

CHAPTER I

INTRODUCTION

In this chapter, the writer presents the background of the problem, statement of the problems, objectives of the study, theoretical framework, significance of the study, assumptions, scope and limitation of the study, definition of key terms, and organization of the study.

1.1 Background of the Study

English is an international language which is mostly used in many countries as a second language. Yet, in Indonesia, English is a foreign language which is considered as a difficult language by most of Indonesian. Therefore, English is important to be learnt in order to adjust themselves with the modern era.

English is an international language which is useful to be acquired by Indonesian because it becomes a communication device to have an interaction in society. English also helps people in certain condition such as making a good writing for applying a job. Therefore, learning English is important for Indonesian.

Four skills in language are listening, reading, speaking, and writing. Speaking and writing are productive skills in language. Speaking is in an oral form but writing is in a written form. Speaking and writing are used to rehearse listening and reading as learners' receptive skills.

In language, the three components are pronunciation, vocabulary, and grammar. Those components should be comprehended in learners' learning process. In writing, learners are expected to have an adequate vocabulary and grammar components. In written language, learners are expected to create context,

references, connection of messages. In addition, complete grammar, a greater amount of vocabulary, and the use of grammatical structure are required in order to compose a good writing (Davies & Pearse, 2000 as quoted by Hastuti & Widyantoro, 2015:71).

Simple Present Tense is one of English tenses which describes factual events, habitual actions or actions that occur repetitively in a period of time. Learners have known about Simple Present Tense because it is not only as one of the simple tenses, but also as a basic tense in English. Therefore, learners have learnt Simple Present Tense since their elementary level and usually use it in their sentences in their daily life.

In learning a new language, it is important for learners to master both skills and components because they are related to each other. In writing, learners should master not only their writing skill, but also grammar. Nevertheless, there are some learners who still make errors in their writing. For example learners only master grammar component but they do not have enough vocabulary. As a result, learners are not able to compose a good writing.

In this study, the writer focuses on Discussion Essay and Simple Present Tense. Therefore, the aim of this study is to identify the types of errors and to predict the possible causes of the errors in the Simple Present Tense in Discussion Essay.

1.2 Statements of the Problem

- a. What are the types of errors in the use of Simple Present Tense in Discussion Essay composed by Writing IV students?

- b. What are the possible causes of Simple Present Tense errors in the Discussion Essay made by Writing IV students?

1.3 Objectives of the Study

- a. To identify the types of errors in the use of Simple Present Tense in Discussion Essay composed by Writing IV students.
- b. To predict the possible causes of Simple Present Tense errors in Discussion Essay composed by Writing IV students.

1.4 Theoretical Framework

The writer uses some theories to support the study. The writer uses the Error Analysis theory by Brown (1980). "... learners do make errors and these errors can be observed, analysed, and classified to reveal something of the system operating within the learner, led to a surge of study of learners' errors, called *error analysis*" (Brown, 1980:166).

The writer uses the Types of Errors theory by Dulay et al (1982). There are four types of errors: (1) Linguistic Category, (2) Surface Strategy Taxonomy, (3) Comparative Taxonomy, and (4) Communicative Effect Taxonomy. In Surface Strategy Taxonomy, the four types of errors are: (1) Omission, (2) Addition, (3) Misformation, and (4) Misordering.

The writer uses Causes of Errors theory by Richards (1971b, as quoted by Ellis, 1994:59). Causes of Errors are divided into Interference Errors, Intralingual Errors, and Developmental Errors. Interference Errors occur when learners cannot apply a new language system into their first language system. Meanwhile, Intralingual Errors occur when learners cannot apply the system of a new language while using the new language itself.

The writer uses a theory about Discussion Essay by Knapp and Watkins (2005). Discussion Essay is one of texts which presents arguments both pros and cons sides as a consideration of an issue from a number of perspectives (Knapp & Watkins, 2005:194). The generic structure of Discussion Essay is statement of issue, supporting points, contrastive points, and conclusion.

The other theory which is used by the writer is about Simple Present Tense by Cook & Suter (1980). Simple Present Tense is one of the simple tenses in English which is used in describing factual events and habitual actions (Cook & Suter, 1980:49). There are two forms in using Simple Present Tense that should be learners' consideration: (1) *to be* forms and (2) *verb* forms.

1.5 Significance of the Study

The result of this study can be useful for both lecturers and Writing IV students:

- Lecturers

Hopefully, the result of this study will enable lecturers to understand the errors made by students in composing an essay and improve the way of teaching their students.

- Writing IV Students

Writing IV students of the English Department of Faculty of Teacher Training and Education in Surabaya can understand errors of Simple Present Tense in writing. In addition, the students will be able to learn from others' errors and improve their writing in using Simple Present Tense in Discussion Essay.

1.6 Assumptions

There are three lecturers who are assigned by the English Department to teach writing IV. Since they are experienced and qualified, they have the ability to teach Writing IV well. With qualified lecturers, the tests constructed are valid and reliable.

Writing IV students have been taught Simple Present Tense since they finished their Structure I, Structure II, Structure III, and Structure IV classes. Yet, the students are still in the learning progress and some of the students still make errors in their writing.

1.7 Scope and Limitation of the Study

This research focuses on:

- a. The Writing IV students of the English Department of Faculty of Teacher Training and Education in Surabaya.
- b. The researcher uses the mid-term exam result about Discussion Essays of the Writing IV students of the English Department of Faculty of Teacher Training and Education in Surabaya.

1.8 Definition of Key Terms

- a. Error: “A noticeable deviation from the adult grammar of a native speaker, reflecting the interlanguage competence of the learner” (Brown, 1980:165).
- b. Error Analysis: “A process to observe, analyse, and classify errors in order to reveal the learners’ understanding” (Brown, 1980:164).
- c. Simple Present Tense: a simple tense which is used when actions or states occur over a period of time repetitively (Cook & Suter, 1980:49).

- d. Writing: “An activity that can usefully be prepared for by work in the other skills of listening, speaking and reading” (Nation, 2009:113).
- e. Discussion Text: a kind of text which presents a sophisticated argument as a consideration of an issue from a number of perspectives (Knapp & Watkins, 2005:194).

1.9 Organization of the Study

There are five chapters in this study. Chapter I consists of the background of the problem, statement of the problems, objectives of the study, theoretical framework, significance of the study, scope and limitation of the study, and definition of the key terms. Chapter II presents the review of related literature and previous study. Chapter III presents the research method of the study. Moreover, Chapter IV consists of findings and discussion. In the last chapter, it presents conclusion and suggestions of the writer.