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THE 2ND ANNUAL INTERNATIONAL SEMINAR ON TRANSFORMATIVE EDUCATION AND EDUCATIONAL LEADERSHIP

Educational Research to Endorse Productive and Innovative Generation in the 21st Century

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Preface

The 2nd Annual International Seminar on Transformative Education and Educational Leadership (AISTEEL with web link is http://aisteel2017.unimed.ac.id/) was held on October 16 -17, 2017 in Medan City, Indonesia. This conference was organized by Postgraduate School, State University of Medan (Unimed) and is the routine agenda at Unimed now. The Second Annual International Seminar on Transformative Education and Educational Leadership’ is realized this year with various presenters, researchers, lecturers and students from universities both in and out of North Sumatera participate in the theme of which is “Educational Research to Endorse Productive and Innovative Generation in the 21st Century.”

2nd AISTEEL is the annual international seminar with main aim is to discuss of recent research special for Transformative Education and Education Leadership. Several topics like: Teachers Education Model, Research Global Issue in Education, Mathematics and Science Education, Social, Language Education, Vocational Education, Curriculum, Economic, History and Management Education have been discussed at the 2nd AISTEEL 2017. 2nd AISTEEL international seminar provided experts’ view on transformative education and educational leadership as well as curriculum article presentation. There were five keynote speakers have been came Professor Keiichiro Yoshinaga, Dr. Bambang Sumintono, Dr. Sitti Maesuri Patahuddin, and Dr. Yulia Rahmawaty. The organizer had been use online submission system to receive all abstract, full paper and also communication with authors. All of information include with comment of reviewer can be checked real time by author.

Chairperson

Dr. Rahmad Husein, M.Ed
Welcoming Speech of Director of Postgraduate School State University of Medan

The Second Annual International Seminar on Transformative Education and Educational Leadership (AISTEEL)

The honorable,

- Rector of State University of Medan, Prof. Dr. Syawal Gultom, M.Pd.
- Vice Rectors of UNIMED
- Professor Keiichiro Yoshinaga, PhD, Institute of Liberal Arts and Science, Kanazawa University – Japan
- Dr. Bambang Sumintono, M.Ed., University Malaya – Malaysia
- Dr. Sitti Maesuri Patahuddin, Faculty of Education, Science, Technology and Mathematics, University of Canberra – Australia
- Yuli Rahmawati, Chemistry Education Program, Universitas Negeri Jakarta
- Deans of Faculties of Education, Languages and Arts, Social Sciences, Natural Sciences and Mathematics, Engineering, Sports Sciences, and Economics
- Vice Directors of Postgraduate School of UNIMED
- All speakers, lecturers, researchers, students, and participants

Good Morning

Welcome the honorable guests speakers Professor Keiichiro Yoshinaga, Dr. Bambang Sumintono, Dr. Sitti Maesuri Patahuddin, Assoc. Prof. Emilia Zulmira de FAN, and other speakers, lecturers and students from outside and inside Unimed to this international seminar which is the routine agenda at Postgraduate program of Unimed now. I’m glad that ‘The Second Annual International Seminar on Transformative Education and Educational Leadership’ is realized this year with various presenters, lecturers and students from universities both in and out of North Sumatera. and participate in the theme of which is “Educational Research to Endorse Productive and Innovative Generation in the 21st Century.”

Ladies and Gentlemen,

In this second seminar excels the first one related to the administration by online and the publication index by either Thomson Reuters or Google Schollar. By the new policy on student’s publication, postgraduate program really matches the system, particularly for the students who will sit in the oral defence examination. Through the seminar, the postgraduate students improve their article journal writing and it is proved by many articles are submitted by the students.

The plenary speakers coming from 15 provinces in Indonesia will present topics covering multi disciplines. They will contribute a lot of inspiring inputs and new knowledge on current trending educational research topics all over the world. The expectation is that all potential lecturers will share their research findings to educational scientists and researchers as well for improving their teaching process and quality. Thus, this will contribute to the next young generation researchers to produce innovative research findings in education and educational leadership contexts.

This second seminar continues the promotion of the first sequel ‘Developing Future Teachers’ Education Model. Therefore, the propose of this second seminar on the transformative education and educational leadership research will trigger the young professional lecturers and educators to compete in the invention of innovative educational teaching and learning strategies, techniques and leadership.

I hope that the scientific attitude and skills through research will promote Unimed to be a well-known university which persists to be developed and excelled in the future.

Thank you the Rector of Unimed who always supports us in organizing the seminar. Thank you all guest and plenary speakers. Special thanks to both steering and organizing committee who have well-coordinated and collaborated in actualizing the seminar.

Director of Postgraduate Unimed

Prof. Dr. Bornok Sinaga, M.Pd
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Error Analysis by Using Tenses of Senior High School

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Abstract—Errors can be observed, analyzed and classified to reveal something of system operating within the learner lead to a surge of study of learner’s errors. This study is intended to find out the kinds of error usually made by the students in using simple present tense, simple past tense and simple future tense, and to count the percentage of error made by the students in using those tenses. The study was based on quantitative research and the method of data collection was questionnaire. The data of the study was 10 students who get first rank in Senior High School of Pangkatan Labuhan Batu (SMA Negeri 1 Pangkatan Labuhan Batu). The data was analyzed by Bungins’ theory (2006). The findings showed there are Misinformation 20%, Omission 50%, Overgeneralization 30%, Incomplete application of rules 0%. And then Error of simple present tense 60%, error of simple past tense 25%, error of simple future tense 15%.

Keywords—error analysis; tenses; omission; misinformation; overgeneralization; incomplete application of rules.

I. INTRODUCTION

The most important means of communication for human being is language because it is used to express ideas, sense, thoughts, information, etc. Sapir (1921:8) says that 1 language is purely human and non-instinctive method of communicating ideas, emotions, and desires by means of system of voluntarily produced symbols. Furthermore, Wasson (1966:5) says that 2 language is the supreme means of formulating and expressing thought. Human communicate by producing sounds or the combination of words which represent the object ideas and emotions of human thought.

We can find the term “Error Analysis” in language. Brown (1987) says that 3 according to cognitive approach the making of errors is an inevitable and necessary part of language learning. The language of a language learner contains errors. The errors are made by non-native learners in learning a Second Language. There are many languages in this world such as English, Dutch, Spain, and Japanese. English is one of international languages. It is very important for us to learn English because we know that many countries use this language as their introductory language based on formal or non-formal activities. Furthermore, there are also many books, mass media, reference books and other forms of communication written in English. Because of its importance, Indonesian Government decided English as a formal subject.

There are probable mistakes and errors in studying second language. Brown (1980:166) cites that 4 learners do make errors and these errors can be observed, analyzed and classified to reveal something of system operating within the learner lead to a surge of study of learner’s errors called error analysis. Tense is a grammatical category that locates a situation in time that indicates when the situation takes place. Tenses is a part of grammar. Mastering tenses is very important because if we do not use appropriate tenses, it can make misunderstanding especially in written language. Unfortunately, students are often confused with English tenses, even for the University students. They assume tenses as a big burden.

There is a fact that the students always make errors in using tenses and it is a phenomenon that the writer finds. The writer finds it after doing investigation by distributing questionnaire to the students.

II. THEORETICAL

In conducting this research, it applies some theories that relates to error analysis and tenses:

A. Error and Error Analysis

Agnes in Webster’s New Word Dictionary (1998:222) defines 5 error is the state of believing what is untrue, a wrong belief, something incorrectly done. Richard (1985:95) states that 6 error (in the speech or writing of second or foreign learner), the use of a linguistic item (e.g. a word, a grammatical word, a speech act, etc) in way which a fluent of native speaker of the language regards as showing or incomplete learning. It results from incomplete knowledge.

While, Richards in Longman Dictionary of Applied Linguistics (1985:96) defines 7 error analysis is the study and analysis of the errors made by second and foreign language learners. Error analysis may be carried out in order to find out how well some one knows a language, how a person learns language, and to obtain information on common difficulties in language learning, as an aid in teaching or in the preparation of teaching material.

B. English Tenses

In Macmillan Dictionary (1979:1028) states that 7 tense means the form of a verb that shows the time of its action or state of being or set of such forms indicating a particular time. If we go back to the history that tense comes from Latin “tempus” which means time. If someone wants to talk about
Tense, he or she may not escape from grammar because tense is a part of structure. The major challenges in teaching students how to use the tenses of English is not so much having the students learn the uses of each individual tense but getting students sensitized to the differences between and among the tense. Tense means time.

2.2.1. Simple Present Tense

Azar (1993:2) says that simple present expresses events or situations that exist always, usually, habitually; they exist now, have existed in the past, and probably will exist in the future.

Werner (2007:15) states that the usual time of the simple present tense is extended present. The tense is used in these ways: to describe habits, to make general statements of fact and to express opinions.

2.2.2. Simple Past Tense

Azar (1993:24) says that simple past tense indicates an activity or situation began and ended at a particular time in the past. Pyle (1991:59) states that the simple past tense is used for a completed action that happened at one specific time in the past.

2.2.3. Simple Future Tense

Werner (2007:17) says that the simple future tense and be going to are used for several specific meanings. She explains that will is often used to express the future in written. In spoken English, it is frequently used with predictions, promises, offers, and requests, while be going to is also used in conversational English. It often involves actions that have been planned before the moment of speaking. Both will and be going to are followed by the simple form of a verb.

III. RESEARCH METHODOLOGY

The method of this study used quantitative method as Arikunto (2006:12) says that quantitative research applies numbers from collecting the data, describing the data, until the result of the research. In addition, the result of the research will be better if it applies table, graph, draft, picture, etc.

The writers designed a questionnaire for the students who get first rank. They prepared a set of test consisting of 6 items filling the blanks. The test consists of three tenses and each tense has 2 questions. The students are asked to answer the questions in 15 minutes. The research is held in SMA Negeri 1 Pangkatan Labuhan Batu.

IV. ANALYSIS AND DISCUSSION

The writers use the theory of Bungin (2006) in analyzing their data and apply grammar structure or theory of English structures which deal with the use of English Tenses. The tenses that they have learnt, they are Simple Present Tense and Simple Past Tense. The steps of analysis are

A. Identifying Errors

In this step, we have to compare the error sentence (the writers mention it as “original sentence”) with what seem to be normal or “correct sentence” in target language which correspond with them (the writers mention it as “reconstruction”).

Original : I goed to Bali last year.
Reconstruction : I went to Bali last year.

B. Describing Errors

This next step is the step where the errors are described and classified into kinds such as Omission, Misinformation, Misordering, Overgeneralization, Incomplete Application of Rules, Ignorance of Rule restriction, and False Concept Hypothesized.

After analyzing the errors sentences, the writer identifies the percentage of errors made by the students. To identify the errors, the writer uses Bungin’s theory:

\[ N = \frac{Fx}{N} \times 100\% \]

Note:

Fx : The amount of each kind of errors
N : The total amount of errors

The writers designed a questionnaire for the students who get first rank. They gave a set of questions consisting 6 items. The test consisted of three tenses and each tense has 2 questions. There are 10 students when the writers give the questions. In CONCLUSION, there are 20 correct answers which are expected from each tense. So the total of data source is 60 of three tenses.

From the 60 sentences which are being analyzed, there are correct sentences and incorrect sentences. There are 20 incorrect sentences becoming data which must be analyzed.

Table 1. All data source

<table>
<thead>
<tr>
<th>No</th>
<th>Tenses</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Simple Present</td>
<td>20</td>
</tr>
<tr>
<td>2</td>
<td>Simple Past</td>
<td>20</td>
</tr>
<tr>
<td>3</td>
<td>Simple Future</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>60</td>
</tr>
</tbody>
</table>

Table 2. The data to be analyzed

<table>
<thead>
<tr>
<th>No</th>
<th>Tenses</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Simple Present</td>
<td>12</td>
</tr>
<tr>
<td>2</td>
<td>Simple Past</td>
<td>5</td>
</tr>
<tr>
<td>3</td>
<td>Simple Future</td>
<td>3</td>
</tr>
</tbody>
</table>

5.1. The Kinds of Error in Using Tenses

In this section, the writer wants to analyze the error made by the third year of SMA Negeri 1 Pangkatan Labuhan Batu.
5.1.1 Errors of using Simple Present Tense

Table 3. Omission of Inflectional –es

<table>
<thead>
<tr>
<th>Original</th>
<th>Reconstruction</th>
</tr>
</thead>
<tbody>
<tr>
<td>My little brother always cry every afternoon.</td>
<td>My little brother cries every afternoon.</td>
</tr>
</tbody>
</table>

From the original sentence, we can see that the students do not use inflectional –es in the verb cry. Grammatically, because my little brother is singular subject, the verb must be added by inflectional –s or –es. If a word ends in -y and if there is a consonant (b,c,d,g,…) before –y, we drop –y and add –ies. 

Cry cries

The error in this sentence is called Omission because the students omit the inflectional –ies to verb cry.

5.2.1 Errors of Using Simple Past Tense

The table shows that there are two types of original sentences. First, the students use Simple Present Tense instead of using Past Tense. They are not able to recognize the time signal; a couple week ago showing the activity happened in the past time. Meanwhile, the second is incorrect because the students generalize all past verbs by adding –ed. Normally, lose is irregular verb. The correct form is loses- lost- lost. So in order to get correct sentence, we have to use lost after subject. The first error is Misinformation while the second is called Overgeneralization.

5.2.2. Errors of Using Simple Present Future Tense

All original sentences also become grammatically incorrect because this sentence normally uses Present Future Tense; we know this by understanding the usage of Present Tense such as to state a prediction or opinion about something in the future. We use verbs such as think, hope, believe, know, and be sure in the sentence with will. In order to get grammatical correct form, we must use the word get after will because auxiliary will must be followed by infinitive. The errors are called Misinformation.

5.2. The Percentage of Errors in Using Tenses

Having finished analyzing, I make three tables as the indicator of the frequency and the percentages of the errors.

The table 6 presents data on the rate of frequency of errors made by the third year students of SMA Negeri 1 Pangkatan Labuhan Batu in using three tenses. It will be noticed that the rate of frequency of errors in using Simple Present Tense is considerably higher than the other two tenses – Simple Future, and Simple Past.

Errors in using Present Tense have nominal of 60% from the total error of 20. So, we can conclude that the students are still lack knowledge dramatically about the grammatical of Simple Present Tense.

The table 7 shows that the most kind of error made by the third year students of SMA Negeri 1 Pangkatan Labuhan Batu is the error of Omission of which nominal is 50 %. In conclusion, the students tend to use one grammatical form in place of another grammatical form.

V. CONCLUSION

Having finished writing the first to the parts, the writer of this thesis comes to draw some conclusions of the analysis.

1. Kinds of errors Made by the third year students of SMA Negeri 1 Pangkatan Labuhan Batu in using tenses are Omission 50% (Omission of Simple Present Tense 50 %). 
2. The percentage errors of using tenses are Simple Present 60 %, Simple Past 25 %, and Simple Present Future 15 %.

REFERENCES


