

CHAPTER I

INTRODUCTION

1.1 Background

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. It seems that the speaking has become a frightened skill for students and it should be found the problem by every English teacher in order to make teaching and learning process running well and better. Furthermore, learners often think that the ability to communicate is to know about grammar, but it is also not at the beginning of nineteenth century that the systematic role of teaching was about grammar and then the first method appeared which was called Grammar Translation Method (Celce-Murica, in Derakhshan, Khalili& Beheshti 2016:177). Thus, teachers should know the common problem first before teaching speaking well.

Speaking has some components, such as grammar, fluency, pronunciation, vocabulary, and accuracy. Although all components have been taught at school but the students often make some mistakes in their speaking. The types of errors made by the students in tenses usage are error of omission, error of selection and error of addition, particularly in using verb, time signals and the use of auxiliary verb. The sources of errors made by the students in using tenses cover: intra lingual error and inter language errors and the causes of error are; interference, overgeneralization, ignorance of rule restriction, and false concept hypothesized (Ratnah. 2013 *Error Analysis on Tenses Usage Made by Indonesian Students*. Vol.4, No.6). English teacher should pay attention that speaking is not only about pronunciation and fluency but also grammar and tenses as well.

In fact, students usually assume that tenses and grammar is a difficult subject. As the result, they will fall asleep and even skip the class. Based on that assumption, learning English is not interesting more for students. 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.

Re –test and subjective scored are not enough to know how deep students' understanding is. We need to analyze on students tenses and grammatical understanding. And what factors and aspect make students de-motivated in learning tenses and grammar so that we can find what method can be used for best. Researcher finds at school, when the English examination most students cheat his friend's job each other and even they bring a note and handbook put into the desk. It indicates that they are less confident of themselves and they may not understand at all.

Students need motivation in learning English. If not, they will continue their bad habit such as cheating, and skipping the class. Gottfried (in R. Lai 2011:5) defines academic motivation as “enjoyment of school learning characterized by a mastery orientation; curiosity; persistence; task-endogeny; and the learning of challenging, difficult, and novel tasks”. Teacher should make effort in order to boost students' motivation by a mastery orientation; curiosity; persistence; task-endogeny; and the learning of challenging, difficult, and novel tasks so that to learn English more fun, effective, and interesting. And also it becomes a challenge for everyone who wants to become an English teacher that

before he/she goes to the real he/she has to realize the fact that is not easy to teach students nowadays.

Besides students' motivation, teacher must build a grammar understanding strongly, and also he/she can invite students into real English conversation frequently. If the students only know grammar without having speaking competence, they will not able to speak and communicate in English well. To improve speaking, for example the teacher can invite a native speaker of English, Eggins (in Simbolon , 2015:71) stated that "speaking and communication in the particular situation at particular time. Without such context, language may lose its meaning". He/she can demonstrate how to communicate with native and students repeat it. It can stimulate them to speak actively and practice in a real field. Speaking does not cover just knowing the linguistic feature; linguistic feature of the message expanding oral communication requires more than memorized vocabulary and grammatical comprehension. And also learners should take part in oral activities to exchange spontaneously their thought in second language speaking (Derakhshan et al.,in Derakhshan1, and friends, 2016:178).

To improve understanding of tenses and grammar needs a good oral communication between students and teachers in the classroom. The classroom is the most formal setting where educational processes occur. In the classroom, both teachers and learners employ a variety of techniques among them is group discussion as a fundamental pedagogical discourse (Felicity, 2018:21). Gitau (in Felicity, 2018:21) argues that discussion in the classroom is an oral interaction between students and it consists of activities such as asking questions and giving answers and personal opinion. Gitau believes that discussion is an effective method of teaching several subject areas because it involves active participation of the learners, develops learners' varied skills and enables them to utilize facts and opinions.

In conclusion, some errors tenses and grammatical on student speaking ability must be investigated so that the solving problem can be found as soon as possible. If this problem doesn't overcome immediately, students will get loss their enthusiastic in learning English.

1.2 The Problem of the Research

The problem will be studied in this research deal with analyzing tenses and grammatical in speaking. The problem which will be discussed as follows:

1. Why does speaking become a frightened skill for students?
2. Why do students have difficulty to use an accurate tenses and grammar properly on their speaking practice?
3. What tense and grammar errors do the students make frequently on their speaking practice?
4. What factors make students de-motivated in learning tenses and grammar?

1.3 The Objective of the Research

1. To know and diagnose reasons that speaking becomes frightened subject for students. If the speaking frightened is allowed, students have never spoken English well.
2. To diagnose difficulties or obstacles, and the reason underlying the difficulties or obstacles in using an accurate tenses and grammar properly on students speaking practice. The diagnosis helps students to acquire maximum speaking results.
3. To investigate which tense, grammar and pronunciation errors made by students frequently. It aims to know which incorrect tenses and grammar are on the students speaking practice.
4. To investigate what factors cause students de-motivated in learning tenses and grammar. The investigation is aimed to achieve the instructional goals well.

1.4 The Operational Definition

The operational definition concerns two terms, they are error analysis and speaking ability, which will be discussed as follows:

1. Error Analysis

An error analysis is the way to identify and find out types, sources and causes of errors on tenses usage in students' speaking practice into English. Those are aimed to reveal the tenses error of English-speaking students which included in tenses usage such as error of omission, error of selection and error of addition, particularly in using verb, time signals and the use of auxiliary verb.

2. Speaking Ability

Speaking ability is the ability of student to converse or express idea, thoughts and feeling in spoken language. Students must be able to communicate their message in passionate, thoughtful and convincing manner effectively. That effectiveness needs an accuracy which consists of using grammar and pronunciation through some activities, and also "the ability to keep going when speaking spontaneously" (Gower, Philips, & Walter, 1995).

1.5 The Significance of the Research

The result of this research is expected to give some contribution as follows

1. Theoretical

This research could be used for data source for academic institutional and teachers. The research results an investigation of tenses and grammatical errors are frequently on speaking practice. The teachers are able to know some factors and aspect that influence ability in speaking accuracy grammatically. And hopefully, the result of the research can be used by

educational institution as well as reference to find the best way how to teach English properly after knowing the problem of speaking.

2. Practical

The investigation of tenses error on students speaking ability will give the result of the research. Firstly, after knowing the problem, teachers are motivated to implement what the best method can be implemented in teaching and learning process in order to improve speaking accuracy. Secondly, the teacher can identify which common problem causes students' difficulties in speaking accuracy grammatically. The teacher can help and give solving problem soon.

1.6 The Scope of Research

This research is conducted at SMK Puspa Bangsa Cluring – Banyuwangi in 2017/2018 academic year. It is taken from tenth grade students. Researcher focuses on analysis and investigation tenses error on student speaking practice. The tenses will be investigated which includes:

1. Simple present.
2. Present continuous tense.
3. Simple future.
4. Future continuous tense.

Besides that, the researcher will analyze students speaking practice. It is aimed to know how accurate grammar and pronunciation are. The grammar will be investigated including Personal Pronoun (Subject & possessive), Prepositions, Adjectives, nouns, singular – plural, clause, conjunctions, Modals + Auxiliary and to be & Verb 1. Meanwhile, for pronunciation covers stress and intonation patters.