

# TEACHING PRESENT CONTINUOUS TENSE TO THE SEVENTH GRADE STUDENTS THROUGH SHORT DIALOGUE

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## Abstract

The objective of this research was to measure whether that teaching English to the seventh grade students of SMP Negeri 3 Pasangkayu through short dialogue can develop their ability in mastering present continuous tense. The research question was “Can the application of short dialogue develop students’ understanding in the use of present continuous tense?” The research population was the seventh grade students of SMP Negeri 3 Pasangkayu. The sample of this research was selected by using cluster sampling method. The sample of this research was class VIIA which consisted of 25 students. In collecting the data, the instruments used were observation and test (pre and post test). The result of t-counted was 28.29 and the t-table was 2.064. It means the use of short dialogue technique could develop the ability of the seventh grade students at SMP 3 Negeri Pasangkayu in using present continuous tense.

**Keywords:** Present Continuous; Short Dialogue.

## INTRODUCTION

English is used by some people in the world. The people use it to communicate in their daily activities. They use English to interact with others of different cultures. One of the language components to support the learners to use English is structure. Knowledge of structure or grammar helps them to construct English sentences well. As a result, miss understanding during the communication activities can be avoided.

However, the students or learners find many troubles in constructing ungrammatical sentences. They are struggling to find out which rule is applicable to their sentences. They found many troubles in understanding tenses particularly the present continuous tense.

It is like the problem that students of SMP 3 Pasangkayu have. They did not understand yet how to use the present continuous tense correctly based on the situation. In junior high school, the teaching of English structure has to be related to English curriculum

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and be taught integratedly. It means that the structure is learnt by the students when the teacher teaches English skill.

The present continuous tense is a part of structure in the classroom. Azar (1999:22) states:

The present progressive tense expresses an activity that is progress as the moment of speaking. It began in the recent past, is continuing at the present, and will probably end at some point in the future time. Often activity of general nature: Sometimes generally in progress this week, this month, this year.

Furthermore, Thomson and Martinet (1969: 93) state “The present continuous tense is formed with the present tense of the auxiliary verbs **–to be + present participle** (the infinitive + ing).”

In this research, the researcher used dialogue as technique in teaching structure particularly present continuous tense. Good in Sance (2009: 14) defines “Dialogue as an arterially constructed mode conversation employing and presenting familiar or new linguistic structure and vocabulary”. Definitely the same sense, Cready in Sance (2009:14) defines that dialogue as any oral interchange between two or more people.

Short dialogue is one of the techniques that may be used to overcome the students’ problem. There are also a number of reasons why she is interested in the use of short dialogue. First, short dialogue presents the spoken language directly in which it is commonly used. Second, it permits and encourages the learners to practice the language in the same way. Third, it encourages active participation in the lesson. Manikasari (2011: 18) mentioned some criteria of short dialogue as follows:

1. The conversation must be short.
2. The conversation must be natural.
3. The conversation must be logic.
4. The conversation must be talk about certain situation or imitating real life.
5. The conversation must be compact.
6. The conversation must be complete.

The following examples are given by Molinsky and Bliss (1981: 2-6)

1. A: Are you busy?  
B: Yes, I am. I’m studying.  
A: What are you studying?  
B: I’m practicing the piano.

- A: Do you practice the piano very often?  
 B: Yes, I do.
2. A: Who are you calling?  
 B: I'm calling my Brother in Chicago.  
 A: How often do you call him?  
 B: I call him every Sunday evening.

The researcher used the short dialogue because it was assumed that it was a good technique or device that can help students to learn and to master present continuous tense effectively.

Based on the facts, the researcher was interested in conducting her research in teaching present continuous tense through short dialogue. There were some reasons why she chooses teaching present continuous tense. First, short dialogue can help the students in learning structure (particularly present continuous tense). The students need to be given more chances to practice their structure in the short dialogue. This activity can help the students in teaching and learning process. Second, she conducted the research to the seventh grade students of SMP Negeri 3 Pasangkayu as they were still confused in using present continuous tense.

In relation to the above background, the researcher conducted her research in teaching present continuous tense to the seventh grade students of SMP Negeri 3 Pasangkayu through short dialogue. She expected that the students can changes present continuous tense from positive to the negative and interrogative forms. For this, the researcher formulated the research question *"Can the application of short dialogue develop students' understanding in the use of present continuous tense?"* It aims at finding out whether that teaching English to the seventh grade students of SMP Negeri 3 Pasangkayu through short dialogue can develop their ability in mastering present continuous tense.

## METHODOLOGY

In this research, the researcher used pre experimental research. There was one group in the research. It was just experimental group. The pre experimental group was taught by using short dialogue technique. The group was given pre-test and post-test. The design of this research was taken from Best. (1981: 81):

O1                      X                      O2

Where: O1: Pre-test

O2: Post-test

X: Treatment

The population of this research was the seventh grade students of SMP Negri 3 Pasangkayu. It is divided into five parallel classes, from VIIA up to VIIE. The total number of population was 125 students. The distribution of population was presented in following table:

**Table 1:**  
**Seventh Grade Students Distribution**

No	Classes	Students
1.	VIIA	25
2.	VIIB	25
3.	VIIC	25
4.	VIID	25
5.	VIIE	25
	Total	125

The researcher chose one of the five parallel classes of the seventh grade students of SMP Negri 3 Pasangkayu by using cluster random sampling method. She prepared five small papers, wrote down the name of the class, and prepared five small papers and wrote down the name of the class and then she rolled the papers well. The first fallen on paper fall was pre experimental class.

The researcher used two instruments to get the data, observation and test. Observation was done in order to get information about the situation of the classroom to know the teaching and learning process English activity. In this research, test was used to obtain data about the students' ability in mastering present continuous tense. The number of item in the test is 30 numbers and score 1 for each numbers was presented below:

No	Test	Kinds of Test	Number of Items	Score	Total Max
1.	Pre-Test	Multiple choice	30	1	30
2.	Post-Test	Multiple choice	30	1	30
		Total	60		60

Pre-test was given at the first meeting to know students ability in present continuous tense. After giving pre-test the researcher gave the experimental treatment for eight meetings. The researcher taught them about short dialogue in present continuous tense. In relation to short dialogue, the researcher gave some examples about the use of short dialogue after she modeled some exercises several times. The outline of the treatment can be seen below:

Meeting	Topics	Activities	
		Teacher	Students
1	Family	1. asking some questions related to the topic.	1. answering the questions.
		2. explaining the material	2. paying attention.
		3. giving short dialogue	3. analyzing the dialogue
		4. Giving some exercises to the students.	4. Doing the exercises.
		5. Asking to the students to write down their answers on the board	5. Writing down the answers on the board.
		6. Asking the students to do evaluation	6. Doing evaluation
2	At house	1. Asking some question related to the topic.	1. Answering the questions.
		2. Providing some simple sentences in positive form of present continuous	2. Determining the pattern of present continuous tense
		3. giving short dialogue	3. analyzing the dialogue
		4. Asking the students to change sentences in positive form of present continuous tense	4. Changing sentences in positive form of present continuous tense
		5. Giving the exercise	5. Doing the exercises
		6. Asking the students to write down their answers on the board.	6. Writing down their answers on the board.
		7. Asking the students to do evaluation	7. Doing the evaluation
3	Activity	1. reviewing the previous the material and asking some question	1. answering the questions.
		2. giving a short dialogue	2. reading a short dialogue.
		3. giving short dialogue	3. analyzing the dialogue
		4. asking the students find out form of present continuous tense	4. indentifying the form of present continuous tense
		5. giving the exercise	5. doing the exercises
		6. Asking the students to write on the board.	6. Writing down their answers on the board.
		7. Asking the students to make 5 sentences in positive form of present continuous	7. making 5 sentences in positive form of present continuous tense

		tense.	
4	School life	1. reviewing the previous the material and asking some question	1. answering the qustion.
		2. giving a short dialogue.	2. reading a short dialogue.
		3. giving short dialogue	3. analyzing the dialogue
		4. Giving the exercises.	4. Doing the exercises.
		5. asking to the students to write doen their answers on the board	5. Writing down the answers on the board.
		6. asking the students to do evaluation	6. doing the evaluation
5	Adam's Family	1. asking some questions.	1. answering the qietions.
		2. giving a short dialogue and explain the material.	2. reading a short dialogue.
		3. asking the students to find out negative form of present continuous tense.	3. indentifying negative form of present continuous tense
		4. giving the exercise	4. doing the exercises
		5. asking the students to evaluation	5. doing the students to evaluation
6	In the School	1. reviewing the previous the material and asking some question	1. answering the questions.
		2. giving a short dialogue	2. reading a short dialogue.
		3. dividing the students into groups and change verbs.	3. changing the verbs in a short dialogue.
		4. giving the exercises	4. doing the exercises.
		5. asking the students to write down their answers on the board.	5. writing down the answers on the board.
		6. asking the students to evaluation	6. doing the evaluation
7	In the Room	1. asking some questions related to the topic.	1. answering the questions.
		2. explain the material and giving a short dialogue.	2. reading a short dialogue.
		3. providing some sentences.	3. indentifying interrogative form of present continuous tense.
		4. giving the exercise	4. doing the exercises
		5. asking the students to write their answer on the board	5. writing down their answers on the board.
		6. asking the students to	6. doing the evaluation

		evaluation	
8	Hobbies	1. reviewing the previous the material and asking some question	1. answering the questions
		2. Teacher gives short dialogue	2. Students analyze the dialogue
		3. giving the exercise	3. Doing the exercises.
		4. asking to the students to write doen their answers on the board	4. writing down the answers on the board
		5. asking the sudents to evaluation	5. doing the evaluation

Post-test was given the end of the treatment. It intended to know the students ability in using present continuous tense after the treatment.

The data of this research were analyzed descriptively and statically. The result of the observation described descriptively and the test applied was analyzed statistically. Firstly, the researcher computed the individual score of students by using Arikunto (2006: 240):

$$\Sigma = \frac{X}{N} \times 100$$

Where:  $\Sigma$  = standard score  
 $X$  = correct answer  
 $N$  = maximum score

Then, the researcher computed the mean score of both groups by using Arikunto (1984: 225) as follows:

$$M = \frac{\Sigma x}{N}$$

Where:  $M$  = mean score  
 $\Sigma x$  = obtained score  
 $N$  = number of students

Next, the researcher computed the mean score differences of pre-test and post-test. The researcher applied formula adopted from Arikunto (2006: 312) as follows:

$$M d = \frac{\Sigma d}{N}$$

Where:

$M d$  = mean deviation of post-test and pre-test  
 $\Sigma d$  = total deviation of post-test and pre-test

N = subject in the sample

The last, the researcher computed t-counted in order to analyze the effectiveness of the treatment by using formula proposed by Arikunto (2006:275):

$$T = t = \frac{Md}{\sqrt{\frac{\sum x^2 d}{N(N-1)}}}$$

Where:

T = t-counted

M d = mean deviation of post-test and pre-test

$\sum x^2 d$  = total of squared deviation

N = subject in the sample

1 = constant number

To prove whether the application of a short dialogue technique was effective in teaching present continuous, the researcher tested hypothesis whether it was accepted or there is significant influence. In other words, the application of short dialogue technique was effective in teaching present continuous tense. In addition, if the t-counted was lower than t-table, the hypothesis was rejected or there was no significant influence to students' achievement in teaching present continuous tense.

## RESULTS

As stated in previous chapter, the researcher gave pre-test and post-test to the class. The result of test was presented in the following table:



**Table 2: Pre-test of Experimental Class**

No	Initial Names	Correct Answers	Scores
1	AL	23	77
2	NA	21	70
3	RN	27	90
4	NP	24	80
5	SS	23	77
6	SNE	22	73
7	AAL	25	83
8	SI	23	77
9	KA	23	77
10	AL	22	73
11	MS	21	70
12	IS	19	63
13	YA	24	80
14	MH	24	80
15	AS	21	70
16	MI	20	67
17	AN	24	80
18	DH	20	67
19	KO	22	73
20	WA	22	73
21	RH	20	67
22	RA	22	73
23	AK	24	80
24	KA	23	77
25	WI	24	80
	Total	563	1877

The pre-test was given to measure students' knowledge about present continuous tense. The result from the table above shows that there are twelve students who did not achieve standart score or under 75. Next, the researcher computes the mean score of pre-test as follows:

$$\begin{aligned}
 M &= \frac{\sum X}{N} \\
 &= \frac{1877}{25} \\
 &= 75.08
 \end{aligned}$$

After giving treatments, the reasercher next gave post-test to the students to measure their understanding about present continuous tense. The result can be seen as follows:

**Table 3: Post-Test Score of Experimental Class**

No	Initial Names	Correct Answers	Scores
1	AL	24	80
2	NA	26	87
3	RN	29	97
4.	NP	25	83
5	SS	24	80
6	SNE	29	97
7	AAL	29	97
8	SI	25	83
9	KA	26	87
10	AL	23	77
11	MS	23	77
12	IS	24	80
13	YA	25	83
14	MH	25	83
15	AS	25	83
16	MI	22	73
17	AN	25	83
18	DH	22	73
19	KO	22	73
20	WA	24	80
21	RH	22	73
22	RA	25	83
23	AK	24	83
24	KA	25	83
25	WI	28	93
	Total	621	2071

From the table above, it shows that there were four students who did not pass the test. After knowing the result, the researcher counts the mean score of post-test as in pre-test. The result is:

$$\begin{aligned}
 M &= \frac{\sum X}{N} \\
 &= \frac{2071}{25} \\
 &= 82.84
 \end{aligned}$$

Before computing t-counted, the researcher firstly computes the deviation of pre-test and post-test. The results are presented in this following table:

**Table 4: Deviation of Pre-Test and Post-Test in Experimental Class**

No	Initial Names	Pre-Test X <sub>1</sub>	Post-Test X <sub>2</sub>	Deviation X <sub>2</sub> -X <sub>1</sub>	(X) <sup>2</sup>
1	AL	77	80	7	49
2	NA	70	87	7	49
3	RN	90	97	7	49
4.	NP	80	83	3	9
5	SS	77	80	3	9
6	SNE	73	97	24	579
7	AAL	83	97	14	196
8	SI	77	83	6	36
9	KA	77	87	10	100
10	AL	73	77	4	16
11	MS	70	77	7	49
12	IS	63	80	17	289
13	YA	80	83	3	9
14	MH	80	83	3	9
15	AS	70	83	13	169
16	MI	67	73	6	36
17	AN	80	83	3	9
18	DH	67	73	6	36
19	KO	73	73	0	0
20	WA	73	80	7	49
21	RH	67	73	6	36
22	RA	73	83	10	100
23	AK	80	83	3	9
24	KA	77	83	6	36
25	WI	80	93	13	169
	Total	ΣX <sub>1</sub> = 1877	ΣX <sub>2</sub> =2071	ΣX=188	ΣX <sup>2</sup> = 2097

The mean score difference or deviation of pre-test and post test is calculated as follows:

$$\begin{aligned}
 Md &= \frac{\sum d}{N} \\
 &= \frac{188}{25} \\
 &= 7.52
 \end{aligned}$$

After that, the researcher continued to find out the significant score by using t-test formula as follows:

$$t = \frac{Md}{\sqrt{\frac{\sum x^2 d}{N(N-1)}}}$$

$$t = \frac{7.52}{\sqrt{\frac{\sqrt{2097}}{25(25-1)}}}$$

$$t = \frac{7.52}{\sqrt{\frac{45.79}{25 \times 24}}}$$

$$t = \frac{7.52}{\sqrt{\frac{45.79}{25 \times 24}}}$$

$$t = \frac{7.52}{\sqrt{0.07}}$$

$$t = \frac{7.52}{0.26}$$

$$t = 28.92$$

## DISCUSSION

The students achieved mean score in pre-test was 75.08. There were eleven students or 44% students did not pass in this test. It is because they did not get 75 score, as a standard score at that school. Mean score in post-test was 82.84. There were four students or 16% of the students did not pass in this test.

Some students that did not pass in the test said that they got some difficulties in some questions, especially about the suitable *to be* (copula) with the subject. The other difficulties are the students are lack of vocabulary. It made the students did not understand about the questions mean. Then, they forget the pattern of present continuous tense since the pattern had been introduced through memorization.

In the treatment, the researcher used short dialogue as a technique to teach the students analyze and practice. It was more interesting for the students. After the students got the treatment, the researcher gave post-test. The test was more difficult than in the pre-test. In the post-test the students got higher score then in the pre-test, although four students didn't get standard score. It means that the technique that the researcher used is success in teaching present continuous tense.

After analyzing the data of the test, the result of data analysis shows that t-counted was 28.92. The results of the data analysis shows that there was a significant difference between the pre-test and post-test mean score. By applying 0.05 level of significant with 25

degree of freedom (df) or  $25-1 = 24$ , the researcher found that t-counted (28.92) was higher than t-table (2.064). In other word, the use of short dialogue technique could develop the ability of the seventh grade students at SMP 3 Negeri Pasangkayu in using present continuous tense.

## CONCLUSION AND SUGGESTIONS

After analyzing the data in previous chapter, the researcher draws a conclusion as follows: The used of short dialogue technique can develop the students' ability in mastering present continuous tense. This can be seen in students result at test that writer gave to them. Based on the conclusions above, the researcher would like to provide some suggestions for the improvement of English teaching in general and English structure by using present continuous tense.

The suggestions are presented as follows: teachers should try to use technique of short dialogue not only in teaching present continuous tense but other tenses. Teachers are better making the class atmosphere more fun and not boring in teaching English. Teachers should give more examples of present continuous tense in some kinds of test.

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