**USING EXPAND GAME TO IMPROVE STUDENTS'
UNDERSTANDING ON SIMPLE PRESENT TENSE
(A Classroom Action Research at the Eighth Grade of
MTs.M2.Montessori Kaloran Temanggung
in The Academic Year of 2014/2015)**

THESIS

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

By

**ROSADAH
Student Number : 113411138**

**ISLAMIC EDUCATION AND TEACHER TRAINING
FACULTY
WALISONGO STATE ISLAMIC UNIVERSITY
SEMARANG 2015**

THESIS PROJECT STATEMENT

I am, the student with the following identity:

Name : Rosadah
Student Number : 113411138
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certify that this is definitely my own work. I am completely responsible for the content of this thesis. Other writer's opinions or findings included in the thesis are quoted or cited in accordance with ethical standards.

Semarang,   April 2015

The Researcher,

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NIM. 113411138

RATIFICATION

Thesis with the following identify:

Title : **USING EXPAND GAME TO IMPROVE STUDENTS' UNDERSTANDING ON SIMPLE PRESENT TENSE (A Classroom Action Research at The Eighth Grade of MTs.M2.Montessori KaloranTemanggung in The Academic Year of 2014/2015**

Name of student : Rosadah
Student number :13411138
Field of study : Tadrisof English Language Education

had been ratified by the board of examiner of Education and Teacher Training Faculty of Walisongo State Institute for Islamic Studies and can be received as one of any requirement for gaining the Bachelor Degree in English Language Education.

Semarang, June 2015

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ADVISOR NOTE

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To :
The Dean of Education
and Teacher Training Faculty
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Assalamu 'alaikum wr .wb.

I inform that I have given guidance, briefing and correction to whatever extent necessary of the following thesis identification:

Title
: **USING EXPAND GAME TO IMPROVE STUDENTS' UNDERSTANDING ON SIMPLE PRESENT TENSE (A Classroom Action Research at The Eighth Grade of MTs.M2.Montessori Kaloran Temanggung in The Academic Year of 2014/2015**

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I state that the thesis is ready to be submitted to Education and Teacher Training Faculty Walisongo State Islamic University to be examined at Munaqasyah session.

Wassalamu 'alaikumwr. wb.

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ABSTRACT

Title   : *Using Expand Game to Improve Students' Understanding on Simple Present Tense (A Classroom Action Research at The Eighth Grade Of Mts.M2.Montessori Kaloran Temanggung in the Academic Year of 2014/2015*

Writer   : Rosadah

Student Number : 113411138

      The background of this research is the difficulty which was felt by the students when they were studying English subject, especially grammar. Grammar is one of important thing that must be mastered by everyone who wants to arrange a sentence. This research focuses on one of the grammar rules, that is simple present tense. Most of English teachers do their teaching with conventional ways. In this research, the researcher will share one of the ways how to increase the students' enthusiastic to learn English subject. One of them is the use of expand game. The problems in this study are as follows:

1. How is the improvement of students' understanding on Simple Present Tense using *Expand Game* at Eighth Grade of MTs.M2.Montessori Kaloran Temanggung in the Academic year of 2014/2015?

2. How is the student's participation in learning process through *Expand Game* at Eighth Grade of MTs.M2.Montessori Kaloran Temanggung in the Academic year of 2014/2015?

     The objectives of this study are to identify the improvement of students understanding on Simple Present after using *Expand Game* and to describe the student's participation in learning process through *Expand Game* at Eighth Grade of MTs.M2.Montessori Kaloran Temanggung in the Academic year of 2014/2015.

     This research is a classroom action research. It was done through two cycles. The subject of this study was students Eight Grade MTs.M2.Montessori Kaloran Temanggung in the Academic year of 2014/2015. The number of the subject was 27 students. The data gathered through test, documentation and observation. The result of the study shows that using Expand game can improve students'

achievement in creating simple present tense. The average of the students' result in cycle one was 78.5 and in the cycle two was 86.6

Based on the result, the writer concludes that using expand game can improve students' understanding on simple present tense. By doing this research, the researcher hopes the students enjoy in learning English and the English teacher can use this research as reference when she/he wants to teach simple present tense in the future.

DEDICATION

I dedicated this thesis to:

My beloved family,my husband and my two daughters also my parent , love and respect are always for them. Thanks for the valuable efforts and contributions in making this education success.

ACKNOWLEDGEMENT

All praises to Allah who has given blessing and mercies so that the researcher can finish in creating this thesis.Shalawat and salam may be granted to our noble prophet Muhammad SAW and his family, his friends, and his followers who have brought Islam until this present.

As an ordinary human who has the weakness and limitedness, the researcher realized that the thesis by the title "*Using Expand Game to Improve Students' Understanding on Simple Present Tense (A Classroom Action Research at The Eighth Grade Of Mts.M2.Montessori Kaloran Temanggung in the Academic Year of 2014/2015)*" can not be finished without any support, guidance, and help from the other people and another side. For that, by the honor of this, the researcher wants to say thanks very much to the honorable:

1. The Dean of Education and Teacher Training Faculty of Walisongo State Islamic University Semarang, Dr.Darmuin,M.Ag

2. Muslih,Dr.,MA., as the Head of the English Department of Education and Teacher Training Faculty of Walisongo State Islamic University Semarang.

3. Dra.Hj.Siti Mariam,M.Pd as the advisor, thanks for the guidance and his patience till this thesis finished.

4. All lecturers who give valuable knowledge, guidance and advice to the researcher during the years of this study.

5. My all friends in TBI kualifikasi 2011 who always give motivation and support to finish this study.

6. The Headmaster of Mts.M2.Montessori Kaloran Temanggung who helped the researcher during the research,SulisPrasetiyo,SE

7. My beloved family,my husband and my two daughters also my parent , love and respect are always for them. Thanks for the valuable efforts and contributions in making this education success.

8. Last but not least, those who cannot be mentioned one by one, who have supported and gave motivation and pray to the researcher to finish this thesis.

Semarang,April 2015

The Researcher,

Rosadah
NIM. 113411138

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CHAPTER I
INTRODUCTION

A. Background of The Research

Nowadays, English is the first language that has to be mastered by everyone who wants to communicate globally. It places English as the international language which is used in every field of life, economic, social, politic etc. The point is English as one of many languages that important to be mastered today. Being an international language. English is used in international events and used as the medium of information like science, technology and culture. So, it is not surprised that the teaching of English is carried out in parts of the world. Indonesia for example, treats English as the first foreign language. Nevertheless, in order to make English teaching get success, we have to consider some factors, such as, teacher's quality, student's interest and motivation, school buildings, teaching method, books, etc. The goal of teaching and learning English is mainly to prepare the students to have all language skills like listening, speaking, writing and reading. Those skills must be taught integrated, for instance teaching speaking or writing will influence other skills of English. They correlate one another in

the English learning process. The students are expected to master all skills in balance.[1]

When you study about language, the first time you must study about the rules or the basic of language. Grammar is one of the basic aspect which must be learned by the students to produce and arrange words into sentences.[2] We unconsciously use grammar all the time when we use language for speaking, listening, reading and writing. If we want to improve our English language abilities, there is no escape from addressing grammar issues. Unfortunately, many assume that studying English is difficult, studying English makes students lazy to pay attention, fear and not interest to study.

For the reason above, teachers are forced to be more creative in transforming knowledge, teachers should understand the good way to teach and teacher needs to use varieties of teaching technique to make students interest to study about grammar. In this case, the researcher will try to apply a technique use of *Expand Game* to teach Simple Present Tense in MTs.M2.Montessori Kaloran Temanggung. The methods of teaching will use by teachers, it will give lecture and text book oriented. Because of this, students tend to be bored and less attention to learning process. In line of this, this research will

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[1]Departemen Pendidikan Nasional, *Standar Kompetensi Bahasa Inggris SMP/MTs,* (Jakarta: Depdikbud)

[2]Abdullah Mansur, *Tata Bahasa Inggris (English Grammar).* (Gresik: CV. Bintang Pelajar, 2004) p.3

help teachers and students to be more enjoyable in English learning process. For example, here the researcher tries to use expand game to stimulate the students in English learning process, especially on *Simple Present Tense.*

So, teachers must be creative and smart to make interest atmosphere, because it can be influenced of learning process. In this case, the researcher will use *Expand Game*. By *Expand Game* the researcher wish it will give positive effect to stimulate the learners.

B. Reason For Choosing The Topic

The researcher chooses the topic of improving students' understanding on *Simple Present Tense* using expand game for the following reasons :

1. Grammar is an essential component of language, so it is important to find a technique to teach in effectively, in learning process.

2. It is difficult to make students interested in improving their own grammar, so the researcher will try to use this method to make students comfortable and easier to understand about the material.

3. To know the improvement of students understanding on Simple Present Tense using expand game at eighth grade of MTs.M2.Montessori Kaloran Temanggung.

4. Anactionresearchwill   b e   conductedforthesakeof effectiveness

andefficiencyinteachingEnglish.Bydoingactionresearch, the researcher intends to improve the quality of teaching Simple Present Tense**.**

C. Questions of The Research

This study is conducted in order to answer the main problems;

3. How is the improvement of students' understanding on Simple Present Tense using *Expand Game* at Eighth Grade of MTs.M2.Montessori Kaloran Temanggung in the Academic year of 2014/2015?

4. How is the student's participation in learning process through *Expand Game* at Eighth Grade of MTs.M2.Montessori Kaloran Temanggung in the Academic year of 2014/2015?

D. Objectives of The Research

Based on the problems mentioned above, the objective of this study are:

1. To identify the improvement of students understanding on Simple Present Tense after using *Expand Game*.

2. To describe the student's participation in learning process through *Expand Game* at Eighth Grade of MTs.M2.Montessori Kaloran Temanggung in the Academic year of 2014/2015?

E. Pedagogical Significance

The result of the study is hoped to be useful for researcher, students, teacher and school

1. The result of the study is hoped to be useful for researcher, students, teacher and school This research is hoped can be useful for researcher herself to find out the exactly condition of field, problems of learning process so that it will be reference in preparing before facing the real condition.

2. For students, the usage of this method is hoped can help them to understand lesson easier and make them like grammar especially on *Simple Present Tense*, because use of method is enjoyable.

3. For teacher, the usage of this method is hoped that it will make them more creative to deliver materials, so that learning process in the classroom is monotone and more effective.

4. For school, this study will be a starting point to develop the teaching method which plays in the school.

F. Scope of the Study

This studyis conducted at MTs M2.Montessori Kaloran Temanggung. Not all of classes at MTs M2.Montessori Kaloran Temanggung will be investigated, but only the eighth grade one students.The English subject taught for the eighth grade will be limited on Simple Present Tense based on the students need and level. Participants are students of eighth grade one. Total numbers of students are 27. This research emphasizes in improving students' understanding on Simple Present Tense by using Expand Gameasmediainlearningteaching process.

G. Definition Of Key Term

1. Classroom Action Research

   Classroom action research is a method of describing about what work best in the classroom, so that can improve students learning. There are going to many ways to improve knowledge about teaching. The goal of Classroom Action Research is going to improve teaching in classroom, department, or school. Classroom action research is going to improve the effectiveness of teaching. While there is no requirement that the findings be generalized to other situations the result can add to knowledge base.Classroom Action Research goes beyond personal reflection to use informal research practices such as a brief literature review, group comparisons, and data collection and analysis.[3]

2. EighthGradeofMTsM2.MontessoriKaloran Temanggung in the Academic Year of 2014 – 2015.

   The phrase"the eighth grade students" refers to the students who have been studying at MTsM2.Montessori Kaloran Temanggung. It is institution in which the object in this study and where the writer held her research. It is located on Kemiri sub district Kaloran regency Temanggung. The phrase "the Academic Year of 2014 – 2015 means the duration time for teaching and learning and other academic activities that consist of two semesters , had been started on July 2014 and would have been completed on July 2015.

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[3]http://www.julianhermida.com/algoma/scotlteachingfirstpage.htm, accessed on September 01, 2014

CHAPTER II

USING EXPAND GAME TO IMPROVE STUDENTS' UNDERSTANDING ON SIMPLE PRESENT TENSE

1. Teaching Grammar

a. Definition of Grammar

Grammar is one of the basic aspect which must be learned by the students to produce and arrange words into sentences.[4] We unconsciously use grammar all the time when we use language for speaking, listening, reading and writing. When we study about language, the first time we must study about the rules or the basic of language. If we want to improve our English language abilities, there is no escape from addressing grammar issues. Unfortunately, many assume that studying English is difficult, studying English makes students lazy to pay attention, fear and not interest to study.

For the reason above, teachers are forced to be more creative in transforming knowledge, teachers should understand the good way to teach and teacher needs to use varieties of teaching technique to make students interest to study about grammar. In this case, the researcher will try to apply a technique use of *Expand Game* to teach Simple Present Tense in MTs.M2.Montessori Kaloran Temanggung.

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[4] Abdullah Mansur, *Tata Bahasa Inggris (English Grammar)*. (Gresik: CV. Bintang Pelajar, 2004) p.3

The methods of teaching will use by teachers , it will give lecture and text book oriented. Because of this, students tend to be bored and less attention to learning process. In line of this, this research will help teachers and students to be more enjoyable in English learning process. For example, here the researcher tries to use expand game to stimulate the students in English learning process, especially on *Simple Present Tense.*

So, teachers must be creative and smart to make interest atmosphere, because it can be influenced of learning process. In this case, the researcher will use *Expand Game*. By *Expand Game* the researcher wish it will give positive effect to stimulate the learners.

b. Type of Grammar

As we know so far, each tense has rules of its own. It makes the students confused and frustrated to use tenses correctly and also there are no tenses in Indonesian language. It is one of difficulty problem in studying English. There are four forms of tenses that indicate the certain time of   action. They are present, past, future and perfect.

1) Present Tense

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

every day, every year, etc.

2) Future Tense

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

3) Past Tense

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

4) Perfect Tense

Perfect tense is used to express actions that happened before another time or even. As we know there are 16 tenses in English. But concerning this research, the researcher only takes Simple Present Tense as tense used as research in this thesis.

B. Previous Research

The writer will describe some works which are relevant to this thesis to make the thesis arrangement easier:

1. Thesis under title, Teaching Simple Present Tense to the Seventh Grade Students of MTs Negeri Kudus in the Academic Year 2011/2012 Taught by Using iFlash Media. By

Sholihah, Fir'atus. 2012, thesis of English Education Department, Teacher Training and Education Faculty, MuriaKudus University.[5] She conducted Experimental research at the Seventh Grade Students of MTs Negeri Kudus in the Academic Year 2011/2012.

The similar between her research and the writer's are on the research material. The research material is simple present tense. The difference on this previous researcher is the media. The media in her research is iFlash Media. The writer use picture as the media which is developed in *Expand Game.*

2. Thesis under title, *The Effectiveness Of Teaching Simple Present Tense Using Card Game (An Experimental Research At The First Grade of MTs Darul Ulum Purwogondo Kalinyamatan Jepara In The Academic Year Of 2009/2010).* By Nur Qomariyah (3105184). thesis of bachelor program of English Language Education of Institute for Islamic Studies Walisongo Semarang.[6] She conducted Experimental research at First Grade of MTs Darul Ulum Purwogondo Kalinyamatan Jepara to know the effectiveness of Using Card Game to teach Simple Present Tense.

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[5]Sholihah, Fir'atus, *Teaching Simple Present Tense to the Seventh Grade Students of MTs Negeri Kudus in the Academic Year 2011/2012 Taught by Using iFlash Media.* (Kudus: Muria Kudus University, 2013), unpublished thesis.

[6] By Nur Qomariyah (3105184), *The Effectiveness Of Teaching Simple Present Tense Using Card Game (An Experimental Research At The First Grade Of MtsDarulUlumPurwogondoKalinyamatan Jepara In The Academic Year Of 2009/2010),* (Semarang: IAIN Walisongo, 2010), unpublished thesis

The similar between her research and the writer's is on the research material. The research material is simple present tense. The difference   this previous researcher are the media and the method of the research. The media use card Game and the method is experimental Research.

3. Thesis under title, *Improving Students' Understanding On Simple Present By Using Teams Games Tournaments (TGT) (A Classroom Action Research With 8[th]aGrade Students Of SMP Islam Al-Khoiriyah Pemalang In The Academic Year Of 2010/2011).* By Umaroh Hasan Izza (063411015), thesis of bachelor program of English Language Education of Institute for Islamic Studies Walisongo Semarang.[7] She conducted classroom action research at VIII A grade of SMP Islam Al-Khoiriyah Pemalang using TGT to improve students' Simple Present Tense.

The similar between his research and the writer's are on the research material and the method. The difference on this previous researcher is the media. The method use TGT.

C. Literature Review
   1. General Concept of Expand Game
      a. Definition of Expand

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[7]By Umaroh Hasan Izza (063411015), *Improving Students' Understanding On Simple Present By Using Teams Games Tournaments (TGT) (A Classroom Action Research With 8[th]aGrade Students Of SMP Islam Al-Khoiriyah Pemalang In The Academic Year Of 2010/2011)* (Semarang: IAIN Walisongo, 2013), unpublished thesis

Expand is making something greater in size, number or importance.[8]Expand is a *verb* which has some meanings as follows:

1. To increase in size, range, or amount.
2. To become bigger.
3. To cause (something) to increase in size, range, or amount.
4. To make (something) bigger.
5. To write (something) in full form.[9]

b. Definition of Game

Games are excellent vehicles for learners to demonstrate the following skills and abilities, all within the friendly and competitive game environment:

1. Understanding of the concepts of rules, cooperative play, and winning and losing.
2. Understanding of the classroom material.
3. Application of concepts and principles found in the classroom material.
4. Problem solving and strategizing.[10]

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[8]Manser, Martin, *Oxford Learners Pocket Dictionary*, (New York: Oxford University Press, 2004), p. 149

[9]http://www.merriam-webster.com/dictionary/expand. accessed on september 18, 2014

[10] Steve Sugar and Kim Kostoroski Sugar, *Primary Games*, (New York: Jossey Bass, 2002), p. 15.

Games facilitating language learning because they help language learning to be:

1. More meaningful, for example by showing how words relate to each other,
2. More memorable, for example by involving as many approaches to how language is stored as possible, such as mime and movement, the use of color and pattern, personalization, etc,
3. More accessible, for example by getting students to make their own language records to suit their individual strategies for reference and access. (Philpot, 2004:4)[11]

Some other advantages of using game are:

1. Games are welcome break from the usual routine of the language class.
2. They are motivating and challenging.
3. Learning a language requires a great deal of effort. Games help students to make and sustain the effort learning.
4. Game provides language practice in various skill-speaking, writing, listening and reading.
5. They encourage students to interact and communicate.
6. They create meaningful context for language use. (Kim,1995:35).[12]

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[11] Siti Tarwiyah, *Games, Songs, And Practical Ideas to Teach Language,(*Semarang: Need's Press, 2012), p. 2.

Games have many advantages and effectiveness in teaching learning process. First, games bring in relaxation and fun for students, and help them learn more easily. Second, games usually involve friendly competition and they keep learners interested. These create the motivation for learners of English to get involved and participate actively in the learning activity.

c. Definition of Expand Game

Expand Game is game by writing in whatever word a student volunteers and then have him or her read the new sentence, if the word proposed is wrong ,mime-ask the other students what they think, in the final resort teacher disallow the word by rubbing it out again afterwards continue this process putting in carets or blank papers everywhere, even in places teacher know no word will fit. Expand Game is short of game with words and picture that you play.[13] Game in general to be liked, for playing game at a very easy game and unnecessary fuss. Teaching by using game actually will make enjoy because suggestion of game will make students to relax situation and free from pressure. Game maybe used to motivate students and

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[12] Siti Tarwiyah, *Games, Songs, And Practical Ideas to Teach Language,* (Semarang: Need's Press, 2012), p. 2.

[13]Rinvolucri, Mario, *Grammar Games*, (New York: Cambidge University Press, 1984), p. 64-65.

to create a more relaxing foreign language classes. The researcher will use game as an instrument to stimulate students to study English

2. General Concept of Simple Present Tense

Tense is a systematic structure to describe different form of verbs that show the time action. Meanwhile, simple present tense expresses daily habits or usual activities. Basically the simple present tense is used for events or situations that exist always, usually, habitually in the past, present and future.[14]

a. The Uses of Simple Present Tense

Tense represents some forms of a verb which refers to when the action happens. Moreover simple present tense is used to expresses habitual or everyday activity. In general, the simple present expresses events, actions and situations that are happening all the time, or exist now. For example, I study two hours every night.[15]Moreover Fuad Mas'ud said that the usages of simple present are as follows:

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[14]Betty S. Azar, *Fundamentals of English Grammar*, (New Jersey: Prentice-Hall, 1992), p. 3.

[15]Betty S. Azar, *Understanding and Using English Grammar*, (New Jersey: Prentice-Hall, 1981), p. 11.

1) The present tense used to express habitual action.

   Example :

   Ali goes to school every morning.

   We usually study at night.

2) The present tense used to general action and truth.

   Example :

   The sun rises in the east and sets in the west.

   A year has twelve months.

3) The present tense used to express events, actions, or conditions that are happening or exist a moment

   Example :

   I work hard at home.

   She seems to be very tired today.

4) The present tense used to express the meaning of present continuous tense by using certain verb in simple present tense, such as agree, consider, expect, like, know, prefer, remember, wish, want . etc

   Example :

   I love you………not I am loving you.

   They agree with you………not they agreeing with you

5) The present tense used to express that will be happen in the future.

   Example :

The plane leaves tomorrow morning

We leave for Jakarta on Tuesday, our train arrives at 9.05.

Based on the explanation above, the writer concluded that simple present tense indicates activities that happen of moment of speaking or state being in the present about things in general, something happening all the time or repeatedly, or something that is general truth.

b. The Form of Simple Present Tense
1) Verbal Sentence

Verbal sentence is sentence that has predicate as verb.[16]There are three forms of verbal sentence. They are positive, negative, and interrogative sentences. They can be put into the pattern as follows:

(+) Subject + verb I (s/es)

(-) Subject + do/does + not + Verb I + object

In the affirmative, the simple present tense uses infinitive. For the third person singular, the verb or the

[16]http://www.chiquitita.co.cc/2009/11/simple-present-tense.html accessed on October 11th 2010.

infinitive or sibilant sound spelled as *s, z, ch, sh, o, x* (passes, buzzes, catches, pushes, goes, mixes) it is added by *"es"*. After y preceded by a consonant, the y is changed to *i* and *'es'* is added (carries, tries but plays).[17]

Meanwhile if the last latter of verb is consonant, it is added by's' For example:

I/you/we/they work

She/he/it works

The negative is formed by do not/ does not + the infinitive without to (of the main verb). Auxiliary *'d*o' is used for the subjects as *I, you, we, they,* while auxiliary *'does'* is used for the third person singular and pronoun for thing (it). For example:

You do not study English

She does not speak English[18]

The interrogative form of simple present tense is do/does + subject + the infinitive without to (of the

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[17]Marcella Frank*, Modern English A practical Reference Guide,* (New Jersey: Prentice- Hall, 972), p. 55.

[18]http://www.chiquitita.co.cc/2009/11/simple-present-tense.html accessed on October 11th 2010.

main). Auxiliary *'do'* is used for the subjects as *I, you, we they* while auxiliary *'does'* is used for the third singular person. For example:

> *Do you eat fried chicken?*

> *Does he go to Jakarta this morning?*

2) Non Verbal Sentence

Non verbal sentence does not have continuous or progressive form. Every non verbal sentence always uses *to be*. The pattern of non verbal sentences as follow:[19]

(+) Subject + *to be* (am, are, is) + Predicate

(-) Subject + *to be* (am, are, is) not + Predicate

To be is used based on subject. Look at the lists below:

Subject	To be	Construction
I	Am	i'm
You	Are	you're
They	Are	They're
We	Are	we're

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[19]http://daily-english.co.cc/?p=14 accessed on October 11th 2010.

He	Is	he's
She	Is	She's
It	Is	it's

Form the positive of non verbal sentence by using to be that has forms in the present tense as lists of *to be* above. For example:

You are smart students in the class

She is a beautiful girl in her office

Form negative of non verbal sentence by putting "not" after the to be. The construction aren't and isn't .For example:

We are not a pilot

I am not teacher in your School

Form the interrogative of non verbal sentence by pacing to be before the subject.

For example:

Is it your motorcycle?

Are they good servants?

3. Using Expand Game to Improve Students Understanding on simple Present Tense

    The procedures of using expand game to teach simple present tense are :

    a. Teacher prepares some pictures that show subject, verb, noun, and adverb.
    b. Teacher divides students in groups. Every group consists of 5 and 6 students.
    c. Teacher gives pictures (subject , predicate, object ,adverb) to the groups.
    d. Teachers ask students to discuss and arrange the sentences based on the pictures.
    e. Afterwards teacher asks students to stick the arrange pictures on the whiteboard and write the sentences based on the pictures
    f. Teacher continuous the process by sticks the blank paper everywhere in every appropriate place until be different many-formed sentences.

4. Methods in Teaching Grammar

    There are many methods to teaching grammar as The Direct Method, TPR (Total Physical Response) CLT (Communicative language teaching). In Junior High School not all methods are used by the teacher ,the teacher is free to use from certain method. The teacher can mix and combine some methods that suitable for students, situation, and the

learning material. In this study the researcher uses some of them and combine them in teaching English, she considers that it can facilitate them in teaching and the students will understand about the teacher's explanation easily. For example in teaching Simple Present Tense verbs by using expand game is Matching Activities. The process of application itself can be seen in the applications of expand game as teaching aid to teach Simple Present Tense.

The researcher who use expand game believe students need to expand Vocabulary and the target language directly. In order to do this, when the teacher introduces a new target language word or phrase, he/she demonstrates its meaning through the use pictures. Grammar is taught inductively, that is the students are presented with examples and they figure out the rule or generalization from the examples. In this method, vocabulary is emphasized over grammar. Some examples in teaching Simple Present Tense verbs by using expand game is very appropriate. The process of application itself can be seen in the applications of expand game as teaching aid to teach Simple Present Tense.

D. Hypothesis

Hypothesis is predictable statement which needs to be explored more. If a statement which do not need to be researched is not hypothesis. In addition, hypothesis will predictable answer

of the research which the fact must be examined.[20] The hypothesis of the research will use expand game to improve students' understanding on Simple Present Tense. This technique will make students interested and give stimulate for the students in the future process. Based on the description above, the researcher proposes the hypothesis that using expand game can improve students' understanding on simple present at the eighth grade of MTs.M2.Montessori Kaloran Temanggung in the Academic Year 2014/2015.

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[20]JumadiSuryabrata, *Methodology Penelitian*, (jakarta: raja Grafindo Persada, 2006) p. 21

CHAPTER III

METHOD OF INVESTIGATION

A. Research Design

This research is a classroom action research. Action research is systematic inquiry done by teachers (or other individuals in the teaching/learning environment) to gather information about and subsequently improve how their particular schools operate, how they teach, and how well their students learn.[21] Wallace states that action research is a process; which is done by systematically collecting data on teachers' every day practice and analyze their future practice should be.[22]

Action research is also a common methodology employed for improving conditions and practice in classroom and in other practitioner-based environments such as administrative, leadership, social, and community settings. Through action research, teachers and others working in a practitioner-based environment use their expertise and knowledge to conduct systematic inquiry that helps improve conditions and solve problems. As practitioners interact in the environment, they gain experience. They use this experience to inform practice.

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[21] Geoffrey E Mills, *Action Research A Guide for the Teacher Researcher,* (New Jersey: Pearson Education, 2000), P. 9

[22] Michael J. Wallace, *Action Research for Language Teachers*, (New York: Cambridge University Press, 1998), P. 4

However, experience must be matched with evaluative skills to improve the practicing environment. Effective evaluation of a program, situation or condition which is in essence based in systematic analysis-can be facilitated through action research. Action research encourages the researcher to consider the interconnectedness of the environment and everyone in it, the conditions present in the environment, and the interactions among the individuals in the environment.[23]

By the definition above, it can be concluded that action research is a series at procedures carried out by a teacher in the classroom to improve aspects of teaching and to evaluate the success in appropriateness of certain activities. There are four components in each cycle that have to be done in classroom action research, they are:

1. Planning

Planning is a plan to conduct treatment or after making sure about the problem of the research. It is explaining of word *what, why, when*, *where* and *by who* the researcher do the research. This step contains several activities as follows:

a. Identifying and analyzing the problem
b. Determining the reason why the research has to be done
c. Formulating problems explicitly

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[23] Dorothy Valcarcel Craig, Action *Research Essentials,* (San Fansisco: Jossey-Bass, 2009), p. 3

d. Determining the ways that will be done to find out the answer

e. Determining the ways to test action hypothesis by classifying the achievement indicators

f. Creating action plan in detail[24]

2. Acting

This section discuss the implements of planning, it is about the steps and activities that would be taken by the researcher.

3. Observing

In this step, a researcher has to observe all events or activities during the research. Observation is the next step to monitor and watches closely teaching learning process and collects the data from result of action. The researcher prepared the observation paper to know class condition when the action will be done, then the researcher as English teacher all at once identified the result of observation, what the problem faced when teaching learning process and look for good solution to solve the problem. In this phase, the researcher observed and took notes during teaching learning process.

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[24] Suharsimi Arikunto, dkk., *Penelitian Tindakan Kelas*, (Jakarta: PT Bumi Aksara, 2008), p. 75-76

4. Reflecting

Reflecting is the inspection effort on the success or the failure in reaching the temporary purposes in order to determine the alternative steps that are probably made to get the final goals of the research.[25]

Reflection means to analyze the result based on the data that have been collected to determine the next action in the next cycle. In this phase, the researcher could observe the activity that results any process, the progress happened, and also about the positives and negatives sides.[26] There are four components in one cycle for conducting classroom action research. It consists of planning, action, observation, and reflection. The four phases of the classroom action cycle are conducted like spiral. Each phase is concluded based on the previous one and the next. It means that the activities in the classroom action research are based on planning, action, and observation, then the researcher can make a reflection to determine the next cycle. In this research, improve students' understanding on Simple Present Tense especially in action verb. There are some models of Classroom Action Research, and here is one of the model

[25] Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik,* (Jakarta: PT.Rineka Cipta, 2006), 6th Ed, P. 98-99.

[26] Suharsimi Arikunto, et.al., *Penelitian Tindakan Kelas*, (Jakarta: PT. Bumi Aksara,2008), p. 76-80.

The Cycles Diagram of Action Research[27]
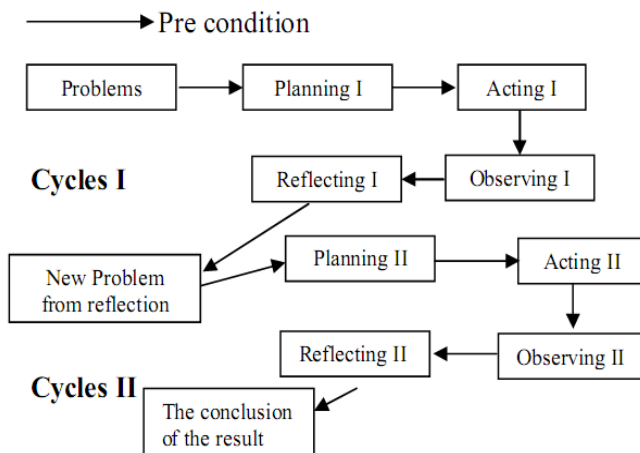
B. Source of Data

The source of the data in this research is from what the researcher gets during the research. The primary data comes from the actions and the words, and additional data like the written data, document, picture, or statistical data.

This classroom action research will be held at the Eight Grade students of MTs.M2.Montessori Kaloran Temanggung in The Academic Year of 2014/2015. The class that will be observed by the researcher is Class VIII A which consists of 27 students. They are 13 female students and 14 male students.

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[27] Muhammad Asrori, *Penelitian Tindakan Kelas*. (Bandung: CV Wacana Prima. 2007), P. 103

C. Variable and Indicator

There are two variables include this research, independent variable and dependent variable. Which the independent variable is variable that influences because of change or emergence the dependent variable.[28] Beside that, the dependent variable is variable that was affected or that became the result because of the existence of the independent variable.[29] The independent variable of this research is the implementation of Expand Game. The indicators of the independent variable are:

1. Teacher prepares some pictures that show subject, verb, noun, and adverb.

2. Teachers ask students to discuss and arrange the sentences based on the pictures.

3. Teacher asks students to stick the pictures on the whiteboard.

4. Teacher asks students to write the sentences based on the pictures.

The dependent variable of this research is students' mastery of Simple Present Tense. The indicators of the dependent variable are the student are able to:

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[28] Ibnu Hadjar, *Dasar-dasar Metodologi Penelitian Kuantitatif dalam Pendidikan,* (Jakarta: PT. Raja Grafindo Perasada, 1996), P. 53

[29] Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik*, (Jakarta: PT. Rineka Cipta), P. 119

1.Identifying subject, verb and object of sentence.

2.Arranging simple present tense.

D. Technique of Data Collections

As another research, classroom action research also needs to collect data to support the investigation. It is a fundamental thing to be well throughout by a researcher before to conduct a research. The several ways to collect data are like questionnaire, observation, field notes, interview, documentation, and test. In this research, the researcher gathered the data to support above. The researcher chooses some of which are appropriate to his school environment, and can be done there, in gaining the data, the researcher attempts to employ the following methods:

1. Observation

Observation is either an activity of a living being, such as a human, consisting of receiving knowledge of the outside world through the senses, or the recording of data using scientific instruments. The term may also refer to any data collected during this activity.[30] When conducting observation, the researcher used the observation scheme to make it more systematic containing list of activity or happening which might happen.

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[30] *http://en.wikipedia.org/wiki/Observation*. (Retrieved on 10 November 2012)

The observation form in this research is used to know the activities during the teaching and learning process, such as how the teacher carried out the material, what the teacher did to manage the classroom and the students' response, etc. In this observation, the researcher uses checklist to get the data.

2. Documentation

Documentation is a term with many meanings, the most common of which are: A set of documents provided on paper, or online, or on digital.[31] *Groups of verbal data in written form* is the definition of document in a simple meaning. Meanwhile in extensive meaning concludes monuments, artifacts, photos, tapes, etc.[32] Documentation method is to get the data linked to research object that will be elaborated in this research. This method is used to collect data dealing with geographical location, profile, documentation of teaching and learning process in English subject.

3. Test

Test is is a method for collecting data by using questions. It is important part of every teaching and learning

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[31] *http://en.wikipedia.org/wiki/Documentation*. (Retrieved on 10 November 2012)

[32] Koentjaraningrat, *Metode-Metode Penelitian Masyarakat,* (Jakarta: PT. Gramedia, 1989), P. 46

experience. [Test (assessment)](), an assessment intended to measure the respondents' knowledge or other abilities.[33]

The researcher carried out the writing test in this research. Writing test could represent someone's mastery in using a language. Writing was an appropriate test for measuring the students' mastery of the whole language aspects that had been taught in the teaching and learning process.

This research consisted of two tests. They are pre-test and post-test. The researcher gave pre-test to the student after she taught Simple Present Tense without expand game with 10 questions of 10 multiple choices. After that, the researcher began to conduct action research cycle by using expand game. They presented by two treatments. Every action after giving the treatments, the researcher gave post-test that the students ask to make five sentences.

E. **Technique of Data Analysis**

After the researcher collected the data through test, the researcher analyzes the data during cycle one cycle two using percentage descriptive quantitative analysis in giving the test score. This scoring is aimed to giving description of the students' improvement in simple Present Tense, the processes are:

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[33] *http://en.wikipedia.org/wiki/Test*. (Retrieved on 10 November 2012)

1. Giving the weight test items.
2. Determining the interval grade of students, the score of the test by counting the number correct answer. The counted of the percentages of the score test by using the following formula:

$$Score = \frac{\Sigma right\ answer}{\Sigma items} x100\%$$

3. Determining the frequency of correct answer respondent.

   The frequency of respondent is divided by the total of respondent (n), and multiplied by 100% the formula is:

$$P = \frac{\Sigma f}{n} x100\%$$

Note:

P = the Percentage of Correct Answer

f = the Frequency of Correct Answer

n = the Total of Students

Table 2.1

Level of achievement

No.	Indicators	Score					Total score
		A	B	C	D	E	
1	The students are enthusiastic in listening to teachers' explanation of Simple Present Tense						
2	The students participate in answering the teacher question						
3	The students show curiosity by asking question						
4	The students are enthusiastic in concerning to the game						
5	The students are enthusiastic in doing test						
Total score							

After giving the result statistically, then the writer consuls them uses five letters: A, B, C, D, and E that expressed various levels as follows:

Table 2.2

Level of achievement

The Percentages of Correct Answer	Grade	Level
90% – 100 %	A = Excellent	Outstanding
75% – 89 %	B = Good	Above average
60% – 74%	C = Fair	Satisfactory
50% – 59%	D = Less	Below average
0% _ 49%	E = Poor	Insufficient

After computing the percentage of correct answer, the researcher classified any answer that possibly appears and this part, the researcher analyzed of each item also.

4. Finding the Classical Mean

After the data had been analyzed, the researcher finds the sum of the score in distribution that is used to calculate the mean. The mean is the arithmetical average that is obtained by adding the sum offset score and dividing the number of students. The formula is as follows:

$$M = \frac{\Sigma x}{N}$$

Explanation:

M: The mean

Σx: The sum of scores

N: The number of students

After analyzed the data completly, its eventually the researcher can take a conclusion wether their understanding on simple present tense belongs to excellent, good, fair or poor.

F. Procedure and Time Line

1. Procedure

As the approach of this research is classroom action research, it is arranged into some cycles and each cycle consists of four stages, they are; planning, acting, observing, and reflecting.

a. Pre-cycle

Before entering cycle 1, the researcher observes the teacher performs English lesson to students in the classroom activity. The English teacher taught the students by conventional method. After teaching and learning activity was done, the researcher asks the score

of students understanding on simple present tense. After the researcher get the data from the pre-test and observation, the researcher analyze the result of the observation and the pre-test. The procedures that may the teacher done in her or his teaching learning activity:

1) Planning

In this step, teacher makes a lesson plan. Then he prepares the materials.

2) Acting

The researcher teaches the materials to the students. He gives the materials based on his own ways.

3) Observing

The researcher is doing the observation to the class. They observe how the students respond to the materials and what they should do in the future to increase the affectivity in teaching learning activity.

4) Reflecting

the researcher gives some simple exams to the students to explore how far the students understand the materials.

b. First Cycle

For the first cycle the researcher began with the teaching learning process, the researcher starts with introducing the students about daily activities. The procedures of teaching and learning process in first cycle were as follows:

1) Planning,

   Before doing this research :

   a) The researcher prepares a material that will be used in teaching Simple Present Tense

   b) The researcher makes lesson plans.

   c) The researcher prepared checklist observation of cycle I

   d) The researcher prepared students attendance list

   e) The researcher prepared formative test of cycle I.

2) Acting

   a) The researcher gives the material about Simple Present Tense to the students by using Expand Game.

   b) At the beginning of explanation, teacher explains the material simply but spread all over (the material).

   c) Then, the researcher gives each group of students some pictures.

   d) After all of the students get the pictures, the researcher gives chance to the students to dig vocabulary from the pictures.

   e) the researcher ask students to discuss and arrange the sentences based on the pictures.

   f) the researcher asks students to stick the pictures on the whiteboard. the researcher asks students to write the sentences based on the pictures. the

researcher continuous the process by stick the blank paper everywhere in every appropriate place until be different sentences.

3) Observing

The researcher did observation by using check list.

4) Reflecting

    a) The researcher holds a simple written test to know how far the effectiveness of expand game in improving students' mastery about Simple Present Tense.

    b) The researcher gives students an examination to test the students' understanding.

    c) Then researcher scores the test. Data of students' test is showed in a table.

c. Second cycle

The second cycle was done based on the result of reflection from the first cycle. If the result from observation told that the quality was still low, it was needed another action in order to make improvement of the quality for the next cycle.

The steps are as follow:

1) Planning

    a) The researcher identified the problem and made

the solution for the problem

b)   The researcher designed lesson plan of cycle II

c)   The researcher prepared flash cards of cycle II

d)   The researcher prepared checklist observation of cycle II

e)   The researcher prepared students' attendance list

f)   The researcher prepared formative test of cycle.

  2) Acting
      a) The researcher asked students about rules of Simple Present Tense that was discussed at the previous meeting.
      b) The researcher explained again about rules of Simple Present Tense
      c) The researcher gave some examples of Simple Present Tense that are represented with expand game.
      d) The researcher asked the students to make sentences in positive, negative and interrogative form based on picture was showed by her.
      e) The researcher showed the picture and ask the students.
      f) The researcher gave feedback to the

student's answer when she showed them the whole picture.

g) In the end of the lesson, she gave the test.

3) Observing

The researcher did observation by using check list.

4) Reflecting

a) The researcher evaluated the activities that have been done.

b) The researcher made a reflection what should she repair in the problems.

c) The researcher analyzed the data from the observation check list and test of cycle II.

d. Post Test

In post-test, the researcher taught about simple present tense to the students used Expand Game. After the activity finished, the researcher gave writing test. The test was multiple-choice that consisted of 10 items.

2. Time Line

This research was conducted on the second semester in the academic year of 2014/2015. It was conducted at MTs.M2.Montessori Kaloran Temanggung.

The researcher conducted this research from 15 of April 2015 to 25 of April 2015 and done several steps such as follow:

a. The researcher asked permission from the Headmaster to do research on Wednesday 15 April 2015

b. The researcher observed the teaching-learning process that performed by the English teacher on Thursday 16 April 2015

c. The researcher conducted first cycle on Monday 20 April 2015.

d. The researcher conducted second cycle on Wednesday 22 April 2015.

e. The researcher analyzed the data and wrote the report on Saturday 25 April 2015.

CHAPTER IV
RESEARCH FINDING AND DISCUSSION

A. Data Description

The research was held at MTs.M2.Montessori Kaloran Temanggung in the Academic Year of 2014/2015 on 15 until 25 April 2015. The researcher decided to hold the research with the students of Eight A Grade. This class consists of 27 students. They are 14 male students and 13 female students. **(See Appendices)**

B. Data Analysis

This chapter discussed the data that had been collected to know the result of each cycle during the research. , the researcher discussed the findings of the result of research and described the implementation of teaching Simple Present Tense to improve students' understanding using flash cards and to find out the the students' respond and activeness in learning teaching process by using expand game. In this research, the researcher used classroom action research. It was addressed to know improvement of students' understanding on Simple Present Tense. In these findings, the researcher presented the result of research and the analysis of the data collected which were conducted through four cycles that consist of preliminary cycle , two cycles of treatment, and Post Test. The researcher acted as teacher. Preliminary cycle which the researcher taught Simple Present Tense without expand game. Then she gave test 10 questions of multiple choices and two times of treatment were the teaching and learning

processes using expand game. And the last cycle was post test. The results descriptions of all cycles were as follows:

1. **The Analysis of Preliminary Cycle**

   Preliminary research was done on thurtday, 16th april 2015. There were 26 students present in the class.. Based on the results of observation could be concluded that most of the students did not understand well in learning Simple Present Tense. There were 11 students who paid attention in learning Simple Present Tense. Most of them showed their behaviors such as especially students who sat in the backside of the class. They still liked to talk with their peers, students looked bored and felt sleepy. Students did not respond to the researchers' question. When the researcher asked question about material, they mostly kept silent. There were only less students who responded to the question and tried to answer it. Students did not ask question. When the researcher gave question session, most of them did not use the time to ask about their problem. They were not brave enough to ask question if they do not understand yet. There was only one student who tried to ask the question. When the researcher asked them to do the task, most of them did it with minimal effort. Sometimes, they also left blank the answer sheet. There were few students who accomplished the task.

   In this phase the researcher gave pre-test to the student after she taught

Simple Present Tense without expand game with 10 questions of multiple choices. After conducting the test, the researcher gave score. Each correct answer was scored 0 and 1 to each true answer. The maximum score was 10. After finding the result of the students' test score in students understanding on Simple Present Tense, the researcher went to further analysis by using percentage of scoring as follow:

The result of observation checklist from Preliminary Cycle

Indicators	Total Of Students			
	Yes	%	No	%
The enthusiastic in listening to teachers' explanation	11	40,74%	16	59,26%
The participate in answering the teacher question	3	11,11%	24	88,89%
The students show curiosity by asking question	1	3,70%	26	96,30%
The enthusiastic in concerning to the game	0	0,00%	0	0,00%
The students are enthusiastic in doing test	10	37,04%	17	62,96%

Then the researcher arranged the percentage that was obtained from pre-test as presented on the table. This was done to know students based on score of students' understanding on Simple Present Tense. The result was as follows:

The result of Pre- Test

No.	Students Code	Score	Percentage	Letter Score	Category
1	A – 1	4	40%	E	Poor
2	A – 2	6	60%	C	Fair
3	A – 3	6	60%	C	Fair
4	A – 4	8	80%	B	Good
5	A – 5	4	40%	E	Poor
6	A – 6	8	80%	B	Good
7	A – 7	8	80%	B	Good
8	A – 8	8	80%	B	Good
9	A – 9	6	60%	C	Fair
10	A – 10	6	60%	C	Fair
11	A – 11	6	60%	C	Fair
12	A – 12	6	60%	C	Fair
13	A – 13	8	80%	B	Good
14	A – 14	8	80%	B	Good
15	A – 15	4	40%	E	Poor
16	A – 16	6	60%	C	Fair
17	A – 17	8	80%	B	Good
18	A – 18	6	60%	C	Fair
19	A – 19	8	80%	B	Good
20	A – 20	8	80%	B	Good
21	A – 21	8	80%	B	Good
22	A – 22	8	80%	B	Good
23	A – 23	4	40%	E	Poor
24	A – 24	6	60%	C	Fair
25	A – 25	8	80%	B	Good
26	A – 26	6	60%	C	Fair
27	A – 27	6	60%	C	Fair
Total Score		178			
Mean		6,59	66%	C	Fair

The category of students' ability and their percentage can be seen in the formula as follow:

The category of the students score and their percentage :

No.	Interval	F	Percentage	Caegory
1	90% - 100%			Excellent
2	75% - 89%	12	44,4%	Good
3	60% - 74%	11	40,7%	Fair
4	50% - 59%	4	14,8%	Less
5	0% - 49%		0,0%	poor
		27	100,0%	

Based on the table 4, it could be seen that 14,8% or 4 students got 50 or poor mark and less mark, 40,7% or 11 students got 60 or fair mark and 44% or 12 students got good mark. After the data had been analyzed, the researcher found the sums of the score in distribution that is used to calculate the mean.

The mean is the arithmetical average that is obtained by adding the sum offset score and dividing the number of the students[34]. To know the mean of the students first cycle score of reading comprehension, this formula is as follows:

$$X = \frac{f}{n} \, x \, 100\%$$

X = The mean

f = The sum of the score

n = The number of the students

$$x = \frac{178}{27} \, x 100 \, \%$$

$$x = 6,59$$

[34] Suharsimi Arikunto, *Prosedur Penelitian: Suatu Pendekatan Praktek*, [Jakarta: PT. Rineka Cipta, 1997], p. 246.

So the score mean of the students in the pre cycle was 6,59. It means that the students' score in preliminary cycle could be categorized as Fair . The researcher concluded that the treatments in each cycle were necessary to improve the students result.

Then the researcher arranged the percentage that was obtained from pre-test as presented on the table. This was done to know students based on score of students' understanding on Simple Present Tense.

2. **Cycle One**

This cycle was conducted on 15 April 2015. There were 27 students that followed the teaching learning process. Teaching learning process during treatment was presented in four steps. They are:

a. Planning

In this process, the researcher did followings activities:

1) Chose teaching and learning material.
2) Arranged lesson plan.
3) Prepared material sources, observation checklist and a set pictures
4) Prepared test instrument.

b. Acting

In this step, the researcher started teaching learning process to get the data by conducting Cycle One. The purpose of this cycle was to measure and to get the information how

far the students know and master about the material with implementing the method, in this case was the use Expand game.

At the beginning of the meeting, firstly, the researcher greeted the students. Second, she took the students' attendance. Then, the researcher asked the students to pray before they study. Then, she told the students what materials would be discussed and the purpose of the materials.

The next was the main activities. The researcher explained about the materials, in this case the material was Simple present tense. Several of them perhaps ever once knew about the material, at least from book or other sources.

The researcher began by dividing students into group. Every group consists of 5 students. After that the researcher explained the material by contributing the material paper, book sources and pictures to the students. She explained the formula which has to be used in Simple Present Tense form.

After the researcher finished explaining simple present tense, she asked students to give their confirmation that they have understood about it and offered students to ask question. There was no student asked a question.

After that, the researcher implemented the method, in this case was expand game. The researcher prepared the media that was a set of pictures.

The researcher asked students to discuss and arrange the sentences based on the pictures. After finishing their work,

The researcher asked students to stick the pictures on the whiteboard. Then, the leader of the group wrote the sentences based on the pictures.

There were 3 groups who still confused in arrange the sentence moreover develop picture to the other sentence. The researcher continued the process by stick the blank paper everywhere in every appropriate place until be different sentences.

After that, the researcher pointed several students to give other examples of simple present tense. There were five students gave the examples which they wrote on whiteboard.

The examples showed various comprehension of the explanation of the materials from the researcher. The first and the fourth student wrote incorrect example. The second, the third and the last student wrote the correct Example.

The table
The test result of first cycle could be seen in the table below:

Indicators	Total Of Students			
	Yes	%	No	%
The students are enthusiastic in listening to teachers' explanation	20	74,07%	7	25,93%
The students participate in answering the teacher question	21	77,78%	6	22,22%
The students show curiosity by asking question	13	48,15%	14	51,85%
The students are enthusiastic in concerning to the game	24	88,89%	3	11,11%
The students are enthusiastic in doing test	25	92,59%	2	7,41%

After that, the researcher held the test to measure students' ability about the material. The result showed in the table.   Table 6.

The Result Of Cycle one Test

No.	Students Code	Score	Percentage	Letter Score	Category
1	A – 1	6	60%	C	Fair
2	A – 2	6	60%	C	Fair
3	A – 3	8	80%	B	Good
4	A – 4	10	100%	A	Excellent
5	A – 5	8	80%	B	Good
6	A – 6	8	80%	B	Good
7	A – 7	10	100%	A	Excellent
8	A – 8	10	100%	A	Excellent
9	A – 9	8	80%	B	Good
10	A – 10	6	60%	C	Fair
11	A – 11	6	60%	C	Fair
12	A – 12	8	80%	B	Good
13	A – 13	8	80%	B	Good
14	A – 14	10	100%	A	Excellent
15	A – 15	8	80%	B	Good
16	A – 16	8	80%	B	Good
17	A – 17	6	60%	C	Fair
18	A – 18	6	60%	C	Fair
19	A – 19	10	100%	A	Excellent
20	A – 20	10	100%	A	Excellent
21	A – 21	8	80%	B	Good
22	A – 22	8	80%	B	Good
23	A – 23	6	60%	C	Fair
24	A – 24	6	60%	C	Fair
25	A – 25	8	80%	B	Good
26	A – 26	10	100%	A	Excellent
27	A – 27	8	80%	B	Good
Total Score		214			
Mean		7,93	79%	B	Good

Table 7.

The category of the students score and their percentage

No.	Interval	F	Percentage	Caegory
1	90% - 100%	7	25,9%	Excellent
2	70% - 89%	12	44,4%	Good
3	60% - 69%	8	29,6%	Fair
4	50% - 59%		0,0%	Poor
5	0% - 49%		0,0%	Less
		27	100,0%	

Based on the table , it could be seen that 25,9% or 7 students got Excellent and good mark, 44,4% or 12 students got 8 students or 29,6% got fair mark .

It shows there are 8 students which did not pass the minimum score criterion (70). Total score which collected is 214 from 27 students. From this, the researcher concludes the average score for this cycle is:

$$x = \frac{f}{n} \text{x} 100\ \%$$

$$x = \frac{214}{27}\ x\ 100\ \%$$

$$x =\ 79{,}3$$

c. Observing

First cycle was conducted on Wednesday, 15 April 2015. There were 27 students joined in teaching learning process. The students were enthusiastic in listening the researcher's explanation because the

researcher used game, it was unusual activity because the researcher rare to use game in teaching learning process.

The checklist showed the students who were enthusiastic in listening to researchers' explanation of Simple present tense were 20 from 27 students or 74%. The students who participated in answering the researcher question were 21 from 27 students or 77%. The students who showed curiosity by asking question were 13 from 27 students or 48%.The students who were enthusiastic in concerning to the game were 24 from 27 students or 88%. And the students who were enthusiastic in doing test were 25from 27 students or 92%.

$$Score$$
$$= \frac{\text{Total Percentage}}{\text{Total Points of Observation}}$$
$$= \frac{379}{5}$$
$$= 75{,}8\%$$

Based on the result above, the researcher concluded that 75.8% of 27 students enjoyed the teaching and learning process.

d. Reflecting

In this cycle, there were a lot of students did not pay attention to the researcher. The researcher should ask the students to give their attention more. The most

students also did not do the test well, because they did not pay attention well when the researcher explained the material.

3. **Cycle Two**

This cycle was conducted on 22 April 2015. There were 27 students that followed the teaching learning process. Teaching learning process during treatment was presented in four steps. They are:

a. Planning

In this process, the researcher did followings activities:

a) Chose teaching and learning material.

b) Arranged lesson plan.

c) Prepared material sources, observation checklist and a set of pictures.

d) Prepared test instrument.

b. Acting

At the beginning of the meeting, firstly, the researcher greeted the students. Second, he asked the students to pray before they study. Then, he told the students what materials would be discussed and the purpose of the materials.

The next was the main activities. The researcher explained about the materials, in this case the material

was same with the first cycle. That was Simple present tense.

The researcher began explaining the material by contributing the material paper and book to the students. she explained that simple present tense is used to express the statements which done as the activity. that show some conditions or events might be happened in future time. Then, the researcher gave students the formula which has to be used in Simple Present Tense form. The researcher firstly gave the examples:

1) I play doll every afternoon.
2) Anne reads al-Qur'an every evening

After the researcher finished explaining simple present, she asked students to give their confirmation that they have understood about it and offered students to ask question. There was no question from the students to be asked to the researcher about simple present tense.

After that, the researcher implemented the method, in this case was the use of expand game. The differentiate between the first cycle and the second cycle was the pictures. In this cycle the picture of object just the frame without colors. The researcher prepared the color of the object in other pictures.

The researcher asked students to discuss and arrange the sentences based on the pictures. After

finishing their work, The researcher asked students to stick the pictures on the whiteboard. Then, the leader of the group wrote the sentences based on the pictures.

There was 1 groups who still confused in arrange the sentence moreover develop picture to the other sentence. The researcher continued the process by stick the blank paper everywhere in every appropriate place until be different sentences.

After that, the researcher pointed several students to give other examples of simple present tense. There were five students gave the examples which they wrote on whiteboard. All of students wrote the sentences correctly. Then, the researcher held the test to measure students' ability about the mater.

The result showed in the table.

Indicators	Total of Students			
	Yes	%	No	%
The students are enthusiastic in listening to teachers' explanation	21	77,78%	6	22,22%
The students participate in answering the teacher question	23	85,19%	5	18,52%
The students show curiosity by asking question	15	55,56%	17	62,96%
The students are enthusiastic in concerning to the game	25	92,59%	2	7,41%
The students are enthusiastic in doing test	26	96,30%	1	3,70%

The Result of Second Cycle Test

No.	Students Code	Score	Percentage	Letter Score	Category
1	A – 1	8	80%	B	Good
2	A – 2	10	100%	A	Excellent
3	A – 3	8	80%	B	Good
4	A – 4	8	80%	B	Good
5	A – 5	8	80%	B	Good
6	A – 6	10	100%	A	Excellent
7	A – 7	10	100%	A	Excellent
8	A – 8	10	100%	A	Excellent
9	A – 9	8	80%	B	Good
10	A – 10	8	80%	B	Good
11	A – 11	8	80%	B	Good
12	A – 12	10	100%	A	Excellent
13	A – 13	10	100%	A	Excellent
14	A – 14	8	80%	B	Good
15	A – 15	8	80%	B	Good
16	A – 16	8	80%	B	Good
17	A – 17	10	100%	A	Excellent
18	A – 18	8	80%	B	Good
19	A – 19	10	100%	A	Excellent
20	A – 20	10	100%	A	Excellent
21	A – 21	10	100%	A	Excellent
22	A – 22	10	100%	A	Excellent
23	A – 23	8	80%	B	Good
24	A – 24	8	80%	B	Good
25	A – 25	8	80%	B	Good
26	A – 26	8	80%	B	Good
27	A – 27	8	80%	B	Good
Total Score		238			
Mean		8,81	88%	B	Good

The Category Of The Students' Score And Their Percentage:

No.	Interval	F	Percentage	Caegory
1	90% - 100%	11	40,7%	Excellent
2	75% - 89%	16	59,3%	Good
3	60% - 74%	0	0,0%	Fair
4	50% - 59%	0	0,0%	Less
5	0% - 49%	0	0,0%	Poor
		27	100,0%	

The table shows all of students pass the minimum score criterion (70). Total score which collected is 238 from 27 students. From this, the researcher concludes the average score for this cycle is:

$$Mean = \frac{\text{Total Score}}{\text{Total Students}}$$

$$M = \frac{\sum x}{N}$$

$$= \frac{2340}{27}$$

$$= 86,6$$

c. Observing

Cycle Two was conducted on Wednesday 22 April 2015. There were 27 students joined in teaching learning process. The students were enthusiastic in listening the researcher's explanation because the researcher used game, it was unusual activity because the researcher rare to use game in teaching learning process. The students were also enthusiastic in doing

test given by the researcher. The result of the observation showed in the observation checklist.

The checklist showed the students who were enthusiastic in listening to researchers' explanation of Simple present tense were 21 from 27 students or 77%. The students who participated in answering the researcher question were 23 from 27 students or 85%. The students who showed curiosity by asking question were 15 from 27 students or 55%.The students who were enthusiastic in concerning to the game were 25 from 27 students or 92%. And the students who were enthusiastic in doing test were 26 from 27 students or 96%.

$$Score = \frac{Total\ Percentage}{Total\ Points\ of\ Observation}$$
$$= \frac{402}{5}$$

$= 80.4\%$

Based on the result above, the researcher concluded that 80.4% of 27 students enjoyed the teaching and learning process.

d. Reflecting

In this cycle, almost all of the students were enthusiastic not only when the researcher implemented the game, in this case is the use of expand game, but also in following the whole teaching learning process.

The researcher did not need to ask more the students to pay attention.

4. Post-Test.

This activity was done on Saturday, February 21st 2015. This test was used to measure students' understanding on simple present tense after they had been given two cycles that used flash card. The score of all students are as follow:

Table 11.
The result of observation checklist from Post Test.

Indicators	Total Of Students			
	Yes	%	No	%
Paying Attention	23	85,19%	4	14,81%
Asking Question	20	74,07%	7	25,93%
Responding to question	23	85,19%	4	14,81%
Accomplishing task	27	100,00%	0	0,00%
Being enthusiastic an English game	27	100,00%	0	0,00%

The Result of Post Test

No.	Students Code	Score	Percentage	Letter Score	Category
1	A – 1	9	90%	A	Excellent
2	A – 2	10	80%	B	Good
3	A – 3	9	90%	A	Excellent
4	A – 4	9	90%	A	Excellent
5	A – 5	8	80%	B	Good
6	A – 6	8	80%	B	Good
7	A – 7	9	90%	A	Excellent
8	A – 8	9	90%	A	Excellent
9	A – 9	8	80%	B	Good
10	A – 10	9	90%	A	Excellent
11	A – 11	9	90%	A	Excellent
12	A – 12	8	80%	B	Good

No.	Students Code	Score	Percentage	Letter Score	Category
13	A – 13	9	90%	A	Excellent
14	A – 14	10	100%	A	Excellent
15	A – 15	8	80%	B	Good
16	A – 16	8	80%	B	Good
17	A – 17	9	70%	B	Good
18	A – 18	8	80%	B	Good
19	A – 19	10	70%	B	Good
20	A – 20	10	70%	B	Good
21	A – 21	10	100%	A	Excellent
22	A – 22	10	100%	A	Excellent
23	A – 23	10	100%	A	Excellent
24	A – 24	9	90%	A	Excellent
25	A – 25	9	70%	B	Good
26	A – 26	9	90%	A	Excellent
27	A – 27	8	70%	B	Good
Total Score		242			
Mean		8,96	85%	B	Good

From that result, it could be calculated the average (mean) of the score as follows:

$$X = \frac{f}{n} \, x\,100\%$$

X = The mean

f = The sum of the score

n = The number of the students

$$X = \frac{229}{27} \, x100\%$$
$$X = 8,48\%$$
$$Mean = 8,48$$

The Category Of The Students' Score And Their Percentage:

No.	Interval	F	Percentage	Caegory
1	90% - 100%	14	51,9%	Excellent
2	70% - 89%	13	48,1%	Good
3	60% - 69%	0		
4	50% - 59%	0		
5	0% - 49%	0		
		27	100%	

From the table above, the result of student score increased significantly. There were or 51,9 % of 27 students got excellent mark, 13 or 48,1 % of 27 students got good mark.

C. Final Analysis

After the researcher implemented the use of expand games to teach simple present tense,the researcher got the data from the test and analyzed the result of each cycle. There were improvements from the students' understanding in simple present tense. Students were enthusiastic in teaching learning process. The result was analyzed from each cycle and the researcher got the result as follow: The observation checklist from pre cycle until third cycle as follow:

Indicators	Total Of Students			
	Pre – Cycle	Cycle I	Cycle II	Post Test
The enthusiastic in listening to teachers' explanation	11	20	21	23
The participate in answering the teacher question	3	21	23	20

The students show curiosity by asking question	1	13	25	23
The enthusiastic in concerning to the game	0	24	25	0
The students are enthusiastic in doing test	10	25	26	27

From the data above, it could be analyzed by calculating the percentage from the checklist as the pattern below:

Table 15.

Indicators	Pre – Cycle	Cycle I	Cycle II	Post Test
The enthusiastic in listening to teachers' explanation	40,74%	74,07%	77,78%	85,19%
The participate in answering the teacher question	11,11%	77,78%	85,19%	74,07%
The students show curiosity by asking question	3,70%	48,15%	55,56%	85,19%
The enthusiastic in concerning to the game	0%	88,89%	92,59%	0%
The students are enthusiastic in doing test	37,04%	92,59%	96,30%	100.00%

The result of the test from the first cycle until third cycle briefly could be seen in the table 16 below

The Result of Post Test

No.	Students Code	Preliminary Cycle	Cycle I	Cycle II	Post Test
1	A – 1	4	6	8	9
2	A – 2	6	6	10	10
3	A – 3	6	8	8	9
4	A – 4	8	10	8	9
5	A – 5	4	8	8	8
6	A – 6	8	8	10	8
7	A – 7	8	10	10	9
8	A – 8	8	10	10	9
9	A – 9	6	8	8	8
10	A – 10	6	6	8	9
11	A – 11	6	6	8	9
12	A – 12	6	8	10	8
13	A – 13	8	8	10	9
14	A – 14	8	10	8	10
15	A – 15	4	8	8	8
16	A – 16	6	8	8	8
17	A – 17	8	6	10	9
18	A – 18	6	6	8	8
19	A – 19	8	10	10	10
20	A – 20	8	10	10	10
21	A – 21	8	8	10	10
22	A – 22	8	8	10	10
23	A – 23	4	6	8	10
24	A – 24	6	6	8	9
25	A – 25	8	8	8	9
26	A – 26	6	10	8	9
27	A – 27	6	8	8	8
Total Score		178	214	238	242
Mean		6.59	7.93	8.81	8.96

As whole the meetings ran well. There was some significant

improvement from preliminary cycle to post test.

In the pre test, the average result was 4,73 in this activity, the researcher used conventional method. She did not use flash cards as teaching aid. In teaching learning process, most of the students were not active and enthusiastic to the lesson. Most of them did not give response maximally, especially the students who sat down in backside. They liked to talk with their pairs. The students looked boring and sleepy.

In the first cycle, the average result was 6,43 . The researcher began to use flash cards in teaching Simple Present Tense. In teaching learning process, there were many of students paid attention to the lesson but in question session, most of students were shy to speak and ask in the class. To solve this problem, the researcher gave more attention to them. She encouraged them by asking question such as gave difficulty questions in order to create students'critical thinking.

In the second cycle, the average result was 7,70. The teaching learning process in this cycle has not many differences with the previous one. The researcher just analyzed and gave more attention to some students that still have lower score.

In the post test, the average result was 8,33 . It was higher than result in the pre test. The observation checklist showed that most of the students active and enthusiastic to the lesson. Most of them gave response maximally. All activities in this cycle ran well. It showed that there was some significant improvement in students' achievement. Furthermore, there was also improvement

from preliminary cycle until post test.

Based on the research, the researcher concluded that there was the improvement of students' understanding from cycle one to cycle two. It showed by the increasing of students' score.

The researcher also concluded that there was the improvement of students' enjoyment in teaching learning process from cycle one to cycle two. It showed when the students paid attention more to the researcher when the researcher implemented expand game.

CHAPTER V
CONCLUSION AND SUGGESTION

A. Conclusion

The research conclusion is presented according to the data which have been analyzed in the previous chapter. From all the data analysis about USING EXPAND GAME TO IMPROVE STUDENTS UNDERSTANDING ON SIMPLE PRESENT TENSE (A Classroom Action Research at Eighth Grade of MTs.M2.Montessori Kaloran Temanggung in the Academic year of 2014/2015) can be concluded that:

1. The use of Expand game can improve students' understanding on Simple Present Tense. It is showed from the result of each cycle. The result in cycle one was 78.5 and cycle two was 86.6

2. The students showed good participations in learning process. It can be seen by the result of their activeness in learning process. The result in cycle one was 75.8% and cycle two was 80.5%

B. Suggestion

In teaching English, the teacher must create fun atmosphere, enjoyable and interesting situation as possible

as the teacher can such as using expand game because game can break the usual routine. In other word, the teacher should make teaching learning process more interesting because students like to learn when they are enjoying themselves.

The writer considers some suggestions in order to improve ability in writing skill, especially for the teacher and the students. The writer suggestions are as follow:

1. For the teacher:
    a. The teacher must have some strategies and ways to enrich their teaching techniques and avoid using monotonous techniques.
    b. Teacher is suggested to be creative in teaching the materials, because by giving interesting media or technique, it can make the students interested in learning and the students can easily receive and understand the material.
    c. The teacher of English subject should give motivation to the students.
2. For the students
    a. Students should not be afraid of making mistake and worried about their ability in making sentence, especially simple present tense.

b. Students should keep studying and learning to improve their ability in grammar mastery, especially simple present tense by improving their vocabulary and grammar from other media.

Finally, the writer realizes that this thesis is far from being perfect, so that, constructive critics and advice really expected for the perfection of this thesis. Hopefully, this thesis will be useful for all. Amin.

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Appendix 1

Student List of V111-1
MTs.MiftakhulMubtadiin Montessori Kaloran Temanggung
Year Of Academy 2014/2015

NO	Student's Name	Sex	Students code
1	Adam Higaf K	M	A-1
2	Ahmad Hasan	M	A-2
3	Ahmad Mahfud	M	A-3
4	Ahmad Ulin Nuha	M	A-4
5	Ainun Nadjib	M	A-5
6	Akhmad Maftukhin	M	A-6
7	Annisa	F	A-7
8	Eka Widya Astuti	F	A-8
9	Enggar Arum Sari	F	A-9
10	Eni Astuti	F	A-10
11	Faridatun Nisa	F	A-11
12	Fina Nikmatul Hasna	F	A-12
13	Kurotun A'yuni	F	A-13
14	M Masrukh Nawawi	M	A-14
15	Mahesa riyan Malik	M	A-15
16	Makruf Adi Rifai	M	A-16
17	Muhamad Taufiq H	M	A-17
18	Muslih	M	A-18
19	Nanda Maskhanatul	F	A-19
20	Nurisna Mahmudah	F	A-20
21	Nurul Azizah	F	A-21
22	Orfin Malik	M	A-22
23	Reni Nur Azizah	F	A-23
24	Sabigh Nuril Labib	M	A-24
25	Susanti	F	A-25
26	Taufik Nur Islamudin	M	A-26
27	Vivi Nadya Agesti	F	A-27

Appendix 2

Timeline

Researcher   : Rosadah.

NIM   : 113411138

Research Setting : Eighth. 1of MTs.M2 Montessori Kaloran

No.	Activities	Time Schedule				
		April/2015				
		15	16	20	22	25
1	Asking permission to the headmaster and observation the school	√				
2	Preparing media to make an observation in the teaching learning process		√			
3	Doing Pre-Cycle		√			
4	Doing Cycle One			√		
5	Doing Cycle Two				√	
6	Doing post test and Writing report					√

Appendix 3
Pre-Cycle

INDICATORS	Total Of Students			
	YES	%	NO	%
The students are enthusiastic in listening to teachers' explanation	11	40,74%	16	59,26%
The students participate in answering the teacher question	3	11,11%	24	88,89%
The students show curiosity by asking question	1	3,70%	26	96,30%
The students are enthusiastic in concerning to the game	0	0,00%	0	0,00%
The students are enthusiastic in doing test	10	37,04%	17	62,96%

Appendix 4
Pre-Cycle

No.	Students Code	Score	Percentage	Letter Score	Category
1	A – 1	4	40%	E	Poor
2	A – 2	6	60%	C	Fair
3	A – 3	6	60%	C	Fair
4	A – 4	8	80%	B	Good
5	A – 5	4	40%	E	Poor
6	A – 6	8	80%	B	Good
7	A – 7	8	80%	B	Good
8	A – 8	8	80%	B	Good
9	A – 9	6	60%	C	Fair
10	A – 10	6	60%	C	Fair
11	A – 11	6	60%	C	Fair
12	A – 12	6	60%	C	Fair
13	A – 13	8	80%	B	Good
14	A – 14	8	80%	B	Good
15	A – 15	4	40%	E	Poor
16	A – 16	6	60%	C	Fair
17	A – 17	8	80%	B	Good
18	A – 18	6	60%	C	Fair
19	A – 19	8	80%	B	Good
20	A – 20	8	80%	B	Good
21	A – 21	8	80%	B	Good
22	A – 22	8	80%	B	Good
23	A – 23	4	40%	E	Poor
24	A – 24	6	60%	C	Fair
25	A – 25	8	80%	B	Good
26	A – 26	6	60%	C	Fair
27	A – 27	6	60%	C	Fair
Total Score		178			
Mean		4,45	45%	E	Poor

Appendix 5
Pre-Cycle

No.	Interval	f	Percentage	Caegory
1	90% - 100%			Excellent
2	75% - 89%	12	44,4%	Good
3	60% - 74%	11	40,7%	Fair
4	50% - 59%	4	14,8%	Poor
5	0% - 49%		0,0%	Less
		27	100,0%	

Appendix 6
Cycle-1

INDICATORS	Total Of Students			
	YES	%	NO	%
The students are enthusiastic in listening to teachers' explanation	20	74,07%	7	25,93%
The students participate in answering the teacher question	21	77,78%	6	22,22%
The students show curiosity by asking question	13	48,15%	14	51,85%
The students are enthusiastic in concerning to the game	24	88,89%	3	11,11%
The students are enthusiastic in doing test	25	92,59%	2	7,41%

Appendix 7
Cycle-1

No.	Students Code	Score	Percentage	Letter Score	Category
1	A – 1	6	60%	C	Fair
2	A – 2	6	60%	C	Fair
3	A – 3	8	80%	B	Good
4	A – 4	10	100%	A	Excellent
5	A – 5	8	80%	B	Good
6	A – 6	8	80%	B	Good
7	A – 7	10	100%	A	Excellent
8	A – 8	10	100%	A	Excellent
9	A – 9	8	80%	B	Good
10	A – 10	6	60%	C	Fair
11	A – 11	6	60%	C	Fair
12	A – 12	8	80%	B	Good
13	A – 13	8	80%	B	Good
14	A – 14	10	100%	A	Excellent
15	A – 15	8	80%	B	Good
16	A – 16	8	80%	B	Good
17	A – 17	6	60%	C	Fair
18	A – 18	6	60%	C	Fair
19	A – 19	10	100%	A	Excellent
20	A – 20	10	100%	A	Excellent
21	A – 21	8	80%	B	Good
22	A – 22	8	80%	B	Good
23	A – 23	6	60%	C	Fair
24	A – 24	6	60%	C	Fair
25	A – 25	8	80%	B	Good
26	A – 26	10	100%	A	Excellent
27	A – 27	8	80%	B	Good
Total Score		214			
Mean		7,93	79%	B	Good

Appendix 8
Cycle-1

No.	Interval	*f*	Percentage	Caegory
1	90% - 100%	7	25,9%	Excellent
2	70% - 89%	12	44,4%	Good
3	60% - 69%	8	29,6%	Fair
4	50% - 59%		0,0%	Poor
5	0% - 49%		0,0%	Less
		27	100,0%	

Appendix 9
Cycle-2

INDICATORS	Total Of Students			
	YES	%	NO	%
The students are enthusiastic in listening to teachers' explanation	21	77,78%	6	22,22%
The students participate in answering the teacher question	23	85,19%	5	18,52%
The students show curiosity by asking question	15	55,56%	17	62,96%
The students are enthusiastic in concerning to the game	25	92,59%	2	7,41%
The students are enthusiastic in doing test	26	96,30%	1	3,70%

Appendix -10
Cycle-2

No.	Students Code	Score	Percentage	Letter Score	Category
1	A – 1	8	80%	B	Good
2	A – 2	10	100%	A	Excellent
3	A – 3	8	80%	B	Good
4	A – 4	8	80%	B	Good
5	A – 5	8	80%	B	Good
6	A – 6	10	100%	A	Excellent
7	A – 7	10	100%	A	Excellent
8	A – 8	10	100%	A	Excellent
9	A – 9	8	80%	B	Good
10	A – 10	8	80%	B	Good
11	A – 11	8	80%	B	Good
12	A – 12	10	100%	A	Excellent
13	A – 13	10	100%	A	Excellent
14	A – 14	8	80%	B	Good
15	A – 15	8	80%	B	Good
16	A – 16	8	80%	B	Good
17	A – 17	10	100%	A	Excellent
18	A – 18	8	80%	B	Good
19	A – 19	10	100%	A	Excellent
20	A – 20	10	100%	A	Excellent
21	A – 21	10	100%	A	Excellent
22	A – 22	10	100%	A	Excellent
23	A – 23	8	80%	B	Good
24	A – 24	8	80%	B	Good
25	A – 25	8	80%	B	Good
26	A – 26	8	80%	B	Good
27	A – 27	8	80%	B	Good
Total Score		238			
Mean		8,81	88%	B	Good

Appendix 11
Cycle-2

No.	Interval	f	Percentage	Caegory
1	90% - 100%	11	40,7%	Excellent
2	75% - 89%	16	59,3%	Good
3	60% - 74%	0	0,0%	Fair
4	50% - 59%	0	0,0%	Less
5	0% - 49%	0	0,0%	Poor
		27	100,0%	

Appendix 12
Post-Cycle

INDICATORS	Total Of Students			
	YES	%	NO	%
Paying Attention	23	85,19%	4	14,81%
Asking Question	20	74,07%	7	25,93%
Responding to question	23	85,19%	4	14,81%
Accomplishing task	27	100,00%	0	0,00%
Being enthusiastic an English game	27	100,00%	0	0,00%

Appendix 13
Post-Cycle

No.	Students Code	Score	Percentage	Letter Score	Category
1	A – 1	9	90%	A	Excellent
2	A – 2	10	100%	A	Excellent
3	A – 3	9	90%	A	Excellent
4	A – 4	9	90%	A	Excellent
5	A – 5	8	80%	B	Good
6	A – 6	8	80%	B	Good
7	A – 7	9	90%	A	Excellent
8	A – 8	9	90%	A	Excellent
9	A – 9	8	80%	B	Good
10	A – 10	9	90%	A	Excellent
11	A – 11	9	90%	A	Excellent
12	A – 12	8	80%	B	Good
13	A – 13	9	90%	A	Excellent
14	A – 14	10	100%	A	Excellent
15	A – 15	8	80%	B	Good
16	A – 16	8	80%	B	Good
17	A – 17	9	90%	A	Excellent
18	A – 18	8	80%	B	Good
19	A – 19	10	100%	A	Excellent
20	A – 20	10	100%	A	Excellent
21	A – 21	10	100%	A	Excellent
22	A – 22	10	100%	A	Excellent
23	A – 23	10	100%	A	Excellent
24	A – 24	9	90%	A	Excellent
25	A – 25	9	90%	A	Excellent
26	A – 26	9	90%	A	Excellent
27	A – 27	8	80%	B	Good
Total Score		242			
Mean		8,96	90%	B	Good

Appendix 14
Post-Cycle

No.	Interval	f	Percentage	Caegory
1	90% - 100%	14	51,9%	Excellent
2	70% - 89%	13	48,1%	Good
3	60% - 69%	0		
4	50% - 59%	0		
5	0% - 49%	0		
		27	100%	

Appendix 15
Result of whole cycle

No.	Students Code	Preliminary Cycle	Cycle I	Cycle II	Post Test
1	A – 1	4	6	8	9
2	A – 2	6	6	10	10
3	A – 3	6	8	8	9
4	A – 4	8	10	8	9
5	A – 5	4	8	8	8
6	A – 6	8	8	10	8
7	A – 7	8	10	10	9
8	A – 8	8	10	10	9
9	A – 9	6	8	8	8
10	A – 10	6	6	8	9
11	A – 11	6	6	8	9
12	A – 12	6	8	10	8
13	A – 13	8	8	10	9
14	A – 14	8	10	8	10
15	A – 15	4	8	8	8
16	A – 16	6	8	8	8
17	A – 17	8	6	10	9
18	A – 18	6	6	8	8
19	A – 19	8	10	10	10
20	A – 20	8	10	10	10
21	A – 21	8	8	10	10
22	A – 22	8	8	10	10
23	A – 23	4	6	8	10
24	A – 24	6	6	8	9
25	A – 25	8	8	8	9
26	A – 26	6	10	8	9
27	A – 27	6	8	8	8
Total Score		178	214	238	242
Mean		6,59	7,93	8,81	8,96

PRE TEST OF STUDENTS' UNDERSTANDING
ON SIMPLE PRESENT TENSE

Name :	School : MTs M2 Montessori
Grade : 8.1	Date : 16 ᵗʰApril 2015

Choose the correct answer by crossing (X) a,b,c, or d.

1. We .... schoolmates
    a. is
    b. am
    c. are
    d. do

2. Today ....Monday
    a. is
    b. am
    c. are
    d. do

3. I ... fine
    a. is
    b. am
    c. are
    d. do

4. Father ....to work at 06.30am.
    a. go
    b. goes
    c. going
    d. went

5. The students never .... in the classroom
    a. read
    b. sleep
    c. studying
    d. sleeping

6. Ais always ....the door every morning.
    a. open
    b. opens
    c. close

    d. closes

7. My parents ....three children.
    a. do
    b. does
    c. have
    d. has

8. Does Iskhi ... newspaper?
    a. reading
    b. reads
    c. read
    d. red

9. The house .... a swimming pool.
    a. do
    b. does
    c. have
    d. has

10. They .... the floor every day.
    a. swept
    b. wash
    c. sweep
    d. washes

The key answer of pre test
1. C
2. A
3. B
4. B
5. B
6. B
7. C
8. C
9. D
10. C

POST TEST OF STUDENTS' UNDERSTANDING
ON SIMPLE PRESENT TENSE

Name :	School : MTs M2.Montessori
Grade : 8.1	Date : 25st April 2015

Choose the correct answer by crossing (X) a,b,c, or d.

11. My father .... a red car every morning.
    - e. drive
    - f. drives
    - g. driving
    - h. driver

12. There .... many flowers every week.
    - e. is
    - f. am
    - g. are
    - h. do

13. They ... a story book every night.
    - e. read
    - f. reads
    - g. reading
    - h. reader

14. Father ....a guitarist.
    - e. is
    - f. are
    - g. am
    - h. being

15. It ussualy……every the end of the year.
    - e. make
    - f. makes
    - g. made
    - h. making

16. Grandpa ..... often far way .
    - e. walk
    - f. walks
    - g. walking
    - h. walked

17. My parents ....three children.
    - e. do
    - f. does
    - g. have
    - h. has

18. My younger …..always cry every time.
    - e. Isn't
    - f. Aren't
    - g. Doesn't
    - h. Don't'

19. My aunt …..the kitchen every 7 am.
    - e. mop
    - f. mops
    - g. mopping
    - h. mopped

20. They .... Indonesia Raya every flag Ceremony.
    - e. sing
    - f. singer
    - g. sung

The key of post Test
1. B
2. C
3. A
4. A
5. B
6. B
7. C
8. C
9. B
10. A

ANSWER KEY OF TEST CYCLE I

1. My father drives car
2. Grandma cooks meat ball
3. We eat fried chicken
4. Mum Washes the clothes
5. He sweeps the living room

School	: MTs.M2 Montessori Kaloran Temanggung
Subject	: English
Material	: Simple Present
Skill Focus	: Writing
Class/ Semester	: 8.1
Time Allotment	: 2 x 40 minutes

I.   Standard of Competence

Expressing meaning in the simple short functional written text to interact with the nearest environment

II.   Basic Competence

To express the meaning of ideas in the simple short functional written text using written language accurately, fluently and acceptable to interact with the nearest environment.

III. Indicators

- Identifying subject, verb and object of sentence.
- Arranging simple present tense.

IV.   Learning of Objectives

By the end of the lesson, students will have been able to identify subject, verb and object of sentence in order to make simple present tense.

V.   Teaching Material

Simple present tense

The simple present expresses daily habit or usual activities.

Example:

a) Ann takes a shower every day.

b) I usually eat lunch at the Cafetaria.

c) The earth revolves around the sun.

d) A square has four equal sides.

e) The sky is blue.

We use the simple present for a present state, e.g a feeling, an opinion, or the fact that something belongs to someone. We also use simple present for repeated action such a routines, habits, jobs, hobbies, and things that always happen. Simple present tense uses verb 1 to show the action in verbal sentence and to be (is, are, am) in nominal sentence. The pattern of simple sentence are:

a) Verbal sentence

Positive: S+Verb 1(-s/-es)+O

Negative   : S+Do/does+not+Verb 1+O

Interrogative   : Do/does+S+Verb 1+O

Negative question: Do/does+not+S+Verb 1+O

b) Nominal sentence

Positive: S+tobe+non verb

Negative   : S+tobe+not+non verb

Interrogative   : to be+S+non Verb

Negative question: to be+not+S+non Verb

In English, present tense verbs change to show agreement in the third person singular form (subjects represented by the pronouns He,She,It) by adding –s/-es.

Typical time expressions with the simple present are always, often, usually, sometimes, ever/never, every day, every week, once, twice, on Friday, in the morning, at ten o'clock, etc.

VI. Teaching- Learning Method
Audio Lingual Method

VII. Learning Activities

1. **Pre Activities**
   a. Teacher greets the students
   b. Teacher checks students' attendance.
   c. Teacher gives the students stimulating question.
      "What do you do in every morning?

2. **Main activities**

   a. **Exploration**
   - Teacher gives introduction about the material by asking some questions.
   - Students answer the question orally.
   - Teacher explains the material by showing the picture.

- Teacher gives examples of simple present tense by using picture.

b. **Elaboration**
- Teacher prepares some pictures that show subject, verb, noun, and adverb.
- Teacher divides students in groups. Every group consists of 4 students.
- Teacher gives pictures to the groups.
- Teacher asks students to discuss and arrange the sentences based on the pictures.
- Teacher asks students to stick the pictures on the whiteboard.
- Teacher asks students to write the sentences based on the pictures.
- Teacher continuous the process by stick the blank paper everywhere in every appropriate place until be different sentences.

c. **Confirmation**
- Teacher circulates and make notes of any problems they have with simple present tense
- Teacher asks students about the difficulty of material

- Teacher gives opportunity to students for asking question.
- Teacher answers the question from the students
- Teacher gives conclusion.

3. **Post activities**
   a. Teacher reviews the material that have been taught
   b. Teacher gives motivation to the students
   c. Teacher closes the meeting.

VIII. **Sources Learning and Media**

   Sources:

   John Eastwood, *Oxford Learner's Pocket Grammar* 2008 ,, New York University Press.

   Media:
   1. Blackboard
   2. Chalk
   3. Paper
   4. Picture

IX. **Assessment**
   - Forms: written
     - Techniques : every student writes 5 sentences using simple present tense.
     - Aspects: grammar and accuracy to arrange subject, verb and object.
     - Scoring guidance :
       - Each right sentence is scored 20

➢ The total of sentence is 5

➢ Maximal score is 100

Criteria of assessment:

The total score = the total of right sentence x 20

Temanggung,20 April 2015

Colaborator   The Reseacher,

HerningYuhani   Rosadah

Headmaster,

Headmaster,

Sulis Prasetiyo,SE

Student Worksheet

Name :	School :
Class :	Date :

Write down five sentences using simple present based on the

picture

1…………………………………………………………………………

2……………………………………………………………….………….

3.---

4.---

watch TV

cry

laugh

sleep

walk

wash
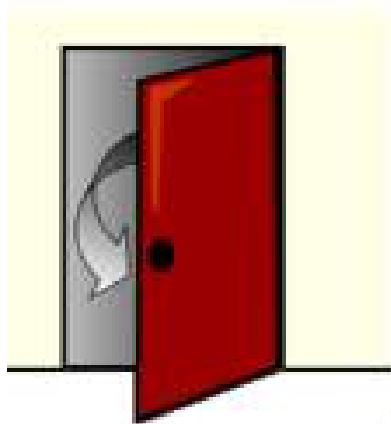
open

close

I and You = We

It = thing or noun

He

She

Father or He

Fried Chicken

Meat Ball

They

Mum or She

Grandpa

Eat / Eats

Cook / Cooks

Wash / Washes

Drive / Drives

Sweep / Sweeps

Car

Grandma

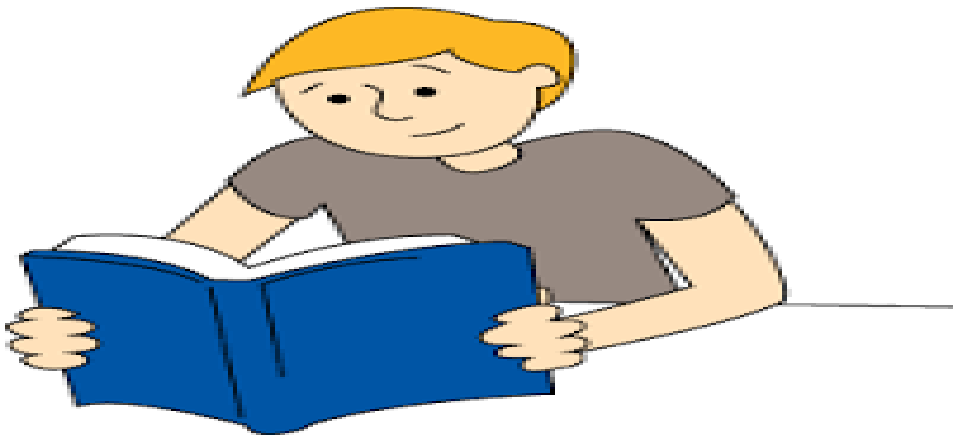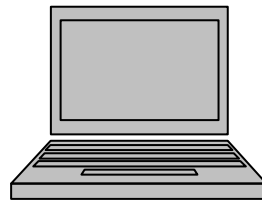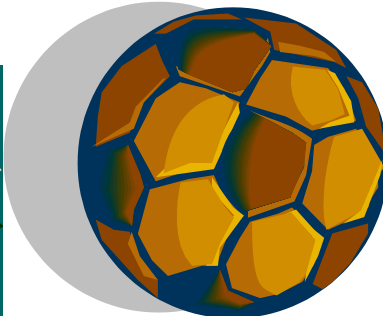Clothes

Play
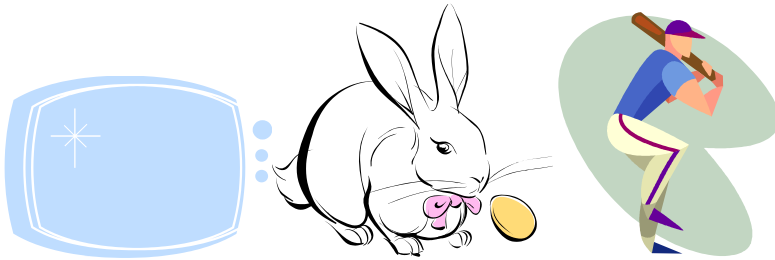

Read

Living Room

Write

ANSWER KEY OF TEST CYCLE II

1. They watch tv
2. The boy sleeps on the mattress
3. She reads Alquran
4. He writes a letter
5. The cat runs in the yard

LESSON PLAN

Second cycle

School   : MTs.M2 Montessori
Subject   : English
Material   : Simple Present
Skill Focus   : Writing
Class/ Semester   : 8.1
Time Allotment   : 2 x 40 minutes

I. Standard Competence

Expressing meaning in the simple short functional written text to interact with the nearest environment

II. Basic Competence

To express the meaning of ideas in the simple short functional written text using written language accurately, fluently and acceptable to interact with the nearest environment.

III. Indicators

- Identifying subject, verb and object of sentence.
- Arranging simple present tense.

IV. Learning of Objectives

By the end of the lesson, students will have been able to identify subject, verb and object of sentence in order to make simple present tense.

V. **Teaching Material**

Simple present tense

The simple present expresses daily habit or usual activities.

Example:

a) Ann reads Al quran every evening
b) I play doll every afternoon
c) They are 27 students every day
d) He has breakfast every day
e) We have off-day every friday

We use the simple present for a present state, e.g a feeling, an opinion, or the fact that something belongs to someone. We also use simple present for repeated action such a routines, habits, jobs, hobbies, and things that always happen. Simple present tense uses verb 1 to show the action in verbal sentence and to be (is, are, am) in nominal sentence. The pattern of simple sentence are:

c) Verbal sentence

Positive : S+Verb 1(-s/-es)+O

Negative   : S+Do/does+not+Verb 1+O

Interrogative   : Do/does+S+Verb 1+O

d) Nominal sentence

Positive : S+tobe+non verb

Negative   : S+tobe+not+non verb

Interrogative   : to be+S+non Verb

In English, present tense verbs change to show agreement in the third person singular form (subjects represented by the pronouns He,She,It) by adding –s/-es.

Typical time expressions with the simple present are always, often, usually, sometimes, ever/never, every day, every week, once, twice, on Friday, in the morning, at ten o'clock, etc.

VI. Teaching- Learning Method

Audio Lingual Method

VII. Learning Activities

1. Pre Activities

a. Teacher greets the students.

b. Teacher persuades the students to pray

c. Teacher checks students' attendance.

d. Teacher talks the students the subjects will be discussed and the purpose of the subjects.

2.Main activities

a. Exploration

- Teacher explaines the subjects,in this case the subject is same with the first cycle,that is simple present tense.

- Teacher gives examples of simple present tense by using pictures and puts several blank papers between them.

- Teacher gives opportunity to the student who want to ask related to the simple present tense.

b. **Elaboration**

- Teacher prepares some pictures that show subject, verb, noun, and adverb. The picture is different from the first cycle.
- Teacher divides students in groups. Every group consists of 5 and 6 students.
- Teacher contribuing the pictures and paper material.
- Teacher asks the student to discuss based on the picture have given.
- Teacher asks the students to write the sentences based on the picture on their paper's.
- Teacher asks students to stick the pictures on the white board.
- Teacher asks the leader of the group write the sentences based on the pictures.

c. Confirmation

- Teacher asks students about the difficulty of material
- Teacher gives opportunity to students for asking question.
- Teacher answer the question from the students
- Teacher gives conclusion.

2. Post activities

a. Teacher reviews the material that have been taught
b. Teacher gives motivation to the students
c. Teacher closes the meeting.

VIII. Sources Learning and Media

Sources:

Oxford Learner's Pocket Grammar, John Eastwood, New York University Press, 2008

Media

5. Picture

IX. Assessment

- Forms: written
  - Techniques : every student write 5 sentences using simple present tense.
  - Aspects: grammar and accuracy to arrange subject, verb and object.
  - Scoring guidance :
    - Each right sentence is scored 20
    - The total of sentence is 5
    - Maximal score is 100

Criteria of assessment:

The total score = the total of right sentence x 20

Temanggung,22 April 2015

Colaborator   The Reseacher,

HerningYuhani   Rosadah

Headmaster,

Name :	School :
Class :	Date :

Write down five sentences using simple present based on the picture

1...

2...

3...

4...
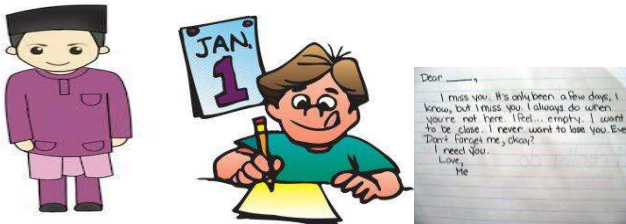
5..

The students of 8-1 are doing pre Test

The students are doing first cycle test

The students are doing post test

The students are doing post test

The learning activities using expand game.1

The learning activities using expand game.2

The researcher is giving explanatiaon.

MTs.Miftakhul Mubtadiin Montessori
Kemiri,kaloran Temanggung„Jawa Tengah
2014/2015

PRE TEST OF STUDENTS' UNDERSTANDING

ON SIMPLE PRESENT TENSE

Name : Adam hilap kurniawan	School : MTs M2 Montessori
Grade : 8.1	Date : 16th April 2015

Choose the correct answer by crossing (X) a,b,c, or d.

1. We .... schoolmates
   a. is
   b. am
   x. are
   d. do

2. Today ....Monday
   a. is
   b. am
   x. are
   d. do

3. I ... fine
   a. is
   x. am
   c. are
   d. do

4. Father ....to work at 06.30am.
   a. go
   x. goes
   c. going
   d. went

5. The students never .... in the classroom
   x. read
   b. sleep
   c. studying
   d. sleeping

6. A is always ....the door every morning.
   a. open
   x. opens
   c. close
   d. closes

7. My parents ....three children.
   a. do
   b. does
   c. have
   x. has

8. Does Iskhi ... newspaper?
   a. reading
   x. reads
   c. read
   d. red

9. The house .... a swimming pool.
   a. do
   b. does
   x. have
   d. has

10. They .... the floor every day.
    a. swept
    b. wash
    x. sweep
    d. washes

Instrumen Pre- Test

PRE TEST OF STUDENTS' UNDERSTANDING

ON SIMPLE PRESENT TENSE

Name : ahmad mahfud	School : MTs M2 Montessori
Grade : 8.1	Date : 16ᵗʰ April 2015

Choose the correct answer by crossing (X) a,b,c, or d.

1. We . ... schoolmates
   a. is
   b. am
   X are
   d. do

2. Today ....Monday
   X a. is
   b. am
   c. are
   d. do

3. I ... fine
   a. is
   X b. am
   c. are
   d. do

4. Father ....to work at 06.30am.
   a. go
   X b. goes
   c. going
   d. went

5. The students never .... in the classroom
   a. read
   X b. sleep
   c. studying
   d. sleeping

6. A is always ....the door every morning.
   a. open
   X b. opens
   c. close
   d. closes

7. My parents ....three children.
   a. do
   b. does
   c. have
   X d. has

8. Does Iskhi ... newspaper?
   a. reading
   b. reads
   X c. read
   d. red

9. The house .... a swimming pool.
   a. do
   b. does
   X c. have
   d. has

10. They .... the floor every day.
    a. swept
    b. wash
    X c. sweep
    d. washes

Instrumen Pre- Test

PRE TEST OF STUDENTS' UNDERSTANDING

ON SIMPLE PRESENT TENSE

Name : Ahmad Hasan	School : MTs M2 Montessori
Grade : 8.1	Date : 16 th April 2015

Choose the correct answer by crossing (X) a,b,c, or d.

1. We .... schoolmates
   a. is
   b. am
   ~~c.~~ are
   d. do

2. Today ....Monday
   ~~a.~~ is
   b. am
   c. are
   d. do

3. I ... fine
   a. is
   ~~b.~~ am
   c. are
   d. do

4. Father ....to work at 06.30am.
   a. go
   ~~b.~~ goes
   c. going
   d. went

5. The students never .... in the classroom
   a. read
   ~~b.~~ sleep
   c. studying
   d. sleeping

6. A is always ....the door every morning.
   a. open
   ~~b.~~ opens
   c. close
   d. closes

7. My parents ....three children.
   a. do
   b. does
   c. have
   ~~d.~~ has

8. Does Iskhi ... newspaper?
   ~~a.~~ reading
   b. reads
   c. read
   d. red

9. The house .... a swimming pool.
   a. do
   b. does
   ~~c.~~ have
   d. has

10. They .... the floor every day.
    ~~a.~~ swept
    b. wash
    c. sweep
    d. washes

Instrument Pre- Test

PRE TEST OF STUDENTS' UNDERSTANDING

ON SIMPLE PRESENT TENSE

Name : Ahmad ulin nuha	School : MTs M2 Montessori
Grade : 8.1	Date : 16 th April 2015

Choose the correct answer by crossing (X) a,b,c, or d.

1. We .... schoolmates
   a. is
   b. am
   ~~c.~~ are
   d. do

2. Today ....Monday
   ~~a.~~ is
   b. am
   c. are
   d. do

3. I ... fine
   a. is
   ~~b.~~ am
   c. are
   d. do

4. Father ....to work at 06.30am.
   a. go
   ~~b.~~ goes
   c. going
   d. went

5. The students never .... in the classroom
   a. read
   ~~b.~~ sleep
   c. studying
   d. sleeping

6. A is always ....the door every morning.
   a. open
   ~~b.~~ opens
   c. close
   d. closes

7. My parents ....three children.
   a. do
   b. does
   ~~c.~~ have
   d. has

8. Does Iskhi ... newspaper?
   a. reading
   b. reads
   ~~c.~~ read
   d. red

9. The house .... a swimming pool.
   a. do
   b. does
   c. have
   ~~d.~~ has

10. They .... the floor every day.
   a. swept
   b. wash
   ~~c.~~ sweep
   d. washes

Instrumen Pre- Test

CURRICULUM VITAE

Name   : Rosadah
Date of Birth   : Temanggung, 7th April 1978
Student Number   : 113411138
Address   : Padangan 02/04 KembangsariKandangan
                          Temanggung
E-mail   : Rosadah.ros@gmail.com
Phone   : 085228192024

Background of Education:

1. MI Al Fatakh Ngemplak Kandangan Temanggung graduated in 1990.
2. MTs Muallimin Rowoseneng Kandangan Temanggung graduated in 1993.
3. SMA Islam Kandangan Temanggung graduated in 1996.
4. Student of Education and TeacherTraining Faculty Walisongo State Islamic University Semarang 2011.

\

> Semarang, April 2015
> The researcher,
>
>
>
> <u>Rosadah</u>
> NIM. 113411138