

## **Chapter Two**

### **Literature Review**

This literature review defines significant aspects related to this research. There are some important points mentioned in this chapter. In this literature review, it discusses error and error analysis, speaking, components of speaking, grammar, tense usage, and additional types of error in the use of tense. In the last of this chapter two, it presents about the review of related study and the conceptual framework related to this research.

#### **Error and Error Analysis**

Richards and Schimdt (2002) defined that errors as the result of the imperfect learning where the learners do not master the language completely yet. The error occurs when someone ignores the use of language norm as in the accepted language used. Besides, Hourani (2008) asserted that when the errors occur in the language as learners produce the target language, the specific language is made by them. Also, he argued that the error produced by the learners is called the error in learning target language. Thus, the errors which occurred in speaking are caused the different language from mother tongue and the target language.

Corder (2003) maintained that error analysis is a methodology or study to investigate learners' errors when they learn a target language. The errors made by the learners' in their language production can be the result of their learning process or production of language learning instructions made by the teachers. Therefore, the error analysis can be used to figure out the learners' learning process, portrait of language competence mastered by the learners, and basis to prepare the material.

Indeed, the error analysis has the pedagogical application or implication in language teaching:

According to Ellis (2003), errors are defined as the norm deviation of faulty in using the target language from the result of incomplete learning. Besides, here are the classifications of errors or the table of surface strategy taxonomy of errors.

Table 1		
<i>Error Classifications Table</i> (Source: Ellis, 2003)		
<b>CATEGORY</b>	<b>DESCRIPTION</b>	<b>EXAMPLE</b>
<b>Omission</b>	The absence of an item that must appear in well-formed utterance	She <u>(-)</u> sleeping
<b>Addition</b>	The presence of an item that must not appear in well-formed utterances	We didn't <u>went</u> there
<b>Misformation</b>	The use of wrong form of the morpheme or structure	The dog <u>ated</u> the chicken
<b>Misorderings</b>	The incorrect placement of a morpheme or group of morphemes in an utterance	What daddy <u>is</u> doing?

### **Speaking**

One tool that everyone needs in communication is speaking since it connects to one another in socialization. Regarding to speaking, it is a way of communication which becomes a place to share ideas or thoughts orally. Besides, Accoring to Praise,

Samuel, and Meenakshi (2015), speaking is such as a speech or utterance which has a purpose to get intention in recognizing whole things in communication because a language is spoken. That way, Mart (2012) stated that speaking is a part of a language which can unite people through socialization. Thus, speaking is a part of English skill which becomes a tool to help people in communication with others to create such as good socialization in real life context (Bashir, Azeem, & Dogar, 2011).

Harmer (2001) asserted that speaking can be called as an expressing or exchanging thoughts through a language. Speaking is a part of productive skill (*oral skill*), and it consists of producing systematic verbal expression to deliver meaning. Regarding to speaking, it has many differences in aspects such as in the use of vocabulary mastery, grammar mastery, and pronunciation and those aspects relate to the fluency in speaking skill. Moreover, achieving good knowledge in language can make the speakers capable in delivering their speaking. Besides, an effective communication can be achieved by having language knowledge and skill because both of them are considered as two fundamentals in mastering speaking skill.

Therefore, Tuan and Mai (2015) asserted that speaking seems to be the most important skill of four skills (listening, speaking, reading and writing) because people only pay attention on how they speak. The major goal of English is to create learners to have good ability in communication effectively and accurately. However, not all language learners can communicate fluently and accurately after studying English for many years because they are still lack of English knowledge. That way, to achieve the goal in learning English, learners should pay attention to develop their knowledge in order to have good communication in daily life context.

## **Components of Speaking**

Larsari (2011) stated that there are some speaking components which can support to produce good speaking skill, and those are grammar, pronunciation, and vocabulary. According to Akay and Toraman (2015), grammar is generally known as the basic element to support English learners in producing structured sentences in order to be easily understood by other English speakers. Besides, they also said that to achieve speaking accuracy, English learners are supposed to understand grammar to avoid from the use of error sentences.

In addition, Efrizal (2012) asserted that pronunciation is recognized as how to produce a word or a language appropriately. Besides, he argued that most of EFL learners have good speaking skill because they have good pronunciation skill as one of speaking components. To achieve fluency in speaking, English learners should know how to pronounce English words as the manner in which they utter the words (Bashir, Azeem, & Dogar, 2011).

According to Bashir et al. (2011), vocabulary is all the words of language which can help English learners to produce the sentences both spoken and written. Additionally, they said that English learners who have known many English vocabularies will be easier to communicate and deliver their ideas in English in conversation setting. Likewise, Rahayu (2015) maintained that vocabulary is as one of English foundation that should belong to learners to achieve speaking accuracy.

## **Grammar**

Tütüniş (2012) maintained that grammar is the whole system and structure of a language in general. Usually, it is taken as consisting of syntax and morphology

including inflection, and sometimes, it also includes phonology and semantic. Besides, learning grammar is an ability to create speaking skill accurately in the conversation. In speaking skill, language competence is a term which includes the linguistic or grammatical competence. Additionally, Ting, Mahadir, and Chang (2010) argued that mastering of syntax or grammar is one of English skills which can help the learners to speak English well because good structured sentences can create good conversation.

In addition, Ting et al. (2010) asserted that to achieve the effectiveness of communication; it requires the language knowledge mastery and the capability to use the knowledge in real context of communication. Here, the mastery of knowledge in language focuses on the use of grammatical structures in speaking which can give good competence to speaking skill. Besides, the use of grammatical structures in speaking can give significant things to the learners in learning it such as developing speaking skill and organizing well-structured in speaking skill.

Praise, Samuel, and Meenakshi (2015) said that Grammar is the foundation for communication which helps learners to understand the meaning of the message in conversation. Understanding the grammar, English learners' speaking skill can develop because the basis of mastering speaking is to know grammar skill in order to create good sentences in conversation. Not having good enough speaking is caused by the lack of grammar understanding. Therefore, grammar aims the English learners to have good communication in speaking ability.

Hartwell (2009) asserted that grammar is divided into several types such as part of speech, passive sentence, modal auxiliary, direct and indirect sentence,

conditional sentence, and tenses. Besides, according to Swan (2009), part of speech is divided into eight types namely, pronoun, adjective, noun, conjunction, adverb, verb, interjection, and preposition. Fathema, Karim, and Hakim (2015) argued that verb is a word used to describe an action, state, and occurrence, and it forms a main part of the predicate in a sentence such as *'hear'*, *'happen'*, and *'become'*.

Besides, Rutledge and Fitton (2015) said that the position of adverb is divided in two types of adverb namely; adverb of time and adverb of place, and the examples are *'at the post office'*, *'at school'*, *'at the station'*, *'in my room'* and many others. Here are adverbs of time examples *'always'*, *'often'*, *'seldom'*, *'usually'*, *'sometimes'*, *'now'*, *'at this time'*, *'yesterday'*, *'last (week, month, year)'*, *'two days ago'*, *'this morning'*, *'at 7.00 a.m. yesterday'*, *'tomorrow'*, *'next (week, month, year)'*, and *'at 7.00 a.m. tomorrow'*. Therefore, the use of verb and adverb can influence the tenses usage in speaking because by knowing the adverb of time, it will be easier to use correct verbs in the use of tenses especially in speaking context.

### **Tense Usage**

According to Ting, Mahadhir, and Chang (2010), to make English learners easy to speak English, usually, there are some ways to use grammatical structures in speaking. However, some English learners get difficulty in implementing tenses through real context. The English tense system seems more difficult, and it can be compared to kind of languages such as Chinese and Malay language in which words are added before a verb to situate the time of the action. Besides, usually, English learners also use simple present tense forms in past and future tenses in daily

activities such as a common type of tense error using the base form of the verb in place.

Tense is related to the time, and time refers to when an action takes place. Besides it expresses the time that an action occurs in relation to the moment of speaking (Rahman & Ali, 2015). Comrie (1985) stated that tenses are used to show the relation between the action or state described by the verb and the time, which is reflected in the form of the verb. Besides, tenses are divided into 16 types namely 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, future continuous tense, future perfect tense, and future perfect continuous tense.

**Simple present tense.** Present tense is a sentence that expresses action in the present time. Also, it indicates habitual actions and expresses general truth. Besides, it is also used to describe the sequence of the story (Comrie, 1985). He also stated that simple present usually uses Subject +Verb (s/es for singular subjects) in verbal form. In nominal form, it uses the formula such as subject + to be (is/am/are) + complement (adjective, noun, and adverb). Therefore, the time signals used in simple present are always, often, seldom, sometimes, generally, usually, every (year, month, week, day, time, Sunday), steadily, and once a week.

**Present continuous (progressive) tense.** According to Comrie (1985), present continuous is used to express a continued or ongoing action at present time. It expresses an action which is in progress at the time of speaking. Besides, he said that

present continuous tense uses present participle (verb-ing) after auxiliary verbs of be (is, am, and are). Hence, this tense uses several time signals related to continuous time namely now, right now, and at present.

**Present perfect tense.** Present perfect expresses the idea that something happened (or never happened) before now, at an unspecified time in the past. The exact time happened is not important. Also, if there is a specific mention of time that is called by simple past (Comrie, 1985). Likewise, Murphy (1998) argued that the use of present perfect should use have/has + past participle and past participle often ends in -ed (finished/decided) in regular verb but in irregular verbs. He also said that the time signals used in this tense are already, just, since, and for.

**Present perfect continuous (progressive) tense.** Comrie (1985) maintained that present perfect continuous is used to indicate the duration of an activity that began in the past, and it continues to the present. Present perfect continuous tense not only uses present participle, but also it has the auxiliary verbs (has and have). Besides, Jabbari (2013) said that if the subject is in singular form (he, she, and it), the appropriate verb is “has”, but the auxiliary verb of “have” is used for the plural subjects (I, you, we, and they). Moreover, he stated that present perfect continuous uses present participle verb-ing after the use of auxiliary verb (has/have + been). Therefore, there are several types of time signal which are used in this tense, and those are for.....until now *‘For an hour until now’* and since .....until now *‘since 7 o’clock until now’*.

**Simple past tense.** Simple past indicates that an activity or situation began and ended at a particular time in the past (Comrie, 1985). Jabbari (2013) argued that



the use of time signal in simple past tense is to support when the action happened. He also said that the time signal and the verb are related each other to express the event, the action, and the activity. The time signals used in the simple past are yesterday, last night, this morning, two days ago, and last (*year, month, and week*). Aidaroos (2015) stated that the past tense refers to the action regarding to the past time without telling the connection with the present moment, and the verb used in the simple past form is past simple (past verbs) without using ordinary verb (Verb-1).

**Past continuous (progressive) tense.** Sometimes, past continuous is used in both parts of a sentence when two actions are in in the past time (Comrie, 1985). Murphy (1998) maintained that past continuous tense is used in a specific time in the past time. Besides, the situation was happening in the past, and the action and the situation had already started before this time but had not finished yet (Jabbari, 2013). Aidaroos (2015) asserted that the use of past continuous tense is not as same as present continuous since past continuous uses auxiliary verbs (was and were) and does not use auxiliary verbs (am, is, and are). Additionally, he said that after using the auxiliary verbs, it is followed by the use of present participle (Verb-ing) in making a sentence. Thus, past continuous tense uses several time signals such as at.....last..... (*at 7 o'clock last night*), past continuous **when** simple past, and past continuous **while** past continuous.

**Past perfect tense.** Past perfect expresses an activity that was completed before another activity or time in the past (Comrie, 1985). Betty (1989) explained that past perfect tense expresses the activity which had happened in the past using past adverbs of time. Besides, she argued that past perfect tense describes the activity

which is already completed before other activities or times in the past. Garrindo and Romero (2012) asserted that past perfect tense uses auxiliary verb “had” followed by past participle (verb-3), and it uses time signals such as past perfect *when* simple past, simple past *after* past perfect and past perfect *before* simple past.

**Past perfect continuous (progressive) tense.** Past perfect continuous emphasizes the duration of an activity that was in progress before another activity or time in the past (Comrie, 1985). Besides, he stated that past perfect continuous uses auxiliary verb “had + been” followed by present participle verb-ing, and this tense uses time signal such as past perfect *when* simple past. Hartwell (2009) argued that past perfect continuous tense is used to describe the activity which has already had been happening in the past with using past adverbs of time. Also, he said that all past adverbs of time can be used in this tense.

**Simple future tense.** Comrie (1985) stated that simple future is used to express the activity in the future time. Thomson and Martinet (1986) asserted that in the use of simple future, the auxiliary verb used in this tense is “will” and it is followed by main verb (verb-1). According to Garrindo and Romero (2012), simple future tense uses future time signals in making a sentence in order to show the use of simple future tense. Ratnah (2013) maintained that simple future tense uses future adverbs of time namely tomorrow, next time, next (*year, month, week, and Monday*), and later.

**Future continuous (progressive) tense.** Future continuous expresses an activity that will be in progress at a time in the future (Comrie, 1985). Betty (1989) maintained that future continuous tense is used to express a continued or an ongoing

action in future. Likewise, she also said that future continuous tense uses present participle such as will + be + present participle *-ing*. Rai (2012) stated that future continuous tense uses specific time signals such as at 7 o'clock tonight, at 8 o'clock next Monday, at 9 o'clock tomorrow morning, and at the same time next week.

**Future perfect tense.** Future perfect expresses an activity that will be completed before another time or event in the future (Comrie, 1985). Besides, he said that future perfect tense is used to express an action which will occur in future and is thought to be completed in future. He also argued that future perfect tense expresses a sense of completion of an action which will occur in future. Jabbari (2013) stated that future perfect tense applies auxiliary verb "will + have followed by past participle verb-3, and the time signal used in this tense are by the end of this year, by the end of this month, by the end of this week, and by 8 o'clock tonight.

**Future perfect continuous (progressive) tense.** According to Comrie (1985), future perfect continuous emphasizes the duration of an activity that will be in progress before another time or event in the future. Also, he also said that future perfect continuous is used to express a continued or ongoing action that will start in future and is thought to be continued until some times in future. There will be a time reference such as "since 1980, for three hours" from which the action will start in future and will continue. Jabbari (2013) stated that a sense of time reference is found which gives an idea that action will start at some time in future and will continue for some time. Such time reference or sense of time reference is the identity of future perfect continuous tense because it tells that action will start at a particular time in future. Ratnah (2013) argued that future perfect continuous adopts the formula such

as subject + will + have + been + followed by present participle verb-ing, and this tense uses several time signals namely for an hour by 8 o'clock tonight, for two days by the end of this week, for two weeks by the end of this month, and for two months by the end of this year.

**Simple past future tense.** Simple past future expresses an activity that would do in the past time, but it canceled (Comrie, 1985). Aidaroos (2015) stated that in the use of simple past future tense, the auxiliary verb used in this tense is “would” and it is followed by main verb (verb-1). Additionally, he argued that simple past future tense uses past adverbs of time to make a sentence in order to show the use of simple past future tense. Besides, simple past future tense uses past time signals like (*yesterday, last night, last week*).

**Past future continuous (progressive) tense.** Comrie (1985) asserted that past future continuous expresses an activity that would be happening in the past time (it should be happening). He also said that past future continuous tense is used to express a continued or ongoing action that happens in the past. Khazaal (2009) stated that past future continuous tense applies the formula such as subject + would + be followed by present participle (verb-ing). Besides, he also said that past future continuous tense uses past adverbs of time in specific time such as at 7.00 a.m two days ago, at 7 o'clock yesterday, and at the same time last week.

**Past future perfect tense.** Comrie (1985) stated that past future perfect expresses an activity that would be done in the past time, and actually, it should have done. He also mentioned that past future perfect tense expresses a sense of completion of an action which will occur in past. Likewise, he argued that past future

perfect tense uses past adverbs of time in making a sentence. Ratnah (2013) maintained that in the use of past future perfect tense, it adopts auxiliary verb “would + have” followed by past participle (verb-3), and the time signal used in this tense is by the end of last (*year, month, week*).

**Past future perfect continuous (progressive) tense.** Past future perfect continuous expresses an activity that would be happening for several times in the past (Comrie, 1985). Also, it is used to express a continued or ongoing action that will start in the past by using the duration of time such as (for....by last.....). Additionally, Ratnah (2013) asserted that past future perfect continuous tense still uses past adverbs of time such as for two weeks by the end of last year and for six months by last year. This past future perfect continuous tense employs the formula such subject + would + have + been followed by present participle verb-ing (Aidaros, 2015).

### **Additional Types of Error in the Use of Tense**

Rahman (2015) stated that several problems or errors in the use of tenses are possibly faced by the students for the less understanding toward tense itself. Additionally, he said that the types of error which usually occur in the use of tense are varied such as, main verb, auxiliary verb, overgeneralization, and derivation. Ting, Mahadir, and Chang (2010) argued that main verb is a verb in a main clause or in a verb phrase main, verb is as the head. For example John *eats* it and might have been *going* to eat as it is explained in the example that *eat* is as the main verb in a main clause and *going* is as the head of a phrase verb. It may be stated that main verb is as the core verb in a sentence if there are two or more verbs stand together.

Besides, Tütüniş (2012) maintained “auxiliary verb is a verb that is used with another verb to show its tense, person, and mood. In English the auxiliary verbs are ‘be (is, am, are, was, were)’, ‘do (does and did)’, and ‘have (has and had)’ as in examples ‘*I am running*’, ‘*I do not go*’, ‘*she does not come*’, ‘*I did not go*’, ‘*they have gone*’, and all the modals such as will, would, shall, should, may, might, must, and many others ” (p. 121). Likewise, she said that auxiliary verb can also be called as helping verb since it is used together with the other verb to show a particular situation. As claimed by Bashir, Azeem, and Dogar. (2011), English learners still make incorrect formation sentences in the use of auxiliary due to lack of grammar mastery. Hidayah (2013) maintained that overgeneralization is called as the use of double verb in one sentence which produces incorrect sentences. She also said that the use of overgeneralization is often found in speaking context because EFL still get influenced from their first language. According to Bryant (2012), English learners sometimes made the error sentences in the use of derivation to produce the ideas or thoughts. Besides, Liton (2012) said that derivation is the formation of word from another word or base which can produce incorrect sentences.

### **Review of Related Study**

There are many studies related to this research, but the researcher only took two related studies. The first research is a study conducted by Ratnah (2013) entitled “Error analysis on the tenses usage made by Indonesian students”. This study investigated the errors in the use of tenses made by the students in speaking. This study was conducted to English Education Department students who got involved in speaking class, and it was conducted in one class only. Besides, there were 20

students who joined speaking class, and those students were from third semester. The students were given some topics to be discussed, and they were asked to deliver their own ideas through English. This study was adopted observation as method to collect the data in order to analyze the errors in the use of tenses in speaking, and the structured observation schedule was used in this research to help misinformation of the data from Creswell (2012). The errors were found in simple present, present, continuous, present perfect, simple past, and simple future, and the types of tense was adopted from Betty (1989).

The second study related to this research is from Garindo and Romero (2012) about “Error in the use of English tenses”. The aim of this study was to find out the errors in the use of tenses made by the students in speaking. The participants of this study were 11 students who got in charge joining speaking course. Those participants were 1<sup>st</sup> year students of Jainee college of Engineering and Technology who joined speaking class. The study used qualitative design because it could enable the researcher to see depth information about the study, and descriptive qualitative design was also used in this study to explain the error result. The researcher used observation as data collection method. The errors existed in simple present tense, simple past tense, and simple future. Thus, the errors were explained briefly supported by the theories. Then, the most common errors were found in the use of simple present made by the students in speaking.

Accordingly, the strength of the first study is that the researcher provided the structured observation schedule from Creswell (2012) to collect and help from misinformation about the data from the observation. It could help the researcher to

get missing information in speaking class. Meanwhile, the limitation of this study is that the researcher did not mention the most common error in the use of tenses and only mentioned the error of tense types. In the second study, the researcher mentioned the most common error in the use of tense in speaking, and it came up as the strength of this study. Besides, the researcher did not mention clearly about the method or data analysis from the expert as a limitation of the study. Therefore, those two studies are related with this research which discusses about the error analysis in the use of tenses in speaking made by the students. Moreover, speaking is one of the difficulties in learning English, so the result of those two studies can support the result of this research.

### **Conceptual Framework**

The title of this research is “Error Analysis in the Use of Tenses among Students in speaking at LTC of UMY”. Based on the research title, the researcher is going to do a study related to the research. The research question of this research will find the types of error in the use of tenses made by the students in speaking at LTC UMY in speaking. Besides, the researcher will only focus on analyzing the errors in the use of tenses in speaking made by the students at LTC of UMY. Hence, conducting this research, the researcher only focuses on the core of the errors in the use of tenses in speaking.

Speaking is a part of communication tool in conversation context. In order to have good communication in speaking, grammatical structures come up as the tools in creating correct sentences. However, all theories have stated which have been already explained what error and error analysis, speaking, components of speaking,



grammar, and error and error analysis are, and also the tense theories can support the conversation in speaking context. In addition, speaking not only requires the students to combine sentences based on they know only without including capability of grammar mastery, but also the students have to make sure that they have made correct sentences to express in speaking in order to avoid misunderstanding in communication. Thus, this grammar skill requires having good knowledge in speaking activity especially in organizing the correct sentences.

There are many grammatical aspects that the students need to master in order to create good and organized sentences in speaking such as subject-verb agreement, passive voice, parts of speech, tenses and so forth. However, the crucial thing that the students might not concern in speaking is the use of tense. Besides, by applying the tense in speaking context can cause the difficulty for the students since the use of tense should deal between the verbs and the time signals. If the use of verbs and the time signals are not appropriate, the errors might occur. Therefore, the researcher tends to analyze the errors in the use of tenses in speaking made by the students in their speaking. The following is a chart to simplify the concept of the research.

Figure 1

*Conceptual Framework*