

CHAPTER IV

RESULT FINDING AND DISCUSSION

This chapter presents the result and discussion of research. The data collected from the interview and observation which is discussed based on the theory and concept from the previous chapter. This chapter is presented based on research problem in the first chapter

A. Result

In this section, the researcher explains about the result of the observation that found by the researcher in order to know how does the students use of simple past tenses on their student speaking fluency, the problem of their use simple past tenses on student speaking fluency, the teacher solve the problem simple past tenses on student speaking fluency that is obtained from observation on 15 January 2019.

Point of departure of three research focus would like to be explained by researcher as follows:

1. The Students Using Of Simple Past Tenses in Teaching On Their Student Speaking Fluency.

In this section, the researcher gives explanation how the students use of simple past tenses on their student speaking fluency. There are two observations:

The first observation was conducted on 05 April 2021. The researcher entered to the classroom was 07:00-09:00 am. There are three steps that doing by researcher, They are pre-teaching, whilst-teaching, and post-teaching as follow:

a. Pre-teaching simple past tense by using speaking fluency

- 1) The teacher prepared the first lesson plan of teaching simple past tense by using speaking fluency.
- 2) The teacher gives greeting and prays together.

- 3) The teacher was going to say greeting first at eleventh grades students.

For example greeting conversation teacher and students as follow:

Teacher : Assalamualaikum, Good morning class?

Students : Waalaikumsalam, Good morning Mom!

Teacher : Are you ready for study today?

Students : Yes, I'm ready Mom!

Teacher : Ok, Good.

- 4) The teacher checks the student attendance.
5) The teacher gives warming up for students at the eleventh grades students.

The example of giving warming up with the topics as follow:

Teacher : What did you do yesterday?

Student : I studied and played.

Teacher : What did you do last night?

Student : I watched TV.

- 6) The teacher check the student's attendance with check memorizes vocabulary in the last week.

b. Whilst -Teaching simple past tense by using speaking fluency.

- 1) The teacher informed the topic and give instruction for student
2) The teacher gives material of simple past tense with creating linkages for eleventh grades student. The material as follow:

Simple past Tense

Formula:

(+) **S + Verb 2 + O**

(-) **S + did + not + V1 + O**

(?) **Did + S + V 1 + O?**

Example:

(+) I went to Bali for holiday last Sunday

Dani bought a new laptop last night.

(-) I did not sleep well last night.

Adi did not win the English debate competition last month.

(?) Did you see my bag on the table?

Did the student come to school?

Adverb of time:

This morning, last night, yesterday, yesterday morning, two days ago, one week ago, last week, last two weeks, last Sunday, last year, last Lebaran, last holiday, in (year)

The teacher gives some examples about simple past tense for students.

Example:

(+) I went to Paris last year.

(-) I did not go to Paris last year.

(?) Did you go to Paris last year?.

- 3) After that, the student asks the teacher about past tense that has been explained.
- 4) The teacher answers the simple past tense that was asked by the student.
- 5) The teacher repeats the material until the student understands.
- 6) Then the teacher asks to remember the form that the teacher gave.
- 7) The student makes examples of simple past tense based on the form.

Example:

(+) My grandfather was a soldier.

(-) My grandfather was not a soldier.

(?) Was your grandfather a soldier?

- 8) After the student writes example based on form, the teacher ask the students to make a sentence using form of simple past tense. Example, “Play” then make a sentence in the form simple past tense like this “ I Played kites yesterday (S+V2+O/C)”.
- 9) The teacher asks students to give what the students remember.
- 10) Then the teacher discusses together with student.

c. Post-teaching

1. The teacher gives motivation before left this class.
2. The teacher closed of meeting today with *hamdalah* together.

The second observation of eleventh grades, this observation doing on 07April 2021. The researcher entered to the classroom was 07:00-09:00 am. There are three steps that doing by researcher is the same step like at the first meeting as follow:

1. Pre-teaching

- a. The teacher give greeting and pray together
- b. The teacher checked the student’s attendance
- c. The teacher give warming up that suitable with the topic that teacher will teach. Example:

Teacher: Do you remember simple past tense?

Student: Yes, simple past tense is doing direct activity.

Teacher: Ok, Good!!!

2. Whilst-teaching

- a. The teacher gives explanation formula simple past tense again with review well for student.

Simple past Tense

Formula: (+) S + V1 + O/C

(-) S + did+ not + V1 + O/C

(?) Did + S + V1 + O/C?

Adverb of time:

This morning, last night , yesterday, yesterday morning, two days ago, one week ago, lat week, last two weeks, last sanday , last year, last lebaran , last holiday, in (year)

- b. The teacher gives some example in the sentence for student about simple past tense.

Example:

(+) they used social media

(-) They did not use social media

(?) Did they use social media?

- c. Then, the teacher makes some a group for student in the class.
- d. The student move to each other of their group.
- e. After that, the teacher gives story on the paper for group each other.
- f. The teacher ask student to read carefully on five minute.

- g. Then, the teacher asks student to underline the sentence that suitable with formula simple past tense with group each other. Example: “I went to supermarket last night” (S+VI1+ C).
- h. After underline the sentence the teacher ask student to take of result on color paper.
- i. Then, the student gives the result to the teacher.
- j. The teacher discussion together for the result from the student.

3. Post-teaching

- a. Before the teacher closing this meeting, the teacher asking about simple past tense with directly in the class
- b. Then, the teacher closing the class by motivation and reading *hamdalah* together.

2. The Problem Of Using Simple Past Tenses in Teaching On Students Speaking Fluency.

Based on the observation done by the researcher, there are some responds that have found by the researcher on student’s eleventh grade at State Vocational High School Nahdlatun Nasyiin Bungbaruh Kadur Pamekasan. It considered with the direct result of interview between the researcher and one of the student after out of the classroom.

First question is when the researcher asking to students about how do you practice simple past tense on your speaking fluency. She is Salmaniyah, she states¹:

¹Direct Interview with “Salmaniyah” a student Eleventh grades in the classroom (5th April 2021 at 09:40 am)

“I practice speaking English so that I can speak fluently, I increase my vocabulary, after I improve my vocabulary, I practice it directly with my friends as well. So from there it launched to speak English fluently”.

Then the interview was asked Jamilah²:

“like this, sir, to practice the fluency of my English, I multiply the practice with my friend. Then, I speak soberly in accordance with my abilities. And I don't think of vocabulary, but speak for who I am”.

Then the interview was asked”Moh. Zahid:³

“the way I practice sir, when the lesson takes place I practice with classmates about the class activities that are being carried out. For example, asking for names, news, hobbies and others. When I was doing activities at home, I asked about my mother's activities when cooking and also my father's activities”.

The second, the researcher give the questions to the students what are the difficulties in learning of simple past tense? Indina Zulfa also said⁴:

“My difficulty in learning simple past tense is, in vocabulary placement. Because in speaking English do not think of the composition of vocabulary. So, I am more confident to speak in class and in front of friends”.

Then the researcher asked to Ika Maharani about the same question:⁵

² Direct Interview with “Jamilah” a student Eleventh grades in the classroom (5th April 2021 at 09:42 am)

³ Direct Interview with “Moh. Zahid” a student Eleventh grades in the classroom (5th April 2021 at 09:50 am)

⁴ Direct Interview with “Indina Zulfa” a student Eleventh grades in the classroom (5th April 2021 at 09:55 am)

⁵ Direct Interview with “Ika Maharani” a student Eleventh grades in the classroom (5th April 2021 at 10:00 am)

“Like this sir, if I study simple past tense I am confused in practicing it. Because it also requires a lot of confidence and vocabulary. If the vocabulary has been mastered a lot, and self-confidence already exists. So, in speaking using simple past tense in class or in front of friends there is no shame or no confidence”.

Abd. Ra’uf also answered:⁶

“in my personal opinion. My difficulty in memorizing simple past tense lies in the vocabulary. Because, speaking english it must be a lot of practice in the classroom and outside the classroom. In order to be fluence in speaking english the main key is to have lots of practice and a lot of vocabulary mastery”.

The third question, the researcher give the questions to the students How do you use simple past tense on your speaking fluency?. Marhamah gave the answer:⁷

“In the use of simple past tense, you will help students improve their English speaking skills, because simple past tense is an activity that is happening or an activity that is being done by students, so this is a useful way for students to be lighter in developing their abilities.”.

Then, the researcher give questions to Ainur Rosyid:⁸

“Yes, in my opinion, the use of simple past tense is one way to help students develop English speaking skills, for example in gathering vocabulary or developing students' abilities.”

⁶Direct Interview with “Abd. Ra’uf” a student Eleventh grades in the classroom (5th April 2021 at 10: 15 am)

⁷ Direct Interview with “Marhamah” a student Eleventh grades in the classroom (5th April 2021 at 10:35 am)

⁸ Direct Interview with “Ainur Rosyid” a student Eleventh grades in the classroom (5th April 2021 at 10:43 am)

Last question about how do you use simple past tense on your speaking fluency will be answered by Wirdatul hasanah:⁹

“use simple Past tense which is to help me learn to speak English, besides that it also helps me to collect a lot of vocabulary and it helps and also helps me practice self-confidence in speaking English in front of friends or in”

Next question the researcher give the question about Does the use of simple past tense help your improving your speaking?

Unzilatur Rohmah answered:¹⁰

“yes it really helps me to develop my ability to speak English and also helps me in gathering vocabulary, especially the simple past tense is an activity that is in progress or daily activities”

Lailatul Fitriyah also answered the question above:¹¹

“simple Past tense to help students because they can help students practice speaking English, and also help students add vocabulary”

Next question will be answered by Nuruddin Noval:¹²

“My opinion, it is very helpful for the fluency of English language students because simple past tense is one way to be able to develop students' ability to

⁹ Direct Interview with “Wirdatul Hasanah” a student Eleventh grades in the classroom (5th April 2021 at 10:49am)

¹⁰ Direct Interview with “Unzilatur Rahmah” a student Eleventh grades in the classroom (5th April 2021 at 10:58 am)

¹¹ Direct Interview with “Lailatul Fitriyah” a student Eleventh grades in the classroom (5th April 2021 at 11:02 am)

¹² Direct Interview with “Nuruddin Noval” a student Eleventh grades in the classroom (5th April 2021 at 11:07 am)

Speak English in addition to helping students memorize many vocabulary from where students can develop their abilities.”

The last question that doing by the researcher to the students is Do you get problem when you speak English using simple past tense? Answered by Moch Romli Ali:¹³

“The problem that we often experience in past simple usage is in gathering vocabulary because, in speaking English it doesn't think the vocabulary is important to be able to talk to classmates”

Next question directly will be answered by Lailatul Fitriyah:¹⁴

“In my opinion, the simple past tense pack helps me to speak English because, with a lot of practice speaking English, especially the simple past tense is an activity or an ongoing activity, I can develop my ability to speak English.”

Last questions by Syaharani Fitria Maulida:¹⁵

“The usual problem that arises in speaking English is the lack of vocabulary students have, but in the use of simple past tense it will help me more or less in multiplying vocabulary with practice every day with classmates or even activities that are at home that I do every day you do”

¹³ Direct Interview with “Moch Romli ALi” a student Eleventh grades in the classroom (5th April 2021 at 11:14 am)

¹⁴ Direct Interview with “Lailatul Fitriyah” a student Eleventh grades in the classroom (5th April 20121 at 11:15 am)

¹⁵ Direct Interview with “Syaharani Fitria Maulida” a student Eleventh grades in the classroom (5th April 2021 at 11:20 am)

After interview with many instruments, the researcher formulated several problems in the use of simple past tense among them:

1. Student are confused when speaking English.
2. Student are confused in collecting vocabulary.
3. Student are shy when the teacher tells them to speak in front of freands

3. The Teacher Solve The Problem of Simple Past Tenses On Student Speaking Fluency.

Based on the observation done by the researcher, there are some responds that have found by the researcher on student's eleventh grade at State Vocational High School Nahdlatun Nasyiin Bungbaruh Kadur Pamekasan. It considered with the direct result of interview for the teacher after out of the classroom.

Then, the researcher ask the teacher to answer the first questions. What are the strategies used in teaching simple past tense. Ms. Eva as the English teacher answered:¹⁶

“the students asking to mention the sentence in last day”

Next questions is how do you implement the use of simple past tense on students speaking fluency:¹⁷

“the students asking make a sentence after presentation in front of the classroom”

The third question is what are the rules of the use of simple past tense on students speaking fluency:¹⁸

“the students practiced mention the sentence as intensive”

The fourth question is what kind of problem do you find on the use simple past tense by the students:¹⁹

¹⁶ Direct Interview with “Ms.Eva” as English teacher in eleventh grade (5th April 2021 at 11:50am)

¹⁷ Direct Interview with “Ms.Eva” as English teacher in eleventh grade (5th April 2021 at 11:57am)

¹⁸ Direct Interview with “Ms. Eva” as English teacher in eleventh grade (5th April 2021 at 12:03am)

“the students less vocabulary mastery”

The last question is how do you solve the students problem of using simple past tense on students speaking fluency:²⁰

“the students asking to memorizing vocabulary that often practice every day”

After interview with many instruments, the researcher formulated several problem solving from the teacher using simple past tense among student.

1. The teacher tells students to practice a lot with simple past tense, because it can help students to collect vocabulary, and will also help students be more confident in speaking English.
2. The teacher tells students to practice frequently between friends in side class and outside the class use simple past tense, and students have to practice a lot by themselves at home with their activities such as going to take a bath, eating it also helps students to collect vocabulary and also practice their speaking.

Based on the interview to the students above, In practicing speaking English using simple past tense students increase vocabulary through practice in class. And in using simple past tense students experience several different difficulties. For example, students lack mastery of vocabulary and there are also some students who lack confidence. The usefulness of simple past tense learning helps the student to develop the ability to speak English in the classroom and can also help students in gathering vocabulary while also being able to train students to speak English in front of their friends. Simple past tense is very useful for beginners who want to learn to speak English. Because, simple past tense is an ongoing activity and is used in daily activities. So, with the simple past tense helping students to improve their speaking

¹⁹ Direct Interview with “Ms. Eva” as English teacher in eleventh grade (5th April 2021 at 12:08am)

²⁰ Direct Interview with “Ms. Eva” as English teacher in eleventh grade (5th April 2021 at 12:10am)

skills. Apart from the usefulness of learning simple past tense, there are also some problems that students experience in class when studying the past tense itself. Among them, lack of mastery of vocabulary, lack of practice in class and finally lack of confidence in students.

The conclusions from the student teachers were told to tell about the activities they did every day both at school and activities outside of school and to help students save a lot of vocabulary, and the teacher also asked students to present in front of classmates for students to be more confident when talking English with friends aims to not be stiff when talking, and also the teacher asks students to memorize vocabulary so that when speaking English it is not rigid and can also believe in themselves when talking with their friends.

B. Discussion

After displaying the result based on the observation, interview, documentation, then the researcher explains and discusses in a wider explanation based on the review of related literature. The researcher also sorts the discussion based on the question in the research focus.

1. The Students Using of Simple Past Tenses in Teaching On Their Student Speaking Fluency.

Speaking skill is the important aspect to be success in English speaking. The success of learning English can be seen and measured from their performance in speaking and how well they present their English in communication.

Speaking is so much part of daily life that we take it for granted.²¹ It means that speaking has very important role in our daily life, where all of people produce

²¹Scott Thornbury *How To Teach Speaking*, (England: person n education limited, 2005), p.1

thousand word to make conversation with another. It is used express though by word, speech, discourse, or argue to talk or communicate with another people with delivering message or idea in any matter. Thought speaking people can express their idea and thought freely and spontaneously with another people.

In English lessons there are some integrated subject matter, such as: listening, speaking, reading and writing skills. Everything is studied regularly in accordance with the textbook provided by the school. However, this paper only focuses on speaking skills to help language teachers in improving their teaching methods using the theory of "Guide Conversation". It is probable that this problem is related to the low motivation of students to speak English. True or not, learning to speak in a foreign language (English) is difficult because it is not a language of its own.

There are several stages of development of students' speaking competencies in English, including: receive speaking In this stage, students or students who learn English speaking skills receive more from the learning environment or listen to the different forms and styles of speaking of others, speech, the language structure used, and the development of their vocabulary so they can be repeated at home or at school. Students save in as much memory as possible in the form of: new basic vocabulary, new sentences, sayings, etc. that are ready to be practiced with the other person just answering questions (for example, "what is this?, what is that? , and how are you?, and so on). This preparation is called receive speaking which is ready to be applied in good speaking skills. With this pattern, students can think and enrich themselves with various forms of language that are ready to use.

Based on the concept of accepting it means that students have saved a lot of preparation to do the practice of speaking skills. Then next is the ability of students to form and multiply new phrases, such as: asking, explaining, discussing, and even

helping classmates. In this case, students are given as many opportunities as possible to use a variety of new English sentences according to their class level. The influence of productive speaking can be an indication that students who are highly skilled in speaking skills will actually be more successful in developing themselves in the field of English speaking skills in English subjects.

Descriptive Speaking From the description of the two stages above, it means that students' readiness to pursue English speaking skills is very good. From the combination of the two stages, students are able to receive and give (Questions and Answers) by using a series of simple sentences (simple sentence), combined sentences (compound sentence), and complex sentences (complex sentences) and complicated complex sentences (compound complex sentence). This means that students are able to answer English questions verbally, are able to ask questions, explain, discuss, and are able to write written English expressions also using various sentences. The purpose of descriptive speaking is to get students to speak as much as possible with an overview of the various sources of reading material or according to the learning experience that they are going through.

Jack C. Richards also stated that speaking is used in different purpose and purpose involved different skill.²² It means speaking is the form of oral language that we can use in some purpose, for example, we use casual conversation to make social contact with another person, we engage in discussion with someone in purpose to ask or to deliver opinion, therefore, speaking is inevitably used to express our ideas and feelings using a correct language based on the component of speaking such as pronunciation, and grammar. According to Scott Thornbury fluency is the ability to speak the language fluently and fast. Fluency as a part of speaking indicates how

²²Jack C. Richards and Willy A. Renand, *Methodology in Language Teaching* (United States of America: Cambridge University Press, 2002), p.1

smooth a speaker expresses ideas in terms of sentence. Fluency in speaking is the quality of being fluent and it the intensity or practices, talent, habit and proper speech.

Perfect fluency will be identified by limited pause of utterance. Pausing is equally important. Speaker with imperfect fluency will stop and start to talk in uttering the sentence in term of explaining the information within. In this regard When student problem speech, he make think to for a while to find the other words to continue the whole explanation to get the ability of speaker in expressing or uttering ideas in terms of sentence with limited pause of utterance.

Based on the result above the use of using simple past tense on their speaking fluency there is three method that using The teacher on their speaking fluency. Namely, pre-teaching, whilst teaching, post-teaching. Pre-teaching prepared the first lesson plan of teaching simple past tense by using speaking fluency. The teacher gives greeting and prays together. The teacher was going to say greeting first at eleventh grades students. Whilst teaching. The teacher informed the topic and give instruction for student. The teacher gives material of simple past tense with creating linkages for eleventh grades student. Post-teaching Before the teacher closing this meeting, the teacher asking about simple past tense with directly in the class. Then, the teacher closing the class by motivation and reading *hamdalah* together. So, three method above is core of improve their skill using simple past tense on their speaking fluency.

For increasing fluently on students with using simple past tense there are three component in fluently and any of them is grammar. And grammar is the study and practice of the rule in a language for changing from of the word and combing them into sentence.²³ It describes the way of language work. English grammar tells how English works in communicating ideas. Ideas are generally expressed in sentence.

²³As Hamby, *Oxford Advanced Lease's Dictionary*(New York: Oxford University Press,1995)

Sentence is made by groping and arranging word. Therefore, grammar is also the study word sentence.

Grammar in this study covers the appropriateness of using words correctly in sentence orally. We can conclude the grammar is the way of language words though words in speaking or speaking so language will be understood clearly. In grammar, tense is a category that expresses time reference tenses are usually manifested by the use of specific of verb, particularly in their conjunction patterns.

Basic tenses found in many language include the past, present, future, some language only two distinct tenses, such as past and non-past, or future and non-future. There are also tenses last language, like chains, which do not have tense at all. On the other hand, some language make finer tense destinations, such as remote vs recent past or near vs remote future.

Tense generally express time relative to the moment of speaking in some contexts, however, their which is established in the discause the moment being spoken about. This is called relative (as opposed to absolute) tense, some languages have different verb forms or construction which manifest relative tense, such as pluperfect (past in the past) and “future in the past”

Expression of tense are often closely connected which expression of the category of aspect: sometimes what are the traditionally called tense (in language such as *latin*) may in modern analysis be regarded as combination of tense with aspect. And since in many cases the three conjugated are not manifested separately, some languages may be describe terms of e combined tense-aspect mood (TAM) system.

Based on the conclusion of the interview above that in simple past tense learning is part of the grammar itself. While to learn the simple Past tense itself, students in the class must increase their vocabulary. And can directly help students to

be able to facilitate their speaking more. Because simple past tense is an ongoing activity or being done, so it will help students to improve their English speaking skills and help students gain the vocabulary that students know in the activities they do in both classes and activities. outside the classroom, besides that students have to multiply the practice of speaking English and that will also help out spoken students in speaking English. So, indirectly the problem of students in learning simple past tense for their fluency is by increasing vocabulary and better understanding grammar or simple past tense itself.

Based on the above conclusions the teacher tells students to multiply memorizing vocabulary and the teacher also tells students to multiply the practice with classmates or practice with others, the teacher also instructs students to practice the results of the discussions they do with friends, goals for what students are developing speak English when students practice with the theme that is not shy and can also be confident, in simple past tense learning it is learning or activities that are being done by students, for example ongoing activities in the classroom or outside the classroom and also activities that students do at home for example the activity of the two students, for example asking about their parents' activities which they are doing a little more will help students increase their vocabulary.

2. The Problem Using of Simple Past Tenses In Teaching Student Speaking Fluency.

According to Nunan, there are two main aspects of speaking skill; accuracy and fluency²⁴. Accuracy means that the speakers are required to use the correct vocabulary, grammar, and pronunciation. While, fluency means that the speakers are required to be able to keep going when speaking spontaneously. However, it does not mean that the speakers speak so fast because sometimes pausing is important. Nunan states that pause is an aspect of fluency which may be long but not frequent. Moreover, when speaking fluently, speakers should be able to get the message across with whatever resources and abilities they have got and regardless of any grammatical and other mistakes. In addition,

Harmer asserts that the ability to speak fluently is not only knowing knowledge of language features²⁵, but also the ability to process information and language „on the spot“.

Richards and Remand also state that vocabulary is a core component of language proficiency and provide much of the basis for how well learners speak, read, listen, and write.²⁶ Vocabulary in this study covers the selection and the use of varied words that used by student, so that they can speak, write, read and listen. In short by student, so researcher concluded that vocabulary is totaling number of word which has meaning.

Vocabulary Mastery In order to understand the language, vocabulary is crucial to be mastered by the learner. Vocabulary mastery is needed to express our ideas and to be able to understand other people's sayings. According to Webster mastery refers to (1) a. the authority of a master: dominion, b. the upper hand in a contest or competition; superiority, ascendancy and (2) a. possession or display of great skill or

²⁴Ira Pratiwi, *Improving The Speaking Skill Throughcommunicative Activities Of The Eight Grade Students Of Mts N 1 Mlati In The Academic Year Of 2012/2013* (Yogyakarta: Universitas Negeri Yogyakarta, 2013), p.27

²⁵Ira Pratiwi, *Improving The Speaking Skill Throughcommunicative Activities Of The Eight Grade Students Of Mts N 1 Mlati In The Academic Year Of 2012/2013* (Yogyakarta: Universitas Negeri Yogyakarta, 2013), p.27

²⁶Ibid,p.255

technique, b. skill or knowledge that makes one master of a subject comment. While Hornby defines mastery as complete knowledge or complete skill. From that definition, mastery means complete knowledge or great skill that makes someone a master in a certain subject. The specificity of any individual's vocabulary knowledge depends on the person and his motivation, desires, and need for the words (Hatch and Brown). Vocabulary mastery refers to the great skill in processing words of a language²⁷. It is an individual achievement and possession. For that reason, the biggest responsibility in increasing the knowledge is in the individual himself. The success in widening the vocabulary mastery requires their own motivation and interest on the words of a language. From the definition above, we can conclude that vocabulary mastery is an individual's great skill in using words of a language, which is acquired based on their own interests needs and motivation. vocabulary mastery plays an important role in the four language skills and it has to be considered that vocabulary mastery is one of the needed components of language.

Based on the results of interviews and observations that the researchers did, the problems faced by them in their fluency in English using simple Past tense were the most digital factors experienced by students in the classroom namely in mastering their vocabulary. Because in speaking, speaking as well as simple past tense the mastery of very digital vocabularies has a role in the fluency of English language in students in the class. Without them mastering the vocabulary of course they will experience difficulties in improving their speaking skills, especially by using simple past tense.

²⁷Ibid,p.225

3. The Teacher Solve The Problem Simple Past Tenses In Teaching Student Speaking Fluency.

Techniques are one of the factors which determine the success of teaching and learning. Techniques are the ways and means adopted by the teachers to direct the learners' activities toward an objective. Based on it is stated that the types of speaking classroom performance include imitative, intensive, responsive, transactional (dialogue), interpersonal (dialogue), and extensive (monologue).

Give students opportunities to initiate oral communication. A good deal of typical classroom interaction is characterized by teacher initiation of language. We ask questions, give directions, and provide information, and students have been conditioned only to "speak when spoken to." Part of oral communication competence is the ability to initiate conversations, to nominate topics, to ask questions, to control conversations, and to change the subject. As the teachers design and use speaking techniques, ask themselves if they have allowed initiating language.

Encourage the development of speaking strategies. The concept of strategies competence is one that few beginning language students are aware of. They simply have not thought about developing their own personal strategies for accomplishing oral communicative purposes. The classroom can be one in which students become aware of, and have a chance to practice, such strategies as using formulaic expression (at the survival stage) (how much does cost? How do you get to the).²⁸

So, based on the interview to teacher to solve the problem on students in speaking fluency using simple past tense. The conclusions from the student teachers were told to tell about the activities they did every day both at school and activities outside of school and to help students save a lot of vocabulary, and the teacher also

²⁸Ira Pratiwi, *Improving The Speaking Skill Through Communicative Activities Of The Eight Grade Students Of Mts N 1 Mlati In The Academic Year Of 2012/2013* (Yogyakarta: Universitas Negeri Yogyakarta, 2013), p.27

asked students to present in front of classmates for students to be more confident when talking English with friends aims to not be stiff when talking, and also the teacher asks students to memorize vocabulary so that when speaking English it is not rigid and can also believe in themselves when talking with their friends.