

**Errors in English Tenses Made by the Fourth Semester Students
of Widya Mandala Catholic University Surabaya**

A THESIS

In Partial Fulfillment of the Requirements

For the Sarjana Pendidikan Degree

In English Language Teaching



By:

Veronica Apriliasari

1213006036

**English Education Study Program Faculty of Teacher Training and
Education Widya Mandala Catholic University Surabaya**

JULY 2010

**LEMBAR PERNYATAAN PERSETUJUAN
PUBLIKASI KARYA ILMIAH**

Demi perkembangan ilmu pengetahuan, saya sebagai mahasiswa Unika Widya Mandala Surabaya:

Nama : Veronica Apriliasari

NRP : 1213006036

Menyetujui skripsi/karya ilmiah saya:

Judul:

Errors in English Tenses made by the Fourth Semester Students
of Widya Mandala Catholic University Surabaya

Untuk dipublikasikan/ditampilkan di internet atau media lain (Digital Library Perpustakaan Unika Widya Mandala Surabaya) untuk kepentingan akademik sebatas sesuai dengan Undang-undang Hak Cipta. Demikian pernyataan persetujuan publikasi karya ilmiah ini saya buat dengan sebenarnya.

Surabaya, 31 Juli 2010

Yang menyatakan,

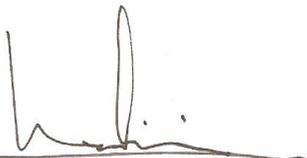


(Veronica Apriliasari)

APPROVAL SHEET

(1)

This thesis entitled *ERRORS IN ENGLISH TENSES MADE BY THE FOURTH SEMESTER STUDENTS OF WIDYA MANDALA CATHOLIC UNIVERSITY SURABAYA* prepared and submitted by Veronica Apriliasari (1213006036) has been approved and accepted as a partial fulfillment of the requirements for the Sarjana Pendidikan Degree in English Language Teaching by the following advisors:



Drs. M.P. Soetrisno, M.A.

First Advisor



Johanes Leonardi Taloko, M.Sc.

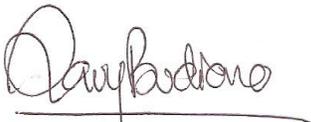
Second Advisor

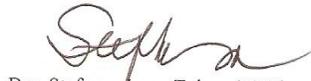
APPROVAL SHEET

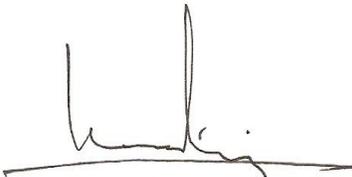
(2)

This thesis has been examined by the committee of an Oral Examination on July 15th, 2010 with a grade of _____.


Dr. B. Budiyo, M.Pd.
Chairman


Davy Budiono, M.Hum.
Secretary


Drs. Stefanus Laga Tukan, M.Pd.
Member


Drs. M. P. Soetrisno, M.A.
First Advisor


Johanes Leonardi Taloko, M.Sc.
Second Advisor

Approved by


Dr. Agus Santi Widiati, M.Pd.
Dean of the Faculty of Teacher
Training and Education


Paulus Hady Sutris W., M.Sc.
Head of the English Department

ACKNOWLEDGEMENT

First of all, the writer would like to give thanks and glory to the Heavenly God for all his blessings that has supported her in accomplishing this thesis. The writer also would like to express her deepest gratitude toward the following people who have helped her in accomplishing this thesis:

1. Drs. M.P. Soetrisno, M.A, the writer's first advisor, who has given guidance and advised the writer in completing her thesis.
2. Johannes Leonardi Taloko, M.Sc, the writer's second advisor, who has patiently helped and given his valuable time for the writer writing this thesis.
3. All the lecturers of the English Department of the Teacher Training Faculty of Widya Mandala Catholic University Surabaya, who have given her guidance and help during her study at the university.
4. Her beloved parents, uncle Djing San, auntie Suk Cen who have supported and helped the writer financially, physically and mentally, and love.
5. Her sweetest sister Prisilia Febriansari who has helped the writer in solving the technical problems during the completion of her thesis, and for her care and love.
6. Her beloved one, Krisma Sanjaya, who has always encouraged and supported her to finish this thesis with his love, care and sacrifice.
7. Her beloved friends: Indri (Mochi), Rosa, Nonce (Bobo), Elvy (Epik) and all my friends of the year of 2006 for the memorable moments during the writer's study at the university.

Finally, the writer would like to thank those who have not been mentioned here for their valuable inputs in completing this thesis. She

realizes that without them, this thesis would not have been accomplished in due time.

The writer

TABLE OF CONTENTS

APPROVAL SHEET (1)	i
APPROVAL SHEET (2)	ii
ACKNOWLEDGEMENTS	iii
TABLE OF CONTENTS	v
LIST OF TABLE	viii
ABSTRACT	x
CHAPTER 1: INTRODUCTION	1
1.1 Background of the Study	1
1.2 Problem Statement	2
1.3 Objective of the Study	3
1.4 The Significance of the Study	3
1.5 Assumption	3
1.6 Theoretical Frameworks	4
1.7 Definition of Key Terms	4
1.8 The Scope and Limitation of the Study	4
1.9 The Organization of the Study	5
CHAPTER 2: REVIEW OF RELATED LITERATURE	6
2.1 Error Analysis	6
2.1.1 Type of Errors	8
2.1.2 Sources of Errors	12
2.2 Tenses	14
2.2.1 Simple Present Tense	15
2.2.2 Present Continuous	17
2.2.3 Simple Past Tense	18
2.2.4 Past Continuous Tense	19

2.2.5 Future Tense	20
2.2.6 Future Continuous Tense	20
2.2.7 Present Perfect Tense	22
2.2.8 Present Perfect Continuous Tense	23
2.3 Previous Study	24
CHAPTER 3: RESEARCH METHOD	26
3.1 Research Design	26
3.2 Subjects	27
3.3 Instruments	27
3.4 Procedure of Data Collection	30
3.5 Technique of Data Analysis	31
CHAPTER 4: DATA ANALYSIS AND INTEPRETATION OF THE FINDINGS	32
4.1 Data Analysis	32
4.1.1 Types of Errors	32
4.1.2 Errors According to the Function of Tense in English	33
4.2 The Frequency of Errors' Occurrences	35
4.2.1 The Form of Tenses	35
4.2.2 The Function of Tenses	42
4.3 Interpretation of the Findings	44
4.3.1 Future Continuous Tense	45
4.3.2 Present Perfect Continuous	45
4.3.3 Present Perfect Tense	46
4.3.4 Present Continuous Tense	46
4.3.5 Past Continuous Tense	47
4.3.6 Future Tense	47
4.3.7 Simple Past Tense	48
4.3.8 Simple Present Tense	48

CHAPTER 5: CONCLUSION AND SUGGESTION	50
5.1 Summary	50
5.2 Suggestion	53
5.2.1 Suggestions to the students	53
5.2.2 Suggestions to the Department of WMCU	53
5.2.3 Suggestions to the next researcher	53
BIBLIOGRAPHY	54
APPENDIX	56

LIST OF TABLES

Table 3.1 Table of Specification for the Tenses Test and Each Item	28
Table 4.1 Types and frequency of Errors' Occurrences of Each Structure Paper	35
Table 4.2 Number of Occurrences and Percentage of Each Type of Error of Simple Present Tense	36
Table 4.3 Number of Occurrences and Percentage of Each Type of Error of Present Continuous Tense	37
Table 4.4 Number of Occurrences and Percentage of Each Type of Error of Simple Past Tense	37
Table 4.5 Number of Occurrence and Percentage of Each Type of Error of Past Continuous Tense	38
Table 4.6 Number of Occurrence and Percentage of Each Type of Error of Future Tense	39
Table 4.7 Number of Occurrence and Percentage of Each Type of Error of Future Continuous Tense	39
Table 4.8 Number of Occurrence and Percentage of Each Type of Error of Present Perfect Tense	40
Table 4.9 Number of Occurrences and Percentage of Each Type of Error of Present Perfect Continuous Tense	40
Table 4.10 Percentage of the Students' Errors Based on the Number of Each Tense Item	41
Table 4.11 Frequency of students who know the form but not the function, know the function but not the form, know both the form and the function, and know neither the function nor the form of each structure paper	44

Table 4.12 Percentage of students who know the form but not the function, know the function but not the form, know both the form and the function, and know neither the function nor the form.

39

ABSTRACT

Apriliasari, Veronica. 2010. Errors in English Tenses Made by the Fourth Semester students of Widya Mandala Catholic University.

Advisors: 1. Drs. Soetrisno, M.Pd.
2. Johannes Leonardi Taloko, M.Sc

Key words: Error Analysis, Tenses.

In English, tenses system is quite complicated, but the most common problem is not how to form tenses but decide which tense to use in a given situation. The different tenses are signaled by verb endings or by auxiliary verbs. This makes the writer assume that there are many students, even at the English department, who still cannot use “Tense” in the correct way related to functions. Therefore, the writer is interested in analyzing the errors of using tense in English.

The purpose of this study is to find out the type of errors that the students made in constructing English sentences using Simple Present Tense, Present Continuous Tense, Simple Past Tense, Past Continuous Tense, Future Tense, Future Continuous Tense, Present Perfect Tense, and Present Perfect Continuous Tense and the percentage of students who know the form but not the function, know the function but not the form, know both the form and the function, and know neither the function nor the form, the writer conducted the study under report at the fourth – semester students’ structure III of the English Department of Widya Mandala Catholic University Surabaya, academic 2008-2009 being the subject of the study.

Supporting this study, the writer presented the theory of error analysis involving the type of errors and the source of errors, and the theory of tenses involving the form and the use of using Simple Present Tense, Present Continuous Tense, Simple Past Tense, Past Continuous Tense, Future Tense, Future Continuous Tense, Present Perfect Tense, and Present Perfect Continuous Tense.

After getting the data, the writer identified, analyzed, classified and counted the errors according to the theory of Dulay et al. she ranked the errors according to their frequency of occurrences and found that the most errors that the students made are in the Future Continuous Tense (19.10 %). The second is in the Present Perfect Continuous Tense (18.10%). The third is in the Present Perfect Tense (14.86 %). The fourth is in the Present Continuous Tense (13.86 %). The fifth is in the Past Continuous (11.36 %). The sixth is in the Future Tense (8.86 %). The seventh is in the Simple Past Tense (7.49 %) and the fewest errors that the students made is in the Present Tense (6.37 %). And there are 42.33 % students who know the form but not the function, 39.17 % students who know both the form and the function, 13.58 % students who know neither the function nor the form, and 4.92 % students who know the function but not the form.

Based on the results, the writer concludes that most of the students still have difficulties in learning tenses, especially Future Continuous Tense. The made mistakes since they didn’t know the use of Future Continuous Tense well so that they wrote the wrong forms. Most of the students only know the form but not at the functions.

At last, the writer hopes that the findings of this study could give better information about how the students learn the English tenses, so that teachers can improve their technique in teaching tenses.