

CHAPTER I

INTRODUCTION

This chapter discusses the background of the research, scope of the research, statement of the problem, research objective, and significance of the research.

A. Background of the Research

English is a foreign language used as an international communication tool, it is used all over the world to communicate with people from different countries. English is also one of the subjects taught in various educational institutions, especially in Indonesia. In learning English, students must first learn several components that exist in a language in order to produce good sentences, vocabulary and grammar are two very important components. According to Swan (2005), that grammar is the rules that show on how words are combined, arranged or changed to show certain kinds of meaning. Mastery of these two components will help students in writing proper sentences, if these two components are not well mastered then students cannot make good and correct sentences. In mastering English grammar, students will know to transfer and receive messages both in written without any misunderstanding.

Knowledge of grammar must be learned correctly because without the correct knowledge, students will find a lot of problems in constructing sentences and expressing their ideas for communication activities. The statement is supported by Ur (1980) that says 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. Grammar learning is a great way for students to gain mastery of English.

One of the branches of grammar is tenses, tenses are the forms of verbs in a sentence that show time. Tenses show the time of an action or activity, verbs can tell us that the action is done now, in the past or in the future. Verbs in English are different from verbs in Indonesian. In Indonesian, the verb does not change, while in English it is always adjusted to the tenses or when the activity is done. Therefore, it is very important for students to learn tenses as a basic for moving on to the next lesson. Sometimes students make mistakes in making a sentence in English, and what is written and conveyed does not match the events that occurred. If an event occurs at a different time, there is a change in time which results in a change in vocabulary in the sentence. There are sixteen tenses in English, but this research only focuses on three tenses, namely simple present, simple future and simple past tense.

Simple Present Tense is a tense that shows actions that happens in the present moment. It's used to talk about things that are happening in general. People don't just thinking about the present, but it is also used to say that something is true in general. Simple present tense is important as a basic rule for students to make and use sentences to communicate in daily life, especially by using the simple present tense formula. A wrong perception of it will affect students' ability to make or understand. Examples of simple present are *I go to school by bus, they meet every day, Rafik takes a shower every morning*. When an

event has passed with a change in time, there is a change in the sentence if we re-express it, which is called the past, the simple past tense is one of the tenses that has been learned in school, but sometimes makes students confused and many make mistakes in communication, because the simple past tense consists of two forms of sentences, namely regular and irregular verb. These two forms have differences in word formation, the regular verb has a regular base word form, the past form of the irregular verb is not formed from the base word. People could also say that the irregular verb has an irregular form, so students must be able to differentiate between these two verb forms, for example, regular verb: *call-called-called*, *try-tried-tried*, *accept-accepted-accepted*. In irregular verb: *begin-began-begun*, *break-broke-broken*, *give-gave-given*. Simple future tense is a grammatical tense used to talk about something that will happen and planned activities. Students have learned before, at least they have the ability to make sentences in simple future tense in communication. Sentences in the simple future tense can be characterized by the use of the words *will*, *shall*, and *going to*. From the three uses of this word, students often make mistakes in conveying messages with interlocutors.

In accordance with the explanation above, the researcher has made observations on first semester English Education students in communication, the researcher has seen when running a "speaking day" program and that's where students communicate using English, and first semester students make several mistakes and also in using these three basic tenses. In fact, these three basic tenses have been taught by their teachers at school.

From the explanation above, the researcher wants to know how far the students' understanding in using tense, with the title **The Students' Skill in Using Basic Tenses at English Education Study Program of Khairun University.** Faculty of Teacher Training and Education, University of Khairun Ternate 2023/2024.

B. Scope of the Research

Based on the identification of the problem above, this research focuses on students' English language skill in using three basic tenses in the first semester of the English education study program, overall tenses have 16 types of tenses, but in this research only focuses on three basic tenses, because simple present, simple past and simple future are the most frequently used tenses and are more specific and complex. Of the three tenses have three main sentence forms namely affirmative, negative and interrogative sentences, each tense can be used in these three forms depending on the context and what people want to convey.

C. Statement of the Problem

In connection with the explanation above and the title of this research, the researcher would like to formulate the research question as follow :

How is the students' skill in using basic tenses at first semester students of English Language Education Study Program?

D. Objective of the Research

Based of the title above, the researcher aims to find out the skill of the students at first semester of English language education study program at Khairun University in using three basic tenses.

E. Significance of the Research

1. Theoretical Significance

The researcher hopes that the results of this research can be useful for all readers, so that they can gain information and knowledge about the skill to use basic tenses in learning grammar in English.

2. Practical Significance

The results of this research are expected to be useful for students, teachers and lectures and also future researchers.

a) For the students

The results of this research are expected to encourage students to master the skill to use basic tenses in English and increase students' knowledge about the differences between the three basic tenses in affirmative, negative, and interrogative sentences so that students can make a sentence well.

b) For the teachers and lectures

The teachers and lectures of English may use this research results as one reference for futher material about basic tenses skill.

c) For the Future Research

This research is expected to provide new knowledge for future researchers to conduct research on student learning cases in terms of basic tenses.