

ABSTRACT

Andri, Wahyu. 2018. *An Analysis of Tenses Error on Students' Speaking Ability at SMK Puspas Bangsa Banyuwangi in 2017/2018 academic year*. Thesis. English Education Program. Faculty of Teacher Training and Education, Universitas Muhammadiyah Jember.

Advisor: (1) Fitrotul Mufaridah, M.Pd. (2) Indri Astutik, M.Pd.

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. The research was conducted in the tenth grade students of accounting major of SMK Puspas Bangsa, in academic year 2017/2018. 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 de-motivated in learning tenses and grammar.

In this research, researcher used qualitative which has descriptive characteristic because the data in the form of quotes from documents, field notes, and interviews or excerpts from videotapes and audiotapes, so it called as descriptive qualitative.

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 be going to in simple future. that types of error made by the students in tenses usage were error of *False Concepts Hypothesized* and omission, error of selection and error of addition, particularly in using verb -ing, conjunction, and auxiliary and be going to. Meanwhile, for pronunciation the students' errors were influenced by Javanese and Indonesian accent which caused missing pronunciation and it can be categorized as *Interlingual Transfer*. And also Environment factor was the source of mother tongue interference among students and speakers of the target language of English and it affected consonants not sounded in the mother tongue, but present in the English orthography.

The researcher had found some factors which made the students demotivated. 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.

