.00%
Misordering	26	9.31%
Total	279	100%

After getting the percentages from the recapitulation of students' errors above, the researchers displayed them into a pie chart started from the highest until the least rank as follows.

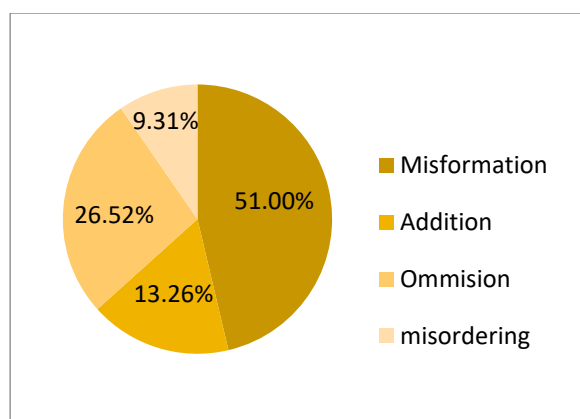


Figure 1. The Distribution of Error Sources on Surface Strategy Taxonomy

Based on the distribution of students' Error on surface strategy taxonomy above, it could be concluded that the students produced errors in the four types of error, there were: omission, addition, misformation and misordering. It showed that 27 students made omission errors that was 74 errors or 26.52%, 19 students made addition error that was 37 errors or 13.26%, 30 students made misformation error that obtained 142 errors or (51.00%), and 17 students made misordering error that got 26 errors or (9.31%). From the data above, it showed that most of the students made error on misformation with the total of frequency was 142 or 51.00%, it was very highest frequency of error that made by the students', and the lowest frequency of error that made by the students was misordering,

it showed that the total of frequency that was 26 or 9.31%. It occurred since the students still were confused and had difficulties in using of simple present in writing descriptive text.

Overgeneralization

After collecting the data from the students, the researcher found common of errors from their sentences based on surface strategy taxonomy, they are omission, addition, misformation, and misordering. After identifying and classifying the types of errors, then proportions (frequency and percentage) were determined.

Based on the result of the research above, the researchers found that the highest frequency of errors made by students in writing descriptive text using present tense on Surface Strategy Taxonomy is misformation with 51.00%, in omission with 26.52%, in addition with 13.26%, and in misordering with 9.31%, it showed that misformation is highest errors occurred in writing the descriptive text by using simple present. From the students' descriptive text, the researchers found that some students made error not only one error in a sentence, but also made two and more errors.

1. Misformation

Misformation error is the use of the wrong form of morpheme or structure. In the research, the students made lots of errors in the form of misformation. In the research, the students did misformation errors of using simple present tense in writing descriptive text. The students were still confused and had difficulties in using of simple present tense in writing the descriptive text. For example:

- a. He name is Byun Backhyun

This sentence is the misformation error of archaic forms in using pronoun as a subject in simple present. The pronoun "*he*" should be "*his*", because the subject of sentence express who owns,

and the word of "*his*" is a possessive adjective pronoun must be used in front of a noun that is "*name*". So, the correct sentence is "His name is Byun Backhyun."

- b. She often bought the things

This sentence is a misformation error of regularization error in irregular verb. The present tense of "*bought*" should be "*buy*". Because of subject "*she*" is the third person, the verb "*buys*" must be added the suffix "*s*". The correct sentence is "She often buys the things".

- c. He always teach me

The sentence is the misformation error of alternating forms in simple present tense. The verb of grumble must be added "*es*" to be "*teaches*", because the subject of the sentence is the third person. The correct sentence is "He just grumbles me."

2. Addition

Addition errors are characterized by presence of an item which must not appear in a well-formed utterance. In this case, the students made addition errors because the student added some items that should not appear in the sentence. For instance:

- a. She is has a thick lower lip

The word "*is*" is the addition error of double marking. It ought to delete "*is*" in the sentence to obtain the correct and meaningful sentence. Therefore, the correct answer is "She has a thick lower lip."

- b. *He does* has white skin

The word "*does*" is the addition error of double marking. The word "*does*" should be omitted, so that the correct sentence is "He has white skin."

3. Omission

The students did some errors in the omission error because they forgot to put some items in the sentences. For instance:

- a. My sister _ very cute

The sentence shows that the omission error of verb auxiliary that had made by the student. They should put auxiliary verb or to be, the appropriate one that must be used is “is” is an auxiliary verb that used in subject of the third person “*My sister or she*”. Therefore, the correct sentence is “My sister is very cute.”

b. She _ fierce

The sentence shows that the omission error of verb auxiliary that made by the student. The auxiliary verb “is” should be put after “*she*” as the third person. *The auxiliary verb “is”* as to be also is used after the word “*fierce*” because *the word “fierce” is adjective*, so that, it becomes “She is fierce.”

b. She _ is teacher

The sentence above shows that the omission error of article that made by the student. They should put article “a” before the word “*teacher*” it becomes “she is a teacher”.

4. Misordering

The researchers found some errors in students’ descriptive text. As known that, the incorrect placement of a morpheme/word or group of morpheme/word in an utterance or a sentence is called misordering. For example:

a. He has skin brown

There was incorrect ordering, the words “*skin brown*” should become “*brown skin*”, and so the correct sentence is “He has brown skin.”

b. She is a patient person enough

Incorrect placement of the word “*enough*”, it should be placed after “*patient*” as adjective because if it is paired with adjective, it will come after adjective. Therefore, the correct sentence is “She is patient enough person.”

From the explanation above, it is able to be stated that the students make four kinds of error in writing the descriptive text by using simple present, it is in accordance

with Dulay’s at al theory, namely Surface Strategy Taxonomy (1982), there are four types of errors in Surface Strategy Taxonomy, those are: Omission, Addition, Misformation, and Misordering. It is the appropriate theory to analyze writing errors. Hence, it can be inferred that all students make errors in each types of error , and also they not only made one error in their sentences but also make two and more errors.

CLOSING

The eleventh grade of IPA students at Madrasah Aliyah Al-Ikhlas Amberi make errors of using simple present in writing descriptive text. The total of errors was 279, it consisted of omission type was 74 errors or 26.52% of errors, addition type obtained 37 errors or 13.26% of errors, misformation type was 142 errors or 51.00% of errors, and misordering type oobtained 26 errors or 9.31% of errors. From the data above, it could be stated that misformation type was the highest number of errors made by the students. It was followed by omission, addition, and the last as the lowest one was misordering.

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