


## STUDENTS' ABILITY IN DIFFERENTIATING PRESENT CONTINUOUS TENSE AND GERUND OF THE FOURTH SEMESTER STUDENTS AT FKIP UKI TORAJA

Viktor Siumarlata

FKIP, Christian University of Indonesia Toraja, Indonesia

ARTICLE INFO	ABSTRACT
<p><b>Article history:</b>                      Received: mm dd yyyy (10pt)                      Revised: mm dd yyyy (10pt)                      Accepted: mm dd yyyy (10pt)                      Published: mm dd yyyy (10pt)</p> <p><b>Keywords:</b>                      Tenses                      Present Continuous Tense                      Gerund</p>	<p>The problem statements are formulated as follows: to what extent is the student's ability to differentiate between the present continuous tense and the gerund of the fourth semester students at FKIP UKI Toraja? In this research, the researcher used the quantitative method. The participants of this research were fourth semester students at FKIP UKI Toraja. To collect the data, the researcher used a written test in the form of multiple choice. The researcher took 20 students to Campus 1. The research results finally extended the conclusion that the answer to the research question about the ability of the fourth semester students of FKIP UKI Toraja in differentiating present continuous tense and gerund, the researcher concludes that the ability of the fourth semester students of FKIP UKI Toraja in differentiating present continuous tense and gerund, falls into the failed category. shown by the mean score of 41.4.</p> <p style="text-align: right;"><i>This is an open access article under the <a href="https://creativecommons.org/licenses/by-sa/4.0/">CC BY-SA</a> license.</i></p> <div style="text-align: right;">  </div>
<p>How to cite: Siumarlata, V. (2022). STUDENTS' ABILITY IN DIFFERENTIATING PRESENT CONTINUOUS TENSE AND GERUND OF THE FOURTH SEMESTER STUDENTS AT FKIP UKI TORAJA. English Language Teaching Methodology, 2(3), 212-220. <a href="https://doi.org/10.56983/eltm.v2i3.926">https://doi.org/10.56983/eltm.v2i3.926</a></p>	
<p><b>Corresponding Author:</b>                      Viktor Siumarlata                      English Education Department,                      Christian University of Indonesia Toraja,                      Tana Toraja, Indonesia                      Email: <a href="mailto:viktor@ukitoraja.ac.id">viktor@ukitoraja.ac.id</a></p>	

### INTRODUCTION

Every aspect of our lives involves communication. When you read a report, listen to instructions, fill out an application form, or talk about something you're interested in, you're engaging in communication. In order to communicate news or something to other people, a person requires language as a medium of communication. The information will not be received by the receiver if it is not communicated in a language that the receiver understands. "Language is the most significant and colossal achievement that the human soul has produced," Gaeng wrote in his book Introduction to the Principles of Language (1971:1). It is a cliché to state that language is not required for survival, but it is vital for human survival." In today's Indonesia, English has become a compulsory language topic.

In today's Indonesia, English has become an important language subject in educational matters. The government recognizes the importance of English in today's world. As a result, English has become an important part of the school curriculum, with Indonesian students learning it as a primary subject in order to improve technology, science, and culture. Learning the English language is not as straightforward as we once imagined since there is a set of rules called grammar that must be learned. Grammar is one of the English components that every language learner is taught. Students will struggle to construct sentences and articulate their ideas for communication tasks if they do not have a solid understanding of grammar. However, if they have strong grammar, they will feel more confident when speaking.

The writer concentrates on the gerund form of the -ing form in this study. Swan (1995:27) defines gerund as a verbal that ends in -ing and serves as a noun. It is one of the strangest formations in the English language since it nominalizes morpheme by adding the -ing form to the end of a verb. The continuous tense, on the other hand, adds the -ing form to the end of the verb. Those who are learning English for the first time can quickly become perplexed. In fact, student have so many difficulties in analyzing the different between present continuous and gerund, that is why the writer considers the obstacles faced by students in learning present continuous and gerund. It is about getting students potency in distinguishing them.

## REVIEW OF RELATED LITERATURE

### 1. Tense

#### a. Definition of Tense

The word tense is derived ultimately from the latin word tempus which mean time (Jhon, 1995). In grammar, tense is a category that expresses time reference. Tenses are used as a method to indicate of time. As state by Dharma (2007:100) tense is the use of adverbial of in English in a proper way. However, it should be pointed out that time in relation to action is a concept that exists in mind of the speaker, reader, or listener. Salaberry and Shirai (2002, p.2) have also offer a more detail definition of tense as a deictic category that places a situation in time with respect to some other time, usually the moment of speech. Tense is the form a verb takes to indicate the time of the action or the state of being; as, present (he speaks), past (he spoke), future (he will speak).

#### b. Kinds of Tenses

##### 1) Simple present tense

Simple present tense is to show habits, facts, or something that is happening at the moment. To form a simple present tense sentence, you can use the following formula:

Subject+ verb 1 or Subject + V1(s/es)

Example :

- a) I study English every day.
- b) She studies English every day.

2) Simple past tense

Simple past tense is a form of tense that is used to describe an event that has occurred in the past. The formula used to make a simple past tense sentence is:

Subject + verb II Example :

- a) I walked to my office yesterday.
- b) She walked to her office yesterday.

3) Simple future tense

Simple future tense is a form of tenses that describes an event that will occur in the future. The formula used to make a simple future tense is:

Subject+will/be going to+verb I Example :

- a) Joe will arrive tomorrow.
- b) Joe is going to arrive tomorrow.

2. Present Continuous Tense

a. Defenition of Present Continuous Tense

Tense is a linguistic category that indicates when a circumstance occurred (Hansen: 2006). The past, present, and future tenses are no longer in use. The present tense is a grammatical form that describes a current situation or happening (Comrie: 1985). The present tense can be broken down into three types: present tense, present continuous tense, and present perfect tense.

b. Present Continuous Tense Formula

In applying it in sentences, you need to remember the formula below :

- a) Positive form: Subject + be (am/is/are) + verb (-ing) + ... Ex. We are studying now.
- b) Negative form: Subject +be (am/is/are) + not + verb (-ing) + ... Ex. I am not singing a song.
- c) Interrogative form: Be (am/is/are) + subject + verb (-ing) + ...? Ex. Are you eating a banana ?

c. Use of Present Continuous Tense

The present continuous tense is a tense that is used to describe an on going situation. However, in its use there are some conditions that you need to know.

- a) To indicate an action that is in progress and is happening now. Example:
  - (1) It is raining and I am waiting for my mother to pick me up.
  - (2) I am writing this letter to express my feelings to you.
- b) To talk about the actions that took place around the time of the talk. Example:
  - (1) Arnold is taking five classes this semester..
- c) To talk about plans that are sure to happen in the near future or to declare an event that will be done soon.

Example:

- (1) She is spending her holiday in Bangkok next week.
- d) Declare an event and action that has a temporary nature Example :
  - (1) Jinnie is cooking now but she will wash the pan soon.

e) Expressing an event as a form of immediate future to give attention The function of this one is almost the same as the category the future. However, the function of these tenses is more of notification to be noticed by many people. The reported event will also occur.

Example:

(1) The students are going to do exam.

f) Declare changing events

This tense function is also used to express something that changes. Sometimes there is a sudden change in conditions so how to convey it using these tenses.

Example:

(1) The price of smartphone is increasing very fast.

Given the present continuous tense is not only used to show events that are taking place now but also the near future, the use of adverbs of time is very important to note. Generally, the following adverbs of time are used in the present continuous tense:

(1) Right now (2) At the moment (3) Today (4) At present

### 3. Gerund

#### a. Defenition of Gerund

A gerund is a word formed from a verb root that acts as or resembles a noun. According to George (1990:268), gerund is the -ing form of a verb that is used as a noun, and it has the same form as the present participle. Gerund is a form of a verb that is given the addition of the letter -ing and serves as a noun or to denote a verb.

#### b. Types of Gerund

There are three kinds of gerunds, the types of gerunds are as I mentioned below:

1) Subject of Sentence Example of sentences:

- a) Smoking is not good for our health.
- b) Singing is my hobby.

2) Subjective Complement Example of sentences:

- a) His hobby is reading
- b) My favorite sport is ice skating.

3) Objective Complement Example of sentences:

- a) He enjoys pregnant.
- b) She likes shopping.

#### c. Use of gerund

The use of gerunds, which are nouns, can be divided into two categories based on their function:

1) As a modifier or a compound word (compound nouns) (words that determine the nature) The role of the gerund as a compound word (compound nouns) or

modifier (words that determine the nature) in front of nouns (nouns) is to give attributes that mean a tool or a place (something used).

Sentence examples:

- a) This swimming pool is quite large.
  - b) There are no shopping bags available.
- 2) Gerund as head (word or sentence that is located as described)

Problem solving	Pemecahan masalah
Negative thinking	pikiran yang negative
General meeting	pertemuan umum

- 3) Used after the word "No"

The gerund behind the word "no" has a function to form a short sentence that states a prohibition or warning. The use of the gerund after the word "no" in writing is always marked with an exclamation point (!).

Formula : No + Gerunds Example of sentence :

- a) No parking!
- 4) Gerund after possessive adjective or possessive noun. Example:
- a) Yuanita's cooking is very delicious.
  - b) His speaking is not relevant to the fact.
- 5) Used in expressions (sayings) Example of sentences:
- a) Seeing is believing.
  - b) Kissing is loving.

- 6) After Preposition

The use of the gerund after preposition (after the preposition) is like the formula and example sentences in the table below:

Formula number example sentence

- a) Verb + Preposition + Gerund
  - (1) He thinks of studying abroad.
- b) Adjective + Preposition + Gerund)
  - (1) The boy is afraid of falling from the tree.
- c) Noun + Preposition + Gerund
  - (1) You have no reason for leaving so early.
- d) (Preposition + Gerund
  - (1) He goes out without saying anything.

- 7) Gerund after certain verbs

Certain verbs that use the following gerund are: admit, delay, resist, advice, deny, keep, recall, risk, mention, stop, avoid, enjoy, mind, miss, regret, tolerate, finish, forget, practice, consider, remember, understand, complete, suggest, and so on.

Example of sentences:

- (1) They enjoy playing scrabble.

(2) I don't stop speaking.

8) Used as an adverb / additional (appositive) in a sentence. Example of sentences:

(1) His hobby, diving, makes his body strong.

(2) You have a bad habit, drinking alcohol.

9) Gerund after a certain group of words (phrases) Example of sentences :

(1) I can „t help liking the giri.

(2) There is no harm in trying.

10) Use the gerund formula to express idiomatic expressions:

Students' Ability in Differentiating Present Continuous Tense and Gerund of the Fourth Semester Students at FKIP UKI TORAJA  
Go + Gerund.

Example of sentences:

(1) Let's go climbing next week.

(2) Do you go swimming with her?

## RESEARCH METHOD

The method was used in this research, namely the quantitative method. It's to find out students ability on differentiating present continuous tense and gerund. The population in this research took from the fourth semester students of English Education Study Program in academic year 2021/2022, which consists of 2 classes. The sample will be 20 students from 72 students.

This research has two data sources, they are primary Source and secondary source. This primary source was collected from students' response by using written test. And secondary source, the researcher got the source in library and other sources from internet. In this research, the researcher used written test as instrument to get the data of this research. The questions of the written test focus on the students' ability in differentiating simple present continuous tense and gerund. Data analysis is the one of the important step in this research. In this case, the data collected through written test and analyzed by percentage technique as follow :

$$a. \text{ Students' score} = \frac{\text{total correct answer}}{\text{Total item}} \times 100$$

Tiro (2008:84)

b. To get mean score from the students, the writer use formula:

$$X = \frac{\sum x}{N}$$

Where :

X = is mean score

$\sum x$  = the sum of the total score

N = member of responden

c. Percentage technique

$$P = \frac{F}{X} \times 100\%$$

Where:

P = percentage

F = frequency

N = total number of the students Data

(Sudjana, 2015)

Classifying the students' score :

**Table 1. Students' Score in Written Test in differentiating Present Continuous Tense and Gerund**

No	Students' Score	Mark	Interpretation
1.	80-100	A	Excellent
2.	66-79	B	Good
3.	56-65	C	Fair
4.	46-55	D	Bad
5.	0-45	E	Failed

(Sudijono, 2011:35)

## RESULT AND DISCUSSION

To find out students' ability in differentiating present continuous tense and gerund , the researcher gave 20 items multiple choice of written test to students. To find out students' score, the researcher applied the multiplication namely correct answer divided by total item multiplied by one hundred. The score of students' through the written test can be seen in the following table :

Table 2. Students' Score in Written Test in differentiating Present Continuous Tense and Gerund

Number of respondent	Total items	Students correct answer	Students score	Classification
1	30	7	23	Failed
2	30	12	40	Failed
3	30	12	40	Failed
4	30	13	43	Failed
5	30	14	47	Bad
6	30	15	50	Bad
7	30	13	43	Failed
8	30	23	77	Good
9	30	9	30	Failed
10	30	8	27	Failed
11	30	13	43	Failed
12	30	13	43	Failed
13	30	13	43	Failed
14	30	11	37	Failed
15	30	17	56	Fair
16	30	10	33	Failed
17	30	14	47	Bad
18	30	12	40	Failed
19	30	13	43	Failed
20	30	17	23	Failed
<b>Total <math>\Sigma X</math></b>			<b>828</b>	

Based on the calculation above the writer concludes that the mean score of the students in differentiating present continuous tense and gerund is 41,4 that falls into failed category.

Table 3. The classification, frequency and percentage of the students' score

No	Classification	Score	Frequency	Percentage (%)
1.	Excellent	80-100	-	-
2.	Good	66-79	1	5
3.	Fair	56-65	1	5
4.	Bad	46-55	3	15
5.	Failed	0-45	15	75
	<b>Total</b>		<b>20</b>	<b>100</b>



Based on the table 4.2 above shows that out 20 students, there was no students that got excellent, one student or 5 % got good, and one student or 5% got fair, and three students or 15% that got a bad and fifteen students or 75% got failed.

## CONCLUSION

Based on the result of data analysis in the discussion in the previous chapter, the answer of the research question about the ability of the fourth semester students of FKIP UKI Toraja, the researcher concludes that the ability of the fourth semester students of FKIP UKI Toraja in differentiating present continuous tense and gerund, falls into failed category. It shown by the mean score is 41,4.

## REFERENCE

- Comrie, Bernard. 1985. *Tense*. Cambridge University Press.
- Damayanti. 2009. *An error Analysis on the Use of Gerunds and Infinitives: A Case Study on the Second Year Students Faculty of Letters, Gunadarma University*. Jakarta: Universitas Gunadarma
- Duffley, Patrick J. 2003. The Gerund and the to-Infinitive as Subject. *Journal of English Linguistics* 31(4): 324-352.
- Gaeng. 1971. *Introduction to the Principles of Language*. New York: Michigan University.
- Gay, L.R. 2005. *Educational Research: Competencies for Analysis and Application*. Columbus: Bell and Hall, Co.
- George, C. E. 1990. *A Comprehensive English Grammar for Foreign Students*. London: Longmans.
- Harper, Richard. Gerunds and Multiple Default Inheritance. 2000. Retrieved on November 2006 from the website: <http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.108.5184&rep=rep1&type=pdf>.
- Murphy, Raymond. *English Grammar in Use- A Self Study Reference Book For Intermediate Student*, New York : Cambridge University Press. 1985.
- Rafli and Arozato Lase. 2018. *An Analysis Of The English Gerund As Subject, Direct Object, Subject Complement, And Object Of Preposition*. Fakultas Sastra Universitas Ekasakti.
- Rahmawati. 2016. *An Analysis of Gerund and To Infinitive in The Articles of The Jakarta Post*. Jakarta: Universitas Gunadarma
- Sudjana, Nana. 2011. *Penilaian Hasil Proses Belajar Mengajar*. Bandung: Remaja Rosdakarya.
- Sugiyono. (2017). *Metode Penelitian Kuantitatif, Kualitatif, dan R&D*. Bandung : Alfabeta, CV.
- Swan, Michael. 1995. *Practical English Usage*. London: Oxford University Press. Thomson, A.J. and Martinet, A.V., 1986. *A Practical English Grammar*. New York. Oxford University Press.
- Tiro, Muhammad Arif. 2008. *Pengenalan Teori Bilangan*. Makassar: Andira Publisher.