

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Teaching Grammar and Flashcards

1. Teaching Grammar

a. Definition of Grammar

Many people think that grammar is a rather boring school subject which has little use in a real life. Grammar is considered important, because grammar is a basic knowledge of language to understand English perfectly. It is important to know the definition what is grammar before studying present continuous tense. We need a theory of grammar or language which helps us understand how text works. English teacher need to know how a text works so they can explicitly help learners learn how to understand and produce text spoken and written in various contexts for various purposes.¹ According to Martin Parrot, grammar is not the most important thing in the world but if you make a lot of mistakes you may be more difficult to understand, and some kinds of people may look down on you or not take you seriously. Hardly any body speaks or writers a foreign language perfectly, but you will communicate more successfully if you can make your English reasonably correct.²

There are some definitions about grammar. Scot Thronbury defines grammar as a description of the rules for forming sentences including an account of the meanings that these forms convey and he said that grammar adds meanings that are not easily inferable form the immediate context.³ Geoffy Lech explained that grammar is a set of rules which do not allow others, otherwise they would not be able to

¹ Linda Gerot and Peter Wignell, *Making Sense of Functional Grammar*, (Australia: Antipodean Educational Enterprises (AEE) 1995, Page.3

² Michel Swan and Catherine Walter, *How English Works A Grammar Practice Book with Answer*, (China: Oxford University Press, 2002), Page.2

³ Scot Thronbury, *How to Teach Grammar*, (England: Person Education Limited, 1999), Page 13.

put words together in a meaningful way.⁴ According to James Scrivener, grammar are:

- Rules about sentence formation, tenses, verb patterns, etc in reference book.
- The moment by moment structuring of what we say as it being spoken.
- Exercises (fill in the gap, multiple choices, etc) about tenses, etc.
- Our internal database as to what are possible or impossible sentences.

Furthermore, according to Linda Gerot and Peter Wignell, grammar is theory of language, of how language is put together and how it works. More particularly, it is study of wording.⁵

From some definitions above, we know that grammar accurately has significant roles in learning and teaching a certain language, so grammar is very important and very useful it can be summarized that it is important to understand meaning of the individual words in a sentence by using appropriate rules.

b. Type of Grammar

Grammar covers tenses, words order, modals, preposition, and adjective and other structure items. There are 16 tenses in English.⁶ As we know so far, each tense has rules of its own. It makes the students confused and frustrated to use tenses correctly and also there are no tenses in Indonesian language. It is one of difficulty problem in studying English.

There are four forms of tenses that indicate the certain time of action. They are present, past, future and perfect.

⁴ Geoffy Lech, Margaret Deuchar and Robert Hoogrenroad, *English Grammar for to Day a New Introduction*, (Mac Millan: The English Association). Page 3

⁵ Linda Gerot and Peter Wignell, *op.cit.*, Page.2

⁶ George Wilkinson and Deny Hariyanto, *Complete English Grammar*, (Jakarta: Pustaka Indonesia), Page 272.

1) Present Tense

Present tense describes habitual action, routine or thing that are generally or always true. Using time expression as follow: always, often, sometimes, seldom, every day, every year, etc.

2) Future Tense

Future tense describes the action that happened in the future time. Using time expression as follow: Tomorrow, next week, next month, etc.

3) Past Tense

Past tense is used to express actions that happened in the past. The time signals which used in the past tense are; yesterday, ago, last week, last month, for three years ago, etc.

4) Perfect Tense

Perfect tense is used to express actions that happened before another time or even.

As we know there are 16 tenses in English. But concerning this research, the researcher only takes Present Continuous Tense as tense used as research in this thesis. So here the researcher only will describe about Present Continuous Tense.

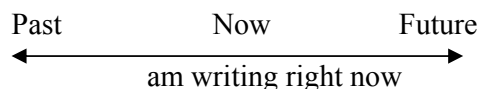
c. General concept of Present Continuous Tense

The Present Continuous Tense is called *the Present Progressive*. It describes temporary action happening at the moment of speaking or over a longer periode of time in the present.

Functions of Present Continuous Tense:

1) Action happening at the moment.

It means to describe actions happening at the moment of speaking. These actions are often temporary. Common time words and expressions used with this meaning of the present progressive include now, right now, and at the moment.

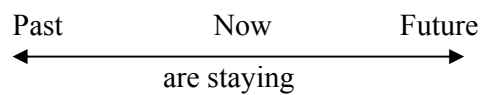


For example: - I am writing postcard right now.

- Snow is falling.

2) Action happening over a longer time.

It means to describe action happening over a longer a period of time. These actions are also often temporary. Common time words and expression used with this meaning of the present progressive include these days, this year, this semester, this week, to day and this afternoon.



For example: - We are staying in a hotel this week.

- I'm seeing Jane a lot these days.

- They are not skiing this afternoon.⁷

3) To talk about changes, development, and trends.

For example:

- The growing number of visitors is damaging the footpaths.

- I'm beginning to realize how difficult is to be a teacher.

4) To emphasize that something is done repeatedly, we can use the Present Continuous Tense with words like always, constantly, continually, or forever.

For example:

- There are constantly having parties until the early hours of the morning.⁸

5) To talk about activities happening in the near future, especially for planned future events.

For example:

- I am seeing my dentist on Wednesday.

- Polly is coming for dinner tomorrow.

⁷ M. Kathleen Mahnke and Elizabeth o'dowd, *Grammar Link*, (USA: Houghten Mifflin Company, 2005), Page 18

⁸ Martin Hewings, *Advance Grammar in Use with Answer*, (England: Cambridge University Press, 2000), Page 4

- Are you doing anything to night?
- We are not going on holiday next week.
- I am meeting my father at the airport at 5 o'clock tomorrow.⁹

The pattern of Present Continuous Tense:

(+) subject + is/am/ are + V ing Affirmative form

(-) subject + is/am/ are + not + V ing Negative form

(?) Is/am/ are + subject + V ing Question form.¹⁰

We make the present continuous tense by adding -ing to the base verb. Normally it's simple - we just add -ing. But sometimes we have to change the word a little. Perhaps we double the last letter, or we drop a letter. Here are the rules to help you know how to spell the present continuous tense.¹¹

Basic rule	Just add -ing to the base verb:	
	work	> working
	play	> playing
	assist	> assisting
	see	> seeing
	be	> being

Spelling of – ing

(1) Verbs that end in -E	(a)hope Date Injure	Hoping Dating Injuring	- Ing form: if the word ends in-E, drop the-E and add – Ing.
(2)Verbs that end in a vowel and a consonant	One Syllable Verbs (b)stop Rob Beg (c) Rain Fool Dream	Stopping Robbing Begging Raining Fooling Dreaming	1 vowel 2 consonant 2 Vowel 1 Consonant

⁹ M. Kathleen Mahnke and Elizabeth o'dowd, *op cit*. Page 19.

¹⁰ Martin Parrot, *Grammar for English Language Teaching*, (United Kingdom: Cambridge University Press, 2004), Page .157

¹¹http://www.englishclub.com/grammar/verb-tenses_present-continuous_quiz.htm.
Assessed on 30/03/2010.

	Two Syllable Verbs (d) Listen Listening Offer Offering Open Opening (e) Begin Beginning Prefer Preferring Control Controlling	1 st Syllable Stressed 1 Consonant. 2 nd Syllable Stressed 2 Consonant.
(3) Verbs that in two consonant	(f) Start Starting Fold Folding Demand Demanding	If the word ends in two consonant, just add the ending. .
(4) Verb that in - Y	(g) Enjoy Enjoying Pray Praying Buy Buying (h) Study Studying Try Trying Replay Replying	If -Y is preceded by a vowel, keep the- Y. If -Y is preceded by a consonant- Ing form: keep the-Y, add- Ing.
(5) Verb that end in- IE	(i) Die Dying Lie Lying Tie Tying	- Ing form: change - ie to- Y, add- Ing.

* Exception: If a verbs ends in- EE, the final- E is not dropped: seeing, agreeing, feeling.¹²

There are certain verbs can't use in Present Continuous Tense because these verbs are not normally action as follow:

- Agree - Know - Understand - Smell
- Believe - Prefer - Hate - Recognize
- Consider - Remember - Forget - Belong
- Except - Wish - Realize -Doubt.
- Like - Want - Have
- Taste - Deny - Sound

For example: - I love you not I loving you.

- Udin likes the apple not Udin liking the apple.

- They agree with you not They agreeing with you¹³

¹² Betty Schramper Azar, *Understanding and Using English Grammar Second Edition* (New Jersey: United States of America,1989), Page 9

¹³ Fuad Mas'ud, *Essential of English Grammar a Practical Guide*, (Yogyakarta: BPFE Yogyakarta, 2005), Page 19

2. Methods in Teaching Grammar

According to Richard and Rodgers, method is an overall plan for the orderly presentation of language material, no part of which contradicts and all of which based upon the selected approach. An approach is axiomatic, a method is procedural.¹⁴ The teachers in teaching learning English has to able to make the interesting materials for the students, and they have to know all kinds of method in order to be able to use one of them when situation demands it. The creativity of teachers will get a good result. In order to get a good result, the teachers use a method of teaching learning. Diane Larsen and Freeman proposed some methods in teaching tenses:¹⁵

a. The Direct Method

Teachers who use the direct method believe students need to associate meaning and the target language directly. In order to do this, when the teacher introduces a new target language word or phrase, he demonstrates its meaning through the use of realia, pictures, or pantomime; he never translates it into the students' native language. Students speak in the target language a great deal and communicate as if they were in real situations. Grammar is taught inductively, that is the students are presented with examples and they figure out the rule or generalization from the examples. An explicit grammar rule may never be given. Students practice vocabulary using new words in complete sentences. In this method, vocabulary is emphasized over grammar. Some examples in teaching Present Continuous Tense nouns by using flash cards are Guess the Card and Drills. The process of application it self can be seen in the applications of flashcard as teaching aid to teach Present Continuous Tense.

¹⁴ Jack C Richards and Theodore S. Rodgers, *Approach and Methods in Language Teaching*, (United Kingdom: Cambridge University Press, 2001), Page 19

¹⁵ Diane Larsen and Freeman, *Techniques and Principles in Language Teaching*, (English: Oxford University Press, 1986), Page

b. Total physical Response

In this method, a language teaching method builds around speech and action; it attempts to teach language through physical (motor) activity. First phase, the teacher issues commands to the students, for example in words: walk, stop, turn, etc. then the teacher performs the actions with them. In the second phase, the students demonstrate that they can understand the commands by performing them alone. The teacher next recombines elements of the commands to have students develop flexibility in understanding unfamiliar utterances. These commands, which students perform, are often humorous. After learning to respond to some oral commands, the students learn to read and write. When students are ready to speak, they become the ones who issue the commands. Sometimes the teacher gives commands quite quickly, and students initially learn one part of the language rapidly by moving their bodies. The translation is used if the material that is given by the teacher form abstraction. Grammatical structures and vocabulary are emphasized in this method. Some examples in teaching Present Continuous Tense nouns by using flash cards are The Mime Trick Game and Act it Out. The process of application it self can be seen in the applications of flashcard as teaching aid to teach Present Continuous Tense.

c. Audio Lingual Method

In this method, the teacher using audio aid to teach his or her students. Drills and dialogue are basic of audio lingual classroom practice. A dialogue provides as illustrate situation might be use as well as the target language. Dialogues are used for repetition and memorization. The students follow the teacher directions and respond as accurately and rapidly as possible. For example in teaching Present Continuous Tense nouns by using flash cards is Drills. The process of application it self can be seen in the applications of flashcard as teaching aid to teach Present Continuous Tense.

d. Grammar Translation Method

Students are taught to translate from one language to another. Often what they translate are readings in the target language about some aspect of the culture of the target language community. Students study grammar deductively, that is they are given the grammar rules and examples are told to memorize them, and then are asked to apply the rules to other examples. They memorize native language equivalents for target language vocabulary words. In addition, for example in teaching Present Continuous Tense nouns by using flash cards is flashcard sentence. The process of application it self can be seen in the applications of flashcard as teaching aid to teach Present Continuous Tense.

e. Communicative Language Teaching

Students use the language a great deal through communication activities such as games, roles play' and problem solving tasks. Another characteristic of CLT is the use of authentic materials. It is considered desirable to give students an opportunity to develop strategies for understanding language as is it actually used. Finally, we noted that activities in CLT are often carried out by students in small groups. Small numbers of students interacting are favored in order to maximize the time allotted to each student for communicating.

In elementary school not all methods are used by the teacher, the teacher is free to use from certain method. The teacher can mix and combine some methods that suitable for students, situation, and the material lesson. In this study, the researcher uses some of them and combine them in teaching English, she consider that it can facilitate them in teaching and the students will understand about the teacher's explanation easily. For example in teaching Present Continuous Tense nouns by using flash cards is Matching Activities. The process of application it self can be seen in the applications of flashcard as teaching aid to teach Present Continuous Tense.

3. Flashcard

a. Definition of Flashcard

There are some definitions about flashcard. According to Kasihani, flashcards are cards have big size, usually it uses paper rather thick, stiff, and the size is A4. It contains of picture and words. It is classified based on kind and the class such as the flashcards of food, fruits, vegetable, household, transportation and clothes. To avoid misunderstanding on the pictures of flashcards, the teacher should try or show the flashcards to others before it uses to teach the students. Furthermore it used for all of class. Usually the teacher holds and moves some flashcards is in a pile of flashcards to front side. The movement of cards quickly, may be it is the reason, why does it called by flashcard. Flash is quickly, or a flash, in Indonesia language means “sekilas”. For certainly activities, for describing things, the flashcards can be stocked in board by using blutack in order to not damage the picture. Picture’s colour is more interesting because the student like to colourful picture.¹⁶

But, Azhar Arsyad explained that Flashcards means small cards contain picture, text or symbol to remind and to stimulate the students on certain something. Based on the picture, flashcards usually have 8 x12 cm or it can be adapt by big or small class such as alphabet can be used to practice spelling (in Arabic or English).¹⁷ According to Longman Dictionary, in language teaching flashcards is a card with words, sentence, or pictures. It used as an aid or cue in a language lesson.¹⁸ According to Jeremy Harmer, Flashcards are smallish cards which we can hold up for our students to see.¹⁹ Flashcard is a card

¹⁶ Kasihani K.E Suyanto, *English for Young Learners Melejitkan Potensi Anak Melalui English Class yang Fun, Asyik, dan Menarik*, (Jakarta : Bumi Aksara, 2007), Page 109.

¹⁷ Azhar Arsyad, *Media Pembelajaran*, (Jakarta: PT Raja Grafindo Persada, 2002), Page 119

¹⁸ John Richard, John Platt, and Heidy Weber, *Longman Dictionary of Applied Linguistic*, (England: Longman Group UK Limited, 1985), Page 107.

¹⁹ Jeremy Harmer, *The Practice of English Language Teaching*, (Malaysia: Associated Companies Troughs the World, 2002), Page 134

with words or numbers of pictures that are flashed to a class by the teacher.²⁰ A flashcards is a type of study aid that is designed to present an individual with a single unique question or problem that relates to a specific topic. Usually each flashcard is simply in index card or sheet of paper that has the question, problem, or situation to consider on one side of the card and the answer to the question or problem or the evaluation of the situations on the other side of the card. As a result, flashcards are very simple but very effective way for an individual to study a particular topic. In fact there are key advantages to use flashcards in studying for an exam, interview, or other similar purpose.²¹ And according to Sarah Phillips, Flashcards are picture cards which an invaluable way of introducing and revising vocabulary and it can used to drill simple structure and function.²²

From some definition above, flash card is card bearing picture and word given by the teachers when they are explaining the material to their students. It helps the teacher to handle and teach the material to the students easily. Flashcards have various sizes based on student's specific need. They are colorful which is used to memorize and understand new vocabulary. Beside it, flashcard is one of visual aids which are used to make the students more interest and enjoy in teaching learning process and to improve student's understanding on the material given by the teacher.

According to Jeremy Harmer Flashcard can also be used for creative language use. Students are asked to write a description of a flashcards, and they are asked to invent the conversation taking place between to people in a picture or in a particular role play activity, then

¹⁹ Kasihani K.E Suyanto. *op.cit.*, Page 109

²⁰ <http://C:/Documents%20and%20Setting/Client/My %20 Documents/Flashcard%203/ht.mudents>. Assessed on 12/12/2009.

²¹ <http://www.studytechniques.org/wwwwhy-study-with-flashcard-html> Assessed on 17/12/2009.

²² Sarah Phillips, *Young Learner Resource Books for Teacher*, (Hongkong: Oxford University Press, 2001), Page.69

they are asked to answer question as if they were the character in a famous painting. Flashcards can be made in a number of ways, it can be taken pictures from magazine and stick them on card. It can be drawn. It can be bought reproductions, photographs, and poster from shops or photocopy them from a variety sources. The teacher should check copyright before doing this.²³

In using flashcards, it requires considerable attention about way of handle and move when we will change the picture. Pictures have to clear enough if seen by students and it moved quickly from back side to front side. In making flashcards, there are three criteria as below:

- 1) Flashcard should visible and is big and clear enough so that all of students can see detail.
- 2) The picture on flashcard has to convey the message clearly, not confuse or describe something that confused.
- 3) The way of use flashcard must be correctly²⁴

In addition, in using flashcard has to appropriated with material that will be taught to students and the teachers should check copyright before they give to their student.

b. Flashcards as Teaching Aids

As foreign language, English is not used daily in society, English is considered difficult subject studied for the students. So it needs approach consideration and strategy. In studying English in order to be easy and interested. English teacher should use a variety of teaching aids to explain the material. The teachers should use an effective strategy, creative and able to adapt when they are teaching student in teaching and learning process. If the teachers use one method, students are bored the subject.

According to Eastern Kentucky University (EKU), a good aid is like a window, it should not call attention to it self. It should just let

²³ Jeremy Harmer, *op.cit.*, Page .136

²⁴ Kasihani K.E Suyanto, *op.cit.*, Page 106

in the light. Teaching aids provide a means of literating lesson and give opportunity to learn in a new light. More than classroom decoration, they are designed to teach, illustrate and reinforce lesson. They can be broken down into four board categories, there are bulletin boards, charts, flashcard, manipulative and experiment.²⁵

In other words, Teaching aids are called media. Media come from latin language “ medius”. It means is middle, intermediary or companion. In Arabic, media are intermediary (وسائل) or message delivery from the sender to the receiver.²⁶ Association for Education and Communication Technology (AECT) defined that media is all tools used to information delivery process. Furthermore education Association (NEA) explained that media as tool can be manipulated, seen, heard, read or spoken and good instrument used in teaching learning activity. It can give influence instructional effective program.²⁷ According to Romiszowski, media is any extension of man which allows him to affect others people who are not in face to face with him. Communication media there are letter, television, film, radio, something printed and telephone.²⁸

In general there are three kinds of media as below:

- 1) Visual aid
- 2) Audio aid
- 3) Audio visual aid

Visual aid is media which can be seen and be touched by students. There are picture, photo, real object, map, miniatur, and realia. Visual aid is often used by the teacher are picture, flashcards, and realia.

²⁵ [http :// www -ciao.co.UK /Early Learning Fun Flashcards 6635751](http://www-ciao.co.UK /Early Learning Fun Flashcards 6635751) Assessed on 22/12/2009

²⁶ Azhar Arsyad. *op.cit.*, Page 16

²⁷ Asnawir and M. Basyiruddin Usman, *Media Pembelajaran* (Jakarta: PT Intermedia, 2002), Page 33.

²⁸ Kasihani, *op.cit.*, Page.100

Audio aid is text and material recorded which used for listening skill and understanding oral discourse. It can be heard. Such as radio and cassette recorder.

The last is Audio visual Aid. It is media which can be heard and seen. Such as TV and film. Usually it shows story, event, or condition in another place. The picture is showed together with information in English and it should selected is based on language development students range.²⁹

From some definitions above. The researcher can make conclusion that media is a tool to convey the message from the teacher to the students. And it can used to stimulate student's idea or understanding students on the material which studied by them.

Visual aids are one of media which make the students can be interested. Visual aids has important role in teaching learning activity. It can make student's understanding easier and to reinforce memory. It also to develop student's interest and give connection between material and real matter. In order to more effective, visual aid should occupied on context has meaning and the students have to interact with the image convinced that created information processing³⁰

There are some definitions of visual aids. A.S. Hornby explained that Visual aids are connected with sight. There are picture, video, etc which used to help student's understanding on the material in teaching process.³¹ According to Merriam and Webster, visual aids are an instructional device (as a chart, map, or model) that appeal chiefly to vision, especially an educational motion picture or filmstrip.³²

²⁹ *Ibid.* Page 102

³⁰ Azhar Arsyad. *Op cit.* Page 89

³¹ A. S. Hornby, *Oxford Advanced Learners Dictionary of Current English*, (Oxford: Oxford University Press, 1995), Page 481

³² Merriam and Webster, *Merriam-Webster's Collegiate Dictionary*, (USA: Merriam-Webster's inc, 2003), Page. 1399.

In English class, teaching learning process should use aid, especially visual aid, there are picture, flashcard, doll, or puppet, realia, miniature or something is real which can brought in the class. According to Kasihani, kinds of picture are served in cards form. There are flash cards, circular cards, flip cards, etc. It is extremely help to fluent teaching learning process. These cards can be used for individual activity, group, and classical.³³ According to Jeremy Harmer, the teacher has always used picture or graphics taken from books, newspaper, and magazine or photographs. It to facilitate learning. Picture can be in the form of flashcards. Flashcards are smallish cards which we can hold up for our students to seen, large wall picture which big enough for everyone to see details, cue cards. They are small cards which students use in pair or group work, and photographs or illustration which is typically in a text book.³⁴

To make in teaching present continuous tense is successful. The teacher needs a teaching strategy. The teaching strategy can help the students to understand present continuous tense easily. Concerning this research, the researcher takes a strategy to use flashcards as visual aids in teaching present continuous tense. Because it help the students not only in improving student's understanding on present continuous tense but also it help them to memorize the intended vocabulary especially action words. Teacher expected can be creative and imaginative in learning and teaching process.

c. The Advantages and Disadvantages of flashcards.

1) The advantages of flashcards.

Flashcards are one of visual aid which can be used in teaching and learning process. It helps the students to understand the material is given by their teacher. There are some advantages of flashcards as follow:

³³ Kasihani K.E. Suyanto. *op.cit.*, Page 102-103

³⁴ Jeremy Harmer, *op.cit.*, Page 134

- a) Flashcards are useful and effective method to help students to study vocabulary.
- b) Flashcards are easy to carry any where, so we do not need to carry heavy books so much because it is really convenient.
- c) Flashcards help in summarizing and memorizing, so by using flashcard the students will not need to study from the book with long pages and a lot of information which it makes the students confused because students will be able to study from the flashcards that contains very simple points.³⁵

2) The Disadvantages of flashcards.

Beside of the advantages of flashcards, there are some disadvantages of them as follow:

- a) Flashcards too expensive and if the teachers want to make it self, they need much time.³⁶
- b) Flashcards are not big enough, usually the students sits in front can see the flashcard perfectly, but the students sits in behind is more dim of sight.
- c) Some students will misunderstand of the teacher explanation based on their knowledge on the material which is explained by the teacher, so the goal is planned can not be achieved.³⁷

According the advantages and the disadvantages above, the researcher concluded that flash cards are one of teaching aid that the students and the teacher need it in order to maintain interest and motivation. There are some advantages of flash cards as follow: flash cards can make creative activity in teaching learning process, flash cards can give motivation to the students in their learning, flash cards can help the students to memorize English word well,

³⁵ [http://wiki .answer.com/Q/ What is advantages and disadvantages of flashcard.](http://wiki.answer.com/Q/What_is_advantages_and_disadvantages_of_flashcard) Assessed on 27/12/2009

³⁶ [Http://www. Ehow.com/ about_5371920_objectives-teaching-aids.html](Http://www.Ehow.com/about_5371920_objectives-teaching-aids.html) Assessed on 30/03/2010.

³⁷ Asnawir and M. Basyirudin Usman. *Op cit.* Page 51

flash cards make the students active in class and reduce the students' boredom, flash cards help the students to give brief description about the things that are being taught, and flash cards are excellent learning tool for the students.

There are some weakness of flash cards as follow: the price of flash cards are too expensive, if the teacher want make flash cards itself, she or he need much time, and if the picture of flash cards are not clear and big enough, the students will misunderstanding about the teacher's explanation when they see flash cards, so the goal that is planned cannot be achieved.

d. Applications of Flashcard as teaching aid to teach Present Continuous Tense.

Flashcards are visual aids can give motivation and stimulation in teaching learning process. It can help the students to improve students' understanding on Present Continuous Tense. Below several applications of Flashcard as teaching aid to teach Present Continuous Tense:

- 1) Drills : Drills of this type can be used with all the flashcard on this site. Be creative the flashcards for one grammatical area of English can easily be adapted for others. Print off the routine verb from the flashcard section. Show your class the flashcards," Drinking a cup coffee". Ask the class, "what is Sally doing in this flashcard?" .The class respond, "She is drinking a cup of coffee". Now ask something like with show another flashcards," Is She eating dinner, Carlos?" .The students respond, "No, She is having breakfast. The students should remember routine verb and they respond the question's teacher based on the flashcard.
- 2) Matching Activities: Students need to match the written flashcards with the pictures in a face down memory game. Half the class has the pictures, the other half has the words. Students questions to

find their “other half”. For example: “What is happening on the flashcard?” Matching races, students in groups race to put the words with the images from two separate piles of cards at opposite end of the class. Remember for these activities. We may need to print multiple copies of the flashcards.³⁸

- 3) Guess the Card: Use the flashcard. Don't show the whole picture. Students try to guess what the people are doing the card and after they guess the card, show them the whole picture.
- 4) The Mime Trick Game: Give flashcard to students and ask them to mime the action. The rest of the class try to guess” what she /he is doing?”
- 5) Present Continuous Pictionary: This game is good for reviewing vocabulary, especially action verb. Choose a student and show him or her flash card picture or whisper a word into his or her ear. The student draws the picture on the board and first student to guess the picture gets to draw the next picture. This can also be played in teams with a point system.
- 6) Describing the action: Present the learners with a set of flash cards with different actions. Ask them to tell you what they see on the card, after getting their opinions. Make a sentence using the present continuous and explain that the action is happening at that exact moment. Call their attention to the structure of the verb phrase. the auxiliary *to be* in the present and main verb -ing, then use the cards again and give them the chance to describe the actions on them, using the correct verb tense.”³⁹
- 7) Act it out: Ask a student to come to the front of the class and show a flash card. The student then acts out that word, and the first student who guesses the word can be the next player. This activity

³⁸ <http://www.Esl-lounge.com/premium/flashcard-help.php>. Assessed on 12/01/2010.

³⁹ [http://edition.tefl.net/ideas/grammar/fun-games-for-present-continuous/Functions and examples](http://edition.tefl.net/ideas/grammar/fun-games-for-present-continuous/Functions%20and%20examples). Assessed on 30/03/2010.

works well with action verbs, but it can also use to teach concrete nouns words.

- 8) Flash card Sentences: Divide the class into groups of three or four. Give each group the same pictures, or put it on overhead. Instruct the groups to describe the flashcard in as many sentences as possible the time allowed using Present Continuous Tense. The sentences must be grammatically correct and accurately depict what is happening in the picture. Each group read sentences or write them on the board. The group with the most correct sentences wins.⁴⁰

Flash cards can be played with some games. It depends on creativity of the teacher. The teacher can play some interesting games using flash cards to the students. The result, the students will be fun and enjoy in learning. They felt close with their culture, and they did not have feel bore in teaching learning process.

When the students have been interest with flash cards, and like to study with play games using flash cards, it will stimulate them to study vocabulary deeply. Indirectly, flash cards help the students who have low motivation in learn new vocabulary. But the teacher also must give motivation to the students in order to learn English well.

According to Siti Tarwiyah, Game can motivate and make challenge.⁴¹ So the researcher was considered that applications of flashcard above can be used as game for teaching Present Continuous Tense. These appropriate and interest for students in Junior High School. Some of them used to teach Present Continuous Tense on seventh graders at MTs YAMIDA.

⁴⁰ Suzanne W. Woodward, *Fun With Grammar*, (United States of America: Prentice Hall Regents, 1997), Page .12

⁴¹ Siti Tarwiyah, *Games, Song, and Practical Ideas to teach Language*, Page 5

B. Previous Researches

The research will describe some works which are relevant to these thesis to make the thesis arrangement easier:

The previous research is from Sutikno (06421273) thesis of Department Of English Language Education Faculty Of Language and arts Education IKIP PGRI Semarang 2009, the title is *The effectiveness Of Teaching Present Continuous Tense Using Picture Method To The First Year Student Of SMP (An Experimental Study on the First Grade students of SMP Negri 2 Dukuh Waru–Tegal in Academic Year 2008/2009)*. He used the picture as a media in teaching Present Continuous Tense. Her methodology of research was experimental study research. He chosen two classes to be result research, one class as control class and the other class as experimental class. He divided them by using random sampling.

For the experimental class, he used picture for student when he was teaching Present Continuous Tense and the other class he did not used picture. He used reliability and validity test, for each classes result of him experiment, the analysis data used quantitative analysis. And the result was significant, picture could be more effective in teaching Present Continuous Tense on the first grade students of SMP Negri 2 Tegal.⁴²

And the second one is from Aprilia Eky Widyarini (03420020) thesis of Department Of English Language Education Faculty Of Language and arts Education IKIP PGRI Semarang 2009, the title is *The effectiveness Of Using flashcard as Teaching Media On The Students' Mastering Of Vocabulary at third graders Of SD (An Experimental Study on with third graders of SD Masehi Mlaten Semarang in the academic year of 2008/2009)*. She chosen two classes to be result research, one class as control class and the other class as experimental class.

⁴² Sutikno, Unpublished thesis under title *The effectiveness Of Teaching Present Continuous Tense Using Picture Method To The First Year Student Of SM (An Experimental Study on the First Grade students of SMP Negri 2 Dukuh Waru–Tegal in Academic Year 2008/2009)*, (Semarang: IKIP PGRI, 2008)

For the experimental class, she used flashcard for students when he was teaching vocabulary and the other class he did not used flashcard. She used non-randomized pre test and post test central design. For each class's result of her experiment, the analysis data used quantitative analysis. And the result was significant, vocabulary could be more effective in teaching vocabulary.⁴³

This research is different from first previous. The different was only on kinds of research. I used classroom action research and he used experimental research. This research is also different from second previous. This research focus on teaching English Present Continuous Tense using flash cards to improve student's understanding with classroom action research approach, so as researcher, I just need one class. The participants were students on seventh grade at MTs YAMIDA. I made some cycles in the teaching learning process to repair methods and strategies that should the teacher uses in teaching learning process, with this research could improve and increase teachers' skill in teaching English and also to get some solves from the problem that faced by the teacher. The researcher used observation and test as instrument. The similarities this research with the second previous is the use flash cards as visual aid in teaching Present Continuous Tense on seventh grade.

⁴³ Aprilia Eky Widyarini, Unpublished thesis under title *The effectiveness Of Using flashcard as Teaching Media On The Students' Mastering Of Vocabulary at third graders Of SD (An Experimental Study on with third graders of SD Masehi Mlaten Semarang in the academic year of 2008/2009)*, (Semarang: IKIP PGRI, 2008)