

REALIZATION OF THE USE OF THE TENSE ASPECTS IN ORAL COMMUNICATION

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Abstract

After years of learning English, Indonesian prospective workers tend to make many errors in the use of tense aspects in oral communication. The study was aimed at reporting the main factors of the realization of tense aspect usage in oral communication. It has supported the research of Aditya and Chairuddin (2021), that the respondents found difficulties in the use of the correct tense aspects in conversation. The data were collected by interview method using the instruments of twelve questions, each of which used the twelve types of tense aspects, to the thirty students of Kulon Progo Work Training Center. The results demonstrated that they still lacked an understanding of the meaning, usage, and function of 12 types of tense aspects in spoken English. The errors in the equivalence of the time reference between the questions and answers were 82,78% of the dialogues. The first factor they made errors was that respondents tend to do overgeneralizations by using 79% of sentences in Simple Present Tense as the dominant tense aspect. The second factor was that they still defended using the time marking system of L1 in L2. Even though the rough translation of the dialogues in Bahasa could be 93,33 % accepted in Bahasa's meaning, the original answers in English were not permissible in English grammar. The realization of using the English time-marking system in oral communication is that the respondents tend to make many errors and establish it being their standard language among the communities.

Keywords— Aspects, Oral Communication, Overgeneralization, Realization, Standard Language, Tenses

Introduction

Recently, oral communication skills in English owned by prospective workers in Indonesia have been a high demand for industrial developments in the workplace of the Society 5.0 era. They ought to have capable competency in conveying the information from the sender to the recipient, using verbal and visual aids (Prabavathi, 2018). The communicative competencies are important as their general ability to use language correctly, appropriately, and flexibly. Among the competencies, grammar is the first element, which involves correctly using words and structures (Yule, 2010, p. 194). Unfortunately, even after years of learning English, they tend to make many errors in the way they express events in different time allocations in the grammatical structure.

Tense was the grammaticalized representation of the place of time, explained by the idea of referring to another related time in the grammatical utterance of the time situation stated by Comrie & Bybee in 1985 (Kroeger, 2005, p. 148). The verb forms placed in the predicate in a sentence indicate the distinct meanings of the time or duration of actions in the unity of the grammatical sentences. Furthermore, the English paradigm has three semantic distinctions, but there are only two morphological tenses (i.e., past and non-past) (Kroeger, 2005, p. 148). On the other hand, aspects define as the form, distribution, or internal organization of events in the time, divided into the perfective and imperfective aspects (Kroeger, 2005, p. 152). Comrie

(1976a) noted that there was only one marker of aspects in the English tense, i.e., imperfect aspects. It has an internal structure of events, including progressives and habits (Kroeger, 2005, pp. 154-155).

In the history of the error analysis in using Tense on the various articles in Indonesia, the articles on the field of Education have always been more updated than the articles on the field of Linguistics, especially during the pandemic and the post-pandemic of Covid-19 (e.g., (Iqbal & Arfan, 2020); (Badroeni & Zakaria, 2020); (Nurlaela & Nawir, 2020); (Kartika, Nengseh, Kinanati, & safitri, 2020); (Tahang, 2020); and (Napitupulu, 2021)). Even though there are a lot of tense analysis studies in linguistics, most of them have only demonstrated the error use of the tense type in omission, misinformation, and miss-ordering of the structure of the simple tense aspects in the written data of student proficiency tests (e.g., (Fitria, 2020); (Juliana, Purbarini, & Iskandar, 2020); (Setiani & Saragih, 2020); (Vera, 2020); (Perlin, Sartika, & Nery, 2021); (Sari, 2021); (Rohana & Harahap, 2022); (Syukur & Supraba, 2022); (Fadilah, 2022); and (Fitri & Suryani, 2022)). The written form of the data analysis in the academic research articles also has been conducted (e.g., (Ferdinandus, 2016); (Nurhayati, 2017); and (Kusumawati & Sugiasi, 2020)).

Previous studies have only focused on written data showing the results of error analysis and have not in-depth investigated the factors influencing them to make an error in using the types of tense aspects. In the fact, following the established need for oral communication in English, many issues that occurred in spoken English communication need to be analyzed. One of the issues is tense errors impacting misunderstanding in the process of oral communication. Unfortunately, error analysis studies of tense aspects in oral data forms are still infrequently founded in Indonesia. Two studies, analyzing the use of tense in movies (e.g., (Isna, 2018) and (Khozin & Muflihah, 2020)), remain unclear. The results of tense analysis based on film transcript data are still less representative of the significant research than those based on oral language data in real-life situations as a direct communication process.

These recent developments in tense aspect analysis have potential in Linguistics. In this paper, we demonstrate how prospective Indonesian workers' abilities in using the tense aspects in the oral language are relevant to their experiences during and after the pandemic, and what the factors that influence them in making errors are as in-depth enlightening analysis.

The main of the present study is to explain how the realization of the use of tense aspects in oral language by the frontline students of Kulon Progo Work Training Center. Furthermore, the study is designed to evaluate whether the respondents understand what the twelve tense aspects mean or how to use them in answering the questions.

Literature Review

People can speak, communicate, and share their complex information of experiences with those around them through spoken language (Fasold, 2006, p. 402). Spoken language or oral communication requiring the ability to speak was defined as the process of synchronizing language and meaning for specific purposes and contexts stated by Burns et. al. (Schmitt, 2010, p. 197). As for the written language, considering all grammatical sequences, spoken English must also contain grammar as a language system. Grammar is the process of describing the structure of phrases and sentences (Yule, 2010, p. 81). Therefore, the verb forms of English predicates that describe the English tense system are called tense.

Tense refers to a system relating a situation or part of a situation to a particular point in time (Huddleston & Pullum, 2002, p. 116). It is also given as the timing of speaking time and other point-related events. The only tense distinction in English concerns the past tense and the non-past tense. For example, 'help'-'helped' or 'go'-'went'. The future is a peripheral representation of non-past tense, not formally parallel to the past or present (Briton & Brinton, 2010, p. 124). We are going to see the diagram of the time dimension of tenses below:

Table 1. The Time Dimension in English Tense

Past Tense	Non-Past Tense
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The Past Tense, on the other hand, refers to past expressions that are different from the present moment. It includes representations of past events and situations, stories, past habits, politeness, hypotheses, etc. The Non-Past Tense is used to indicate an action currently taking place. It includes habits, states, general statements, timeless statements, gnomic (proverbial) statements, future statements, immediate comments, action summaries, present tense narrations (historical present), and contains current representation information (Brinton & Brinton, 2010, pp. 124-126).

Tenses are further categorized into specific tense aspects such as perfect and progressive tenses. It provides the aspect system that the underlying meaning is related to the internal temporal component of the situation (Huddleston & Pullum, 2002, p. 117). Aspect is a way of looking at an event in the considered category. Whether these are considered perfect and whole perfect aspects or imperfect and progressive imperfect aspects (Brinton & Brinton, 2010, p. 127).

To understand the detailed types of tenses, there is a specification of tense aspects (Azar, 1999, pp. 13-64) as follow:

Table 2. Types of the Tense Aspects

Aspects		
Past	Non-Past	
Past Simple (A fact or habit that happened in the past or in the time before the present) The Pattern : Subject + V2 Example: He went to school yesterday.	Present Simple (A fact or habit that occurs in the present) The Pattern : Subject + V1 Example: He goes to school every day.	Future Simple (A fact or habit that occurs in the future or after the present time) The Pattern : Subject+Will + V1 Example: He will go to school next week.
Past Progressive (The current activities happened along with other activities in the past) The Pattern : Subject+Was/Were+V(ing) Example: He was going to school when I slept.	Present Progressive (The current happened activities) The Pattern : Subject+Be+V(ing) Example: He is going to school now.	Future Progressive (Plan activities happening in the future) The Pattern : Subject+Will be+V(ing) Example: He will be going to school.
Past Perfect (A completed activity happened in the past) The Pattern : Subject + Had + V3 Example: I thought he had gone to school before.	Present Perfect (The activity that has just finished) The Pattern : Subject+Have/Has+V3 Example: He has gone to school.	Future Perfect (A completed activity plan will happen in the future) The Pattern : S+Will Have+V3 Example: He will have gone to school.
Past Perfect Progressive (Activities that have been started in the past, after some time, have also been completed in the past) The Pattern : Subject + Had Been + V(ing) Example: He had been going to school for 15 minutes	Present Perfect Progressive (Activities have started and are not finished now) The Pattern : Subject+Have/HasBeen+V(ing) Example: He has been going to school for 20 minutes	Future Perfect Progressive (Plans of activities that will start in the future, after or before a long period) The Pattern : S+Will+Have+Been+V(ing) Example: He will have been going to school

Depending on the data form, there is a much different result in writing and speaking ability. In the communication process, the ability to speak produced by the human oral apparatus generates speech, and the ability to write creates written speech. In addition, people talking to each other can use facial expressions, gestures, gaze, and other paralinguistic cues to express more of what they want to convey (Fasold, 2006, p. 403). The board's comprehensive studies of tense aspect analysis are still limited. In 2015, Götz (Götz, 2015) found that typical errors in using the tense aspects in English are nearly systematic by Germans. Younus (Younus, 2020) explored attention issues in how Iranians use English as their second language. The problem is similar to that experienced by English speakers in Indonesia (i.e., many grammatical errors).

Specifically, as of 2018, Indonesian researchers had done a lot of research on tense analysis based on the English data expressed by the Indonesians. Aritonang (Aritonang, 2018) found a high rate of usage errors in the simple present tense. Hafsa (Hafsa, 2020) also found that 80% of the respondents made errors using the Present Simple Tense and specific categories of errors (i.e., omissions, additions, lack of structure, and lack of order). Wariyati (Wariyati & Seyufan, 2020) found that the ultimate cause of the error-making in Tense aspect use was the fear of being criticized by the audience for speaking English using the wrong tense. Indrianti (Indrianti, 2020) added that the reason why the respondents tended to be nervous and taciturn was their fear of speaking English because they seemed not to understand the use and the function of each type of tense aspect.

Building on previous research, we conduct an in-depth analysis of Aditya and Chairuddin (Aditya & Chairuddin, 2021) which analyzed the six types of tense aspects of student speaking ability. As the result, the respondents found difficulties in the use of the correct tense aspects in conversation. They always tended to use one type of tense aspect in all situations (i.e., the simple present tense). They didn't understand what the tenses meant or how to use them.

Research Method

The respondents of the research were 30 frontline students of Kulon Progo Work Training Center. They were prepared to be professional workers (e.g., Receptionists, Customer service representatives, Call centers, or Public Relation Employees with fluency in speaking English) and be acknowledged in the hospitality industry. Due to having spoken English classes as well as being prepared to be active speakers of English in their future job, they were considered to be the chosen respondents in the study.

The method to collect the oral data from the respondents used the interview method. The method is a face-to-face stimulation method or inverse sub-method (Mahsum, 2012, pp. 91-93). Accounting for being directly engaged in the conversation using the question instruments could stimulate them in deciding the formation of the revealing of the potential data. Through strategies, 30 frontline students had been interviewed with 12 questions containing 12 types of tense aspects related to their past experiences, ongoing moments, and their plans for the COVID-19 pandemic. We listened to the answers in the form of utterances and recorded the interview via wiretapping. We also wrote the points of their difficulties in spoken English as additional data. The recorded answers of the students were transcribed into written form and obtained 1.409 sentences of the answers from the 360 dialogues.

Table 3. The List Questions as The Instrument in Data Collection

Type of Tense Aspects		Questions
Present Simple		What do you think about the spreading of the coronavirus in your place?
Present Progressive		What are you doing to prevent being infected by the coronavirus?
Present Perfect		Have you taken your vaccine for coronavirus?
Present	Perfect	What have you been doing during the pandemic in 2021?
Progressive		

Past Simple	What were the impacts of the pandemic for the first time, especially in your academic or working situation?
Past Progressive	What were you thinking when the coronavirus was infecting the first two Indonesians?
Past Perfect	What had you done in your first-time quarantine era from March until August 2020?
Past Perfect Progressive	What had you been doing before the pandemic in 2019?
Future Simple	What will you do in 2022?
Future Progressive	What will you be doing after the end of the pandemic?
Future Perfect	By the end of the year, will you believe that the pandemic will have ended?
Future Perfect Progressive	What will you have been doing when the pandemic infects our country again for many years in the future?

In analyzing the data, **first**, depending on the equivalent use of the type of tense aspects in the questions and the answers of the 360 dialogues in English, it grammatically explained whether the dialogues were permissible or not in English tense (Mahsum, 2012, pp. 117-120). Based on the correct answers which were the equivalence pattern uses of the tense aspects in questions and answers indicated that the respondents understood the function of each tense aspect. Meanwhile, if there were error responses of time allocation in the answers to the questions, such as questions using past tense patterns answered with the non-past tense patterns, it indicated that the respondents as L2s showed their incomprehension of the use or the function of each type of tense aspect in the English time system. It looked at the nonequivalent type of tense aspects used in the questions and the answers that referred to the different preferences of the time dimensions between both speakers. Furthermore, the incomprehension of the time marking system in English by the respondents caused miscommunication between both speakers in the process of communication.

Second, to find the influencing factors in the error response of the use of the tense aspects by the respondents, we underlined the predicates of the 1,409 sentences produced by all of the respondents. We marked them as the objects of the data analysis. We conducted an intra-linguistic analysis by observing the 12 tense aspect patterns in the whole grammatical structures of the sentences. By identifying the type of tense aspect, we could calculate the number of each tense aspect used by each respondent. The most dominant type of tense aspect also appeared in the calculation. We also further explored the way how the dominant tense aspect appeared and the factors why respondents generated the dominant propensity in using the one tense aspect by each respondent.

Third, we translated the English data of the questions and the answers into a rough translation in the Indonesian language. The rough translation into the Indonesian language was considered to be the basic state of mind by the respondents as the second speakers of English. By observing the equivalent meaning of the questions and the answers in the roughly translated data of the Indonesian language, we would know about the preference and the influence of L1 (Indonesian language) on their L2 (English) comprehension. The way Indonesian people still defended their state of mind about the time system of the Indonesian language in their speaking English was another influencing factor of the error use of tense aspect. In this section, we demonstrated how the respondents understood the meaning of the type of tense aspects in English.

The result of the study was defined into three sub-points (i.e., the analysis of the time system equivalence in English dialogues, the dominant tense aspect used by each respondent, and the time system equivalence of the Indonesian translated dialogues). By adopting a qualitative method, the various data were presented in the form of tables and charts and explained the results using clear and relevant language. The explanation of the founded issues used easy-to-be-understood language for the readers.

Results and Discussion

The section defines the analysis of the agreement or equivalence time reference based on the pattern of tense aspects between the questions and the answers in English. When the patterns of tense aspects between the questions and the answers are in the same pattern, it means that the question and answer agree in the same reference of time location. The equivalence of the tense-aspect patterns in the dialogues is needed to build a successful communication process. If there is a different preference about the dimension of time in the question and answer, it will generate a miscommunication. Furthermore, it can be seen that the respondents do not understand the use of tense aspects as the time system in English.

Table 4. Agreement of Tense Aspects in Questions and Answers

Name	Frequency	Object	Percentage
Simple Present	22	30	73,333333%
Present Continuous	11	30	36,666667%
Present Perfect	12	30	40%
Present Perfect Continuous	0	30	0%
Simple Past	1	30	3,333333%
Past Continuous	1	30	3,333333%
Past Perfect	1	30	3,333333%
Past Perfect Continuous	0	30	0%
Simple Future	9	30	30%
Future Continuous	2	30	6,666667%
Future Perfect	3	30	10%
Future Perfect Continuous	0	30	0%
Total	62	360	100%

Regarding the table above, the average of the equivalent dialogues that use the same type of tense aspects in 12 questions containing 12 types of tense aspects is 17,22% of 360 dialogues. The percentage is gained from the total frequency of equivalent dialogues (62) divided by the whole dialogues (360) multiplied by 100%. It indicates that 82,78% of the dialogues have errors in the equivalent agreement of the tense aspects in the questions and answers. Due to the 30 dialogues, in the dialogues of the Simple Present Tense pattern, 22 dialogues are equivalent to answering the questions in the same pattern of Simple Present Tense. In the past time dimensions, (i.e., Simple Past, Past Progressive, and Past Perfect) only one dialogue of each of them can answer these question patterns with the appropriate type of tense aspects. Related to the first finding, respondents tend to answer questions that are in unfamiliar patterns of tense aspects using Simple Present Tense. Furthermore, the questions that contain the complicated patterns of the tense aspects (i.e., Present Perfect Progressive, Past Perfect Progressive, and Future Perfect Progressive aspects) have a 0% percentage of equivalence of both tense aspect patterns in the question and answer. It means that the questions can not be answered properly with the same type of tense aspect intended by the respondents. Based on the percentage of equivalent agreement analysis above, it can be considered how the state of mind of the speakers understands the dimension of time in the dialogues. It also can be seen in their capability to understand the use of every type of tense by their responding to the questions with the same or different patterns of tense aspects.

- i. Question: What have you been doing during the pandemic in 2021?
Answer : I stay at home and I always protect my family from CV and also I join English class and join some activities but at home
- ii. Question: What had you been doing before the pandemic in 2019?

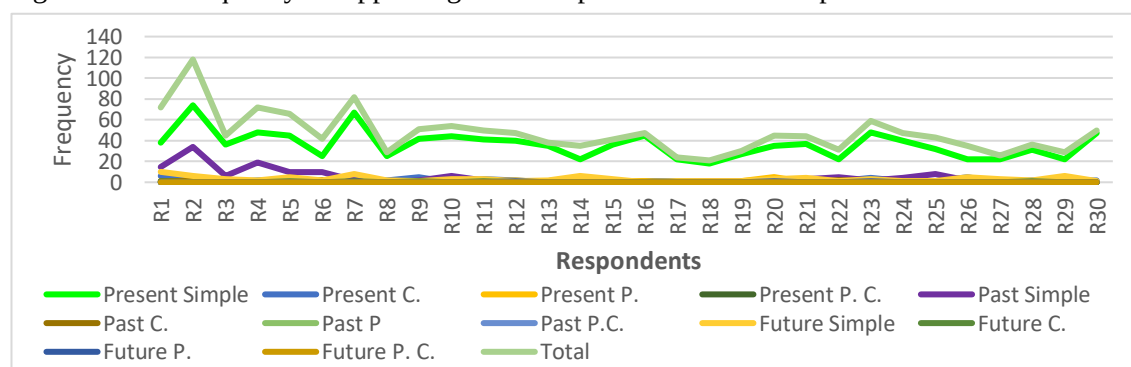
Answer : Before the pandemic, I **have** an internship at Dapur-Angkasa company and I **want** to join the competition in April 2020 but because of the pandemic, it **is** canceled.

iii. Question: What will you have been doing when the pandemic infects our country again for many years in the future?

Answer : I **must protect** my family for the first time, I **don't want** to my family loses bc they **are** my lovely family and maybe our country **has** experienced the pandemic. I **want** to apply health protocol again.

From the data above, we can see that in data i, and iii, the Present Perfect Progressive and Future Perfect Progressive patterns of question are answered in the sentences using the Simple Present Tense. Even though the tense aspects of the question and answer are not equivalent, the tense principle is still acceptable in English, because the Present Perfect Progressive, Future Perfect Progressive, and Simple Present Tense patterns are involved in the same allocation of the time dimension (i.e., non-past tense). On the other hand, in data ii, the pattern question of Past Perfect Progressive Tense is not equivalent to being answered in the pattern of question in Simple Present Tense, because they have different time dimensions (i.e., a question in past tense answered by non-past tense category). On the research data, all of the respondents tend to express their meaning in a simple way that is in the simplest pattern in the tense aspects they master (i.e., Present Simple Tense).

Figure 5. The Frequency of Appearing Tense Aspects from Each Respondent



From the diagram above, even though the respondents answer in different numbers of sentences, (i.e., R1;72, R2;118, R3;45, R4;72, R5;66, R6;42, R7;82, R8;29, R9;51, R10;54, R11;50, R12;47, R13;38, R14;35, R15;41, R16;47, R17;24, R18;21, R19;30, R20;45, R21;44, R22;31, R23;59, R24;47, R25;43, R26;35, R27;26, R28;36, R29;29, R30;50), they tend to use Simple Present Tense to answer 12 questions containing 12 aspects of tenses. It becomes the most dominant tense aspect used in an average of 79% of each answer. The respondents tend to do overgeneration in using one type of tense aspect to answer the twelve questions consisting of twelve types of tense aspects. Overgeneration is the way to generate language by inferring or deriving a law, rule, or conclusion in higher or lower-order categories for meaningful retention (Brown, 1941, p. 102). Considering to Simple Present Tense is the simplest and the basic type of tense in English and the pattern is also similar to the sentence pattern in Bahasa, in which it does not need to change the form of the verb in the predicate of the sentence grammatically. The meaning of Simple Present is, in general, to express the fact or data or repeating event that happened in the present time.

There are three samples of the dominant use of Simple Present Tense in different questions.

iv. Question: What have you been doing during the pandemic in 2021?

Answer: Mostly I **spend** my whole time at the home, sometimes I **go** outside to look for fresh air, **meet** some friends and **look for** new hobbies.

- v. Question: What had you been doing before the pandemic in 2019?
 Answer: Before the coronavirus in Indonesia, I and my friend do an industrial visit to Jakarta and Bandung when we come back to Jogja, one or two weeks later there is a pandemic.
- vi. Question: What will you have been doing when the pandemic infects our country again for many years in the future?
 Answer: I must protect my family for the first time, I don't want to my family loses because they are my lovely family and maybe our country has experienced the pandemic. I want to apply health protocol again.

There are three questions and answers from three different respondents at separate times. The Present Perfect Progressive Tense question (iv), the Past Perfect Progressive Tense question (v), and the Future Perfect Progressive Tense question (vi) are answered with the same type of tense aspect (i.e., Simple Present Tense sentence). These data support the indication that respondents tend to apply overgeneralization to answer questions that use the detailed aspect of tense such as questions in the type aspect of perfect progressive with the answer in the general or simple form of a tense aspect (i.e., the Simple Present Tense). It has the basic lexical word of a verb in the predicate of the sentence in English and is similar to the pattern of the sentence structures to express many different time allocations in the Indonesian language.

The different principle of the time system between L1 and L2 tends to generate a great influence on the process of mastering L2. Bahasa (L1) which does not have a time and event marking system in sentence formation has quite different grammatical sequences from English (L2) which has a time and event marking system in sentence formation (i.e., Tense). Indonesians who speak English as their L2 tend to express L2 influenced by the time system of L1. The adoption phenomenon of speaking L2 with a taste of L1 becomes a culture. Recently, it tends to be done by beginner of L2 learners in the early stages of the process of learning. However, the issue continues to carry over not only into their everyday interaction but also into their professional circumstances. Indeed, the common issue which is being normalized is not quite permissible in L2 grammar rules. Moreover, the issue will be a hindrance and generates a tendency to misinterpret the process of communication in L2.

When all of the answers are translated into L1, they almost can answer all of the questions. Although there are many errors in the L2 time system related to the first finding, the meaning of the answers is acceptable in the time system or the meaning in L1. The preference for L1 in spoken L2 can be inferred from the table below.

Table 6. Realization of English Tense Aspects in Indonesian Language Perception

Answer Consisting	Quantities	Total Per Dialog	Persentase
Simple Present	28	30	93,33333 %
Present Continuous	28	30	93,33333 %
Present Perfect	22	30	73,33333 %
Present Perfect Continuous	29	30	96,66667 %
Simple Past	30	30	100 %
Past Continuous	29	30	96,66667 %
Past Perfect	29	30	96,66667 %
Past Perfect Continuous	29	30	96,66667 %
Simple Future	30	30	100 %
Future Continuous	29	30	96,66667 %
Future Perfect	27	30	90 %
Future Perfect Continuous	26	30	86,66667 %

From table 6 above, it can be inferred that each of the 30 dialogs contains 12 types of tense aspects. The quantities indicate the number of acceptable answers in the meaning perception of the L1 time system. Regarding 360 dialogues, there is 93.33% on average of the equivalent time allocation between questions and answers. It means that there is a high percentage of acceptable meaning when the answers are roughly translated into Bahasa. Naturally, their perception of the L1 time system is still adopted, because, in their point of view, their answers are acceptable or appropriate in L2. They defend their L1's time system which does not have a time system marking in the predicate of each sentence. Without their consciousness, they create many errors and unacceptable meanings in L2 that generate the possibility of misunderstandings in the communication process, as in the example:

vii. Question: What were the impacts of the pandemic for the first time for you especially in your academic or working situation?
(Apakah dampak-dampak dari pandemi saat pertama kali bagimu, khususnya situasi pada bidang akademik atau pekerjaanmu?)

Answer: The first impact is really big. It makes a school postponed. It makes us use an online device too. You can't be in touch with each other. With the work, We also work from home.
(Dampak pertama kali sangatlah besar. Pandemi membuat sekolah tertunda dan kami menggunakan perangkat untuk kelas secara daring. Kamu tidak dapat bertemu satu sama lain. Dalam pekerjaan, kami berkerja dari rumah.)

viii. Question: What were the impacts of the pandemic for the first time for you especially in your academic or working situation?
(Apakah dampak-dampak dari pandemi saat pertama kali bagimu, khususnya situasi pada bidang akademik atau pekerjaanmu?)

Answer: The effect of the pandemic on my academic situation is I think I get a hard time managing my time because I have to stay at home. I become a child in my family I have to be a student at the same time so it is quite hard for me to divide my time within 24 hours every day. It also affects my study in college because again I have to write my thesis. I think it is about time management.
(Dampak adanya pandemi pada situasi akademis saya adalah saya merasa kesulitan dalam mengatur waktu, karena saya harus tetap berada di rumah. Saya berkewajiban sebagai anak di keluarga saya, saya pun juga menjadi siswa di waktu yang bersamaan. Sehingga hal ini sangat berat bagi saya untuk membagi waktu 24 jam per hari. Hal ini juga berdampak pada belajar saya di kampus, karena saya harus menulis skripsi saya. Saya kira ini tentang pembagian waktu.”

ix. Question: What were the impacts of the pandemic for the first time for you especially in your academic or working situation?
(Apakah dampak-dampak dari pandemi saat pertama kali bagimu, khususnya situasi pada bidang akademik atau pekerjaanmu?)

Answer: The first impact is we can't have an exam, the UN (Last Examination) is canceled and we have the day off. The UTBK is delayed. The impact for me is I feel happy because of the long holiday, I am at home, and I can enjoy my time, but I feel bored because nothing to do. If this situation continues I can't do something, my family gets into a financial crisis. I don't usually wear the mask for many hours.
(Dampak pertama kali adalah kami tidak dapat mengikuti ujian. Ujian

Nasional dibatalkan dan kami libur. Ujian sekolah (UTBK) juga ditunda. Dampaknya pada diri saya, saya merasa senang karena libur panjang, saya berada di rumah dan saya dapat menikmati waktu saya, namun saya merasa bosan karena tidak ada yang banyak bisa saya lakukan di rumah. Jika situasi ini terus berlanjut, saya tidak dapat melakukan sesuatu, orang tua saya mengalami krisis keuangan. Saya biasanya tidak memakai masker selama beberapa jam.)

Three respondents answer the same question at separate times followed by a rough translation in Bahasa. In answering questions containing the Simple Past Tense (i.e., the data vii, viii, and ix), respondents tend to answer using the Simple Present Tense. As we understand, Simple Past Tense and Simple Present Tense refer to the different time dimensions. The questions in data vii, viii, and ix ask about the impacts experienced by the respondents when the pandemic infected Indonesia for the first time. Unfortunately, the answers use Simple Present Tense which means the expression of the fact in the present moment, considering the time of the interview was almost two years after the first time pandemic infected Indonesia. The equivalences of the tense-aspect in the questions and answers in data vii, viii, and ix, are not appropriate in the grammar of L2. However, regarding the rough translation in L1, the nonequivalences of the questions and answers in L2 are acceptable in L1. It can be inferred that L1 has a big influence on their realization of using tense aspects in speaking L2.

Based on the result above, the present study analyzes the realization of 12 types of tense aspects used in each answer sentence as the responses to the questions using the same type of tense aspects in oral communication. The 17,22% of the same type of tense aspects between the questions and answers is the indication of the equivalence of the time reference in both of the speakers. It means that 82,78% of the dialogues have errors in the equivalence of the time reference in the questions and answers. Furthermore, there is a 0% percentage of nonequivalence in the dialogues i.e., Present Perfect Progressive, Past Perfect Progressive, and Future Perfect Progressive question patterns. It indicates that none of the respondents can answer the question consisting of the detailed patterns of the tense aspects with the same or the proper tense aspects.

The nonequivalences of tense aspects in the questions and the answers generate misunderstanding in the difference of time reference between the communicator and recipient in the dialogues impacting the inhibition or the failure in the communication process. The main factor influencing them in error-making is that they are still lacking in understanding the use of at least 12 types of tense aspects in communication. Regarding making immediate fluency in English, the way they respond to the 12 types of tenses in the questions is by overgenerating their answers using the simplest structure and the most similar grammatical pattern in the time system of L1. Each of the respondents overgeneralizes their responses by using 79% of sentences in the Simple Present Tense pattern to answer each of the 12 questions. They seem difficult or do not understand in use of the complicated forms of tense aspects (i.e., Progressive and Perfect tense in every dimension of time).

We also find that even though there are many errors in their use of tense aspects in the oral language, 93,33 % meaning of the whole answers can be accepted in the meaning by being translated roughly into Bahasa. It indicates that the respondents tend to not understand the difference in time marking systems between L1 and L2. They have assumed that their answers seem to be proper in English, based on their comprehension of the time system in L1. The way Indonesian people still defended their state of mind regarding the L1's time system in speaking L2 is the main cause of the error usage of tense in the answers and generates miscommunication about the time reference between the speakers in the dialogues. The respondents, who are native speakers of the L1 which does not have a grammatical time marking system (tense) in the sentences, tend to speak L2 influenced by the principle of the time system in the L1.

The present study supports the study (Aditya & Chairuddin, 2021) about the recent analysis of six types of tense aspects on the student speaking ability. As the same result, the respondents found difficulties in the use of the correct tense aspects in conversation. They always tended to use one type of tense aspect in all situations (i.e., the simple present tense). They didn't

understand what the tenses meant or how to use them. In addition, regarding the present study, the realization of the use of tense aspects in the speaking L2 is not only overgeneration but also the defending effort in the time marking system of L1 to their oral communication in English. The study is still limited to the instrument of the data collection that still uses 12 types of tense aspects. In the future, we hope many studies use a more comprehensive instrument in data collection (i.e., using 16 types of tense aspects).

Conclusion

The accurate usage of tense aspects is significant for the success of oral communication in English conducted by Indonesian prospective workers to support their careers in the global challenge. After learning English for many years, they still lack an understanding of the meaning, uses, and function of 12 types of tense aspects in spoken English. The realization of using the English time-marking system in oral communication is that they still make many errors. The errors are still defended and naturally establish the standard language among the communities. The standard language is their preference to overgenerate the 12 types of tense aspects into one type of tense aspect (i.e., Simple Present Tense) in answering the questions using 12 different types of tense aspects. The way they defend the time marking system of L1 in their oral communication in L2 is the main issue generating nonequivalent dialogues and miscommunication. Apparently, by involving non-verbal languages, such as gestures, facial expressions, eye contact, or the general context of the conversation, utterances spoken by Indonesian speakers in English can still be accepted by the communicant. Unfortunately, the use of tense aspects by the Indonesian prospective workers at least as intermediate to the advanced speaker of English is better to be permissible in the grammar of L2.

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