ERROR ANALYSIS ON USING PRESENT PERFECT TENSE TO WRITE A COMPOSITION: A STUDY IN THE FACULTY OF LETTERS SOEGIJAPRANATA CATHOLIC UNIVERSITY

A thesis Presented as Partial Fulfillment for Requirements to Obtain the Sarjana Sastra Degree in English Letters Study Programme.

By:
Agustina Dwi Pamuji
01.80.0031

ENGLISH LETTERS STUDY PROGRAMME FACULTY OF LETTERS SOEGIJAPRANATA CATHOLIC UNIVERSITY SEMARANG 2006
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Semarang, June 2006
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ABSTRACT

This research is attempting to see the application of the Present Perfect tense by the students of Writing 2 class at Soegijapranata Catholic University Semarang. As English learners, the students have to adjust themselves with so many different aspects in English that do not appear in their native language. One of the most difficult aspects to learn is the grammar. As part of the grammar, the tenses are frequently applied incorrectly by the students. The writer tried to observe and see the application of one of the most difficult tenses to apply regarding the students, the Present Perfect tense.

The writer tried to see whether or not the students made errors in applying the Present Perfect tense within their writing. In analyzing the errors, the writer used the theory of four different categories of error by Corder (1981:36). The analysis shows that there are only three categories occurred in the application made by the students; they are errors of omission (33%), error of addition (20%), and error of selection (47%). Meanwhile, the error of ordering was not found in the application.
ABSTRAK

Tujuan dari penelitian ini adalah untuk melihat bagaimana murid-murid kelas Menulis 2 mengaplikasikan Present Perfect tense dalam tulisan mereka. Sebagai pembelajar Bahasa Inggris, mahasiswa harus menyesuaikan diri dengan berbagai aspek di dalam Bahasa Inggris yang berbeda dengan bahasa asli mereka. Salah satu aspek dalam Bahasa Inggris yang dianggap paling sulit untuk dipelajari adalah aspek Grammar. Sebagai bagian dari Grammar, tenses dalam Bahasa Inggris seringkali diaplikasikan dengan tidak benar oleh para siswa. Di sini penulis berusaha mengamati dan melihat pengaplikasian salah satu tenses yang dianggap paling sulit oleh para siswa.

Penulis berusaha menemukan apakah para siswa melakukan kesalahan dalam mengaplikasikan Present Perfect tense dalam tulisan mereka. Dalam menganalisa kesalahan tersebut, penulis menggunakan teori mengenai empat kategori kesalahan yang dikemukakan oleh Corder (1981:36). Namun demikian, penulis hanya menemukan tiga kategori kesalahan pengaplikasian Present Perfect tense dalam tulisan yang dibuat oleh mahasiswa. Kesalahan-kesalahan tersebut adalah kesalahan karena menghilangkan suatu elemen dalam pengaplikasian (33%), kesalahan karena menambah suatu elemen dalam pengaplikasian (20%), dan kesalahan dalam pemilihan suatu elemen dalam pengaplikasian (47%). Sementara itu, penulis tidak menemukan adanya kesalahan dalam menyusun elemen-elemen tersebut dalam pengaplikasian Present Perfect tense.