

THE USE OF ENGLISH TENSES ON THE STUDENTS' ACADEMIC WRITING AT STKIP PGRI SIDOARJO

Dimas Adi Romadhon

STKIP PGRI Sidoarjo East Java, Indonesia

Dimasaditya958@gmail.com

Abstract

Romadhon, Adi, 2021, *The use of English tenses on the students' academic writing at STKIP PGRI SIDOARJO*. Thesis, English Education Study Program. STKIP PGRI Sidoarjo. Advisor Yudy prasetyo, M.Pd

Key Words: Academic writing, Tenses, Research Method section

Tenses is a tool that English speaker use to express time in their language and learn to think like a native speaker. Academic writing is the kind of writing that you are required to do in collage or university. This research aimed to decribe the types of tenses on academic writing produced by English students in research method subject. This research used the descriptive qualitative method to identify one or few tenses that intended to use in this research design. The data were taken from some of English education students' final paper of STKIP PGRI Sidoarjo in fifth semester. The researcher found tenses result in the form of percentage were 18 or 48,64% tenses found in simple present, 17 or 45,96% tenses found in simple past, 3 or 5,4% tenses found in simple future, and 0 % in other tenses. In conclusion, tenses helped to know the students' ability in understanding language learning, especially in writing research method section.

Abstrak

Romadhon, Adi, 2021, *Penggunaan tenses bahasa Inggris pada tulisan akademik mahasiswa STKIP PGRI SIDOARJO*. Skripsi, Program Studi Pendidikan Bahasa Inggris. STKIP PGRI Sidoarjo. Pembimbing Yudy prasetyo, M.Pd

Kata Kunci: Bagian Penulisan Akademik, Tenses, Metode Penelitian

Tenses adalah alat yang digunakan penutur bahasa Inggris untuk mengekspresikan waktu dalam bahasa mereka dan belajar berpikir seperti penutur asli. Tulisan akademik adalah jenis tulisan yang wajib Anda lakukan di perguruan tinggi atau universitas. Penelitian ini bertujuan untuk mendeskripsikan jenis-jenis tenses pada penulisan akademik yang dihasilkan oleh mahasiswa bahasa Inggris dalam mata kuliah metode penelitian. Penelitian ini menggunakan metode deskriptif kualitatif untuk mengidentifikasi satu atau beberapa tenses yang akan digunakan dalam desain penelitian ini. Data diambil dari beberapa tugas akhir mahasiswa pendidikan bahasa Inggris STKIP PGRI Sidoarjo semester lima. Peneliti menemukan hasil tenses dalam bentuk persentase adalah 18 atau 48,64% tenses ditemukan di simple present, 17 atau 45,96% tenses ditemukan di simple past, 3 atau 5,4% tenses ditemukan di simple future, dan 0 % dalam tenses lainnya. Kesimpulannya, tenses membantu untuk mengetahui kemampuan siswa dalam memahami pembelajaran bahasa, khususnya pada bagian metode penelitian menulis.

INTRODUCTION

Committing errors by students who are learning a new language is common (Fauziati, 2010). Language errors can not be forgotten by the learners in learning a lot of new language including a foreign language. Some learners are afraid when they do something wrong in learning new language. The lecturer(s) teaching academic writing also need to teach students sentence conciseness for effective writing style (Prasetyo, 2015). Actually it is normal when the learners do wrong in spoken or written. This is why analysis is needed also to determine how they learn and understand about the language rules which they learn.

Every language has its own grammar. The word grammar has several meanings and there is no universally accepted definition. Different experts define the term grammar differently. Lado (1977: 141) defines grammar as the study of rules that are claimed, to tell the students what should and should not say in order to speak language of the social educated class and Harmer (2001: 12) defines grammar as the description of the ways in which words can change their forms and can be combined into sentences in the language. Gerot and Wignell (1994: 2) state that grammar is a theory of a language, of how language is put together and how it works. As a result, grammar is the study of the classes of words, their inflections and their functions and relations in the sentence of a language and it has an error that learners do not know when learners change the language from mother language to other language.

A lot of sentences that learners meet in language is tenses. In every language has different situation of tenses. Especially English, there are many kinds of tenses. One of them is past tenses. Past tenses are one of tense that explain about the situation that happen in the past. A lot of students almost do not know the verb that use in the past. They think it is same with present. it can be concluded that English needs tenses to change the verb based on time. From those conclusions, it shows students cannot understand tenses in English.

Based on the observe, it is important to observe in details, a research the use of tenses in final assignment of research method subject that is done by English department students at STKIP PGRI Sidoarjo. the researcher also wants to know about their ability in writing of final assignment of research method subject. Their writing is not

rejected but that is for evaluation in the future when another students write this final assignment.

The researcher is interested in investigating the research method deeply on the use of tenses in students' assignment, because some students forget to focus on grammatical writing. They just focus on the content only. The important of research method describes a methods and provision of tools for carrying out the research article can be delivered well.

METHOD

In this research, the writer used the qualitative research. The technique that used description qualitative research. In this study, the writer conducted the research at STKIP PGRI Sidoarjo

The population was the fifth semester of English Department in STKIP PGRI Sidoarjo. The population was 6 students, the sample was 38 sentences.

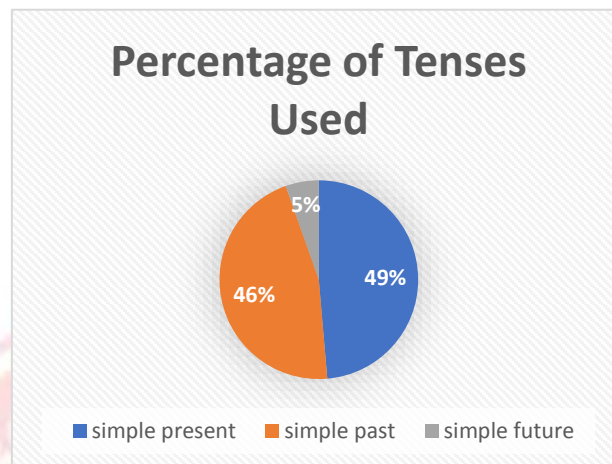
The instrument which was used in this research is researcher himself and observation checklist about sentences and the clause.

RESULT AND DISCUSSION

The tenses on the fifth semester in research method final assignment were 37 sentences from 6 data samples. The tenses were classified into twelve tenses, namely 18 sentences in simple present, 17 sentences in simple past, 2 sentences in simple future, and there is no mistake in other tenses.

The highest frequency of student sentences was simple present. The factor that causes simple present in student sentences was that students pay attention of the context that could be applied.

expression or definite past as yesterday, last year, two years ago, etc.”. This meant that the presence of unnecessary items that appeared in a well-formed sentence.



However, it was not entirely the student's fault. Sometimes, it was followed by simple past, and simple future.

Simple present

Most of simple present were produced by students. It happens when students write sentences that are not in the form of good speech and forget the rules of method section. According to Azar (1998), “Simple present expresses events or situations that always, usually, habitually; they exist now have existed in the past, and probably will exist in the future.” This showed that simple present appeared in well-formed speech. On the other hand, it must be constructed grammatical content and morphemes to carry an understandable meaning.

From the analyzed data, there were 18 or 48.64% sentences found in simple present. The following sentences were presented as examples of simple present produced by students.

The sample sentence “*The sample used in this research is Senior High School*”. This sentence is correct, but the method should use past form, the verb in this sentence is “Is”, should change to “Was”. According to Mudrak (2015), “The method section should use the past tense because it is a report what was done during the course of the study”. Thus this sentence should be “*The sample used in this research was Senior High School*”

Simple past

Simple past were tenses in categorizing certain items that appear in the production of students' sentences. According to Frank (1970:49), “Past tense represent definite time, it refers to event that were completed before the statement is made. It is often accompanied by such

From the analyzed data, there were 17 or 45.96% sentences found. The following sentences were presented as examples of simple past sentence produced by students.

The sample sentence “*The method was a classroom action research that consisted of pre-test and post-test*”, the students produced a simple past sentence. It showed that adding a word “was” was a correct word. Thus, simple past tense is tense that indicated that an activity or situation began and ended at a particular time in the past (Azar, 2006), and the method section should use past tenses. According to Mudrak (2015), “The method section should use the past tense because it is a report what was done during the course of the study”.

Simple Future

Simple future often occurred in students in working on their writing. According to Azar (1998:51), “Simple future expresses an activity that the event not specific for the future.”

From the analyzed data, there are 3 or 5.4% sentences found in simple future. The following sentences were presented as examples of simple future tense produced by students.

From the sample sentence “*First part will be participant observation (introducing students / peers) who participated in this study*”. This sentence is correct, but future tense is not allowed to be used in the method, it should be changed to “was”. According to Mudrak (2015), “The method section should use the past tense because it is a report what was done during the course of the study”. Moreover, it should “was participant observation”. This sentences occurred because morpheme or group of

morphemes was incorrectly in an utterance. Thus, the sentence should be *“First part was participant observation (introducing students / peers) who participated in this study”*.

CONCLUSION

Based on the data collection and discussion in the previous chapter, the researcher concluded that the students of the fifth semester of English department produced sentences with the correct rules of tense in their writing. From the data collection and analysis results, the final assignment produced by students most of them produced sentences in simple present and simple past. They paid attention to verb changes and also knew the rules in tenses, this statement was supported by data which showed 48,64 % of students produced sentences of simple present. Then, students also produced sentences on other types of tenses. They were like 45,96% of students produced sentences in the simple past, 5,4% simple future, and 0% other tenses. From this data, the researcher could find out that students in fifth semester have paid attention about using tenses in their final assignment. They were confused if using tenses applied in method section.

REFERENCES

- Fauziati, E. (2010). The effects of error treatment on interlanguage errors: a study of secondary students learning English as a foreign language. *Kajian Linguistik dan Sastra*, 21(2), 135-145.
- Harmer, Jeremy. (2004). *How to Teach Writing*. England: Pearson Longman Press.
- Jabeen, A. (2015, September). The Role of Error Analysis in Teaching and Learning of Second and Foreign Language. *Education and Linguistics Research*, 1(2), 52-62.
- Mudrak. B. (2015) Verb tense in scientific manuscripts
- Umar. (2015, September). An Analysis of Errors on the Using Simple Past. *Paedagoria*, 12(2), 41-50.
- Graue, C. (2016). *Qualitative Data Analysis*. *International Journal of Sales, Retailing and Marketing*, 5-14.