

CHAPTER I

INTRODUCTION

A. Background

In this time of globalization, Indonesia as a making nation, it is essential for Indonesian understudies to master the English tongue as a broad lingo which is utilized by near nations in this world to be able to relate which other countries for making science, development, and culture.

Learning the English language is not as simple as we thought because there is a set of rules that must be learned, which is called grammar. Grammar is one of the English components which are taught to every language learner. It has an important role in understanding the English language. Without proper knowledge of grammar, the students will find many problems to build up the sentences and express their ideas for communication activities. But if they have good grammar, they will be confident in speaking and writing English and they are also able to use the language correctly and clearly. Penny Ur, in her, said that “a learner who knows grammar is one who has mastered and can apply the rules to express him or herself in what would be considered acceptable language forms.”¹

Harmer defines the description of how words can change their forms and can be combined into a sentence in that language.”²In addition, Michael swan stated that “grammar is the rules that say how words are combined, arranged, and changed to show different meaning.”³

¹Penny Ur, *Grammar Practice Activities: A Practical Guide for Teacher*, (New York: Cambridge University Press, 1980) p. 4.

²Jeremy Harmer, *The Practice of English Language Teaching*, (New York: Longman Group, 1983), p. 12.

³Michael Swan, *Practical English Usage*, (New York: Oxford University Press, 1980), p. Xxiii.

There are some differences between Indonesian and English, especially about tense, as follows: in Indonesian “*Saya pergi kepasar setiap hari Minggu*”. It shows habitually. Then, “*Saya sedang pergi kepasar sekarang*”, shows in the progress events. And then “*Saya pergi kepasar kemarin*”, shows past events. Based on three sentences, it can be concluded that Indonesian does not need to change the verb, although the sentences have different time indicators. Meanwhile, in English, “*I go to the market every Sunday*”. It shows habitually. Then, “*I am going to the market now*”, shows in the progress events. And then “*I went to the market yesterday*”, it shows past events. Based on three sentences, it can be concluded that English needs tenses to change the verb based on time indicators. From those conclusions, it shows students cannot understand tenses in English by using the Indonesian paradigm.

Therefore, tenses are considered as one of the difficult materials when students learn grammar. It is proved by some researchers who studied tenses. As mentioned in some studies on “*an analysis of students' difficulties in using simple present tense*” by M. Solahudin.⁴ And other studies on “*an analysis on students' difficulties in learning simple past tense*” by Evi Setiawati.⁵

There are many errors and mistakes in learning English tenses but making errors and mistakes is normal and unavoidable. This problem is as John Norrish notes “it's natural for the students as a human being to make an error, even many

⁴MuhamadSolahudin Al Muharom, *An Analysis of the Students' Difficulties in Using simple Present Tense*. Skripsi, (Jakarta: FITK UIN, 2011)

⁵EviSetiawati, *An Analysis of Students' Difficulties in Learning Simple Past Tense*. skripsi, (Jakarta: FITK UIN, 2010)

native speakers produce many mistakes in speaking and they would be unaware of the way they speak unless they heard the recording of themselves."⁶

Error analysis is important in language learning process because it can help teacher to know the strengths and weaknesses of the students. It can also improve teachers' effectiveness in teaching. For the students, it helps them to reduce the errors and improve their abilities in learning target language. Error analysis gives some advantages to the teachers and students. It can help them to achieve the goal of language learning process.

Because of the above case, the writer is interested to analyze the students' errors in using the simple present. She appoints her study by the title: "Analysis of Students' Error in Using Five basic Tenses"

B. Research Questions

Based on the background above, the research formulates the research question as follows:

1. What kinds of students' errors in using five basic tenses?
2. What causes students errors in using five basic tenses?

C. The Objective of the Research

The Objectives of the study are as follows:

1. To find out the kinds of students' errors in using five basic tenses.
2. To find out the causes of students' errors in using five basic tenses.

⁶JhonNorish, *Language Learners and Their Errors*, (New York: Macmillan Press Ltd, 1983), p.27.

D. Significant of the Research

The significances of this research are expected to be useful contributions to:

1. For Teacher

For the Teacher, this considers will give students' blunders in utilizing five Basic tenses. It will deliver way better knowledge to the instructors to bargain with errors in five basic tenses, It will give input that can be utilized to adjust their education strategies.

2. For Futher Researchers

For further researchers, who are interested in analyzing the English tenses can get the basic information from this study to do further researches.

3. For students

For Students, it can be an input to move forward their information of English, and it can be utilized to empower under studies to be more cautious in utilizing the simple present tense, simple present continuous tense, present perfect tense, simple future, and simple past tense.