



**The Implementation of Still Picture Media in Teaching  
Present Continuous Tense For Eight Grade Students of  
SMP Islam Terpadu Al-Hidayah Letda Sudjono**

**THESIS**

*Submitted to Faculty of Tarbiyah Science and Teacher Training of State Islamic  
University of North Sumatera Medan as a Partial Fulfillment of the Requirements  
for the Degree of Bachelor  
(S-1 Program) of English Education*

By :

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**FACULTY OF TARBIYAH SCIENCE AND TEACHER TRAINING**

**STATE ISLAMIC UNIVERSITY OF NORTH SUMATERA MEDAN**

**2018**



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2018**

## ABSTRACT

**Irmayani Nasution (34143014). The Implementation Of Still Picture Media To Teaching Present Continuous Tense For Eight Grade Students Of SMP Islam Terpadu Al-Hidayah Letda Sudjono Medan.**

Thesis, Medan: Department of English Education. Faculty of Tarbiyah Science and Teachers training. State Islamic University of North Sumatera Medan. 2018

This research was conducted to find out the implementation of of Still Picture Media to teaching Present Continuous Tense. The population of this research was the first grade of SMP Islam Terpadu Al-Hidayah Letda Sudjono Medan 2018 academic years, which consisted of 30 students. This research was applied by classroom action research. The technique of analyzing data of this research was applied by using quantitative and qualitative data. The qualitative data were taken from interview, observation, and document. The quantitative data were taken from the test which was carried out in two cycles. Each cycle consisted of two meetings. The test was given in forms pre-test and post-test in the cycle 1 and cycle 2. In the first cycle, the mean of the pre-test was 41.87 and the mean of the post-test was 65.31. The mean of second cycle was 90.62. The percentage of students who got point up 60 also grew up. In the pre-test students who got up 60 there were only 0 of 30 students (0%). In the pre-test, students who got up 60 there were 3 of 30 students (10%). In cycle I test, students who got up 60 there were 13 of 30 students (43,33%). In cycle II test, students who got up 60 there were 25 of 30 students (83,33%). It indicated that was improvement of teaching the students in learning Present Continuous Tense through Still Picture Media.

***Keyword : Picture Media, Present Continuous Tense***

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Greeting and blessing the writer says to the prophet Muhammad SAW, his family and his close friends who have brought Moslem from the realm of ignorance to the realm of science.

This “Thesis” is presented to English Education Department, Faculty of Tarbiyah and Teachers’ Training State Islamic University of North Sumatera Utara as a partial fulfillment of the requirements for the degree of S.Pd.

Completion of this proposal is not easy. It needs so much time, energy and money. Without the help from many people, this proposal might not be complete on time. So that I would like to express my sincere gratitude to:

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Although this thesis has been structure in such a way, the writer recognizes that there are still many short comings in terms of content and how to write it. Therefore, suggestions and criticism from the readers is so expect to the development in the future.

The writer's hope, this thesis may be useful for the writer and the readers as well as for the development of education in the future to be better and will give an important contribution to the Department of English Education. May God always bless us and lead us in His right path. Amiin.

Medan, August 2018

Irmayani

Nasution

## TABLE OF CONTENT

<b>ABSTRACT</b> .....	<b>i</b>
<b>ACKNOWLEDGEMENT</b> .....	<b>ii</b>
<b>TABLE OF CONTENT</b> .....	<b>iv</b>
<b>CHAPTER I INTRODUCTION</b> .....	<b>1</b>
A. Background of the Study.....	1
B. Statement of the Problem .....	4
C. Research Question.....	4
D. Purpose of Study .....	
E. Significance of the Research.....	5
F. Limitation of Study .....	5
<b>CHAPTER II LITERATURE REVIEW</b> .....	<b>6</b>
<b>A. Review of Literature</b> .....	<b>6</b>
1. Present Continuous Tense .....	6
a. The Understanding of Present Continuous Tense.....	6
b. The Usage of Present Continuous Tense .....	11
c. The form of Present Continuous Tense.....	12
2. Media.....	18
a. Media in Language Teaching.....	18
b. Kinds of Media.....	21
3. Pictures.....	22
a. Definition of the Picture.....	22

b. Types of the Pictures.....	22
c. The use of the Pictures in TCL Activities .....	23
d. Advantages of Using Pictures .....	26
e. Disadvantage of Using Pictures .....	27
<b>B. Conceptual Framework.....</b>	<b>27</b>
<b>C. Related Study .....</b>	<b>28</b>
<b>D. Hypothesis.....</b>	<b>31</b>
<b>CHAPTER III RESEARCH METHODOLOGY .....</b>	<b>32</b>
A. Research of Design.....	32
B. Subject of the Research .....	33
C. Location of Study .....	33
D. Data collection.....	34
1. Test .....	34
2. Observation.....	35
3. Interview .....	35
4. Diary Note .....	35
E. Precedure of Research .....	35
1. Cycle I.....	36
a. Planning.....	36
b. Action.....	37
c. Observatiob .....	38
d. Reflection .....	38
2. Cycle II .....	39
F. Technique of Analyzing Data.....	40

<b>CHAPTER IV DATA AND DATA ANALYSIS .....</b>	<b>42</b>
A. The data.....	42
A.1 The Quantitative Data .....	42
A.2 The Qualitative Data .....	44
B. Data Analysis .....	46
B.1 The Quantitative Data.....	46
B.2 The Qualitative Data.....	49
1. First Cycle.....	49
a. Planning.....	49
b. Action .....	50
c. Observation.....	50
d. Reflection .....	51
2. Second Cycle .....	52
a. Planning .....	52
b. Action .....	52
c. Observation .....	50
d. Reflection.....	53
C. Research Finding.....	54
D. Discussion .....	55
<b>CHAPTER V CONCLUSION AND SUGGESTION .....</b>	<b>57</b>
A. Conclusions.....	57
B. Suggestions .....	58
<b>REFERENCES .....</b>	<b>59</b>
<b>APPENDIX</b>	

# CHAPTER I

## INTRODUCTION

### **A. Background of the Study**

Language helps people understand themselves and the world around them. Whenever people think about language, they will think that language is very important in their life, people use language everywhere and every time they do their activity. By language they can express their opinion, ideas, comments, suggestion, advice, and they can share their experiences and etc. People have to master English language, because English is global is connecting people from various cultural background of countries in the world. They can communicate each other by using English to get some information and knowledge through written, electronic, and spoken media.

Considering that English is essential in educational sector, Indonesia suggests that English should be put as one of the compulsory subjects in the curriculum of education, especially at junior and senior high schools. Even some Elementary Schools in our country have introduced English to their students.

In terms of English teaching, one of the language aspects is grammar. Grammar is the system of rules by which words and phrases are arranged to make meaningful statements. From this statement, it is concluded that without grammar the phrase would be a mess and there will be meaningless statement. In the skill of writing for instance, at least students have to be able to use grammar well. In this case, verb tenses have essential role, because they tell readers when an action is

taking place. The careful and accurate use of tenses is important to create a clear writing.

A tense is a verb form (apart from some special cases) implies time associated with the act, event, or events expressed in a sentence. It is important for us to know when the action or activity that occurs in a sentence: in present, past or future ?.<sup>1</sup> Tenses is shows time at present, past, future, etc. There are sixteen tenses in English grammar such as: simple present tense, present continuous tense, simple past tense, past continuous tense, future tense, present perfect tense, etc.

For instance, if the verbs in a passage refer to actions occurring at present, then the present tense is definitely needed to be used and if the verbs in a passage refer to action occurring right now, then the present continuous is definitely needed to be used. This is one issue that makes the students confused in using of tenses, they confuse to identify between verbs in present, in fact appropriate with my experience during the teaching practice. Based on the writer's observation of at SMP Islam Terpadu Al-Hidayah Letda Sudjono, I found that the most of the students had a problem in learning present continuous tense. They had difficulties to understand the sentence and could not to application in their daily conventional, the students' failures are causes by the teacher still use conventional media in teaching learning.

The media makes the students interest to study about grammar especially Present Continuous Tense. Media is one of the important factors to make a good plan to reach out for the purpose in teaching-learning process, because teaching

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<sup>1</sup> Akh Kardimin. 2010. *Cepat Menguasai English Grammar Bagi Pemula*. Yogyakarta: Cakrawala, p. 2.

media can influence the result of learning. Therefore, in teaching learning process, the teacher should use effective media especially in Present Continuous Tense.

In this thesis I choose Still Picture Media, because I have studied about the appropriate Still Picture Media. It is one of the media to improve students' ability in learning, it is used to make the students can improve their ability in Present Continuous Tense, it means this media made the students more active as participant class in learning English.

This Media gives many advantages to the students in learning Present Continuous Tense, such as; it gives motivation to the other students to learn Present Continuous Tense, the situation in learning English be more dynamic because every student understand the tense, feel enjoyable and interest in teaching English especially Present Continuous Tense.

My reason of using Still Picture Media in teaching Present Continuous Tense to make the students be active because this Media gives priority to the moment of physical respond, so the students can understand and are increasing in learn.

In line with the background of this study, I am interested in knowing how well the students ability to use Present Continuous Tense and how well they use it to express their activities in the good sentence. In this case, the writer wants to know the ability of Seventh Grade students of SMP Islam Terpadu Al-Hidayah Letda Sudjono at ability in using Present Continuous Tense in the good sentence after the researcher implement the Still Picture Media.

Therefore the title of this research is **“The Implementation Of Still Picture Media In Teaching Present Continuous Tense For Eighth Grade Students of SMP Islam Terpadu Al-Hidayah Letda Sudjono”**

### **B. Statement of the Problem**

Based on the background of the study, there are some problems that can be identified as follows:

1. The teacher hasn't used some various Media in teaching Present Continuous Tense so the students still have low ability in using Present Continuous Tense
2. The students have studied about Present Continuous Tense but they still confuse to identify them
3. The students have studied Present Continuous Tense characteristics but the students still have low ability in using Present Continuous Tense.

### **C. Research Question**

Based on the background above, it is necessary to formulate the problems of the research as:

1. How is the students' ability at mastering Present Continuous Tense before Still Picture Media applied?
2. How is the students' response in teaching-learning process when the Still Picture Media applied?
3. How is the students' ability at mastering Present Continuous Tense after Still Picture Media applied?

#### **D. Purposes Of Study**

Based on the formulation of the research, the objective of the research is:

1. To describe the students' ability at mastering Present Continuous Tense before Still Picture Media applied.
2. To describe the students' response in teaching-learning process when the Still Picture Media applied.
3. To describe the students' ability at mastering Present Continuous Tense after Still Picture Media applied.

#### **E. Significance of the Research**

The results of this research is hoped to be useful for:

1. The Principal of SMP Islam Terpadu Al-Hidayah Letda Sudjono, the result will be use as the basic information to develop the ability on learning Present Continuous Tense at school.
2. The English teacher of SMP Islam Terpadu Al-Hidayah Letda Sudjono can get get useful information to increase their teaching process by using Still Picture Media
3. The students can increase their interest and motivation in Present Continuous Tense by using Still Picture Media The reader, the result was used basic information develop their ability in Present Continuous Tense

#### **F. Limitation of study**

This research is focused on identifying Still Picture Media as a media and Present Continuous Tense as a material.

## **CHAPTER II**

### **LITERATURE REVIEW**

#### **A. Review of Literature**

This review of literature is presented in order to give some clearer concept being applied in this study that is on using still picture media up in teaching Present Continuous Tense. The concepts was explained clearly to avoid misunderstanding by limiting the scope of the problem. To support the ideas of this research, some theories and some information was included to help the writer design this research.

#### **1. Present Continuous Tense**

##### **a. The Understanding of Present Continuous Tense**

Present Continuous Tense consist of three words; Present, Continuous and tense which each word has its own meaning ethymologically. Present is period of time which is happening now not the past or the future. Continuous is without a pause or interruption. Tense is any of the form of a verb that which show the time at which an action happened.<sup>2</sup> From the information above the writer conclude the present continuous tense is any of the form that which show the time that used to express an action on priod of time whic is happening now.

The present continuous tense also called present progressive tense is one of the important elements of english language. Some grammarian defines present continuous tense using their own theory. Therefore, there is some theories of it.

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<sup>2</sup> Cambridge Advanced Learner 6th ed. (New York: Expord University Press, 2005), pp. 269, 995, 1337

The first theory according to Betty Schramper Azar who stated that present continuous tense has two functions:

1. Present continuous expresses an activity that is in progress at the moment of speaking. It began in the recent past, it is continuing at the present, and will probably end at some point in the future. For example:
  - a. John is sleeping right now
  - b. I need an umbrella because it is raining
  - c. John and Mary are talking on the phone
2. Present continuous often expresses the activity of general nature: something generally in progress this week, this month, this year. For example:
  - a. I am taking five courses this semester
  - b. She is writing another book this year
  - c. John is trying to improve his work habits<sup>3</sup>

Present continuous tense not only expresses the activity of general nature and the activity that is in progress at the moment of speaking, but present continuous tense also expresses future time. Present continuous may be used to express future time when the idea of the sentence concerns a planned event or definite intention. A future meaning for present continuous tense is indicated either by future time words in the sentence or by the context. For example:

- a. Some has already made his plans. He is leaving at noon tomorrow.
- b. My wife has appointment with a doctor. She is seeing Dr. Norht next Tuesday<sup>4</sup>

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<sup>3</sup> Betty Schramper Azar, *Understanding and Using English Grammar 2nd ed*, (New Jersey: Prentice Hall Regents, 1989), p. 11

<sup>4</sup> *Ibid*, p. 50

In addition Betty Schramper Azar explains in her book that the word always used not only in simple present but also used in present continuous. But the usage of always in simple present tense is different with the usage of always in present continuous. In simple present always is used to describe habitual or everyday activities. But, in present continuous always is used to complain, such us to express annoyance or anger. For example:<sup>5</sup>

**Table A.1**

Mary always leaves for school at 7.45	Simple present “always” is used to describe habitual
Mary is always leaving her dirty socks on the floor for me to pick up! Who does she think I am? Her maid?  I am always/forever/constantly picking up Mary’s dirty socks!	Present continuous “as well as always the word forever and constantly” are used with present progressive to express annoyance

From the explanation above, present continuous also called present progressive tense. Present continuous tense have mutual function to expresses the activity of general nature, the activity that is in progress at the moment of speaking, and expresses future time when the idea of the sentence concerns a planned. Present continuous also used to express annoyance or complain when add by “always/forever/constantly”.

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<sup>5</sup> *Ibid*, p. 16

The second definition is derived from Michael Swan in his book *Practical English usage* which explains some function of present continuous tense.<sup>6</sup> They are:

1. Present continuous tense is made with am/are/is+ing. The commonest use of present continuous tense is to talk about action and situations that are already going on at the moment of speaking.

Example: Hurry up we're all waiting for you

Why are you crying? Is something wrong?

2. Present continuous tense is often used to talk about developing or changing situations.

Example: The weather's getting better and better

3. Present continuous tense is used to talk about temporary situations. It is not used to talk about permanent situations, or about regular happenings or habit.

Example: My sister living at home for the moment

4. We sometime use present continuous in a more general way, to talk about somethink that may be going on at any time

Example: I don't like to be disturbed if i am working.

Referring to the definition above, the writer may conclude that present continuous tense is giving expression to talk about developing or changing situations, to talk about something that may be going on at any time, and also used to talk about temporary situation. It means that present continuous tense is not used to talk about regular happenings or habit.

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<sup>6</sup> Michael Swan, *Practical English usage*, (Hongkong: Oxford University Press, 1980) p. 496

The writer takes the third definition from Raymond Murphy who explains some function of present continuous tense.<sup>7</sup>

The first function is used to talk something that is happening at the time of speaking.

- a. Let's go out now. It isn't raining anymore.
- b. I'm tired. I'm going to bed now. Goodnight!

The second is to talk about something that is happening around the time of speaking.

Example:

Catherine want to want to works in Italy, so he is learning Italian. It means that perhaps Catherine is not learning Italian exactly at the time of speaking.

The third function is use to talk about something that is happening in a period around now such as today, this evening, etc.

- a. You're working hard today. 'Yes, I have a lot to do'.
- b. Ann is not watching her favorite program on TV this evening. She wants to studies for the exam.

The fourth function is to talk about something that is happening to changing situations.

- a. The population of the world is raising very fast.
- b. Is your condition getting better?

Similar with present tense, we can use present coninuous tense to talk about habitual action. We normally use simple present to refer to things we do on

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<sup>7</sup> Raymond Murphy, *Englis Grammar in Use*, (Cambridge: Cambridge University Press, 1985) p.2

regular basis. However with certain time expression such as all the time, always, constantly, continually, forever, etc. We can use present continuous tense.<sup>8</sup>

Ex: They're forever asking me to visit them.

We use present continuous tense in this way to stress the repetitiveness of an action and sometimes (but not necessarily) to express our irritation with this.

From the definition above we know that between Michael Swan and Raymond Murphy they have same opinion about present continuous tense which is one of the function of present continuous tense is to talk about something that is happening or developing to changing situations. Another definition showed that similar with simple present, present continuous tense used to express habitual action with certain time expression such as all the time, always, constantly, continually, forever. Present continuous tense used in this way to stress the repetitiveness of an action and sometimes to express irritation or anger.

#### **b. The Usage of Present Continuous Tense**

Considering of explanation above, present continuous tense has a function that can be use to express many expression, the writer conclude the use of present continuous tense they are:

1. The present continuous tense express an activity that is in progress at the moment of speaking.

Ex: Be quiet! The baby is sleeping.

2. To express the activity of general nature: something generally in progress this week, this mont, this year, etc.

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<sup>8</sup> Martin Parrott, *Grammar for Englis Language Teacher*, (Cambridge: Cambridge University Press, 2000) p. 158

Ex: I am taking English course this month.

3. The present continuous tense is use to talk about planned event in the future.

Ex: We are probably spending next weekend at home.

4. To express complain by using always, such as to express annoyance, irritating or anger.

Ex: I am always forgetting people's names.

5. Present continuous tense is use to talk about something that is happening in developing or changing or situations.

Ex: My father's condition is getting better right now.

6. Present Progressive is used to talk about something that is happening in temporary situations.

Ex: She is living at flat for the moment.

7. We sometime use the present progressive in a more general way, to talk about something that may be going on at any time.

Ex: You look lovely when you're smiling.

8. To talk about something that is happening around the time of speaking.

Ex: Some friends of mine are building their own house. They hope it will be finished before next summer.

### **c. The Form of Present Continuous Tense**

According to A.J Thomson and A.V Martinet, the present continuous tense is formed with present tense of auxiliary verb to be + the present participle (infinite + ing).<sup>9</sup>

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<sup>9</sup> A.J Thomson and A.V Martinet, *A Practical English Grammar third edition*. (New York: Oxford University Press, 1986) p. 139

**Table A.2**

	<b>Subject</b>	<b>To be</b>	<b>V1 + ing</b>
<b>Affirmative</b>	I	Am	working
	You	Are	working
	We		
	They		
He	is	working	
She			
It			

**Table A.3**

	<b>Subject</b>	<b>To be</b>	<b>Not</b>	<b>V1 + ing</b>
<b>Negative</b>	I	Am	Not	Working
	You	Are	not	Working
	We			
	They			
He	Is	not	Working	
She				

	It			
--	----	--	--	--

**Table A.4**

	<b>Subject</b>	<b>To be</b>	<b>V1 + ing</b>
<b>Interrogative</b>	Am	I	working?
	Are	You We They	working?
	Is	He She It	working?

In addition, there is also an explanation about the use of contraction, which is explained by Betty Azhar in her book *fundamentals of English Grammar*.<sup>10</sup>

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<sup>10</sup> Betty Schramper Azhar, *fundamentals of English Grammar*, (New York: Longman, 1985), 3th Ed, p.4

**Table A.5**

	<b>Subject</b>	<b>To be</b>	<b>V1 + ing</b>
<b>Contraction Pronoun + be</b>	I	Am	I'm working
	You	Are	You're working
	We		We're working
	They		They're working
	He	is	He's working
	She		She's working
	It		It's working

In Betty Azar's book Understanding and Using English Grammar there is also an explanation about spelling of -ing. The explanation as follow:<sup>11</sup>

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<sup>11</sup> Betty Schramper Azhar, *op.cit.*, p. 9

**Table A.6**

Verbs that end in –e	Hope-hoping Date-dating Injure-injuring	If the verb end in –e, drop the –e and add –ing.
Verbs that end in a vowel and a consonant	One-syllable verbs Stop-stopping Rob-robbing Beg -begging Rain-raining Fool-fooling Dream-dreaming	1 vowel – 2 consonants  2 vowel – 1 consonants
	Two-syllable verbs Listen-listening Offer-offering Open-opening Begin-beginning Prefer-preferring Control-controlling	1 <sup>st</sup> syllable stressed – 1 consonant  2 <sup>nd</sup> syllable stressed – 2 consonant
Verbs that end in two consonants	Star-starting Fold-folding	If the verbs end in two

	Demand-demanding	consonants, just add -ing
Verbs that end in -y	Enjoy-enjoying Pray-praying Buy-buying Study-studying Try-trying Reply-replying	If -y is preceded by a vowel, keep the -y, add - ing.  If -y is preceded by a consonant: keep the -y, add -ing.
Verbs that end in -ie	Die-dying Lie-lying Tie-tying	Change -ie to -y, add ing.

1. Exception: if a verb ends in -ee, the final -e is not dropped: see-seeing, agree-agreeing.
2. Exception: -w and -x are not doubled: plow-plowing, fix-fixing, blow-blowing.

Based on the explanation above if the verb ends in -e, drop the -e and add -ing, for example: date-dating, if the verbs end in two consonants, just add -ing, example: starting. And if verbs that end in -y, y is preceded by a vowel, keep the

-y and add -ing, for example: pray-praying or y is preceded by a consonant and keep the -y and add -ing, for example: replay-replaying. Furthermore, if verbs that end in -ie, change -ie to -y and add -ing, for example: lie-lying.

## 2. Media

### a. Media in Language Teaching

Media comes from Latin and plural from the word medium which literary means an intermediary or an introductory message from the sender to the receiver message.<sup>12</sup> Media learning is a component in the delivery of the strategy that can be loaded with a message to be in our gratitude to students, both in the form of a person, instrument or material. According to Martin & Briggs media is all of the sources in needed to communication with students. Media can be hardware, like : computer, television, projector, and software that used at the hardware itself.<sup>13</sup>

Media also there is in Al Qur'an verse Al-Alaq : 3-5

اقْرَأْ وَرَبُّكَ الْأَكْرَمُ (٣) الَّذِي عَلَّمَ بِالْقَلَمِ (٤) عَلَّمَ الْإِنْسَانَ مَا لَمْ يَعْلَمْ (٥)

The meaning : (3) Read! And your lord is the Most Generous

(4) Who has taught ( the writing) by the pen

(5) He has taught man that which the knew not.

(Al-Alaq: 3-5).<sup>14</sup>

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<sup>12</sup> Arief S. Sadiman,dkk. 2008. *Media Pendidikan*. Jakarta: PT Raja Grafindo Persada. P.6

<sup>13</sup> Made Wena. 2011. *Strategi Pembelajaran Inovatif Kontemporer*. Jakarta: Bumi Aksara. P. 9

<sup>14</sup> Muhammad, Taqi-ud Din Al-Hilali.1993. *Interpretation of The Meanings of The Noble Qur'an in the English language*. Delhi: Maktaba Darul Qur'an Chitli. P. 960

Media is one of important aspect in process or teaching and learning. It is better to the teacher to prepare media that appropriate with topic and interest for the students. The media usually will increase student's attention and motivation to the lesson. In usual, video, picture, real, object, and exercise are some media used in teaching and learning process. In this case, the teacher may use drawing tools such as drawing book, color pencil, etc as the media.<sup>15</sup>

In education there are some definitions about media as follows:

1. Media is material things that provide the vehicle for message.
2. Media is included all printed, mechanical, and electronic forms of communication. They may indeed include anything object, person, situation that is carrier of communication. Thus, the teacher must be included as one of the media of instruction.
3. National Education Association (NEA) states media is everything that can be manipulated, seen, listened, read and talked including of instrument used in learning activity.
4. Association for Education and Communication Technology (AECT) states that media everything used for sending information.

There are some ways in which media influence the learners, they are:

- 1) Media assist in forming correct images

People can interpret things only in terms of their own background of experiences, but to form a more complete sensory impression, a visual aid

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<sup>15</sup> Vivi Ramadani. 2013. *Journal of English Language Teaching*. Vol 1 No. 2, Serie C.UNP

like a picture or a model must be used to supplement the explanation more clearly.

2) Media aid retention of information and visual images

It is highly probable that the average person will easily forget the explanation of how construction engine operates, but if the explanation is accompanied by the showing of a real engine, a model, a film strip, picture, the impression is fixed and enables one to recall the operations without hesitation.

3) Media assist in understanding proper relationship of component part

A visual media will establish in the mind of the students the proper relationship of the various parts of the object under consideration. This relationship is understood to appreciate the function of each part as well as the working of the whole unit or mechanism

4) Media assist in forming correct images

People can interpret things only in terms of their own background of experiences, but to form a more complete sensory impression, a visual aid like a picture or a model must be used to supplement the explanation more clearly.

The advantage of visual media in teaching learning process as follows:

- a. Media is bring more variety and interest into language lessons
- b. Media in particular can help provide the situation (context) which light up the meaning of utterances used

- c. Both audio and visual media can stimulate students to speak the language taught as well as to read to write
- d. Media can help in giving information of one kind or another about the background of literature and about life in countries in which the language is spoken.

Hamalik said that used media in teaching learning process can stir up and new interest, raising motivation and learning activity stimulation, and bring psychology influence to the students. Using of media in the orientation learning can help learning process will be effective and delivery a message and content of lesson at that time. Besides awake motivation and intention of students, media can also help students excite understanding, provides the data by pulling and trusted, make it easier for interpretation.<sup>16</sup>

### **b. Kinds of Media**

Media has many kinds and genres. Eventhough media has many kinds, but in the fact just a few of media that use in teaching learning at school. According to Leshin, Pollock & Reiguluth classified Media into five groups, are : (1) people media (teacher, instructure, tutor, roleplay, field trip); (2) press media (book, workbook, and Modul; (3) visual media (book, chart, grafic, picture map, slide); (4) audio visual media (video, film, slide tape program, dan television); (5) computer media ( teaching used computer, interaktif video, hypertext).<sup>17</sup>

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<sup>16</sup> Azhar Arsyad. 2007. *Media Pembelajaran*. Jakarta: PT Grafindo Persada. P .15

<sup>17</sup> Made Wena .*Op.Cit.* P. 9

### 3. Pictures

#### a. Definition of the Pictures

In addition, Schwartz's opinion about picture which rewritten by Yusnita, Sada and Novita is a great incentive for language production and can be used in many ways in the classroom to interest and to motivate a sense of language context and stimulus.<sup>18</sup>

#### b. Types of Pictures

According to Grazyna Szyke, there are two kinds of pictures that are useful as teaching aids: pictures of individual persons and objects and pictures of situations in which persons and objects are "in action".<sup>19</sup>

##### 1. Pictures of Individual

Pictures of individual persons or things may be used, mainly at the elementary level, to introduce or test vocabulary items, for example: a man, a car. They may be used in pairs, for example: the man goes to office by car. How does he go to office?

Portraits, that is picture that show a person inclose details, are useful for intermediate and advance learners. The students can be asked questions about the age and profession of the person, whether he/she is married, he/she interest and traits of character.

##### 2. Situational Pictures

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<sup>18</sup> Enny Yusnita, Clarry Sada and Dewi Novita. 2011. *Improving Student's Recount Writing Text by Using Picture Series*, (Pontianak: Tanjungpura University), P. 5

<sup>19</sup> Grazyna Szyke, *Using Pictures as Teaching Aids*, (English Teaching Forum, October, 1991), P. 45.

Situational Pictures that show or suggest relationship between objects or people can be perfect teaching aids for introducing, practicing or reviewing grammatical structures, from the simplest to the most complex.

Mary Finocchiaro said that pictures are divided into three kinds. First, pictures of person and single object. Second, pictures of people engaged in activities presenting the relationship between individuals and object. Third, a series of six to ten pictures mounted on one chart of count nouns (as pieces of furniture) or mass nouns (as foods) or of sports or work activities.<sup>20</sup>

### **c. The use of Pictures in Teaching – Learning Activities**

One way pictures can be used in drills and exercises is a true a students to make a question. The pictures determines specially what is asked. The answer, the other hand, can be anything that is true. Used this way, pictures are valuable in any exercises, thus adding variety to classroom activities and they can force the students to verbalize what he sees-a helpful skill and they can reduce the quantity of teacher talk, allowing the students more oppurtunities both the reflect and to speak.<sup>21</sup>

Teacher have always used pictures or graphics-whether drawn, taken from book, newspaper and magazines, or photographs-to facilitate learning. Pictures can be in the form of flashcars, large wall pictures, cue cards or illustration.

Some teacher also use projected slides, omages from an overhead projector or projected computer imege. Teacher also draw pictures on the board to help with

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<sup>20</sup> Mary Finocchiaro, *Visual Aids in Teaching English as a Second Language* (Washington:Hunter College, English Teaching Forum Vol XIII (34), 1975), P.265.

<sup>21</sup> Robert. J. Neilsen, op.cit, P.30.

explanation and language work. Pictures all of kind can be used in a multiplicity of ways, as the follow:

1. Drill

Whit lower-level students a traditional use of pictures especially flashcards is in cue respons drill. We hold one of (the cue) before nominating a student and getting a response.

2. Communication (Games)

Picture is extremly useful for a variety of communication activities, espically where they heve a game like fell, such as describes a picture and a paired classmate has to draw a same picture without looking at the original. We can also devide a class into four groups and give each group a different picture that shows a separate stage in a story. Once the members of group have studied there picture, we take it away. New groups are formed with four members each-one from group A, one rom group B, one from group C, and one from group D. By sharing the information they show in their pivtures. They have to work out what story the pictures together are telling.

Teacher sometimes use fictures for creative writing. They might tell students ti invent a story using at least three of the images in front of them (on cue for example). They can tell them to have a conversation about a spicified topic and at various stages during the conversation, they have to pick a card and bring whatever card show into the conversation.

### 3. Understanding

One of the most appropriate uses of picture is for the presenting and checking of meaning. An easy way of explaining the meaning of the word aeroplane, for example, is to have a picture of one, in the same way it is easy to check students' understanding of a piece of writing or listening by asking them to select picture (out of, say, four) which best corresponds to the reading text or the listening passage.

### 4. Ornamentation

Pictures of various are often used to make work more appealing. In many modern coursebook, for example, a reading text will be adorned by a photograph which is not strictly necessary, in the same way as in newspaper and magazine articles. The rationale for this is clearly that pictures enhance the text.

Some teachers and material designers object to this use of pictures because they consider it gratuitous. But it should be remembered that if the pictures are interesting they will appeal to at least some members of the class strongly. They have the power (at least for the more visually oriented) to engage students.

### 5. Prediction

Pictures are useful for getting students to predict what is coming next in a lesson. Thus students might look at a picture and try to guess what it shows (are the people in it mother and sister, husband or wife, and what are they arguing? etc). They then listen to a tape or read a text to see if it matches what they expected on the basis of the picture. This use of

pictures is very powerful and has the advantage of engaging students in the task to follow.

#### 6. Discussion

Picture can stimulate questions. Pictures can also be used for creative language use, whether they are in a book or on cue cards, flashcards, or wall picture. We might ask students to write a description of a picture, we might ask them to invent the conversation taking place between to people in a picture, or in a particular role-play activity. Ask them to answer questions as if they were the characters in famous painting.<sup>22</sup>

#### **d. The Advantages of Using Picture**

Picture is one of visual and printed media and it is widely used for educational purpose. Picture as one of media can be used by teacher in teaching learning process has some advantages. Based on Gerlach and Ely, restated in research by Dwi Nur Indah, the advantages of picture are :

- a. Picture is inexpensive and widely available.
- b. Provide common experiences for an entire group.
- c. Visual details make it possible to study subject that would otherwise be impossible.
- d. Pictures help to focus attention and develop critical judgment.
- e. Pictures are easily to manipulate.<sup>23</sup>

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<sup>22</sup>Jeremy Harmer, *The Practice of English Language Teaching*, (England:Longman, 2001), P.120.

<sup>23</sup>Dwi Nur Indah, *Improving Writing Recount Text by Using Photographs*, (Semarang: IKIP PGRI Semarang, 2010). P. 10

### **e. The Disadvantages of Using Picture**

Sadiman explains the disadvantages on using picture series. Those are picture series that are too complex are not effective for learning activities and the size is very limited for large group. To overcome the disadvantages above, the use of holiday picture in this researcher had to show the main point of the story clearly done, by choosing a particular picture series with the size were 20 cm x 30 cm distribute to teach student for the teaching learning process of writing.<sup>24</sup>

### **B. Conceptual of Framework**

In learning English, there are four skills that should be learned by students namely; reading, writing, speaking and listening. In process of teaching learning, especially in teaching grammar we can use many strategies. In this research, the writer will be apply of Picture Media.

According to Gerlach & Ely (1971) in Azhar Arsyad said that the media when understood in broad outline is human, material, or events that create conditions that make the student acquire knowledge, skills, or attitudes. In this sense, teachers, textbooks and school environments are the media. More specifically, the notion of media in the teaching and learning process tends to be interpreted as graphic, photographic, or electronic tools to capture, process, and rearranging visual or verbal information.<sup>25</sup>

Therefore in this media, the teacher guided students to play, so that they can comfort and feel enjoy in teaching learning process. In the other aims by

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<sup>24</sup> Dwi Nur Indah. *Op. Cit.* P. 12

<sup>25</sup> Azhar Arsyad, *Media Pembelajaran*. (Jakarta: PT. Raja Grafindo Persada, 2011) p. 3

using this media, the students learned about work together and show their brave to give arguments which teach them about social learning. The teachers' media can help students in understanding the lesson easily. The media can influence someone who wants to do something. The teacher should use the appropriate strategy in language teaching, because it can make the students have to join the lesson, so that they can study more seriously and their achievement will be better. On the other hand, if the teacher does not use the appropriate media, especially in teaching Present Continuous Tense, the students will be bored and will not have interest to follow the lesson. As a result, they will not be able to increase their achievement. I will try to use Media Picture in teaching Present Continuous Tense. I hope the students' ability in learning Present Continuous Tense will be increase.

### **C. Related Study**

In this planning research, I found the other related study from as follow:

1. Darny Nur Aviany (2017, TADULAKO) by the tittle" The use of Short Dialogue can Improve the Students' Ability in Mastering the Present Continuous Tense at SMP Negeri 19 Palu". The study aimed to examine the use of short dialogue can improve the students' ability in mastering the present continuous tense at SMP Negeri 19 Palu. This study applies intact group research design. The research sample was class VII C and VII D which consist of 18 students. The sample was taken throughcluster sampling tachtique. The data were collected by using test. The result of the data analysis showed that there is a significant difference between control

group and experimental group. It was proved by testing hypothesis. By applying 0.05 level of significance with 17 (18-1) degree of freedom (df), the t-counted value (12.69) is higher than the t-table value (2.110). It means that the research hypothesis was accepted. In other words, the use of short dialogue is effective to improve students' ability in mastering the present continuous tense.

2. Ulfa Ulfianti, (2011, Syarif Hidayatullah State Islamic University Jakarta) by the title " Developing Student's ability in Using Present Continuous Tense Through Contextual Teaching Learning at VII Grade of SMP Al Mubarak Pondok Aren". She found that in this research used classroom action research as the method of research. The researcher taught present continuous tense by using contextual teaching learning approach at VII Grade of SMP Al Mubarak Pondok Aren. This research consist of two cycles and each cycle conducted three meetings for one and a half months. To collect and analyze the data, the researcher used the students' score in pre-test and post-test and information from interview, observation, questionnaire in order to support the data collected. The result of this research shows that using contextual teaching learning in teaching grammar at VII Grade of SMP Al Mubarak Pondok Aren motivate the students to study english and develop their grammar ability in using present continuous tense. The students' response showed that they are interesting in learning english gramar based on the result of interview questionnaire they taught that the activities are interesting. Moreover, the analysis the data showed that there was a significant difference of students' achievement in the pre-

test and post-test. The students' average score in post-test II was 72.06. The students' percentage who passed the Minimum Mastery Criterion-*Kriteria Ketuntasan Minimal (KKM)* in pre-test was 18.75%, in post-test I was 50%, and in post-test II was 81.25%.

Based on this result, the implication of the research showed the contextual teaching learning can be applied to develop student's grammar ability. The implementation of contextual teaching learning in learning grammar help students to use grammatical patterns effectively, and also the students are motivate and interest in learning English grammar.

3. Irham Fauzan (2015, Universitas Islam Negeri Sumatera Utara), by the tittle "The Implementation of Using Picture as Media to Improve the Students' Ability in Writing Recount Text at VIII Grade MTs Al-Washliyah 16 Perbaungan Academic Year 2014/2015. This research was conducted to find out the improvement of students' ability in writing by using picture as media and to find out wether the students; ability in writing can be increased by implementing picture as media. In constructing this research, the researcher collected the data by using classroom action research, which was carried out through four step. Namely planning, action, observation, and reflection. The subjects of this research were all students in VIII MTs Al-Washliyah 16 Perbaungan Academic Year 2014/2015 consisting of 31 students. This research was conducted in two cycles. Bot cycle I and cycle II consisted of two meetings. The instrument of data collection were interview guiede, observation sheet, tests and diary notes. Best on the observation sheet and interview, it was found that the students were interested in the

implementation of picture as media in learning writing, because they could more active and interesting in writing a text. Based on the students' test score, the students' score keep improving in every test. In pre-test, only 16.13% (5students) got score >65. In cycle I test, 48.39% (15 students) got score >65. It means that the students' score have been reached the target. Therefore, the result of the research indicated that using picture as media was effective in improving the students' ability in writing recount text.

#### **D. HYPOTHESIS**

The hypothesis in this research is that the Implementation of Still Picture Media to Teaching Present Continuous Tense of SMP Islam Terpadu Al-Hidayah Letda Sudjono.

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

#### **A. Research of Design**

The research was conducted by applying Classroom Action Research. Classroom action research consists of three words that can be understand as follow:

1. Research; examine the activities of an object, use the rules of a particular methodology to obtain data or information data or information useful to improve the quality of a thing that interest and important for research.
2. Action; something movement activities that were deliberately made with a specific purpose, which is in this study form a study form as study form a series of cycle of activity.
3. Class; is a group of students who are in the same time receive the same lesson from a teacher.

By combining from three words, Classroom Action Research is reflect to activity which is intentionally appeare, and happen in class. Research Classroom Action not really difficult, because teacher just done directly and observed the result directly.

Classroom Action Research was the research in which combination the research procedures with substantive action, an action which going on inquiry

discipline, or somebody's effort to comprehend what is happen while join the process of improving and increasing.<sup>26</sup>

Classroom Action Research was process where teacher-lecturer and student-university students want to happen better changing, repairing, increasing in learning, therefore the aim of learning in class can be reached optimally. According to Kurt Lewin, there are four steps in Classroom Action Research, namely : Planning, Acting, Observing and Reflecting<sup>27</sup>.

## **B. Subject of the Research**

The subject of this research was the seventh grade students of class VIII-A SMP Islam Terpadu Al-Hidayah Letda Sudjono This subject consisted of 30 students. There are quantitative and qualitative data. The research was conducted in two cycles, every cycle consist of four steps namely : planning, action, observation and reflectio. Cycle I consist of two meetings, meanwhile cycle II consist of two meetings. The study was conducted based on the action research design in order to know the improvement of students' ability in learning present continuous tense through still picture media.

## **C. Location of Study**

This research was conducted at SMP Islam Terpadu Al-Hidayah Letda Sudjono.

The reason in choosing this location were:

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<sup>26</sup>Rochiati Wiriaatmadja. 2014. Metode Penelitian Tindakan Kelas. Bandung: PT Remaja Rosdakarya, p. 11

<sup>27</sup>Suharsimi Arikunto. 2002. Prosedur Pebelitian : Suatu Pendekatan Praktik. Jakarta: PT. Rhineka Cipta. P. 131

1. Based on the observation, the students are still confused to learn present continuous tense.
2. The students have low motivation to learn English, especially in present continuous tense.
3. I want to teach grammar in that school especially in Present Continuous Tense.

#### **D. Data Collection**

##### **1. Test**

Test (before their spelling improved in the Indonesian language written test) is a tool or procedure used to determine or measure something in the atmosphere, in the manner and the rules that have been determined.<sup>28</sup>

Test is a series of questions or exercises or other tools used to measure the skills, knowledge, intelligence, ability or talent possessed by individuals or groups.<sup>29</sup>

Test is instrument to measuring behavior of performance of someone. Measure instrument is a set of question that given to the students' to see their achievement in answering the question. The form of the test containing 10 questions. This question testis test students ability to use Present Continuous.

Tense in sentence correctly appropriate to the formula by the aspects:

1. Identification of the sentence of Present Continuous Tense.
2. Make sentence that consist of Present Continuous Tense.

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<sup>28</sup> Suharsimi Arikunto. 2015. *Dasar-Dasar Evaluasi Pendidikan*. Jakarta: PT Bumi Aksara, p. 67.

<sup>29</sup> Masganti Sitorus. 2011. *Metodologi Penelitian Pendidikan Islam*. Medan: Penerbit IAIN Press, p. 64.

## **2. Observation**

Observation was done to record the process during teaching-learning process. It is about the behavior, attitude and all activities while giving action and doing their work group by using documentation, they were: photos, and diary notes. Observation as a technique of collecting data by observing every events and make a note about all of something that we want to observe.

## **3. Interview**

Interview was conducted to get information about students' ability to use Present Continuous Tense in sentence correctly before giving treatment. Therefore, interview will be conducted in analyzing situation. The English teacher and some of students.

## **4. Diary Note**

A diary is a record (originally in handwritten format) with discrete entries arranged by date reporting on what will happen over the course of a day or other period. A personal diary may include a person's experiences, and/or thoughts or feelings, including comments on current events outside the writer's direct experience.

## **E. Precedure of Research**

Before the researcher does the research, I was observed first the location and introduce myself to the principal of SMP Islam Terpadu Al-Hidayah Letda Sudjono and the teachers. And then interview the principal about the school and the statistic of the students.

Procedure of research for this study was conducted by four meetings and two cycles. Each cycle are consist of two meetings. The first meeting before starting the cycles was used to conduct the pre-test to know the basic knowledge of the students in present continuous tense, so the first cycle was start from the second meeting. Each meeting has four steps; planning, action, observation and reflection.

## **1. Cycle I**

In the first cycle the students' ability in present continuous tense was measured and their problem in present continuous tense was analyzed. The students' attitudes toward the learning process of present continuous tense has been seen. The steps in concluding the research are:

### **a. Planning**

Planning was done to arrange everything that was needed in action that was presented in front of the class. In this occasion, there are some activities will be done by the researcher, are :

- a. Doing first observation to identify the problems that need to be solved. In this step, the researcher have conducted the observation on learning process to Grade VIII students and the English teacher.
- b. Making interview guides to the teacher and the students about their impression during learning process.
- c. Preparing the pre-test as instrument to collect the data about the students' problem of present continuous tense.

- d. Compiling teaching planning program that was implemented in learning activity.
- e. Deciding the material that was suitable with the study.

**b. Action**

Action is the process of doing thing. It is implementation of planning. The implementation of the action taking place in the classroom is the realization of all educational theories and teaching techniques that have been prepared beforehand.<sup>30</sup> In this phase, the researcher was give the pre-test to students. The teaching process was established base still picture media to teach present continuous tense to students. And last, the post-test about the lesson that they will learn is give. In this phase, some activities was done in order to implement the plan that was arranged previously, they are:

- a. Conducting the first competence test as a pre-test
- b. Explaining about picture of media
- c. Explaining the definition, formulation and example of present continuous tense
- d. Applying still picture media during teaching learning process of present continuous tense, and
- e. Giving a chance to students to ask about still picture of media to learn present continuous tense.

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<sup>30</sup> Iskandar, *Penelitian Tindakan Kelas* (Jakarta: Gaung Persada, 2009), p. 115.

### **c. Observation**

Observation was done to record the process during teaching-learning process, such as students' behavior, response, attitude and all activities while giving action and doing their work group by using documentation, they were: photos, and diary notes. There are many things that will be observed as follows:

- a. Many students still confuse about the procedure of still Picture Media.
- b. Many students are not active in doing the task, even some of them made noisy when teaching learning-process.
- c. Many students just little answer question, when the teacher call pairs of students.
- d. The teacher explain that the leader of the group must responsible to the group discussion.
- e. The teacher admonish the students who couldn't control the voice to be quite.
- f. The teacher didn't move around the class during doing the task in order to see the students' difficulty in discussing.
- g. The teacher didn't give conclude the material.
- h. The students' didn't give question after listen to procedure of Still Picture Media.

### **d. Reflection**

Reflection is the movement or beyond (the outside) ability, consciousness as something that comes from the outside; muscle movement because something from the outside.<sup>31</sup> In Indonesian reflection is the act of pondering or thinking

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<sup>31</sup> Wahya, Suzana and Ernawati Waridah. 2014. Kamus Bahasa Indonesia untuk Pelajar, Mahasiswa, & Umum. Bandung: Penerbit Ruang Kata imprint Kawan Pustaka, p. 515

about something. In English explaining the word reflect is the thinking (thought) or consider.<sup>32</sup>

Reflection is the feedback process from the action that is done before. In this phase, the feedback of the teaching-learning process was taken from the result of the observation. In addition, in this step the researcher discusses with collaborator about what should be revised or developed in the next cycle. It was very helpful for me to consider which activities should be revised and should be maintained in the next cycle, so it is hoped the result in the next cycle will be better than the previous one.

## **2. Cycle II**

Based on the result of the cycle I, the cycle II is better than the first cycle. Similar to the previous cycle, this cycle was also conducted in four steps; planning, action, observation, and reflection.

The researcher made the planning to increase the students' ability in Present Continuous Tense. In this step, the researcher planned details about the activities that will be done. After the researcher prepared the planning, so the researcher applied in the action and developed into the procedure of Still Picture Media to teach students in Present Continuous Tense. In observation the collaborator helped the researcher in conducting the action research, the collaborator observed the students' activity during the teaching learning process. The indicators are:

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<sup>32</sup> Rochiati Wiriaatmadja, op.cit, p. 27

1. The students' ability to make Present Continuous Tense sentences has been better than before.
2. The students' enjoy learning Present Continuous in the class.
3. The students' participation or responses in teaching learning process was improved actively.

#### **F. Technique of Analyzing Data**

After getting the data from the location of the study, the writer was analyzed it by quantitative data that using "t-test" formula.<sup>33</sup> I was used this formula because I want to know if there is a significant different between students' score before and after by using Still Picture Media on the students' ability to use Present Continuous Tense in sentence.

The formula is:

$$t = \frac{X_1 - X_2}{s \sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}$$

where :

$X_1$  = The mean of data the students' ability in learning present continuous tense at the first cycle.

$X_2$  = The mean data of students' ability in learning present continuous tense at the second cycle.

$n_1$  = The sample group of students at first cycle.

$n_2$  = The sample group of students at second cycle.

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<sup>33</sup> Anas Sudijono. 2009. Pengantar Statistik Pendidikan. Jakarta: Rajawali Pers, p. 277.

Next to categories the number of students who will be passed the test successfully, the writer will be applied the following formula :

$$P = \frac{R}{T} \times 100\%$$

T

Where :

P = The percentage of students who get point 60.

R = The percentage of students who get point 60 above.

T = The percentage of students who took the test.

## **CHAPTER IV**

### **DATA AND DATA ANALYSIS**

#### **A. The Data**

This research involved quantitative and qualitative data. The quantitative data was obtained from the mean of students in learning test. The qualitative data was obtained from diary note, observation sheet, and interview teacher. The data was taken from a class which consist of 30 students. The class name VIII-A of SMP IT Al-Hidayah Letda Sudjono Medan. It was accomplished in two cycles. Every cycle consisted of four of action research (planning, action, observation, and reflection). Each cycle are consist of two meetings. So, there were four meetings for this research.

#### **A.1. The Quantitative Data**

The quantitative data was taken from the test result of learning evaluation which is carried out into two cycles. It was given to the students in every cycle.

In the preliminary study, the researcher ask the students to answer of the question test in order to see the students' ability in learning present continuous tense before using still picture media was applied. The result showed that the ability of students in learning present continuous tense was still low, they was still confuse in making sentences and most of them could not make the sentences. The Minimum Passing Grade (KKM) in that school was 60. The number of students who followed the test was 30 students. The result of pre-test, the total score of the students was 1325 and the mean of students' score 44,16. The quantitative data above indicated that the students learning was low. It could be seen from the mean

score of the students was 44,16, only 3 students who succeeded or got score up to 60 . on the other hand, 27 students unseccessed or didn't get score up to 60. This data can be seen in the appendix XIII.

Tu support the quantitative it can be seen from the qualitative data that was taken by using observation and interview. The observation was done before the researcher applied the think talk write method in learning process. The result of observation could be seen from the following data: when the researcher observed some of students, the researcher saw that the students difficult in making sentence well, and the students could not make sentence that given from the teacher. This data showed that the students' ability in learning present continuous tense was not good yet. Because the students could not making sentences well. And the interview was done before the first cycle. The interview also informed that students in learning present continuous tense still low. The researcher interviewed some students. It can be preven from the following data: "saya tidak suka, karena susah mempelajari rumusnya ." (Int-Pre1-S1-KSM). This says that the student does not know how to making sentyences well. Consequently, He does not like English, because he think that formula of tenses is difficult.

From the result of the interview the student I above, he could not making sentences well. It is supported from the student 2 "Tidak suka, karena saya kurang bisa menulis kalimat berbahasa Inggris."(Int-Pre-S2-KSM). For the second students informant above, she said that she seldom making sentence English. Consequently, He does not like in learning English especially present continuous tense. From the result of the interview the student 2 above, she said that she seldom making sentence English, it made her did not like in learning English

especially present continuous tense. It is supported from the student 3 “Kadang, karena tidak suka sama pelajarannya.” (Int-Prel-S3-KSM). This says he does not like in learning tenses, Consequently, He does not like to learn present continuous tense, it happened because he couldn't catch the explanation from the teacher or he doesn't like the matery and he does not understand the teacher's explanation, it made the student not like tenses.

From the result of the interview above, the researcher saw that the students difficult in learning present continuous tense, and the students could not making sentences well given from the teacher. Because when the researcher interviewed some students, they could not making sentences well especially in present continuous tense. Consequently, them difficult to making sentences well. To support this data, the researcher has done interview to English teacher. It could be seen from the following data: “Sebenarnya banyak dari siswa yang suka belajar bahas Inggris, tetapi mereka kadang bingung dan jadi bosan ketika mereka tidak tau rumus dari tenses, dan strategy atau metode yang dipakai dalam proses belajar mengajar kurang menarik.” This says that the student like to learning English but sometimes they are confused and could be bored when they do not know the formula of tenses and the strategy or method that used in teaching learning process in not interesting.

From the qualitative data above, it can be proven that the reason why do the students not unmotivated in learning English especially in present continuous tense, it is happened because they could not understand and factors caused by the students' writing low. Based on the result of analysis above, it can be concluded that the students' learning in present continuous tense is still low. Therefore, the

researcher would like to improve the students' learning in present continuous tense through still picture media. So, the researcher continued to the first cycle.

## **A.2 The Qualitative Data**

The qualitative data were taken from diary notes, interview sheet, and observation sheet.

### **a. Diary Notes**

The diary notes were useful for knowing all the students' activities, from the diary note; the researcher found that the students were active and enthusiastic to study. Some of students in the first meeting lazy to study, but after the researcher applied Still Picture Media they were active and interested in learning Present Future Tense. They showed good improvement. It can be seen from their answered the question about the material. The diary note sheet can be seen in appendix IX.

### **b. Interview Sheet**

The interview was done before conducting the first cycle and after finished the second cycle. The interview was done between the researcher with the teacher and the researcher with the students. The interview between the researcher with the teacher before conducting the first cycle was found that the researchers' problem in teaching learning process. While the interview between the researcher with the students before conducting the first cycle was found out that the students' difficulties in mastering grammar especially in comprehending Present Future Tense,

and what the factor that make the students difficult to understand about material. Then the interview was done after finished the second cycle was found out that the students' response about Still Picture Media in teaching learning process. The students said that they felt happy and enjoy to study Present Future Tense by applying that media. While the teacher said she would apply the media in teaching learning process. The interview sheet can be seen in appendix X.

#### c. Observation Sheet

Based on observation, to be teacher, the researcher noted that the students' attitude during the teaching learning process. The researcher found that the students were pay attention to the researcher when the researcher explained the material by using Still Picture Media. The students were active and anthusiastic. In the first cycle some of the students still confused to understand about the material, because in Still Picture Media students must be active and communicate and also must serious to study and listen what the researcher said. The observation sheet can be seen in appendix XI.

#### d. Documentation

From some documentation, it was found that students were active and enthusiastic during teaching learning process after using Still Picture Media. The documentation can be seen in appendix XII.

## B. Data Analysis

### B.1 The Quantitative Data

The researcher gave sentence question in the first meeting before explained the material and the end of each cycle. Each test consisted of 20 question item. It was found that the mean of student's score kept growing from pre-test until post-test of cycle two. In the pre-test, total score of the students was 1325 and the number of students who took the test was 30 students, so the mean of students' score was:

$$X = \frac{\Sigma x}{N} = 1325 = \frac{1325}{30} = 44,16$$

In the post-test of the first cycle, the students' score was 1650 and the number of students who took the test was 30 students, so the mean students score was:

$$X = \frac{\Sigma x}{N} = 1650 = \frac{1650}{30} = 55$$

In the post-test of the cycle two, the students' score was 1935 and the number of students who took the test was 30 students, so the mean students score was:

$$X = \frac{\Sigma x}{N} = 1935 = \frac{1935}{30} = 64,5$$

The number of the students who pass the exam was calculated by the following formula:

$$P = \frac{R}{T} \times 100\%$$

$$P1 = \frac{3}{30} \times 100\% = 10 \%$$

$$P2 = \frac{13}{30} \times 100\% = 43,33 \%$$

$$P3 = \frac{25}{30} \times 100\% = 83,33 \%$$

Where:

P = the percentage of students who get point up to 60

R = the number of students who get point up 60

T = the total number of students who took the test

P1 = the percentage of students who point up to 60 in pre-test

P2 = the percentage of students who point up to 60 in post test I

P3 = the percentage of students who point up to 60 in post test II

**Table 4.1 the percentage of the students who got point up to 60**

<b>Test</b>	<b>Students got point up to 60</b>	<b>Percentage</b>
Pre test	3 students	10 %
Post test I	13 students	43,33 %
Post test II	25 students	83,33 %

From the table above, it can be seen the improvement of the students' score. In the pre test, there was 10 % (3 Students) who got point up to 60. In post test I, there was 43, 33 % (13 Students). In the post test II, there was 83, 33 % (25 Students). The improvement from pre-test until the post test II was 73, 33 %.

## **B.2 The Qualitative Data**

The researcher was conducted in two cycles and each cycle consisted of two meetings.

### **1. First Cycle**

The researcher began this phase by interviewing the English teacher of class VIII-A. It was found that the teacher used the regular media in teaching without using the interesting media. And the researcher also interviewed some students, they said not interested with English and the teacher always used regular media, so it made them bored and difficult to understand.

#### **a. Planning**

Planning is essential element in the development of any activities. In a situation teaching learning process, planning is needed. There was some planning in learning process:

1. Making lesson plan that is reflect the material of the lesson.
2. Preparing the teaching facilities.

3. Preparing the test to measure the result of the study.
4. Provide the test for the students.

**b. Action**

Action was the process of doing. It was the implementation of planning. So, in this phase, everything that would be planned was done.

There were many activities in action, they are:

1. Researcher explained and gave some example of Present Continuous Tense
2. Researcher set the class rules during teaching-learning process
3. Researcher announced the discussion topic (Present Continuous Tense) and poses some question to be done each group
4. Researcher gave opportunity to the students who want to ask about the lesson
5. The students were asked to answer 10 questions.

**c. Observation**

In this observation, the researcher recorded every action, comment, and certain behavior of students. It means, in this phase the students' behavior and their responses during teaching learning process was recorded by using documentations, namely photos and diary notes. There were many things which had been observed is follows:

1. researcher observed the students' activities and participation during the teaching learning process.
2. researcher took notes on students' participation in the activity and on language using during the learning activity.
3. Many students were still confused in make sentence of Present Continuous Tense.
4. Many students were not active in doing the task and some students were serious in the class but there were some students still a little noise.

#### **d. Reflection**

The researcher evaluated the teaching learning process in the end of meeting of first cycle. Researcher as the teacher asked the students about their difficulties and problem in understanding the lesson. The evaluation of two meeting became the reflection to the researcher in making cycle two. Cycle two was held to achieve the important score of the students. The evaluation could be from students' result test and observation of the students' attitude and also from diary notes. From the data, the researcher decided to continue cycle two in order to get the better result.

## **2. Second Cycle**

The first cycle was started at the first meeting until second meeting. In the second cycle, the researcher was expected that the result from the students was better than the first cycle. The second cycle was

done by the researcher in order to get better improvement of the students. In doing the second cycle, the researcher felt better to begin because the researcher has already got the reflection from the first cycle to be used as the information on the students' problem. Similar to the first cycle conducted to the second cycle with the same steps as follows:

**a. Planning**

In this cycle, Still Picture Media applied the teaching learning process. The topic was as same before. However, in this cycle, the teaching learning process was more emphasized students to know Present Continuous Tense sentences thorough answer some question from teacher by using Still Picture Media. The researcher created more supportive condition in order to foster the students gave more their responses and their participation actively in the class. The researcher planned to control students more active. Researcher gave motivation to the students, that's very important for them to able to cooperative well, share opinion each other and help each other. The researcher gave chance to the students to ask about Still Picture Media if they didn't understand.

**b. Action**

After this cycle was conducted, the researcher tried to the best teaching the students and motivated them to increasing their ability in learning Present Continuous Tense. The researcher made a sentence there were Present Continuous Tense. The researcher also gave another example to make the students more understand about the material. And the researcher gave tests, asked them to do by their self. The researcher as the

teacher reviewed the students' achievement in the first cycle and gave motivation in order to do better action in the second cycle.

**c. Observation**

In this cycle all of the students more active and enthusiastic; they gave good response to the researcher. They did the test by their self. All the students felt happy, it can be from their eyes and their respond when the researcher asked the students to gave opinion, there were many students that up their hand to gave their opinion.

**d. Reflection**

In this phase, the feedback of teaching and learning process was taken from the result of the observation. As the observation and result test, the researcher could be concluded as follow:

“The researcher as the teacher could be improved on the students' ability in Present Continuous Tense by using Still Picture Media. It was based on the observation sheet that showed the improvement in every meeting. Every students read enthusiastic, many students were active in doing task, every student had braveness in asking what they don't understand yet and gave their opinion”.

Students' score had improved too. It was based on the percentage of the students score. At the pre test there was 10 %, at the post I 43,33 %, and there was 83,33% at post test II. The total improvement from pre-test until the post test II was 73,33 %.

### **C. Research finding**

The qualitative data were taken from observation sheet, interview, diary note, document and photograph. From the observation sheet, it was found the classes effectively run the students seemed more comfortable work, in their self and the students were active and enthusiastic in learning Present Continuous Tense by using Still Picture Media. The Media created a good environment in teaching learning. The interviewed sheet showed that the students felt difficultiesto understand Present Continuous Tense in the first meeting. But in the last meeting indicated that the students were the familiar with the media and they said that they are easy to understand Present Continuous Tense and they felt happy for teaching learning process. The teacher also agreed that media was suitable to use in the class, because the media made the students serious study and do the test based on their understanding and their own words.

Based on the quantitative data, it can be concluded that there was an improvement on the students' ability in Learning Present Continuous Tense through Still Picture Media. It was supposed by the fact the mean of the score in every meeting increased. The mean of the pre test was 44, 16. The mean of post test I (cycle I) was 55 and in the post test II (cycle II) was 64,5.

The percentage of students who got point up to 60 grew up also. In pre test, students who got point up to 60 were only 3 of 30 students (10 %), in the post test I, there were 13 Students of 30 students (43, 33 % ), and in the post test II, there were 25 Students of 30 students (83, 33 %).

Based on the result of the quantitative and qualitative data it indicated that action and application of Still Picture Media can improve the students' ability in learning Present Continuous Tense.

#### **D. Discussion**

The process of implementing Still Picture Media consisted of two cycles. Each cycle consisted of two meeting. Each cycle had four stages: planning. Action, observing and reflection. In the first cycle, the students still had low ability and got difficulties in implementing Still Picture Media well and learnt actively. Furthermore, in the cycle two, by implementing Still Picture Media there were improvement on the students' ability in learning present continuous tense and the classroom condition was more interesting, active, enjoyable and fun for the students.

Using Still Picture Media can influence the result of learning. When a teacher is teaching in front of class, the teacher should choose the suitable media and creative media that can make their students understand the lesson and enjoy their study. Still Picture Media is suitable media in present continuous tense. The media is simple and easy to be applied. It can be used and understood quickly by the students. By the media, the students were more active and confidence to learn the present continuous tense. The students enjoy the study because they can do learning with learning aloud.

From the statistic data, the students' ability at comprehending learning Present Continuous Tense before implementing Still Picture

Media was low. Teaching without using Still Picture Media, the highest score was 60 and the mean was 44, 16. And the students' ability in learning present continuous tense by using Still Picture Media in the post test II showed that the highest score is 90 and the mean was 64,5. It means that students' score increased.

The fact said that the students more interested in learning Present Continuous Tense by using Still Picture Media. They were fun and still serious in learning Present Continuous Tense. Based on the research in eight grade of SMP IT Al-Hidayah Letda Sudjono, the researcher found that Still Picture Media is suitable in teaching Present Continuous Tense. By this media made the students enjoy, fun and easy to make sentence as material in the class. The students also more braveness and had self confident. Based on the result, there was an improvement on students' ability in learning Present Continuous Tense by using Still Picture Media.

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

The Still Picture Media was applied in learning Present Continuous Tense for Eight Grade Students of SMP Islam Terpadu Al-Hidayah Letda Sujono. I gave test in the cycle I and II to know how far their ability, it could be concluded that:

1. The student's ability at mastering Present Continuous Tense before Still Picture Media applied, the students felt difficulties to learnt actively and understand Present Continuous Tense, and students still had low ability in making sentence well. Before Still Picture Media applied, I gave tests to the students, asked them to do by their self. The result of the analysis showed that mean of the pre-test (44,16). In this pre-test, students who got point up 60 were only 3 of 30 students (10%).
2. The student's response in teaching-learning process when the Still Picture Media applied, the students more active in teaching learning process, and the students felt interesting, enjoy, and had ability to make sentences present continuous tense. when Still Picture Media applied, I gave tests to the students, asked them to do by their self. The result of the analysis showed that mean of the post-test I, there were (55). In this post-test I, students who got point up 60 there were 13 of 30 students (43,33%).

3. The student's ability at mastering Present Continuous Tense after Still Picture Media applied, the students felt enjoy to learnt actively and understand Present Continuous Tense, and students easy in making sentence well. This media make the students serious to study and do the test based on their understanding. After Still Picture Media applied, I gave tests to the students, asked them to do by their self. The result of the analysis showed that mean of the post-test II (64,5). In this pre-test, students who got point up 60 there were 25 of 30 students (83,33%). So, the implementation of Still Picture Media was increased the students' ability in making sentence in present continuous tense.

## **B. Suggestion**

The result of this study showed that the application of Still Picture Media could improve students' ability in learning Present Continuous Tense. In relation to the conclusion above, some points are suggested, as follows:

1. The English teacher are suggested to use Still Picture Media as teaching media to stimulate the students' learning in learning spirit in teaching learning process.
2. To the students, it's better to often discuss in a group and make the students more active in study.
3. For the readers who are interested for further study related to this research show explore the knowledge to enlarge the understanding about how to teaching students in learning Present Continuous Tense .

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## **APPENDIX I**

### **LESSON PLAN**

#### **(FIRST CYCLE)**

**Subject** : English  
**School** : SMP Islam Terpadu Al-Hidayah  
**Class** : VII  
**Topic** : Present Continuous Tense  
**Time** : 2 x 40 Minutes (2 meetings)

#### **A. Standard Competence**

1. Expressing the sentences in present continuous tense form is very simple to interact with the nearest environment.
2. Expressing the characteristics of present continuous tense in the form of positive, negative and interrogative sentences.

#### **B. Basic Competence**

1. Expressing the sentences in present continuous tense form by using simple oral language accurately, fluently and acceptable.
2. Expressing the characteristics of present continuous tense in the form of positive, negative and interrogative sentences by using simple oral language accurately, fluently and acceptable.

### **C. Indicators**

1. Understanding the formula of present continuous tense in the form of positive, negative and interrogative sentences.
2. Understanding the dialogue by using positive, negative and interrogative sentences and practices it.

### **D. Objectives**

1. Students are able to make sentences of present continuous tense in the form of positive, negative and interrogative.
2. Students are able to make dialogue by using positive, negative and interrogative sentences and practice it.

### **E. Material**

1. The formula of present continuous tense
2. Make sentences in present continuous tense

### **F. Learning Strategy**

1. Learning strategy : Still Picture Media
2. Learning method : Lecturing, discussing, questioning and answering question.

### **G. Source/Media**

Source : English Textbook and Dictionaries.

Media : Picture

## H. Teaching Learning Procedure

1. Opening Activities (15 minutes)
  - a. The teacher opens the class by greeting the students.
  - b. The teacher introduce her self
  - c. Pray together before start lesson.
  - d. Students identify the material about present continuous tense.
  
2. Main Activities (60 minutes)
  - a. For the first, the teacher explain about present continuous tense.
  - b. Students give the respon of the material about present continuous tense.
  - c. The teacher shows some of still pictures .
  - d. The teacher asks for the students to make sentences about present continuous tense of that still picture.
  - e. The teacher and students checks the students' answer
  - f. The teacher gives time and chance for the student to discuss again of the lesson and make conclusion of the present continuous tense.
  
3. Closing activities (15 minutes)
  - a. Summarizing the lesson
  - b. The teacher advices the students to remember the lesson.
  - c. The teacher closes the learning by greeting the students.

## I. Evaluation

- a. Assessment Technique : individual task
- b. Assessment instrument : Multiple choice
- c. Sample of instrument : (the instrument can be looked at the appendix)

Assessment guidance :

For each correct answer have score ten (5), wrong answer have score zero (0)

Maximum score :  $5 \times 20 = 100$

Evaluation rule:

$$S = \frac{R}{N} \times 100$$

Where:

S = score of the text

R = number of correct answer

N = number of question

## **APPENDIX II**

### **LESSON PLAN (SECOND CYCLE)**

**Subject** : English  
**School** : SMP Islam Terpadu Al-Hidayah  
**Class** : VII  
**Topic** : Present Continuous Tense  
**Time** : 2 x 45 Minutes (2 meetings)

#### **A. Standard Competence**

1. Expressing the sentences in present continuous tense form is very simple to interact with the nearest environment.
2. Expressing the characteristics of present continuous tense in the form of positive, negative and interrogative sentences.

#### **B. Basic Competence**

1. Expressing the sentences in present continuous tense form by using simple oral language accurately, fluently and acceptable.
2. Expressing the characteristics of present continuous tense in the form of positive, negative and interrogative sentences by using simple oral language accurately, fluently and acceptable.

### **C. Indicators**

1. Understanding the formula of present continuous tense in the form of positive, negative and interrogative sentences.
2. Understanding the dialogue by using positive, negative and interrogative sentences and practices it.

### **D. Objectives**

1. Students are able to make sentences of present continuous tense in the form of positive, negative and interrogative.
2. Students are able to make dialogue by using positive, negative and interrogative sentences and practice it.

### **E. Material**

1. The formula of present continuous tense
2. Make sentences in present continuous tense

### **F. Learning Strategy**

1. Learning strategy : Still Picture Media
2. Learning method : Lecturing, discussing, questioning and answering question.

### **G. Source/Media**

Source : English Textbook and Dictionaries.

Media : Picture

## H. Teaching Learning Procedure

1. Opening Activities (15 minutes)
  - a. The teacher opens the class by greeting the students.
  - b. Pray together before start lesson.
  - c. The teacher checks the attended list.
  - d. Teacher gives a leading question to the students “What did you do last night?”
  - e. The teacher introduces the topic and explain the purpose its topic.
2. Main Activities (60 minutes)
  - a. For the first, the teacher explain about present continuous tense.
  - b. Students give the respon of the material about present continuous tense.
  - c. The teacher shows some of still pictures .
  - d. The teacher asks for the students to make sentences which is more difficult of cycle I about present continuous tense of that still picture.
  - e. The teacher and students checks the students’ answer
  - f. The teacher gives time and chance for the student to discuss again of the lesson and make conclusion of the present continuous tense.
3. Closing activities (15 minutes)
  - d. Summarizing the lesson
  - e. The teacher advices the students to remember the lesson.
  - f. The teacher closes the learning by greeting the students.

## I. Evaluation

- a. Assessment Technique : individual task
- b. Assessment instrument : Multiple choice
- c. Sample of instrument : (the instrument can be looked at the appendix)

Assessment guidance :

For each correct answer have score ten (5), wrong answer have score zero

Maximum score :  $5 \times 20 = 100$

Evaluation rule:

$$S = \frac{R}{N} \times 100$$

Where:

S = score of the text

R = number of correct answer

N = number of question

### APPENDIX III

NAME :

GRADE :

#### PreTest

1. We ..... enjoying our holiday here so much
  - a. don't
  - b. is
  - c. are
  - d. doesn't
  
2. I am ..... a sandwich now
  - a. eats
  - b. eating
  - c. not eat
  - d. Eat
  
3. Why ..... umbrella? It is not raining now
  - a. you use
  - b. you using
  - c. were you using
  - d. are you using
  
4. Nayla's friends ..... visiting her mother in the hospital
  - a. is
  - b. are
  - c. do
  - d. does
  
5. .... you waiting for a bus? We can go together if you want
  - a. is
  - b. were
  - c. are
  - d. was

6. Afkar, Keysa, and Danis ..... English at Briton now
- a. is studying
  - b. studying
  - c. was studying
  - d. are studying
7. Davied ..... a rainbow cake now
- a. is eating
  - b. eat
  - c. ate
  - d. eating
8. He is so busy right now. He ..... his homework
- a. does not do
  - b. is done
  - c. is doing
  - d. does
9. Don't forget to take your umbrella honey. It .....
- a. rains
  - b. were raining
  - c. is raining
  - d. are raining
10. Don't disturb her. She ..... sleeping
- a. has
  - b. are
  - c. was
  - d. is
11. Please call me later. I ..... breakfast
- a. am having
  - b. was having
  - c. am
  - d. was

12. Be quiet! my grandmother.....
- a. are sleeping      c. am sleeping
  - b. is sleeping      d. were sleeping
13. We ..... about the Present Continuous Tense now
- a. are learning      c. am learning
  - b. are learn      d. is learn
14. Rina is ..... vegetables and Rika is ..... television
- a. cutting – seing      c. cutting – watching
  - b. cuting – waching      d. seing – cutting
15. Silvi ..... a suitable match for her daughter
- a. is looked for      c. are looking for
  - b. is looking for      d. is look for
16. Do not be nervous, things are ..... well!
- a. go      c. good
  - b. gone      d. going
17. Is the girl ..... next to him his fiancee?
- a. sitting      c. sat
  - b. sit      d. sit down

18. I am ..... a movie at the moment. I will call you once it is over

- a. watch
- b. watching
- c. watched
- d. were watching

19. The children is ..... in small groups

- a. play
- b. played
- c. playing
- d. were play

20. We are not ..... a trip to Bali during rainy season

- a. plan
- b. planning
- c. planed
- d. to plan

## APPENDIX IV

NAME :

GRADE :

### Post Test One

1. We ..... enjoying our holiday here so much  
c. don't                      c. are  
d. is                              d. doesn't
  
2. I am ..... a sandwich now  
c. eats                          c. not eat  
d. eating                        d. Eat
  
3. Why ..... umbrella? It is not raining now  
c. you use                      c. were you using  
d. you using                    d. are you using
  
4. Nayla's friends ..... visiting her mother in the hospital  
c. is                              c. do  
d. are                              d. does
  
5. .... you waiting for a bus? We can go together if you want  
c. is                              c. are  
d. were                          d. was

6. Afkar, Keysa, and Danis ..... English at Briton now

c. is studying            c. was studying

d. studying                d. are studying

7. Davied ..... a rainbow cake now

c. is eating                c. ate

d. eat                        d. eating

8. He is so busy right now. He ..... his homework

c. does not do            c. is doing

d. is done                 d. does

9. Don't forget to take your umbrella honey. It .....

c. rains                    c. is raining

d. were raining            d. are raining

10. Don't disturb her. She ..... sleeping

c. has                      c. was

d. are                      d. is

11. Please call me later. I ..... breakfast

c. am having              c. am

d. was having             d. was

12. Be quiet! my grandmother.....

- c. are sleeping      c. am sleeping
- d. is sleeping      d. were sleeping

13. We ..... about the Present Continuous Tense now

- c. are learning      c. am learning
- d. are learn      d. is learn

14. Rina is ..... vegetables and Rika is ..... television

- c. cutting – seing      c. cutting – watching
- d. cuting – waching      d. seing – cutting

15. Silvi ..... a suitable match for her daughter

- c. is looked for      c. are looking for
- d. is looking for      d. is look for

16. Do not be nervous, things are ..... well!

- c. go      c. good
- d. gone      d. going

17. Is the girl ..... next to him his fiancee?

- c. sitting      c. sat
- d. sit      d. sit down

18. I am ..... a movie at the moment. I will call you once it is over

- c. watch                      c. watched
- d. watching                  d. were watching

19. The children is ..... in small groups

- c. play                          c. playing
- d. played                      d. were play

20. We are not ..... a trip to Bali during rainy season

- c. plan                          c. planed
- d. planning                    d. to plan Thesis

## APPENDIX V

NAME :

GRADE :

### Post Test Two

1. We are ..... have fun at the party  
e. going to                      c. gonna to  
f. got to                          d. go to
  
2. I am not ..... about your performance  
e. talk                      c. to talk  
f. talking                  d. talked
  
3. I am not ..... the rock music  
e. listen                      c. listener  
f. listening                  d. to listen
  
4. I am not going to ..... you again  
e. meet                      c. meeting  
f. met                          d. meet up
  
5. We are ..... to get good results this year  
e. Expecting                  c. Expected

f. Expect                      d. were Expect

6. Look at what is ..... there!

e. Happening                  c. happened

f. happen                      d. are happening

7. Fandi is ..... the wall

e. disappointed                  c. painting

f. paint                          d. painted

8. Look at the man, he is ..... at you

e. stare                          c. stared

f. staring                        d. started

9. He is ..... the stars on the sky

e. counted                        c. counting

f. to count                        d. count

10. Where are you ..... from?

e. come                          c. came

f. come in                        d. coming

11. I am ..... home

e. going                          c. gonna

f. go                      d. go

12. Grandfather is ..... the newspaper and Grandmother is .....

e. read - pray              c. reading – praying

f. readed - prayed      d. were reading

13. Look! the students..... football in the field now

e. plays                      c. play

f. is playing              d. are playing

14. Roni ..... his kite now. He is at school

e. Isn't flying              c. don't fly

f. aren't flying              d. doesn't fly

15. The children are ..... by the river

e. Fished                      c. fish

f. Fishes                      d. fishing

16. Gita and Nita ..... discussing the material now

e. is                              c. were

f. are                              d. was

17. Listen! She's ..... a beautiful song

e. Singing                      c. to sing

f. Sing                      d. sings

18. .... listening to me now?

e. Is you                      c. are you

f. Was you                      d. does you

19. We are ..... again in a few weeks

e. written                      c. write

f. wrote                      d. writing

20. They are ..... English now

e. studied                      c. to studying

f. studying                      d. to study

## APPENDIX VI

### ANSWER KEY

#### PRE-TEST

1. c. are
2. b. eating
3. d. are you using
4. b. are
5. c. are
6. d. are studying
7. a. is eating
8. c. is doing
9. c. is raining
10. d. is
11. a. am having
12. a. are sleeping
13. a. are learning
14. c. cutting – watching
15. b. is looking for
16. d. going
17. a. sitting
18. b. Watching
19. c. playing
20. b. planning

## APPENDIX VII

### ANSWER KEY

#### POST TEST 1

1. c. are
2. b. eating
3. d. are you using
4. b. are
5. c. are
6. d. are studying
7. a. is eating
8. c. is doing
9. c. is raining
10. d. is
11. a. am having
12. a. are sleeping
13. a. are learning
14. c. cutting – watching
15. b. is looking for
16. d. going
17. a. sitting
18. b. Watching
19. c. playing
20. b. planning

## APPENDIX VIII

### ANSWER KEY

#### POST TEST 2

---

1. a. going to
2. b. talking
3. b. listening
4. c. meeting
5. a. Expecting
6. a. Happening
7. c. painting
8. b. Staring
9. c. counting
10. d. coming
11. a. Going
12. c. reading – praying
13. d. are playing
14. a. Isn't flying
15. d. fishing
16. b. are
17. a. Singing
18. c. are you
19. d. writing
20. b. studying

## **APPENDIX IX**

### **Diary Notes**

#### **First Cycle**

##### **First Meeting (Tuesday, August 14<sup>th</sup> 2018)**

Introducing and giving pre test

The researcher entered the class and prepared many tools for pre test. Then, the researcher opened the class. Firstly, the researcher introduced herself to the students and the researcher's purpose being front of them. There were dialogue between the researcher and the students. The students received the pre test sheet. The researcher explained the instruction in the pre test sheet. It was done in order to know the basic skill of the students in present continuous tense. They did pre test but during the test some time they asked what they understand yet.

##### **Second Meeting (Wednesday, August 15<sup>th</sup> 2018)**

In this meeting, they were taught about definition and formula of present continuous tense. The students seemed enthusiast to learn it. They were active and some of them gave opinion about the present continuous tense. Having gotten the definition and formula of present continuous tense, the researcher and the students do making sentence about present continuous tense by using Still Picture Media. But researcher explained firstly about what is Picture Media. Next, The researcher gave the post test I. before doing the post test I, the researcher explained the instruction in the paper. Some of students have known about the instruction. The students were directly took paper and did the post test I. Most of the students did

the test by their own self, but there were still many students cheated from their friends and made noisy.

## **Second Cycle**

### **Third Meeting (Tuesday, August 21<sup>th</sup> 2018)**

In this meeting, the researcher taught the students based on the problems which were found in the previous meeting and the students' answer sheet. Researcher found that most of the students still difficult to make the sentences. The researcher also found that the students had difficulties in answer of question by multiple choice because they didn't understand about formula of present continuous tense. So the researcher explained again about the definition and formula of present continuous tense, and gave another example about present continuous tense. Researcher asked the students to make sentences with using Still Picture Media by the researcher beside students. Finally, every student was more understand about present continuous tense.

### **Fourth Meeting (Wednesday, August 22<sup>th</sup> 2018)**

This was the last meeting. The students were asked to answer the post test II. The students were serious to do the test. After checking the answer of the test, the researcher found out that their score increased from the first meeting until last meeting. It means their learning in present continuous tense had improve by using Still Picture Media.

## **APPENDIX X**

### **Interview Sheet**

#### **Interview With the Teacher in the First Session**

**R :** what do you think about this class sir?

**T :** I think this class is very interesting. The students are active and have good behavior, although there are some students who like to make trouble. But they are little noisy

**R :** Do you think they like English?

**T :** I think... actually, they like English but sometimes they are confused and can be bored when they do not know the meaning of the English words and the strategy or method that used in teaching learning process in not interesting.

**R :** How are about the skill of the students in learning present continuous tense?

**T :** Their ability in learning present continuous tense is still low and they need more practice. When I asked them to make the sentence, many of them do not know how to make the sentnece correctly.

**R :** How do you teach your students in tenses skill especially in learning present continuous tense?

**T :** Actually in tenses skill they are seldom to practice, because we just continue the lesson and are rarely to practice making sentences.

## Interview with the Teacher in the Last Session

**R :** what do you think about the application of Still Picture Media in teaching students ability in learning present continuous tense?

**T :** I think this Media is very good. They are more active and enjoyable. They are also more confidence. Their tenses skill especially in learning present continuous tense. It is very good to applied in teaching tenses especially in present continuous tense.

In which:

R : Researcher

T : Teacher

### **Interview with the Students in the First Session**

**R :** Do you like learning tenses?

**S1 :** saya kurang suka miss, karna susah belajar rumus nya

**S2 :** Yes, I like miss

**S3 :** No miss, karena saya tidak tau artinya dan susah untuk membuat kalimat, tapi saya senang belajar bahasa inggris.

**R :** what kind of tenses that you like to learn?

**S1 :** I like learning simple present tense miss

**S2 :** I like learning simple past tense miss

**S3 :** I like learning simple past tense miss

**R :** do you like learning present continuous tense?

**S1 :** saya tidak suka miss

**S2 :** sometime miss

**S3 :** I think yes miss

**R :** do you want to tried learning tenses especially present continuous tense?

**S1 :** yes, miss

**S2 :** iya miss, saya mau belajar dan mencoba nya

**S3 :** yes, I want

### **Interview with the students in Last Session**

**R :** what do you think about Still Picture Media ?

**S1 :** I think it is good

**S2:** bagus miss, saya jadi lebih semangat membuat kalimat dengan memakai media gambar miss, apalagi gambarnya yang unik miss.

**S3 :** Still Picture Media is good miss

**R :** If Still Picture Media applied in Teaching tenses , do you like and practice making sentences?

**S1 :** yes miss

**S2:** yes..

**S3 :** May be miss..

In Which:

R : Researcher

S : Student

**APPENDIX XI**

**OBSERVATION SHEET IN CYCLE I**

Date :

The number of students :

Meeting :

Put a checklist (√) in column Yes and No based on observation

Focus	Activities	Yes	No
<p>The researcher ( as a teacher)</p>	<ul style="list-style-type: none"> <li>- The teacher explain teacher' objectives and she motivates students to show their in present continuous tense.</li> <li>- The teacher prepares teaching material systematically and clearly</li> <li>-The teacher explain about definition, and formula of . present continuous tense</li> <li>-the teacher explain about still picture media.</li> <li>-the teacher gives chance to the students to ask some question, if any</li> <li>-The teacher try to solve the</li> </ul>		

	<p>students problem</p> <ul style="list-style-type: none"> <li>- The teacher gives feed back to all students</li> <li>-the teacher manages the time effectively and efficiently</li> </ul>		
The students	<ul style="list-style-type: none"> <li>-The students pay attention to the teacher explanation</li> <li>-the students ask question to the teacher if there is something unclear</li> <li>-the students answer question to that are given by the teacher</li> <li>-the students give good respond to the topic given</li> <li>-the students try to solve their problem seriously</li> <li>-all the students do their task</li> </ul>		
Context	<ul style="list-style-type: none"> <li>-The classroom is save from crowded</li> <li>-The classroom is comfortable (clean and calm)</li> <li>-The classroom has teaching aids (chalk, black board, duster nd so on).</li> </ul>		

## OBSERVATION SHEET IN CYCLE II

Date :

The number of students :

Meeting :

Put a checklist (√) in column Yes and No based on observation

Focus	Activities	Yes	No
The researcher ( as a teacher)	<ul style="list-style-type: none"> <li>- The teacher explain teacher' objectives and she motivates students to show their in learning present continuous tense.</li> <li>- The teacher prepares teaching material systematically and clearly</li> <li>-The teacher explain about definition, and formula of present continuous tense.</li> <li>-the teacher explain about still picture media.</li> <li>-the teacher gives chance to the students to ask some question, if any</li> <li>-The teacher try to solve the students problem</li> <li>- The teacher gives feed back to all students</li> </ul>		

	-the teacher manages the time effectively and efficiently		
The students	<ul style="list-style-type: none"> <li>-The students pay attention to the teacher explanation</li> <li>-the students ask question to the teacher if there is something unclear</li> <li>-the students answer question to that are given by the teacher</li> <li>-the students give good respond to the topic given</li> <li>-the students try to solve their problem seriously</li> <li>-all the students do their task</li> </ul>		
Context	<ul style="list-style-type: none"> <li>-The classroom is save from crowded</li> <li>-The classroom is comfortable (clean and calm)</li> <li>-The classroom has teaching aids (chalk, black board, duster nd so on).</li> </ul>		

## APPENDIX XII

### DOCUMENTATION

#### Researcher Explained The Material



## Students Do the Test



## Students And Researcher Do Still Picture Media in Present Continuous Tense



### APPENDIX XIII

#### The students' score from the first until the last meeting

NO	Initial Name	Pre-Test	Post-test I	Post-test II
1.	DK	65	50	70
2.	FLL	50	40	60
3.	ER	25	40	50
4.	AFY	35	55	50
5.	EFY	35	75	65
6.	DR	55	70	75
7.	ASZ	55	80	70
8.	JR	50	60	60
9.	YK	40	85	80
10.	ARAS	65	80	80
11.	TF	50	45	50
12.	BS	40	25	50
13.	MR	35	75	70

14.	MDS	30	50	70
15.	AF	40	25	50
16.	TAM	50	20	60
17.	AM	55	40	60
18.	AMJ	45	75	70
19.	VA	35	50	60
20.	AS	30	60	75
21.	NR	25	90	80
22.	FDA	65	85	90
23.	SKA	40	20	50
24.	MA	55	40	60
25.	RAP	45	45	50
26.	MRF	45	70	80
27.	RSM	35	70	75
28.	MRW	50	40	65
29.	DPN	45	40	50
30.	MRR	40	50	60

<b>TOTAL</b>	<b><math>\Sigma X = 1325</math></b>	<b><math>\Sigma X = 1650</math></b>	<b><math>\Sigma X = 1935</math></b>
<b>MEAN</b>	<b><math>\bar{X} = 44,16</math></b>	<b><math>\bar{X} = 55</math></b>	<b><math>\bar{X} = 64,5</math></b>