

## ENGLISH VERB PHRASE STRUCTURES : ANALYSING ERRORS ON STUDENTS' BUSINESS ENGLISH LETTERS

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### Abstrak

Paper ini menyajikan hasil analisis kesalahan (*error analysis*) terhadap frasa verba (*verbal phrase*) dalam korespondensi bisnis bahasa Inggris oleh mahasiswa Program Studi Sekretari di ASMI Santa Maria Yogyakarta. Penelitian dilakukan dengan memberikan tugas menyusun surat bisnis dalam bahasa Inggris kepada 25 mahasiswa semester 4. Dari analisis, ditemukan tiga kategori kesalahan (*error*) yaitu penghilangan (*error of omission*), penambahan (*error of addition*), dan pemilihan (*error of selection/misformation*), sedangkan kesalahan urutan (*error of ordering*) tidak ditemukan. Kesalahan-kesalahan tersebut terjadi sebagai akibat dari dua sumber yaitu pengaruh bahasa pertama (*interlingual*) dan kurangnya pemahaman/penguasaan terhadap tata bahasa dalam bahasa Inggris sebagai bahasa asing (*intralingual*).

**Kata kunci:** *verb phrase, error analysis, error of omission, error of addition, error of selection/ misformation, error of ordering*

### A. Introduction

Making errors is one of the most unavoidable things in language learning and acquisition. Errors made in the process of acquiring a foreign language is one of important aspects to consider since errors may indicate the development of foreign language learners. In the language acquisition study, term of error is commonly used as features of language learners which are different from native speaker of a language. Corder (1981) points out that foreign language learners are usually unaware of making errors, systematic deviation in language production, as a result of

inadequate language competence and it cannot be self-corrected as the learner has not mastered the language rules.

The process by which these errors are encountered, computed and analyzed is called Errors Analysis. Richards (1985:96) has argued that Error Analysis includes the study and analysis of the errors made by the learners of a second or a foreign language.

This paper aims at analysing errors committed by forth semester students of ASMI Santa Maria in composing business English letters, focusing on finite verb phrase

structures. The errors are classified into four categories of error, i.e., error of omission, error of addition, error of selection, and error of mis-ordering.

## **B. Literature review**

There have been some scholars who had written topics related to error analysis as described below.

Dalal A. Al-Dubib (2013) wrote a thesis entitled: "Error Analysis of Subject-Verb Agreement in the Writing of EFL Saudi Female Students: A Corpus-Based Study" investigating the written English errors of level four students at the Languages and Translation College of Prince Noura University, Riyadh, Saudi Arabia.

Rahmawati, Risti Yani (2012) wrote a graduating paper "Error Analysis on The Use of Simple Present Tense in Paper Assignment of Writing Subject Made by The Fourth Semester Students of English Department at STAIN Salatiga in The Academic Year Of 2011/2012" finding out types, sources and causes of errors on tenses usage in translating Indonesian into English made by the 1st semester students of Tour and Travel department, academic year 2012/2013.

Ratnah (2013) wrote a paper of "Error Analysis on Tenses Usage Made by Indonesian Students" finding out types of error made by the students in tenses basing four types of error: error of omission, error of selection and error of addition.

Muftah, Muneera & Sha-meem Rafik-Galea (2013) wrote a paper entitled "Error Analysis of Present Simple Tense in the Inter-language of Adult Arab English Language Learners" analysing errors on present simple tense among adult Arab English language learners. It focuses on the error on 3sg -s (the third person singular present tense agreement morpheme-s).

Anwar, Saipul (2014) wrote A Graduating Paper : "An Error Analysis on The Use of Simple Past Tense in Students' Narrative Writing (A Case Study at First Grade Students of SMA Dua Mei Ciputat) studying the most frequent errors made by the first grade students of SMA Dua Mei Ciputat in writing narrative focused on simple past tense. The classification of errors in this study is divided into four categories; they are omission, addition, misformation, and misordering.

Different from the previous studies which focus on certain tenses, i.e., simple present and simple past, this study limits the scope on finite verb phrases in any tenses depending on the corpora founded.

## **C. Theoretical Framework**

### **1. Errors in foreign language acquisition**

According to Crystal (1987: 368), the term foreign language is popularly used to refer to any language that is not a native language in a country. A foreign language (FL) is a non-native language taught in school that has no status as a

routine medium of communication in a country. On contrast, a second language (SL) is a non-native language that is widely used for purposes of communication, usually as a medium of education, government, or business. Trawinski (2005:87) states a foreign language is learnt in an artificial classroom environment, e.g. English learnt in Poland and a second language is learnt in its natural environment, e.g. English learnt in the UK.

Crystal (1987:372) defines an error as a language learner's systematic use of a linguistic item that does not conform to the rules of the target language. On the other hand, Jordan (2004: 204) errors were indications of learners' attempts to figure out an underlying rule-governed system. Trawinski (2005) points out that all language learners make errors. Children acquiring their first language (L1) make enormous number of errors; adults speaking their L1 also make an error, as do L2 learners. Corder (1978) distinguished between errors and mistakes: mistakes are slips of the tongue and not systematic, whereas errors are indications of an 'as yet non-native-like', but nevertheless, systematic, rule-based grammar.

Most researcher, as cited, Trawinski (2005) make a distinction between a mistake and an error. A mistake is a random slip of the tongue, usually caused by fatigue, stress, hurry, etc. it signals only inappropriate performance and can be easily corrected by the learner. On

the other hand, an error is a systematic deviation in language production. It signals inadequate language competence. Thus it cannot be self-corrected as the learner has not mastered the language rules.

## 2. Types of Error

There are different typologies of language errors. It is due to a different focus taken by the Error Analysis researchers (Trawinski: 2005). They distinguished error types according to their linguistic and non linguistic sources.

Surface strategy taxonomy is the most common one which classifies error according to the way surface structures are altered. Corder (1973) classifies errors into four categories: **Omission** - skipping an item that is required in a correct utterance; **Addition** - adding an item that must not appear in a correct utterance; **Misformation** - using the wrong form of a morpheme or structure; and **Misordering** - incorrect position of a morpheme in an utterance.

Gustilo and Mango (2012) classified errors as omission errors, addition errors, misformation errors, wrong order, spelling errors, system errors. This classification is similar to those found in Dulay, Burt, and Krashen (1982), who categorize errors into four types. They are *omission* (i.e., excluding a linguistic item that is obligatory in a grammatically correct utterance), *addition* (including a linguistic item that is not required in a grammatically accurate

sentence), *misformation* (mixing up the use of linguistic items), and *misordering* (placing linguistic items in an inappropriate order). Sun (2010) examined other kinds of errors: misuse of words, grammatical errors, syntactic errors, and errors of discourse construction and content (Dalal, 2013)

Based on the source of errors, Richards (1973: 173) distinguishes two types of error: interlanguage and intralingual. Interlanguage errors are considered as the result of language transfer and caused by the interference of the learners' first language (mother tongue or native language). Interlingual errors may occur at different levels such as transfer of phonological, morphological, grammatical and lexic-semantics elements of the native language into the target language.

Intralingual and developmental errors, on the other hand, are those which reflect the learners' competence at a particular stage and illustrate some of the general characteristics of language acquisition. Intralingual errors occur as a result of learners' attempt to build up concepts and hypotheses about the target language from their limited experience with it.

Richard (1973: 174-178) states Intralingual errors reflect general characteristics of rules learning, such as *faulty generalization*, *incomplete application of rules*, and failure to learn conditions under which rules apply. Development errors illustrate the learner attempt-

ing to build up hypothesis about the English language from his limited experience. Thus Richard proposes terms of *over-generalization* (the use of previously available strategies in new situations), *ignorance of rule restrictions* (the application of rules to contexts where they do not apply), *incomplete application of rules* (the application of a rule in a context of a sentence where it is not necessary), and *false concepts hypothesized* (faulty comprehension of distinctions in the target language).

#### **a. Functions of Errors**

Language errors have three major functions in the process of language acquisition, i.e., informing about the level of language proficiency, providing information about the process of L2 acquisition, and functioning as tools with which the learner discovers rules of L2. The last function of error is of the utmost importance in language learning and acquisition. When the learner makes hypotheses about second language rules, he/she has to test them before they become internalized. This process of hypotheses testing leads to the production of errors in language and the correction that allows the learner to memorize the appropriate rules of the language. Therefore, language errors are absolutely necessary for the process of rule formation within the language learner. The development of language system during the process of rules formation is called *interlanguage* (Larsen and

Freeman as cited in Trawinski, 2005:53-54).

### **b. Error Analysis**

Error analysis is the study of errors. It was developed when the Contrastive Analysis Hypothesis failed as it looked for the sources of language errors only in language differences, which, actually, appeared to be one of many potential reasons why learners make errors. Error Analysis did not try to predict, or prevent errors like Contrastive did, but it has role to collect, identify, describe, explain, and evaluate language errors (Ellis: 1994 as cited by Trawinski 2005). Error Analysis was criticised for ‘the narrowness of perspective’ which was cause by too much focus on language errors and too little interest in their role in Second Language Acquisition (SLA) as a whole. Error Analysis was replaced by Performance Analysis the purpose of which was to analyse language learners’ performance globally. However, the role of Error Analysis should not undervalued as it identified a considerable number of error types and their sources, providing research material for further analysis in the field of psycholinguistics.

Error Analysis is important because of the comparison it made between the errors the L2 learner made in producing the target language, and the target language form itself. The main goal of error analysis is pedagogical: by **identifying, clas-**

**sifying**, and **quantifying** errors, remedial work could be planned, based on the kind and frequency of the error. Error analysis is thus mainly a tool (Jordan, 2004:205).

### **3. English Verb phrase**

The verb phrase and noun phrase are considered the most important phrasal categories for functional reasons. The verb phrase operates as the V(erb) element in a clause, ie as the most ‘central’ and indispensable part of the clause. Verb phrases can be composed of two kinds of element, auxiliaries and main verbs as seen in the following sentence.

*Jack can play the trombone.  
Our team has been beaten.  
(Quirk, 1985:61)*

The relations between auxiliaries and main verbs are more complex than can be explained by the simple header/nonheaded distinction.

### **4. Finite verb phrases and non finite verb phrases**

The structure of finite verb phrase can be distinguished from nonfinite verb phrase as follows:

- a. Finite verb phrases can occur as the verb phrase of independent clauses
- b. Finite verb phrases have tense contrast, ie: the distinction between present and past tense

*He is a journalist now.*

*He **worked** as a travelagent last summer.*

- c. There is a person concord and number concord between subject and the finite verb phrase in a clause.

*I **am** here/She **was** here.*

*Jim **reads** the newspapaer every morning*

*We **read** the newspaper every morning*

- d. Finite verb phrases contain, as their first or only word, a finite verb form which may be either an operator, or a simple present or past form.

*Is everything ready? – Everything **is** ready.*

DO-support (DO/DOES/DID) is used in forming negative and interrogative constructions.

*She **calls** him everyday – She **does** not call him everyday (-) – **Does** she call him every day?*

*Someone **called** yesterday. – Someone **did** not call yesterday (-) – **Did** anyone call yesterday?*

- e. Finite verb phrases have mood, indicating the factual, nonfactual, or counterfactual status of the predication. INDICATIVE, IMPERATIVE (command/directive speech), and SUBJUNCTIVE (wish/recommendation).

*Please **come** here and **attend** to me.*

*The Council requires that every member **attend** at least one meeting per year.*

*Our decision is that the school **remain** closed.*

On the other hand, Nonfinite verb phrases are any phrase in which one the the verb forms is the first or only word and they do not normally occur as the verb phrase of an independent clause. Consider the following comparison:

Finite verb phrases	Nonfinite verb phrases
<i>He <b>smokes</b></i>	<i><b>To smoke</b> like that must be dangerous</i>
<i>Mary <b>is having</b> a smoke</i>	<i>I regret having started <b>to smoke</b></i>
<i>He <b>must smoke</b> 40 a day</i>	<i>The cigars <b>smoked</b> here tend to be expensive</i>
<i>You <b>have been smoking</b> all day</i>	<i>That was the last cigarette <b>to have been smoked</b> by me</i>

### 5. Simple and complex verb phrases.

Quirk (1985: 151) points out that a finite verb phrase is simple

when it consists of only one word which may be present, past, imperative, or subjunctive.

*He works hard (present).*  
*He worked hard (past).*  
**Work hard!** (Imperative)  
*It is important that he work hard*  
*(subjunctive).*

ABD     *may have been examined*  
 ACD     *may be being examined*  
 BCD     *has been being examined*  
 ABCD    *may have been being*  
           *examined*

The VP is complex when it consists of two or more words, as in:

*John has worked hard*  
*John should be working hard.*  
**Don't let's upset her.**  
*They may have been sold.*

There are four basic types of construction in a complex VP:

Type A (MODAL) : a modal auxiliary + the base of a verb :  
 eg: *must examine*

Type B (PERFECTIVE) : a have auxiliary + the -ed participle of a verb: eg: *has examined*

Type C (PROGRESSIVE): an BE auxiliary + the -ing participle of a verb: eg: *is examining*

Type D (PASSIVE): auxiliary BE + + the -ed participle of a verb: eg: *is examined*

The four basic constructions may also enter into combination with each other:

AB       *may have examined*  
 AC       *may be examining*  
 AD       *may be examined*  
 BC       *has been examining*  
 BD       *has been examined*  
 CD       *is being examined*  
 ABC      *may have been*  
           *examining*

#### D. Method of Study

This paper focuses on analyzing errors of English finite verb phrases in business letters written by the students of the Secretary Study Program of ASMI Santa Maria Yogyakarta. The sample of this study is twenty five students of the fourth semester of ASMI Santa Maria Yogyakarta. To obtain the data, the students were given a test to write a Complaining Letter based on a certain situation. To help achieving the best results, they were allowed to use Indonesian-English Dictionary. Twenty five letters are thoroughly identified to find sentences containing grammatical errors of the finite verb phrase construction. The grammatical errors of the verb phrases are classified and analyzed into four error categories as proposed by Cor-der (1973): error of omission, error of addition, error of misformation/selection, and error of misordering.

#### E. Findings and Discussion

As stated above, the materials to be analyzed are taken from students' writings of business letter, identification of sentences that are suspected of having erroneous verb phrases was carried out. The next step is to select and group sentences having similar content. The last is by analyzing the finite verb phrases

using four categories of error as proposed by Corder, i.e., error of (O)mision, error of (A)ddition, error of (S)election (misinformation), and error of (M)isordering. From the data, there are some which contain multiple error, i.e., combination of four error types, such as Addition and Selection, Omission and Selection, Omission and Addition. The frequency of error found is 27 (Selection), 15 (Omission), 8 (Addition), and 0 (Misordering).

### 1. Errors of Omission

A language learner is considered making errors of omission when he/she omits or skips some required elements in an utterance.

#### a. Omission of Do auxiliary

The Auxiliary DO plays important roles in Present tense and Past tense. DO as operator occurs in the variant forms of *do*, *does*, and *did*. It realizes distinctions of number, person, and tense (Quirk, 1985:80). The presence of DO is obligatory in a negative and interrogative structures of present tense and past tense. Some students omit the operator DO in their negative sentences.

The following sentences show the omission errors due to the absence of DO auxiliary to express negation. It is necessary to note that most of the sentences contain multiple errors and the omission errors become the focus of the study.

<i>Omission of auxiliary DO for negative present tense</i>			
#	Corpus	Erroneous form	Suggested form
1	5 of 20 units of IP phone that we order F <b>not match</b> (with) the sample that you <b>shown to us</b>	<i>not match with</i>	<b>DO not match</b>
2	From 20 units, 5 units F <b>not agree with</b> we order and <b>not agree with</b> sample that you <b>indication</b> before	<i>F not agree with</i>	<b>DO not agree with</b>
3	5 of 20 units of IP phone F <b>not match</b> with the sample ... as the good <b>not match</b> with our needs	<i>F not match with</i>	<b>DO not match</b>
4	the package F <b>not to fit</b> (with) the sample product that you <b>shown</b> before	<i>F not (to) fit with</i>	<b>DOES not fit</b>
5	5 of 20 units of IP phone F <b>not agree(ment) with</b> sample shown previous	<i>F not agree(ment) with</i>	<b>DO not agree with</b>

#	Corpus	Erroneous form	Suggested form
6	5 of 20 Units of IP phone F <b>not to fit</b> (in) sample that you ever <b>to point of</b> before	F not to fit (in);	<b>DO</b> not fit to
7	5 of 20 units of IP phone we ordered F <b>not match</b> the samples you showed before	F not match	<b>DO</b> not match

The omission of auxiliary DO in the above sentences is classified in interlanguage error and caused by interference of the learner's first language Indonesian due to the absence of DO - auxiliary in Indonesian but obligatorily needed in English to express negation in both in present and past tense construction. It also reflects inability of the writers to

distinguish the rule of Indonesian and English.

#### b. Omission of modal auxiliary

The modal auxiliaries (*can, may, will, shall, could, might, would, should, and must*) are important in English due to their contribution of meanings in the area known as MODALITY (including such concepts as *volition, probability, and obligation*).

F for modal auxiliary			
#	Corpus	Erroneous form	Suggested form
8	We F also <b>be glad</b>	F <b>be glad</b>	<b>would be glad</b>
9	We <b>would be so great</b> if you F <b>take</b> your kind attention to this matter.	You F take	You <b>could take</b>

The presence of modal auxiliary (*would* and *could*) in the sentences is necessary to show the concept of volition/wish.

#### c. Omission of BE

In English, BE contributes to aspect and voice. In the passive voice construction, the BE auxiliary normally appears before Verb-ed (participle). BE occurs in the variant forms of *be, is, am, are, was, were, being, and been*. The error omission of BE

in passive voice can be found in *The goods F urgently need*. There are two errors in this sentence: the absence of ARE as the realization of BE and the omission of -ed participle (*needed*) for passive construction. This error can be classified into intra-lingual and be caused by incomplete application rule of the passive structure so that the writer fails to produce the correct form of sentence *The goods are urgently needed*.

**verb stem for BE+verb+ed+participle**

#	Corpus	Erroneous form	Suggested form
10	<i>The goods F urgently need</i>	<i>F urgently need</i>	<i>are urgently needed</i>

**2. Error of Addition**

An error of addition accours when an unnecessary item is added in a correct utterance. It is the opposite of omission error. The first error is found in the verb phrase *are regret to make* where *BE* is not required in an active verb phrase *regret to make*. A similar problem occurs in

the verb phrase *are order from* in which *BE* is not necessary in the active verb phrase *ordered from*. Another error addition error the presence of auxiliary *HAVE + BEEN* in *have been showed* to express the active-past construction of *showed*.

<b>Be + verb stem for verb+ed</b>			
#	Corpus	Erroneous form	Suggested form
11	<i>The 20 units of IP phone we are order from you..</i>	<i>Are order from</i>	<i>Order(ed)</i>

<b>Be+verb stem for verb stem</b>			
#	Corpus	Erroneous form	Suggested form
12	<i>We are regret to make a complaint about .....</i>	<i>are regret to make</i>	<i>regret to make</i>

<b>Have to auxiliary + V stem for V+ed</b>			
#	Corpus	Erroneous form	Suggested form
13	<i>after we have to check up the package</i>	<i>have to check up</i>	<i>Checked up</i>
14	<i>On june 8 we have to received our order</i>	<i>have to received</i>	<i>Have received</i>

<b>have+be+verb+ed for have+verb+ed</b>			
#	Corpus	Erroneous form	Suggested form
15	<i>The samples you have been showed us</i>	<i>have been showed</i>	<i>Have showed</i>

### 3. Error of Misformation

Error of misformation or error of selection is where the wrong item has been chosen in place of the right one or using the wrong form of

a morpheme or structure. From the data analyzed there appear many errors of misformation or errors of selection as can be in the following table.

<i>Verb stem for verb+ed</i>			
#	Corpus	Erroneous form	Suggested form
16	<i>5 of 20 units of IP phone that we <b>order</b> from you not match the sample that you <b>showed</b> us</i>	<i><b>order</b></i>	<i><b>ordered</b></i>

<i>Verb+es for verb+ed</i>			
#	Corpus	Erroneous form	Suggested form
17	<i>Two weeks ago our leader <b>goes to</b> Japan</i>	<i><b>goes to</b></i>	<i><b>went to</b></i>

The wrong choice of verb form *order* instead of *ordered* is caused by the writer's failure to apply past tense marker (-ed) for the verb *order*. It also indicates error in tense sequence: both verb *order* and *show* must take past form, except the verb *match* that must be in present

form. The sentence *Two weeks ago our leader **goes to** Japan* contains an error of selecting present tense form of *goes to* instead of its past form *went to*. In addition, the time adverbial *two weeks ago* should have actually revealed the form of the corresponding verb *went to*.

<b>Wrong choice of auxiliary BE</b>			
#	Corpus	Erroneous form	Suggested form
18	<i>The 5 of 20 units of IP phone <b>is not</b> the same with the sample</i>	<i><b>Is not</b></i>	<i><b>are not</b></i>
19	<i>The model <b>are different</b></i>	<i><b>are</b></i>	<i><b>is</b></i>
20	<i>5 of 20 units of IP phone <b>is different</b></i>	<i><b>is</b></i>	<i><b>are</b></i>
21	<i>Our manager <b>have seen</b> the products</i>	<i><b>have seen</b></i>	<i><b>has seen</b></i>

22	<i>The condition of the goods <b>is not match with the condition</b></i>	<i><b>is not match</b> (with)</i>	<i><b>does not match</b> (with)</i>
23	<i>The goods <b>is not match</b> specification</i>	<i><b>Is not match</b></i>	<i><b>Do not match</b></i>

Sentences (18;19;20) contain errors of selecting verb BE forms and ignoring subject-verb agreement. The plural subject *The 5 of 20 IP phones* takes wrong form of Be (*is*) and on the other hand the singular subject *The model* takes wrong form of B (*are*). Sentence (21) *Our manager*

*have seen the products* is wrong since the auxiliary HAVE does not agree with the singular subject *Our manager*. The last two sentences (22; 23) also take wrong selection of auxiliary BE instead of auxiliary DO: *is – does ; is – do*).

<b>Wrong verb after Modal auxiliary</b>			
#	Corpus	Erroneous form	Suggested form
24	<i>We should be glad if we <b>can received</b> the IP phone with ini 7 days</i>	<i><b>can received</b></i>	<i><b>can receive</b></i>
25	<i>We <b>can sent</b> that good back to you</i>	<i><b>can sent</b></i>	<i><b>can send</b></i>
26	<i>We would be so great* if you take your kind attention to this matter.</i>	<i>would be so <b>great*</b></i>	<i>would be so <b>grateful</b></i>

<b>Wrong verb after Dummy auxiliary (have, BE)</b>			
#	Corpus	Erroneous form	Suggested form
27	<i>We <b>have give</b> quotation</i>	<i><b>have give</b></i>	<i><b>have given</b></i>
28	<i>We <b>have not choice</b></i>	<i><b>have not choice</b></i>	<i><b>have not choose</b></i>
29	<i>We <b>are interest* to</b> your products</i>	<i><b>are interest* to</b></i>	<i><b>are interested in</b></i>

English verb phrases consist of a main verb which either stands alone as the entire verb phrase, or is

preceded by up to four verbs in an auxiliary function as in

*The ship may have been being sunk.*  
auxiliaries                      main verb

The kind of auxiliary determines the form of main verb. In verb phrase, some auxiliaries, so-called modal auxiliaries, such as *may*, *will*, *can*, *might*, etc is followed by a main verb (verb stem). Errors of misformation of a main verb can be found in the verb phrases of *can received* and *can sent* which employ *verb-eds* rather than verb stems (*receive* and *send*).

From the data collected, similar errors can be found in verb phrases *have give* and *have not choice* where *have* as a dummy/substitute auxiliary must be followed by a verb+ed participle (*have given* and *have not choosen*). The verb phrase *We would be so great\** is grammatically correct since the auxiliary *would be* is followed by an adjective which occurs in a predicative function, but the writer seems to semantically select the wrong word *great* rather than *grateful*.

Another error occurs in the selection of the verb *interest* instead of *interested* after BE in passive construction *We are interest to your products*. The English grammatical rule suggests that the verb followed BE must in in the form of verb+ed participle.

#### 4. Errors of Misordering

The error of ordering is where the elements presented are correct but wrongly sequenced in an utterance. So far, the data or such

error was not found in students' writing.

#### F. Conclusion and Recommendation

Having analyzed the English verb phrase structures from the corpora, the conclusion can be drawn as follows. The errors made by the students in composing verb phrases include: 10 errors of omission, 15 errors of addition, 14 errors of misformation, and zero error of misordering. The types of omission errors cover omission of *auxiliary DO*, *MODAL auxiliary*, and auxiliary BE. The types of addition errors include addition of auxiliary *BE + verb stem* for *verb+ed*, *Be+verb stem* for *verb stem*, *have to auxiliary + V stem* for *V+ed*, and *have+be+verb+ed* for *have+verb+ed*. The type of misformation errors cover *Verb stem* for *verb+ed*, *Verb+es* for *verb+ed*, *wrong choice of auxiliary*, *Wrong verb after auxiliary have*, *Noun for adjective*, *Wrong choice of word*, *noun for verb stem*, *Stem+ing for stem*, *Stem for stem+ed participle*.

Based on the finding of errors made by the students as foreign English learners, teaching of English writing activities should be focused on mastery of verb phrase structures to minimize errors of omission and addition. In addition, errors of misformation/selection can be reduced by emphasizing the teaching on word-formation.

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