CHAPTER I

INTRODUCTION

1.1. Background of The Study

Language is crucial because it become one of the main ways to interact and communicate with other people around us. English is the example of the importance of language for people in many parts of this world.

According to Carmen Santillana (2013), English is the most used language in the world, and there are one out of ten people that are able to speak and understand the English language. English language is the example for the importance of a language because it is the international language and has been the language that most people use in conversations and in their daily life. English plays a major role in many fields like engineering, business, medicine and especially for education.

In many countries, some people who always use English as their daily language will have the diffferent level of mastery than people who do not.Indonesia as an example. In this country, English is taught as the foreign language. It's not as easy as it looks for students to master English well. This is common for Indonesian students as English learners find it difficult to learn and use English since there are many language componentsand language skills which must be learned and mastered by students.

The English teaching is focused on the abiliity of students to be capable of mastering the four language skills, namely: listening , reading, speaking andwriting (Depdiknas, 2003: 6). All of these skills are expected to be mastered by the students in school. But there are several factors that affect the process of studying. Those factors can be the teachers' technique in teaching, instruments used in teaching-learning process,the conditions of the family,and many more.

Students need to work hard and put an effort to be able to master English. The differences in languages' structure between English and Bahasa might be the main reason why students often make errors in constructing a sentence.

One of the main skills is writing. Writing can be defined as the process of transforming thoughts into written language (Tiwari, 2005:120). Writing is a communicating part that consents students to pour their ideas and feeling on paper,to organize their insight and beliefs into convincing the arguments, and to delivermeaning through well-constructed text.

In writing, the students still have confusion about grammar. Since, grammar is the basic elements of an knowledge or skill area. The form and structural distinction between Indonesian and English language can cause the students make some grammatical errors while trying to write an English text. It is going to be the Indonesian students may find some difficulties in using thecorrect English form and correct English structure.

According to Hidayah (2013: 2), grammar is the system of rules governing the conventional arrrangement and relationship of word sequence in a sentence.It means that grammar is as the writing guidance for students to make the correct sentence.

Grammar is known dominantly related to tense. In using English tenses, the students even have problems and oftentimes make errors in oral or written on the basic tense such as simple present tense.This kind of tense is used to describe habits,unchanging situation and general truths.Students' error on this tense can include the form of verbm using of adverb and adjective, the lack of vocabulary or even in making affirmative, negative and interrogative sentences.

Generally, the simple present expresses situations or events that exist always , usually, habitually; they exist now,have existed in the past, andprobably will exist in the future (Betty, 2002: 2). Usually, simple present tense is thefirst tense taught when students begin to learn about tense. This tense consist of three kinds of sentence, they are affirmative, negative and interrogative

sentence. Its simple structure makes teachers hope that the students can easily understand it, with the use of verb commonly found in daily life.

In constructing the negative and interrogative sentence, most of the students are confused. Some of them have many errors in their writing. They find it difficult to use the verb in the present, wether it's present tense singular or present tense plural. For example: "He do not brings the dictionary". "Does they come to my house?"."I do not does my homework"."That man does not drives her son to school"."Do the cat steals your food?". And many more.

Based on the problem above, the researchers will conduct a study to recognize what types of errors that students probably make in constructing the negative and interrrogative by using simple present tense.This study is going to be held in SMP Negeri 40 Medan. The researchers will focus the material on simple present tense in constructing the negative and interrogative sentence.

1.2. Problem of The Study

Based on those background,then the identification of the problems formulated in this study as follows :

1) What kinds of error made by eight grade students in constructing negative and interrogative sentence by using simple present tense at SMP Negeri 40 Medan?
2) What are the dominant errors made by eight grade students in constructing negative and interrogative sentence by using simple present tense at SMP Negeri 40 Medan?

1.3. Objective of The Study

Based on the research problem, the research aims to:

1) To find out kinds of error made by eight grade students in constructing negative andinterrogative sentence by using simple present tense at SMP Negeri 40 Medan

2) To find out the dominant errors made by eight grade students in constructing negative and intertrogative sentence by using simple present tense at SMP Negeri 40 Medan

1.4. Scope of The Study

In this study, the researchers make the limitation to examined the study deeply. The researchers only focus on the simple present tense and it goes to the eight grade students of SMP Negeri 40 Medan.

1.5. Significance of The Study

The researchers hope that the result of this study will have some benefits theoritically and practically to the readers and writers. Especially in the study of English.

1) Theoritical Benefit

The theoretical benefits of this study could provide the information of an error analysis in constructing negative and interrogative sentence byusing simple present tense.It hopefully can become a reference to other researchers that have the same topic.

2) Practical Benefit
   a. The result of this study provide information and evaluation for students so that the students can avoid creating the same errors in the next time.
   b. For the teacher, this research will be useful to discover the errors that usually did by the students. The teachers will be able to predict the errors that probably happen to the students and will be able toovercome the errors.
   c. This study could be the elaboration that the researchers have conducted a research.

1.6. Literature Review

According to Brown (2000), error in a noticeable deviation from adult grammar of a native speaker reflecting the interlanguage competence of the learners.

Nanik (2010: 10-11) states that there are several possible causes for students making an errors in language learning, they are (1) errors that are influenced by the language they have mastered first, (2) errors caused by the lack of understanding of the language they uses, and (3) errors caused by incorrect and imperfect language teaching.

Dulay, Burt and Krashen (1982) classify four types of errors. One of them is surface strategi taxonomy. The errors contained are classified into four parts, they are ommision, adition, misinformation and misordering.

Muneera and Shameen (2013: 146) has argued that error analysis includes the study andanalysis of the errors made by the learners of a second or even a foreign languages.

Azar (1990: 891), says that the word "tense" stands for a form of verb used to express time relation.

According to Betty (2002: 2) stating about simple preset tense that "The simple present generally describes situations or evetns that exist always, usually, habitually;they exist now, have existed in the past,and probably will exist in the future.