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

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

Dr. B. Budiyono, 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

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

Paulus Hadji 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. Johanes 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
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.
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. Johanes 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.