

**ERRORS MADE BY THE SECOND SEMESTER STUDENTS OF THE
ENGLISH DEPARTMENT AT WIDYA MANDALA CATHOLIC
UNIVERSITY SURABAYA IN LEARNING ENGLISH TENSES AS
REFLECTED IN THEIR NARRATIVE WRITING**

A THESIS

**As a Partial Fulfillment of the Requirements
For the *Sarjana Pendidikan* Degree in
English Language Teaching Faculty**



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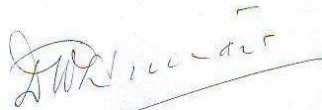
**UNIVERSITAS KATOLIK WIDYA MANDALA SURABAYA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
JURUSAN PENDIDIKAN BAHASA DAN SENI
PROGRAM STUDI BAHASA INGGRIS**

JUNE 2008

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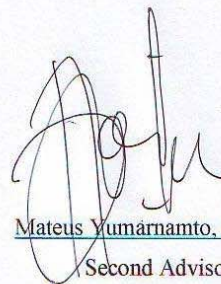
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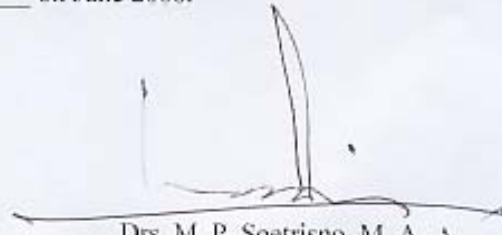
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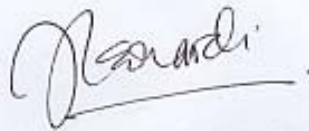
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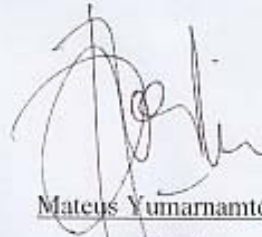
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ACKNOWLEDGEMENTS

First of all, the writer would like to thank Lord Jesus for His blessing, spirit, and guidance which have enabled her to accomplish this thesis. Besides that, she would also like to express her deepest gratitude to those who have helped her in all the matters to accomplish her thesis, especially to:

1. Prof. Dr. D. Wagiman Adisutrisno, M. A., the writer's first advisor who has kindly spent his time in giving explanations, suggestions, criticism, comments, and encouragement writer to accomplish this thesis.
2. Mateus Yumarnamto, M. Hum., the writer's second advisor who has patiently given guidance, support, advice, and encouragement in accomplishing and finishing this thesis.
3. J.V. Djoko Wirjawan, Ph.D., the Executive Director of I-MHERE WMSCU who is very kind and helpful.
4. Drs. Laga Tukan M. Pd. and Dr. Tjahjaning Tingastuti M. Pd., the coordinator and the lecturer of Writing subject, who has given the writer the permission to collect the students' test paper for her data.
5. All of the administrative staffs who has helped her with the administration.
6. All the librarians of Widya Mandala Surabaya Catholic University, who have helped the writer in getting books used as the sources for her thesis.
7. Mr. Jopie Santoso, Mrs. Tuti Sutanto, Dewi Santoso, the writer's uncle, aunt, and cousin who have helped, supported, and encouraged her to struggle accomplishing this thesis.
8. The writer's beloved father and mother for their help, sacrifice, care, support, encouragement, and prayer to help the writer in finishing her thesis.
9. Velly Dewi Tjieranata, Vina Agustina, and Ni Wayan Krismayani for their availability to spend their time for the writer proofreading her thesis.
10. All the writer's beloved relatives for their love and support.
11. All other people who have not been listed above for their contribution during her study.

Without all of the above people's kind help, the writer would have been able to finish her thesis.

Surabaya, June 2008

The writer

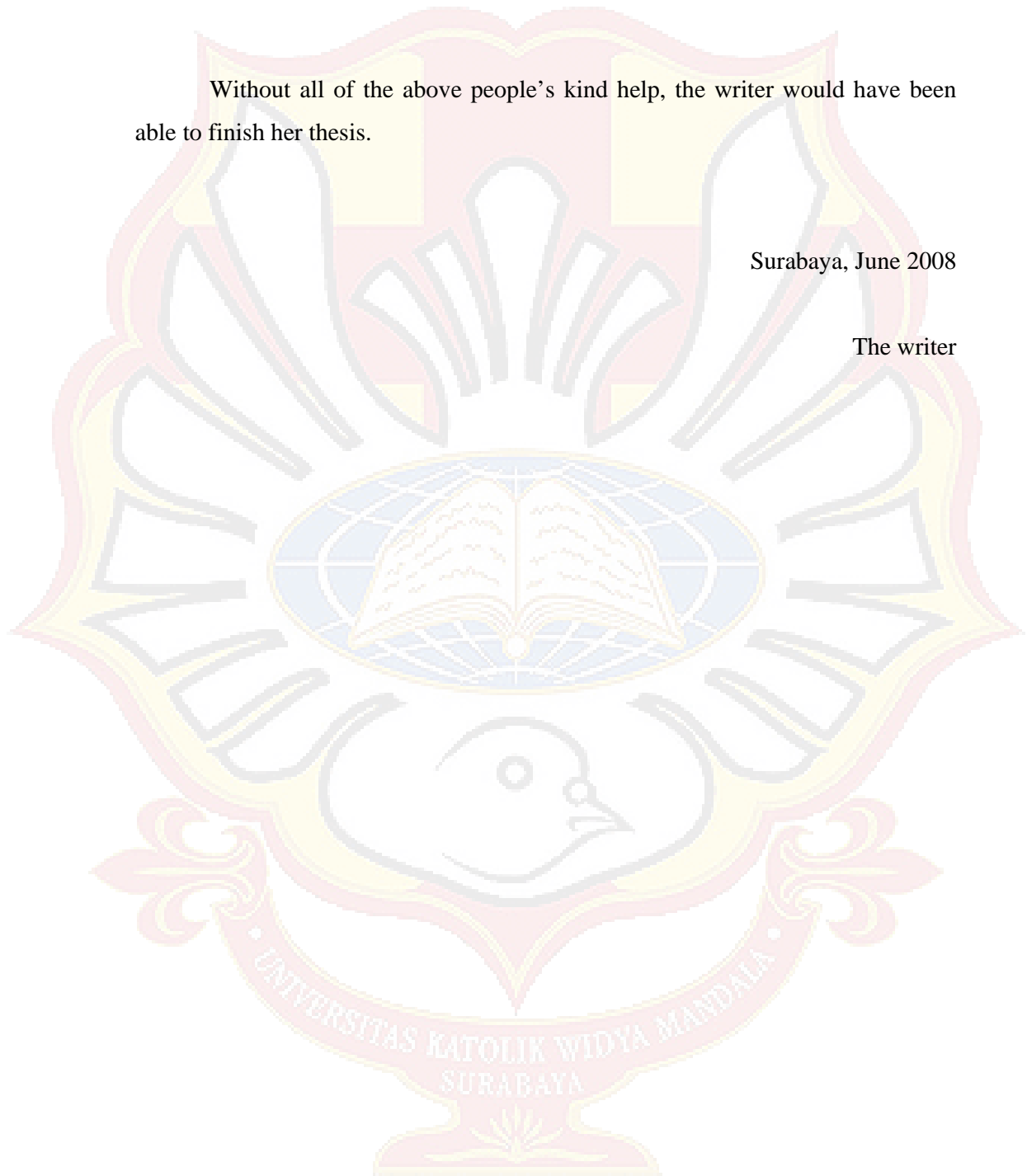


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ABSTRACT

Hartono, Ervina. 2008. *Errors Made by the Second Semester Students of the English Department at Widya Mandala Catholic University Surabaya in Learning English Tenses as Reflected in Their Narrative Writing*. S1 Thesis. English Department. Faculty of Teacher Training of Widya Mandala Surabaya Catholic University.

Keywords: Errors, English Tenses, Narrative Writing

People realize that writing cannot be separated from their lives such as in the school and college, they have to make essays or journals for their subjects and in the office, they have to make business letters or reports for their job. Realizing that writing is very important, the writer did an error analysis on the students' tenses in their narrative writing. The reasons why the writer conducted this research are to find out to what extent the second semester students of the English Department at WMCUS acquire the English tenses as reflected in their narrative writing, to find out the possible sources of errors that the student make in constructing English tenses in their narrative composition, and to suggest the possible solutions of the problems.

The subjects are the second semester students of Widya Mandala Catholic University Surabaya. The writer took two classes: class B and C. The writer took the two class in the middle of the six classes. The writer collected the students' test papers which were the data before they are marked by the lecturers. Then, the writer analyzed the data by recognizing and identifying errors, counting the frequency of error occurrences, classifying the identified errors according to the source of errors, interpreting the findings, making conclusion and suggestions.

In analyzing the data, the writer did not use one of the Larry Selinker's sources of error—Transfer of Training is not included because the source can be seen in Speaking clearly. The writer did not use the Transfer of Training to analyze the sources of errors in the data analysis. The result of the writer's analysis is as follows: The sources of errors that contribute are Language Transfer (7% errors), Strategies of Second Language Learning (54,3% errors), Strategies of Second Language Communication (1,6% errors), and Overgeneralization of Target Language Material (37,1% errors). The prominent errors are Strategies of Second Language Learning (54,3% errors) and Overgeneralization of Target Language Material (37,1% errors). From the analysis, the writer concludes that certain students have not mastered two tenses: Simple Present Tense (38% errors) and Simple Past Tense (52% errors). The occurrence of students' errors in the Simple Present Tense and the Simple Past Tense might be caused by the students' confusion because the two tenses are often used in the narrative writing and the regular use of the two tenses and there was a possibility of the students' carelessness. The possible solutions that the writer provided are categorized in two types of errors which are form and function. To overcome the form error, the writer suggested drill and exercises and to overcome function error, the writer suggested the Communicative Approach.