

CHAPTER I

INTRODUCTION

A. Background of the Study

Language is basically a means of communication in which people express their feelings, ideas, opinions, and desires. There are many languages in the world and each language is different from one to another. People must be able to master at least one language in order to make a relation to others. Language is also acts as a mean of establishing and maintaining relationship with other people. Without language, human will get difficulties when they want to share or express what they are thinking and feeling, people will be difficult to communicate with other people. Therefore, the importance of language cannot be separated from human lives.

One of the languages which is very important and necessary to learn is English. English is an international language that is used broadly in the world. English is known as one of the international languages. Many people from all parts in the world use English as their first or even their second language. English has an important role in kinds of fields. It is used in tourism, business, politics, education, science, etc. Therefore, mastering English is very important, moreover in this global era. So, people will be able to face the over changing world easily if they master English well.

In Indonesia, English is the first foreign language that is taught in many schools. In the past English was only taught in secondary schools as a

compulsory subject. In recent year, teaching of English is expanding into primary or elementary school setting as a local content. English to young learners has been officially permitted since 1994 to fulfill the needs of human resources in the future. It may be considered as a new issue in teaching English as a foreign language in Indonesia. Introducing English to young learners is arguable especially from linguistic point of views. However, in globalization era, English is becoming important to be learned. The need of English acquisition is greater and greater so that English can be introduced to the children at early age. They are able to learn English as a foreign language with a very competent English teacher who has the ability to teach English correctly in nice and enjoyable classroom activities. In addition, students can make wider relationship when they grow. They can move from one to another place without having problem about the language. Another idea is that the children's memory is better than adults in learning language.

Like any other language learning situations, Indonesian students face problems in learning English. The problems may have been caused by some factors which are related to one another to achieve its goals. Materials, learners, teacher managements, and methods are some of the factors on which the failure or success in achieving the goals is depend. One of the problems faced by students is material. It cannot be denied that grammar is believed to be the most important material to learn. The teaching of grammar has always been a central aspect of foreign language teaching because grammatical competence is necessary for communication to take place.

Preparing the students for a grammar is very important. Grammar is the system of structural devices by which a language organizes meaning. A student must know for certain that he speaks correct and good English or to know whether or not the sentence pattern is correct, he must know the rules of English or its grammar because English grammar is the key to proficiency. Once he is sure of his structures, he will use them willingly and unhesitatingly. Therefore, grammar should be mastered by the learners in order to they can use English language in appropriate way.

The word grammar here refers to the rules of structure. Concerning with the structure, it is the basic knowledge and skill for understanding the language naturally constructed and used. It involves the combination and arrangement of the phrases, clauses or sentences. In our daily speaking and writing we can't deny that structure leads us to construct sentences which are grammatically correct to convey our message, ideas, and information. Mastering English structure well will make us easier in learning English and we can transfer what we thinks or feels effectively. Without knowing the structure of the language, we may get a lot of difficulties.

There are many things that we can learn in structure, one of them is tenses. Simple present tense and simple past tense are kinds of it. At the past, they are given from the first year students of junior high school. Now, they are given from elementary students. Simple present tense is taught at the first semester of elementary and simple past tense is taught at the second semester.

Learning tenses is very important to make a sentence well and clear suitable with the time of the activity.

Talking about tenses, most students of Indonesia difficult in learn it. Based on the researcher's experiences when she taught simple present tense and simple past tense in Gama Integra Pedan Klaten, most of the learners difficult in using verb, the learners are confused in put of the verb; *verb -s*, *verb I and verb past*, and also in put of auxiliary, *do, does, and did*. It is difficult because English has a different system from Indonesia. Their native language influences them in constructing English sentences. In Indonesia, there are no changes of the verb caused by time. There are no concord between subject and the verb either. For example, the sentence '*saya makan sekarang* and *dia makan sekarang*' in Indonesia the verb doesn't influenced by the person. In English sentence, 'I eat now and he eats now', they have different verb, one of the verb add *-s*. Therefore, there is a great possibility for them to make errors. In this case, the English teachers must realize of the problems faced by the students.

Based on the explanation above, the writer here is interested in observing the grammatical errors are made by the learners in constructing simple present tense and simple past tense in the sentences. An Italian proverb says *Sbagliando S'impara* (we learn through our error) and making mistakes can indeed be regarded as an essential part of learning (Norrish, 1995:1). Students' error in learning a foreign language is a part of learning process. It is impossible for students to learn a foreign language without making mistakes

or errors. Because in learning foreign language, making errors is common, acceptable, and important part in order to the teacher improving the teaching method and the learner getting feedback of the acquisition. The writer hopes that this research gives contribution in learning foreign language.

Considering the fact that there are still many errors committed by the learners in constructing the simple present tense and simple past tense, the writer presents a thesis entitled **“An Analysis of Grammatical Error in Constructing the Sentences in Simple Present Tense and Simple Past Tense Made by the Learners at Gama Integra Pedan Klaten in 2006/2007 Academic Year”**

B. Previous Study

In this research the writer uses such previous research to guide this research. The first research is done by Nina Nurul Hidayati (1999) who conducted a research entitled *“Error Analysis of the Written Production by the Students of Victoria Course Sukoharjo .”* In her study, she found that there are two dominant sources of errors, interlingual and intralingual transfer. She describes many types of errors based on linguistic category.

The second previous research is done by Adi Kaharti (2005) who conducted a research entitled *“An Error Analysis of the Written Production by the Third Grade Students of Public Senior High Schools in Sragen.”* In this research, she analyzes type of errors based on linguistic category. The result is that the dominant error made by the students is the addition of to be in the

present tense with the total number of errors are 62 or 13, 93%. The sources of errors are interlingual and intralingual transfer.

In this research, the writer is going to do the similar research but in different classification or errors. Both of the researchers above used linguistic category to describe the data, but in this research, the writer uses surface strategy taxonomy to describe the errors made by the learners in constructing simple present tense and simple past tense. Because the previous study is only focused on the linguistic category, the writer hopes that this research will enrich or complete the previous research.

C. Problem Statements

Related to the background of the problem above, this study to answer the following questions:

1. What kinds of grammatical error are made by English learners' of Gama Integra Pedan Klaten in constructing Simple Present Tense and Simple Past Tense in the Sentence?
2. How is the frequency of each grammatical error in constructing Simple Present Tense and Simple Past Tense?
3. What is the dominant error made by the English learners of Gama Integra Pedan Klaten?

D. Objectives of The Study

In this study, the writer determines some objectives. They are as follows:

1. To identify and to describe kinds of grammatical error made by the learners in constructing Simple Present Tense and Simple Past Tense.
2. To know the frequency of each kind of grammatical error.
3. To know the dominant error are made by the learners.

E. Benefits of The Study

From her study, the writer expects some benefits. The expected benefits are that the result of this study can:

1. Improve the quality of the teaching and learning English Grammar, especially in using Simple Present Tense and Simple Past Tense.
2. Help the learners to improve and understand the usage of the Simple Present Tense and Simple Past Tense.
3. Help the teachers to improve their ability in teaching English Grammar, especially in teaching Simple Present Tense and Simple Past Tense.
4. Help for other researchers as reference to do research more accurately and to conduct other studies related to this study.