

THE EFFECTIVENESS SIMPLE PRESENT TENSE IN CONSTRUCTING ARGUMENTS IN ANALYTICAL EXPOSITION TEXT FOR ELEVENTH GRADE OF SMK DM NWDI PERIAN

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Abstract

This article examines the effectiveness of the simple present tense in constructing arguments within analytical exposition texts, specifically for eleventh-grade students at SMK DM Muttaqien. The focus is on how the use of the simple present tense contributes to clarity, logical structure, and persuasiveness in argumentative writing. Through a detailed analysis of students' texts and the pedagogical implications of tense usage, this study aims to highlight the importance of grammatical choices in enhancing argumentative discourse. The findings suggest that mastering the simple present tense not only improves the coherence of arguments but also empowers students to articulate their ideas more effectively.

Keywords Simple Present Tense, Analytical Exposition, Argument Construction, Expository Writing, Pedagogy, Grammatical Choices.

Abstrak

Artikel ini mengkaji efektivitas tense present sederhana dalam membangun argumen dalam teks eksposisi analitis, khususnya untuk siswa kelas sebelas di SMK DM Muttaqien. Fokusnya adalah bagaimana penggunaan simple present tense berkontribusi pada kejelasan, struktur logis, dan daya persuasif dalam penulisan argumentatif. Melalui analisis mendetail terhadap teks siswa dan implikasi pedagogis dari penggunaan tense, studi ini bertujuan untuk menyoroti pentingnya pilihan tata bahasa dalam meningkatkan wacana argumentatif. Temuan menunjukkan bahwa penguasaan tense present sederhana tidak hanya meningkatkan koherensi argumen tetapi juga memberdayakan siswa untuk mengartikulasikan ide-ide mereka secara lebih efektif.

Kata kunci: simple present tense, eksposisi analitis, konstruksi argumen, penulisan ekspositori, pedagogi, pilihan tata bahasa.

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INTRODUCTION

In the process of teaching and learning English, Based on their use, reading and listening are classified as receptive skills while speaking and writing skills are classified as productive language skills (Deliani, 2017: 8). English text is divided into 8 types. They are narratives, recounts, reports, reviews, historical accounts, procedural accounts, analytical expositions, and discussions (Pauzan, 2020: 179).

Actually, writing requires good knowledge and hard thinking when students produce words, sentences, and paragraphs as well as good English grammar (Lubis, 2017: 1). English grammar is more complicated than Indonesian grammar (Fitria, 2022: 1). Some mistakes are made when students do not understand English grammar well. Many students often make

grammar mistakes in their learning, especially in writing. But sometimes the teacher does not realize the mistakes of students. Then students make mistakes again and again because they have no correction and that is what we call mistakes.

The ability to construct compelling and coherent arguments is a critical skill for students, particularly in the context of analytical exposition texts. This genre of writing plays a vital role in helping students express their viewpoints and engage in discourse about various topics, from social issues to scientific debates. At SMK DM Muttaqien, eleventh-grade students are encouraged to harness these skills as part of their curriculum, making it essential to investigate the tools that can enhance their argumentative prowess.

One significant aspect of effective writing is the appropriate use of tense, which greatly influences clarity and persuasiveness. The simple present tense, in particular, is a foundational grammatical construction that serves various functions in analytical exposition. It allows writers to present facts, express general truths, and state arguments in a direct and concise manner. For eleventh-grade students, mastering the simple present tense can empower them to articulate their thoughts clearly and persuasively.

Research shows that linguistic choices, including tense, affect how arguments are constructed and perceived. The use of the simple present tense can make arguments more authoritative and immediate, thus enhancing the overall impact of the writing. This study aims to explore the effectiveness of the simple present tense in constructing arguments in analytical exposition texts produced by eleventh-grade students at SMK DM Muttaqien. By analyzing student-written texts and their use of this tense, we seek to uncover the broader implications for teaching and learning in the context of argumentative writing.

Furthermore, this exploration will provide insights into common challenges students face when utilizing the simple present tense and offer strategies for educators to strengthen students' writing abilities. Ultimately, understanding the role of the simple present tense in analytical exposition can lead to improved communication skills, better academic performance, and increased confidence in students' writing capabilities.

In conclusion, this article seeks not only to highlight the importance of grammatical mastery in argument construction but also to offer practical recommendations for teachers and students alike, thereby fostering a more effective and engaging learning environment.

RESEARCH METHOD

Research Design

Research technique is a method used in manipulating objects as a guide in conducting research, so that data collection can be carried out successfully and efficiently in accordance with the needs of the objectives that have been set for analysis (Marinda Sari Sofiyana et al., 2022: 47).

This study employs a qualitative research design aimed at exploring the effectiveness of the simple present tense in constructing arguments within analytical exposition texts. By focusing on the students' writing processes and their use of grammatical structures, this design allows for an in-depth understanding of how these choices influence argumentation. Data will be collected through a combination of document analysis and semi-structured interviews, providing both textual evidence and personal insights into the students' writing experiences.

Research Setting and Subjects

The research will be conducted at SMK DM Muttaqien, a vocational high school in Indonesia, where the study participants will be eleventh-grade students enrolled in the language program. A total of 15 students will be selected using a purposive sampling technique, ensuring a diverse representation of abilities, backgrounds, and writing experiences. This selection will allow for a comprehensive analysis of how different students approach the use of the simple present tense in their argumentative writing. According to Richards (2001), selecting an appropriate context and learners is crucial for identifying learning needs and designing interventions that are relevant to their academic and vocational demands.

Research Procedure

This research follows the four-step spiral model proposed by Kemmis and McTaggart, which emphasizes that classroom action research is a cyclical and reflective process consisting of planning, action, observation, and reflection. In this model, each cycle is not independent but interconnected, forming a spiral pattern that allows continuous improvement.

Preparation

The researcher will obtain permission from school authorities and inform students about the study's objectives and procedures. Students will be assured of confidentiality and voluntary participation.

Writing Task

Participants will be assigned a task to write an analytical exposition text on a chosen topic, utilizing the simple present tense to construct their arguments. They will be given a specific timeframe (two weeks) to complete their texts.

Interviews

Following the writing task, semi-structured interviews will be conducted with a subset of the participants (15 students). The interviews will explore their thought processes regarding their use of the simple present tense and how they perceive its impact on their arguments.

Document Collection

The written texts will be collected for analysis, ensuring that all aspects of argument construction are considered.

Data Collection Techniques

The data collection method is the technique or method used by the author to collect data which will later be used by the author to obtain materials, information, and information related to this research.

In this data collection technique, the researchers used field research methods (Uma, 2021). That's direct data collection in the field by obtaining students' written texts from the teacher and conducting questionnaires. To obtain data, researchers will use writing samples, semi-structured interviews, observation notes.

Writing Samples

Students' analytical exposition texts will be collected for analysis. A rubric will be used to assess the effectiveness of their arguments, focusing on the clarity and correctness of tense usage.

Semi-Structured Interviews:

Interviews are conducted in selected areas of interest, and questions are formulated but interviewers may modify formal questions during the interview process (Abubakar, 2021).

Based on the thoughts above, this study used semi-structured interviews. The application of this technique in interviews is to create a relaxed atmosphere and a flexible situation to obtain information about the causes of students' grammatical errors in writing analytical exposition texts in the use of simple current words (Yusrita, 2022).

The interviews will be designed to encourage open-ended responses, enabling students to articulate their understanding of the simple present tense and its role in their writing. A set of guiding questions will be developed to lead the discussion without constraining participants' responses.

Observation Notes

Throughout the writing process, the researcher will take observation notes to document any challenges encountered by students while utilizing the simple present tense and other relevant behaviors.

Data Analysis

Naila Labibah stated that there were five steps to analyze data which contained student errors. It consists of collecting data, identifying errors, classifying, explaining, and evaluating (Naila Labibah et al., 2021). Meanwhile, Sugiyono stated that data analysis is the process of systematically searching and compiling interview scripts, field notes, and other materials that you collect to add to your standing from them to allow you to present what you find to others (Suparman, 2022). Data analysis was carried out to create an understanding of the data and enable researchers to present the results of this research to readers.

The data analysis will involve several steps:

1. Textual Analysis:

The written texts will be analyzed using a qualitative content analysis approach. This will involve identifying patterns in the use of the simple present tense, assessing the effectiveness of the arguments presented, and highlighting any grammatical errors that may have impacted clarity.

2. Thematic Analysis:

The transcripts from the semi-structured interviews will be analyzed thematically. Key themes related to the students' understanding of the tense, their attitudes towards its use, and perceived effectiveness in argumentation will be identified and categorized.

3. Cross-Comparison:

A comparative analysis will be conducted between the writing samples and interview responses to triangulate findings and gain a more nuanced understanding of how the simple present tense affects argument construction.

4. Reporting

Finally, the findings will be compiled into a comprehensive report that presents both the qualitative insights gathered from the interviews and the findings derived from the written texts, supported by illustrative examples from students' work.

This research method aims to provide a thorough investigation of the role of the simple present tense in analytical exposition texts and its impact on argumentative writing among eleventh-grade students at SMK DM Muttaqien.

FINDINGS AND DISCUSSION

Findings

To assess the impact of the simple present tense on the students' ability to construct arguments in analytical exposition texts, both pre- and post-tests were administered.

Pre-Test Results and Post-Test Results

A total of 15 students participated, with an average score of 60/100. Common errors included incorrect tense usage, lack of clarity in arguments, and poorly structured texts. Many students struggled to maintain consistency in tense, which often resulted in ambiguous statements.

After a focused instructional intervention, the same group was reassessed using a post-test. The average score improved to 80/100. Observations indicated enhanced clarity in argumentation, a better command of the simple present tense, and improved overall text coherence.

No	Students	Pre Test	Post Test	Gain Score
1	Adyan Masofi	58	75	+17
2	Aminatuzzuhroh	61	77	+16
3	Arpian Alfarizi	58	75	+17
4	Eliza	63	80	+17
5	Fanny Maria Putri	65	85	+15
6	Herni Hastuti	56	77	+21
7	Ihwan Wildan	65	89	+24
8	Izwan Safari	57	75	+18
9	Maya Aryani	59	79	+20
10	Neza Ismayani	64	88	+24
11	Rifki Maulana	57	77	+20
12	Rizky Rinjani	58	75	+17
13	Haerul Fatihin	58	74	+16
14	Yusron Hidayat	60	87	+27
15	Wiwin Purnamasari	61	87	+26
	Rata-Rata	60	80	+19,6

Interpretation

The significant improvement in students' scores indicates that targeted instruction on the simple present tense positively influences their ability to construct effective arguments. The transition from ambiguous and poorly structured texts in the pre-test to clearer and more persuasive arguments in the post-test suggests a strong correlation between grammatical mastery and writing effectiveness.

Observation Findings

Throughout the writing process, several patterns emerged:

1. Grammar Usage: Students who had previously struggled with the simple present tense demonstrated greater confidence and accuracy after the intervention. It was noted that they actively revisited their drafts to correct tense errors.
2. Peer Feedback: Collaborative writing sessions encouraged students to give and receive feedback. Many reported that peer discussions about tense usage helped reinforce their understanding and application.
3. Writing Process: Students exhibited a more structured approach in their writing, starting with a clear thesis statement followed by logically sequenced arguments. The use of the simple present tense was consistently employed to assert facts and arguments, contributing to the overall strength of their texts.

Discussion

The findings highlight the critical importance of the simple present tense in enhancing students' argumentative writing in analytical exposition texts. The marked improvement from pre-test to post-test scores underscores that structured teaching can significantly affect grammatical competence, leading to better writing outcomes.

The instructional intervention focused on the rules and applications of the simple present tense, which provided students with the tools needed to express their arguments more effectively. The fact that students improved their writing clarity and coherence illustrates how direct instruction in grammar can have a ripple effect on overall writing quality.

The observation that peer feedback sessions were beneficial aligns with educational theories emphasizing collaborative learning. Engaging with peers allowed students to articulate their thoughts about the usage of the tense and solidify their understanding through discussion. This social constructivist approach not only improved individual writing skills but also fostered a classroom environment conducive to learning.

The results of this study suggest that teachers should prioritize explicit grammar instruction, particularly in tenses, as this foundational aspect of language can significantly impact students' writing strategies. Additionally, integrating collaborative activities could enhance student understanding and application of grammatical concepts.

In conclusion, the study demonstrates that a firm grasp of the simple present tense is essential for students at SMK DM Muttaqien to construct effective arguments in their analytical exposition texts. Future research might explore the long-term retention of these skills and the applicability of similar instructional strategies across different grammatical forms.

CONCLUSION

This study investigated the effectiveness of the simple present tense in constructing arguments within analytical exposition texts among eleventh-grade students at SMK DM Muttaqien. The findings reveal that a focused instructional intervention significantly improved both grammatical proficiency and argumentative writing skills. The transition from the pre-test to post-test demonstrated a notable increase in students' writing clarity and coherence, highlighting the pivotal role of the simple present tense in enhancing the persuasive quality of their arguments.

Moreover, collaborative learning experiences, such as peer feedback sessions, emerged as valuable tools for reinforcing understanding and application of the tense, fostering a supportive educational environment. The research suggests that explicit grammar instruction, particularly concerning the simple present tense, is essential for developing effective argumentative writing skills.

In summary, this study underscores the importance of grammatical mastery in constructing robust arguments and provides practical implications for educators aiming to improve student writing outcomes. To further nurture students' writing capabilities, ongoing support and strategies should be implemented to maintain their proficiency in using the simple present tense and other grammatical constructs. Future research could explore the long-term effects of such instructional strategies and their applicability to various aspects of academic writing.

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