

PARAGRAPH UTILIZING ON BBC NEWS IN ANALYSING SIMPLE PRESENT TENSE: A MORPHOLOGICAL APPROACH

Mutakhirani Mustafa

IAIN Syekh Nurjati Cirebon

E-mail: ranimanis822@yahoo.co.id

Received: 2023-01-24

Accepted: 2023-02-25

Published: 2023-05-29

Abstract

The purpose of this study is to investigate the paragraphs utilization on BBC News in analyzing simple present tense by using morphological approach. The object of the research was non-EFL students of IAIN Syekh Nurjati Cirebon. The sample of the research was 32 students. This research implemented a descriptive method, an action research. An action research is a method of testing theories using the real world. To make the students understand the simple present tense therefore the researcher applied a morphological approach to analyze simple present tense. The steps of the research are first the students are asked to read the paragraph of the BBC News and then find the simple present in which the verbs experienced affixation -s, -es, and -ies. The next step is that the students complete the missing word. Data collection is taken from the students' answers. The students do the activity regularly to know the influence of the treatment. The resulting score of the post-test showed that the ability of the students in analyzing simple present tense in English News by using BBC News application and using morphological approach was effective. It indicated that all treatments successfully helped the students in analyzing simple present tense. Based on the score after the implementation of the treatment, the analyzing skill of the students improved. Adding -s, -es, and -ies on the verbs in the simple present in the paragraph of the news on BBC News is a morphological process.

Keywords: *BBC news; morphological approach; paragraph; simple present tense*

1. Introduction

English is one of the foreign languages that the Indonesian people need. Along with the development of technology, English is to be a requirement for some goals (Hayrunnisa, 2019). Furthermore, English has been improved in education. Starting from elementary until university level all students learn and need English to help them improve their knowledge and skill. The students have to improve their English skills, which are speaking, listening, reading and writing. The students should master all the English skills but in reality some of students in the school get many obstacles to increase their speaking, writing, listening and reading. One of the difficult skills based on the student's perspective is writing. The fact proves that many students get confused to form sentences in their writing. Writing is one of the producing skills that the students have

master. Nowadays, the teacher may use some learning application to help the students in their writing problem (Gibriel, 2017).

All the teachers have to upgrade their ways of teaching to be adjusted to the development of technology (Abdi & Makiabadi, 2019). This technology era is one of the progresses that can help the entire field especially in language skill. The improvement of technology has helped many teachers or educators. Those who cannot use the features of the technology will be outdated as they will implement traditional method in their teaching, which is not suitable to this era. This is the case why the students still get some difficulties in improving their language skill especially writing. By utilizing technology, everyone could get any information easily.

Technology has been proven as a cognitive tool as well as an instructional media. Lai et al. (2022) suggest that technology can help all the educators and the students in classroom settings by improving inquiry, communication and students' self-expression. Hawkrigde (2022) states that teaching by technology motivates students to express their knowledge, improve their skill and share many things such ideas as well as criticism. Sayaf, et al., (2022) state that using technology in learning process can make the students confident in learning.

By using technology such as laptop and smart phone, the teacher and students can choose some learning applications that support their language skill. One of the interesting learning applications is BBC News that the application contains some news of the whole world. By this application, the students will have many benefits as they can be update the newest news of the world and at the same time they can improve their English skill. The students can analyze the paragraph in the news about the simple tense. Officially, English has 12 "tenses". Tense relates to times, simple present, past, and future. Murcia as cited in (Taufik, 2013) has named four aspects, simple (sometimes called zero aspect), perfect, progressive, and their combination, perfect progressive of present, past, and future.

BBC News is one of the applications that serves the news around the world (Hijjo & Kadhim, 2017). BBC News uses English in their paragraph therefore it has many benefits not only informing the update news but also giving chances for improving English skill (Teng, 2015). In this research BBC News is a treatment for the students in analyzing simple present tense by using morphological approach. BBC News as media is hoped to give contribution for the students' interest in analyzing simple present tense.

Identifying the simple present tense can be challenging for some students, particularly if they are not familiar with the basic grammatical concepts of tense and verb forms. Here are some tips that can help students better identify the simple present tense in a paragraph: Understand what the simple present tense is: The simple present tense is used to describe actions that are happening now, are always true, or occur on a regular basis. For example, "I play football every Sunday" or "The sun rises in the east." Look for verbs that end in "-s" or "-es": Verbs in the simple present tense that are used with he, she, or it add an "-s" or "-es" to the base form of the verb. For example, "She walks to school every day" or "He watches TV in the evening." Look for time markers: Time markers such as "always," "often," "sometimes," or "every day" can indicate the use of the simple present tense. For example, "I always brush my teeth before going to bed" or "She sometimes sings in the shower." Pay attention to the subject-verb agreement: In simple present tense, the subject and verb must agree in number. For example, "They eat pizza for lunch" (plural subject) versus "She eats pizza for lunch"

(singular subject). By applying these tips and practicing with examples, students can become more proficient in identifying the simple present tense in a paragraph.

In learning tenses such as simple present, it is also learning grammar and structure. Simple present is a form of verb to describe fact story, daily activity, habit, action which happens right now. It expresses what something happens often in the present time. Simple present tense shows the action that happens repeatedly. Nephawe & Lambani (2022) state that simple present is something that happens consistently, every day, every week and so on. By simple present tense in the writing the readers can identify the time and situation of the news. For third person singular the verb must be added with -s, -es and -ies. There are some rules that should be known and mastered.

Examples:

Add “-es” to the infinitive that it is ended with letter ss, o, x, z, ch, and sh.

| | | |
|----------------------|----------------------|------------------------|
| kiss+ es = kisses | wash + es = washes | teach + es = teaches |
| do + es = does | go + es = goes | wish + es = wishes |
| fix + es = fixes | watch + es = watches | catch + es = catches |
| buzz + es = buzzes | mix+ es = mixes | smash + es = smashes |
| catch + es = catches | pass + es = passes | stress + es = stresses |

Add “-i+es” to the infinitive that it is ended with letter ‘y’ preceded by consonant, before adding “es” the consonant y is changed into i than add “es”

| | | |
|--------------------|----------------------------|----------------------|
| cry + es= cries | modify+es = modifies | fry+es = fries |
| copy+es = copies | clarify+es = clarifies | dry+es = dries |
| try+es = tries | autopsy+es = autopies | marry+es = marries |
| fly+es = flies | deny +es= denies | carry + es = carries |
| apply+es = applies | accompany+es = accompanies | reply+es = replies |

In general the verb is added with “s” except the verbs ending in ch, sh, ss, o, z and x; vowel +y also adds s

| | | |
|------------------------------|------------------|--------------------|
| buy +s= buys | drink+s = drinks | record+s = records |
| kick+s = kicks | build+s = builds | write+s = writes |
| investigate+s = investigates | cut+s = cuts | wear+s = wears |
| observe+s = observes | spend+s = spends | bend+s = bends |
| understand+s = understands | swim+s = swims | burn+s= burns |

The process of affixation is also called morphological process. Morphology is one of the linguistic studies that learns about morpheme, word and its combination. The kind of morphology is divided into free morpheme and bound morpheme. Free morpheme has two, lexical and functional morpheme. Bound morphemes are divided into two namely derivational morpheme and inflectional morpheme. Based on the process of adding -s, -es and -ies above, they are named inflectional morpheme. This definition becomes more understandable based on the examples below:

| | | |
|---|---|---|
| modify □ modifies He modifies his car. | catch □ catches He catches the ball in the classroom. | understand □ understands She understands the material. |
|---|---|---|

Those processes are called bound morphemes which is a part of inflectional morpheme (Emodi & Ezema, 2022). The process of adding -s, -es and -ies to the verb is

called the inflectional morpheme. Inflectional morphology not only happens to verb but also occurs with nouns and pronouns. Inflectional morphology is part of bound morpheme, which shows how words vary to describe grammatical contrasts in sentences such as singular/plural or present/past tense.

From the explanations above, the adding of -s, -es, and -ies to the verbs in simple present tense in the paragraph of the news on BBC News is a morphological process. The adding of -s, -es and -ies to the verbs in the simple present tense, is a part of bound morpheme. There are also some parts related to the effectiveness of the use of paragraph on BBC News in teaching-learning media.

2. Literature Review

The language has developed fast. It causes some new words. The words, themselves are sometimes informal words that are not appropriate to be implemented in scientific writing. Most of the participants know about the patterns used in simple present but they face some difficulties when they have to put the verb as a context of simple present.

Any mistake might happen in analyzing the present tense owing to the students' lacks of comprehending of simple present; morphological processes and the method used by the teacher in teaching simple present tense.

There are some previous researches that have done the same research and their articles are used as references for the current research.

1. The Analysis of Morphological Process of Students' English Utterances, written by Alhasibunur,
2. An Analysis of Inflectional Affixes Error in Argumentative Writing, written by Ninsiana, W., & Hakim, L.
3. An Analysis on Students' Difficulties in the Use of Plural "-S" Form and Simple Present Marker "-s", written by Astriyanti, D.

3. Research Method

This research is done by qualitative descriptive research method. Qualitative descriptive research is a type of qualitative research that aims to provide a detailed and comprehensive description of a particular phenomenon or subject. It is often used in fields such as social sciences, education, health care, and psychology, and can be particularly useful in situations where little is known about a phenomenon or where a more in-depth understanding is required. Qualitative descriptive research typically involves collecting data through methods such as interviews, focus groups, observations, and document analysis. The data collected is then analyzed using techniques such as content analysis, grounded theory, or thematic analysis. The analysis of the data is used to identify common themes, patterns, and relationships that exist within the data.

Action research is a method of testing theories using the real world. To make the students understand the simple present tense therefore the researcher applied morphological approach in analyzing simple present tense. (Best & Kahn, 1995) explain that the descriptive method can be interpreted as a problem-solving procedure that is investigated by describing the state of the subject and object in the study can be people, institutions, society and others that at the present moment are based on the facts that appear. The object of the research were non EFL students of IAIN Syekh Nurjati Cirebon. The sample of the research were 32 students.

It is believed that research on treatment by using application in the field of information systems should not be reduced to analysis of only artificial intelligence, only people, or only processes. In this research, the application was examined that was BBC News to improve the students' interest in learning English especially analyzing English paragraph.

The steps of the research are first the students are asked to read the paragraph of the BBC News and then find the simple present in which the verbs experienced affixation -s, -es, -ies . The next step is that the students complete the missing word. Data collection is taken from the students' answers. They were done to know about the effectiveness of using news paragraph on BBC News to teach students about simple present tense. Finally the researcher did the data display before coming to the conclusion.

4. Discussion

The results of the research show the data of students' ability in analyzing simple present tense before implementation the application of BBC News by using morphological approach. The researcher applied pretest to find the accurate data of students' ability. The final result of pre-test was presented in the table below.

Table of descriptive analysis of the pre-test

| | Pre-test |
|---------------------------|-----------------|
| Mean | 63.64 |
| Median | 62.60 |
| Modus | 65.00 |
| Standard Deviation | 10.47 |
| Highest score | 80 |
| Lowest score | 34 |
| Variance | 108.50 |

Based on the result of data finding, it shows that the pre-test result appeared in lower score than the mean score of pre-test, that was 63.64, median score of pre-test 62.60, the modus score of pre-test was 65.00, standard deviation score of the pre-test was 10.47, highest score of pre-test was 80, lowest score of pre-test was 34, and variance score of pre-test was 108.50.

The result score of pre-test shows that the ability of the students in analysing simple present tense in English News has improved. Students need some approach to understand the simple present tense in paragraph. In this, the researcher used BBC News, an artificial intelligence to help the students in improving language skills. Using BBC News with some interesting features gives students motivation to learn better.

The researcher explains how the simple present tense occurs by using morphological approach. In the sentence of the news paragraph, the students understood the simple present tense better. Therefore, the students were helped in analysing simple present tense by understanding morphological process. The students understood the process of affixation -s, -es, and -ies to the verb in simple present.

The results of the research show the data of students' ability in analyzing simple present tense by using morphological approach. The researcher applied post-test to find the accurate data of students' ability after implementation the application by using

morphological approach .The final result of the post-test was presented in the table below.

Table of descriptive analysis of the post-test

| | Post-test |
|--------------------|-----------|
| Mean | 78.78 |
| Median | 77.70 |
| Modus | 70.00 |
| Standard Deviation | 9.74 |
| Highest score | 88 |
| Lowest score | 60 |
| Variance | 95.70 |

Based on the results of post-test data finding, it shows that the post-test result appeared higher than pre-test score. The mean score of post-test was 78.78.64, median score of pre-test 77.70, the modus score of pre-test was 70.00, standard deviation score of the post-test was 9.74, highest score of pre-test was 88, lowest score of pre-test was 60, and variance score of pre-test was 95.70.

The result score of post-test shows that the ability of the students in analysing simple present tense in English News by using BBC News application and using morphological approach was effective. It indicated that the all treatment successful to help the students in analysing simple present tense. The score after implementation the treatment, influences the analysing skill of the students. Adding -s, -es, and -ies on the verbs in simple present in the paragraph of the news on BBC News is the morphological process.

The positive effect using BBC News to improve students' analyzing skill of simple present tense was the features of the BBC News facilitated the users in understanding the news. Some features of BBC News are local news, some variety of news topics, viral news or top news in the world, video, history of the news and live news. The students were exited to use the application with those features. In this research the researcher guided students to choose one topic to analyses simple present tense by morphological process.

From the explanation above, it can be concluded that the t-table is 2.03. The obtained t-value was 3.47. Thus, the t-value is higher than the critical value on the table ($3.47 > 2.03$). After computing t-test, the researcher concluded that analysing simple present tense using BBC News by morphological approach was effective and pleasant for the students. It was effective for the non-EFL students of IAIN Syekh Nurjati Cirebon in academic year 2022/2023, the theory is proved.

5. Conclusion

From the analysis, the comprehending of the students about simple present tense in the news paragraph on BBC News as the morphology part can be measured. The results of this study could give information to the educators and learners about the effectiveness of teaching English by using BBC News. The process of the treatment implementation begins with an explanation of how the simple present tense occurs in morphological approach. The students are to be made sure of understanding the morphological process in simple present tense. Therefore, the students are helped in

analysing simple present tense by understanding morphological process. The students understand the process of affixation of -s, -es, and -ies to the verb in simple present, this is a process of morphology. In short, the students understand simple present tense in news paragraph. BBC news has big benefit to improve the language skills of the students. Students are also motivated to learn English deeply. This treatment can change the mindset of students in learning English better. The teachers have to show the good example using BBC and guide the students using the application well.

References

- Abdi, S., & Makiabadi, H. (2019). Learning English listening and speaking through BBC VOA podcasts: an app review. *Teaching English with Technology*, 19(2), 101-108.
- Alhasilbunur, A. (2018). The Analysis of morphological process of students' english utterances. *Journal of Languages and Language Teaching*, 4(2), 47-54: <http://e-journal.undikma.ac.id/index.php/jollt/article/view/316>
- Astriyanti, D. (2016). An Analysis on students' difficulties in the use of plural "-s" form and simple present marker "-s". *Jurnal Pendidikan Bahasa*, 5(1), 39-50. URL: <http://journal.ikipgriptk.ac.id/index.php/bahasa/article/view/298>
- Best, W., J. & Kahn, J.V. (1995). *Research in Education*. New Delhi: Prentice.
- Emodi, L., & Ezema, P. A. (2022). *A Morphological and Syntactic Analysis of Chimamanda Ngozi Adichie's The Thing Around Your Neck*. Available at SSRN 4065894.
- Gibriel, A. M. S. A. (2017). *Effectiveness of Learning Vocabulary through Listening to TV English News Stories of the BBC World A Case Study of 4th Year College of Languages Students Majoring in English as A Foreign Language at Sudan University of Science and Technology for The Academic Year 2017*. Doctoral dissertation, Sudan: Sudan University of Science and Technology.
- Hayrunnisa, N. R. (2019). *Students' Grammatical Errors in Using Simple Present Tense in Analytical Exposition Text at the First Semester of the Eleventh Grade of SMA Negeri 4 Bandar Lampung in the Academic Year of 2018/2019*. Doctoral Dissertation. Lampung: UIN Raden Intan Lampung).
- Hawkridge, David. (2022). *New Information Technology in Education*. London: Routledge.
- Hijjo, N. F., & Kadhim, K. A. (2017). The analysis of grammatical shift in English-Arabic translation of BBC media news text. *Language in India*, 17(10), 79-104.
- Lai, J. W., De Nobile, J., Bower, M., & Breyer, Y. (2022). Comprehensive evaluation of the use of technology in education-validation with a cohort of global open online learners. *Education and Information Technologies*, 1-35.
- Nephawe, F. T., & Lambani, M. N. (2022). Approaches for mastering coordinative appositions exceptions in simple present tense. *JETL (Journal of Education, Teaching and Learning)*, 7(1), 32-39.
- Ninsiana, W., & Hakim, L. (2018). An analysis of inflectional affixes error in argumentative writing. *Journal of English Language Teaching*, 6(1), 1-10, URL: <https://ojs.unpkediri.ac.id/index.php/inggris/article/view/12725/1545>
- Sayaf, A. M., Alamri, M. M., Alqahtani, M. A., & Alrahmi, W. M. (2022). Factors influencing university students' adoption of digital learning technology in teaching and learning. *Sustainability*, 14(1), 493.

- Taufik, A. (2013). Error analysis on the use of the simple present tense and the simple past tense in writing essays among tesl college students. *International Journal of Education and Research* 1(12), 1–12.
- Teng, F. (2015). EFL vocabulary learning through reading BBC news: an analysis based on the involvement load hypothesis. *English as a Global Language Education (EaGLE) Journal*, 1(2), 63-90.