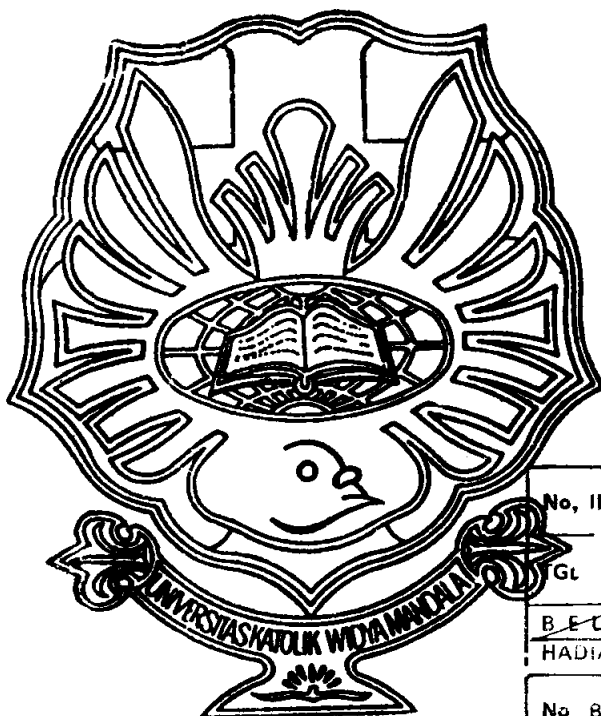


COMMON ERRORS IN PRESENT PERFECT TENSE MADE BY SECOND YEAR STUDENTS OF SMPN 11 SURABAYA

A THESIS

In Partial Fulfilment of the Requirements
for the Sarjana Pendidikan Degree in
English Language Teaching



BY

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December, 1992

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This thesis entitled COMMON ERRORS IN PRESENT
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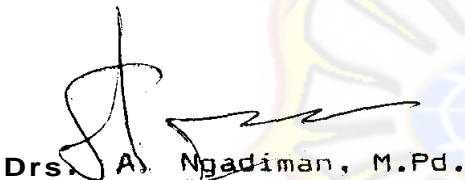
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This thesis has been examined by the Committee on
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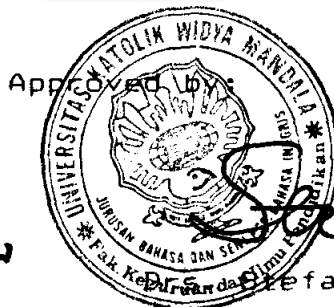
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**COMMON ERRORS IN PRESENT PERFECT TENSE
MADE BY SECOND YEAR STUDENTS OF
SMPN 11 SURABAYA**

By : Esther Tisnawatie

ABSTRACT

According to the 1984 English Curriculum for SMP, the Present Perfect Tense is one of the sub topics of English that the second year students of SMP should master. Although the students have learnt tenses such as Simple Present Tense, Present Continuous Tense, Simple Past Tense and Present Perfect Tense, they still get difficulties in constructing present perfect sentences. Based on the fact, the writer is interested in conducting a research on it, especially in describing the types of errors.

The purpose of this research was to investigate the types of error made by the second year students of SMPN 11 Surabaya in constructing present perfect tense sentences.

The statement of the problems are what kinds errors do the second year students make when constructing English sentences". What are the possible sources of errors.

The try-out test was carried out to class II H of the second year students of SMPN 11 Surabaya on February 11, 1992. The reliability of the instrument was tested using the Kuder and Richardson (K-R 21). The reliability of the test was 0,83.

The reliability of the try-out was 0,83. The reliability coefficient of a test can vary between 0 and 1.00. A reliability of 1.00 indicates that a test is perfectly reliable. The reliability of the try-out was 0,83, it was very adequate to accept it. The writer carried out to four classes: II D, II E, II F and II G of the second year students of SMPN 11 Surabaya as the real test.

Having analyzed, classified, and counted the errors encountered, the writer found out the most error types that the students made were errors of misinformation (= 76.50%), the second most error types were errors of omission (= 11.48%). the third error types were errors of addition (= 9.67%) and the fourth error types were errors of misordering (= 2.35%).

There are three reasons why the students make errors: (1), the structural of Indonesian language is different from the English language: (2), the students

tend to transfer the meaning and distribution of forms to the foreign language (**Interlingual Transfer**); (3), the students' mother-tongue interfere to their foreign language (**Intralingual Transfer**).

In line with the finding, the writer concluded that in constructing the present perfect tense most students made misformation errors. Hopefully, the findings of this study will give us better information about the students learn the present perfect **tense**.

