

CHAPTER I

INTRODUCTION

This chapter covers the background of the study, problem of the study, objective of the study, scope and delimitation, significance of the study, definition of key terms, framework of the discussion, and framework of thinking.

A. Background of the Study

Language is a communication tool as statement and expression that has meaning through human articulation. It means that someone wills language to communicate and share idea, feeling and information to each other in daily life context. It shows the main function of language is as the must be used to communicate with other people from other countries in this world. Some countries consider English as the second and foreign language to be learnt.¹

English has four skills and some linguistic components that must be mastered in teaching learning process. Grammar is one of English components that must be mastered in order to be able to construct English sentences. Traditionally, grammar subdivided into two different but inter-related areas of study.² Grammar is concerned with the formatting and arranging word into sentences. One of the basic sentences that are used to communicate in the daily activities is the Simple Past Tense.

¹ Endang Fauzi. *Teaching of English as A Foreign Language*, Surakarta: Muhammadiyah University Press. 2002. p. 169.

² Andrew Radford. *Syntax*, New York: Cambridge University Press. 1998. P.1.

Most of the students got difficulties, especially in applying grammar in their speaking and writing. Therefore, they made mistakes and errors. The learners often make mistakes and even errors in learning English, especially when they try to arrange sentences or use tense. As a result, they wrote sentences ungrammatically. Actually, ungrammatical sentences have great influence when the learners are writing sentences. It can be influenced by the first language which is different from the second language in written form. Therefore, the first language can interfere learners in the process of the second language.

The English grammar is different from Indonesia grammar, especially in using tense. Indonesia language has no tense just like English. It can be seen in the table below:

Indonesia Sentences	English Sentence
Saya sedang belajar sekarang.	I am studying now.
Saya belajar kemarin.	I studied yesterday.
Saya akan belajar besok.	I will study tomorrow.

Based on the example above, it is clear that Indonesia sentences are different with English. Indonesia language has no tenses, but English dose. In English, there are two types of sentence, namely verbal and nominal sentences. In Indonesia, we do not recognize verbal and nominal sentences. Here the writer used give example for the verbal and nominal sentences in simple past tense as follow:

Indonesia Sentence	English Verbal Sentence
Saya belajar kemarin.	I studied yesterday.

Based on the example above, it can be seen that in Indonesia, we do not need to change the predicate on the verb. But in English, we have to change it into the past form. Let's see for the nominal sentence below:

Indonesia Sentence	English Nominal Sentences
Saya adalah seorang dokter tahun yang lalu.	I was a doctor last year.

Based on the example above, it can be seen that Indonesia language does not recognize the form of be. But in English, we need to pay attention to the form of be. Because the form of be indicates the tense.

Each language is unique and has its own system. A language is always different from others even though the language may be similar to same language. The differences between the target language and the mother tongue may be in the realm of grammar, phonology, vocabulary, stylistics, and graphics. Differences in each realm may cause different problems in learning another language. The more problems language learner may face in learning the target language.

Because of differences in grammar language learners may find in difficult to understand the systems of the target language. Language learners whose mother

tongue has no tenses tend to have more difficulties in learning a target language which has tenses. For most Indonesians, English tends to be very difficult because the Indonesian language has no tenses that are similar to the tenses of English.³

Dealing with difficulties of the students in simple past tense, especially in verbal and nominal sentences, when the write took teaching practice two subjects in SMP NU Palangka Raya, the writer found that there were many students made errors in applying the form of tense, especially in differentiating verbal and nominal sentence. They said that they were still confused in applying them.

For example:

Verbal : I did not saw a dog yesterday.

Nominal : The flowers were did not in the room last week.

The underlined word in the verbal sentence above has grammar in addition because the students wrote it by adding the marks (double markings). The underlined word in the nominal sentence above has grammar error in misformation.

It must be changer into the correct form. The correct forms are:

Verbal : I did not see a dog yesterday.

Nominal : the flowers were not in the room last week.

By the example above, everybody knows that errors in foreign language teaching especially in English are the cases that are difficult enough to avoid. Error

³ Ag. Bambang Setiyadi. *Teaching English as a Foreign Language*, Yogyakarta: Graha Ilmu. 2006. p.23-24.

is a part of learning. It means that the learners have something developing in their learning process.

Based on the explanation before, the writer was interested in conducting a research on the matter deeply. So, to know further information about that, the writer intends to conduct a research entitled: **GRAMMATICAL ERROR IN CONSTRUCTING SIMPLE PAST TENSE FACED BY THE NINE GRADE STUDENTS OF SMP NU PALANGKA RAYA.**

B. Problem of the Study

Based on the background of the study above, the problem of the study as following: What are the types of Grammatical Errors in Constructing Simple Past Tense made by the nine grade students of NU Palangka Raya.

C. Objective of the Study

The Objective of the study is based on the background of the study follows: To describe Grammatical Errors in Constructing Simple Past Tense made by the nine grade students of NU Palangka Raya.

D. Scope and Delimitation

The scope of this study is an analysis on grammatical errors in terms of constructing of time in the students' answer sheets, classifying the types of errors, analyzing the causes of errors and gaining a deeper understanding about the

teacher's strategy to overcome the grammatical errors in constructing past simple sentences faced by the nine grade students of SMP NU Palangka Raya.

E. Significance of the Study

The study has significance; they are theoretical significance and practically significance. Theoretically, the result of the researc is pecked to improver the students on grammatical errors in constructing past simple sentences faced by the nine grade students of SMP NU Palangka raya in constructing past simple sentences, the problems of the nine grade students of SMP NU Palangka Raya in constructing past simple sentences, and the way to solve problems of the grammatical errors in constructing past simple sentences faced by the nine grade students of SMP NU Palangka Raya.

Practically, this study has some significance: first, for the students, the students used know they progress of their ability in constructing past simple sentences faced by the nine grade students, their strength and weakness, so that they can improve their ability. Second, for the lecturerthis study gives the information about students' ability constructing past simple sentences by the students so that the teacher can gives pressure and better teaching to the students especially for the discussion that are still difficult for the students. Third, for the next researcher, this study can be reference in their research.

F. Definition of Key Terms

To avoid misunderstanding of the concept used in this study, the writers need to provide definition of terms which are often found in this study as follows?

1. Errors are flawed side learned speech or writing they are those parts of conversation or writing that deviated from some selected of nature language performance.
2. Mistakes are due to memory, lapses, physical static such as tiredness and psychological condition such as strong emotion of the language the learner is making errors are systematically made, it is due to do the learners still developing the knowledge of the target language rule system.
3. Simple past tense; the simple past is the tense normally used for the relation of past event, the simple past tense is used for actions completed in the past at a definite time. It is used for an action whose time now terminated, or occurred in period of time now terminated. It is also used for a past habit, and it is used in conditional sentences.
4. Native language, the learner's first language or mother tongue, in this case Bahasa Indonesia.
5. Target language, the new language the learners are learning, in this case English.

G. Frame of Discussion

The framework of the discussion of this study are:

Chapter 1 : Introduction which consists of background of the study, problem of the study, objectives of the study, scope and delimitation, Significance of the Study, the definition of the study, framework of the discussion, and framework of thinking.

Chapter II: The review of error and simple past tense previous studies, second language acquisition (SLA), communicative competence, definition of error, error analysis, contrastive analysis (CA), errors and mistakes, global and local error, classification of error, types of errors, significance of the learner's error, nature of simple past tense, definition of simple past tense, form of verb in simple past tense, and verbal and nominal sentences in simple past tense.

Chapter III: Research method, time and place of the study, approach types of the study, population and sample, data collecting procedure, and data analysis procedure.

Chapter IV: Result of the study data finding, types of error in verbal and nominal sentences in simple past tense, the error in nominal sentence in simple past tense, and discussion.

Chapter V: Conclusion and suggestion, types of error in verbal and nominal sentence in simple past tense, and the causes of error in verbal and nominal sentence in simple past tense.

H. Framework of Thinking

At SMP NU Palangka Raya as one of school in Palangka Raya that taught English? Grammatical is one of skills taught by the English teacher. The writer used investigate the nine grade student's Grammatical Errors in Past Simple Sentences that is successful and unsuccessful. By the knowing the students Grammatical Error in Past Simple Sentences, the teacher can create teaching learning English to be more effective. The writer used collect the data from the nine grade students of SMP NU Palangka Raya and also the teacher who taught Past Simple Sentences when they are in the nine grade. After taking the data, the writer used discuss the data report about the specific student's Grammatical Errors in Past Simple Sentences of the nine students.