

The Analysis of The Students' difficulties in Distinguishing Gerund and Present Continuous Tense at Thesecond Grade of SMK N 1 Rantau Utara

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ABSTRACT

The objective of the study is to find out the Analysis of the students difficulties in distinguishing gerund and present continuous tense at the second grade of SMK N 1 Rantau Utara in academic year 2017-2018. In this study the researcher to know cause of students difficulties in distinguishing gerund and present continuous tenses and to know the students difficulties in distinguishing the used gerund and present continuous tense in the sentences. In this research, the researcher used qualitatif method in a form of descriptive analysis that included interview, observation, and collecting the students' test. For the collecting the data, the researcher used observation, interview, and students' test as instrument. The subject in this research at the second grade of SMK N 1 Rantau Utara. The researcher gave to the students' a test in table, 8 item is gerund and 7 item is present continuous tense.

INTRODUCTION

English as one of the languages in this world which has obvious crucial position. As the international language, English has become a tool of interaction and communication for people in the world. Otherwise, English is applied in many aspects such as; technology, business, tourism and education. In the other hand, English is a language that has a high importance role in the international relationship.

As a foreign language in Indonesia, English has been taught since elementary school and it keeps on studying until the level of university. In elementary school the students focus on vocabulary but it is different when the students take a step in higher level of junior high school.

Grammar is divided into many parts, tense is one of them. Tense is verb form that show the time of action; the present, past, future. Students will find tense when they learn English

language, but students does not find tense in indonesia language. This is one of the factor that make students have difficulty to understand about tenses expecially in present continuous tense. Present continuous tense is used to talk about actions and situations that are all ready going on at the moment of speaking. People usually use it when there are some points, some value in commenting people's actions. Based on competency standard

Based on competency standard and basic competency the objective of teaching present continuous tense for the students of eight graders junior high school are expected to be able to express meaningful ideas in 2 term of fungsional text and simple short assay in the form of descriptive and procedure to interact with peopple in their nearest environment. The purpose of this research is to solve students problem in learning grammar. Based on the background the researcher wants to solve the students problem about to distinguishing the used gerund and present continuous tense in the sentences.

THEORETICAL FRAMEWORK

The study about grammatically generally to communicate with composed the good sentences. From the statement, the writer tries to assum that grammar is knowledge of someone to produce and interpret a sentence in dialy communication. Everyone has defferent knowledge on producing and interpreting a sentence to communication. This differences make someone different to other. Grammar is the native speaker's mental knowledge on how to produce and interpret a sentence they use in their daily communication. From the statement Sanggam Siahian, the writer tries to assume that grammar is knowledge of someone to produce and interpret a sentence in dialy communication. From some of the explanation above, the writer tries to conclude that grammar is the study of how words and their component parts combine to from sentences and about structural relationship in language, sometimes including pronunciation, meaning, and linguistic history. When we present grammar through structural patterns we tend to give students tidy pieces of language to work with. And learning as teacher we should be prepared to use a variety of techniques to help our students learn and acquire grammar.

Concept of Tense

a. The definition of tense Tense is a form of verb that is related to time. However, it should be pointed out that time in relation to action is a concept that exists in the mind of the

speakers, reader, or listener. Tense in actual usage, refers consistently only to grammatically forms. Often tense and time do not correspond at all.

b. The function of tense Time show a period of time during which on action, process, activity continue, as doing something in one hour a day, a month, a year. The time signals were: now, tomorrow, yesterday,. Tenses only consist in English. It does not exist in Indonesia language because there is no change of verb form like in English.

Concept of Present Continuous Tense

Definition of present continuous tense Present continuous tense consist of three words: present, continuous, and tense which each words has its own meaning etymologically. Present is period of time which is happening now not the past or the future. Continuous is without a pause or interruption. Tense is any of the form of a verb at which show the time and which an action happened. From the information above, the writer concludes that present continuous tense is any of the form that which show the time that used to express an action on period of time which is happening now.

The present continuous tense also called present progressive tense is one of the important element of English language. Some grammarians defines present continuous tense using their own theory. Present continuous tense not only expresses the activity of general nature and the activity that is in progress at the moment of speaking, but present continuous tense also expresses future time. Present continuous tense can be used to express future time when the idea of the sentence concerns a planned event or definite intention

METHODOLOGY

1. Place and Research Time

In the field research, place the implementation of this research is on SMK Negeri 1 Rantau Utara which is located in Jl. Ahmad Yani No.437. The school was chosen due to the feasibility for the researcher to get the data in answering the problem. The research conducted on January.

2. Methodology of Research

This chapter contains the descriptive of the research methodology. It includes procedure research, source data, data analysis, and systematic discussion which comprise preliminary study, planning the action, implementing the action, observing the action, analyzing and making reflection on result the action.

3. Procedure of Research

The research applied descriptive qualitative method.” Bogdan and Biklen (1992: 30) qualitative research is descriptive, qualitative researchers do not reduce the pages upon pages of narration and other data to numerical symbols.

4. Source of Data

According to Bogdan and Biklen (1992: 80) “To achieve the fieldwork quality is the goal in establishing relations, whether the research method be participant observation, interviewing, or searching documents”. The emphasis is on equality and closeness in relationship rather than on formality.

The instrument uses to collecting data are interview, observation and test.

1. Interview

Morgan in Bogdan and Biklen (1992: 96) An interview is a purposeful conversation, usually between two people but sometimes involving more.

2. Observation

Bogdan and Biklen (1992: 77) observation guides generally allow for open-ended responses and are flexible enough for the observer to note and collect data on unexpected dimensions of the topic.

3. Test

Test is a procedure for critical evaluation; a means of determining the presence, quality, or truth of something.

4. Data Analysis

According Bogdan and Biklen (1992: 153) “ Data analysis is the process of sistematically searching and arranging the interview transcripts, field notes, and other materials that you accumulated to increase your own understanding of them and to enable you to present what you have discovered to others”.

5. Systematic of Discussion

In research executions have to be systematic, so that groove the mind developed in this research is perceivable clearly, for that systematic way in divisible research become three chapters that is:

- a. At the first chapter of antecedent explaining about: background of the study, scope of study, limitation of the study, formulation of study, objective of study, and significance of the study.
- b. At the second chapter what is theoretical base, conceptual framework, and hypothesis prashing about : defenition of gerund, defenition of present continuous tense, and using gerund and present continuous tense in sentence.
- c. At the third chapter that is research method studying about: place and research time, methodology of research, procedure of research, source of data, data analysis, systematic of discussion.

FINDING AND ANALYSIS

1. Analysis

Analysis is the process of systematically applying statistical and/or logical techniques to describe and illustrate, condense and recap, and evaluate data. Analysis is systematic examination and evaluation of data or information, by breaking it into its component parts to uncover their interrelationships.

2. Gerund

There are the differences between Indonesia and English contexts, because in Indonesia context do not recognize a form in making a noun from a verb, but in English it must add –ing on that certain word.

Gerund is formed by: **verb + ing (noun)**

In learning gerund, there are classified the types of gerunds. The classification the types of gerund according the experts are different.

In addition, Thomson and Martinet (1986:228) explained the gerund has exactly the same form as the present participle: *running, speaking, working* etc. It can be used in the following ways:

- 1) as subject of a sentence: e.g Dancing bored her .
- 2) as a complement of a verb: e.g His hobby is painting.
- 3) after preposition: e.g She was accused of smuggling.
- 4) after certain verbs.
- 5) in noun compounds: e.g a driving board (a board for driving off).

Gerund here carries the main stress. But most of all, those are have the same explanation about that, but the differences on how and the way them explaining the gerund.

3. Gerund as a Subject

Gerund can be as a subject or the beginning of the sentences. Thomson and Martinet (1986:228) clarified gerund can be the subject of a sentence when an action is being considered in a general sense. According Marcella Frank (1972:316), “ The subject of a gerund usually denotes a living being, but sometime it designates a lifeless thing or an abstract idea.

Example: Reading is my hobby.

Gerund as the subject of the sentence, as in the following examples:

a. *Hunting* tigers is favorite sport in this country.

Gerund, like a noun, is the subject of a verb, but, like a verb, it also takes an object, thus clearly showing that it has also the force of a verb. (Kurniady, 1999:49)

a) *Playing* tennis is fun.

Playing is a gerund. It is used as the subject of the sentence.

(Azar, 1999:297)

Gerund can be a subject in sentences, the position of the gerund as a subject is in the beginning of the sentence. Thus, gerund appears as a noun with form verb add –ing in the beginning of the sentence. Furthermore, every gerund that begins in sentence it must be a singular.

4. Gerund as a Direct Object

Gerund are used in another way, gerund can be serve as direct object of transitive verbs. Azar described (1999:298) gerunds are used as the objects of certain verbs. Meanwhile, Muhammad (2006:46) explained gerund as an object gerund is always being the object of a transitive verb.

The common verbs that followed by gerund are:

- enjoy • quit (give up) • avoid
- appreciate • finish (get through) • postpone (put off)

Examples of gerund as direct object, as in the following examples:

a) We enjoy *playing* tennis.

Playing is a gerund used as the object of the verb enjoy. (Azar, 1999:297)

b) Joe quit smoking.

c) Joe gave up smoking

(b) and (c) have the same meaning. Some verbs followed by gerunds.

From previous explanation above, we know that gerund as direct object takes position after a verb. In the other hand, gerund as an object is followed by the certain verbs.

5. Gerunds after Preposition

Preposition is classified as a part of speech in traditional grammar.

According to Azar (1985:381) a preposition is followed by a gerund, not an infinitive. And according to Agus Daman Huri (2006:96) the gerund after preposition can be divided into 2 parts,

1. Free Preposition.

Free preposition such as for, from, on, in, at, before, after, without, besides, by, behind, under, above and so on.

Examples :

a. Before studying in Univa, I studied at SMK Negeri 1 Rantau Utara

b. Beside studying English, I study Arabian.

2. Connected/ Fixed/ Bound Preposition

a. Adjective + preposition + gerund

- be fond of : gemar/ suka

Examples :

1. I am used to *coming* on time.

2. She is tired of *waiting* the plane

b. Noun + preposition + gerund

- Success in : berhasil

Examples :

1. I have opportunity of understanding these question.

2. They haven't got much success in playing that game

- c. Verb + preposition + gerund
- Think of / about : berpikir tentang

Examples :

- 1) You may not put off doing what you can do now.
- 2) Why did she insist on going home alone ?

6. English Tense

The word “tenses” derived ultimately from the Latin word “tempus” have meaning “time”. According to A.S Hornby (1995:78) “ The word tense stands for a verb form or series of verb forms used to express a time relation. Tense may indicate whether an action, activity, or state in the past, present, or future.

7. Present Continuous Tense

The present continuous tense is construction which is made of subject + auxiliary verb (verb) + main verb (base + ing). It 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.

8. The Form of the Present Continuous Tense

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

a. Affirmative Statements

To make affirmative statement, it uses the following formula:

Subject + Be (am, are, is) + PRESENT PARTICIPLE (ing-form) + (....)

Subject	Form of be	Base form of the verb + ing	
I	Am	reading	Book
You	Are	writing	Letter
We	Are	Eating	rice everyday
They	Are	watching	TV now
She	Is	cooking	in the kitchen
He	is	listening	music
It	Is	flying	now

To make an affirmative contraction it uses the following formula:

Subject/ be contraction + base form of the verb + ing +

Examples :

Subject/ be contraction	Base form of the verb + ing	
I'm	staying	home today
You're	taking	the day of today
We're	waiting	right now
They're	staying	home today
She's	drawing	this morning
He's	playing	now
It's	sleeping	this morning

b. Negative statements

To make a negative statement, it uses not after form of

Be + verb + ing + (...)

Formula :

Subject + be + not + Verb + ing + (...)

Examples :

Subject	Be not verb + ing	Be contraction + not verb + ing
I	am not reading book	I'm not reading book
You	are not writing letter	You're not writing letter
We	are not eating rice	We're not eating rice
They	are not watching TV	They're not watching TV
She	is not cooking rice	She's not cooking rice
He	is not listening music	He's not listening music
It	is not flying now	It's not flying now

c. Introgrative Statements

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

Formula:

Be + subject + verb + ing + (...)

Examples:

Be	Subject	Base form of the verb + ing
Am	I	reading book ?
Are	You	writing letter ?
Are	We	eating rice ?
Are	They	watching TV ?
Is	She	cooking rice ?
Is	He	listening music ?
Is	It	flying now ?

d. Interrogative Negative

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

Formula:

be + n't/contractive form of be) + Subject + verb + ing

Examples:

Be	Subject	Base form of the verb + ing
Aren't	I	reading book ?
Aren't	You	writing letter ?
Aren't	We	eating rice ?
Aren't	They	watching TV ?
Isn't	She	cooking rice ?
Isn't	He	listening music ?
Isn't	It	flying now ?

9. Verb usually not used in the 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.

a. The following verbs of Preference are usually not used in Present Continuous tense:

Agree	Distrust	Like
Appreciate	Doubt	Love
Care	Fell	Need
Detest	Hate	Prefer
Disaggre	Hope	Want
Dislike	Imagine	Wish

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

Believe	Know	Remember
Forget	Recognize	Suppose
Imagine	Recollect	Think

c. The following example are Linking verb:

1. Her mother seems (not is seeming) happy
2. He is (not is being) fat
3. They look (not are looking) nice

d. And also, following verbs describe relatively permanent states rather than even or action.

They are not usually in the present continuous tense.

Appear	Contain	Look	Resemble
Deserve	Be	Matter	Tend
Own	Equal	Owe	Sound
Concern	Fit	Belong to	Seem
Depend on	Have	Posses	Consist
Cost	Involve	Require	Require

10. The Differences Gerund nd Present Continuous Tense

Both a gerund and present continuous tense come from a verb, and both end in *-ing*. But, each has a different funtion. The funtion of a gerund is as noun, while present continuous tense is as verb.

For examples :

1. *Eating* fried rice is my favorite food (gerund).
I *ameating* fried rice (present continuous tense)
2. She likes *cooking* soup (gerund).
She *iscooking* soup (present continuous tense)

Result of Test

N O	NAME	CONTENT				TOT AL		SCOR E
		GERUND		P.CONT				
		T	F	T	F			
1.	Ade Irma Rambe	7	1	5	2	12	3	8.0
2.	Ahmad Faisal	3	5	3	4	6	9	6.0
3.	Aida Fitria Angraini	7	1	6	1	13	2	8.6
4.	Aisyah Tamimi Tanjung	6	2	5	2	11	4	7.3
5.	Anisa Witri	7	1	6	1	13	2	8.6
6.	Arta Ulina	6	2	6	1	12	3	8.0
7.	Ayu Shibah Ritonga	6	2	5	2	11	4	7.3
8.	Dea Indriani	7	1	6	1	13	2	8.6
9.	Devi Wulandari	8	0	5	2	13	2	8.6
10.	Dian Puspita Arum	7	1	4	3	11	4	7.3
11.	Efriani Lestari	5	3	5	2	10	5	6.3
12.	Erna Sari Harahap	4	4	5	2	9	6	6.0
13.	Febri Anggraini	8	0	5	2	13	2	8.6
14.	Hafizh Ibrahim Siregar	6	2	4	3	10	5	6.3
15.	Hesti Saputri	7	1	5	2	12	3	8.0
16.	Hesty Widyastuti	8	0	6	1	14	1	9.3
17.	Khairani Muchtar	5	3	2	5	7	8	5.3
18.	Lili Giyanti	7	1	5	2	12	3	8.0
19.	Maya Aprilia Jamie	7	1	5	2	12	3	8.0
20.	Melin Anggi Fitria	6	2	4	3	10	5	6.3
21.	Muhammad Arif	5	3	6	1	11	4	7.3

22.	Muhammad Fajrin	8	0	6	1	14	1	9.3
23.	Muhammad Fandi	5	3	2	5	7	8	4.6
24.	Muhammad Irfan	8	0	3	4	11	4	7.3
25.	Nur Afni Matondang	6	2	5	2	11	4	7.3
26.	Nur Alila Tanjung	5	3	4	3	9	6	6.0
27.	Nur Hamidah Ritonga	6	2	4	3	10	5	6.3
28.	Novita Sari Ritonga	6	2	5	2	11	4	7.3
29.	Parjuangan Simanjuntak	7	1	5	2	12	3	8.0
30.	Popi Marlina	8	0	5	2	13	2	8.6
31.	Ririn Ananda	4	4	5	2	9	6	6.0
32.	Sa'diah Siregar	7	1	6	1	13	2	8.6
33.	Shiddiq Syahputra	6	2	4	3	10	5	6.3
34.	Siska Ariani	7	1	7	0	14	1	9.3
35.	Siti Herwani	7	1	6	1	13	2	8.6
36.	Sri Mawani Ritonga	4	4	5	2	9	6	6.0
37.	Sri Wahyuni	6	2	4	3	10	5	6.3
38.	Sukma Dara Dewi	7	1	4	3	11	4	7,3
39.	Syahniah Rizky Tanjung	7	1	5	2	12	3	8.0
40.	Wawan Kurniawan	4	4	2	5	6	9	4.0
41.	Widya Astuty	6	2	4	3	10	5	6.3
42.	Yuli Wulandari	8	0	6	1	14	1	9.3

Based on table above the researcher concluded that most of the students at the second grade of SMK Negeri 1 Rantau Utara has understood and comprehend in distinguishing gerund and present continuous tense. We have known from total score who they got in the test.

CONCLUSION

Based on the result of the study, the conclusions are drawn as follows:

1. The cause of students difficulties in distinguishing gerund and present continuous tense is they still confused distinguishing between gerund and present continuous tense in the sentences because both end in *-ing*. Although, actually they have understood definition of

gerund and present continuous tense and used gerund and present continuous tense in the sentence.

2. The way to find out the students' difficulties in distinguishing gerund and present continuous tense is the researcher giving test to the students to know the way to find out the students in distinguishing gerund and present continuous tense in the sentences.

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