CHAPTER 1
INTRODUCTION

A. **Background**

Language is extremely useful in everyday activities for communicating with one another. A language is a system of communication that consists of a set of sounds and written symbols that people in a specific country or region use to communicate while speaking or writing.[1]

Nowadays, English is one of the most widely used languages for communication. English is a global language[2] that is spoken by people all over the world. English is spoken by the majority of people all over the world as an international language for interaction and communication. Even though English is not spoken natively in every country, it has become the most extensively studied foreign language in every country, including Indonesia. The Indonesians do not speak English as their primary or second language. It is studied by students as a foreign language and as a target language.

English is not the first language spoken by Indonesians in their daily lives. However, it has become one of the most significant required subjects taught at all levels of school, including elementary, junior high, senior high, and even universities. Then, as the important subject that is taught in the school, there are four skills that the students are expected to be able to mastery. They are listening, speaking, reading, and writing. Besides the four skills, there are also several elements of language that need to be mastered by students. According to Jeremy Harmer in his book, "*How to*

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[1]Collins English Dictionary, Online Dictionary. Retrieved on January 19th 2021 in: https://www.collinsdictionary.com/dictionary/english/language

[2] Farzad Sharifian, *English as an International Language: Perspectives and Pedagogical Issues* (Bristol, UK : Multilingual Matters, 2009), p. 52.

Teach English", there are three elements of language, namely grammar, vocabulary, and pronunciation.[3]

In this study, the researcher focused on analyzing an error in the use of present perfect tense in students' writing, because writing skill is distinct from other skills in English learning process. Writing is one of the most important language skills. It is essential for expressing one's ideas, thoughts, opinions, and attitudes. People can share their thoughts, feelings, and persuade and convince others by writing.[4]

To be an effective language user, learners should study grammar, because grammar is one of the most important parts of language. The grammar of a language is a description of how words in that language can change their forms and be joined into sentences.[5] It will assist learners in organizing and making meaningful words and messages. Learners will be able to construct better sentences in their speaking and writing performances if they have a better understanding of grammar. Learners who have a high understanding of grammar are better able to produce sentences that are easy to understand.

In studying English, learners frequently run into a variety of problems, especially with the grammar of the language which are complicated and confusing. Learners tend to avoid grammar when learning English since it is complex and difficult to understand. Some learners with a lack of grammatical understanding will be confused by how many various meanings there are for the verb "in spoken or in writing," why the verb in a sentence must change, etc. To avoid confusion, they must

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[3]Jeremy Harmer, *How to Teach English* (Cambridge, UK :Pearson Education Limited, 2007), p. 60.
[4]Ibrahim Mohamed Alfaki, "University Students' English Writing Problems: Diagnosis and Remedy", *International Journal of English Language Teaching*, vol. 3, No. 3, p. 40-52 may 2015
[5]Jeremy Harmer, *The Practice of English Language Teaching, 3rd Ed* (Cambridge: Longman Pearson Education, 2001), p. 12.

understand grammar. By mastering it they will understand the rules and how the sentences are constructed.

There are many aspects discussed in English grammar, one of them is "tenses". Tense plays a very important role in making a sentence in English both written or spoken. In English, tense is always present in each sentence. Tense is one of the forms of the verb that can be used to represent the time of the action or state indicated by the verb.[6] Tense refers to the passage of time and is divided into three categories: present, past, and future.[7] Tense is the most important element of grammar and no one can argue that it is also the most difficult part in English grammar for non-native learners to understand and utilize correctly and properly. One of the tenses that difficult to learn is the present perfect tense.

According to the researcher's experience, the students usually make errors in using the present perfect tense. Some students have trouble distinguishing between the present perfect tense and the simple past tense. For example, the students frequently say, "I have done my homework yesterday". This sentence is incorrect, because the present perfect tense is not accompained by the adverb of time. But students sometimes use adverb of time in the present perfect tense same way they do in the simple past tense because they are unsure of the difference . Another problem that arises frequently when studying the present perfect tense is the students confused in construct verb 2 and verb 3 (past participle). Some verbs in verbs 2 and 3 have the same form of regular verb, with the addition of –ed at the end. In the fact, many verbs, specially irregular verbs, have different forms in verbs 2 and 3.

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[6]Oxford Learners Dictionary, Online Dictionary. Retrieved on January 26th 2021 in https://www.oxfordlearnersdictionaries.com/definition/english/tens_2?q=Tenses
[7]Ahmad Taufik Hidayah Bin Abdullah, " Error Analysis on The Use of The Simple Tense and The Simple Past Tense In Writing Essay Among TESL College Students", *International Journal of Education and Research*, Vol. 1 No. 12 December 2013, p. 3

Error analysis is crucial in language learning because it allow teachers to understand their students' strenghts and weaknesses. It aids students in reducing errors and improving their language learning abilities. Error analysis benefits both teachers and students by assisting them in achieving their learning objectives.

Based on the problem mentioned above, the researcher was interested in analyzing students' error in using present perfect tense. The researcher would like to carry out a research under the title " An Error Analysis On The Use Of Present Perfect Tense In Students' Writing At Tenth Grade Of SMAN 13 Bone".

B. Research Question

Based on the background of the study above, the researcher formulates a problem statement as follow:

1. What are the types of errors in the use of the present perfect tense in students' writing?
2. What are the causes of errors in the use of the present perfect tense in students' writing?

C. Operational Definition

The title of this research is "An Error Analysis On The Use Of Present Perfect Tense In Students' Writing at Tenth Grade Of SMAN 13 Bone". To know the definition about it, the researcher has to mention its definition each word of it follows:

1. Error Analysis

Error analysis is a form of linguistic analysis that examines the mistakes that learners make. It consists of a comparison between the target language's errors and that target language itself. Error

analysis emphasizes the significance of learners' error in second language.[8]

2. Present Perfect Tense

The present perfecct tense is one of the more difficult English tenses to use well or even correctly. The present perfect tense, which is formed with *has* or *have* and the verb's past participle, expresses past action that has continued into the present.[9]

3. Writing

Writing is very popular in English learning activities. Everyone knows about writing. Writing is an expression of emotions, thoughts, wishes, and plans in written form.[10] Writing is one of the four skills in English and important since it anables us to convey anything in a paper and it can help us keep our idea after reading information. The writing in this research focused on sentence writing.

Having understood the terms above, it can be stated that this thesis discussed about writing active sentences in form of positive, negative, and interrogative. The writing was about perfecting sentences.

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[8]Ali Akbar Khansir, "Error Analysis and Second Language Acquisition", *Theory and Practice in Language Studies*, Vol. 2, No. 5, May 2012, p. 1029.

[9]Jean Eggenschwiler and Emily Dotson Biggs, *Writing: Grammar, Usage, and Style* (New York: Hungry Minds, 2001) p. 18.

[10]Nevin Akkaya and Fatma Susan Kirmizi, "Relationship Between Attitudes To Reading and Time Allotted To Writing in Primary Education", *Procedia Social and Behavioral Sciences 2*, January 2010, p. 4742

D. **Research Objectives**

Based on the formulation of the research questions obove, the objective of the research are:

a. To find out the types of errors in the use of present perfect tense in students' writing

b. To find out the causes of errors in the use of present perfect tense in students' writing

E. **Research Significance**

The result of this study is expected to provide the following benefits:

1. Theoretical Contribution

The findings of the research are expected to be beneficial as a reference for other researcher interested in doing a similar field of research in error analysis, specifically in terms of errors in using the present perfect tense.

2. Practical Contribution

a. Researcher

This research was designed by the researcher to be able to boost the researcher's ideas to investigate the students' problem. The researcher can also gain some experiences, learn about different form of error analysis, and know the students' error in using present perfect tense in writing.

b. Teachers

This research was conducted to assists English teachers in identifying typical errors students make when using the present perfect tense. As a result, the English teacher can either improve the method or find acceptable solutions to deal with the problems.

c. Students

   This research was designed to show the types of common errors made by students who find it difficult to learn and practice writing in order to help them realize their mistakes. The awareness about the errors they made may aid them in overcoming their learning technique, and they will be interested to revise their errors when the teacher evaluates them. Finally, they will not do the same errors.