

# CHAPTER I

## INTRODUCTION

In this chapter, the writer presents the Background of the Study, Statement of the Problems, Objective of the Study, and Significance of the Study.

### **1.1 Background of the Study**

Language is essential role in human intellectual, emotional, and social life. Language has sentence structures and patterns that are different from other languages. There are languages in the world; one of them is English, which is an international language. In Indonesia, English is known as a foreign language that is studied in schools starting from elementary, secondary, high school, and university. The English language has patterns in sentence structure that are different from Bahasa Indonesia, which makes it a complex language to learn. Sentences in English are constructed in tenses, such as the Simple Past Tense. Simple Past Tense is a tense used to describe events that occurred in the past.

Simple Past is used to talk about an activity or situation that began and ended at a particular time in the past (Azar, 2003). In line with the definition above, Cowan (2008) as cited in Fitria (2020) revealed that the simple past tense is used for events or circumstances that started and ended in the past. So, based on the two definitions above, the writer can conclude that the simple past tense is used to deal with activities or actions that occurred and ended in the past. It cannot be denied that in using the simple past tense, students still feel confused. For example, in using to-be, students still make errors. Example, "They is students." The sentence is incorrect because the subject is plural, so to be should be used as "are." This happens because of a lack of knowledge of grammar.

According to Brown (2000), Error is a noticeable deviation from the adult grammar of a native speaker, reflecting the interlanguage competence of the learner. Learning errors serve two primary purposes: First, providing data from which distractions about the nature of the language learning process can be made, and second, showing teachers and curriculum developers which parts of target language students have the most difficulty producing correctly and which types of errors are most likely to occur.

According to Richard and Renandya (2002: 184), an error is the use of a word, speech act, or grammatical item so that it seems imperfect and causes incomplete learning. Likewise, Norrish (1983) also states that error is a systematic deviation from the accepted system of the target language. Error is the deviation of nonsystematic review of the system received from a language learned, and usually because humans have limitations, such as fatigue and nervousness. Fatigue means that errors can occur due to human factors in language acquisition targets such as limited memory, psychological problems, and a lack of understanding of the material lessons, and unaware of making errors (Jaga et al. 2023). However, the attempts to put the error into context have always gone hand in hand with either language learning or second-language acquisition. Errors in using English as a foreign language are found in grammar, vocabulary, and pronunciation. One example of errors found in grammar is the use of tenses (Simple past tense).

SMPK Sancta Familia Kupang applies two curriculums in it is a learning process. There is a Merdeka Belajar curriculum applied for class VII, and the 2013 curriculum for classes VIII and IX. One of the mandatory subjects in both curricula is English, which is taught in grades VII, VIII, and IX. Based on the 2013 curriculum, simple past tense material is taught in class VIII semester 2 with the basic competence of applying social functions, text structure and linguistic elements of spoken and written transactional interaction texts that involve giving and

asking for information regarding circumstances, activities, or events that were carried out or that became a general truth in the past, according to the context of their use.

Based on the writer's experience when conducting teacher training or *Praktek Pengalaman Lapangan* (PPL) at SMPK Santa Familia Kupang, most students still make errors in using the simple past tense. The students made errors because they did not master the grammar well, especially the simple past tense. The students often used the base form of the verb (V1) when discussing events that had already occurred in the past; they should use V2 instead.

For example:

- *My mom and I go to the zoo yesterday; it should be my mom, and I went to the zoo yesterday.*
- *The baby cry last night; it should be the baby cried last night.*
- *We study last night, it should be we studied last night.*
- *He give me the doll two days ago; it should be he gave me the doll two days ago.*

Based on the explanation above, the writer is interested in examining the students' errors in writing recount text. The writer wants to identify the types of errors made by students in using simple past tense.

## **1.2 Statement of the Problem**

Based on the background above, the writer identifies two problems which were formulated in the questions below:

1. What kinds of errors in simple past tense made by ninth-grade C students in writing recount text?
2. What was the most dominant error in simple past tense made by ninth-grade C students in writing recount text?

### **1.3 Objectives of the Study**

There were two objectives of the study:

1. To identify the kinds of errors in simple past tense made by ninth-grade C students in writing recount text.
2. To find out the most dominant errors in simple past tense made by ninth-grade C students in writing recount text.

### **1.4 The Significance of the Study**

The significance of the study is the usefulness or the benefit of a study for a human being. This study will have some benefits for the following persons.

1. For students of SMPK Santa Familia

It is helpful for the students to realize their grammar errors, especially in using simple past tense.

2. For the English Teachers

It is useful for English teachers to pay attention to grammatical errors made by their students and as a reference for them whether their students are good at constructing grammar in the simple past tense.

3. For the Writer

From this study, the writer can improve the knowledge especially in simple past tense.

4. For the English Study Program

For the students in the English study program, this study may become a reference in their way of learning English, especially in the simple past tense.