IMPROVING THE STUDENTS IN THE SUCCESS OF LEARNING THE SIMPLE PRESENT CONTINUOUS TENSE THROUGH "WHAT ARE YOU DOING" GAME" (A Classroom Action Research on the 8th grade students of SMPN 01 Donorojo in the Academic Year of 2014/2015)

THESIS

Submitted in Partial Fulfillment of the Requirement for Degree of Bachelor of Education in English Language Education



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SUCCESS OF LEARNING THE SIMPLE PRESENT CONTINUOUS TENSE THROUGH "WHAT ARE YOU DOING" GAME" (A Classroom

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ABSTRACT

Title : "IMPROVING THE STUDENTS IN THE

SUCCESS OF LEARNING THE SIMPLE PRESENT CONTINUOUS TENSE THROUGH "WHAT ARE YOU DOING" GAME" (A Classroom Action Research on the 8th grade students of SMPN 01 Donorojo in the

Academic Year of 2014/2015)

Writer : Viska Yunilia Anggraini Wulansari

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This research is focused on Grammar, especially the present continuous tense. Based on the preliminary research process, it appear that learning the present continuous tense is not easy, in the fact many students got difficulty in understanding and applying of using the present continuous tense, because of those, students could not express and develop their idea and their understanding about present continuous tense. In this research, the researcher implemented WAYD game in learning the present continuous tense to improve the students' ability in understanding, memorizing, and identifying the present continuous tense. The objectives of this research are: (1) To describe how "What Are You Doing" game technique is implemented in junior high school. (2) To discuss how "What Are You Doing" game technique can improve students in learning the present continuous tense.

The research design was classroom action research that consists of three cycles. Observation, test, questionnaire, and field notes were used to collect the data. This research was conducted in SMPN 01 Donorojo Jepara in the academic year 2014/2015 in eight grade students. The implementation of WAYD game in learning the present continuous tense on the eight grade students of SMPN 01 Donorojo Jepara in the academic year of 2014/2015 was conducted in three cycles including cycle one, cycle two, and cycle three. The participant of this research was 38 students in class VIIIth D.

The result of this research showed that there was improvement of students' ability in answering questions about the present continuous tense after being taught using WAYD game. It could be seen from the result of the test and observation from the first cycle to third cycle. The students' participant in the whole teaching learning process got improvement in every cycle. The lowest average score of students' participation was 64% in pre cycle. The highest average score of students' participation was 86.67% in third cycle. The students' participation in teaching learning process got improvement and it was followed by improving the students' score in answering questions about the present continuous tense. The lowest mean of students score was 65.51 in pre cycle. The highest mean of students score was 81.53 in third cycle.

In line with the result, the researcher suggests that WAYD game technique is one of the effective techniques as to increase students' ability in learning grammar especially the present continuous tense. This result hopefully would motivate teachers to use WAYD game in their classroom, especially when teaching the present continuous tense on the eight grade students of junior high school.

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motivate the researcher to finish this thesis.

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Finally, the researcher realizes that this thesis is far from being

perfect. Hence, constructive critics and advises are really expected.

The researcher hopes this thesis is useful for all us. Amen

Semarang, 04 June 2015

The Researcher,

Viska Yunilia A.W

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LIST OF ABBREVIATION

WAYD : What Are You Doing

CHAPTER I

INTRODUCTION

A. Background of the Research

As an international language, English is used in many countries over the world. In Indonesia, English is the first foreign language to learn especially at junior high school, senior high school and some at the universities. The goals of teaching English and the materials taught among the three levels of education are different. However, they share the same general objective; i.e. their graduates are supposed to be able to use the language well, both orally and in written forms.

Learning English means that we learn not only four basic skills are: listening, speaking, reading, and writing in order to speak and write English correctly. One of the language components is grammar. The students who study English need to learn grammar so that they can use English well.

Learn English grammar is important because it is the key for us to communicate with the other person especially with foreign people because English is foreign language for us actually for student who is the new in learn of it.

As mentioned in Qur'an surah Ibrahim 24:

"See you not how Allah sets forth a parable? A good word as a good tree, whose root is firmly fixed and its branches (reach) to the sky (e.g. very high)".¹

Actually, the verse above has mentioned in the commentary of al-Maraghi, that God likens a good sentence, fruitful, beautiful to see, fragnant, principally imbedded strongly in the soil, which is therefore not easily uprooted, and the branch's towered into the air.² Let's put this verse in the success of learners in acquiring language is influenced by some factors. One of them is grammar. "A good word" that is a parable with "A good tree". Grammar is as one of the important factors which are a parable with the root of the tree, which is firmly fixed in the ground. It means that one should conquer the basic knowledge of grammar in order to be able to communicate grammatically.

Based on the preliminary research process at 14th November 2014 in eighth grades at SMP N 01 Donorojo, it appear that learning Present Continuous tense is not easy. Many students got difficulty in understanding and applying of using grammar in answer the questions. The researcher observed the teaching learning. 2013 curriculum is curriculum that is applied in SMPN 01 Donorojo.

¹Muhammad Taqiudin Hilali and Muhammad Muhsin Khan, "The Nobel Qur'an in the English Language", rretrieved from http://www.dar-us-salam.com/TheNobleQuran/index.html, accessed on February 15, 2013.

² Ahmad Musthafa Al-Maraghi, "*Terjemah Tafsir Al-Maraghi 13*, (PT. Karya Toha Putra Semarang, 1994), p. 278

The English language teacher only explained and wrote the material in the whiteboard. It made students felt difficult and bored in learning the material. So, the teacher did not have the students' attention.

Incorrectly in using "to be" and how to spell verb to become present participle are some of problems when student answer the questions. Such as the subject "they" the student add to be "is or were, etc. "and then in spell verb, such as "make" the student changes in present participle become "making", etc.

There are a lot of techniques that can be used in teaching the present continuous tense. One of the techniques of teaching the present continuous tense is through game. Games and activities are effective for developing communication and building team spirit and learning how to solve problem together. In addition, it can develop verbal improvement, mime and movement skills that can help the students to communicate physically. The games are suitable for adults or children and can be used as ice –breakers or refresher that stimulates them to warm up the group in order to lead on or encourage them in more advanced activities. There are alot of number of games, for example Clap Around The Circle, Count to 20, Zip-zap boing, What Are You Doing game, and One Two Three game. Here, the researcher chooses "What Are You Doing" or only called as WAYD game, because the type of this game is interesting, unique and can elicit students' creativity, be sides that this game

very suitable to be implemented in teaching the present continuous tense, because this game give expression what we do right now.

According to the result of research entitled "Teaching Drama to Senior High School Students through "What Are You Doing" Game (The case of the eleventh Grade Students of SMA N 1 Pemalang in the Academic Year 2008/2009)", that WAYD game can help students in the success of learning drama in giving rehearse the students to be brave, speak loudly, confidently, and fluently, the students can dramatize the script easier and faster, and also the students can develop their speaking ability. This research was written by Dwi Setyowati, a student of English Department Faculty of Languages and Arts Semarang State University.

This game was created by Jeannie LaFrance on 1998. She was the director of Act for Action-Theatre for All. Act for Action was an organization that used theater as a vehicle for community building, education, and social change. Act for Action worked with high schools, community organizations social service agencies, and universities. The programs included interactive performances, theater workshops, conflict resolution and leadership trainings, team building, and technical assistance. Many actors and theatre students in America used this game. There, *WAYD* game was applied for the students in age 10 and up and the number of participants was 8-40. If there were too many

people in the circle, some would not get the chance to participate.³

In this game, students sit or stand in circle. The first person (A) starts miming an activity, such as eating an apple. The person (B) says "what are you doing?" A keeps miming and at the same time says the name of a different activity. For example, if A was miming eating an apple, they can say, "I am playing the guitar". B then starts playing a guitar. A stops his/her mime. Now the third person (C) asks B, "what are you doing?" B keeps playing the guitar and says names a different activity, which C must mime, and so it goes on.⁴

Adapted from the real rule game above, the researcher changed the rule game. Students sit or stand in circle. The first person (A) starts miming an activity, such as eating. The second person (B) says "what are you doing? Are you drinking?" A answer what she or he did. For example A must answer "No, I'm not. I am eating". To make a game continue to be played, A must add "now, what are you doing?" in the end. For example A answer "No, I'm not. I am eating. Now, what are you doing?". B then starts miming a different activity. A stops his/her mime.

³ Dwi Setyowati, Teaching Drama to Senior High School Students through "What Are You Doing" Game (*The case of the eleventh Grade Students of SMAN 1 Pemalang in the Academic Year 2008/2009*) 'Thesis,' (Semarang: UNES, 2009) p. 22

http://www.interplaytheatre.com/Games/WhatAreYouDoing.html, accessed on June 29, 2014.

Now the third person (C) asks B, "what are you doing? Are you sleeping?" for example B playing a guitar, so B must answer "No, I'm not. I am playing a guitar. Now, what are you doing?". C then miming a different activity, and so it goes on. The underline means that the verb can be changed based on a verb behind the card of picture. Before practice the game, the teacher will divide a card of picture. A card of picture contain of kind a verb in picture to be mime and behind the picture there is kind a verb in word to be interrogative sentence.⁵

To make teaching learning process run well, the researcher wants to propose an alternative other then teachers centered approach or other, that is the one which commonly known as "What Are You Doing" game. The objective of this game is for student to easier understanding of meaning when they talk with other person of they are communicate also in comprehending the reading text or writing.

This research focus on verbal sentences in the form of positive, negative, and interrogative sentences. So the teacher will teach the students about positive, negative, and interrogative sentences then implemented it in WAYD game. The teacher will divide a card of picture that contain picture of action verb that must be mimed and behind of picture there is a word of verb that must be made as interrogative sentence. The cycle game is A will

⁵See appendix 3

asked by B, B will asked by C, C will asked by D, and so on. For more explicit:

A was miming eating (based on the card of picture)

B: "what are you doing?" Are you <u>playing basketball</u>?

(The underline based on the behind of his/her picture they get)

A: No, I'm not. I'm eating. Now, what are you doing?

A was stopped his/her mime then B starts mime based on his/her picture.

Note: Each card of picture there are two kinds of activity. Activity one to be interrogative sentence and another activity to be mimed.

There should be no repetition and no similar activities. For example if one student is miming climbing a ladder he can not say, "climbing the stairs". Equally, he should not name an activity that look like the one already actually done. For example, if he is cleaning a window he can not say "waving good bye" because it looks very similar. If he does it, he will get the punishment. The punishment is up to the teacher and friends' agreement, for example he is asked to tell the story, practice a poem, sing a song or act something.

WAYD game is very effective technique to teach the present continuous tense. Students need to practice verbs that have to be mentioned and acted by the students. This game can assist the students in learning the present continuous tense, such

as memorizing the verbs, sentences, the pattern of the present continuous tense, and understand the meaning of the sentence. For that reason, the researcher chooses this game as her topic of this final project. Therefore, the title of the research is "IMPROVING THE STUDENTS IN THE SUCCESS OF LEARNING THE SIMPLE PRESENT CONTINUOUS TENSE THROUGH "WHAT ARE YOU DOING" GAME" (A Classroom Action Research on the 8th grade students of SMPN 01 Donorojo in the Academic Year of 2014/2015)

B. Reasons for choosing the Topic

There are some reasons for choosing the topic:

- The researcher wants to try WAYD game as a technique to teach the present continuous tense to junior high school students.
- 2. By teaching the present continuous tense through WAYD game, the researcher hopes that the students are helped in learning present continuous tense and building a high confidence.
- 3. The researcher hopes through WAYD game, the students can improve their speaking skill.

C. Questions of the Research

This research is aimed to answer the following questions:

1. How is "What Are You Doing" game technique implemented in junior high school?

2. How can "What Are You Doing" game technique improve the students in the success of learning the simple present continuous tense?

D. The Objectives of the Research

Based on the problem above, the aims of this research are as follow:

- 1. To describe how "What Are You Doing" game technique is implemented in junior high school.
- To discuss how "What Are You Doing" game technique can improve the students in learning the simple present continuous tense.

E. Limitation of the Research

To limit the research, the researcher will only discuss such as follow:

- 1. This research is done at the 8^{th} Grade Students of SMP N 01 Donorojo Jepara in the Academic Year of 2014/2015.
- This research talked about the implementation of "What Are You Doing" game in learning the present continuous tense. It is done to find the effective way to teach the present continuous tense.

F. Pedagogical Significances

This research is important for some reasons to know the significance of the research. It can contribute some benefits as follows:

a. For the teacher

In this research, WAYD game technique can develop understanding on new insight to English teachers in English courses as well schools in the implementation of teaching of the present continuous tense effectively.

b. For the students

In this research, WAYD game technique can assist the students in learning the present continuous tense, such as memorizing the verbs, sentences, the pattern of the present continuous tense, and understand the meaning of the sentence.

c. Further Researches

The researcher expects that after reading this research, hopefully, this research can give new insight of learning the present continuous tense effectively in interesting technique.

CHAPTER II

REVIEW OF THE RELATED LITERATURE

A. Theoretical Framework

The theoretical framework in this chapter explained about the general concept of the present continuous tense and the general concept of "What Are You Doing" game.

1. General Concept of the Present Continuous Tense

Present continuous tense is often be used in our daily activity. We use it to describe our activity that was still in progress when we said it. There are some general concepts related to present continuous tense, they are: the definition, the form, and the way to spell the present continuous tense.

a. Definition of the Present Continuous Tense

Tense is different forms, which a verb assumes to indicate the time of action or state. According to A.S. Hornby "Tense is verb forms that shows time; the present/past". Etc. ⁶ Meanwhile, Betty Schrampfer Azar said "The tenses say that an action begins before, is I progress during, and continues after another tome or action.⁷

⁶ A.S. Hornby, *Oxford Advance Learner's Dictionary of Current English*, (Oxford: Oxford University Press, 1987), p. 891

⁷Betty Schrampfer Azar, *Understanding and Using English Grammar Second Edition*, (London, Prentice-Hall, Inc. 1989), p. 3

From the definition above the researcher conclude that tense is a verb that could be change agreed with the time that is show.

There are many kinds of tense in grammar, one of them is the present continuous tense that will be discussed in this paper.

The Present Continuous is also known as the Present Progressive Tense.⁸ As Jeremy Harmer said "Continuous verb (also called progressive) are formed by adding '-ing' to the base form and using it with the verb 'to be', e.g. 'She is writing a letter'.⁹

b. The Form of the Present Continuous Tense

The continuous forms represent action or events, or series of action or events, viewed at some point between their beginning and end. They imply that an action or series of action has already begun but is not yet completed. At the same time, they indicate that the duration of the action or series of action is limited.¹⁰

⁸Michael Swan, *Practical English Usage*, (Oxford: ELBS/ Oxford University Press, 1987), p. 500

⁹Jeremy Harmer, *How to Teach English*, (Pearson Education Limited, 2005), p.40

¹⁰B.D. Graver, *Advanced English Practical Second Edition*, (Oxford: Oxford University Press. 1997), p. 56

According to A.J. Thomson and A.V. Martinet the present continuous tense is formed with the auxiliary verb be + the present participle:¹¹ Which are consist of four form, they are:

i. Alternative statement

We form the affirmative statement by using this Formula:

For example:

| Subject | To be | Present Participle | Object |
|-------------|-------|-----------------------|--------|
| I | Am | Reading | a book |
| You/We/They | Are | Reading | a book |
| She/He/It | Is | Reading | a book |

ii. Negative statement

To make negative statement, we put 'not' after the auxiliary 'be' 12:

Formula:

¹¹A. J. Thomson and A. V. Martinet. *A Practical English Grammar Fourth Edition*, (New York: Oxford University Press, 1986), p. 153

¹² Raymon Murphy, *Essential Grammar in Use*, (Cambridge: Cambridge University Press, 2007), p. 16

For example:

| Subject | To be | Not | Present Participle | Object |
|-------------|-------|-----|-----------------------|--------|
| I | Am | Not | Reading | a book |
| You/We/They | Are | Not | Reading | a book |
| She/He/It | Is | Not | Reading | a book |

iii. Interrogative Statement

To make an interrogative statement, we put the form of 'be' before the 'subject':

Formula:

For example:

| To be | Subject | Present Participle | Object |
|-------|-------------|-----------------------|---------|
| Am | I | Reading | a book? |
| Are | You/We/They | Reading | a book? |
| Is | She/He/It | Reading | a book? |

c. The Way to Spell the Present Continuous Tense

Something that must written concerning with form of the present continuous tense is the process of making the infinitive into ing-form. Because each verb has different form, so there are different ways to form it. Here the researcher try to explain some ways to spell the present participle:

1. A final 'e' that is not pronounced is dropped

Drive driving

Make making

Write writing

However, a final 'ee' is retain

Agree agreeing

See seeing

2. A final consonant letter (except h, w, x, y), preceded by a single vowel letter, is doubled in words of one syllable.

Get getting

Shop shopping

Run running

But fix (end in 'x') fixing

Sleep (two vowel letters before consonant) sleeping

3. A final consonant letter (except h, w, x, y), preceded by single vowel letter, is double in words accented on the last syllable

Swim swimming

Sit sitting

4. A few verbs end in 'ie'. The 'ie' in some vocabularies of these verbs chargers to 'y' when the 'ing' ending is added

Die dying

Lie lying

2. General Concept of "What Are You Doing" Game

WAYD game is a new technique to teach present continuous tense. There are some general concept of WAYD game, they are: the definition, the rule, the advantages and the disadvantages, and the procedures of WAYD game.

a. Definition of "What Are You Doing" Game

WAYD game is one of the techniques in teaching the present continuous tense, which is suitable for adult or children and can be used as ice-breakers to warm up the group in order to lead on to more advanced activities. WAYD game is a game in which someone says one thing but do another.

b. The Rule of "What Are You Doing" Game

In this game students sit or stand in circle. The first person (A) starts miming an activity, such as eating. The second person (B) says "what are you doing? Are you drinking?" A answer what she or he did. For example A must answer "No, I'm not. I am eating". To make a game continue to be played, A must add "now, what are you doing?" in the end. For example A answer "No, I'm not. I am eating. Now, what are you doing?". B then starts miming a different activity. A stops his/her mime. Now the third person (C) asks B, "what are you doing? Are you sleeping?" for example B playing a guitar, so B must answer "No, I'm not. I am playing a guitar. Now, what are you doing?". C then miming a different activity, and so it

goes on. The underline word can be changed based on the word behind the card of picture. Card of picture contain of action verb in picture to be mimed, and verb in word behind picture to be interrogative sentence.

There should be no repetition and no similar activities. For example if one student is miming climbing a ladder he can not say, "Climbing the stairs". Equally, he should not name an activity that looks like the one he is actually doing. For example, if he is cleaning a window he can not say "Waving good bye" both reveal very similar purposes (meanings). If he does it, he will get the punishment. The punishment is up to the teacher and friends' agreement, for example he is asked to tell the story, recite a poem, sing a song, act something, etc.

c. The Advantages of WAYD Game

There are some strengths of WAYD game, such as:

- 1) These games can assist the student in learning the present continuous tense, such as memorizing the verb, sentences, the pattern, and understand the meaning of the sentence.
- 2) These games can make students easier and fun in learning the present continuous tense.
- 3) This game can build a high confidence.
- 4) This game can be played in large group.

d. The Disadvantages of WAYD Game

As nothing perfect in the world, so does the technique. This game has its own weaknesses, such as:

- 1) This game is complicated to do.
- 2) This game is too long to do.
- 3) This game makes class little crowded.

B. Previous Researches

These below are some researches that have similarities to the researcher's research. These previous researches are used by the researcher as the guideline in arranging his research. They are:

- 1. The research entitled "Teaching Drama to Senior High School Students through *What Are You Doing* Game (The Case of the eleventh Grade Students of SMA N 1 Pemalang in the Academic Year 20082009)". This research was written by Dwi Setyowati, a student of English Department Faculty of Languages and Arts Semarang State University. The similarity with researcher's research is on the game.
- 2. The research entitled "Teaching the Present Continuous Tense through Audio Lingual Method (An Experimental Study at The Second Grade of SMP-IT Al-Binaa Islamic Boarding School Bekasi)". This research was written by Latifah, a student of English Department Faculty of Tarbiyah and Teachers Training "Syarif Hidayatullah" State Islamic University Jakarta. The similarities with researcher's research are on the material focuses on simple present continuous tense and conduct the research at the junior high school students.

3. The other previous research entitled "Using Flashcard to Improve Students' Understanding on Present Continuous Tense (An Classroom Action Research at The 7th Grade of MTs YAMIDA Grobogan in The Academic Year of 2009/2010) This research was written by Siti Inayah, a student of English Language Teaching Department Tarbiyah Faculty Walisongo State Institute for Islamic Studies Semarang. The similarity between her research and the researcher's is on the material.

C. Action Hypothesis

Hypothesis is an assumption or prediction about something that is made to explain something that often demands to do investigation ¹³. The hypothesis of this research is that using "What Are You Doing" game can help Students in the success of learning the simple present continuous tense.

¹³Sudjana, *Metoda Statistik*, (Bandung: Tarsito, 2005) p. 219

CHAPTER III RESEARCH METHODOLOGY

A. Research Design

The design of research used by the researcher in this research is classroom action research. Classroom action research is a research used by a teacher in his class by planning, doing, and reflecting action collaboratively and participative to improve his teaching, and improving students' ability¹⁴. Classroom action research is an action research conducted by teacher in the class. Action research is series of "research-action-research-action-research" to solve the problem.

According to Kemmis and Mc Taggart that is quoted by Suwarsih Madya in her the book "Teori dan Praktik Penelitian Tindakan (Action Research)", Action research is trying new idea in practice as increasing and improving knowledge instrument in curriculum, teaching and learning.¹⁵

Action research is a piece of descriptive research carried out by a teacher in his or her own classroom, without the involvement of other, which is aimed at increasing our

¹⁴Wijaya Kusumah, Dedi Dwitagama, *Mengenal Penelitian Tindakan Kelas*, (Jakarta: Indeks Penerbit, 2010), p. 9

¹⁵Suwarsih Madya, *Teori Dan Praktik Penelitian Tindakan (Action Research)*, (Bandung: Alfabeta, 2007) page 10

understanding rather than changing the phenomenon under investigation. ¹⁶

Classroom action research has a purpose to improve teacher's work, and find out a significant invention operationally, that can be used in teaching learning process¹⁷. The character of this research is contextual, and the result cannot be generalized. There are two kinds of action research that are individual action research and collaborative action research. Classroom action research belongs to qualitative research, although the data can be quantitative.

Qualitative is used to describe data which are not amenable to being counted or measured in an objective way, and are therefore subjective ¹⁸.

Based on the definition above, it can be concluded that action research is done by a teacher systematically. The research solves the problems faced in teaching and learning process. At the same times, to increase the teaching and learning process in the future. By doing action research, the research may give contribution to him/her other teachers and students.

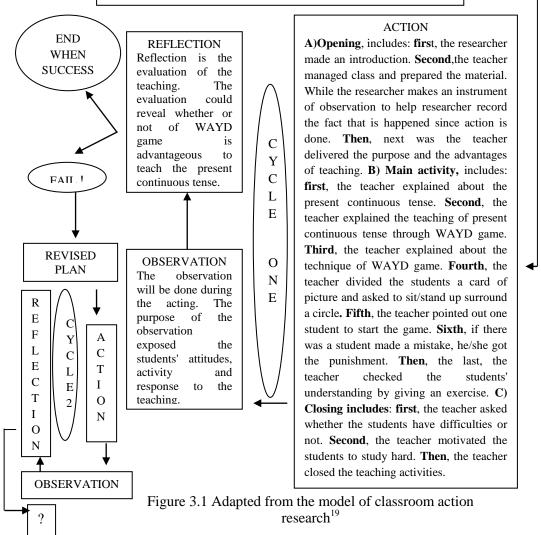
¹⁶ David Nunan, *Research Methodology in Language Learning*, (Cambridge: Cambridge University Press, 2006), page 18

¹⁷Rido Kurnianto and friends, *Penelitian Tindakan Kelas*, (Surabaya: Aprinta, 2009), p. 7

¹⁸ Michael J. Wallace, *Action Research for Language Teachers*, (New York: Cambridge University Press, 1998) p. 38

PLANNING

Before doing the teaching, the researcher coordinated with the English teacher. The coordination related to the time of research, the material, and the way of teaching. The planning stage includes: a) making the lesson plan, b) making the observation, c) making the questionnaire, and d) preparing the device of documentation.



¹⁹ Suharsimi Arikunto, Suhardjo and Supardi, *Penelitian Tindakan Kelas*, page 16

There are four steps in model of classroom action research. They are planning, action, observation and reflection. The designing and explaining of action research that consists of four steps are as following²⁰:

1. Planning

Planning is making design planning. The researcher determines the point or focus of event that is needed to get particular attention to observe. Then the researcher makes an instrument of observation to help researcher record the fact that is happened since action is done. Then, choosing learning strategy is appropriate with need and importance of teacher.

2. Action

Action is the implementation or application of planning. That is used to action in the class. Teacher must remember and obey what have made in planning, but it must do naturally. In this step, the researcher does not report the planning but directly report the implementation. Form and content have must be completed about all of activity, start from preparing to finishing.

3. Observation

Observation is done when action is done. When the teacher does action, the other teacher (researcher) does observe about what is happened when the action is done such students and

 20 Suharsimi Arikunto, Suhardjo and Supardi, Penelitian Tindakan Kelas, page 17-20

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teacher activities whole the teaching learning process. So that they get the data accurately, then they plan the next cycle.

4. Reflection

Reflection is an activity that tells more what have done. Teacher discusses the implementation of action planning with the researcher. When the teacher is ready to tell the researcher about things that has been good and has not, in other word teacher is evaluating-self. If the researcher does action trough some cycles, in the last reflection, the researcher tells the planning that suggested by teacher. The researcher will continue or stop the action.

The four steps in action research are components to form a cycle. Those are a sequence circle activity that comes back to first step. First cycle is from planning design to reflection or evaluation. The mean of action is the cycle. Action research is never singular activity, but it must always sequence activity that come back to the first step. It is called cycle.²¹

The period of time to first cycle is depended on the material. The material is taught only one main material. Reflection can be done if the researcher has felt enough to get experience. It means that the researcher has got information to improve the way that has tried. If it has known the successful and obstruction of action that has done in the first cycle, teacher and

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²¹ Suwarsih Madya, *Teori Dan Praktik Penelitian tindakan (Action Research)*, page 66

researcher determine design to do the second cycle. Teacher will do the successful to make sure the result or will improve the step in obstruction or the difficulties that is found in the first cycle. The decision will be planned to do action in second cycle. Teacher can continue to third, fourth and fifth step if it has done in the second cycle. If teacher has not satisfied, she or he can continue to third cycle in the same the ways and steps.²²

B. Time and Place

This research was conducted in the first semester, 2013 Curriculum is curriculum that is applied; the topic is "What Are You Doing" game in teaching the present continuous tense. The research was conducted in SMPN 01 Donorojo Jepara, because the English teacher ever experience difficulty in teaching the present continuous tense, so the researcher chooses SMPN 01 Donorojo Jepara as the place of the research.

C. Subject and Collaborator

The subject of the research is the eleventh grade students of SMPN 01 Donorojo in the academic year of 2014/2015. There were nine classes (A-F). Every class consists of 35-40 students. The class that was used to the research was 8D; because 8D classes is have low score than others. So, the researcher chooses

 $^{^{\}rm 22}$ Suharsimi Arikunto, Suhardjo and Supardi, $\it Penelitian\ Tindakan\ Kelas,\ page\ 20-21$

8D classes as the subject of the research. The number of students was 39.²³ They were 20 males and 19 females.

Collaborator in classroom action research is person who helps the researcher to collect the data. The collaborator in this research is Mrs. Noviarani Widi Astuti, S.Pd. the English language teacher who teaches 8D grade students in SMP N 01 Donorojo Jepara.

D. Research Procedures

1. Preliminary Visit

The researcher visited the school at 20th October 2014 to get information about the students' subject as the participants. To gain the information, the researcher asked the administration staff whether the school possibly became the setting of the research or not.

2. Asking Permission

The researcher did the second visit at 14th November 2014 to meet the headmaster of the school by asking permission letter.

3. Contact the English teacher to choose the class

After got permission from the headmaster of the school, the researcher met the English teacher and asked for the data of students. What the class should become the participants.

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²³ See appendix 5

4. Preliminary Research

Preliminary research is visiting the location that is used to research. In Preliminary research, the researcher asks teacher English language about the material and class that will be researched. The researcher also does observation in the class. The observation is to know the students' activity during the teaching learning process. And the researcher will give pre and post questionnaire.

5. Setting Criteria of Success

The students' success and failure in doing the activities planned would be assessed by referring to the criterion of the standard of minimum score. A student passed the test if Students' average score is equal to or more than 75 (minimum standard score) and 100% students get score equal to or higher than minimal standard score

6. Cycles

Cycle 1 is done in first meeting. In this cycle, teacher explains the material about the Present Continuous Tense. These are the procedure:

a. Planning

- 1) Arranging the lesson plan
- 2) Preparing the teaching material
- 3) Preparing the Observation Checklist
- 4) Preparing card of picture as media
- 5) Preparing worksheet

6) Preparing students' attendance

b. Action

- 1) Teacher opens the lesson.
- 2) Teacher checks students' attendance.
- Teacher explains the Present Continuous tense. They
 are the function, the pattern and example of the
 Present Continuous Tense.
- Teacher asks students to make example of Simple Present Continuous Tense.
- 5) Teacher shows picture and asks students about the picture.
- 6) Teacher explains WAYD game and the rule of game.
- 7) Teacher gives example how to implemented Present Continuous Tense in WAYD game based on the picture.
- 8) Teacher divides a card of picture to the students.
- 9) Teacher asks students to practice by making a circle in front of class.
- 10) Teacher checks students' sentences.
- 11) Teacher gives test.
- 12) The researcher helps teacher to share the worksheet.

c. Observation

1) Students' activity during the teaching learning process.

- 2) Teacher's activity during the teaching learning process.
- 3) The researcher observes the teacher's activities in teaching learning process.

d. Reflection

- 1) Evaluating the activities that have been done.
- 2) revise the data for the next cycle
- 3) The teacher and the researcher discussed to make a reflection what should they do to solve the problems.
- 4) Making conclusion for classroom action research in cycle 1(cycle 2 will be done when the students did not reached yet the standard of minimum score. The standard of minimum score is 75).

E. Technique of Collecting Data

In this research, the collecting data technique uses observation, test and questionnaire:

1. Observation

a. Students

Observation was applied to monitor the students' activities during teaching and learning process. The aspects, which are observed, included: the active of students in listening to the teacher's explanation and the active of students during the teaching of present continuous tense until the stage of reflection, the students' response to the teaching of present continuous tense using *WAYD* game

technique, and the students' response to *WAYD* game technique. In this research, the researcher uses observation checklist.²⁴

b. Teacher

The aspects, which are observed, included: The general condition in English class during classroom action research and the difficulties in implementing WAYD game during classroom action research. In this research, the researcher uses observation checklist.²⁵

2. Test

Test is a shares of questionnaires or exercise and another media which is used to measure some skills, intelligent, knowledge, or ability that are owned by individually or personality. The type of test is teacher made test, this test could measure students' ability to understand simple present continuous tense by multiple choice questions related to the lesson, they are ten questions insight. The students have to choose correct answer, the multiple choice A-D. It is given after students got some activities of teaching trough WAYD game.²⁶

In order for assessments to be sound, the researcher must be free of bias and distortion. Validity and reliability are two

²⁴ See appendix 6 table 6.1

²⁵ See appendix 7 table 7.2

²⁶ See appendix 2

concepts that are important for defining and measuring bias and distortion.

There are three ways in which validity can be measured; content, criterion, and construct validity. Because the type of test is Teacher made test, so the researcher chooses content validity. Content validity is the extent to which the items of a test or procedure are in fact a representative sample of that which is to be measured.²⁷ Having tested the validity, it must be continued by using the data reliability test. Reliability refers to the extent to which assessments are consistent. Reliable measuring instrument must consist of valid measuring instrument items. So, every reliable surely valid, but not necessarily every valid is reliable.²⁸

3. Questionnaire

Another way to get the data, the researcher also carried out the question in two sessions, before and after the implementation of classroom action research. The researcher uses yes/no response as the design of the questionnaire.²⁹

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²⁷ <u>http://fcit.usf.edu/assessment/basic/basicc.html</u>, accessed on mey 21, 2015.

 $^{28}$ http://ayuukawaii.blogspot.com/2010/02/uji-validitas-dan-reliabilitas.html?m=1 , accessed on mey 21, 2015

²⁹ See appendix 4

4. Field Notes

It would be used to note finding and improvement during action step in each cycle. The guideline of the field notes

encompassed:

1) Observation towards the students: observed students' activities and observed students' co-operation in their

groups.

2) Observation towards the teachers' way of teaching.

This method was applied by researchers to know the students' achievements that have done in learning English, especially in teaching the present continuous tense through "What Are You Doing" game.

F. Technique of Analyzing Data

a. Observation Checklist.

1) Students

To analysis data observation checklist, the researcher will use the formula to measure the student's participant.

Score =
$$\sum \frac{x \times 100\%}{\text{S max}}$$

 $\sum x$: score got

S max : score maximum

Table 3.1 Scoring rubric³⁰

| Grade | Percentage | Note |
|-------|------------|-------------------|
| 1 | 0 % | None students |
| 2 | >20% | Few students |
| 3 | 21% - 49% | Half students |
| 4 | 50% - 69% | Many students |
| 5 | 70% - 100% | Majority students |

Table 3.2 Scoring level in observation³¹

| Grade | Percentage | Note |
|-------|------------|------------|
| A | 91% - 100% | Excellent |
| В | 76% – 90% | Good |
| С | 61% - 75% | Fair |
| D | 51% - 60% | Sufficient |
| Е | < 50% | Less |

The researcher gave assessment about the result of observation. The aspects of the students' activity as follow:

1) asking question, 2) responding teacher's question, 3) paying attention of teacher's explaining, 4) showing their activeness and enthusiasm in joining the game, 5) doing the tasks.

³⁰Indah Rahmawati, *The Use Of English Children Song As Media To Improve Students' English Vocabulary Power In NouN (A Classroom Action Research with the Fifth Grade Students of MI Miftahul Ulum Sekuro Jepara in the Academic Year of 2010/2011)* 'Thesis,' (Semarang: IAIN Walisongo Semarang, 2010) p. 43

³¹ Hamzah B Uno and Satria Koni, *Assessment Pembelajaran*, (Jakarta: Bumi Aksara, 2012) p. 198

2) Teacher

The researcher gave assessment about the result of observation. The aspects of the teacher's activity are 1) responding the students' question, 2) asking question, 3) explaining the material, 4) managing the class, 5) uses media.³²

b. Test

After doing observation and implementing the technique, students be tested to know the improvement of their skill. Test was given to the students in every cycle until they achieve better score than before and students gain the criteria of minimum score. The formula that used in test as follow:

$$M = \frac{\sum X}{n}$$

M : mean

 $\sum x$: total score

N : the number of students

c. Questionnaire

The researcher used questionnaire method besides testing the students. The reasons are as follows: it can collect information from a large number of students and on the other side; the students as respondents can complete and return it in certain period. The researcher wanted to underline here that the questionnaire would be used to measure the students'

³² See appendix 7 table 7.2

ability in understanding the present continuous tense is improvement.

The questionnaire was in Bahasa Indonesia so that the students could understand the questions well. There were ten questions in the questionnaire. The researcher uses yes/no response as the design of the questionnaire. The questionnaire given as pre and post questionnaire. The data from questionnaire is conducted by the researcher to make easier to know whether "What Are You Doing" game is influence or not in understanding the present continuous tense.

d. Field notes

Field notes are notes that include the researcher's impressions about the researcher's observation. Analyzing field note data is a process that occurs over time, beginning at the moment a field researcher enters the field and continuing as interactions are happening in the field, as the researcher writes up descriptive notes, and as the researcher considers what those interactions and descriptive notes mean.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

A. Research Findings

In this chapter, the researcher would like to describe and discuss the finding of the research. The researcher wants to describe the implementation of "What Are You Doing" game in learning the Present Continuous Tense. In these findings, the researcher presents the result of research and the analysis of the data collected which are preliminary research and three cycles. The results descriptions of all cycles are as follow:

1. Preliminary Research

The preliminary research was done on 14 November 2014. The students of eighth grade students. English lesson in class eighth D was at 07.15 – 08.35. There was one student who did not come, so the number of students was 38. The topic of the lesson was the Present Continuous Tense. The teacher asked students to make sentence using the Present continuous tense. The researcher observed the teacher activities whole the teaching learning process using observation checklist.

According to the result of observation (appendices 9 table 9.1), it shows that the teacher's activities during teaching learning process are sufficient with 60%. Teacher explained the material and gave instruction clearly, but the media used were whiteboard and textbook. Teacher asked to know the students' understanding

frequently about the material, but few students asked question. Teacher also warned the students that did not pay attention when the teacher explained the material.

While in teaching learning process, the interaction was mostly teacher center, but little interaction with students because few students asked to the teacher automatically. Teacher explained and asked some questions about the material. After that, students were asked to do the exercise until the lesson was done. That made students' understanding was less and felt difficult and bored to learn English. That also made some students was not active whole in teaching learning process

According to the result of observation (appendices 8 table 8.1) students' activity during the teaching learning process is fair with 64%. Few of students in class could answer the teacher's questions about the material, because some of them paid attention when the teacher explained the material. There were some students that did not pay attention, so they spoke with their partner. There was no student who asked about the material. In this preliminary research, the teacher gave test.

According to the result of score test (appendices 10), it is known that the many students get low score. There were few students that got good score, eleven students that had reached the standard of minimum score. The average of the score was 67.23. Because of this situation, the researcher intended to improve students understanding in the Present Continuous Tense by

suggesting the teacher to apply a technique in teaching learning process. The technique that was used to teach the Present Continuous Tense was "What Are You Doing" game.

2. Cycle I

Cycle 1 was done in Thursday on 19 November 2014 at 07.15 - 08.35. The number of students was 39 and there was one student's absent. In this cycle, teacher explains the material about the Present Continuous Tense. These are the procedure:

a. Planning

- 1) Arranging the lesson plan
- 2) Preparing the teaching material
- 3) Preparing the Observation Checklist
- 4) Preparing card of picture as media
- 5) Preparing worksheet
- 6) Preparing students' attendance

b. Acting

- 1) Teacher opened the lesson.
- 2) Teacher checked students' attendance.
- Teacher explained the Present Continuous tense. They
 were the function, the pattern and example of the Present
 Continuous Tense.
- 4) Teacher asked students to made example of Simple Present Continuous Tense.

- 5) Teacher showed picture and asked students about the picture.
- 6) Teacher explained WAYD game and the rule of game.
- 7) Teacher gave example how to implemented Present Continuous Tense in WAYD game based on the picture.
- 8) Teacher divided a card of picture to the students.
- 9) Teacher asked students to practice by making a circle in front of class.
- 10) Teacher checked students' sentences.
- 11) Teacher gave test.
- 12) The researcher helped teacher to share the worksheet.

c. Observing

1) Students' activity during the teaching learning process.

According to the result of observation (appendices 8 table 8.2), students' activity during the teaching learning process is fair with 66.66%. The students' participant in teaching learning process was increasing, although it was still sufficient. Half of students in the class answered the teacher's questions about the material. There were some students that thought and competed to answer the questions quickly and correctly. There were some students that did not pay attention when the teacher explained the material and they are warned by the teacher. Then, all of students did the test.

- 2) Teacher's activity during the teaching learning process. According to the result of the observation (appendices 9) table 9.2), teacher' activity during the teaching learning process using WAYD game is fair with 68%. Teacher explained the material and the game clearly. Card of picture was media that was used whole teaching learning process. Although teacher seldom responds students' question, teacher always asked some questions to know the students' understanding about the material. Some students could answer the teacher's questions. There was progress between teacher and students' interaction, although only some students that could answer the questions and paid attention the teacher explaining. Teacher also warned some students that did not pay attention when the teacher explained the material and when practices the game, class became a little crowded.
- 3) The researcher observes the teacher's activities in teaching learning process.

In the class, teacher was greeting the students and checked students' attendance. The teacher explained and wrote the material about the present continuous tense in whiteboard. They were the function, the pattern, and the example of the present continuous tense. Teacher asked students to write the material in their book. Then, teacher asked about the simple present continuous tense. Some students looked for

the material in their book. There were some students that answered directly, because they remember the formula of present continuous tense. Some students could make the example correctly.

After teacher knew students' understanding about simple present continuous tense, teacher explained about WAYD game. After that, teacher showed a card of picture and divided to the students. Teacher asked students to play WAYD game used a card of picture, and teacher checked students' sentences. After the game was done, teacher gave test to the students. The researcher helped the teacher to share the worksheet.

d. Reflecting

According to the result of test (appendices 10), it is known that most of students have problem in using "subject and to be". Many students understood the pattern, but few students still felt difficult about the using "subject and to be". Many students got score more than 60. Twenty one students' score that had reached the standard minimum score. The average score was 75.44. That score was higher than in preliminary.

Seventeen students' score did not reached the standard minimum score, because when practice the game, class became crowded and few students still felt difficult about the using "subject and to be".

3. Cycle II

Cycle II was done on Thursday, 21 November 2014 at 07.15-08.35. The number of students was 38 because there was one student who did not come. In this cycle, teacher reviews the material about the Present Continuous Tense and explains more about the using "subject and to be" in the present continuous tense. In this cycle, the teacher makes class into two groups when implementing WAYD game. Because, class became crowded when implementing WAYD game in large group and many students did not reached the standard minimum score in first cycle. These are the procedure:

a. Revised Plan

- 1) Arranging the lesson plan
- 2) Preparing the teaching material
- 3) Preparing the Observation Checklist
- 4) Preparing card of picture as media
- 5) Preparing worksheet
- 6) Preparing students' attendance

b. Acting

- 1) Teacher opened the lesson.
- 2) Teacher checked students' attendance.
- Teacher explained the Present Continuous Tense. They
 were the function, the pattern and example of the Present
 Continuous Tense.
- 4) Teacher divided card of picture to the students.

- 5) Teacher made class into two groups.
- 6) Teacher asked a group of students to practice WAYD game in front of class.
- 7) Teacher checked students' sentence.
- 8) Teacher gave test.
- 9) The researcher helped teacher to share the worksheet.

c. Observation

- 1) Students' activity during the teaching learning process.
 - According to the result of observation (appendices 8 table 8.3), the students' activity during the teaching learning process is fair with 73.33%. it showed that the students' participant in the teaching learning process was increasing. Half of students in the class answered the teacher's questions about the material. There were some students that thought and competed to answer the question quickly and correctly. There were some students that did not pay attention when the teacher explained the material and they were warned by the teacher. Then, all of students did the test.
- 2) Teacher's activity during the teaching learning process. According to the result of the observation (appendices 9 table 9.3), the teacher's activities during the teaching learning process using WAYD game is fair with 72%. Teacher explained the material clearly. Card of picture was media that was used whole teaching learning process and

used whiteboard to facilitate the teaching learning process. Teacher responds students' questions or opinion. Teacher always asked some questions to know the students' understanding about the material. Some students answered the teacher's questions. There was progress between teacher and students' interaction, because almost all of students answered the questions and paid attention the teacher's explaining. Teacher also warned some students that did not pay attention when the teacher explained the material.

3) The researcher observes the teacher's activities in the teaching learning process.

The teaching learning process was begun by greeting to the students and checking students' attendance from the teacher. Teacher reviewed the material about the present continuous tense and asked some questions to know the students' understanding and memorizing about the material. There was progress in students' comprehend the material, because almost all of students could answer the teacher's questions. To know the students' understanding in simple present continuous tense, teacher asked students to mention and write the formula. Then, asked them to make the example of Simple Present Continuous Tense. Some students could write it on the whiteboard correctly. After teacher knew the students understanding in Simple

Present Continuous Tense, teacher asked students to practice WAYD game and made classes into two groups. Then, teacher divided a card of picture. Then, a group of students practiced well enough. Teacher checked the students' sentences. After finished practice the game, the teacher gave test to the students.

d. Reflection

According to the result of test (appendices 10), it was known that few students still have problem in spell the verb in the present continuous tense. Almost all of students understood the pattern and few students still had mistaken in the grammar. Thirty one students got score more than 75. Although the average score was 80.73. That average score was higher than cycle one.

Although class was made into two groups, the class still little crowded, and few students still have problem in spell the verb in the present continuous tense and there were seven students' score did not reached the standard minimum score

4. Cycle III

Cycle III was done on Thursday, 26 November 2014 at 07.15 – 08.35. In this cycle, the teacher reviews the material about the Present Continuous Tense and explained how to spell the verb in the present continuous tense correctly. Because few students still have problem in spell the verb in the present continuous tense and there were seven students' score did not

reached the standard minimum score, In this cycle the teacher did not made a class into two groups and did not asked the students to made a circle in front of class, but asked students to come forward one by one continuously. These are the procedure:

a. Revised Plan

- 1) Arranging the lesson plan
- 2) Preparing the teaching material
- 3) Preparing the Observation Checklist
- 4) Preparing card of picture as media
- 5) Preparing worksheet
- 6) Preparing students' attendance

b. Action

- 1) Teacher opened the lesson.
- 2) Teacher checked students' attendance.
- 3) Teacher explained the Present Continuous Tense. They were the function, the pattern and the example of the Present Continuous tense.
- 4) Teacher divided a card of picture to the students.
- 5) Teacher asked students to practice by come forward one by one.
- 6) Teacher checked students' sentence.
- 7) Teacher gave test.
- 8) The researcher helped teacher to share the worksheet.

c. Observation

1) Students' activity during the teaching learning process.

According to the result of observation (appendices 9 table 8.4), the students' activity during the teaching learning process is good with 86.67%. Almost all of students in the class answered the teacher's questions about the material. There were some students that thought and competed to answer the questions quickly and correctly. The passive students changed into active students, because they competed to express their opinion about the picture. It made the class was enjoyed by the students. Almost all of students interested the lesson, because they got opportunity to express their opinion through the teacher's questions. Almost all of students paid attention when the teacher explained the material. Almost the students did not warn from the teacher. Then, all of students did the test.

2) Teacher's activity during the teaching learning process.

According to the result of the observation (appendices 9 table 9.4), the teacher's activities during teaching learning process using WAYD game is good with 76%. Teacher explained the material clearly. Card of picture was media that was used whole teaching learning process and used whiteboard to facilitate the teaching learning process. Teacher responds students' questions or opinion. Teacher always asked some question to know the students' understanding about the material and gave students' opportunity to express their opinion about the picture in the

card. Some students answered the teacher's questions. There was progress between teacher and students' interaction, because almost all of students answered the questions and paid attention the teacher's explaining.

3) The researcher observes the teacher's activities in the teaching learning process.

Teacher opened the lesson by greeting to the students and checked students' attendance. Teacher reviewed the material about the present continuous tense and asked some questions to know the students' understanding and memorizing about the material. There was progress in students' comprehend the material, because almost all of students could answer the teacher's questions. Teacher asked students to mention and write the formula and made example of simple present continuous tense. Some students could wrote it on the whiteboard correctly. Teacher also explained how to spell the verb by adding –ing clearly. Then, the students practiced WAYD game. Teacher checked students' sentences. After that, teacher gave test to the students.

d. Reflection

According to the result of test (appendices 10), it was known that students could answered the exercise well. Almost all of students understood the pattern and the grammar. The students' score was more than 75. It means that all of students

got success in their score and they had reached the standard of minimum score. The average score was 83.68. That score was higher than cycle two.

All of students understood the material and the game practiced very well. The class was not crowded anymore and all of students got success in their score.

5. The Questionnaire Interpretation

| The Result of Pre | |
|-------------------|--|
| Questionnaire | |

| Number | Answer | |
|-----------------|--------|----|
| of Questions | Yes | No |
| 1 | 13 | 25 |
| 2 | 33 | 5 |
| 3 | 23 | 15 |
| 4 | 14 | 24 |
| 5 | 18 | 20 |
| 6 | 8 | 30 |
| 7 | 29 | 9 |
| 8 | 11 | 27 |
| 9 | 27 | 11 |
| 10 | 3 | 35 |

| The Result of Post | t |
|--------------------|---|
| Questionnaire | |

| Number | Answer | |
|-----------|--------|----|
| of | Yes | No |
| Questions | | |
| 1 | 38 | 0 |
| 2 | 38 | 0 |
| 3 | 31 | 7 |
| 4 | 33 | 5 |
| 5 | 38 | 0 |
| 6 | 38 | 0 |
| 7 | 0 | 38 |
| 8 | 23 | 15 |
| 9 | 38 | 0 |
| 10 | 38 | 0 |

From the result of Pre and Post questionnaire above we can conclude that before the students knew about WAYD game, they could not do the English task by themselves and unsatisfied with their English score, they also did not know about the formula of present continuous tense, and they could not make the sentences

of the present continuous tense. But, after the teacher implemented WAYD game in teaching the present continuous tense, the researcher can conclude that WAYD game gave good effect to the students in understanding the present continuous tense. So, based on the result of questionnaire, the students got improvement in understanding the present continuous tense.

B. Grand Analysis

After the researcher implemented the use of "What Are You Doing" game in teaching the Present Continuous tense, the researcher got the data from each cycle. It was analyzed in each cycle and the researcher got the result of the classroom action research. The result of research showed that there was improvement of students' ability in learning the Present Continuous Tense after taught using "WAYD" game. It could be seen from the result of the test from the first cycle up to third cycle.

Table 4.1
The improvement of students score test in every cycle

| Categories | Pre | Cycle | Improvement | Cycle | Improvement | Cycle |
|------------|-------|-------|-------------|-------|-------------|-------|
| of scores | cycle | Ι | | II | | III |
| Highest | 93 | 95 | +5 | 100 | 0 | 100 |
| Lowest | 50 | 55 | +10 | 65 | +10 | 75 |
| Mean | 67.23 | 75.44 | +5.19 | 80.73 | +2.95 | 83.68 |

According to the data above, the highest score in cycle III is 100. The students' score have reached the standard of minimum score. Score in cycle I to cycle III get improvement.

Table 4.2

The criterion of score's mean

| No | Interval of quality | Quality |
|----|---------------------|-----------|
| 1 | 80 – 100 | Excellent |
| 2 | 66 – 79 | Good |
| 3 | 56 – 65 | Fair |
| 4 | 40 – 55 | Less |
| 5 | 30 – 39 | Poor |

The students' participant wholes the teaching learning process are improvement in every cycle. It is followed by improving the students' score in learning the Present Continuous tense from cycle one to cycle three. The mean of students' score in learning the Present Continuous Tense from cycle one to cycle three is as follow:

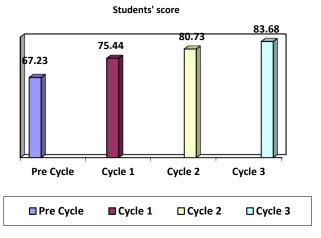


Figure 4.1 Increasing Students' Score

According to the data above, the students' score in learning the Present Continuous Tense from pre cycle up to cycle three got improvement, although the improvement is few. The lowest mean of students score is 67.23. That mean is in pre cycle. The highest mean of students score in learning the Present Continuous Tense is 83.68. That mean is in cycle three.

C. Discussion

According to the result of the data, the mean of students score test in learning the Present Continuous Tense using "What Are You Doing" game was better.

In the implementation of "WAYD" game to teach the Present Continuous Tense, card of picture as media can help students to learning and understanding, because, card of picture can help students develop their imagine and how to mime. The implementation of "WAYD" game is to acquire the pattern and master vocabulary. Based on the students' score test, their vocabulary had increased based on the card of picture. Some of students' patterns had improved, although the others still had mistaken in grammar.

From the explanations above, it can be concluded that the implementation of "WAYD" game to teach the Present Continuous tense could improve students' ability in learning the Present Continuous Tense. For that reason, the researcher stopped the flow of the classroom action research; because the students' score had reached the standard of minimum score and the implementation of "WAYD" game could improve students' ability in learning the Present Continuous Tens

CHAPTER V

CONCLUSION

A. Conclusions

The research conclusion is presented according with the data which have been analyzed in the previous chapter. From all the data analysis about implementation of "What Are You Doing" game in learning the Present Continuous Tense (a classroom action research on the eighth grade students of SMP N 01 Donorojo Jepara in the academic year of 2014/2015), it can be concluded that:

- The implementation of "What Are You Doing" game in learning the Present Continuous Tense could be applied. Students made questions and answered some question about picture in the Present Continuous Tense. Their answer was based in the card of picture and their question was based in the word behind the card of picture.
- 2. According to the data from result of tests, questionnaire and observation which had been done and analyzed in the previous chapter, it showed that the implementation of "What Are You Doing" game to teach the Present Continuous Tense could improve students' ability in learning the Present Continuous Tense. It could be seen that implementation of "What Are You Doing" game in teaching the Present Continuous Tense was more interesting to the students. Using "What Are You

Ding" game in teaching the Present Continuous Tense could make students to express their mime, ideas and remember about the material. Besides students' participant in teaching learning process was increasing, "WAYD" game also improved their ability in learning the Present Continuous Tense. It showed an improvement on student's score from the first cycle to the third cycle. The mean in pre cycle was 65.51; cycle one was 73.51; cycle two was 78.67; and cycle three was 81.53.

B. Suggestions

1. Teacher

Teacher can apply "What Are You Doing" game to be a variety in teaching and learning either media or technique to solve students' problem in learning process. "What Are You Doing" game is recommended for English teacher to teach the Present Continuous Tense because it can make students easily to understand, remember, and mime.

2. Students

In learning the Present Continuous Tense by implementation "What Are You Doing" game could improve students' ability in understanding, memorizing, and miming the material. Practice much can help them to be more confident and elicit students' creativity.

3. Further Researchers

This study could be references to other researcher that would research with the same subject. Examples: The Comparison between "What Are You Doing" game and Audio Lingual Method in teaching the present continuous tense.

All praises to Allah SWT, which has been giving protection and guidance so that this thesis can be finished. It is realized that this paper is far from perfection. Because of that, criticism and suggestion from the reader are very expected for the perfection of the thesis. Hopefully, this thesis is useful for all of us. Amen

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Appendix 1

Cycle 1

LESSON PLAN

School Name : SMPN 01 Donorojo Jepara

Subject : English

Grade/Semester : VIII/I

Allocation of Time : 2 x 40 minutes (1 x Pertemuan)

Topic of Learning: Present Continuous Tense

Skills : Writing

Meeting : 1

I. Core Competence

4. Try, process, and present in the realm of concrete (using, parse, compose, modify, and create) and the realm of the abstract (writing, reading, counting, drawing, and composing) in accordance with the learned in school and other similar sources in viewpoints/theories.

II. Basic Competence

4.8. Develop oral and written texts to express and inquire about the actions/taking place at this time, with attention to the social function, the structure of the text, and correct linguistic elements in context.

III. Indicators

By the end of the lesson, the student are able to:

- Students can be prepare an oral text that states, asking, actions, events taking place at this time, according to the context of use.
- Students can prepare a short written text about the actions/events that are carried out/in progress at this time correctly.

IV. Learning Aim

- ❖ Applying text structure and elements of the language to perform social function stated and asked actions/events that are taking place at this time, in accordance with the context of its use.
- ❖ Develop oral text that states, asking, actions/events taking place at this time, accordance to the context of its use.
- ❖ Develop a short oral text about the actions/events taking place at this time correctly.

V. Material

| What | Am Is | I He She It | Doing | I am He is She is It is | I'm He's She's It's | Eating |
|---|----------|----------------------|-------|-------------------------------|----------------------------|--------|
| , , interest of the second of | Are | We You they | Domg | We are You are They are | We're You're They're | 2 |

VI. Learning Methods

 Scientific Learning (observing, questioning, experimenting, associating, communicating)

VII. Media and Source

1. Media : Cards of Picture

2. Sources : 1. AhmetYalcin, *Speed up Grammar*. Yudhistira.

2. Syllabus SMP Kelas VIII

3. Steven J. Molinsky, Bill Bliss, *Side by Side*, Longman.

VIII. Learning Activities

| NO. | Activities | Time | Interaction Pattern | Instruction |
|-----|--|------|------------------------|---|
| 1 | Pre Activity | 5' | С | |
| | Greeting Teacher checks students' attendance | | | Assalamu'alaikum Wr. Wb Good morning class! How are you today? Okay, I will check your attendance first. |
| | Teacher opens the lesson | | | Let's open our activity today by reciting Basmallah together |
| | • Teacher gives several simple questions to some students connecting with the present continuous | | | Of course every day we do our daily activity, right? Do you know how to express it? Okay, today we will learn about Present continuous tense Do you ever learn about |

| | tense | | | t | this material? |
|---|---|-----|---|-----|---|
| 2 | Main Activities | 70' | | | |
| | • Teacher gives several examples to | | С | | Please, look at the examples. |
| | the students Student read aloud the examples either in whole, small group, or individual. | | I | 6 | Read aloud the example(teacher points the student) |
| | • Teacher corrects the students pronunciation | | I | t | You have to pay attention to your pronunciations in reading examples. |
| | Teacher gives an explanation about the basic pattern of the present continuous | | С | • 1 | Please, pay attention class! |
| | Students make a sentence in the present continuous tense | | I | tł | Please make a sentence in the present continuous tense andividually. |
| | individually Teacher explains the material that will be presented by | | С | 7 | Today I will introduce to you a game, it's called WAYD game. The rule of that game is |

| • | using WAYD game; and its rules. Teacher distribute picture cards to students Teacher gives example of how to implemented WAYD game in the present continuous tense Students practice the | | C | I will distribute you a card. A card contains kind's of pictures. I will give example how to implemented WAYD game in the present continuous tense. Pay attention to me. Let's practice now |
|-----|--|----|--------|---|
| • | game Teacher corrects the students' pattern of simple present continuous tense and pronunciation Teacher gives an exercise to | | I C | You have to pay attention to your pronunciationn Let's do the exercise! |
| 3 P | the students ost Activities | 5' | С | |
| | Teacher reviews the material Students summarize the materials | J | C | Do you really understand about the material? To make you easier to remember the materials, I hope you didn't mind to summarize what we have |

| Teacher closes the meeting | discussed. If you have any question, you can ask me next meeting. • Enough for today, let's we close our activity today by reciting Hamdallah together. • The last I say Wassalamu'alaikum Wr. Wb. |
|----------------------------|--|
|----------------------------|--|

IX. Assessment

Forms : written test

❖ Techniques : the students answer the questions.

Scoring Guidance

$$Score = \sum_{x} x 100\%$$

 $\sum x$: score got

S max : score maximum

The value of each question: 1

Jepara, 19 November 2014

Acknowledged by,

Teacher Researcher

Noviarani Widi Astuti S.Pd. Viska Yunilia A.W NIM. 103411072

Cycle II

LESSON PLAN

School Name : SMPN 01 Donorojo Jepara

Subject : English

Grade/Semester : VIII/I

Allocation of Time : 2 x 40 minutes (1 x Pertemuan)

Topic of Learning : Present Continuous Tense

Skills : Writing

Meeting : 2

I. Core Competence

4. Try, process, and present in the realm of concrete (using, parse, compose, modify, and create) and the realm of the abstract (writing, reading, counting, drawing, and composing) in accordance with the learned in school and other similar sources in viewpoints/theories.

II. Basic Competence

4.8. Develop oral and written texts to express and inquire about the actions/taking place at this time, with attention to the social function, the structure of the text, and correct linguistic elements in context.

III. Indicators

By the end of the lesson, the student are able to:

- Students can be prepare an oral text that states, asking, actions, events taking place at this time, according to the context of use.
- Students can prepare a short written text about the actions/events that are carried out/in progress at this time correctly.

IV. Learning Aim

- Applying text structure and elements of the language to perform social function stated and asked actions/events that are taking place at this time, in accordance with the context of its use.
- ❖ Develop oral text that states, asking, actions/events taking place at this time, accordance to the context of its use.
- ❖ Develop a short oral text about the actions/events taking place at this time correctly.

V. Material

Present Continuous Tense

- (+) S + To be (am, is, are) + V-ing
- (-) S + To be (am, is, are) + Not + V-ing
- (?) To be (am, is, are) + S + V-ing

| Affirmative | Negative | Question |
|---|---|---|
| I am watching TV You are working He is running She is eating biscuits It is sleeping We are going to school You are walking They are drawing pictures | I am not watching TV You are not working He is not running She is not eating biscuits It is not sleeping We are not going to school You are not walking They are not drawing pictures | Are you watching TV? Am I working? Is he running? Is she eating biscuits? Is it sleeping? Are you going to school? Are we walking? Are they drawing pictures? |

VI. Learning Methods

❖Scientific Learning (observing, questioning, experimenting, associating, communicating)

VII. Media and Source

1. Media : Cards of Picture

2. Source :1. AhmetYalcin, *Speed up Grammar*.

Yudhistira.

- 2. Syllabus SMP Kelas VIII.
- 3. Steven J. Molinsky, Bill Bliss, *Side by Side*, Longman.

VIII. Learning Activities

| NO. | Activities | Time | Interaction Pattern | Instruction |
|-----|---|------|------------------------|---|
| 1 | Pre Activity Greeting Teacher checks students' attendance Teacher opens the lesson Teacher gives several simple questions to some students connecting with the present continuous tense | 5' | С | Assalamu'alaikumWr.Wb Good morning class! How are you today? Okay, I will check your attendance first. Let's open our activity today by reciting Basmallah together Of course every day we do our daily activity, right? Do you know how to express it? |
| 2 | Main Activities Students make a sentence in the present continuous tense individually Teacher distributes handout about the material which will be explained to the students | 70' | I C | Please, make a sentence in the present continuous tense individually. I will divide you handout |

| • | Teacher | | | |
|---|----------------|----------|---|------------------------------|
| | explains the | C | • | Please pay attention, I will |
| | material | | | explain to you. |
| • | Teacher | C | • | I will divide to you a card. |
| | distribute | | | A card contains kinds a |
| | picture cards | | | verb and picture |
| | which contains | | | - |
| | a verb and | | | |
| | picture | | | |
| • | Teacher | | | |
| | divides class | C | • | The rule |
| | into two | | | |
| | groups in | | | |
| | implemented | | | |
| | WAYD game | | | |
| | J | | | |
| • | Teacher gives | | | |
| | example of | C | • | I will give example how to |
| | how to | | | implemented WAYD game |
| | implemented | | | in the present continuous |
| | WAYD game | | | tense. Pay attention to me. |
| | in the present | | | • |
| | continuous | | | |
| | tense | | | |
| • | Students | | | |
| | practice the | G | • | Let's practice now! |
| | game | | | · |
| • | Teacher | T | | |
| | corrects the | I | • | You have to pay attention |
| | students' | | | to your pronunciations. |
| | pattern of | | | |
| | simple present | | | |
| | continuous | | | |
| | tense and | | | |
| | pronunciation | | | |
| • | Teacher gives | C | • | Let's do the exercise! |
| | an exercise to | C | | |
| | | | | |

| | the students | | | |
|---|---|----|---|--|
| 3 | Post Activities Teacher reviews the material Teacher asks students to summarize the materials | 5' | C | Do you really understand about the material? To make you easier to remember the materials, I hope you didn't mind to summarize what we have discussed. If you have any question, you can ask me next meeting. |
| | Teacher closes the meeting | | | Enough for today, let's we close our activity today by reciting Hamdallah together. The last I say Wassalamu'alaikum Wr.Wb |

IX. Assessment

Forms: written test

Techniques : the students answer the questions.

Scoring Guadiance : Score = $\sum x \times 100\%$

S max

 $\sum x$: score got

S max : score maximum

The value of each question: 1

Jepara, 21 November 2014

Acknowledged by,

Teacher Researcher

Viska Yunilia A.W NIM. 103411072 Noviarani Widi Astuti, S.Pd.

Cycle III

LESSON PLAN

School Name : SMPN 01 Donorojo Jepara

Subject : English
Grade/Semester : VIII/I

Allocation of Time : 2 x 40 minutes (1 x Pertemuan)

Topic of Learning : Present Continuous Tense

Skills : Writing

Meeting : 3

I. Core Competence

4. Try, process, and present in the realm of concrete (using, parse, compose, modify, and create) and the realm of the abstract (writing, reading, counting, drawing, and composing) in accordance with the learned in school and other similar sources in viewpoints/theories.

II. Basic Competence

4.8. Develop oral and written texts to express and inquire about the actions/taking place at this time, with attention to the social function, the structure of the text, and correct linguistic elements in context.

III. Indicators

By the end of the lesson, the student are able to:

- Students can be prepare an oral text that states, asking, actions, events taking place at this time, according to the context of use.
- Students can prepare a short written text about the actions/events that are carried out/in progress at this time correctly.

IV. Learning Aim

- Applying text structure and elements of the language to perform social function stated and asked actions/events that are taking place at this time, in accordance with the context of its use.
- ❖ Develop oral text that states, asking, actions/events taking place at this time, accordance to the context of its use.
- Develop a short oral text about the actions/events taking place at this time correctly.

V. Material

Write the-ing form of the verbs
After a vowel + a consonant, double the consonant (for syllable verbs only)

| veros omy) | ' |
|------------|---------|
| Cut | Cutting |
| Put | Putting |
| Get | Getting |
| Run | Running |

After a consonant + e, drop-e and add-ing

| Drive | Driving |
|-------|---------|
| Smile | Smiling |
| Write | Writing |

Add-ing to the other verbs

| Read | Reading |
|-------|----------|
| Go | Going |
| Dream | Dreaming |

VI. Learning Methods

 Scientific Learning (observing, questioning, experimenting, associating, communicating)

VII. Media and Source

- 1. Media: Card of Picture
- 2. Source: 1. AhmetYalcin, Speed up Grammar. Yudhistira.
 - 2. Syllabus SMP Kelas VIII
 - 3. Steven J. Molinsky, Bill Bliss, *Side by Side*, Longman.

VIII. Learning Activities

| NO. | Activities | Time | Interaction | Instruction |
|-----|--|------|-------------|--|
| | | | Pattern | |
| 1 | Pre Activity Greeting Teacher checks students' attendance Teacher opens the lesson Teacher gives several simple questions to some students connecting with the present continuous | 5' | С | Assalamu'alaikum Wr. Wb Good morning class! How are you today? Okay, I will check your attendance first. Let's open our activity today by reciting Basmallah together Of course, every day we do our daily activity, right? Do you know how to express it? |
| 2 | Main Activities Students make a sentence in the present continuous | 70' | I | Please, make a sentence in the present continuous tense individually. |
| | tense individually Teacher explains about the | | C | I explain to you |

| | | | | _ |
|---|------------------------------|----|---|-----------------------------------|
| | present | | | |
| | continuous | | | |
| | tense | | | |
| | Teacher | | | |
| | explain about | | | • WAYD game is |
| | WAYD game | | C | |
| | and divides | | | |
| | class into two | | | |
| | groups | | | |
| | Teacher | | ~ | |
| | distribute | | С | • I will distribute you a |
| | picture cards | | | picture cards |
| | to the | | | |
| | students | | | |
| | G. 1 . | | G | DI D C |
| | • Students | | G | • Please Practice now! |
| | practice the | | | |
| | game • Teacher | | | • You have to pay |
| | corrects the | | I | 1 2 |
| | students' | | | attention to your pronunciations. |
| | pattern of | | | pronunciations. |
| | simple | | | |
| | present | | | |
| | continuous | | I | |
| | tense and | | | |
| | pronunciation | | | |
| | • Teacher gives | | | • Let's do the exercise! |
| | an exercise to | | | |
| | the students | | | |
| 3 | Post Activities | 5' | C | |
| | Teacher | | | |
| | reviews the | | | • Do you really understand |
| | material | | | about the material? |
| | Students | | | • To make you easier to |
| | summarize | | | remember the materials, I |
| | the materials | | | hope you didn't mind to |

| • Touchar | | | summarize what we have discussed. If you have any question, you can ask me next meeting. |
|------------------------------|--|---|---|
| • Teacher closes the meeting | | • | Enough for today, let's we close our activity today by reciting Hamdallah together. |
| | | • | The last I say Wassalamu'alaikumWr. Wb |

IX. Assessment

Forms: written test

❖ Techniques : The students answer the

questions.

Scoring Guadiance: Score = $\sum x \times 100\%$ S max

 $\sum x$: score got

S max : score maximum

The value of each questions: 1

Jepara, 26 November 2014

Acknowledged by,

Teacher Researcher

Noviarani Widi Astuti, S.Pd

Viska Yunilia A. W

NIM. 103411072

Appendix 2

Preliminary Research

Name : Class : Date :

Choose the correct answer by crossing a, b, c, or d from the following questions!

- 1. Zulfa ... coffee right now.
 - a. drinks b. are drinking c. is drinks d. is drinking
- 2. You ... a magazine now.
 - a. is reading b. are reading c. read d. reads
- 3. What are you doing? a novel.
 - a. I read b. I am read c. I'm reading d. I reading
- 4. Where is Zakiya now? in the market.
 - a. She works b. She's working c. She is work d. She's work
- 5. Who ... the guitar?
 - a. am playing b. are playing c. playing d. is playing
- 6. Be quiet! The baby ... now.
 - a. was sleeping b. sleeps c. is sleeping d. sleeps
- 7. They ... football at this moment.
 - a. were playing b. is playing c. played d. are playing
- 8. The teacher In the classroom at this moment.
 - a. taught b. are teaching c. teaches d. is teaching
- 9. Ghilman always goes to school every day. But, today he is sick. So he
 - a. is going b. are going c. is not going d. go
- 10. (At the Hospital)

Receptionist : Good afternoon. Can I help you?

Reza: Yes. I... for Dr. Aris. Did you see him? a. are looking b. am looking c. am not looking d. looking

Cycle 1

Lembar Kerja Siswa

Name : Class : Date :

Choose the correct answer by crossing a, b, c, or d from the following questions!

| 1. V | Vho | next | to | vour | friend | 1? |
|------|-----|------|----|------|--------|----|
|------|-----|------|----|------|--------|----|

- a. sits b. is sitting c. are sitting d. am sitting
- 2. The students ... in small groups.
 - a. is working b. are working c. am working d. works
- 3. We are not ... a trip to Thailand during rainy season.
 - a. planning b. Plan c. Plans d. Planned
- 4. Vina and I ... how to cook French food.
 - a. is learning b. are learning c. am learning d. learn
- 5. My friend ... for Human Resources jobs in Jakarta
 - a. looks b. is looking c. are looking d. looking
- 6. Is she ... flower-arranging at the flower show now?
 - a. learning b. learn c. learns
 - c. learns d. lerning
- 7. I ... at the hotel until the end of this month.
 - a. are staying b. is staying c. stay d. am staying
- 8. The ship that transports goods ... at this port of at 5:30 p.m.
 - a. Is arriving b. arrives c. are arriving d. arriving
- 9. The sun ... brightly today.
 - a. is shining b. shines c. are shining d. shining
- 10. Surprisingly, he ... very patient and helpful to everyone.
 - a. be b. are being c. being d. is being

Lembar Kerja Siswa

| Name | : |
|-------|---|
| Class | : |
| Date | : |

Choose the correct answer by crossing a, b, c, or d from the following questions!

| UWI | ng questions. | | | |
|-----|---------------|--------------------|------------------|-----------------|
| 1. | she writing | a short story. | | |
| | a. Am | b. Were | c. Are | d. Is |
| 2. | Cindy is bea | autifully. | | |
| | a. dance | b. danced | c. dancing | d. dances |
| 3. | We are happ | py today. | | |
| | a. being | b. to be | c. is | d. am |
| 4. | are speaking | g Japanese. | | |
| | a. It | b. She | c. They | d. I |
| 5. | am talking v | with my mother | right now. | |
| | a. It | b. I | c. He | d. She |
| 6. | they coming | g over for dinner | ? | |
| | a. Is | b. Are | c. Am | d. Was |
| 7. | Maxwell no | ot sleeping in our | sofa. | |
| | a. Is | b. Are | c. Am | d. Were |
| 8. | My mother-in- | law is at our l | house this week. | |
| | a. stay | b. staying | c. be staying | d. stays |
| 9. | I my dinner | right now. | | |
| | b. eat | b. eating | c. am eating | d. are eating |
| 10. | My sister S | panish. | | _ |
| | a. learn | b. is learning | c. learning | l. are learning |

Cycle 3

Lembar Kerja Siswa

Name : Class : Date :

Choose the correct answer by crossing a, b, c, or d from the following questions!

- 1. I ... my grandmother's house with my uncle this coming Sunday.
 - a. visit b. visited c. am visiting d. are visiting
- 2. My teacher of English is Ms. Devi. She ... English at my class this term.
 - a. teaches b. taught c. are teaching d. is teaching
- 3. (Irham is calling Susi but he can't receive the telephone)

Mother : Hello

Irham : May I speak to Susi?

Mother : I'm sorry. She went to Bandung a week ago. She ...

there this month.

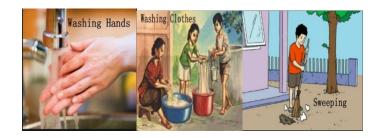
- a. are staying b. is staying c. stay d. am staying
- 4. The river ... very fast today-much faster than usual.
 - a. is flowing b. am flowing c. flowed d. are flowing
- 5. Yanti ... at Pangandaran Hotel at this moment.
 - a. stay b. is staying c. am staying d. are staying
- 6. The price ... more and more expensive now.
 - a. are getting b. is getting c. getting d. gets
- 7. My father's condition ... better right now.
 - a. Gets b. is getting c. am getting d. are getting
- 8. Rizal worked in Jakarta last month. When he comes back, his Sudanese language isn't very good but now it
 - a. is improving b. am improving c. are improving d. improves
- 9. Look! It ... hard. You should take an umbrella or you will get soaked.
 - a. rains b. is raining c. are raining d. raining
- 10. Where is Nurul? He ... at the library at this moment.
 - a. Is study b. study c. is studying d. is studing

Appendix 3









Behind of the Picture

| Playing Golf | Kicking | frying | Washing Hands | Eating lacy |
|---------------|--------------|------------|----------------------|-------------|
| Eating Banana | Playing Kite | Studying | Playing Sketch board | Swabbing |
| Ironing | Playing | Drinking | Doing the Exercise | Jogging |
| | Basketball | Milk | | |
| Singing | Playing | Drinking | Playing Volleyball | Drinking |
| | Badminton | Ice | | Tea |
| Telescoping | Hitting | Stretching | Playing Tennis Table | Drinking |
| Drinking | Singing | Making a | Looking for a Pencil | Cleaning a |
| Coffee | | friend | | Window |
| Dancing | Killing | Doing | Listening Music | Playing |
| | Mosquito | Ablution | | Drum |
| Eating Rice | Eating | Removing | | |
| | Lemon | | | |

PRE QUESTIONNAIRE

Answer the following questions with Yes or No answer!

- 1. Are you satisfied with your English scores?
- 2. Do you like a grammar lesson?
- 3. Do you feel motivated in learning the present continuous tense?
- 4. Do you understand the present continuous tense easily?
- 5. Do you have trouble in using the difference subject in the present continuous tense?
- 6. Can you remember the formula of present continuous tense?
- 7. Are you able to do the task from teacher about present continuous tense?
- 8. Are you working the English task by yourself?
- 9. Are you working the English task as a group?
- 10. Do you use the present continuous tense everyday?

POST QUESTIONNAIRE

Answer the following questions with Yes or No answer!

- 1. Do you like learning the present continuous tense?
- 2. Is the learning process better by use WAYD game?
- 3. Do you feel motivated after learning process by using WAYD game?
- 4. Do you like WAYD game?
- 5. Can you remember the formula of present continuous tense?
- 6. Are you able to answer the questions about the present continuous tense?
- 7. Do teacher give you the opportunity to work an assignments in groups?
- 8. Do you ask the teacher about the material?
- 9. Can you make a sentence in the present continuous tense?
- 10. Is the WAYD game can assist you in using the present continuous tense in daily life?

Students' attendance List

| No. | Name | Gender |
|-----|--------------------------|--------|
| 1 | A. Muammal Khamidi | L |
| 2 | Ahmad Shodiqin | L |
| 3 | Amelia Yunia Sari | P |
| 4 | Andi Afif Amrullah | L |
| 5 | Annisa Zulfa Laila | P |
| 6 | Arvian Hari Ditya | L |
| 7 | David Irawan | L |
| 8 | Diah Sinta Sekarhati | P |
| 9 | Dienda Nabilatul M | P |
| 10 | Doni Atmanegara | L |
| 11 | Eka Putri Silfiya | P |
| 12 | Eni Ernawati | P |
| 13 | Eva Kristanti | P |
| 14 | Ika Fitri Nur Cahyanti | P |
| 15 | Indah Apriliyani | P |
| 16 | Isnaini Nur Fi'lia | P |
| 17 | Julianto | L |
| 18 | Kesnawati | P |
| 19 | Kevin Ariya Wandanas | L |
| 20 | M. Hendra Cahyanto | L |
| 21 | M. Khoirul Umam | L |
| 22 | Makhrus Anwar | L |
| 23 | Marseleno Tegar Prakasa | L |
| 24 | Muhammad Aribus S | L |
| 25 | Muhammad Bayu S. A | L |
| 26 | Muhammad Yusuf | L |
| 27 | Nanang Dwi Setyawan | L |
| 28 | Natasya Khofifah Aulia J | P |
| 29 | Nova Mulya Kurniawan | L |
| 30 | Novia Angelina | P |

| 31 | Nur Kholifatunnis | L |
|----|---------------------|---|
| 32 | Rino Septiana Tri P | L |
| 33 | Rizky Vaudy | L |
| 34 | Siti Anisah | P |
| 35 | Sri Wulandari | P |
| 36 | Tegar Saputro | L |
| 37 | Vadia Tri Amelia | P |
| 38 | Yeni Irawati | P |
| 39 | Catrine Marcella | P |

Table 6.1 Observation checklist Students Activities

| Aspects | | Score | | | | | |
|--------------------------------------|--|-------|---|---|---|--|--|
| | | 2 | 3 | 4 | 5 | | |
| Students pay attention | | | | | | | |
| Students respond teacher's questions | | | | | | | |
| Students ask questions | | | | | | | |
| Students test comprehension | | | | | | | |
| Students doing the test | | | | | | | |
| Students interest the lesson | | | | | | | |
| Students interest the game | | | | | | | |
| Total | | | | | | | |

Table 6.2
The aspect of students' observation checklist¹

| NO | Object Observation | Indicators |
|----|---------------------------------------|--|
| 1 | Students pay attention | Listening, qualification, showing, evidence |
| 2 | Students respond teacher's questions | Answering, agreement, refusing, saying, submitted |
| 3 | Students ask questions | Clarifying, examine, clear, concluding, finding, solving |
| 4 | Students test comprehension | Mention, explaining, identifying, marking out, example, concluding |
| 5 | Students do the task | Doing, arranging, processing, adapting |
| 6 | Students are interested in the lesson | Listening, answering, saying, asking |
| 7 | Students are interested in the game | Active and enthusiasm |

¹Mimin Haryati, *Model dan Teknik Penilaian Pada tingkat Satuan Pendidikan*, (Jakarta: Gaung Persada Press, 2007) page 125-126

Table 7.1 Observation Checklist Teacher Activities

| Aspect | | Score | | | | | |
|--------------------------------------|--|-------|---|---|---|---|--|
| | | 2 | 3 | 4 | 5 | Σ | |
| Teacher explains the material | | | | | | | |
| Interaction teacher with students | | | | | | | |
| Teacher uses media | | | | | | | |
| Teacher asks questions | | | | | | | |
| Teacher responds students' questions | | | | | | | |
| Teacher manages the class | | | | | | | |
| TOTAL | | | | | | | |

 $\label{eq:table 7.2} Table \ 7.2$ The aspect of teacher's observation checklist 2

| NO | Object Observation | Indicators |
|----|--------------------------------------|---|
| 1 | Teacher explains the material | Explaining, making examples, saying, concluding, clarifying, distinguish, detailed, comparing |
| 2 | Interaction teacher with students | Answering, agreement, refusing, saying |
| 3 | Teacher uses media | Assign, forming the habit, training, implementing, adapting, applying |
| 4 | Teacher asks questions | Clarifying, examine, clear, concluding, finding |
| 5 | Teacher responds students' questions | Mention, explaining, identifying, marking out, example, concluding, supporting |
| 6 | Teacher manages the class | Changing, classification, defending, combining, building, managing |

²Mimin Haryati, *Model dan Teknik Penilaian Pada tingkat Satuan Pendidikan*, page 125-126

Table 7.3 Scoring rubric teacher's activities³

| | | Criteria | | | | | | | |
|----|---|-------------------------|---------------------------------------|------------------------------|-----------------------------------|---|--|--|--|
| No | Aspect | 1 (Very bad) | 2 (Bad) | 3 (Fair) | 4 (Good) | 5 (Very good) | | | |
| 1 | Teacher explains the material | Unclear, fast | Unclear, slow | Clear, fast | Clear, slow | Medium | | | |
| 2 | Interaction teacher with students | Students' respond is 0% | Students' respond is more 20% | Students' respond is 26%-49% | Students' respond is 50%-69% | Students' respond is 70%-100% | | | |
| 3 | Teacher uses media | Uses none media | Uses white board or textbook | Uses things in the class | Uses own media and suitable | Uses things in class, own media and suitable | | | |
| 4 | Teacher asks questions | Never | Seldom | Sometimes | Often | Always | | | |
| 5 | Teacher responds students' questions | Never | Seldom | Sometimes | Often | Always | | | |

³Farida Yusuf Tayibnapis, *Evaluasi Program dan Instrument Evaluasi untuk Program Pendidikan dan Penelitian*, page 198

| 6 | Teacher | Never | Seldom | Sometimes | Often | Always, | | |
|---|-----------|-----------|-----------------|--------------|----------------|---------------|---------|---------|
| | manages | warning | warning warning | | arning warning | | warning | warning |
| | the class | students | students | students | students | students that | | |
| | | that not | that not | that not pay | that not | not pay | | |
| | | pay | pay | attention | pay | attention | | |
| | | attention | attention | | attention | | | |
| | | | | | | | | |

Table 8.1 Students' observation checklist in preliminary research

| ASPECTS | | SCORE | | | | | |
|--------------------------------------|---|-------|--------------|---|---|----|--|
| 11012010 | 1 | 2 | 3 | 4 | 5 | 7 | |
| Students pay attention | | | \checkmark | | | 3 | |
| Students respond teacher's questions | | | | | | 3 | |
| Students ask questions | | | | | | 2 | |
| Students test comprehension | | | | | | 3 | |
| Students doing the test | | | | | | 5 | |
| Total | 1 | 2 | 9 | 4 | 5 | 16 | |

$$score = \frac{\sum x}{Smax} 100\%$$

$$score = \frac{16}{25} 100\%$$

$$score = 64\%$$

Table 8.2 Students' observation checklist in cycle I

| ASPECTS | | SCORE | | | | | |
|--------------------------------------|---|--------------|---|---|---|----|--|
| 13512015 | 1 | 2 | 3 | 4 | 5 | Σ | |
| Students pay attention | | | | | | 3 | |
| Students respond teacher's questions | | | | | | 3 | |
| Students ask questions | | \checkmark | | | | 2 | |
| Students test comprehension | | | | | | 3 | |
| Students doing the test | | | | | V | 5 | |
| Students interest the game | | | | V | | 4 | |
| Total | 0 | 2 | 9 | 4 | 5 | 20 | |

$$score = \frac{\sum x}{Smax} 100\%$$

$$score = \frac{20}{30} 100\%$$

$$score = 66.66\%$$

Table 8.3 Students' observation checklist in cycle II

| ASPECTS | | SCORE | | | | | |
|--------------------------------------|---|-------|-----------|-----------|-----------|----|--|
| | 1 | 2 | 3 | 4 | 5 | Σ | |
| Students pay attention | | | | | | 4 | |
| Students respond teacher's questions | | | $\sqrt{}$ | | | 3 | |
| Students ask questions | | V | | | | 2 | |
| Students test comprehension | | | | $\sqrt{}$ | | 3 | |
| Students doing the test | | | | | $\sqrt{}$ | 5 | |
| Students interest the game | | | | V | | 4 | |
| Total | 0 | 2 | 3 | 12 | 5 | 22 | |

$$score = \frac{\sum x}{Smax} 100\%$$

$$score = \frac{22}{30} 100\%$$

$$score = 73,33$$

Table 8.4 Students' observation checklist in cycle III

| ASPECTS | | | Σ | | | |
|--------------------------------------|---|-----------|---|-----------|----|----|
| TISTECTS | 1 | 2 | 3 | 4 | 5 | 1 |
| Students pay attention | | | | | V | 5 |
| Students respond teacher's questions | | | | $\sqrt{}$ | | 4 |
| Students ask questions | | $\sqrt{}$ | | | | 2 |
| Students test comprehension | | | | | V | 3 |
| Students doing the test | | | | | V | 5 |
| Students interest the game | | | | | V | 5 |
| Total | 0 | 2 | 0 | 4 | 20 | 26 |

$$score = \frac{\sum x}{Smax} 100\%$$

$$score = \frac{26}{30} 100\%$$

$$score = 86,67\%$$

Table 9.1
Teacher observation checklist in preliminary research

| Aspect | | | Σ | | | |
|--------------------------------------|---|-----------|-----------|----------|---|----|
| | 1 | 2 | 3 | 4 | 5 | |
| Teacher explains the material | | | | √ | | 4 |
| Teacher uses media | | $\sqrt{}$ | | | | 2 |
| Teacher asks questions | | | $\sqrt{}$ | | | 3 |
| Teacher responds students' questions | | 1 | | | | 2 |
| Teacher manages the class | | | | 1 | | 4 |
| TOTAL | 0 | 4 | 3 | 8 | 0 | 15 |

$$score = \frac{\sum x}{Smax} 100\%$$

$$score = \frac{15}{25} 100\%$$

$$score = 60\%$$

Table 9.2 Teacher's observation checklist in cycle I

| Aspect | | | Sco | re | | Σ |
|--------------------------------------|---|---|-----|----------|---|----|
| | 1 | 2 | 3 | 4 | 5 | |
| Teacher explains the material | | | | V | | 4 |
| Teacher uses media | | | | V | | 4 |
| Teacher asks questions | | | V | | | 3 |
| Teacher responds students' questions | | | | | | 2 |
| Teacher manages the class | | | | | | 4 |
| TOTAL | 0 | 2 | 3 | 12 | 0 | 17 |

$$score = \frac{\sum x}{Smax} 100\%$$

$$score = \frac{17}{25} 100\%$$

$$score = 68\%$$

Table 9.3
Teacher's observation checklist in cycle II

| Aspect | | | Sco | re | | Σ |
|--------------------------------------|---|---|-----|-----------|---|----|
| • | 1 | 2 | 3 | 4 | 5 | |
| Teacher explains the material | | | | V | | 4 |
| Teacher uses media | | | | V | | 4 |
| Teacher asks questions | | | | | | 3 |
| Teacher responds students' questions | | | V | | | 3 |
| Teacher manages the class | | | | $\sqrt{}$ | | 4 |
| TOTAL | 0 | 0 | 6 | 12 | 0 | 18 |

$$score = \frac{\sum x}{Smax} 100\%$$

$$score = \frac{18}{25} 100\%$$

$$score = 72\%$$

Table 9.4
Teacher's observation checklist in cycle III

| Aspect | | | Sco | ore | | Σ |
|--------------------------------------|---|---|-----------|-----|----|----|
| | 1 | 2 | 3 | 4 | 5 | |
| Teacher explains the material | | | | | V | 5 |
| Teacher uses media | | | | | 1 | 5 |
| Teacher asks questions | | | $\sqrt{}$ | | | 3 |
| Teacher responds students' questions | | | | | | 2 |
| Teacher manages the class | | | | V | | 4 |
| TOTAL | 0 | 2 | 3 | 4 | 10 | 19 |

$$score = \frac{\sum x}{Smax} 100\%$$

$$score = \frac{19}{25} 100\%$$

$$score = 76\%$$

| | | VALIDI | TAS SO | OAL KI | ELAS E | ΧA | | | |
|----------------|----------------------|---------|--------|--------|--------|---------|---------|---------|---------|
| No | Nama | | | It | tem Pe | rtanya | an | | |
| NO | Ivallia | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| 1 | ADHELIA AUDRI P | 1 | 1 | 0 | 1 | 1 | 0 | 1 | 1 |
| 2 | ADIMAS ANGGARA P | 1 | 1 | 0 | 1 | 0 | 0 | 1 | 1 |
| 3 | AGUNG ARIYANTO | 0 | 1 | 0 | 1 | 1 | 0 | 1 | 0 |
| 4 | AGUNG JAYA BAKTI | 1 | 0 | 1 | 0 | 0 | 1 | 0 | 1 |
| 5 | ALLBERTUS WAHYU C | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 1 |
| 6 | AKA SALSA BELA | 0 | 1 | 1 | 1 | 0 | 1 | 1 | 0 |
| 7 | DHETI SEPTIANA | 1 | 0 | 0 | 0 | 1 | 0 | 1 | 1 |
| 8 | DINA NOVITA SARI | 0 | 1 | 1 | 1 | 0 | 1 | 0 | 1 |
| 9 | EDWIN HENDRA S | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 0 |
| 10 | ELENA KRISTIN TRI S | 0 | 1 | 1 | 1 | 0 | 1 | 1 | 0 |
| 11 | FIRNANDO SETYO N | 1 | 0 | 0 | 0 | 1 | 0 | 1 | 1 |
| 12 | GABRIYAL YANSIAGI | 1 | 0 | 1 | 0 | 0 | 1 | 1 | 1 |
| 13 | GILANG DWI CAHYONO | 1 | 1 | 0 | 1 | 1 | 0 | 0 | 0 |
| 14 | INDRASWARI INTAN K | 0 | 1 | 1 | 1 | 0 | 1 | 1 | 1 |
| 15 | IRMA NATA SARI | 1 | 0 | 0 | 0 | 1 | 1 | 0 | 1 |
| 16 | JEREMICA FEBRIANT V | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 1 |
| 17 | JOSHUA KEVIN H | 1 | 0 | 0 | 0 | 1 | 1 | 0 | 0 |
| 18 | KRISNA SRI HANDAYANI | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 1 |
| 19 | LUKAS ADI WAHYUDA | 1 | 0 | 1 | 0 | 0 | 0 | 1 | 1 |
| 20 | MARTA TRIANI | 1 | 0 | 0 | 0 | 1 | 1 | 0 | 0 |
| 21 | MIA SULISTIYOWATI | 1 | 1 | 1 | 1 | 0 | 0 | 1 | 1 |
| 22 | MUHAMMAD TRI A | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 0 |
| 23 | M. RIZA WAHYU H | 1 | 0 | 0 | 0 | 1 | 1 | 0 | 1 |
| 24 | MILA ROHMAYANTI A | 1 | 1 | 0 | 1 | 0 | 1 | 0 | 1 |
| 25 | MITA KRISTANTI | 1 | 0 | 1 | 0 | 1 | 1 | 1 | 0 |
| 26 | ROHMAD SUHARTI | 1 | 1 | 0 | 1 | 0 | 0 | 1 | 1 |
| 27 | STEPANUS KELVIN H | 1 | 1 | 1 | 1 | 0 | 0 | 1 | 0 |
| 28 | STEVANI RACHEL A | 0 | 1 | 0 | 1 | 1 | 1 | 0 | 1 |
| 29 | TIRZA NATALITA | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 0 |
| 30 | VIKY IRENE AUDRE A | 1 | 0 | 1 | 0 | 0 | 1 | 0 | 1 |
| 31 | VILDA SAPUTRI | 1 | 0 | 1 | 0 | 1 | 0 | 1 | 1 |
| 32 | WIDYA WINDYANI | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 1 |
| | ΣX | 26 | 20 | 18 | 20 | 16 | 20 | 20 | 21 |
| | (∑X)² | 676 | 400 | 324 | 400 | 256 | 400 | 400 | 441 |
| - S | $\sum X^2$ | 26 | 20 | 18 | 20 | 16 | 20 | 20 | 21 |
| VALIDITAS | ΣXY | 251 | 207 | 184 | 207 | 150 | 190 | 210 | 207 |
| Al | rxy | -0,0832 | 0,5016 | 0,3514 | 0,5016 | -0,2116 | -0,1738 | 0,6208 | 0,1177 |
| - | Ket | invalid | valid | valid | valid | invalid | invalid | valid | invalid |
| | σ^2 | -0,6348 | -0,371 | -0,299 | -0,371 | -0,2344 | -0,3711 | -0,3711 | -0,4102 |
| Ē | Skor | 26 | 20 | 18 | 20 | 16 | 20 | 20 | 21 |
| } | Skor Ideal | 32 | 32 | 32 | 32 | 32 | 32 | 32 | 32 |
| 5 | Р | 81,25% | 62,50% | 56,25% | 62,50% | 50,00% | 62,50% | 62,50% | 65,63% |
| DIFFICULTY LEV | Ket | Easy | Medium | Medium | Medium | Medium | Medium | Medium | Medium |
| | | Unused | Used | Used | Used | Unused | Unused | Used | Unused |

| rtabel α = 5% | 0,349 | |
|----------------------------|-----------|--------|
| | | |
| h0 | tidak val | id |
| h1 | valid | |
| Jika r hitung > r tabel, m | aka data | valid |
| karena r hitung > r tabel | ,maka re | liable |

| Y^2 | ΣΥ | | | yaan | n Pertan | Iten | | |
|---------|-------------------|---------|--------|--------|----------|--------|--------|--------|
| . – | ۷. | 15 | 14 | 13 | 12 | 11 | 10 | 9 |
| 121 | 11 | 0 | 1 | 1 | 0 | 1 | 1 | 1 |
| 121 | 11 | 1 | 1 | 1 | 1 | 1 | 1 | 0 |
| 121 | 11 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| 81 | 9 | 1 | 1 | 1 | 0 | 1 | 0 | 1 |
| 121 | 11 | 0 | 1 | 0 | 1 | 1 | 1 | 0 |
| 81 | 9 | 0 | 1 | 1 | 0 | 1 | 0 | 1 |
| 81 | 9 | 1 | 1 | 1 | 1 | 1 | 0 | 0 |
| 100 | 10 | 1 | 1 | 0 | 1 | 1 | 0 | 1 |
| 100 | 10 | 0 | 1 | 1 | 0 | 1 | 1 | 0 |
| 121 | 11 | 1 | 1 | 1 | 1 | 1 | 0 | 1 |
| 81 | 9 | 1 | 1 | 1 | 0 | 1 | 0 | 1 |
| 100 | 10 | 0 | 1 | 1 | 1 | 1 | 0 | 1 |
| 49 | 7 | 1 | 1 | 0 | 0 | 1 | 0 | 0 |
| 121 | 11 | 1 | 1 | 1 | 1 | 1 | 0 | 0 |
| 64 | 8 | 1 | 1 | 1 | 0 | 1 | 0 | 0 |
| 144 | 12 | 0 | 1 | 1 | 1 | 1 | 0 | 1 |
| 64 | 8 | 1 | 1 | 0 | 0 | 1 | 1 | 1 |
| 144 | 12 | 0 | 1 | 1 | 1 | 1 | 0 | 1 |
| 81 | 9 | 1 | 1 | 1 | 1 | 1 | 0 | 0 |
| 64 | 8 | 1 | 1 | 0 | 0 | 1 | 1 | 1 |
| 121 | 11 | 0 | 1 | 1 | 1 | 1 | 0 | 1 |
| 121 | 11 | 0 | 1 | 1 | 1 | 1 | 0 | 1 |
| 36 | 6 | 1 | 0 | 1 | 0 | 0 | 0 | 0 |
| 81 | 9 | 0 | 1 | 0 | 1 | 1 | 0 | 1 |
| 81 | 9 | 1 | 1 | 1 | 0 | 0 | 0 | 1 |
| 121 | 11 | 1 | 1 | 1 | 1 | 1 | 0 | 1 |
| 64 | 8 | 1 | 1 | 0 | 0 | 1 | 0 | 0 |
| 64 | 8 | 0 | 1 | 0 | 1 | 0 | 0 | 1 |
| 144 | 12 | 0 | 1 | 1 | 1 | 1 | 1 | 1 |
| 49 | 7 | 1 | 1 | 0 | 0 | 1 | 0 | 0 |
| 144 | 12 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| 121 | 11 | 0 | 1 | 0 | 0 | 1 | 1 | 1 |
| 3107 | 311 | 19 | 31 | 22 | 18 | 29 | 10 | 21 |
| | | 361 | 961 | 484 | 324 | 841 | 100 | 441 |
| | | 19 | 31 | 22 | 18 | 29 | 10 | 21 |
| | | 174 | 305 | 224 | 191 | 288 | 109 | 214 |
| | | -0,4173 | 0,4111 | 0,4227 | 0,6228 | 0,4062 | 0,4902 | 0,4012 |
| 15 | <u>k</u> . | invalid | valid | valid | valid | valid | valid | valid |
| -6,3457 | $\sum \sigma^2 x$ | -0,334 | -0,908 | -0,451 | -0,299 | -0,793 | -0,088 | -0,41 |
| 2,640 | $\sigma^2 y$ | 19 | 31 | 22 | 18 | 29 | 10 | 21 |
| | | | | | | | | |

32

65,63%

Medium

Used

32

31,25%

Medium

Used

32

90,63%

Easy

Used

32

56,25%

Medium

Used

32

68,75%

Medium

Used

32

96,88%

Easy

Used

32

59,38%

Medium

Unused

3,647

| | | _ | | | | | | | | | | | | | | |
|-----|-----|------------|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|
| ΣΥ | Y^2 | : <u> </u> | | | | | | | | | | | | | | |
| | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 |
| 11 | 121 | 11 | 11 | 0 | 11 | 11 | 0 | 11 | 11 | 11 | 11 | 11 | 0 | 11 | 11 | 0 |
| 11 | 121 | 11 | 11 | 0 | 11 | 0 | 0 | 11 | 11 | 0 | 11 | 11 | 11 | 11 | 11 | 11 |
| 11 | 121 | 0 | 11 | 0 | 11 | 11 | 0 | 11 | 0 | 11 | 11 | 11 | 11 | 11 | 11 | 11 |
| 9 | 81 | 9 | 0 | 9 | 0 | 0 | 9 | 0 | 9 | 9 | 0 | 9 | 0 | 9 | 9 | 9 |
| 11 | 121 | 11 | 11 | 0 | 11 | 11 | 11 | 11 | 11 | 0 | 11 | 11 | 11 | 0 | 11 | 0 |
| 9 | 81 | 0 | 9 | 9 | 9 | 0 | 9 | 9 | 0 | 9 | 0 | 9 | 0 | 9 | 9 | 0 |
| 9 | 81 | 9 | 0 | 0 | 0 | 9 | 0 | 9 | 9 | 0 | 0 | 9 | 9 | 9 | 9 | 9 |
| 10 | 100 | 0 | 10 | 10 | 10 | 0 | 10 | 0 | 10 | 10 | 0 | 10 | 10 | 0 | 10 | 10 |
| 10 | 100 | 10 | 10 | 10 | 10 | 10 | 10 | 0 | 0 | 0 | 10 | 10 | 0 | 10 | 10 | 0 |
| 11 | 121 | 0 | 11 | 11 | 11 | 0 | 11 | 11 | 0 | 11 | 0 | 11 | 11 | 11 | 11 | 11 |
| 9 | 81 | 9 | 0 | 0 | 0 | 9 | 0 | 9 | 9 | 9 | 0 | 9 | 0 | 9 | 9 | 9 |
| 10 | 100 | 10 | 0 | 10 | 0 | 0 | 10 | 10 | 10 | 10 | 0 | 10 | 10 | 10 | 10 | 0 |
| 7 | 49 | 7 | 7 | 0 | 7 | 7 | 0 | 0 | 0 | 0 | 0 | 7 | 0 | 0 | 7 | 7 |
| 11 | 121 | 0 | 11 | 11 | 11 | 0 | 11 | 11 | 11 | 0 | 0 | 11 | 11 | 11 | 11 | 11 |
| 8 | 64 | 8 | 0 | 0 | 0 | 8 | 8 | 0 | 8 | 0 | 0 | 8 | 0 | 8 | 8 | 8 |
| 12 | 144 | 12 | 12 | 12 | 12 | 0 | 12 | 12 | 12 | 12 | 0 | 12 | 12 | 12 | 12 | 0 |
| 8 | 64 | 8 | 0 | 0 | 0 | 8 | 8 | 0 | 0 | 8 | 8 | 8 | 0 | 0 | 8 | 8 |
| 12 | 144 | 12 | 12 | 12 | 12 | 0 | 12 | 12 | 12 | 12 | 0 | 12 | 12 | 12 | 12 | 0 |
| 9 | 81 | 9 | 0 | 9 | 0 | 0 | 0 | 9 | 9 | 0 | 0 | 9 | 9 | 9 | 9 | 9 |
| 8 | 64 | 8 | 0 | 0 | 0 | 8 | 8 | 0 | 0 | 8 | 12 | 8 | 0 | 0 | 8 | 8 |
| 11 | 121 | 11 | 11 | 11 | 11 | 0 | 0 | 11 | 11 | 11 | 0 | 11 | 11 | 11 | 11 | 0 |
| 11 | 121 | 11 | 11 | 11 | 11 | 0 | 11 | 11 | 0 | 11 | 0 | 11 | 11 | 11 | 11 | 0 |
| 6 | 36 | 6 | 0 | 0 | 0 | 6 | 6 | 0 | 6 | 0 | 0 | 0 | 0 | 6 | 0 | 6 |
| 9 | 81 | 9 | 9 | 0 | 9 | 0 | 9 | 0 | 9 | 9 | 0 | 9 | 9 | 0 | 9 | 0 |
| 9 | 81 | 9 | 0 | 9 | 0 | 9 | 9 | 9 | 0 | 9 | 0 | 0 | 0 | 9 | 9 | 9 |
| 11 | 121 | 11 | 11 | 0 | 11 | 0 | 0 | 11 | 11 | 11 | 0 | 11 | 11 | 11 | 11 | 11 |
| 8 | 64 | 8 | 8 | 8 | 8 | 0 | 0 | 8 | 0 | 0 | 0 | 8 | 0 | 0 | 8 | 8 |
| 8 | 64 | 0 | 8 | 0 | 8 | 8 | 8 | 0 | 8 | 8 | 0 | 0 | 8 | 0 | 8 | 0 |
| 12 | 144 | 12 | 12 | 12 | 12 | 12 | 0 | 12 | 0 | 12 | 12 | 12 | 12 | 12 | 12 | 0 |
| 7 | 49 | 7 | 0 | 7 | 0 | 0 | 7 | 0 | 7 | 0 | 0 | 7 | 0 | 0 | 7 | 7 |
| 12 | 144 | 12 | 0 | 12 | 0 | 12 | 0 | 12 | 12 | 12 | 12 | 12 | 12 | 12 | 12 | 12 |
| 11 | 121 | 11 | 11 | 11 | 11 | 11 | 11 | 0 | 11 | 11 | 11 | 11 | 0 | 0 | 11 | 0 |
| 31: | 310 | 251 | 207 | 184 | 207 | 150 | 190 | 210 | 207 | 214 | 109 | 288 | 191 | 224 | 305 | 174 |

| No. | Name | KKM | Pre-tes | Cycle 1 | Cycle 2 | Cycle 3 |
|-----|--------------------------|-----|---------|---------|---------|---------|
| 1 | A. Muammal Khamidi | 75 | 65 | 75 | 78 | 80 |
| 2 | Ahmad Shodiqin | 75 | 75 | 77 | 80 | 80 |
| 3 | Amelia Yunia Sari | 75 | 60 | 65 | 75 | 75 |
| 4 | Andi Afif Amrullah | 75 | 55 | 70 | 75 | 75 |
| 5 | Annisa Zulfa Laila | 75 | 92 | 95 | 100 | 100 |
| 6 | Arvian Hari Ditya | 75 | 93 | 95 | 100 | 100 |
| 7 | David Irawan | 75 | 85 | 95 | 95 | 100 |
| 8 | Diah Sinta Sekarhati | 75 | 85 | 95 | 100 | 100 |
| 9 | Dienda Nabilatul M | 75 | 85 | 90 | 100 | 100 |
| 10 | Doni Atmanegara | 75 | 70 | 70 | 75 | 75 |
| 11 | Eka Putri Silfiya | 75 | 65 | 65 | 72 | 75 |
| 12 | Eni Ernawati | 75 | 65 | 78 | 80 | 80 |
| 13 | Eva Kristanti | 75 | 57 | 65 | 75 | 75 |
| 14 | Ika Fitri Nur Cahyanti | 75 | 55 | 65 | 65 | 75 |
| 15 | Indah Apriliyani | 75 | 60 | 62 | 65 | 75 |
| 16 | Isnaini Nur Fi'lia | 75 | 60 | 70 | 75 | 80 |
| 17 | Julianto | 75 | 58 | 65 | 65 | 75 |
| 18 | Kesnawati | 75 | 57 | 60 | 75 | 75 |
| 19 | Kevin Ariya Wandanas | 75 | 65 | 73 | 75 | 75 |
| 20 | M. Hendra Cahyanto | 75 | 63 | 65 | 75 | 75 |
| 21 | M. Khoirul Umam | 75 | 65 | 65 | 65 | 75 |
| 22 | Makhrus Anwar | 75 | 55 | 75 | 78 | 80 |
| 23 | Marseleno Tegar Prakasa | 75 | 70 | 77 | 78 | 80 |
| 24 | Muhammad Aribus S | 75 | 55 | 55 | 68 | 75 |
| 25 | Muhammad Bayu S. A | 75 | 55 | 75 | 78 | 75 |
| 26 | Muhammad Yusuf | 75 | I | I | I | I |
| 27 | Nanang Dwi Setyawan | 75 | 65 | 88 | 95 | 100 |
| 28 | Natasya Khofifah Aulia J | 75 | 65 | 75 | 78 | 80 |
| 29 | Nova Mulya Kurniawan | 75 | 75 | 80 | 82 | 95 |
| 30 | Novia Angelina | 75 | 80 | 87 | 95 | 100 |
| 31 | Nur Kholifatunnis | 75 | 90 | 95 | 100 | 100 |
| 32 | Rino Septiana Tri P | 75 | 50 | 65 | 73 | 75 |
| 33 | Rizky Vaudy | 75 | 65 | 80 | 82 | 85 |

| 34 | Siti Anisah | 75 | 55 | 80 | 83 | 85 |
|----|------------------|----|-------|-------|-------|-------|
| 35 | Sri Wulandari | 75 | 50 | 65 | 75 | 75 |
| 36 | Tegar Saputro | 75 | 60 | 70 | 83 | 85 |
| 37 | Vadia Tri Amelia | 75 | 80 | 80 | 80 | 85 |
| 38 | Yeni Irawati | 75 | 70 | 80 | 80 | 85 |
| 39 | Catrine Marcella | 75 | 80 | 80 | 95 | 100 |
| | TOTAL | | 2555 | 2867 | 3068 | 3180 |
| | MEAN | | 67.23 | 75.44 | 80.73 | 83.68 |

Table 12.1 Procedure of the research

| | | Month/Week | | | | | | | | | |
|---|---|------------|-------|-----|---|----------|---|---|---|--|--|
| ACTIVITY | | (| Oktol | oer | | November | | | | | |
| | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | | |
| Preliminary visit | | | | X | | | | | | | |
| Asking permission to the headmaster and English teacher | | | | | | | X | | | | |
| Contact the English teacher to choose the class | | | | | | | X | | | | |
| Doing preliminary research | | | | | | | X | | | | |
| Pre cycle | | | | | | | | X | | | |
| Cycle I | | | | | | | | X | | | |
| Cycle II | | | | | | | | X | | | |
| Cycle III | | | | | | | | | X | | |

The Documentation of Students in doing the exercise









CURRICULUM VITAE

A. Personal Identity

1. Name : Viska Yunilia Anggraini Wulansari

2. Students Number : 103411072

3. Place and Date of Birth : Jepara, 27 Juni 1993

4. Address : Dk. Krajan, Ds. Tulakan RT. 04/02,

Kec. Donorojo, Kab. Jepara

5. Email : viska.sari@yahoo.co.id

6. Mobile Number : 085641577002

B. Education Background

1. SDN 08 Tulakan Donorojo Jepara, graduated in 2004

2. MTs Al-Hikmah Kajen Margoyoso Pati, graduated in 2007

3. MAN 02 Jepara, graduated in 2010

 Student of Education and Teacher Training Faculty Walisongo State Islamic University Semarang.

Semarang, 22 May 2015

The Researcher,

Viska Yunilia Anggraini Wulansari NIM 103411072