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**ERROR ANALYSIS IN USING “GOING TO” AND “WILL” IN SENTENCES;  
AT MA NW MISPALAH CENTRAL LOMBOK  
IN ACADEMIC YEAR 2013/2014**

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**ABSTRACT**

The research entitled “Error analysis in using “going to” and” will” in sentences; at Ma NW Mispalah Central Lombok in academic year 2013/2014” is aimed to find out the errors that students make in using going to and will in sentences. The sample of this research is all of the students at MA NW Mispalah Central Lombok that consists of one class with the total 51 students. Collecting the data of the study, the researcher uses grammar test as the main instrument which was distributed to the whole samples. The four steps; identification, classification, description and explanation were used to analyzed the data in this study. The conclusion of the study concluded that the errors that students made are categorized into omissions errors, addition errors and miss-formation errors. Students omitted the “going to” and “will”, copulas and auxiliaries which must appear in the well-formed English sentences, they added going to and will and copulas which must not appear in the well-formed English sentences, they miss-formation the going to and will, copulas and auxiliaries by using the wrong forms of morphemes or structures, they also made the incorrect placement of verbs, adverbs and objects or complements of the sentences. The total percentage of miss-formation error categories, the writer found that the most likely committed by the students is miss-formation of going to and will. From 7, 2 % of miss-formation categories, about 2, 9 % are miss-formation of “going to” and “will”.

**Key Words:** *Be going to, Will*

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## **INTRODUCTION**

Language is a tool by means of communication, that is way we said that English has an important function in our daily life that to make a relation with the other people. As we know that there are many languages in this world, such as Arabic, Spain, Dutch, Mandarin, Malay and many more. But, English language is one of International language in the world.

It is a fact that the role of English used for communication in everywhere such as in economy technology and information, tourism education and so on. Talking about the important of English as a media for communication in Indonesia, English is a one of compulsory subject taught start from junior high school to the university level. Although English taught start from Junior High School, but there are many student still face difficulties in studying English especially in grammar because English has four core skills, they are speaking, reading, writing and listening. Not only four skills, but also English has difficult elements to learn such as grammar and vocabulary. Those fact also faced by some students at MA Mispalah NW Central Lombok.

The are many students still confused in using “going to and “will” in sentences, because they think that going to and will have same functions in sentences based on this phenomenon, the writer instructed to make a research for terms Going to and will at MA NW Mispalah Central Lombok in Academic year 2013/2014

### **Statement of the Problem**

Based on the background of problem above, the writer formulates it as follows “What are the errors of the students in using going to and will in sentences at MA NW Mispah Central

Lombok in academic year 2013/2014?”

### **Purpose of the Study**

The purpose of this research is to find out the errors made by the students in using “going to and “will” in sentences.

### **Significant of the Study**

This research has some significance, it is stated as follows: For English teachers: The result of this research is additional information for English teacher to anticipate especially in teaching “going to and “will” in sentences. For further researchers: The result of this research could be used as one of the comparison or reference for further research.

## **REVIEW OF RELATED LITERATURE**

Halliday (1995) stated that there are three major function of language. These are as following: (1) the ideational function: language functioning as a means of conveying and interpreting an experience of the world. (2) the interpersonal function: language functions as a means of experiences of one’s attitude and uninfluenced upon the attitude and behavior of the hearer. (3) the textual function language: functioning as means of constructing attack, as spoken or written intention of language.

### **The differences between mistake and error**

The problems here are referred to what called ‘Error’. The errors that students made can be described by doing error analysis. In order to be able to analyze the errors made by students, the writer should distinguish the terms “error and mistakes”. It is aimed to avoid misunderstanding and misinterpretation toward this research.

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## **Error Analysis**

Brown (1980: 166) 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.

### **Source of Error**

**Inter-language Errors:** According to Clifford in Brown, (1980: 152-154) there are three categories as the causes of inter-language errors: (a) Level 0 – Transfer, there is no contrast or difference between the two languages. (b) Level 1 – coalescence. Two items in the native language are united into one item in the target language. (c) Level 2 – under differentiation, two items in the target language are considered the same.

### **Types of Error**

In concern the errors in language use and language learning (Dulay 1982:154) categorized errors in four types namely: omission, addition, misinformation and miss-ordering error. These four errors elaborated as follows: 1) Omission is characterized by the absence of an item that must appear in a well-form utterance. 2) Additional errors are the opposite of omission there characterized by the presence of an item, which must not appear in well form utterance. 3) Miss-information is an errors characterized by the use of wrong form of morphemes or wrong position of word order. 4) Miss-ordering Errors this kind of errors occurred when the language learner errors on the correct placement of morpheme or group morpheme in sentence the procedure.

### **The Use of “be going to” and “will” in Sentences**

“be going to” form used for intention. Actions expressed by the “be going to” form are therefore usually considered very likely to be performed, though there is not the same idea of definite

future arrangement that we get from the present continuous. The following points may be noted: (a) as already shown, be going to can be used for the near future with a time expression as an alternative to the present continuous, i.e. we can say: I'm/I am meeting Tom at the station at six. I'm/I am going to meet Tom at the station at six. But note that I'm meeting Tom implies an arrangement with Tom. I'm going to meet Tom does not: Tom may get a surprise! (b) be going to can be used with time clauses when we wish to emphasize the subject's intention: He is going to be a dentist when he grows up. What are you going to do when you get your degree?

Comparison of the use of be going to and will + infinitive to express intention. Very often we can use either “be going to” form or “will + infinitive”, but there are differences between them, as a result of which there are occasions when only one of them is possible. The chief difference is:

The “be going to” form always implies a premeditated intention, and often an intention + plan. will + infinitive implies intention alone, and this intention is usually, though not necessarily, unpremeditated. If, therefore, preparations for the action have been made, we must use be going to: I have bought some bricks and I'm going to build a garage.<sup>3</sup> Other differences: As already noted, will + infinitive in the affirmative is used almost entirely for the first person. Second and third person intentions are therefore normally expressed by be going to: He is going to resign.

Are you going to leave without paying? But in the negative won't can be used for all persons. So we can say: He isn't going to resign or He won't resign.

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## RESEARCH METHOD

This research was conducted to find out the errors of the students in using going to and will in sentences. So, this research was investigated by using the descriptive qualitative research (Yusro.2009: 27).

### Sampling Technique

According to West (1977) said that the sample is any of individual that have one or more characteristic is common that are interesting for the researcher. The sample of this research is all of the students at MA NW Mispalah central Lombok in academic year 2013/2014 consist of one class with the total 51 students.

### Research Instrument

In this study, the writer uses a grammar test to collect the data. The type of test which is used is fills in the blank or completion the sentences. In this case, the students will be asked to complete the sentences. There are 25 sentences which must be completed that refer to using going to and will. See appendices.

### The Procedure of Data Collection

In this research the writer applies descriptive method. The data are collected from the result of students' test. In this case, the data needed in

## RESEARCH FINDING AND DISCUSSION

The writer identified the constituents of errors in the students' sentences especially in using 'be'. It is better to see the following results of students' performances in using going to and will. Here are the illustrations:

- \*My brother am going to come stay with me next weekend.
- \*Romeo am going to spend a few days in London next week.
- \*I going to get it.
- \*I will be get it.
- \*Anik am going to give him a football.

this research consist of students' errors in using going to and will are collected by using test.

### Data Analysis

In analyzing the data, the researcher runs at least four steps. They are identification, classification, description and explanation (Corder: 1974;171). 1 Identification, the first step is identification. According to Corder (1979), identification is deciding what constituents an 'error' and to establish a procedure for recognizing one. (2) Classification is assigning a grammatical description to each error; classify the category of errors made based on the four types of errors. They are: linguistic category, surface strategy, comparative analysis and communicative effect (3) Description, the third step is describing the error categories made based on the types of error, such as addition, omission, substitution, misformation, and misordering. (4) Explanation, the last step is explaining or determining the sources or factors of error. Why are certain errors made? What cognitive strategies and styles or even personality variables underline certain errors?

\*You will be understand when you are older.

\*Rose am going to sing in her first big concert next month.

\*You will be open the door for me, please?

\*Sri am going to go to Spain for her holidays.

\*He am going to start study English tomorrow.

\*She am going to see a specialist next week.

\*Anik will be give him a football for his next birthday.

\*If we miss the bus, we going to take a taxi.

\*Deny going to be angry if you call him again.

\*You will be put my car away from me, please?

\*She will be see a specialist next week.

\*Our class going to start English next week.

\*The president going to open house next month.

### Discussion

In this section, the writer describes and explains what kinds of going to and will were elaborated incorrectly by the students, how they elaborated the sentences erroneously in using going to and will and why they made those errors. Before discussing them, the

writer describes going to and will which will be explained in turn. They use the other way, they prefer to use the rule supposed out the agreement while they do not yet about the agreement by misusing 'be' in future tense. Here are the discussions as follows:

| No. | Sentence  | Should be   |
|-----|---|---|
| 1.  | My brother am going to come to stay with me next weekend  | My Brother is going to come to stay with me next weekend  |
| 2.  | Romeo am going to spend a few days in London next week    | Romeo is going to spend a few days in London next week    |
| 3.  | I going to get it   | I am going to get it                                      |
| 4.  | I will be get it  | I will get it   |
| 5.  | Anik am going to give him a football                      | Anik is going to give him a football                      |
| 6.  | You will be understand when you are older                 | You will understand when you are older                    |
| 7.  | Rose am going to sing in her first big concert next month | Rose is going to sing in her first big concert next month |
| 8.  | You will be open the door for me, please?                 | You will open the door for me, please?                    |
| 9.  | Sri am going to go to Spain for her holidays              | Sri is going to go to Spain for her holidays              |
| 10. | He am going to start study English tomorrow               | He is going to start study English tomorrow               |
| 11. | She am going to see a specialist next week                | She is going to see a specialist next week                |
| 12. | Anik will be give him a football for his next birthday    | Anik will give him a football for his next birthday       |
| 13. | If we miss the bus, we going to take a taxi               | If we miss the bus, we are going to take a taxi           |
| 14. | Deny going to be angry if you call him again              | Deny is going to angry if you call him again              |
| 15. | You will be put my car away from me, please?              | You will put my car away from me, please?                 |
| 16. | She will be see a specialist next week                    | She will see a specialist next week                       |
| 17. | Our class going to start English                          | Our class is going to start English                       |

|     |  |   |
|-----|--|---|
|     | next week                                      | next week                                       |
| 18. | The president going to open house next month   | The president is going to open house next month |
| 19. | Our class are going to start English next week | Our class are going to start English next week. |

### Analysis

Here are the descriptions as follows:

1). Omissions: In the research which has been conducted, the researcher found omission types in the form of 'omissions of grammatical morphemes'. This kind of omission is overt erroneous. In this case, the writer found at least four subsequences of omission categories. To be: is, am, are

- a. I going to get it.
- b. Deny going to angry if you call him again
- c. Our class going to start English next week
- d. The president going to open house next month

As it was described in the previous subheading, those sentences are covertly erroneous. Those are grammatical well-formed and well-ordered but not interpretable within the normal context of communication since those utterances can cause some problems, such as misunderstanding, misinterpretation or confuse. Actually, those utterances must respect to the verb tenses that would explained the time when such the events or activities are occurred and who are the subjects of those activities. Thus, those above utterances are ungrammatical and could be categorized as erroneous utterances.

2). Additions For further descriptions, we will examine the following illustrations of students' sentences:

- a. She will be see a specialist next week.
- b. You will be put my car away from me, please?

c. Anik will be give him a football for his next birthday.

d. You will be open the door for me, please?

e. You will be understand when you are older.

f. I will be get it.

Take an example from above students' utterance: in the positive simple present sentence 'I will be get it' instead of added 'be', Whereas, will in sentences does not use 'be' in the verb, but only adjective, noun, and adverb.

3). Misformations: Instead of two cases above, the researcher also found students' errors in the form of misformations. Students were misformed the items with the class and the sentence. They were put unsuitable items to a class and sentence. In another word, students used the wrong form of the morpheme or structure. Consider the following description of students' erroneous sentences: To be: is, am, are

a. My brother am going to come to stay with me next weekend

b. Romeo am going to spend a few days in London next week

c. Anik am going to give him a football

d. Rose am going to sing in her first big concert next month

e. Sri am going to Spain for her holidays

f. He am going to start study English tomorrow

g. She am going to see a specialist next week

h. Our class are going to start English next week

By looking at those facts above, In this case, students used a wrong form of 'be'. Students wrote 'My brother am going to come to stay with me next weekend'. In this case, the student should use (to be) 'is' in the sentence above.

The last step in analyzing the data found in this research is explaining or determining the sources or factors of errors made by students in their sentences. In this case, the researcher tries to assign 'Why are certain errors

made?'; 'What cognitive strategies and styles or even personality variables underline certain errors?' Here the researcher presents the results of data analysis of students' performances in using going to and will, to find what kind of errors were dominantly occurred in students sentences. Those are used directly to indicate the causes of errors to occur. The results are shown in the form of errors frequency of each category: omissions, additions and miss-formations.

Table I: Errors made by the students in using going to and will:

| No | Subjects' Name | Error Categories |           |               |              | Total Errors |
|----|----------------|------------------|-----------|---------------|--------------|--------------|
|    |                | Omissions        | Additions | Misformations | Mis Ordering |              |
| 1  | AP             |                  |           | 6             |              | 6            |
| 2  | Isi            | -                | -         | 1             | -            | 1            |
| 3  | Kao            | 1                | -         | 1             | -            | 2            |
| 4  | Mu             | -                | -         | 1             | -            | 1            |
| 5  | Mi             | -                | -         | -             | -            | 0            |
| 6  | Yuy            | -                | -         | -             | -            | 0            |
| 7  | Zut            | -                | -         | -             | -            | 0            |
| 8  | Suh            | 1                | 1         | -             | -            | 2            |
| 9  | Zae            | -                | -         | 1             | -            | 1            |
| 10 | Iku            | -                | -         | -             | -            | 0            |
| 11 | Mi             | -                | -         | -             | -            | 0            |
| 12 | Ap             | -                | 6         | 7             | -            | 13           |
| 13 | Mu             | -                | -         | -             | -            | 0            |
| 14 | Hao            | -                | -         | -             | -            | 0            |
| 15 | Hai            | -                | -         | 1             | -            | 1            |
| 16 | Wi             | -                | -         | -             | -            | 0            |
| 17 | Iw             | 2                | 1         | -             | -            | 3            |
| 18 | Sae            | -                | 1         | 11            | -            | 12           |
| 19 | Isn            | -                | -         | -             | -            | 0            |
| 20 | Had            | -                | -         | -             | -            | 0            |
| 21 | Rah            | -                | -         | -             | -            | -            |
| 22 | Yusl           | 2                | -         | -             | -            | 2            |
| 23 | Awa            | -                | -         | 6             | -            | 6            |
| 24 | Far            | -                | 1         | 1             | -            | 2            |

|    |                             |             |             |             |           |             |
|----|-----------------------------|-------------|-------------|-------------|-----------|-------------|
| 25 | Nir                         | 1           | -           | -           | -         | 1           |
| 26 | Jo                          | -           | -           | -           | -         | 0           |
| 27 | Fari                        | -           | -           | -           | -         | 0           |
| 28 | Murn                        | 3           | -           | -           | -         | 3           |
| 29 | Sesi                        | -           | -           | 2           | -         | 2           |
| 30 | Lad                         | -           | -           | -           | -         | 0           |
| 31 | Lia                         | -           | -           | -           | -         | 0           |
| 32 | Yu                          | -           | -           | -           | -         | 0           |
| 33 | Fat                         | -           | -           | -           | -         | 0           |
| 34 | Mary                        | 1           | -           | 2           | -         | 3           |
| 35 | Wis                         | -           | -           | -           | -         | 0           |
| 36 | Nes                         | -           | -           | -           | -         | 0           |
| 37 | Ula                         | -           | -           | -           | -         | 0           |
| 38 | Sit                         | 2           | 1           | -           | -         | 3           |
| 39 | Itun                        | -           | -           | -           | -         | 0           |
| 40 | Mah                         | -           | -           | 5           | -         | 5           |
| 41 | Dar                         | -           | -           | -           | -         | 0           |
| 42 | Ra                          | 5           | 2           | -           | -         | 0           |
| 43 | Sr                          | 1           | -           | -           | -         | 1           |
| 44 | Suk                         | 4           | 2           | -           | -         | 6           |
| 45 | Su                          | 2           | -           | -           | -         | 0           |
| 46 | Ve                          | 2           | 1           | 3           | -         | 6           |
| 47 | Ra                          | -           | -           | -           | -         | 0           |
| 48 | Nir                         | 1           | 1           | 4           | -         | 6           |
| 49 | Rahn                        | -           | -           | 11          | -         | 11          |
| 50 | In                          | 1           | 2           | -           | -         | 3           |
| 51 | Mrni                        | 3           | 3           | -           | -         | 6           |
|    | <b>TOTAL<br/>FREQUENCY</b>  | <b>32</b>   | <b>22</b>   | <b>38</b>   | <b>0</b>  | <b>92</b>   |
|    | <b>ERROR<br/>PERCENTAGE</b> | <b>2,5%</b> | <b>1,7%</b> | <b>2,9%</b> | <b>0%</b> | <b>7,2%</b> |

Based on the test items which were tested, the writer calculated that there were 1275 sentences were analyzed. Most of those sentences were not produced perfectly and correctly. It means that the students were produced some errors. Those errors are shown in

the previous tables. Clearly, the data above shows that most of the sentences were treated as errors. The most frequently error committed by students is 'misformation' errors. Misformation errors occurred 38 much more times in students' sentences than

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other categories. It is about 2, 9 % of erroneous sentences are underlined misformation errors.

Furthermore, the most frequently occurred in students written is misformation Errors. The results show that the most frequently committed errors it is about 2,9 % misformation errors has than high percentage level than omission errors it is about 2,5 %,

### **CONCLUSION AND SUGGESTION**

In this chapter, the researcher would like to conclude what has been found of the result of this research in order to answer the statements of problems stated in chapter I. Those are involving the following three subcategories: they were Omissions Errors, Additions Error and Misformations Errors. Students omitted the going to and will, copulas and auxiliaries which must appear in the well-formed English sentences, they added going to and will and copulas which must not appear in the well-formed English sentences, they misformation the going to and will, copulas and auxiliaries by using the wrong forms of morphemes or structures, they also made the incorrect placement of verbs, adverbs and objects or complements of the sentences.

Furthermore, based on the total percentage of each misformation error categories, the writer found that the most likely committed by the students is misformation of going to and will. From 7, 2 % of misformation categories, about

addition errors it is about 1,7 % and misordering errors it is about 0 %. In the other hand, the total of percentage of each category, it found the most percentage is in the students' misformation the sentence in using going to and will. They could not write the sentence by using going to and will correctly and perfectly.

2, 9 % are misformation of going to and will.

Thus the researcher expected the students to master their English language, generally, and paying more attention to the use of going to and will particularly.

#### **Suggestion**

1. Since the errors misformation of going to and will were dominantly committed by the students, the teachers are expected to stress them much more than before.

2. Since this research of errors in using going to and will is very useful for the teachers and students, they are expected to refer to the result of this research in order to minimize the errors in using going to and will to be able to construct English sentences correctly.

3. Since this research has many advantageous for English teaching and learning, it would be a reference for the next further research.

4. This research also has weaknesses. Thus, the researcher would like to ask for some criticisms and suggestions that can make it strong and perfect.

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