SMART
(Journal of English Language Teaching and Applied Linguistics)
Volume 11, No. 1, Month 2025 Page. 96-106
p-ISSN: 2356-2048 e-ISSN: 2356-203x

ERROR ANALYSIS IN USING ENGLISH NOMINAL AND VERBAL SENTENCES

Siswoyo
Faculty of Teacher and Education, University of Muhamamdiyah Pringsewu Lampung
Email Correspondence: siswoyo.hadie71@gmail.com

Abstract

The objective of this research is to investigate: 1) the types of errors in nominal and verbal tenses, 2) the factor affecting of making errors. This research applied qualitative approach in analyzing the finding of the research. The data were taken from the students' answer of the final examination. The result of the research show that the students had omission, mis-formation, and addition. It was also found that they had reasons in making the errors. The factor affecting the errors can be classified into psychological and cognitive factors such as because of stress feeling, forgetful, and level of comprehension.

Keywords*: Error Analysis, English Tenses, Nominal and Verbal Sentences, Composition*.

INTRODUCTION

Learning English for non-native of English language is very challenging(Aziz & Kashinathan, 2021). The language learners do not have specific environment to practice the English language. Environment has a very crucial thing in learning the new language (Nugroho et al., 2020). The language learners have a very little opportunity to apply the English language in their daily lives. They cannot practice the English language orally and in written. Their environments do not support for practicing English language. Their family use their local language and their classmate also do not communicate using the English language. The language learners should have high motivation in practicing the English language in their spare time. They have to practice in written and orally although they have no friends to practice. Nominal and verbal sentences are one of the materials in English language that should be mastered by the students of Mathematics. They were still confused when they use nominal and verbal sentences. They mixed nominal and verbal forms in writing English language.

OPEN ACCESS
Creation is distributed under the Creative Commons License Attribution Share Alike 4.0 International Published in https://ejournal.umpri.ac.id/index.php/smart/index SMART Journal: Journal of English Language Teaching and Applied Linguistics

There were researches on error analysis written by previous researchers. They wrote the error analysis in writing simple present tense mastery (Siswoyo, 2016), simple present tense mastery in descriptive text (Nadya & Muthalib, 2021), affixation (Sunandar, 2022). The researchers also investigated the error analysis in using simple present tense in procedural text writing (Wildan et al., 2022). Besides that, there was researcher who analyzed the error in using the tenses. These previous researches had not analyzed the error in verbal and nominal form tenses mastery. Therefore, it is a need to analyze the errors in making the nominal and verbal sentences.

This current research is to complete the error analysis in analyzing the nominal and verbal sentences. The objectives of the current research are: 1) to analyze the error made by the students, 2) to investigate the factors of having error made by the students. Having error in doing the test for the students cannot be denied. The test makes the tested students feel frustrated. Errors in English language tests are common and can stem from a variety of factors. These mistakes might include grammatical errors, such as misusing verb tenses or subject-verb agreement, spelling mistakes, or incorrect word choices. Test-takers often struggle with understanding nuanced vocabulary or idiomatic expressions, leading to misinterpretations in reading or writing sections. Additionally, errors can arise from a lack of familiarity with the test format, poor time management, or nervousness, which may result in rushed or incomplete answers. Identifying and analyzing these errors is essential for improving language skills and achieving better results in future assessments.

Nominal sentence is the sentence that consists of subject and non-verb as the predicate. This type of sentence is completed by the complement such as adverb, adjective, and noun. The use of adjective as the complement is the student is very smart. The English construction should consist of Subject and predicate. If there is no verb, so the sentence has to be added by auxiliary verbs based on the subject and the tenses of the sentences. Verbal sentence is the sentence that uses verb as the predicate. The use of the verb depends on the classification of the tenses (Siswoyo, 2024).

There are classifications of error in language learning such as addition error, omission error, misformation, and misordering. The first is addition error that is shown by the presence of an item that should not exist in the sentences construction. The second is omission error that is indicated by the absence of an item that should exist in the construction of the sentences. The third is misordering error which is indicated by the

wrong form in ordering the sequence of the language. Besides that, that there is mis-formation error that is characterized by the wrong form of the element in the sentence (Dulay et al., 1982).

Simple present tense is the tense that is used to show an activity happens regularly. The pattern of this tense is at least Subject + Predicate The characteristics of this tense is the presence of suffix "s" or "es" at the end of the verb. The use of these two affixes is based on the subject of the sentences. Simple past tense is the activity that is done by the subject at past time or before the time of speaking. It has typical indicator to show the tense. The pattern of this tense is Subject + Predicate. The predicate of the simple past tense is taken from the second form of the verb such as take-took or auxiliary verb such as was and were (Altenberg & Vago, 2010). Simple future tense is the action that happens in the future. This tense is characterized by the presence of will and shall and then are followed by the predicate. This predicate can be from main verb and auxiliary verb "be" (Declerk et al., 2006).

RESEARCH METHOD

This research used qualitative approach in analyzing the data. The data of this current research are the students' answers in doing the final examination. The data are in the form of the words. The source of data are all of the fifth students of mathematics who took the English subject. From those students there six students who had more error in answering the questions. The students were asked to make the nominal and verbal sentences in simple present tense, simple past tense, and present future tense. The data were taken through the answer sheets of the final examination questions. They were asked to make the nominal and verbal form in simple past tense. The data were analyzed qualitatively by reducing, displaying and verifying the data..

FINDINGS AND DISCUSSION

Types of Errors

Based on the students' answer sheet in answering the final examination at the odd semester, errors which were experienced by the students can be formulated into omission, addition, and mis-formation. Thes types of errors are distributed in the following sections.

Omission, Simple Present Tense, and Nominal Forms

Table 1. Data of omission error in present future tense

No.	Sentences	Omission
1	My mother here every morning.	There is no to be "is" after "my mother".
2	The students in the class every work day.	There is no to be "are" after "the students".
3	I present in the class every lesson.	There is no to be "am" after pronoun "I".
4	The students happy.	There is no to be "are" after "the students"
5	The lamp on every night.	There is no to be "is" after the lamp"
6	The servant diligent.	There is no to be "is" after "the servant".

The data shown in the table 1 above show that all of the sentences are nominal sentences. They do not consist of the verb as the predicate (Siswoyo, 2024). The sentence number 1 consists of possessive adjective "my", noun "mother", adverb of place "here" and adverb of time "every morning". The second sentence comprehends definite article "the", noun plural "students", preposition "in", noun "class", and time signal "every morning". The absence of verb also happens for the rest of the sentences. These sentence constructions are not complete. There are auxiliary verbs to be "am, are, and, is" to make the complete construction. The to be that should be used are "am, are, and is". These auxiliary verbs are used because the constructions are nominal sentences. The correct sentence construction is "my mother is here every morning". The sentence should be added by to be "is" after the subject "my mother".

The data in the table 1 are the kind of omission error. This error is indicated by the absence of the element that should appear in the sentence. The elements that do not appear in this omission are to be "am, are, is". The use of these auxiliary verbs is because of the tenses type. The tense available in the data 1 is from the simple present tense. It can be seen from the time signal available at the end of the sentence. Based on the rule of the English sentence construction, the English sentence has to consist of at least subject and predicate or verb. The sentences that consist of subject and the adjective as the complement without using the auxiliary verbs to be is incorrect structurally. Semantically, the nominal sentence without to be is correct (Teschner & Evans, 2007).

Simple Past Tense

Table 2. Data of Omission Error In Present Future In Nominal Sentence

No.	Sentences	Omission
1	My mother here last night.	There is no to be "was" after my mother
2	The students in the class yesterday.	There is no to be "was" after "the students".
3	I in the class last week.	There is no to be "was" after pronoun "I".
4	The students happy.	There is no to be "were" after "the students".
5	The lamp on last night.	There is no to be "is" after "the lamp".
6	The servant diligent.	There is no to be "is" after "the servant"

Based on the data in the table 2 above, it can be seen that the sentences from number 1 until 6 are not complete construction. These are nominal sentences in simple past tense. These constructions should be added by auxiliary verbs "was" and "were" after the subject. The sentence "My mother here last night" has no auxiliary verb "was" after the subject. This case is similar to the sentence number 2 "The students in the class yesterday". There is no to be "were" after the subject "the students". The same case also happens for sentences number 3 – 6. They only consist of subjects and the complement of the sentences. The student made error in making the sentence. This kind of error is categorized into omission error. This error is characterized by the omission of the item that should be inserted in the sentence. The items that are not present are the to be "was" and "were". These two auxiliary verbs are used due to the type of the tenses. The tenses that are used is simple past tense. These to be is used based on the appropriate subject. The finding of omission error is appropriate with research conducted by Gayo and Widodo (Gayo & Widodo, 2018)

Simple Present Future Tense

Table 3. Data of omission error in present future in nominal sentence

No	Sentences	Omission
1	My mother will here tomorrow.	There is no to be "be" after "will".
2	The students will in the class next week.	There is no to be "be" after my "will".
3	I will in the class tonight.	There is no to be "be" after "will".
4	The students will happy tomorrow.	There is no to be "be" after "will".
5	The lamp will on tonight.	There is no to be "be" after "twill".
6	The servant will diligent next week.	There is no to be "be" after "will"

Based on the data presented in the table 3, it is found that the students made errors in composing the nominal sentences in simple future tense. In the sentence 1, "My mother will here tomorrow", the student did not write the English language construction completely. That sentence does not the verb as the predicate. The sentence should be completed by the auxiliary verb appropriate with the subject and the tenses type. This is simple future example, so the auxiliary verb has to use the auxiliary verb for the simple future. The auxiliary verb that is suitable with the simple future sentence is "be". This error is counted as the omission error. The students did not add the item that have to appear in the sentence. The sentence "My mother will here tomorrow" should be added

by the auxiliary verb "be" after the modal "will". The result of the current research is the same as the research conducted by (Devie et al., 2019).

Verbal Forms, Simple Present Tense, and Mis-formation

Table 4. Data of Mis-Formation Error In Verbal Sentences

No.	Sentences	Mis-formation
1.	I am not go to school every Sunday.	The form of "am"
2.	Firman is not do the assignments every subject.	The form of "is"
3.	The lecturers are not come to the class every week	The form of "are"
4.	My parents are not sleep in the visiting room every night.	The form of "are"
5.	The seller do not agree with the price.	The form of "do"
6.	The customer do not return the damage bag.	The form of "do"

The data presented on the table 4 above are the display of the errors made by the students. These errors are counted as the mis-formation error. They used inappropriate auxiliary verbs in verbal sentences. The sentence construction "The teachers are not go to school every Sunday" is incorrect. The auxiliary verb that should be used is "do" and not "are". This case also happens for the sentences number 2 until 4 that they used to be "am", "are", "is" in those sentences. The auxiliary verbs that are appropriate to the sentence types are "do" and "does". The auxiliary verbs "do" and "does" are used for verbal construction in negative forms. This form is the verbal sentence. The auxiliary verb "do" is used for the subject I, you, we, they, and plural noun. Meanwhile, the auxiliary verb "does" is special for the third person in singular such as he, she, and it. The current research finding is to support the previous research that one of the common error done by the informants from non-academic staff at Universiti Sultan Zainal Abidin (UniSZA), a public university in Malaysia in writing is in the agreement of subject and predicate (Taufik Hidayah Abdullah et al., 2021).

Simple Past Tense, Mis-formation, Positive Sentences/Affirmatives

Table 5. Data of Misformation Error

No.	Sentences	Mis-formation
1	The teachers goed to school last Sunday.	The form of "goed"
2	The students doed the assignments yesterday.	The form of "doed"
3	The lecturers cames to the class last night.	The form of "cames"
4	My parents sleepts in the visiting room last night.	The form of "sleepts"
5	The seller agreeds with the price.	The form of "agreeds
6	The customer returneds the damage bag.	The form of "returned"

The table 5 presented the data of error in formation. The students made the sentences in simple past tense in wrong way. The predicates of sentences are formed without using the

correct form. The sentence "The teachers goed to school last Sunday" show that this sentence consists of verbal sentence. There is a verb in that sentence. This sentence is from the simple past tense. It can be seen from the signal at the end of the sentence. The student made error in making the verb for the past tense. The verb should be "went". This verb is from the irregular verb. Therefore, it cannot be added by final "ed" at the verb "go". The verb "go" is categorized into the irregular verb. The irregular verb is the verb that the past tense form is not added by "ed" at the final of the verb. It changes from the infinitive into "went". The students generalize to form the irregular verb by adding the "ed" at the final of the infinitive. This research finding is supported by the research finding for the Arabic speaking who learnt English language. the storage system. The Arabic-speaking EFL children apply regular inflection of -ed whenever their memory fails to produce an irregular verb form .(Altakhaineh et al., 2022).

Simple Past Tense, Negative Sentence

Table 6. Data of omission error in simple past tense

No.	Sentences	Mis-formation
1	The teachers did not went to school every Sunday.	The form of "went"
2	The students was not did the assignments every subject.	The form of "was"
3	The lecturers did not came to the class every week	The form of "came"
4	My parents are not slept in the visiting room every night.	The form of "are"
5	The seller do not agreed with the price.	The form of "do" and "agreed"
6	The customers did not returned the damage bag.	The form of "returned"

The data in the table 6 above show that the students had error in constructing the negative form of the simple past tense. The students used the past tense form of the verb in the sentences construction. It can be seen in the sentence 1 until 6 such as went, did, returned, came, and agreed. Actually, the verbs mentioned in the table 6 are correct but they are incorrect when they are used together with the auxiliary verb. The verbs should be back to the first form of the verb which is called infinitive. The sentence "The teachers did not went to school every Sunday" has the auxiliary verb "did" which is followed by the verb "went" is incorrect. The verb "went" in this sentence should be changed by the verb "go" as the basic form of the verb "went" (Altenberg & Vago, 2010).

Simple Present Future Tense

Table 7. Data Of Omission Error in Simple Present Future Tense

No.	Sentences	Mis-formation
1	The teacher wills go to school tomorrow.	The form of "wills"
2	The student wills does the assignments.	The form of "does"
3	The lecturers wilsl comes to the class every week.	The form of "comes"
4	My parent wills sleep in the visiting. room every night.	The form of "wills"
5	The seller wills agrees with the price.	The form of "wills" and "agrees"
6	The customers wills not return the damage bag.	The form of "wills"

The data shown in the table 6 presented that the students had error using the construction of simple future tense. They had added the element that should not be put in that element such as teacher wills. The sentence should be "The teacher wills go to school tomorrow". "The word "will" in simple future tense should not be inserted any insertion at the final of the word though the subject is from the third subject in singular. "Will" is one of the special modal auxiliaries. It is not the same as other auxiliaries such as "do" that becomes "does" when the subject is the third subject in singular (Altenberg & Vago, 2010). The current research result also confirms the result of the research that the language learners had error in using the simple future tense (Fitria, 2018).

Reason of Having Errors in Making the English Tenses

Having errors in using English language can be caused by lots of reasons. The reasons are from psychological factors and cognitive factors.

The Psychological Factors of Having Errors in Using English Language

Stress

The students had errors in using English language test are due to the stress feeling. The students felt that English language is the difficult subject, so they surrendered to do the English language test. They had felt that they will not be able to do the test. They do not face the English language test in relaxed condition. It can be seen from the statement from the student who had error in doing the English test as follows.

"I felt stressed if I heard English language. Before entering the examination room, I felt as if I had hard burden. English for me is frightening subject".

Based on this admittance, it can be said that stress can make anyone lose their confidence. Stress condition makes the people lose their concentration. Their mind is not focus to think particular thing. The mind is very complicated because of the burden that they have in their lives. Stress can lose the people concentration. Doing the test needs more concentration to make the result better and best.

Forgetfulness

The students had error in making the English sentence is because the students forgot the English language pattern. This factor is based on the reason given by the following student.

"I made error in doing my English test because I forgot the rule of the English tenses. I did not remember the explanation given by the lecturer. I knew that my answer is not what my lecturer expected after he showed me the result of my test especially in doing the tenses."

Forgetfulness is a factor that can be experienced by the human beings. They cannot open they knowledge in mind when the knowledge is needed to be recalled. Forgetfulness is the characteristics of human being. Human being is the place of error and forgetfulness. Human being cannot deny these two natural characteristics (Künstlicher, 2015).

Cognitive factors

Cognitive factor can also be the cause of having error in doing the English language test. Cognitive relates to the competence that the students have. The students who have lack of knowledge will This factor is stated by the student in the following quotation.

"I made error in doing the English tenses because I have not understood yet about the explanation. I had tried to study more and more but I still had not been familiar with the explanation of the lecturer".

This statement shows that the student had error in making the English sentences is because of the knowledge that they had. This quotation implies that the student had not had enough knowledge in understanding the pattern of English tenses. The student only did as they can.

This fact is also stated by the following statement:

"I do really not understand the construction of the English language. I do not really like English language. It is hard for me to understand the English".

Based on these statements, it can be said that error in language learning is due to the lack of knowledge. The language learners cannot open their linguistics knowledge when it is needed. Cognitive relates to the competence that the students have. The students who have lack of knowledge will feel hard to do what they have to do. They are difficult to answer the questions (Künstlicher, 2015).

CONCLUSION

Language learners who are from non-native of English and non-English department experienced errors in composing the English language. Nominal and verbal English sentences had different pattern. The English language learners have to be very carefully in using the English language. The language learners had errors in using nominal and verbal sentences. These errors are due to the psychological and knowledge factors.

REFERENCES

Altakhaineh, A. R. M., Alhloul, R., & Zibin, A. (2022). Foreign Language Processing of English Regular and Irregular Past Tense Verbs by Arabic-Speaking EFL Children. *Psycholinguistics* , *32*(2), 6–28. https://doi.org/10.31470/2309-1797-2022-32-2-6-28

Altenberg, E. P., & Vago, R. M. (2010). *English Grammar: Understanding the Basics*. Cambridge University Press.

Aziz, A. A., & Kashinathan, S. (2021). ESL Learners' Challenges in Speaking English in Malaysian Classroom. *International Journal of Academic Research in Progressive Education & Development*, *10*(2), 983–991. https://doi.org/10.6007/IJARPED/v10-i2/10355

Declerk, R., Reed, S., & Capelle, B. (2006). *The Grammar of the English Verb Phrase Volume 1: The Grammar of the English Tense System* (B. Kortmann & C. E. Traugott, Eds.). Walter de Gruyter GmbH & Co. KG.

Devie, A., Anjarani, R., & Indahwati, R. (2019). An Analysis Of Students' Errors In Using Simple Past Tense In Translating Narrative Text. *Prosodi*, *11*(2), 68–74. https://doi.org/10.21107/prosodi.v13i2.6203

Dulay, H., Burt, M., & Krashen, S. (1982). *Language Two*. Oxford University Press.

Fitria, T. N. (2018). Error Analysis Found in Students' Writing Composition of Simple Future Tense. *ELS Journal on Interdisciplinary Studies on Humanities*, *1*(3). http://journal.unhas.ac.id/index.php/jish

Gayo, H., & Widodo, P. (2018). An Analysis of Morphological and Syntactical Errors on the English Writing of Junior High School Indonesian students. *International Journal of Learning, Teaching and Educational Research*, *17*(4), 58–70. https://doi.org/10.26803/ijlter.17.4.4

Künstlicher, R. (2015). Memory and Forgetfulness in the Psychoanalytic Situation. *The Scandinavian Psychoanalytic Review*, *38*(1), 18–22. https://doi.org/10.1080/01062301.2015.1058678

Nadya, M., & Muthalib, K. A. (2021). Error Analysis of the Students' English Written Descriptive Text. *English Education Journal*, *12*(2), 196–217. https://doi.org/10.24815/eej.v12i2.19552

Nugroho, A., Zamzami, M. R. A., & Ukhrowiyah, N. F. (2020). Language input, learning environment, and motivation of a successful EFL learner. *Journal on English as a Foreign Language*, *10*(1), 46–69. https://doi.org/10.23971/jefl.v10i1.1511

Siswoyo. (2016). Students' Error In Using Simple Present Tense Mastery. *English Education: Jurnal Tadris Bahasa Inggris*, *9*(2), 461–479.

Siswoyo. (2024). *English Grammar: A Reference Book for Elementary Students of English* (First). gaceindo.

Sunandar, A. (2022). *JETAL: Journal Of English Teaching & Applied Linguistics Analysizing Errors Of Inflectional Affixes On Students' Writings*. *4*.

Taufik Hidayah Abdullah, A., Nazri Latiff Azmi, M., Hassan, I., Suhaimi Engku Atek, E., & Jusoh, Z. (2021). Investigation into Common Errors in English Writing among Non-Academic Staff at a Malaysian Public University. *Arab World English Journal*, *12*(4), 446–461. https://doi.org/10.24093/awej/vol12no4.29

Teschner, R., & Evans, E. E. (2007). *Analyzing the Grammar of English*.

Wildan, H. S., Fariziah, M., & Humairah, N. (2022). Grammatical Errors In Writing Procedure Text Made By The Ninth-Grade Students Of Mts Unggulan Nuris Jember. *Oxford: Journal of English Language Studies*, *01*(02), 64–76. http://oxford.iain-jember.ac.id