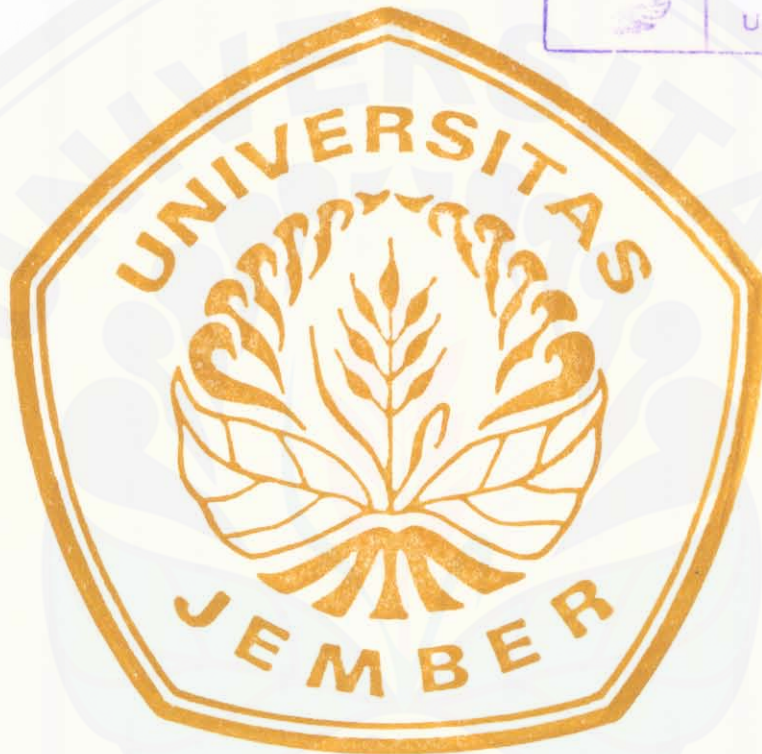


**A DESCRIPTIVE STUDY ON THE SECOND YEAR STUDENTS'
ABILITIES OF CORRECTING ENGLISH TENSES ERRORS
IN ENGLISH TEXTS AT SLTPN 9 JEMBER
IN THE 1999/2000 ACADEMIC YEAR**

THESIS



MILIK PERPUSTAKAAN
UNIVERSITAS JEMBER



By

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**ENGLISH EDUCATION PROGRAM
LANGUAGE AND ARTS DEPARTMENT
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2000

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DEDICATION

I dedicate this thesis to:

- Daddy, Badjuri and Mom, Sutarmi, there is no enough words to describe for your sacrifices. You have made me a man.
- My beloved brothers and sisters, Sugeng, Ambar, Nining, Eni, Tutik, Indri, and Bowo. Thanks for the spirit.
- My wife to be, Retno Dwi Purwatiningsih, without you I do not think I can finish this thesis earlier.
- Yoyok, Memet, Qum, Sofan, Aisyah, Rini, Mentik, Evien, Dani, Bibit, Rudi, all my friends in the 1995 level and Al Jauhar, thanks for the beautiful friendship.
- My almamater.

A Descriptive Study on the Second Year Students' Abilities of Correcting
English Tenses Errors in English Texts at SLTPN 9 Jember
in the 1999/2000 Academic Year

THESIS

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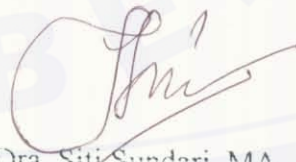
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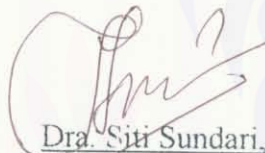
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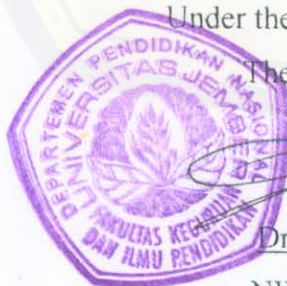

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Jember, August 2000

Writer

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ABSTRACT

Nugroho Budi Santoso, 1995, A Descriptive Study on Second year Students' Abilities of Correcting English Tenses Errors in English Texts at SLTPN 9 Jember in the 1999/2000 Academic Year.

Thesis, English Education Program, Language and Art Department, FKIP, The University of Jember

Consultants : (1) Dra. Zakiyah Tasnim, MA
(2) Dra. Siti Sundari, MA

The research aimed at describing the second year students' abilities of correcting the English tenses errors in English texts. The general problem of the research was to what extent are the students' abilities of correcting the English tenses errors in English texts. In addition the specific problems were to what extent are the students abilities of correcting simple present, present progressive, simple future, and simple past tenses errors in English texts. The research respondents were the second year students of SLTPN 9 Jember in the 1999/2000 academic year with the number of 37 students. They were taken by using proportional random sampling. The primary data were collected by using structure test, and analyzed by using descriptive statistics. The supporting data were collected by using interview and documentation. The results showed that the students' abilities of correcting Simple Present tense errors were 83,78% or enough, the present progressive tense errors were 72,97 % or enough, the simple future tense errors 50,05% or enough, the simple past tense errors was 78,38% or enough classification. Based on the data analysis, the students' abilities of correcting the English tenses errors in English texts were 48,65% or enough. Based on the research result analysis, it is suggested that the English teachers give a lot of exercises of correcting English tenses errors, so that the students' structure mastery can be developed

The key words : English Tenses Errors and English Texts

I. INTRODUCTION

1.1 Background of the Research

English plays an important role in an international communication. It can be used as a medium in studying modern knowledge which is usually written in English. Consequently, people who want to study science and technology written in English should master English well.

Considering the importance of English, it is taught as a compulsory subject in Junior High School, Senior High School and universities in Indonesia. Even, now it is offered as a local content subject at elementary schools, beginning from grade four. It has been stated in GBPP (1994:1) that English appears to be the compulsory subject at SLTP as a means to develop the students' ability in science, technology and arts. In fact, English is not easy for the SLTP students, because English is a foreign language for them.

In learning a foreign language, a language learner cannot avoid making considerable errors. The foreign language teacher should accept these errors as a natural integral phenomenon to the process of the second language learning (Hendrickson, 1973:3). Meanwhile, Dulay et. al, (1982:138) state that the teacher and the mother who have waged long and patient battle against their students' or children' language errors have come to realize that making errors is an inevitable part of learning. People cannot learn without systematically committing errors. So, it is common that learners make a number of errors in a process of language acquisition.

Tarigan et. al (1990:26) say that interference causes the language errors. Therefore, many errors are found whether in oral or written communication. Following the idea above, it is clear that the language learner cannot avoid making errors. The errors always appear in the language learning process. Therefore, the English teacher should realize the errors.

However, it does not mean that we can ignore the errors without trying to correct them. The error correction is to help adult learners (Hendrickson 1979:5). In addition, he says that the students cannot really learn in the class without knowing when an error is made, either by him or by someone else. The students generally make errors in the tenses because Indonesian has no tenses as English does. Therefore, it is necessary to practice some exercises of correcting the errors of tenses for the 'SLTP' students.

Based on the descriptions above, the writer wants to investigate the students' ability of correcting English tenses errors with the title "A Descriptive Study on the Second Year Students' Abilities of Correcting English Tenses Errors in English Texts at SLTP 9 Jember in the 1999/2000 Academic Year.

1.2 Problem Formulation

Based on the research background, the research problems can be formulated into a general problem and specific problems. They are as follows.

1.2.1 The General Problem

The general problem of this research is to what extent are the students' abilities of correcting English tenses errors in English texts at SLTPN 9 Jember in the 1999/2000 academic year.

1.2.2 The Specific Problems

The specific problems of this research are :

- a) To what extent are the second year students' abilities of correcting the simple present tense errors in an English text at SLTPN 9 Jember in the 1999/2000 Academic year?
- b) To what extent are the second year students' abilities of correcting the present progressive tense errors in an English text at SLTPN 9 Jember in the 1999/2000 Academic year?

- c) To what extent are the second year students' abilities of correcting the simple future tense errors in an English text at SLTPN 9 Jember in the 1999/2000 Academic year?
- d) To what extent are the second year students' abilities of correcting the simple past tense errors in an English text at SLTP 9 Jember in the 1999/2000 Academic year?

1.3 Operational Definitions

In order to avoid misunderstanding about ideas and the concept between the writer and the readers about the meaning of the variable investigated, it is necessary to define the variable.

1.3.1 Students' abilities of correcting English tenses errors in English Texts

The students' abilities of correcting English tenses Errors in English texts means the students' abilities of correcting English tenses errors in English texts given that are indicated by their scores of structure test. Then, English texts in this research are paragraphs written in English. The texts are made by the writer. There are four texts used as the test dealing with the simple present tense errors, the present progressive tense errors, the simple future tense errors, the simple past tense errors.

Accordingly, Students' abilities of correcting English tenses Errors in English texts means their abilities of correcting English tenses errors in English texts given that cover correcting of the errors of simple present tense, the present progressive tense, the simple future tense. Thus, they are measured in the form of scores of structure test.

1.4 The Objective of the Research

There are two kinds of objectives in this research namely, the general objective and the specific objectives. The general objective is formulated based on the

general problem, while the specific objectives are formulated based on the specific problems.

a. The General Objective

The general objective of this research is to describe to what extent the students' abilities of correcting English tenses errors in English texts at SLTPN 9 Jember in the 1999/2000 academic year are.

b. The Specific Objectives

The specific objectives of this research are :

1. To describe the second year students' abilities of correcting the simple present tense errors in an English text texts at SLTPN 9 Jember in the 1999/2000 academic year.
2. To describe the second year students' abilities of correcting the present progressive tense errors in an English text texts at SLTPN 9 Jember in the 1999/2000 academic year.
3. To describe the second year students' abilities of correcting the simple future tense errors in an English text texts at SLTPN 9 Jember in the 1999/2000 academic year.
4. To describe the second year students' abilities of correcting the simple past tense errors in an English text texts at SLTPN 9 Jember in the 1999/2000 academic year.

1.5 The Significances of the Research

It is expected that the results of this research will be useful for the English teachers, the students, and other researchers.

a. The English Teacher

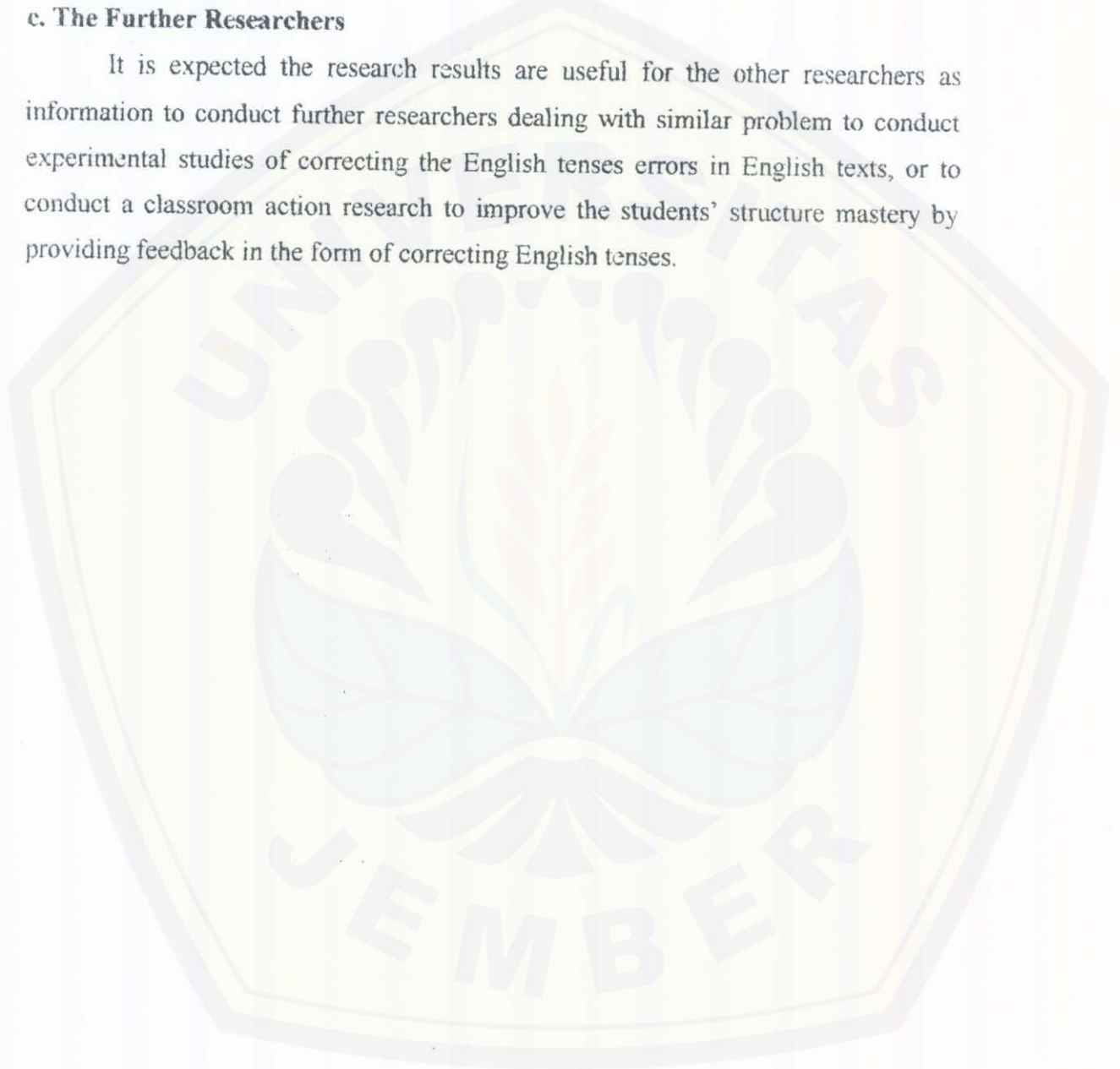
By knowing the students' abilities of correcting English tenses errors, the English teacher is supposed to be able to know her students' problem in learning English tenses. The information can be used by the teacher as an input to improve the teaching strategy that enable the students to correct their English tenses errors.

b. The Students

The results of this research is expected to give an input for the students to improve their abilities in using English tenses, either in oral or written forms.

c. The Further Researchers

It is expected the research results are useful for the other researchers as information to conduct further researchers dealing with similar problem to conduct experimental studies of correcting the English tenses errors in English texts, or to conduct a classroom action research to improve the students' structure mastery by providing feedback in the form of correcting English tenses.



II. REVIEW OF RELATED LITERATURE

2.1 The Meaning of Errors

Learners' errors naturally or normally happen. The foreign language teacher should accept these errors as a natural integral phenomenon to the process of the second language learning (Hendrickson, 1973:3). Meanwhile, Dulay et. al, (1982:138) state that the teacher and the mother who have waged long and patient battle against their students' or children' language errors have come to realize that making errors is an inevitable part of learning. People cannot learn without first systematically making errors. So, it is common that learners make a number of errors in a process of language acquisition.

Errors refer to any deviation of rule of the target language system, no matter what the characteristic or causes of the deviation might be (Dulay et. al, 1982 :138). Meanwhile, Corder (in Richards, 1974:19) says that errors are divided into systematic and non-systematic. The systematic errors are errors which occur because language learners lack of linguistic system knowledge, the rule of language being studied. Non systematic errors are errors which occur because language learners suffer from memory lapse, tiredness, fatigue, and anxiety.

2.2 Errors and Mistakes *kesalahan*

It has been stated in the earlier chapter, this research deals with the students' abilities of correcting the structure errors. However, it is not an easy work to identify incorrect forms as errors or mistakes. Dealing with errors and mistakes, Corder (1967:25) says that the problem of determining what a learner's mistake and error is a difficult matter and involves a much more sophisticated study. Therefore, it is very essential to discuss the difference between errors and mistakes.

Tarigan (1990:75-76) gives the comparison about the differences between errors and mistakes stated on the following table.

Table 1. The comparison between errors and mistakes.

No	Point of view	Error	Mistake
1.	Resources	Competence	Performance
2.	Character	Systematic	Non systematic
3.	Linguistic System	Has not been mastered yet	Has been mastered
4.	Result	Deviation	Deviation
5.	Improvement	Assisted by the teacher ; remedial teaching.	Student self concentration
6.	Duration	Longer	Temporary

Errors are caused by competence factors. It means that the learners have not mastered the linguistic system yet. The learners do not know when errors are made, because of lack of knowledge. The errors may happen in long time and systematically if the teacher does not improve them. The improvement can be done by the remedial teaching and correcting the errors as feedback. Further, the results of errors are deviation.

On the other hand, mistakes are generally caused by performance factors. It means that the limitation of memory or forgetfulness, or tiredness have caused mistakes in pronunciation, vocabulary, the sequence of words, etc. Actually, the learners have mastered the linguistic system that is used, but they forget it. Accordingly, The learners are normally immediately aware of their mistakes and able to correct them by concentrating his mind or giving attention. These mistakes usually happen temporarily.

2.3 Error Correction

A student cannot really learn in class without knowing when an error is made, either by him or someone (Alwright (in Hendrikson), 1979:5). Accordingly, error

corrections are important for the learner. If we correct an error, we will help the student to change his opinion about the rule (Tarigan, 1990:193). Accordingly giving error correction means that the teacher gives information to the student that he has done an error. Thus, the teacher helps him correct it.

The teacher has to choose the best technique in correcting an error. Holley (in Hendrikson, 1979:11) advised the teacher to be aware of how she corrects the students' errors and avoids using strategies that could affect their adversary or that might cause them embarrassment. In correcting writing form errors, Tarigan (1990:188) says that the techniques commonly used by the teacher are :

1. Direct correction technique

It means that the teacher corrects errors by giving the correct forms, then asks the student to write again by inserting the correction.

2. Indirect correction technique

Indirect correction technique means the locations of errors are marked with some symbols, such as ; underlines, circle open and closing bracket, question marks, etc. The students are given chance to interpret the symbols and to correct the errors by themselves.

Both of those techniques have functions to give error corrections. However direct correction technique is little bit useless, because the students are not given a chance to correct the errors. It makes the students become passive. While, indirect correct technique gives feed back to the students to interpret the symbol. Thus, they try to correct the errors by themselves.

An error can be corrected by the teacher, the student himself assisted by the teacher, or someone else (Walz in Tarigan, 1979:196). The students are trained to correct their errors assisted by the teacher. Considering the statements above, giving exercises or testing about correcting errors commonly made by the student are useful, because it may avoid making similar errors in the future. Furthermore, the students will have a deeper understanding about the materials discussed.



2.4 English Tenses

According to Mariani, et al (1994:141) tenses are the forms of verbs which express when an event or an activity happened or done. In line with this statement, Hornby (1974;891) says that the word 'tense' is a form taken by a verb to show the time of the action or state. It can be concluded that tenses refer to the verb form used in the sentences. The word 'tense' stands for a verb form or a series of verb form used to express a time relation. Tense may indicate whether an action, activity, or state in past, present, future, or in progress over a period of time.

Veit (1985:149) says that in traditional grammar, verbs in English take twelve tenses. They are Simple present tense, simple past, simple future, present perfect, past perfect , future perfect, present progressive, future progressive, present perfect progressive, past perfect progressive, and past progressive tenses. Considering the tenses above this research will limited to discuss four tenses, they are ; simple present, present progressive, present future, and simple past tenses.

This research deals with correcting the errors of English tenses in texts that cover the errors of the simple present, present progressive, simple future, and simple past tenses. It means that the students are given texts that have the English tenses errors that are discussed in the following parts.

a. Simple Present Tense

The Simple present tense is used to express habitual or daily activities, and general statement of fact.

For example :

1. I study for two hours every night
2. They always eat sandwiches for lunch.
3. The world is round.

(Azar, 1989;11).

Verbs other than *be* have two forms in the simple present tense. They are a simple form and an -s form. The -s form of the verbs are used with the third person singular

subjects (he, she, it, John, Marry, the book, etc. The simple form of the verb are used with the subjects ' I, you , we, they '.

For examples ;

1. She works every morning.
2. John writes a letter every month.

(Krohn, 1971 ; 11)

The examples of simple present tense errors that will be corrected by the students are in the text below.

The ceremony begin¹ at 7.00 every morning. The students marches together in the yard. The teachers stand³ in front of the students. The head master give⁴ speech and advice to the students.

The Corrections :

1. begins
2. march
3. stands
4. gives

b. Present Progressive Tense

The Present Progressive Tense expresses an activity that is in progress at the moment of speaking. It began in present, and will probably end at time in the future.

For examples :

1. John is sleeping right now.
2. John and Michael are talking on the telephone.
3. She is writing a book.

(Azar, 1989;13)

The examples of present progressive tense errors that will be corrected by the students concerning the misuse of verbs are in the text below.

We is working 1 with jobs right now. My mother is cook 2 in the kitchen. My sister are clean 3 the floor. While, my brother and father are repaired 4 the car.

The corrections :

1. are working
2. cooking
3. is cleaning
4. are repairing

c. Simple Future Tenses

The simple future tense is used to express an activity in future time. The use of *shall* with *I* or *we* to express future is possible but uncommon in American English. *Shall* is used much more frequently in British than in American English.

For example:

1. It will be cloudy tomorrow.
2. She will help you.
3. we shall go to Surabaya.

(Azar, 1989;44)

The examples of simple future tense errors dealing with the misuse of verb are in the text below.

Our school will probably celebrates 1 the 15 th anniversary next month. We shall has2 a badminton game competition. The head master shall 3 give the winner certificate and money. So, I want to join the competition. If I practice seriously, I will won4 the competition

The corrections :

1. celebrate
2. have
3. will
4. win

d. Simple Past Tense

Simple past tense indicates that an activity or situation began and ended at particular time in the past, for examples :

1. I bought a new car three days ago.
2. He lived in Paris for ten years.
3. I walked to school yesterday.

(Azar,1989:24)

Most verbs have the regular -ed ending in the past tense. However, many verbs have irregular forms. These forms must be learned individually. For examples:

1. He ate an apple yesterday
2. He became a doctor

(Krohn;1971;82)

The examples of simple past tense errors that will be corrected by the student concerning with the misuse of verbs are in the text below.

Michael was get 1 an accident last week. He break 2 his right arm. Two men carry3 him to hospital. When the doctor was came 4, he put Michael's broken arm in a plaster cast.

The corrections :

1. got
2. broke
3. carried
4. came

2.5 The Meaning of English Texts

According to Lyons (1995:258), texts are constituents of the contexts which are produced by the speakers or writers in particular situation. There are two kinds of texts. They are The Acoustic Text and The Optic Text.

- a. *The Acoustic Text* which means the text produced orally, so it has a single dimension of time, and the recipient's perception is limited by the manner of producer's speech.
- b. *The Optic Text* or written text which is the text written in a form of graphic or signs, so the recipient understands when perceiving it by sight (Mullerova, 1984:247).

In this research, texts are passages in the form of a paragraphs written in English. The written texts are used to allow the students to investigate and correct the errors more easily. The texts cover of correcting errors of the simple present tense, the present progressive tense, the simple future tense, and the simple past tense.

2.6 Factors Affecting Errors

There are some factors that affect learners to make errors when learning language. Richards (1974;173-179) states some factors below:

a. *The interference of the learners' mother tongue*

The errors appear because the learners' target language is influenced by their mother tongue that has different construction with the target language. For example, instead of saying *school uniform* they say *uniform school* because in Indonesian they say *seragam sekolah*, not *sekolah seragam*.

b. *Over-Generalization*

Over-generalization covers instances where the learner creates a deviant structure on the basis of his experience of other structures in the target language. For examples: *He come from*, *they plays football*, *It is occurs*.

c. *Ignorance of Rule Restrictions*

It is caused by the failure to observe the restrictions of existing structures, that is, the application of rules to contexts where they do not apply. For examples: *That is the man who I saw him*, or *This is not fit to drink it*.

d. Incomplete Application of Rules

Under this category we may note the occurrence of structure whose deviancy represents the degree of development of the rules required to produce acceptable utterances. For examples: How much does it cost? *It cost one dollar.*

What's he doing? *He opening the door.*

What was she saying? *She saying she would ask him.*

e. False Concepts Hypothesized

There is miscomprehension of distinctions in the target language. For example: the confusion among the use of the simple present tense, the simple past tense, the present progressive tense, the simple past tense, and so on.

2.7 The Teaching Materials of English Tenses for the Second Year Students of SLTP

Based on the 1994 English curriculum for the second year student of SLTPN 9 Jember at the first and second cawu, English tenses that have been taught are stated in the following table.

Cawu	English Tenses	Examples
I	Simple present	My father always tells the truth. My brothers usually go to the beach once a month
	Present progressive	We are having an exercise this Sunday
	Present future	The doctor will see you tomorrow. We shall visit you next Sunday.
II	Simple past	The girls forgot to bring her driving license. He wrote it last year.

III. RESEARCH METHODS

3.1 Research Design

The research design used was descriptive quantitative, because this research did not want to prove a hypothesis. However, this research aimed at describing the students' abilities of correcting English tenses errors in English texts in the percentage.

The procedures of the research were as follows .

1. Finding the problem and determining the title
2. Studying the references
3. Formulating the research problems and objectives.
4. Choosing the research design
5. Determining data resources.
6. Selecting data collection methods.
7. Constructing research instruments.
8. Collecting data needed.
9. Analyzing the collected primary data
10. Making a conclusion.
11. Writing the research report.

3.2 Research Area

The research area was determined by using purposive method. It follows Hadi (1997:82) who says that purposive method is used to determine the research area designed to achieve a certain goal. In this research, SLTPN 9 Jember was chosen as the research area. This school was selected as the research area because the writer has 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

Population is all of the research subjects that might be people, animals, plants, phenomenon, or scores of test (Nawawi, 1991:141). The total number of the population of the second year students of SLTPN 9 Jember in the 1999/2000 academic year was 186 students. They were divided into four classes with 46 students in class II-A and B, 47 in class II-D, and 48 students for II C.

If the number of the subjects is more than a hundred, the sampling research can be conducted, and the samples can be taken between 10% - 15% or 20% - 25% or more of the population (Arikunto, 1996:120). Since the population of the second year students of SLTPN 9 Jember was more than one hundred, sampling was used to determine the respondent. Accordingly, this research used proportional random sampling to determine the respondents. This respondents taken was 20 % of the population to be the respondents.

3.4 Data Collection Methods

There were two kinds of data in this research, primary and supporting data. The primary data were collected by using correcting English tenses errors test, and the supporting data were collected by using documentation and interview.

3.4.1 Test of Correcting English Tenses Errors

According to Arikunto (1996:138), test is a set of questions or exercises or other instruments used to measure knowledge, intelligent, ability or aptitude of groups or individuals. Considering the statement above, test is given to individuals or groups in order to get answers used to determine the scores.

In this research, the test of correcting English tenses errors was used to obtain the primary data about the students' abilities of correcting English tenses errors in English texts. This test was made by the researcher, and before it was given to the respondents, it was consulted to the English teacher to see whether it could be tested

to the respondents or not. The form of the test used was objective in the forms of correcting English tenses errors in English texts. The objective test was chosen, because objectivity in scoring brings greater reliability (Hughes, 1989:42). The test consisted of four texts with 10 test items for each text. Thus, the number of the test item was 40 items. The time given for doing the test was 60 minutes. The test was given to the respondents at the middle of the third *Cawu*. Dealing with the scoring, each item was scored 2,5. Thus, the total scores of all items was 100.

In relation to the test, Hughes (1989:19) says that a good test must be valid and reliable. Further, he (1989:22-27) says that there are four kinds of validity :

a). *Content Validity*

A test is said to have content validity if its content constitutes a representative sample of the language skills that should be concerned.

b). *Criterion-related validity which is divided into two :*

- Concurrent validity is established when the test and the criterion are administered at the same time and there is a high correlation of the two test results.
- Predictive validity concerns with the degree to which a test can predict the candidates' future performance.

c). *Face validity*

A test is said to have face validity if it looks as if it measures what it is supposed to measure.

d). *Construct validity*

A test is said to have construct validity if it can be demonstrated that it measures just the ability that is supposed to measure.

Based on the ideas above, the test in this research concentrated on the content and construct validity. The test items were constructed based on the tenses taught to the second year students of SLTP at the first and second *cawu* stated in the 1994 English curriculum for SLTP, and based on the abilities that are intended to measure.

It means that the test had a representative samples of the indicators and it measured the students abilities in correcting the English tenses errors in English texts.

Hughes (1989:42) states that a valid test must be reliable, however a reliable test may not be valid at all. Based on this statement, the test reliability is not established since the test validity has been established.

3.4.2 Documentation

Documentation is a method to get data about anything on variable in the form of notes, transcripts, books, magazines, newspapers, diaries, etc (Arikunto,1996:234).

In this research, documentation was used to get the supporting data about the school location, the number of the students at the school, the names of the respondents, and the personnel of the school.

3.4.3 Interview

Arikunto (1996:144-145) says that there are three kinds of interview, they are:

1. Unguided interview, the interviewer carries out the interview with no systematic plan of questions.
2. Guided interview, the interviewer carries out the interview using a set of questions arranged in advanced.
3. Free guided interview, the interviewer uses a set of questions and the questions are developed in gaining further specific information.

In this research, guided interview was conducted with the English teacher. In the interview, the interviewer used a list of questions prepared. This interview was used to get the supporting data about the teaching of English, mainly the English curriculum, the English books used, the approach in teaching English, and correcting English tenses errors.

3.5 The Data Analysis Method

The data obtained should be analyzed in order to get the empirical evidence of the research. The data can be analyzed by using statistical or non statistical method (Arikunto,1996:242). In this research, the data were quantitative in the form of the students' scores of correcting English tenses errors test. Therefore the data were analyzed statistically in the form of percentage by using the following formula:

$$E = \frac{n}{N} \times 100 \% \quad (\text{Adapted from Ali,1993:186})$$

Notes :

% : The students' scores of correcting each error component in the percentage.

n : The students' number of scores of each error component.

N : The total scores of the items of each error component.

The steps in analyzing the data were as follows:

- a. correcting the students' results of the test.
- b. scoring the students' test results.
- c. analyzing the students' scores using the percentage formula.
- d. classifying the students' scores by using stative (standart five) into five categories: very good, good, enough, bad, and very bad based on standard deviation and mean in the following table:

Table 3: The Classification of Scores

Criterion	Classification
+2SD -- over	Very good
+1SD -- +2SD	Good
+1SD -- -1SD	Enough
-1SD -- -2SD	Bad
-2SD and less	Very bad

(Adapted from Thoha, 1991:100)



IV. RESEARCH RESULTS AND DATA ANALYSIS

The results of this research dealt with primary and supporting data. The supporting data were collected by using documentation and interview, while the primary data were taken by using test of correcting English tenses errors.

4.1 Supporting Data

4.1.1 The Results of Documentation

This research was conducted at SLTPN 9 Jember at Jl. Kutai No.169 Jember. The school facilities consist of 12 classrooms, a laboratory, a Library, a mosque, the rooms of UKS, the counseling, the principal, the OSIS, the teachers, and the administration.

The number of the teacher was 29 persons. The respondents of this research were the second year students who were chosen taken by using proportional random sampling. The number of the second year students was 188 persons who were divided into 4 classes. This research took 20 % of all students to be the respondents. Then, the samples were determined from each class. The number of the respondents for each class were presented in the following table.

Tabel 4. The number of respondents for each class

Class	Population	Respondents
II A	47	9
II B	47	9
II C	48	10
II D	46	9
Total	188	37

4.1.2 The Results of Interview

Interview was conducted to obtain the supporting data about the English curriculum, the approach used in the teaching of English tenses, and the compulsory and supplementary books used in teaching English.

The English teaching learning process is based on the 1994 curriculum; consequently, the teacher applies communicative meaning based approach. Through this approach the students were given a chance to be active in the teaching learning process, and the students had to express their ideas in English both in written and oral forms.

In addition, English tenses materials were taught based on the chosen themes and sub theme as stated in the 1994 English curriculum. In the teaching learning process, Indonesian was used more than English. Dealing with the teaching of English tenses, the teacher sometimes gave exercises of correcting errors. When, the students wrote wrong answers, the teacher did not directly correct the errors, but she gave chances to the other students to try to correct the errors.

The compulsory book used in the English teaching for the second year students was Let's Learn English 2 SLTP by PT. Edumedia. This book was chosen due to the fact that the book had more various exercises and the materials were matched with the 1994 English curriculum. The teacher also used another book published by Intan Pariwara as the supplementary one.

4.2 The Results of Correcting English Tenses Errors Test

The primary data of this research were collected by using test conducted on June 5th, 2000. The results of the test are presented in the following table.

Table 5: The Descriptions of the Students' Abilities of correcting English Tenses Errors in English Texts.

NR	Simple Present T	Present Progressive T	Simple Future T	Simple Past T	Total
1	12.5	20	17.5	12.5	62.5
2	15	22.5	12.5	10	60
3	5	17.5	7.5	5	35
4	15	17.5	12.5	15	60
5	17.5	17.5	17.5	10	62.5
6	7.5	15	5	7.5	35
7	10	20	7.5	10	47.5

to be continued



8	12.5	22.5	20	15	70
9	10	17.5	2.5	7.5	37.5
10	7.5	22.5	2.5	5	37.5
11	7.5	20	2.5	7.5	37.5
12	15	22.5	17.5	15	70
13	15	20	17.5	12.5	65
14	12.5	12.5	10	2.5	37.5
15	12.5	17.5	5	12.5	47.5
16	12.5	15	15	10	52.5
17	7.5	20	12.5	7.5	47.5
18	12.5	17.5	15	10	55
19	7.5	12.5	10	5	35
20	12.5	20	12.5	7.5	52.5
21	12.5	15	10	7.5	45
22	20	22.5	20	5	67.5
23	17.5	17.5	17.5	10	62.5
24	15	22.5	22.5	10	70
25	17.5	17.5	15	12.5	62.5
26	15	20	10	7.5	52.5
27	5	15	7.5	12.5	40
28	7.5	10	10	7.5	35
29	10	17.5	12.5	7.5	47.5
30	10	17.5	5	10	42.5
31	12.5	15	2.5	12.5	42.5
32	12.5	20	17.5	10	60
33	7.5	12.5	10	10	40
34	10	15	10	10	45
35	12.5	17.5	17.5	7.5	55
36	12.5	17.5	15	10	55
37	10	15	12.5	10	47.5
Σ	435	657.5	437.5	347.5	1877.5

4.3 Data Analysis and Results

The data of this research were quantitative produced by the scores of students' abilities of correcting English tenses errors in English texts. The collected data were analyzed by using the formula (see chapter III).

The results of the data analysis are presented in the following table.

Table 6: The percentage of the students' scores of correcting the errors of each component.

The components	The scores	%
Simple Present Tense	435	47,03 %
Present Progressive Tense	657,5	71,08 %
Simple Future Tense	437,5	47,30 %
Simple Past Tense	347,5	37,57 %

Based on the table above, the easiest English tenses errors for the students to correct was the present progressive tense or 71,08%. While, the most difficult one was the simple past tense or 37,57%.

Furthermore, the Standard Five was used to classify the students' abilities of correcting English tenses errors in English texts. It was done by classifying the students' abilities into five categories consisting of very good, good, enough, bad and very bad based on the deviation standard and mean.

The average of the students' abilities was determined by the average of the score or the mean score. In order to get the mean score, the result of the total score was divided by 37 (the number of the respondents). The students' mean score was shown by the following formula:

$$M = \frac{S1 + S2 + S3 \dots Sn}{\sum R}$$

M = mean score

Sn = total score

$\sum R$ = Total number of the students

(Adapted from Nurkancana & Sumartana, 1986:152)

4.3.1 Students' Abilities of Correcting Simple Present tense errors in an English text

The Mean of Correcting Present tense errors in an English text is as follows.

$$M = \frac{\sum R}{\sum n} = \frac{435}{37} = 11,76$$

Table 7: Preparation Table to do Deviation Standard of Correcting Simple Present Tense Errors English Texts

Score	f	x'	fx'	fx ²
20 - 25	1	+2	2	4
14 - 19	9	+1	9	9
8 - 13	18	0	0	0
2 - 7	9	-1	-9	9
Total	37		2	22

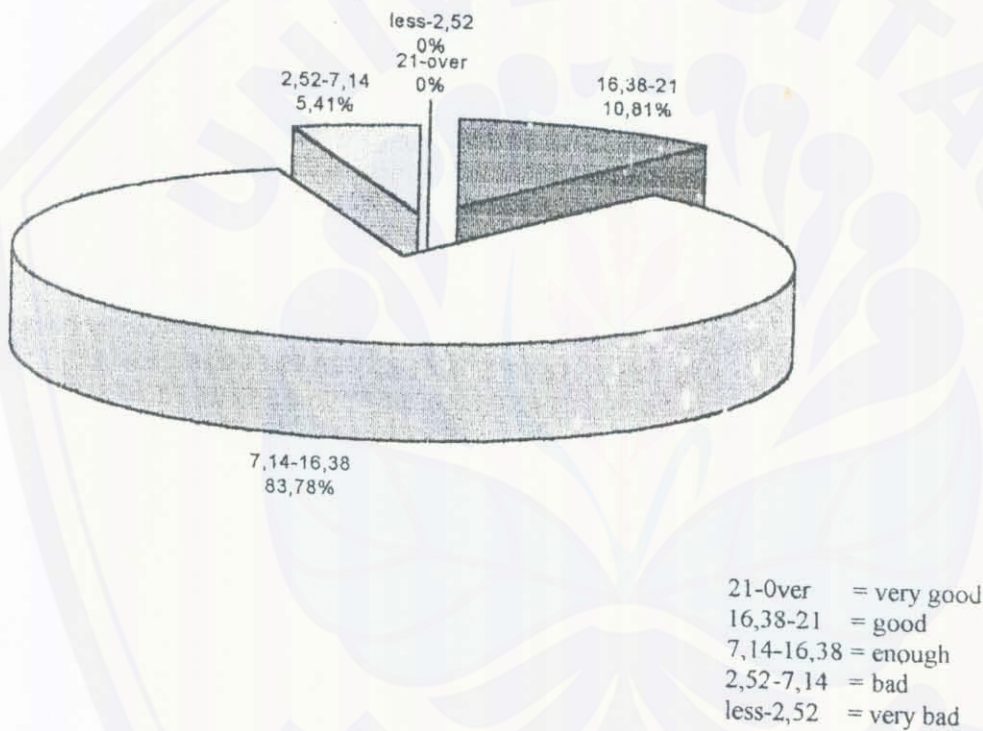
$$\begin{aligned}
 SD &= \sqrt{\frac{\sum fx'^2}{N} - \left(\frac{\sum fx'}{N}\right)^2} \\
 &= \sqrt{\frac{22}{37} - \left(\frac{2}{37}\right)^2} \\
 &= \sqrt{0,59167} \\
 &= 0,7692 \\
 &= 4,62
 \end{aligned}$$

Table 8: Classification Table of Correcting Simple Present tense errors in an English text

Classification	Criterion	Score Category	Frequency	%
very good	+2SD - over	21 - over	0	
Good	+1SD - +2SD	16,38 - 21	4	10,81
Enough	-1SD - +1SD	7,14 - 16,38	31	83,78
Bad	-2SD - -1SD	2,52 - 7,14	2	5,41
Very bad	And less - -2SD	And less 2,25	0	0
Total			12	100

Based on the data analysis above, there are 31 students or 83,78% who have enough classification gaining the scores between 7,14-16,38 and there are 4 students or 10,81% who have good classification with the scores between 16,38-21. Finally, there are 2 students or 5,41%, who have bad classification.

The Chart of Correcting Simple Present Tense Errors in an English Text



4.3.2 Student ' Abilities of Correcting Present Progressive tense errors in an English text

The Mean of Correcting Present Progressive tense errors in an English text is as follows.

$$M = \frac{\sum R}{Sn} = \frac{657}{37} = 17,77$$

Table 9: Preparation Table to do Deviation Standard of Correcting Present Progressive tense errors in an English text

Score	f	x'	fx'	fx ²
20 - 25	14	+1	14	14
14 - 19	19	0	0	0
8 - 13	4	-1	-4	4
Total	37		10	22

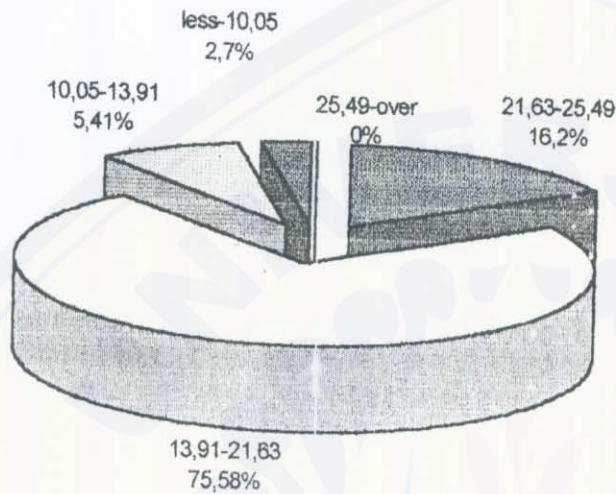
$$\begin{aligned}
 SD &= i \sqrt{\frac{\sum fx'^2}{N} - \left(\frac{\sum fx'}{N}\right)^2} \\
 &= 6 \cdot \sqrt{\frac{18}{37} - \left(\frac{10}{37}\right)^2} \\
 &= 6 \cdot \sqrt{0,41344} \\
 &= 6,0,642299 \\
 &= 3,86
 \end{aligned}$$

Table 10: Classification Table of Correcting Present Progressive tense errors in an English text

Classification	Criterion	Score Category	Frequency	%
very good	+2SD - over	25,49 - over	0	0
Good	+1SD - +2SD	21,63 - 25,49	6	16,22
Enough	-1SD - +1SD	13,91 - 21,63	28	75,58
Bad	-2SD - -1SD	10,05 - 13,91	2	5,41
very bad	And less - -2SD	And less - 10,05	1	2,7
Total			37	100

There are 28 students or 75,58 % who have enough classification gaining the scores between 13,91-21,63, 6 students or 16,22% who have good classification gaining the scores between 21,63 - 25,49. Finally, the bad classification is 2 students or 5,41%, which lies between the interval 10,05 - 13,91. Finally, The very bad classification is 1 student or 2,7 %, which lies between the interval less - 10,03.

The Chart of Correcting present progressive tense Errors in an English Text



25,49-Over = very good
 21,63-25,49 = good
 13,91-21,63 = enough
 10,05-13,91 = bad
 less-10,05 = very bad

4.3.3 Students' Abilities of Correcting Simple future tense errors in an English text

The Mean of Correcting Simple Future tense errors in an English text is as follows

$$M = \frac{\sum R}{n} = \frac{437,5}{37} = 11,82$$

Table 11: Preparation Table to do Deviation Standard of Correcting Simple Future tense errors in an English text.

Score	f	x'	fx'	fx ²
20 - 25	3	+2	6	12
14 - 19	11	+1	11	11
8 - 13	13	0	0	0
2 - 7	10	-1	-10	10
Total	37		7	33

$$\begin{aligned}
 SD &= i \sqrt{\frac{\sum fx'^2}{N} - \left(\frac{\sum fx'}{N}\right)^2} \\
 &= 6 \cdot \sqrt{\frac{33}{37} - \left(\frac{7}{37}\right)^2} \\
 &= 6 \cdot \sqrt{0,8561} \\
 &= 6,0,92526692 \\
 &= 5,56
 \end{aligned}$$

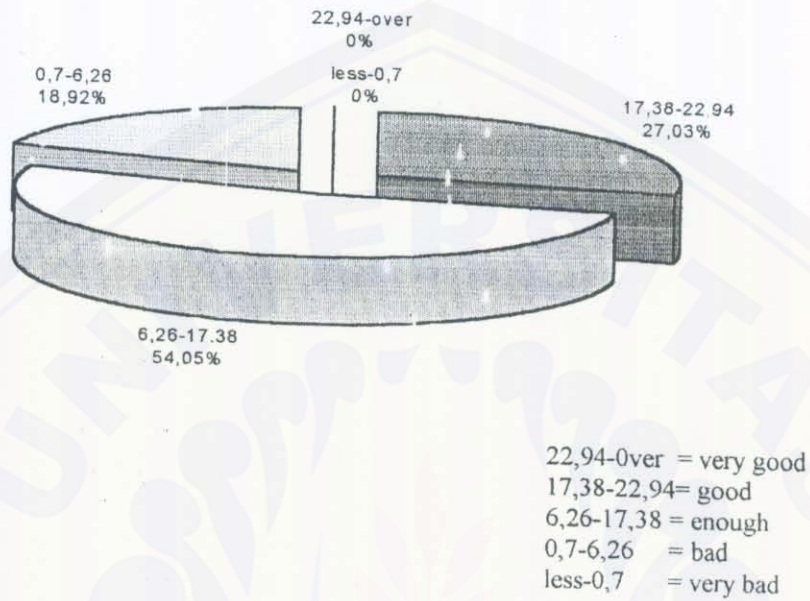
Table 12: Classification Table of Correcting Simple Future tense errors in an English text.

Classification	Criterion	Score Category	Frequency	%
very good	+2SD - over	22,94 - over	0	0
Good	+1SD - +2SD	17,38 - 22,94	10	27,03
Enough	-1SD - +1SD	6,26 - 17,38	20	54,05
Bad	-2SD - -1SD	0,7 - 6,26	7	18,92
very bad	And less - -2SD	And less - 0,7	0	0
Total			12	100

There are 20 students or 50,05 % who have enough classification gaining the scores between 6,26 - 17,38, and 10 students or 27,03 % who have good classification gaining the scores between 17,38 - 22,94. Finally, the bad classification is 7 students or 18,92 %, which lies between the interval 0,7 - 6,27.



The Chart of Correcting Simple Future Tense in an English Text



4.3.4 Students' Abilities of Correcting Simple Past tense errors in an English text

The Mean of Correcting Simple Past tense errors in an English text is as follows

$$M = \frac{\sum R}{n} = \frac{347,5}{37} = 9,39$$

Table 13: Preparation Table to do Deviation Standard of Correcting Simple Past tense errors in an English texts

Score	f	x'	fx'	fx ²
14 - 19	9	+1	3	3
8 - 13	18	0	0	0
2 - 7	9	-1	-15	15
Total	37		-12	18

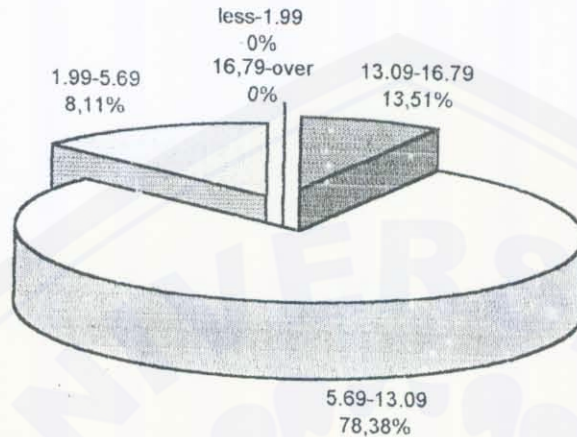
$$\begin{aligned}
 SD &= i \sqrt{\frac{\sum fx'^2}{N} - \left(\frac{\sum fx'}{N}\right)^2} \\
 &= 6 \cdot \sqrt{\frac{18}{37} - \left(\frac{-12}{37}\right)^2} \\
 &= 6 \cdot \sqrt{0,48648 - 0,10519} \\
 &= 6 \cdot \sqrt{0,38129} \\
 &= 6,061747 \\
 &= 3,7
 \end{aligned}$$

Table 14: Classification Table of Correcting Simple Past tense errors in an English text

Classification	Criterion	Score Category	Frequency	%
very good	+2SD - over	16,79 - over	0	0
Good	+1SD - +2SD	13,09 - 16,79	4	13,51
Enough	-1SD - +1SD	5,69 - 13,09	31	78,38
Bad	-2SD - -1SD	1,99 - 5,69	2	8,11
very bad	And less - -2SD	And less - 1,99	0	0
Total			37	100

There are 29 students or 78,38 % who have enough classification gaining the score between 5,69 – 13,09, and 5 students or 16,22% who have bad classification gaining the score between 1,99 – 5,69. Finally, the good classification is 3 students or 8,11 %, which lies between interval 13,09 – 16,79.

The Chart of Correcting Simple Past Tense Errors in an English Text



16,79-Over = very good
 13,0916,79 = good
 5,69-13,09 = enough
 1,99-5,69 = bad
 less-1,99 = very bad

4.3.5 The Students' Ability of Correcting English Tenses Errors in English Texts

The Mean of Correcting English Tenses Errors in English Text is as follows.

$$M = \frac{\sum R}{\sum f} = \frac{1877,5}{37} = 50,61$$

Table 15: Preparation Deviation Standard of Correcting English Tenses Errors in English Text

Score	f	x'	fx'	fx' ²
65 - 70	5	+3	15	45
59 - 64	7	+2	14	28
53 - 88	3	+1	3	3
47 - 52	8	0	0	0
41 - 46	4	-1	-4	4
35 - 40	10	-2	-20	40
Total	45		8	120

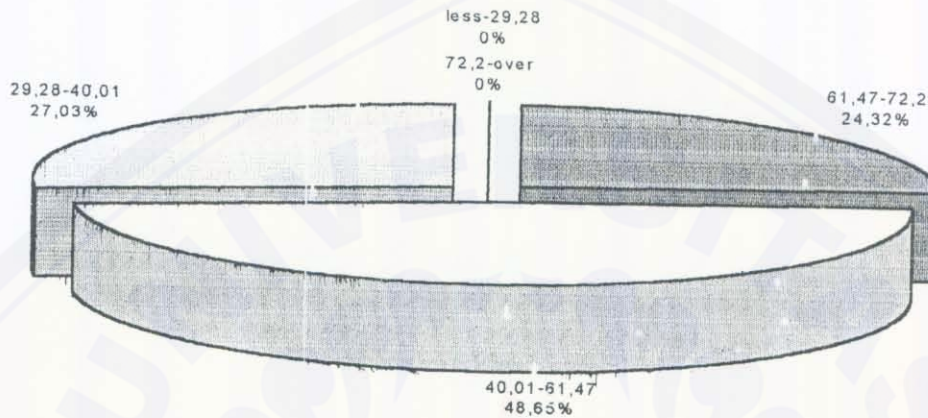
$$\begin{aligned}
 SD &= i \sqrt{\frac{\sum fx'^2}{N} - \left(\frac{\sum fx'}{N}\right)^2} \\
 &= 6 \sqrt{\frac{120}{37} - \left(\frac{8}{37}\right)^2} \\
 &= 6 \sqrt{3,24324 - 0,04675} \\
 &= 6 \sqrt{3,19649} \\
 &= 6,1,78787 \\
 &= 10,73
 \end{aligned}$$

Table 16: Classification Table of Correcting English Tenses errors in English Texts

Classification	Criterion	Score Category	Frequency	%
very good	+2SD - over	72,2 - over	0	0
good	+1SD - +2SD	61,47 - 76,77	9	24,32
enough	-1SD - +1SD	40,01 - 61,47	18	48,65
bad	-2SD - -1SD	29,28 - 40,01	10	27,03
very bad	And less - -2SD	And less - 29,28	0	0
Total			37	100

There are 18 students or 48,65% who have enough classification gaining the score between 40,01- 61,47, and 10 students or 27,03 % who have very bad classification gaining the score between and less – 40,01. Furthermore, The good classification is 9 students or 24,32% which lies between interval 61,47 – 72,2. So, It can be concluded that most of second year students' abilities of correcting English tenses errors are 48,65% or enough.

The Chart of Correcting English Tenses Tense in English Text



72,2-over = very good
 61,47-72,2 = good
 40,01-61,47 = enough
 29,28-40,01 = bad
 less-29,28 = very bad

4.3 Discussion

Based on the results of the data analysis, the students' abilities of correcting the English tenses errors in English texts were 48,65% or enough. The details of the students' abilities of correcting the English tenses errors for each indicator were the students' ability of correcting the simple present tense errors was 83,78% or enough, the present progressive tense errors was 72,97% or enough, the simple future tense errors was 50,05% or enough, and the simple past tense errors was 78,38 % or enough.

It showed that most of the second year students' abilities of correcting English Tenses errors in English texts at SLTPN 9 Jember in the 1999/2000 academic year were enough. It means that in general the second year student abilities of

correcting English tenses errors still need to be developed. The difficulties of correcting English tenses errors may be caused by the students' mastery of English tenses is still low. Sudadi (1998;1) says that English tenses are the part of English grammar that is difficult to be understood by Indonesian people, because Indonesian has no tenses as English does.

The other factors that may affect the students' abilities of correcting the English tenses errors in English texts are over generation and false concepts hypothesized (Richards, 1974;173-179)

1. Over generalization

Over generalization covers the examples where the students create a deviant structure based on his experiences of the other structure in the target language. In this type, the students over generalize about the rules of English tenses, for examples.

a. Simple present tense errors

- The students *gets* into the classroom (get)

b. Present progressive tense

- My brother is *takeing* the clothes in the yard (taking)

c Simple future tense errors

- He *shall* sing at 'GOR' Kaliwates. (will)

d. Simple past tense errors

- He *goed* to Yogyakarta by train. (went)

2. False concepts hypothesized.

As foreign language learners, the students commonly have miscomprehension about the target language. In this type, the students have false concepts about the uses of the simple present, the present progressive tense, the simple future, and the simple past tense. For examples:

a. Simple Present Tense errors

- The students *entered* into the classroom again. (enter)

b. Present Continuous Tense errors:

- She *does* making a cake.

(is)

c. Simple future tense errors

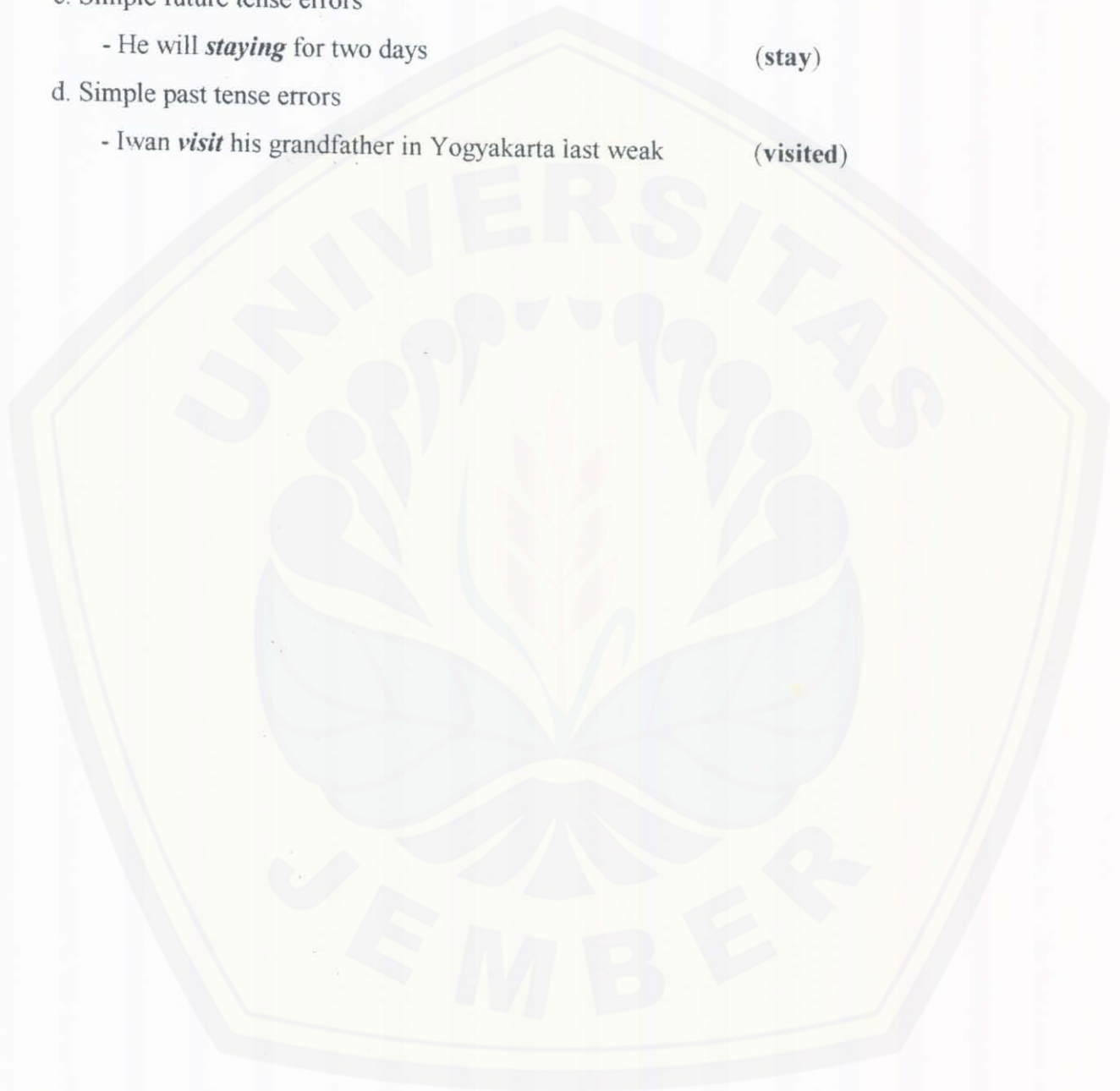
- He will *staying* for two days

(stay)

d. Simple past tense errors

- Iwan *visit* his grandfather in Yogyakarta last week

(visited)



V. CONCLUSION AND SUGGESTIONS

5.1 Conclusion

Based on the results of the data analysis and discussion, the students' abilities of correcting the English tenses errors in English texts were 18 students or 48,65% who have enough classification and there were 10 students or 27,03 % who have very bad classification, while, the good classification were 9 students or 24,32%.

The details of the students' abilities of correcting the English tenses errors for each indicator were as follows:

- The students' abilities of correcting the simple present tense errors were 31 students or 83,78% who have enough classification and there were 4 students or 10,81% who have good classification. Then, the bad classification were 2 students or 5,41%.
- The students' abilities of correcting the present progressive tense errors were 27 students or 72,97 % who have enough classification and there were 6 students or 16,22% who have good classification. Then, the bad classification were 2 students or 8,11%, The very bad classification were 1 student or 2,7 %.
- The students' abilities of correcting the simple future tense errors were 20 students or 50,05 % who have enough and there were 10 students or 27,03 % who have good classification. Then, the bad classification were 7 students or 18,92%.
- The students' abilities of correcting the simple past tense errors were 29 students or 78,38 % who have enough classification and there were 5 students or 16,22% who have bad classification. Then, the good classification were 3 students or 8,11%.

The results showed that most of the students' English tenses mastery were still low, so it needs to be improved. Since it is important as means of learning four English skills.

5.2 Suggestions

Based on the research results that showed that the students' abilities of correcting the English tenses errors in English texts were still low, some suggestions are given to the following people:

a. The English Teacher

The English teacher needs to improve the students' English tenses mastery by employing the appropriate technique such as using pictures in the teaching of English tenses and providing feedback in the form of correcting the English tenses errors in their work, so that they will not make the same errors in the future.

b. The students

Based on the results, it is suggested that the students have to study English harder, mainly English tenses and they should practice using English as a means of communication in the classroom. In addition, the students should read English texts more often in order to recognize the English tenses used in the texts as one of the techniques to learn the English tenses.

c. Other Researchers

It is suggested that other researchers conduct experimental studies or a classroom action research by providing indirectly errors correction of English tenses errors on the students' English writing to improve their English tenses mastery.

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Appendix 2

Test of Correcting English Tenses Errors in English Texts.

I. Correct the simple present errors underlined in the text below into the correct forms!

The bell ring1 at 7.00 o'clock. The students gets 2 into the classroom. The teacher follow 3 them to enter the classroom. After greeting, The teacher begin 4 to teach the students. The teacher asked 5 some questions and the students answers 6 them. The teacher gave 7 the students chances to ask about the lesson before closing. The students got 8 out in the break time for several minutes until the bell rings. The students entered 9 the classroom again. They studied 10 the lessons until the bell rings at the end of the lessons.

II. Correct the present progressive underlined in the text below into the correct forms!

We is doing 1 activities right now. My mother is cook 2 in the kitchen. she is make 3 a cake. My grandfather is reads 4 a newspaper. he is enjoyed5 reading the politics news. My sister gets 6 flu, but she are7 ironing her clothes. While my father is repaired 8 the car. Out side my house, My brother is take 9 the clothes in the yard, because it are 10 raining

III. Correct the present future tense errors underlined in the text below into the correct forms!

Roma Irama will promoted 1 his new album. Accordingly, he will makes 2 a tour in East Java. He will visiting 3 Jember, Surabaya and Malang. He will arrives 4 here tomorrow evening. he will came 5 by train. Therefore, my sister and I shall waited 6 to him at the station. I shall gave 7 him a flower. He shall singing 8 at 'GOR' Kaliwates. He will staying 9 for two days. During the time, he will given 10 three performances. After that, he will continue his tour to Suarabaya.

IV. Correct the simple past tense errors underlined in the text below into the correct forms!

Iwan visit 1 grandfather in Yogyakarta last week. He leave 2 his house early in the morning. He go 3 to Yogyakarta by train. He was meet 4 a young girl on the train. Fortunetly, she live 5 in Yogyakarta. Then, she become 6 his friend. They talk 7 many things during the journey. He arrive 8 at his grandfather's house in the evening. His grandfather is 9 very happy to meet Budi. Then, they goes 10 to Malioboro street.

Appendix 3

The Answers Key

I.

1. rings
2. get
3. follows
4. begins
5. asks
6. answer
7. gives
8. get
9. enter
10. study

II

1. are
2. cooking
3. making
4. reading
5. enjoying
6. getting
7. is
8. repairing
9. taking
10. is

III

1. promote
2. make
3. visit
4. arrive
5. come
6. wait
7. give
8. will sing
9. stay
10. give

IV

1. visited
2. left
3. went
4. met
5. lived
6. became
7. talked
8. arrived
9. was
10. went

Interview Guide

No	Questions	Data Resources
1	How is the implementation of the 1994 English Curriculum to students at this school ?	The English Teacher
2	Could you tell me the approach used in teaching English tenses?	
3	Could you mention the English books used in English teaching ? and why do you choose them?	
4	How do you give exercises of correcting English tenses errors?	

Documentation Guide

No	Supporting Data Taken	Data Resources
1	The location of SLTPN 9 Jember	Document
2	The name of respondents	
3	The personnel of SLTP 9 Jember	

The Personnel of SLTPN 9 Jember

No	Name	Subject
1.	Drs. Sunaryo, M.M	Economic/Principal
2.	Dra. Siti Hafshah	History
3.	Drs. Zainal Fanani	Religion
4.	Drs. Supatma	Guidance and Counseling
5.	Drs. M. Nurjasin	English
6.	Dra. Rosalia Laras T	Mathematic
7.	Dra. Yuli Muji H	Geografi
8.	Dra. Eko Budianto	Phisic
9.	Dra. Sumiati Supii	Economics
10.	Dra. Sri Isnani	Indonesian
11.	Drs. Masduki	Indonesian
12.	Dra. EC. Helmi Jauhar	Fisika
13.	Hj. Khoirul Hidayah, Spd	English
14.	Nanin Kartini, SPd	English
15.	Budi Sucahyo, BA	Guidance and Counseling
16.	Maryati	Indonesian
17.	Sri Niti	Mathematics
18.	Asmawi, Spd	Art
19.	Surcso Untung	Mathematic
20.	Maria Tunjung	Traditional language
21.	Ariyadi	Elektronic
22.	Susi Nie'amah, Spd	Economic
23.	Angriani, SPd	Biology
24.	Jamiatun, SPd	Mathematic
25.	Sri Moeniah	Biology
26.	Dra. dewi Novi W	Biology
27.	Zainul Hadi, S.Ag	Religion
28.	Heru Setiawan, SPd	History
29.	Hadi Mulyono, SPd	Health and Sport

The Names of Respondents

1. Linda Dewi
2. Bambang Hermanto
3. Abdur Rahman
4. Dani Bagus
5. Farig Dianto
6. Febriana Wijayanti
7. Vivi Endah lestari
8. Sofiati
9. Rosiani
10. Juprianto
11. Dwi Indah P
12. Arief Fajar Dewata
13. Edi Santoso
14. Suparman
15. Nurul Komariah
16. Kasiani
17. Moh. Yasin
18. Yeti Triasanti
19. Abdul Hamid
20. Hasanah Tuksadiyah
21. Dewi Sinta wulandari
22. Fauzi Habibi
23. Jayadi
24. Runik ismaniah
25. Sugeng raharjo
26. Titin Suryani
27. Nur Hidayah
28. Bayu Setiawan
29. Ahmad ridwan
30. Dina saputri
31. Earlina Dwi Andriani
32. Ririr Pujiati
33. Angelia Eka Purwanti
34. Bambang Handoko
35. Ike widyawati
36. Lutfiatul Nabiroh
37. Hendi Nur Adianto

Kepada Yth.

Kepala Sekolah SLTP Negeri 9
di Jember

Dengan Hormat,

Yang bertanda tangan dibawah ini :

Nama : Nugroho Budi santoso

Nim : BIG195305

Mahasiswa : Pendidikan Bahasa Inggris
FKIP Universitas Jember

Sehubungan dengan penyelesaian tugas akhir di FKIP Universitas Jember , maka dengan ini kami mengajukan permohonan kepada Bapak untuk dapat melakukan penelitian di sekolah yang bapak pimpin.

Adapun judul penelitian tersebut adalah :

“ A descriptive on the students’ abilities of correcting English tenses error in English text at SLTP 9 Jember in the 1999/2000 academic year”.


Demikian permohonan kami, atas perhatian dan perkenaanannya kami sampaikan banyak terima kasih.

Jember, Maret 2000

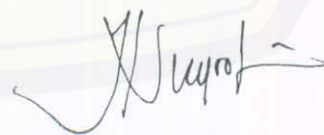
Mengetahui,

Kepala SLTP Negeri 9 Jember

Pemohon,

The stamp is circular with text around the perimeter: "DIDIKAN", "SLTP 9", "JEMBER", "IO4.", and "KEBUDIDAYAAN". Inside the stamp, there is a signature and the text "Nip. 130 781 078".

(Ns. Sunat 2010, MM.)
Nip. 130 781 078



(Nugroho Budi Saantoso)

Nim. BIG195305



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

Nomor : 1328 /J25.1.5/PL5/2000

Lampiran : Proposal

Perihal : Ijin Penelitian

130 MAY 2000

Kepada : Yth. Sdr. Bapak Kepala Sekolah

..... SLTPN 9 Jember

di

Jember.....

Dengan ini Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Jember menerangkan bahwa Mahasiswa yang tersebut dibawah ini :

Nama : Nugroho Budi Santoso.....

Nim : BIG195305.....

Program/Jurusan : PBS/Pend. Bahasa Inggris.....

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

A Descriptive Study on the Second Year Students' Abilities
of Correcting English Tenses Errors in English Texts at
SLTPN 9 Jember in the 1999/2000 Academic Year

Pada lembaga yang saudara pimpin.

Schubungan dengan hal tersebut diatas kami mohon dengan hormat saudara berkenan dan sekaligus kami mohon bantuan informasinya.

Atas perkenan dan perhatiannya kami mengucapkan terima kasih.

a.n. Dekan

Pembantu Dekan I,





DEPARTEMEN PENDIDIKAN DAN KEBUDAYAAN
KANTOR WILAYAH PROPINSI JAWA TIMUR
SLTP 9 JEMBER

Alamat : Jalan Kutai No. 169 Telp. 339231 Jember 68127

SURAT KEPERANGAN

Nomor : 385/104.32/SLTP.09/MN/2000

Kepala Sekolah Lanjutan Tingkat Pertama Negeri 9 Jember dengan sesungguhnya menerangkan, bahwa :

Nama : Nugroho Budi Santoso
N I M : BIG 195305
Fakultas : Keguruan dan Ilmu Pendidikan
Universitas Jember
Jurusan : Bahasa Inggris
Program : P B S

Telah melaksanakan penelitian di Sekolah Lanjutan Tingkat Pertama Negeri 9 Jember, pada tanggal 5 Juni 2000 dalam rangka menyusun skripsi untuk kepentingan akhir studinya.

Demikian untuk menjadikan maklum bagi pihak-pihak yang berkepentingan.



Jember, 5 Juni 2000

Kepala Sekolah,

Drs. SUNARIZONO, M.M.

NIP. 130 781 078

DEPARTEMEN PENDIDIKAN NASIONAL
UNIVERSITAS JEMBER
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

LEMBAR KONSULTASI PENYUSUNAN SKRIPSI

N a m a : Nugroho Budi Santoso
 NIM/Angkatan : BIG195305 / 1995
 Jurusan/Program Studi : PBS / Pend. Bahasa Inggris
 Judul Skripsi : A Descriptive study on the Second Year Students' Abilities of correcting English Tenses Errors in English Texts at STPN 9 Jember in the 1999/2000 Academic Year
 Pembimbing I : Dra. Zakiyah Tasnim, MA
 Pembimbing II : Dra. Siti Sundari, MA

KEGIATAN KONSULTASI

No	Hari/Tanggal	Materi Konsultasi	T.T. Pembimbing
1.	Selasa / 7-12-1999	Matrik	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/>
2.	Rabu / 5- 1-2000	Bab I	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/>
3.	S_e_nin/ 9- 2-2000.	Bab II	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/>
4.	Kamis/ 2- 3-2000	Bab III	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/>
5.	S_e_nin/ 17-6-2000	Bab IV	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/>
6.	Selasa/11-7-2000	Bab V	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/>
7.	Rabu / 2-8-2000	Bab I, II, III, IV, V	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/>
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15.			

CATATAN : 1. Lembar ini harus dibawa dan diisi setiap melakukan konsultasi
 2. Lembar ini harus dibawa sewaktu Seminar Proposal Skripsi dan Ujian Skripsi

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UNIVERSITAS JEMBER
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**

LEMBAR KONSULTASI PENYUSUNAN SKRIPSI

N a m a : Nugroho Budi Santoso
 NIM/Angkatan : BIG195305 / 1995
 Jurusan/Program Studi : PBS / Pend. Bahasa Inggris
 Judul Skripsi : A Descriptive Study on the Second Year Students' Abilities of Correcting English Tenses Errors in English Texts at SLTPN 9 Jember in the 1999/2000 Academic Year
 Pembimbing I : Dra. Zakiyah Tasnim, MA
 Pembimbing II : Dra. Siti Sundari, MA

KEGIATAN KONSULTASI

No	Hari/Tanggal	Materi Konsultasi	T.T Pembimbing
1.	Rabu/ 15-12-1999	Matrik	
2.	Senin/ 17-1-2000	Bab I	
3.	Kamis/ 24-2-2000	Bab II	
4.	Rabu/ 12-3-2000	Bab III	
5.	Selasa/ 20-6-2000	Bab IV	
6.	senin / 17-7-2000	Bab V	
7.	Selasa/ 8-8-2000	Bab I, II, III, IV, V	
8.			
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CATATAN : 1. Lembar ini harus dibawa dan diisi setiap melakukan konsultasi
 2. Lembar ini harus dibawa sewaktu Seminar Proposal Skripsi dan Ujian Skripsi

CURRICULUM VITAE

Name : Nugroho Budi Santoso
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Place of birth : Klaten
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Hobbies : Sport

EDUCATION :

1. SDN Plawikan II, Klaten, Year of graduation : 1988
2. SMPN Jogonalan, Klaten, Year of graduation : 1991
3. SMAN 2 Klaten, Year of graduation : 1994