

**ERROR ANALYSIS ON TRANSFORMING AFFIRMATIVE  
TO NEGATIVE SENTENCES OF SIMPLE PRESENT TENSE**

**THESIS**

Submitted as Partial Requirement for the Degree of Education (S.Pd) in Teaching  
English



By

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## THESIS RATIFICATION

The thesis titled "Error Analysis on Transforming Affirmative to Negative Sentences of Simple Present Tense" compiled by Sri Rega Papatungan with students registration number 17.2.6.024, a students of English Education Study Program, has been examined and defined in the Munaqasyah session held on March 29<sup>th</sup> 2023 and has been declared acceptable as one of the requirement to obtain Sarjana Pendidikan (S.Pd) degree with several improvement

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## ABSTRACT

**Sri Rega Paputungan (1444 H/2023 M): *Error Analysis on Transforming Affirmative to Negative Sentences of Simple Present Tense. A Thesis, English Education Study Program, Faculty of Tarbiyah and Teacher Training, State Institute of Islamic Studies Manado.***

The research aims to identify the types of errors in changing simple present-tense affirmative sentences into negative sentences. The researcher focused on analyzing the types of errors based on the surface strategy taxonomy by Dulay. The data was collected and analyzed by descriptive qualitative design using a test and interview. In this research, the data was obtained using the procedures of error analysis such as, collecting the samples, identifying the errors, describing the errors, explaining the errors, and the last evaluating the errors. The subjects of this research were class VIII students at the *SMP Negeri 3 Bolaang*. This research was conducted in class VIII C, involving 25 students. To collect the data, the researcher used a test and an interview. The test contained 10 questions that focused on transforming affirmative to negative of simple present tense. The researcher also interviews the teacher about the material. The result of the research showed that the highest frequency of error was 'verb tense error', there were 102 errors or 57.3%. The researcher then classified the errors into omission, addition, mis-formation, and mis-order. The most frequent error was mis-formation which reached 105 errors or 44.68%.

**Keywords:** Error Analysis, Affirmative to Negative Sentences, Simple Present Tense



## ABSTRAK

**Sri Rega Paputungan (1444 H/2023 M): Analisis Kesalahan pada Transformasi Kalimat positif ke Negatif Simple Present Tense. Skripsi, Program Studi Tadris Bahasa Inggris, Fakultas Tarbiyah dan Ilmu Keguruan, Institut Agama Islam Negeri Manado.**

Penelitian ini bertujuan untuk mengidentifikasi jenis kesalahan dalam mengubah kalimat afirmatif simple present tense menjadi kalimat negatif. Peneliti memfokuskan pada analisis jenis kesalahan berdasarkan taksonomi strategi permukaan oleh Dulay. Data dilakukan dan dianalisis dengan desain kualitatif deskriptif dengan menggunakan tes dan wawancara. Dalam penelitian ini data diperoleh dengan prosedur analisis kesalahan seperti pengambilan sampel, mengidentifikasi kesalahan, mendeskripsikan kesalahan, menjelaskan kesalahan, dan terakhir mengevaluasi kesalahan. Subyek penelitian ini adalah siswa kelas VIII SMP Negeri 3 Bolaang. Penelitian ini dilakukan di kelas VIII C dengan jumlah siswa 25 orang. Untuk mengumpulkan data, peneliti menggunakan tes dan wawancara. Tes tersebut berisi 10 soal yang berfokus pada transformasi afirmatif ke negatif dari simple present tense. Peneliti juga mewawancarai guru tentang materi tersebut. Hasil penelitian menunjukkan bahwa frekuensi kesalahan tertinggi adalah 'kesalahan kata kerja', yaitu sebanyak 102 kesalahan atau 57,3%. Peneliti kemudian mengklasifikasikan kesalahan menjadi penghilangan, penambahan, salah bentuk, dan salah susun. Diantara klasifikasi error tersebut, error yang paling sering terjadi adalah misformation yang mencapai 105 error atau 44,68%.

**Kata Kunci:** Analisis Kesalahan, pada Transformasi Kalimat positif ke Negatif Simple Present Tense

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The researcher realizes that the thesis is far from being perfect and hopefully this thesis can be provided benefits.

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Menyatakan dengan sesungguhnya dan penuh kesadaran bahwa skripsi ini benar adalah hasil karya sendiri. Jika dikemudian hari terbukti bahwa ini merupakan duplikat, tiruan atau dibuat oleh orang lain, sebagian atau seluruhnya, maka Skripsi dan gelar yang diperoleh karenanya batal demi hukum.

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# CHAPTER I

## INTRODUCTION

### A. Background of the Study

According to Penny Ur: “ A learner who ‘know grammar’ is one who has mastered and can apply the rules to express him or herself in what would be considered acceptable language form”<sup>1</sup>.

Grammar is the study a system of rules that governs the order and relationships of word in sentences<sup>2</sup>. There is no language without grammar or structure. Structure of grammar is one of the basic components of language which must be learn by students. The students are expected to be able to communicate in English using grammatical correctly. There are many rules in grammar that cannot be ignore: articles, part of speech, modal, etc. Part of the grammar that is considered difficult for Indonesian students to learn is tenses.

According to Sylva Chalker “Tense is a form taken by a verb to indicate the time at which the action or state is viewed an according.”<sup>3</sup> In talking about tense, it is not only focused on the time of the situation that is being described, but also focused on English mark tense. From the preceded description, tense can be defined as “a way of language to express the time at which an event described by a sentence occurs”.

There are many kinds of tenses, one of them is simple present tense. Simple present tense is one of the English tenses which is usually used by the English language users both in speaking and writing. Simple present tense usually associated with daily activities that are often done and generally occur frequently. Simple present tense has characteristics such as the form of sentences used which have subject and verb or predicate. The purpose of this tense is to

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<sup>1</sup> Penny Ur, *Grammar Practice Activities: A Practical Guide for Teachers*, (Cambridge: Cambridge University Press, 1988), p. 2.

<sup>2</sup> H. DougladBown, *Teaching By Principles An Interative Approach to Language Pedagogy* (2<sup>nd</sup> ed) (London: Longman, 2001), p. 362

<sup>3</sup> Sylvia Chalker and Edmund Wemer, *The Oxford Dictionary of English Grammar*, (New York: Oxford University Press, 1994), p. 395

show the daily activities that are carried out by everyone. The form of simple present tense is subject + infinitive + object (S + Verb I s/es + Object).

Dulay stated error as “the flawed side of learner speech of writing. They are those parts of conversation or composition that deviate from some selected norm of mature language performance.”<sup>4</sup> It means that the area of learners’ errors can be found in the spoken such as in their conversation and writing such as in their composition. H.D Brown defines an error as “noticeable deviation from the adult grammar of a native speaker, reflecting the inter-language competence of learner.”<sup>5</sup>

Human also make the mistake or error in their life, like mistake when their learn something or mistake when their use language. Allah SWT says in Al-Baqarah : 286.

لَا يُكَلِّفُ اللَّهُ نَفْسًا إِلَّا وُسْعَهَا لَهَا مَا كَسَبَتْ وَعَلَيْهَا مَا اكْتَسَبَتْ رَبَّنَا لَا تُؤَاخِذْنَا إِنْ نَسِينَا أَوْ أَخْطَأْنَا رَبَّنَا وَلَا تَحْمِلْ عَلَيْنَا إصْرًا كَمَا حَمَلْتَهُ عَلَى الَّذِينَ مِنْ قَبْلِنَا رَبَّنَا وَلَا تُحَمِّلْنَا مَا لَا طَاقَةَ لَنَا بِهِ وَاعْفُ عَنَّا وَارْحَمْنَا أَنْتَ مَوْلَانَا فَانصُرْنَا عَلَى الْقَوْمِ الْكَافِرِينَ □

Translation:

*Allah does not burden a person but according to his willingness. He gets the reward (from the good deeds) he does and he gets the punishment (from the evils) he does. (They pray): "O our Lord, do not punish us if we forget or we are wrong. O our Lord, do not burden us with a heavy burden as you burdened those before us. O our Lord, do not carry to us what we cannot bear. Forgive us; forgive us; and have mercy on us. You are our Helper, so help us against the infidels".<sup>6</sup>*

Ash-Shaghir: (Allah does not burden a person, except according to what he can bear (For him what he strives for and for that also he gets "O our Lord, do not punish us) do not punish us (if we forget or we are wrong. O our Lord, do not you burden us with heavy burdens) heavy burdens (as you burdened those before us. O our Lord, do not burden us with what we cannot bear. Forgive us) do not burden us with something that we are unable to bear and forgive our sins

<sup>4</sup> Heidi Dulay et al, Language Two, (New York: Oxford University Press, 1982), p. 138.

<sup>5</sup> H. Douglas Brown, Principles of Language Learning and Teaching, fourth edition (New jersey: prentice Hall Inc, 1994), p. 217.

<sup>6</sup> Depag RI, Al-Qur'an dan Terjemahan, (Semarang:PT Karya Toha Putra, 2002), h. 49

(forgive us, and have mercy on us. You are our protector) our helper and protector (So help us against the disbelievers."<sup>7</sup>

From the ayat and also the tafsir, can be concluded that Allah does not burden a person except according to his ability and O our Lord, do not punish us if we forget or we are wrong. This statement relates to this research that the researcher wants to analyze the errors made by students in order to correct them appropriately and correctly.

For learning English, most people will make error because error is one of thing that happens in the process teaching and learning language. According to Hedge, error is one part of error that cannot be avoid for language learning. For addition, Heide said that, error as a reflection for learners as media to develop in the language<sup>8</sup>. Therefore, error is one part of significant that is done by students in the language learning.

Based on preliminary research at SMP Negeri 3 Bolaang, the researcher interviewed an English teacher to get information with process of learning simple present tense. The teacher said that therestill many students making error in learning simple present tense especially transforming affirmative to negative sentences. Researcher interested in conducting a study. This research needs to be done because, in this case, the researcher would like to find out the types of error on transforming affirmative to negative sentences of simple present tense which are made by the students of SMP Negeri 3 Bolaang. Based on the described phenomena above, thus the researcher was interested in investigating the problems above into a research entitled **“Error Analysis on Transforming Affirmative to Negative Sentences of Simple Present”**

## **B. Research Question**

Based on the explanation background which the researcher explained, the research questions are:

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<sup>7</sup> Tafsir Ash-Shaghir, [Tafsirweb.com/1052-surat-al-baqarah-ayat-286.html](http://Tafsirweb.com/1052-surat-al-baqarah-ayat-286.html)

<sup>8</sup> Hedge, T. (2003). *Teaching and Learning in the Language Classroom*. New York : Oxford University Press, p. 3

What are types of errors made by the students of Class VIIC of SMP Negeri 3 Bolaang on transforming affirmative to negative sentences of simple present tense in the 2021/2022 Academic Year?

### **C. Limitation of The Study**

The researcher focuses the study on analyzing types of students' errors on transforming affirmative to negative sentences of simple present tense. And the students who will be the object of this research students of class VIII C in SMP Negeri 3 Bolaang.

### **D. Objectives of The Study**

As the researcher has stated in the formulation of the study, the objective of this study is to find the types of errors made by the students on transforming affirmative to negative sentences of simple present tense.

### **E. Significance of The Study**

- 1 Theoretically, the results of this study are expected to be useful to add insight and contribute to the scope of education, especially errors analysis on transforming affirmative to negative sentences of simple present tense.
- 2 Practically
  - a For the students of SMP Negeri 3 Bolaang, they will get right treatment in decreasing their errors on transforming affirmative to negative sentences of simple present tense.
  - b For Teacher

For English teacher of SMP Negeri 3 Bolaang, the result of the study for English teacher of SMP Negeri 3 Bolaang is to get clearly information about the types and the source of students' error on transforming affirmative to negative sentences of simple present tense, so they will know what should they do to decrease the students' error.

c For Researchers

For further researchers, this paper will be useful for other researcher who interested in analyzing about transforming affirmative to negative sentences of simple present tense, they can read this paper as additional information, and they can do their research deeper and better than this study.

## F. Definition of Key Terms

### 1. Error Analysis

According to Sanal, error analysis a study to identify, to describe and systematically to explain the learners' errors by using any of the principles and techniques provided by linguistics. It can be said that error analysis as a process based on analysis of the students' errors. Whereas Brown as cited in Sanal asserts that error analysis is the activity to observe, to analyze and to classify the students' errors for conveying something of the system operating.<sup>9</sup>

### 2. Simple Present Tense

The simple present tense is used to describe everyday activities and habits, to make general statement of fact, and to express opinions<sup>10</sup>. With some verbs, the simple present shows an existing condition (something that is happening now).

### 3. Affirmative Sentences

A. J Thomson and A. V. Martinet said that in the affirmative, the simple present tense has the same form as the infinitive adds an *s or es*

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<sup>9</sup> Fahretin Sanal, A Learner based Study On Second Language Lexicology Of Turkish Students Of English Doctoral Thesis, Cukurova University, <http://www.sosyalbil.selcuk.edu.tr//sosmak/articles/.pdf>. Fahretin Sanal, *A Learner Based Study on Second Language Lexicology of Turkish students of English* Doctoral Thesis, Cukurova University. [http://www.sosyalbil.selcuk.edu.tr/sos\\_mak/articles/.pdf](http://www.sosyalbil.selcuk.edu.tr/sos_mak/articles/.pdf). Retrieved on November 10,2017

<sup>10</sup> Elaine Kirm and Darcy Jack, *Interaction 1 grammar*, (New York:McGraw-Hill, 2002),4<sup>th</sup> Edition, p. 11.

for third singular<sup>11</sup>. Also for the first and second singular person and for the plural is without *s*.

#### 4. Negative Sentences

Negative in the simple present is formed by adding *do not* or *does not* before the simple form of the verb.

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<sup>11</sup> A. J. Thomson, and A. V. Martinet, *A Practical English Grammar*, (Oxford: Oxford University Press, 1986), p. 159



## CHAPTER II

### REVIEW OF RELATED LITERATURES

#### A. Review of Related Literatures

Researcher has some theories that are relevant studies and use as the main ingredient in connection with theme of the discussion

##### 1. Error and Error Analysis

###### a Definition of Error

For learning English, most people will made error because error is one of thing that happens in the process teaching and learning language. According to Hedge, error is one part of error that cannot be avoid for language learning. For addition, Heide said that, error as a reflection for learners as media to develop in the language<sup>12</sup>. Therefore, error is one part of significant that is done by students in the language learning

While Brown claims that, an error is noticeable of grammar from the adult grammar from native speaker and reflection the interlanguage competetition form the learners<sup>13</sup>. As we know that error are the typically that produced by people who do not yet fully in command some of language system. So error are include to some problem that happen like psyicall condition, memory lapses, carelessness of people from learning language. Human also make the mistake or error in their life, like mistake when their learn something or mistake when their use language.

###### b Differences Between Error and Mistakes

In teaching process cannot be separated to error and mistake. Especially in language learning, error and mistake involve inside. If we are talking about error and mistake, they are like two same things. They are about something that done incorrectly. But the context of both has the diversification according to some experts.

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<sup>12</sup> Hedge, T. (2003). Teaching and Learning in the Language Classroom. New York : Oxford University Press, p. 3

<sup>13</sup> H. Douglas Brown. (2000). Principles of Language and Teaching. (Longman : San Francisco State Univeristy, p.165

Brown states that error and mistake are two very different phenomena. It is crucial to make a distinction both of them. An error is a deviation from the adult grammar of a native speaker which reflects the learner's language competence, while mistake refers to a performance error that is either a random guess or a "slip", in that is a failure to utilize a known system correctly.<sup>14</sup>

According to Ellis, errors reflect gaps in learners' knowledge that occur because learners do not know what is correct and they are still in the learning process. Mistakes reflect occasional lapses in performance, they occur because, in a particular instance, the learner is unable to perform what she or he knows.

Mistakes refer to performance errors or nonsystematic errors which are caused by inattention while errors refer to competence.<sup>15</sup>

From definitions above, it can be concluded that error and mistake are two different phenomena. Errors occur when the learner cannot identify what is correct and incorrect. Mistakes is the wrong use of language, but the learner knows the correct form of its rules. Mistake can be corrected by the learner himself, while error cannot be self-corrected, because the learner may not be aware that he/she makes the error and he/she needs help from others to correct the error.

Meanwhile, according to Dulay et.al the distinction between performance error (mistake) and competence error (error) is extremely important, but it is often difficult to determine the nature of a deviation without carefully analysis. Therefore, they define error as any deviation from a selected norm of language performance, no matter what the characteristics or causes of the deviation might be.<sup>16</sup>

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<sup>14</sup> H. Douglas Brown, *Principles of Language Learning and Teaching* (4<sup>th</sup> ed) (London: Longman, 2000), p.217

<sup>15</sup> Rod Ellis, *Second Language Acquisition* (New York: Oxford University Press, 1997), p. 56

<sup>16</sup> Heidi Dulay, et.al, *Op. Cit*, p.139

In this research, practically, the researcher holds on the idea proposed by Dulay, et.al as the basis of determining the deviation done by the learners. In short, any deviation would be considered as an error.

### **c Error Analysis**

Error analysis is a process of analyzing of one's error. In this case, it is student's error. The analyzing process relates to the effective teaching learning process. There are some experts that purpose different concept of error analysis. As S.K Sharma stated "error analysis is a process based on analysis of learner's error with one clear objective: involving a suitable and effective teaching learning strategy and remedial measure necessary in certain clearly marked out areas of the foreign".<sup>17</sup> 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 researcher wheater the using process is successful or not.<sup>18</sup>

Furthermore, Ellis explains about an error analysis "Error analysis consists of a set of procedures for identifying, describing and explaining learner errors. Technically errors can occur in both comprehension errors are difficult to detect as it is often impossible to locate the precise linguistic source of an error".<sup>19</sup>

It can be concluded that error analysis is an evaluation methodology in language learning to analyze, identify, describe, and explain the learners' error by giving an indication to us in process of learning.

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<sup>17</sup> S.K Sharma, *Error Analysis: why and How*, (English Teaching Forum, April 1982) Vol. XXX

<sup>18</sup>H. Douglas Brown, *Principles of Language Learning and Teaching*, (New York: longman, 2000), p. 218.

<sup>19</sup> Rod Ellis, *The Study of Second Language Acquisition*, (New York: Oxford University Press, 2008), p. 50.

#### d Types of Error

One of linguist such as Brown differs the types of error, they are:

- a) *Addition*. For example: 'does can he sing' (in English a *do/does* auxiliary may be added).
- b) *Omission*. For example: 'I have pen' (a definite article omitted).
- c) *Substitution*. For example: 'I lost my road' (an item substituted).
- d) *Ordering*. For example: 'I to the store went' (a word order confused)<sup>20</sup>.

Meanwhile, Dulai gives taxonomy highlight of types of error, they are:

- a) *Omission*. Omission errors are characterized by the absence of an item that must appear in a well-formed utterance.
- b) *Addition*. Addition errors are the opposite of omission. They are characterized by the presence of the item which must not appear in a well-formed utterance. Addition errors have three types too, they are:
  - 1) *Double marking*. For example: 'he doesn't knows my name' (present tense is marked in the auxiliary and the verb).
  - 2) *Regularization*. For example: the verb 'eat' doesn't became 'eated' but 'ate'.
  - 3) *Simple addition*. For example: 'in over here'.
- c) *Misformation*. Misformation errors are characterized by the use of the wrong from of the morpheme or structure. As in the case of addition, misformations are usually not random. Misformations have three types, they are:
  - 1) *Regularization errors* that fall under the misformation category are those in which a regular marker is used in place of an irregular one, as in *fallen* for *fell* or *gooses* for *geese*.
  - 2) *Archi-forms*. The selection of one member of a class of forms to represent others in the class is a common characteristic of all stages

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<sup>20</sup> Douglas, *op. cit.*, p. 169.

of second language acquisition. For example: that dogs for those dogs.

3) *Alternating forms*. As the learner's vocabulary and grammar grow, the use of archi-forms often gives way to the apparently fairly free alternation of various members of a class with each other. For example: those dog, this cats.

d) *Misordering*. 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 (all the time is misordered)<sup>21</sup>.

### e Types of Grammatical Errors

Every learner has different types of making errors. Such as:

#### a) Verb tense

Tense is the form of the verb that indicates the time at which the action or state is viewed as occurring. A verb tense not only indicates past, present, future action but also indicates whether the action is complete.

#### b) Auxiliary verb

Auxiliary verb also called as helping verb. It is a verb functioning to give further semantic or syntactic information about the main or full verb following it. It is used to assist the verb and can not be used without the main verb. Some auxiliaries verb are used simple present consists of three kinds, they are:

- Is, am, are

Auxiliaries verb to be (is, are, am) are not followed by verb (V1/Ves,s) in the declarative statement, but they are followed by noun phrase, adjective and adverb or complement. They are also used as part of the sentence structure for questions and negative statement with the present simple.

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<sup>21</sup> Dulay, Burt, and Krashen, op. cit., p. 154-162.

- Do, Does

Do and Does are not only used as part of the sentence structure for questions but also as part of the sentence structure for negative statement with the present simple.

- Have, Has

Auxiliaries verb to be (has, have) are not followed by verb (V1/Ves,s) in the declarative statement. They are usually followed by object or complement. They are also used as part of the sentence structure for question and negative statement with the present simple.

## 2. Simple Present Tense

### a Definition of Simple Present

There are many definitions of simple present will be explained by the researcher.

In academic writing it is stated that “The simple present tense is the verb tense used to state facts and describe repeated activities”<sup>22</sup>. It can be seen that simple present tense is used to expressing fact and repeated events or habits.

Meanwhile Betty S. Azar says that “The simple present tense is something way true in the past, is true in the present, and will be true in the future, is use for general statement of fact”<sup>23</sup>. It show that simple present tense are the most common ways of expressing present time in English and describes things that are generally true, expressing fact and repeated events habits.

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<sup>22</sup> Alice Oshima & Ann Houge, *Introduction to Academic Writing*, (Massachusetts: Addison Wesley Publishing Company, 1988), p.23.

<sup>23</sup> Betty S. Azar, *understanding and Using English Grammar*, (New Jersey:Prentice Hall, 1989), Second Edition, p.11.

### **b The Rules of using Simple Present**

In simple present, there are many rules which the learners have to know on using verb with 'es' and 's' form as follow:

1. If the verbs that end in 'e' just add 's', for example:  
 Write + s → writes  
 shine + s → shines
2. If the verb that end in one and two consonant just add 's', for example:  
 Work + s → works  
 Sing + s → sings
3. If the verbs that end by the letters as follow: ch, s, sh, x, z, just add 'es', for example:  
 Teach + es → teachers  
 Kiss + es → kisses  
 Wash + es → washes
4. If the verbs that end by the letters 'y' and preceded by the consonant letter change 'y' to 'i' just add 'es' for example:  
 Study + es → studies  
 Fly + es → flies  
 Reply + es → replies
5. If the verbs that end by the letters 'y' and preceded by the vocal letter just add 's' for example:  
 Say + s → says  
 Play + s → plays  
 Buy + s → buys

### **c The Patterns of Affirmative Sentences and Negative Sentences of Simple Present**

There are the patterns of positive (affirmative) sentence, and negative sentence.

## 1. The patterns of positive sentences

## a) For subject I, You, We, and They

Subject + V1 + Object/complement

Subject + (am, are) + Object/complement

Example:

- She works hard every day.
- I read newspaper every morning.
- We are student.
- I am a singer.

## b) For subject He, She, and It

Subject + V +es/s + Object/complement

Subject + (is) + Object/complement

Example:

- She works hard every day.
- She studies hard every day.
- It makes me happy.
- She is a student.

## 2. The patterns of negative sentences

## a) For subject I, You, We, and They

Subject + do not/don't + Object/complement

Subject + (am, are,) not + Object/complement

Example:

- They don't work hard every day
- You don't study hard every day



- We are not student
- I am not a singer

b) For subject He, She, and It

Subject + does not/doesn't + V + object/complement

Subject + (is) not + object/complement

Example:

- She doesn't work hard every day
- He is not an employer
- It doesn't make me happy

#### **d The Way of Transforming Simple Present Sentences**

##### **a Auxiliary Verb**

There are the following of ways to transform simple present sentence with using auxiliary verb as the main verb, they are:

- 1) To transform positive sentence into negative sentence with the subject (I, You, We, They), use are add to be '(am, are) + not ' after subjects.

Example:

You are a doctor → you are not a doctor

They are rich → they are not reach

- 2) To transform positive statement into negative statement with the subject (She, He, It), use to be 'is not' after subjects.

Example:

He is an English teacher → he is not an English teacher

It has brown skin → it doesn't have brown skin

##### **b Verb Tense**

The ways transforming simple present sentence which has verb (V1/Ves,s) can be presented as following:

- 1) To transform positive sentence into negative sentence with the subjects (I, You, We, They), use or add to be “do not or don’t” after subject.

Example:

They song loudly → they **don’t** song loudly

I watch TV every night → I **don’t** watch TV every night

- 2) To transform positive statement into negative statement with the subjects (He, She, It), use to be “does not or doesn’t “ after subject and followed by V1 without es or s

Example:

She drinks a glass milk → he **doesn’t drink** a glass milk

He watches TV every night → he **doesn’t watch** TV every night

## B. Review of Previous Studies

There relevant researches or some related findings which discussed the same problem with this research.

No	Research Identity	Similarity	Difference	Research Originality
1	Aprilianto, researched a case study focusing on analyzing how far the students can comprehend English grammar about transforming affirmative simple present pattern into negative and interrogative pattern sentences at SMP Negeri 17 Kota Tangerang Selatan <sup>24</sup> .	The method of this research was qualitative. The researcher also used descriptive analysis technique (percentage) to calculate an error frequency.	This the researcher was analyzing how far the students can comprehend English grammar about transforming affirmative simple present pattern into negative and interrogative pattern sentences at SMP Negeri 17 Kota Tangerang Selatan.	This study focuses the Analysis of students error on transforming affirmative to negative sentences of simple present tense in SMP Negeri 3 Bolaang.
2	Lailatussaidah, focusing on analyzing of students' errors in transforming simple present, present progressive and simple past tense from affirmative into negative and interrogative tense at MTs Al-Khairiyah Jakarta <sup>25</sup> .	The method used by the researcher to obtain the data was descriptive qualitative analysis method.	In the research, he focused in the subject matter in analyzing English grammatical errors made by the students.	

<sup>24</sup> Eko Wahyu Aprilianto, *Analyzing the Students Grammatical errors on Transforming The Simple present Tense Into Negative and Interrogative Sentences*, 2012, p. 10

<sup>25</sup> Lailatussaidah, *The analysis of Students' Errors in Transforming Simple Present, Present Progressive and Simple Past Tense From Affirmative Into Negative and Interrogative Form*, 2011, p.5

3	Humaidi M. Jiko, the researcher has been conduct the research about the students error on constructing interrogative and negative sentence of simple present tense at SMA Negeri 8 Kota Ternate <sup>26</sup> .	The researcher used qualitative method in this research. The researcher employed essay test to collected the data.	The subject of the research was the students (XI-MIPA 2). And this research was focused on constructing interrogative and negative sentences of simple present tense.	
4	Rahmawati, the researcher has been conduct the research about students errors analysis in constructing negative and interrogative sentences by using simple present tense at the first grade students of SMP Swasta Kartika 1-2 Medan.	The researcher used a qualitative research with a descriptive analysis by doing a written test.	The subject of the study was in the first grade students of SMP Swasta Kartika 1-2 Medan. And this research was focused on students errors analysis in constructing negative and interrogative sentences by using simple present tense.	

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<sup>26</sup> Rahmawati, 'Students Errors Analysis In Constructing Negative and Interrogative Sentences By Using Simple Present Tense at The First Grade Students of SMP Swasta Kartika 1-2 Medan'. *Edu-Ling Journal*. Vol. 3 No.1 December 2019, p.161

5	Yuni Parkhati, The researcher has been conduct the research about Analyzing the Students' Grammatical Errors On Transforming Affirmative Simple Present Pattern Sentences Into negative and Interrogative Pattern Sentences the students at MTS N Model Babakan.	The researcher employed essay test to collected the data.	The subject of the study was in the students second year students of MTs N Model Babakan. And this research was focused Analyzing the Students' Grammatical Errors On Transforming Affirmative Simple Present Pattern Sentences Into negative and Interrogative Pattern Sentences.	
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The table above shows some previous studies related to this research. The first researcher is Aprilianto, researched a case study focusing on analyzing how far the students can comprehend English grammar about transforming affirmative simple present pattern into negative and interrogative pattern sentences. The purpose of this study was to find out the type of grammatical errors on simple present pattern sentences which are made by the students at the second years of SMP Negeri 17 Kota Tangerang Selatan. The method that the researcher used to obtain the data was qualitative method and analyzing some errors. The writer also used descriptive analysis technique (percentage) to calculate an error frequency

The second researcher is Lailatussaidah, researched a case study focusing on analyzing of students' errors in transforming simple present, present progressive and simple past tense from affirmative into negative and interrogative tense. In the research, he focused in the subject matter in analyzing English grammatical errors made by the students. The writer uses Betty

Schramfer Azar's error classification for this research, singular-plural, word order, incomplete sentence, spelling, punctuation, capitalization, article, meaning not clear and run-on sentence. Then she limits the error classifications, she only uses five of them based on her research findings, verb tense, word order, auxiliary, omission and punctuation. The method used by the researcher to obtain the data was descriptive qualitative analysis method. The result was obtained from the research showed that the highest frequency of error made by the students is verb tense with 1150 errors and as the lowest frequency of error made by the students is punctuation with 132 errors. The errors could happen because the students are still influenced by mother tongue interference, besides that they usually take a note about the material but seldom to read and review it at home and they are lack of media to increase their ability in learning English especially tense. That all indicate on the result of the research. The teacher should give the student understanding that English is different from Indonesian and they are necessary to do more practice, exercise in transforming sentences in different tense. Teacher needs to improve quality of teaching by taking part in workshop, seminar etc.

The third researcher is Humaidi M. Jiko, the researcher has been conduct the research about "The students error on constructing interrogative and negative sentence of simple present tense at SMA Negeri 8 Kota Ternate" The writer used qualitative method in this research. It means that the writer described and analyzed students' errors in transforming present tense sentences to negative and interrogative sentences. In collecting the data, the writer employed essay test. The subject of the research was the second year student (XI-MIPA 2). The number of students in this research were 16 students (became respondents). This research was focused on constructing interrogative and negative sentences of simple present tense. Among those classes the researcher used only one class. The reason for choosing this class is the second grade students are already studied about present tenses. The class was selected based on the English teacher's recommendation that the class had relatively low ability in English especially in English tenses. The similarity of this study is the in the same study,

namely study is analyze student errors in transforming the simple present which is focused on students.

The fourth researcher Rahmawati is, the writer has been conduct the research about “students errors analysis in constructing negative and interrogative sentences by using simple present tense at the first grade students of SMP Swasta Kartika 1-2 Medan”. On this research the researcher focus on The students of the first grade at SMP Kartika 1-2 Medan got low understanding in using simple present tense in constructing negative and interrogative sentences, because they were commonly made errors in their written test were namely: omission, addition, misformation, and misordering. Error of misformation was type of dominant errors made by the students of SMP Kartika 1-2 Medan in using simple present tense with 197 cases of errors (35,55%), and while in omission 177 (31,94%), addition 165 (29,78%), and misordering 15 (2,70%) cases of errors.

The fifth researcher is Yuni Parkhati (2020), The researcher has been conduct the research about “Analyzing the Students' Grammatical Errors On Transforming Affirmative Simple Present Pattern Sentences Into negative and Interrogative Pattern Sentences ” The writer used the qualitative method in this research to know the most grammar types and the causes of error's students in their writing with giving written tests as short essays or controlled sentence exercises about simple present sentences to the students. Some of the students in MTS N Model Babakan have many problems on transforming positive simple present pattern sentences into negative and interrogative pattern sentences (yes/no question and WH question). It was caused by the students' mother tongue interference, overgeneralization and errors encouraged by teaching material and method. They have some problems on using grammatical aspects in their writing such as: auxiliary 39.6% it is the highest frequency of errors and the second highest of errors verb tense 36,5%, then WH question 23,8%, the lowest of score.

Even though the researcher found similarities with previous study above, the originality of my research is focused the analysis of students error on

transforming affirmative to negative sentences of simple present tense at SMP  
Negeri 3 Bolaang.



## CHAPTER III

### RESEARCH METHODOLOGY

#### A. Research Design

The method of this research is a descriptive qualitative to analysis the students' error on transforming affirmative to negative sentences of simple present tense.

Creswell, stated that qualitative research is the method used to understand in depth toward certain phenomena such as feelings, though processes, and ideas, which are difficult to understand though other research methods. According to Patton and Cochran, qualitative research is characterized by its aims which relate to understand some aspect of social life, and its methods generate words, rather than numbers, as data for analysis.<sup>27</sup>

#### B. Research Participants

This researcher uses taken only one English teacher and 25 Students of VIIC of SMP N 3 Bolaang.

#### C. Research Setting

The research was conducted for two months, starting on August until September 2022 at SMP Negeri 3 Bolaang.

#### D. Data and source of data

The data and source of data that researcher was acquired is from English teacher and students class VIII C of SMP Negeri 3 Bolaang.

#### E. Research Instrument

The research instruments used interviews with five questions for the teacher and ten of essay test questions for the students.

#### F. Data Collection Technique

The data collection technique used in this study, as follow:

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<sup>27</sup> Trida Satrio, "The Correlation Between Students' Personality Type and Academic Achievement at ELED in Private University in Yogyakarta." (Thesis, ELED in a Private University, 2017), 3.

### 1. Interview

Interviews were conducted to find out types of errors students made in learning English about transforming affirmative to negative sentences of simple present tense. In this case, the researcher used interview with English teacher class VIII C at SMP Negeri 3 Bolaang.

### 2. Test

Test is a data collection technique by giving some number of questions to respondents. The researcher gave essays test the focused on transforming affirmative simple present pattern sentences. Every question divided into 2 parts. Then researcher asked them to change or transform those of affirmative sentences into negative sentences.

## **G. Technique for Analyzing Data**

### 1 Data Interview

The researcher used the flow model to analyze the data. The flow model proposed by Miles and Huberman consists of 3 parts.

#### a. Data Reduction

According to Miles and Huberman, data reduction refers to the process of selecting, focusing, simplifying, abstracting, and changing data that appears in written field notes and interview transcripts.

#### b. Data Display

Miles and Huberman, state the data display is an organized and condensed collection of information from which conclusions can be drawn. The analyzed data is described and then presented formally in the form of a narrative. The description includes the presentation of the data that the researcher obtained from the results of the results teacher interviews

#### c. Conclusion drawing/verification

In this last step, the results of the analysis are concluded after compiling the concepts related to the research objectives.

## 2 Data Test

Here are the steps the researcher used to analyze the data according to Corder in Ellis<sup>28</sup>.

- a Collecting the samples in this step, the researcher will collect the data with conducting the test to obtain the data needed.
- b Identifying the errors the researcher will identify the data after conducting the test, since the focus of the research is about analyzing types of students' errors on transforming affirmative to negative sentences of simple present tense then the researcher will classify the errors that the students made.
- c Describing the errors after identifying and classifying the errors made by the students, the researcher describing the errors. The researcher analyzed each types of errors based on surface strategy taxonomy (Omission, Misordering, Misformation, and Addition).
- d Explaining the errors in this part, the researcher will explain about the errors that the students made.
- e Evaluating the errors the researcher evaluating the errors that the students made in the test using the formula:

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

Notes P: Percentage

F: Frequency of error occurred

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

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<sup>28</sup> Road Ellis, Second Language Acquisition". (New York: Oxford University Press, 1997). 15.

## CHAPTER IV

### FINDINGS AND DISCUSSION

#### A. The description of research place

##### 1. The brief description of SMP Negeri 3 Bolaang

SMP Negeri 3 Bolaang is a junior high school which is located in the road Raya AKD Tadoy, Bolaang Timur sub-district Bolaang Mongondow sub-district. This school was incorporated in 1998 that had only small number of students. As time passed, people's interest in sending their children to study in this school is getting higher. Because the facilities and activities of this school are more and better.

There are 24 teachers and staffs at this school which consist of teachers with civil servant status and honorary while the number of students is 518 in total. This school has facilities and classrooms to reach the aim of teaching and learning process such as 1 headmaster room, 1 science laboratory room, 1 computer lab room, 1 UKS room, 1 library room and 4 toilet for students and 2 toilet for teacher.

##### 2. Vision and Mission of SMP Negeri 3 Bolaang

**Vision:** "The realization of students who are intelligent, capable of character and technology and IMTAK".

**Mission:**

- a. Carry out active, creative, and fun learning, so that every student achieves satisfactory achievement.
- b. Motivate students to become independent learners, mastering ICT, able to recognize information from various sources and able to think logically, critically, and innovatively.
- c. Foster self-confidence and a healthy competitive spirit for students to excel.
- d. Teach students how to communicate, speak, be, and behave politely.

- e. Develop an attitude of respect for differences, democracy, instilling the values of togetherness in the life of society, nation, and state.
- f. Get used to the applicable rules.

### 3. School Profile

- 1. School Name : SMP NEGERI 3 BOLAANG
- 2. Street Address :Raya AKD Tadoy
- Village/Sub-district : Tadoy/Bolaang Timur
- No. Telp/HP : (0434) 2626609/081356565637
- 3. NIS/NSS : 200680/201170410103
- 4. NPSN : 40100288
- 5. Accreditation Level : B
- 6. Year Founded : 1999
- 7. Operating Year : 2000
- 8. Land Ownership : Government
- Land Status : SHM
- Land Area : 11.303 m
- 9. Building Permit : No. 217/0/2000

### B. Findings

#### 1 Interview Result

##### a. Teacher interview

The researcher conducted interviews with the English teacher with five questions, there are:

First, the researcher asked the teacher What difficulties did you face when teaching grammar material, especially in teaching changing simple present positive sentences into negative sentences. The teacher answered;

“The difficulties they face when teaching simple present tense material, especially positive sentences are changed to negative sentence

forms...most of them still make errors in the use of forms and placement errors, moreover their understanding in learning English still lacking”.

*”...Kesulitan yang dihadapi ketika mengajar materi simple present tense khususnya kalimat positive diubah dalam bentuk kalimat negative itu... kebanyakan dari mereka masih banyak yang keliru dalam penggunaan bentuk serta kesalahan dalam penempatan, apa lagi pemahaman mereka juga dalam belajar bahasa inggris masih kurang”.*

The second question, how do you overcome these difficulties? And the teacher answered;

“Overcome difficulties by re-explaining material that has not been understood .”

*“...Mengatasi kesulitan dengan menjelaskan kembali materi yang belum dipahami”*

The third question, What makes students make errors?

“Pay less attention when the teacher is explaining and they are also lazy to study at home even when given homework there are still many who don’t do it”

*“...kurang memperhatikan saat guru sedang menjelaskan dan mereka juga malas belajar dirumah bahkan saat diberikan tugas rumah masih banyak yang tidak mengerjakannya”*

What methods do you use to teach especially transforming simple present positive sentences to negative sentences?

“The method used when teaching is more of a lecture method and a question and answer method.”

*“...Metode yang digunakan saat mengajar lebih kepada metode ceramah dan metode tanya jawab”*

How to correct students' errors?

“Of course, by going through the tests given, the answers from the test results... will be re-evaluated to find out the source of the error.”

*“...Tentunya dengan melalui tes yang diberikan, kemudian jawaban dari hasil tes tersebut...akan dievaluasi kembali untuk mengetahui sumber kesalahannya”*

From the results of the interviews above, every student has difficulty in learning simple present tense especially on transforming affirmative to negative sentences because the abilities and knowledge moreover their in learning English still lacking.

## 2 Test

### a. Data Description

Based on research conducted at SMP Negeri 3 Bolaang from August 11, 2022 to September 25, 2022, the author discussed the errors made by class VIII C students of SMP Negeri 3 Bolaang in changing simple present affirmative sentences into negative sentence. To get the data, the researcher question test. Each question consisted of affirmative sentences which are then converted into negative sentences

The table below is a recapitulation of student errors that classify based on the types of errors made by SMP Negeri 3 Bolaang students.

The following table is the recapitulation of the students' error in transforming affirmative simple present into negative sentences, percentage of test areas, and the table of cause of errors, explanation, and correction of errors.

**Figure 4.1**  
**The Recapitulation of the Students Error on Transforming Affirmative to Negative Sentences of Simple Present Tense**

Students	Error Classification		Total
	Verb Tense	Auxiliary Verb	
1	2	1	3
2	4	1	5
3	4	3	7
4	3	3	6
5	4	4	8
6	2	4	6
7	4	2	6
8	5	2	7
9	2	2	4
10	3	2	5
11	5	4	9
12	4	4	8
13	3	2	5
14	5	4	9
15	3	4	7
16	4	2	6
17	6	4	10

18	4	4	8
19	6	4	10
20	6	2	8
21	5	5	10
22	5	3	8
23	4	3	7
24	4	3	7
25	5	4	9
<b>Total</b>	<b>102</b>	<b>76</b>	<b>178</b>

**Figure 4.2**  
**Percentage of Test Area**

No	Category	Frequency of error	Percentage of error
1	Verb tense	102	57,3%
2	Auxiliary	76	42,7%
	Total	N=178	100%

The table above reveals the errors and error percentage in grammar in students transforming affirmative to negative sentences of simple present tense. Through 2 test areas there were 178 errors occurrence. From the total of errors, it can be seen that the total of percentage of error reaches 100%. Then the most errors occurred in grammatical aspects was Verb tense with the total of errors 102 or 57.3 %. The second common errors were Auxiliary verb with 76 errors or 42.7%

**Figure 4.3**  
**Table of Verb Tense Errors**

Item Number	Students	Error Sentences	Types of Error	Explanation and Correction
3	2,3,6,8,12, 13,16,17,18 19,22,24,25	1. (-)Cici does not borrows book from the library	Addition	The students failed to choose correct word, in negative of sentences are always followed by verb 1,



				and the student added “es” in the word “borrows” it must be revise “borrow” so it should be: (-) Cici does not borrow books from the library
5	1,3,4,5,7,8,9 , 11,13,14,15, 16,17,18,19, 20,21,22,24, 25	1. (-)My mother does not washes our clothes in the morning	Addition	Te students added “es” in the word “washes” it must be revised “wash” because in negative of sentences are always followed by verb 1, so it should be: (-) My mother does not wash our clothes in the morning
6	7,10,11,14,17, 19,20,24,25 8	1. (-)Tiara does not often loses her money 2. (-)Tiara does not often lost her money	Misformation Addition	The students failed to choose correct word, in negative of sentences are always followed by verb 1, and the student added “es” in the word “loses” it must be revise “lose” so it should be: (-)Tiara does not often

				lose her money
7	2,5,11,14,15 ,17 19,20,21,23,	1. (-)He does not smokes outside the office	Addition	The students failed to choose correct word, in negative of sentences are always followed by verb 1, and the student added “es” in the word “smokes” it must be revise “smokes” so it should be: (-)He does not smoke outside the office
8	1,2,3,6,7,9,1 0, 12,13,14,17, 18, 19,20,21,22, 23, 24,25 5,8	1. (-) Darman does not seldom wears shirt  2. (-)Darman do not seldoming wears shirt	Addition	Te students added “es” in the word “wears” it must be revise “wear” and they also added “ing” in word “seldom”, because in negative and interrogative patterns of sentences are always followed by verb 1, so it should be: (-)Darman does not seldom wear shirt
9	3,4,7,10,11, 12, 13,14,16,18,	1. (-)The postman does not delivers letters every	Addition	Te students added “es” in the word “delivers” it must be

	19 20,21,22,23, 25	morning		revised “deliver” because in negative of sentences are always followed by verb 1, so it should be: (-)The postman does not deliver letters every morning
10	2,4,5,8,11,1 2, 15,16,17,20, 21 22,24	1. (-)Alam does not lives in Lampung	Addition	Te students added “es” in the word “lives” it must be revised “live” because in negative of sentences are always followed by verb 1, so it should be: (-)Alam does not live in Lampung

Figure 4.3

Table of Auxiliary Verb Errors

Item Number	Students	Error Sentences	Types of Error	Explanation and Correction
1	1,2,9,14,22,24,  7,18,23,25  3,4,17,20,	1. (-)She does not has English class today  2. (-)She don't have English class at 06.00 a.m  2. (-)She has does	Misformation  Omission  Misordering	The students failed to choose the correct word like “has” must be “have”, “do not” must be “does not”. it should be:

	8,10,19	not English class at 06.00 a.m 3. (-)She have does not English class at 06.00 a.m		(-)She does not have English class at 06.00 a.m
2	3,9,14,17,19,20, 23  12,25	1. (-) They does not swim every Saturday and Sunday 2. (-)They does swim every Saturday and Sunday	Misformation	The students failed to choose the correct word, they made error in using auxiliary “does not” in negative sentence, it should be “do not” for negative sentence. And for subject I, You, We, They it should be followed by auxiliary “do” not “does”. So the right sentences are: (-) They do not swim every Saturday and Sunday
3	3,11,22,  15,21	1. (-)Cici do not borrows books from the library 2. (-)Cici does borrow books from the library	Misformation	The students failed to choose the correct word, they made error in using auxiliary “do not” in negative sentence, it should

				<p>be “does not” for negative sentence. And for subject she, he or name of people it should be followed by auxiliary “does” not “do”. So the right sentences are:</p> <p>(-) Cici does not borrow books from the library</p>
4	1,2,3,7,8,10,11,16,17,19,20,23 25  15	<p>1. (-)Nanda does not has breakfast every morning</p> <p>2. (-)Nanda do not have breakfast every morning</p>	Mifformation Omission	<p>The students failed to choose the correct word, they made some errors on using auxiliary “has” it should use auxiliary “have”, the students failed to choose the correct word, for subject she, he or name of people it should be followed by auxiliary “does” not “do”. So the right sentences are:</p> <p>(-)Nanda does not have breakfast every morning</p>

5	1,3,4,6,8,11,16, 19,22,23,24	1. (-) My mother do not washes our clothes in the morning	Misformation	The students failed to choose the correct word, in subject My mother it should be followed by auxiliary “does” not “do” because my mother is single second person (her). So it should be: (-)My mother does not wash our clothes in the morning
6	6,12,16,18,21,24  7,17	1. (-)Tiara do’not often lose her money 2. (-)Tiara does often loses her money	Misformation	The students failed to choose the correct word, for subject she, he or name of people it should be followed by auxiliary “does” not “do”. And in using auxiliary “does” in negative sentence, it should be “does not” for negative sentence. So the sentence should be:

				(-) Tiara does not often lose her money
7	5 13,14,17,20,21, 25	1. (-)He does smoke outside the office 2. (-)He do not smoke outside the office	Misformation	The students failed to choose the correct word, they made error in using auxiliary “does” in negative sentence, it should be “does not” for negative sentence. And for subject she, he or name of people it should be followed by auxiliary “does” not “do”. So the right sentences are: (-)He does not smoke outside the office
8	4,5,6,9,10,11,13 15,18,21	1. (-)Darman do not seldom wear shirt	Misformation	The students failed to choose the correct word, for subject she, he or name of people it should be followed by auxiliary “does” not “do”. So the right sentences are:

				(-)Darman does not seldom wear shirt
9	2,5,6,14,17,22, 24  4,12	1. (-)The postman do not deliver letters every morning 2. (-)The postman does delivers letters every morning	Misformation	The students failed to choose the correct word like 'do not' must be "does not", and the student made error in using auxiliary "does" in negative sentence, it should be "does not". So the sentence should be: (-)The postman does not deliver letters every morning
10	5,8,18,24  14,15,19,21,25	1. (-)Alam does lives in Lampung 2. (-)Alam don't live in Lampung	Misformation	The students failed to choose the correct word, the student made error in using auxiliary "does" in negative sentence, it should be "does not". And for subject she, he or name of people it should be followed by



				auxiliary “does” not “do”. So the right sentences are: (-)Alam does not live in Lampung
--	--	--	--	---

b. Data analysis

After presenting about all types of errors made by SMP Negeri 3 Bolaang students. The author divides into four categories the following categories are; misformation, addition, misordering, and omission.

The following table is the recapitulation of types of error which made by students on transforming affirmative to negative sentences of simple present tense:

**Figure 4.4**  
**The Recapitulation of the Types of Error**

Students' Number	Types of Error				Total
	Misformation	Misordering	Addition	Omission	
1	3	-	2	2	7
2	4	-	4	1	9
3	5	1	3	-	9
4	4	1	3	1	9
5	4	1	4	1	10
6	4	-	2	1	7
7	3	-	4	-	7
8	3	1	5	-	9
9	4	1	2	-	7
10	3	1	3	-	7
11	5	-	5	1	11
12	4	-	4	2	10
13	2	-	4	2	8

14	6	1	5	1	13
15	4	-	3	-	7
16	3	-	4	1	8
17	6	1	6	1	14
18	4	1	4	1	10
19	5	-	6	-	11
20	4	1	6	1	12
21	5	-	5	1	11
22	5	1	5	-	11
23	4	-	4	-	8
24	5	-	4	-	9
25	6	-	5	-	11
<b>Total</b>	<b>105</b>	<b>11</b>	<b>102</b>	<b>17</b>	<b>235</b>

The explanation of each type of students errors is that there are ten essay test questions with a total error frequency of 235 errors.

#### 1 Misformation

In this section the researcher only mentioned the selective error that students produced in misformation. The characteristic of misformation is where the wrong item has been chosen in place of the right one. The following table shows some sentences which are classified into misformation.

It was clearly shown in the table that many students in the population of this study encountered the problem in the use of auxiliary, particularly when they failed to identify in transforming affirmative simple present pattern sentences into negative in using “has and have”. There are 105 error sentences categorized as having problems with misformation.

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

$$P = \frac{105}{235} \times 100 = 44.68\%$$

## 2 Misordering

Misordering usually takes place in the word order of a sentence. The students didn't know where the elements presented are correct. They need more careful in using auxiliary verb and in spelling the letter.

From the table above, the researcher suspected that students failed in ordering word. There are 11 error sentences categorized as having problems with misordering.

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

$$P = \frac{11}{235} \times 100 = 4.68\%$$

## 3 Addition

The characteristic of addition is where some element is present which should not be there. The following table shows some words which are classified into addition.

It was clearly shown in the table that many students in the population these errors happened because the students wrote carelessly or they had lack of knowledge in English structure. For example, Alam does not lives in Lampung, the student added 's' in verb "live". It was absolutely wrong because in negative and interrogative sentences, it doesn't need adding suffix 's' or 'es' in the verb. There are 102 sentences categorized as having problems with addition.

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

$$P = \frac{102}{235} \times 100 = 43.40\%$$

#### 4 Omission

The characteristic of omission is where some element of a word is omitted which should be present. The following table shows some sentences or phrases which are classified into omissions.

The most frequent errors in the students transforming affirmative simple present into negative sentences was Omission. There were actually 17 error sentences categorized as having problems with omission.

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

$$P = \frac{17}{235} \times 100 = 7.23\%$$

- 1 Misformation, where the wrong item has been chosen in place of the right one.
- 2 Addition, where some element is present which should not be there.
- 3 Misordering, where the elements presented are correct but wrongly sequenced.
- 4 Omission, where some element of a word is omitted which should be present.

The table below shows the findings from the analyzed data, the frequency and the percentage of the students errors in each item.

**Figure 4.5**  
**Percentage of Types of Errors**

No	Category	Frequency of error	Percentage of error
1	Misformation	105	44.68%
2	Addition	102	43.40%
3	Omission	17	7.23%
4	Misordering	11	4.68%
Total		N=235	100%

From the table above, show that there are 235 errors found from 25 students' transforming affirmative simple present pattern sentences into negative pattern sentences. Those 235 errors are divided into four types of errors; omission, misformation, addition, and misordering.

The highest frequency of the students' error was misformation which was 105 errors or 44.68 %. misformation it happened where the wrong item has been chosen in place of the right one. The frequency of the students' error in Addition was 102 errors or 43.40 %, it happened where some element is present which should not be there. The frequency of the students' error in Omission was 17 errors or 7.23 %, the student made errors in where some element of a word is omitted which should be present. The lowest frequency of the students' error was misordering which was 11 errors or 4.68 %, it happened where the elements presented are correct but wrongly sequenced.

### **C. Discussions**

Based on the analysis of findings, can be categories the errors into four types, they are errors of misinformation, addition, misordering and omission. The highest frequency of the students' error was misformation, followed with the frequency of the students' error in Addition, then followed frequency of the

students' error in Omission, and the fewest frequency of the students' error was misorder. The results of each types are be presented in the table 4.5.

**Figure 4.5**  
**Percentage of Types of Errors**

No	Category	Frequency of error	Percentage of error
1	Misformation	105	44.68%
2	Addition	102	43.40%
3	Omission	17	7.23%
4	Misordering	11	4.68%
Total		N=235	100%

The table gives information about the overall errors which made by students. The highest frequency of the students' error was misformation which was 105 errors or 44.68 %. misformation it happened where the wrong item has been chosen in place of the right one. The frequency of the students' error in Addition was 102 errors or 43.40 %, it happened where some element is present which should not be there. The frequency of the students' error in Omission was 17 errors or 7.23 %, the student made errors in where some element of a word is omitted which should be present. The lowest frequency of the students' error was misordering which was 11 errors or 4.68 %, it happened where the elements presented are correct but wrongly sequenced.

To support the data the researcher discuss about the result of interview. Based on the results of interviews with English teacher. According to Marlin Tunas S.Pd as an English teacher for class VIII that almost all students in this school students had difficulty learning English because of their lack of understanding of learning English, especially the simple present tense. Most of them still make errors in the use of forms and placement errors. Therefore, there are still many students who still did not understand how to change affirmative

sentences into negative sentences, especially simple present tense. They also pay less attention when the teacher is explained and lazy to study at home. Even almost every subject teacher meeting gives students homework. And then entrusted it to the next meeting with the teacher, and even then only a few students were able to fulfill the teacher's task.

Based on the results of interviews with English teacher and tests conducted on students, researcher found answers to several questions from English teachers and students according to what researchers found during the research process.

## CHAPTER V

### CONCLUSION AND SUGGESTION

This chapter contains conclusions and suggestions. After discussing the results of the study, the researcher drew conclusions and gave suggestions.

#### A. Conclusion

Based on the findings and discussion, the researcher concludes that the students committed the errors in four categories: They are Misformation, addition, omission, and misordering. According to the frequencies it is found that there are 235 total of errors, error of Misformation is the highest frequency of the students' error which was 105 errors or 44.68 %. The frequency of the students' error in Addition was 102 errors or 43.40 %. The frequency of the students' error in Omission was 17 errors or 7.23%. The lowest frequency of the students' error was misordering which was 11 errors or 4.68%.

#### B. Suggestion

To state the conclusions and consider the results of the study, the researcher would like to convey several suggestions:

1. Students, it is necessary for the students to do more exercises in transforming affirmative simple present sentences into negative sentences by paying attention in the important rules in it, especially in using verb tense in negative sentences.
2. Teachers, the teacher needs to deliver materials clearly and also pay attention to the student's activity while teaching learning process. In addition, the teacher needs to be more creative in using the suitable technique which can motivate students to study about grammar.
3. Further researchers, it is good to analyzing about transformation affirmative to negative sentences, they would be better to expand the study to the use of other tenses.



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# APPENDICES



KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI (IAIN) MANADO  
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jln. Dr.S. H Sarundajang Kawasan Ring Road I Kota Manado Tlp./Fax (0431) 880616 Manado 95128

Nomor : B-2096/In. 25/F.II/TL.00.1/08/2022  
Sifat : Penting  
Lamp : -  
Hal : Permohonan Izin Penelitian

Manado, 22 Agustus 2022

Kepada Yth :  
Kepala SMP N 3 Bolaang Timur

Di  
Tempat

**Assalamu 'alaikum Wr. Wb.**

Dengan hormat disampaikan bahwa Mahasiswa Institut Agama Islam Negeri (IAIN) Manado, yang tersebut dibawah ini:

Nama : Sri Rega Papatungan  
NIM : 17.2.6.024  
Semester : XI (Sebelas)  
Prodi : Tadris Bahasa Inggris  
Fakultas : Tarbiyah dan Ilmu Keguruan

Bermaksud melakukan penelitian di lembaga/sekolah yang Bapak/Ibu pimpin dalam rangka penyusunan Skripsi yang berjudul : **"Error Analysis On Transforming Affirmative To Negative Sentences Of Simple Present Tense"**. Penelitian ini dilakukan sebagai salah satu syarat untuk memperoleh Gelar Sarjana Pendidikan dengan Dosen Pembimbing:

1. Dr. Ahmad Mustamir Waris, M.Pd
2. Fadhlan Saini, M.Pd

Untuk maksud tersebut kami mengharapkan kiranya kepada Mahasiswa yang bersangkutan dapat diberikan izin untuk melakukan penelitian dari bulan Agustus s.d September 2022.

Demikian permohonan ini, atas perhatian dan kerjasamanya yang baik diucapkan terima kasih.

**Wassalam Wr. Wb**

a.n Dekan  
Wakil Dekan Bid. Akademik dan  
Pengembangan Lembaga,



- Tembusan :
1. Rektor IAIN Manado sebagai Laporan
  2. Dekan FTIK IAIN Manado
  3. Kaprodi TBI IAIN Manado
  4. Arsip



PEMERINTAH KABUPATEN BOLAANG MONGONDOW  
DINAS PENDIDIKAN  
SMP NEGERI 3 BOLAANG



JL. RAYA AKD TADOY KEC. BOLAANG TIMUR NO. 95752 Telp (0434) 2626609

## REKOMENDASI

Nomor : 82a /C.12//SMP 3 Bolaang/2022

Kepala SMP Negeri 3 Bolaang, dengan ini menerangkan bahwa Mahasiswa IAIN Manado, yang namanya tersebut di bawah ini :

N a m a : Sri Rega Papatungan  
N I M : 17.2.6.024  
Semester : XI (Sebelas)  
Fakultas : Tarbiyah dan Ilmu Keguruan  
Prodi : Tadris Bahasa Inggris (TBI)

dapat diterima di SMP Negeri 3 Bolaang untuk melaksanakan Penelitian dalam rangka penyusunan Skripsi yang berjudul : **"Error Analysis On Transforming Affirmative To Negative Sentences Of Simple Present Tense"** dengan waktu Penelitian dari bulan Agustus s.d. September 2022.  
Demikian rekomendasi ini dibuat guna keperluan selanjutnya. Terima Kasih.



Tadoy, 30 Agustus 2022  
Kepala Sekolah

KARDIN, S.Pd.  
NIP. 19790714 200604 1 008

## Appendix 1

### Interview Guideline

NO	Questions for Teacher
1.	<p>What difficulties do you face when teaching grammar material, especially in teaching transforming simple present positive sentences into negative sentences?</p> <p>Kesulitan apa yang Bapak/Ibu hadapi saat mengajarkan materi grammar, khususnya dalam mengajar perubahan kalimat positif simple present kekalimat negative?</p>
2.	<p>How did you overcome these difficulties?</p> <p>Bagaimana Bapak/Ibu mengatasi kesulitan tersebut?</p>
3.	<p>What causes students to make the errors?</p> <p>Apakah penyebab siswa melakukan kesalahan tersebut?</p>
4.	<p>What methods do you use to teach especially transforming simple present positive sentences to negative sentences?</p> <p>Metode apa yang Bapak/Ibu terapkan dalam mengajar perubahan kalimat positif simple present menjadi kalimat negative?</p>
5.	<p>How to correct students' errors?</p> <p>Bagaimana cara pengoreksian kesalahan siswa?</p>

## Appendix 2

### Test Guideline

NO	Test for Students
1.	<p>(+)She has English class at 06.00 a.m. Dia ada kelas bahasa Inggris pada pukul 06.00 pagi. (-).....</p>
2.	<p>(+)They swim every Saturday and Sunday. Mereka berenang setiap hari Sabtu dan Minggu. (-).....</p>
3.	<p>(+)Cici borrows books from the library. Cici meminjam buku dari perpustakaan. (-).....</p>
4.	<p>(+)Nanda has breakfast every morning. Nanda sarapan setiap pagi. (-).....</p>
5.	<p>(+)My mother washes our clothes in the morning. Ibuku mencuci pakaian kami di pagi hari. (-).....</p>
6	<p>(+)Tiara often loses her money. Tiara sering kehilangan uangnya. (-).....</p>
7	<p>(+)He smokes outside the office. Dia merokok di luar kantor. (-).....</p>
8	<p>(+)Darman seldom wears shirt.</p>

	<p>Darman jarang memakai baju.</p> <p>(-).....</p>
9	<p>(+)The postman delivers letters every morning.</p> <p>Tukang pos mengantarkan surat setiap pagi.</p> <p>(-).....</p>
10	<p>(+)Alam lives in Lampung.</p> <p>Alam tinggal di Lampung.</p> <p>(-).....</p>



### Appendix 3

#### Latter of Interview


Name : Marlin Tunas, S.Pd

Position : Teacher

Declaring hereby that the participant has been interviewed regarding to the research entitled "Error Analysis On Transforming Affirmative To Negative Sentences Of Simple Present Tense".

Thus, this letter is to be used properly.

Informan




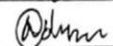



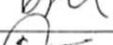
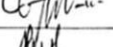






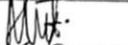



Marlin Tunas, S.Pd  
NIP. 19650518 198601 2 003

## Appendix 4

### INFORMED CONSENT FORM

I, the undersigned, state that I am willing to be an informant in a research conducted by Sri Rega Paputungan entitled **Error Analysis on Transforming Affirmative to Negative Sentences of Simple Present Tense**. I understand that this research will not have a negative impact on me and will be kept confidential by the researcher and only used for research purposes. Therefore I am willing to be an informant in this research. Thus this statement letter I made to be used properly.

#### Informant

No	NAMA	KELAS	Tanda Tangan
1	ABD JALIL ANGGAI	VIII C	
2	ABID ABDULAH DG PANEWANG	VIII C	
3	AFISTA PAPUTUNGAN	VIII C	
4	ANDIKA PAPUTUNGAN	VIII C	
5	ARIL KADIR	VIII C	
6	DEPRI DAMOPOLI	VIII C	
7	ELWANDA MOKODOMPIT	VIII C	
8	FAJRIANSAH TAHIR	VIII C	
9	FILMA DILAPANGA	VIII C	
10	IMAM MAMONTO	VIII C	
11	JENISYA APRILIA KARIM	VIII C	
12	MARNI PAPUTUNGAN	VIII C	
13	MARSA LINU	VIII C	
14	MARSYA WALALANGI	VIII C	
15	MAWAR BALUNTU	VIII C	
16	MOH. AKBAR MASYUR	VIII C	
17	MOH. ARTIN I PAPUTUNGAN	VIII C	

18	MOH. FERDIANSYAH TUNGGALI	VIII C	Ferd.
19	MOH. FIKRI BAWOLE	VIII C	Mess.
20	MOH. IRJI MAMONTO	VIII C	Irji
21	MOH. ILHAMSyah	VIII C	Ilham
22	NAJILA GIROGA	VIII C	Najia
23	MURLI SAGTA OLIVIA OLI	VIII C	Murli
24	RAFKA MOKODOMPIT	VIII C	Rafka
25	SRIYANTI DILAPANGA	VIII C	Sriyanti

## Appendix 5

### INTERVIEW TRANSCRIPT

Respondent : MT  
Dates : 29<sup>th</sup> August 2022  
Time : at 08.44 am

Researcher	Respondent
<p>What difficulties do you face when teaching grammar material, especially in teaching transforming simple present positive sentences into negative sentences?</p> <p>Kesulitan apa yang Bapak/Ibu hadapi saat mengajarkan materi grammar, khususnya dalam mengajar perubahan kalimat positif simple present kekalimat negative?</p>	<p><i>Kesulitan yang dihadapi disaat mengajar materi simple present tense dari kalimat positive diubah ke bentuk negative itu eee...kebanyakan dari dorang masih apa e masih banyak yang keliru dalam penggunaan bentuk, deng.... masih banyak salah dalam penempatan, apa lagi dorang pe pemahaman belajar bahasa inggris itu masih kurang skali”.</i></p> <p><i>“Kesulitan yang dihadapi ketika mengajar materi simple present tense khususnya kalimat positive diubah dalam bentuk kalimat negative itu kebanyakan dari mereka masih banyak yang keliru dalam penggunaan bentuk serta kesalahan dalam penempatan, apa lagi pemahaman mereka juga dalam belajar bahasa inggris masih kurang”.</i></p> <p>The difficulties they face when teaching simple present tense material, especially positive sentences are changed to negative</p>

	<p>sentence forms most of them still make errors in the use of forms and placement errors, moreover their understanding in learning English still lacking”.</p>
<p>How did you overcome these difficulties? Bagaimana Bapak/Ibu mengatasi kesulitan tersebut?</p>	<p>“Mengatasi kesulitan paling mo menjelaskan ulang apa itu materi yang bulum dorang mangarti mo tanya dibagian mana yang dorang nda paham”</p> <p>“Mengatasi kesulitan dengan menjelaskan kembali materi yang belum dipahami”</p> <p>Overcome difficulties by re-explaining material that has not been understood</p>
<p>What makes students make errors? Apa yang membuat siswa melakukan kesalahan tersebut?</p>	<p>“karna dorang itu disaat guru menjelaskan dorang nda perhatikan, deng apalagi dorang malas blajar dirumah jangankan mo blajar sedang mo kaseh akang PR masih banyak dorang yang nda jaga ba bekeng”</p> <p>“kurang memperhatikan saat guru sedang menjelaskan dan mereka juga malas belajar dirumah bahkan saat diberikan tugas rumah masih banyak yang tidak mengerjakannya”</p> <p>Pay less attention when the teacher is explaining and they are also lazy to study at home even when given homework there are still many who don’t do it”</p>
<p>What methods do you use to teach especially transforming simple present positive sentences to negative sentences? Metode apa yang Bapak/Ibu terapkan dalam mengajar perubahan kalimat positif simple present menjadi kalimat</p>	<p>Metode yang digunakan itu metode ceramah deng metode tanya jawab”</p> <p>“Metode yang digunakan saat mengajar lebih kepada metode ceramah dan metode tanya jawab</p>

negative?	The method used when teaching is more of a lecture method and a question and answer method.
<p>How to correct students' errors?</p> <p>Bagaimana cara pengoreksian kesalahan siswa?</p>	<p><i>“dengan memberikan tes, kong dorang pe jawaban dari hasil tes itu...mo evaluasi ulang supaya mo dapa tau depe sumber kesalahan”</i></p> <p><i>“Tentunya dengan melalui tes yang diberikan, kemudian jawaban dari hasil tes tersebut...akan dievaluasi kembali untuk mengetahui sumber kesalahannya”</i></p> <p>Of course, by going through the tests given, the answers from the test results will be re-evaluated to find out the source of the error.”</p>

## Appendix 6

### Errors of students 1

Jenisyia Aprilia Karim

No	Students' original sentences	Classification of error	Table of tested area	Correction
1	(+)She has English class at 06.00 a.m  (-)She does not has English class at 06.00 a.m	<b>-Misformation</b> has/have	Auxiliary verb	(-)She does not have English class at 06.00 a.m
3	(+)Cici borrows books from the library.  (-) Cici does not borrow book from the library	<b>Omission</b> book/books	-	(-) Cici does not borrow books from the library
4	(+)Nanda has breakfast every morning.  (-)Nanda does not has breakfast every morning	<b>-Misformation</b> has/have	Auxiliary verb	(-)Manda does not have breakfast every morning
5	(+)My mother washes our clothes in the morning.  (-) My mother <b>do not washes</b> our clothes in the morning	<b>-Misformation</b> do not/does not  <b>-Addition</b> washes^/wash	Auxiliary verb  Verb tense	(-) My mother does not wash our clothes in the morning
6	(+)Tiara often loses her money.  (-)Tiara does not lose her money	<b>-Omission</b>  Does not lose/does not often lose	-	(-)Tiara does not often lose her money
8	(+)Darman seldom wears shirt.  (-) Darman does not	<b>-Addition</b>  wears/wear	Verb tense	(-) Darman does not seldom wear shirt

	seldom wears shirt			
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## Errors of students 2

### Depri Damopolii

No	Students' original sentences	Classification of error	Table of tested area	Correction
1	(+)She has English class at class 06.00 a.m (-)She does not has English class at 06.00 a.m	<b>-Misformation</b> has/have	Auxiliary verb	(-)She does not have English class at 06.00 a.m
3	(+)Cici borrows books from the library. (-)Cici does not borrows book from the library	<b>-Omission</b> Book/books <b>-Addition</b> borrows/borrow	Verb tense	(-) Cici does not borrow books from the library
4	(+)Nanda has breakfast every morning. (-)Nanda does not has breakfast every morning	<b>-Misformation</b> has/have	Auxiliary verb	(-)Manda does not have breakfast every morning
6	(+)Tiara often loses her money. (-)Tiara does not <b>ofter</b> lose her money	<b>-Misformation</b> ofter/often	-	(-)Tiara does not often lose her money
7	(+)He smokes outside the office. (-)He does not smokes outside the office	<b>-Addition</b> Smokes/smoke	Verb tense	(-)He does not smoke outside the office
8	(+)Darman seldom wears shirt. (-)Darman does not seldom	<b>-Addition</b> wears/wear	Verb tense	(-)Darman does not seldom wear shirt



	wears shirt			
9	(+)The postman delivers letters every morning. (-)The postman don't deliver letters every morning	<b>-Misformation</b> don't/does not	Auxiliary verb	(-)The postman does not deliver letters every morning
10	(+)Alam lives in Lampung. (-)Alam does not lives in Lampung	<b>-Addition</b> lives/live	Verb tense	(-)Alam does not live in Lampung

### Errors of students 3

#### Marsya Walalangi

No	Students' original sentences	Classification of error	Table of tested area	Correction
1	(+)She has English class at 06.00 a.m (-)She has does not English class at 06.00 a.m	<b>-Misordering</b> has does not/does not have <b>-Misformation</b> has/have	Auxiliary verb	(-)She does not have English class at 06.00 a.m
2	(+)They swim every Saturday and Sunday. (-) They does not swim every Saturday and Sunday	<b>-Misformation</b> does not/do not	Auxiliary verb	(-) They do not swim every Saturday and Sunday
3	(+)Cici borrows books from the library. (-)Cici do not borrows books from the library	<b>-Misformation</b> do not/does not <b>-Addition</b> borrows/borrow	Auxiliary verb Verb tense	(-)Cici does not borrow books from the library
4	(+)Nanda has breakfast every morning.	<b>-Misformation</b>	Auxiliary verb	(-)Nanda does not have breakfast every

	(-)Nanda does not has breakfast every morning	has/have		morning
5	(+)My mother washes our clothes in the morning. (-)My mother do not washes our clothes in the morning	<b>-Misformation</b> do not/does not  <b>-Addition</b> washes/wash	Auxiliary verb Verb tense	(-)My mother does not wash our clothes in the morning
8	(+)Darman seldom wears shirt. (-)Darman does not seldom wears shirt	<b>-Addition</b> wears/wear	Verb tense	(-)Darman does not seldom wear shirt
9	(+)The postman delivers letters every morning. (-)The postman does not delivers letters every morning	<b>-addition</b> delivers/deliver	Verb tense	(-)The postman does not deliver letters every morning

#### Errors of student 4

#### Marni Paputungan

No	Students' original sentences	Classification of error	Table of tested area	Correction
1	(+)She has English class at 06.00 a.m (-)She has does not English class at 06.00 a.m	<b>-Misordering</b> has does not/does not have  <b>-Misformation</b> has/have	Auxiliary verb	(-)She does not have English class at 06.00 a.m
5	(+)My mother washes our clothes in the morning. (-)My mother do not washes our clothes in the	<b>-Misformation</b> do not/does not  <b>-Addition</b>	Auxiliary verb Verb tense	(-) My mother does not wash our clothes in the morning

	morning	washes/wash		
6	(+)Tiara often loses her money. (-)Tiara does not lose her money	<b>-Omission</b> does not/does not not often	-	(-) Tiara does not often lose her money
8	(+)Darman seldom wears shirt. (-)Darman do not seldom wear shirt	<b>-Misformation</b> do not/does not	Auxiliary verb	(-)Darman does not seldom wear shirt
9	(+)The postman delivers letters every morning. (-)The postman does delivers letters every morning	<b>-Misformation</b> does/does not  <b>-Addition</b> delivers/deliver	Auxiliary verb Verb tense	(-) The postman does not deliver letters every morning
10	(+)Alam lives in Lampung. (-)Alam does not lives in Lampung	<b>-Addition</b> lives/live	Verb tense	(-)Alam does not live in Lampung

### Errors of student 5

#### Filma Dilapanga

No	Students' original sentences	Classification of error	Table of tested area	Correction
3	(+)Cici borrows books from the library. (-)Cici does not borrow book from the library	<b>-Omission</b> Book/books	-	(-) Cici does not borrow books from the library
4	(+)Nanda has breakfast every morning.	<b>-Misordering</b>	Auxiliary verb	(-)Nanda does not have breakfast every

	(-)Nanda has does not breakfast every morning.	has does not/does not have		morning
5	(+)My mother washes our clothes in the morning. (-)My mother does not washes our clothes in the morning	<b>-Addition</b> washes/wash	Verb tense	(-)My mother does not wash our clothes in the morning
7	(+)He smokes outside the office. (-)He dos not smokes outside the office	<b>-Addition</b> smokes/smoke <b>- Misformation</b> dos not/does not	Verb tense Auxiliary verb	(-)He does not smoke outside the office
8	(+)Darman seldom wears shirt. (-)Darman do not seldoming wears shirt	<b>- Misformation</b> do not/does not <b>- Addition</b> seldoming/seldom wears/wear	Auxiliary verb Verb tense	(-) Darman does not seldom wear shirt
9	(+)The postman delivers letters every morning. (-)The postman do not deliver letters every morning	<b>- Misformation</b> do not/does not	Auxiliary verb	(-)The postman does not deliver letters every morning
10	(+)Alam lives in Lampung. (-)Alam does lives in Lampung	<b>- Misformation</b> does/does not <b>- Addition</b> lives/live	Auxiliary verb Verb tense	(-)Alam does not live in Lampung

### Errors of student 6

#### Imam Mamonto

No	Students' Original Sentences	Classification of Error	Table of Tested Area	Correction
3	(+)Cici borrows books from the library. (-)Cici does not borrows books from the library	<b>-Addition</b> borrows/borrow	Verb tense	(-) Cici does not borrow books form the library
5	(+)My mother washes our clothes in the morning. (-)My mother do not wash our clothe in the morning	<b>-Omission</b> clothe/clothes <b>-Misformation</b> do not/does not	Auxiliary verb	(-) My mother does not wash our clothes in the morning
6	(+)Tiara often loses her money. (-)Tiara do'not often lose her money	<b>-Misformation</b> do'not/does not	Auxiliary verb	(-)Tiara does not often lose her money
8	(+) Darman seldom wears shirt. (-)Darman do not seldom wears shirt	<b>-Misformation</b> do not/does not <b>-Addition</b> wears/wear	Verb tense Auxiliary verb	(-) Darman does not seldom wear shirt
9	(+) The postman delivers letters every morning. (-) The postman do not deliver letters every morning	<b>-Misformation</b> do not/does not	Auxiliary verb	(-) The postman does not deliver letters every morning

### Errors of student 7

#### Mawar Baluntu

No	Students' Original	Classification	Table of Tested	Correction
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	Sentences	of Error	Area	
1	(+) She has English class at 06.00 a.m  (-)She don't have English class at 06.00 a.m	<b>-Misformation</b> don't/does not	Auxiliary verb	(-)She does not have English class at 06.00 a.m
4	(+) Nanda has breakfast every morning.  (-)Nanda does not has breakfast every morning	<b>-Misformation</b> has/have	Auxiliary verb	(-)Nanda does not have breakfast every morning
5	(+) My mother washes our clothes in the morning.  (-)My mother does not washes our clothes in the morning	<b>-Addition</b> washes/wash	Verb tense	(-) My mother does not wash our clothes in the morning
6	(+) Tiara often loses her money  (-)Tiara does often loses her money	<b>-Misformation</b> does/does not  <b>-Addition</b> loses/lose	Auxiliary verb Verb tense	(-) Tiara does not often lose her money
8	(+) Darman seldom wears shirt  (-) Darman does not seldom wears shirt	<b>-Addition</b> wears/wear	Verb tense	(-) Darman does not seldom wear shirt
9	(+) The postman delivers letters every morning  (-)The postman does not delivers letters every morning	<b>-Addition</b> delivers/deliver	Verb tense	(-) The postman does not deliver letters every morning

**Errors of student 8**

**Fajriansyah Tahir**

No	Students' Original	Classification of	Table of Tested	Correction
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	Sentences	Error	Area	
1	(+) She has English class at 06.00 a.m  (-)She have does not English class at 06.00 a.m	<b>-Misordering</b>  have does not/does not have	Auxiliary verb	(-)She does not have English class at 06.00 a.m
3	(+) Cici borrows books from the library  (-)Cici does not borrows books from the library	<b>-Addition</b> borrows/borrow	Verb tense	(-) Cici does not borrow books from the library
4	(+) Nanda has breakfast every morning  (-)Nanda does not has breakfast every morning	<b>-Misselection</b> has/have	Auxiliary verb	(-)Nanda does not have breakfast every morning
5	(+) My mother washes our clothes in the morning  (-)My mother do not washes our clothes every day	<b>- Misformation</b> do not/does not  <b>-Addition</b> washes/wash	Auxiliary verb Verb tense	(-) My mother does not wash our clothes in the morning
6	(+) Tiara often loses her money  (-)Tiara does not often lost her money	<b>-Addition</b>  lost/lose	Verb tense	(-) Tiara does not often lose her money
8	(+) Darman seldom wears shirt  (-)Darman does not seldoming wears shirt	<b>-Addition</b>  seldoming/seldom  wears/wear	Verb tense	(-) Darman does not seldom wear shirt
10	(+) Alam lives in lampung  (-)Alam does lives in	<b>- Misformation</b> does/does not	Auxiliary verb Verb tense	(-)Alam does not live in Lampung

	Lampung	<b>-Addition</b> lives/live		
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### Errors of student 9

#### Marsa Linu

No	Students' original sentences	Classification of error	Table of tested area	Correction
1	(+) She has English class at 06.00 a.m  (-)She does not has English class at 06.00 a.m	<b>-Misformation</b> has/have	Auxiliary verb	(-)She does not have English class at 06.00 a.m
2	(+) They swim every Saturday and Sunday  (-)They does not swim every Saturday and Sunday	<b>- Misformation</b> does not/do not	Auxiliary verb	(-)They do not swim every Saturday and Sunday
4	(+) Nanda has breakfast every morning  (-)Nanda has does not breakfast every morning.	<b>- Misformation</b> has/have  <b>-Misordering</b> has does not/does not have	Auxiliary verb	(-)Nanda does not have breakfast every morning
5	(+) My mother washes our clothes in the day  (-)My mother does not washes our clothes every day	<b>-Addition</b> washes/wash	Verb tense	(-) My mother does not wash our clothes in the morning



8	(+) Darman seldom wears shirt  (-)Darman do not seldom wears shirt	<b>- Misformation</b> do not/does not  <b>-Addition</b> wears/wear	Auxiliary verb Verb tense	(-) Darman does not seldom wear shirt
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### Error of students 10

**Moh. Akbar Mansyur**

No	Students' Original Sentences	Classification of Error	Table of Tested Area	Correction
1	(+) She has English class at 06.00 a.m  (-)She have does not English class at 06.00 a.m	<b>-Misordering</b>  have does not/does not have	Auxiliary verb	(-)She does not have English class at 06.00 a.m
4	(+) Nanda has breakfast every morning  (-)Nanda does not has breakfast every morning	<b>-Misformation</b> has/have	Auxiliary verb	(-)Nanda does not have breakfast every morning
6	(+) Tiara often loses her money  (-)Tiara does not often loses her money	<b>-Addition</b> loses/lose	Verb tense	(-) Tiara does not often lose her money
8	(+) Darman seldom wears shirt  (-)Darman do not seldom wears shirt	<b>-Addition</b> Wears/wear  <b>- Misformation</b> Do not/does not	Verb tense Auxiliary verb	(-) Darman does not seldom wear shirt
9	(+) The postman delivers letters every morning  (-)The postman does not	<b>-Addition</b> delivers/deliver	Verb tense	(-) The postman does not deliver letters every morning

	delivers letters every morning			
10	(+) Alam lives in Lampung  (-)Alam does live in Lampung	<b>- Misformation</b> does/does not	Auxiliary verb	(-)Alam does not live in Lampung

### Error of students 11

#### Rafika Mokodompit

No	Students' Original Sentences	Classification of Error	Table of Tested Area	Correction
3	(+) Cici borrows books from the library  (-)Cici do not borrow book from the library	<b>-Omission</b> book/books  <b>-Misformation</b> do not/does not	Auxiliary verb	(-) Cici does not borrow books from the library
4	(+) Nanda has breakfast every morning  (-) Nanda does not has breakfast every morning	<b>-Misformation</b> has/have	Auxiliary verb	(-)Nanda does not have breakfast every morning
5	(+) My mother washes our clothes every day  (-)My mother do not washes our clothes every day	<b>-Misformation</b> do not/does not  <b>-Addition</b> washes/wash	Verb tense Auxiliary verb	(-) My mother does not wash our clothes in the morning
6	(+) Tiara often loses her money  (-)Tiara does not often loses her money	<b>-Addition</b> loses/lose	Verb tense	(-) Tiara does not often lose her money
7	(+) He smokes outside the	<b>-Addition</b>	Verb tense	(-)He does not smoke outside the

	office  (-)He does not smokes outside the office	smokes/smoke		office
8	(+) Darman seldom wear shirt  (-)Darman do not seldom wear shirt	<b>-Misformation</b> do not/does not	Auxiliary verb	(-) Darman does not seldom wear shirt
9	(+) The postman delivers letters every morning  (-) The postman does not delivers letters every morning	<b>-Addition</b> delivers/deliver	Verb tense	(-) The postman does not deliver letters every morning
10	(+) Alam lives in Lampung  (-)Alam does lives in Lampung	<b>-Misformation</b> does/does not  <b>-Addition</b> lives/live	Auxiliary verb Verb tense	(-)Alam does not live in Lampung

### Error of students 12

#### Moh. Arifin I Paputungan

No	Students' Original Sentences	Classification of Error	Table of Tested Area	Correction
2	(+) They swim every Saturday and Sunday  (-)They does swim every Saturday and Sunday	<b>-Misformation</b> does/do not	Auxiliary verb	(-)They do not swim every Saturday and Sunday
3	(+) Cici borrows books from the library  (-) Cici does not borrows book from the library	<b>-Addition</b> borrows/borrow  <b>-Omission</b>	Verb tense	(-) Cici does not borrow books from the library

		Book/books		
6	(+) Tiara loses her money  (-)Tiara do not lose her money	<b>-Omission</b>  do not lose/does not often lose  <b>-Misformation</b> do not/does not	Auxiliary verb	(-)Tiara does not often lose her money
7	(+) He smokes outside the office  (-)He does smoke outside the office	<b>-Misformation</b> does/does not	Auxiliary verb	(-)He does not smoke outside the office
8	(+) Darman seldom wears shirt  (-)Darman does not seldom wears shirt	<b>-Addition</b>  wears/wear	Verb tense	(-)Darman does not seldom wear shirt
9	(+) The postman delivers letters every morning  (-)The postman does delivers letters every morning	<b>-Misformation</b>  does/does not  <b>-Addition</b> delivers/deliver	Auxiliary verb Verb tense	(-)The postman does not deliver letters every morning
10	(+) Alam lives in Lampung  (-)Alam does not lives in Lampung	<b>-Addition</b>  lives/live	Verb tense	(-)Alam does not live in Lampung

### Error of students 13

#### Sriyanti Dilapanga

No	Students' Original Sentences	Classification of Error	Table of Tested Area	Correction
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3	(+) Cici borrows books from the library  (-)Cici does not borrows book from the library	<b>-Addition</b> borrows/borrow	Verb tense	(-)Cici does not borrow books from the library
5	(+) My mother washes our clothes in the morning  (-)My mother does not washes our clothe in the morning	<b>-Omission</b> clothe/clothes  <b>-Addition</b> washes/wash	Verb tense	(-)My mother does not wash our clothes in the morning
7	(+) He smokes outside the office  (-)He do not smoke outside the office	<b>-Misformation</b> do not/does not	Auxiliary verb	(-)He does not smoke outside the office
8	(+) Darman seldom wears shirt  (-)Darman do not seldom wears shirt	<b>-Misformation</b> do not/does not  <b>-Addition</b> wears/wear	Auxiliary verb Verb tense	(-) Darman does not seldom wear shirt
9	(+) The postman delivers letters every morning  (-)The postman does not delivers letter every morning	<b>-Omission</b> letter/letters  <b>-Addition</b> delivers/deliver	Verb tense	(-) The postman does not deliver letters every morning

## Error of students 14

### Andika Paputungan

No	Students' original sentences	Classification of error	Table of tested area	Correction
1	(+) She has English class at 06.00 a.m  (-)She does not has English class at 06.00 a.m	<b>- Misformation</b> has/have	Auxiliary verb	(-)She does not have English class at 06.00 a.m
2	(+) They swim every Saturday and sunday  (-)They does not swim every Saturday and Sunday	<b>-Misformation</b> does not/do not	Auxiliary verb	(-)They do not swim every Saturday and Sunday
3	(+) Cici borrows books from the library  (-)Cici does not borrow book from the library	<b>-Omission</b> Book/books	-	(-) Cici does not borrow books from the library
4	(+) Nanda has breakfast every morning  (-)Nanda has does not breakfast every morning	<b>-Misordering</b>  has does not/does not have  <b>-Misformation</b> Has/have	Auxiliary verb	(-)Nanda does not have breakfast every morning
5	(+) My mother washes our clothes in the morning  (-) My mother does not washes our clothes in the morning	<b>-Addition</b> washes/wash	Verb tense	(-) My mother does not wash our clothes in the morning
6	(+) Tiara often loses her money	<b>-Addition</b>	Verb tense	(-) Tiara does not often lose her money

	(-)Tiara does not often loses her money	loses/lose		
7	(+) He smokes outside the office  (-)He do not smokes outside the office	<b>-Misformation</b> do not/does not  <b>-Addition</b> smokes/smoke	Auxiliary verb Verb tense	(-)He does not smoke outside the office
8	(+) Darman seldom wears shirt  (-)Darman does not seldom wears shirt	<b>-Addition</b> wears/wear	Verb tense	(-) Darman does not seldom wear shirt
9	(+) The postman delivers letters every morning  (-)The postman do not delivers letter every morning	<b>-Misselection</b> do not/does not  <b>-Addition</b> delivers/deliver	Auxiliary verb Verb tense	(-) The postman does not deliver letters every morning
10	(+) Alam lives in Lampung  (-)Alam don't live in Lampung	<b>-Misformation</b> don't/does not	Auxiliary verb	(-)Alam does not live in Lampung

### Error of students 15

#### Nurul Sasta Olivia Olii

No	Students' original sentences	Classification of error	Table of tested area	Correction
3	(+) Cici borrows books from the library  (-)Cici does borrow books	<b>-Misformation</b> does/does not	Auxiliary verb	(-)Cici does not borrow books from the library

	from the library			
4	(+) Nanda has breakfast every morning  (-)Nanda do not have breakfast every morning	<b>-Misformation</b> do not/does not	Auxiliary verb	(-)Nanda does not have breakfast every morning
5	(+) My mother washes our clothes every day  (-)My mother does not washes our clothes every day	<b>-Addition</b> washes/wash	Verb tense	(-) My mother does not wash our clothes in the morning
7	(+) He smokes outside the office  (-)He does not smokes outside the office	<b>-Addition</b> smokes/smoke	Verb tense	(-)He does not smoke outside the office
8	(+) Darman seldom wears shirt  (-)Darman don't seldom wears shirt	<b>-Misformation</b> don't/does not	Auxiliary verb	(-) Darman does not seldom wear shirt
10	(+) Alam lives in Lampung  (-)Alam don't lives in Lampung	<b>-Misformation</b> don't/does not  <b>-Addition</b> lives/live	Auxiliary verb Verb tense	(-)Alam does not live in Lampung

### Error of students 16

#### Najila Ginoga

No	Students' original sentences	Classification of error	Table of tested area	Correction
3	(+) Cici borrows books	<b>-Omission</b>	Verb tense	(-) Cici does not



	from the library (-)Cici does not borrows book from the library	Book/books <b>-Addition</b> borrows/borrow		borrow books from the library
4	(+) Nanda has breakfast every morning (-)Nanda does not has breakfast every morning	<b>-Misformation</b> has/have	Auxiliary verb	(-)Nanda does not have breakfast every morning
5	(+) My mother washes our clothes every day (-)My mother dont' washes our clothes every day	<b>-Misformation</b> dont'/does not <b>-Addition</b> washes/wash	Auxiliary verb Verb tense	(-) My mother does not wash our clothes in the morning
6	(+) Tiara often loses her money (-)Tiara dont' often lose her money	<b>-Misformation</b> dont'/does not	Auxiliary verb	(-)Tiara does not often lose her money
9	(+) The postman delivers letters every morning (-) The postman does not delivers letter every morning	<b>-Addition</b> delivers/deliver	Verb tense	The postman does not deliver letters every morning
10	(+) Alam lives in Lampung (-)Alam does not lives in Lampung	<b>-Addition</b> lives/live	Verb tense	(-)Alam does not live in Lampung

## Error of students 17

ABD Jalil Anggai

No	Students' original sentences	Classification of error	Table of tested area	Correction
1	(+) She has English class at 06.00 a.m  (-)She has does not English class at 06.00 a.m	<b>-Misordering</b>  has does not/does not have  <b>-Misformation</b> Has/have	Auxiliary verb	(-)She does not have English class at 06.00 a.m
2	(+) The swim every Saturday and sunday  (-)They doesn't swim every Saturday and Sunday	<b>-Misformation</b> doesn't/do not	Auxiliary verb	(-)They do not swim every Saturday and Sunday
3	(+) Cici borrows books from the library  (-)Cici does not borrows book from the library	<b>-Addition</b> borrows/borrow	Verb tense	(-) Cici does not borrow books from the library
4	(+) Nanda has breakfast every morning  (-)Nanda does not has breakfast every morning	<b>-Misformation</b>  has/have	Auxiliary verb	(-)Nanda does not have breakfast every morning
5	(+) My mother washes our clothes every day  (-)My mother does not washes our clothe every day	<b>-Omission</b> clothe/clothes  <b>-Addition</b>  washes/wash	Verb tense	(-) My mother does not wash our clothes in the morning
6	(+) Tiara often loses her money	<b>-Misformation</b>	Auxiliary verb Verb tense	(-) Tiara does not often lose her money

	(-)Tiara does often loses her money	does/does not <b>-Addition</b> loses/lose		
7	(+) He smokes outside the office  (-)He do not smokes outside the office	<b>-Misformation</b> do not/does not  <b>-Addition</b> smokes/smoke	Auxiliary verb Verb tense	(-)He does not smoke outside the office
8	(+) Darman seldom wears shirt  (-)Darman does not seldom wears shirt	<b>-Addition</b> wears/wear	Verb tense	(-) Darman does not seldom wear short
9	(+) The postman delivers letters every morning  (-)The postman don't deliver letter every morning	<b>-Misformation</b> don't/does not	Auxiliary verb	(-) The postman does not deliver letters every morning
10	(+) Alam lives in Lampung  (-)Alam does not lives in Lampung	<b>-Addition</b> lives/live	Verb tense	(-)Alam does not live in Lampung

### Error of students 18

**Moh. Irji Mamonto**

No	Students' original sentences	Classification of error	Table of tested area	Correction
1	(+) She has English class at 06.00 a.m  (-)She don't have English	<b>-Misformation</b> don't/does not	Auxiliary verb	(-)She does not have English class at 06.00 a.m

	class at 06.00 a.m			
3	(+) Cici borrows books from the library  (-)Cici does not borrows book from the library	<b>-Addition</b> borrows/borrow  <b>-Omission</b> Book/books	Verb tense	(-) Cici does not borrow books from the library
4	(+) Nanda has breakfast every morning  (-)Nanda has does not breakfast every morning	<b>-Misordering</b>  has does not/does not have  <b>-Misformation</b> has/have	Auxiliary verb	(-)Nanda does not have breakfast every morning
5	(+) My mother washes our clothes every day  (-)My mother does not washes our clothes every day	<b>-Addition</b> washes/wash	Verb tense	(-) My mother does not wash our clothes in the morning
6	(+) Tiara often loses her money  (-)Tiara don't often lose her money	<b>-Misformation</b> don't/does not	Auxiliary verb	(-) Tiara does not often lose her money
8	(+) Darman seldom wears shirt  (-)Darman do not seldom wears shirt	<b>-Misformation</b> do not/does not  <b>-Addition</b> wears/wear	Auxiliary verb Verb tense	(-) Darman does not seldom wear shirt
9	(+) The postman delivers letters every morning  (-)The postman does not delivers letters every morning	<b>-Addition</b> delivers/deliver	Verb tense	(-) The postman does not deliver letters every morning

10	(+) Alam lives in Lampung  (-)Alam does live in Lampung	<b>-Misformation</b> does/does not	Auxiliary verb	(-)Alam does not live in Lampung
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### Error of students 19

#### Elwanda Mokodompit

No	Students' original sentences	Classification of error	Table of tested area	Correction
1	(+) She has English class at 06.00 a.m  (-)She does have English class at 06.00 a.m	<b>-Misformation</b> does/does not	Auxiliary verb	(-)She does not have English class at 06.00 a.m
2	(+) They swim every Saturday and Sunday  (-)They does not swim every Saturday and Sunday	<b>-Misformation</b> does not/do not	Auxiliary verb	(-)They do not swim every Saturday and Sunday
3	(+) Cici borrows books from the library  (-)Cici does not borrows books from the library	<b>-Addition</b> borrows/borrow	Verb tense	(-) Cici does not borrow books from the library
4	(+) Nanda has breakfast every morning  (-)Nanda does not has breakfast every morning	<b>-Misformation</b>  has/have	Auxiliary verb	(-)Nanda does not have breakfast every morning
5	(+) My mother washes our clothes every day  (-)My mother do not washes our clothes every	<b>-Misformation</b> do not/does not  <b>-Addition</b>	Auxiliary verb Verb tense	(-) My mother does not wash our clothes in the morning

	day	washes/wash		
6	(+) Tiara often loses her money  (-)Tiara does not often loses her money	<b>-Addition</b>  loses/lose	Verb tense	(-) Tiara does not often lose her money
7	(+) He smokes outside the office  (-) He do not smokes outside the office	<b>-Addition</b>  smokes/smoke	Verb tense	(-)He does not smoke outside the office
8	(+) Darman seldom wears shirt  (-)Darman does not seldom wears shirt	<b>-Addition</b>  wears/wear	Verb tense	(-) Darman does not seldom wear shirt
9	(+) The postam delivers letters every morning  (-)The postman does not delivers letters every morning	<b>-Addition</b>  delivers/deliver	Verb tense	(-) The postman does deliver letters every morning
10	(+) Alam lives in Lampung  (-)Alam don't live in Lampung	<b>-Misselection</b> don't/does not	Auxiliary verb	(-)Alam does not live in Lampung

## Error of students 20

**Abid Abdillah Dg Pawewang**

No	Students' original sentences	Classification of error	Table of tested area	Correction
1	(+) She has English class at 06.00 a.m  (-)She has does not English class at 06.00 a.m	<b>-Misordering</b>  has does not/does not have  <b>-Misformation</b> Has/have	Auxiliary verb	(-)She does not have English class at 06.00 a.m
2	(+) They swim every Saturday and Sunday  (-)They does not swim every Saturday and Sunday	<b>-Misformation</b> does not/do not	Auxiliary verb	(-)They do not swim every Saturday and Sunday
3	(+) Cici borrows books from the library  (-)Cici does not borrow book from the library	<b>-Omission</b>  Book/books	-	(-) Cici does not borrow books from the library
4	(+) Nanda has breakfast every morning  (-)Nanda does not has breakfast every morning	<b>-Misformation</b> has/have	Auxiliary verb	(-)Nanda does not have breakfast every morning
5	(+) My mother washes our clothes every day  (-)My mother does not washes our clothes every day	<b>-Addition</b>  washes/wash	Verb tense	(-) My mother does not wash our clothes in the morning

6	(+) Tiara often loses her money  (-)Tiara does not often loses her money	<b>-Addition</b>  loses/lose	Verb tense	(-)Tiara does not often lose her money
7	(+) He smokes outside the office  (-)He do not smokes outside the office	<b>-Misformation</b> do not/does not  <b>-Addition</b> smokes/smoke	Auxiliary verb Verb tense	(-)He does not smoke outside the office
8	(+) Darman seldom wears shirt  (-)Darman does not seldom wears shirt	<b>-Addition</b>  wears/wear	Verb tense	(-) Darman does not seldom wear shirt
9	(+) The postman delivers letters every morning  (-) The postman does not delivers letters every morning	<b>-Addition</b>  delivers/deliver	Verb tense	(-) The postman does not deliver letters every morning
10	(+) Alam lives in Lampung  (-)Alam does not lives in Lampung	<b>Addition</b>  live/live	Verb tense	(-)Alam does not live in Lampung

### Error of students 21

#### Moh Fikri Bawole

No	Students' original sentences	Classification of error	Table of tested area	Correction
3	(+) Cici borrows books from the library  (-)Cici dose borrow book	<b>-Misformation</b> dose/does not	auxiliary verb	(-)Cici does not borrow books from the library



	from the library	<b>-Omission</b> Book/books		
5	(+) My mother washes our clothes every day  (-)My mother does not washes our clothes every day	<b>-Addition</b> washes/wash	Verb tense	(-)My mother does not wash our clothes in the morning
6	(+) Tiara often loses her money  (-)Tiara do not often lose her money	<b>-Misformation</b> do not/does not	Auxiliary verb	(-)Tiara does not often lose her money
7	(+) He smokes outside the office  (-)He do not smokes outside the office	<b>-Misformation</b> do not/does not  <b>-Addition</b> smokes/smoke	Auxiliary verb Verb tense	(-)He does not smoke outside the office
8	(+) Darman seldom wears shirt  (-)Darman do not seldom wears shirt	<b>-Addition</b> wears/wear  <b>-Misformation</b> do not/does not	Auxiliary verb Verb tense	(-) Darman does not seldom wear shirt
9	(+) The postman delivers letters every morning  (-)The postman does not delivers letters every morning	<b>-Addition</b> Delivers/deliver	Verb tense	(-) The postman does not deliver letters every morning
10	(+) Alam lives in Lampung  (-)Alam do not lives in	<b>-Misformation</b> do not/does not	Auxiliary verb Verb tense	(-) Alam does not live in Lampung

	Lampung	<b>-Addition</b> lives/live		
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### Error of students 22

#### Moh Ihamsyah

No	Students' original sentences	Classification of error	Table of tested Area	Correction
1	(+) She has English class at 06.00 a.m  (-) She does not has English class at 06.00 a.m	<b>-Misformation</b>  has/have	Auxiliary verb	(-)She does not have English class at 06.00 a.m
3	(+) Cici borrows books from the library  (-)Cici do not borrows books from the library	<b>-Misformation</b>  do not/does not  <b>-Addition</b> borrows/borrow	Auxiliary verb Verb tense	Cici does not borrow books from the library
4	(+) Nanda has breakfast every morning  (-)Nanda has does not breakfast every morning	<b>-Misordering</b>  has does not/does not have  <b>-Misformation</b> has/have	Auxiliary verb	(-)Nanda does not have breakfast every morning
5	(+) My mother washes our clothes every day  (-)My mother do not washes our clothes every day	<b>-Misformation</b>  do not/does not  <b>-Addition</b> washes/wash	Verb tense Auxiliary verb	(-) My mother does not wash our clothes in the morning

8	(+) Darman seldom wears shirt  (-)Darman does not seldom wears shirt	<b>-Addition</b>  wears/wear	Verb tense	(-) Darman does not seldom wear short
9	(+) The postman delivers letters every morning  (-)The postman dont delivers letters every morning	<b>-Misformstion</b> dont/does not  <b>-Addition</b> delivers/delivers	Auxiliary verb Verb tense	(-) The postman does not deliver letters every morning
10	(+) Alam lives in Lampung  (-)Alam does not lives in Lampung	<b>-Addition</b>  lives/live	Verb tense	(-) Alam does not live in Lampung

### Error of students 23

#### Afista Paputungan

No	Students' original sentences	Classification of error	Table of tested Area	Correction
1	(+) She has English class at 06.00 a.m  (-)She doen't have English class at 06.00 a.m	<b>-Misformation</b>  doen't/does not	Auxiliary verb	(-)She does not have English class at 06.00 a.m
2	(+) They swim every Saturday and Sunday  (-)They does not swim every Saturday and Sunday	<b>-Misformation</b>  does not/do not	Auxiliary verb	(-)They do not swim every Saturday and Sunday
4	(+) Nanda has breakfast every morning  (-)Nanda does not has	<b>-Misformation</b>  has/have	Auxiliary verb	(-)Nanda does not have breakfast every morning

	breakfast every morning			
5	(+) My mother washes our clothes every day  (-)My mother don't washes our clothes every day	<b>-Misformation</b> don't/does not  <b>-Addition</b> washes/wash	Auxiliary verb Verb tense	(-) My mother does not wash our clothes in the morning
7	(+) He smokes outside the office  (-)He doesn't smokes outside the office	<b>-Addition</b> Smokes/smoke	Verb tense	(-)He does not smoke outside the office
8	(+) Darman seldom wears shirt  (-)Darman does not seldom wears shirt	<b>-Addition</b> wears/wear	Verb tense	(-) Darman does not seldom wear short
9	(+) The postman delivers letters every morning  (-) The postman does not delivers letters every morning	<b>-Addition</b> delivers/delivers	Verb tense	(-) The postman does not deliver letters every morning

### Error of students 24

Aril Kadir

No	Students' original sentences	Classification of error	Table of tested area	Correction
1	(+) She has English class at 06.00 a.m  (-)She does not has English class at 06.00 a.m	<b>-Misformation</b> Has/have	Auxiliary verb	(-)She does not have English class at 06.00 a.m

3	(+) Cici borrows books from the library  (-) Cici doesn't borrows books from the library	<b>-Addition</b> borrows/borrow	Verb tense	(-) Cici does not borrow books from the library
5	(+) My mother washes our clothes every day  (-)My mother dont wash our clothes every day	<b>-Misformation</b> dont/does not	Auxiliary verb	(-) My mother does not wash our clothes in the morning
6	(+) Tiara often loses her money  (-)Tiara don't often loses her money	<b>-Misformation</b> don't/does not  <b>-Addition</b> loses/lose	Auxiliary verb Verb tense	(-) Tiara does not often lose her money
8	(+) Darman seldom wears shirt  (-)Darman does not seldoming wears shirt	<b>-Addition</b> seldoming/seldom  wears/wear	Verb tense	(-)Darman does not seldom wear short
9	(+) The postman delivers letters every morning  (-)The postman do'not deliver letters every morning	<b>-Misformation</b> do 'not/does not	Auxiliary verb	(-) The postman does not deliver letters every morning
10	(+) Alam lives in Lampung  (-)Alam does lives in Lampung	<b>-Misformation</b> does/does not  <b>-Addition</b> lives/live	Auxiliary verb Verb tense	(-)Alam does not live in Lampung

## Error of students 25

### Moh Ferdiansyah Tunggal

No	Students' Original Sentences	Classification of Error	Table of Tested Area	Correction
1	(+) She has English class at 06.00 a.m  (-)She doen't have English class at 06.00 a.m	<b>-Misformation</b>  doen't/does not	Auxiliary verb	(-)She does not have English class at 06.00 a.m
2	(+) They swim every Saturday and Sunday  (-)They does swim every Saturday and Sunday	<b>-Misformation</b>  does/do not	Auxiliary verb	(-)They do not swim every Saturday and Sunday
3	(+) Cici borrows books from the library  (-)Cici doesn't borrows books from the library	<b>-Addition</b>  borrows/borrow	Verb tense	(-) Cici does not borrow books from the library
4	(+) Nanda has breakfast every morning  (-)Nanda doesn't has breakfast every morning	<b>-Misformation</b>  has/have	Auxiliary verb	(-)Nanda does not have breakfast every morning
5	(+) My mother washes our clothes every day  (-)My mother doesn't washes our clothes every day	<b>-Addition</b>  washes/wash	Verb tense	(-) My mother does not wash our clothes in the morning
6	(+) Tiara often loses her money  (-) Tiara offer loses is not her money	<b>-Misformation</b>  offer/often  <b>-Addition</b>  loses/lose	Verb tense	(-) Tiara does not lose her money

7	(+) He smokes outside the office  (-)He dont smoke outside the office	<b>-Misformation</b>  do'not/does not	Auxiliary verb	(-)He does not smoke outside the office
8	(+) Darman seldom wears shirt  (-)Darman doesn't seldom wears shirt	<b>-Addition</b>  wears/wear	Verb tense	(-) Darman does not seldom wear shirt
9	(+) The postman delivers letters every morning  (-)The postman doesn't delivers letters every morning	<b>-Addition</b>  delivers/deliver	Verb tense	(-) The postman does not deliver letters every morning
10	(+) Alam lives in Lampung  (-)Alam dont lives in Lampung	<b>-Misformation</b>  Dont/does not	Auxiliary verb	(-)Alam does not live in Lampung

## Appendix 7

Nama : Marni Paputungan

1. - She has does not english class at 06.00 a.m
2. - They do not swim every Saturday and Sunday
3. - Cici does not borrow books from the library
4. - Nanda does not have breakfast every morning
5. - My mother do not washes our clothes in the morning
6. - Tiara does not lose her money
7. - He does not smoke outside the office
8. - Darman do not seldom wear shirt
9. - The postman does delivers letters ~~every~~ every morning
10. - Alam does not lives in Lampung

Moh. Hamidah

1. (-) She does not has english class at 06.00 a.m
2. (-) They do not swim every Saturday and Sunday
3. (-) Cici do not borrow books from the library
4. (-) Nanda has does not breakfast every morning
5. (-) My mother do not washes our clothes every day
6. (-) Tiara does not often lose her money
7. (-) He does not smoke outside the office
8. (-) Darman do not seldom wear shirt
9. (-) The postman do not delivers letters every morning
10. (-) Alam does not lives in Lampung



Moh Arifin I Bontungmu.

1. (-) She does not have English class at 06-00 a.m
2. (-) They do swim every Saturday and Sunday
3. (-) Cici do not borrow book from the library
4. (-) Nanda do not have breakfast every morning
5. (-) My mother do not wash our clothes in the morning
6. (-) Tiara do not lose her money
7. (-) He do not smoke outside the office
8. (-) Darman do not sit down wears shirt
9. (-) The postman do delivers letters every morning
10. (-) Alam do not live in Lampung.

Nama: Jenissa APrilia Karim

1. (-) She do not has English class today
2. (-) They do not swim every Saturday and Sunday
3. (-) Cici do not borrow book from the library
4. (-) Nanda do not has breakfast every morning
5. (-) My mother do not washes our clothes in the morning
6. (-) Tiara do not lose her money
7. (-) He do not smoke outside the office
8. (-) Darman do not sit down ~~smoke~~ ~~smoke~~ wears shirt
9. (-) The postman do not deliver letters every morning
10. (-) Alam ~~do~~ ~~do~~ do not ~~live~~ live in Lampung

Marsya Walalangi

1. (-) She has does not English class at 06.00 a.m
2. (-) they does not swim every Saturday and Sunday
3. (-) Cici do not borrows books from the library
4. (-) Wanda does not has ~~to~~ ~~to~~ breakfast every ~~morning~~ Morning
5. (-) my ~~mother~~ mother do not washes our clothes in the morning
6. (-) Tiara does not have often lose her money
7. (-) He does not smoke outside the office
8. (-) Daerlan does not seldom wear shirt
9. (-) the Postman does not delivers ~~letter~~ <sup>letters</sup> every morning
10. (-) Alarn does not live in Lampung

## Appendix 8

### Interviewing the English teacher



### The researcher gave an explanation of the test instruction

