

THE USE OF PAST TENSE VERBS AND ADVERBS IN STUDENTS' RECOUNT TEXTS

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Abstract: This study was conducted to find out the grammatical error of using Past Tense verbs and adverbs in students' recount text at private Vocational High Schools in West Jakarta. The method used in this study was *descriptive analysis* using qualitative data. The procedures were carried out by choosing the text from students' writing recount text, analyzing data, interpreting data, and concluding the result of the study. The result shows that 1.) There are common errors produced of using Past Tense Verb in students' recount text. The total error is 632 which the highest frequency of error happens in misformation, which consists of 375 errors or 59.33%, 2.) While the highest frequency of error in adverbs happens in omission, consisting of 21 errors or 24.07%. The findings that the students' grammatical error of using Past Tense Verbs and Adverbs in writing recount text occurred for some reasons. They are affected by the different rules between first language and target language. Moreover, it is because of insufficient students' knowledge about English grammar.

Keywords: grammatical error; past tense verb; adverb; writing; recount text

Introduction

In learning English, four skills need to be mastered by students. Those are listening, speaking, reading, and writing. Among those skills, writing is most difficult to learn because it needs hard thinking in producing words, sentences, and paragraphs at the same time. Writing is also the most difficult skill to be mastered by foreign language learners because it generates and organizes ideas of our mind and exchanges their ideas from their mother tongue into readable text in English (Renandya, 2002). There are four basic categories in English writing text. Those are descriptive, narrative, expository, and argumentative texts. In this research, the researcher will focus on recount text.

The recount is a text that retells events or experiences in the past. Its purpose is either to inform or to entertain the readers. It tells us a part of experiences. A recount text includes an orientation, a chronological sequence of events, personal reflections on the events, and a reorientation that "rounds out" the sequence of events. The text contains terms and phrases that are used to begin, link one sentence to the next, and conclude our composition. Most students like to write what they have experienced, especially giving a deep meaning for them. A recount is used by a writer to inform us about a story or event. Typically, recounts are issued in the order in which events occurred. Recount text is classified into three types which are personal recount, factual recount, and procedural recount.

A personal recount is one of the recount texts which retell an experience in which the writer was personally involved. The purposes of a personal recount are to inform and entertain the reader. A factual recount is a record of certain events, such as news, story, eyewitness, new report, and historical events. It is about the events that happen.

Procedural recount records such as science experiments or a cooking experience. It presents the events chronologically (in order in which they happened). The purpose of procedural recounts is to inform readers. An example of this type is such as writing how we build something. Because recount text retells events or experiences in the past, the verbs most used in the text are "simple past tense verbs." A simple past tense verb is used for a past action that happened in the past. The verbs are added –ed to the base form,

or -d if the verbs end with -e. Irregular verbs can change in many ways. The verb form is the same for all persons. Simple past also states facts. What the core meaning of the past tense adds is a sense of remoteness (Knowles 1979). The event can be remote in time and even if the event is a recent one. The "remoteness" comes in the feeling that the event is over and done. As we saw earlier, the feeling of remoteness can apply even to notions other than time.

Simple past tense is one of the tenses used in writing, especially in narrative and recount texts. Here are the theories from expert that relates to Simple past tense. Azar (2002: 27) stated, "The simple past tense indicates that an activity or situation began and ended at a particular time in the past." In her opinion above, Betty explained that the Simple past tense refers to an activity or situation that finished with a period. It means that the activity is no longer happening. Simple past tense also tells us the activity that used to be done in the past. The past tense indicates definite time terminating in the past, whether a time word is given or not. Adverbs of time are also essential to indicate that the sentence is simple past tense. The simple past tense is used to talk about activities or situations that began and ended at a particular time in the past; if a sentence contains when and has the simple past in both clauses, the action in the when clause happens first.

Murphy (1985: 22) stated, "Simple past tense is to talk about actions or situations in the past." The Simple Past is used to refer to past events that occurred at a particular time, which can be defined using a time phrase (yesterday, last year) or inferred from meaning. Regular Verbs end in -ed or -d if the verbs end in -e. Irregular verbs can take on a variety of forms. The verb form is identical for all individuals. According to Uchiyama, the simple past tense usually indicates that this action occurred in the past. Simple past can be used to describe the majority of past behavior; it can be used to describe events that occurred immediately, events that occurred over time, or actions that were patterns in the past. The simple past indicates that an activity or situation began and ended at a particular time in the past.

Knowles (as cited in Marianne, 2015: 113) stated, "What the core meaning of the past tense adds in a sense of remoteness." Simple past tenses that explain the accident that happened in the past time. Furthermore, simple past used regular and irregular verb, or they can use the verb be (*was, were*). According to Anwar (2014:14), a simple past tense began and finished in the past. It means that the simple past explains the accident that start and end in the past and the accident was not discussed again today.

Hoon (2009: 64) stated, "Simple past tense is used to refer to an action or event that took place at a specific time in the past. The time reference may or not be given." It means that the Simple past is one of the tenses that explain the accident that happened in the past. Besides, simple past was supported with verb form; they are regular verb and irregular verb. Based on the theories and opinion above, it can be concluded that the simple past tense indicates an activity or situation began and ended at a particular time in the past. Based on the theories and opinion above, it can be concluded that the simple past tense indicates an activity or situation began and ended at a particular time in the past.

Frank (2004: 2) stated, "A verb is the grammatical center of the sentence that appears after the subject and before any type of complement in the predicate." That is, a verb communicates an event, physical or mental. An action verb conveys information about what the sentence's subject is doing or has done. By examining action verb examples, you can gain a better understanding of how action verbs work in sentences and what purpose they serve. A sentence can contain a primary verb, a supporting verb, or both. In other words, a verb is a term that conveys information about an event, something's life, or an occurrence. In a sentence, the verb is the primary term.

Meanwhile, Locke (2002: 71) stated, "Verb complementation refers to the number and type of objects and complements that follow particular verbs or classes of verbs and the syntactic structures that verbs enter into." The statement means that a complete sentence must have a verb. Without a verb, the sentence is not considered a sentence. A verb is a word or a group of words (phrase) that is/are used to describe an action, state, or occurrence. As has been explained before, a Verb forms the central part of the predicate of a sentence. Every complete sentence must have a verb.

Tourneau (2001: 34) stated, "Verbs, traditionally defined, are words that denote actions, events, or states." Each sentence must have a subject, a verb, and a complete concept in order to be complete. The simplest sentence establishes meaning solely through the use of a subject and a noun or verb word. We cannot call a sentence a sentence if there is no verb in it. In formal or academic English, we need to use one primary verb phrase in every clause in English. This will come directly after the subject in most clauses because English is called a 'subject-dominant' language. We can also use verbs before and after this main

verb, i.e., in the subject position or after the main verb, but these verbs have to be tense-less. It means we can use a participle form or an infinitive form but not something that could act as the main verb phrase.

Huddleston (2005: 29) stated, "Verbs are variable lexemes. That is, they have a number of different inflectional forms that are required or permitted in various grammatical contexts." The statement above refers to an action verb. Action verbs, also known as dynamic verbs, convey information about an action, whether physical or emotional. An action verb conveys information about what the sentence's subject is doing or has done. The English language contains an infinite number of action verbs. An action verb can be used to describe an action that a human, animal, or even an object can perform. To determine if a word is an action verb, look at the sentence and ask yourself if the word shows something someone can do or something someone can be or feel. Based on the theories and opinions above, it can be concluded that a verb is a word that refers to an action that someone or people do.

Frank (2004: 164) stated, "Although an adverb or an adverbial word-group can occupy the initial position, mid position with the verb, or final position, all three positions are not always possible for each type of adverb." A useful way to think of adverbs is to see them as the terms that provide meaning. Specifically, adverbs describe how, where, when, in what manner, and to what extent something is done or happens. Usually, we can spot an adverb because it often ends in *-ly*, but there are lots of adverbs that do not end in this way.

Locke (2002: 549) stated, "An adverb is an extremely heterogeneous word class. Practically any word that is not easily classed as a noun, an adjective, a verb, a determiner, a preposition, or conjunction, tends to be classified as an adverb." Adverbs explain to us in what way someone does something. Adverbs can modify verbs, adjectives, other adverbs, or even a whole sentence. Adverbs perform a variety of functions, one of which is to modify verbs. This implies that they explain the manner in which an event occurs. Additionally, adverbs may modify adjectives and other adverbs. Sometimes, the adverb's object is to increase the strength of the adjective. We can use an adverb to describe another adverb.

Tourneau (2001: 49) stated, "Adverbs are traditionally defined as words that modify verbs, adjectives, and other adverbs." It means that an adverb is a part of speech used to describe a verb, adjective, clause, or another adverb. It simply tells the readers how, where, when, or the degree to which something was done. Adverbs describe how something was done, or something happened. Adverbs of manner answer the question "How?". Adverbs of place answer the question "Where?". Aside from answering when an event occurred, adverbs of time also answer questions like, "How long?" and "How often?". This kind of adverb indicates the degree to which something will be done. It tells something about the intensity. Sometimes, students know what adverbs are but do not know how to use them properly.

Huddleston (2005: 295) stated, "Adverb is the category of lexemes whose prototypical members are derived from adjectives by adding *-ly* generally function as modifiers of verbs and other categories other than nouns." Adverbs are words used to change, describe, or add more information about a verb in a sentence. An adverb can also modify an adjective or even other adverbs to make the meaning of the sentence clearer. There is a common characteristic that makes it easy to identify an adverb in a sentence. Usually, they look like adjectives that end in *-ly*. Based on the theories and opinions above, it can be concluded that an adverb is a word that modifies an adjective, a verb, a clause, or another adverb.

Students at Senior High School need to learn; one of them is Recount Text. Recount text is categorized as the story genre, which functions to retell events to inform or entertain. The recount text is considered the text that is so approaching the students' life, so students do not have to think hard to find the ideas in creating the story because they went through with the events to write the story well.

To understand what the recount text is, there are some definitions about recount text from some language experts. Anderson (2000: 24) said, "A recount text is a piece of text that retells past events, usually in the order in which they occurred." It means that a recount text talks about something that happened in the past. The details in a recount text can include what happened and why it occurred. A writer will often employ a recount to inform us of a story or incident. Typically, recounts are issued in the order in which events occurred. Formally, the recount is texting a sequential text that does little more than sequence a series of events. There is no complication among the participants, and that makes it simple and different from the narrative.

Watkins (2005: 223) stated, "A recount text is the simplest text type in the genre of narrating." Recount text is the simplest text type in the genre of narrating because there is no complication among participants. It just focuses on the events themselves. The events will be told chronologically based on the

time and place. Some recount text will be purely informative, while others will aim to both inform and entertain. Students demanded to know how to write sentences and paragraphs in recount text correctly with good vocabulary.

Derewiyanka (2000: 345) stated, "A recount text is a piece of text that retells past events." It means that a recount talks about something that happened in the past. Students can write their own experiences in the past. The topic chosen can be based on the students' activity because a recount text tells a specific event that emphasizes the sequences. Recount text is classified into three types. Those are personal recount, factual recount, and procedural recount. The personal recount is one of recounts texts which retell an experience in which the writer was personally involved. The purposes of a personal recount are to inform and entertain the readers. A factual recount is a record of a certain event, such as news stories, eyewitnesses, news reports, and historical events. It is about the events that happen. Procedural recount records such as science experiments or a cooking experience. It presents the events chronologically (in order in which they happened). The purpose of procedural recounts is to inform listeners or readers. This type of recount text can give clear information to the readers.

Pardiono (2007: 63) stated, "A recount text is a sequential text that does little more than sequence a series of events. There is no complication among the participants, and that makes it simple and different from the narrative." As explained in the previous paragraph, the difference between recount text and narrative is that there is no complication among the participant in the recount text. It just focuses on the events themselves. The events will be told chronologically based on the time and place. Some recount text will be purely informative, while others will aim to both inform and entertain. Hence, it has three generic (schematic) structures that we must understand. Those are orientation, event, and reorientation. (1) Orientation: recount text begins by telling the reader who was involved, what happened, where this event took place, and when it happened. (2) Event is the foremost essential activity or events in that story of the text. The function is to give more explanation of the orientation. (3) Reorientation is the conclusion of the story. Some recounts have a concluding paragraph; however, this is not always necessary. It means to reinforce the main idea that has been mentioned at the beginning of the story. Based on the theories and opinions above, it can be concluded that a recount text is a piece of text that retells past events, usually in the order in which they occurred.

According to Brown (2000: 20) stated, "Error analysis is the technique to analyze a learner's error; that can be observed, analyzed, and classified which reveal something that comes from a system operating within the learners." Error analyses are very important for a researcher and teacher in order to reveal how far the students understand language learning and what difficulties the learners get from what they have learned in the learning process. By analyzing the errors, the teacher knows how to conduct the future teaching method to reduce the mistake. The teacher has to keep repeating the part that the students always the errors. By repeating constantly, the errors can be reduced, and the students can master the learning material.

Mourssi (2013: 03) stated, "error analysis plays a part as a positive element in language learning because the teachers can reflect the learner's systematic attempts to master the new language." For example, the learners will show their understanding and difficulties for the teachers to work on by committing errors. From error analysis, it can be seen whether the learners are affected by their mother tongue interference or have not understood the rule of the target language. Error analysis is needed to (a) figure out someone's capability to know a language, figure out someone's way in learning language, and get information about common difficulties in language learning because they will be a beneficial aid in teaching preparation of teaching materials.

Corder (as cited in Brown, 2000: 17) stated, "Our object in error analysis is to explain error linguistically and psychologically to help the learner learn." Error analysis assumed a new role in applied linguistics. It was applied to new issues and questions within second language acquisition research. Error is something difficult to avoid for the beginner in the learning language process. It is a natural part of language learning. For ESL learners, learning the second language is more complicated than the first language because the ESL learners will directly connect with such vocabulary, a new grammatical pattern, and foreign pronunciation, which differs from the first language. Error always occurs, although the best effort has been made. Therefore, when the learners try to speak or write the target language, it is inevitable for them to produce many errors.

Erdogan (2005:263) stated, "Error analysis deals with the learners' performance in terms of the cognitive processes they make use of recognizing or coding the input they receive from the target language." Error analysis is an activity to reveal the learning outcomes achieved by learners in developing interlanguage systems in writing and speaking, which consist of comparing the errors made in the target language and that target language itself. Errors found in writing and speaking. Error analysis is the examination and assessment of measurement uncertainty. This means that error plays a beneficial role in language learning because it indicates that a language learner is not successfully grasping the target language's laws. As a result, error analysis places a premium on the proof that learners' errors offer insight into the fundamental mechanism of second language learning.

Method

The researcher chooses the qualitative method in this research and the descriptive qualitative research as the technique. The researcher uses the descriptive qualitative method and does some procedures to have the result of the research. First, the researcher prepared the proposal and gave the written test to the tenth-grade students; then, the researcher collected the paper test from the students as the data. Second, the researcher identified the errors of the past tense verb and adverb which the students make. Third, the researcher described and classified the errors of the past tense verb based on types of errors from Heidi Dulay, which are Addition, Omission, Misformation, and Misordering. Next, she counts those errors to determine which types of errors the students make the most. Last, she interpreted the data and concluded the result of the research. The researcher applies descriptive qualitative to finish this thesis because it is the most suitable approach to describe the research results. Descriptive research collects quantitative information that can be used for statistical inference on the target audience through data analysis.

Qualitative research, broadly defined, means "any research that produces findings not arrived at employing statistical procedures or other means of quantification." Qualitative researchers seek causal determination, prediction, and generalization of findings. Qualitative researchers seek illumination, understanding, and extrapolation instead of similar situations. Qualitative analysis results in a different type of knowledge than does quantitative inquiry. Some qualitative studies start without any hypotheses or objectives being specified. The researcher will know what he is doing, but he does not devise detailed procedures before they begin.

Qualitative research uses inductive inquiry, which for data collection means that it commences without any preconceived theories or hypotheses. However, all researchers are influenced by their backgrounds, and some information is likely to be available about the research problems. This is related to the concept of foreshadowed problems. Although technically, these are not a statement of hypotheses, foreshadowed problems come in at this point. Questions about the research problem may be introduced. There may be numerous questions, hypotheses, and foreshadowed problems, which may be reviewed, deleted, or extended as the data collection and process analysis.

The population of this research is all the third-grade students of SMK Primawisata in West Jakarta and SMK Ma'arif also in West Jakarta. As Arikunto (2010:173) defined, "Population is the entire research subject; therefore, the researcher takes students from both schools to fulfill the requirements." Though the considerable amount of the population, it is impossible for the researcher to analyze all of the third-grade students' writing tasks, so the participant should be simplified by choosing 69 students from 689 students. According to Arikunto (2010:174), "Sample is a part of the population to be researched." The Sample taken from some students from public schools in West Jakarta, those schools are SMK Primawisata and SMK Ma'arif.

The researcher has consulted to English teacher of SMK Primawisata and SMK Ma'arif before deciding to have data of examples of grammatical error in using simple verbs and adverbs in writing the recount text made by students. Based on the research topic, which is about past tense verb and adverb, the teacher is recommended to take data from the grade who has been given the material about, that is at tenth grade.

To make analyzing data more straightforward, the researcher decided to take 69 students as the research sample. The method used in taking the Sample is a simple random sampling as Arikunto (2006:134) stated that if the research subject is large and the time or energy of the research is limited, the

percentage can be taken from 10 to 15% or 20 to 25%. Since the subject research consists of 689 students, the researcher takes 10% as the Sample.

Results and Discussion

After analyzing the data, the total error is 686 errors consist of 632 errors of Past Tense Verb and 54 errors of Adverb. The table below shows the percentage and number of common error types of Grammatical Error of Past Tense Verb and Adverb in writing recount text.

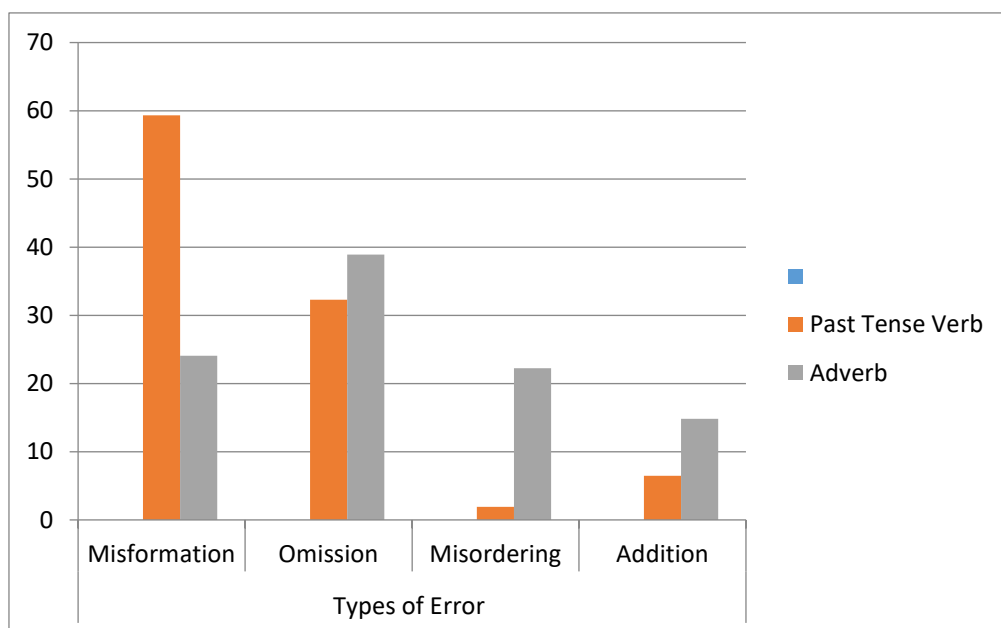
In tabulating the percentage, the writer uses the formula as follow:

$$\frac{\text{The number of Categories}}{\text{The number of all errors}} \times 100\%$$

Table 1. The total and percentage of types of errors in using Past Tense Verb and Adverb

| Categories | Types of Error | | | | | | | | Total Error |
|-----------------|----------------|-------|----------|-------|-------------|-------|----------|-------|-------------|
| | Misformation | | Omission | | Misordering | | Addition | | |
| | Total | % | Total | % | Total | % | Total | % | |
| Past Tense Verb | 375 | 59.33 | 204 | 32.28 | 12 | 1.91 | 41 | 6.49 | 632 |
| Adverb | 13 | 24.07 | 21 | 38.89 | 12 | 22.22 | 8 | 14.81 | 54 |

In Table 1, it can be seen that grammatical error of using Past Tense Verb in recount text presented the highest is on the error of misformation, and the lowest is on misordering. The grammatical error of using an adverb in recount text presented the highest score on the error of omission, and the lowest is on addition.



Graph 1. The Grammatical error of using Past Tense Verb and Adverb in Writing Recount Text

The research data are collected from recount text written by twelfth-grade students of SMK Primawisata and SMA Ma'arif. As stated in the previous chapter, the researcher tends to study Past Tense Verb and Adverb in writing recount text. For further analyzing data, the researcher looks for and finds the error of Past Tense Verb Adverb in students' writing. Therefore, the Past Tense Verb and Adverb errors that occur in the students' recount sentences are classified into four types and they are (1) Misformation Error, (2) Omission Error, (3) Misordering Error, (4) Addition Error.

After analyzing the data, the researcher found that some students made the text under the target in writing the text as attached to the previous chapter, for a grammatical error in writing recount text divided into two analyses. They are the error of Past Tense Verb and error of adverb. For further detail as a result below:

1. *The Grammatical Error of Using Past Tense Verb in Writing Recount text.*

There are some common errors produced of using Past Tense Verb in students' recount text. The total error is 632 errors of Past Tense Verb, which consists of: (1) 12 errors or 1.91% for misordering, misordering the past tense verb. (2) 41 errors or 6.49% for addition, it found addition linking verb and addition of verb. (3) 204 error or 32.28% for omissions is about the omission of the suffix –ed. (4) And the highest 375 errors or 59.33% for misformation. It is included misformation of the main verb and misformation of the linking verb. Students usually make mistakes for misformation and omission in past tense verbs while writing narrative text mostly the errors of forgetting to change into the past verb (verb 2), including linking verb. Based on the result, the students were still confused in organizing verbs in the sentence with different tenses in writing recount text. Moreover, it is also maintained by their lack of comprehension of grammar in English, especially about Tenses. The other reasons are the lack of vocabulary mastery and their insufficient knowledge of English.

2. *The Grammatical Error of using Adverb in writing recount texts*

The researcher found that the total error of using adverbs in the students' recount text is 54 errors, consisting of (1) 12 errors or 22.22% for misordering. It is about misordering using adverbs of time, (2) 13 errors or 24.07% for misformation. It is about misformation of adverb of time, (3) 8 errors or 14.81% for addition it is found that only a few students do not know how to use an adverb, and (4) 21 errors or 38.89% for the omission, including adverb of manner and adverb of time. From the number of errors made by the students, the highest adverb error is omission. Mostly the errors were made by the students on adverb of time an adverb of manner. Students' difficulties were caused by their comprehension and understanding to know and to put the appropriate adverb. As a result, some of the students got difficulties organizing sentences. That situation could make the process of learning more difficult. Teachers are also hoped to facilitate students in order to improve their knowledge.

After analyzing the data on the grammatical error of using past tense verb in writing recount text, the researcher found 632 errors of Past Tense Verb which consist of; (1) 12 errors or 1.91% for misordering, it is misordering of using past tense verb, (2) 41 errors or 6.49% for addition, it is found the addition of linking verb and main verb. (3) 204 errors or 32.28% for the omission; it is about the omission of the suffix –ed. (4) And the highest is 375 errors or 59.33% of misformation. It is included misformation of linking verb and misformation of the main verb. The researcher found that the total error of using adverbs in the students' recount text is 54 errors, consisting of (1) 12 errors or 22.22% for misordering. It is about misordering using adverbs of time, (2) 13 errors or 24.07% for misformation. It is about misformation of adverb of time, (3) 8 errors or 14.81% for addition it is found that only a few students do not know how to use an adverb, and (4) 21 errors or 38.89% for the omission, including adverb of manner and adverb of time.

Conclusions

Most of the students made misformation error of using Past Tense Verb because they forgot to change the verb into the past form and the use of linking verbs. They also had difficulties in arranging the words or sentences in the correct order. Most of the students made omission and misformation errors of using adverbs. It is because of their lack of comprehension and understanding of how to use the appropriate conjunction. Generally, the researcher found out that in students' recount text, 92.13% or 632 errors occurred in Past Tense Verb, and 7.87% or 54 errors occurred in Adverb. The students still made errors in writing recount text; the researcher concludes that the students did not understand or could not use Past

Tense verbs and Adverbs correctly in their sentences. In other words, the students need to practice because practice makes perfect.

The students should study more about writing recount text well since they often use it in constructing sentences. It will be better to learn about recount text from a specific book and other resources to develop their understanding. Besides, the errors do not only come from the students, but also by teaching material or method. The teacher should practice writing recount text, especially in constructing past tense verbs and adverbs. An explanation about past tense verbs and adverbs is needed in order to understand English well. The use of the past tense verb, its change, and the appropriate adverb are essential in writing recount text and adding more facilities to support the teaching and learning process. A good facility could improve the student's motivation and applied their knowledge in real life.

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