

CHAPTER I

INTRODUCTION

This chapter discuss the background of the research the scope of the research, the problem formulation, research objectives, and the significance of the research.

A. Background of the Research

English language is the target language for Indonesian students and it is one of the compulsory subjects that must be learned by students in every level of education from Junior High School, Senior High School, up to University. In learning English, grammar is one of the important aspects that students have to master, because it is used either written or spoken language and is needed in all language skills such as listening, speaking, reading and writing. Thornbury (1999) stated that grammar is partly the study of what forms (or structures) are possible in a language. Traditionally, grammar has been concerned almost exclusively with analysis at the level of the sentences. Thus, grammar is adescription of the rules that govern how a language's sentences are formed.

In simple words, grammar is a study about how to form words into sentence in correct grammar. There is a statement about how important grammar is in language. It is stated by Ur 1(986), there is no doubt that a knowledge implicit or explicit - of grammatical rules is essential for the mastery of a language: you cannot use words unless you know how they should be put together.”As a result without mastering grammar properly,

students will find problems in expressing their ideas in communication activities and learning language, both in written and spoken language. Because of that, grammar is one of the most important factors in learning a language.

Furthermore, one of the tenses that is learned by students is the present perfect tense. A tense is said to be perfect when the action is over and complete. The present perfect tense shows an already-completed action. It is not easy for students to learn; the problem often shows up when they have to distinguish this tense from the other tenses. The students were confused about verb 2 and verb 3 (past participle). There are some verbs in verb 2 and verb 3 that are the same form as regular verbs; usually, they add -ed at the end of the verb. Many verbs, especially irregular verbs, have different forms in verb 2 and verb 3.

The analysis concerned the types of errors that the students made by using the theory of error analysis. However, knowing the types of errors was not enough to provide remedial treatment or better learning and teaching activities. It was important to analyze what mental processes actually happen in the minds of the students who commit errors. Mostly, the teachers only view the final product of the students thinking, and they may have little direct access to the students' thinking process. The product here was the error encountered by the students.

The most important thing to remember in the past perfect tense is that an action was completed (finished or "perfected") in the past before

something else happened. This tense is formed with the past tense form of "had" and the past participle of the verb (which can be regular or irregular in form). The most important thing in the past tense form is stressing the definitive time of the action. Error analysis is important in language learning because it helps teachers know their strengths and weaknesses. For the students, it helps them reduce errors and improve their abilities in learning the target language. Error analysis gives advantages to teachers and students. It helps them achieve the goal of learning.

B. Scope of the Research

Based on the background above, the researcher conducted a research under the title students' error in using present perfect tense at the first semester students at the English language Education Study Program of Khairun University.

C. Statement of the Research

1. What are the errors made by the students when using present perfect tense?
2. What were the most dominant errors made by the first semester students in using present perfect ?

D. Objectives of Research

The objective of this research is to investigate the errors in using the present perfect tense made by the first semester students at the English Language Education Study Program of Khairun University.

E. Research Significance

1. Theoretical Significance

To enrich existing literature related to students errors in using present perfect tense.

2. Practical significance

To make students to be more aware in recognizing errors in present perfect tense.