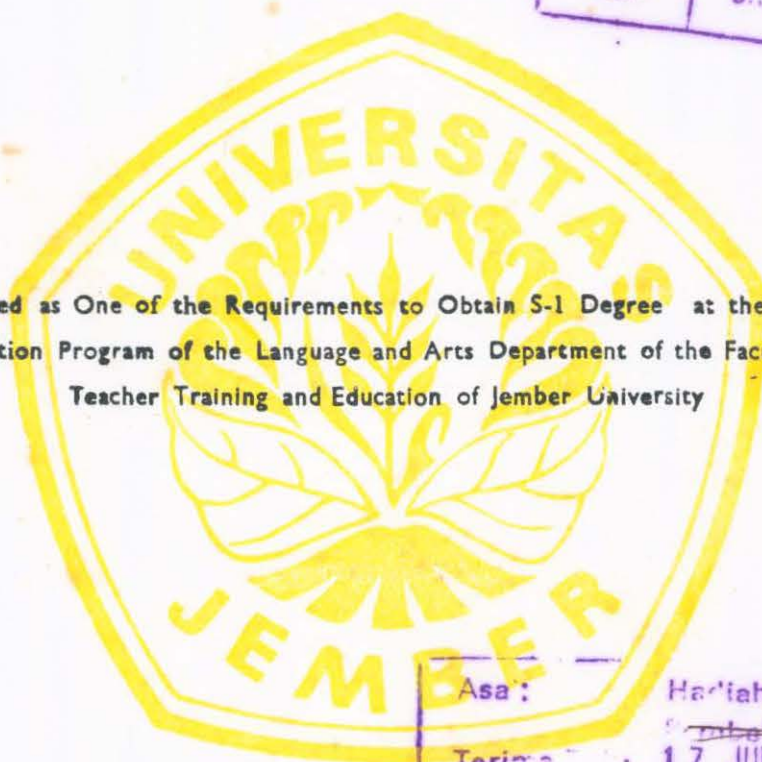


AN ERROR ANALYSIS IN USING ENGLISH TENSES ON ENGLISH
SENTENCE WRITING OF THE SECOND YEAR STUDENTS OF SLTP
NEGERI 7 JEMBER IN THE ACADEMIC YEAR OF 2001/2002

THESIS



Presented as One of the Requirements to Obtain S-1 Degree at the English
Education Program of the Language and Arts Department of the Faculty of
Teacher Training and Education of Jember University



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JEMBER UNIVERSITY
APRIL, 2002

MOTTO

No language no humanity

No written language no civilization

So language plays an important role in improving civilization

(C.H. Laird)

DEDICATION

I dedicate this thesis to

- ♥ My beloved parents, **H. Sholihin** and, **Hj Mari'ah** for their supports and love;
- ♥ The late my beloved *grandmother* and *grandfather*;
- ♥ My beloved ***big family***;
- ♥ My Love, **Herlina Tugas Pratiwi**, you are my great inspiration;
- ♥ My dearest friends, ***Aminatuz, Nunung, Diana, Diyah, Hestin, and Sindu***;
- ♥ My friends in the English Education Program, ***Mansyur, Faiz, Wulan, Yuana, Endah, Een, Lutfi, and all my friends of the 1997 level***, thanks for our friendship;
- ♥ My Students at SLTPN 7 Jember;
- ♥ My Almamater;

CONSULTANT APPROVAL

AN ERROR ANALYSIS IN USING ENGLISH TENSES ON ENGLISH SENTENCE WRITING OF THE SECOND YEAR STUDENTS OF SLTP NEGERI 7 JEMBER IN THE ACADEMIC YEAR OF 2001/ 2002.

THESIS

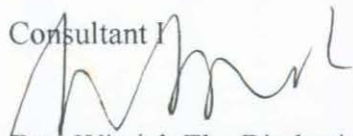
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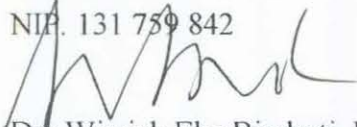


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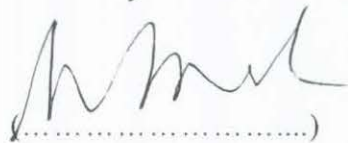


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6. All of my fellows for the help and warm relationship during my study in this faculty.

Hopefully this thesis would be a valuable finding in developing English teaching learning process, especially in correcting tenses errors. So the teaching of English as a foreign language in Indonesia will be more perfect in the future.

Jember, April 2002

The writer

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ABSTRACT

Muhammad Sugiono, 2002, An Error Analysis in using English Tenses on English Sentence Writing of the Second Year Students of SLTP Negeri 7 Jember in the Academic Year of 2001/ 2002.

A Thesis, English Education Program, Language and Arts Department, Faculty of Teacher Training and Education, Jember university.

The Consultants: (1) Dra Wiwiek Eko Bindarti, MPd.

(2) Drs. Budi Setyono, MA.

Actually, making errors is an inevitable part of the language learning process, because the learners cannot learn without first systematically making errors. The errors arise because of the influence of the students' second or foreign language and the students' lack of English rules. The general objective of the research was to know the percentage of errors in using English tenses on English sentence writing made by the second year students of SLTPN 7 Jember in the 2001/2002 academic year. The specific objectives were to know the percentage of errors in using the simple present tense, the simple present continuous tense, the simple past tense, the simple future tense, and the present perfect tense on English sentence writing made by the second year students of SLTPN 7 Jember in the 2001/2002 academic year. The sample of this research was taken by proportional random sampling by lottery. The method of collecting the primary data was test, while documentation and interview were used to get supporting data. The collected data were analyzed using descriptive quantitative in the percentage. The results of the data analysis showed that the students' errors of the use of English tenses were low (31.57%). Meanwhile, the students' errors of each component were (1) low for Simple present tense errors (36.36%), (2) low for Simple present continuous tense errors (24.54%), (3) low for Simple past tense errors (32.42%), (4) very low for Simple future tense errors as (16.36%) (5) high for Present perfect tense errors as (48.18%). Based on the results, English teachers are suggested to give the students more examples and exercises mainly about the use of present perfect tense in the form of sentences and to give exercises of the uses of the other tenses to improve their tenses mastery.

Key words: Error, English tenses, English sentence writing.

CHAPTER I INTRODUCTION



1.1. The Background of the Study

English, as a means of communication is widely spoken all over the world. It plays an important role in many aspects of human life such as in education, technology, economics, politics, and many others.

Considering the importance of English, in Indonesia English is taught as one of a compulsory subjects in Junior High School, Senior High School and in some universities. Even, based on the 1994 Curriculum, it is now offered as a local content subject at elementary schools.

In Indonesia, English is considered as a foreign language because it is learnt after the first language is acquired. That is why, in the process of learning English, the students usually face many problems. Students usually make a number of errors. The errors arise because of the different system between students' native language and the foreign language they learn. It is realized that each language has its own system that is different from one another, so it is possible for the students to make errors and find difficulties in learning a foreign language, or English.

Dulay et al (1982:138) state that making errors is an inevitable part of the language learning process, because the learners cannot learn without first systematically making errors. They say:

“Teachers and mothers who have waged long and patient battles against their students' or children's' language errors have come to realize that making errors is inevitable part of learning. People cannot learn language without first systematically committing errors”.

Then, Hendrickson (1979:3) states that language educators are now proposing that the language teacher should expect many errors in his/ her students' speech and writing, and the foreign language teacher should accept these errors as a natural phenomenon integral to the process of second language learning.

Students in Indonesia who learn English as a foreign language often make errors on English tenses. It refers to the writer's experience while doing the teaching practice. Those occurred because of students could not understand the

rule of tenses being studied. Moreover teacher explanation is not clear to the students. In this case Murdibjono and Arwijati (1989:13-22), state that Indonesian students often make errors in using simple present tense, simple present continuous tense, simple present perfect tense, simple future tense and simple past tense. It is a result of the differences between Indonesian structure and English structure.

Based on the descriptions above, a research on “An Error Analysis in using English Tenses on English Sentence Writing of the Second Year Students of SLTP Negeri 7 Jember in the Academic Year of 2001 / 2002” was conducted.

1.2. The Problems of the Research

In order to avoid the broad problem area, identifying the problem of the research is a very important step. The formulation of the problem of this research covers general problem and specific problems.

1.2.1. The General problem

The general problem of this research is:

What is the percentage of tenses errors in English sentence writing made by the second year students of SLTP Negeri 7 Jember in the Academic year of 2001 / 2002?

1.2.2. The Specific Problems

The specific problems are formulated as follows:

1. What is the percentage of simple present tense errors in English sentence writing made by the second year students of SLTP Negeri 7 Jember in the Academic year of 2001 / 2002?
2. What is the percentage of simple present continuous tense errors in English sentence writing made by the second year students of SLTP Negeri 7 Jember in the Academic year of 2001 / 2002?

3. What is the percentage of present perfect tense errors in English sentence writing made by the second year students of SLTP Negeri 7 Jember in the Academic year of 2001 / 2002?
4. What is the percentage of simple future tense errors in English sentence writing made by the second year students of SLTP Negeri 7 Jember in the Academic year of 2001 / 2002?
5. What is the percentage of simple past tense errors in English sentence writing made by the second year students of SLTP Negeri 7 Jember in the Academic year of 2001 / 2002?

1.3. The Operational Definitions of Terms

The terms that are necessary to be defined operationally are:

1.3.1. Error Analysis

Error analysis is a procedure to analyze the language errors made by the students. These procedures include identifying error data, coding error data, classifying error data, counting error data, analyzing error data and interpreting the error data.

1.3.2. Errors in Using English Tenses

Errors in using English tenses are deviation from formula of English Tenses that include five points (Simple present tense, Simple present continuous tense, Simple present perfect tense, Simple future tense, Simple past tense) on English sentence writing.

1.3.3. English Sentence Writing Skill

The students' writing skill in this research means the students' ability in expressing their thoughts, ideas, and feelings in the written form. The form of writing developed by the students is guided English sentence writing.

1.4. The Objective of the Research

Arikunto states the objective of a research is stated in a statement that shows the answer of conclusion obtained after conducting the research (1998:52). Based on the statement, the objective of this research is to describe the percentage students' errors in using English Tenses on English sentence writing. In accordance with the formulation of the problem stated above, this study is divided into two objectives, that is, general objective and specific objectives.

1.4.1. General Objective

The General objective is to know the percentage of errors in using English tenses on English sentence writing made by the second year students of SLTP Negeri 7 Jember in the academic year of 2001 / 2002.

1.4.2. Specific Objectives

The specific objectives of this research are:

- a. to know the percentage of errors in using the Simple present tense on English sentence writing made by the second year students of SLTP Negeri 7 Jember.
- b. to know the percentage of errors in using the Simple present continuous tense on English sentence writing made by the second year students of SLTP Negeri 7 Jember.
- c. to know the percentage of errors in using the Present perfect tense on English sentence writing made by the second year students of SLTP Negeri 7 Jember
- d. to know the percentage of errors in using the Simple future tense on English sentence writing made by the second year students of SLTP Negeri 7 Jember.
- e. to know the percentage of errors in using the Simple past tense on English sentence writing made by the second year students of SLTP Negeri 7 Jember.

1.5. The Significances of the Research

Based on the objectives of the research, the research significances are as follows:

1.5.1. For the English Teacher

The results are significant for the English teacher as an input to know the students' tenses problem, so the teacher is able to improve his / her teaching strategies as well as possible to increase the students' tenses mastery.

1.5.2. For the Next Researchers

The results of this research will be useful for other researchers to conduct an action research to improve the students' ability in applying English tenses in writing through intensive feedback.



CHAPTER II

THE REVIEW OF RELATED LITERATURE

This chapter presents the review of literature related to the research problems. The theories discussed involve the meaning of errors, the sources of errors, the object of error analysis, error analysis, and the English sentence writing skill.

2.1. The Meaning of Errors

Learners' errors naturally or normally happen when learning a foreign language. Teachers and learners maintain the errors unexpectedly to appear, but errors always appear in spite of their best effort. On one side errors cannot be avoided, so making errors is natural. Tarigan and Tarigan, (1988:140) states that there is no student who has never committed errors during learning process at school.

In relation to the term "error", Dulay et al. (1982:139) say that errors refer to any deviations from selected norms of language performance, no matter what the characteristics or causes of the deviations might be. Then, according to Corder (1974:19) in Richards, errors are the results of interference in the learning of a second language from the habits of the first language. In addition, Corder explains that the learners' errors are divided into systematic errors and nonsystematic errors. The systematic errors are caused by lack of knowledge of the rule of the language being studied. While nonsystematic errors are errors caused by memory lapses, physical states, such as tiredness, fatigue, psychological condition, such as strong emotion and anxiety.

Another name of systematic errors is competence errors for they are related to the competence of language learners' in understanding a language system or the rule of the language being studied and they are usually known as errors. While another name of non-systematic errors is performance errors for they are related to the performance of the language learners' which is influenced by physical state and they are usually known as mistakes.

In order to make a clear understanding about the differences between errors and mistakes, Tarigan and Tarigan (1988:76) give the comparison that can be seen in the table below.

Table 1. The Comparison between Errors and Mistakes.

Point of View	Errors	Mistakes
1. Resources	competence	performance
2. Character	systematic	nonsystematic
3. Duration	rather long	temporary
4. Linguistic system	it has not been mastered yet	it has been mastered
5. Result	deviation	deviation
6. Improvement	assisted by a teacher drilling and remedial teaching	assisted by the students' concentration.

(Tarigan and Tarigan, 1988:76)

Based on the table above, it is clear that there are two kinds of errors, namely competence errors and performance errors. Competence errors are caused by lack of knowledge of the language rule being studied. On the other hand, performance errors are caused by some factors, such as the condition of being tired and forgetfulness. Competence errors refer to errors, meanwhile performance errors refer to mistakes. Since, the research is intended to describe the errors that are caused by lack of knowledge of the language rule being studied; therefore, competence errors are focused in the research.

1. Errors caused by Overgeneralization

Overgeneralization, according to Richards (1985:174) covers instances where the learner creates a deviant structure on the basis of his experience of other structure in the target language. While, Jakobovits, in Richards (1985:174) says that overgeneralization is the use of previously available strategies in new situation. Analyzing the above explanation, we can conclude that overgeneralization is the errors happened because of another structure that has been learned before.

For example:

He is eats

In this sentence, the error is the use of word is. The error happens because the students has learned simple present tense (He eats), and he also has learned present continuous tense (He is eating). At another time, he produces the sentence He is eats. This error is caused by overgeneralization, because he makes a deviant structure based on the structure which has been learned.

2. Errors caused by Ignorance of Rule Restriction

Another type of the intralingual error is ignorance of rule restrictions. Richards (1985:175) states that ignorance of rule restriction is a type of generalization of the learners in making use of previously acquired rule in new situation. In this case, analogy and rote learning may be the common sources of the errors of rule restriction type.

For example:

They discussed about it.

The error is the use of preposition about. The error is caused by the analogy of the learned structure; They talked about it. As a result, the student makes a sentence,
“They discussed about it”.

The sentence should be He discussed it. So, the error is the ignorance of the use of preposition about.

3. Errors Caused by Incomplete Application of the Rules

According to Richards (1985:177), the occurrence of structure which deviate represents the degree of development of the rules required to produce acceptable utterances. In other words, it can be said that the learners often ignore the structure rules to produce a similar expression. The kinds of errors in this type are:

a. Statement form may be used as questions

For example:

He ate it?

The error happens in making an interrogative sentence, because the learner applies an incomplete rule of structure. In this sentence, he does not use an auxiliary (did). So, the correct form of this sentence is: did he eat?

b. One transformation in a series may be omitted.

When a question is used to elicit sentences, this answer usually gets the influence from the questions.

For example:

<u>Question</u>	<u>Answer</u>
What is he doing?	He driving a car.

From the example above, it seems that the answer gets the influence from the question. To answer the question, he just transforms the end of the question by omitting some words and applying an incomplete structure rule. In this way, he ignores the rules. As a result, the answer is: He driving a car, and the right answer is: He is driving a car.

c. Question words are used in positive sentence.

A student frequently makes an error in making a positive sentence, by adding a question word to the sentence.

For example:

I know where her address.

In this sentence, actually the question word “where” is not necessary to be added to the sentence. In this case, the verb “know” is directly followed by direct

object. So the right sentence is: I know her address. This error is caused by the structure of their native language that is Indonesian.

4. Errors caused by False Concept Hypothesized

Errors caused by false concept hypothesized, according to Richards (1985:178) is an error which derives from faulty comprehension of distinction of target language.

For example:

The accident was happened yesterday.

The learner interprets that the word “was” always refers to the past action, therefore, in expressing an action that happened in the past he uses “was” beside putting –ed at the end of the verb “happen” as the past maker. The correct sentence should be: The accident happened yesterday.

2.3. The Object of Error Analysis

Dulay et al. (1982:146) state that the English Language components include phonology (pronunciation), syntax and morphology (grammar), semantics and lexicon (meaning and vocabularies) and discourse (style). The discussion will be focused on grammar only. In this research, tenses are taken as the object of error analysis due to the previous study that students mostly made errors in using English tenses.

2.3.1. English Tenses

Before discussing tenses further, it is better to understand what tense is first. Hornby (1974:891) states that tense is a verb form that shows time. It can be said that tenses refer to the verb forms used in the sentences. Meanwhile, Veits (1986:149) says, tense is frequently described as the property that relates to the time a verb of action is performed. Further, he says that in English, verbs take twelve tenses, they are as follows:

1. Simple present tense;
2. Present continuous tense;

3. Present perfect tense;
4. Present perfect continuous tense;
5. Simple past tense;
6. Past continuous tense;
7. Past perfect tense;
8. Past perfect continuous tense;
9. Simple future tense;
10. Simple future continuous tense;
11. Simple future perfect tense;
12. Simple future perfect continuous tense;

Based on the point of view above and the teaching materials stated in the guideline of curriculum of 1994 (GBPP 1994) used in SLTP Negeri 7 Jember, the errors in using English tenses related to the mastery of tenses of the second year students in the second Cawu are analyzed. It is assumed that they have learnt some of the tenses in the first year. They are simple present tense, simple present continuous tense, simple present perfect tense, simple future tense, and simple past tense. All examples used in this study are taken from *Mastering American English* written by Hayden et al. (1976:71-91).

a. Simple Present Tense

The errors of simple present tense that will be discussed are errors concerning with:

1. The misused verbs expressing perceptions, feelings or states that occur or exist at the moment of speaking. The perception, feelings or states may, of course, extend somewhat beyond the moment of speaking, but the vocal point is the immediate present.

For examples:

- a. I am smelling something burning.

(I smell something burning.)

b. We are seeing you at the airport.

(We see you at the airport.)

(Hayden et al. 1976:71)

2. The misused verbs expressing activities (state, condition, feeling, etc) that extend of varying length of time beyond the moment of speaking. The activities have existed before, and will probably continue to exist after the moment of speaking; but the beginning and the ending are unknown or unimportant.

For examples:

a. They are understanding that problem.

(They understand that problem.)

b. We are focussing on the lesson.

(We focus on the lesson.)

(Hayden et al. 1976:72)

3. The misused verbs expressing activities which have occurred at intervals before, and will probably continue to occur at intervals after the moment of speaking. Adverbs of frequency (every day, usually, often, seldom, etc) often help the verb in expressing interval activity.

For examples:

a. He is playing basketball every Sunday morning.

(He plays basketball every Sunday morning.)

b. They are seldom going to the movies

(They seldom go to the movies.)

(Hayden et al. 1976:73)

4. The misused verbs expressing activities that are relatively permanent (some of the statements are general truths).

For examples:

- a. The sun rose in the east.
(The sun rises in the east.)
- b. Children needs love and affection.
(Children need love and affection.)

(Hayden et al. 1976:73)

b. Simple Present Continuous Tense

The errors of simple present continuous tense that will be discussed are the errors concerning with:

1. The misused verbs expressing activities that are in actual progress at the moment of speaking; the activities began a short time before, and are expected to end a short time after the moment of speaking.

For examples:

- a. He watches television now.
(He is watching television now)
- b. What is he she now? She does his assignment.
(What is she doing? She is doing his assignment.)

(Hayden et al. 1976:75)

2. The misused verbs expressing activities that began a relatively long time before and that will probably end a relatively long time after the moment of speaking. These activities are not necessarily taking place at the moment of speaking.

For example:

- a. The lecturer lectures a course in Grammar this semester.
(The lecturer is lecturing a course in Grammar this semester.)
- b. What does he do now? He works for a publishing firm.
(What is he doing now? He is working for a publishing firm).

(Hayden et al. 1976:75)

3. The misused verbs expressing activities that will take place in future time. Adverbs indicating future time (tomorrow, next month, etc.) usually modify the verb.

For examples:

- a. They give a party for foreign students next week.
(They are giving a party for foreign students next week)
- b. Where are you going next month? I go to London.
(Where are you going next month? I'm going to London.)

(Hayden et al. 1976:76)

c. Simple Past Tense

The errors of simple past tense that will be discussed are errors concerning with:

1. The misused verbs expressing activities that existed or occurred in past. Modifier indicating time often a definite time in past but in some situations the time is not specified.

For examples:

- a. They go to Sydney yesterday.
(They went to Sydney yesterday.)
- b. We hear a terrible noise last night.
(We heard a terrible noise last night.)

(Hayden et al. 1976:81)

2. The misuse verbs expressing activities that existed or occurred over a period of time in past. In some situations, modifiers indicating time specify the period of the activities.

For examples:

- a. I am seeing the mason working all day along.
(I saw the mason working all day along.)

- b. During the school vacation, the students go on a camping trip.

(During the school vacation, the students went on a camping trip.)

(Hayden et al. 1976:81)

3. The misused verbs expressing activities that existed or occurred at intervals in past time. Modifiers indicating frequency often indicate the intervals of the activities.

For examples:

- a. I see her from time to time

(I saw her from time to time)

- b. They hear the telephone rings every hour last night.

(They heard the telephone ring every hour last night)

(Hayden et al. 1976:82)

d. Simple Future Tense

The errors of simple future tense that will be discussed are errors concerning with:

1. The misused verbs expressing activities that will exist or occur in the future. Modifiers indicating time often specify a definite time in the future, but in some situations the time is not specified.

For examples:

- a. They spend holiday next year in Africa.

(They will spend holiday next year in Africa)

- b. He is go with me.

(He is going to go with me)

(Hayden et al. 1976:84)

2. The misuse of making requests or in asking for permission or affirmation.

For examples:

- a. Will he goes with me?

Yes, he will be glad to.

(Will he go with me?)

b. Shall I am beginning now? Wait a minute, please.

(Shall I begin now?)

(Hayden et al. 1976:85)

e. Simple Present Perfect Tense

The errors of present perfect tense that will be discussed are errors concerning with:

1. The misused verbs expressing activities that began sometime in the past, but are related in the mind of the speaker with the moment of speaking. Also, the activities began in the past, have continued up to, and may extend beyond, the moment of speaking.

For examples:

- a. I worked here for ten years.
(I have worked here for ten years).
- b. They lived in Jember since 1997.
(They have lived in Jember since 1997).

(Hayden et al. 1976:91)

2. The misused verbs expressing the activities that have existed or have occurred sometime in the past before the moment of speaking, but the exact time of the activity is either not known or not indicated. Modifier indicating frequency indicates that the activity has occurred one or more times.

For examples:

- a. They have just return from a trip to London.
(They have just returned from a trip to London).
- b. She wrote three books of poems.
(She has written three books of poems)

(Hayden et al. 1976:91)

3. The misused verbs expressing activities that have been completed a relatively short time before the moment of speaking. The adverb *just* is frequently used to emphasize situations of this kind.

For examples:

- a. We just heard the news.
(We have just heard the news)
- b. I just had a cup of coffee.
(I have just had a cup of coffee).

(Hayden et al. 1976:92)

4. The misused verbs expressing activities completed in the past, but are closely connected with other activities that extend into the present or future.

For examples:

- a. She studied all days so that she can go to dance tonight.
(She has studied all days so that she can go to dance tonight).
- b. Jane bought a car so that she will have transportation to work.
(Jane has bought a car so that she will have transportation to work).

(Hayden et al. 1976:93)

2.4. Error Analysis

Error analysis is the study of the learners' errors that these errors can be observed, analyzed, and classified (Brown, 1982:206). In other words, the students' errors are measurable. Meanwhile, Tarigan and Tarigan (1988:67) defines error analysis as a series of method to analyze students' language errors to make language teaching run more effectively and efficiently.

Dulay et al. (1982:138) note that the study the learners' errors have two major purposes. Firstly, the study can be used to get the data from which inference about the nature of the language learning can be made. Secondly, the study shows the teachers and curriculum designers in what part of the target language that the students have errors and which error type they are weak in.

In order to get a reliable result in analyzing errors, error analysis is attributed with certain procedures or methodology. The methodology of error analysis as described by Tarigan and Tarigan (1988:70) consists of the following steps: (1) identifying the errors data, (2) coding the components of errors data, (3) classifying the errors data, (4) counting the errors data, (5) analyzing the errors data, and (6) interpreting errors.

The error analysis steps applied in this research are identifying the tenses errors; coding the tenses components; classifying the tenses errors; counting the tenses errors; analyzing the tenses errors; and interpreting the tenses errors.

2.5. The English Sentence Writing Skill

One of the English skills that is learned by the students of Junior High Schools in the English teaching is writing. Based on the 1994 English curriculum, writing is taught integratedly with the other English skills, such as listening, speaking, and reading. Writing is an active skill, which is concerned with transformation of ideas in the written form. In this case, Tarigan and Tarigan (1988:3) states that writing is the productive and expressive activity. Further, they say that the writing skill does not come automatically, but through many regular exercises and practices.

Frank (1972:220) states that the word "sentence" means a full predication that contains a subject plus a predicate with a finite verb. Its arrangement may be symbolized by such formulas as S V O (subject + verb + object), N₁ V N₂ (noun + verb + noun), or NP + VP (noun phrase + verb phrase). In accordance with this case, Cox (1969:135) states that effective sentences must have variety, both in length and in pattern. The subject + verb + complement order is the favorite and the simplest structure in English, but its constant repetition can become monotonous.

In writing, the writers should pay their attention on how the rule to write in the target language. They should consider the grammar, vocabulary, punctuation, etc.

Based on the ideas above, the element evaluated in the English sentence writing made by the students focused on the language use (grammatical skill). It means that tenses as a part of grammar components have a close relation to writing English. In order to be a good writer, the students should master English tenses as a part of structure that is very important in writing English.

In this study, the intralingual errors are focused for identifying the errors made by the students in their English sentence writing. The reason is because the Indonesian students often make these kinds of errors.



CHAPTER III RESEARCH METHODS

This chapter deals with the research methods applied in this study. The discussion will cover: (1) research design, (2) area determination method, (3) respondent determination method, (4) data collection method, and (5) data analysis method. The details will be explained below.

3.1. Research Design

Research design is needed to conduct a research. It is important because it is used as a guide before conducting the research. The design used in this research was descriptive. According to Arikunto (1998:245), a descriptive research is not intended to prove hypothesis but it is intended to describe the variable, that is, to describe the students' errors in using English tenses on English sentence writing.

The procedures used in the research were first, determining the respondents of this research, that is the second year students of SLTP Negeri 7 Jember. Then, giving tenses test to the respondents to get the primary data. After that, analyzing the results of the test quantitatively. Next, interpreting the results of the data analysis. Meanwhile, the supporting data through interview and documentation were also collected. The next step was concluding the results to answer the research problem. The last was writing the research report.

3.2. Area Determination Method

Determining the research area is an important step in conducting a research. Hadi (1981:67) states that a research area is an area or a place used to conduct the research. It means that research area refers to the place or location where a researcher conducts the most investigation from the beginning activities until the research objective is achieved.

In this research, purposive method was used to determine the research area. This research was conducted at SLTP Negeri 7 Jember. This school was chosen as the research area because the writer had known the situation and the

condition of the school. In addition it was possible to get permission for conducting the research easily.

3.3. Respondent Determination Method

According to Nazir (1988:234), a respondent is one who gives information to the questioner for the need of a research. Meanwhile, Arikunto (1998:114) defines a respondent as a person who gives responses or answers to the questions given by the researcher either orally or in written form.

We have already recognized that a research needs subjects. They can be all the number of population or only part of the whole respondents. The population of this research was all of the second year students of SLTP Negeri 7 Jember in the 2001/2002 academic year. The number of the population was 212 students that were divided into five classes. They were class II-A consisted of 41 students, class II-B consisted of 42 students, class II-C consisted of 44 students, class II-D consisted of 42 students, and class II-E consisted of 43 students.

Arikunto (1998:120) states that if the number of the population is less than 100 persons; the population research can be conducted. On the other hand, if the number of the population is more than 100 persons, the sampling research can be conducted and the samples taken can be 10 – 15%, or 20 – 25% or more of the population.

Based on the idea, this was a sampling research because the population was more than 100 persons. To take the samples, the proportional random sampling was used. The sample was taken randomly by lottery from 25% of the number of population. Thus, the number of samples taken was 55 students taken proportionally at random from each class by using lottery. The number of samples taken from each class by using proportional random sampling is presented in Table 2 below.

Table 2: The Samples Taken by Using Proportional Random Sampling from Each Class.

No	Class	Number of Students	Samples
1	II A	41	11
2	II B	42	11
3	II C	44	11
4	II D	42	11
5	II E	43	11
Total		212	55

3.4. Data Collection Methods

The data of this research consisted of primary data and supporting data. The primary data were taken from test. The supporting data were taken through interview and documentation.

3.4.1. Test

According to Arikunto (1998:139), test means a series of practices or questions used to measure skill, knowledge, ability, intelligence and aptitudes of someone or group. Dealing with test, Hughes (1996:9) divides test into four types, namely proficiency tests, achievement tests, diagnostic tests, and placement tests.

1) Proficiency test

It is designed to measure people's ability in a language regardless of any training they may have had in that language. The content of this test is not based on the content or objectives of language courses.

2) Achievement test

It is directly related to language courses. The purpose of this test is to establish how far individual students or group of students or the courses themselves can achieve the teaching objective.

3) Diagnostic test

It is used to identify students' strengths and weaknesses. This test is intended primarily to ascertain what further teaching is necessary.

4) Placement test

It is intended to provide information which will help to place students at the stage (or in the part) of the teaching program the most appropriate to their abilities.

The applied test in this research was an achievement test because the purpose of the test is to know how far the students have mastered English tenses that have been taught.

Based on the scoring procedures, Saukah et al. (1997:78) explain that test can be divided into objective and subjective test. An objective test refers to the correctness of the test response that is determined entirely by predetermined criteria, no judgement is required on the parts of scores. In contrast, subjective test is a test in which the scorer should make judgement about the correctness of the response based on his/ her subjective interpretation of the searching criteria.

In this study, subjective test was the format chosen to assess the students' achievement in writing English sentences. In this test the students were asked to write sentences by using the correct tenses from the words provided.

Dealing with the test items, the test consisted of 30 items with equal distribution of each indicator. The test items covered five indicators of the use of tenses namely: the simple present tense (6 items), the simple present continuous tense (6 items), the simple present perfect tense (6 items), the simple future tense (6 items), and the simple past tense (6 items). In the test, the students were asked to write sentences with the five tenses using the words provided. The correct answer was assessed based on the appropriate verbs written in each sentence, its agreement, and its appropriate adverbs of time. Then the results in the form of errors in using English tenses were analyzed based on the formula of the percentage used. Moreover, the test was not intended to score the students' abilities but only describing the errors in using English tenses made by the students. The time for doing the test was 60 minutes.

Meanwhile, to know about the validity and reliability of this test, Hughes (1989:22) states that a test is said to be valid if it measures what is intended to measure. Furthermore, he states that there are four kinds of validity. They are:

1. Content Validity: the test has content that constitutes a representative sample of the language skills that are to be measured.
2. Construct Validity: the test measures just the ability that is supposed to measure.
3. Face Validity: the test looks as if it measures what it is supposed to measure.
4. Criterion-Related Validity: the test sees how far the results of the test agree with those provided by some independent and highly dependable assesment of the candidate's ability.

There are two kinds of criterion-related validity:

- 4.1. Concurrent Validity: it is established when the test and the criterion are administered at about the same time.
- 4.2. Predictive Validity: it concerns with the degree to which a test can predict a candidate's future performance.

Based on the theories above, this research used content validity because the test applied was an achievement test in which it was constructed based on the indicators used and the indicators were chosen based on the syllabus. In this case, Hughes (1989:42) states that a valid test must provide consistently accurate measurements. It must, therefore be reliable. It means that a valid test must be reliable as well. Following this idea, since this test was valid based on the content validity, it was also reliable. Therefore, the test reliability was not established in this research.

3.4.2. Interview

The use of interview was to get the information related to the research's problems to complete the primary data.

According to Arikunto (1998:145), interview is a conversation between the interviewer and interviewee with a certain purpose. Furthermore, He says that there are three kinds of interview, namely:

- a. Unstructured interview, the interviewer carries out the interview with no systematic plan of questions.
- b. Structured interview, the interviewer carries out the interview using a set of questions arranged in advanced.
- c. Free-structured interview, the interviewer uses a set of questions and the questions are developed in gaining further specific information.

In this research, the structured interview was used to get the general descriptions of the school, the English curriculum, the compulsory text books used in the English teaching learning process and the tenses materials that have been taught. The interview guide could be seen on Appendix 2.

3.4.3. Documentation

According to Arikunto (1998:149), documentation is one of the techniques used to obtain the data from documents or written materials. Documentation can be in the forms of records, transcripts, books, newspaper, magazines, diary, chart, etc.

In this research, documentation was used to obtain the supporting data about the names of the respondents, the school facilities, and the school personnel. The guide of documentation could be seen on Appendix 2.

3.5. Data Analysis Method

In conducting a research, data analysis is important. Hadi (1997:121) states that the data analysis method is a way to analyze the obtained data. The data analysis method used in this research was descriptive statistics. This method was used to describe the percentage of errors of the use of English tenses on English sentence writing made by the students.

There were some steps used to analyze the tenses errors made by students in their English sentence writing. They were identifying the tenses errors; coding the tenses components; classifying the tenses errors; counting the tenses errors; analyzing the tenses errors; and interpreting the tense errors (Tarigan 1988:70). Each step is discussed below:

1. Identifying the Tenses Errors

After collecting the respondents' work, the tense errors made by the students were identified.

2. Coding the Tenses Components

The tenses components were coded into five categories: A. Simple present tense; B. Simple present continuous tense; C. Simple past tense. D. Simple future tense; E. Present perfect tense;

3. Classifying the Tenses Errors

After Coding the tenses components, the tenses errors made by the students in their English writing were classified into five components, namely: Simple present tense errors; simple present continuous tense errors; simple past tense errors; simple future tense errors; and present perfect tense errors.

4. Counting the Tenses Errors.

After classifying the tenses errors into five components, the students' errors were counted based on each component errors.

5. Analyzing the Tenses Errors.

After the tenses errors made by the students were counted based on the error components, they were analyzed statistically in the percentage by using the following formula to know the percentage of errors.

$$E = \frac{n}{N} \times 100\%$$

Notes :

E = The percentage of errors of each component made by the students.

n = The number of errors of each component made by students.

N = The total number of the whole errors of each component made by the students.

(Adapted from Ali, 1993:186)

6. Interpreting Errors

The percentage of errors made by students were interpreted using the interpretation table as follows:

Table 3: The Interpretation of the Students' Errors of English Sentence Writing.

Grade of Errors (%)	Interpretation
0% - 20%	Very low
21% - 40%	Low
41% - 60%	High
61% - 100%	Very high

(Adapted from Mardiati, 1989:50)



BAB IV

RESULTS AND DISCUSSION

4.1. Supporting Data

4.1.2. The Result of Documentation

The data obtained from the documentation deal with the names of respondents, the school facilities, and the personnel of SLTP Negeri 7 Jember.

These data are presented as follows:

a. The Respondents of the Research.

As stated previously, the respondents of this research were taken by using proportional random sampling. The number of the respondents taken by proportional random sampling was 55 students described in chapter III. The names of the respondents could be seen on Appendix 6.

b. The School Facilities

The facilities of the school consisted of the classrooms, a principals' room, a guest room, teachers' room, administration staff room, a mosque, a library, a laboratory, an OSIS room, a UKS room, and a BP room. The detail number of the facilities can be seen on the Appendix 8.

c. The Personnel of SLTP Negeri 7 Jember.

The personnel of SLTP Negeri 7 Jember consist of the Principal, the Vice-Principals, the Teachers, Part time Teachers, the Administration Staff, Gardeners, and Guardians. The names of the personnel of SLTP Negeri 7 completely can be seen on Appendix 7.

4.1.2. The Results of Interview

SLTP Negeri 7 Jember was built in 1987 called SMP Patrang. Then, in the academic year of 1990/1991 the SMP status was changed into SLTP Negeri 7 Jember. SLTP Negeri 7 Jember is located at Jl. Cendrawasih No. 10 Jember. It is 5 km from the center of Jember.

According to the English teacher, the teaching learning process at SLTP Negeri 7 Jember is based on the 1994 Curriculum, and the compulsory books used

in teaching English to the second year students is Let's Learn English II. It is published by Edumedia Jakarta. The book is used on the consideration that the contents of the books are relevant to the 1994 English curriculum for SLTP.

Meanwhile, the tenses materials that have already been taught by the teacher beginning from the first cawu at the first year until the second cawu at the second year are simple present tense, simple present continuous tense, simple past tense, simple future tense and the present perfect tense. All of them, according to the teaching materials, are stated in the guideline of the 1994 Curriculum in the Basic Course Outline (GBPP) used at SLTP Negeri 7 Jember. The materials enclosed on Appendix 12.

4.2. Primary Data

4.2.1. The Results of Tenses Test

The primary data of the research were collected by using test conducted on December 8th 2001. The procedure of getting the respondents by taking 25 % of the population to be give test at the same time. The test was administered to know the students' errors in using English tenses. The results of the test were presented in the following table:

Table 5: The Results of the Students' Errors in Using English Tenses.

Nr	The Number of Errors of Each Component					TOTAL ERRORS
	A	B	C	D	E	
1	2	0	2	0	1	5
2	1	2	0	0	6	9
3	3	1	4	4	2	14
4	3	0	3	1	3	10
5	1	2	1	1	2	7
6	2	0	2	0	0	4
7	4	5	6	3	2	20
8	3	3	1	1	5	13
9	2	0	1	0	3	6
10	3	0	1	0	0	4

	The Number of errors of Each Component					TOTAL ERRORS
	A	B	C	D	E	
11	3	1	4	1	0	9
12	3	1	3	2	4	13
13	3	2	1	0	6	12
14	3	2	3	1	4	13
15	2	1	0	0	5	8
16	2	1	1	0	0	4
17	2	1	2	1	3	9
18	1	2	4	0	4	11
19	2	1	4	0	1	8
20	2	1	1	1	2	7
21	4	0	0	0	3	7
22	3	4	6	5	5	23
23	3	0	3	0	2	8
24	3	2	1	0	3	9
25	2	1	2	1	3	9
26	2	0	0	0	0	2
27	3	0	1	1	6	11
28	3	1	3	0	3	10
29	2	2	1	0	6	11
30	1	1	1	3	2	8
31	0	1	0	0	0	1
32	3	0	3	1	1	8
33	1	2	1	0	4	8
34	3	1	3	1	3	11
35	1	1	2	3	3	10
36	2	0	0	0	3	5
37	1	2	1	4	2	10
38	3	3	2	0	3	11
39	1	1	4	2	5	13

Nr	The Number of errors of Each Component					TOTAL ERRORS
	A	B	C	D	E	
40	0	3	0	0	3	6
41	2	3	3	0	2	10
42	2	2	2	2	4	12
43	3	2	3	0	3	11
44	0	3	3	1	2	9
45	3	1	0	0	1	5
46	3	0	0	2	2	5
47	4	1	4	1	3	13
48	3	1	3	1	3	11
49	0	4	3	0	4	11
50	2	2	0	0	3	7
51	3	3	2	1	3	12
52	2	1	3	2	5	13
53	2	0	2	3	4	11
54	0	3	2	1	5	11
55	3	4	0	3	2	12
Total	120	81	107	54	159	521

Notes :

- Nr : Number of respondents
 A : Simple present tense errors
 B : Simple present continuous tense errors
 C : Simple past tense errors
 D : Simple future tense errors
 E : Present perfect tense errors

To make the results clearer, the number of tenses errors of each component made by the students is summarized in the following table:

Table 6: The Number of Tenses Errors of Each Component Made by the Students.

No	Components	Number of Errors
1	Simple present tense	120
2	Simple present continuous tense	81
3	Simple past tense	107
4	Simple future tense	54
5	Present perfect tense	159
The total number of tenses errors		521

4.3. Data Analysis

Having acquired the main data dealing with the students' tenses errors, the data were analyzed into two sections:

a. General Problem Analysis

From the previous table, it showed that the number of errors of all the components made by the students was 521, meanwhile the number of the whole tenses errors were 1650. It was obtained from the number of errors of all students for all items ($30 \times 55 = 1650$). Then, the students' tenses errors were analyzed quantitatively by applying the following formula.

$$E = \frac{n}{N} \times 100 \%$$

Notes: E : the percentage of tenses errors made by the students.

n : the number of tenses errors made by the students.

N : the number of the whole tenses errors of the test items.

The calculation of the percentage of the students' tenses error was described as follows.

$$\begin{aligned} E &= \frac{521}{1650} \times 100 \% \\ &= 31.57\% \end{aligned}$$

Based on the result above, the percentage of the students' errors in using English tenses was 31.57%. After consulting to the interpretation table of errors based on the percentage of grade of errors on page 28, the students' errors in using English tenses were low because it was on the range of 21% - 40 %.

b. Specific Problem Analysis

It has been stated in Chapter III that the number of items of each component was 6 items. If all students made errors for 6 items, the number of the whole errors was $6 \times 55 = 330$. Then, the tense errors of each component were analyzed by applying the following formula.

$$E = \frac{n}{N} \times 100 \%$$

Notes: E : the percentage of errors of each component made by the students.

n : the number of errors of each component made by the students.

N : the number of the whole errors of each component of the test items.

The calculation of the percentage tense errors of each component was as follows.

a. Simple present tense

$$\begin{aligned} E &= \frac{120}{330} \times 100 \% \\ &= 36.36\% \end{aligned}$$

b. Simple present continuous tense

$$\begin{aligned} E &= \frac{81}{330} \times 100 \% \\ &= 24.54\% \end{aligned}$$

c. Simple past tense

$$\begin{aligned} E &= \frac{107}{330} \times 100 \% \\ &= 32.42\% \end{aligned}$$

d. Simple future tense

$$E = \frac{54}{330} \times 100 \% \\ = 16.36\%$$

e. Present perfect tense

$$E = \frac{159}{330} \times 100 \% \\ = 48.18\%$$

The results of the calculation of the students' tenses errors of each component could be seen in the following table.

Table 7: The Results of the Calculation of the Students' Tenses Errors.

No	Components	Percentage
1	Simple present tense	36.36%
2	Simple present Continuous tense	24.54%
3	Simple past tense	32.42%
4	Simple future tense	16.36%
5	Present perfect tense	48.18%

The highest percentage of tense errors was the percentage of present perfect tense errors (48.18%), while the lowest percentage of tense errors was the percentage of simple future tense errors (16.36%).

Based on the results of the data analysis, it could be interpreted as follows. Firstly, the percentage of the students' errors in using simple present tense was 36.36%. After consulting to the interpretation table of the students' errors on page 28, the students' errors in using simple present tense were *low*, since they were in the range of 21% - 40%. Secondly, the percentage of the students' errors in using simple present continuous tense was 24.54% or *low* category because it was also in the range of 21% - 40%. Thirdly, the percentage of the students' errors in using of simple past tense was 32.42 %. After consulting to the interpretation table, the category of the students' errors in using simple past tense was also *low* because it

was in the range of 21% - 40%. Fourthly, the percentage of the students' errors in using simple future tense was 16.36% or in the *very low* category because it was in the range of 0% - 20%. Fifthly, the percentage of the students' errors in using present perfect tense was 48.18%. After consulting to the interpretation table of the students' errors on page 28, the category of the students' errors in using present perfect was *high* because it was in the range of 41% - 60%. To make the results clearer to understand the following table shows the interpretation of the students' errors of each component.

Table 8: The Interpretation of the Students' Errors of Each Component

No	Components	Percentage	Grade of Errors	Category
1	Simple present tense	36.36%	(21% - 40%)	low
2	Simple present Continuous tense	24.54%	(21% - 40%)	low
3	Simple past tense	32.42%	(21% - 40%)	low
4	Simple future tense	16.36%	(0% - 20%)	Very low
5	Present perfect tense	48.18%	(41% - 60%)	high

4.4. Discussion

Based on the results of the data analysis presented above, the category of the students' errors in using English tenses was low (31.57%). Then, the categories of the students' errors of each component were as follows (1) the Simple Present tense errors category was low (36.36%); (2) the Simple Present continuous tense errors category was also low (24.54%), (3) the Simple Past tense errors category was low (32.42%), (4) the Simple Future tense errors category was very low (16.36%), and (5) the Present Perfect tense errors category was high (48.18%). From the results, it was known that the highest percentage of tense errors was present perfect tense errors (48.18%). These errors may happen because the students had some difficulties to determine the auxiliary verbs. It is related to Indonesian that has no auxiliary verb in its structure. For example: *I lived in Jakarta for ten years; They taken ten books already*. Besides, the students had difficulties in determining the agreement, for example: *My father have lent his car*

for ten years; They have live in Surabaya since 1970. The last, the students had difficulties in using time signals used in the present perfect tense, for examples; *They have played tennis yesterday; Have you read a comic last night.* It is clear that the errors were made because the students may lack of knowledge about the rules of using English tenses. This is in line with Murdibjono and Arwijati's ideas (1989:13-26) that many English learners are lack of knowledge about the use of tenses.

Relating to those results above, the English teachers need to give more attention on the teaching of tenses, especially on present perfect tense, because the present perfect tense errors made by the students were 48.18% or in the high category. It means that the students' abilities in using the present perfect tense in the sentences are bad, and their abilities in using the four other tenses; namely simple present tense, simple present continuous tense, simple past tense, simple future tense, and present perfect tense are good.



CHAPTER V

CONCLUSIONS AND SUGGESTIONS

5.1. Conclusion

Based on the results of the data analysis presented in Chapter IV, some main points can be concluded as follows.

a. General conclusion

The percentage of English tenses errors made by the second year students of SLTP Negeri 7 Jember in the 2001/ 2002 academic year was (31.57%). It means that the category of the students' tenses errors was low.

b. Specific Conclusions

1. The percentage of Simple present tense errors made by the second year students of SLTP Negeri 7 Jember in the 2001/ 2002 academic year was (36.36%). It means that the category of the simple present tense errors made by the students was low.
2. The percentage of Simple present continuous tense errors made by the second year students of SLTP Negeri 7 Jember in the 2001/ 2002 academic year were (24.54%). It means that the category of the simple present continuous tense errors made by the students was also low.
3. The percentage of Simple past tense errors made by the second year students of SLTP Negeri 7 Jember in the 2001/ 2002 academic year were (32.42%). It means that the category of the simple past tense errors made by the students was low.
4. The percentage of Simple future tense errors made by the second year students of SLTP Negeri 7 Jember in the 2001/ 2002 academic year were (16.36%). It means that the category of the simple future tense errors made by the students was very low.
5. The percentage of Present perfect tense errors made by the second year students of SLTP Negeri 7 Jember in the 2001/ 2002 academic year were

(48.18%). It means that the category of the present perfect tense errors made by the students was high.

The results above showed that the abilities of the second year students of SLTP Negeri 7 Jember in using English tenses covering the five tenses were fair.

5.2. Suggestions

Considering the results of the research, some suggestions are given to the following people:

1. English Teacher

The English teacher is suggested to improve the students' structure mastery, especially in the use of present perfect tense. He or she is also suggested to give more examples and exercises about the use of tenses in writing English sentences.

2. Other Researchers

The results of this research can be used as information to conduct a further research dealing with English tenses with in a different design, such as an experimental research by giving feedback on error correction of the use of tenses in English sentence writing to improve the students' sentence writing skill.



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RESEARCH MATRIX

TITLE	PROBLEM	VARIABLE	INDICATORS	DATA RESOURCES	RESEARCH METHOD
An Error Analysis in Using English Tenses on English Sentence Writing of The Second Year Students of SLTP Negeri 7 Jember in the Academic Year of 2001 / 2002.	<p>GENERAL PROBLEM</p> <p>1. What is the percentage of tenses errors in English sentence writing made by the second year students of SLTP Negeri 7 Jember in the 2001 / 2002 academic year?</p> <p>SPECIFIC PROBLEMS</p> <p>1. What is the percentage of simple present tense errors in English sentence writing made by the second year students of SLTP Negeri 7 Jember in the 2001 / 2002 academic year?</p> <p>2. What is the percentage of simple present continuous tense errors in English sentence writing made by the second year students of SLTP Negeri 7 Jember in the 2001 / 2002 academic year?</p> <p>3. What is the percentage of present perfect tense errors in English sentence writing made by the second year students of SLTP Negeri 7 Jember in the 2001 / 2002 academic year?</p> <p>4. What is the percentage of simple future tense errors in English sentence writing made by the second year students of SLTP Negeri 7 Jember in the 2001 / 2002 academic year?</p> <p>5. What is the percentage of simple past tense errors in English sentence writing made by the second year students of SLTP Negeri 7 Jember in the 2001 / 2002 academic year?</p>	<p>Tenses Errors in English Writing.</p> <p>Sentence</p>	<p>1. Errors in using simple present tense.</p> <p>2. Errors in using simple present continuous tense.</p> <p>3. Errors in using present perfect tense.</p> <p>4. Errors in using simple future tense.</p> <p>5. Errors in using simple past tense.</p>	<p>1. Respondents - The second year students of SLTP Negeri 7 Jember in the academic year of 2001 / 2002.</p> <p>2. Informant - The English teacher.</p> <p>3. Documents - The names of the respondents - The school facilities - The personnel of SLTP Negeri 7 Jember</p>	<p>1. Research Design: Descriptive</p> <p>2. Area determination method: Purposive. SLTP Negeri 7 Jember.</p> <p>3. Respondent determination method: Proportional random sampling.</p> <p>4. Data collection methods:</p> <p>5. a. Primary data - Test. b. supporting data - Document - Interview</p> <p>6. Data analysis methods</p> <p>a. Identifying the tense errors.</p> <p>b. Coding the tense errors.</p> <p>c. Classifying the tense errors.</p> <p>d. Counting the tense errors.</p> <p>e. Analyzing the tense errors.</p> <p>f. Interpreting the tense errors.</p> <p>Descriptive statistics:</p> $E = \frac{n}{N} \times 100 \%$ <p>Note: E = The percentage of errors of each component made by the students.</p> <p>n = The number of errors of each component made by the students.</p> <p>N = The total number of the whole errors of each component made by the students.</p>

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SUPPORTING DATA INSTRUMENTS

Interview Guide

No	Supporting Data Taken	Data Resources
1	Would you explain to me about the brief history of SLTP Negeri 7 Jember?	The Principal
2	What are the Curriculum and the compulsory text books used in teaching English to the second year students of SLTP Negeri 7 Jember?	The English teacher
3	What are the tenses materials that have been taught beginning from the first cawu at the first year until the second cawu at the second year?	

Documentation Guide

No	Supporting Data Taken	Data Resources
1	The names of the respondents	Document
2	The facilities of SLTP Negeri 7 Jember	Document
3	The names of personnel of SLTP Negeri 7 Jember	Document

TEST OF ENGLISH TENSES

CLASS : 2

LEVEL : SLTP

TIME : 60 minutes

I. Make sentences containing "*simple present tense*" by using subject, verb, to be and adverb provided below.

1. I.....
2.go.....
3. John.....
4.everyday.
5. Do.....?
6.doesn't.....

II. Make sentences containing "*simple present continuous tense*" by using subject, verb, to be, and adverb provided below.

1. They.....
2.now.
3. Look! She.....
4.read.....
5. Is.....?
6.aren't.....

III. Make sentences containing "*simple past tense*" by using subject, verb, to be, and adverb provided below.

1. I.....
2.play.....
3.yesterday.
4. He.....
5. didn't
6. Did.....?

IV. Make sentences containing "*simple future tense*" by using subject, verb, to be, and adverb provided below.

1. We.....
2. come.....
3. My family.....
4. tomorrow.
5. won't.....
6. Will?

V. Make sentences containing "*present perfect tense*" by using subject, verb, to be, and adverb provided below.

1. He.....
2. live
3. They.....
4. for ten years.
5. hasn't.....
6. Have you.....?

NAME : Herlina Tugias Pratiwi
 CLASS : II C
 NO : 19

TEST OF ENGLISH TENSES

CLASS : 2
 LEVEL : SLTP
 TIME : 60 minutes

I. Make sentences containing "simple present tense" by using subject, verb, to be and adverb provided below.

1. I study English in the class
2. They go to school today
3. John study English every week
4. They go to school everyday.
5. Do they go to school everyday?
6. She doesn't buy the pen

II. Make sentences containing "simple present continuous tense" by using subject, verb, to be, and adverb provided below.

1. They are playing pingpong
2. I am go to school now.
3. Look! She is cooking in the kitchen
4. He is read novel
5. Is she playing in the house?
6. They aren't playing pingpong

III. Make sentences containing "simple past tense" by using subject, verb, to be, and adverb provided below.

1. I was hungry yesterday
2. Roni and Toni play a game yesterday
3. She was sick yesterday.
4. He were a student last year
5. I didn't go to school now
6. Did I go to school now?

IV. Make sentences containing "simple future tense" by using subject, verb, to be, and adverb provided below.

1. We will go to supermarket.
2. He will come to my house.
3. My family will go to Jakarta tomorrow.
4. We will study English tomorrow.
5. They won't study English.
6. Will They play foot ball next week?

V. Make sentences containing "present perfect tense" by using subject, verb, to be, and adverb provided below.

- ~~1.~~ He have been clever.
- ~~2.~~ She is live in the village.
3. They have finished their work.
4. She has studied English for ten years.
- ~~5.~~ We hasn't go to school.
- ~~6.~~ Have you has go to market now?

THE WAY IN ANALYZING THE DATA**1. SIMPLE PRESENT TENSE**

1. John get holiday every Sunday (1/1)
(John gets holiday every Sunday.)
2. Tono sleep everyday. (1/2)
(Tono sleeps everyday.)
3. Deny playing to my house everyday. (2/1)
(Deny plays to my house everyday.)
4. John study everyday. (3/1)
(John studies everyday.)
5. My mother cook rice everyday. (3/2)
(My mother cooks rice everyday.)
6. I am beat my brother. (4/1)
(I beat my brother.)
7. John don't go to school everyday. (4/2)
(John doesn't go to school everyday.)
8. Tini walk in the park everyday. (5/1)
(Tini walks in the park everyday.)
9. Andi play football in the yard everyday. (6/1)
(Andi plays football in the yard everyday.)
10. John meets a ghost last night. (7/1)
(John meets a ghost **every night**.)
11. They eats a bowl of bakso in the canteen everyday. (7/2)
(They eat a bowl of bakso in the canteen everyday.)
12. I am eat a pizza in the restaurant. (8/1)
(I eat a pizza in the restaurant.)
13. John does not clever. (9/1)
(John is not clever.)
14. John ride a bicycle everyday. (10/1)
(John rides a bicycle everyday.)

15. She to visit her uncle everyday. (11/1)
(She visits her uncle everyday.)
16. He doesn't jogging every morning. (11/2)
(He doesn't jog every morning.)
17. She go to Surabaya by bus. (12/1)
(She goes to Surabaya by bus.)
18. John eat bread every morning. (12/2)
(John eats bread every morning.)
19. He play basketball everyday. (12/3)
(He plays basketball everyday.)
20. John do not play football. (13/1)
(John does not play football.)
21. John sing on the stage. (14/1)
(John sings on the stage.)
22. He eat rice everyday. (14/2)
(He eats rice everyday.)
23. Leni doesn't running in the park. (14/3)
(Leni doesn't run in the park.)
24. She go to the party. (15/1)
(She goes to the party.)
25. John teaches English in the afternoon. (16/1)
(John teaches English **every afternoon**.)
26. John study English every week. (18/1)
(John studies English every week.)
27. John listen to the music in the radio. (19/1)
(John listens to the music in the radio.)
28. I go to Surabaya yesterday. (20/1)
(I go to Surabaya **today**.)
29. John love her parents every time. (20/2)
(John loves his parents every time.)

30. I am sometimes swim in the swimming pool. (21/1)
(I sometimes swim in the swimming pool.)
31. Ratih sometimes go to supermarket by car. (21/2)
(Ratih sometimes goes to supermarket by car.)
32. Tina buy apple in the market everyday. (24/1)
(Tina buys apple in the market everyday.)
33. He go to office every week. (25/1)
(He goes to office every week.)
34. I studies English in your house. (26/1)
(I study English in your house.)
35. John watches TV in the evening. (26/2)
(John watches TV **every evening**.)
36. She is drinks milk everyday. (27/1)
(She drinks milk everyday.)
37. I am go to Jakarta every day. (30/1)
(I go to Jakarta every day.)
38. She is go to school everyday. (32/1)
(She goes to school everyday.)
39. John go to school on foot. (33/1)
(John goes to school on foot.)
40. John work everyday. (34/1)
(John works everyday.)
41. Dina usually go to school by motorcycle. (36/2)
(Dina usually goes to school by motorcycle.)
42. John are at your house every day. (37/1)
(John is at your house every day.)
43. I am eat fried chicken in the restaurant. (38/1)
(I eat fried chicken in the restaurant.)
44. John buy banana in the market. (38/2)
(John buys banana in the market.)

45. They are doesn't go to school by bus. (41/1)
(They don't go to school by bus.)
46. I am break my pencil. (47/1)
(I break my pencil.)
47. John don't go to school. (47/2)
(John doesn't go to school.)
48. He play football every day. (48/1)
(He plays football every day.)
49. My mother go to supermarket every month. (55/1)
(My mother goes to supermarket every month.)
50. John always read a newspaper. (55/2)
(John always reads a newspaper.)

II. SIMPLE PRESENT CONTINUOUS TENSE.

1. Is he play a game now? (3/1)
(Is he playing a game now?)
2. He aren't drinking now. (5/1)
(He isn't drinking now.)
3. The students is studying English now. (7/1)
(The students are studying English now.)
4. Look! She cries very loudly. (7/2)
(Look! She is crying very loudly.)
5. She read a book in the library now. (7/3)
(She is reading a book in the library now.)
6. Is he calls you now? (7/4)
(Is he calling you now?)
7. They aren't works right now. (7/5)
(They aren't working right now.)
8. I am go to school now. (8/1)
(I am going to school now.)

9. They aren't to take bath now. (11/1)
(They aren't taking bath now.)
10. She is read a magazine now. (12/1)
(She is reading a magazine now.)
11. They are cleaning class everyday. (13/1)
(They are cleaning class **now**.)
12. He reading a newspaper now. (14/1)
(He is reading a newspaper now.)
13. They aren't go to the sea now) (14/2)
(They aren't going to the sea now)
14. They aren't watching a movie tonight. (16/1)
(They aren't watching a movie **right now**.)
15. We are read a comic now. (17/1)
(We are reading a comic now.)
16. Is she going to Jakarta tomorrow? (19/1)
(Is she going to Jakarta **now**.)
17. Look! She is read a novel. (33/1)
(Look! She is reading a novel)
18. Look! She running now. (41/1)
(Look! She is running now.)
19. Rudi and Jordi is reading the book now. (41/2)
(Rudi and Jordi is reading the book now.)

III. THE SIMPLE PAST TENSE

1. I am didn't play in basketball last week. (1/1)
(I didn't play basketball last week.)
2. My mother cooking rice yesterday. (3/1)
(My mother cooked rice yesterday.)
3. Did you drinking in the morning? (3/2)
(Did you drink in the morning?)

4. We didn't studied English yesterday. (6/1)
(We didn't study English yesterday.)
5. She comes to the party yesterday. (7/1)
(She came to the party yesterday.)
6. He was play football in the field yesterday. (9/1)
(He played football in the field yesterday.)
7. Nur didn't worked her task last month. (10/1)
(Nur didn't work her task last month.)
8. I played badminton everyday. (11/1)
(I played badminton **yesterday**.)
9. Did he went to the station in the morning? (11/2)
(Did he go to the station in the morning?)
10. I go to Jompo last night. (12/1)
(I went to Jompo last night.)
11. Andi play football last week. (12/2)
(Andi played football last week.)
12. Robby going to the supermarket yesterday. (13/1)
(Robby went to the supermarket yesterday.)
13. Did you finished your study? (14/1)
(Did you finish your study?)
14. She was playing football yesterday. (17/1)
(She played football yesterday.)
15. Roni and Toni play a game yesterday. (18/1)
(Roni and Toni played a game yesterday.)
16. He were a student last year. (18/2)
(He was a student last year.)
17. She didn't went to school yesterday. (19/1)
(She didn't go to school yesterday. (19/1))
18. He writed the lesson in the book yesterday. (19/2)
(He wrote the lesson in the book yesterday.)

19. They play football yesterday. (20/1)
(They played football yesterday.)
20. I go to Gramedia last night. (23/1)
(I went to Gramedia last night.)
21. My mother make a cake yesterday. (23/2)
(My mother made a cake yesterday.)
22. They are eat orange yesterday. (24/1)
(They ate orange yesterday.)
23. Did it ate a bone yesterday? (25/1)
(Did it eat a bone yesterday?)
24. I go to Matahari department store last night. (28/1)
(I went to Matahari department store last night.)
25. He is not playing football yesterday. (29/1)
(He didn't play football yesterday.)
26. Sarah play volleyball yesterday. (30/1)
(Sarah played volleyball yesterday.)
27. He didn't work in the bank for four years. (32/1)
(He didn't work in the bank **four years ago**.)
28. I am go to watu ulo last week. (34/1)
(I went to Watu ulo last week.)
29. I am playing badminton yesterday. (34/2)
(I played badminton yesterday.)
30. I am went to Surabaya yesterday. (34/3)
(I went to Surabaya yesterday.)
31. It didn't ate a bone yesterday. (35/1)
(It didn't eat a bone yesterday.)
32. He didn't went to school yesterday. (39/1)
(He didn't go to school yesterday.)
33. She didn't listened to the music last night. (39/2)
(She didn't listen to the music last night.)

34. They are played football yesterday. (41/1)
(They played football yesterday.)
35. Mr. Harso didn't taught mathematics yesterday. (41/2)
(Mr. Harso didn't teach mathematics yesterday.)
36. My father make a cake yesterday. (43/1)
(My father made a cake yesterday.)
37. He doesn't eat bread yesterday. (47/1)
(He didn't eat a bread yesterday.)
38. I am didn't play a game last week. (53/1)
(I didn't play a game last week.)
39. He is drinking ice cream yesterday. (53/2)
(He drank ice cream yesterday.)

IV. THE SIMPLE FUTURE TENSE

1. We will going to the supermarket next week. (3/1)
(We will go to the supermarket next week.)
2. I am won't going to the market tomorrow. (3/2)
(I won't go to the market tomorrow.)
3. Will you studying English tonight? (3/3)
(Will you study English tonight?)
4. Will Rully play basketball today? (4/1)
(Will Rully play basketball **tomorrow**?)
5. We will make a cake in the morning. (11/1)
(We will make a cake **tomorrow**.)
6. He is won't studying English next Sunday. (17/1)
(He won't study English next Sunday.)
7. My family going to go to Bromo tomorrow. (22/1)
(My family is going to go to Bromo tomorrow.)
8. I will come to the supermarket yesterday. (30/1)
(I will come to the supermarket **tomorrow**.)

9. I am won't go to school tomorrow. (34/1)
(I won't go to school tomorrow.)
10. My family will swimming tomorrow. (35/1)
(My family will swim tomorrow.)
11. Will he selling his car tomorrow. (35/2)
(Will he sell his car tomorrow.)
12. I won't to go to Medan next week. (44/1)
(I won't go to Medan next week.)
13. My parents visit my grandfather tomorrow. (46/1)
(My parents are going to visit my grandfather tomorrow.)
14. Will Rusdi play volleyball today. (47/1)
(Will Rusdi play volleyball **tomorrow**.)
15. He will to look a swimming competition tomorrow. (51/1)
(He will look a swimming competition tomorrow.)

V. PRESENT PERFECT TENSE

1. Tono have not lived in Jember for ten years. (1/1)
(Tono has not lived in Jember for ten years.)
2. They have played tennis yesterday. (3/1)
(They have played tennis **already**.)
3. They are have not learnt in the school for two months. (4/1)
(They have not learnt in the school for two months.)
4. My father have lent his car for ten years. (4/2)
(My father has lent his car for ten years.)
5. We have live in Surabaya already. (5/1)
(We have lived in Surabaya already.)
6. They taken ten books already. (7/1)
(They have taken ten books already.)
7. I lived in Jakarta for ten years. (8/1)
(I have lived in Jakarta for ten years.)

8. He not have drunk milk yet. (9/1)
(He has not drunk milk yet.)
9. He have not live in the city. (9/2)
(He has not lived in the city.)
10. They has not given money to their brother. (9/3)
(They have not given money to their brother.)
11. Have you read a comic last night? (12/1)
(Have you read a comic **yet**?)
12. He have drank tea and coffee. (13/1)
(He has drunk tea and coffee.)
13. My sister has live in Bali. (13/2)
(My sister has lived in Bali.)
14. Have you sang in the festival? (13/3)
(Have you sung in the festival?)
15. They has not drank a water. (14/1)
(They have not drunk a water.)
16. He have been clever. (18/1)
(He has been clever.)
17. They have read the book now. (19/1)
(They have read the book **already**.)
18. I have not live in the city. (20/1)
(I have not lived in the city.)
19. She hasn't live in the city for ten years. (20/2)
(She hasn't lived in the city for ten years.)
20. Have you going to Bali already? (22/1)
(Have you gone to Bali already?)
21. I have live in Jember for ten years. (23/1)
(I have lived in Jember for ten years.)
22. He have been here. (24/1)
(He has been here.)

23. She hasn't buy eggs. (24/2)
(She hasn't bought eggs.)
24. I have live in the village. (25/1)
(I have lived in the village.)
25. He has copied the geography lesson just. (27/1)
(He has just copied the geography lesson.)
26. Susan live in Madiun. (29/1)
(Susan has lived in Madiun)
27. Sarah has go to England for ten years. (30/1)
(Sarah has gone to England for ten years.)
28. We hasn't go to supermarket. (33/1)
(We have gone to supermarket.)
29. He have at school already. (34/1)
(He has been at school already.)
30. I am have live in Surabaya. (34/2)
(I have lived in Surabaya.)
31. We hasn't been in the garden. (34/3)
(We have been in the garden.)
32. My father work for ten years. (37/1)
(My father has worked for ten years.)
33. He have played soccer. (38/1)
(He has played soccer.)
34. I hasn't comed to your house. (38/2)
(I hasn't come to your house.)
35. I have live in Bandung. (39/1)
(I have lived in Bandung.)
36. They are haven't went to Surabaya. (41/1)
(They haven't gone to Surabaya.)
37. Mr. Harto has to taught Mathematics for ten years. (41/2)
(Mr. Harto has taught Mathematics for ten years.)

38. He worked in the bank for ten years. (45/1)
(He has worked in the bank for ten years.)
39. Have you came to my house? (46/1)
(Have you come to my house?)
40. He have hurt his hand. (47/1)
(He has hurt his hand.)
41. Ani has live in Yogya for ten years. (51/1)
(Ani has lived in Yogya for ten years.)
42. She has to taught in Junior high school for ten years. (51/2)
(She has taught in Junior high school for ten years.)

- Note:** • Some students made the same errors, therefore, the errors were not repeated in the report.
- The underlined words are structurally wrong.
 - The bold typed words are flexible.

THE NAMES OF RESPONDENTS

No	Names	Class
1	Bagus Puji Laksono	2a
2	Nurrotul Aini	2b
3	Santi Nur Indah Sari	2c
4	Ibnu Fajar	2d
5	Rizal. A	2e
6	Robith Mubarok	2a
7	Yulia Fransiska	2b
8	Bondan. A	2c
9	Dana Kristanto	2d
10	Aifiah Hidayati	2e
11	Yoga. P	2a
12	Aryani Octavia Sari	2b
13	Dani hesti Safitri	2c
14	Deviska. M	2d
15	Ana Masita	2e
16	Eka Ifa Nia Sari	2a
17	Maria Ulfa Agustin Wijaya	2b
18	Herlina Tugas Pratiwi	2c
19	Ahmad Yunus	2d
20	Holifatur Rodiati Ningsih	2e
21	Diana sari	2a
22	M. Eko Aminudin	2b
23	Koni Dian Pratiwi	2c
24	Rika Febri	2d
25	Eny Rizkasari	2e
26	Fitrianingsih	2a
27	Nadirotul M	2b
28	Ria Merianti	2c

29	Yunita Dwi Mindari	2d
30	Eko Priyanto	2e
31	Suci Yulia Ningsih	2a
32	Wahyu Chandra Rizki	2b
33	Dian Purwanto	2c
34	Ervan Santoso	2d
35	Tiara Puji Lestari	2e
36	Fajriatus. S	2a
37	Rumining Tias	2b
38	Liedo Romadhon	2c
39	Yuli Silvia Umroh	2d
40	Dwi Jayanti	2e
41	Dian Anggie Absari	2a
42	Susi S	2b
43	Tri Desi	2c
44	Eka Oktaviani	2d
45	Dian R	2e
46	Yuyun Hidayatun Nisak	2a
47	Nur Rahman Hadi	2b
48	Nurul Azizah	2c
49	Rahma Prawitasari	2d
50	Wiwin fitriana	2e
51	Novita Sari	2a
52	Anis Salala	2b
53	Oktavina. I	2c
54	Ika Diniawati Fitria	2d
55	Eka Citra Yuwan	2e

**THE PERSONNEL OF SLTP NEGERI 7 JEMBER IN THE 2001/2002
ACADEMIC YEAR**

No	Names	Subject / Occupation
1	Dra. Hj. Nurjati	Headmaster
2	Sigit Suyitno, Spd	Mathematics
3	Harso Hidayat	Mathematics
4	Dra. Dwi Ajeng	Mathematics
5	Ruli Dorowati	English
6	Sri Mulyati, Spd	English
7	Rini Handayani	Indonesian
8	Yuli susilowati	Indonesian
9	Agus salim	Indonesian
10	Djuwa Sunarwatic	History
11	Dra. Praminingsih	History
12	Sutarto	Biology
13	Dra. Siti Mariedha	Physic
14	Agus Amir Hamzah	Physic
15	Dodi Budhi. H	Health and Sport
16	Syirkah Dwi K	Art
17	Dra. Siti Rukayah	PPKN
18	Drs. M. Hasan	PPKN
19	Dra. Umi Chamsah	Guidance and Counseling
20	Dra. Anik Agustin	Guidance and Counseling
• Honorarium Teachers		
21	Iis Darmono, Spd	Health and sport
22	Nurul Hasan	Religion
23	Ahmad Syafi'i	Economics
24	Manggro Atminingsih	English
25	Utik Yuningsih	Guidance and Counseling

Continuation

26	Sri Banon	English
Gardener		
1	Moh Fadil	
2	Suhartono	
3	Buchori	



(Doc. SLTP Negeri 7 Jember)

**THE LIST OF FACILITIES PROVIDED
AT SLTP NEGERI 7 JEMBER**

No	The Facilities	Number
1	Classroom	12
2	Principle's room	1
3	Teacher's room	1
4	Administration staff's room	1
5	Library	1
6	Laboratory	1
7	Osis room	1
8	UKS room	1
9	KOPSIS room	1
10	Guidance and consulting room	1
11	Sanggar pramuka	1
12	Mosque	1
TOTAL		23

■ Luas Tanah: # Luas Bangunan : 2872 m²

 # Luas Pekarangan : 8758 m²

■ Total Luas Tanah : 11630 m²



Doc. SLTP Negeri 7 Jember)



DEPARTEMEN PENDIDIKAN NASIONAL
 UNIVERSITAS JEMBER
 FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
 Alamat : Jl. Kalimantan III/3 Kampus Tegaiboto Kotak Pos 162 Telp. (0331) 334988

FORM. 4

BERITA ACARA SEMINAR PROPOSAL SKRIPSI

Pada hari ini : SABTU.....
 Tanggal : 1 Desember 2001.....
 Dari jam s/d jam :
 Tempat : Gedung III FKIP (B. Inggris).....
 Panitia Proposal Seminar Skripsi Fakultas Keguruan dan Ilmu Pendidikan Universitas Jember yang telah ditetapkan berdasarkan Surat Keputusan Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Jember nomor :
 Tanggal Seminar Proposal Skripsi.

N a m a : M. SUGIONO.....
 N I M : 97 - 1107.....
 Jurusan/Program/Angkatan : P. B. S. / B. Inggris. / 1997.....
 Tempat Tanggal lahir : Gresik, 17 September 1978.....
 Judul Skripsi : An Errors Analysis in Using English Tenses.....
 on English Sentence Writing of the Second Year Students of SLTP Negeri 7 Jember in the Academic Year 2001 / 2002.....

Pembahas : Dra. Siti Sundari, MA (t tangan).....
 Dosen Pembimbing I : Dra. Wiwiek E, MPH (tanda tangan).....
 Dosen Pembimbing II : Drs. Budi S, MA. (tanda tangan).....
 Mahasiswa yang Seminar : M. SUGIONO..... (tanda tangan).....
 Dengan hasil nilai : 76/B+ (A ; B+ ; C ; D ; E)

Jember, 1 Desember 2001
 Dra. Dwi Suparmo, M Hum.
 NIP. 131 274 727





DEPARTEMEN PENDIDIKAN NASIONAL
UNIVERSITAS JEMBER

FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

Alamat : Jl. Kalimantan III/3 Kampus Tegayuboto Kotak Pos 162 Telp./ Fax (0331) 334988 Jember 68121

Nomor : 3 3 7 8 /J25.1.5/PL5/2001

Jember,20....., 2001

Lampiran : Proposal

Perihal : Ijin Penelitian

Kepada : Yth. Sdr Kepala SLMPN-7 Jember

di -

Jember

Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Jember menerangkan bahwa Mahasiswa tersebut di bawah ini :

Nama : M. SUGIONO

Nim : 97.1107

Jurusan/Program : P.B.S. / B. INGGREIS

Berkenaan dengan penyelesaian studinya, mahasiswa tersebut bermaksud melaksanakan penelitian dilembaga saudara dengan Judul :

An Errors Analysis in using English Tenses on English Sentence...
 Writing of the Second Year Students of SLMPN 7 Jember in the Academic
 Year 2001 / 2002.

Sehubungan dengan hal tersebut kami mohon perkenan saudara agar memberikan ijin, dan sekaligus bantuan informasi yang diperlukannya.

Demikian atas perkenan dan kerjasamanya kami mengucapkan terima kasih.

a.n. Dekan
 Pembantu Dekan I,


 H. MISNO AL, M.Pd
 130 937 191

DEPARTEMEN PENDIDIKAN NASIONAL
SLTPN 7 JEMBER
JL: CENDRAWASI. NO. 10 JEMBER

SURAT KETERANGAN

Yang bertanda tangan dibawah ini kepala SLTP Negeri 7 Jember.

Menerangkan bahwa mahasiswa Universitas Jember di bawah ini:

Nama : M. Sugiono
 Nim : 970210401107
 Fakultas : Keguruan dan Ilmu Pendidikan
 Jurusan : Bahasa dan Seni
 Program : Bahasa Inggris
 Angkatan : 1997

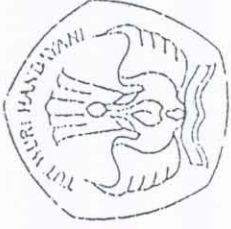
Telah melaksanakan penelitian di SLTP Negeri 7 Jember mulai 8 Desember 2001 sampai dengan 19 Januari 2002, dalam rangka penyusunan skripsi sebagai tugas akhir di FKIP Universitas Jember dengan judul:

“ An Error Analysis in using English Tenses on English Sentence Writing of the Second Year Students of SLTP Negeri 7 Jember in the Academic Year of 2001/ 2002”

Demikian surat keterangan ini kami buat dengan sebenarnya dan dapat digunakan dengan seperlunya.

Jember, Januari 2002
 Kepala SLTP Negeri 7 Jember

 Dra. Hj Nurjati
 NIP. 130 355 228



PENYEMPURNAAN/PENYESUAIAN
KURIKULUM 1994

(SUPLEMEN GBPP)

MATA PELAJARAN: BAHASA INGGRIS
SATUAN PENDIDIKAN: SLTP/MTs

DEPARTEMEN PENDIDIKAN DAN KEBUDAYAAN
JAKARTA, 1999

II. PROGRAM PENGAJARAN

KELAS I (136 Jam Pelajaran)

Tujuan Pembelajaran Umum	Daftar Tema	Keterampilan fungsional	Contoh Ungkapan Komunikatif	Kegiatan Pembelajaran
1	2	3	4	5
<p>Dengan penguasaan kosakata awal lebih kurang 500 dan tata bahasa yang sesuai dengan tema dan anak tema yang telah ditunjukkan, siswa dapat memiliki keterampilan berbahasa sebagai berikut.</p> <p>a. <i>Membaca</i></p> <p>Siswa dapat membaca teks yang berbentuk narasi, deskripsi, percakapan, dan berangguk khusus seperti petunjuk awal dan formulir yang panjangnya sampai kira-kira 100 kata dengan keterampilan sebagai berikut:</p> <ol style="list-style-type: none"> 1) menentukan informasi tertentu; 2) mendapatkan gambaran umum tentang isi bacaan; 3) menemukan pikiran utama yang tersurat; 4) menemukan pikiran utama yang tersirat; 5) menemukan semua informasi rinci yang tersurat; 6) mendapatkan informasi yang terirat; 7) menafsirkan makna kata, frasa, dan kalimat berdasarkan 	<p>Caturwuhan I</p> <ul style="list-style-type: none"> • <i>Jati diri</i> <ul style="list-style-type: none"> - Perkenalan - Gambaran fisik seseorang - Gambaran sifat seseorang <p><i>Kehidupan Sekolah</i></p> <ul style="list-style-type: none"> - Di sekolah - Di kelas - Di perpustakaan 	<p>Ungkapan perkenalan diri sendiri.</p> <p>Ungkapan perkenalan seseorang kepada orang lain.</p> <p>Ungkapan salam pada waktu bertemu/minua diri.</p> <p>Ungkapan terima kasih.</p> <p>Ungkapan permintaan maaf.</p> <p>Ungkapan perintah.</p>	<ul style="list-style-type: none"> • Hello, I'm Liza Pribeadi • What's your name? • How do you do? My name's Rosman Siregar. I live in Cijantung. • This is Tuti. • Rudi, meet Anwar. • "Hi, Ah! How are things?" • "Good morning, sir. How are you?" • "Morning, Toni! How's life?" • "Well, I can't stay. Bye-bye." • "See you tomorrow!" • Thank you/Thank you, Susi. • Thanks a lot • Sorry! • I'm very sorry. • That's alright. • Sit here! • Be quiet! • Look at me! 	<p>a. <i>Membaca</i></p> <ul style="list-style-type: none"> • Membaca sekilas untuk mendapatkan gambaran umum tentang teks. • Menjodohkan gambar dengan kata/frasa yang sesuai. • Mencocokkan data dalam tabel dengan gambar. • Memilih diagram atau ilustrasi yang cocok dengan isi teks. • Membaca bersuara kata-kata yang tertulis pada gambar dengan intonasi yang tepat. • Membaca kalimat dengan lalai yang baik dengan memperhatikan ucapan, jeda dan intonasi. • Mencari sinonim dan antonim kata yang ada dalam teks. • Memilih diagram atau ilustrasi yang mengungkap isi teks bacaan. • Memilih satu judul dari sejumlah judul yang tersedia untuk teks terkait. • Memberi judul suatu teks. • Menentukan pernyataan yang sesuai dengan informasi yang terkandung dalam teks dari sejumlah pernyataan dalam bahasa Indonesia yang disediakan. • Menjawab pertanyaan berdasarkan

<p>konteks.</p> <p>5) Mendapatkan rasa senang</p> <p>Catatan:</p> <p>Rumusan tujuan butir 8 dimaksudkan untuk mendorong guru dan penulis buku menciptakan rasa senang siswa dalam kegiatan membaca.</p>	<ul style="list-style-type: none"> - Di kantin - Di laboratorium - Kebun sekolah - Kegiatan - Kegiatan - Pramuka - Tata tertib sekolah 	<p>Ungkapan kemampuan-ketidakterampilan.</p> <p>Ungkapan kepemilikan.</p> <p>Ungkapan hubungan kesetaraan</p>	<p>Mr. Harun can speak English well.</p> <p>I can't swim.</p> <p>Do you have any rulers?</p> <p>I have two dictionaries.</p> <p>Whose book is that?</p> <p>That's Amir's book.</p> <p>That's not my book.</p> <p>I need a pen and a ruler</p> <p>My brother and I go to the same school</p>	<p>informasi dalam teks.</p> <ul style="list-style-type: none"> • Membuat kesimpulan dari bacaan sederhana yang tersedia. • Mengelompokkan kata-kata yang berkaitan dari segi makna (jarangan kosakata). • Menentukan pernyataan benar-salah. • Mencari informasi tentang hal tertentu dalam bacaan. • Membaca suatu teks dalam buku, majalah, atau koran yang memuat suatu peristiwa dan kemudian mencari bila dan dimana peristiwa tersebut terjadi. • Menggunakan kamus untuk mendapatkan informasi tentang makna kata dan idiom. • Meneriksa arti kata, frasa, atau kalimat berdasarkan konteksnya. • Menentukan apakah suatu teks berisi bujukan, peringatan, undangan, informasi, arahan, and sebagainya.
<p><i>b. Menyimak</i></p> <p>1) Mengidentifikasi benda-benda benda yang namanya disebutkan oleh guru.</p> <p>2) Melaksanakan perintah yang diberikan secara lisan.</p> <p>3) Memperoleh informasi tertentu dari teks lisan pendek (percakapan, narasi, deskripsi).</p>	<p>These are my sisters.</p> <p>Mr. Bob has two children.</p> <p>Women usually like cooking.</p> <p>Who are these boys ?</p> <p>They are my brothers</p> <p>Are they students ?</p> <p>Yes, they are</p>	<p>Keterangan orang, objek dan peristiwa yang jumlahnya lebih dari satu.</p> <p>Ungkapan tentang informasi faktual (mengidentifikasi, menanyakan, menguraikan, dan menceritakan).</p>	<p>We always have breakfast at 7.</p> <p>My father usually goes to the office by bus.</p> <p>I sometimes help my mother in the kitchen.</p>	<p>6. <i>Menyimak</i></p> <ul style="list-style-type: none"> • Mengidentifikasi benda-benda yang disebutkan guru dengan menunjukkan gambar. • Melaksanakan perintah yang diberikan secara lisan. • Mengisi tabel berdasarkan informasi yang ada di dalam teks lisan pendek (percakapan, narasi, dan deskripsi).
<p><i>c. Berbicara</i></p> <p>1) Mengaja dan atau menyebutkan dengan lafal yang benar kata-kata yang telah dipelajari.</p> <p>2) Bertanya dan menjawab pertanyaan secara sederhana.</p> <p>3) Melakukan percakapan pendek dan sederhana dengan lancar.</p>	<p>Who are these boys ?</p> <p>They are my brothers</p> <p>Are they students ?</p> <p>Yes, they are</p>	<p>Ungkapan kebiasaan melakukan sesuatu.</p>	<p>I want a cup of tea.</p> <p>I'd like an ice-cream.</p>	<p>Menjawab pertanyaan-pertanyaan</p>
<p><i>d. Menulis</i></p> <p>1) Menyalin kalimat sederhana yang telah dipelajari dengan ejaan dan tanda baca yang benar.</p>	<p>Caturyulan 2</p> <ul style="list-style-type: none"> • <i>Kebudayaan sehari-hari</i> 	<p>Ungkapan tentang keinginan.</p>	<p>• Mengidentifikasi benda-benda yang disebutkan guru dengan menunjukkan gambar. • Melaksanakan perintah yang diberikan secara lisan. • Mengisi tabel berdasarkan informasi yang ada di dalam teks lisan pendek (percakapan, narasi, dan deskripsi). </p>	<p>Menjawab pertanyaan-pertanyaan</p>

<p>2) Menulis kalimat sederhana yang diimlakkan: 3) Melengkapi percakapan sederhana dan singkat (paling banyak 2 pertukaran peran, 4 baris), atau paragraf pendek yang berbentuk narasi dan deskripsi: 4) Membuat kalimat sederhana.</p>	<p>- Makanan dan minuman - Pakaian - Rekreasi</p> <p>• Pekerjaan - Di tempat kerja - Jenis pekerjaan - Suasana pekerjaan</p> <p>• Berbelanja - Di pasar - Di toko/ swalayan - Barang dagangan</p>	<p>Ungkapan tentang kebutuhan.</p> <p>Ungkapan rasa suka/tidak suka</p> <p>Ungkapan tentang profesi seseorang.</p> <p>Ungkapan tentang keberadaan sesuatu/ seseorang.</p> <p>Ungkapan tentang kejadian/kegiatan/peristiwa pada waktu lampau.</p> <p>Ungkapan tentang kejadian yang akan datang</p> <p>Ungkapan yang menyatakan jumlah benda/orang.</p>	<p>• I <u>need</u> thick clothes.</p> <p>• I <u>like</u> orange juice</p> <p>• I <u>don't like</u> milk</p> <p>• I <u>enjoy</u> fishing</p> <p>• I <u>hate</u> fish and never eat any</p> <p>• Tom's father is a <u>doctor</u>.</p> <p>• I'm a <u>student</u>.</p> <p>• There are <u>about 5</u> doctors in the public health service.</p> <p>• Is there a <u>secretary</u> in the office?</p> <p>• There are <u>not any</u> typists in the room.</p> <p>• The clerk <u>was late</u> this morning.</p> <p>• Our teacher <u>entered</u> the room <u>just now</u>.</p> <p>• The manager <u>left</u> the office at 3 p.m <u>yesterday</u>.</p> <p>• Mother <u>will go</u> shopping <u>this evening</u>.</p> <p>• I <u>will buy</u> some fruits <u>tomorrow</u>.</p> <p>• There are <u>a lot of</u> people in the market.</p> <p>• I need <u>a few</u> Australian apples.</p>	<p>yang diajukan guru atau lawan bicara.</p> <p>• Mendingarkan iklan/teks pendek dan menuliskan jawabansingkat atas pertanyaan yang berkaitan dengan iklan tersebut.</p> <p>• Berbicara • Melafalkan dengan tepat kata-kata kunci yang berkaitan dengan tema tertentu. • Melafalkan dengan ucapan, jeda, dan intonasi yang tepat kalimat yang berkaitan dengan tema tertentu. • Mencari informasi pribadi dari sejumlah tema yang mempunyai pilihan, minat, atau kesukaan yang sama. • Melakukan tanya-jawab tentang kegemaran, minat, umur, keluarga. • Membandingkan suatu pilihan dengan pilihan orang lain yang sama atau tidak sama berdasarkan gambar yang diberikan. • Melakukan tanya-jawab untuk melengkapi tabel tentang nama-nama orang yang bertugas dalam keluarga, misalnya siapa yang berbe- lanja. • Tukar-menukar informasi tentang keluarga, misalnya mengenai jumlah anggota keluarga, tempat tinggal mereka, kapan dan dimana mereka bertemu. • Melaporkan informasi tentang</p>
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	<p>Caturwulan 3</p> <ul style="list-style-type: none"> • <i>Permainan</i> <ul style="list-style-type: none"> - Permainan modern - Permainan tradisional - Permainan anak-anak • <i>Kegemaran/hobi</i> <ul style="list-style-type: none"> - Berkebun - Koleksi perangko - Berkemah - Membaca - Memasak - Olah raga - Seni 	<p>Ungkapan yang menyatakan keharusan.</p> <p>Ungkapan yang menyatakan pilihan.</p> <p>Pernyataan tentang kejadian/kegiatan yang sedang berlangsung.</p> <p>Ungkapan yang menyatakan kuantitas benda yang tidak dapat dihitung.</p>	<ul style="list-style-type: none"> • There was a <u>little</u> money left in my purse • You <u>must</u> pay for the goods before leaving. A: "Can I have some fruits?" B: "Oh, you <u>must</u> go to the green grocer." • A: "Which game do you like to play, modern or traditional one?" B: "Traditional <u>one</u>, please." X: "Which <u>one</u> do you want?" Y: "The red <u>one</u>, please." • "Is Nyoman <u>playing</u> marbles?" "Yes, he is." "Are children <u>playing</u> hide and seek?" "Yes, they are." "What are the boys <u>doing</u>?" "They are <u>playing</u> scrabbles." • Mother needs a bottle of cooking oil. I need <u>two glasses</u> of water to boil the eggs. Can you give me a piece of cheese? Do you have <u>any</u> milk? I don't have <u>any</u> milk. I have <u>some</u> creamer. 	<p>kondasi kebera seseorang kepada seluruh teks.</p> <ul style="list-style-type: none"> • Bercerita tentang suatu gambar/foto yang menunjukkan kepada seseorang. • Tanya-jawab berdasarkan bacaan/gambar/foto/gragram tertulis. • Melakukan tanya-jawab tentang kegiatan yang disenangi/tidak disenangi dan daftar yang diberikan. • Bermain perca: (1) sebagai turis yang menanyakan arah suatu tempat, misalnya menanyakan tempat berbelanja yang terdekat; (2) dalam menyampaikan salam dan berpamitan; (3) dalam berterima kasih; dan (4) dalam berkenalan. <p>d. <i>Menulis</i></p> <ul style="list-style-type: none"> • Menyalin paragraf pendek yang berbentuk narasi atau deskripsi. • Menuliskan jawaban-jawaban atas pertanyaan pemahaman teks. • Menuliskan kalimat yang diimlakkan dengan gajap yang benar. • Melengkapi percakapan, formulir, atau teks pendek.
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		<p>Ungkapan tentang risa-suka tidak suka.</p>	<ul style="list-style-type: none"> • "What is your hobby?" • "Collecting stamps. I like collecting stamps." • I don't like cooking. 	
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KELAS II (136 Jam Pelajaran)

Tujuan Pembelajaran Umum	Daftar Tema	Keterampilan Fungsional	Contoh Ungkapan Komunikatif	Kegiatan Pembelajaran
<p>1</p> <p>Dengan kemampuan lebih kurang 250 kosakata baru pada tingkatan kosakata lebih kurang 750 dan tata bahasa yang sesuai dengan tema dan anak tema yang telah ditentukan, siswa dapat memiliki keterampilan berbahasa sebagai berikut.</p> <p>a. <i>Mem baca</i></p> <p>Siswa dapat membaca teks yang berbentuk narasi, deskripsi, percakapan dan berbentuk khusus seperti petunjuk, jadwal dan formulir yang panjangnya lebih kurang 100 kata dengan keterampilan sebagai berikut:</p> <ol style="list-style-type: none"> 1) menemukan informasi tertentu; 2) mendapatkan gambaran umum tentang isi bacaan; 3) menemukan pikiran utama yang tersurat; 4) menemukan pikiran utama yang tersirat; 5) menemukan semua informasi rinci yang tersurat; 6) mendapatkan informasi yang tersirat; 7) menafsirkan makna kata, frasa dan kalimat berdasarkan konteks. 	<p>2</p> <p>Caturwuian I</p> <ul style="list-style-type: none"> • <i>Olahraga</i> <ul style="list-style-type: none"> - Fasilitas Olahraga - Alat Olahraga - Jenis Olahraga - Pertandingan Olahraga - Olahragawan • <i>Kesehatan</i> <ul style="list-style-type: none"> - Tubuh Kita - Dokter dan Paramedik - Di Rumah Sakit - Obat-Obatan - Penyakit 	<p>3</p> <p>Cara melakukan sesuatu.</p> <p>Ungkapan perbandingan antara 2 atau lebih benda/orang.</p> <p>Ungkapan tawaran/penolakan bantuan melakukan sesuatu.</p> <p>Ungkapan tentang suatu kegiatan</p> <p>Deskripsi suatu keadaan/perasaan.</p> <p>Ungkapan rasa simpati.</p> <p>Ungkapan tentang harapan.</p>	<p>4</p> <ul style="list-style-type: none"> • Rani drives <u>very carefully</u>. • The horse runs <u>very quickly</u>. • Yayuk plays tennis <u>beautifully</u>. • Tyson is <u>stronger than</u> Lahoya. • Hollifield is the <u>strongest</u> acak. • "Can I help you?" - "Lovely." • "Yes, please." / "No, thank you." • We are having exercises this Sunday • Do you always have exercises on Sundays • Tom looks <u>healthy</u>. He looks like an athlete. • "My mother is very seriously ill." "I'm sorry to hear that." • "I hope you are OK." "Don't worry." 	<p>5</p> <p>a. <i>Mem baca</i></p> <ul style="list-style-type: none"> • Menebak benda yang diilkan dengan pertolongan ungkapan verbal berdasarkan iklan yang gambar bendanya dihilangkan. • Mengelompokkan kata-kata/frasa berdasarkan sejumlah kata yang disediakan yang disusun secara acak. • Menjodohkan sejumlah pokok kalimat dengan predikanya yang disusun secara acak sehingga menjadi kalimat yang bermakna. • Memilih nama tokoh atau benda yang terdapat dalam daftar berdasarkan deskripsi tentang tokoh atau benda tersebut. • Memilih diagram yang sesuai dengan isi teks berdasarkan satu teks dan beberapa diagram. • Membuat pertanyaan benar-salah tentang isi teks oleh sebagian siswa dan selebihnya menjawab pertanyaan tersebut berdasarkan teks yang disediakan. • Menentukan kata-kata pokok/utama yang ada dalam teks. • Memilih pernyataan-pernyataan yang cocok dengan isi teks berdasarkan beberapa pernyataan yang diberikan.

<p>3) Mendapatkan rasa senang</p> <p><u>Catatan:</u> Rumusan tujuan butir 8 dimaksudkan untuk mendorong guru dan penulis buku menciptakan rasa senang siswa dalam kegiatan membaca.</p> <p>b. <i>Menyimak</i></p> <ol style="list-style-type: none"> 1) mengidentifikasi benda-benda yang namanya disebutkan oleh guru; 2) melaksanakan perintah yang diberikan secara lisan; 3) memperoleh informasi tertentu dari teks lisan pendek (percakapan, narasi, deskripsi). 	<p>Ungkapan permohonan dan responsnya.</p> <p>Ungkapan kejadian pada waktu yang akan datang.</p> <p>Ungkapan kejadian yang telah berlangsung.</p> <p>Ungkapan keinginan.</p> <p>Ungkapan tentang suatu kegiatan.</p> <p>Ungkapan yang menyatakan pilihan.</p> <p>Ungkapan tawaran dan responsnya.</p> <p>Ungkapan tawaran/penolakan.</p>	<ul style="list-style-type: none"> • "Would you post this letter for me, please?" • "I'm sorry. I'm very busy right now." • "Shut the door., please!" • "Sure." • "Can you get me an aspirin, please?" • "Certainly." • The dressmaker <u>will</u> see you tomorrow. • My sister <u>has bought</u> a new dress for the party. • I need a white shirt. • She's making a dress • He's wearing a cotton shirt • I like living in the village <u>better than</u> in the country. • "Do you want something to eat?" • "Perhaps, later." • "Would you like a drink?" • "Yes, please." / "No, thanks." • "Would you like any help?" • "Yes, please." / "No, thank you." 	<ul style="list-style-type: none"> • Menghitung jumlah kata tertentu yang terdapat dalam teks dan kemudian mengidentifikasi kata-kata lain yang mempunyai makna yang berkaitan. • Memilih diagram yang sesuai berdasarkan beberapa diagram yang disediakan. • Mencari halaman topik tertentu dengan menggunakan halaman indeks. • Mencari nomor telepon perusahaan/kantor tertentu dalam halaman petunjuk telepon. • Mencari makna kata tertentu dengan menggunakan kamus. • Menentukan apakah suatu teks berisi bujukan, peringatan, undangan, informasi, arahan, dan sebagainya.
<p>c. <i>Berbicara</i></p> <ol style="list-style-type: none"> 1) mengeja dan atau menyebutkan dengan lafal yang benar kata-kata yang telah dipelajari; 2) bertanya dan menjawab pertanyaan secara sederhana; 3) melakukan percakapan pendek dan sederhana dengan lancar; 4) secara sederhana mengungkapkan pikiran, pendapat dan perasaan. <p>d. <i>Menulis</i></p> <ol style="list-style-type: none"> 1) menyalin kalimat sederhana yang telah dipelajari dengan 	<p><u>Caturwulan 2</u></p> <ul style="list-style-type: none"> • <i>Kelidupan Desa Kota</i> <ul style="list-style-type: none"> - Mata Pencaharian - Transportasi - Masyarakat 	<p>b. <i>Menyimak</i></p> <ul style="list-style-type: none"> • Melakukan dan petunjuk yang diberikan secara lisan. • Mengidentifikasi benda/binatang dengan menunjukkan gambar. • Melengkapi suatu formulir berdasarkan informasi yang diberikan secara lisan. • Melengkapi suatu bagan berdasarkan informasi yang diberikan secara lisan. • Mendengarkan cerita guru berdasarkan gambar dan menjawab pertanyaan. • Mendengarkan suatu percakapan 	

<p>ejaan dan tanda baca yang benar;</p> <p>2) menulis kalimat sederhana yang diimlakkan;</p> <p>3) melengkapi percakapan sederhana (paling banyak 2 pertukaran peran, 4 baris);</p> <p>4) melengkapi paragraf pendek yang berbentuk narasi dan deskripsi;</p> <p>5) membuat kalimat majemuk setara dan bertingkat.</p>	<p>an/penerimaan melakukan sesuatu.</p> <p>Ungkapan yang menyatakan jumlah.</p> <p>Ungkapan tentang rencana.</p> <p>Ungkapan tentang frekuensi peristiwa atau kegiatan.</p> <p>Ungkapan perbandingan antara 2 benda/orang atau lebih.</p> <p>Deskripsi tentang sesuatu/seseorang.</p> <p>Deskripsi suatu keadaan atau perasaan.</p>	<p>“What can I do for you?” “I’m OK.” / “Nothing, thanks.”</p> <p>Villagers have <u>enough</u> time to rest but urbans have <u>none</u>. There is <u>no</u> cart in the city but there are <u>some</u> in the village.</p> <p>I <u>am going to</u> spend my school holidays in Bali. I <u>plan to</u> go on a trip to Sumatra <u>next month</u>. Toni <u>is going to</u> visit the zoo <u>next Sunday</u>.</p> <p>My brother <u>usually</u> goes to the beach in the weekends. My father <u>always</u> tells the truth.</p> <p>This resort is as <u>interesting as</u> Kuta beach. Sengigi is <u>more interesting</u>.</p> <p>The beach is <u>clean and beautiful</u>.</p> <p>I <u>feel fresh</u> in the mountain. The weather <u>becomes foggy</u> in the afternoon.</p>	<p>dan menjawab pertanyaan-pertanyaan berdasarkan percakapan.</p> <p>Menjawab pertanyaan bentuk benar-salah berdasarkan informasi lisan.</p> <p>Berbicara</p> <ul style="list-style-type: none"> Bercerita tentang suatu kejadian yang sangat berkesan yang pernah dialami. Menyatakan kesetujuan atau ketidaksetujuan dan alasannya melalui tanya-jawab. Menanggapi suatu tawaran. Tanya-jawab tentang pengalaman dan pendapat mengenai sesuatu hal. Mengungkapkan pendapat, perasaan, pikiran melalui tanya-jawab, misalnya tentang fasilitas umum yang ada. Mengucapkan selamat pada seseorang. Bermain peran dalam: (1) permohonan untuk meminjam sesuatu dengan sopan; (2) menawarkan diri untuk melakukan sesuatu; (3) memberikan informasi sederhana tentang sesuatu hal; (4) mengajukan dan menanggapi permohonan izin; dan (5) meminta maaf. <p>d. Menulis</p> <ul style="list-style-type: none"> Menyusun kata-kata yang diberikan secara acak menjadi suatu
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<ul style="list-style-type: none"> • <i>Layanan Umum</i> <ul style="list-style-type: none"> - Hotel - Kantor Pos - Bank - Wartel - Tempat Hiburan - Rumah Makan - Tempat Ibadah - Klinik 	<p>Pernyataan tentang peristiwa yang telah terjadi dan peristiwa yang terjadi di masa lampau.</p> <p>Pernyataan tentang kejadian yang telah berlangsung.</p> <p>Tanya jawab tentang keadaan objek atau seseorang</p>	<ul style="list-style-type: none"> • Budi has <u>posted</u> the letter. He <u>posted</u> it ten minutes ago. • Indri has <u>been to</u> Bandung. • Toto has <u>gone out</u> to cash a cheque. • "How <u>old</u> is Hamidah?" • "She is 14 years old." • "How <u>heavy</u> is this box?" • "It's 5 kilograms." / "I'm not sure." • "How <u>far</u> is the bank from here?" • "How <u>good</u> is the restaurant?" 	<p>kalimat.</p> <ul style="list-style-type: none"> • Melengkapi percakapan pendek. • Menuliskan jawaban-jawaban atas pertanyaan berdasarkan gambar. • Menyusun seperangkat kalimat yang diberikan secara acak menjadi di suatu paragraf berdasarkan gambar. • Menuliskan jawaban-jawaban atas pertanyaan pemahaman teks.
<ul style="list-style-type: none"> • <u>Caturwulan 3</u> • <i>Hiburan</i> <ul style="list-style-type: none"> - Tarian - Film - Musik - Sandiwara 	<p>Ungkapan tawaran/penolakan bantuan.</p> <p>Ungkapan tentang permintaan/pemberian/penolakan izin.</p> <p>Ungkapan tentang harapan.</p>	<ul style="list-style-type: none"> • "What can I do for you?" • "I'm alright. Thank you." / "Turn on the radio, please." • "Could I go to the movie with my friends?" • "Yes, certainly." / "I am afraid not." • "Can I go to the theater this evening?" • "Of course." / "I am afraid you can't." • Let's hope for the best. 	

	<ul style="list-style-type: none"> Hewan <ul style="list-style-type: none"> - Hewan Piaraan - Hewan Liar - Hewan Ternak - Hewan Lindung Geografi Indonesia <ul style="list-style-type: none"> - Kelautan - Keadaan Alam - Kekayaan Alam - Daratan - Angkasa 	<p>Deskripsi tentang sesuatu/ seseorang.</p> <p>Keterangan tentang letak/ posisi suatu benda.</p> <p>Ungkapan tentang frekuensi peristiwa atau kegiatan.</p> <p>Pernyataan tentang kejadian/ kegiatan yang berlangsung pada waktu lalu (dengan Irregular Verbs).</p>	<ul style="list-style-type: none"> A tiger is <u>like</u> a very large cat. A mouse is <u>a</u> small <u>grey</u> animal. The lion <u>over</u> there is hungry. The animal <u>under</u> the tree is a wild buffalo The fishermen catch fish <u>twice</u> a <u>week</u>. It rains <u>everyday</u> during the wet season. Our country <u>sold</u> a lot of liquid gas to Japan <u>last</u> year. 	
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DEPARTEMEN PENDIDIKAN NASIONAL
UNIVERSITAS JEMBER
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

LEMBAR KONSULTASI PENYUSUNAN SKRIPSI

N a m a : M. SUGIONO
 NIM/Angkatan : 97 - 1107 / 1997
 Jurusan/Program Studi : PBS./ B. INGGRIS
 Judul Skripsi : An Error Analysis in using English Tenses on English Sentence Writing of the Second Year Students of SLTP Negeri 7 Jember in the Academic Year of 2001./ 2002.
 Pembimbing I : Dra. Wiwiek Eko B. MPd
 Pembimbing II : Drs. Budi Setyono, MA

KEGIATAN KONSULTASI

No	Hari/Tanggal	Materi Konsultasi	T.T. Pembimbing
1.	Kamis/ 17 Mei 2001	JUDUL & MATRIX	
2.	Kamis/ 7 Juni 2001	CHAPTER I	
3.	Senin/ 25 Juni 2001	REVISI CHAPTER I	
4.	Jum'at/13 Juli 2001	CHAPTER II	
5.	Sabtu/ 28 Juli 2001	REVISI CHAPTER II	
6.	Kamis/ 9 Agust 2001	CHAPTER III	
7.	Sabtu/ 27 Agst 2001	REVISI CHAPTER III	
8.	Sabtu/ 1 Des 2001	SEMINAR THESIS PROPOSAL	
9.	Sabtu/ 2 Feb 2002	CHAPTER IV	
10.	Sabtu/ 9 Feb 2002	REVISI CHAPTER IV	
11.	Kamis/ 28 Feb 2002	CHAPTER V	
12.	Sabtu/ 2 Maret 2002	REVISI CHAPTER V	
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Judul Skripsi : An Error Analysis in using English Denses on English Sentence Writing of the Second Year Students of JAMP Negeri 7 Jember in the Academic Year of 2001/2002.
Pembimbing I : Drs. Wisdik Akob, EdD.
Pembimbing II : Drs. Budi Setyono, MA

KEGIATAN KONSULTASI

No	Hari/Tanggal	Materi Konsultasi	T.T. Pembimbing
1.	Kemis/ 10 Mei 01	JUDUL & MATEK	
2.	Rabu/ 30 Mei 01	CHAPTER I	
3.	Kemis/ 1 Juni 01	REVISI CHAPTER I	
4.	Senin/ 25 Juni 01	CHAPTER II	
5.	Senin/ 9 Juli 01	REVISI CHAPTER II	
6.	Kamis/ 2 Agust 01	CHAPTER III	
7.	Senin/ 20 Agust 01	REVISI CHAPTER III	
8.	Sabtu/ 1 Des 01	SEMINAR TESIS PROPOSAL	
9.	Kamis/ 24 Jan 02	CHAPTER IV	
10.	Sabtu/ 2 Feb 02	Revisi CHAPTER IV	
11.	Senin/ 18 Feb 02	CHAPTER V	
12.	Senin/ 25 Feb 02	REVISI CHAPTER V	
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