

**“TENSES ERROR ANALYSIS IN VERBAL COMMUNICATION OF  
DARMA PERSADA UNIVERSITY ENGLISH LITERATURE STUDENTS  
AS SECOND LANGUAGE LEARNER IN ENGLISH CONVERSATION  
GATHERING (ECG)”**

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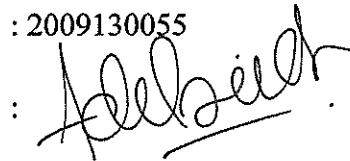
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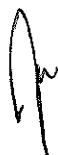
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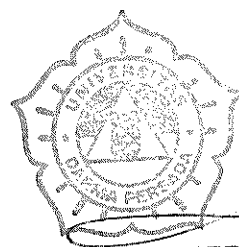
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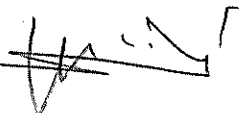
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## PREFACE

Above of all the universe, praise to God, Lord of the world, King of the king, the Merciful and the Beneficent who has given me drop of knowledge with His blessing. Praise to God, for His blessing this thesis entitled “Tenses Error Analysis in Verbal Communication of Darma Persada Univesity Students as Second Language Learner in English Conversation Gathering (ECG)” could be compatibility finished. Only in Your hands, hard things are done easily.

With the support of the lovely people around me, this thesis is finished. My biggest thankful is dedicated for all of amazing people as I mention below:

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Paulo Coelho in his book, “The Alchemist” says “*shaping your own personal legend*” and Friedrich Nietzsche ever writes “*he who has a why to live can bear almost any how*”. I conclude that, we should not be afraid of any problem that we face in our life, problems are created to be the reason of living this life, so that we could have our personal legend after solving any problem in our life as measurement for the target of our next life.

## ABSTRACT

Name : Adelaida Priscilla Wuwungan

Study Program : English Literature/S1

Title : TENSES ERROR ANALYSIS IN VERBAL COMMUNICATION OF DARMA PERSADA UNIVERSITY STUDENTS AS SECOND LANGUAGE LEARNER IN ENGLISH CONVERSATION GATHERING (ECG)

This research focuses on analyzing tenses error analysis at ECG (English Conversation Gathering) in Darma Persada University students in verbal communication, as a second language learner. In this term paper, I concern for analyzing the tenses errors while the student give their statement in debating the topic with *three theories of error analysis theory; error of omission, error of addition, and error of order* from S.P Coder. The error evidences become strong approval of their mistakes. It is beneficial for them of concerning their tenses while giving their statement. As the matter of fact, how proficient you could deliver your statement in the tenses can make your statement clearer to be understood. The method which is applicable for this research is qualitative method with observation technique, by attending ECG every week and record every statement that come up from the students' in verbal language, the assessment of the errors can be analyzed

Keywords: tenses, Darma Persada University Students, error analysis second language learner.

## ABSTRAK

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Penelitian ini menitikberatkan pada kesalahan tenses dalam percakapan verbal, English Conversation Gathering, pada murid Universitas Darma Persada, sebagai pelajar bahasa kedua. Dalam tulisan ini, saya menganalisis kesalahan tenses pada saat para murid memberikan pernyataan dalam topik perdebatan dengan tiga teori dari teori *error analysis: error of omission, error of addition, and error ordering*, (S.P Coder). Bukti-bukti kesalahan menjadi bukti yang kuat atas kesalahan mereka. Sangat penting bagi mereka untuk memperhatikan tenses saat memberikan pernyataan. Berdasarkan fakta, bila kita dapat dengan baik menyampaikan pernyataan kita dalam tenses, maka pernyataan tersebut lebih mudah dimengerti. Metode yang tepat untuk penelitian ini adalah metode kualitatif dengan teknik observasi, dengan menghadiri ECG setiap minggu, dan merekam setiap pernyataan yang keluar dari bahasa verbal murid Universitas Darma Persada. Penilaian akan kesalahan-kesalahan tersebut dapat di analisa.

Keywords: tenses, Darma Persada University Studenrs, error analysis second language learner.



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# CHAPTER 1

## INTRODUCTION

### 1.1 Background of the Problem

Language as the main need for human is really important to be concerned in our life. Based on the book *Kajian Teoritik* by Abdul Chaer, Language is the tool for human's interaction to deliver their thought, idea, concept or even feeling Chaer (1972). Language describes the abstract thing in our thoughts in verbal or written communication to make others understand about what we feel and think. Wardhaugh (1972) as a linguist also said that the function of language is also as a tool for communicating in verbal or written. Kinneavy the creator of the book "the theory of discourse" makes the formula to brief the function of language into five functions, there are; 1) expression function, 2) information function, 3) exploration function, 4) persuasive function, 5) entertainment function. Here are the explanations of those functions; the *expression function* is, language is used to express feelings (e.g anger, happy, impress, sad, and etc.). The *information function* is, language is used to give message or suggestion to others. The *exploration function* is language is used to explain things, state, or conditions in words. The *persuasive function* is, language is used be used to convince people to do something (good action) through words.

Those functions above as the functions of language need structure to build an utterance. To have a good communication, we need good statement that is followed by a good structure for arranging the sentence. As a second language learner, it is hard to arrange sentence from our thought to be uttered or written. I analyze the errors that usually appear in second language learner while they arrange their sentence that come from their thought.

If we see from the previous paragraph, when language with structure is really important for human to communicate, I create this research to find out how the use of language and how the errors could appear in language use. With a good language structure, our thought is understood clearer. In using language, people usually do errors especially if it is not their main language (second language). Strevens, as quoted in Richards (1989:4), argued that errors are not be viewed as

problems to be overcome, but rather as normal and inevitable features indicating the strength that learners used. Some linguists support the concept that errors are not be regarded as a sign of limitation, but simply as evidence of one's strategies of learning. Similarly, Norrish (1983:7) also affirms that errors are necessary part of learning. Those two statements clearly show that an error is a part of learning. This research tries to analyze those errors and fix them.

This research takes the English literature students of Darma Persada University that attend ECG (English Conversation Gathering) as the object of this research. The English literature students of Darma Persada University are a second language learner of English. English Conversation Gathering (ECG) is an activity that is usually held every week on Friday. This activity is held for the students in Darma Persada University to habituate them to speak English fluently in verbal communication. In ECG, the students are divided into some groups. Every group deliver their statements about the debated topic, and other participant in each group give another notion or they also give some objections.

In ECG, the statements are given in verbal communication. In verbal communication, the students have to concern about arranging every word to shape strong statements to be delivered. Sometimes, students do not concern about tenses while they are trying to give their statement, while the students do not concern of arranging their statement with the right tenses, the errors are created. In fact, grammatical structure is the most important part of making sentence. Tenses as a part of grammatical structure, change the meaning of the uttered sentences. For example, in the 5<sup>th</sup> semester, my lecturer named *Miss Fridolini* has given one example: If someday you went abroad to another country and suddenly someone had been killed in your apartment, you have to make statement to the police to prove that you are innocent. If you give your statement with the error structure of grammatical you could be in jailed. From these example, an idea of creating this research appears in my mind. In this case or any other cases, tenses have an important role in giving statements in verbal communication. In ECG and with the students of Darma Persada University as the object of this research, I asses and analyze the error of the grammatical structures.

English Conversation Gathering is really useful for the students to examine their ability of using English language with the right grammatical structure. Even though, the target of this paper is the English literature faculty students at Darma Persada University, they also could do some errors of grammatical structure in using English language. Especially in verbal communication, sometimes it is hard to interpret and describe our thought in giving statement, because the speaker should attractively arrange the words into the right pattern to be interpreted. In this paper, the target is a learner of second language, the English literature students at Darma Persada University. As the user of English language which is their second language, the English literature students of Darma Persada University must be harder to give their statements in the right grammatical structure because people who are the second language user usually more concern about delivering their thought than concerning about the grammatical structure while delivering statements.

Language learner may tend to confront difficulties in learning correct usages when they have acquired incorrect forms and structures in the beginning. Therefore, this research is really important for analyzing the second language learners who are doing errors in learning second language (English) so they can concern about those errors and start to use English language (as a second language learner) with the right grammatical structure'tenses'

## **1.2 Identification of the Problem**

I like to identify the problem of this paper base on my background and the reason for creating this paper. By directly examining from my empirical analysis, the students of Darma Persada University as a second language learner are mostly weak while giving statement in verbal communication. There are a lot of errors in grammatical structure especially in tenses. I try to define and analyze how the errors appear in their verbal communication with *error analysis theories*.

### **1.3 Limitation of the Problem**

There are a lot of errors appear in utterances of the students at Darma Persada University. With a lot of errors and types of grammatical structures, I make this research more specific to examine only the error analysis of tenses in verbal communication. English has twelve tenses as the main tenses with different pattern. In English, tenses are really crucial for making our statement clearer and stronger while doing utterances. This paper limits the problem by examining the errors of the students in Darma Persada University in learning and using English language as a debate language in English Conversation Gathering. With a lot errors appear, the analysis of the errors are limited by me with three theories of error analysis, they are; *error of omission, error of addition, and error of order* by S.P Coder.

### **1.4 Statement of the Problem**

After limiting and scoping the problem of this paper, I would like to give some questioning statements. With research questions, the problem could be formulated base on the assumption below. The questions are;

- 1.4.1 What is the researcher trying to find with error analysis theory?
- 1.4.2 What is English Conversation Gathering, for this research paper?
- 1.4.3 What is the use of second language learning theory for the problem of this research?

### **1.5 Objectives of the Research**

According to the statement for formulating the problem above, the purpose of the analysis of this paper are:

- 1.5.1 To identify the errors by categorizing each errors with *error analysis theories*.
- 1.5.2 To be the object of this research as an activity in Darma Persada University English literature students as a second language learner students, in analyzing verbal communication.



1.5.3 To examine how the *errors in tenses* appear in Darma Persada University English literature students as second language learner, with *second language learning theory*.

## **1.6 Frameworks of the Theory**

I choose the error analysis theory about defining errors by dividing them into three categories; errors of omission, error of addition, and error of order from S.P Corder. Those three theories simplify the researcher to identify the errors and to fix those tenses error. I believe that, the errors that are learners make are a major element in the feedback system of learning process that I as a researcher should concern either.

## **1.7 Methods of the Research**

I use qualitative method to prove my statement. Based on Michael Q.Patton (1992:22), *the three types of qualitative data are interviews, observations, and documents, which are typically acquired through fieldwork. He also claims that the primary purpose of qualitative research is to "generate or test theory and contribute to knowledge for the sake of knowledge"*. While other researcher think that to prove a data or paper with qualitative method approach is more modern than other methods. With qualitative method, I take one of the qualitative methods. In this case, I use observation method to support my data. This method has to: serve the purpose of the research, plan in a systematic, be noted and connected with the general propositions.

## **1.8 Benefits of the Research**

By making this research, the readers are expected to get a lot of important information about grammar more specifically in learning and using twelve tenses in verbal communication, while grammar is a very important thing to be concerned in learning English or any language. Besides that, grammar can define the stage of ability that had been had by the language learner. While you have a great grammatical structure in your second language it means you have higher intelligent in learning that language.

We can find the other benefits of this paper in social life, you may see that people who are using their words and turn it into a great structure might be harder to get objection or will be unavoidable from any conflict. It is because the statement has been well arranged to be delivered and clearly understood by the hearer.

### **1.9 Systemized Presentation of The Research**

In writing the paper, the writer has a systematic writing that consists of four chapters, namely:

#### **CHAPTER 1 INTRODUCTION**

This chapter will present the widely picture of what would be analyzed in this term paper. It is described in the sub chapter of this chapter. There are backgrounds, the reason why I choose this topic, the problem identification of this research how I limit my term paper and make it specific, who is the object of the research and so on.

#### **CHAPTER 2 FRAMEWORKS OF THEORITICAL**

In this paper there will be larger explanations about the theories for analyzing the object of this paper research. It will consist of the explanation about grammar, what is structure, what is grammatical structure, full description of twelve tenses, and error analysis itself.

#### **CHAPTER 3 ANALYSIS**

In this part, the analysis is started with finding the errors, analyzing the errors, fixing the errors of grammatical structure in tenses that are done by the English literature students at Darma Persada University as second language

learner in verbal communication in English Conversation Gathering.

## **CHAPTER 4 CONCLUSION**

In this last chapter, there will be brief explanation about this research. This chapter summarizes the term paper and tries to describe the general point of view of this term paper. The conclusion of the idea for making this term paper will appear in this chapter