CHAPTER I

INTRODUCTION

This chapter provides the essential concepts for the study, those are: the background of the study, limitation of the problem, research problems, and the objectives of the research.

1.1 Background of Study

In this era of globalization, English is an international language that plays a significant role in communicating, interacting, and negotiating with other countries. More than 50 countries register English as their official language. Grammar is extremely important to master because it is linked to the structure of the language. One of the most crucial grammatical elements to master is tenses. Linguists will use the timeline, or a series of events, to describe what tenses signify. The timeline is separated into three parts: past, present, and future. The past tense is used to express an event that happened in the past and has nothing to do with the present time. Meanwhile present tense is used to express events in the present, and future tense is used to indicate an event that has not yet started and will only occur in the future, so this tense refers to actions that will be performed after now.

Lyons (1977) stated, "Tenses are a deictic category in which they are time-bound tense propositions, containing references to some period." (p.682). According to Lyson's theory that stated the tenses are to sign a time of the context, other linguists also stated that, "The timeline is based on the "here and now" at zero,

and the previous point becomes the past, and the point after it becomes the future." (Michaelis, 2020, p.163).

If you speak English without learning structure first, then the communication will cause misunderstandings and disorganized linguistic structures, especially if you use formal language. As stated by Nurjaya (2016) in KampungEnglish.id, tenses tell us when an activity takes place, using tenses incorrectly can be confusing. Despite the fact that English is the most mandatory foreign language to learn, Indonesian students find it difficult to comprehend. When translating a paragraph or text that is appropriate in the context of the source language, one of the most common issues is finding a suitable translation. The translation is an activity that changes a sentence's language into another language by making the meaning and intent remain the same. The translation is where an activity changes the language by not changing the meaning, idea, or message by considering its accuracy, clarity, and fairness. It has been suggested that, "Translation is the process of transferring meaning from a text into another language in the manner intended by the original author" (Newmark, 1988, p.5). Meanwhile, according to Catford (1978), "Translation is an operation performed to change text from one language to text in another language using any translation that refers to language theory and general linguistic theory" (p.1).

In learning a language, students often encounter difficulties learning a foreign language whose difficulties are met due to errors. This error will later be a sign that students still have not mastered the language. Hoxha (2015) stated that an error is a deviation in a language system. Meanwhile Amara (2015) stated that

errors are a form of deviation that cannot be produced by a native speaker partner of the language. From some of the definitions above, it can be concluded that deviation is where a language learner makes mistakes in the rules of the language that are repeated.

Lack of knowledge of the rules is also one of the main reasons for errors to occur. For example in the simple past tense sentence *"We arrive in London two hours late"* it means *"Kami tiba di London terlambat dua jam"* it should be *"We arrived in London two hours late"*. The verb *"Arrive"* should be changed to Verb 2 *"Arrived"*. This study is rarity. Therefore in these studies, it is very important to get more analysis. It is especially because tense translation is difficult. For example, in Indonesia we conclude that English is a foreign language.

In this study, I want to know whether students of English literature at the National University can distinguish and know the four types of past tenses well, it is important to know whether students have mastered the material about tenses. Based on the evidence above, I attempts to do a translation research which is focus on four tenses: simple past, past perfect, past continuous, and past perfect continuous. I use Peter Herring's theory (2016) to determine the past tenses is accordance with the grammatical rules, Dulay et al. theory (1982) to analyse the types of error. Hence, I used the effective use of English grammar in student's translation which is formulated in the following topic "Four Past Tenses Errors Analysis Of English Department Students Universitas Nasional".

This study proposed to concrete contribution to English Education, improving the teaching of translation so that students can eliminate or even omit

translation errors, especially when translating tenses from English to Indonesian especially in English Department Universitas Nasional.

1.2 Limitation of the Problem

Based on the study, this limitation is made to clarify the problem and avoid misunderstanding. This study focuses on four tenses: simple past, past perfect, past continuous, and past perfect continuous on the students translation from English into Indonesian. I focus on words, phrases, clauses, and sentences which contains past tenses error proposed by Herring (2016) and the types of tenses error proposed by Dulay et al. (1982). This research conducted on students majoring in English literature at Universitas Nasional with total 35 respondents active students.

1.3 Research Questions

Based on the background of the research above, I would like to formulate the problem as follows:

1. What are the types of error found in the students translation ?

2. What is the dominant type of error found in the students translation ?

1.4 Objectives of the Research

Related to the problem statements above, the objectives of the research are:

1. To find out and describe the types of error found in the students translation.

2. To find out and describe the dominant type of error found in the students translation.