

CHAPTER ■

I N T R O D U C T I O N

1.1 Background of the Study

In the 1984 English curriculum for Junior High School, it is stated that Present Perfect Tense is one of the subtopics of English given to the second year students.¹ As the writer's English teaching experience at Junior High School, most of the students get some difficulties in constructing Present Perfect Tense sentences. They get confused in using the auxiliary "Has and have", as well as the use of regular verbs and irregular ones. These phenomena are generally known as the language transfer. The writer wonders whether these errors are caused by language transfer only.

Realizing the fact that most of SUP students have problems in learning English grammar, the writer made some observations on the results of the students' English grammar tests. This was done when she was asked to check the second year students' formative test during collecting data. From her observation, she found out that students

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Kurikulum SMP 1984 and GBPP 1987, Present Perfect Tense SMP kelas 2 Semester IV, Departemen Pendidikan dan Kebudayaan 1987, p.48.

faced difficulties when they were constructing present perfect tense sentences.

There are three unpublished papers written by many students of Widya mandala University dealt with Present perfect problems. First, Lanawati Handoyo (1978) dealt with problems concerning form and meaning.² Second, Lanny Sutjiati Sutioso dealt with problems concerning form, meaning, spelling and pronunciation.³ Third, Ratna Komalasari dealt with problems concerning the use simple present tense and present perfect tense form.⁴

The other researchers conducting researches on errors are Inneke Lius, Theresia Avila and Sundari. Inneke Lius (1986) analyzed the students errors in using the conditional clauses.⁵ Theresia Avila (1989) analyzed .

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Lanawati Handoyo, ***Teaching "To Have" (Present Perfect Tense) to SMP Students***, Unpublished paper, Surabaya, FKIP Universitas Katolik Widya Mandala Surabaya, 1987, pp.13-23.

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Lanny Sutjiati Sutioso, ***Drill as a Mean to Reinforce the Mastery of Present Perfect Tense to the SMP Students***, Unpublished paper, Surabaya. FKIP Universitas Katolik Widya Mandala Surabaya, 1982, pp.10-21.

4

Ratna Komalasari, ***A Comparative Study on the Use of Present Perfect Tense and Simple Present Tense***, Unpublished paper, Surabaya, FKIP Universitas Katolik Widya Mandala Surabaya, 1979, pp.15-18.

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Inneke Lius, ***An Analysis of the Error; in Using the conditional Clauses***, Surabaya. FKIP Universitas Katolik Widya Mandala Surabaya, 1986.

errors in constructing adjective clause.⁶ Sundari (1990) discussed the errors in using the conditional sentences.⁷

Based on the fact that **all** of the researchers have not investigated errors in present perfect tense, the writer decided to make a study on it and the causes of the errors.

1.2 Statement of the Problems

This thesis tried to answer the following questions:

- a. What kinds of errors do the second year students make when constructing the English present perfect tense sentences?
- b. What are the possible sources of these errors?

1.3 The Objective of the Study

The objective of this study is to see the kinds of errors the second year students of SMPN 11 Surabaya made using the present perfect tense and the causes of these errors.

⁶
 Theresia Ayila, *Errors Made By the Second Year Students of SMAK Stella Maris Surabaya in Constructing Adjective Clause*, Surabaya, FKLP Universitas Katolik Widya Mandala Surabaya, 1989.

⁷
 Sundari, *A Study of the Errors in Using the Conditional Sentences of the Second Year Students of the St. Stanislaus Catholic Senior High School Surabaya*, Surabaya. FKIP Universitas Widya Mandala Surabaya, 1990.

1.4 The Significance of the Study

The results of this study were expected to help the English teachers get better understanding of their students' errors and causes of error in using present perfect tense. By knowing the types and the sources of these errors, they will be able to help the students minimize the errors. Beside that, this study will give the English teachers more informations on how the students should learn present perfect tense better in their effort to master English.

1.5 Scope and Limitation of the Study

This study is limited on the use of has or have, the regular verbs and the irregular verbs and the pattern of present perfect tense.

The writer limited this study on constructing present perfect tense sentences. For the reason, present perfect tense has already been taught to the third semester of the second year students of SMPN 11 Surabaya at the time, the writer conducted a research in that school.

1.6 The Theoretical Framework

This study employed theories of error analysis, contrastive analysis and present perfect tense.

1.6.1 Error Analysis

This theory was used as the basis for detecting and classifying the types of error made by the second year students of SMPN 11 Surabaya in constructing the English sentences using present perfect tense.

1.6.2 Contrastive Analysis

This theory was used to predict the causes of errors, or even the sole cause of difficulty and error in learning a second language is interference from the learner's native language.⁸

1.6.3 Present Perfect Tense

Present Perfect Tense refers to a period of time that continues up to the present.⁹

1.7 Assumption

This study was based on the assumption that the students have learned Simple Present Tense, Simple Past tense and Present Perfect Tense.

1.8 Definition of Key Terms

It is necessary to define the key-terms used on

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Lim Kiat Boey, Introduction to Linguistics for the Language Teacher, Singapore, University Press, 1975, p.88.

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Raymond Murphy; *English Grammar in Use*, Cambridge, Cambridge University Press, 1985, p.30.

this thesis in order to avoid misunderstanding.

1.8.1 Errors Analysis

According to Rod Ellis, error analysis is a procedure which involves collecting sample of learner language, identifying the errors in the sample, describing these errors, evaluating the seriousness of the errors.¹⁰

1.8.2 Error

According to Chomsky, as quoted by Dulay et al.¹¹, errors which are caused by lack of knowledge of the language rule (Competence Errors).¹¹

1.8.3 Mistake

According to Chomsky, as quoted by Dulay et.al.¹², mistakes which are caused by fatigue and inattention (Performance Errors).

1.9 Organization of the Thesis

This thesis discuss the errors made by the second year students of SMPN 11 Surabaya in constructing the

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Rod Ellis, Under-standing Second Language *Acquisition*, Oxford University Press, 1986. pp.51-52.

11

Heidy Dulay, Hartina Burt and Stephen Krashen, *Language Two*, New York, Oxford University Press, 1982, p. 139.

12

Ibid.

English sentences using present perfect tense consists of five chapters.

The first chapter is the introduction of the thesis. It consists of background of the study, statement of the problems, the objective of the study, the significance of the study, scope and limitation of the study, the theoretical framework, assumption, and definition of the key terms.

The second chapter, dealing with review of the related literature. consists of the theories of error analysis, the theory of contrastive analysis and the English present perfect tense.

The third chapter concerns the research design, the subject of the study, the instrument of the research, procedure of collecting the data and techniques for data analysis.

The fourth chapter talks about finding and Interpretation.

In the last chapter, the writer presents conclusions which include summary and suggestions.