

CHAPTER I

INTRODUCTION

Basic Consideration

Most of English as Foreign Language (EFL) learners would strongly agree if writing was claimed to be one of the toughest skills instead of three remainings. To this, as a productive skills, there should be an ongoing and intense guidance for learners regarding how to have a good result in writing. Reflected to students of English Education Department (Universitas Negeri Gorontalo), they needed to enroll some primary courses, included writing. The common rule was that this course was divided into 4 phases, which learners/ students must enroll these all based on the sequence, as this course is conditional. Fifth semester students who enrolled Writing IV, which was the advanced level of the course, were assumed to be able to produce English composition well. Their competency, absolutely, should be much better than other students in lower level. Nevertheless, to ensure this matter, it was recommended to have an observation or evaluation in their composition. As an additional discourse, it was noteworthy that Writing IV last assignment here was research proposal. Therefore, before conducting a truly research, students commencement project was to compose a proposal.

The researcher believed that there was such a challenging phenomenon which was able to observe from this recent case. From 129 students in academic year of 2014/2015 in Writing IV class, there were plenty of them who already

had taken the course with high achievements, or in other words their score was satisfying by having grade A- or might be higher than that. Therefore, another debatable question was of whether their research proposal required to categorize as a good writing which comprised some components such as content, grammar, and mechanic? This was the concern of this research and the only pace to know it is by collecting their works then analyze them carefully.

It was known that the essence of having communication was the existence of exchanging information between speaker and addressee. The message or information needed to be well-transferred to them who became a listener or reader. As a matter of fact, having a good English writing was more than just focusing on its content. It either dealt with grammar which was quite important to master, because it had connection with language structure, form and types of word and how people arranged words to become a phrase or sentence. Most of people would not have a serious attention through keeping each sentence with grammar rules. They apparently overlooked how important the grammar was for scientific writing. But then, for the academic people particularly for high achiever students, grammar was considered as crucial part in arranging things related with English field. By ignoring the mastery of grammar, it was unlikely they could be able to compose a composition well. As a matter of fact, having grammar mistakes in English writing might occur to everyone, whether she/ he was native or non-native writer. Brown (2008, p. 283) argues that mistake is a result of someone's systematic competency (learner's system is not proper). This theory strongly emphasized that students/ learners might make mistake because

their way to study language was not proper. Likewise, high achiever students of English Education Department absolutely were taught by their lecturers about how to write well and the better way to produce good writing.

Based on the researcher's preliminary observation, students in academic year 2014/ 2015 especially in Writing IV class did not obtain syllabus as their lesson guidance during their one semester long. Therefore, implicitly, it caused students lack of one of illumination ways in having a good English Writing in their research proposal. For instance, they did not comprehend well how to have a good English grammar, including tenses. This term could make students did inevitable mistakes. In this case, despite the researcher assumes high achiever students writing competency was better than others, but when the result showed conversely, means that something had been going wrong (students' system in learning language). Hereby, plenty of carelessness were found during the researcher preliminary observation in the early of this year. These mistakes lied within high achiever students research proposal (writing IV last assignment). For instances, their choice to use part of speeches, tenses, punctuation, and et cetera. But then, the fact designated that the highest number of the mistakes was about tenses.

These are couple of mistakes mentioned above. For instance, the first is; *“Some of **which** are breakfast not **increase** your metabolism, breakfast increases hunger, breakfast **not** mean to make you so healthy, breakfast is even **disturb** concentration”*. These underlined and bold words are signing the mistakes or inappropriate words in word choices. **Which** is supposed to be changed by them,

because in its context, it designates the things mentioned in previous sentence.

The word *increase* afterwards would be appropriate if added by *-ing* at the end. Thus it would become “increasing”. It is because the word “increase” is preceded by to be (are) and negation (not). It is present continuous in negative form and the verb should be “increasing” (verb I + ing). The “**not**” in the next bold and underline word was also inappropriate. Because there is noun in previous part and there is verb subsequently, thus when it is intended to express negative form, it would be much better and proper if it uses “**does not**”. The last mistake in this passage is word *disturb*. The tense in this part is actually present continuous {there are to be (is) and verb I (disturb)}, but the proper tense to be used here is present tense rather than present continuous. Thus “disturb” should be changed by “disturbs” and the auxiliary verb which comes earlier before the word even must be omitted. The second is; “*In speaking process (conversation), the speaker transfer message to listener so that speaking and listening are two activities which seemed to be ordinary skills.*” In this example, the word “transfer” is exactly the mistake. Since its tenses in this passage was present tense, thus transfer must be transfers. It is because the word “the speaker” is the third person singular. Moreover, the verb should be added with *-s* at the end of the word. Thus, it is the matter that the researcher will deal with. It shows that none of warranty would emerge for them who as members of English Education Department to own a perfect or no mistake writing.

Previously, there was a study about this case conducted in 2010 by Lataima. She, at the moment, did exactly the same as mine, except her object of

study was students' skripsi. Her skripsi topic was "Grammar Mistakes on the Using of Tenses in Skripsi." She did the research on approximately 15 skripsi which she picked it randomly through students' skripsi from academic year 2004/2005 until 2008/2009. To this, the researcher thought that this study was well done. But as a writer and researcher at once, I thought it would be much better if the object of study was something which is able to contribute for continuum learning, such as students' English writing paper in writing class, since this is able to assist students to know and comprehend what was exactly their mistake in implementing grammar especially tenses rule. For this reason, this was my contention to pick this study about exploring tenses problem encountered by high achiever students in writing English.

Research Questions

The crucial intent of grammar in English was that to comprehend the use of English rules in making good English writing. Here, the researcher yet found several mistakes in implementing Grammar in Writing Class (as has been illustrated above). Therefore, the researcher formulated the problem statements as follows:

1. What mistakes on the using of tenses are made by high achiever students ?
2. Why do high achiever students still make mistakes in their composition?

Research Objective

The objective of this research is to describe the students' mistakes in tenses and to know reason for the mistakes they made, especially for those who passed English Writing IV Class in English Education Department. Why does Writing IV become the concern? It is because this course is the advanced level compared to three remainings (writing I, II and III). Due to this, students who enrolled and particularly them who reached high grade, basically were those who well-passed Writing IV of English Writing Class. Therefore, their mastery and comprehension of English Grammar, highlighted about Tenses, must be much better than their lower grade. This study was also intended to help another students or any reader in diminishing their mistakes when using English tenses formula.

Reason for Choosing the Topic

The mistake on the using of tenses can be said as the most common mistake which often emerge in any English writing. But then, the further debatable question is that, what about high achiever students of English Education Department? Was their English Grammar about Tenses better than those who do not achieve high score as good as them? These were the core matters which would be in-depth discussion. Therefore, the researcher chose this topic because he would like to know about the mistakes on the using of tenses, especially for those high achiever students who enrolled and passed English

Writing IV course. It is because based on the data that had been known by the researcher, students in fifth semester would go with research proposal as their final project of writing assignment (future skripsi).

Study Significances

The significances of this study were described as follow as:

For the students

In terms of making a better English Writing, student could utilize this skripsi as their one of references. This study would be very worthwhile for the students (both high achievers and not) who are eager to compose English paper. It might assist them to be more thorough to have tenses in their future English paper.

For lecturers or advisors

Because this study concerns on how tenses mistakes might occur in students English paper, hence it is kind of reccomendation to re-energize what lecturers or advisors have done about providing syllabus which comprised such a guidance in having a good English writing. Therefore, this was particularly being hoped to be an additional assistant for students to think and did well towards their writing.

Study Scope and Delimitation

This study attempts to focus on the mistakes in English tenses (structure) in students' proposal of English Department, class of 2012, especially for those who gained high grade. Yet, the researcher did not deal throughout English Grammar (functional) matters which basically tends to discuss deeply about the meaning and the context of tenses. This study would only focus on the mistakes connected with tenses as a formal grammar (tenses based on the formula), such as present tense, past tense, present continuous tense, etc.