PROBLEMS IN APPLYING SIMPLE PRESENT TENSE AND PRESENT CONTINUOUS TENSE FACED BY THE STUDENTS OF ENGLISH EDUCATION STUDY PROGRAM AS SHOWN BY THEIR INTERVIEW PROTOCOLS

A Thesis

As a partial fulfillment of the requirement for the Sarjana Pendidikan Degree in English Language Teaching

by

Vonny Mayasari 1213004030

ENGLISH DEPARTMENT
FACULTY OF TEACHER TRAINING AND EDUCATION
WIDYA MANDALA CATHOLIC UNIVERSITY SURABAYA
June, 2009
APPROVAL SHEET

(i)

This thesis, entitled “Problems in Applying Simple Present Tense and Present Continuous Tense Faced by the Students of the English Education Study Program as Shown by Their Interview Protocols“, has been approved and accepted as a partial fulfillment of the requirement for Sarjana Pendidikan Degree in English language teaching at the Faculty of Teacher Training and Education of Widya Mandala Catholic University Surabaya by following advisors:

Dra. Susana Teopolus, M.Pd.
First Advisor

P. Hady Sutris Winarlim, M.Sc.
Second Advisor
APPROVAL SHEET

This thesis, entitled "Problems in Applying Simple Present Tense and Present Continuous Tense Faced by the Students of the English Education Study Program as Shown by Their Interview Protocols", has been approved and accepted as a partial fulfillment of the requirement for Sarjana Pendidikan Degree in English language teaching at the Faculty of Teacher Training and Education of Widya Mandala Catholic University Surabaya by following advisors and with grade of ________.

Drs. M. P. Soetrisno, M. A.
Chairperson

Mateus Yuliamanto, M.Hum.
Secretary

Dra. Susana Teopilus, M.Pd.
Member

P. Hady Sutris Winarlim, M.Sc.
Member

Drs. B. Himawan Setyo W., M.Hum
Member

Approved by

Dra. Agnes Santi, M.Pd.
Dean of the Faculty of Teacher Training and Education

E. Hady Sutris Winarlim, M.Sc.
Head of the English Department
ACKNOWLEDGEMENTS

First of all, the writer would like to thank Heavenly God for His blessing and guidance which has led her to finish writing this thesis.

The writer would also like to express her grateful to the following persons:

1. I-MHERE program for granting the author the supporting fund in completing this thesis
2. Dra. Susana Teopilus, M. Pd, the writer’s advisor for giving the excellent input and resources
3. P. Hady Sutris Winarlim, Msc, the writer’s advisor for giving the excellent input that perfects the language use in this thesis.
4. Lisayani Raharja and Maria Victorina Jessica Ibrahim, the writer’s partners during the research for giving support and help in time of need.
5. All the lecturers of the English Department, Faculty of Teacher Training and Education of Widya Mandala Catholic University, who have patiently taught her during her study in this Department.
6. Mr. and Mrs. Kurniawan, her beloved parents whose caring, advices, patience, encouragement and financial support have enabled her to finish this study.
7. Mr. and Mrs. Hantono, her parents in law whose love and support have been an encouragement for her to finally finish this study.
8. Nathan Terrence Hantono, her little sunshine who has been her motivation in finishing this study.
9. Rio Adrian Hantono, her caring husband who has been very understanding and supportive to her writing the thesis.

Finally, the researcher also wishes to express her gratitude to every one whose name is all impossible to be written in this paper, for their help and encouragement.

June 2009
The writer
ABSTRACT

Mayasari, Vonny “Problems in Applying Simple Present Tense and Present Continuous Tense by the Students of English Education Study Program as Shown by Their Interview Protocols”

Keywords: Grammar, Interview

This qualitative study is part of a bigger study under the title of The Problems in Applying English Tenses faced by the EESP Students WMSCU as Manifested by Their Interview Protocol which is narrowed down into the problems in applying the Simple Present Tense and the Present Continuous Tense. The students to be observed are those of English Education Study Program who have already taken Structure classes, where they have got all tenses including the Simple Present and Present Continuous Tense. The objective of the study is to find out the causes of subjects’ errors in those tenses as expressed by their Interview Protocols.

Conducting a research which investigates the students’ mind, the researcher tries to reveal the causes of the problems from 30 subjects, which are selected for their lowest score in grammar test. After conducting the test and score it, the researcher continue with the interview. The subjects are requested to reflect on what they were thinking in an interview after doing a hundred items Structure test. The interview conducted for each subjects tries to reveal the process of mind specifically only on the errors made. The subjects’ data from the interview conducted are then transcribed and summarized. The results of the transcribed data are then being analyzed to find the causes of the errors in by interpreting the subjects’ Interview Protocols. The result is then coded and classified into types of error made in order to meet the conclusions based on the recorded causes of errors.

The study has given evidence that the greatest number of errors made in the Structure Test given to the subjects is related to the incorrect use or concept of tense. The students often made errors while doing problems which are in context. It is suggested to train the students to this type of problems in practice. Another suggestion is for the students to practicing the Tenses in their daily activities.
# TABLE OF CONTENT

<table>
<thead>
<tr>
<th>TITLE</th>
<th>(i)</th>
</tr>
</thead>
<tbody>
<tr>
<td>APPROVAL SHEET (I)</td>
<td>(ii)</td>
</tr>
<tr>
<td>APPROVAL SHEET (II)</td>
<td>(iii)</td>
</tr>
<tr>
<td>ACKNOWLEDGEMENTS</td>
<td>(iv)</td>
</tr>
<tr>
<td>ABSTRACT</td>
<td>(v)</td>
</tr>
<tr>
<td>TABLE OF CONTENTS</td>
<td>(vi)</td>
</tr>
</tbody>
</table>

1. **INTRODUCTION**
   - 1.1 Background of the Problem | 1 |
   - 1.2 Purpose of the Study | 3 |
   - 1.3 Objectives of the Study | 4 |
   - 1.4 Significance of the Study | 4 |
   - 1.5 Scope and Limitation of the Study | 5 |
   - 1.6 Theoretical Framework | 5 |
   - 1.7 Definition of Key Terms | 7 |
   - 1.8 Organization of the Study | 8 |

2. **REVIEW OF RELATED THEORIES/ LITERATURE**
   - 2.1 The Role of Grammar in Language Proficiency | 9 |
   - 2.2 The Role of Grammar in the English Education Study Program | 11 |
   - 2.3 Teaching Grammar | 12 |
   - 2.4 The Use of Interview Protocols in Investigating the Error-making Process | 17 |
   - 2.5 Theory of Present Tense | 21 |
     - 2.5.1 The Simple Present Tense | 21 |
     - 2.5.2. The Present Continuous Tense | 25 |

3. **RESEARCH METHOD**
   - 3.1 Research Design | 30 |
   - 3.2 Source of Data | 31 |
   - 3.3 Subjects of the Study | 31 |
   - 3.4 Data Collection Procedure | 31 |
3.5 Research Instrument .................................................. 32
3.6 Data Analysis Technique .............................................. 32

4. DATA ANALYSIS AND FINDINGS

4.1 Data ............................................................................. 34
4.2. Data Analysis................................................................. 34

4.2.1. Data Analysis of the Errors in the Simple Present Tense
4.2.1.1. Data Analysis of the Errors in the Simple Present
Tense Part I................................................................. 36
4.2.1.2. Data Analysis of the Errors in the Simple Present
Tense Part II................................................................. 42

4.2.2. Data Analysis of the Errors in the Present Continuous
Tense ............................................................................. 48
4.2.2.1. Data Analysis of the Errors in the Present
Continuous Tense Part I................................................ 48
4.2.2.2. Data Analysis of the Errors in the Present
Continuous Tense Part II .............................................. 52

4.3 Finding and Discussion of Findings.................................. 56

5. CONCLUSION

5.1. Conclusion ................................................................. 61
5.2. Suggestions................................................................. 64

5.2.1 Suggestions to the Grammar/Structure teachers ........... 64
5.2.2 Suggestions to the Students of the EESP ................. 65
5.2.3 Suggestions to the Next Researchers ......................... 66

REFERENCES ...................................................................... (vii)

APPENDICES ........................................................................

Structure Test
The Answer of The Structure Test
Analysis of Students’ Data of Errors in the Simple Present Tense
Analysis of Students’ Data of Errors in the Present Continuous Tense
Interview Guide
Coding of The Data