

**THE USE OF BALL TOSS GAME TO IMPROVE
STUDENTS' UNDERSTANDING OF SIMPLE
PRESENT TENSE**

**(A Classroom Action Research at the VII C Grade of SMP
Futuhiyyah Mranggen in the Academic Year of 2015/2016)**

Final Project

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



By:

**NASYIATUL KHOIRIYAH
113411071**

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

THESIS STATEMENT

I am the student with the following identity:

Name :Nasyiatul Khoiriyah
Student Number : 113411071
Department : English Education Department

I certify that this thesis by tittle:

The Use of Ball Toss Game to Improve Students' Understanding of Simple Present Tense (A Classroom Action Research at the VII C Grade of SMP Futuhiyyah Mranggen in the Academic Year of 2015/2016)

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, 12th November 2015
The Researcher,



Nasyiatul Khoiriyah
NIM.113411071



KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI WALISONGO
FAKULTAS ILMU TARBIYAH DAN KEGURUAN
Jl. Prof. Dr. Hamka Kampus II Ngaliyan (024) 7601295
Fax. 7615387 Semarang 50185

RATIFICATION

Name : Nasyiatul Khoiriyah
Students number : 113411071
Title : THE USE OF BALL TOSS GAME TO IMPROVE STUDENTS' UNDERSTANDING OF SIMPLE PRESENT TENSE (A Classroom Action Research at the VII C Grade of SMP Futuhiyyah Mranggen in the Academic Year of 2015/2016)

Had been ratified by the team of final project examiner of Islamic Education and Teacher Training Faculty of Walisongo State Islamic University Semarang on:


Day: Tuesday

Date: 15th December 2015

The Team of Examiner

Chair person

Secretary



Siti Tarwiyah, M. Hum
NIP. 19721108 199903 2 001


Sayyidatul Fadlilah, M. Pd
NIP. 19810908 200710 2 001

Examiner 1

Examiner 2



Dra. Hj. Siti Maryam, M. Pd
NIP. 19650727 1992003 2 002


Daviq Rizal, M. Pd
NIP. 19771025 200701 1 015

Advisor 1

Advisor 2


Sayyidatul Fadlilah, M. Pd
NIP. 19810908 200710 2 001


M. Rikza, M. S. I
NIP. 19800320 200710 1 001

ADVISOR NOTE

Semarang, 2nd November 2015

To
The Dean of Islamic Education and Teacher Training Faculty
Walisongo State Islamic University
In Semarang

Assalamu 'alaikum wr. wb.

I inform that I have given guidance, briefing, and correction to whatever extent necessary in the thesis with following identity:

Name : Nasyiatul Khoiriyah
Students Number : 113411071
Faculty/Major : Islamic Education and Teacher Training Faculty/
English Department
Title : THE USE OF BALL TOSS GAME TO
IMPROVE STUDENTS' UNDERSTANDING
OF SIMPLE PRESENT TENSE (A Classroom
Action Research at the VII C Grade of SMP
Futuhiyyah Mranggen in the Academic Year of
2015/2016)

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

Wassalamu 'alaikum wr. wb.

Advisor I



Sayyidatul Fadlilah, M. Pd

NIP. 19810908 200710 2 001

ADVISOR NOTE

Semarang, 9th November 2015

To
The Dean of Islamic Education and Teacher Training Faculty
Walisongo State Islamic University
In Semarang

Assalamu'alaikum wr. wb.

I inform that I have given guidance, briefing, and correction to whatever extent necessary in the thesis with following identity:

Name : Nasyiatul Khoiriyah
Students Number : 113411071
Faculty/Mayor : Islamic Education and Teacher Training Faculty/
English Department
Title : THE USE OF BALL TOSS GAME TO
IMPROVE STUDENTS' UNDERSTANDING
OF SIMPLE PRESENT TENSE (A Classroom
Action Research at the VII C Grade of SMP
Futuhiyyah Mranggen in the Academic Year of
2015/2016)

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

Wassalamu'alaikum wr. wb.

Advisor 2



M. Rikza, M.S. I

NIP. 19800320 200710 1 001

ABSTRACT

Title :THE USE OF BALL TOSS GAME TO IMPROVE STUDENTS' UNDERSTANDING OF SIMPLE PRESENT TENSE (*A Classroom Action Research at the VII C Grade of SMP Futuhiyyah in the Academic Year of 2015/2016.*)

Writer :NASYIATUL KHOIRIYAH

NIM :113411071

The background of the study in this research is based on the phenomenon that students have difficulties to absorb the lesson and bored because they just sit down on the chair, listen and write what their teacher said when teaching learning process. It makes them difficult to understand and to receive the lesson. To improve students' understanding, teacher can use Ball Toss Game as a technique and to help her teaching and learning process.

This research is aimed to find the answer to the following research question, they are 1)How are students' participation during taught by using Ball Toss Game to improve students' understanding of simple present tense at the seventh grade students of SMP Futuhiyyah Mranggen in the academic year of 2015/2016?, 2)How is the improvement of students' understanding of simple present tense at the seventh grade students of SMP Futuhiyyah Mranggen in the academic year of 2015/2016?

The study was to find out whether Ball Toss Game is more effective to improve students' understanding of simple present tense than non Ball Toss Game.

The data collection technique that is used by the researcher are observation, test, documentation. During teaching learning process in pre-cycle, the researcher used conventional method to explain the material and gave the test to know the students' ability about simple present tense. For the first cycle and the second cycle, the researcher used Classroom Action Research. This research that can be said success if the result of students' test more than 75% and the students' average score more than 75.

The students' average score in this cycle was low, 57. 03. Then the researcher took in first cycle. The average score in this cycle is 69. 64.

The last cycle is more improved. It can be seen from the average result of the test, 78.64.

The result of the research shows that the students improve their understanding about simple present tense by using Ball Toss Game.

MOTTO

فَإِنَّ مَعَ الْعُسْرِ يُسْرًا ﴿٥﴾ إِنَّ مَعَ الْعُسْرِ يُسْرًا ﴿٦﴾

Every hardship is followed by ease. Every hardship is followed by ease.¹(Al-Insyirah verse 5-6)

¹Mahmud Y. Zayid, *The Quran: An English Translation of The Meaning of The Quran*, (Beirut: Dar Al-Chaura, 1980), p. 456

DEDICATION

This final project is dedicated to:

- ❖ My dear parents (Mujadi and Musmiah). Thank you very much for the valuable efforts, prayer and contributions in making my education success.
- ❖ My beloved little brother Muhammad Rofiqo and my little sister Laili Nur Safitri
- ❖ My advisors, Sayyidatul Fadlilah, M. Pd and M. Rikza, M. S. I. Thank you very much for your suggestion and your time to advise me.
- ❖ My teachers in PBI thank you very much. Because of you all, I can improve my English skill better than before.

ACKNOWLEDGEMENT

الرَّحِيمِ الرَّحْمَنِ اللَّهُ بِسْمِ

Praise is to Allah, the merciful, and the compassionate that the researcher can finish this final project completely entitled The Use of Ball Toss Game to Improve Students' Understanding of Simple Present Tense. Peaceful for Prophet Muhammad who become our best figure of human life.

The researcher realizes that there are many people who are already helped me in arranging and writing this thesis directly or indirectly. In this chance, the researcher would like to express deeper appreciation to:

1. Dr. H. Raharjo, M. Ed. St as the Dean of Islamic Education and Teacher Training Faculty of Walisongo State Islamic University.
2. Dr. Muslih, M. A as the Head of English Language Teaching Department.
3. Sayyidatul Fadlilah, M.Pd and M. Rikza, M.S.I, as the advisors for their patience in providing careful guidance, helpful corrections, very good advise as well as suggestion and encouragement during the consultation.
4. My beloved father and mother (Mujadi and Musmiah) who always pray for me every time and also thank you for your inspiration and motivation to continue this study.
5. KH. Abdullah Ashif, Lc the headmaster of SMP Futuhiyyah Mranggen Demak who had given permission the researcher to carry out the research in his school.
6. Ainun Jariyah, S.Pd, who assisted the researcher in conducting the research and collecting data.
7. All of my teachers in SMP Futuhiyyah, thank for your help and support
8. All of my friends in TBI B thank for your help and your friendship.

9. My best friends Devi and Filda. I hope that our relationship is just not in TBI B, but we can continue until we will be grandma.
10. Last but not least, those who cannot be mentioned one by one, who have supported the researcher to finish this thesis.

Finally, the researcher realizes that this thesis is far from being perfect; therefore, the researcher will happily accept constructive criticism in order to make it better. The researcher hopes that this thesis would be helpful and beneficial for everyone. Amin

Semarang, 12th November 2015

The researcher,



Naswiatul Khoiriyah

NIM.113411071

TABLE OF CONTENT

PAGE OF TITLE	i
THESIS STATEMENT	ii
RATIFICATION	iii
ADVISOR NOTE.	iv
ABSTRACT	vi
MOTTO.	viii
DEDICATION	ix
ACKNOWLEDGEMENT	x
TABLE OF CONTENTS	xii
CHAPTER I INTRODUCTION	
A. Background of the Study.	1
B. Reason for Choosing the Topic.	7
C. Research Question.	8
D. Objective of the Study.	8
E. Scope of the Study	8
F. Significance of the Study	9
CHAPTER II REVIEW OF RELATED LITERATURE	
A. Theoretical Review	10
1. Teaching Grammar	10
a. Definition of Grammar.	10
b. Approaches in Teaching Grammar.	11
2. General Concept of Simple Present Tense	15
a. The Use of Simple Present Tense	16

b. The Forms of Simple Present Tense.....	17
c. Adverbs of Frequency on Simple Present Tense.....	21
3. General Concept of Game.....	22
a. Definition of Game.....	22
b. Kinds of Game	23
c. Advantages and Disadvantages of Game	25
4. Teaching Simple Present Tense Using Ball Toss Game.....	26
B. Action Hypothesis.....	28
C. Previous Research	29

CHAPTER III METHOD OF RESEARCH

A. Research Design.....	32
B. Participant and Setting	33
C. Focus of Research	34
D. Research Approach.	34
E. Procedures of Actions.	37
F. Data Collection Technique.....	39
G. Technique of Data Analysis	40

CHAPTER IV DATA ANALYSIS

A. Descriptions of The Result.....	45
B. Analysis of the Activities	45
1. Analysis of Pre Cycle	45

2. Analysis of the First Cycle.....	51
3. Analysis of the Second Cycle.....	58

CHAPTER V: CONCLUSION

A. Conclusions.....	67
B. Suggestions	68

REFERENCES

APPENDICES

CURRICULUM VITAE

CHAPTER 1

INTRODUCTION

A. Background of the Study

Most of people in the world say that language is important. Through language we can communicate with other people around us. According to Leech, Deuchar, and Hoogenraad the main function of language is to communicate with other people.¹ Many languages that we use to communicate with them, stated with national language if we will communicate with people in our country and the last with international language if we will communicate with other people in the world. As we know that our international language is English. Many equipments for our communication also use English, such as handphone, computer, twitter, facebook, etc. So that is why we need to study English as early as possible.

In our country, English has been studied at the Elementary School, Junior High School, Senior High School, and The University. Many subjects for each skill in English (speaking, reading, writing, listening) have been learned by them, for example: introduction. When the students study this expression, they use four skills, how they will arrange the sentences and write on their book, read from their book, speak to their friends, and

¹Geoffrey Leech, et.al, *English Grammar for Today: A New Introduction*, (New York: Palgrave Macmillan, 2006), p. 12.

listen to their friends' answer. By having more knowledge about language skill, we have much better chance of understanding and getting what we want and need from these around us.

Certainly, English learning not only needs four skills, but also it needs the factors inside. Grammar is one of the important factor in English learning which always considered in teaching English, because grammar is integrated by four skills. According to Cameron, grammar is the system or structure of a particular language that is usually used.² Actually, in language learning, we need grammar because every language has its structure of sentence. We can say the good sentence when it has a good grammar.

As stated in surah Ibrahim verse 24 that learning grammar is very important factor in acquiring the language.

أَلَمْ تَرَ كَيْفَ ضَرَبَ اللَّهُ مَثَلًا كَلِمَةً طَيِّبَةً كَشَجَرَةٍ طَيِّبَةٍ

أَصْلُهَا ثَابِتٌ وَفَرْعُهَا فِي السَّمَاءِ ﴿٢٤﴾

Dou you not see how Allah sets forth a parable that the good work is like a good tree whose root is firm and its

²Lynne Cameron, *Teaching Languages to Young Learners*, (UK: Cambridge University Press, 2001), p. 98.

branches are in the sky, yielding its fruit every season by Allah's leave?³

Actually, the verse above, it is inferred that learning grammar is important. The success of learners in acquiring language is influenced by some factors. One of them is grammar. "A good work" can be inferred by producing the language appropriately and accurately. The place of grammar is considered as a fundamental factors, parable with the root of tree, which is firmly fixed in the ground. It means that one should possess the basic knowledge of grammar in order to be able to communicate grammatically. So, it will be more understandable to communicate each other.

According to Leech, Deuchar, and Hoogenraad:

Grammar is a mechanism for putting words together, but we have said little about sound and meaning. We can think of grammar as being central part of language which relates sound and meaning. The meaning of a message conveyed by language has to be converted into words put together according to grammatical rules, and these words are then conveyed by sound.⁴

It means that the grammatical aspect becomes one of the essential requirements for people, in this case especially for Indonesian learners, to be able to communicate. The language

³Mahmud Y. Zayid, *The Quran: An English Translation of the Meaning of the Quran*, (Beirut: Dar Al-Choura, 1980), p. 183.

⁴Geoffrey leech, et. al, *English Grammar For Today*,....., p. 4.

which is produced become more accurate and more meaningful when they communicate in grammatical sentences.

Grammar is considered important, because grammar is a basic knowledge of language to understand English perfectly. According to Mario Linvoluceri:

Meeting and interiorizing the grammar of a foreign language is not simply an intelligent, cognitive act. It is a highly affective one too. Little work seems to have been done by psychologists or linguists on learner feelings towards specific ligaments of the target grammar and the change in these feelings as the learner moves from one level of language common to the next.⁵

According to Mario Linvoluceri above, we know that the teacher demanded to teach student creatively. The teacher not only explain material and give task, but also teacher has to creative when teaching grammar in the class especially for junior high school. When teacher teaches grammar using monotonous method, technique, or model, it makes them feel bored. One ways of teaching grammar is using game.

Game is an activity which is entertaining and engaging, often challenging, and an activity in which the learners play and usually interact with others. It helps the teacher to solve the problem in the class when students feel bored on the lesson and to create contexts in which the language is useful, meaningful and solve the problem in teaching learning process. Most of children,

⁵Mario Linvoluceri, *Grammar Games*, (United Kingdom: Cambridge University Press, 1984), p. 5.

even adult, they take a fancy to the game. It means that the researcher considers that game is one of technique that is interested for students in all age.

In SMP Futuhiyyah, there are some problems happen with the students. Most of them live in Islamic Boarding School. The activities there start from 4 a.m until 10 p.m. So, it makes them feel tired and sleepy although English is the first subject in that day. These condition make students difficult to absorb the lesson and bored when teaching learning process. They feel difficult because most of them say that studying grammar is like studying mathematics. There are some patterns in every tenses, so it is difficult to memorize the patterns. They feel bored because they just sit down on the chair, listen and write what their teacher said when teaching learning process. Because it is difficult and boring, it makes the students have a lack of motivation. So they are uninterested when they study English although they know that English is important for them, especially for national examination. From their argument, the researcher conclude that they need different method and different technique although with the same material.

From the notions above, it needs good solution to increase the learning process at Junior High School in the academic year of 2015/2016. So, the researcher can help students achieve the Minimum Criterion of Passing Score. It is necessary to develop

learning process in quality aspect of changing action of teaching learning process.

One of the basic problems in teaching foreign language is to prepare students to be able to use the target language. Teaching is not an easy job, but it is necessary one, and can be very rewarding when we see our students' progress and know that we have helped to make it happen. Teacher should be creative, motivate, and encourage the students of SMP Futuhiyyah with interesting activities, for example Ball Toss Game (BTG). It can give lots of chance to practice grammar for students of SMP Futuhiyyah.

BTG is easy because all of students just throw the ball and give question or answer to their friends. This game also interesting. Student who can answer or ask rightly, they get reward from the teacher. BTG is also educating and interactive game. The students must think fastly if they get the ball. The students also learn how to give question and answer rightly.

The researcher puts simple present tense as a material in this research because this tenses often used in our daily activities. Classroom action research (CAR) is used by the researcher because from this method, the researcher know the improvement of using BTG to teach simple present tense.

CAR can be applied by using game as a method that makes students active and creative. Active learning can be defined as instructional activities involving students in doing things and

thinking about what they are doing.⁶ Active learning dominate the learning activities until students actively use brain potential, in the case of finding the main idea, problem solving, or applying what they get in the lesson. Through learning actively, students can follow the learning process so that they can enjoy and the result of study can be maximum.

Method and technique that can be developed by the researcher from active learning has to consider students' condition and ability at seventh graders of SMP Futuhiyyah. They have different background and heterogeneous academic ability. So that enables students to interact and communicate knowledge in learning process.

B. Reason for Choosing the Topic

The reasons for choosing the topic are as follows:

1. Grammar must be mastered for students at Junior High School.
2. Most of students at SMP Futuhiyyah think that English, especially grammar are one of the difficult and boring subject. Therefore, the researcher wants to make them more excited and enjoy in English teaching.
3. BTG is chosen by the researcher because it is one of grammar game that can help students to solve the problem in learning English especially grammar on simple present tense.

⁶Charles C. Bonwell and James A. Eison, *Active Learning: Creating Excitement in the Classroom*, (Washington: The George Washington University, 1991), p. 5.

C. Research Question

1. How are students' participation during taught by using Ball Toss Game to improve students' understanding of simple present tense at the seventh grade students of SMP Futuhiyyah Mranggen in the academic year of 2015/2016?
2. How is the improvement of students' understanding on simple present tense at the seventh grade students of SMP Futuhiyyah Mranggen in the academic year of 2015/2016?

D. Objective of the Study

The objectives of the research based on the statement of the problem above are as follows.

1. To identify students' participation during taught by using Ball Toss Game to improve students' understanding of simple present tense .
2. To know the improvement of students' understanding in simple present tense after being taught with BTG.

E. Scope of the Study

Based on the background above, the researcher tries to find out the use of BTG can improve students' understanding on simple present tense. This study is CAR and only conducts at SMP Futuhiyyah Mranggen in the academics year of 2015/2016. The participant of this study is seventh grade students. This study focuses on teaching grammar, especially on the simple present tense.

F. Significance of the Study

This research is intended to find out the use of BTG to improve students' understanding of simple present tense. The result of this research is important for five reasons as follows.

1. For the teacher: to help teacher in teaching learning process and providing the active, creative, and effective learning.
2. For the students: to improve students' understanding toward the material about simple present tense through BTG without feeling sleepy and bored.
3. For the school: to give positive contribution for school about teaching grammar through BTG.
4. For the reader: to give more benefit for the next research.
5. For the researcher: to give advantage and valuable experience in the process of looking for knowledge.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Theoretical Review

1. Teaching Grammar

a. Definition of Grammar

Many people think that grammar is a boring subject which has been little used in real life. Grammar is important for us if we want to know and understand about English perfectly. We should know the definitions of grammar before we learn about simple present tense.

There are some definitions about grammar showed by some resources. Hornby said that grammar is the rules in a language for changing the form of words and joining them into sentences.¹ Other definition of grammar is a set of rules which allow us to put words together in certain ways, but not in other ways.²

Other definition comes from Thornbury. In his book, he said that grammar is partly the study what forms (or structures) are possible in a language. Thus grammar is a description of the rules that govern how are language

¹A S Hornby, *Oxford Advance Learner's Dictionary*, (New York: Oxford University Press, 2003), p. 586.

²Geoffrey Leech, et. al., *English Grammar for Today....*, p. 3.

sentences are formed.³ Based on the definitions above the researcher concludes that grammar is part of languages' study that can be built from set of rules the words and put together in a certain ways.

b. Approaches in Teaching Grammar

Approach in teaching grammar is divided into two kinds. They are deductive approach and inductive approach. In deductive approach, learners are taught rules and given specific information about the language, which they are then expected to apply when they use the language.⁴ Meanwhile, inductive approach, learners are not taught grammatical or other types of rules directly but are left to discover or induce rules from their experience of using the language.⁵ From the explanations above, the researcher concludes that the difference between two approaches above are the way to explain the material. In deductive approach, the teacher gives the rule first. Then, the students make an example based on the rule before. In inductive approach, the students should observe the example from the teacher. After that, they will know what the rule of this example before.

³Scott Thornbury, *How to Teach Grammar*, (England: Pearson Education, 1999), p. 1.

⁴Ruth Wajnryb, *Classroom Observation Task*, (Cambridge: University Press, 1992), p. 85.

⁵David Nunan, *Language Teaching Methodology*, (London: Phoenix ELT, 1995), p. 156.

There are two approaches in teaching grammar like the researcher says before, they are deductive and inductive approach. For more detail, it can be seen from the following explanation.

1) Deductive Approach

Deductive approach is similar to teacher center. Deductive approach can be explained from general to separate. It means that teacher gives the explanations directly and the rules in the beginning of the lesson. After that, she gives the example of the rules. It can be concluded that deductive approach is the conventional method commonly used by teacher in last period.

Some benefits of using deductive approach for teaching English grammar are straight forward and time saving. Learning process in this approach directly focuses on the material and the students know what the material that they study. So, it does not waste the time. Deductive approach also respects the learners' intelligent and maturity, especially for adult learners. It confirms many learners' expectation about classroom learning, especially for those who have analytical learning style and allows the teacher to deal with the language points as they come up rather than have to anticipate and prepare them in advance.

Meanwhile, the weaknesses of deductive approach for teaching English grammar are difficult for some learners, especially for young learners since they do not have enough metalanguage or they cannot understand the abstract concept. Teacher's explanation that dominates the teaching and learning process may decrease the learners' interaction. Therefore, it makes the learners be a passive learners. Deductive approach makes the learners seldom remember their teacher's explanation. For this condition, the teacher should compare to other form of demonstration.

Based on the explanations above, the researcher concludes that deductive approach is good for some learners, especially for beginner. Because, most of them still difficult to understand the abstract concept. They need more explanation from their teacher to understand the material and the goal of the lesson. But, this approach can also make the learners become passive learners because they just study based on teachers' explanation.

2) Inductive Approach

Inductive approach is similar to student center. Opposite with deductive approach, it can be explained from separate to general. It means that the teacher gives some examples which a rule is inferred. If the teachers

apply inductive approach, they do not give the rule directly to the learners. They just give the list of sentences. From the sentences they ask the learners to discover the rule by analyzing the provided sentences in a discourse level.

Some benefits when the teacher uses inductive approach are the rules would be more meaningful and memorable because the learners try to observe the rule from the teacher before. The mental effort that is done by the students will ensure their cognitive depth. Students are more actively involved during the teaching and learning process compared to applying deductive approach. Inductive approach may satisfy the desire of the students who have good ability in pattern recognizing and problem solving. Inductive approach prepares the learners to be active or self-assisted learner.⁶

Some weaknesses when the teacher uses this approach are she may take a longer time until the learners could discover the rule compared to teaching using deductive approach. The time and energy spent in working out the rules may mislead the learners that their

⁶I Ketut Trika Adi Ana dan Ni Made Ratminingsih, “*Teaching English Tenses to EFL Learners: Deductive or Inductive*”, *International Journal for Cross-Disciplinary Subjects in Education (IJCDSE)*, (Vol. 2, No. 2, 2012), p. 999.

main objective of studying the language is mastering the rules not the meaning. Learners may hypothesize the wrong rule or their understanding may be too broad or narrow from what it is expected. It may make the learners who accustom with deductive approach become frustrated since they may expect to be given the rules directly.⁷

Based on the explanations above, the researcher conclude that this approach are very good for learners because they can active and can increase their analyzing skill. This approach is also suitable for new curriculum in our country. The learners should be active learners and the teacher just a facilitator in teaching learning process.

Regardless those two approaches above, teacher actually can use either deductive or inductive approach on teaching learning process. The teacher can include two approaches above based on students learning style because there is no one approach will be appropriated for all grammar items and for all learners.

2. General Concept of Simple Present Tense

Definition of the word ‘tense’ is from Latin *tempus* meaning time. Tense is indicated whenever we use a finite verb.

⁷Ratminingsih, *Teaching English Tenses to EFL Learners: Deductive or Inductive*..., p. 1000

A useful way to explain tense to students is by standing facing the students and making symbolic gestures.

a. The Use of Simple Present Tense

There are some conditions if we write or speak using simple present tense. We use the simple present to talk about things in general. We are not thinking only about now. We use it to say that something happens all the time repeatedly, or that something is true in general.⁸ According to Betty, the simple present tense is used to express habitual or everyday activity and indicate a situation that exists right now, at the moment of speaking, for example: he always eat a sandwich for lunch.⁹

According to Fuchs and Bonner, there are some conditions or rules when we will use simple present tense, they are:

First, we use the simple present tense to describe what generally happens but not necessarily right now, for example: people often call him George. Second, we use the simple present tense to talk about situations that are not connected the time, for example: the earth orbits the sun. Third, we often use simple present tense in a book or movie reviews and newspaper reports, for example: this

⁸Raymond Murphy, *English Grammar in Use: A reference and practice book for intermediate students*, (UK: Cambridge University Press, 1994), p. 4

⁹Betty Schramper Azar, *Understanding and Using English Grammar*, (New Jersey: Prentice- Hall, 1989), p. 11

book gives information about names. It also talks about giving gifts.¹⁰

b. The Forms of Simple Present Tense

Simple present tense is divided into two forms, they are verbal sentences and nominal sentences. There are positive, negative, and interrogative sentences in each form. For more explanations, it can be seen from the following explanations.

1) Verbal sentences

Verbal sentence is a sentence where the predicate is verb, for example: she studies English everyday. Based on the example, the word 'studies' is a verb and the position of word is as a predicate. Verbal sentence can be classified into three forms, they are positive, negative, and interrogative verbal sentence.

a) Positive Verbal Sentence

This sentence is also called affirmative sentence. In general, this phrase is used to declare an event or action. If we use subject (I, you, we, they), we can put the object after verb without 's' or 'es'. Meanwhile, if we use subject (he, she, it), we put 's' or 'es' after verb.

¹⁰Marjorie Fuchs and Margaret Bonner, *Focus on Grammar 4: An Integrated Skill Approach, Fourth Edition*, (New York: Pearson Education, 2012), p. 5.

There are some letters that should be added in the affirmative sentence. If the subject is the third singular person, the verb with letters 's', 'z', 'ch', 'sh', 'x', 'es' is added in the end of it (passes, buzzes, catches, pushes, mixes). After 'y' preceded by a consonant, the 'y' is changed to 'I' and 'es' is added (carries, tries, plays).¹¹The example of this patterns are: 1) They walk to the school; 2) I help my mother after school; 3) He takes some pictures at there.

b) Negative Verbal Sentence

This phrase is used when the event or action is not happen. Negative verbal sentence different with positive verbal sentence. In this phrase we use 'do' after the subject 'I, you, we, they'. After that, we add 'not' before verb 1 without 's or es'. If we use 'does', when we put the subject 'he, she, it' and add 'not' before verb 1 without 's or es'.

Some examples of this patterns are: 1) They do not (don't) walk to the school; 2) I do not (don't) help my mother after school; 3) He does not (doesn't) take some pictures at there.

¹¹Marcella Frank, *Modern English Grammar: A Practical Reference Guide*, (New jersey: Prentice-Hall, 1972), p. 55.

c) Interrogative Verbal Sentence

Interrogative verbal sentence is used to ask the answer or confirm to other people. Interrogative verbal sentence are formed by putting 'do/ does' at the beginning of sentences. After subject, we put verb 1 without 's or es'. In the last sentence, we must put question mark with 'yes' or 'no' answers. The example of this patterns are: 1) .Do they walk to school?; 2) Do I help my mother after school?; 3) Does he take some picture at there?

2) Nominal Sentence

Nominal sentence is a sentence that has predicate not a verb, but can be an adjective, noun or adverb. Then, the nominal sentence should be inserted auxiliary verb to be like is, am, are, and were the source persons/ was (which is used in the past). For example: they are clever students. The word 'clever' is an adjective and the position as a predicate in this sentence. Nominal sentence can be classified into three forms. They are positive, negative, and interrogative sentence.

a) Positive Nominal Sentence

This sentence is often called affirmative sentence. In general, this phrase is used to situation, position, or rank. The pattern of positive nominal

sentence is we put subject first, then add 'to be' after it. We put complement in the end of sentence or after to be. If we use subject 'I', we put 'am' as a to be. 'Is' for the subject 'he, she, it' and 'are' for the subject 'you, we, they'. Some examples of this patterns are: 1) Santana is a beautiful girl; 2) They are students in elementary school; 3) He is my lecture.

b) Negative Nominal Sentence

The pattern of negative nominal sentence is like positive nominal sentence. We put subject first and add to be after it. But, different with positive nominal sentence, we add 'not' after to be. Finally, we take complement or object in the last sentence. Examples of this patterns are: 1) Santana is not a beautiful girl; 2) They are not students in Elementary School; 3) He is not my lecturer.

c) Interrogative Nominal Sentence

Interrogative nominal sentence is the sentence that can be answered by yes or no statement. It can build from to be at the beginning of sentence. It continued with subject and object or complement. After that, put a question mark in the last sentence. The examples of this patterns are: 1) Is

Santana a beautiful girl?; 2) Are they students in Elementary School?; 3) Is he my lecturer?¹²

c. Adverb of Frequency on Simple Present Tense

Adverb of frequency that is used in simple present tense, they are as follows.¹³

Table 2.1

Everyday	Once a week	Always
Every week	Twice a week	Sometimes
Every month	Once a day	Generally
Every year	Twice a day	Usually
Every morning	Once a month	Often
Every evening	Once a year	Never
Every night	Twice a month	Regularly
Every Monday	Twice a year	Nowadays
Every Sunday	Three times a day	Frequently
Every December a day	Seldom
Every ... (names of days)	Once in a while	Normally
Every ... (names of months)	Etc.	

According to Mahnke and O'Dowd

Adverbs of frequency usually comes after be, for example: she is usually outgoing, they are not often here. It also comes before other verbs, for example: Kim frequently outgoing, they are not often here. Especially for rarely, seldom, hardly

¹²<http://wedasanjiwani.blogspot.com/2011/06/verbal-and-nominal-sentence.html>. accessed on February 5th 2015 at 14.54

¹³W. Y. Gumpol, *Mastery of Sixteen Tenses*, (Yogyakarta: Kanisius, 1995), p. 15

ever, and never are already negative. Don't use not with these words, for example: we never eat alone, we rarely go shopping alone. Ever and hardly ever means that 'at any time'. It uses in interrogative sentence, for example: do you ever eat meat? We hardly ever eat meat.¹⁴

3. General Concept of Game

Games play is an important role in teaching and learning process. It can be alternative technique of language teaching. They can help the students understand and remember something presented better than telling them verbally. For more details about game, the researcher will explain about definition of game, kind of game, advantage and disadvantage of game.

a. Definition of Game

There are definitions of game from Hornby and paper from Kyrik. In Oxford Dictionary from Hornby, game is an activity that you do to have fun; children's activity when they play with toys, pretend to be somebody else.¹⁵ According to Kyrik, games are fun activities that promote interaction, thinking, learning, and problem solving strategies. Often, games have an aspect that permits the players to produce information in a short time period. Some games require the players to engage in a physical

¹⁴M. Kathleen Mahnke and Elizabeth O' Dowd, *Grammar Links 2*, (New York: Houghton Mifflin Company, 2005), 2nd Edition, p. 13-14.

¹⁵A S Hornby, *Oxford Advanced Learner's Dictionary of Current English*, (New York: Oxford University Press, 2010), p. 615.

activity and/or complete a mental challenge.¹⁶From the definition above the researcher concludes that game is fun activity that promotes, thinking, learning, and problem solving strategies and engages in a physical activity or completes a mental challenge.

b. Kinds of Game

There are two kinds of game in teaching English, they are cooperative and competitive games.

1) Cooperative Game

The rule of cooperative game is players or teams work together towards a common game. A cooperative game consists of two elements, they are a set of players and a characteristics function specifying the value created by different subsets of the players in the game.¹⁷In cooperative game, there are not winner and loser. They play together not in group.

The researcher concludes that cooperative game can increase a good relationship among students. In the end of game, it will be better if the teacher gives something for learners as an appreciation.

¹⁶Amy Talak-Kiryk, “*Using Games In A Foreign Language Classroom*”, Thesis (Vermont: The Master of Art at SIT Graduate Institute, 2010), p. 4.

¹⁷Adam Brandenburger, *Cooperative Game Theory: Characteristics Functions, Allocations, Marginal Contribution*, 2007, p. 2.

2) Competitive Game

Opposite with cooperative game, the rule of competitive game is players or team to be the first to reach the goal.¹⁸The game is where some combination of players must win while some other combination of players must lose.¹⁹This is the defining point of a competitive game: there will be at least one winner and at least one loser in the end. It is not a requirement to have exactly one winner. Games in which teams of players compete against each other also count as competitive games.²⁰Competitive game can give motivate and spirit for them. They will try how to be a winner in the game.

From the kinds of game above, the researcher uses cooperative game because the rule of BTG is that students play together not in group. The researcher makes a big circle to run BTG. In cooperative game, there are not the winner or the loser. If the learners'

¹⁸E-Book: Jill Hadfield, *Advanced Communication Games*, (England: Addison Wesley Longman Ltd, 1996), p. iii.

¹⁹<https://boardgamegeek.com/blogpost/27555/game-format-competitive-cooperative-and-semi-quasi>, accessed on February 16th 2015 at 14.17

²⁰<http://www.meoplesmagazine.com/2013/02/12/cooperative-and-competitive-games/>, accessed on February 16th at 14.40

answer are wrong, they get punishment. They get appreciation if their answer are right.

c. Advantages and disadvantages of Game

Aspect of game are advantage and disadvantage. It can be seen from the following explanations.

1) Advantages of Game

Some advantages of game are facilitate language learning because they help language learning to be more meaningful, for example by showing how words relate to each other. Second advantages of game is 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 patterns, personalization, etc. The last advantages is more accessible, for example by getting students to make their own language records to suit their individual strategies for reference and access.

Some other advantages of using games are welcome break from the usual routine of the language class. Games give motivate and challenge for students and teacher. Learning a language requires a great deal of effort. Games also help students to make and sustain the effort of learning. It provides language practice in various skills speaking, writing, listening, and reading

encourage students to interact, communicate and create a meaningful context for language use.²¹

2) Disadvantages of Game

Beside some of advantages above, game has some disadvantages. Some disadvantages of game are learners get excessively noisy or will disturb other class. It is straying away from the basic purpose of the game-play activity, perhaps, due to inadequate rules instruction, resulting in playing too much and the lack of learning. If games already familiar or boring, students might not get equally involve. Some learners, especially teenagers, may find games unnecessary and childish.²²

4. Teaching Simple Present Tense Using Ball Toss Game (BTG)

This is the definition of BTG from Hornby. The definition of ball is a round object used for throwing, hitting, or kicking in games and sports.²³ Meanwhile, the definition of toss

²¹Siti Tarwiyah, *Games, Songs, and Practical Ideas to Teach Language*, (Semarang: Need's Press, 2012), p. 5.

²²Miljana K. Stojkovic and Danica M. Jerotijevic, "Reasons for Using and Avoiding Games in an EFL Classroom", *1st International Conference on Foreign Language Teaching and Applied Linguistics*, (Sarajevo, May 5th -7th 2011), p. 941.

²³A S Hornby, *Oxford Advanced Learner's Dictionary of Current English*,, p. 98.

is to throw something lightly or carelessly.²⁴ So, BTG is a game by throwing the ball carelessly.

BTG is a game that is played by throwing the ball to other people and answering the question from the player before. BTG is suitable for either indoor and outdoor play. It needs high concentration. If the students can not answer the question before, they get the punishment. According to Amy Buttner, in her book entitled “Activities, Games, and Assessment for the Foreign Language Classroom”, this game can be practiced in any material including vocabulary, grammar, culture, and content.²⁵

There are some ways in teaching grammar. Teaching simple present tense using BTG means that teacher and students use BTG to solve the problem in learning grammar especially in simple present tense. Students throw the ball and try to give question with the interrogative form of simple present tense. Other students that catch the ball try to answer the question with the affirmative and negative form of simple present tense. According to Suzanne W. Woodward, the procedures of BTG for teaching simple present tense are as follows:

²⁴A S Hornby, *Oxford Advanced Learner's Dictionary of Current English*,..... p. 1577.

²⁵Amy Buttner, *Activities, Games, and Assessment Strategies for the Foreign Language Classroom*, (New York: Eye On Education, 2007), p. 82

- a) Teacher gives instruction for her students to make a big circle.
- b) Teacher gives a ball for one of students and asks to make interrogative sentence of simple present tense.
- c) Teacher asks the previous student by throwing the ball for other friends.
- d) Teacher asks the student who gets the ball to think of the answer the previous question by affirmative or negative form of simple present tense. After that he/she present her answer.
- e) Finally, teacher asks the student to give the ball to other friends.²⁶

B. Action Hypothesis

Action hypothesis is defined as the provisional answer to the problem that is faced; as an alternative action supposed the most certain way to solve the problem which was chosen to the research through CAR.²⁷ The researcher proposes the hypothesis of this CAR which can be stated that BTG can improve students' understanding of simple present tense.

²⁶Suzanne W. Woodward, *Fun With Grammar*,(USA: Prentice Hall Regents, 1997), p. 9.

²⁷E. Mulyasa, *Praktik Penelitian Tindakan Kelas*, (Bandung: PT. Remaja Rosdakarya, 2009), p.63.

C. Previous Research

There are some researchers conducted in teaching simple present tense using BTG. Related to this research, the researcher chooses some literatures about previous researches which are relevant to the teaching simple present tense using BTG. First, the researcher uses a thesis by Mardliyah (103411056), (Education and Teacher Training Faculty of Walisongo State Islamic University) with the title “ The Use of Grammar Draughts to Improve Students’ Ability on the Simple Present Tense at the First Year of SMP Negeri 1 Winong in the Academic Year of 2013/2014”.²⁸ In her research, she used grammar draughts as a technique to improve students’ability on the simple present tense. She was using CAR to run her research. She recruited first grade in Junior High School to participated in her research that started on March 4th 2014 and ended on March 31th 2014. The result can be seen from the results of students’ average score in preliminary research. Students’average score was 70.9. In the first cycle, students’ average score was 75.63, the second cycle was 81.25, and the third cycle was 86.13, so that there is an improvement after students are taught by using grammar draughts.

²⁸Inayatul, Mardliyah, (103411056), unpublished thesis under title is “*The Use of Grammar Draughts to Improve Students’ Ability on the Simple Present Tense at the First Year of SMP Negeri 1 Winong in the Academic Year of 2013/2014*”, (Semarang: FITK UIN Walisongo, 2014).

There are difference and similarity between her research and my research. The difference between our research is on the technique. Her research used grammar draughts to improve students' ability on the simple present tense. On the other hand, my research uses BTG to improve students' understanding of simple present tense. The similarities between our research are focusing on simple present tense, using CAR and the population using the first year students of Junior High School as the subject of research.

The next research used in my research is a thesis by Nafi'ah (103411049), (Education and Teacher Training Faculty of Walisongo State Islamic University) with the title "The Effectiveness of Using Circle Game to Teach Simple Present Tense (An Experimental Study with the Seventh Graders of SMPN 23 Semarang in the Academic Year of 2013/2014).²⁹This research is to find out whether circle game is more effective to improve the students' understanding on simple present tense than without using circle game. In her research, she was using Experimental Study to run her research. She recruited seventh graders of Junior High School to participate in her research.

Nafi'ah concluded that the students who were taught by using circle game as technique is more fluently than who were

²⁹Ulin Nafi'ah, (103411049), unpublished under title is "*The Effectiveness of Using Circle Game to Teach Simple Present Tense (An Experimental Study with the Seventh Graders of SMPN 23 Semarang in the Academic Year of 2013/2014)*", (Semarang: FITK UIN Walisongo, 2014).

taught without using circle game. It can be proved from pre-test average of the experimental class which shows 56.75 and control class which shows 62.87. Whereas the score of post-test in the experimental class which shows 77.25 and control class which shows 66.25. Based on the result of t-test calculation t_{test} is 3.885 and t_{table} is 1.67. This shows that $t_{count} > t_{table}$. It means that H_a was accepted while H_o was rejected. Since t-test score is higher than t-table, teaching simple present tense by using circle game is an effective technique.

There are some differences and similarities between her research and my research. The differences between our research are in the technique and method. Her research used circle game as a technique to teach simple present tense, whenever my research uses BTG as a technique to improve students' understanding of simple present tense. Her research used experimental study as a method in her research, whenever my research uses CAR as a method in my research. The similarities between our research are both of them focusing on simple present tense and using the first year students of Junior High School as the subject of research.

CHAPTER III

METHOD OF RESEARCH

A. Research Design

There are various research designs including experiment, descriptive, correlative, comparative, error analysis and action research. In this study, the researcher uses CAR. Research is a process which involves defining a problem, stating an objective, and formulating a hypothesis.¹CAR is process of studies on learning in the classroom through self-reflection to solve the problem by performing various action planned in real situations and analyzing the influence of each treatment.²This definition is also supported by Carr and Kemmis. They said that CAR is simply a form of self-reflective enquiry undertaken by participants in social situations in order to improve the rationality and to justice of their own practices, their understanding of these practices, and the situations in which the practices are carried out.³Arikunto states that action research is one of the investigation types that has characteristic reflective participative, collaborative,

¹David Nunan, *Research Method in Language Learning*, (USA: Cambridge University Press, 1992),p.2

²Wina Sanjaya, *Penelitian Tindakan Kelas*, (Jakarta:KencanaPrenada Media Group, 2009), p. 26.

³E. Book: Wilfred Carr and Stephen Kemmis, *Becoming Critical: Education, Knowledge, and Action Research*, (New York: Deakin University Press), p. 162.

and spiral that have purpose to repair and to increase the system, method, process, substance, competence, and situation.⁴ From the definitions above, the researcher concludes that CAR is an activity to solve a problem teaching learning in classroom which involves defining a problem, stating an objective, formulating a hypothesis with the purpose to repair and to increase the system, method, process, substance, competence, and situation.

CAR helps us to understand our own attitudes about language learning. One of specific characteristic of CAR is collaboration between teacher and researcher. Collaboration between teacher and researcher is very important to discover and examine real problem that is faced. The aim of this research is to improve students' understanding of simple present tense.

B. Participant and Setting

The participants of this research that is used by the researcher are the students at the seventh grade of SMP Futuhiyyah Mranggen Demak. There are four classes in this school, they are VII A, VII B, VII C, VII D. The researcher used VII C as a participant of the research. There are thirty five students in this class. It consists of ten female students and twenty five male students.

⁴Suharsimi Arikunto, et. al., *PenelitianTindakanKelas*, (Jakarta: PT BumiAksara, 2006), p. 104.

C. Focus of Research

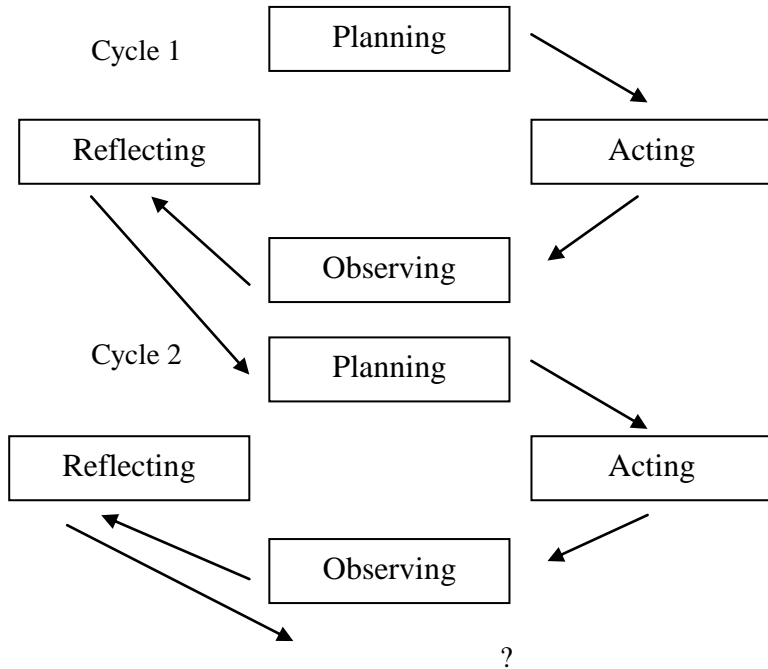
This research will be stressed on teaching simple present tense using BTG to improve students' understanding of simple present tense. The researcher chooses this game because it is appropriate to students' level, age, and material. This game can be included in any material of grammar, not just in simple present tense.

D. Research Approach

CAR is useful for knowing more about learners, their motivating and challenging. The teacher uses CAR when she finds some problems such as students have not achieved the target that she was expected during teaching and learning process.

There are four components in conducting CAR. It consists of planning, action, observation, and reflection. Each step, the researcher concludes based on the previous cycle and the next cycle. It means that the activities in CAR based on planning, acting, observing, and reflecting the activities in each cycle. In this research, the researcher uses BTG to improve students' understanding of simple present tense.

The Cycles Diagram of CAR.⁵



All those steps can be explained as follows.

1. Planning

Planning is the beginning process of research to conduct treatments or after making sure about the problem of the research, a researcher needs to make a preparation before doing CAR. Researcher prepares some materials that be used in research process, such as lesson plan based on the teaching material, prepares the materials that are

⁵Suharsimi Arikunto, *Penelitian Tindakan 2010*, (Yogyakarta: Aditya Media, 2011), p. 17.

needed in the learning process, prepares checklist for observation, and formative test.

2. Acting

This section discusses about the steps and activities that be taken by the researcher. The researcher tries to take how much the improvement of students' understanding of simple present tense, gives students treatment ways to remember the patterns of simple present tense, evaluates their mistakes, gives students assignment, and makes summarize about the materials.

3. Observing

In this step, a researcher should observe all events or activities during the research. The researcher observes the situation in class during lesson, responses and students' attitudes when they are given explanation, did the task, and known their difficulties.

4. Reflecting

Reflecting means to analyze the result based on the data that collected to determine the next action in the next cycle. In this phase, the researcher able to observe the activity that results any process, the progress happen, and about the positive and negative sides.

E. Procedures of Actions

This study is CAR. It means that there must be cycles in this study and each cycle is ended by a formative test.

1. Pre- Cycle

The first activity before the researcher did the cycles, the researcher got the score using conventional method. It was done on Thursday, August 27th2015. Then, the researcher gave the test as a first medium to know the students ability about simple present tense before the researcher implemented BTG.

2. First Cycle

For the first cycle that be done on Thursday, September 3th 2015 the researcher began the teaching learning process. The procedures of teaching and learning process as follows.

a. Planning

The researcher made and prepared some materials that are needed in teaching learning process, such as lesson plan, observation checklist, test, and ball as a media in BTG.

b. Acting

Before starting the lesson, the researcher checked the students' attendance. Then, the researcher asked them to introduce themselves in front of class. The researcher wrote the students' say and they must identify the sentence. In this section, researcher helps them to identify

it. Before they starting BTG, researcher asked the students to make somegroups. Each group consist of 2 students. After that, the researcher asked them to make a big circle and explained the rule of BTG. After they studied through BTG, researcher gave them to do the cycle 1 test to know their understanding about simple present tense.

c. Observing

Observing did when the researcher was implementing BTG and procedural act in her teaching. The researcher and English teacher observed the students' activities during teaching learning process and made some notes in every activity.

d. Reflecting

In this step, the researcher and English teacher evaluated and discussed about teaching learning process that have done to find the weakness and the way to improve it in the next meeting. After found them, the researcher analyzed the strength and the weakness of implementing BTG. The researcher analyzed the data from observation checklist and result of the test to find out the improvement of students' understanding of simple present tense using BTG. The researcher made reflection and concluded the result in this cycle.

3. Second Cycle

In the second cycle that be done on Saturday, 5th September 2015. The researcher revised lesson plan from previous cycle. The researcher began the lesson with asked the students to introduce themselves in front of class. After that, the researcher asked them to identify the sentence. The researcher is also reviewed about material in previous meeting.. This section run at least twenty minutes. The procedures of teaching learning process through BTG were different with the previous cycle. In this cycle, the students run this game individually, not in group.

F. Data Collection Technique

The technique that are used by the researcher to get the data in this research are as follows.

1. Observation

Hadi said that observation is the process of observe and write the phenomena's that is happened in class systematically.⁶ Observation is the activity of giving total concern to research object of the sense.⁷ Observation is used to know the condition of the class and the obstacles appear

⁶Sutrisno Hadi, *Metodologi Research*, (Yogyakarta: Andi Publishing, 2004), p. 151.

⁷Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik*, (Jakarta: PT. Rineka Cipta, 2006), p.156

during teaching learning process. It is also to know students' difficulties, problems and understanding about material given. In observation stage, the researcher observed the ability and motivates towards English. The researcher helped the English teacher for VII C in the class during the lesson from opening until closing. Observation carried out in every cycles.

2. Test

Test is a set of questions and exercises used to measure the achievement or capability of the individual or group.⁸ The research gives the test in each cycle after the treatment was done by giving 20 questions consist of 15 questions of multiple choice and 5 questions of essay.

3. Documentation

The researcher takes pictures during the researcher conducts the research. The pictures are be enclosed in the appendices.

G. Technique of Data Analysis

After the researcher collected the data through observation checklist, test, and documentation, the researcher used descriptive analysis to find out the improvement of students' understanding of simple present tense using BTG. The steps are as follows.

⁸Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik*,..., p. 150.

1. Method of Analyzing Observation Checklist

The observation checklist was used during the teaching and learning process in every cycles. The researcher analysis the data of observation by using descriptive technique through percentage.

The formula that is used as follows.

$$\text{Percentage (\%)} = \frac{\text{total score}}{\text{maximal score}} \times 100\%$$

The observation checklist that is used in this study is as follows.⁹

Table 3.1

No.	Activities	Grade
1.	Teacher organization lesson and class	
	1) Introduction or explanation of material.	1 2 3 4
	2) The instructions.	1 2 3 4
	3) Classroom management.	1 2 3 4
	4) Motivating students.	1 2 3 4
2.	Students' activities	
	1) Students concern toward teacher's presentation.	1 2 3 4
	2) Students' seriousness in teachingand learning process.	1 2 3 4
	3) Students' enthusiasm in teachingand learning process usinggames.	1 2 3 4

⁹Nurul, Asror, unpublished thesis under title is “*The Use of Predicting Game to Improve Students' Understanding on English Common Noun (A Classroom Action Research at The Fifth Grade of MI Manbaul Hidayah TegoDawe Kudus in Academic Year 2008/2009)*”, (Semarang: IAIN Walisongo, 2009), p. 32.

Explanation:

1. Unsatisfactory

The aspect of activity that was observed above reach out for about 25% from overall percentage 100%

2. Average

The aspect of activity that was observed above reach out for about 50% from overall percentage 100%

3. Above Average

The aspect of activity that was observed above reach out for about 75% from overall percentage 100%

4. Excellent

The aspect of activity that was observed above reach out for about 100%

2. Method of Analyzing Test

a. Measuring the Students Individual Ability

In every cycle, after gives a treatment, the researcher gives test for students. The score of correct answer is 1 and 0 to incorrect answer for multiple choice test. For essays, each correct answer gets 2 score and 0 for wrong answer. The result of the test is

analyzed by using percentage scoring as following formula.¹⁰

$$Score = \frac{\sum rightanswer}{\sum items} \times 100\%$$

Then, the researcher is determine the frequency of correct answer. The frequency of correct answer is divided by total number of respondent (n), multiplied by 100%. The formula is as follows.

$$P = \frac{\sum f}{n} \times 100\%$$

Note P = The percentage of correct answer

F = Frequency of correct answer

n = The total of students

After gives percentage of the correct answer, the researcher gives five letters: A, B, C, D and E to classify the grade of students' score levels as follows.¹¹

¹⁰Suharsimi Arikunto, *Dasar-Dasar Evaluasi Pendidikan, edisi revisi*, (Jakarta: Bumi Aksara, 2011), p. 236.

¹¹Nurul Asror, unpublished thesis under title is "*The Use of Predicting Game to Improve Students' Understanding on English Common Noun*", p. 31.

Table 3.2

The Percentages of Correct Answer	Grade
90% – 100 %	A= very good
70% – 89 %	B= good
60% – 69%	C= fair
50% – 59%	D= less
0% - 49%	E= poor

After computing the percentage of correct answer, the researcher classifies any answer that possibly appear and this part, the researcher analysis of each items.

b. Measuring the Mean

In this study, the researcher uses the mean to know the average of student's score and to check student's improvement in learning simple present tense using BTG. The formula as follow:¹²

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

With M : the average of student' score

$\sum x$: total score

N: the number of students.

From the result of that formula, the researcher analysis the result from observation checklist and the score of test to find out the improvement students' understanding of simple present tense using BTG.

¹²Larry B. Chrissensen et. al., *Research Methods, Design, and Analysis*, (Boston: Pearson Higher Education Inc, 2009), p. 400.

CHAPTER IV

DATA ANALYSIS

A. Description of the Result

The research held in SMP Futuhiyyah Mranggen. KH. Abdullah Ashif, Lc is an headmaster there. The schools' location is in the environment of Futuhiyyah Islamic Boarding School. It started on Thursday, 27th August 2015 until Saturday, 5th September 2015. This research was carried out through two cycles and three meetings. The researcher was teaching the students in every cycles. In the end of cycle, the researcher gave formative test for them. The English teacher in SMP Futuhiyyah is Ainun Jariyah, S. Pd. She was an observer during the researcher taught the students. The class that is used by the researcher to run this research is VII C with 35 students.

B. Analysis of the Activities

1. Analysis of Pre-Cycle

This cycle was done on Thursday, 27th August 2015. There are 35 students in this class, but there are 4 students absent in that day. So, in pre-cycle there are 31 students that is joining the class. In this activity, the researcher taught simple present tense by using conventional method and English teacher observed during teaching-learning process.

In pre activity, the researcher greeted the students by reciting Basmalah together. After that, the researcher checked the attendance list and told the material. After that, the researcher explained the aim of study for them.

In main-activity, the researcher gave an introduction text for students. After this, the researcher asked to read and to identify the passage. For this activity, the researcher helped them to identify it. After this, the researcher explained the material in that day. The researcher asked some students to make an introduction and to practice in front of class.

From the English teachers' observation, she found that the researcher had poor ability to manage the classroom although the researchers' instruction and explanation was clear enough. It can be seen from the students who did not pay attention to the researchers' explanation, could not answer the researchers' question, and looked bored in the class. The researcher also forgot to motivate the students in order to increase their motivation in learning English. The students' concern, seriousness, and enthusiasm was poor. It can be seen from their activity during teaching-learning process. There were some students who was sleepy, took their head on the table, and talked to their classmate. It can be proved from the result of observation in the pre-cycle below.

Table 4. 1
The result of observation in the pre-cycle

No.	Activities	Grade
1.	Teacher organization lesson and class	
	1) Introduction or explanation of material.	1 2 3 4
	2) The instructions.	1 2 3 4
	3) Classroom management.	1 2 3 4
	4) Motivating students.	1 2 3 4
2.	Students' activities	
	1) Students concern toward teacher's presentation.	1 2 3 4
	2) Students' seriousness in teaching and learning process.	1 2 3 4
	3) Students' enthusiasm in teaching and learning process using games.	1 2 3 4

$$\text{Percentage (\%)} = \frac{\text{total score}}{\text{maximal score}} \times 100\%$$

$$\begin{aligned} \text{Teachers' percentage} &= \frac{8}{16} \times 100\% \\ &= 50\% \end{aligned}$$

$$\begin{aligned} \text{Students' percentage} &= \frac{3}{12} \times 100\% \\ &= 25\% \end{aligned}$$

From the description above, it can be concluded that students' participation and their understanding about simple present tense are poor during English lesson. To increase students' participation and to make them not bored in learning English, the researcher and English teacher decided to implement BTG in order to improve students understanding of simple present tense.

In the last activity, the researcher gave the test contained of 15 multiple choice and 5 essays after the students were taught by conventional method. The students are given 20 minutes to do it. For multiple choice test, the right answers' score is 1 and the wrong answer is 0. For essay test, the right answer get 2 score and wrong answer is 0. The purpose of the test is to measure students' achievement before they accepted the game. The maximum score is 100. After finding the result of the test, the researcher analyzed the score by using percentage of scoring as follow.

$$\text{Score} = \frac{\sum \text{right answer}}{\sum \text{items}} \times 100\%$$

The researcher uses five letters: A, B, C, D and E to classify the grade of students' score level as presented on the table below.

Table 4.2
The Result of the Pre Cycle

No.	Students' Code	Score	percentage	category	letter Score
1	A-1	40	40%	E	poor
2	A-2	56	56%	D	less
3	A-3	44	44%	E	poor
4	A-4	48	48%	E	poor
5	A-5	48	48%	E	poor
6	A-6	56	56%	D	less
7	A-7	60	60%	C	fair
8	A-8	56	56%	D	less
9	A-9	64	64%	C	fair
10	A-10	44	44%	E	poor
11	A-11	76	76%	B	good
12	A-12	52	52%	D	less
13	A-13	72	72%	B	good
14	A-14	56	56%	D	less
15	A-15	absent	0%	E	poor
16	A-16	72	72%	B	good
17	A-17	68	68%	C	fair
18	A-18	56	56%	D	less
19	A-19	68	68%	C	fair
20	A-20	52	52%	D	less
21	A-21	68	68%	C	fair
22	A-22	60	60%	C	fair
23	A-23	52	52%	D	less
24	A-24	44	44%	E	poor
25	A-25	48	48%	E	poor
26	A-26	48	48%	E	poor
27	A-27	56	56%	D	less
28	A-28	absent	0%	E	poor
29	A-29	absent	0%	E	poor
30	A-30	60	60%	C	fair
31	A-31	64	64%	C	fair
32	A-32	56	56%	D	less
33	A-33	60	60%	C	fair
34	A-34	64	64%	C	fair
35	A-35	absent	0%	E	poor
	Total Score	1768			

The classification of students' score and their percentage can be seen using this formula. The computation of the scoring of percentage as follows.

Table 4.3
The Category of Students' Score and Their Percentage

No.	Interval	F	P	Category
1.	90% - 100%			Very Good
2.	70% - 89%	3	9. 6%	Good
3.	60% - 69%	10	32. 3%	Fair
4.	50% - 59%	10	32. 3%	Less
5.	0% - 49%	8	25. 8%	Poor
		31	100%	

Based on the table 4.2, it can be seen that 3 or 9, 6% students get good mark. Fair mark is gotten by 10 or 32, 3% students. 10 or 32, 3% students get less mark. 8 or 25, 8% students get poor mark.

After the data had been analyzed, the researcher found that the total score that used to calculate the mean. The mean is the arithmetical average that is obtained by dividing the total score and the number of students. To know the mean of students' score in the pre-cycle, the formula is as follows.

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

With M : the average of students' score

$\sum x$: total score

n: the number of students.

The computation of the average score is as follows.

$$M = \frac{\sum x}{n}$$
$$M = \frac{1768}{31}$$
$$M = 57$$

The average score of the students in the pre-cycle is 57. It can be categorized as less. KKM in SMP Futuhiyyah is 70. Based on the criterion of KKM, the students' result in the pre-cycle can be said that it was unsuccessful because the average score is lower than 70. So, the researcher and Mrs. Ainun concluded that the treatment in each cycle was necessary to improve students' understanding of simple present tense.

2. Analysis of First Cycle

a. Planning

This activity was done on Thursday, 3rd August 2015. Based on the result of pre-cycle, the result of students' score was satisfied. The researcher and Mrs. Ainun decided to use BTG. The treatment focused on improvement students' understanding of simple present tense. Before applying BTG, the researcher prepared the instructional tools that were needed in this cycle, such as lesson plan, observation checklist, a ball, and cycle 1 test.

b. Acting

In this stage, the researcher did three activities, they are pre activity, main activity, and post activity. Pre activity is the activity where a teacher must prepare for a teaching-

learning process. Before the researcher gave clear explanation about the material, the researcher greeted the students. After this, the researcher checked the attendance list in order to know the students that were absent today. In this cycle, there are 1 student who is absent. So, there are 34 students that is followed in this cycle. Then, the researcher told the material and explained the aim of the study.

In main activity, the researcher implemented BTG. Before it, the researcher asked the students to introduce themselves in front of class. Meanwhile, the researcher wrote the students' say on the whiteboard. After that, the researcher asked them to identify the sentence. Then, the researcher explained the forms of simple present tense. To improve students' understanding of simple present tense, the researcher introduced and explained the rule of BTG. The researcher asked them to make a group consist of 2 students. After that, they should make big circle. Then, the researcher gave a ball for one of group and asked them to make an interrogative sentence. The researcher asked them to mention the other group and threw the ball. The next group that was gotten the ball should answer the question from previous students with positive or negative form of simple present tense. After this activity, the researcher gave the test to know the improvement their understanding about simple present tense through BTG.

The last activity is post activity. The researcher with the students made a conclusion of the material. The researcher also gave feedback of the learning process. The researcher told the next material and closed the learning process in that day.

c. Observing

For about 20 minutes, Mrs. Ainun observed the students' condition when they played BTG. The researcher also helped by Mrs. Ainun to run BTG. When the students were playing BTG, they looked difficult to make a sentence and to run the game. So, the researcher helped them by wrote the patterns of simple present tense on the whiteboard and chain the game step by step.

In this stage, there were increasing from teachers' organization lesson and students' activity. It can be seen from the table below.

Table 4. 3
The result of observation in the first cycle

No.	Activities	Grade			
1.	Teacher organization lesson and class				
	1) Introduction or explanation of material.	1	2	3	4
	2) The instructions.	1	2	3	4
	3) Classroom management.	1	2	3	4
	4) Motivating students.	1	2	3	4
2.	Students' activities				
	1) Students concern toward	1	2	3	4

	teacher's presentation.	
	2) Students' seriousness in teaching and learning process.	1 2 3 4
	3) Students' enthusiasm in teaching and learning process using games.	1 2 3 4

$$\text{Percentage (\%)} = \frac{\text{total score}}{\text{maximal score}} \times 100\%$$

$$\begin{aligned} \text{Teachers' percentage} &= \frac{11}{16} \times 100\% \\ &= 68.75\% \end{aligned}$$

$$\begin{aligned} \text{Students' percentage} &= \frac{8}{12} \times 100\% \\ &= 66.67\% \end{aligned}$$

For the researcher, the introduction or explanation the material was good. The instruction and managing the classroom from the researcher were good. There was improvement from the previous cycle. The researcher also gave motivation for the students in order to increase their confident towards English. So, the students can active in teaching-learning process. For the students, there were improvement from some aspects. They started to concern towards teachers' explanation. Their seriousness and enthusiasm in learning process was good enough. They starting to attend teachers' explanation although still some students who enjoyed with themselves activity.

d. Reflecting

After finish the class, the researcher and Mrs. Ainun discussed the observations' result during teaching-learning process and made some reflection to do the next cycle. In this cycle, the students still confused to make an interrogative sentence. They were still difficult to use do or does in their sentence because they just understand with pronoun (I, you, we, they, he, she, it). But, if the pronoun was changed by the name of people, they confused to use do or does.

In the next cycle, Mrs. Ainun suggested that the researcher should make more sentences by the name of people as a subject. The researcher should concern with the student that did not serious when the game run.

e. Measuring the students' individual ability

After conducting the test, the researcher gave score for the students. For multiple choice, score of each correct answer is 1 and 0 to each wrong answer. For essay, score of each correct answer is 2 and each wrong answer is 0.

After finding the result of the test score, the researcher went on further analysis by using percentage of scoring. The formula is as follow.

$$\text{Score} = \frac{\sum \text{right answer}}{\sum \text{items}} \times 100\%$$

Students' score in the first cycle is analyzed by using the scoring percentage. The purpose is to get the

percentage of descriptive analysis' score in simple present tense test, for example; the percentage of the students number 01. $f=14$, $n= 25$

$$P = \frac{\sum f}{\sum n} \times 100\%$$

$$P = \frac{14}{25} \times 100\%$$

$$P = 56\%$$

Then, the researcher arranged the percentage that is obtained from the test. It can be seen on the table below.

Table 4. 4
The Result of The Students' Achievement in The First Cycle

No.	Students' Code	Score	percentage	Category	letter score
1	A-1	56	56%	Less	D
2	A-2	68	68%	Fair	C
3	A-3	56	56%	Less	D
4	A-4	64	64%	Fair	C
5	A-5	56	56%	Less	D
6	A-6	68	68%	Fair	C
7	A-7	64	64%	Fair	C
8	A-8	72	72%	Good	B
9	A-9	76	76%	Good	B
10	A-10	68	68%	Fair	C
11	A-11	88	88%	Good	B
12	A-12	72	72%	Good	B
13	A-13	92	92%	very good	A
14	A-14	72	72%	Good	B
15	A-15	Absent	0%	Poor	E
16	A-16	84	84%	Good	B
17	A-17	80	80%	Good	B
18	A-18	68	68%	Fair	C
19	A-19	84	84%	Good	B
20	A-20	72	72%	Good	B

21	A-21	80	80%	Good	B
22	A-22	72	72%	Good	B
23	A-23	64	64%	Fair	C
24	A-24	60	60%	Fair	C
25	A-25	68	68%	Fair	C
26	A-26	60	60%	Fair	C
27	A-27	72	72%	Good	B
28	A-28	52	52%	Less	D
29	A-29	60	60%	Fair	C
30	A-30	76	76%	Good	B
31	A-31	72	72%	Good	B
32	A-32	68	68%	Fair	C
33	A-33	76	76%	Good	B
34	A-34	80	80%	Good	B
35	A-35	48	48%	Poor	E
	Total Score	2368			

The classification of the category of the students' ability and their percentage can be seen using this formula. The computation of scoring of percentage as follows.

Table 4. 5
The Category of The Students' Score and Their Percentage

No.	Interval	F	P	Category
1.	90% - 100%	1	2. 9%	Very Good
2.	70% - 89%	16	47. 1%	Good
3.	60% - 69%	12	35. 3%	Fair
4.	50% - 59%	4	11. 8%	Less
5.	0% - 49%	1	2. 9%	Poor
		34	100%	

Based on the table above, it can be seen that 1 or 2, 9% student get very good mark. 16 or 47, 1% students get

good mark. Less mark is gotten by 12 or 35, 3% students. Then, poor mark is gotten by 1 or 2, 9% student.

f. Measuring The Mean

After the data had been analyzed, the researcher found the total score that is used to calculate the mean. The mean is the arithmetical average that is obtained by dividing the total score and the number of the students. The formula that is used by the researcher to know the average of students' score as follow.

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

The computation of the average of students' score is:

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

$$M = \frac{2.368}{34}$$

$$34$$

$$M = 69$$

The average of students' score in the first cycle is 69. Meanwhile, the Criterion Minimum Score in SMP Futuhiyyah was 70. It means that the next cycle could be continued.

3. Analysis of Second Cycle

a. Planning

This activity was done on Saturday, 5th September 2015. Same as the first cycle, the researcher prepared some instructional tool for teaching-learning process, such as lesson plan, observation checklist, a ball, and cycle 2 test.

The researcher did this cycle because the mean from cycle one was low and more treatment was needed.

b. Acting

Same as the first cycle, this cycle divided in three activities. First is pre activity. The researcher greeted the students and checked their attendance. Told and explain the aim of study also did by the researcher. This activity run at least 5 minutes.

The second activity is main activity. The researcher asked the students to introduce themselves in front of class. It was different with previous students in the first cycle. After that, the researcher wrote their say on the whiteboard. The students identified the sentence together. The researcher did these activity in order to grow up their confidence towards English. After this, the researcher reviewed the material yesterday. The researchers' explanation concerned to make interrogative sentence. It based on reflection in the first cycle. Then, the researcher asked them to play BTG. The rule of the game was almost the same with the first cycle. But, in this cycle the students made a question and answer individually, not in a group.

Post activity is the last activity in this cycle. The researcher and the students made a conclusion about the material. The researcher gave feedback about learning

process. In the last, the researcher closed the teaching learning process in that day.

c. Observing

During teaching-learning process, the researcher was helped by Mrs. Ainun. She observed all of activity in the second cycle, especially during BTG was run. From her observation, she got the students more enjoy with play this game. They looked fun and confident when they introduced and gave question answer to their friends. When the game run, firstly, the researcher wrote the pattern on the whiteboard. After this, the researcher clear it. So, the students tried to memorize the pattern in their mind. To make them easily, the researcher helped them with said “for interrogative, use do or does firstly.” From this way, they looked serious to make a sentence correctly. They also concerned with question from their friends.

The students’ improvement is also supported by the researchers’ improvement. The instruction and manage the classroom were better than before. It can be seen from the most of students understand with the researchers’ explanation. Their enthusiasm can be seen from they always answer the researchers’ question. They also asked to started the game. These description can be proved from the table below.

Table 4. 6
The result of observation in the second cycle

No.	Activities	Grade
1.	Teacher organization lesson and class	
	1) Introduction or explanation of material.	1 2 3 4
	2) The instructions.	1 2 3 4
	3) Classroom management.	1 2 3 4
	4) Motivating students.	1 2 3 4
2.	Students' activities	
	1) Students concern toward teacher's presentation.	1 2 3 4
	2) Students' seriousness in teaching and learning process.	1 2 3 4
	3) Students' enthusiasm in teaching and learning process using games.	1 2 3 4

$$\text{Percentage (\%)} = \frac{\text{total score}}{\text{maximal score}} \times 100\%$$

$$\begin{aligned} \text{Teachers' percentage} &= \frac{15}{16} \times 100\% \\ &= 93.75\% \end{aligned}$$

$$\begin{aligned} \text{Students' percentage} &= \frac{11}{12} \times 100\% \\ &= 91.67\% \end{aligned}$$

d. Reflecting

In this stage, Mrs. Ainun and the researcher discussed about learning process in that day. She said that there is improvement from pre cycle, cycle 1, and cycle 2.

But, it was not all of students. The researcher had been concern with unserious students.

She suggested that the researcher should increase her teaching, especially in managing the classroom. The researcher should buildthe students' motivation in order to increase their spirit in learning English.

e. Measuring The Students Individual Ability

After conducting the test, the researcher gave score. Each correct answer is 1 and 0 to each wrong answer for multiple choice test. For essay, each correct answer is 2 and 0 to each wrong answer. The maximum score is 100.

After finding the result of the test, the researcher went to further analysis by using percentage of scoring as follow.

$$\text{Score} = \frac{\Sigma \text{right answer}}{\Sigma \text{items}} \times 100\%$$

Students' score in second cycle analyzed by using the percentage of scoring in order to get the percentage of the descriptive analysis of the score in simple present tense achievement test.

There is an improvement in this cycle. It can be seen from the result of the test below.

Table 4.7
The Result of Percentage in the Second Cycle

No.	Students' Code	Score	percentage	category	letter score
1	A-1	72	72%	good	B
2	A-2	76	76%	good	B
3	A-3	72	72%	good	B
4	A-4	Absent	0%	poor	E
5	A-5	68	68%	fair	C
6	A-6	84	84%	good	B
7	A-7	76	76%	good	B
8	A-8	72	72%	good	B
9	A-9	80	80%	good	B
10	A-10	76	76%	good	B
11	A-11	88	88%	good	B
12	A-12	74	74%	good	B
13	A-13	92	92%	very good	A
14	A-14	76	76%	good	B
15	A-15	56	56%	less	D
16	A-16	96	96%	very good	A
17	A-17	72	72%	good	B
18	A-18	84	84%	good	B
19	A-19	92	92%	very good	A
20	A-20	76	76%	good	B
21	A-21	88	88%	good	B
22	A-22	84	84%	good	B
23	A-23	72	72%	good	B
24	A-24	76	76%	good	B
25	A-25	88	88%	good	B
26	A-26	76	76%	good	B
27	A-27	84	84%	good	B
28	A-28	68	68%	fair	C
29	A-29	72	72%	good	B
30	A-30	80	80%	good	B
31	A-31	80	80%	good	B
32	A-32	80	80%	good	B
33	A-33	88	88%	good	B
34	A-34	92	92%	very good	A
35	A-35	64	64%	fair	C
	Total Score	2674			

The classification of students' ability and their percentage can be seen using this formula. The computation of the scoring of percentage as follow.

Table 4.8
The Category of Students' Score and Their Percentage

No.	Interval	F	P	Category
1.	90% - 100%	4	11.8%	Very Good
2.	70% - 89%	26	76.5%	Good
3.	60% - 69%	3	8.8%	Fair
4.	50% - 59%	1	2.9%	Less
5.	0% - 49%		0%	Poor
		34	100%	

Based on the table above, it can be seen that there are 4 or 11, 8% students get very good mark. 26 or 76, 5% students get good mark. Fair mark is gotten by 3 or 8,8% students. Last, 1 student or 2, 9% gets less mark. In this cycle, there are not students get poor mark.

f. Measuring The Mean

After the data had been analyzed, the researcher found the total score that is used to calculate the mean. The formula that is used by the researcher to know the average of students' score as follow.

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

The computation of the average of students' score is:

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

$$M = \frac{2.674}{34}$$

$$M = 78$$

So, the mean of the students in the second cycle is 78. It means that the score in the second cycle can be categorized as good because the result in this cycle is more than 70 as stated of KKM in this school. The score showed improving than previous cycle.

The result of the test from the pre cycle until second cycle briefly can be seen from the tale below.

Table 4. 9
The Result from the Pre Cycle until Second Cycle

No.	Students' Code	Pre Cycle	Cycle 1	Cycle 2
1	A-1	40	56	72
2	A-2	56	68	76
3	A-3	44	56	72
4	A-4	48	64	Absent
5	A-5	48	56	68
6	A-6	56	68	84
7	A-7	60	64	76
8	A-8	56	72	72
9	A-9	64	76	80
10	A-10	44	68	76
11	A-11	76	88	88
12	A-12	52	72	74
13	A-13	72	92	92
14	A-14	56	72	76
15	A-15	absent	absent	56
16	A-16	72	84	96
17	A-17	68	80	72
18	A-18	56	68	84
19	A-19	68	84	92
20	A-20	52	72	76
21	A-21	68	80	88
22	A-22	60	72	84
23	A-23	52	64	72
24	A-24	44	60	76

25	A-25	48	68	88
26	A-26	48	60	76
27	A-27	56	72	84
28	A-28	absent	52	68
29	A-29	absent	60	72
30	A-30	60	76	80
31	A-31	64	72	80
32	A-32	56	68	80
33	A-33	60	76	88
34	A-34	64	80	92
35	A-35	absent	48	64
	Total Score	1768	2368	2674
	Mean	57.03	69.64	78.64
	Low Score	40	48	56
	High Score	76	92	96

From the table above, it can be seen that there are improving result from each cycle. From pre-cycle, it shows that students' achievement is 57. It means that their achievement were poor because the standardized from KKM is 70. In the first cycle, the students' achievement is 69. There was improving result after the researcher taught by using BTG. It is under from standardized KKM. It can be said that the result is still poor. But, in second cycle, it shows that the students' achievement is 78. There was increasing ability than previous cycle. It means that BTG can improve students' understanding of simple present tense. So, this CAR using BTG in teaching simple present tense at the seventh graders of SMP Futuhiyyah Mranggen is success. It is appropriate to the indicator of achievement, the students' result of the test more than 75% and the

students' average score more than 75. The improvement not only in teaching learning but also in the result of the test.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter discussed about research conclusions and suggestions in teaching simple present tense by using Ball Toss Game (BTG).

A. Conclusions

1. Students' participation during taught by using BTG from every cycle are good. It can be seen from the result of observation checklist. The students' concern, seriousness, and enthusiasm was poor. The students' percentage in this cycle is 25%. In the first cycle, the students started to concern towards teachers' explanation their seriousness and enthusiasm was good enough. The students' percentage in the first cycle is 66.67%. The students' percentage in the second cycle is 91.67%. In this cycle, the students more enjoy with play this game. They looked fun and confident when they introduced themselves and the game run.
2. According to the data from the tests and observation that have been done in the previous chapter, it shows that using BTG can improve students understanding of simple present tense at the seventh grade student of SMP Futuhiyyah Mranggen in the academic year 2015/2016. It can be seen from the students' improvement in the pre cycle until second cycle. In the pre cycle, the students' average score is 57. The

students' average score in the first cycle is 69. 78 is the students' average score in the second cycle.

Beside that, the use of BTG in teaching English especially in teaching simple present tense is more interesting for the students. BTG can reduce students' feeling boredom and give stimulation for the students who have a lack of motivation.

B. Suggestions

Teaching English for young learners or students who study at seventh grade of Junior High School , the teacher should create fun atmosphere, enjoyable, and interesting situation as possible as the teacher can. The students have been tired with all of activity in their Islamic Boarding School, so the teacher should build and create their mindset that English was easy and fun. If it was success, hopefully the students will have good effects and achievement in their education.

The researcher has find out some advantages such as it can make the students more fun when they learn English, the students can remember their friends' name because it is still new academic year, they try to make and change the sentence of simple present tense in front of their friends, and BTG has been improving their understanding about simple present tense, etc. Based on some of advantages above, the researcher suggests to the teachers to use BTG as a technique to teach grammar, especially simple present tense. Because it helps us to solve some problems in teaching English.

Finally, the researcher realizes that this paper is far from being perfect, so that, constructive critics and advices are really expected for the perfection of the thesis. Hopefully, this thesis will be useful for all of teachers of Junior High School. Amin yarobbalalamin.

REFERENCES

- Ana, I Ketut Trika Adi dan Ni Made Ratminingsih, “*Teaching English Tenses to EFL Learners: Deductive or Inductive*”, International Journal for Cross-Disciplinary Subjects in Education (IJCDSE), (Vol. 2, No. 2, 2012)
- Arikunto, Suharsimi, et. al., *Penelitian Tindakan Kelas*, Jakarta: PT BumiAksara, 2006
- Arikunto, Suharsimi, *Penelitian Tindakan 2010*, Yogyakarta: Aditya Media, 2011
- , *Prosedur Penelitian Suatu Pendekatan Praktik*, Jakarta: PT. Rineka Cipta, 2006
- , *Dasar-Dasar Evaluasi Pendidikan, edisi revisi*, Jakarta: PT. Bumi Aksara, 2011
- Asror, Nurul, *The Use of Predicting Game to Improve Students' Understanding on English Common Noun (A Classroom Action Research at The Fifth Grade of MI Manbaul Hidayah Tego Dawe Kudus in Academic Year 2008/2009)*, Semarang: UIN Walisongo, 2009
- Azar, Betty Schramper, *Understanding and Using English Grammar*, New Jersey: Prentice- Hall, 1989
- Bonwell, Charles C. and James A. Eison, *Active Learning: Creating Excitement in the Classroom*, Washington: The George Washington University, 1991
- Brandenburger, Adam, *Cooperative Game Theory: Characteristics Functions, Allocations, Marginal Contribution*, 2007

- Buttner, Amy, *Activities, Games, and Assessment Strategies for the Foreign Language Classroom*, New York: Eye On Education, 2007
- Cameron, Lynne, *Teaching Languages to Young Learners*, UK: Cambridge University Press, 2001
- Chrissensen, Larry. B et. al., *Research Methods, Design, and Analysis*, Boston: Pearson Higher Education Inc, 2009
- E. Book: Wilfred Carr and Stephen Kemmis, *Becoming Critical: Education, Knowledge, and Action Research*, (New York: Deakin University Press), p. 162.
- E-Book: Jill Hadfield, *Advanced Communication Games*, England: Addison Wesley Longman Ltd, 1996
- Frank, Marcella, *Modern English Grammar: A Practical Reference Guide*, New jersey: Prentice-Hall, 1972
- Fuchs, Marjorie and Margaret Bonner, *Focus on Grammar 4: An Integrated Skill Approach, Fourth Edition*, New York: Pearson Education, 2012
- Gumpol, W. Y, *Mastery of Sixteen Tenses*, Yogyakarta: Kanisius, 1995
- Hadi, Sutrisno, *Metodologi Research*, Yogyakarta: Andi Publishing, 2004
- Hornby, A S, *Oxford Advance Learner's Dictionary*, New York: Oxford University Press, 2003
- Kiryk, Amy Talak, "Using Games In A Foreign Language Classroom", Thesis, Vermont: The Master of Art at SIT Graduate Institute, 2010

- Leech, Geoffrey, et. al., *English Grammar for Today: A New Introduction*, New York: Palgrave Macmillan, 2006
- Linvoluceri, Mario, *Grammar Games*, United Kingdom: Cambridge University Press, 1984
- Mahnkee, M. Kathleen and Elizabeth O' Dowd, *Grammar Links 2*, New York: Houghton Mifflin Company, 2005
- Mardiyah, Inayatul, *The Use of Grammar Draughts to Improve Students' Ability on the Simple Present Tense at the First Year of SMP Negeri 1 Winong in the Academic Year of 2013/2014*, Semarang: FITK UIN Walisongo, 2014
- Mulyasa, E, *Praktik Penelitian Tindakan Kelas*, Bandung: PT. Remaja Rosdakarya, 2009
- Murphy, Raymond, *English Grammar in Use: A reference and practice book for intermediate students*, UK: Cambridge University Press, 1994
- Nafi'ah, Ulin, *The Effectiveness of Using Circle Game to Teach Simple Present Tense (An Experimental Study with the Seventh Graders of SMPN 23 Semarang in the Academic Year of 2013/2014)*, Semarang: FITK UIN Walisongo, 2014
- Nunan, David, *Language Teaching methodology*, London: Phoenix ELT, 1995
- , *Research Method in Language Learning*, USA: Cambridge University Press, 1992
- Sanjaya, Wina, *Penelitian Tindakan Kelas*, Jakarta:Kencana Prenada Media Group, 2009
- Stojkovic, Miljana K. and Danica M. Jerotijevic, "Reasons for Using and Avoiding Games in an EFL Classroom", *1stInternasional*

Conference on Foreign Language Teaching and Applied Linguistics, Sarajevo, May 5th -7th 2011

Tarwiyah, Siti, *Games, Songs, and Practical Ideas to Teach Language*, Semarang: Need's Press, 2012

Thornburry, Scott, *How to Teach Grammar*, England: Pearson Education, 1999

Wajnryb, Ruth, *Classroom Observation Task*, Cambridge: University Press, 1992

Woodward, Suzanne W, *Fun With Grammar*, USA: Prentice Hall Regents, 1997

Zayid, Mahmud Y, *The Quran: An English Translation of the Meaning of the Quran*, Beirut: Dar Al-Choura, 1980

<http://wedesanjiwani.blogspot.com/2011/06/verbal-and-nominal-sentence.html>. accessed on February 5th 2015 at 14.54

<http://www.meoplesmagazine.com/2013/02/12/cooperative-and-competitive-games/>, accessed on February 16th at 14.40

<https://boardgamegeek.com/blogpost/27555/game-format-competitive-cooperative-and-semi-quasi>, accessed on February 16th 2015 at 14.17

Appendix 1

RESEARCH SCHEDULE IN CLASSROOM ACTION RESEARCH

Teacher : Ainun Jariyah, S. Pd

Researcher : Nasyiatul Khoiriyah

Class : VII C of SMP Futuhiyyah Mranggen

No.	Activities	Date
1.	Preliminary visit (meet the administration officer)	13 th March 2015
2.	Meet the headmaster	18 th March 2015
3.	Meet the English teacher to ask some data and to make sure the class that is used to do the research	13 th August 2015
4.	Meet the English teacher to make sure the start of the research	20 th August 2015
5.	Meet the headmaster to give research permission letter	25 th August 2015
6.	Do the pre-cycle	25 th -27 th August 2015
7.	Do the first cycle	1 st -3 rd September 2015
8.	Do the second cycle	4 rd -5 th September 2015

Appendix 2

RESEARCH JOURNAL

No.	Activities	Date	Signature
1.	Researcher asks some data and makes sure about the class that used to do the research	13 th August 2015	
2.	Researcher and English teacher enter the class to know the condition of class	15 th August 2015	
3.	Researcher meets English teacher to make sure the start of research	20 th August 2015	
4.	Researcher gives the instrument of pre-cycle such as lesson plan, observation checklist, and pre-cycle test	25 th August 2015	
4.	Researcher and English teacher discuss some reflection after did the pre-cycle	27 th August 2015	
5.	Researcher gives the instrument of first cycle such as lesson plan, observation checklist, and cycle 1 test	1 st September 2015	
6.	Researcher and English teacher make some reflection after did the first cycle	3 rd September 2015	

7.	Researcher gives the instrument of second cycle such as lesson plan, observation checklist, and cycle 2 test	4 th September 2015	
8.	Researcher and English teacher make some reflection after did the second cycle	5 th September 2015	

Appendix 3

THE LIST OF STUDENTS' NAME

NO.	NAME	SEX	CODE
1	Arum Virda Aulia	Female	A-1
2	Ahmad Fajar	Male	A-2
3	Ahmad Nabilsyah	Male	A-3
4	Ahmad Ulin Niam	Male	A-4
5	Andre Fatkhur Roja	Male	A-5
6	Anggi Setyawan	Male	A-6
7	Anggisia Nanda Perkasa	Male	A-7
8	Anton Wibowo	Male	A-8
9	Arif Hidayatullah	Male	A-9
10	Arif Rahman	Male	A-10
11	Avior Ahmad Hilmi	Male	A-11
12	Bagas Saputro	Male	A-12
13	Devi Aulia Arshanda	Female	A-13
14	Ega Pramudya	Male	A-14
15	Eva Kusumaningtyas	Female	A-15
16	Faras Raihan Hilmi	Male	A-16
17	Firda FaradinaAl Zahra	Female	A-17
18	Ikhtiar Hidayat Nur Khakiki	Male	A-18
19	Intan Khoirunnisak	Female	A-19
20	Khalid Dzifallah	Male	A-20
21	Maftuhah	Female	A-21
22	Muhammad Farid Alfa Rasya	Male	A-22
23	Muhammad Fauzil Adhim	Male	A-23
24	Muhammad Ilmi Roziqin	Male	A-24
25	Muhammad Verry Hendrawan	Male	A-25
26	Muhammad Yusril Maulana	Male	A-26
27	Muhammad Syifaul Khotibul Umam	Male	A-27
28	Naina Saily Barid	Female	A-28
29	Nugroho Widiyanto	Male	A-29
30	Puput Wijayanti	Female	A-30
31	Restyo Fajar Pambudi	Male	A-31
32	Rizki Imam Mahfudin	Male	A-32
33	Vina Amalia	Female	A-33
34	Gimnastiar	Male	A-34
35	Iqbal Haykal	Male	A-35

Appendix 4

Lesson Plan of Pre Cycle

School	: SMP Futuhiyyah Mranggen
Subject	: English
Class/ Semester	: VII/ 1
Time Allotment	: 2 x 40 minutes
Material	: Introduction
Skill	: Speaking

A. Standard of Competence

Express the meaning in simple transactional and interpersonal conversation to interact with surrounding environment

B. Basic Competence

Interact with surrounding environment that involves speech act, greeting people who have not known, introducing one self/someone else, and command or prohibition.

C. Indicators

1. Students are able to introduce one self/someone else with surrounding environment.
2. students are able to introduce one self/someone else by using simple present tense inform.

D. Learning Aim

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

1. Introduce one self/someone else to others correctly .
2. Introduce one self/someone else by using simple present tense.

E. Character Building

1. Confidence
2. Diligence
3. Responsibility

F. Teaching Material

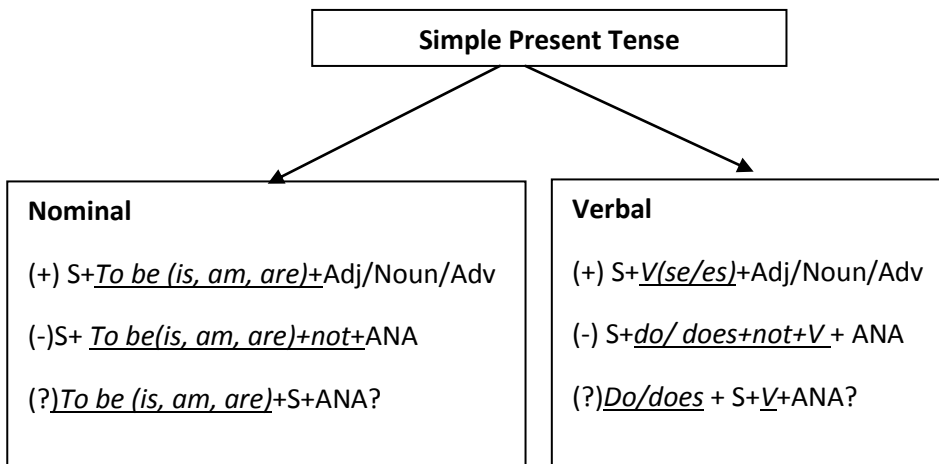
1. Introduction text

Hi! My name is Elizabeth Marthawijaya. You can call me Elis. I am from Nganjuk. I study in Futuhiyyah Junior High School. I live in Bandungrejo with my family. My father works in the university as a lecturer. My mother works in the office as a manager.

2. Simple Present Tense

Simple present tense indicates a situation that exist right now, at the moment of speaking. We use the simple present tense to talk about the things in general and happen regularly. .

Simple present tense is divided into two forms, they are: nominal and verbal sentences.



Example:

1. Nominal sentence
 - (+) I am twelve years old.
 - (-) I am not twelve years old.
 - (?) Am I twelve years old?
2. Verbal sentence
 - (+) Farah lives in Semarang.
 - (-) Farah does not live in Semarang.
 - (?) Does Farah live in Semarang?

Adverb of Frequency on simple present tense:

Everyday	Once a week	Always
Every week	Twice a week	Sometimes
Every month	Once a day	Generally
Every year	Twice a day	Usually
Every morning	Once a month	Often
Every... (names of days/ months)	Regularly	Etc.

G. Teaching Method

Three-Phase Technique (Presentation-Practice-Production)

H. Learning Activity

Descriptions of Activity	Interaction Patterns	Time Allotment
Pre-Activity		
1) Teacher greets the students 2) Teacher checks the attendance list 3) Teacher tells the material 4) Teacher explains the aim of the study.	T-Ss	5 minutes

Main Activity		
<p><i>Explorations</i></p> <ol style="list-style-type: none"> 1) Teacher gives an introduction text for students. 2) Teacher asks the students to read the text. 3) Teacher asks them to identify the sentence. <p><i>Elaborations</i></p> <ol style="list-style-type: none"> 1) Teacher explains the material. 2) Teacher asks the students to make introducing themselves. 3) Teacher gives an opportunity for some students to introduce themselves in front of the class. 4) Teacher gives the test for students. <p><i>Confirmations</i></p> <ol style="list-style-type: none"> 1) Teacher gives an opportunity for students to ask their difficulties. 2) Teacher with the students straighten the misunderstanding, give affirmation and conclusion. 	T-Ss	70 minutes
Post Activity		
<ol style="list-style-type: none"> 1) Teacher with the students make a conclusion of the material. 2) Teacher gives feedback of the 	T-Ss	5 minutes

process and their result of the learning. 3) Tells the material that will be learned in the next meeting. 4) Closes the learning process.		
---	--	--

I. Source/ Media

W.Y. Gumpol, *Mastery of Sixteen Tenses*, Yogyakarta: Kanisius, 1995

Media: introduction text

J. Assessment

Indicator of achievement competence	Technique of assessment	Kind of instrument
Students are able to make introducing one self by using simple present tense.	written test (objective test)	Multiple choice and essay

K. Scoring Guidance

- 1) For multiple choice, each number, right answer score 1.
- 2) For essay, each number, right answer score 2
- 3) Total maximum score $\times 4 = 100$
- 4) Maximum score = 100

L. Instrument

- Change into positive, negative, and interrogative
- Choose correct answer a, b, c or d below based on the question! sentence!

M. Aspect to be assessed = accuracy

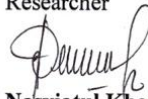
Demak, 27 Agustus 2015

Approved by:
Teacher of English



Ainun Jariyah, S. Pd

Researcher



Nasyiatul Khoiriyah



Name	:
Student's number	:

PRE-CYCLE TEST

A. Choose the correct answer a, b, c, or d based on the question!

Question for number 1-6!

Wayan: The start of the school year always 1)..... up on me.

Amalia: You 2)..... not alone, bro. I feel the same way.

Wayan: Really? Oh by the way, my name 3)... Wayan. What's yours?

Amalia: I'm Amalia. Hey, who 4).... That girl?

Wayan: Oh, that's Maya. In fact, she 5)... next to me, you know.

Amalia: Really? Well, I 6)... to go now. It was good to see you.

Wayan: Sure. Same here.

1. a. creep
b. creepes
c. creeps
d. creeped
2. a. is
b. are
c. am
d. was
3. a. are
b. is
c. am
d. was
4. a. are
b. am
c. is
d. does
5. a. sit

- b. sits
 - c. sitting
 - d. sitted
6. a. had
- b. has
 - c. have
 - d. were
7. Rita ... to school at 7 o'clock.
- a. go
 - b. go is
 - c. is go
 - d. goes
8. Excuse me, ... your name Geisha?
- a. are
 - b. is
 - c. am
 - d. does
9. In the afternoon, you ... your headmaster in the town park.
- a. meet
 - b. meeting
 - c. meets
 - d. met
10. Speaks -fluently-English-Zack
- | | | | | |
|--|---|---|---|---|
| | 1 | 2 | 3 | 4 |
|--|---|---|---|---|
- a. 3, 2, 1, 4
 - b. 4, 3, 2, 1
 - c. 2, 1, 3, 4
 - d. 4, 1, 3, 2
11. I ... wear uniform in the school.
- a. am not
 - b. do not
 - c. are not
 - d. is not
 - e.

12. English-everyday-do-not-I- study

1 2 3 4 5 6

- a. 1, 2, 5, 3, 4, 6
 - b. 5, 2, 4, 3, 1, 6
 - c. 5, 3, 4, ,6, 1, 2
 - d. 5, 4, 3, 6, 1, 2
13. you want a cup of tea?
- a. Do
 - b. Does
 - c. Are
 - d. Is
14. Fina ... speak English well.
- a. do
 - b. don't
 - c. doesn't
 - d. did
15. She six years old.
- a. not is
 - b. is not
 - c. are not
 - d. am not

Essay!

1. Change into positive form!
- a. My sister does not work in the Airport.
.....
 - b. Do I want to introduce my self?
.....
2. Change into interrogative sentence!
- a. She is angry with me.
.....

b. I do not like satay.

.....

3. Change into negative sentence!

a. Upin Ipin is my favorite films.

.....

ANSWER KEY for PRE-TEST

A. Multiple Choice

- | | | |
|------|-------|-------|
| 1. C | 6. C | 11. A |
| 2. B | 7. D | 12. C |
| 3. B | 8. B | 13. A |
| 4. C | 9. A | 14. C |
| 5. B | 10. D | 15. B |

B. Essay

- My sister works in the Airport
 - I want to introduce my self
- Is she angry with me?
 - Do I like satay?
- Upin Ipin is not my favorite film.

Appendix 6

Lesson Plan of Cycle 1

School	: SMP Futuhiyyah Mranggen
Subject	: English
Class/ Semester	: VII/ 1
Time Allotment	: 2 x 40 minutes
Material	: Introduction
Skill	: Speaking

A. Standard of Competence

Express the meaning in simple transactional and interpersonal conversation to interact with surrounding environment

B. Basic Competence

Interact with surrounding environment that involves speech act, greeting people who have not known, introducing one self/someone else, and command or prohibition.

C. Indicators

1. Students are able to introduce one self/someone else with surrounding environment.
2. students are able to introduce one self/someone else by using simple present tense in form.

D. Learning Aim

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

3. Introduce one self/someone else to others correctly .
4. Introduce one self/someone else by using simple present tense.

E. Character Building

4. Confidence
5. Diligence
6. Responsibility

F. Teaching Material

1. Introduction

Gea: Hi Jane, good morning.

Jane: Hi, good morning.

Gea: Who is the man in your garden?

Jane: Oh, he is my father.

Gea: Where is your sister Jane?

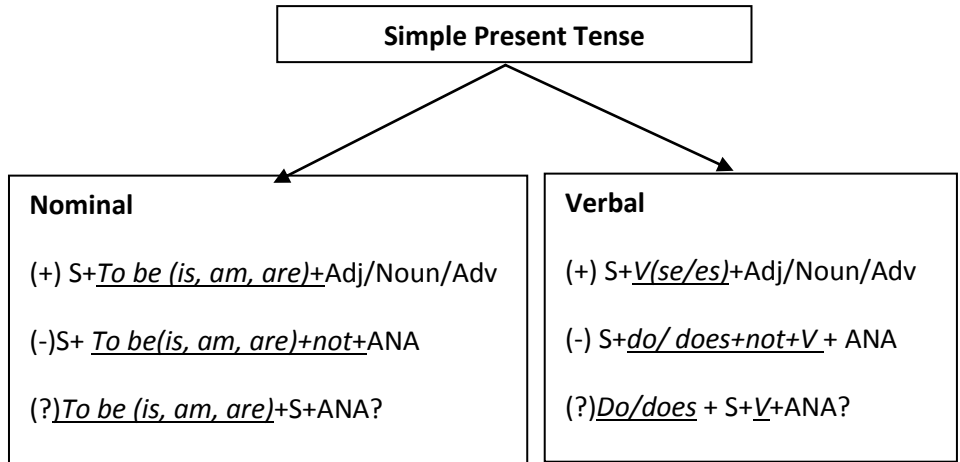
Jane: Keni cooks fried chicken in the kitchen. Do you want to meet with her?

Gea: Yes, I do.

2. Simple Present Tense

Simple present tense indicates a situation that exist right now, at the moment of speaking. We use the simple present tense to talk about the things in general and happen regularly. .

Simple present tense is divided into two forms, they are: nominal and verbal sentences.



3. Nominal sentence

(+) He is my father.

(-) He is not my father.

(?) Is he my father?

4. Verbal sentence

(+) Keni cooks fried chicken in the kitchen.

(-) Keni does not cook fried chicken in the kitchen.

(?) Does Keni cook fried chicken in the kitchen?

Adverb of Frequency on simple present tense:

Everyday	Once a week	Always
Every week	Twice a week	Sometimes
Every month	Once a day	Generally
Every year	Twice a day	Usually
Every morning	Once a month	Often
Every... (names of days/ months)	Regularly	Etc.

G. Teaching Method

Three-Phase Technique (Presentation-Practice-Production)

H. Learning Activity

Descriptions of Activity	Interaction Patterns	Time Allotment
Pre-Activity		
5) Teacher greets the students 6) Teacher checks the attendance list 7) Teacher tells the material 8) Teacher explains the aim of the study.	T-Ss	5 minutes
Main Activity		
<i>Explorations</i> 4) Teacher asks the students to introduce themselves in front of class. 5) Teacher writes the student's say in the whiteboard. 6) Teacher asks them to identify the sentence.	T-Ss	70 minutes
<i>Elaborations</i> 5) Teacher gives the example of simple present tense. 6) Teacher explains the form of simple present tense. 7) Teacher introduces and explains about Ball Toss Game. 8) Teacher asks the students to make a group consist of 2 students.	T-S	

<p>9) Teacher asks them to make a big circle.</p> <p>10) Teacher gives a ball for one of group and asks them to make an interrogative sentence.</p> <p>11) Teacher asks them to mention the other group and to throw the ball.</p> <p>12) Teacher asks the next group to answer the question from previous group.</p> <p>13) Teacher gives the test for students.</p> <p>Confirmations</p> <p>3) Teacher gives an opportunity for students to ask their difficulties.</p> <p>4) Teacher with the students straighten the misunderstanding, give affirmation and conclusion.</p>		
Post Activity		
<p>5) Teacher with the students make a conclusion of the material.</p> <p>6) Teacher gives feedback of the process and their result of the learning.</p> <p>7) Teacher tells the material that will be learned in the next meeting.</p> <p>8) Closes the learning process.</p>	T-Ss	5 minutes

I. Source/ Media

W.Y. Gumpol, *Mastery of Sixteen Tenses*, Yogyakarta:

Kanisius, 1995

Media: ball

J. Assessment

Indicator of achievement competence	Technique of assessment	Kind of instrument
Students are able to make introducing one self by using simple present tense.	written test (objective test)	Multiple choice and essay.

K. Instrument

- Choose correct answer a, b, c or d below based on the question!
- Change into positive, negative, and interrogative sentence!

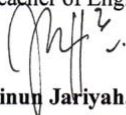
L. Scoring Guidance

- 5) For each number, right answer score 1
- 6) For essay, each number, right answer score 2
- 7) Total maximum score $\times 4 = 100$
- 8) Maximum score = 100

M. Aspect to be assessed = accuracy

Demak, 3 September 2015

Approved by:
Teacher of English


Ainun Jariyah, S. Pd

Researcher


Nasyiatal Khoiriyah



Name	:
Student's number	:

CYCLE 1 TEST

A. Choose the correct answer a, b, c, or d based on the question!

Question for number 1-8!

- Frida : Excuse me, sir 1)... this seat taken?
 Mr. Charles : No, you can taken.
 Frida : Thank you, sir.
 Mr. Charles : Where 2)... you go to school?
 Frida : I 3)... to happy Kindergarten, sir.
 Mr. Charles : Oh really? My grandson, Billy Charles, also
 4)... in that school. Do you 5)... him?
 Frida : Oh, Billy. Yes I do sir. In fact, he 6)... my
 tablemate.
 Mr. Charles : Really? I'm Ray, what's your name?
 Frida : My name 7)... Frida, sir.
 Mr. Charles : Oops, this 8)... my bus. I have to go now.
 Nice to meet you, Frida. Bye!
 Frida : Nice to meet you too, sir. Goodbye!

1. a. am
b. is
c. were
d. are
2. a. did
b. does
c. do
d. is
3. a. go
b. went

- c. gone
- d. goes
- 4. a. study
- b. studied
- c. studies
- d. studying
- 5. a. knows
- c. knew
- d. known
- e. know
- 6. a. are
- c. is
- d. am
- e. do
- 7. a. is
- b. are
- c. were
- d. am
- 8. a. are
- b. am
- c. is
- d. does
- 9. I a new students in this school.
- a. meet
- b. meeting
- c. meets
- d. met
- 10. Your- come-father-does-from-
1 2 3 4 5
Magelang?
6
- a. 4, 3, 2, 5, 1, 6
- b. 4, 1, 3, 2, 5, 6
- c. 4, 5, 2, 3, 6, 1

- d. 4, 2, 6, 1, 5, 3
11. I ... a student in SMP Futuhiyyah.
- a. am
 - b. do
 - c. are
 - d. is
12. I study English.....
- a. everyday
 - b. tomorrow
 - c. yesterday
 - d. last night
13. you like a lemon tea?
- a. Do
 - b. Does
 - c. Am
 - d. Is
14. Nina -beautiful-is- girl-a.
- 1 2 3 4 5
- a. 3, 2, 1, 5,4
 - b. 1, 3,5, 2, 4
 - c. 5,3, 2, 4, 1
 - d. 1, 4,5, 2, 3
15. I Every weekend.
- a. swims
 - b. swimming
 - c. swim
 - d. swam

B. Essay!

1. Change into positive form!

a. We are not from Medan.

.....

b. Does she live in Palembang?

.....

2. Change into interrogative sentence!

a. I am twelve years old.

.....

b. They do not come to my home.

.....

3. Change into negative sentence!

a. Aliando Syarief is my favorite actor.

.....

ANSWER KEY for CYCLE 1 TEST

A. Multiple Choice

- | | | |
|------|-------|-------|
| 1. B | 6. B | 11. A |
| 2. C | 7. A | 12. A |
| 3. A | 8. C | 13. A |
| 4. C | 9. A | 14. B |
| 5. D | 10. B | 15. C |

B. Essay

- We are from Medan.
 - She lives in Palembang.
- Am I twelve years old?
 - Do they come to my home?
- Aliando Syarief is not my favorite actor.

Appendix 8

Lesson Plan of Cycle 2

School	: SMP Futuhiyyah Mranggen
Subject	: English
Class/ Semester	: VII/ 1
Time Allotment	: 2 x 40 minutes
Material	: Introduction
Skill	: Speaking

A. Standard of Competence

Express the meaning in simple transactional and interpersonal conversation to interact with surrounding environment

B. Basic Competence

Interact with surrounding environment that involves speech act, greeting people who have not known, introducing one self/someone else, and command or prohibition.

C. Indicators

1. Students are able to introduce one self/someone else with surrounding environment.
2. students are able to introduce one self/someone else by using simple present tense in form.

D. Learning Aim

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

5. Introduce one self/someone else to others correctly .
6. Introduce one self/someone else by using simple present tense.

E. Character Building

7. Confidence
8. Diligence
9. Responsibility

F. Teaching Material

1. Introduction

Yoga meets Koko in the school.

Yoga: Hi, I am Yoga. What is your name?

Koko: I am Koko. Nice to meet you.

Yoga: nice to meet you too. Hey, they are my mother and brother, Farel. I must go now.

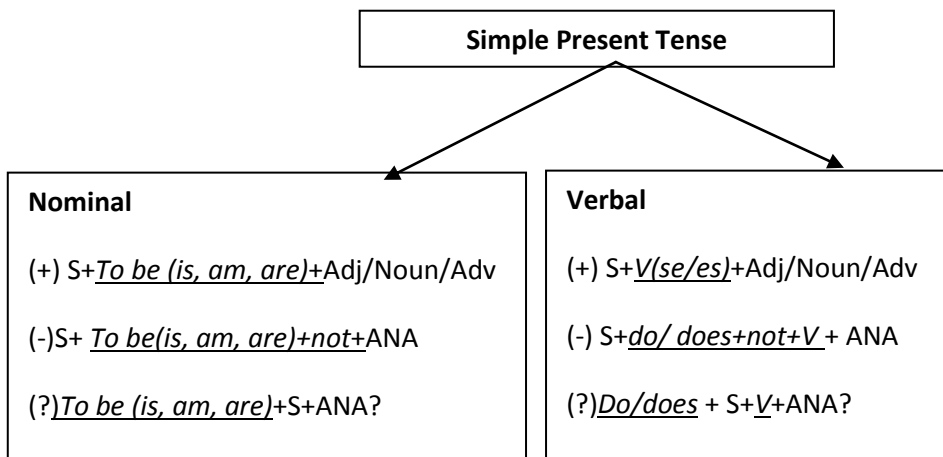
Koko: No problem. Is your mother a teacher?

Yoga: Yes, she is. My mother is a teacher in Junior High School and Farel works in the post office.

2. Simple Present Tense

Simple present tense indicates a situation that exist right now, at the moment of speaking. We use the simple present tense to talk about the things in general and happen regularly. .

Simple present tense is divided into two forms, they are: nominal and verbal sentences.



1. Nominal sentence

- (+) My mother is a teacher in Junior High School.
- (-) My mother is not a teacher in Junior High School.
- (?) Is my mother a teacher in Junior High School?

2. Verbal sentence

- (+) Farel works in the post office.
- (-) Farel does not work in the post office.
- (?) Does Farel work in the post office?

Adverb of Frequency on simple present tense:

Everyday	Once a week	Always
Every week	Twice a week	Sometimes
Every month	Once a day	Generally
Every year	Twice a day	Usually
Every morning	Once a month	Often
Every... (names of days/ months)	Regularly	Etc.

<p>the ball.</p> <p>6) Teacher asks the next students to answer the question from previous students.</p> <p>7) Teacher gives the test for students.</p> <p>Confirmations</p> <p>1) Teacher gives an opportunity for students to ask their difficulties.</p> <p>2) Teacher with the students straighten the misunderstanding, give affirmation and conclusion.</p>		
Post Activity		
<p>1) Teacher with the students make a conclusion of the material.</p> <p>2) Teacher gives feedback of the process and their result of the learning.</p> <p>3) Closes the learning process.</p>	T-Ss	5 minutes

I. Source/ Media

W.Y. Gumpol, *Mastery of Sixteen Tenses*, Yogyakarta:

Kanisius, 1995

Media: ball

J. Assessment

Indicator of achievement competence	Technique of assessment	Kind of instrument
Students are able to make introducing one self by using simple present tense.	written test (objective test)	Multiple choice and essay

K. Scoring Guidance

- 9) For each number, right answer score 1
- 10) For essay, each number, right answer score 2
- 11) Total maximum score $\times 4 = 100$
- 12) Maximum score = 100

L. Instrument

- Choose correct answer a, b, c or d below based on the question!
- Change into positive, negative, and interrogative sentence!

M. Aspect to be assessed = accuracy

Demak, 5 September 2015

Approved by:
Teacher of English


Ainun Jariyah, S. Pd

Researcher


Nasyiatul Khoiriyah



NAME	:
STUDENT'S NUMBER	:

CYCLE 2 TEST

A. Choose the correct answer a, b, c, or d based on the question!

Question for number 1-5

I 1).....a new friend. Her full name 2)....Shanti ayu. I usually
3)....her Shanti. She 4).....from Yogyakarta. Now, she 5)..... in
Jakarta with her aunt in Pondok Gede.

1. a. have
b. has
c. had
d. has not
2. a. am
b. is
c. were
d. are
3. a. calls
b. called
c. call
d. calling
4. a. came
b. come
c. comes
d. are come
5. a. is live
b. live
c. are live
d. lives

6.they come here?
- Is
 - Do
 - Are
 - Does
7. They-to-a-do-like-write-novel?
- 1 2 3 4 5 6 7
- 1, 4, 3, 2, 5, 6, 7
 - 1, 4, 5, 2, 3, 6, 7
 - 4, 1, 5, 2, 6, 3, 7
 - 4, 7, 5, 3, 6, 2, 1
8. Toni ... get up early in every Sunday.
- do not
 - does not
 - are not
 - is not
9. Indri ... the television everyday.
- watch
 - watched
 - watches
 - watching
10. ... she drink milk tea every morning?
- Do
 - Did
 - Does
 - Is
11. My mother The fried rice in the morning.
- usually cook
 - usually cooks
 - usually cooking
 - usually cooked
12. The-is-giraffe-where?
- 1 2 3 4

- a. 4, 3, 2, 1
 - b. 4, 2, 3, 1
 - c. 4, 2, 3, 1
 - d. 4, 2, 1, 3
13. He... very fat person in the class.
- a. am
 - b. is
 - c. are
 - d. do
14. My brothers... a newspaper every weekend
- a. read
 - b. reading
 - c. reads
 - d. is read
15. Rina and Santi Their flower every evening
- a. always water
 - b. always waters
 - c. always watering
 - d. always to waters

B. Essay!

1. Change into positive form!
 - a. He do not play football everyday.
.....
 - b. Is she a new student in the class?
.....
2. Change into interrogative sentence!
 - a. Heni meets Fani in the library.
.....
 - b. John is not a handsome boy in the class.
.....
3. Change into negative sentence!
A giraffe has a long neck.
.....

ANSWER KEY for CYCLE 2 TEST

A. Multiple Choice

- | | | |
|------|-------|-------|
| 1. A | 6. B | 11. B |
| 2. B | 7. C | 12. D |
| 3. C | 8. B | 13. B |
| 4. C | 9. C | 14. A |
| 5. D | 10. C | 15. B |

B. Essay

- A. He plays football everyday
 - b. She is a new student in the class
- a. Does Heni meet Fani in the library?
 - b. Is John a handsome boy in the class?
- A giraffe has not a long neck

Appendix 10

Observation scheme

The result of observation in the pre cycle

NO.	ACTIVITIES	GRADE
1.	Teacher organization lesson and class	1 2 3
	1) Introduction or explanation of material.	4
	2) The instructions.	1 2 3
	3) Classroom management.	4
	4) Motivating students.	1 2 3
		4
2.	Students' activities	
	1) Students concern towards teachers' presentation.	1 2 3
	2) Students' seriousness in teaching and learning process.	4
	3) Students' enthusiasm in teaching and learning process.	1 2 3
		4

Explanation:

1. Unsatisfactory
The aspect of activity that was observed above reach out for about 25% from overall percentage 100%
2. Average
The aspect of activity that was observed above reach out for about 50% from overall percentage 100%
3. Above Average
The aspect of activity that was observed above reach out for about 75% from overall percentage 100%
4. Excellent
The aspect of activity that was observed above reach out for about 100%

REFLECTION SHEET OF THE PRE-CYCLE

strenghtness	weakness
<ol style="list-style-type: none">1. Researchers' instruction was clear enough.2. Researchers' explanation was clear enough.	<ol style="list-style-type: none">1. Researcher had poor ability in managing the classroom.2. Researcher forgot to give motivation for students.3. Most of Students had poor ability in enthusiasm, seriousness, and concern in teaching-learning process.4. Some students was sleepy, took their head on the table, and talked to their friends during teaching-learning process.

Appendix 12

Observation scheme

The result of observation in the first cycle

NO.	ACTIVITIES	GRADE
1.	Teacher organization lesson and class	1 2 3
	1) Introduction or explanation of material.	4
	2) The instructions.	1 2 3
	3) Classroom management.	4
	4) Motivating students.	1 2 3
		4
2.	Students' activities	
	1) Students concern towards teachers' presentation.	1 2 3
	2) Students' seriousness in teaching and learning process.	4
	3) Students' enthusiasm in teaching and learning process.	1 2 3
		4

Explanation:

1. Unsatisfactory
The aspect of activity that was observed above reach out for about 25% from overall percentage 100%
2. Average
The aspect of activity that was observed above reach out for about 50% from overall percentage 100%
3. Above Average
The aspect of activity that was observed above reach out for about 75% from overall percentage 100%
4. Excellent
The aspect of activity that was observed above reach out for about 100%

REFLECTION SHEET OF THE FIRST CYCLE

Strenghtness	Weakness
<ol style="list-style-type: none">1. Researchers' introduction and explanation was good.2. Researchers' instruction and managing the classroom was good3. Researcher gave motivation for students4. The students started concerning and attending towards teachers' explanation.5. Students' seriousness and enthusiasm were good enough.6. Students attend to teachers' explanation.	<ol style="list-style-type: none">1. Researcher should concern with unserious students.2. Researcher should make more sentences using the name of people as a subject.3. Students still confuse to make interrogative sentence.4. Students was also difficult to use do or does.5. Some students enjoy with themselves activity.

Appendix 14

Observation scheme

The result of observation in the second cycle

NO.	ACTIVITIES	GRADE
1.	Teacher organization lesson and class	1 2 3
	1) Introduction or explanation of material.	4
	2) The instructions.	1 2 3
	3) Classroom management.	4
	4) Motivating students.	1 2 3
2.	Students' activities	4
	1) Students concern towards teachers' presentation.	1 2 3
	2) Students' seriousness in teaching and learning process.	4
	3) Students' enthusiasm in teaching and learning process.	1 2 3

Explanation:

1. Unsatisfactory
The aspect of activity that was observed above reach out for about 25% from overall percentage 100%
2. Average
The aspect of activity that was observed above reach out for about 50% from overall percentage 100%
3. Above Average
The aspect of activity that was observed above reach out for about 75% from overall percentage 100%
4. Excellent
The aspect of activity that was observed above reach out for about 100%

Appendix 15

REFLECTION SHEET OF THE SECOND CYCLE

Strengthens	Weakness
<ol style="list-style-type: none">1. Students more enjoy to play the game.2. Students looked fun and confident to introduce themselves and give question or answer for their friends.3. Students looked serious to make a sentence.4. Students concerned with question from their friend.5. Students' enthusiasm was good.6. Researchers' managing the classroom was better than before.7. Researcher had been concern with unserious students.	<ol style="list-style-type: none">1. Researcher should increase the teaching.2. Researcher should build the students' motivation.

DOCUMENTATION



Students introduced themselves in front of class



students did the test



Teacher explained the material



Students played BTG in the first cycle



Teacher reviewed the material



Students played BTG in the second cycle

CURRICULUM VITAE

Name : Nasyiatul Khoiriyah
Date of Birth : Semarang, July 25th1993
Student Number : 113411071
Address : Sendangguwo 04/02 Tembalang, Semarang
e-mail : nasyiatul.khoiriyah@gmail.com

Background of Education

- ❖ TK Al-Hikmah Gayamsari Semarang
- ❖ SD. Hj. Isriati Baiturrahman Semarang
- ❖ SMP Futuhiyyah Mranggen Demak
- ❖ MA Futuhiyyah 2 Mranggen Demak
- ❖ UIN Walisongo Semarang

Semarang, 13th November 2015

The researcher,



Nasyiatul Khoiriyah

Student Number: 113411071