

**AN ERROR ANALYSIS OF TENSES BY THE SECOND YEAR
STUDENTS OF SMA BHINNEKA KARYA 2 BOYOLALI
IN 2007/ 2008 ACADEMIC YEAR**



RESEARCH PAPER

Submitted as a Partial Fulfillment of the Requirement
for Getting the Bachelor Degree of Education
in English Department

by

TITIN DWI RETNAWATI

A. 320 040 135

**SCHOOL OF TEACHER TRAINING AND EDUCATION
MUHAMMADIYAH UNIVERSITY OF SURAKARTA**

2008

CHAPTER I

INTRODUCTION

A. Background of the Study

English has four language skills such as listening, speaking, reading, and writing. For writing skill, Petty and Jensen (1975: 362) said that writing is the mental and physical act forming letters and words. It is putting words into sentences and sentences into paragraph, spelling words correctly, punctuating, and capitalizing in customary ways and observing convention in written form. Writing requires putting words and larger units into a pattern or arrangement for the purpose of expression. That is the reason why the learners should be capable in those four skills. Based on the four language skills, writing is a skill that must be acquired to support their speaking and writing. According to L.G. Alexander (1972: 2) that the student is trained to use his eyes instead of his ears and his ability to achieve anything like correct pronunciation, grammar, stress, spelling, and intonation must be attributed largely to the tyranny of printed word, in fact, the writer finds that there are many students who still find difficulties in writing a sentence or paragraph. The students cannot write well in a good grammar, especially in a good tense.

Tenses are one of the important things in constructing a sentence. Without using good tenses, our speech or writing will not be understood by other

people. Not all the students can write and speak English well. Some of them find difficulties to make a good sentence or paragraph.

As a foreign language, English must have a certain different system from that of Indonesia, since it is known that every language has its own system. English grammar is certainly different from Indonesia grammar. They do not have everything in common about the system and the rule in constructing them. In Indonesia, a verb appear in the same form in all times or conditions. By adding adverb of time in sentence construction, it is enough for us to construct a sentence. It doesn't matter the verb is in past, present or future. Clearly, in Indonesia, there is no changing of a verb form caused by changing tense.

Seeing the fact above, the writer is interested to conduct the research entitled "AN ERROR ANALYSIS TENSES BY THE SECOND YEAR STUDENTS OF SMA BHINNEKA KARYA 2 BOYOLALI IN 2007/ 2008 ACADEMIC YEAR".

B. Previous study

There are some researchers who conducted the study about the student ability but in different subject. One of them is Raeviana Febryanita who conducted "A Comparative Study on The Result of Teaching Grammar Deductively and Inductively to The First Year Student of SMA Negeri 1 Grubug in the Academic Year of 2004/ 2005. The result of her study is known that there

is significant difference in students' achievement in grammar between student taught by using deductive method and those taught by inductive method. The second hypothesis showed that the students taught by using deductive method have better grammar achievement than those taught by using inductive method.

Another research conducted is "Teaching English Grammar through Song and Picture to the first year students of SMP Muhammadiyah 11 Nogosari in Academic Year 2005/ 2006" by Siti Aminah. She investigates that teaching English grammar through song and picture is appropriate and quite effective for the first grade students of SMP Muhammadiyah 11 Nogosari because it can increase her students' motivation in learning English. Besides, they do not feel bored and relax.

The other research is "Facilitating Second Year Students in Learning English Grammar through Suggestopedia in SLTP 2 Kartasura Sukoharjo" by Noor Kholis Hidayat. The result of his study showed that the facilitating second year students in learning English through suggestopedia are very attractive and also effective for the second grade in senior high school.

In this research, the writer is going to fulfill the other researches by using tenses. The writer wants to know the ability of the students, especially second year students of SMA Bhinneka Karya 2 Boyolali, in using tenses.

C. Problem Statement

Based on the research background, the writer formulates the problem statement such as:

1. What is type of error done by the students?
2. What is source of error done by the students?
3. How far is the students' mastery in using tenses?

D. Limitation of the Study

In conducting that research, the writer needs to limit the scope of the study. The writer only focuses on the mastery of 6 tenses, such as simple present tense, present continuous, present perfect tense, simple past tense, past continuous tense, and past perfect tense because they is taught in senior high school.

E. Objectives of the Study

Based on the problem statements, the objectives of the study in the research are:

1. To describe the type of error done by students.
2. To describe the source of error done by students.
3. To describe the student's mastery in using tenses.

F. Benefits of the Study

The writer expected that this research will provide some benefits that are as follows:

1. Practically Benefits

- a. It will be useful for the students to know the students' mastery of using tenses to improve their skills.
- b. It will be useful for the teachers to improve the students' writing skill by analyzing mastery of tenses.
- c. It will be useful for the reader to get knowledge in how to analyze tenses mastery.

2. Theoretically Benefit

It is expected that the result of the study will be useful for other researchers as the reference for those who want to conduct further research.

G. Research Paper Organization

The researcher organizes this research paper by dividing into 5 chapters in order to make it easily understood. Each of them is concerned with different issues but it is related to each other.

Chapter I, introduction consists of background of study, previous study, problem study, limitation of the study, objective of the study, benefits of the study, research method, and research paper organization.

Chapter II discusses the underlying theory that describe the concept used in this research; notion of error, the difference between mistake and error, error analysis, English grammar, and kinds of tense

Chapter III, the research method consists of five parts, namely: type of research, place and time of the research, data and data source, method of collecting data, and technique for analysis data.

Chapter IV Data analysis and discussion of the finding

Chapter V Conclusion, implication and suggestion