

Chapter 1

INTRODUCTION

1.1 Background of the Study

English is an international language used by many people in many countries. People use English in order to make relationship among people in different countries in the world. As an international language, English has an important role to communicate to each other.

In Indonesia, English as a foreign language has been a primary study of the English Department of the Faculty of Teacher Training and Education of Widya Mandala Catholic University Surabaya. The aim of the teaching-learning process in this department is to create qualified English teachers for all education levels. That is why; the department provides many courses which cover language skills, language components, and content subjects. The language skills are listening, speaking, reading, and writing while the language components are grammar, pronunciation, and vocabulary. This department teaches English as a second language. Therefore, English is mostly used as the medium of communication. The teacher should explain the materials in English and the students should also respond in English.

During the teaching learning process, there is a subject which can help the students to be able to understand the English grammar; the subject is Structure which divided into 4 categories which called Structure 1, Structure 2, Structure 3, and Structure 4. Ideally, the students who are in the speaking 3, they were already passed structure 3. It means the students were supposed to speak English well with correct grammar. However, there is a fact that students still have a lack of knowledge about English grammar.

Being students of Faculty of Teacher Training and Education, the English department students were supposed to be a professional teacher. Realizing the important of teacher in the classroom, the students must be able to be the example to the students. If the students do not able to master the English grammar, they will find difficulties in the teaching learning process. Tenses are one of the English grammars that the students should master because it will help the students to understand the meaning of the sentences that they hear. For example; “He is smart” and “He was smart” are the sentences which have different

meaning. The first sentence “He is smart” describes the current event which has the meaning that the subject is smart from then until now. Meanwhile, the second sentence “He was smart” does not have the same meaning because the second sentence tells an event which happen in the past. By reading the second sentences, it can be said that the subject were no longer smart.

Therefore, to support the students’ knowledge about grammar, there are various kinds of grammatical aspects which the students should have to be able to master the English grammar, one of them is tenses.

According to Peterson (1980), English tense system is quite complicated, but the most common problem is not how to form tenses but decide which tense to use in a given situation. It means by not understanding tenses, it will create confusion for the listener to understand the students’ idea, especially when they have given a time to deliver an informative speech in their midterm test.

This study aimed to find out the errors in the English tenses encountered in the oral test of the English department students. Since Present tense is the English tense which is mainly used in the Informative speech, the writer limited the English tense into Simple Present Tense, Present Continuous Tense, Present Perfect Tense, and Present Perfect Continuous Tense. By doing this research, the writer would like to find out the tense which mostly used by the students in their informative speech and types of errors in the informative speech of the English Department Students. The writer hopes that the findings of the study will be useful for the development of the students’ knowledge about Tenses in the English Department of Widya Mandala Catholic University Surabaya.

1.2 Statements of the Problem

Based on the background stated above, the problems that the writer aims to analyze are:

- a) What tenses are used in the informative speech in Speaking 3 test?
- b) What are the types of errors in informative speech in Speaking 3 test?

1.3 The Objectives of the Study

The objectives of this study are then to find out:

- a) The tenses which are used in the informative speech in Speaking 3 test.
- b) The types of errors in the informative speech in Speaking 3 test.

1.4 Theoretical Framework

The underlying theories that the writer uses in this study is on grammar especially on the tenses that the student used in their speaking 3 test. The writer uses error taxonomy to classify the errors made by the English Department students in the academic year of 2015/2016 at Widya Mandala Catholic University Surabaya. The writer applies Surface strategy taxonomy and comparative taxonomy which was developed by Dulay, et al (1982).

1.5 The Significance of the Study

There are two points of significance of this study: for the students and for the teachers.

- a) For the students

This study can contribute the understanding of tenses to improve the quality of Speaking 3 students of the English Department of the Faculty of Teacher Training and Education in Widya Mandala Catholic University Surabaya.

- b) For the teachers

Through the findings of the study, the teachers will know the students' most difficult tense in constructing grammar and it also gives the invaluable inputs to teachers to emphasize the crucial things found in this study when teaching grammar construction.

1.6 The Scope and Limitation of the Study

The study was limited on the errors in the Present tense made by Speaking 3 Students in the academic year 2015/2016 of the English Department of Faculty of Teacher Training and Education in Widya Mandala Catholic University Surabaya. Because this study focuses more on the problems in applying the tenses, the interaction and pronunciation of the students were not included in the analysis. The writer took Speaking 3 as the subject of the research because the students who took Speaking 3 class had taken Structure I to Structure 3 courses in which they were taught about the English tenses. The students might have done a lot of practices before the midterm test on delivering the informative speech.

The weakness of this study is the sample of the data is only taken from speaking 3 class in their informative speech. Therefore, to have definitive result of the study, there is a generalization needed. The study had to have more subjects of English department students in more than one University.

1.7 Definition of Key terms

To avoid misunderstanding, several terms are defined first, and they go as follows:

a. Tenses

According to A.S. Hornby (1975) the words 'time' and 'tense' must not be confused. The word 'time' stands for a concept with which all mankind is familiar, divided into past, present and future. The word 'tense' stands for a verb form or series of verb forms used to express a time relation. Tenses may indicate an action, activity, or state.

b. Error

An error can be defined as a deviation from the norms of the target language (Ellis, 1994). Dulay et al (1982 : 139) in Kartika Sari (1996) states that error is any deviation from a selected norm of language performance, no matter what the characteristics or causes of the deviation might be.

c. Informative Speech

Informative Speech is a speech meant to inform the audience. This speech can take on topics ranging from the newest, high-tech inventions from around the world. The topic should be one that is timely and interesting, making it something that the general audience doesn't readily understand.