

**AN ANALYSIS OF STUDENTS' LEARNING STYLE IN LEARNING  
PRESENT CONTINUOUS TENSE AT THE FIRST SEMESTER OF THE  
EIGHTH GRADE OF SMPBINA UTAMA TANGGAMUS  
IN THE ACADEMIC YEAR OF 2017/2018**

**A Thesis**

**Submitted as a Partial Fulfillment of the Requirements for S-1 Degree**

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## ABSTRACT

The students of SMP are supposed to be able to use present continuous tense correctly. However, most of students still faced difficulties to understand and to use them appropriately in the sentence, so the students' comprehension in present continuous tense is still low. Therefore, this study was intended to analyze the students' learning style in learning present continuous tense.

This research was conducted based on descriptive qualitative analysis. The subjects of the research were the eighth grade of SMP Bina Utama Tanggamus, while as the sample is class C there were 37 students. In collecting the data, the researcher give the questionnaire to determine if the students learning style are Visual, Auditory, Re-Write or Kinesthetic. After collecting the data, researcher analyzed the sudents questionnaire in learning style in learning present continuous tense.

The finding of the research shows that the students who have kinesthetic learning style is the highest frequency with the percentage is 40.54% or 15 students. The second is re-write with the percentage is 24.32%, followed by visual with the percentage is 18.91% and the last with the lowest percentage is auditory learning style with the percentage is 16.21% or just only 6 students in learning present continuous tense. The most of students are dominant in using kinesthetic learning style in learning present continuous tense. So, most of students got easy in learning present continuous tense by using kinesthetic learning style.

**Keyword:** Analysis, Qualitative, Learning style,



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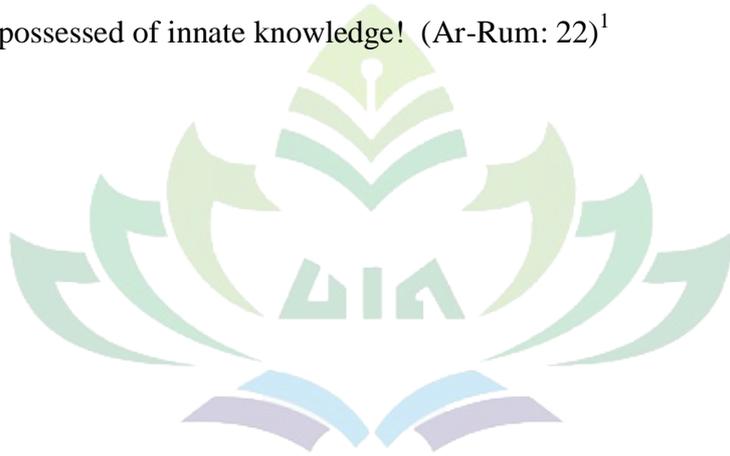


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## MOTTO

وَمِنْ آيَاتِهِ خَلْقَ السَّمَوَاتِ وَالْأَرْضِ وَأَخْتِلَافُ أَلْسِنَتِكُمْ  
وَالْوَنَائِكُمْ إِنَّ فِي ذَلِكَ لَآيَاتٍ لِّلْعَالَمِينَ ﴿٢٢﴾

22. And among his wonder is the creation of the heavens and the earth, and the diversity of your tongues and colors: for in this, behold, there are message indeed for all who are possessed of innate knowledge! (Ar-Rum: 22)<sup>1</sup>



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<sup>1</sup> *Al-Qur'an 3 Bahasa: Arab, Indonesia, Inggris*, (Depok: Al-Huda Kelompok Gema Insani) Ar-Rum: 22, p.790.

## **DEDICATION**

From the bottom of my heart, I would like to dedicate this thesis to:

- My beloved parents: Suyono and Tinah who always pray for my success and give me motivation to study hard until now. I love them so much.
- My beloved friends who always support me to finish this thesis.
- My beloved Almamater Raden Intan State Islamic University, Lampung.



## **CURRICULUM VITAE**

The writer's name is Ike Widiyanti. She was born in Srikaton on April 20<sup>th</sup>, 1994. She is the first child out of Mr. Suyono and Mrs. Tinah. She began her study at elementary school of SD Negeri 2 Hanura in 2000 and graduated in 2006. Then, she continued at Junior High School of SMP Negeri 1 Padang Cermin in 2006. After graduating from Junior High School in 2009, she continued again at Senior High School at SMA Negeri 1 Padang Cermin in 2009 and graduated in 2012. Then, she continued her study in Raden Intan State Islamic University Lampung (UIN) as the student of English Study Program of Tarbiyah and Teacher Training Faculty.



## ACKNOWLEDGEMENT

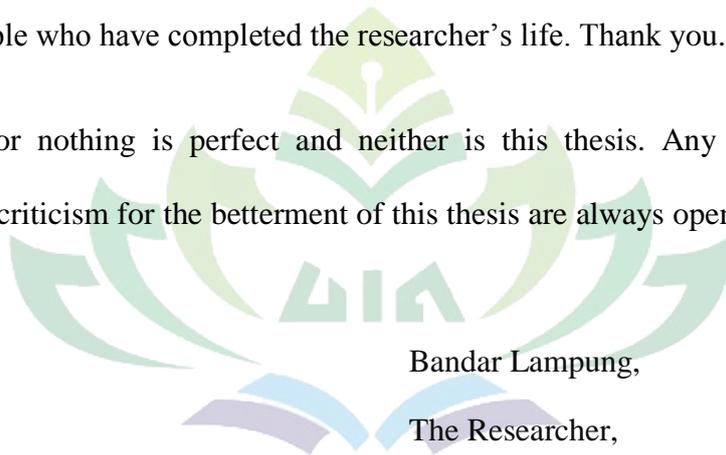
Praise be to Allah SWT., the Almighty God, the most Merciful, and the most Beneficent, for His blessing so that the researcher can finish the thesis. Sholawat be to our prophet Muhammad SAW, with his family and followers. The thesis entitled “An Analysis of Students’ Learning Style in Learning Present Continuous Tense at the First Semester of Eight Grade of SMP Bina Utama Tanggamus in the Academic Year 2017/2018” is submitted as compulsory fulfillment of the requirements for S1 degree of English study program at Tarbiyah Faculty, Raden Intan State Islamic University Lampung.

When finishing this thesis, the researcher has obtained so much help, assistance, aid, or support and many valuable things from various sides. Therefore, the researcher would sincerely thank:

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Finally, none or nothing is perfect and neither is this thesis. Any correction comments and criticism for the betterment of this thesis are always open heartedly welcome.



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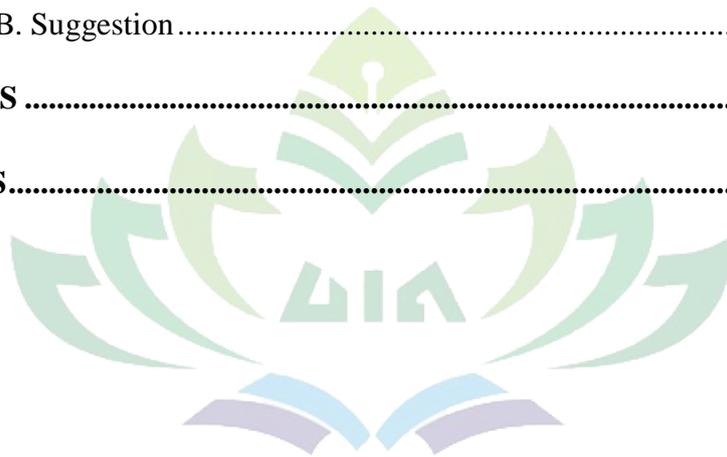
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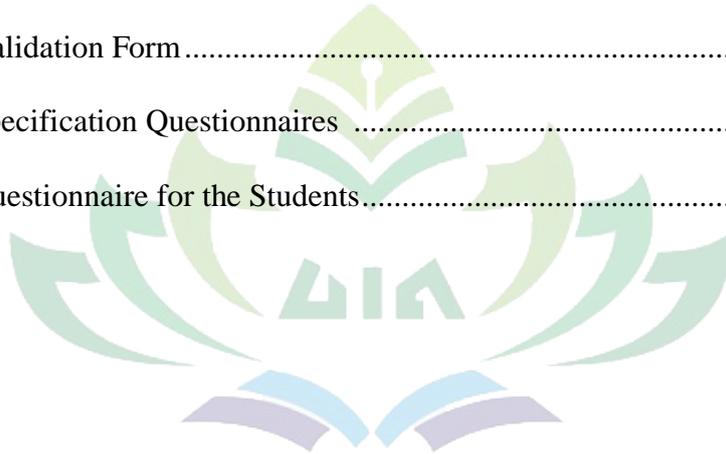
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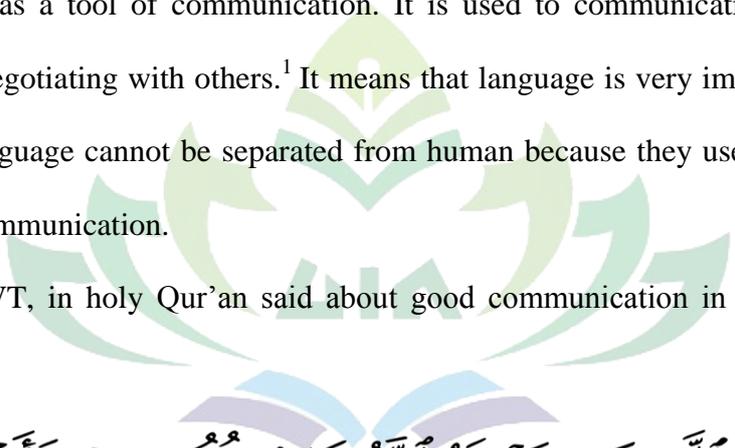


# CHAPTER I INTRODUCTION

## A. Background of the Problem

English is a tool to communicate in oral and written form. Understanding and expressing communication is to understand the meaning of information, thoughts, and feelings and to develop science, technology, and culture using the language. English is very important to learn and understand in order to follow the development of the world. According to Siahaan that the language is a set rules, which is used as a tool of communication. It is used to communication ideas, feelings, and negotiating with others.<sup>1</sup> It means that language is very important in human life; language cannot be separated from human because they use it as the way of their communication.

Allah SWT, in holy Qur'an said about good communication in surah An Nisa/4:63:



أُولَٰئِكَ الَّذِينَ يَعْلَمُ اللَّهُ مَا فِي قُلُوبِهِمْ فَأَعْرِضْ عَنْهُمْ  
وَعِظْهُمْ وَقُلْ لَهُمْ فِي أَنفُسِهِمْ قَوْلًا بَلِيغًا

“Those are the ones of whom Allah knows what is their hearts, so turn away from them but admonish them and speak to them a far-reaching word” (An Nisa/4:63)<sup>2</sup>

This verse told about how to warn a community with good communication. The verse can be interpreted as fluent and précising, clear interoperating, and able

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<sup>1</sup> Sanggam Siahaan, *Issue In Linguistic*, (Yogyakarta: Graha Ilmu Press,2008),p.185

<sup>2</sup> *Al-Qur'an 3 Bahasa: Arab, Indonesia, Inggris*, (Depok: Al-Huda Kelompok Gema Insani) Al-Qolam: 1, p.1138.

to inform the message well. Besides that, by domain it touched, it can be called as anywhere they must use a language. Without language, people will find some troubles when they do their activities and toward the others.

Nowadays, English has become an international language. Therefore, it has motivated people to learn more about English. Because, all of the sciences and technology are written in English. It is exactly that we should learn it in order that we can make a relationship in technology with other countries. So, realizing that learning English is important to learner. In Indonesia education department has declared English as the first foreign language taught in Elementary School up to University.

In learning English, everyone studies the components of the language such as pronunciation, grammar, and vocabulary.<sup>3</sup> It means that, the components of the language are pronunciation, grammar, and vocabulary.

According to Harmer, grammar is the description of the way in which words can change their forms and can be combined into sentences in that language.<sup>4</sup> It means that, grammar is one of forms and be combined into sentences in that language.

Grammar is used by many people in their life. Grammar as a subject in indonesia such as present continuous tense. According to Kholid and Irfani, present continuous tense

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<sup>3</sup> Heidi Dulay, Marina Burt, and Stephen Krashen, *Language Two*, Oxford University Press, New York, 1982, p.146

<sup>4</sup> Jeremy harmer, *the practice of English Language Teaching*, Malaysia: Person education limited, 2007, p.32

is to express something happening at the time of speaking. <sup>5</sup>It means that, when speaking and express something happening at the time is called present continuous tense.

Learning present continuous tense is learning to write an something happening at the time. Students should know what a structure of the sentences as a (s+tobe+v-ing). The students feel difficult to express their idea in learning grammar (present continuous tense). Student has been studied present continuous tense only at school and limit time to do it. As a result, students do errors in learning present continuous tense.

Beside that the researcher, found that students at the first semester of the eight grade of SMP Bina Utama Tanggamus in the academic year of 2017/2018 still get problem in learning present continuous tense. As the result, many students of SMP Bina Utama Tanggamus get lower scores when learning present continuous tense. The criteria of minimum mastery at the first semester of eighth grade of SMP Bina Utama Tanggamus is 71. It can be seen from data in table;

**Table 1**  
**Score of Students' Present Continuous Tense of the Eighth Grade of SMP Bina Utama Tanggamus in the Academic Year of 2017/2018**

| No | Classes | Students' score |      | Number of Students |
|----|---------|-----------------|------|--------------------|
|    |         | < 70            | ≥ 70 |                    |
| 1  | VIIIA   | 27              | 10   | 37                 |
| 2  | VIIIB   | 16              | 22   | 38                 |
| 3  | VIIIB   | 7               | 30   | 37                 |

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<sup>5</sup> Prof.dr.idham, kholid,mag, bambangirfani, mpd, *Lets Study English, Book1*, Bandar lampung, IAIN Lampung, 2012,p.17

|              |           |           |            |              |
|--------------|-----------|-----------|------------|--------------|
| <b>Total</b> | <b>50</b> | <b>62</b> | <b>112</b> | <b>Total</b> |
|--------------|-----------|-----------|------------|--------------|

*Source: document of SMP Bina Utama Tanggamus*

Based on the table, it can be seen that there are many students in class C who get lower scores below the criteria of minimum mastery (KKM) of the school with total number of the students are 37 in class C there are only 30 students who got scores under the criteria of minimum mastery (KKM), while the other 7 got the score above the criteria of minimum mastery (KKM). It can be said that the students who got difficulties to understand present continuous tense are 30 students. From the table 1, the researcher assumes that the students' learning present continuous tense in class C of SMP Bina Utama Tanggamus is still low.

Related to problem, the research interviewed the English teacher Ms. Virda it was found that the students got problem in learning present continuous tense. One of the difficulties which is faced by students in learning present continuous tense is lack of knowledge of the structure and grammar. She said that students still misunderstood when she teach present continuous tense in the class. They were unmotivated in learning English, particularly to learn and master present continuous tense.<sup>6</sup>

Besides that, by interviewing the students, the researcher found that many students were still difficult in learning present continuous tense. They assume that, learning present continuous tense it not interesting and confusing. Researcher found that many students were not interest learning present continuous tense. Sometime they feel bored with learning English when the

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<sup>6</sup> Ms.Virda Septian Hadi, S.Pd,English teacher of SMP Bina Utama Tanggamus, *An interview*, July 27,2016.

teacher teaching present continuous tense in the class. In fact, many students find difficulties in learning present continuous tense.<sup>7</sup> For example, Aulia said, she was not understood and confused when learning English especially learning present continuous tense. Supiki said, he was difficult in comprehended a grammar especially in learning present continuous tense. In this case, it proved students are difficult in learning present continuous tense.

According to Wilson, learning style usually included analyzing language, seeing it, hearing it, or using it in communication to do something real. Teachers did not realize that their students precede information in the different ways. They have their own styles in learning. Learning style models are visual, auditory, and kinesthetic. Learning styles assessments can help to identify personal preferences as well as potential strengths and weaknesses in how learners deal with content and approach learning tasks.<sup>8</sup>

Using learning style for learning is relatively new approach in education. This approach is one that educators have only recently started to recognize. The matching learning style with the methods that are used to teach by teachers will increase their students' achievement, especially in learning style.

The relevant study was conducted by Nafis (2017) in her thesis entitled "Students' preferences of language learning style in English classroom " in her research, she wants to find out why the students able to understand English when they did not like English class. The writer used a questionnaire that VARK

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<sup>7</sup> The students of the eight grade of SMP Bina Utama Tanggamus, *An Interview*, July 27,2017.

<sup>8</sup> MaryWilson, *Students' Learning Style Preferences and Theachers' Instructional Strategies: Correlations Between Matched Style and Academic Achievement*, Liberty University, 2012, p 40.

questionnaire which was designed by Neil Flemming. The questionnaire was used to find out the types of language learning styles preferred by the students. Based on the results from questionnaire, the most of students chosen visual style (46%) as their own language learning styles that they preferred.<sup>9</sup>

The second relevant study was conducted by Mayna (2018) in her thesis entitled “The English learning styles of the students of SMA 1 Mejebo” in her research, she just used questionnaire to collect the data. The questionnaire is adapted from Joy. M. Reid. From the result of the questionnaire, found that: (1) The English learning style of male students is visual (38,6) as major learning style preference. (2) The English learning style of female students is auditory (38,8) as major learning style preference. (3) The difference of male and female students is the major learning style preference that the male students have visual learning style as major learning style preference, while the female students have auditory learning style as major learning style preference. Then second difference is male students have only individual learning style as negligible learning style preference, while the female students have kinesthetic, individual and group learning style as negligible learning style preference. The similarities of male and female students are tactile, kinesthetic, individual, and group learning style is the minor learning style preference. And the second similarity is male and female have individual learning style as negligible learning style preference.<sup>10</sup>

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<sup>9</sup> Hilyatun Nafis STG., *Students' Preference of Language Learning Style in English Classroom*, AR-RANIRY STATE ISLAMIC UNIVERSITY DARUSSALAM, Aceh, 2017. P. 44.

<sup>10</sup> Lisa wulandari Mayna., *English Learning Styles of The Students of SMA 1 Mejobo in Academic Year 2019*, Muria Kudus University. Center Java, 2019. P.65.

The last previous research is by Faridah (2019), The relationship between students' learning style and their achievement in listening skill, in her research found out that the obtained  $\chi^2 = 0.310$  is smaller than the  $\chi^2$  table with significance level  $0.05 = 5.591$  ( $0.310 < 5.591$ ). It means that null hypothesis (H0) is accepted and the alternative hypothesis (Ha) is rejected. From the research finding, it can be concluded that there was no significant relationship between students' learning style and their achievement in listening skill. It means that students' learning style is not a dominant factor that affects listening achievement. In this case, other factors such as motivation, aptitude, cognitive ability, and any other factors are maybe more dominant in affecting listening skill achievement than students' learning style.<sup>11</sup>

Based on those explanations, there were difference between those previous research and present research. The first previous research used a questionnaire that VARK questionnaire which was designed by Neil Flemming to find out the types of language learning styles preferred by the students' preference, and the second previous research used a questionnaire that VAK questionnaire which was designed by Joy. M. Reid to find out the difference of male and female students in the major learning style preference. Then the last previous research is aimed to describe about the relationship between students' learning style and their achievement in listening skill. While present research, the researcher used questionnaire that VARK questionnaire which was designed by Bruce. D

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<sup>11</sup> Dede Nurul Faridah., *The Relationship between Students' Learning Style and Their Achievement in Listening Skill*, Syarif Hidayatullah State Islamic University Jakarta, 2019. P. 5.

Friedman to find out Students' Learning style in learning Present Continuous tense.

In the research, the researcher was interested in doing this research, because the research considers that present continuous tense is one of important things related to English learning process. The researcher has chosen the topic in this research because the research assumed that many students had a problem in learning present continuous tense, especially the student in SMP Bina Utama Tanggamus. So, the research wants to analyze the students' learning style in learning present continuous tense of the first semester of SMP Bina Utama Tanggamus. With the title: An Analysis of Students' Learning style in learning Present Continuous tense at the First Semester of the Eighth Grade of SMP Bina Utama Tanggamus in the academic year of 2017/2018.

## **B. Identification of the Problem**

Based on the background of the problem above, the research identified some problems as follows:

1. The students find it difficult in learning present continuous tense.
2. The student's comprehension of present continuous tense is still low.
3. The students lack knowledge of the structure and grammar.

## **C. Limitation of the Problems**

Considering the problem above, the research limits this research problem in learning English present continuous tense. The research limited the variable only on learning style in learning English present continuous tense. The research

interested to limit the variable only on learning style in learning English present continuous tense because the students have problem in learning English present continuous tense and related to syllabus. In such case, the research used VARK learning styles that concerned as follows. [Visual, Auditory, Read-white, Kinesthetic ].

#### **D. Formulation of the Problem**

Based on the formulation of the problem in this research, the research formulated the problem as follow: What is the students' learning style in learning present continuous tense?

#### **E. Objective of the Research**

The objective of the research is to know students learning style in learning present continuous tense at The First Semester of The Eight Grade of SMP Bina Utama Tanggamus in the Academic Year 2017/2018.

#### **F. Use of the research**

It is expected the finding of the research can be used as follows:

1. Theoretically : The result of the research are expected to be used as Support of the theory which would be explained about an analysis of students' learning style in learning present continuous tense at The First Semester of The Eighth Grade of SMP Bina Utama Tanggamus.
2. Practically : This research is expected to motivate other English teacher to improve their students' learning style in learning present continuous tense.

The research expects this research can help students improve their learning style in learning present continuous tense and suggest that they should be given a lot of training and practice so that they can using the correct present continuous tense of English sentences. This research will enable the students to use present continuous tense correctly. By practice, the students are expected to have a better understanding of their learning present continuous tense.

### **G. Scope of the Research**

The scopes of the research are:

1. The Subject of the Research

The Subject of the research was class VIIC of SMP Bina Utama Tanggamus in the academic year of 2017/2018.

2. The Object of the Research

The object of the research was the students VIIC of SMP Bina Utama Tanggamus in the academic year of 2017/2018.

3. Place of the Research

This research was the conducted at SMP Bina Utama Tanggamus.

4. Time of the Research

This research was conducted at the First semester in the academic year of 2018/219.

## CHAPTER II REVIEW OF RELATED LITERATURE

### A. English as Foreign Language

According to Setiyadi, English is a really foreign language for language learner in Indonesian.<sup>12</sup> In addition, learning another language as a child learns his native (L1) will differ from one based on the assumption that learning a foreign language is not the same as learning a mother tongue.<sup>13</sup> It means, English is foreign language in Indonesian, learning English as a foreign language is not same as learning Bahasa Indonesia as a mother tongue.

The differences between the target language and the mother tongue may be in the realm of grammar, phonology, vocabulary, stylistics and graphics. Differences in each realm may cause different the target language, the more different the target language is from the mother tongue, the more problems language learners may face in learning the target language.<sup>14</sup> It means, when learning foreign language has different between the target language and the mother tongue. Besides that, the problem language learners in learning the target language are grammar, phonology, vocabulary, stylistics and graphics.

The researcher concluded that, learning English as a foreign language is not the same as learning Bahasa Indonesia. Sometimes, language learners got problems in learning the target language (English), because different the target language are from the mother tongue, grammar, phonology, vocabulary, stylistic

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<sup>12</sup> Ag. Bambang Setiyadi, *Teaching English as a Foreign Language*, (Yogyakarta: Graha Ilmu, 2006) p. 21.

<sup>13</sup> *Ibid.*, p.20.

<sup>14</sup> *Ibid.*

and graphics. So, in learning English as a foreign language the research focused with grammar (Present Continuous Tense)

## **B. Concept of Learning**

According to Brown, learning is acquiring or getting of knowledge of a subject or a skill by study, experience, or instruction. It is a relatively permanent change in a behavioral tendency and the result of reinforced practice.<sup>15</sup> In addition, learning involves activeness, conscious focus on and acting upon events outside or inside the organism, and also some forms of practices, perhaps reinforced practices.

According to Lefancois, learning can be defined as changes in behavior.<sup>16</sup> That means, the change occurs as a consequence of experience in some specific situation of each individual behavior.

The change brought about by developing a new skill, understanding a scientific law, changing attitude. The change is not merely incidental or natural in the way the human appearance change as people to older. Learning is relatively permanent change, usually brought about intentionally.

Based on the explanation above, the researcher concluded that learning is the process of the students to understand and master the lesson or the subject that the teacher gave to them. In addition, learning English should be put as first priority to achieve the goal of teaching English; there should be skillful, creative,

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<sup>15</sup> H. Douglas. Brown, *The Principles of Language Learning and Teaching*, (New Jersey: Prentice Hall, 2000), p 7.

<sup>16</sup> Guy R. Lefancois, *Psychology for Teaching*, (California: Wadsworth Publishing Company, 1972),p 8

and innovative teachers. These teachers surely need style and interesting techniques or which can support them in achieving the goal. One of the most teachers needs in interesting learning techniques because it plays an important role in learning process. In addition, the learning techniques are suggested to be interesting and appropriate for students as well.

Predicting what learners will need in the way of vocabulary is important is selecting what to teach; equally important is ‘creating a sense of good for a world and recognizing that learner perceptions of need may conflict with the teacher’s perception.’<sup>17</sup>

In addition, in Al-Qur’an explained about how to consider or choose an appropriate way for learners, it is described in Al-Nahl: 125 that

أَدْعُ إِلَى سَبِيلِ رَبِّكَ بِالْحُكْمَةِ وَالْمَوْعِظَةِ الْحَسَنَةِ وَجِدِّ لَهُمْ بِالَّتِي  
هِيَ أَحْسَنُ إِنَّ رَبَّكَ هُوَ أَعْلَمُ بِمَنْ ضَلَّ عَنْ سَبِيلِهِ وَهُوَ أَعْلَمُ  
بِالْمُهْتَدِينَ ﴿١٢٥﴾

Meaning: invite (all) to the way of thy Lord with wisdom and beautiful preaching; and argue with them in ways that are best most gracious; for thy Lord knoweth best, who have strayed from His Path, and who receive guidance. ( QS. Al-Nahl: 125).<sup>18</sup>

Based on the verse above, it can be concluded that a teacher is required to be able to consider various factors in the teaching process, especially in choosing

<sup>17</sup> Michael McCharthy, *Vocabulary*, (Oxford University Press, 1990), pp. 79-87

<sup>18</sup> Abdullah Yusuf Ali, *The Meaning of The Holy Qur’an*, (Maryland: Amana Publication, 2001), p.669

what appropriate way is for the students and what the students needed is. This, the teaching process can run well.

Moreover, from another verse in Holy Qur'an said that in Al-baqarah verse 31 is very interesting to be discussed because in this verse is a term "Transferring Knowledge". Here the detailed verses and explanation about Surah Al-baqarah verses 31.

وَعَلَّمَ آدَمَ الْأَسْمَاءَ كُلَّهَا ثُمَّ عَرَضَهُمْ عَلَى الْمَلَائِكَةِ فَقَالَ  
 أَنْبِئُونِي بِأَسْمَاءِ هَٰؤُلَاءِ إِنْ كُنْتُمْ صَادِقِينَ ﴿٣١﴾

Meaning:

And He taught Adam the name of all the things; then He placed them before the angels and said "Tells the name of these, if you are right." (QS. Al-Baqarah: 31)<sup>19</sup>

In this verse above, informs that human beings are given the potential of God told know the name or function and the characteristic of things, such as the function of fire, the function of the wind, and so on. Besides, humans are also granted the potential for language. This, the first step systems of teaching language to humans are started by introducing the names of things around then another word will follow. From those statements, it can inferred that as facilitator the teacher not only consider the suitable way is for students but also should know what the students need.

<sup>19</sup> Abdullah Yusuf Ali, *The Meaning of The Holy Qur'an*, (Maryland: Amana Publications, 2001), p. 24.

### C. Concept of Learning Style

According to Wilson, learning style theories have been cited as an effective means for helping teachers recognize the incredibly diverse needs students bring into the classroom.<sup>20</sup> It means, learning style is effective helping teachers recognize the incredibly diverse needs students bring into the classroom.

It is untestable that the learning styles concept as one of ways to help students in learning. Learning style also help teachers know how to treat their students since learning style are made up someone's behavior.

In education, it has been agreed that learning styles play an important role in the process of language learning. Research has indicated the stability and capability of development of learning styles. With this realization of the importance of learning styles to language learning, much research has been done in this field. Moreover, different research has their own understanding of learning styles, which leads to different definitions of learning styles.

According to Brown defines style as “a term that refers to consistent and rather enduring tendencies or preferences within an individual.” Therefore, styles are those general characteristics of intellectual functioning (and personality type, as well) that especially pertain to one as an individual, that differentiate one from someone else.<sup>21</sup> Learning styles as the general approaches-for example, global or

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<sup>20</sup> Wilson, Op. Cit., p 36

<sup>21</sup> Brown, Op, Cit., p 104

analytic, auditory or visual-that students use in acquiring a new language or in learning any other subject.<sup>22</sup> Learning style is simply your preferred way of learning.<sup>23</sup>

Learning styles as “the characteristic cognitive, effective and psychological behaviors that serve as relatively stable indicators of how learners perceive, interact with and respond to the learning environment.”<sup>24</sup> Based on the explanation above, the researcher concluded that learning styles is the manner in which individuals perceive and process information in learning situations.

### 1. The Models of Learning Styles

Teachers may find more than there different learning styles in one class where they teach. A variety of learning styles models have been proposed by many researchers since many years ago. For instance Models as follows:

- a. Visual learning style
- b. Auditory learning style
- c. Kinesthetic learning style.<sup>25</sup>

Besides, the categories of learning styles were identified by Fleming, that he represents the VARK model of learning styles:

- a. Visual learning style
- b. Auditory learning style

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<sup>22</sup> Abbas Pourhusein Gilakjani, *Visual, Auditory, Kinesthetic learning Style*, Iran: Islamic Azad University, Lahijan, 2012.

<sup>23</sup> Marsha Fralick, *Learning Style and Intelligence*, Kendal Hunt Publishing Co, 2011.

<sup>24</sup> Brown, *Op. Cit.*, p 10

<sup>25</sup> Abbas Pourhusein Gilakjani, *Op. Cit.*

- c. Reading/ writing learning style
- d. Kinesthetic learning style.<sup>26</sup>

The models of learning style on Friedman book, there have four models of learning style they are:

- a. Visual learning style
- b. Audiotory learning style
- c. Read-Wtite learning style
- d. Kinesthetic learning style.<sup>27</sup>

As the writer summarizes about models of learning styles, the researcher use the models of learning style by Bruce book. These models of learning style have been used by many teachers and researchers. For instance, VARK model is used for school, counseling and learning process and increasing students' ability in doing instructional techniques.

## 2. **The VARK Models of the Learning Styles**

### a) Visual Learners

Your teaching strategy for visual learners should include the use of demonstrations and visually pleasing materials, and you should make an effort to paint mental pictures for learners. Visual learners are characterized by the following:

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<sup>26</sup> Dr.Nell Fleming, *Types of Learning Style*. Available on.Learningrx.com /typesoflearningstylefa.htm.access on 19<sup>th</sup> October 2016,09:28 pm

<sup>27</sup> Bruce D.Friedman, *How to Teach Effectively a Brief Guide*, Chicago, Lyceum Books, 2000, p. 11

- 1) They tend to prefer sitting at the front of the classroom to avoid visual obstruction.
- 2) They often prefer to take detailed notes to absorb the information.
- 3) They use words and phrases that evoke visual images.
- 4) They learn by seeing body language and facial expression to understand the lesson.<sup>28</sup>

#### b) Auditory Learners

Your teaching strategy for auditory learners should be good and should be planned and delivered in the form of an organized conversation.

Auditory learners are characterized by the following:

- 1) They speak slowly and tend to be natural listeners.
- 2) They acquire knowledge by reading aloud.
- 3) They prefer to have things explained to them verbally rather than to read written information.
- 4) They learn by listening and verbalizing.
- 5) Like dialogue and discussion.<sup>29</sup>

#### c) Read-Write learning style

Teaching strategy for read-write learners should include writing out key words in list form. The learners will learn by silently reading or rewriting their notes repeatedly; writing out in their own words the ideas

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<sup>28</sup> Bruce, *Op. Cit.*,

<sup>29</sup> *Ibid*,

and principles that were taught or discussed are characterized by the following:

- 1) They prefer for information to be displayed in writing, such as list of ideas.
- 2) They emphasize text-based input and output.
- 3) They enjoy reading and writing in all forms.

d) Kinesthetic Learners

Your teaching strategy for kinesthetic learners should include handson demonstrations and case example to be discussed and solved.

Kinesthetic learners are characterized by the following:

- 1) Learn best when they are involved or active.
- 2) They use movement as memory aid.
- 3) Remember what was done, but have difficulty recalling what was said or seen.
- 4) They learn by doing and solving real-life problems.
- 5) They like sit near the door that can easily get up and move around.<sup>30</sup>

Based on the explanation above, it is understable that teachers can be found VARK learning styles models in their classroom. It was not hard to find visual learners, auditory learners, read-write learners and kinesthetic learners. Teachers can identify students' learning styles even when they teach in their class because VARK learning styles model divides learning styles based on human senses and

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<sup>30</sup> *Ibid.*,

behavior. Based on these reasons, the research will choose the VARK learning style model, in learning English Tenses.

#### **D. Concept of Grammar**

According to Harmer, grammar of language is the description of the ways in which words can change their forms and be combined into sentences in that language.<sup>31</sup> In addition Brown said that, grammar is rules for forming words and making sentences.<sup>32</sup> It means that, if students cannot master grammar well, they can not produce a good forming of words and sentences.

According to Brown, grammar is a system of rules governing the conventional arrangement and relationship of words in a sentence, and grammar, tells us to construct a sentence (word order, verb and noun system, modifiers, phrases, clauses, and etcetera).<sup>33</sup> In addition Thornburry state that, language is acquired through practice, it is merely perfected through grammar.<sup>34</sup> It means that, every language has its own grammar; the user of language cannot express their opinion or idea correctly if the sentences are not arranged well. Nevertheless, correct sentences are not only one of goals of the teaching, another important thing is that students should be able to use the words and phrase to express meaning.

Based on the statements above, it is clear that grammar is considerate as a system of the rules of the language that is used in context of communication. That is why, by mastering grammar the students would be able to speak English or

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<sup>31</sup> Jeremy Harmer, *the Practice Of English Language Teaching*, (Malaysia: Person Education Limited, 2007), p.32

<sup>32</sup> Brown, *Op, Cit.*, p.149.

<sup>33</sup> Brown, *Ibid.*, p. 32

<sup>34</sup> Scott Thornburry, *how to teach grammer*, Longman, 1999, p.25

communicate with others correctly and English grammar determiners how to construct words and at least it, especially for the students. It is the way for them to understand and develop their ability such as in learning tenses (present continuous tense).

#### **D. Concept of Tense**

In English, Tense is very important matter, because all occurrence, event, or action, which is in a sentence must as according to time of happening. Some people who learn English feel difficult in comprehending and getting real correct congeniality about tenses. Tense is a grammatical category, typically market on the verb that refers to the time of the event or state denoted by the verb in relation to some other temporal reference point.<sup>35</sup>

Tense means time. However, it should be pointed out that time in relation to action is a concept that exist in the mind of the speaker, reader, or listener. Tenses in actual usage refers consistently only to grammatical form.<sup>36</sup> There are four kinds of tenses by “Four Fundamental of Tenses” they are: present tense, past tense, future tense, and past future tense.

It can be concluded that, tenses become important to the learners to understand when the action happened also makes the sentences correct. Tenses are divided into 3 groups (present, past and future). Each group has been different function, and then each group divided into 4 types. They are indefinite,

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<sup>35</sup> Rachmat. *Definitation of Tenses*. Available: [http://www.sil.org/linguistics/Glossary Of LinguisticTerms/WhatIsTense.htm](http://www.sil.org/linguistics/GlossaryOfLinguisticTerms/WhatIsTense.htm) 02 January 2012.

<sup>36</sup> George E. Wishon Julia M. Burks, *Let's Write English, Revised Edition*, (New Jersey: Litton Educational Publishing, 1980), p.192

continuous, perfect, perfect continuous. In this research the researcher focused on the Present Continuous Tense.

## E. Kinds of Tenses

### 1. Past Tenses

#### a. Simple Past

Simple past is correct for most actions in the past. There are only a few times when we absolutely need to use other past tenses.<sup>37</sup> This action ended in the past.

From:

Positive (+) Subject + to be (was/were) + complement – Subject + verb 2 + Object

Negative (-) Subject + to be (was/were) + not + complement – Subject + did not + verb 1 + object interrogative

Interrogative (?) Did + subject + verb 1 + object?

Example:

(+) He was a businessman in 1999

(-) She did not visit me yesterday

(?) Did you play football yesterday?

#### b. Past continuous tense

This action happened over time in the past. Most common use: to use show this action was happening over time when something happened.

Form:

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<sup>37</sup> Kent Uchiyama, English Verb Tenses: An informal but extensive reference for ESL students, the good folks who teach them, the idly curious, and the linguistically perplexed, 2006, p11

Positive (+) Subject + to be (was/were) + verb-ing + object

Negative (-) Subject + was/were + not + verb-ing + object

Interrogative (?) – was/were + subject + verb-ing + object ?

Example:

(+) He was not sleeping when I came

(-) He was not sleeping when I came

(?) Was he sleeping when I came?

#### c. Past Perfect

We use past perfect when we want to make it clear that this action happened before something in the past.

Form:

Positive (+) Subject + had + verb III + (past participle)+object

Negative (-) Subject + had + not + verb III + object

Interrogative (?) Had + subject + verb III + object?

Example:

(+) They had been here before 1945?

(-) They had not been here before 1945

(?) Had they been here before 1945?

#### d) Past Perfect continuous tense

We use past perfect progressive when we want to make it clear that this action was happening over time before something in the past.

Form :

Positive (+) Subject + had+ been + verb-ing+ object

Negative (-) Subject + had + not + been + verb-ing + object

Interrogative (?) Had + subject + been + object?

Example :

(+) He had been living in Jakarta about ten years

(-) He had not been living in Jakarta about ten years

(?) Had he been living in Jakarta about ten years

## 2. Present Tense<sup>38</sup>

### a) Simple Present tense

This action is a habit or repeated now.

Example:

(+) You are a teacher

(-) You are NOT a teacher

(?) Are you a teacher?

### b) Present continuous tense

This action is happening right now.

Form:

Positive (+): subject + to be (am,is,are) + Verb + ing +object

Negative (-) : subject + to be + not + verb-ing + object

Interrogative (?): to be +subject + verb-ing + object

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<sup>38</sup> *Ibid*,p.12

Example :

(+) I am watching TV now

(-) Mr. Khanafi is not going to Jakarta

(?) Is Mrs. Annisa cooking in the kitchen?

### 3. Present Perfect tense

With a length of time, present perfect usually means this action started in the past and has continuous until now.

Form:

Positive (+) Subject + has/have + been + object  
subject + has/have + verb III  
+ object

Negative (-) Subject + has/have + not + been + object  
subject + has/have + not + verb III + object

Interrogative (?) have/has+ Subject + verb III+ object  
Have/has + subject + been + object

Example :

(+) I have been at home for a month

(-) Mr. Handoko has not eaten the sate already

(?) Has Mr. Imam been here since 06.00?

### 4. Present Perfect continuous tense

This action started in the past and has continued until now

Form:

Positive (+) Subject + has/have+ been + verb-ing

Negative (-) Subject + has/have + not + been + verb-ing

Interrogative (?) Has/have + subject + been + verb-ing?

Example:

(+) I have been watching TV for two years

(-) Marina has not been learning English for two years

(?) Have you been reading a book for an hour?

## 5. Future Tenses

### a) Present Future tense

Future is correct for most actions in the future. There are only a few times when I absolutely need to use other future tenses. This action will happen in the future.

Example: Ralph and Norton will play cards tomorrow night.

### b) Future continuous tense

This action will happen over time in the future. Most common use: to show this action will be happening over time when something happens.

Form:

Positive (+) subject + will/shall + be + verb-ing

Negative (-) subject + will/shall + not + be + verb I-ing

Interrogative (?) will/shall + subject + be + verb +ing

Example:

(+) I will be working

(-) I won't be working

(?) will be i working?

### c) Future perfect tense

We use future perfect when we want to make it clear that this action will happen before something in the future.

Form:

positive (+) subject + will/shall + have + Verb III

Negative (-) subject + will/shall + not + have + verb III

Interrogative (?) will/shall + subject + have + Verb III

Example:

(+) I will have worked

(-) I won't have worked

(?) wil I have worked?

d) Future Perfect continuous tense

This action will happen over time before something in the future

Form:

positive (+) subject + will/shall + have + been + verb I+ing

Negative (-) subject + will/shall + not + have+ been + Verb I+ing

Interrogative (?) shall/will + subject + have + been + Verb I+ing

Example:

(+) I will have been working

(-) I won't have been working

(?) Will I have been working?

## F. Concept of Present Continuous Tense

According to Kholid and Irfani, present continuous tense is to express something happening at the time of speaking.<sup>39</sup> It means that, when speaking and express something happening at the time is called with present continuous tense. In addition, It uses adverb of time such asl now, right now, at the moment, today, tonight, in the morning etc.<sup>40</sup>

According to Prabaswara, Present continuous tense is the verb form used to express the action on going right now (present).<sup>41</sup> It means, verb in present continuous tense is use to express the action at the present.

Based on the state above, the research concluded that, present continuous tense only used to express and talks about an action or a situation that happening at the time. The present continuous tense is formed with the auxiliary verb “be”, the form is/am/are because (present time), and the present participle (V-ing). Generally tense this only happens on the form of dynamic verb. Because, generally only dynamic verb that has the form of continuous.<sup>42</sup>

The verb with progressive Forms as follows:<sup>43</sup>

| Sentences    | Formula Present Continuous Tense       | Example Present Continuous Tense       |
|--------------|----------------------------------------|----------------------------------------|
| Positive (+) | S + Be (am/is/are)+ present participle | The ships are sailing<br>He is smiling |
| Negative (-) | S + Be (am/is/are)+ not +              | The ships are not sailing              |

<sup>39</sup> Idham, kholid and Bambang Irfani, *Lets Study English, Book1*. Bandar lampung, IAN Lampung, 2012,p.17

<sup>40</sup> *Op.Cit*

<sup>41</sup> Brian Prabaswara,*Grammar and Conversation*, Jakarta: Bintang Indonesia jakarta 2000, p.115

<sup>42</sup> [www.wordsmile.com/pengertian-rumus-contoh-present-continuous-tense](http://www.wordsmile.com/pengertian-rumus-contoh-present-continuous-tense), Acces on Monday August 8,2016

<sup>43</sup> *Op,Cit*

|                   |                                         |                       |
|-------------------|-----------------------------------------|-----------------------|
|                   | present participle                      | He is not smiling     |
| Interrogative (?) | Be (am/is/are)+ S + present participle? | Are the ships sailing |
|                   |                                         | Is he smiling         |

Some functions example sentences present continuous tense as follows:

| Function                                                                                   | Example Sentences Present Continuous Tense                                                                                          |
|--------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------|
| The present continuous tense to talk about an action that is happening right now.          | She is brushing the bathroom floor.<br>(she was scrubbing the bathroom floor)                                                       |
|                                                                                            | I am driving a car to Bandung now.<br>(I was driving to Bandung right now)                                                          |
|                                                                                            | He is learning English in order to be a great guide.<br>( he was learning English in order to be a great tour guide)                |
| The present continuous tense to talk about a plan or transfer to a place/ condition        | I am spending my holiday on Kuta Beach next month.<br>(I am spending the holiday at Kuta Beach end of next month)                   |
|                                                                                            | You cannot call me this night. I am going to my best friend's wedding.<br>(you can call me tonight. I'll go to my friend's wedding) |
|                                                                                            | The buses are arriving in an hour.<br>(the buses arrived within an hour)                                                            |
|                                                                                            | I am moving to West Jakarta this month.<br>(I moved to West Jakarta this month)                                                     |
| The present continuous tense to express indignation over the actions that occur repeatedly | Why is the wild dog always barking at me?<br>(why it is always the wild dogs barking at me?)                                        |
|                                                                                            | I am getting sick of you always asking the same questions.<br>( I am getting sick of you who always asking the same question)       |

Based on the explanation above, the research concluded that present continuous tense only used to express an event that start in the present, also all subject used Be and V + ing to explain that the sentences in present tense.

### **G. Analysis Student's Learning Style in Learning Present Continuous Tense.**

Talking about student's learning style is one of important part in studying a language. Although there a strong emphasis on inductive grammar teaching, particularly in communicative language teaching approaches, both inductive and deductive strategies are required in the classroom gave the learning style of students.<sup>44</sup> Learning style usually included analyzing language, seeing it, hearing it or using it in communication to do something real. Some activities focus on the present tense and involve of learning style.<sup>45</sup> It means that, learning style in learning present tense is strategy language teaching that required in classroom can be help the students to easy in tenses comparison.

The research concluded that, learning style in learning tenses (present continuous tense) is important of requiring knowledge. Poor understanding of learning styles can lead to misunderstandings about that student's motivation and student's ability of their learning. So, learning style is very important in learning present continuous tense.

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<sup>44</sup> <http://www.educ.ualberta.ca/staff/olenka.Bilash/best/20/20of/grammar.html>, acces on, Friday August 5,2016

<sup>45</sup> Journal, teaching grammar effectively. Cambridge University Press.2011

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