

CHAPTER I

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1.1. Background of The Study

Language is unique. This means that each language has its own system which is different from the system of another language. For example, the grammar of Bahasa Indonesia is different from that of English. In Indonesian, there is no difference of tenses, while in English the form of verbs changes according to the tense. In English, the different tenses are signaled by verb endings or by auxiliary verbs.

We can see that the English subject in Widya Mandala University covers a lot of materials such as reading comprehension, vocabulary, dialogue or speaking and writing a composition. Therefore, it is not surprising that even though the students start from the easiest tense, they get difficulties in learning English, especially when they have to memorize all kinds of nouns, verbs, adjectives, adverbs and auxiliaries. It will make the students bored and difficult to comprehend English grammar.

Through this study, the writer tries to find out the types of errors the second semester students of the English Department of Widya Mandala University usually

make in using Simple Present Tense, Simple Past Tense, Simple Future Tense, Present Perfect Tense, Present Perfect Continuous Tense, Past Perfect Tense and Past Continuous Tense.

1.2. Statement of The Problem

Specifically, this major problem can be classified into one sub problem: What types of errors do the students make in constructing English sentences using Simple Present Tense, Simple Past Tense, Present Perfect Tense, Present Perfect Continuous Tense, Past Perfect Tense Past Continuous Tense and Simple Future Tense.

1.3. The Objective of The Study

Derived from the problem mentioned above, the writer made the following objectives:

It is to find the types of errors in constructing English sentences using the seven tenses which are made by the second semester students of the English Department of Widya Mandala University.

1.4. Significance of The Study

The findings of this study is expected to be useful for those who are concerned with the teaching

and learning of English as a foreign language. The results are expected to provide the teacher with useful information about the problems in teaching tenses. The result of this study hopefully can give some feedback to the teachers to know how to overcome these errors.

1.5. Limitation of The Study

In carrying out the study, the writer limited the subjects of the research to the second semester students of English Department of Widya Mandala University who are divided into six classes, namely II/A, II/B, II/C, II/D, II/E, II/F, because they have already got structure 2. Moreover, this study is limited to find out the types of errors in Present Tense, Past Tense, Present Perfect Tense, Present Perfect Continuous Tense, Past Perfect Tense, Past Continuous Tense and Simple Future Tense.

1.6. Definition of Key Terms

To make a clear view of this study, the write felt it was necessary to explain some of the key terms in this study, namely error, mistake, error analysis.

Error it is noticeable deviation from the adult grammar of a native speaker, reflecting the inter-language competence of the learner. Error also refers to the systematic deviation due to the learners's still developing knowledge of the language rules. (Douglas Brown;1980)

"Mistake is a performance error that is either a random guess or a slip, in that it is a failure to utilize a known system correctly". (Douglas Brown;1980)

Error Analysis is a process based on analysis on learner's errors with one clear objective; involving a suitable and effective teaching-learning strategy and remedial measures in certain clearly marked out areas of the foreign language. (S.K. Sharma;1981)

"Tense it is the system of the verb forms expressing primarily different relationship in time". (Guths;1967)

1.7. Organization of The Study

The writer divides the study into five chapters. Chapter I is the introduction of the study which includes the background of the study, statement of the problems, objective of the study, significance of the study, limitation of the study, definition of key terms and organization of the study. Chapter II deals with the review of the related literature. Chapter III discusses the methodology of the study. Chapter IV is the analysis of the students errors in times. Finally, the write concludes her analysis and gives some suggestions in the last chapter, chapter V.