

# **An Analysis of Tenses Error on Students' Speaking Ability at Smk Puspa Bangsa Banyuwangi.**

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Andri, Wahyu. 2018. *An Analysis of Tenses Error on Tenth Grade Students' Speaking Ability in 2017/2018 academic year at SMK Puspa Bangsa Banyuwangi* . Thesis. English Education Program. Faculty of Teacher Training and Education, Universitas Muhammadiyah Jember.  
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**Keyword : Error analysis, error of tenses, grammar, and pronunciation, and students' speaking ability**

This research tries to investigate students' fear in speaking, students' difficulty to use accurate tenses and grammar, what tenses, and grammar errors and also what factors makes student demotivated in learning tenses and grammar. It proposed to know the reason why speaking becomes a frightened subject, the reason underlying the difficulties or obstacles in using an accurate tenses and grammar properly on students speaking practice, frequent grammar errors made by students and what factors cause students demotivated in learning tenses and grammar. According to the result of the research, it had been found that Javanese accent and unfamiliar English had made students unconfident when they spoke in front of the class. Moreover, the students had difficulty to understand verb whether verb usage in present tense (nominal verbal). And also they can not differ be going to and go to so it can be classified as intralingual errors. The researcher found that *False Concepts Hypothesized* became common errors because the students have poor mastery of the uses of tenses. Meanwhile, the error of omission had been found as well. It indicates the type of error in using verb can be classified in interlanguage. Based on the more finding, the other factors which made the students de-motivated, they thought to speak English fluently someone has to master sixteen tenses, this mindset led them unconfident of learning English especially tenses and grammar, furthermore their principal purpose they study at the school was to master their major so English became their second priority and it causes the students had no enthusiasm in learning English.

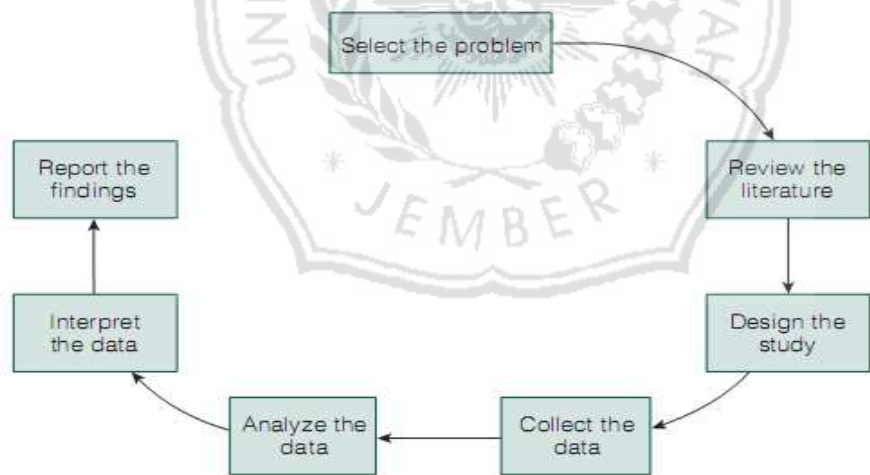
## **Introduction**

Most of the students in Indonesia usually think that speaking is a difficult skill of English. And even when the teachers examine their speaking fluency, many of them discourage and avoid it. This phenomenon is very interesting to observe why students are not able to speak in English well. As we know in Indonesia the students spend twelve years to study from the elementary school until senior high school, but most their speaking proficiency is still not good. In this case, Chitulu & Njemanze (2015:170) argue that mother tongue interference is another strong cause of poor English pronunciation among students. This fact needs to be investigated what factors cause it.

Moreover, communicative competence includes grammatical competence discourse competence, sociolinguistic competence, and strategic competence Canale and Swain (in C. Richards and A. Renandya 2002:206) those competence should be mastered well. Especially for the grammatical competence, the students usually assume that tenses and grammar is a difficult subject and it effects faulty rule learning at various levels. There is a class of interlingual errors which derive from faulty comprehension of distinctions in the target language Richards (in Ratnah. 2013:162). Ismail (2016:30) argues if the students' learning difficulties is allowed, then the learning objectives will not be achieved well so that they will have difficulty to understand the tenses and grammar. Moreover, Dörnyei & Gardner (in Vibulphol 2016:64) state “learning a second language (English) is not only learning a subject matter but the learner has to also engage in culture learning, motivation then plays a key role in the learning process”. Assor et. al. (in Vibulphol 2016:64) also state this is the situation in which the learner lacks intention to engage in the learning activity—not feeling worthwhile to make any effort in the study as a result of being externally controlled. Teacher should do something to overcome this problem. Actually, some methods have been implemented such as role play, using flash card and etc., but it does not work and the score remains under KKM (*kriteria ketuntasan minimum*). This result does not reach the target. So what will the teacher do? The first, the teacher will re-test until the score reach the target. The second, the teacher will give the score without test. He only gives it based on how active and diligent student is or subjectively scored.

**Method**

This research uses qualitative. Ary and et. al (2010:420) state that qualitative inquiry seeks to understand and interpret human and social behavior as it is lived by participants in a particular social setting. Here are stages of the research



**Figure 2.2** Stages in the Research Process

This research was conducted at SMK Puspa Bangsa Cluring – Banyuwangi in 2017/2018 academic year. It was taken from tenth grade of accountancy students. In this research, the data would be obtained by taking from the result of teacher interviewing, previous test, student observation, video and audio recording of students’ speaking test include tenses and grammar errors and also students’ pronunciation. The research also aimed to investigate some problems related with factors which cause those errors including students’ fear, motivation, and also student’s difficulties.

After the researcher has completed the data, the next step in analyzing qualitative data involves familiarization and organization so that the data can be easily retrieved. Initially, the researcher should become familiar with the data through reading and rereading notes and transcripts, viewing and reviewing videotapes, and listening repeatedly to audio-tapes. The researcher must be immersed in the data. Here is stage explained as follows:

Stage	According to expert
	Creswell (2007)
1. Organizing and familiarizing	<ul style="list-style-type: none"><li>▪ Data managing</li><li>▪ Reading</li></ul>
2. Coding and reducing	<ul style="list-style-type: none"><li>▪ Describing</li><li>▪ Classifying</li></ul>
3. Interpreting and representing	<ul style="list-style-type: none"><li>▪ Interpreting</li><li>▪ Representing, visualizing</li></ul>

(Ary and et. al 2010:482)

Result and discussion

!. Tenses and Grammar error

In this analysis, there are six questions which must be answered by students, here is the result and the analysis:

Family on their vacation (transcript)

Question	Error Case	Tenses	Correction
		Kinds of erroneous	
1. What are the family doing	They <del>will</del> going to Hawaii and <del>their</del> <del>vacation</del> flying to Hawaii departure <del>on</del> nine forty five o'clock.	Present continuous  Error of omission: <ul style="list-style-type: none"><li>▪ V+-ing</li><li>▪ Subject</li><li>▪ preposition</li><li>▪ vocabulary</li></ul>	They are going to Hawaii and their departure at 9:45 o'clock

Based on the sentences using present tense, it has been found that the errors made by the students in using present tense (simple present tense and present continuous tense) are error of omission (omission of s/es, to be and verb ing and etc ). the type of error in using verb can be classified in interlanguage error and the cause of error is the interference of the learner's mother tongue. Error description and error analysis made by the students in each tense identified in the following description. Ratnah(2013:163)

Question	Error Case	Tenses and kind of error	Correction
2. Where are they going for their vacation?	a. They <del>will</del> going to Hawaii <del>for vacation</del> .	Simple future  Error of addition: <ul style="list-style-type: none"><li>▪ Be going to</li></ul> Error of selection <ul style="list-style-type: none"><li>▪ vocabulary</li></ul>	They are going to Hawaii

Based on the sentences above, it has been found that the types of errors made by the students in using future tense is error of addition (addition of ‘to’ and addition of ‘be’/ be going to) and error selection (vocabulary) and the resource of error is *False Concepts Hypothesized*. The *False Concepts Hypothesized* refers to faulty rule learning at various levels. There is a class of interlingual errors which derive from faulty comprehension of distinctions in the target language. These are sometimes due to poor gradation of teaching items some students get confused. Richards(in Ratnah. 2013:162).

Question	Error Case	Tenses	Correction
3. What will he do in Hawaii?	He # <u>playing</u> golf and he is very happy	Simple future	He will play golf.
		False Concepts Hypothesized	
	he #excited <del>for</del> playing golf	Simple present tense  Error of omission <ul style="list-style-type: none"> <li>▪ To be</li> <li>▪ Personal pronoun</li> <li>▪ preposition</li> </ul>	He is excited about playing it.

In this case, the student’s answer is incorrect. Test administrator asked the student by using simple future, but she replied with present continuous. So, She has done *False Concepts Hypothesized*. The *False Concepts Hypothesized* refers to faulty rule learning at various levels.

Question	Error Case	Tenses and kind of error	Correction
4. what will she do there?	She# <u>playing</u> volley ball and she is very smart	Simple future	She will play volley ball and she is very smart.
		False Concepts Hypothesized	

This is same with previous question. She has done *False Concepts Hypothesized*. The *False Concepts Hypothesized* refers to faulty rule learning at various levels.

Question	Error Case	Tenses and kind of error	Correction
5.What is she going to do there?	She #very <u>enjoy</u> in# beach# she very happy.	Future continuous and Simple present	She is going to very enjoy in the beach and she is very happy.
		Error of addition: <ul style="list-style-type: none"> <li>▪ be going to</li> </ul> Error of Omission <ul style="list-style-type: none"> <li>▪ Be</li> <li>▪ Article</li> <li>▪ Conjunction</li> </ul>	

Based on the sentences above, researcher has found two errors tenses, simple present and simple future. It has been found that the types of errors made by the students in using future tense is error of addition (addition of ‘to’ and addition of ‘be’/ be going to). Meanwhile for simple present it has been found that the errors made by the students in using present tense (simple present tense) is error of omission (omission of s/es, to be and verb ing and etc ).

Question	Error Case	Tenses and kind of error	Correction

6. What is he going to do in Hawaii for the boy?	he# <del>playing</del> in# <del>beach</del> with happy.	Future continuous	He is going to play in the beach happily.
		False Concepts Hypothesized	

This case is same with question number 4 and 3. In this case, the student’s answer is incorrect. Test administrator asked the student by using simple future, but she replied with present continuous. So, She has done *False Concepts Hypothesized*.

2.Describing someone’s Appearance

Test administrator: Describe all physical appearances which you can see on the picture  
?Describe picture number four!

Student: Picture number four. She is beautiful, she has fair skin, she has pointed nose, she has straight hair, she has thin lips, she is happy, she has small eyes, she has keep smile, she has slim body, she wears blue cloth, she has brown hair, she is standing.

In this case, researcher underlines sentences which are incorrect to identify errors. Ratnah (2013:163) clarifies the researcher only selected one or two errors to represent the errors made by the students in each type of tense to be analyzed. The sentence chosen to be analyzed was the most common mistake made by the students. Error description and error analysis made by the students in each tense identified in the following description. The type of error is error of selection (vocabulary) and error of omission (auxiliary and verb).

2.Students’ error of pronunciation

1. Family on their vacation

Question	Erroneous	Suggestion of Pronunciation
1. What are the family doing	They will going to /ðei/ /wɪl/ /gəʊɪŋ/ /tu/ Hawaii and their /hawai/ /ə/ /n/ /ðeə/ <del>Vacation</del> flying to /və'keɪʃn/ /flaɪ/ /tu/ Hawaii /HAWAI/ <del>departure</del> on nine /depa'taɪ: / /ɔ:n/ /naɪn/ / forty five o'clock. 'fɔ: rti/ /faɪv/ /ə'kɒk/	✓ The word “ <i>Vacation</i> /və'keɪʃn/” was pronounced incorrectly, it should be pronounced “ <i>Vacation</i> /və'keɪʃn/” ✓ The word “ <i>flying</i> /flaɪ/” was pronounced incorrectly, it should be pronounced “ <i>Flying</i> /flaɪŋ/” ✓ The word “ <i>Departure</i> /depa'taɪ: /” was pronounced incorrectly”, it should be pronounced “ <i>departure</i> /dɪ'pa:tʃə/”
2. Where are they going for their vacation?	They will going to Hawaii for vacation.	✓ Correct

3. What will he do in Hawaii?	He playing golf and he is very happy he excited for playing Golf.	✓ Correct
4. what will she do there	She playing volley /ʃi/ /Plɛm/ /vɔi/ ball and she is very /bɔ:l/ /n/ /ʃi/ /ɪz/ /veɪ/ <b>smart</b> <b>/smat/</b>	✓ The word “ <b>Smart</b> <b>/smat/</b> ” was pronounced incorrectly, it should be pronounced “ <b>Smart</b> <b>/sma:rt/</b> ”
1. What is she going to do there?	She very enjoy in /ʃi/ /veɪ/ /ɪn dʒɔɪ/ /ɪn/ <b>Beach</b> , she very happy <b>/baɪ:tʃ/</b> , /ʃi/ /veɪ/ /hæpi/	✓ The word “ <b>beach</b> <b>/baɪ:tʃ/</b> ” was pronounced incorrectly, it should be pronounced “ <b>Beach</b> <b>/bi:tʃ/</b> ”
6. What is he going to do in Hawaii for the boy?	he playing in <b>beach</b> /hɪ/ /Plɛm/ /ɪn / <b>/waɪ:tʃ/</b> / with happy. wɪð/ /hæpi/	✓ The word “ <b>beach</b> <b>/waɪ:tʃ/</b> ” was pronounced incorrectly, it should be pronounced “ <b>Beach</b> <b>/bi:tʃ/</b> ”

Picture 2 (Describing someone’s appearance)

Question	Error	Suggestion of Pronunciation
Describe all physical appearances which you can see on the picture?	she has fair skin, she <u>/ʃɪ/ /həz/ /fæt/ /skɪn/ , /ʃɪ/</u> has, pointed nose <u>/həz/ , /pɔɪntəd/ /nəʊz/</u>  she has straight hair <u>/ʃɪ/ /həz/ /streɪk/ /heɪ/</u>  she wears blue cloth <u>/ʃɪ/ /weɪz/ /bluː/ /klɒt/</u>  she has brown hair <u>/ʃɪ/ /həz/ /brəʊn/ /heɪ/</u>	<div>✓ The word “Fair /fæt/” was pronounced incorrectly, it should be pronounced “Fair /fer/”.</div> <div>✓ The word “Pointed /pɔɪntəd/” was pronounced incorrectly, it should be pronounced “Pointed /pɔɪntɪd/”.</div> <div>✓ The word “Straight /streɪk/” was pronounced incorrectly, it should be pronounced “Straight /streɪt/”.</div> <div>✓ The word “Wears /weɪz/” was pronounced incorrectly, it should be pronounced “Wears /weɪz/”.</div> <div>✓ The word “Cloth /klɒt/” was pronounced incorrectly, it should be pronounced “Cloth /klɒt/”.</div>

		<p>/klɔːθ/”</p> <p>✓ The word</p> <p>“<i>Brown</i></p> <p>/brɔːn /” was</p> <p>pronounced</p> <p>incorrectly, it</p> <p>should be</p> <p>pronounced</p> <p>“Brown</p> <p>/brʌʊn /”</p>
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Based on the analysis from both instruments *family on their vacation and Describe someone’s appearance*, it has known that most of the student is from Javanese of Indonesia. The researcher has found the student can not pronounce word correctly because their mother tongue influences the target language. Chitulu & Njemanze (2015:170) argue that mother tongue interference is another strong cause of poor English pronunciation among students. Moreover, it has found some consonant in English does not exist both Javanese or Bahasa Indonesia like voiceless consonant “ θ ” and short vowel “ ʌʊ ”, so that they have difficult to pronounce the word which contain them.

Conclusion

The factors made students error that English was unfamiliar for them. According to the analysis we know the most common student’s error was replying incorrect answer by using false tenses, for example the researcher asked about future but the student replied by using simple present and present continuous and, it can be categorized as *False Concepts Hypothesized*. Moreover, the student could not differ “be going to and will” correctly and also the researcher had found that error of omission often occurs in students’ speaking.

Suggestion

1. For the Students
- The researcher suggests the students should add more lesson source from internet (BBC Learning English, British Council, English with Lucy in youtube, etc), and other English books. Those lesson sources are excellent to improve speaking in English better because there are podcast, video tutorial, role-play, exercise and many more which can be downloaded.
2. For the English teacher
- The English teacher can use this research result for data source. This research explains clear and detail which caused error whether the tenses, grammar and pronunciation. So, the researcher hopes, it can become an evaluation for an English teacher to teach and find a new strategy better in teaching English.
3. For the next other researcher
- . I suggest the next other researcher who interest in discussing same case can complete this research and use this research for reference and don’t forget to mention the source.