

CHAPTER I

INTRODUCTION

This chapter consists of five subchapters, those are: background of the study, statement of the problem, objectives of the study, significance of the study, and scope and limitation.

1.1 Background of the study

Nowadays, English language becomes an International language that gets the key position in this world wide. English is used as communication tools in all aspects of life, such as technology and communication media. Beside that, many countries have been using English language for communication in bussines and education.

Indonesia is one of the countries whose people consider English an important language. Thus, Indonesia people try to learn English language as foreign language especially in the field of education. English language as foreign language is enthusiastically learned by children, youths, and adults at school. Therefore, English language is one of the courses that students learn from elementary school to university.

Talking about formal education, there are two kinds of school in Indonesia. The first is school for normal students. The second is school for abnormal students. The name of school for normal student at level of junior high school in Indonesian term is SLTP/SMP, while school for abnormal student is SLTPLB/SMPLB.

Normal student is a student who has perfect intelligence, physical, and psychological condition. They are able to do anything well without any special guide and they can improve their skill and competence by themselves. Whereas, abnormal student is student who has mental illness. It means they are not perfect or get obstacle in their learning process. Thus, they need special guide to improve their skill and competence. The other term to address abnormal student is mentally retarded. "Mentally retarded is a disability characterized by significant limitations both in intellectual functioning and in adaptive behavior as expressed in conceptual, social, and practical adaptive skills." (Luckasson, 2002, p. 1)

In accordance with language acquisition, both normal and mentally retarded students have similarities. They have almost the same process of learning a language, but the mentally retarded students have lower ability. The limitation or obstacles of their physical, psychological, and mental performance become factors for mentally retarded students in acquiring the language.

In English language acquisition, Indonesian students find some problems. One of the reasons is because English as the foreign language has different syntactic structure and grammatical rules. Students tend to find difficulty in composing sentence regarding to tense especially past tense because past tense has some verb form changes. On the contrary, Indonesian language has no verb form changes. Therefore, the students find difficulty or tend to make mistakes or errors in composing narrative using past tense.

Regular and irregular verb form in past tense is somewhat misleading (D.E. Rumelhart and J.L. McClelland, n.d.). For example the verb come →comed supply *ed* of regular past tense endings to verb “come” become irregular past tense.

Beforehand, there have been same studies which use those tenses (past tense error). Those studies are conducted by Barawan Kartono (2005), and Anastasius Layantara (2004) which focus on the error analysis and tense (present and past tense). On the other hand, this study is comparative study of past tense error conducted by the students of SLTPLB “Alpha Kumara Wardana” and the students of SMP “Hidayatul Ummah” in Surabaya. So, this study is different research from those two studies.

Considering the above phenomena, it is interesting to analyze the past tense error conducted by the students. This study investigates and compares the past tense error made by normal students and mentally retarded students. It is interesting because normal and mentally retarded students have different learning process and capability in accepting the learning, but both of them produce errors.

The data is taken from the narrative writing conducted by 3 students of SLTPLB “Alpha Kumara Wardana” and 3 students of SMP “Hidayatul Ummah”. SLTPLB “Alpha Kumara Wardana” is a special school for mentally retarded. This school is big and famous because many parents prefer choose this school for their son (mentally retarded student), the school have level from kindergarten until junior high school. While SMP “Hidayatul Ummah” is a good school, the students

have additional class at 05.30-06.30 before normal schedule. Although those schools are private schools, they have good quality.

1.2 Statement of the Problem

In line with the background of the study, the research questions are formulated as follow:

1. What are the types of past tense error found in the students writing made by the students of SLTPLB “Alpha Kumara Wardana” and the students of SMP “Hidayatul Ummah” in Surabaya?
2. What are the similarities of past tense error found in the students writing made by the students of SLTPLB “Alpha Kumara Wardana” and the students of SMP “Hidayatul Ummah” in Surabaya?
3. What are the differences of past tense error found in the students writing made by the students of SLTPLB “Alpha Kumara Wardana” and the students of SMP “Hidayatul Ummah” in Surabaya?

1.3 Objectives of the Study

Based on the statement of the problem, there are some objectives in this research which will be accomplished. Those are:

1. To describe the types of past tense found in the students writing made by the students of SLTPLB “Alpha Kumara Wardana” and the students of SMP “Hidayatul Ummah” in Surabaya.
2. To explain the similarities of past tense error found in the students writing made by the students of SLTPLB “Alpha Kumara Wardana” and the students of SMP “Hidayatul Ummah” in Surabaya.

3. To explain the differences of past tense error found in the students writing made by the students of SLTPLB “Alpha Kumara Wardana” and the students of SMP “Hidayatul Ummah” in Surabaya.

1.4 Significance of the Study

Theoritically, this study gives contribution for further study which analyzes the same source of theory or using the same data. This study hopes to give a better understanding about error analysis. Beside that, this study can also become a reference for the next researchers who analyze language error, especially the error made by normal and mentally retarded students. Error analysis is something done wrong (in the speech or writing of a second or foreign language learner, etc.).

Practically, normal school and abnormal school have different learning process and capability in accepting the learning because everyone students have different character of error types that occurs in their learning process. So, the writer hopes that this study can also provide advantage for the teachers that are teaching in normal school and abnormal school.

The result of this study might be a way out for the teachers to find out their student's weakness in English learning especially to write anything in using tenses. So, it becomes a very important in teaching language and English learning.

1.5 Scope and Limitation

The scope of this study are error analysis that focuses on past tense error made by the students of SLTPLB “Alpha Kumara Wardana” and the students of

SMP “Hidayatul Ummah” in Surabaya in their writing of narrative composition.

The theory is taken from Heidi Dulay’s.

The limitation of this study is the rules of past tense errors on 6 compositions conducted by 3 students of SLTPLB “Alpha Kumara Wardana” and 3 students of SMP “Hidayatul Ummah”. In this study, the writer does not analyze the tense in passive voice, modals, part of speech, etc.