

Hak Cipta Diindungi Undang-Undang

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CHAPTER I INTRODUCTION

A. Background of the Problem

Reading is a receptive skill. It is so important in educational process.

Reading makes us easier to build the vocabulary and sentence that help listening and speaking better. Sometime we can imitate what we read in our daily communication and we can improve our vocabularies. Grammar is one of crucial components in learning English, and the students are required to master grammar, having knowledge in grammar makes the students easier in reading and understanding the text that they read or hear, and they can build the sentences for their public speaking or daily communication. Grammar helps the language learner to use appropriate one in the language based on the grammar.

According to Azar (1993), there four different types of tense in terms of its indication of time, namely simple, progressive, perfect, and perfect progressive. The four types of its indication based on the time have 12 tenses. They are: the simple tenses consist of simple present, simple past, simple future, the progressive tenses consist of present progressive, past progressive, future progressive, the perfect tenses consist of present perfect, past perfect, future perfect, and the perfect progressive tenses consist of present perfect progressive, past perfect progressive, future perfect progressive, but the writer just focus on simple past tense.

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In teaching and learning of English, the students are required to master and understand the rules of grammar, and they should apply into their daily communication. English has a lot of topics that require students to master and develop their ability. One of those is the topic that is taught in Senior high school students. Some of the topics are about understanding simple past tense in narrative text. Based on the observation, the students usually made errors in understanding tenses, especially simple past tense. According to Hakim (2007), simple past tense is used to express an activity or situation that happened in the past. Past tense describes actions or activities that began and ended in the past. In addition, in line with Perbani (2013) simple past tense is used to tell an event happened in the past and there is no relation with present time. There are few genres of texts that are relevant to simple past tense, such as recount text, spoof text, and narrative text. According to M. Syafi'i (2016), narrative text is a narration or storytelling that tells a true or fiction story. A narrative text gives a story of one or more experiences. As a result, this text can be produced to read or to write.

SMA 1 Hulu Kuantan is one of formal schools located in Sampurago, Kuantan Singngi Regency. This school uses 2013 curriculum as guide for the teaching and learning of English. Simple past tense is one of dominant materials in English that the students should learn. In 2013 Curriculum especially in English subject, teachers habituated the students to read and understand the meaning of language future of the text. As the daily exercise ,

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the students are assigned to understand the text systematically, logically, and effectively.

Based on the writer's preliminary observation at SMA 1 Hulu Kuantan, the tenth grade students of this school still made errors in understanding simple past tense. The students made errors to differentiate verbal and nominal sentences, and also in changing verb 1 into verb 2. According to Dulay et (1982), there are four types of errors, they are: omission, additions, misformation, and misordering. It means that, the students of this school could not understand simple past tense in reading narrative text. Here are some errors that are often made by the students: 1) He is happy last night. 2) She visit my house yesterday.

The sentences above are incorrect. In the first sentence, the students do not know *be* that is used in simple past tense. *Be* that we use for simple past tense is *Was* and *Were*. For the first sentence we use *was*, because the subject of the sentence is *He*. In the second sentences, the verb should be verb 2, but the students still use verb 1, because they do not know the past form of verb. If someone does not understand tenses well, she/he can wrong language use. The writer can prove it from the criteria of students' minimum passing grade (KKM). The passing score of English subject in SMA 1 Hulu Kuantan is 65. Their ability in understanding simple past tense in narrative text is not accordance with the expectation of 2013 Curriculum.

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Based on the problem at SMA 1 Hulu Kuantan, it is clearly that most of students still made errors in English. The problems can be seen as the following phenomena:

1. Some of students are not able to understand function of simple past tense in the reading text.
2. Some of the students are not able to transform a sentence in any forms of sentence in simple past tense.
3. Some of students are not able to differentiate the use of different verbs.
4. Some of the students are not able to adjust appropriate past verb to the time of event.

In addition, many researchers conducted the research about errors in simple past tense in writing skill, First, a research was conducted by Rinda Rizaldi Syarif (2014) entitled, An Errors Analysis on Students' Simple Past Tense Mastery in Their Narrative Text at The Eleventh Grade of SMAN 4 Bekasi. Second, a research was conducted by Innayatul Mustafidah (2014) entitled, An Analysis on Students Errors in Understanding Simple Past Tense and Present Perfect tense at SMK 2 Mei Ciputat. Third, Kun Aminah (2016) had conducted a study on An Analysis on The Use of Simple Past Tense in English Narrative Text Written By The Students Of SMKN 1 Tengar. Yet, minimal research directed to errors in simple past tense in reading skill.

Based on the phenomena and gap depicted above, the writer is interested in conducting research entitled **“An Analysis on Students' Errors**

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in Understanding Simple Past Tense in Narrative Text at SMA 1 Hulu Kuantan”

B. Problem

1. Identification of the Problem

Based on the explanation above, there are many problems encountered by the students in understanding simple past tense. It can be seen that students still made errors in understanding simple past tense in narrative text. They have been taught about simple past tense, but they are still confused in using *be* and change verb 1 became verb 2.

Based on the phenomena in background, the writer identified the problem, such as identifying generic structure and understanding simple past tense in narrative text. The problem can be identified as follows:

- a. Why are the students not able to understand simple past tense in the sentences?
- b. Why are the students not able to produce sentences of simple past tense form?
- c. Why are the students not able to change a sentence in any forms of simple past tense?
- d. Why are the students not able to differentiate tenses in grammar?
- e. Why are the students not able to include tenses into relevant text?
- f. How is students' ability in understanding simple past tense in narrative text?

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2. Limitation of the Problem

After identifying the problems stated above, thus the writer limited and focused the problem to achieve the objective of this research. This research is focused on students' errors in understanding simple past tense in narrative text. The error is only focused on regular verb, *be*, preposition, adverb, and object. Thus, the writer investigated the errors in understanding simple past tense in narrative text based on the concept of errors explained by (Dulay et, 1982). They are: omission, addition, misformation, and misordering. .

3. Formulation of the Problem

Based on the problem depicted in the background above, the writer identified the problem as follows:

- a. What are students' errors in understanding simple past tense at the tenth grade of SMA 1 Hulu Kuantan?
- b. What is dominant type of students' errors in understanding simple past tense at the tenth grade of SMA 1 Hulu Kuantan?

Objective and Significance of the research

1. The objectives of this research are:

- a. To know students' errors in understanding simple past tense at the tenth grade of SMA 1 Hulu Kuantan.
- b. To know what types of errors are dominant made by the students in understanding simple past tense at the tenth grade of SMA 1 Hulu Kuantan.

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2. Significance of the Research.

The writer expects this research will be useful for herself, English teacher, students, and other people in general. For writer, hopefully this research is useful to benefit the writer as novice research, especially in learning conducting the research. For English teacher, this research may help them to know how good their students' ability in understanding simple past tense in narrative text. For the students, this research may assist them to improve their ability in understanding simple past tense in narrative text. For other people, the result of this research may serve as guideline for their future study related to the subject.

D. Reason for Choosing The Title

There are some reasons why the writer is interested in carrying out this research, the reasons are as follows:

1. The title of this research is relevant with the writer's status as students of English Education Department.
2. The title of this research is not yet investigated by any other researcher.
3. The location of the research facilitated the writer to conduct the research.

E Definition of the Term

There are so many terms involved in this research. These to avoid to misunderstanding toward the term used in this research, the following terms are necessary defined as follows:

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1. Error Analysis

Errors analysis is a way of exploring and revealing errors in language learning, and the errors made by the learners can be analyzed. Brown (2000) said that error analysis is the fact that learner does errors, and the errors can be observed. In this research, errors analysis is defined as the way to reveal kinds of errors made by the learner by testing their ability of understanding a matter.

2. Simple Past Tense

According to Azar (1993), simple past indicates that an activity or situation began and ended at a particular time in the past. In this research, simple past is kind of language use or sentences to understand in a written text.

3. Reading

According to Fadwa (2010), reading is a thinking process, in a most of obvious sense, reading incriminates thinking. In this research reading is the way of the reader to understand as nearly as possible the thinking of the writer.

4. Narrative

According to Syafi'i (2016), narrative text is a narration or storytelling tells a true or fiction story. A narrative text gives a story of one or more experiences. As a result, this text can be produce to read or to write. In this research narrative text is a narration or storytelling that tells a true or fiction story