

**COMMON TENSES USED BY EFL TEACHERS
IN SPEAKING**

THESIS

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UNIVERSITAS ISLAM NEGERI AR-RANIRY BANDA ACEH
2024 M / 1446 H**

APPROVAL LETTER FROM SUPERVISOR

THESIS

Submitted to *Fakultas Tarbiyah dan Keguruan*
Universitas Islam Negeri Ar-Raniry Banda Aceh
In Partial Fulfillment of the Requirements for
The Bachelor Degree of Education in English Language Teaching

by:

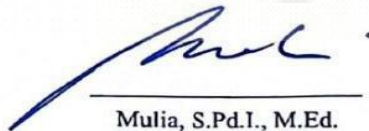
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in front of the board of the Examination for the working paper
and has been accepted in partial fulfillment of the requirements
for the Bachelor Degree of Education in English Language
Teaching

On:

Friday, November, 15th 2024

13 Jumadil Awal 1446 H

In Darussalam, Banda Aceh

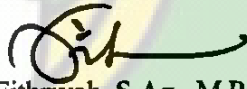
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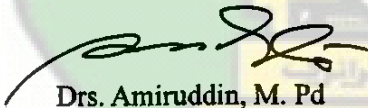
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Menyatakan dengan sesungguhnya bahwa skripsi yang berjudul “COMMON TENSES USED BY EFL TEACHERS IN SPEAKING” adalah benar-benar karya saya, kecuali semua kutipan dan referensi yang disebutkan sumbernya, apabila terdapat kesalahan dan kekeliruan didalamnya, maka akan sepenuhnya menjadi tanggung jawab saya. Demikianlah surat pernyataan ini saya buat dengan sesungguhnya.

Banda Acch, 06 November 2024
saya yang membuat pernyataan

  Miftahul Jannah

AR-RANIRY

ACKNOWLEDGMENT

الرَّحِيمِ الرَّحْمَنِ اللَّهُ بِسْمِ

First of all, I thank to Allah SWT for always giving his blessing in my attempts to finish this study, peace and salutation always be upon the prophet Muhammad SAW (Peace be upon him) my greatest role model of all times.

I sincerely thank to my supervisor Mr. Mulia, S. Pd. I., M. Ed for his invaluable assistance, guidance encouragement, motivation, and insightful suggestion. I knew what my work would have been looked like without his unquestionable touch of expertise. Additionally, I would like to express my appreciation to all the lectures and staff members the English Language Education Department of *Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh* who have inspired and supported me throughout my time here. May Allah grant them and ease their paths.

My sincere gratitude and affection go to my beloved family, who have been best support system I could ever ask

for. I extend my specially thanks to my greatest father ever Muhammad Nasir Ali and my beautiful angel Nursiah for their constant motivation, support, love, prays, and true love in my life until this time to Jannah. May Allah always shower them with his grace, good health, and blessing in this world and hereafter.

Furthermore, I would like to thank Sayed Quraysyi and all of my friends for accompanying and providing support to me so that I can complete this thesis. Thank you for making everything that is heavy feel lighter with your presence on this journey which is not easy.

For the last, I know that this thesis requires ideas to evaluate in shortcomings. I hope that this thesis will be a valuable asset to me and particularly to the students of the Department of English Education at UIN Ar-Raniry.

Banda Aceh, October 27th 2024
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ABSTRACT

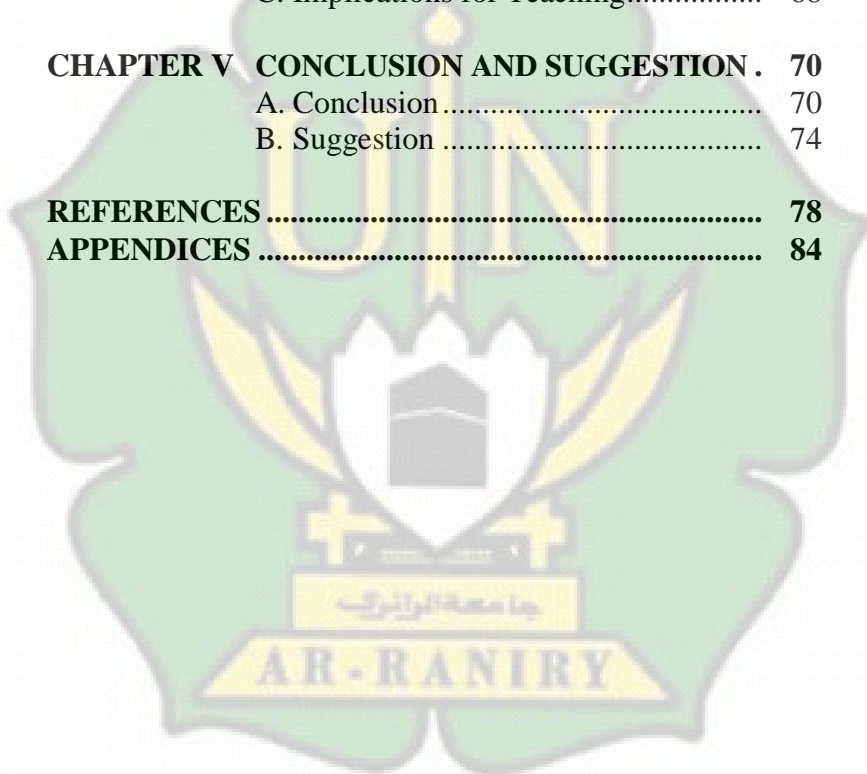
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Thesis working title : Common Tenses Used by EFL Teachers in Speaking
Supervisor : Mulia, S.Pd.I., M.Ed.
Keywords : Use of tenses, English teacher, simple present tense, Islamic boarding school, Speaking.

This research aims to identify the tenses most frequently used by English teachers in the teaching and learning process at the Oemar Diyan Islamic Boarding School, Banda Aceh. This research used a qualitative method. Data was obtained through direct observation and interviews with 5 junior high school and 5 senior high school English teachers. The findings of this research shows that the most dominant tense used Simple Present Tense. Teachers used this tense more often because of the simplicity of its structure and its relevance to everyday learning contexts. The use of Simple Present Tense in Islamic boarding schools is effective for introducing basic English concepts, as well as providing a strong foundation for students to learn more complex tenses. This research recommends that the use of the Simple Present Tense be prioritized in the early stages of learning, followed by the introduction of other tenses according to the learning context.

TABLE OF CONTENTS

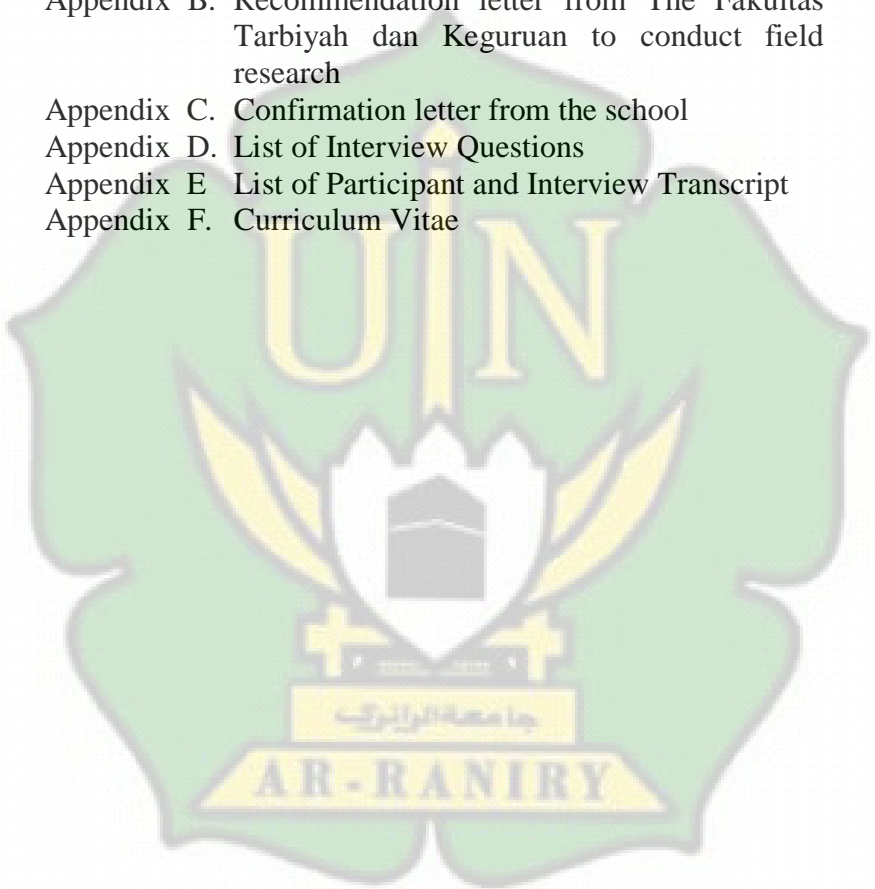
DECLARATION OF ORIGINALITY	iv
ACKNOWLEDGMENT	v
ABSTRACT	vii
TABLE OF CONTENTS	viii
LIST OF APPENDICES	x
CHAPTER I INTRODUCTION	1
A. Background of the Study	1
B. Research Question	9
C. Aim of the Study	9
D. Significance of the Study	10
E. Terminology of the Study	12
CHAPTER II LITERATURE REVIEW	16
A. Speaking	16
B. The Element of Speaking	23
C. The Characteristic of EFL Teachers in Speaking	26
D. Tenses	29
E. The Relationship between Tense and English Speaking Ability	38
F. Tenses That are Often Used by English Foreign Language Teachers	40
G. Previous Studies	42
CHAPTER III RESEARCH METHODOLOGY	47
A. Research Design	47
B. Setting	48
C. Data Collection	49
D. Data Analysis	52

CHAPTER IV FINDINGS AND DISCUSSION	55
A. Findings	55
1. Observation	56
2. Interview	62
B. Discussion.....	65
C. Implications for Teaching.....	68
CHAPTER V CONCLUSION AND SUGGESTION .	70
A. Conclusion	70
B. Suggestion	74
REFERENCES	78
APPENDICES	84



LIST OF APPENDICES

- Appendix A. Appointment Letter of Supervisor
- Appendix B. Recommendation letter from The Fakultas Tarbiyah dan Keguruan to conduct field research
- Appendix C. Confirmation letter from the school
- Appendix D. List of Interview Questions
- Appendix E. List of Participant and Interview Transcript
- Appendix F. Curriculum Vitae



CHAPTER I

INTRODUCTION

A. Background of the Study

The ability to speak English plays an important role for foreign language learners. However, this aspect is often considered the most challenging skill to master because it requires learners to construct sentences spontaneously. This difficulty may increase if the learner does not have a strong understanding of grammatical structures and adequate vocabulary (Richards, 2014).

The ability to speak has a dominant role in communication because it is the main means of conveying ideas and messages. Many people try to improve this skill in order to communicate effectively with people around the world. Apart from being an effective means of communication, this ability also contributes to career advancement, increased self-confidence, and opportunities

to get a better job (Harmer, 2014). Someone who speaks fluent English tends to have a better quality of life.

To help students master this skill, teachers should use interesting strategies and provide more opportunities for students to practice speaking in class. Regular practice, such as weekly speaking activities, can gradually improve students' fluency and build their confidence. This consistent practice also has a positive impact on their ability to communicate in public or in large groups.

Thus, speaking in English becomes an important aspect to support the academic, personal, and professional development of learners. Teachers have a significant role in creating an interactive and supportive learning environment so that students can develop these abilities for long-term benefits in the future (Thornbury, 1999).

Grammar is also one of the most difficult parts for foreign language students. Grammar is a description of the

rules for forming sentences, including an explanation of the meaning of these sentences (Celce & Larsen, 1983). In foreign language learning, grammar is also an important aspect for English language learners to learn and understand. For some foreign language learners, grammar is just the part they need to know briefly. It is also proven that the part that English language learners dislike the most in foreign language learning is grammar (Ur, 2012). Tenses are one part of learning contained in grammar. Tense is a method used to refer to past, present, and future time. Several languages do not have tenses to refer to the time but use other methods to refer to the time. The purpose of this tense is to provide information about when an event will be explained by someone in a sentence that will be spoken in English. Tense also tells the reader when an event happened, including before, after, or even currently happening (Azar, 2002). In some languages, tenses may not be important, but

in English tenses are an important part as readers and listeners we can see and hear different situations from different tenses. Therefore, each tense we use will show a different time situation (Swan, 2005).

The reason the researcher chose this topic is due to the researcher's own experience while studying at the Islamic boarding school, many foreign language teachers often use tenses that are not appropriate to the learning context, so the researcher was inspired to research which tenses are most often used by foreign language teachers when speaking English in the teaching and learning process.

This research aims to analyze the common tenses used by English teachers in teaching in class. The results of this research will be useful for someone who may need information or guidance in discussing what tenses are often used by English teachers when speaking in class. To fill the gaps in other research, this research exists to find out which

tenses are often used by English teachers when teaching in class. Understanding grammar is one way for English language learners to help them speak a foreign language fluently. The simple present tense is basic grammar learned by English language learners for speaking fluency. Simple present tense is the tense most often used by foreign language teachers when speaking because simple present have a simple structure. Using simple present tense can teach habits and routines, convey general facts, and give instructions or commands. For example, "open your books to page 20" this sentences uses the simple present tense.

This research was conducted based on my curiosity about which tenses are most often used by foreign language teachers in English instruction. In my opinion, the simple present tense is the most frequently used in the classroom for several reasons. First, it is commonly used to describe daily habits and routines, which are often part of learning

materials. For example, sentences like “I teach English every day” or “Students attend classes from Monday to Friday” clearly demonstrate how this tense mirrors real-life contexts, making it easier for students to connect learning with their daily experiences.

Second, educators often depend on the simple present tense to give clear instructions or commands. In an educational setting, clear communication is essential to ensure students understand tasks and classroom expectations. Examples like “Open your books to page 20” or “Write your answers in the notebook” are straightforward. These instructions enable students to respond promptly without confusion, especially beginner-level learners. Third, this tense serves as a foundational grammatical structure, helping students build the confidence and skills needed to tackle more advanced forms later, such as the present continuous or present perfect. For instance,

sentences like “She plays the piano” highlight the tense's structure while reinforcing subject-verb agreement, a crucial concept in English grammar.

Furthermore, the simple present tense fosters discussions about routines, activities, and preferences, encouraging interactions between teachers and students. Questions like “What do you do after school?” or “Where do you usually go on weekends?” allow students to practice their speaking skills while learning to describe their own experiences. Such exchanges create a dynamic and engaging classroom environment that motivates active participation. In addition, the simple present tense is invaluable for describing schedules and timetables, a critical component of classroom management. Teachers frequently use it to indicate when lessons begin, when assignments are due, or when school events take place. Statements such as “The

class starts at 9 AM” or “The exam is on Friday” provide clarity and help students plan their activities effectively.

Its straightforward structure makes the simple present tense highly accessible for learners of all levels. Unlike other tenses that involve auxiliary verbs or complex conjugations, the simple present primarily relies on a subject and base verb, with minor adjustments for third-person singular forms. For example, “He reads a book” is not only grammatically simple but also easy for students to produce and comprehend. By emphasizing the simple present tense, teachers prepare students to engage in meaningful interactions outside the academic environment. This could include introducing themselves, describing their daily routines, or participating in basic discussions. These practical applications make the simple present tense an essential tool for both classroom learning and real-world communication.

B. Research Question

In the context of English language teaching, the way teachers communicate plays a significant role in shaping students' understanding of the language. An important area to examine is the use of verb tenses in their spoken interactions, as it can provide insights into their teaching methods and language habits. Thus, this study aims to address the question: What tenses are most dominantly used in English foreign language teachers' oral communication?

C. Aim of the Study

Based on the problems in this research, this research aims to discover what tenses are most often used by foreign language teachers in speaking English. In addition, this research aims to find out which tenses are most often used by foreign language teachers in speaking when teaching and learning proses.

D. Significance of the Study

This research is expected to provide a significant combination for readers to find out what tenses are often used by foreign language teachers when speaking English. It is hoped that this research will also be able to provide insight to parties who also have curiosity and interest in this section:

1. English teacher

This research will help foreign language teachers to find out what types of tenses are often used in speaking when teaching and teachers can find out whether learning will be effective and run well if the teacher uses these frequently used tenses. This research is also useful for helping teachers to remain professional, productive, and effective in developing learning models so that students will feel comfortable, interested, and not easily bored during

learning by knowing which tenses are most often used by foreign language teachers when speaking in learning.

2. English language learners

This research will help students to increase their effectiveness in learning by knowing whether learning will be easier and more enjoyable or not if they use tenses that are often used by foreign language teachers at school in speaking when teaching English. This research also helps students to know more about the various tenses that are part of grammar, where grammar is an important part of improving students' English speaking skills.

3. Future researchers

It is also hoped that this research can help provide additional information for future researchers who have the same topic so that the problems studied can continue to develop and obtain many different solutions so that they can overcome the issue studied.

E. Terminology of the Study

English with vocabulary, grammar, and linguistic rules different from Indonesian cause will be fairly difficult for students. In this case, the teacher's positive attitude will help students learn. Teachers' basic skills and creativity are significant to motivate and help students easily understand lessons so that teachers pay more attention to things that must be paid attention to when teaching. Teachers must know and be aware of which tenses are most often used in speaking when teaching. If the teacher pays close attention to the various tenses used when speaking in learning, it will also enable the teacher to know whether the frequently used tenses make the learning efficient for students and whether they are easier to understand. Grammar is one part of improving English speaking ability because when studying a foreign language it cannot be separated from the term

"speaking". There are also several related expert opinions, namely:

1. Grammar

Grammar is an important part when someone wants to learn a language, studying grammar alone will not be enough for a foreign language student to communicate in real life, however, if grammar knowledge is limited it will hinder a person's ability to communicate effectively for both teachers and students (Nan, 2015). In this grammar, there are tenses where tenses are part of the grammar that will explain the time information in a sentence that is heard or read.

2. Tenses

In English learning there are sixteen tenses, only three tenses are commonly used by many people, namely simple present tense, simple past tense, and present perfect tense and these three tenses have different functions (Paltridge &

Starfield, 2007). The simple present tense is used to convey facts, habits, truths, and permanent situations. The simple past tense is used to explain events or actions that have occurred or describe events that have ended in the past. Meanwhile, the present perfect tense is used to show an activity in the past that is still happening today.

3. English speaking skills

English speaking skills are one of the most important skills to develop among the other four language skills. Good communication usually arises from a person's speech because the ability to speak well will produce something good for a person, both in business and education (Osborn, 2008). English speaking skills are skills that humans acquire through a process, this process is called learning. Learning is an activity that we cannot separate from everyday human life. Learning and English speaking skills have a very close

relationship in that learning will be a human effort to acquire English speaking skills.

4. Teacher competence

Teachers must have professional competence, namely the ability to manage the learning process properly and correctly, such as planning, implementing, evaluating, and developing learning systems. a good teacher is a teacher who supports his students, cares about the condition of their students, have extensive knowledge of the material being taught, can work together and have extraordinary enthusiasm in carrying out their duties (Cruickshank, 2006). Foreign language teachers must deepen their knowledge of tense because tense is part of grammar, where grammar is an important part of improving English speaking skills.