

**A STUDY ON THE INCORRECT USE OF "TO- BE" IN SIMPLE PRESENT AND
PRESENT PROGRESSIVE TENSES FOUND IN THE SECOND-SEMESTER
STUDENTS' WRITING WORK AT THE ENGLISH DEPARTMENT OF
WIDYA MANDALA CATHOLIC UNIVERSITY**

A THESIS

**In Partial Fulfillment Of The Requirement
For The Sarjana Pendidikan Degree In English Language Teaching**



**MELLY
1213 089 042**

No. INDUK	0222/2000
TGL TERIMA	4.11.99
PELAKSANA HADI H	
No. BUKU	FK-19 Mel 5-1
KCP. KE	1 (satu)

**UNIVERSITAS KATOLIK WIDYA MANDALA SURABAYA
KEGURUAN DAN ILMU PENDIDIKAN
JURUSAN PENDIDIKAN BAHASA DAN SENI
PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS
SEPTEMBER 1999**

APPROVAL SHEET

(1)

This thesis, entitled A STUDY ON THE INCORRECT USE OF "TO-BE" IN SIMPLE PRESENT AND PRESENT PROGRESSIVE TENSES FOUND IN THE SECOND-SEMESTER STUDENTS' WRITING WORK AT THE ENGLISH DEPARTMENT OF WIDYA MANDALA CATHOLIC UNVIVERSITY, prepared and submitted by MELLY, has been approved and accepted as partial fulfillment of the requirements for the Sarjana Pendidikan degree in English Language Teaching by the following advisors,



Dra. Susana Teopilus
First Advisor




Drs. Hendra Tedjasuksmana
Second Advisor

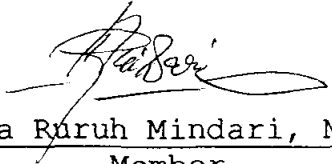
APPROVAL SHEET

(2)

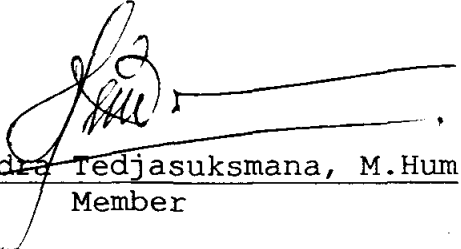
This thesis has been examined by the committee on Oral Examination with a grade of B⁺ on 6 September 1999.


Drs B. Budiyo M.Pd.
Chairman

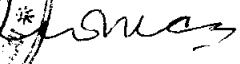

M.G. Retno Palupi, S.Pd.
Member


Dra Ruruh Mindari, M.Pd.
Member

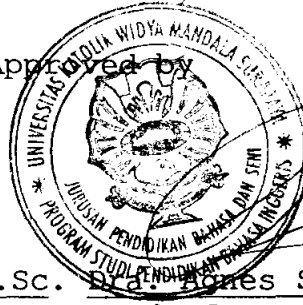

Dra. Susana Teopilus, MPd.
Member



Dra. Hendra Tedjasuksmana, M.Hum.
Member




Veronica L. Diptoadi, M.Sc.
Dean of
the Teaching Training Faculty

Approved by




Dra. Annes Santi Widiarti, M.Pd.
Head of
the English Department

ACKNOWLEDGEMENTS

The writer would like to give special thanks and gratitude to Dra. Susana Teopilus and Drs. Hendra Tedjasuksmana as her First and Second Advisors, without whom this report would not have been possible. They have been incredibly patient and helpful with their time and thoughts to help the writer complete this study in such period of time.

Special thanks to the Head of the English Department of Widya Mandala Catholic University and all the respective teachers of Writing I who have given the chance to conduct the study, and whose advice and encouragement have been of a great help.

Thank you to all the second-semester students at the English Department of Widya Mandala Catholic University Surabaya, academic year 1993-1994 who have shared their valuable time and energy to do the writing assignment given for the data collection of this study.

Finally, all the respects to others, whom the writer cannot mention one by one, but their assistance and encouragement have given a great deal of improvements to the writer and her study.

All those supports and contributions have eventually made this thesis writing possible to finish.

6th of September 1999

TABLE OF CONTENTS

	Page
APPROVAL SHEET (1)	i
APPROVAL SHEET (2)	ii
ACKNOWLEDGEMENTS	iii
TABLE OF CONTENTS	iv
ABSTRACT	vii
CHAPTER I INTRODUCTION	1
1.1 Background of the Study	1
1.2 Statement of the Problems	3
1.3 Objective of the Study	4
1.4 Significance of the Study	4
1.5 Theoretical Framework	5
1.6 Assumption	8
1.7 Scope and Limitation of the Study	8
1.8 Research	9
1.9 Organization of the Thesis	10
CHAPTER II REVIEW OF THE RELATED LITERATURE	12
2.1 Previous Study	12
2.2 The Underlying Theories	15

	v
2.2.1 Second Language Acquisition	15
2.2.2 Error Analysis	18
2.2.3 Grammar	26
2.2.4 Writing	30
2.2.5 To-be	31
CHAPTER III RESEARCH	39
3.1 The Nature of the Study	39
3.2 Subjects	39
3.3 Instrument of the Study	41
3.4 Procedure for the Data Collection	42
3.5 Procedure for the Data Analysis	43
CHAPTER IV FINDINGS AND DISCUSSION OF THE FINDINGS	45
4.1 Findings	45
4.1.1 Types of Errors	45
4.1.1.1 Errors of Omission	46
4.1.1.2 Errors of Addition	49
4.1.1.3 Errors of Substitution	52
4.1.1.3.1 Substitution of "to-be" for the other form of "to-be"	53
4.1.1.3.2 Substitution of "to-be"	

for an auxiliary	53
4.1.1.3.3 Substitution of "auxiliary for "to-be"	54
4.1.1.4 Miscellaneous Errors	57
4.1.2 Error Occurrence: Their Frequency and Percentage	60
4.2 Discussion of the Findings	62
4.2.1 The Causes of Errors	62
4.2.1.1 Possible Causes of the Students' Errors of Omission	62
4.2.1.2 Possible Causes of the Students' Errors of Addition	63
4.2.1.3 Possible Causes of the Students' Errors of Substitution	65
CHAPTER V CONCLUSION AND SUGGESTIONS	73
5.1 Conclusion	73
5.2 Suggestions	77
BIBLIOGRAPHY	
APPENDIX PROBLEM SHEET	
LIST OF TABLES	

ABSTRACT

Melly. 1999. A Study on the Incorrect Use of "to-be" in Simple Present and Present Progressive Tenses Found in the Second Semester Students' Writing Work at the English Department of Widya Mandala Catholic University. Thesis. Program Studi Pendidikan Bahasa Inggris. Fakultas Keguruan dan Ilmu Pendidikan. Universitas Katolik Widya Mandala Surabaya.

Advisors: Dra. Susana Teopilus, M.Pd. and Drs. Hendra Tedjasuksmana, M.Hum.

Key words: "to-be", Present and Present Progressive Tenses and Writing Work.

In English, the use of "to-be" covers a very wide range of functions as it can be used as an ordinary and an auxiliary verb. This makes the writer assumes that there are many students, even at the English Department, who still cannot use "to-be" in a correct way related to the functions.

To find out whether or not the students really have difficulty using "to-be" correctly in Simple Present and Present Progressive Tenses, the writer conducted the study under report at the English Department of Widya Mandala Catholic University Surabaya using a writing test, with the second-semester students of academic year 1993 - 1994 being the subjects of the study.

From the test, the writer identified, analyzed, classified and counted the errors as well as the reasons why they made those errors. She ranked them according to their occurrence frequencies and found that the most errors the students made are in the form of errors of omission (36.74%) which occurred mostly because of the omission of "to-be" in their sentences. The second place is errors of addition (34.01%) where students added unnecessary "to-be," and the third place is errors of substitution (21.77%), that is when students tended to substitute "to-be" for the other form of "to-be" or "auxiliary," and visa versa. The last group of errors is miscellaneous errors (7.48%).

The findings bring to the fact that the learners' errors occurred because of the learners' strategy of the second language learning and language transfer. The students focused too much on the rule of present "to-be" in their first stage of studying English and at the same time they were also affected so much by their knowledge of their native language.

From the final result that 49 students out of 127 students can apply the use of "to-be" correctly without any mistake, it can be generalized that the students find no problem in applying the correct use of present "to-be" in Simple Present and Present Progressive Tenses in their writing work. However, it is suggested that further study of this type be made with a better sampling procedure and better research technique to arrive at more conclusive solution.