CHAPTER I

INTRODUCTION

This chapter consists of the background of the study in section 1.1, statements of the problem in section 1.2, objectives of the study in section 1.3, theoretical framework in section 1.4, the significance of the study in section 1.5, assumption in section 1.6, scope and limitation in 1.7, definition of key terms in section 1.8, and organization of the study in section 1.9.

1.1 Background of the Study

Writing is one of the four language skills that the students need to master in order for them to construct their knowledge and develop their communication skills. Despite that, writing is considered as the most difficult skill to be mastered. According to Jim (2010:2), writing skill is complex and difficult to learn. Heaton (1975:127) mentions, "Writing is a task which involves the students in manipulating words in grammatically correct sentence, those sentences in the form of writing which successfully communicate the writer's thoughts and ideas on a certain topic.". In order to be able to produce a piece of writing, students need to know the language features of each text type. In order for the students to be able to apply the language features in their piece of writing, they need to have a good mastery of grammar.

In addition to their knowledge about Simple Present Tense, students are expected to be able to write various types of essays that use Simple Present Tense. One of them is analytical essay. Analytical essay is a kind of text that belongs to the type of argumentation text where the text contains detailed author's thinking about a phenomenon that is around. The social function of this text is to convince readers that the presented topic is an important topic for discussion or attention by way of arguments or the opinions that support the idea or topic.

Simple Present Tense is used to describe habits, unchanging situations, general truths, and fixed arrangements. Students are often confused about how to use Simple Present Tense in their analytical essays although they have already been taught how to use Simple Present Tense. Besides that, they have known the patterns and the grammatical rules of Simple Present Tense but they cannot apply the pattern and grammatical rules in their analytical essays. As a result they often make errors in using Simple Present Tense.

Due to the importance of using Simple Present Tense correctly, this research is aimed to analyze the errors in the use of Simple Present Tense that the Writing III students made in their analytical essays.

1.2 Statements of the Problem

Based on the background above, the problems can be formulated as :

a. What are the types of errors in the Simple Present Tense that Writing III students made in their analytical essays?
b. What are the possible causes of errors in the Simple Present Tense found in the analytical essays of Writing III students?

1.3 The Objectives of the Study

The purposes of the study are :

a. To find the types of errors in the Simple Present Tense that Writing III students made in their analytical essays.
b. To find the causes of errors in the Simple Present Tense found in the analytical essays of Writing III students.

1.4 Theoretical Framework

a. Contrastive Analysis

Contrastive Analysis (CA) is adapted from Behaviorist learning theory which believes that learning is a habit which might occur through imitation or reinforcement (Ellis, 1986:21). This theory believes that learning is formed through imitation or through reinforcement. Besides that, behaviorist learning theory argues that old habits gets in the way of learning new habits. These situations are the reasons why errors occurred. There are two aspects of constrative analysis:(1) psychological aspect (2) linguistic aspect (Ellis, 1986:23).

b. Error Analysis

Error analysis (EA) mainly emphasizes that errors occur primarily as a result of interference when the second language learner transfers native language 'habits' into the L2 (Ellis, 1994:47). Error Analysis involves procedures of identifying, describing, and explaining learner's errors which are important for finding the causes of errors.

c. Interlanguage

According to Selinker, as quoted by Ellis (2008:33), interlanguage is a linguistic system constructed by L2 learners. It draws on the learners' L1 but it is also different from it and from the L2. Interlanguage argues that human minds are like computers. First, human gets input which is taken to short term memory. This process is known as intake. Some of the inputs are stored in the long term memory as L2 knowledge. Finally, L2 knowledge is used for spoken and written communication.

d. Errors and mistakes

Errors reflect gaps in a learner's knowledge; they occur because learner does not know what is correct (Ellis, 1997:17). Brown (2000) mentions that all people are   possibly making mistakes in both native and second language situations; however, native speakers are normally capable of recognizing and correcting mistakes (Brown, 2000:217).

e. Types of Errors

1) Omission is noticed by the absence of an item that must appear in a well-formed

utterance (Dulay et al., 1982:277).

2) Addition is the presence of an item that must not appear in a well-formed utterance

(Dulay et al., 1982:277).

3) Misformation error is the use of wrong form of the morpheme or structure

(Dulay et al., 1982:277).

4) Misordering error is noticed by the incorrect placement of a morpheme

(Dulay et al., 1982:277).

f.   Causes of Errors

According to Ellis (1994:59), most researchers classify the causes into two general distinctions: (1) Transfer/Interlingual errors and (2) Intralingual errors. Transfer errors or Interlingual errors are errors which are the result of transfer from the native language. Intralingual errors are the negative transfer of items within the target language, or, put

another way, the incorrect generalization of rules within the target language (Brown, 1980:173).

g. Simple Present Tense

Simple Present Tense is a tense which expresses events or situations that exist always,usually and habitually, have existed in the past, or probably will exist in the future (Azar, 1999:2). Simple Present Tense is used to describe habits and unchanging situations. Besides that, it is used to describe general truths and fixed arrangements

h. Analytical essay

Analytical Essay is one of the genres in genre-based approach of whose content has   the purpose to explain, analyze, interpret, speculate, evaluate, persuade, or reflect (Olson, 2003:161). The social function of this type of essay is to convince the reader that the presented topic is an important topic for discussion or attention by way of arguments or the opinions that support the idea or topic. The generic structure of analytical essay: (1) Thesis (2) Arguments (3) Conclusion.

1.5   The Significance of the Study

This study is conducted to give inputs about the quality of Writing III students of the English Department of Widya Mandala Catholic University Surabaya. From this study, it is hoped that Writing III students consider errors as a way to learn more about how to use Simple Present Tense correctly in their analytical essays.

1.6 Assumption

Writing III students have known Simple Present Tense since they finished their Structure I, Structure II, Structure III classes. However, the students were still in the middle of learning the target language, so errors might occur.

1.7 Scope and Limitation

The study will be limited to the errors in the Simple Present Tense made by Writing III Students of the English Department of Widya Mandala Catholic University Surabaya. The study will be limited since Simple Present Tense is mainly used in analytical essays. The writer will take the final test of Writing III students since they have done a lot of practices before the final test on making an analytical essay.

1.8 Definition of Key Terms

a. Error: Error reflects gaps in a learner's knowledge; they occur because the learner does not know what is correct. (Ellis, 1997)

b. Mistake: Mistakes reflect occasional lapses in performance; they occur because the learner is unable to perform what he or she knows. (Ellis, 1997)

c. Simple Present Tense: Simple present tense is a tense which expresses events or situations that exist always, usually and habitually, have existed in the past, or probably will exist in the future (Azar, 1999:2)

d. Analytical Essay: Analytical essay is one of the genres in genre-based approach which content has purpose explain, analyze, interpret, speculate, evaluate, persuade, or reflect (Olson, 2003:161).

1.9 Organization of the Study

Chapter I presents the background of the study, statements of the problem, objectives of the study, theoretical framework, significance of the study, assumptions, the scope and limitation of the study, and definition of the key term. Chapter II deals with the review of related literature and previous study. Chapter III presents the research method of this study. Chapter IV presents the data analysis and discussion. Finally, the last chapter, presents the conclusion and suggestions.