CHAPTER I
INTRODUCTION

1.1 Background of the Study

Language is a tool of communication. It is very important for human beings. There is no reason to say that language is less crucial than the others for the lives of human. We agree and realise that no people can live their life without having communication with the others. In the process of teaching and learning, language plays an important role. Without a language this process cannot be carried out properly. So it is another case to show us that language is very important and a basic tool for human beings to do any activity.

Crystal (1980:202) states, “Language is a particular variety or level of speech or writing and people use language for special purpose”. People use both spoken and written language to convey their ideas or feelings in various purposes and reasons. Without using a language one can not establish social relationship and interact with others.

Wasson (1966:5) says that language is the supreme means of formulating and expressing thought. Human communication by producing sounds or the combination of words which represent the object ideas and emotions of human thought.

A good communication between someone to the others can be achieved if they are able to use the medium perfectly. If the language they are applying is not understood by the speakers, of course, the communication cannot reach the goal.
We can use more than one language if we learn other languages besides our native language. The language that we learn first is called first language. Richards (1985:106) says that first language is a person’s mother tongue or the language acquired first. The first language may be used to communicate with family members. Other people of the same ethnic group or it is the language of the country where we are living. We will find problems when we have to speak in the other languages which are different from our first language. Therefore, we need to learn second language. The word “Second” in Second Language Acquisition may refer to any language that is learned subsequently to the mother tongue of first language. Our mother tongue is Indonesia language while other language that we want to learn is called Second Language.

In Second Language Acquisition, we can find the term “Error Analysis” which has meaning the investigating of Second Language Acquisition by collecting and describing samples of learner language. Brown (1987) says that according to cognitive approach the making of errors is an inevitable and necessary part of language learning. The language of a language learner contains errors. The errors are made by non-native learner in learning a Second Language.

There are many languages in the world and one of them is English which has become an international language. There are many countries use this language as their introductory language based on formal or non-formal activities. In Indonesia, English stands as a foreign language. Indonesia has also decided English as formal subject, that has been taught as a formal subject from primary school to university. However, there are many students still face difficulties and
usually make errors in learning the language because of the great differences between English and Indonesia language.

Indonesia has Indonesia language as their native language of which structure is different from English. Because of different structure, there might be some errors made by the students when they speak and write.

Richards in Longman Dictionary of Applied Linguistics (1985:96) defines error analysis is the study and analysis of the errors made by second and foreign language learners. Error analysis may be carried out in order to find out how well some one knows a language, how a person learns language, and to obtain information on common difficulties in language learning, as an aid in teaching or in the preparation of teaching material.

There are probable mistakes and errors in studying second language. Brown (1987) cites that learners do make errors and these errors can be observed, analyzed and classified to reveal something of system operating within the learner lead to a surge of study of learner’s errors called error analysis. Many errors caused the learner uses structures from his native language.

Tenses is a grammatical category that locates a situation in time that indicates when the situation takes place. Tenses are a part of grammar. Mastering tenses is very important because if we do not use appropriate tenses, it can make misunderstanding especially in written language. Unfortunately, students are often confuses with English tenses, even for the University Students. They assume tenses as a big burden.

Corder (1979:260) states, “Errors are the features of the learner’s utterances which are different from those of any native speakers and the learners do not
recognize their errors so that they can not correct their errors themselves”. When the errors are analyzed, they are called Errors Analysis. Richards (1985:96) says, “Error Analysis is the study and analysis of the errors made by the second and foreign language learners”.

In addition, the errors can be observed and analyzed based on Brown (1980:165), “The fact that the learners do errors and that these errors can be observed, analyzed and classified to reveal something of the system operating within the learner, led to a surge of learner’s errors called error analysis”. Besides the errors can be observed and analyzed, errors also can be divided or classified into some categories. According to Richards (1985:95), errors can be classified to vocabulary (lexical errors), pronunciation, (phonological error). Grammar (syntactic errors), misunderstanding of speaker’s intention or meaning (interpretive error), productive of wrong communicative effect e.g. through the faulty use of speech act one of the rules of speaking (pragmatic error). In learning English, most of Indonesia students also make errors in structure or grammar because English structure has some quite complex patterns. Examples:

<table>
<thead>
<tr>
<th>Wrong</th>
<th>Right</th>
</tr>
</thead>
<tbody>
<tr>
<td>She play the piano every afternoon</td>
<td>She plays the piano every afternoon.</td>
</tr>
<tr>
<td>I is eating right now</td>
<td>I am eating right now.</td>
</tr>
</tbody>
</table>

Strevens (1969) in Richard (1974:4) hypothesized that errors should not be viewed as problems to be overcome, but rather as normal and inevitable features indicating the strategies that learners use. He conjectured that if a regular pattern
of errors could be observed in the performance of all learners in a given situation, and if a learner was seen to progress this pattern, his errors could be taken as evidence not or failure but of success and achievement learning. Errors in this case not inhibitory, but rather evidence of one’s learning strategies.

Based on the above explanations, the writer is very interested in doing a research on errors in using tenses made by the third year students MTs Al Washliyah 16 Perbaungan Serdang Bedagai. In addition, as an English teacher in MTs Al Washliyah 16 Perbaungan Serdang Bedagai, the writer wants to find out both the students’ progress every student ‘level in understanding tenses.

1.2 Problems of the Study

There are two problems of the study to be analyzed as follows:

1. What kinds of errors are made by the students of Madrasah Tsanawiyah Al Washliyah 16 Perbaungan in using Present Tenses?

2. What are the percentages of the errors made by the students of Madrasah Tsanawiyah Al Washliyah 16 Perbaungan in using Present Tenses?

1.3 Scope of the Study

The writer observes the errors made by students of Madrasah Tsanawiyah Al Washliyah 16 Perbaungan in using Present Tenses. There are six classes of Madrasah Tsanawiyah Al Washliyah, but the writer limit the subjects of this research just for class VIII-A1 which consisted of 38. So, there are 38 students as the respondents of this research. The writer limits the scope in using Present
Tenses which cover Simple Present Tense, Present Continuous Tense, Present Perfect Tense, Present Perfect Continuous Tense.

1.4 Objectives of the Study

The objectives of the analysis are:

1. To classify the kinds of errors made by the students of Madrasah Tsanawiyah Al Washliyah 16 Perbaungan in using Present Tenses.
2. To count the percentage of the errors made by the students of Madrasah Tsanawiyah Al Washliyah 16 Perbaungan in using Present Tenses.

1.5 Significances of the Study

The writer hopes that the result of this research would be useful for teachers of English. This research may also be useful for English teachers, as an additional teaching material through which they can get more information and understanding of the students’ errors better. The writer also hopes that this research could motivate the other researches who want to research the same topic in the future. She also hopes that the result of the research would be useful to other people who are interested in learning English to understand their problems and difficulties especially tenses.