

ERROR ANALYSIS OF TENSES ENCOUNTERED IN
STRUCTURE TEST OF THE SECOND SEMESTER
STUDENTS OF THE ENGLISH DEPARTMENT OF
WIDYA MANDALA CATHOLIC UNIVERSITY
SURABAYA

A THESIS

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



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APPROVAL SHEET

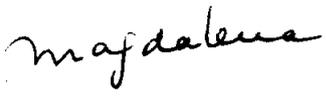
(I)

This thesis entitled ERROR ANALYSIS OF TENSES ENCOUNTERED IN
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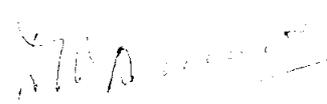

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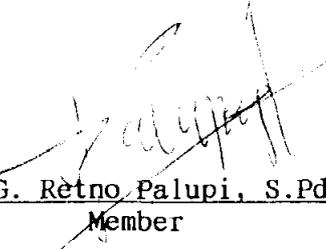
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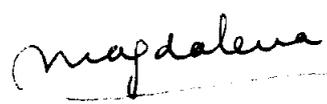
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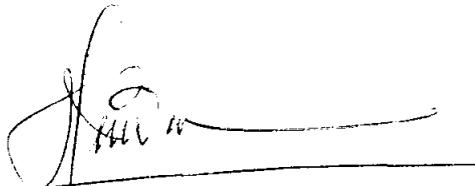
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ABSTRACT

Sutrisno, Mary, 1998, Error Analysis of Tenses Encountered in Structure Test of The Second Semester Students of the English Department of Widya Mandala Catholic University Surabaya Thesis, Program Studi Pendidikan Bahasa Inggris, FKIP Universitas Widya Mandala Surabaya. Advisors: (1) Dr. Veronica L. Diptoadi, M.Sc. (2) Dra. Magdalena I. Kartio, M.A.

Key Words: Error, Error Analysis, Tenses, Structure Test.

We can see that the subjects offered in the English Department of Widya Mandala University cover a lot of areas both content and skill subjects. One of the skill subject is structure. Although students have studied this subject since they were in junior high school students, still they make mistakes especially in tenses. Therefore, the writer got interested in making a study to find out the types of errors that the second semester students of the English Department of Widya Mandala University usually make in using Simple Present Tense, Simple Past Tense, Past Continuous Tense, Present Future Tense, Present Perfect Tense, Past Perfect Tense and Past Perfect Continuous Tense.

This study tries to answer the following question: what types of errors do the students make in constructing English sentences in using the 7 tenses above?

From the data obtained, the writer analyzed, classified and counted the errors encountered. The findings showed that error types with the highest number made by the students is Present Perfect Continuous Tense (20,72%). The error type which is second in number is errors of Past Perfect Tense (19,57%). The third is errors of Present Perfect Tense (16,92%). The fourth, is errors of Past Continuous Tense (13,81%). The fifth is errors of Simple Future Tense (9,94%). The sixth is errors of Simple Past Tense (9,74%) and the one having the fewest number of errors is Simple Present Tense (9,30%).

Based on the results, the writer interprets that most of the students have not mastered Present Perfect

Continuous Tenses. They cannot apply the correct form. They do not know how to put "ing" in the right order?

At last, the writer of this study concludes that the students still get a lot of difficulties in learning the Present Perfect Continuous Tense; therefore, the writer hopes that this study can be used by the English teachers of Widya Mandala University as a feedback to improve their ways of teaching tenses.