STUDENTS’ DIFFICULTIES IN LEARNING PRESENT CONTINUOUS TENSE

(A Case Study at first Year Class of MTs Jami’yatul Khair Kampung Utan Ciputat)

A SKRIPSI
Presented to the Faculty of Tarbiyah and Teachers’ Training
in a Partial Fulfillment of the Requirements for the Degree of Strata I (S1)

By:
Aang Suwardi
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ENGLISH DEPARTMENT
FACULTY OF TARBIYAH AND TEACHERS’ TRAINING
SYARIF HIDAAYATULLAH STATE ISLAMIC UNIVERSITY
JAKARTA
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ACKNOWLEDGEMENT

In the name of Allah the Beneficent, the Merciful. Praise be to Allah the Lord of the world who blessed us with so many amazement so the writer could finished his “skripsi” well. Peace and blessing be upon to our prophet Muhammad, his families, his companions, and his follows.

This “skripsi” is presented to the English Education Department of the Faculty of Tarbiyah and Teachers’ Training Syarif Hidayatullah State Islamic University (UIN) Jakarta as a partial fulfillment of the requirement for the Degree of Strata 1 (S1).

The writer would like to express his thanks and gratitude to his beloved parents Uat Rahmawati and Emo who give him support, prays, and spirit in his study. And also for all his brothers and sisters who give him motivation to finish his study. May Allah bless and guided them.

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And his gratitude also expressed to his friends who cannot mentioned one by one. May Allah the Almighty give the blessing to all his friends.

Jakarta, Agustus 2010

The Writer
CHAPTER I
INTRODUCTION

A. Background of the Study

Language is a way of expressing ideas, feelings, by using movements, symbols, and sounds.\(^1\) As an international language, English has an important role in the world. Related to that case, Julian Edge in her book stated, “English as international Language serves to many people as bridge into the worlds of higher education, science, international trade, politics, tourism or any other venture which interest them”.\(^2\)

Nowadays, English is the most common language used throughout the world. English is most widespread medium of international communication because of both the number of geographical spread of speakers, and the large number of non native speakers who use it for part at least of their international contact.\(^3\)

As a foreign language in Indonesia, English language has an important position and is clearly needed by many learners to learn to deliver thought and interact in a variety of situations. Therefore, people realize without mastering the English language, interaction and all kinds of activities among the people will breakdown. Because when they learn a language, they learn to communicate through the language: technology, science, culture and relation with other countries. It is necessary for them to know and to master the grammatical rules of the language to get good understanding and some students find some difficulties in learning grammar. In Indonesia school, English is determined as a compulsory subject in the national curriculum. It is taught at the beginning from Junior high school up to the University.

English is taught in school merely as a subject. It is essential; therefore, the teacher organizes, the process, which will not be found outside the classroom. The teacher has to learn and master various effective methods or techniques in teaching English as a foreign language.

Teaching English as a foreign language is not an easy job. There are four language skills that should be mastered by the English teacher, they are: listening, speaking, reading, and writing. Moreover, the English language teaching in Indonesia is based on the issuance of the degree of the Minister of Education and Culture No. 096 of 1967, has stipulated that English becomes the first foreign language that should be taught formally to all Indonesian students, starting from Junior High Schools up to colleges or universities level.4

It is not enough for students to have proficient ability if students can not develop and master the skill in understanding and expressing the language in both oral and written.

Grammar is one of language aspects which are taught to every language learners. It is the basic knowledge and important role in understanding the English language. Paul Robert said in his book Understanding Grammar “grammar is a body of generalization about how people say things. In order to make generalizations, one must agree on the meaning of term for the things we wish to talk about. Grammar accuracy is only part of communication to convey the message, where grammar is merely a tool”.5 By learning grammar, we can communicate our message clearly and precisely.

Penny Ur noted that “grammar is defined as words are put together to make correct sentences. It doesn’t only affect how the units of word are combined in order to make correct sentences but also affects their meaning”.6

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But students who learned English meet a number of problems, especially with grammar of the language that can make confuse and some students thinks of grammar as rather boring subject.

Teaching foreign language is stressed on mastering the four basic skills: listening, speaking, reading, and writing. And also the knowledge of grammar is one of the important factors that students should master because grammar is needed in even communicative ways. Grammar traditionally has a central role in language teaching of particular theories of grammar and learning associated with them provided justification for syllabus and in methodology in language teaching for decades.

Tense is usually defined as relating to the time of an action, event or state. Kathryn Riley asserted that, “Tense is a classification system for verbs, indicating, in general the of the action: present tense (e.g. the tide rises), Past tense (e.g the tide rose), future tense (e.g. the tide will rise). English like all Germanic language, has only two inflected tenses: present and past”. The time of the action is commonly expressed by the verb. With tense, students can know when the time action occurs, and understand the correspondence between the form of the verb and their concept of time.

The present continuous tense is construction which is made of subject +auxiliary verb (verb) + main verb (base + ing). It is used to indicate an action that one uses the present continuous tense to talk about: action happening now, action in the future took place at in the present. The time of the actions is not mentioned and it is not implied. W.Stannard Allen in living English structure stated: “English has three main divisions, Past, Present and future, expressed by the simple tenses”. All most the verbs can show the difference between the past and present by change in the verb form. Absolutely, the verb in English influenced by the “time” when it happens or

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will happen (present, past, future) so, a verb should be concord or related with the time.

Present continuous tense as a part of grammar rules sometimes also make students confused. The effect is that they can not use and understand properly the present continuous tense.

The writer is interested in this skripsi because when he had PPKT and taught English in the first year students of Mts Jam’iyyatul Khair Kp Utan Ciputat, especially about present continuous tense, there were many students who still have difficulties in understanding the present continuous tense. The reason is that they are still having difficulty in understanding the form and usage of present continuous tense. Many of them still noticed that many present continues tense verb add by-\textit{ing} on the end and they still do not know when using present continuous tense in a particular time.

Based on the explanation background above, the writer would like to find out some difficulties faced by students in learning present continuous tense, he take title for his researching “Student’s difficulties in learning present perfect tense” A Case Study at the first year students of MTs (Islamic Junior High School ) Jam’iyyatul Khair Kp Utan Ciputat

B. Limitation of the Study

To avoid misunderstanding in interpreting the problem, it is necessary to make the limitation of the problem. The writer limits the problem as follows:

1. Students’ difficulties in form and usage of present continuous tense.
2. Present continuous tense is a part of English subject taught in the first year students of MTs Jam’iyyatul Khair Kp.Utan Ciputat.

C. Statement of the Study

Base on the background of study, the writer formulates his problem as follows: “which one is more difficult for students between form and usage of present continuous tense”.
D. Significance of the Study

The writer hopes that this study will give significant input to the foreign language teacher, to know and understand the differences between form and usage of present continuous tense.
CHAPTER II
THEORETICAL FRAMEWORK

A. English Tense

The word “tenses” derived ultimately from the Latin word “tempus” have meaning “time”.\(^1\) According to A.S Hornby in his book *Guide to pattern and Usage in English* “The word tense stands for a verb form or series of verb forms used to express a time relation. Tenses may indicate whether an action, activity, or state in the past, present, or future.\(^2\)

The commonest tenses found in languages are present, past, future; when the situation is described in the present tense it is related as simultaneous with the moment of speaking (e.g. John is singing); the situation described in the past is related prior to the moment of speaking (e.g. John was singing); while the situation described in the future it relates subsequent to the moment of speaking (e.g. John will sing). Since tense refers to the time of the situation which relates to the situation of the utterance, it can be described as “deictic”.\(^3\)

John I. Saeed (2003) said,” deictic system is the way in which a speaker relates references to space and time to the “here” and ‘now’ of the utterance. Most grammatical tense systems allow the speaker to describe situations as prior to concurrent with, or following the act of speaking.\(^4\) In other words, deictic refers to an interval or period of time which contains the

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moment of utterance. It can be expressed by some words: yesterday, now, tomorrow.

In talking about tense, it is not only focused on the time of the situation that is being described, but discusses about form of verb. McCawley says that “tenses are not features by themselves but underlying verb”. Almost all verbs can show the differences between the present, past and the future time by changing in the verb form. From this, it can be also defined as “the time of the action on state expressed by the verb”.^5

Michael Lewis has different opinion about tense that English verbs have only two tenses,” To the linguist tense is a technical term. It means that there is a morphological change in the base form of the verb. In this technical sense, then, English verb have only two tense, those traditionally called the present simple (*go*) and the past simple (*went*).^6

F.R Palmer in his book *The English verb: an exploration of structure and meaning* stated that tenses have three functions, “tense appears to have three distinct functions: first to mark purely temporal relations of past and present time, secondly in the sequence of tenses that is mainly relevant for reported speech and thirdly to mark ‘unreality’ particularly in conditional clauses and wishes”.^7

From the statement above the writer concludes generally English verbs have three tenses. Those are past, present, and the future tenses. Tense is a verb form or series of verb forms used to express a time relation. Tenses may also indicate whether an action, activity or state is past, present, or future. When the situation is described in the present tense it is related as simultaneous with the moment of speaking (e.g. John is singing); the situation described in the past is related prior to the moment of speaking (e.g. John was

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singing); while the situation is described in the future it relates subsequent to the moment of speaking (e.g. John will sing).

B. Present Continuous Tense

The present continuous tense is construction which is made of subject + auxiliary verb (verb) + main verb (base + ing). It is used to indicate an action that one uses the present continuous tense to talk about: action happening now, action in the future took place at in the present.

The present continuous tense is called the real present, in the sense that it can be demonstrated. The present continuous tense describes an action which goes on at the moment of speaking. It can be used to describe an action which goes on in more general present, not necessary at the moment of speaking. And it is formed with the appropriate present form (is, am, are) and the verb ending in – ing.

Betty Schramfer Azar in *Understanding and Using English Grammar* described that the Present Continuous tense indicates that expresses an activity is in the progress at the moment of speaking.”

It began in the recent past is continuing at present. And will probably end at some point in the future. It seems that Present continuous tense means that an activity or event happen in the progress.

1. The Form of the Present Continuous Tense

The Present Continuous Tense is formed with the present tense of be, verb be + the present participle.

a. Affirmative Statements

To make an affirmative statement, it uses the following formula:

S+ Be (am + are+ is) + PRESENT PARTICIPLE (ing-form) + (…)."}

Example:

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To make an affirmative contraction it uses the following formula:

Subject/Be contraction + Base form of the verb + ing + ………

Example:

<table>
<thead>
<tr>
<th>Subject/Be contraction</th>
<th>Base form of the verb + ing</th>
</tr>
</thead>
<tbody>
<tr>
<td>I ‘m</td>
<td>taking</td>
</tr>
<tr>
<td>You’re</td>
<td>staying</td>
</tr>
<tr>
<td>He’s</td>
<td>playing</td>
</tr>
<tr>
<td>She’s</td>
<td>drawing</td>
</tr>
<tr>
<td>It’s</td>
<td>sleeping</td>
</tr>
<tr>
<td>We’re</td>
<td>waiting</td>
</tr>
<tr>
<td>You’re</td>
<td>walking</td>
</tr>
<tr>
<td>They ‘re</td>
<td>staying</td>
</tr>
</tbody>
</table>

b. Negative Statements
To make a negative statement, it uses not after form of
Be + verb + ing + (…….)

Formula:
Subject + Be + Not + Verb + Ing + (……….)

Example:

<table>
<thead>
<tr>
<th>Subject</th>
<th>Be not verb + ing</th>
<th>Be contraction + not verb+ing</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>am not waiting my son</td>
<td>I’m not waiting my son</td>
</tr>
<tr>
<td>You</td>
<td>are not watching</td>
<td>You’re not watching</td>
</tr>
<tr>
<td>He</td>
<td>is not singing</td>
<td>He’s not singing</td>
</tr>
<tr>
<td>She</td>
<td>is not studying</td>
<td>She’s not studying</td>
</tr>
<tr>
<td>It</td>
<td>is not playing</td>
<td>It’s not playing</td>
</tr>
<tr>
<td>We</td>
<td>are not reading</td>
<td>We’re not reading</td>
</tr>
<tr>
<td>They</td>
<td>are not smiling</td>
<td>They’re not smiling</td>
</tr>
</tbody>
</table>

c. Interrogative Statements

To make an interrogative affirmative, it uses the form of be before the subject.

Formula:
Be + Subject + verb + ing + (…….)?

Example:

<table>
<thead>
<tr>
<th>Be</th>
<th>Subject</th>
<th>Base form of the verb+ing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Am</td>
<td>I</td>
<td>gardening?</td>
</tr>
<tr>
<td>Is</td>
<td>he</td>
<td>sleeping?</td>
</tr>
<tr>
<td>Is</td>
<td>she</td>
<td>crying?</td>
</tr>
</tbody>
</table>
d. Interrogative Negative

To make an interrogative negative, we put contractive form of be before the subject.

Formula:

\[(\text{be } + \text{ n’t/contractive form of be}) + \text{ Subject} + \text{ verb } + \text{ ing} + (\ldots )?\]

Example:

<table>
<thead>
<tr>
<th>Be</th>
<th>Subject</th>
<th>Base form of the verb+ing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Isn’t</td>
<td>he</td>
<td>playing?</td>
</tr>
<tr>
<td>Isn’t</td>
<td>she</td>
<td>playing?</td>
</tr>
<tr>
<td>Isn’t</td>
<td>it</td>
<td>playing?</td>
</tr>
<tr>
<td>Aren’t</td>
<td>I</td>
<td>waiting now?</td>
</tr>
<tr>
<td>Aren’t</td>
<td>you</td>
<td>playing?</td>
</tr>
<tr>
<td>Aren’t</td>
<td>you</td>
<td>watching television?</td>
</tr>
<tr>
<td>Aren’t</td>
<td>we</td>
<td>watching television?</td>
</tr>
<tr>
<td>Aren’t</td>
<td>they</td>
<td>watching television?</td>
</tr>
</tbody>
</table>

Something must be noticed concerning with form of the present continuous tense that is the process of forming the infinitive form into ing-form because each verb has different forms. So the process of adding to infinitive will undergo different there are some ways to spelling the present participle,
a. To make the *-ing* form, also known as the present participle, we usually add *-ing* to the verb.
   For example:
   - study - studying
   - eat - eating
   - jump – jumping
   - Drink- drinking

b. For verbs ending in *-e*, we leave out the *-e* and add *-ing*.
   For example:
   - write - writing: not writeing
   - skat - skating: not skateing.

c. For verbs ending in a vowel and a consonant, we usually double the last consonant and add *-ing*.
   For example:
   - run - running: not runing
   - cut - cutting: not cuting

d. For verbs ending in -ie we change the -ie to -y and add *-ing*.
   For example:
   - lie - lying: not lieing
   - Die – dying : not dieing
   - Tie- tying : not tieing

In a *Practical English Grammar book*, written by A.J Thomson and A.V. Martinet explained as follows:\(^{10}\)

a) When a verb ends in a single *e*, this *e* is dropped before *ing*:
   Argue. Arguing, hate, hating, love, loving, except after age, dye and singe, ageing, dyeing, singeing, and verb ending ee: agree = agreeing, see = seeing.

\(^{10}\) A.J Thomson, A.V Martinet, *A Practical........* pp. 154
b) When a verb of one syllable has one vowel and ends in single consonant, this consonant is doubled before ing: hit = hitting, run = running, stop = stopping.

c) Verb of two or more syllables whose last syllable contains only one vowel and ends in a single consonant double this consonant if the stress falls on the last syllable: admit = admitting, begin = beginning, prefer = preferring.

d) Ing can be added to a verb ending in y without affecting the spelling of the verb. Example: Carry = carrying, enjoy = enjoying, hurry = hurrying.

e) The infinitive ends with vowel e preceded by vowel i, ie is substituted with y, then adding ing: Die = dying, lie = lying, tie = tying, vie = vying.\\

2. The Usage of the Present Continuous Tense

a. The Present Continuous is used for actions happening at the present time. For example:
   1). We are studying English.
   2). You are using a computer.
   3). He is eating in the canteen.

b. The Present Continuous is also used for processes happening around the present time. For example:
   1). It is raining today.
   2). I am working in Paris this month.
   3). The world is turning.

   The time period of the first sentence is today, the second sentence one month, and the third sentence forever, but all of these sentences are about processes that happen around the present. They started

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\[\text{\textsuperscript{11} John S Hartanto, S. Koentjoro, Manaf asmoro Saputro, Accurate, Brief and Clear, English grammar (Surabaya: Indah Publisher,1996), p. 255}\]
before the present, are happening now, and will continue after the present. This is a key idea of the Present Continuous.

c. The Present Continuous is also used for repeated actions or habits. Such repetition is seen as one continuing process. For example:
1) I am getting up early this week.
Obviously I'm not getting up just one time for a whole week, but during one week I will get up early every day, so this can be seen as one process.

d. The Present Continuous is also used for future arrangements at a particular time. For example:
1) I'm going to Rome at 10.30 tomorrow.
2) She’s coming to my apartment this evening.

Raymond Murphy said, there are some usages of present continuous tense, as follows:


a. The present continuous tense is used when talking about something that is happening at the time of speaking:
1) Please don’t make so much noise. I’m studying
2) “Where is Tom?” “She is taking a bath”

b. Present Continuous tense is used when talking about something that is happening around the time of speaking, but not necessarily exactly at the time of speaking, as this example situation:

    John and Rita are talking and having coffee in Cafè. John says, “I’m reading an interesting book at the moment. I’ll lend it to you when I’ve finished it. John is not reading the book at the time of speaking. He means that he has begun the book and hasn’t finished it yet. He is in the middle of reading it.
c. The present continuous tense is often used when talking about a period around the present, for example today, this week, this season, etc:

“You are working hard today,” “yes I have a lot to do”

d. The present continuous tense is used when talking about changing situation:

1) The population of the world is rising very fast
2) Is your English getting better?

e. The present continuous tense is used when talking about future plan:

1) Mike is coming here on Thursday
2) They are having a party next week

f. With always to criticize or complain about someone does:

1) My mother is always losing her car keys.
2) You are always interrupting me!

3. Verb usually not used in Present Continuous Tense

Certain verbs are usually not used in continuous tense. Some of these are verb of preference, verb of knowing, linking verb, and verb that refers to a mental state or a permanent condition.

The following verbs of Preference are usually not used in present continuous tense:

<table>
<thead>
<tr>
<th>Agree</th>
<th>Distrust</th>
<th>Like</th>
</tr>
</thead>
<tbody>
<tr>
<td>Appreciate</td>
<td>Doubt</td>
<td>Love</td>
</tr>
<tr>
<td>Care</td>
<td>Fell</td>
<td>Need</td>
</tr>
<tr>
<td>Detest</td>
<td>Hate</td>
<td>Prefer</td>
</tr>
</tbody>
</table>

---


<table>
<thead>
<tr>
<th>Disagree</th>
<th>Hope</th>
<th>Want</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dislike</td>
<td>Imagine</td>
<td>Wish</td>
</tr>
</tbody>
</table>

The following verbs of Knowing are usually not used in the present continuous tense:

<table>
<thead>
<tr>
<th>Believe</th>
<th>Know</th>
<th>Remember</th>
</tr>
</thead>
<tbody>
<tr>
<td>Forget</td>
<td>Recognize</td>
<td>Suppose</td>
</tr>
<tr>
<td>Imagine</td>
<td>Recollect</td>
<td>Think</td>
</tr>
</tbody>
</table>

The following examples are with Linking verb:

His Husband seems (not is seeming) Happy
He is (not is being) fat
They look (not are looking) nice

And also, following verbs describe relatively permanent states rather than event or action. They are not usually used in the present continuous tense:

<table>
<thead>
<tr>
<th>Appear</th>
<th>Be</th>
<th>Belong to</th>
</tr>
</thead>
<tbody>
<tr>
<td>Deserve</td>
<td>Equal</td>
<td>Posses</td>
</tr>
<tr>
<td>Own</td>
<td>Fit</td>
<td>Require</td>
</tr>
<tr>
<td>Concern</td>
<td>Have</td>
<td>Resemble</td>
</tr>
<tr>
<td>Depend on</td>
<td>Involve</td>
<td>Tend</td>
</tr>
<tr>
<td>Cost</td>
<td>Look</td>
<td>Sound</td>
</tr>
<tr>
<td>Contain</td>
<td>Matter</td>
<td>Seem</td>
</tr>
<tr>
<td>Consist of</td>
<td>owe</td>
<td>Sound</td>
</tr>
</tbody>
</table>
CHAPTER III
RESEARCH METHODOLOGY AND FINDING

A. Research Methodology

1. Objective of the Research

The writer would like to find out the frequency of difficulty the first year students of MTs Jam’iyyatul Khair Kampung Utan Ciputat have in learning present continuous tense in term of form and usage as the objective of research.

2. Place and Time

In the field research, the writer did his research at MTs Jam’iyyatul Khair which is located in Jl. Raya W.R. Supratman Desa Cempaka Putih Ciputat Tanggerang. The research was carried on June 2009. It was begun by gave English test about Present Continuous Tense to students first class of MTs Jam’iyyatul Khair on Wednesday, 10th of June 2009. And then, on Friday 12th.

3. The method of Research

This paper is written based on a field research: in this case the writer takes MTs Jam’iyyatul Khair Ciputat as place for investigation to be discussed. In field research the writer observes some difficulties and problems found by the first year students in teaching learning process of present continuous tense. He give them the English test it consists of 20 items, each items consists of 10 form present continuous tense and 10 the tests usage of present continuous tense, after collecting and processing the data the writer would like to offer an alternative to solve the problem.
4. Population and Sample

In this research the writer took the population of the first year students of MTs Jam’iyyatul Khair. They consist of two classes with 35 or 39 students for each class. Those are class VII-1, VII-2. There are 74 Students in number.

The writer did not take the total population as sample. He only took one class (VII-2) which is recommended by the English teacher in MTs Jam’iyyatul Khair. There are 39 students from class VII-2 who had done.

5. Instrument of the Research

The instrument of the research used by the writer is English test given to the students to find out the frequency of the difficulties in Present Continuous Tense. It consists of 20 items which are divided into two parts. The first is form (10 items) and the second is usage (10 items). The form area is divided into four main aspects, they are the form of: Affirmative form (number of the items are 1,8,9), Negative form (number of the items are 3,7), Yes/No question of the Present Continuous Tense (number of the items are 4,6), W-H questions of Present Continuous Tense (number of the items are 2,5,10). The option of the test consists of one correct answer while the four others are incorrect answers. While the usage is discussed about distinguishing the usage of Present Continuous Tense and simple Present Tense. All of the items are essay.

6. Technique of Data Collection

In collecting data, the writer used English test score and interview.

a. English test score. It is given to know the difficulties in the form and the usage of Present Continuous Tense.
b. Interview. The writer asked some questions to the student to know the English teaching learning process.

7 Technique of Data Analysis

In this research, the write used descriptive analysis technique (percentage) to analyze the data, which is described in the table percentage. He used formula:

\[ P = \frac{F}{N} \times 100\% \]

\[ P = \text{Percentage} \]
\[ F = \text{Frequency of error made} \]
\[ N = \text{Number of sample which is observed} \]

After having percentage and frequency, the writer looked for average mark by using formula:

\[ P = \frac{F}{Nxn} \times 100\% \]

\[ P = \text{Percentage} \]
\[ F = \text{Frequency of error made} \]
\[ N = \text{Number of sample which is observed} \]
\[ n = \text{Number of item test} \]

B. Research Findings

1. Data Description

Having finished the field research on the form and the usage test of Present Continuous Tense, the writer got the data from English test score about the Present Continuous Tense. The following table is the classification of the form and the usage into area tested. The instrument of the test can be seen in appendix.
Table 3.1
Area tested of form and usage

<table>
<thead>
<tr>
<th>No</th>
<th>Area tested</th>
<th>Number of Items</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Form of Present Continuous Tense</td>
<td></td>
</tr>
<tr>
<td></td>
<td>a. Affirmative form of Present Continuous tense</td>
<td>1, 8, 9</td>
</tr>
<tr>
<td></td>
<td>b. Negative form of Present Continuous tense</td>
<td>3, 7</td>
</tr>
<tr>
<td></td>
<td>c. Yes/No questions form of Present Continuous Tense</td>
<td>4, 6</td>
</tr>
<tr>
<td></td>
<td>d. W-H questions of Present Continuous tense</td>
<td>2, 5, 10</td>
</tr>
<tr>
<td>2</td>
<td>Distinguishing the usage of</td>
<td></td>
</tr>
<tr>
<td></td>
<td>a. Present Continuous Tense</td>
<td>12, 13, 15, 16, 17, 18, 19-20</td>
</tr>
<tr>
<td></td>
<td>b. Simple Present Tense</td>
<td>11, 14</td>
</tr>
</tbody>
</table>

2. Data Analysis

After getting the data, the writer analyzed the data to find the frequency of the difficulty in the form and usage of present continuous tense as following:

a. Form Difficulty

Many students are still confused in the form of present continuous tense. To know the frequency of error made by students in the form of present continuous tense, the writer shows the table as follows:
Table 3.2
Frequency of errors made in the form of present continuous tense

<table>
<thead>
<tr>
<th>No</th>
<th>Form of Present Continuous tense</th>
<th>Items number</th>
<th>Frequency of error made</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Affirmative form of Present Continuous tense</td>
<td>1</td>
<td>17</td>
<td>43.58 %</td>
</tr>
<tr>
<td>2.</td>
<td>Affirmative form of Present Continuous tense</td>
<td>8</td>
<td>21</td>
<td>53.84 %</td>
</tr>
<tr>
<td>3.</td>
<td>Affirmative form of Present Continuous tense</td>
<td>9</td>
<td>28</td>
<td>71.79 %</td>
</tr>
<tr>
<td>4.</td>
<td>Negative form of Present Continuous tense</td>
<td>3</td>
<td>22</td>
<td>56.41 %</td>
</tr>
<tr>
<td>5.</td>
<td>Negative form of Present Continuous tense</td>
<td>7</td>
<td>15</td>
<td>38.46 %</td>
</tr>
<tr>
<td>6.</td>
<td>Yes/No questions form of Present Continuous Tense</td>
<td>4</td>
<td>21</td>
<td>53.84 %</td>
</tr>
<tr>
<td>7.</td>
<td>Yes/No questions form of Present Continuous Tense</td>
<td>6</td>
<td>19</td>
<td>48.71%</td>
</tr>
<tr>
<td>8.</td>
<td>W-H questions</td>
<td>2</td>
<td>17</td>
<td>43.58 %</td>
</tr>
<tr>
<td>9.</td>
<td>W-H questions</td>
<td>5</td>
<td>16</td>
<td>41.02 %</td>
</tr>
<tr>
<td>10.</td>
<td>W-H questions</td>
<td>10</td>
<td>14</td>
<td>35.89 %</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>10</strong></td>
<td><strong>190</strong></td>
<td></td>
<td><strong>487.12 %</strong></td>
</tr>
</tbody>
</table>

To find out the average of total frequency errors made by the students in form of present continuous tense, the writer used the formula:

\[ P = \frac{F}{N \times 10} \times 100\% \]
In this items they are all about the form of present continuous tense which consist of *affirmative form* in number 1, 8, 9, Negative *form* in number 3, 7. *Yes /No question form* in number 4, 6, *W-H question form* in number 2, 5, 10. It consists of 10 items.

The students got difficulty in the form of present continuous tense and they noticed that many continuous tense have –ing on the end and they still have difficulty in negative form of present continuous tense and yes/no and W-H question form of present continuous tense. Although the teacher has already explained about the form of present continuous tense, but when the students do the test, they still get difficulty in doing it.

First, the writer would discuss the difficulty made by students in form affirmative form. In items 1, there are 17 students or 43.58 % who made errors in this item. In items 8 there are 21 students or 53.84 % who made errors in this item. In item 9 there are 28 students or 71.79 % who made error in this item.

The second is the difficulty in form of negative form. In number 3 there are 22 students or 56.41 % who made errors in this item. In item 7 there are 15 students or 38.46 % who made errors in this item.

The third is the difficulty in yes/no question form of present continuous tense. In item 4 there are 21 students or 53.84 % who made errors in this item. In item 6 there are 14 students or 35.89 % who made errors in this item.

\[
P = \frac{190}{39 \times 10} \times 100\% \\
P = \frac{190}{390} \times 100\% \\
P = 48.71\%
\]
The fourth is the difficulty in W-H question form of Present continuous tense. In item 2 there are 17 students or 43.58% who made errors in this item. In item 5 there are 16 students or 41.02% who made errors in this item. In item 10 there are 14 students or 35.89% who made errors in this item.

The total averages of frequency errors made by students are 48.71% students who got difficulty in the form of present continuous tense.

b. Usage Difficulty

When students learning English, they have to know the distinction in using tenses. Because there are no tenses in Indonesia, especially present continuous tense, in fact, there are many students who still made mistakes in using it.

To know the frequency of errors made by the students in the usage of present continuous tense, the writer shows the table as follows:

Table 3.3
Frequency of errors made in the usage of present continuous tense

<table>
<thead>
<tr>
<th>No</th>
<th>Distinguishing the usage of Present Continuous tense and simple present tense</th>
<th>Items number</th>
<th>Frequency of errors made</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Simple present tense</td>
<td>11</td>
<td>19</td>
<td>48.71 %</td>
</tr>
<tr>
<td>2.</td>
<td>Present Continuous tense</td>
<td>12</td>
<td>29</td>
<td>74.35 %</td>
</tr>
<tr>
<td>3.</td>
<td>Present Continuous tense</td>
<td>13</td>
<td>31</td>
<td>79.48 %</td>
</tr>
<tr>
<td>4.</td>
<td>Simple present tense</td>
<td>14</td>
<td>15</td>
<td>38.46 %</td>
</tr>
</tbody>
</table>
5. Present Continuous tense 15 23 58.97 %
6. Present Continuous tense 16 27 69.23 %
7. Present Continuous tense 17 25 64.10 %
8. Present Continuous tense 18 31 79.48 %
9. Present Continuous tense 19 27 69.23 %
10. Present Continuous tense 20 27 69.23 %
Total 10 234 600 %

To find out the average of total frequency errors made by the students in usage of present continuous tense, the writer used formula:

\[
P = \frac{F}{N \times 10} \times 100\%
\]

\[
P = \frac{234}{39 \times 10} \times 100\%
\]

\[
P = \frac{234}{390} \times 100\%
\]

\[
P = 60\%
\]

These items are about 8 numbers of Present continuous tense questions and 2 numbers of simple present tense questions and they are numbers 11 and 14. Many students got difficulty in the usage of present continuous tense and many of them confused to distinguish the usage of continuous and present verb form.

This fact is shown by the table above. In item 11 who chose the wrong answer are about 19 students or 48.71%. In item 12 there are 29 students or 74.35 % who made errors in this item. In item 13 there are 31 students or 79.48 % who made errors in this item. In item 14 there are 15 students or 38.46 % who made errors in this item. In item 15 there are 23 students or 58.97 % who made errors in this item. In item 16 there are 27 students or 69.23 % who made errors in
this item. In item 17 there are 25 students or 64.10 % who made errors in this item. In item 18 there are 31 students or 79.48 % who made errors in this item. In item 19 there are 27 students or 69.23 % who made errors in this item. In item 20 there are 27 students or 69.23 % who made errors in this item. So the average percentages there are 60 % students who got difficulty in the usage of present continuous tense.

From explanations above, the writer would like to conclude the most mistakes done by the students both in form of present continuous tense and in distinguishing the usage of present continuous tense.

Some most mistakes done by students in each form of present continuous tense.

a) In item number 9 there are 28 students or 71.79 % who made mistakes. This item is about the affirmative form of present continuous tense. The right answer is: Tiny and Tono are sitting on a beach.

b) In item number 3 there are 22 students or 56.41 % who made mistakes. This item is about the negative form of present continuous tense. The right answer is: She is not watching TV, now

c) In item number 4 there are 21 students or 53.84 % who made mistakes. This item is about the yes/no question form of present continuous tense. The right answer is: Is Betty working in the post office?

d) In item number 2 there are 17 students or 43.58 % who made mistakes.
This item is about the W-H question form of present continuous tense. The right answer is: A: Where is Tini Reading book, now? B: in the Library.

The second is the distinguishing usage of present continuous tense and simple present tense. The writer took the top three which are in each number there are more than 50 % students who made mistakes. Some most mistakes done by students are in distinguishing the usage of present continuous tense and simple present tense:

a. In item 13 there are 31 students or 79.48 % who made mistakes. This item is about the usage of present continuous tense. The right answer is: And my sister is reading Spanish book.

b. In item 12 there are 29 students or 74.35 % who made mistakes. This item is about the usage of present continuous tense. The right answer is: but today I'm working at home.

c. In item 19 there are 27 students or 69.23 % who made mistakes. This item is about the usage of present continuous tense. The right answer is: Is she having a good time

3. Data Interpretation

After classifying the items and explaining the frequency and percentage of errors on each items, the writer described the difficulty in the form and the usage of present continuous tense in percentage as follows:
Table 3.4
Percentage of Difficulty in learning Present Continuous Tense

<table>
<thead>
<tr>
<th>No</th>
<th>Difficulty</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Form of Present continuous tense</td>
<td>48.71 %</td>
</tr>
<tr>
<td>2</td>
<td>Usage of present continuous tense</td>
<td>60 %</td>
</tr>
</tbody>
</table>

The table above shows the difficulty of present continuous tense in items test, there are 48.71 % students who made errors in answer about the form of present continuous tense questions. 60 % students who made errors in answer about the usage of present continuous tense questions.

There were most of the first year students in MTs Jam’iyyatul Khair who still do not know how to use to be that appropriate with its subject. And they also still do not know the verb form of continuous tense changed and when the use of present continuous tense. They notice all continuous tense verbs added by –ing at the end but they still confused of the verb formation in negative of continuous tense and yes/no question.
CHAPTER IV
CONCLUSION AND SUGGESTION

A. Conclusion

The writer has concluded that many students are still confused in using the form and usage of present continuous tense. It shows from the result of the research in the frequency of students errors made in form and usage of present continuous tense. About 48.71% students made errors in the form of present continuous tense and 60% students made errors in the usage of present continuous tense. The highest percentage of students’ errors is in the usage of present continuous tense. The result illustrates that distinguishing in the usage of present continuous tense and simple present tense have higher difficulty than the form. So, it reveals that most students find some difficulty in learning present continuous tense actually in usage.

B. Suggestion

At the end of this paper the writer would like to say that many students have problem with tense, especially present continuous tense. There are some suggestions to teacher in order to students do not make mistake in a time anymore. Here are suggestions:

1. The teacher should pay attention in teaching about how and when forming and using present continuous tense.
2. The teacher could explain more clearly about usage and form of present continuous tense.
3. The teacher should give many exercises to the students about usage in present continuous tense.
4. The students should learn more about present continuous tense and simple present tense to prevent them making the same error in the future.
BIBLIOGRAPHY


