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MALAYSIA



# 2<sup>nd</sup> ICEL 2014

## THE SECOND INTERNATIONAL CONFERENCE ON EDUCATION AND LANGUAGE

20, 21, 22 MAY 2014

Bandar Lampung University, Indonesia

# PROCEEDINGS

Hosted by

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

# PROCEEDINGS

THE SECOND INTERNATIONAL CONFERENCE  
ON EDUCATION AND LANGUAGE

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**2<sup>nd</sup> ICEL 2014**

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20 -22 MAY 2013



Organized by:  
Faculty of Teacher Training and Education (FKIP),  
English Education Study Program of Bandar Lampung University  
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## **PREFACE**

The activities of the International Conference are 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 Second International Conference of Education and Language (2<sup>nd</sup> ICEL 2014) 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, Philippine - 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, 20 May 2014

**Drs. Harpain, M.A.T., M.M**

*2<sup>nd</sup> ICEL 2014 Chairman*

## PROCEEDINGS

The Second International Conference on  
Education and Language (2<sup>nd</sup> ICEL 2014)  
BANDAR LAMPUNG UNIVERSITY  
Bandar Lampung, Indonesia  
May 20,21,22 2014

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## AN ERROR ANALYSIS OF THE USE OF PRESENT PARTICIPLE FORM OF THE SIXTH SEMESTER STUDENTS OF FKIP UNIVERSITAS BANDAR LAMPUNG

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### Abstract

The purpose of this research was cooperated the investigation of the error analysis of the use of present participle form of the sixth semester students of FKIP Universitas Bandar Lampung 2014. The data were collected by incorporating tests to measure the students' error in using present participle form based on surface strategy taxonomy. They did the structure tests that were a set of Indonesian sentences to be translated into English. Data analysis was conducted using two techniques. They were identifying the students' errors based on surface strategy taxonomy and finding the dominant type. The result indicated that from 16 students' works, it was found 244 errors. These errors were classified into 4 kinds of errors: omission was 20 (8,20%), addition was 2 (0,82%), misformation was 221 (90,57%), and misordering was 1 (0,41%). It meant that misformation is the most frequent error while the least error is misordering. It can be concluded that students' grammar mastery specially present participle form was still low. It suggested that the lecturers had to emphasize in teaching present participle form for the students. For the students, although present participle was the easiest part of grammar they had to be aware to understand it well.

*Keywords:* Error Analysis, Present Participle Form.

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### 1. INTRODUCTION

Students still find difficulties in the learning process because the language is different, and they fail to learn English as a foreign language. They often make many errors in the process of developing and mastering their language acquisitions. However, error actually shows that the process of learning is taking place. The learners must make errors as unavoidable and necessary part of the learning process, so the learning process has a progress to be better (Broughton, 1980 as cited in Yuliasari, 2013).

Furthermore to support the statement above, there are three benefits of analyzing students errors. First, errors tell teachers how far their students have progressed to reach the goal. Second, errors provide evidences of how language is learned and what strategies to learners are employed. Finally errors can be used by the students to learn (Corder, 1981 as cited in Yuliasari, 2013).

Based on the statement above, the researcher thinks that it is very important to identify the students errors in the process of teaching-learning English as a foreign language. The researcher often finds that the university students commit errors in building the sentences containing present participle form, although they have already learned the complete structured subject. The students are still confused when they are trying to answer the questions about present participle form in the TOEFL Preparation Class.

#### 1.1. An Error Analysis Of The Use Of Present Participle Form Of The Sixth Semester Students Of Fkip Universitas Bandar Lampung

*Present continuous* or *present progressive* is a form that combines present tense with continuous aspect. It thus refers to an action or event conceived of as having limited duration, taking place at the present time. It consists of a form of the simple present of *be* together with the present participle of the main verb (Murphy, 2004).

*Present perfect continuous* (or *present perfect progressive*) construction combines perfect progressive aspect with present tense. It is formed with the present tense of *have* (*have* or *has*), the past participle of *be* (*been*), and the present participle of the main verb (Murphy, 2004).

*Past continuous* or *past progressive* construction combines continuous aspect with past tense, and is formed using the past tense of *be* (*was* or *were*) with the present participle of the main verb (Murphy, 2004). It is used to indicate action which was ongoing at the past time being considered.

*Past perfect continuous* or *past perfect progressive* (also known as the *pluperfect progressive* or *pluperfect continuous*) combines perfect continuous aspect with past tense. It is formed by combining *had* (the past tense of auxiliary *have*), *been* (the past participle of *be*), and the present participle of the main verb (Murphy, 2004).

There are also non-finite constructions that are marked for perfect, continuous or perfect continuous aspect, using the infinitives, participles or gerunds of the appropriate auxiliaries. The meanings are as would be expected for the respective aspects: perfect for prior occurrence, continuous for ongoing occurrence at a particular time (Murphy, 2004).

We use present continuous and **going to + infinitive** to talk about future activities and events that are intended or have already been arranged (Hewings, 2001).

Table 1: The Differentiations Usages Between “going to” And PresentContinuous.

“going to”	Present Continuous
1. Before I go to China next year, <b>I’m going to learn</b> some Cantonese. ( <i>rather than...I’m learning some Cantonese.</i> )	1. They’re <b>leaving</b> from Frankfurt airport at 6.30 pm. ( <i>rather than They’re going to leave...</i> )
2. I’m still not feeling very well, so I think <b>I’m going to see</b> the doctor some time this week. ( <i>rather than ... I think I’m seeing the doctor....</i> )	2. <b>We’re having</b> a party on Sunday, 12 <sup>th</sup> November. Can you come? ( <i>rather than We’re going to have...</i> )
3. What <b>are you going to do</b> next, now that you’ve finished your course? ( <i>rather than What are you doing next...</i> )	3. The orchestra <b>is performing</b> Mahler’s 5 <sup>th</sup> Symphony at next week’s concert. ( <i>rather than ...is going to perform</i> )

In Latin and English grammar, the gerund is a non-finite verb form used to make a verb phrase that can serve in place of a noun phrase. The English gerund ends in *-ing* (as in *I enjoy playing football*); the same verb form also serves as the English present participle which has an adjectival or adverbial function and as a pure verbal noun (Bas, 2011).

That verbs that are often followed by a gerund include *admit, adore, anticipate, appreciate, avoid, carry on, consider, contemplate, delay, deny, describe, detest, dislike, enjoy, escape, fancy, feel, finish, give, hear, imagine, include, justify, listen to, mention, mind, miss, notice, observe, perceive, postpone, practice, quit, recall, report, resent, resume, risk, see, sense, sleep, stop, suggest, tolerate* and *watch*. Additionally, prepositions are often followed by a gerund (Bas, 2011).

Verb forms ending in *-ed* and *-ing* can be used as an adjectives. For example, the verbal adjective *fascinated* and *fascinating* come from the verb *to clean*.

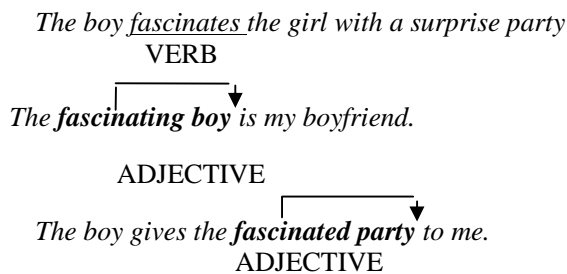


Table 2: The chart outlines about *-ed* and *-ing* adjectives.

-ED AND -ING ADJECTIVES			
TYPE	MEANING	USE	EXAMPLE
-ING	Active	It <i>does</i> the action of the verb.	The happily <i>playing</i> children .... (The children <i>play</i> .)
-ED	Passive	It <i>receives</i> the action of the verb.	The frequently <i>played</i> record .... (Someone <i>plays</i> the record.)

Errors represent the product of learning that can also be the hints about the underlying process of learning (Littlewood, 1989 as cited in Richard, 1974). It is due to errors comprise a significant portion of a



student’s language performance such as transitional constructions, acquisition orders and other performance aspects that provides important insight into the processes of second language acquisition and instruction (Dullay et.al., 1982 as cited in Richard,1974).

The use of EA and appropriate corrective techniques can aid effective learning and teaching of English as it is understood that learning a foreign language is a gradual process, during which errors are to be expected in all stages of learning. As a result, errors must be viewed positively as process of learning and should not be regarded as the student’s failure to grasp the rules and structures.

Surface strategy taxonomy highlights the ways surface structures are altered in systematic and specific ways (Dullay et.al., 1982 as cited in Richard, 1974).Surface strategy taxonomy includes four main types of errors: omission, additions, misformation and misordering. Omission errors are characterized by the absence of an item that must appear in a well-formed utterance.Addition errors are the opposite of omission; they are characterized by the presence of an item which must not appear in a well formed utterance.Misformation errors are characterized by the use of the wrong form of the morpheme or structure.Misordering errors are characterized by the incorrect placement of a morpheme or group of morphemes in an utterance.

**2. RESEARCH METHOD**

Before conducted the research, the researcher asked for permission from the dean of FKIP Universitas Bandar Lampung by giving an official letter from Bandar Lampung University. The researcher did the following steps:Determining research subject, that is the sixth semester student of FKIP Universitas Bandar Lampung. It determined by using purposive sampling technique.Giving test to the students. The test was about present participle forms. They were 15 questions and for each question is divided into 3 categories, present participle as a verb, as a gerund, and as an adjective.Collecting the students test. The test was conducted in 60 minutes. After that, the researcher analyzing the students’ work and classifying it into 4 types of errors based on Surface Strategy Taxonomy; omission, addition, misformation, and misordering.Reporting the result of the research. The researcher made the table of the classifications of errors and making the conclusion for the most frequent error and the least of frequent error. Finally, the researcher gave the appropriate suggestions for the lecturers, the students, and the future researchers.

To obtain the data, the researcher used the structure test. The structure test about the use of present participle form. That was structure test consist of 15 items. Every items consisted of 3 Indonesian sentences that must be translated into English by them. The score of every items was 6 for true and 0 for wrong answer. The highest score was 90, and the lowest score was 0.

Calculating the percentage of errors was carried out with the following formula in figure 3.1.

$$\frac{\text{Total Error}}{\text{Total present participle form error}} \times 100\% = \dots\dots\dots\%$$

(Nasution, 1981as cited in Kurniawan, 2013)

**3. RESULT AND DISCUSSION**

From 18 students of the sixth semester of FKIP Universitas Bandar Lampung, there are 16 students who follow the test. From 16 students, the researcher finds 244 errors. They are divided into the total of omission errors are 20, the total of addition errors are 2, the total of misformation errors are 221, and the total of misordering error is 1. It shows that the students are still low in using present participle forms.

Table 3: The Errors Made by Students in Using Present Participle Form Based on Surface Strategy Taxonomy

Students’s Code	Present Participle Form Error				Total
	Omission	Addition	Misformation	Misordering	
A	4	1	16	0	21
B	0	0	8	0	8
C	2	0	13	0	15
D	0	0	14	1	15
E	1	0	19	0	20
F	0	0	14	0	14
G	2	0	13	0	15
H	1	0	21	0	22
I	3	0	14	0	17
J	0	0	11	0	11

K	0	0	6	0	6
L	1	0	10	0	11
M	1	0	12	0	13
N	0	0	11	0	11
O	2	0	24	0	26
P	3	1	15	0	19
	<b>TOM=20</b>	<b>TAD=2</b>	<b>TMF=221</b>	<b>TMO=1</b>	<b>TE=244</b>

1. The total number of omission error is 20 and the percentage is 8,20%.  
 It is based on the following calculation.

$$POM = \frac{\boxed{\text{TOM}}}{\boxed{\text{TE}}} \times 100\% \quad POM = \frac{\boxed{20}}{\boxed{244}} \times 100\% = 8,20\%$$

2. The total number of addition error is 2 and the percentage is 0,82%.  
 It is based on the following calculation.

$$PAD = \frac{\boxed{\text{TAD}}}{\boxed{\text{TE}}} \times 100\% \quad PAD = \frac{\boxed{2}}{\boxed{244}} \times 100\% = 0,82\%$$

3. The total number of misformation error is 221 and the percentage is 90,57%.  
 It is based on the following calculation.

$$PMF = \frac{\boxed{\text{TMF}}}{\boxed{\text{TE}}} \times 100\% \quad PMF = \frac{\boxed{221}}{\boxed{244}} \times 100\% = 90,57\%$$

4. The total number of misordering error is 1 and the percentage is 0,41%.  
 It is based on the following calculation.

$$PMO = \frac{\boxed{\text{TMO}}}{\boxed{\text{TE}}} \times 100\% \quad PMO = \frac{\boxed{1}}{\boxed{244}} \times 100\% = 0,41\%$$

#### 4. CONCLUSION AND SUGGESTIONS

The total of error from 16 students' works, the researcher finds 244 total errors which are classified into 4 types of errors. They are: omission is 20 errors, and the percentage of error is 8,20% (percentage omission = total omission : total error x 100%). Addition is 2 errors, and the percentage of error is 0,82% (percentage addition = total addition : total error x 100%). Misformation is 221 errors, and the percentage of error is 90,57% (percentage misformation = total misformation : total error x 100%). Misordering is 1, and the percentage of error is 0,41% (percentage addition = total addition : total error x 100%). It means that the dominant type or the most frequent error is misformation error while the least error is misordering error.

The students have to be aware of present participle forms and they have to understand it well, it is a part of grammar that is important in learning English. Moreover, it is related with this research.

The lecturers do not emphasize in teaching present participle form. The lecturers think that this is the easiest part in teaching grammar. After conducting the research and analyzing the data, the researcher finds many students' errors in using present participle form. The researcher knows well that the lecturers of FKIP Universitas Bandar Lampung have done their best in teaching their students. However, to minimize students' errors, the lecturers should focus more on present participle form in teaching grammar. Present participle is one of the English tenses grammar issues that should be well understood by students.

For the future researchers this research also can be a guidance for the next researcher about present participle forms. The researcher hopes that the next researchers will be better in conducting the research about it.

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