

**PROBLEMS IN APPLYING PRESENT PERFECT TENSE  
AND PRESENT PERFECT CONTINUOUS TENSE FACED BY  
THE STUDENTS OF ENGLISH DEPARTMENT WMCUS  
AS MANIFESTED BY THEIR INTERVIEW PROTOCOLS**

**A THESIS**



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**June 2009**

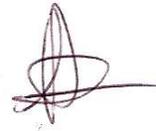
## APPROVAL SHEET

(1)

This thesis entitled *THE PROBLEMS IN APPLYING PRESENT PERFECT TENSE AND PRESENT PERFECT CONTINUOUS TENSE FACED BY THE STUDENTS OF ENGLISH DEPARTMENT WMCUS AS MANIFESTED BY THEIR INTERVIEW PROTOCOLS* prepared and submitted by Maria Victorina Jessica Ibrahim has been approved and accepted as a partial fulfillment of the requirements for the Sarjana Pendidikan degree in English Language Teaching by the following advisors:



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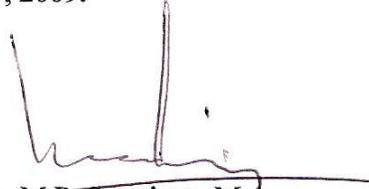


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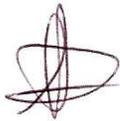
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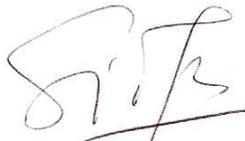
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## **ACKNOWLEDGEMENTS**

First of all, the writer would like to give thanks and glory to Lord Jesus Christ, without whom, this study would have never been done. The writer also would like to express her gratitude to several persons who have helped her in conducting the study. They are:

1. I-MHERE Project which has given the writer opportunity to accomplish this study.
2. J.V. Djoko Wirjawan, Ph.D., the Executive Director of I-MHERE WMSCU, who gives grant to carry out the study.
3. Dra. Susana Teopilus, M.Pd, her first advisor, who has recruited the writer in conducting the study and has given her valuable time in advising and guiding her so that this study could be finished in time.
4. Paulus Hady Sutris Winarlim, M.Sc, her second advisor, who has given a lot of suggestions and encouragement in conducting this research.
5. The EESP students of WMCUS academic year 2006, who have willingly become the subjects of this study in order to help their fellow students and teachers to seek the answers to problems in applying the English tenses.
6. The Head of the English Department and the Secretary of English Department, who have granted her request to join the Thesis Seminar.
7. The Dean of the Faculty of Teacher Training and Education and the Secretary of the Faculty, who have permitted this research to be carried out.
8. All of the Faculty of Teacher Training and Education administrative staff, who have helped the writer with administrative works.

9. All of the librarians of Widya Mandala Catholic University Surabaya, who have helped the writer in borrowing and finding the materials that she needed in accomplishing this study.
10. Other researchers: Lisayani Raharja and Vonny Mayasari, who have cross-checked the writer's analysis to make the result valid and accurate.
11. The writer's beloved family member: her father and mother who have prayed the best for her and without whom, she would have never gone this far.
12. The writer's dearest friends and companions: Yohanes Prasetyo Wijoyo, who has given mental and physical support every time the writer needs one and Prince, who has been at her side whenever she works on the study.
13. All of the writer's good friends: Eveline Agustin, Rossy Kusumawati, Evelyne Natalia, Like Wati Wibowo, Serlianawati Kusuma, Rinita Winata, Felicia Fang and Pamella Chandra who have supported and encouraged her to finish the study.
14. All of her fellow friends who have helped the writer in doing this study.
15. All of the personnel in PT MENARA MEGAH, who have given time for the writer in finishing the study.

The writer realizes that it is because of their help that this study can be conducted in the way it is supposed to be.

Surabaya, June 2009

Maria Victorina Jessica I.

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## ABSTRACT

Ibrahim, Maria Victorina Jessica. 2009. *The Problems in Applying Present Perfect Tense and Present Perfect Continuous Tense Faced by the Students of English Department WMCUS as Manifested by Their Interview Protocols*. English Department. Faculty of Teacher Training and Education of Widya Mandala Catholic University Surabaya.

Key words: Tense, Present Perfect Tense, Present Perfect Continuous Tense, Interview, Think-Aloud Protocols, Interview.

Grammar is one of the language components that are very important in learning a language. Grammar is used in all language skills such as Listening, Speaking, Reading and Writing. Despite its significance, Grammar is also perceived as one of the most difficult subject to learn. In English Department of Faculty of Teacher Training and Education, Grammar is also taught. Although it is given in series; Structure 1, Structure 2, Structure 3 and Structure 4, a recent study by Widiati and Ngadiman shows that many students face problems in grammar proficiency. In fact, the EESP students often fail in Grammar or Structure classes.

The aim of language is communication of meaning, and meaning can only be reached if the sentence is understandable. Cohesive devices, one of them is verb form, can be determined by tenses. English tenses, determined by the concept of time, rely on the time frame and aspects. The Present Perfect Tense and the Present Perfect Continuous Tense are two tenses taught at Junior High School. These two tenses also carries aspects, the aspect of perfective and progressive. Therefore, it is an issue to know the students mental process in applying English tenses. So far, the studies of errors make use of the theory of Error analysis. Think-Aloud Protocols, at the other way round, give insight knowledge on the mental process that can not be seen by researchers. By adapting the theory and method of think-aloud protocols in interview, the writer believes that the mental process can be revealed. A study on this eventually reveals the mental processes that happen in the students' mind who commit errors in applying English tenses.

The subjects in this study were thirty EESP students who got the lowest score among sixty. Before they were chosen, they had been given an English Tenses test items, consisting of one hundred numbers. Fifty of them are in the form of sentence application and the rest fifty are in the form of error. The subjects, then, were asked to reflect on their thought while doing the test and verbalize their thoughts. This method of interview is adapting the steps taken in Think-Aloud protocols held by Bernardini. Afterwards, their thoughts were transcribed and analyzed by the writer and several researchers.

The result of the study shows that the majority of the subjects' errors are related to the problem with the concept of Present Perfect Tense and Present Perfect Continuous Tense. The analysis also shows that they possess insufficient knowledge of the tenses and get difficulties when the particular tense is contrasted with other tenses.