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

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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 UNIVERSITY," 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,

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ABSTRACT

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.