

## **Chapter 1: Introduction**

This chapter introduces the basic consideration, concerning a brief outline of the present perfect tense error on students' answer sheet. This chapter also presents the research question, the research objective, the research delimitation, and the research significance on terms of theoretical and practical contribution.

### **Research Background**

In Indonesia, English is a foreign language that has been taught in School and University. People understand that teaching and learning English is very much important and needs concern. In learning English, the four skills that are listening, speaking, reading, and writing should be learnt to improve English. Beside those skills, students should manage to master the Grammar. Grammar plays important role in communication because without it, the students will face problems to make up the sentences and could limiting them to express their idea to communicate. Kroeger (2005: 5) states that grammar is often used to refer to the set of rules need to produce all of the patterns in a language.

In learning English, student need to try hard because they must study new things such as new vocabulary, pronunciation and grammar. According to Canale and Swain in Brown (2007, p. 247) stated that in learning a foreign language communicative capability is needed, such as the ability of grammar, discussion, sociolinguistics, and strategy.

One of the challenges faced by Indonesian students in learning English as foreign language is grammar. Flynn (1995, p. 33-53) states that language learners have some grammar, before they begin learning their second language which may

not have any bearing on their prior linguistic knowledge. Therefore, the learners will unconsciously apply their grammar while learning a new language.

Because of difference between Indonesia and English grammar, many of the learners find it difficult to learn a new language, English. Therefore, it makes them afraid of making errors when they deal with grammar. In any cases, most student experience a difficulty which can create an error or mistake. According to Ellis (2001, p. 17), Error and mistake are two different things. Error describes a gap in the learner's knowledge, it happens because the learner does not know the truth. Meanwhile, mistake explains an occasional error in action, this happens because the student is mistaken in showing his knowledge, such as slip of tongue and so on. Thus, when the student made a mistake because the student did not know the truth, it is called error. But if it turns out that the student already knows and has learned it before, then it is called mistake.

The errors or mistakes the students make have always been a cause of much concern to the teachers in the process of learning a second of foreign language. Brown (1994, p. 8) said that a mistake refers to a performance, either a random queue error or a slip that is a failure to properly use a known system. A mistake is a significant deviation from a native speaker's adult grammar, which demonstrates the learner's competence. If the deviation is pointed out to the speaker, errors can not be self-corrected, while mistakes can be self-corrected.

Nevertheless, making error is natural and actually necessary for language learners so that they achieve certain language competence (Krashen, 1982, p. 146). Therefore, errors are not regarded as a failure anymore, but it is considered

as an important learning process that the students should experience for developing their competences.

In English grammar, there are sixteen tenses and one of them is what the researcher is going to focus on is Present Perfect Tense because even though the students have learned about this tense, a few errors are still made especially in using forms and usage. Present Perfect Tense, in Oxford Learner's Pocket Dictionary defined as verb which expresses an action done in a time period up to the present, formed in English with have/has and past participle. The structure of Present Perfect Tense is : S+has/have+Past Participle. Although this tense has been studied since the beginning, a few errors are still made by students. For example, "I have writes my mom a letter every other day for the last two weeks." In this sentence, the student used *writes* instead of *written* which is the past participle of *write*. It means this student can not differentiate the use of Simple Present Tense and Present Perfect Tense, or "How long have Lia lived here?" this shows that the student do not understand how to use the auxiliary verb of Present Perfect Tense. Lastly, the other example is "Did you ever visited Bali?". This student used *did* which is used in Simple Past Tense instead of *have* that is surely must be put in Present Perfect Tense. This proves that this student is still lack in the knowledge of Present Perfect Tense and also can not distinguish between present perfect tense and simple past tense. These tenses are interrelated because they are used in the past time which make the students are still confused to distinguish the use.

The errors that the students made in examples above were important things to be discussed especially for the teacher. In the field of language teaching there is a technique that used to analyze the error of language learner. The technique is called error analysis. According to Crystal (2008: 173) "error analysis is the technique for identifying , classifying, and systematically interpreting the unacceptable forms produced by someone learning a foreign language, using any of the principles and procedures provided by linguistic".

As what mentioned before that the Present Perfect Tense is one of the grammar topics that most students typically find difficult to understand, in his book Grammar for English Language Teachers, Parrot (2010, p. 162) said that learners usually have much more trouble using the perfect present tense properly than knowing them. Even if they do not know or are confused about the difference between various tenses, there is plenty of knowledge in the background of most instances to help them understand whether an action is temporary or not. When learning the present perfect tense, he also made some list of typical challenges for learners, there are: form and context, the use of *how long* with *for* and *since*, and over-use of present perfect forms.

Based on the researcher's preliminary study, the researcher found out that the students still making errors in using Present Perfect Tense. The researcher chose the fourth semester students because they have passed Basic English Grammar at second semester and Advanced English Grammar at third semester which is way more enough for the researcher to expect them mastering the Present Perfect Tense. In order to test their knowledge in Present Perfect Tense, the

researcher asked them to answer a test and the result were eight of ten students answered the test incorrectly. Many of the wrong answers are made because the students still can not differentiate between present perfect tense and another tenses such as simple present tense or simple past tense. Moreover, there are still many factors that influence student's error in Present Perfect Tense.

Furthermore, this research is relevant to the three previous studies. The first was written by Maisary entitled *Some Difficulties Faced By The Students in Learning Present Perfect Tense at the Third Grade of SMP Puspita Bangsa, Ciputat (2011)*. To gather the data, she used the case method via observation, checking, and questioning to collect the data. She found that there are 36% of students who have/have auxiliary issues. 32% of students have regular verb difficulties and 32% have irregular verb difficulties.

The second previous research relevant to Cahya on the thesis *An Error Analysis on Students' Learning in Present Perfect Tense at the first year students of Madrasah Aliyah Soebono Manofani Jombang, Ciputat (2011)*, she used quantitative approach and the methodology to collect the data is used to measure, observe and interview. She gave the students a test consisting of 25 items. The type is analyzed using 15 items and the usage is analyzed using 10 items. The consequence is that 48 percent of students answered with errors in the form of have/has, 28 percent of students made errors in the form of a regular verb, 55 percent of students made errors in the form of an irregular verb, and 58.75 percent of students made errors in the use of Present Perfect Tense.

The last previous study was conducted by Pebriansyah with his research entitled *Exploring Tenses Problem Encountered by High Achiever Students in English Writing at the fifth semester students of English Department in Academic Year of 2014/2015 (2015)*. In doing his research, he applied a qualitative method with a descriptive approach. The technique of collecting the data he used are observation and interview. The result is, he found out that there were 167 mistakes made by high achiever students in their composition. The most common mistake dealt with Simple Present Tense.

Based on the previous researches above, the differences among those studies with the researcher's is the researcher intended to use qualitative method and gave a test for the English Department's students in the fourth semester year 2019 and only focused on Present Perfect Tense not the the entire tenses. Therefore, the researcher proposed a research with a title : An Analysis on Students' Error in Using Present Perfect Tense of the English Department's Students at the fourth semester of Universitas Negeri Gorontalo.

### **Research Question**

As the background of study that has been explained clearly and concisely, this research is guided by the following research question :

What types of error do the students make in using Present Perfect Tense?

**Research Objective**

The aim of this study is to define the types of errors made by fourth semester students in the English Department of Universitas Negeri Gorontalo in Present Perfect Tense.

**Research Delimitation**

Since this research is aimed to investigate types of error, this research is focused on the discussion about the analysis of present perfect tense error the students make. The object of this research is the answer sheets from the students of English Department, Letter and Culture Faculty, State University of Gorontalo. In order to describe the types of error on present perfect tense, the data are described based on surface strategy taxonomy by Dulay et al (1982), include omission, misformation, addition, and misordering.

**Research Significances**

There are several important areas where this research is expected to give contribution, theoretically and practically. Theoretically, the result of this research is expected to present an important contribution in linguistic field, particularly basic and advanced english grammar. Regarding with the result of this research, this research is focused on the analysis of the errors in the use of the Present Perfect Tense.

Practically, the result of this research is expected to provide an additional knowledge for the students of English Department regarding with the analysis of errors of present perfect tense on their writing or speaking. Besides that, this research is also expected to convey the information for the lecturers related with

students' ability in using present perfect tense. So that the lecturers could make some improvement in teaching and learning process. Furthermore, this research could be a reference for further researcher who attempts to investigate the same issue about present perfect tense in different object, or similar object in different issue.