

Chapter I

INTRODUCTION

In chapter I, the writer explains the background of the problem, the statements of the problem, the objectives of the study, theoretical framework, the significance of the study, assumption, limitation of the study, definition of key terms, and organization of the study.

1.1. Background of the Problem

English is one of the international languages which is used in most countries worldwide. Non-native English speakers have now outnumbered the native English speakers in rate 3 : 1 (Sasaki et al, 2008). In 2015, the declaration of AEC (Asean Economy Community) was officialy declared, Asean people from different countries are able to stay and get jobs in the other Asean countries. To be able to compete with other people around Asean, people in Asean and in Indonesia particularly have to be able to improve their English communication skills. If the Indonesian people have no ability to communicate in English, they will not be able to compete against the others.

Among the four language skills, writing is one of the four skills which is the most difficult for the students to acquire. Writing has gained more importance in this globalization, it can build a good business plan, business agreement, business application, business tax report, etc.

There are various of grammatical parts among others; conjunctions, articles, tenses, etc. Tenses themselves have the role to make the readers understand the purpose of our paper; reviewed from its time signals, and the action.

English tenses are complicated, the main problem is not how to form the tenses, but deciding the use of the correct tenses based on a situation (Peterson, 1998),

which means if people use the wrong tense in a specific situation, the readers will get confused and will not understand the purpose.

Among the tenses, the mostly used are the Simple Present Tense and Present Continuous Tense. With this research, the writer hopes the errors of the use of Simple Present Tense and Present Continuous Tense, and its causes will be discovered and useful for the development of Writing III students in the English Department of Widya Mandala Catholic University Surabaya; the Writing III students use Simple Present Tense and Present Continuous Tense in the Explanation Text because the purpose of the Explanation Text is to give clear explanation to the readers and the progress of explaining the Explanation Text is on the present time.

1.2. The Statements of the Problem

The problems are as follows:

1. What are the types of errors in the use of the tense in the Explanation Text of Writing III students?
2. What are the possible causes of the errors?

1.3. The objectives of the Study

The Objectives of this study:

1. To find the types of errors in the use of Simple Present and Present Continuous Tense by Writing III Students.
2. To find the possible causes of the errors.

1.4. Theoretical Framework

The underlying theories that the writer uses in this study is on grammar especially on the simple present tense that the students use in their explanation text. The writer uses Error Taxonomy to classify the errors made by the English Department students in the academic year of 2016/2017. The writer makes use of Surface strategy taxonomy and comparative taxonomy developed by Dulay, et al (1982) to identify and classify the errors and the causes.

1.5. The Significance of the Study

The significance of the study:

1. For the Students

This study gives contribution to the understanding of grammar in the writing field to the students so that the students can compose Explanation texts with the correct grammatical patterns, and be able to deliver the correct information to the readers.

2. For the Teachers

This study will help the lecturers to spot the students' weakness in using the Simple Present Tense and Present Continuous Tense, so the lecturers

will be able to emphasize those parts to the students, so the number of the errors can be minimized.

1.6. Assumptions

The Writing III classes are taught by the qualified lecturers who hold *PhD* degree to be proven as that they are experienced, so they are able to teach writing III classes well.

Writing III students have already known Simple Present Tense and Present Continuous Tense since they had already passed the Structure I, Structure II, and Structure III classes. However, it is prospected that the Students of Writing III still commit errors since these students are still in the process of learning the target language.

1.7. Limitation of the Study

This study is limited to the errors in the Simple Present tense and Present Continuous Tense caused by Writing III Students in the English Department of Widya Mandala Catholic University Surabaya 2016/2017.

The writer took the midterm test as the students had got a lot of practices and exercises before doing the midterm test. The writer did not take the final test because the genres of the writing texts are different. The midterm test is Explanation text and the final text is the Hortatory text.

1.8. Definition of Key Terms

1. Simple Present Tense

Present Tense is the form of verb tense, which gives expression of action or state in present time and the habitual characteristic (Frank, 1972:68, and Azar, 1993:11).

2. Present Continuous Tense

Present Continuous is the tense that expresses action or gives a statement that is true or in the time of a progress of action (Webster, 1986 : 1794 and Azar, 1993:11).

3. Error

Error can be defined as a deviation from the norms of the target language (Dulay et al., 1982: 139).

4. Mistake

“A performance phenomena and regular feature of native speaker’s speech, reflecting processing failures that arise as a result of competing plans, memory limitations, and lack of automaticity (Ellis, 1994: 51).”

5. Cause

Cause involves access to resources; knowledge, money, power, prestige and beneficial social connections (Phelan and Link, 1995).

6. Explanation Text

An Explanation text is a set of statements constructed to describe a set facts which clarifies the causes, context and consequences of the facts (Babbie and Earl, 2007).

1.9. Organization of the Proposal

This research consists of five chapters. Chapter I presents the backgrounds of the study, problem statement, objective of the study, theoretical framework, significance of the study, assumptions, the limitation of the study, and definition of key terms. Chapter II contains review of related literature and previous studies. Chapter III discusses the research method of the study. Chapter IV explains the data analysis. The last chapter, chapter V, consists of conclusion and suggestions.