CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents the review of some related theories concerning core tense system, definition of error and mistake, error analysis, the significance of errors, procedures of error analysis, causes of errors, and previous studies.

2.1 Core Tense System

Core is a centre, primary, or invariant. As already pointed out, core has a rich of some meaning. One of which is a center. Grammar and tenses are expressed by core tense system. Core tense system is the five most important tenses used in daily communication namely, simple present, simple past, simple future, present progressive, and present perfect. The strength of what Celce had said, she chose those tenses because it is necessary for the English foreign learners to master the usage of those five tenses, as they are the ones most often used English. ¹ So, core tense system is the important part of tense system to master English skill.

There are sixteen kinds of tenses. However, there are five tenses that are included into core tense system. They are simple present tense, simple present progressive, simple past tense, present perfect, and simple future. Those tenses are considered the core tense system meaning that they are important part of tense system. This is an overview of the five most important

¹ Celce Murcia, Marianne and Larsen Freeman, Diane, The Grammar Book ... 111
tenses in the English language. It is important to know when to use each tense and also how to make the tenses. The table 2.1 will explain all types of the most important tenses:

Table 2.1

The table of the five most important tenses

<table>
<thead>
<tr>
<th>TENSES</th>
<th>When do I use this tense?</th>
<th>Words that signal use of the tense:</th>
<th>How do I make the tense?</th>
<th>Which helping verb do I use?</th>
</tr>
</thead>
<tbody>
<tr>
<td>SIMPLE PRESENT</td>
<td>Used for present facts and repeated actions.</td>
<td>every (day, week, month, year, etc.), always, usually, often, sometimes, etc.</td>
<td>The first form of the verb is used to make the Present Simple. For questions and negatives the helping verb (do / does) is used with the first form of the verb. An important rule with the Present Simple is: Don't forget</td>
<td>Do/Does</td>
</tr>
</tbody>
</table>

| TENSE                        | Used for actions in the past (Simple Past) | Used for future actions, even if they are only a few seconds in the future (Simple Future) | Used for actions which started in the past and are still true now (Present Perfect) | |---|---|---|---|
| SIMPLE PAST (I went)        | Completed actions in the past.             | Completed actions in the future.                                              | Completed actions which started in the past and are still true now.               |
| SIMPLE FUTURE (I will go)   | Tomorrow, next (week, month, year, etc.), in the future.                | The Future Simple is formed with the verb will and the first form of the verb. | The Present Perfect is formed with the verb have (or: has) and the third form of the verb. |
| PRESENT PERFECT (I have gone) | Since, for ever (with questions), up to now, how long (with questions), etc. | The Present Perfect is formed with the verb have (or: has) and the third form of the verb. | The Present Perfect is formed with the verb have (or: has) and the third form of the verb. |

The second form of the verb is used for the Past Simple. However, when making questions and negatives in the Past Simple, we use the helping verb "did" and leave the main verb in its infinitive form (1st form).
PRESENT CONTINUOUS (I am going)  | Used for temporary actions going on now. | Now, at the moment, today, this week, presently, etc. | The Present Continuous is formed with the helping verb to be (am, are, is) and the "-ing" form of the verb. | To be (is, am, are)

<table>
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<tr>
<th><strong>Table 2.1</strong></th>
<th><strong>Overview of Core Tense System</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Simple Present</strong></td>
<td>The simple present verb forms with <em>infinitive+s/es</em>. We often use the simple present to talk about permanent situations or about things that happen regularly, repeatedly or all the time. Comrie stated that the basic meaning of present tense is thus location of situation at that point.³ It means that the point meaning of present tense is the present moment that is used to speak of states and say nothing beyond that. The present tense has many functions. They are habitual action, general truth, stative verb, subordinate clause of time, expresses future, present action, present speech acts, and conversational historical present.⁴</td>
</tr>
</tbody>
</table>

³ Bernard Comrie, “Tenses”, (Southern California: Cambridge University, 1985), 36
⁴ Ibid., 112-117
a. Habitual actions in present, for example:

*He walks to school every day.*

b. General truth, for example:

*Water freezes at 0 degrees centigrade.*

c. With *be* and other stative verbs to indicate states, for example:

*There is a large house on the corner.*

*The car belongs to Bill.*

Or even the inception of states, for example:

*Now, I understand.*

d. In the subordinate clauses of time or condition when the main clause contains future-time verb, for example:

*After he finishes work, he’ll do the errands.*

e. Expresses future (when a scheduled event is involved, usually with future-time adverbial), for example:

*I have meeting next Wednesday at that time.*

f. Present event/action (usually in supporting events or demonstrations/procedures of some sort), for example:

*Now I add three eggs to the mixture.*

g. Present speech acts (where the action is accomplished in the speaking of it), for example:

*I resign from the commission.*
h. Conversational historical present (used to refer to certain past events in narration), for example:

So he stands up in the boat and wivas his arms to catch our attention.

It can be seen then, how each event being reported on in the simple present is complete; we can infer there will be no change. Further, each use is an immediate factual report.

1.1.2 Present Progressive

According to Comrie, The present processes which hold at the present moment, but which began before the present moment and may well beyond continue beyond the present moment. Present progressive expresses an activity that is in progress at the moment speaking. It is to talk about temporary actions and situations that are going on around now: before, during and after the moment of speaking. Present progressive verb forms are made with auxiliary verb in present + infinitive + ing. The present progressive conveys the following activities:

a. Activity in progress, for example:

He is attending in meeting now.

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5 Bernard Comrie, Tenses. 37
b. Extended present (action will end and therefore lacks the permanence of the simple present tense), for example:

*I’m studying Geology at the University of Colorado.*

c. A temporary situation, for example:

*Phillys is living with her parents.*

d. Repetition or iteration in a series of similar ongoing actions, for example:

*Henry is kicking the soccer ball around the backyard.*

e. Expresses future (when event is planned; usually with a future-time adverbial), for example:

*She’s coming tomorrow.*

f. Emotional comment on present habit (usually co-occurring with frequency adverbs *always* or *forever*), for example:

*He’s always delivering in a clutch situation.*

(Approving)

*He’s forever acting up at these affairs.* (Disapproving)

g. A change in progress, for example:

*She’s becoming more and more like her mother.*

### 1.1.3 Simple Past

Simple past verb forms are made with *verb-2 (past tense)*. The simple past is used to talk about many kinds of past events, such as, short, quickly finished actions and happenings, longer
situations and repeated events. It also states facts. It can be true as Comrie states that the past tense only locates the situation in the past, without saying anything about whether that situation continues to the present or into the future.6 What the core meaning of the past tense adds is a sense of remoteness. The event can be remote in time, such as *The Toronto Blue Jays won the World Series in 1992*. And even if the event is a recent one, such as *I finished my term paper!*

The “remoteness” comes in the feeling that the event is over and done with. Let us now examine uses of the past tense to see how these notions of completeness and remoteness apply:

a. A define single completed event/action in the past, for example:

   *I attended a meeting of that committee last week.*

b. Habitual or repeated action/event in the past, for example:

   *It snowed almost every weekend last winter.*

c. An event with duration that applied in the past with the implication that longer applies in the present, for example:

   *Professor Nelson taught at Yale for 30 years.*

d. With states in the past, for example:

   *He appeared to be a creative genius.*

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6Ibid., 41
e. Imaginative conditional in the subordinate clause, for example:

   *If he took better care of himself, he wouldn’t be absent so often.*

f. Social distancing, for example:

   *Did you want to sit down and stay a while?*

   So, as we can see, the simple past is used when the speaker conceptualizes a complete event factually, but as remote in some ways.

### 1.1.4 Simple Future

The simple future is used when the event is conceptualized as a whole. It means that simple future is used to talk about future events which have already been planned or decided. One difference in its core meaning is that events in the future time cannot be factually knowable in the same way as those in the past or present can. The simple future verbs forms are made with *will + infinitive*. Let us now see how its core meaning of strong predictability applies:

a. An action to take place at some definite future time, for example:

   *Joel will take the bar exam next month.*
b. A future habitual action or state, for example:

   After October, Judy will take the 7.30 am train to
   Chicago every day.

   and even for present habits, about which strong predictions can
   be made, for example:

   Erik is so funny. He’ll wake up, and before coming
downstairs, he’ll start playing with his trains.

c. A situation that may obtain in the present and will obtain in the
   future but with some future termination in sight, for example:

   Nora will live in Caracas until she improves her
   Spanish.

d. In the main (result) clause of future conditionals, for example:

   If you go, you’ll be sorry.

1.1.5 Present Perfect

   The core meaning of the perfect is “prior,” and it is used in
   relation to some other point in time. A perfect verb form generally
   shows the time of an event as being earlier than some other time
   (past, present or future). But a perfect form does not only show the
   time of an event. It also show the speaker sees the event perhaps as
   being connected to a later event, or as being completed by a certain
   time. Present perfect verb forms are made with have/has + past
   participle. The functions of present perfect are:
a. A situation that began at a prior point in time and continues into the present, for example:

\[ I \ have \ been \ a \ teacher \ since \ 1967. \]

b. An action occurring or not occurring at an unspecified prior time that has current relevant, for example:

\[ I \ have \ already \ seen \ that \ movie. \]

c. A very recently completed action (often with \textit{just}), for example:

\[ Mort \ has \ just \ finished \ his \ homework. \]

d. An action that occurred over a prior time period and that is completed at the moment of speaking, for example:

\[ The \ value \ of \ the \ Johnson’s \ house \ has \ doubled \ in \ the \ last \ four \ years. \]

e. With verbs in subordinate clauses of time or condition, for example:

\[ If \ you \ have \ done \ your \ homework, \ you \ can \ watch \ TV. \]

\textbf{2.2 Error and Mistake}

In order to analyze learner’s error, it is necessary to make distinction between error and mistake because they are of two different phenomena. Hubbord stated that error is caused by lack of knowledge about the target
language or by incorrect hypotheses about it. Ellis defined that errors reflect gaps in a learner’s knowledge. And mistakes reflect occasional lapses in performance. It means that the reflect gaps occur because the learner does not know what the correct form is. And the occasional lapses occur because in a particular instance, the learner is unable to perform what he or she knows.

Then James defined error and mistake as:

“Mistake can only be corrected by their agent if their deviance is pointed out to him or her. If a simple indication that there is some deviance is a sufficient prompt for self-correction, then we have a first order mistake. If additional information is needed, in the form of the exact location and some hint as to the nature of the deviance then we have second order mistake…. Error cannot be self-corrected until further relevant (to that error) input (implicit or explicit) has been provided and converted into take by learner.”

The definition by James shows that mistake is a fault which is made by the learner and he or she can make correction. Meanwhile, error is a fault which is made by the learner and he or she is unable to make correction.

Indeed, Terrell suggests that error correction is done only in written assignments which focus specifically on form and never during oral communication. Brown defined mistake and error below:

“A mistake refers to a performance error that is either a random guess or a slip in that it is a failure to utilize a known system correctly. Meanwhile, error is a noticeable deviation from the adult grammar of a

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7 P. Hywel Jones Hubbard, Barbara Thorton and Rod Wheller, "A Training Course for TESL", (New York: Oxford University Press, 1983), 143
8 Rod Ellis, "Second Language Acquisition", (Oxford: Oxford University Press,1997), 17
9 C. James, "Error in Language Learning and Use Exploring Error Analysis", (London: Longman Group Ltd, 1998), 83
10 James Hendrickson, Error Analysis ...
native speaker, reflecting the interlanguage competence of the learner.” 11

From the definitions above, the writer concludes that error is a systematic and noticeable deviation in learner’s language. From the grammar of a native speaker, it is caused by the lack of knowledge of the correct rule. It reflects the interlanguage competence of a learner and consistently made by a learner who is unable to make correction. Mistake is a deviation in learner’s language which is known by the result of the failure to perform learners’ competence and to utilize a known system correctly but they are able to correct their fault.

2.3 Error Analysis

In learning and using a foreign language, one of the most inhibiting factors is the fear of making errors. The making of errors is a sign that students have not yet mastered the rules of the language being learned. To solve this problem, one of the strategies widely used by linguist is error analysis. Brown says that error analysis is the study of students’ error which can be observed, analyzed, and classified to reveal something of the system operating within the learners. Brown’s point of view implies that error analysis is useful for the teacher. Error analysis will show teachers some

11 H.D Brown, Principles of Language Learning ... 163
problems confronting the students. It is an advantage that error analysis may be tracked down to the importance of students’ errors.\textsuperscript{12}

According to Johansson, An analysis of the learner’s error gives the teacher evidence of the learner’s competence in the foreign language.\textsuperscript{13} The teacher will also gain information concerning learner’s difficulties at different levels. Such information is important for the planning of courses and the constructions of the teaching materials.

Dulay states that error analysis can be characterized as an attempt to account for learner’s errors that could not be explained or predicted by contrastive analysis or behaviorist theory. In addition, he stated that people cannot learn language without first systematically committing errors.\textsuperscript{14} This statement is supported by Brown that making errors is human. It is obviously common to human being to make mistakes in the process of learning.\textsuperscript{15} Corder in Silvia and Haryono’s thesis states that errors are signals that actual learning is taking place.\textsuperscript{16} Then, Corder can indicate students’ progress and success in learning language. The term errors in this study covers only those verb tenses errors, which occur extendedly in the written work of the students.

The identification and analysis of the area of learning difficulties in second language learning has traditionally been a central aspect of studying

\begin{enumerate}
\item[Ibid., 166]
\item[14] Dulay, et al, Language Two, 141
\item[15] H.D Brown, Principles of Language Learning ... 164
\item[16] As quoted in Silvia Arista, and Haryono’s thesis, An Error Analysis on The Usage of ... 2
\end{enumerate}
many parts of the world. It can be true as Corder states that central to the investigations was the analysis of errors made by learners since they represented the most significant data on which a reconstruction of his knowledge of the target language could be made. In fact the learners make errors and there are some benefits for focusing on the learner’s errors, classifying, and analyzing them. This leads to a way of study of learners’ errors which is called error analysis.

Ubol states that error analysis as a systematic describing and explaining errors made by learners in their oral or written production in the target language. For oral expression, errors of the target language learners refer to those features of the learner’s utterances which differ from those of any native speaker. For written expression, on the other hand, errors of the target language learners in translation and in tests of free production (i.e. composition in second/foreign language) refer to those grammatical structures and lexicon which differ from those of the native speaker of the target language. Error analysis can be a process to examine and analyze language learners’ errors both in the oral and the written production in target language.

17 S.P Corder in Richard, Error Analysis: Perspective ... 25
18 Charas Ubol,”An Error Analysis Study of English Composition: By Thai Students”, (Singapore:Seameo Regional Language Centre,1981), 8
2.4 The Significance of Errors

A number of studies about errors have been conducted for over decades. Such research is done both in host and in foreign language environment to find out difficulties that the learners face in learning or acquiring a language and to give researchers some evidences how the language is acquired and to assist curriculum developers in developing strategies. In language learning, the study of students’ errors has become important and has many advantages for the teacher. It has been used as indicator of learning a guide in teaching and helped the teacher establish some solutions of the problem in language learning.19

Errors are significant in three different ways. First is to the teacher, by analyzing the learner’s errors the teacher knows how far the goals the learners have progressed and consequently what remains for him/her to learn. The second, the learners’ errors are very significant as an evidence of how language is learned and acquired and what strategies or procedures the learners used in studying the target language. The third, the learner’s errors are very significant for the learners themselves because by making errors they know what they have to do next and how to overcome the errors by learning more the target language that they learned.20

19 S.P Corder in Richard, Error Analysis: Perspective ... 21
20 Ibid., 25
2.5 Procedures of Error Analysis

In this study, the writer uses Ellis’s theory for analyzing the learners’ errors in core system tenses. According to Ellis, she classifies the errors through explaining three steps of analyzing the errors. 21 They are identifying errors, describing errors, and explaining errors.

The first step in analyzing errors is identifying errors. In this step, the researcher compares the error sentences. It means that the writer mentions the original sentences that are produced by learners and then the writer writes the correct sentences (reconstruction). The identifying error involves a comparison between what the learner has produced and what a native speaker counterpart would produce in the same texts. To identify the error, we have to write out the sentences containing the error, underline the word or phrase which shows the error. Errors identification is needed to compare the sentences produced by learners with what seems to be the normal or correct sentences in target language which correspond with them. For example, a learner produces Mrs. Gilbert goed to the market yesterday. It is clear that the sentence contains error. The correct sentence should be: Mrs. Gilbert went to the market yesterday. By comparing the two sentences, we can see that the learners used a word goed instead of went. The verb tense error is due to error in the use of the simple past.

21 Rod Ellis, Second Language ... 15-19
The next step is describing errors. Describing learner’s errors involves specifying how the forms are produced by the learner. It focuses on the surface properties of learner’s utterances. Once all of the errors have been identified, they can be described into type. There are two ways of doing this. The first way is describing errors into grammatical categories. All of the verb tense errors are gathered and identified based on the different kind of verb errors. The second way is identifying general ways in which the learners’ errors differ from the reconstructed target language sentence. These ways include omission (leaving out an item that is required for an utterance to be considered grammatical), misinformation (using one grammatical form in place of another grammatical form), and misordering (putting the words errors. The writer applied the first way, which states the types of errors into grammatical categories.

The last step in analyzing the learners’ errors is explaining the different types of errors. There are three ways in explaining the learners’ errors in terms of grammatical analysis. The first is stating the grammatical rule which has been violated. The second is stating the correct form to show contrast with inappropriate form. The third is giving examples which show the rule in action. The errors explanation of this study is explained in grammatical terms. A procedure of analysis proposed by Ellis’s theory of error analysis used in this study is also supported by Corder and Brown’s theory.
2.6 Cause of Errors

Error is common thing occurred in the learning process of target language. No one can avoid himself/herself from making error in learning language. The error may be caused by some factors that have been identified and described by the linguists. There are two factors that cause the occurrence of error: Interlingua errors and intralingua errors.22

2.6.1 Interlingua errors

Interlingua is a system that has structurally intermediate status between native language and target language.23 The deviant structure is caused by the influence of the students’ first language acquired. The error is cited by Wilkins that the errors that occur in learning foreign language are caused by the interference of mother tongue.24 Those errors occurred because of the features of two different languages. The second or foreign language learners have already acquired their first language. Therefore, when they learn their second or foreign language, they apply the rules of their first language into the target language. To identify interlingua errors, the researcher translate the grammatical forms of learners’ tense – used in target language – into learners’ tense of first language to see the similarities of pattern used by the learners, for instance, *The girl beautiful*, which should be *the beautiful girl*.

23 Charas Ubol, *An Error Analysis Study* … 7
2.6.2 Intralingua errors

Brown considers the significance of the intralingua source of errors, namely those which occur within the target language itself. In the target language learning process, a learner cannot avoid making considerable errors. The errors may be caused by the interference of the native language and other factors. Richards states that the causes of errors are overgeneralization, ignorance of the rule, incomplete application, and false concept hypothesized.

a. Overgeneralization

Overgeneralization error arises when the learner creates a deviant structure on the basis of learner’s experience of other structures in the target language. It generally involves the creation of one deviant structure in place of two target language structures. For example, *I goed to school yesterday*, where the correct sentence is *I went to school yesterday*. There is an over form by adding –ed to all past verb, while the verb is irregular verb.

b. Ignorance of rule restrictions

Ignorance of rule restrictions involves the application of rules to context where they do not apply. Both the overgeneralization and the ignorance are very similar because they both ignore the limitation of the existing structure and apply these

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structures in content where this is impossible. An example is *he made me to rest* through extension of the pattern found with the majority of verbs that take infinitival complements, for example *he asked/wanted/invited/me to go*.

c. Incomplete application of rules

It involves a failure to learn the more complex type of structure because the learner finds that he/she can achieve effective communication by using relatively simple rules, for example: *My father eat a plate of fried rice* instead of *My father eats a plate of fried rice*. Incomplete application of rules also happens due to the deviation of structure that neglects the development of rules to produce the acceptable sentence, for example: *Does she like the new dress? Yes, she likes*.

When we give a question to the learner, the learner’s knowledge of the target language is incomplete so it may make him neglect the rules of the target language in answering or giving responds to the question.

d. False concept hypothesized

False concept hypothesized arises when the learner does not fully comprehend a distinction in the target language. It is class of development errors which are derived from faulty comprehension of distinction of the target language because the learner does not fully
comprehend a distinction in the target language, for example: *He is does the exercise* instead of *He does the exercise*. The example of the using of the word *yet* in a negative sentence: *he has not come yet.*

2.7 Previous Study

In the research, it is necessary to find reviews of previous studies to avoid the reduplication. Some similar studies have been conducted to find out the common errors that occurred in the use of five tenses (core tense system). The study about error analysis has been done previously.

The first research was conducted by Febrian Antyaswuri (State University of Surabaya, 2010), entitled “An Error Analysis on the Use of Simple Past Tense in Recount Text Made by the Tenth Graders of SMA Negeri 1 Probolinggo”. In her research, she focused on the types and the causes of errors. She mentions not only the types of errors, but also the causes that are factors which have influenced to the occurrence of using simple past tense errors. She counted the errors based on the causes of error. She used students’ test and documentation to collect the data.26

The next research was conducted by Nur Hidayah (IAIN Sunan Ampel Surabaya, 2010), entitled “An Analysis of Grammatical Errors in the Translation of English Phrases Into Indonesian by Students of English

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Education Department of IAIN Sunan Ampel Surabaya”. In her research, she focused on the types and the causes of grammatical errors in the translation of English phrases into Indonesian. She only used students’ test to collect the data.  

The third research was conducted by Jannatul Laily Noviabahari (IAIN Sunan Ampel Surabaya, 2010), entitled “The Analysis of Grammatical Errors in Recount Text by The First year Students of SMA Wachid Hasyim 2 Taman Sidoarjo”. She focused on the types and the causes of grammatical errors in recount text. Beside that, she also explained the strategies that are used by teacher to solve the problem. She used students’ test and observation to collect the data.

The fourth research was conducted by Anisah Herwati (IAIN Sunan Ampel Surabaya, 2009), entitled “A Study of Error Analysis of Second Class of SMA Muhammadiyah 2 Pucang Surabaya in Paragraph Writing”. In her research, she focused on the types and the frequency of errors in paragraph writing. She describes the types of students’ errors in paragraph writing which

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are not only grammatical categories, but also elements of writing. To collect the data, she used students’ test and documentation.²⁹

The next research was conducted by Dian Anggaren (Semarang State University, 2007) with her research paper entitled “Students’ Errors In Dictation As A Testing Device Of Listening: The Case Of The Fifth Grade Students Of SDN Slawikulon 03 In The Academic Year of 2006/2007”. In her research, she found out dominant spelling errors and possible causes of those errors in dictation as a testing device of listening made by the fifth grade students of SDN Slawikulon 03 in the academic year 2006/2007. She used library and field activity to gain the objectives. She used test as instrument.³⁰

The following research that is related to the researcher’s study has been done by Toni Haryanto (Semarang State University, 2007) with his thesis entitled “Grammatical Error Analysis in Students’ Recount Text (The Case of The Twelfth Year Students of SMAN 1 Slawi Tegal”. In his thesis, he described the grammatical errors on recount text made by twelfth year students in Academic Year of 2006/2007. He uses the qualitative approach. The data were obtained from the students’ writing recount text. These writings were then analyzed. The grammatical errors were classified into seven groups. They were errors in producing verb group, errors in subject-verb agreement,


errors in the use of articles, errors in the use of prepositions, errors in noun pluralization, errors in the use of pronouns, and errors in the use of conjunctions.\textsuperscript{31}

The next research that is related to the researcher’s study has been done by Rumiyati (University of Muhammadiyah Gresik, 2005). The title of this thesis is “Error in Using English Preposition Made by The Second Year Students of SMU Muhammadiyah 1 Gresik”. The thesis found out, identified and classified the errors types in using English prepositions made by the second year students of SMU Muhammadiyah 1 Gresik. The data are analyzed by the theories of Dulay, Corder, and Lado.\textsuperscript{32}

The following study that is related to this study has been done by Lucia Harvianti (Petra Christian University, 2002) with her research entitled “An Error Analysis on The Tenses Made by The Students of BBC English Course in Rungkut Surabaya”. In her thesis, the researcher analyzes the ability of English students of BBC course in tense mastery. In her analysis, the writer used Brown, Ellis and Corder’s theories of error analysis.\textsuperscript{33}

Another study about error analysis has been done by Silvia Arista and Haryono (Petra Christian University, 2002) with their research entitled “An

\textsuperscript{31} Toni Haryanto, “Grammatical Error Analysis in Students’ Recount Text : The Case of The Twelfth Year Students of SMAN 1 Slawi Tegal”, (Semarang: Unpublished S-1 Thesis. Semarang State University, 2007)
\textsuperscript{32} Rumiyati, “Error in Using English Propositions Made by The Second Year Students of SMU Muhammadiyah 1 Gresik”, (Gresik: Unpublished S-1 Thesis. Muhammadiyah University, 2005)
\textsuperscript{33} Lucia Harvianti, “An Error Analysis on The Tenses Made by The Students of BBC English Course in Rungkut Surabaya”, (Surabaya: Unpublished S-1 Thesis. Petra Christian University, 2002)
Error Analysis on The Usage of The English Tenses of Second Semester of The English Department of Petra Christian University”. In their thesis they found kinds of errors made by the students using tenses. This study analyzed by using Ellis and Corder’s theories of error analysis.34

The next study that is about error analysis has been done in Thai at year 1981. The paper of English teacher in Thai is “An Error Analysis study of English Compositions by Thai Students”. This study found out the common difficulties and error in the written English of Thai students. This study is analyzed based on Ellis Janner’s classification theory of error analysis.35

The difference between those previously research with this research is that the researcher focuses not only on analyzing the errors of verb but also analyzing the errors of verb agreement, and time signal in the core tense system. The researcher focuses on the causes that are the main factors which have big influence to the occurrence of the core tense system errors. The researcher uses Ellis’ theory of error analysis supported by Brown and Corder’s Theories to classify errors.

34 Silvia Arista, and Haryono, An Error Analysis on The Usage ...
35 Charas.Ubol, An Error Analysis Study ...