

AN ERROR ANALYSIS OF SIMPLE PAST TENSE
MADE BY THE FIRST YEAR STUDENTS
OF SMA Kr. PETRA 3
SURABAYA

A THESIS

In Partial Fulfilment of the requirements
for the Sarjana Pendidikan Degree in
English Language Teaching



JENNY INDRAWILA
IG. 1213086004

Universitas Katolik Widya Mandala Surabaya
Fakultas Keguruan dan Ilmu Pendidikan
Jurusan Pendidikan Bahasa dan Seni
Program Studi Pendidikan Bahasa Inggris
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KELOMPOK HADIAH	Jenny Indrawila
NO. BUKU	FK-1g Ind ear 1
KOPI KE	1 (satu)

APPROVAL SHEET

(1)

This thesis entitled AN ERROR ANALYSIS OF THE SIMPLE PAST TENSE MADE BY THE FIRST YEAR STUDENTS OF SMA KR. PETRA 3 is prepared and submitted by Jenny Indrawila has been approved and accepted as partial fulfilment of the requirements for the Sarjana Pendidikan degree in English Language Teaching by the following advisors.



Dra. Maria Francisca X.H, M.Pd

First Advisor



Dra. Lily Mitra

Second Advisor

APPROVAL SHEET

(2)

This thesis has been approved by the Committee on Oral Examination with a grade of B on November 8th 1991

DR. Veronica L. Diptoadi, M.Sc

Chairman

Dra. Maria Francisca X.H

Member

Dra. Lily Mitra

Member

Drs. V. Luluk Prijambodo

Member

Drs. Hendra Tedjakusuma

Member

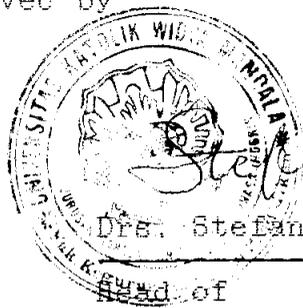
Approved by



Drs. Antonius Gurito

Dean of

the Teaching Training
College



Drs. Stefanus Laga Tukan

Head of

the English Department

PREFACE

This thesis is written as a partial fulfilment of the requirements for the degree of Sarjana Pendidikan of the English department of the Teaching Training College of Widya Mandala Catholic University.

The writer has chosen "An Error Analysis of Simple Past Tense Made by the First Year Students of SMA Kr Petra 3 Surabaya" because she would like to find out, analyze and search for the types of errors and the possible sources of errors the first year students of SMA Kr. Petra 3 made.

During the teaching practice program (PPL), the writer noticed that the first year students of SMA still have difficulties in using simple past tense. Her curiosity of getting more information about the difficulties led her to conduct a research in finding out, analyzing and interpreting the types and the possible causes of the errors made by the students.

There are five chapters presented in this thesis with the following organization :

Chapter I: Introduction which consists of background and statement of the problem, objective and limitation of the study, assumptions, significance of the study, theoretical framework, definition of the key terms and organization of the thesis.

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ABSTRACT

When carrying out her teaching-practice in SMA Kr Petra 3 Surabaya, the writer made some observations on the results of the first year students' English grammar tests. From her observation, she found out that they still have problems in constructing correct simple past tense. Being interested in this problem, the writer decided to carry out a study on error analysis of the simple past tense.

The purpose of this study is to identify the types of errors according to errors of addition (EA), errors of omission (EO), errors of substitution (ES), and errors of ordering / wrong order (WO) and to predict the causes of these errors.

To get the data, she administers the test twice, the try-out and the real test. After analyzing, classifying, and counting the errors encountered, she finds that the most frequent errors is ES (= 58,2%), the second is EA (=21,3%), the third is EO (=10,5), and the least errors is WO (=10%).

From these data, she predicted four causes of errors. They are over-generalization, ignorance of rule restrictions, incomplete application of rules, and false concept hypothesized.

Finally, the writer gives some suggestions on how to overcome them.