

**TENSES ERRORS FOUND IN THE INFORMATIVE SPEECHES IN
SPEAKING-3 TEST**

A THESIS

As a partial fulfillment of the requirement
for the *Sarjana Pendidikan degree* in
English Language Teaching



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ABSTRACT

Kristian, Desem 2017, *Tenses Errors Found in the Informative Speeches of English Department Students in Their Speaking-3 Test*. S1 Thesis Faculty of Teacher Training and Education at Widya Mandala Catholic University Surabaya, 2017. Advisor, DrHendraTedjasuksmana, M.Hum.

Key terms: Informative speech, Simple Present Tense, Present Continuous Tense, Present Perfect Tense, Present Perfect Continuous Tense, Error.

The objective of this study was to find out: (1) the tenses which are used in the informative speech of the English Department students, and (2) the types of errors which are found in the informative speech of the English Department students. The subjects of this study were students of the English Department of Widya Mandala Catholic University Surabaya. The data of the study were the errors found in the Informative speech in Speaking 3 test of Speaking 3 students of the English Department of Faculty of Teacher Training and Education Academic Year 2015-2016. All of the data were taken from the three classes: class A, class B, and class C each of which consisted of 10 students as the participants of the study.

The findings of the study showed that Simple Present Tense becomes the tense which was mostly used by the students in their informative speech (1,639 sentences), followed by Present Continuous Tense (72 sentences), Present Perfect Tense (40 sentences), and Present Perfect Continuous Tense (4 sentences). Meanwhile, the students' highest percentage of errors was from Present Continuous Tense, the percentage of the error was 36.11% (26 out of total 72), then followed by Present Perfect Tense with 25.00% (10 out of total 40), Simple Present Tense with 9.51% (156 out of total 1,639), and Present Perfect Continuous Tense with "no" occurrence error. The types of errors found in this study were dominated by errors of omission with 45% errors, followed by errors of formation with 30%, errors of addition with 20%, and errors of ordering with 5%. According to the result of the study, the writer suggested that the teacher should give the students clear and deep explanation about the tenses especially on the use of Present Continuous Tense so that the students would be able to understand the tense well.