No. ISSN 2303-1417 VOLUME 2

Proceedings

INTERNATIONAL CONFERENCE

ICEL 2013

The First International Conference on Education and Language (ICEL)

28,29,30 January 2013
Bandar Lampung University (UBL)
Indonesia

In Cooperations With

Indonesia | Australia | India | Malaysia

Faculty of Teacher Training and Education (FKIP)
English Education Study Program, Bandar Lampung University (UBL), Indonesia

PROCEEDINGS

THE FIRST INTERNATIONAL CONFERENCE ON EDUCATION AND LANGUAGE

ICEL 2013

28 -30 January 2013

Organized by:
Faculty of Teacher Training and Education (FKIP), English Education Study Program
Bandar Lampung University, Jl. Zainal Abidin Pagar Alam No.89 Labuhan Ratu,
Bandar Lampung, Indonesia
Phone: +62 721 36 666 25, Fax: +62 721 701 467
www.ubl.ac.id

PREFACE

The activities of the International Conference is in line and very appropriate with the vision and mission of Bandar Lampung University (UBL) to promote training and education as well as research in these areas.

On behalf of the First International Conference of Education and Language (ICEL 2013) organizing committee, we are very pleased with the very good responses especially from the keynote speakers and from the participants. It is noteworthy to point out that about 80 technical papers were received for this conference

The participants of the conference come from many well known universities, among others:
University of Wollongong, NSW Australia, International Islamic University Malaysia, Kyoto University (Temple University (Osaka), Japan - Jawaharlal Nehru University, New Delhi, India - West Visayas State University College of Agriculture and Forestry, Lambunao, Iloilo, Philipine - Bahcesehir University, Istanbul, Turkey - The Higher Institute of Modern Languages, Tunisia - University of Baku, Azerbaijan - Sarhad University, KPK, Pakistan - Medical Sciences English Language Teacher Foundation Program, Ministry of Health, Oman - Faculty School of Arts and Sciences, Banga, Aklan Philippines - Sultan Ageng Tirtayasa, Banten, - Pelita Harapan University, Jakarta - STIBA Saraswati Denpasar, Bali - University of Muhammadiyah Yogyakarta - Ahmad Dahlan University Yogyakarta - Sriwijaya University, Palembang - Islamic University of Malang - IAIN Raden Fatah Palembang - Universitas Diponegoro, Semarang, Indonesia - Universitas Haluoleo Kendari - State Islamic University of Sunan Gunung Djati, Bandung - Tadulako University, Central Sulawesi - Sanata Dharma University - Lampung University and Open University,

I would like to express my deepest gratitude to the International Advisory Board members, sponsors and also to all keynote speakers and all participants. I am also grateful to all organizing committee and all of the reviewers who contribute to the high standard of the conference. Also I would like to express my deepest gratitude to the Rector of Bandar Lampung University (UBL) who gives us endless support to these activities, so that the conference can be administrated on time.

Bandar Lampung, 30 January 2013

Mustofa Usman, Ph.D
lCEL 2013 Chairman

PROCEEDINGS

The First International Conference on Education and Language
(ICEL 2013)
BANDAR LAMPUNG UNIVERSITY
Bandar Lampung, Indonesia
January 28, 29, 30, 2013

Steering Committee

Executive Advisors
M. Yusuf S. Barusman
Andala Rama Putra Barusman

Chairman
Mustofa Usman

Co-Chairman
Harpain
Baginda Simaibang

Secretary
Yanuar Dwi Prasetyo

Treasurer
Tissa Zadya

Technical Committee Team
Tissa Zadya
Nadia Dalimunthe
Yanuar Dwi Prasetyo
Bery Salatar
Zainal Abidin

International Advisory Board

Mustofa Usman, Indonesia
Garry Hoban, NSW Australia
S. Mohanraj, India
Ken Cruickshank, NSW Australia
Baverly Derewianka, NSW Australia
Ahmad F. Ismail, Malaysia
Hery Yufrizal, Indonesia
M. Yusuf S. Barusman, Indonesia
Jan Wright, NSW Australia
Harpain, Indonesia
Hon Wie Leong, Singapore
Raihan B. Othman, Malaysia
Andala R. P. Barusman, Indonesia
Khomsahrial Romli, Indonesia
Mohamad Sahari Nordin, Malaysia
Jayashree Mohanraj, India
Ujang Suparman, Indonesia
Ahmad HP, Indonesia
Baginda Simaibang, Indonesia
Nuraihan Mat Daud, Malaysia
Udin Syarifuddin W, Indonesia
Undang Rosyidin, Indonesia

Organizing Committee

Chair Person
Tissa Zadya

Vice Chair Person
Baginda Simaibang

Secretary
Yanuar Dwi Prasetyo

Treasure
Samsul Bahri
Dian Agustina

Special Events
Bery Salatar
Nadia Dalimunthe
Siti Rahma Wati
Dina Ika Wahyuningsih
Kefas Ajie
Fajar Ryantika

Transportation and Accommodation
Irawati

Publication and Documentation
Indriarti Gultom, MM.
Dina Ika Wahyuningsih
Noning Verawati
Masitoh
Rifandy Ritonga

Consumption
Yulfriwini
Ni Sayu Kade Lena Widyawati
Miryanti Feralia
Novita
Cornellius Vilardi
M. Agusman Ajijaya
I Gede Ryan Ekki .P.
Qory Fahrunisa ,F.

Facility and Decoration
Zainal Abidin
Sudarto
Tri Suhartono
Sukamto
Suprapto

Table Of Content

Preface ii
Steering Committee iii
International Advisory Board iii
Organizing Committee iv
Table of Content v

Paper Presenter :

32. Learning English Through Linguistic And Musical Intelligences - Nila Sari 230-236
33. An Action Research On Metacognitive Strategies To Teach Listening – Ni'matu Tasriyah 237-243
34. The Strategies Of English Pragmatic Competence Of Pre-School Aged Children - Nur Arifah Drajati 244-251
35. Effective Teaching Learning In Marketing Management Studies – Nur Hayati 252-257
36. The Role Of Articulatory Phonetics In Improving Listening For The First-Year Students Of English At Stiba Saraswati Denpasar - Denok 258-264
37. The cross-cultural issues in the process of teaching English as a second language - Potemkina Victoria 265-268
38. Ideas Of Carrying Out Character Education In Speaking 1 Class- Putu Ayu Prabawati Sudana 269-275
39. Students' Coherence Development In Learning English A Case Study In Writing Class At English Department Year 2009-2008 In FKIP UHN Pematang Siantar - Reina Adelina Sipahutar 276-283
40. English Course Design For Students Of Non-English Departments - Hompuraja Frans Susesco Saragih 284-295
41. Relationship Pattern Of S1 PGSD Students' Learning Readiness And Academic Integration For Distance Education Management In Remote Islands – Suhartono 296-302
42. Intergrating The English Language Teaching And Learning Process With Soft Skills – Sunardi 303-310
43. Scenario Of Mathematic Learning Based On Bruner At School – Suprapto Manurung 311-315
44. Understanding Some Aspects Of Discourse Acquisition In NNs Setting - Tagor Pangaribuan 316-325
45. Culture Based Learning To Respond Lineslide Disaster - Ucu Rahayu 326-331
46. Designing Management Education Framework Using IWA-2 Approaches - Agus Sukoco 332-338
47. Distance Learning Implementation Strategies For High School In Indonesia - Ahmad Cucus 339-344
48. Implementation Of Science Practical Work At Faculty Of Teacher Raining And Educational Science, Universitas Terbuka, Indonesia - Amalia Sapriati 345-350
49. Communicative Approach In Language Teaching: A Method To Improve Students' Interpersonal Skills- Ana Elvia Jakfar 351-355

50. Intergrating The English Language Teaching And Learning Process With Soft Skills - Azwar Abbas 356-371
51. The Correlation Study Between Debate Mastery And Writing Ability Of Jogja Debating Forums' Members In Year 2012 - Furqanul Hakim 372-374
52. Multi Media For Receptive And Productive Second And Foreign Language Skill Development – Hery Yufrizal. 375-382
53. Media-Literacy Rate Of Certified Elementary School Teachers In Bandar Lampung City – Herpratiwi 383-388
54. Thematized Integrated Task For English Conversation Class Setting - Indah Fajaria 389-393
55. The Influence Of Series Picture On The Students' Writing Recount Text Ability – Kurniawati 394-402
56. "Guru Pintar Online" As Open Education Resources To Improve The Quality Of Mathematics Instruction In Elementary School - Mery Noviyanti 403-406
57. Taking A Closer Look At Communication Strategy And Its Pedagogical Implication In EFL Class - Muhammad Sukirlan 407-412
58. Re-Thinking: Violence, Education, And Teachers In Indonesia - R. Nadia R. P. Dalimunthe 413-416
59. On Translating 2nd Person Pronoun (English And Indonesian) : A Case Study on BPPT Parallel Corpus – Prihantoro 417-422
60. 21st Century Language Teachers With Freeware For Language Learning - Rahman Hakim 423-429
61. Development Of Teaching Learning Method With The Problem Solving To Improve Soft Skill - Sarjito Surya 430-434
62. Analysis Of Students' Gramatical Error In Using Present Continuouse Tense - Septi Nurlela 435-439
63. Webinars For Language Teaching Experience The Essences Of The International Seminar Through Internet - Syafrizal Tabi'i Rahman 440-443
64. Cooperative Learning: Theories, Principles, and Techniques - Yanuar Dwi Prastyo 444-447
65. Students' Meta-Cognitive Learning Strategiestoward Speaking Proficiency In Efl Class - Ika Handayani 448-454
66. Classroom Scaffolding: Teaching Reading And Writing In English - Widia Resdiana 455-462
67. Profile Of Speaking Instruction: A Case Study At English Language Instruction At Elementary Schools In Bandar Lampung - Akhmad Sutiyono 463-467
68. The School-Level Curriculum Policy Transfer Process: Learning From A Rural School In Indonesia - Eny Winarti 468-473
69. Linguistically Grounded Techniques for English in the Professional Institutions of Rural India - Kumari Pragyan 474-478
70. Developing Vocabulary By Contextualizing: An Effective Way For Retention - Latha Mutyaboyina 479-481
71. Recontextualization: Schema-Based Pre-Reading Activity - Milagros Villas 482-485
72. Parents' Perceptions of School Excellence - Wasal Khan 486-491

ANALYSIS OF STUDENTS' GRAMATICAL ERROR IN USING PRESENT CONTINUOUSE TENSE

A. Septi Nurlela[1*], B. Yanuar Dwi Prastyo[1**], C. Imam Subari[1]
1. Faculty of Teacher Training and Education, Bandar Lampung University

*Corresponding email: septyc.sasmi@yahoo.com
**Corresponding email: yanuar@ubl.ac.id

Abstract

English is the first foreign language in formal school in Indonesia, it has been taught from kindergarten up to university. However, students still find difficulties in learning process because the language is different, and many English learners fail to learn English as foreign language. English consists of four skills they are listening, speaking, reading, and writing. And it has three components they are pronunciation, vocabulary, and grammar. Based on the writers experience as English teacher, one of the difficulties faced by students is grammar, and it is important for us to learn grammar. Here the students often produce many ungrammatical sentences. This paper is aimed at finding out whether the students make grammatical error in using present continuous tense or not, and to know the types of students' grammatical error in using present continuous tense. The population of the research was the students of SMP Muhammadiyah I Teluk Betung at grade eight that consists of 34 students. Here, the writers used total sampling technique. In collecting the data the writers used translation test by asking the students to translate 10 sentences from Indonesian into English. The research found that the students' errors in using present continuous tense were 91 from 340 sentences. There were 22 omission errors, 20 addition errors, 24 misformation errors, and 25 misordering errors, and the correct sentences were 249. It can be seen that the students' addition errors were the lowest errors and the students' misordering errors were the highest errors.

Keywords: Error analysis, grammatical error, students' grammatical error, present continuous tense.

INTRODUCTION

Language is very important for human being because language is used to communicate with other people in social life. Without language, people can not understand what other people are talking about. There are so many languages in the world, one of the language is English.

English is the first foreign language in formal school in Indonesia. However, students still find difficulties in learning process because the language is different, and many English learners fail to learn English as foreign language. One of the difficulties faced by students is grammar, and it is important for us to learn grammar.

English consists of four skills; they are listening, speaking, reading, and writing. And it has three components; they are pronunciation, vocabulary, and grammar. Here, the students often produce many ungrammatical sentences, so English teacher still finds errors made by students. It happens because the students do not know and understand about grammar, the students seldom practice their English.

Based on the preliminary research at SMP Muhammadiyah 1, the writers found that the students are still making some grammatical errors especially in making a sentence. In this research the writer analyzed the students' problem in making sentences especially for present continuous tense. In this research the writers also analyzed what type of grammatical error made by the students.

REVIEW OF LITERATURE

Error and mistake are being wrong or get a wrong idea about something. Errors are students' wrong utterance or sentence in speaking or writing because they have lack of knowledge of English structure or language rules. Brown (1994:205) states that error is a noticeable deviation from adult grammar of a native speaker, reflecting the inter language competence of the learner.

There are two kinds of errors according to Cored (1980:24) they are systematically and non systematically errors. The first systematic error called "error", means that wrong condition that learners made without realizing it, they do not know whether it is wrong or not. And the second is nonsystematic error called 'mistake" means that the learners have to know the rule in pronouncing words.

Students error give at least three benefits, they are:
1. Errors tell us (the teacher of English) how far the students have progressed to reach the objective.
2. Errors provide evidences of how language is learnt and what strategies the learners are employing.
3. Errors can be used by the students as a learning material.

Concept of Error Analysis

Error analysis is the technique to analyze the students' error in process learning. Error will give feedback and tell or give information to the language teacher to improve the technique teaching process and the syllabus used. They are also used to provide the information to design the remedial syllabus and program of teaching to know about students' error.

The students who learn English usually make errors. This idea Brown (1994: 204) human learning is fundamentally a process that involves making mistake. Therefore, it becomes a very good input and will be useful for the writer who will be an English teacher to keep on trying to analyze the problem that would be faced by junior high school students in using structure.

Type of Errors

Dulay (1982:151) states that there are four types of errors based on surface strategy taxonomy, it highlights the ways surface structures are alerted and those are:
Omission Error - Omission error is the type of error that has the character the absence of an item that must appear in well-formed structure.
Addition Error - Addition error is type of error that has character the presence of an item which must not appear in well-formed utterance.
Misformation Error - Misformation errors are characterized by the use of the wrong form of the morpheme or structure.
Misordering Error - These errors are characterized by incorrect placement of a morpheme or a group of morpheme or word in utterance.

Concept of Grammar

Teaching grammar is an important part of language teaching. Grammar or structure is basically one of the elements of language that studied how the sentences are arranged concerning to the verb and relating to the time. Grammar is one of the most important aspects in English. In a language Grammar has function to arrange the sentence and as foundation of speaking and writing. By learning grammar we will learn a foreign language easily. According to Brown (2001:362) grammar is the system of rules governing the conventional arrangement and relationship of words in a sentence. Grammar tells us how to construct a sentence (word order, verb and noun systems, modifiers, pharases, and clause).

Larsen and Freeman (2003:12) said too that
1. Grammar is an area of knowledge
2. When we say something is grammatical, we mean that it is accurate.
3. Grammar has to do with rules
4. Grammar is arbitary
5. One good thing about grammar is that there is always one right answer.
6. Grammar has to do with word order within sentences and structures, such as word endings or morphology.
7. Grammar is acquired naturally; it does not have to be taugh
8. Grammar structures are required in a set order, one after another.
9. All aspects of grammar are learned in the same way
10. Learner will eventually bring their performance into sligement with the target language; error correction or feedback is unnecessary.

From the opinion above, it can be said that grammar is very important in learning english because grammar is system of unit and pattern of language and it is a basic tool in english. And without grammar we can not make good sentences, becauase for making good sentences we need grammars rule.

According to Harmer (2004:12) Grammar of a language is the description of the ways in which words can change their forms and can be combined into sentences in that language.

Beside that, Grammar is the structural foundation of our ability to express ourselves. The more we are aware of how it works, the more we can monitor the meaning and effectiveness of the way we and others use language. It can help foster precision, detect ambiguity, and exploit the richness of expression available in English. And it can help everyone--not only teachers of English, but teachers of anything, for all teaching are ultimately a matter of getting to grips with meaning. (David Crystal,"In Word and Deed",TES Teacher, April 30,2004).

METHODOLOGY

The method that we used in this research is descriptive qualitative method. And the research variable is the students' grammatical error in using present continuous tense. The operational definition of variable is the students' grammatical error in using present continuous tense is any error made by the students' in using present continuous tense. The population of this research is the second grade students at SMP Muhammadiyah 1 Teluk Betung 2012 with total number of students 34. In this research 34 students as the sample. And to take the sample the writer used total sampling technique. To collect the data the writer used translation test by asking the students' to translate 10 sentences in Bahasa Indonesia into English. The writer used observation to get information about the condition of teaching learning process of the students' by observing the class. and also documentation It is used to know the condition of the students and the teacher. Documentation is used to complete the data for this research, which is taken from SMP Muhammadiyah 1 Teluk Batung. To ensure the validity of test the writer used content validity. It means that the test items were designed based on the current English curriculum of SMP.

RESULT AND DISCUSSION

In this research, I made 10 questions or sentences for 34 students of SMP Muhammadiyah 1 Telukbetung and I used translation test by asking the students to translate 10 sentences in Bahasa Indonesia into English by using present continuous tense. Based on the result of the research, the students' errors in using present continuous tense were 91 sentences. There were 22 omission errors made by the students, 20 addition errors made by the students, 24 misformation errors made by the students, and 25 misordering errors made by the students, and the correct sentences were 249. It can be seen that the students' misordering errors were the lowest errors and the students' misformation errors were the highest errors. It means that misformation errors were done by many students of SMP Muhammadiyah 1 Telukbetung, in other words, the students often do wrong from the structure and the students' tenses mastery still low. To solve these errors problems, the students need more practices in grammar and the teacher also must give much attention, especially in teaching grammar.

The Data of Students' Errors

From 34 students' errors I found that

1. Omissions were 22 made by students.
2. Additions were 20 made by students.
3. Misformations were 24 made by students
4. Misorderings were 25 made by students.

In this research it can be seen that the students' misordering errors were the lowest errors and misformation errors were the highest errors. It means that misformation errors were done by many students of SMP Muhammadiyah 1 Telukbetung, in other words, the students often do wrong from the structure and the students' tenses mastery still low. To solve these errors problems, the students need more practices in grammar

and the teacher also must give much attention, especially in teaching grammar. It would be adventages if the English teacher keeps on trying to analyze the problem which is difficult for the students especially in students' errors, it is very good input to help them in learning english, especially in using present continuous tense. I found the conclusion about the students' errors in using present continuous tense such as there were some errors and type of errors like omission, addition, misformation, and misordering in using present continuous tense.
The following table shows the students' grammatical error in using present continuous tense.

The formula for percentage of omission errors (Po), percentage of addition errors (Pa), percentage of misformation errors (Pm), and percentage of misordering errors (Pd) in implementing sentences using the correct function as follow:

$$Po = \frac{T1}{GT} \times 100\%$$

$$Pa = \frac{T2}{GT} \times 100\%$$

$$Pm = \frac{T3}{GT} \times 100\%$$

$$Pd = \frac{T4}{GT} \times 100\%$$

The Percentage of Students' Error

$$Po = \frac{22}{340} \times 100\% = 06.47\%$$

$$Pa = \frac{20}{340} \times 100\% = 05.88\%$$

$$Pm = \frac{24}{340} \times 100\% = 07.05\%$$

$$Pd = \frac{25}{340} \times 100\% = 07.35\%$$

DISCUSSION

In this research, we prepared 10 questions or sentences for 34 students of SMP Muhammadiyah 1 Telukbetung and we used translation test by asking the students to translate 10 sentences from Indonesian into English by using present continuous tense. Based on the result of the research, the students' errors in using present continuous tense were 91 sentences. There were 22 omission errors made by the students, 20 addition errors made by the students, 24 misformation errors made by the students, and 25 misordering errors made by the students, and the correct sentences were 249. It can be seen that the students' misordering errors were the lowest errors and the students' misformation errors were the highest errors. It means that misformation errors were done by many students of SMP Muhammadiyah 1 Telukbetung, in other words, the students often do wrong from the structure and the students' tenses mastery still low. To solve these errors problems, the students need more practices in grammar and the teacher also must give much attention, especially in teaching grammar.

CONCLUSION

In this research it can be seen that the students' misordering errors were the lowest errors and misformation errors were the highest errors. It means that misformation errors were done by many students of SMP Muhammadiyah 1 Telukbetung, in other words, the students often make mistakes from the structure and the students' tenses mastery still low. To solve these errors problems, the students need more practices in grammar. and the teacher also must give much attention, especially in teaching grammar. It would be adventages if the English teacher keeps on trying to analyze the problem which is difficult for the students especially in students' errors, it is very good input to help them in learning english, especially in using present continuous tense. I found the conclusion about the students' errors in using present continuous tense such as there were some errors and type of errors like omission, addition, misformation, and misordering in using present continuous tense.

REFERENCES

[1] Ambarini Yuke Hilma, Rd, 2010, *Ringkasan dan Bank Soal*, Margahayu Permai: Bandung.
[2] Business Dictionary,"*DataAnalysis*", http://www.businessdictionary.com/definition/data-analysis.html.
[3] Brown, h, dauglas. 1980. *principles of language and teaching*. Prentice hall,ltd : London
[4] Brown, h, dauglas. 1994. *principles of language learning and teaching*. Prentice hall regents: united states
[5] Brown, H, Dauglas. 2001. *teaching by principles*. A person education company: addison wesley longman. Inc.
[6] Brown, H Douglass, 2004, *Principle of Learning and Teaching*, New Jersey: Prentice Hall Regents.
[7] Cored, 1980, *the kinds of errors*.longman : England
[8] Corder, S. PIT. 1981. *Error Analysis in Interlanguage*. Oxford University Press: New York
[9] Dulay, Heidi et al. 1992. *Language Two*. Oxford University Press: Newyork
[10] Harmer, jeremy. 2004. *the principle of english language teaching*. Malaysia.
[11] Hornsby, 1985, *Oxford Advance Learners Dictionary*, Oxford University Press.
[12] Larsen, Diane and Freeman. 2003. *Teaching Language From Grammar To Grammaring*. Heinel : Boston
[13] Manulang, Didimus I, 2012, *Program Cerdas Kuasai 16 Tenses*, Kelompok Karisma: Tanggerang Selatan.
[14] Oxford University Press, 2000, *Oxford Learner's Pocket Dictionary*, Worldwide: New York.
[15] River,Wilga, 1980, *Teaching Foreign Language Skills*, The University of Chicago and London Topan Company : Chicago
[16] Setiadi, Bambang, 2006, *Teaching English as a Foreign Language*, Graham Ilmu: Yogyakarta.
[17] Slinker, Lary. 1992. *Rediscovering Language*. Longman Group UK Limited, ESSEX
[18] Sudjarwo, H, 2002, *Metodologi Penelitian Sosial*, Maandar Maju: Bandung.
[19] Summerhill, W,R, and Taylor, C.L, 1992, *Selecting a Data Collection Technique*, Florida Cooperative Extension Service, University of Florida.
[20] Trochim, William, M,K, 2006, "*All Rights Reserved*" http://www.socialresearchmethods.net/kb/variable.php
[21] Wasito, Hermawan. 1992. *Pengantar Metodology Penelitian*. Jakarta: PT Gramedia Pustaka Utama.
[22] Wikipedia, The free encyclopedia, "*Pronunciation"*, http://en.wikipedia.org/wiki/Pronunciation
[23] Wikipedia, 2012, "*Vocabulary*", http://en.wikipedia.org/wiki/Vocabulary
[24] Wikipedia, 2008, "Encyclopedia", http://en.wikipedia.org/wiki/Teaching_English_as_a foreign_language.
[25] Wikipedia, "The FreeEncyclopedia" http://en.wikipedia.org/wiki/Population
[26] Wikipedia, "The Free Encyclopedia", http://en.wikipedia.org/wiki/Data_analysis
[27] Wood,L, 1983, Communicative Language Teaching, Cambridge London.

universitas
bandar lampung

Jl. Z.A. Pagar Alam No.26 Labuhan Ratu
Bandar Lampung 35142 Phone: +62 721 701463
www.ubl.ac.id
Lampung - Indonesia

copyright@2013

9 772303 141001