

UNDERGRADUATE THESIS

**IMPROVING STUDENTS' UNDERSTANDING OF PRESENT
CONTINUOUS TENSE BY USING SPACED REPETITION METHOD**



By :

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ABSTRAK

NUR HAMIDA 2025, MENINGKATKAN PEMAHAMAN SISWA TERHADAP PRESENT CONTINUOUS TENSE DENGAN MENGGUNAKAN METODE SPACED REPETITION. Skripsi, Majene: Fakultas Keguruan dan Ilmu Pendidikan, Universitas Sulawesi Barat, 2025.

Penelitian ini bertujuan untuk mengetahui efektivitas Metode *Spaced Repetition* dalam pembelajaran *Present Continuous Tense* serta mengetahui persepsi siswa terhadap penerapan metode tersebut. Penelitian dilakukan di SMP Negeri 5 Tinambung dengan pendekatan kuantitatif dan desain quasi-eksperimen, melibatkan kelas VIII B sebagai kelas eksperimen dan VIII A sebagai kelas kontrol yang dipilih melalui *purposive sampling*. Hasil menunjukkan bahwa rata-rata skor *pre-test* kelas eksperimen meningkat dari 52,35 menjadi 72,27 pada *post-test*, dengan nilai *N-Gain* sebesar 42,02% (kategori kurang efektif), namun lebih tinggi dari kelas kontrol sebesar 29,43% (kategori tidak efektif). Uji *t* independen menunjukkan signifikansi 0,000 ($p < 0,05$), menandakan adanya pengaruh signifikan metode tersebut terhadap pemahaman siswa. Selain itu, siswa memberikan respons positif, terutama dalam aspek pemahaman tata bahasa, akurasi menulis, dan motivasi belajar. Temuan ini mendukung penerapan Metode *Spaced Repetition* dalam pembelajaran tenses dan mendorong penelitian lebih lanjut dalam konteks yang lebih luas.

Kata Kunci: Metode *Spaced Repetition*, *Present Continuous Tense*, Tata Bahasa, Menulis, Persepsi Siswa.

ABSTRACT

NUR HAMIDA 2025, IMPROVING STUDENTS' UNDERSTANDING OF PRESENT CONTINUOUS TENSE BY USING SPACED REPETITION METHOD. Thesis, Majene: Faculty of Teacher Training and Education, Universitas Sulawesi Barat, 2025.

This study aims to determine the effectiveness of the Spaced Repetition Method in teaching the Present Continuous Tense and to explore students' perceptions of its implementation. The research was conducted at SMP Negeri 5 Tinambung using a quantitative approach and a quasi-experimental design, involving Class VIII B as the experimental group and Class VIII A as the control group, both selected through purposive sampling. The results showed that the average pre-test score of the experimental class increased from 52.35 to 72.27 in the post-test, with an N-Gain score of 42.02% (categorized as less effective), yet higher than the control class, which obtained 29.43% (categorized as ineffective). The independent t-test revealed a significance value of 0.000 ($p < 0.05$), indicating that the method had a statistically significant effect on students' understanding. Furthermore, students responded positively to the method, particularly in terms of grammar comprehension, writing accuracy, and learning motivation. These findings support the application of the Spaced Repetition Method in teaching tenses and encourage further research in broader contexts.

Keywords: Spaced Repetition Method, Present Continuous Tense, Grammar, Writing, Student Perception.

CHAPTER I

INTRODUCTION

A. Background

English is a language that is widely used for global communication, both orally and in writing. In an educational context, English is an important subject to improve students' communication skills. To master English, students need to develop four main skills: listening, speaking, reading and writing (Harmer, 2001). Among these four skills, writing is often considered one of the most challenging skills to master (Brown, 2004). Writing requires a good understanding of grammar, which is essential for forming accurate and coherent sentences. One of the basic aspects of grammar is the use of tenses, which describe the relationship between time and action.

Tenses play an important role in sentence construction, especially in English, as they determine when actions occur. Mastering tenses is essential for forming grammatical sentences and ensuring effective communication. According to Maulana, et al. (2022), a strong understanding of tenses helps language learners construct meaningful sentences, improving both their written and spoken communication skills. Similarly, Smith (2010) found that students who have a solid grasp of English tenses tend to perform better in writing tasks compared to those who struggle with tense usage.

However, based on observation, many students still face difficulties in applying Present Continuous Tense correctly, particularly in written sentences. This difficulty is reflected in the results of the initial assessment conducted at SMP Negeri 5 Tinambung, where the average student score was 50, indicating that most students have not yet fully grasped the correct structure of Present Continuous Tense. The most common errors include incorrect usage of auxiliary verbs (am, is, are) and misformation of verbs ending in -ing. For example, several students wrote sentences like "She is play football now" instead of "She is playing football now", or "They are watching TV yesterday" instead of "They were watching TV yesterday", showing confusion between Present Continuous and other tenses. These findings highlight the need for

targeted instructional strategies to improve students' understanding and application of this tense.

Difficulties in mastering Present Continuous Tense do not only occur in this school. The study performed by Damis, et al. (2024) finds that many students face similar challenges in understanding how to use tenses correctly, especially when distinguishing between different tense forms and constructing sentences appropriately. Similarly, a study by Nguyen & Pham (2020) on secondary school students in Vietnam found that many learners struggle to differentiate between Present Simple and Present Continuous Tense, often using one in place of the other. In another study, Rahman (2019) reported that junior high school students in Indonesia frequently make errors in verb conjugation when forming sentences in Present Continuous Tense, particularly in writing tasks. The inability to apply tenses correctly often leads to repeated errors in oral and written communication. This problem indicates a huge gap in grammar teaching, which can result in students struggling to communicate effectively in English.

Moreover, despite various efforts to address this challenge, students still often have difficulties in internalizing and applying tenses in their writing. This problem may be exacerbated by the lack of adequate practice and insufficient strategies to encourage long-term retention of grammar rules. According to Bukit (2020), students' lack of understanding of tenses, coupled with the lack of meaningful practice, hinders their ability to use grammatical structures correctly, especially in writing. This problem is further complicated by students' limited exposure to opportunities for consistent and structured practice.

One method that can help students overcome this difficulty is Spaced Repetition Method, which is based on Ebbinghaus' (1885) forgetting curve theory. Ebbinghaus proposed that humans tend to forget newly learned information unless it is repeated regularly within certain time intervals. Spaced Repetition addresses this issue by ensuring that students review the material at scheduled intervals, which helps strengthen long-term memory. When applied to grammar learning, such as the Present Continuous Tense, this method can

help students reinforce their understanding of sentence structures by providing gradual and structured exposure to the tense.

The benefits of Spaced Repetition have been widely recognized in educational research. Masshadi, et al. (2017) emphasize that this technique helps minimize the effects of forgetting, thus improving students' ability to retain and apply grammar concepts over time. By repeating the material at strategic intervals, students can better understand sentence structures, such as subject + to be + verb ending in -ing, and the proper use of time expressions. This method is invaluable in reinforcing complex grammar rules, as it encourages students to practice and master them through consistent repetition.

This study is conducted to determine the effectiveness of the Spaced Repetition Method improving understanding and implementation of Present Continuous Tense among eighth grade students, particularly in the context of writing. SMP Negeri 5 Tinambung was selected as the research site because initial observations indicated that students had difficulty using the Present Continuous Tense correctly in writing. The study will focus on two eighthgrade classes, specifically VIII A and VIII B, which together comprise a total of 46 students. Class VIII A will serve as the control group, receiving instruction through conventional teaching methods, while Class VIII B will function as the experimental group, following Spaced Repetition Method. The effectiveness of Spaced Repetition will be evaluated based on students' performance in grammar tasks and writing exercises that specifically target the use of the Present Continuous Tense.

B. Problem Identification

According to the researcher's observation, learning English especially in writing sentences is difficult for the students. The students stated that making sentences with correct tenses is difficult because English is not their mother tongue. This was shown by several indicators:

1. Difficulty in Mastering Present Continuous Tense
2. Lack of Practice in the implementation of Present Continuous Tense

3. Still using conventional learning methods.

C. Problem Limitation and Formulation

This research was conducted on eighth grade students at SMP Negeri 5 Tinambung, involving a sample of 46 students divided into two classes, VIII A and VIII B, each consisting of 23 students. Both classes were given a pre-test at the beginning of the study. Class VIII A served as the control group, where conventional teaching methods were applied by the teacher to observe students' understanding of the Present Continuous Tense, especially in writing.. Meanwhile, Class VIII B was the experimental group, which received instruction using the Spaced Repetition Method aimed at enhancing their comprehension of the Present Continuous Tense, particularly in writing skills.

Based on the background of the problem and the explanation above, the following formulation of the question arises:

1. Is the use of Spaced Repetition Method effective in improving students' understanding of Present Continuous Tense?
2. What are the students' perceptions of the implementation of Spaced Repetition method in learning Present Continuous Tense?

D. Objective of the Research

Based on the formulation of the problem above, the objectives of the study could find:

1. To measure the effectiveness of Spaced Repetition method in improving students' understanding of Present Continuous Tense.
2. To find out the students' perceptions of the implementation of Spaced Repetition method in learning Present Continuous Tense.

E. Significance of the Research

1. Theoretical Significance

This study makes a theoretical contribution by examining the effectiveness of Spaced Repetition method in improving students'

understanding of Present Continuous Tense. The results are expected to add to the scientific reference on scheduled repetition-based learning strategies. This research supports relevant theories, such as the Ebbinghaus Forgetting Curve theory which explains how repetition can strengthen students' memory.

2. Practical Significance

Based on the issues identified, overcoming students' challenges in mastering the present continuous tense offers several practical advantages. First, by focusing on mastering the Present Continuous Tense, students will be more confident in writing grammatically correct sentences, which can overall improve their writing skills and fluency in English. Secondly, providing more structured and meaningful practice will help students to internalize the rules of tense usage, which in turn will reduce errors and improve their ability to use tenses appropriately, both in writing and conversation. Finally, by replacing conventional learning methods that are less effective, and implementing more modern and student-centered techniques such as Spaced Repetition, students can more easily remember and apply grammar rules in the long run. Not only will this make learning more interesting and efficient, but it will also help students to become more proficient in writing in English.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the results of the research entitled "Improving Students' Understanding of Present Continuous Tense By Using Spaced Repetition Method", the researcher draws the following conclusions:

1. The Spaced Repetition Method has been proven to have a statistically significant positive impact on students' understanding and use of the Present Continuous Tense in writing, as indicated by the hypothesis test result with a significance value of 0.000 ($p < 0.05$) and a higher post-test mean score in the experimental class compared to the control class. However, based on the N-Gain score analysis, the effectiveness of this method is still categorized as "less effective" (42.02%) and has not yet reached an optimal level of improvement, although it is better than the conventional method, which was categorized as "ineffective" (29.43%). Therefore, while promising, this method still requires further development to achieve more substantial learning outcomes.
2. Students' responses to the implementation of the Spaced Repetition Method in learning the Present Continuous Tense were measured using a questionnaire covering four indicators: effectiveness of the method, understanding of the tense, learning engagement, and writing accuracy. Descriptive statistics showed that students' perceptions across all indicators were highly positive. From the 23 student respondents, each indicator comprising five statements received high average scores, all categorized as "Very Successful": effectiveness of the Spaced Repetition Method (89.74%), understanding of the Present Continuous Tense (92.00%), engagement in the learning process (91.65%), and improvement in writing accuracy (93.22%). These results demonstrate that the Spaced Repetition Method was well received and perceived as highly beneficial in enhancing students' learning of the Present Continuous Tense.
3. This research has the strength of addressing a relevant problem in learning tenses by implementation an appropriate Spaced Repetition Method. The quasi-experimental design, specifically the nonequivalent control group

design, allowed for the comparison between the experimental and control groups in an authentic classroom setting. The selection of both groups was conducted through purposive sampling, with the primary consideration being the equal number of students in each class 23 students, in order to ensure balance and comparability. Although the participants were not randomly assigned, the structured use of pre-tests, post-tests, and questionnaires, along with thorough data analysis, provided a strong foundation for evaluating the effectiveness of this method.

4. The main limitations of this study are the relatively short duration of the research and the less than optimal N-Gain score. Although there was a significant difference favoring the experimental group compared to the control group, these results indicate that the effectiveness of the Spaced Repetition method can still be further improved.

B. Suggestion

The results of the study indicate that the use of the Spaced Repetition method is still less effective in improving students' understanding of the Present Continuous Tense. Therefore, the authors provide several suggestions addressed to teachers, students, and future researchers as follows:

1. For Teachers

Teachers are advised to consider the Spaced Repetition method as a supportive strategy in grammar instruction. Although its effectiveness in this study was still moderate, the method showed significant improvement compared to conventional methods. Teachers should design structured repetition schedules and ensure students regularly review exercises to strengthen retention. Additionally, spaced learning techniques can help teachers improve the implementation of this method and adapt it to students' needs.

2. For Students

Students are encouraged to continue applying the Spaced Repetition method independently by regularly reviewing the lesson material according to the given schedule. Consistency in reviewing and actively correcting

mistakes help deepen their understanding over time. This ongoing practice is especially important for mastering grammar concepts like the will Present Continuous Tense, making learning stronger and easier to remember.

3. For Future Researchers

This study opens opportunities for further research. Future researchers are encouraged to apply the Spaced Repetition method to other language skills like speaking or writing, and to extend the treatment duration for more optimal results. Incorporating engaging, technology based tools such as flashcard apps may also enhance its effectiveness. Additionally, testing the method on larger or more diverse student groups can help assess its broader applicability. Comparative studies with other learning strategies may offer deeper insights into improving grammar instruction.

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