

CHAPTER 1

INTRODUCTION

In this chapter the writer explains about background of the study, problems of the study, the objectives of the study, significance of the study, limitation of study, definition of key terms, framework of discussion, and frame of thinking.

A. Background of the Study.

Language is very important in one's life especially in verbal communication. Without language human being can not communicate each other. Those who are broad minded must agree that today, English plays a very important rules as a mean of communication, because it is an international language. It does not a mean that other language are not as important as English. It is widely learned and used in most multilingual societies. It has been adopted as the official language for law, administration, commerce, and education in nearly every country in the world.

There are so many languages in the world; they must have their own system. Student face abundant problems, indeed they learn one foreign language only. In fact they have too little time for practicing them knowledge and it is miracle that some students are able to understand well.

English is one of the most important languages in the world. It can be said that English has been the single most important language. It is because English is the only language that truly links the whole world together. It can be used as a language in any

part of the world. This is because at least a few people in each locality would know the language.

Learning English is becoming important thing for people to be more competitive in all aspects of life such as education, technology, social and culture. As an international language, English has gained the popularity all over of the world including Indonesia. The Indonesian government has acknowledged the important of English by putting into the education. English is becomes as one of compulsory subject at many schools in Indonesia. The national education department decides that Indonesian students must have the competence of understanding and expressing information, ideas, feeling, and developing science, technology, and culture in English.¹

Grammar is the description of the ways in which words can change their forms and can combine into sentences in that language. It can be sure that grammar is the essential part as a writing guidance for students to make the sentences correctly and to convey the meaning properly in particular written form.

Indeed, it is undeniable that writing in English is difficult enough for some students because there are so many sorts of grammar which are actually very complicated to apply in. However, it would be impossible to write the language effectively without knowing the grammar, because it helps students in delivering their ideas, messages and feelings in written form to the readers. Also, students will be

¹Endang Fauziati, *Teaching of English as a Foreign Language*, Surakarta: Muh Amir Press, 2002, p. 169

helpful to identify grammatical forms, which are useful to enhance and to sharpen the expression of meaning.

Must learners somehow accept that the sounds of foreign language are going to be different from those of their mother tongue? More difficult to accept is that grammar of the new language is also spectacularly different from the way the mother tongue works.

One of students complaints while learns English that they are difficult to mastery grammar. Formula series that quite a lot, actually it is catchy but also easy to forgettable. Besides that in grammar learning often felt bored, because we just recall the sentence patterns and some exercises. It is happening at the seventh grade students of Hidayatul Insan of Palangka Raya. That case influences the score of the students. Here, writer conducts a study about one of the tenses. It is simple present tense. Simple present tense expresses events or situations that exist always, usually, habitually; they exist now, have existed in the past, and probably will exist in the future.²

In junior high school there is important element which be taught, that is grammar. Grammar is one of important thing in language, matter particularly in building English sentences. In building English sentences the student have to know how each word fits together with order words. Therefore, the students must realize that building English sentences need an important rule which is called grammar. In other words, by

²Betty SchramperAzar, *Understanding and Using English Grammar*, New Jersey: Prentice Hall, 1989, p.2.

learning grammar they will know the description and formulation of the English language.

According to Hornby, Grammar is the rules in a language for changing the form of word and combining them into sentences.³In learning grammar, they are many problems will be faced by the students. The different pattern between the native language and the target language seems become a big problem that causes the problems in mastering grammar. The case makes the students get difficulties to improve their grammar ability.

Furthermore, when learning English, most of the students have low consciousness to learn about grammar where as the grammar mastery is very helpful for their improvement of another English skill. The students should avoid this problem. Schiffman states:

Many persons think that learning grammar is a burdensome task. While this is true sometimes, learning grammar can also be an enriching and rewarding experience. There can be little doubt that the act of comprehending the grammar of a language is important for being adept in that language and using it with precision. It is not different with English. In his journey towards mastering English, the student will doubtless find English grammar books of great help.⁴

Another problem is the students seldom practicing the patterns of grammar in daily. Related to this problem stated that:

However, if you just go through English grammar books, your task of achieving proficiency in the language is far from being over. What is needed is practice and

³AS Hornby, *Oxford Advances Learners Dictionary of current English*, New York: Oxford University Press, 1995, p.517.

⁴Harold Schiffman, *Developing Grammar Activities*,(online) [. \(http://ccat.sas.upenn.edu/~haroldfs/popcult/hanouts/intro/note5.html](http://ccat.sas.upenn.edu/~haroldfs/popcult/hanouts/intro/note5.html), accessed on july 15-2013).

still more practice. You should let friends and relatives point out mistakes that you are making in Europe oral and written use of English. You should learn from your mistakes. It is good practice to not only go through English grammar books but also books on various topics, novels, magazines etc; published by reputed organizations, in order to enrich your knowledge. Furthermore, you should make it a point to listen to audio-visual material in order to get more insight into pronunciations and correct usage of different words and phrase.⁵

Based on the reason above, the writer concludes if grammar is the rules in a language for changing the form of word and combining them into sentences to convey a meaning. Grammar is included in the branch of linguistics that concern to describe, analyze, and formulate a formal language pattern. Simply, grammar often defined as a fixed set of word forms and rules of usage. And the problems might be happened in the students grammar learning caused of several problems. The wide scope of grammar discussion and lack of practicing the grammar in daily seems to be the main problem that cause the students get difficulties in improving their grammar ability. In the school, the little special time to learn grammar entirely becomes the big problem that causes the students have low skill in mastering grammar. In addition, it is important to solve this problem if the students want to get their English ability develop well.

In response to the problem stated above, it motivates the writer to conduct the study entitled “Grammatical Error in Constructing Simple Present Sentence Made by the Eighth Grade Students of Hidayatul Insan Palangka Raya.

⁵Ibid...

B. Problem of the Study.

Based on the background of the study above, the problem of the study is what are the types of Grammatical Error in Constructing Simple Present Sentence Made by the Eighth Grade Students of Hidayatul Insan Palangka Raya?

C. Objective of the Study.

The objective of the study is to describe of Grammatical Error in Constructing Simple Present Sentence Made by the Eighth Grade Students of Hidayatul Insan Palangka Raya.

D. Significance of the Study.

This study has theoretical and practical significance. Theoretically the students would know the simple present tense to support the study. Practically it gives contribution for the teacher to indicate which part of material is the most difficult for the students, so they can give emphasis to the difficult one. The writer's result of this study will be useful for teaching learning proses that is going to be studied at school.

E. Scope and Limitation.

The study focuses on Errors of simple present sentence. In this study, the writer researched the grammatical error in Constructing Simple Present Sentence Made by the Eighth Grade Students of MTs Hidayatul Insan Palangka Raya.

F. Definition of Key Terms.

1. Error.

Errors are the flawed side of the learner speech or writing.⁶

2. Simple present tense.

The simple present tense is helpful to express actions which are always, repeatedly, or generally true, or actions occur at the moment of speaking (with no reference to past or future). In general, the simple present tense expresses events or situations that exist always, usually, habitually; they exist now, have existed in the past, and probably will exist in the future.⁷

G. Framework of the Discussion.

The frameworks of the discussion of this study are:

Chapter I : Introduction consists of the background of the study, problems of the study, objective of the study, significance of the study, scope and limitation of the study, definition of key terms, and framework of the discussion.

Chapter II : Review of related literature consists of the previous studies, second language acquisition, definition of error, error and mistake, error analysis, evaluation of error, and simple of present tense.

⁶Hedi Dulay, Maria Burt, and Stephan Krashen, *Language Two*, New York: Oxford University Press, 1982,p138

⁷Betty SchramperAzar, *Understanding and Using English Grammar*, New Jersey: Prentice Hall, 1989,p.2.

- Chapter III : Research method consists of time and place of the study, research design, approach of the study, subject and object of the study, data collecting techniques, endorsement of data, and data analysis procedures.
- Chapter IV : Result findings and discussion consist of data finding and discussion.
- Chapter V : Closing consist of conclusion and suggestion.