

CHAPTER IV

REPORT OF RESEARCH RESULT

A. General Description of the Research Location

In this chapter, the writer would like to describe the school condition where the research held. After collecting the data through interview and observation, the writer will describe the school condition as follow:

1. Brief History of SMPN 2 Panyipatan

The research has been done at SMPN 2 Panyipatan, Which is located at Jl. Abdul Kadir Batakan, Panyipatan, Tanah-Laut regency. It is placed in far location from the capital city of Tanah-Laut regency; it is about 40 kilometers.

The position of the school is described as follow:

1. The north of the school borders to the house of resident.
2. The south of the school borders to the teachers' house.
3. The west of the school borders to Abdul Kadir Batakan street.
4. The east of the school borders to Teluk Pulantan street.

SMPN 2 Panyipatan was built on November 20th 1984. It is under the management of Department of National Education. And it was operated in 1986. Since it was built and operated, it has been led by four headmasters. Nowadays, this school is led by Sahlan Nor, S.Pd.

2. Description about Teachers, Administrative Staffs, and Students of SMPN 2 Panyipatan

SMPN 2 Panyipatan has 15 teachers. 172 students and 5 administration staffs in academic 2010/2011. The description of teachers, staffs, and students can be seen in Appendix.

3. Description about Facilities

In teaching and learning, it needs facilities to support process and activity teaching and learning in the class. The description about the facilities of SMPN 2 Panyipatan can be seen in Appendix.

B. Data Presentation

This subchapter presents the data that have been collected in the research. The presentation covers primary data about the students' difficulties in learning Present Continuous Tense of seventh grade students at SMPN 2 Panyipatan academic year 2010/2011.

The students' difficulties in learning Present Continuous Tense are measured by 3 indicators:

- a. The use of to be and verb.
- b. Changing from affirmative form into negative and interrogative form.
- c. Changing from negative form and interrogative form into affirmative form

The data taken directly from the students by using written test to know their difficulties in Present Continuous Tense. Based on the result of the test of seventh grade students at SMPN 2 Panyipatan, it can be seen in this table below:

Table 4.1. Description about the Student' difficulties in learning Present Continuous Tense

Number of Questions	F	P	Types of Difficulties		
			Identifying correct to be and verb	Changing from affirmative into negative and interrogative form	Changing from negative and interrogative form into affirmative form
1	13	1.60%	X		
3	11	1.35%	X		
4	24	2.95%	X		
5	23	2.83%	X		X
6	5	0.61%	X		
8	10	1.23%	X		X
9	21	2.59%	X		
10	13	1.60%	X		
12	6	0.74%	X		
16	8	0.98%	X		
17	9	1.11%	X		
18	8	0.98%	X		
20	5	0.61%	X		
22	7	0.86%	X		
23	27	3.32%	X		
24	3	0.37%	X		
25	12	1.48%	X		
28	9	1.11%	X		
29	20	2.46%	X		
31	10	1.23%	X		
34	17	2.09%	X		
35	6	0.74%	X		
36	17	2.09%	X		
38	9	1.11%	X		

39	8	0.98%	X		
40	15	1.85%	X		
1 ^A	7	0.86%		X	
1 ^B	15	1.85%		X	
2 ^A	7	0.86%		X	
2 ^B	32	3.94%		X	
3 ^A	24	2.95%		X	
3 ^B	39	4.80%		X	
4 ^A	6	0.74%		X	
4 ^B	22	2.71%		X	
5 ^A	4	0.49%		X	
5 ^B	22	2.71%		X	
6 ^A	12	1.48%		X	
6 ^B	32	3.94%		X	
7 ^A	8	0.98%		X	
7 ^B	21	2.59%		X	
8 ^A	7	0.86%		X	
8 ^B	25	3.08%		X	
9 ^A	20	2.46%		X	
9 ^B	34	4.19%		X	
10 ^A	8	0.98%		X	
10 ^B	22	2.71%		X	
1	9	1.11%			X
2	9	1.11%			X
3	9	1.11%			X
4	11	1.35%			X
5	8	0.98%			X
6	9	1.11%			X
7	24	2.95%			X
8	23	2.83%			X
9	18	2.22%			X
10	9	1.11%			X
Total	812	100 %	26	10	10

On the table above, the writer presents numbers of questions which the students made mistakes in answering the test and it is classified based on types of difficulties in learning Present Continuous Tense. Seventh grade students of SMPN 2 Panyipatan had made mistake in 46 questions of 60 questions. There are 14 questions that they did not make mistakes. They are:

- No. 4, 7 and 26. These items about identifying correct verb.
- No. 11. This items about identifying correct to be.
- No. 13, 14, 15, 19, 21, 27, 30, 32, 33, and 37. These items about identifying correct to be and verb.

The total of students' difficulties (errors) are 812 of 60 questions which are divided in 40 questions of identifying correct to be and verb, 10 questions of changing from affirmative form into negative and interrogative form (10 questions for changing form from affirmative into negative form and 10 questions for changing form from affirmative into interrogative form), 10 questions of changing from negative and interrogative form into affirmative form (5 questions for changing form from negative into affirmative form and 5 questions for changing form from interrogative into affirmative form) .

Table.4.2. The Data of Students' Difficulties in Identifying Correct To be and Verb of Present Continuous Tense

No.	Number of Question	F	P
1.	1	13	1.60%
2.	3	11	1.35%
3.	4	24	2.95%
4.	5	23	2.83%
5.	6	5	0.61%
6.	8	10	1.23%
7.	9	21	2.59%
8.	10	13	1.60%
9.	12	6	0.74%
10.	16	8	0.98%
11.	17	9	1.11%
12.	18	8	0.98%
13.	20	5	0.61%
14.	22	7	0.86%
15.	23	27	3.32%
16.	24	3	0.37%
17.	25	12	1.48%
18.	28	9	1.11%
19.	29	20	2.46%
20.	31	10	1.23%
21.	34	17	2.09%
22.	35	6	0.74%
23.	36	17	2.09%
24.	38	9	1.11%
25.	39	8	0.98%
26.	40	15	1.85%
Total		316	38.94%
		To be = 27.32%	
		Verb= 11.62%	

Note :

Identifying correct to be = No. 1, 4, 5, 9, 11, 12, 17, 23, 25, 29, 31, 34, 36, 39 and 40.

Identifying correct verb = No. 2, 3, 6, 7, 8, 10, 16, 17, 18, 20, 22, 24, 26, 28, 35 and

38.

From the table above, it shown that the seventh grade students of SMPN 2 Panyipatan got difficulties of identifying correct to be and verb of Present Continuous Tense. There are 26 questions of students' errors of identifying correct to be and verb which the accumulative of errors is 38.94 %. The number of question which the students' most made mistake of identifying correct to be and verb is no. 23, there are 27 students of 43 students who made mistake and 3.32% of errors from 60 questions. This item about identifying correct to be.

Table. 4.3. The Data of Students' Difficulties in Changing from Affirmative Form into Negative and Interrogative Form of Present Continuous Tense

No.	Number of Question	F	P
1	1 ^A	7	0.86%
	1 ^B	15	1.85%
2	2 ^A	7	0.86%
	2 ^B	32	3.94%
3	3 ^A	24	2.95%
	3^B	39	4.80%
4	4 ^A	6	0.74%
	4 ^B	22	2.71%
5	5 ^A	4	0.49%
	5 ^B	22	2.71%
6	6 ^A	12	1.48%
	6 ^B	32	3.94%
7	7 ^A	8	0.98%
	7 ^B	21	2.59%
8	8 ^A	7	0.86%
	8 ^B	25	3.08%
9	9 ^A	20	2.46%
	9 ^B	34	4.19%
10	10 ^A	8	0.98%
	10 ^B	22	2.71%
Total		367	45.18%
		A= 32.52%	
		B= 12.66%	

Note :

A = Changing form from affirmative into negative form

B = Changing form from affirmative into negative form

On the table above, it shown that the seventh grade students of SMPN 2 Panyipatan got difficulties (errors) of changing from affirmative form into negative and interrogative form of Present Continuous Tense. There 10 questions of students' errors of changing from affirmative form into negative and interrogative form which the accumulative of difficulties (errors) is 45.18%. The number of question which the students' most made mistake of changing from affirmative form into negative and interrogative form is no. 3^B, there are 39 students of 43 students who made mistake and 4.80% of errors from 60 questions. This item about changing from affirmative form into interrogative form.

Table. 4.4. The Data of Students' Difficulties in Changing from Negative and Interrogative Form into Affirmative Form of Present Continuous Tense

No.	Number of Question	F	P
1.	1	9	1.11%
2.	2	9	1.11%
3.	3	9	1.11%
4.	4	11	1.35%
5.	5	8	0.98%
6.	6	9	1.11%
7.	7	24	2.95%
8.	8	23	2.83%
9.	9	18	2.22%
10.	10	9	1.11%
Total		129	15.88%
		No. 1-5 = 5.66%	
		No. 5-6 = 10.22%	

Note:

No. 1-5 = Changing form from negative into affirmative form

No. 6-10 = Changing form from interrogative into affirmative form

From the table above, it shown that the seventh grade students of SMPN 2 Panyipatan got difficulties (errors) of changing from negative and interrogative form into affirmative form of present continuous tense. There are 10 questions of students' errors in changing from negative and interrogative form into affirmative form of present continuous tense which the accumulative of errors is 15.88 %. The number of question which the students' most made mistake of changing from negative and interrogative form into affirmative form is no. 7, there are 24 students of 43 students

who made mistake and 2.94% of errors from 60 questions. This items about changing from interrogative form into affirmative form.

Table 4.5. The Frequency Distribution of the Students' Difficulties in Learning Present Continuous Tense

No.	Category	F	P
1.	Identifying correct to be and verb.	316	38.45%
2.	Changing form from affirmative into negative and interrogative form.	367	45.18%
3.	Changing form from negative and interrogative form into affirmative form.	129	15.58%
Total		812	100 %

On the table above, it shown that the data about the students' difficulties in learning Present Continuous Tense of the seventh grade students at SMPN 2 Panyipatan. There are 38.45% students who made mistake in identifying correct to be and verb of Present Continuous Tense. There are 45.18% students who made mistake in changing form from affirmative into negative and interrogative form of Present Continuous Tense. There are 15.88% students who made mistake in changing form from negative and interrogative form into affirmative form of Present Continuous Tense. Thus, the most students who made mistake or got difficulties in learning Present Continuous Tense is in changing form from affirmative into negative and interrogative form.

C. Data Analysis

After all the obtained data are reported in detail as result of this research, they are going to be analyzed in accordance with the issues that have been introduced before.

After all the obtained data are reported in detail as results of this research, they also need to be analyzed based on the order issues that have introduced earlier in this study:

Based on the presented data on the previous subchapter about students' difficulties in learning Present Continuous tense, the writer found that the seventh grade students at SMPN 2 Panyipatan got difficulties (errors) in learning Present Continuous Tense: 38.45% students who made mistake in identifying correct to be and verb, 45.18% students who made mistake in changing form from affirmative into negative and interrogative form, and 15.88% students who made mistake in changing form from negative and interrogative form into affirmative form. Thus, the most students got difficulties in learning Present Continuous Tense is in changing form from affirmative into negative and interrogative form. The accumulative score of students' common errors are 367.

Based on the students' result of Present Continuous Tense test shown on the table 4.2 can be concluded that the students got difficulties in learning Present Continuous Tense of the seventh grade students at SMPN 2 Panyipatan is in identifying right to be.

Table 4.3 shown that students got difficulties in learning Present Continuous Tense is in changing form from affirmative into interrogative form (32.52%). And table 4.4 shown that 10.22% have difficulties in changing form from interrogative form into affirmative form.

So, the writer concluded that in Learning Present Continuous Tense of the seventh grade students at SMPN 2 Panyipatan is mostly got difficulties or made mistake in changing form; in changing from affirmative form into negative and interrogative form test (45.18%) especially in changing from affirmative into interrogative form (32.52%)

The writer also believed that they got difficulties in changing form from affirmative into interrogative form because they did not understood about identifying correct to be in Present Continuous Tense well because 27.32% students got difficulties in identifying it than identifying correct verb.

After the writer presented the data about students' difficulties in learning Present Continuous Tense, then the writer analyzed the most students' difficulties each category as follows:

- Identifying correct to be and verb. The most students' difficulties in this type is in no. 23. The problem is found in identifying correct to be. It maybe because they did not understood about to be well.

No. 23. Sabrina and Salsa not taking English course at this moment.

- | | |
|----------|---------|
| a . will | c. have |
| b. are | d. were |

- Changing form from affirmative into negative and interrogative form. The most students' error is in answering no. 3^B. The problem is found in changing form from affirmative into interrogative form. It happened because their understanding about changing from affirmative into interrogative is still low. It is also because they did not mastered how to identify about to be well.

No. 3^B. The population of the world is rising very fast.

- Changing form from negative and interrogative form into affirmative form. The most students' difficulties in changing form from negative and interrogative form into affirmative form is in no. 7. The problem is found in changing form from interrogative form into interrogative form. It happened because their understanding about changing from interrogative form into affirmative form is still low. It is also because they did not mastered how to identify about to be well.

No. 7. Is his English getting better?

CHAPTER V

CLOSURE

A. Conclusions

The purpose of this study is to know students' difficulties in learning Present Continuous Tense of the seventh grade students at SMPN 2 Panyipatan in academic year 2010/2011 and the factors that support it.

Based on the research results toward students of the seventh grade students at SMPN 2 Panyipatan in learning Present Continuous Tense, there are some conclusions that can be presented by the writer as follow:

1. In learning Present Continuous Tense, most of the seventh grade students at SMPN 2 Panyipatan got difficulties in changing form, especially changing from affirmative into interrogative form (32.52%). It is also can be seen from there was always a student who made mistake at this category.
2. The writer believed that they got difficulties in changing from affirmative into interrogative form because they did not understood about identifying correct to be in Present Continuous Tense well because 27.32% students got difficulties in identifying it than in identifying correct verb.

B. Suggestion

1. Teachers have to teach English tenses comprehensively, especially in teaching Present Continuous Tense. Teachers have to explain more detail about changing forms especially changing from affirmative into interrogative form in the sentences and also more focus on identifying right to be.
2. Students have to learn more about tenses, especially about the Present Continuous Tense because they still get difficulties in changing forms it. They should practice more in changing forms of Present Continuous Tense, because it is one aspect of tenses that is support other tenses in learning English.
3. It will be better if administration staff of SMPN 2 Panyipatan has complete data about school history.
4. The researcher hopes, after this research this thesis can give advantages to the English teacher to correct English teaching and learning process by using many techniques which different every meeting in the classroom, and how to improve her students' ability to master English lesson especially about tenses.