

CHAPTER I

INTRODUCTION

This chapter mainly discusses the introduction. The introduction is the background of the study, statements of the problem, objective of the study, significances of the study, scope and limitation, and operational definition.

1.1 Background of the study

Committing errors by students who are learning a new language is common (Fauziati, 2010). Language errors can not be forgotten by the learners in leaning a lot of new language including a foreign language. Some learners are affraid when they do something wrong in learning new language. The lecturer(s) teaching academic writing also need to teach students sentence conciseness for effective writing style (Prasetyo, 2015). Actually it is normal when the learners do wrong in spoken or written. This is why analysis is needed also to determine how they learn and understand about the language rules which they learn.

Every language has its own grammar. The word grammar has several meanings and there is no universally accepted definition. Different experts define the term grammar differently. Lado (1977: 141) defines grammar as the study of rules that are claimed, to tell the students what should and should not say in order to speak language of the social educated class and Harmer (2001: 12) defines grammar as the description of the ways in which words can change their forms and can be combined into sentences in the language. Gerot and Wignell (1994: 2) state that grammar is a theory of a language, of how language is put together and

how it works. As a result, grammar is the study of the classes of words, their inflections and their functions and relations in the sentence of a language and it has an error that learners do not know when learners change the language from mother language to other language.

A lot of sentences that learners meet in language is tenses. In every language has different situation of tenses. Especially English, there are many kinds of tenses. One of them is past tenses. Past tenses are one of tense that explain about the situation that happen in the past. A lot of students almost do not know the verb that use in the past. They think it is same with present. it can be concluded that English needs tenses to change the verb based on time. From those conclusions, it shows students cannot understand tenses in English.

Based on the observe, it is important to observe in details, a research the use of tenses in final assigment of research method subject that is done by English departement students at STKIP PGRI Sidoarjo. the researcher also wants to know about their ability in writing of final assigment of research method subject. Their writting is not rejected but that is for evaluation in the future when another students write this final assigment.

The researcher is interested in investigating the research method deeply on the use of tenses in students' assigment, because some students forget to focus on grammatical writing. They just focus on the content only. The important of research method describes a methods and provision of tools for carrying out the research article can be delivered well.

1.2 Statement of the problem

The researcher identifies a lot of problems of tenses on academic writing of English department students' final assignment. This is why, the researcher formulates the statement of the problem as follows :

1.2.1 How do the students use English tenses in their academic writing?

1.2.2 What are the dominant tenses produced by English department students in academic writing?

1.3 Objective of the study

Based on the statements of the problem, the objectives of this research are :

1.3.1 To describe how the students use English tenses in their academic writing.

1.3.2 To describe the dominant tenses on academic writing produced by English students.

1.4 Significance of the study

This research is concerned on tenses in academic writing that is done by English department students in the fifth semester. The result of this study has a lot of benefits, they are:

1.4.1 For Lecturers

This study will give reflection of how to teach grammar especially past tenses in academic writing on research methodology subject.

1.4.2 For Students

This study will give new information for students. So that they will know how to write sentences in tenses truly especially in final assignment of research method subject.

1.4.3 For further researchers

This study can be the reference for further researcher when they want to use the same topic.

1.5 Scope and limitation of the study

The scope of this research studies about the use of English tenses on the students' academic writing. The object of this research are limited to six students in fifth semester who takes academic writing of research method at the English department. The focus object is on final assignment in method section.

1.6 Assumption

This research is conducted under the assumption that students produce sentences of tense in their final assignment of research method subject.

1.7 Operational definition

The researcher makes the key terms below for minimizing ambiguous and the understanding of the reader. The explanation about the key terms are given in other that the title can understand well.

1.7.1 Tense is a tool that English speaker use to express time in their language so you learn to think like a native speaker

1.7.2 Academic writing is a product of provides analysis, interpretation, and argument based on in-depth independent research.

1.7.3 Research method subject is a lesson that aims to train students to make a part of the thesis which is in the third chapter.

