



Students' Competence in using Present Continuous Tense by the Second Grade Students at SMA Negeri 6 Ternate

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ABSTRACT

This research aims to find out the students' competence in using present continuous tense by the second grade at SMA Negeri 6 Kota Ternate. This research applied a descriptive quantitative method. The population was the eleventh grade of SMA Negeri 6 Kota Ternate with 47 students. The research sample consisted of 20 students. The data collection was through a writing test and interview. Then, the data were analyzed by descriptive statistical analysis. The results of this study showed that the proportion (frequency and percentage) of the test result was 15% got good, 25% got fairly good, 20% got fair, 5% got poor, and 35% got very poor. Most of the respondents got poor classification. It means that the score of students in present continuous tense is still low. The biggest error that is produced by eleventh grade students of SMA Negeri 6 Kota Ternate in using present continuous tense is because of misformation.

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INTRODUCTION

Language is a way to communicate used by many people around the world. Without language, people cannot communicate with each other. People use language in their daily communication activities in many areas such as trade education, business, etc. There are many languages in the world which differ from each other in terms of pronunciation, vocabulary, and grammar.

According to Algeo in Pereira et al., (2020), English is an international language because it is used as the first international communication in business, politics, negotiation, etc. English is so widely spoken; it is often referred to as a world language that is a lingua franca of the



modern era. While it is not an official language in most countries, English is currently the language most often taught as a foreign language.

English is a language that people all over the world know and many of them want to learn, even though it is difficult to master (Latif, 2016; Zen et al., 2021). English is also the same as other languages that have four language skills such as listening, speaking, reading, and writing. It also has some language elements such as pronunciation, vocabulary, and grammar which are used (Anderson & Cheng, 2004).

According to Brown, (2007) stated that language tells us how to build sentences (word stress, verb and noun system, modifier, phrase, clause, and others). Everyone who wants to speak the language has to master the grammar (Douglas & Frazier, 2001). To learn English the students should be able to use appropriate basic structural patterns and master grammar and vocabulary (Schramper Azar, 1999). Grammar is an important aspect of forming words and building English sentences. Grammar is a model (systemic description) of the linguistic abilities of native speakers of a language that enables them to speak.

In fact, learning grammar is not easy for students. Most of the students find difficulties in learning grammar. Grammar is central to the teaching and learning of language which also becomes one of the more difficult aspects of language to teach as well as to learn well. The students are usually confused about rules and the use of tenses. The students sometimes get bored with the teaching-learning process that is employed by the teacher in teaching grammar. Besides that, the students fear grammar, so they neglect grammar.

The researchers found several obstacles for students in learning English Grammar, such as lack of confidence in front of others, wrong learning methods that can make students feel bored and hopeless, lack of vocabulary and do not have friends who support each other, no partner or friends partners to practice, worrying about making mistakes or getting judged, and able to understand but unable to express.

Based on the pre-observation conducted in the second-grade students of SMA Negeri 6 Kota Ternate, it was found that they are still confused when learning English grammar especially in using present continuous tense. The confusion is when determining the placement of words in sentences containing present continuous tenses. In the observation, the researchers also find many errors made by students in writing present continuous tenses related to the use of auxiliary verbs and the use of the verb. In addition, students do not understand the vocabulary used, making it difficult for students to know the forms of sentences in English, especially the use of the present continuous tense.

Some scholars have studied this problem. The first research conducted by Suwardi, (2010) under the title *Students' Difficulties in Learning Present Continuous Tense: A Case Study at first Year Class of MTs Jami'yatul Khair Kampung Utan Ciputat*. He found that many students are still confused in using the form and usage of present continuous tense. The result illustrates that distinguishing between the usage of present continuous tense and simple present tense



have a higher difficulty than the form. So, it reveals that most students find some difficulty in learning present continuous tense actually in usage. The second is a research conducted by IKE, (2020) under the title *An Analysis of Students' Learning Style in Learning Present Continuous Tense in The First Semester of The Eight Grade of SMP Bina Utama Tanggamus in the Academic Year 2017/2018*. It was found that learning style in learning tenses (present continuous tense) is important for requiring knowledge. Poor understanding of learning styles can lead to misunderstandings about students' motivation and students ability of their learning. So, learning style is very important in learning present continuous tense. The last research conducted by Sari, (2019) under the title *Error Analysis in Using Present Perfect Tense of Students at the Second Semester of The Tenth Grade at SMA N 1 Kelumbayan Barat in the Academic Year of 2018/2019*. It was found that the types of error that were produced by tenth grade students at the second semester of SMA N 1 Kelumbayan Barat in the academic year of 2018/2019 in using present perfect tense are omission (37,9%), addition (15,4%), misformation (40,7%) and misordering (6%).

Meanwhile, in this study, the aims of this research are to find out the students' competence in using the present continuous tense by the second grade at SMA Negeri 6 Kota Ternate. This study analyzed the students' competence by looking for the surface structure changes. Dulay, (1982) stated that surface strategy taxonomy emphasizes the way surface structure changes. Students can remove necessary items or add unnecessary ones, they misrepresent or mislead them. He also classified four types of students' errors; omission, addition, misformation and misordering.

RESEARCH METHOD

This research applied a descriptive quantitative method. It was conducted at SMA Negeri 6 Kota Ternate. The total number of the sample were 22 students determined by using convenience sampling. In collecting data, the researcher used fill in the blank and sentence writing test. The question consisted of 30 items, 20 items of fill the blank and 10 items of written text (make a sentence). It was also used interview for 3 students to know the reasons and factors that influenced the students' score. The data then analysed by using descriptive statistical analysis. To find the average of students' scores and percentage of percentage scores then the result is matched by the minimum standard. Besides identifying, classifying and analyzing the error of test, interview also was done to analyse further the sources of error that were made by students. The researcher used some questions in interviewing in Indonesia language in order to students could understand what the interviewer has explained.

FINDINGS

In this research, the test was done in 2 types, fill in the blank and sentence writing test. The data gained from the students in 20 fill in the blank test and making 10 present continuous tense sentences. In collecting the data, the researchers have chosen 20 students that was one



class at the eleventh grade of SMA Negeri 6 Kota Ternate. The number of students were 22, but the subject of the research was 20 students, because there were two students absent when the documentation had been taken. Then, the collected data from the tests analyzed by using statistical calculation. Based on the result of the test, the research findings were clarified.

The minimum score (KKM) of the English subject that has been determined by the school was 70. There were two students got score 0, one students got score 17, two students got score 37, one student got score 40, one students got score 44, one student got score 54, one student got score 57, two students got score 60, one student got score 64, four students got score 67, one student got score 74, two students got score 80, and one student got score 84. It means that the mean of the test obtained from 20 respondents is 52.8. It showed that the results were still lower than the standard value (KKM = 70). It means that the majority of the students have poor scores.

Furthermore, the researchers described the percentage respondents by frequency of the test as follows:

Table 1. Students' Grade Assessment Result Test

Grade	Classification	Frequency	Percentage
96-100	Excellent	-	0 %
86-95	Very Good	-	0 %
76-85	Good	3	15 %
66-75	Fairly Good	5	25 %
56-65	Fair	4	20 %
46-55	Poor	1	5 %
0-45	Very Poor	7	35 %

Based on the Table.1 it showed that there were three students (15%) got good, there were five students (25%) got fairly good, there were four students (20%) got fair, there was one student (5%) got poor, and there were seven students (35%) got very poor. It can be seen that most of the respondents got poor classification. Thus, the score of students in the present continuous tense was still low.

Below are the presented of several examples of apparent errors made by the students in using present continuous tense sentences:

a. Omission Error (OE)

Omission errors by students were as many as 107 of the 245 mistakes that had been made. The following are some examples of the biggest mistakes related to omission made by students:

Table 2. Students' Omission Error

Respondent	Students' Error	Explanation	Correction
I	I expect they _____ bringing him back	The student omitted <i>to be</i> "are" before verb <i>bring</i>	I expect they <u>are</u> <u>bringing</u> him back
YP	I swear I am _____ thinking of myself	The student omitted word "not" before verb <i>think</i>	I swear I <u>am not</u> <u>thinking</u> of myself
ANS	He are go away in a few days	The student omitted "-ing" after verb <i>go</i>	He is <u>going</u> away in a few days
FD	I am read a great book	The student omitted "-ing" after verb <i>read</i>	I am <u>reading</u> a great book
MS	We _____ speaking as men of business	The student omitted <i>to be</i> "are" after the subject	We <u>are</u> speaking as men of business

b. Addition Error (AE)

Addition errors by students were as many as 3 of the 245 mistakes that had been made. The following are some examples of the biggest mistakes related to Addition Error made by students:

Table 3. Students' Addition Error

Respondent	Students' Error	Explanation	Correction
MS	Well, he is noting looking at me	Addition of "ing" after word "not", It should be omitted	Well, he <u>is not</u> <u>looking</u> at me
RI	Now, she is riseing from her chair	Addition alphabet "e" in the word <i>riseing</i> , it should be omitted	Now, she is <u>rising</u> from her chair
JD	I am danceing the next dance with him	Addition alphabet "e" in the word <i>danceing</i> , it should be omitted	I am <u>dancing</u> the next dance with him

c. Misformation Error (MFE)

Misformation errors by students were as many as 128 of the 245 mistakes that had been made. The following are some examples of the biggest mistakes related to misformation made by students:



Table 4. Students' Misformation Error

Respondent	Students' Error	Explanation	Correction
WM	We am speaking as men of business	<i>To be</i> "am" should be replaced to are, because the subject is We.	We <u>are</u> speaking as men of business
MS	It's the distance I is talking about	<i>To be</i> "is" should be replaced to am, because the subject is I.	It's the distance I <u>am</u> talking about
FD	She is go home now	The word "go" should be replaced become verb+ing, go is replaced become going. Because this sentence is present continuous tense.	She is <u>going</u> home now
S	I'm not quarrel with the definitions	The word "quarrel" should be replaced to quarreling	I'm not quarreling with the definitions

d. Misordering Error (MOE)

Misordering errors by students were as many as 7 of the 245 mistakes that had been made. The following are some examples of the biggest mistakes related to misordering made by students:

Table 5. Students' Misordering Error

Respondent	Students' Error	Explanation	Correction
S	We are drive to London?	Incorrect placement, <i>to be</i> "are" should be placed before subject. Because this is interrogative sentence.	<u>Are We</u> driving to London?
SDD	Where She is go now?	Incorrect placement, <i>to be</i> "is" should be placed before subject "She".	<u>Where is She</u> going now?



AJ	She is crying?	Incorrect placement, <i>to be</i> "is" should be placed before subject "She".	Is She crying?
RI	They are watch TV?	Incorrect placement, <i>to be</i> "are" should be placed before subject "They".	<u>Are They</u> watching TV?

Besides identifying, classifying and analyzing the types of error, the interview also did in order to analysis the sources of error that were made students. The question in the interview used Indonesia language in order to the students could understand what the interviewer's explains. The sources of error are some factors that cause the students made error. Richards (1970) classified them into three types, they are interference errors, intralingual errors and developmental errors. The intralingual errors are shown in use of overgeneralization, incomplete application of rules, ignorance of rule restrictions and false concept hypothesized. The interlingual errors can be seen in form of word-to-word translation and wrong words choice.

There were 5 questions in the interview that related to the Richards' theory and the errors finding. Based on the interview, most of the students said that they usually arrange sentences in Indonesian first before English, they argued that it makes them easier. The problems showed that some of them translate word by word that was caused the wrong form in English. For example, bag new, they used a form in Indonesian, in English it should be changed the position, become new bag. The next problem, they used words in their mother tongue when they do not know in English.

Furthermore, most of students said they know the different from singular plural, the using of auxiliary verb in present continuous tense, irregular and regular verb. But, when the researcher asked them to explain they confused, although some students said they do not know the different and still confuse about them. Moreover, the researcher asked the students about verbs they had made. How they changing verb 1 become verb + *ing*, what they knew the rules or the verb + *ing* indeed. Some students told that like changing verb 1 become verb 2 in simple past, usually they added -ed after the verb. They imagined the word, then they thought appropriate so they used it. In English the rules do not same in each situation or part of English. Here, the students overgeneralized the rules in changing verb. In English there are regular and irregular, they cannot be overgeneralized in how the way they changed. It related with Richards' theory about overgeneralization.

Besides, the less knowledge about characteristics of present continuous tense also became problem. Some students said know the characteristics and another do not know. It related with their ability to differ present continuous tense with other tenses. Double marking



often presented. Some students made wrong form because they do not know the words as the verb, noun or adjective.

The next problem came because the students do not know the rules of present continuous tense well. Most of them said they know, when the researcher asked them to give explanation they confused. Some of them could tell the formula of present continuous tense, and other students confused. They told when they know the formula, they are confused about how to apply in sentences. They argued that they were confused about the verb. Based on the students' sentence that had been analyzed, they used verb 1 in the present continuous tense without + *ing*. They ignore the rules in present continuous tense. For inhibition, the words watch it should be becoming watching. Clarified with Richards' theory, the student's ignorance of the rule restriction in present continuous tense. So, based on the result of the interview data that the error cause of students' error are performance and competence. Because many students still confused in using or in arrange a good sentence in the present continuous tense.

DISCUSSION

In this study it was found that students' test scores in using the present continuous tense were poor. In test, the researcher gave fill in the blank and written test, the result of the test are some students have problem when using form of present continuous tense. The students less understand about the form, for example the student not used + *ing* in term. This is supported by the data of Table 1 showed that from 20 students there were 8 students in poor until very poor category and 12 students in fair until good category.

The students' test as documentation that was analyzed based on surface strategy taxonomy. The researcher analyzed the data and classified them into types of error. This is supported by the data of Table 2 until Table 5, it was found that the highest error made by students based on surface strategy taxonomy was misformation error. Misformation error is characterized by using of wrong form of the morpheme or structure.

The result of this research also confirms what Sari (2019) stated that there were many errors made by students in the misformation section with a percentage of 40.7%. This was also found in the research conducted by the researchers where errors in misformation occurred with a larger percentage of 52.24%. This can be proven by the results of students who make a lot of mistakes when they misplace the form of a morpheme or make a mistake in compiling the structure of a text. For example, MS students make interrogative sentences with an inverted structure. When making interrogative sentences, it should be preceded by to be + Subject, but what is done is to place the Subject earlier than to be. Many other students also made the same mistake. On the other hand, the students forgot to add "*-ing*" to the form that must be used in the present continuous tense. In misinformation errors, the learner supplies something, although it is incorrect. The example that was found in this research, *She*



is go home now. The students used wrong form, in this case the sentence should use *verb+ing* after subject *She*. The correct sentence become, *She is going home now*.

In omission, any morpheme or word in a sentence is a potential candidate for omission, some types of morphemes are omitted more than others. This is supported by research conducted by Sari (2019), she found that the second most error found was 37.9%. But, in this research the researcher found that 43.67% Omission Error. Omission happens because his error is categorized by omitting items that should be appeared in a well-formed utterance. In this test, the students often ommit the important parts in the well form, such as *to be* (is, am, are).

Meanwhile, in additional Error, students make several additions of letters that should not be done. In this case, they make some of the things that are added are the word *"- ing"* added to the word *"not"* in the negative sentences made by students, so the students wrote the word *"noting"*. It was a mistake because there is no word "not" cannot combine with the word "ing". If the two-word combined, it does not have meaning. This error confirms by Sari (2019) stated that these errors are categorized by the presence of an item which not must appear in a well-formed utterance. In this case, addition error is not a double marking or regularization it is called simple addition.

The last type of error found in this research was misordering. This is accordance with Sari (2019) which states that it is characterized by the incorrect placement of a morphology or group of morphemes in an utterance. She also said that students have made written misordering errors that are word-for-word translations of native language surface structures. In this research, the students made many mistakes in placing the form in interrogative sentences. The students also forgot to add the word "not" to negative sentences. So there is an error in the use of the form in the present continuous tense. For instance, *They are watching TV?*. The student should change *to be* before subject, because this is interrogative sentence. The percentage of misordering error that found in this research was 2.85%.

After completing the whole process of collecting the data, counting the data and obtaining the result, the researcher concluded that there was students' ability in using the present continuous tense is low. This is reinforced by the results of student tests by looking at the percentages obtained were fair until very poor. It showed that students' abilities should be improved again by focusing more on providing material related to forms in the present continuous tense and teacher should be motivated students more to be passionate about learning these tenses.

Last, the result of this research also same with previous researcher conducted by Sari (2019). The result found that most errors found in this study are errors in misformation and omission error. This is supported by the results of student tests which show many errors in each sentence compiled. This error can be used as a reference for researchers to change teaching patterns so that students can better understand the present continuous tense.



CONCLUSION

The purposes of this research to find out the students' competence in using the present continuous tense by the second grade at SMA Negeri 6 Kota Ternate. This study analyzed the students' competence by looking for the surface structure changes. Based on the data analysis, the proportion (frequency and percentage) of the test result was 15% got good, 25% got fairly good, 20% got fair, 5% got poor, and there were 35% got very poor. The most of the respondent got poor classification. It means that the mean of the test obtained from 20 respondents is 52.8. It showed that the results still lower than the standard value (KKM = 70). Thus, the majority of the students have poor score. Meanwhile, the types of error that were produced by eleventh grade students of SMA Negeri 6 Kota Ternate in using present continuous tense are omission, addition, misformation and misordering. The biggest error that produced is misformation. Overall, it can be concluded that students' competence in using the present continuous tense by the second grade at SMA Negeri 6 Kota Ternate

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