

## **Chapter One**

### **Introduction**

This introduction underlines a research description. There are some important points presented in this chapter. The background of the study includes the reasons why the researcher was interested in researching the topic. Identification and limitation of the research identify and limit the problem investigated clearly. Then, the research question and objective of the research describe the specific objects of the research. The significance of the research is explained as well.

### **Background of the Research**

Speaking is an action which is used to express thoughts or information in spoken form. According to Praise, Samuel, and Meenakshi (2015), speaking describes the action of conveying information or expressing one's ideas or thoughts in spoken language. Besides, speaking is considered as one of important skills in English to get communication or conversation with other people around the world. Bashir, Azeem, and Dogar (2011) stated that speaking seems to be the important skill in learning English because it is a tool in communication with worldwide people in social context.

Also, accuracy is needed in speaking in order to convey ideas or thoughts being talked understandably to other people. Tuan and Mai (2015) asserted that the accuracy is an aspect to have speaking proficiency in learning English. Therefore, to achieve speaking accuracy, there are some components which should be faced by English learners in order to have good speaking skill. To achieve accuracy in speaking, there are some components namely grammar, vocabulary, pronunciation,

fluency, and accuracy which will be in the list as consideration. Besides, one of speaking components is grammar which is needed for English learners to arrange the sentences in conversation or oral form.

As Akay and Toraman (2015) stated, grammar is generally thought as one of the basic elements to help learners communicate in the target language. Tütüniş (2012) maintained that grammar works as a hook for learners used as a basis to build up their accuracy in the target language. In addition, tense is part of speaking components which belongs to grammatical structure. Hence, in learning process, learners are demanded to achieve components needed in speaking, so that accuracy may be achieved as target of learning language.

As stated above, tense is one of speaking components defined as a form of verb used to show the time of the action or state. According to Rahman and Ali (2015), tense is used to express the verb that must be correct and related to time of moment. In the use of tenses in speaking, learners sometimes get difficulties to use verb to deal with appropriate time signal based on its tenses. It is supported by Rahayu (2015) who stated that time signal of tense in Indonesian language and English are different in usage which confuses learners due to their first language influence. She argued that in the use of tenses, the verb does not change when using time signal in Indonesian language, but in English, if the time signal changes in several parts, the verbs will also change and be followed in the use of time signal. Besides, if learners do not understand the use of tenses, the error frequency will be highly found in speaking. Thus, tense is a need by the students to learn especially for students who use English as their daily basis in class.

Universitas Muhammadiyah Yogyakarta (UMY) has several majors which provide regular and international programs. Six of them are majors of international programs which use English as language instruction in teaching and learning process. One of them is International Program for International Relations (IPIREL) because IPIREL is as international program which English is considered as medium instruction in the classroom. Thus, with the high frequency of English used in IPIREL, the researcher decides to do the research.

As international program, IPIREL students do not only focus to learn political issues and any other subjects related to its field, but also English as their tool to communicate as in regular basis is also required. However, not all IPIREL students have already understood grammatical structure to support their speaking accurately. As they learn English as a foreign language, their English is sometimes still influenced by their first language. Larsari (2011) argued that most of English foreign learners still face the difficulty to deliver their ideas through speaking because they are still lack of grammatical knowledge and influenced from first language. Besides, the students learn English only in a few hours at Language Training Center (LTC) of UMY that might not be enough for them. It is in line with Al-Jamal and Al-Jamal (2014) who said that the feeling of English as Foreign Language (EFL) learners toward their speaking skill is not adequate to communicate since they do not master grammar. Moreover, if the learners have not mastered grammar, their speaking skill will not be good, and the errors made by the learners will highly occur. If IPIREL students still make the errors, it is problem that should be highlighted. Therefore, it

shows the researcher's curiosity to conduct this research regarding the phenomena stated above.

### **Identification of the Problem**

The problem commonly faced by IPIREL students is such as lack of grammatical mastery toward their speaking. Besides, students who have learnt English sometimes still make the errors in speaking because they have not fully understood about the application of grammar. Students often make the errors in language level especially in grammar. Besides, grammar is divided into several parts such as tense, passive voice, parts of speech, modal auxiliary, subjunctive, and the others (Hartwell, 2009).

Derived from kinds of grammar, tense might also become vital problems faced by the students due to the complex rules of its use. That way, students who have not really understood the use of tense will not be able to achieve effective sentence both written and spoken. According to Rahman and Ali (2015), EFL learners cannot produce effective sentences because they do not have good grammar understanding.

Therefore, knowing the problems regarding to the use of tense might become its own value as foundation not only to write but also to speak.

### **Limitation of the Problem**

Discussing about the errors in speaking, it must include kinds of error made by the students. One of the factors is lack of grammar mastery especially in tenses usage. Besides, there are many kinds of tense which can confuse the students to use them in speaking activity. However, tense is one of the crucial aspects in learning English especially in spoken because it eases English learners to speak English based on the time signal (adverbial times). Accordingly, according to Comrie (1985), tenses are

divided into sixteen types, and those are simple present tense, present continuous tense, present perfect tense, present perfect continuous tense, simple past tense, past continuous tense, past perfect tense, past perfect continuous tense, simple future tense, future continuous tense, future perfect tense, future perfect continuous tense, simple past future tense, past future continuous tense, future perfect tense, and past future perfect continuous tense.

In addition, tense is related to verb in part of speech dealing with correct sentences in speaking context. Using adverb of time is the crucial thing in tenses usage in order to know what kinds of tense used in speaking are. Therefore, in this study, the researcher only focuses to find out the errors of tense usage in speaking. In addition, when the error of using tenses occurs, miscommunication will highly occur. Therefore, it is important to find out the errors of tense usage that the students usually make in speaking.

### **Research Question**

The problem of this study is formulated into “what are the types of errors in the use of tenses made by the students at LTC of UMY in speaking?”

### **Objective of the Research**

The objective of the study is intended to find out the errors of tense usage made by the students in speaking.

### **Significance of the Research**

This research is expected to give positive contributions for the teachers, the students, the institution, and other researchers.

**For the teachers.** This research will be able to make the teachers know the common errors of tenses use made by students in speaking. Besides, this research can be useful for the teachers as a reflection to their teaching. Moreover, this research can be an evaluation for the teachers on how they should teach and introduce the tenses use to the students. Knowing this research, the teachers can understand students' problem in learning tenses, and they are able to give their students more exposure on which tenses should the students learn and understand.

**For the students.** The students will know the crucial of tenses mastery and the errors of tenses usage especially in speaking. This research can supply sufficient information on what the common tense errors made by the students in their own speaking are. Additionally, the information of this research can be an evaluation for the students to avoid the errors and the recommendation to improve their speaking. To conclude, the provided information in this research can be useful for the students in identifying possible errors occurred in their speaking.

**For the institution.** This research will become additional information for LTC of UMY to renew the program, syllabus or curriculum. This research also can be a recommendation to create module text in teaching and learning activity to enhance the quality of students' English understanding.

**For other researchers.** Conducting this research, other researchers can know the errors of tense usage in speaking made by the students. Besides, the results of this research may hopefully give benefit to other researchers who concern with the error analysis in the use of tenses in speaking. In addition, the information of this research really helps the researcher to know deeper students' speaking activity and the errors

that may occur. Other researchers can use the finding of this research as the theoretical overview of further research on the same topic and might become a recommendation of further research. Therefore, by conducting this research, it can also encourage the researchers to conduct the researches related to the same area of this research.