



**IMPROVING THE STUDENTS' ABILITY IN LEARNING PAST  
CONTINUOUS TENSE BY USING ROUNDTABLE  
STRATEGYAT PIVATE JUNIOR HIGH SCHOOL  
MUHAMMADIYAH 47 SUNGGAL**

**SKRIPSI**

*Submitted to Tarbiyah Faculty and Teachers Training  
State Islamic University of North Sumatera  
as a Partial Fulfilment of the Requirements for S-1 Program*

**By:**

**AN-NISA**

**NIM. 34.13.1.075**

**DEPARTMENT OF ENGLISH EDUCATION  
FACULTY OF TARBIYAH AND TEACHERS TRAINING  
STATE ISLAMIC UNIVERSITY OF  
NORTH SUMATERA MEDAN  
2017**



**IMPROVING THE STUDENTS' ABILITY IN LEARNING  
PAST CONTINUOUS TENSE BY USING ROUNDTABLE STRATEGY  
AT PRIVATE JUNIOR HIGH SCHOOL MUHAMMADIYAH 47 SUNGGAL**

**SKRIPSI**

*Submitted to Tarbiyah Faculty and Teachers Training  
State Islamic University of North Sumatera  
as a Partial Fulfilment of the Requirements for S-1 Program*

**By:**

**AN-NISA**

**NIM. 34.13.1.075**

**Advisor I**

**Dr. Didik Santoso, M.Pd**

**NIP. 19660616 199403 1 006**

**Advisor II**

**Marvati Salmiah, S.Pd., M.Hum**

**NIP.19820501 200901 2012**

**DEPARTMENT OF ENGLISH EDUCATION  
FACULTY OF TARBİYAH AND TEACHERS TRAINING  
STATE ISLAMIC UNIVERSITY OF  
NORTH SUMATERA MEDAN**

**2017**

No : Istimewa

Medan, 04 Mei 2017

Lamp :-

Kepada Yth:

Hal : Skripsi

Bapak Dekan Fakultas Tarbiyah

UIN SU

di

Medan

Assalamualaikum Wr.Wb.

Dengan Hormat,

Setelah membaca , meneliti, dan memberi saran-saran perbaikan seperlunya , terhadap skripsi mahasiswa

Nama : An-Nisa

NIM : 34.13.1.075

Jurusan/Prodi : Pendidikan Bahasa Inggris

Judul : " Improving the Students' Ability in Learning Past Continuous Tense by Using Roundtable Strategy at Private Junior High School Muhammadiyah 47 Sunggal "

Maka kami menilai bahwa skripsi ini dapat diterima untuk dimunaqosyahkan dalam sidang munaqasyah Fakultas Tarbiyah dan Keguruan UIN SU Medan.

Demikian kami sampaikan atas perhatian saudara kami ucapkan terimakasih

Wasalamualaikum Wr. Wb.

Advisor I

**Dr. Didik Santoso, M.Pd**  
NIP. 19660616 199403 1 006

Advisor II

**Maryati Salmiah, S.pd., M.Hum**  
NIP.19820501 200901 2012

## ABSTRACT

**AN-NISA. IMPROVING THE STUDENTS' ABILITY IN LEARNING PAST CONTINUOUS TENSE BY USING ROUNDTABLE STRATEGY AT PRIVATE JUNIOR HIGH SCHOOL MUHAMMADIYAH 47 SUNGGAL IN ACADEMIC YEAR 2016/2017).**

**Thesis. Department of English Education. Faculty Of Tarbiyah and Teachers Training. State Islamic University North Sumatera Medan. 2017.**

*Keywords: Past Continuous Tense, Strategy, Roundtable.*

The aim of the research was to find out the implementation of Roundtable Strategy in improving the students' ability in learning past continuous tense. In constructing this research, the writer collected data from the classroom action research, which was carried out through four steps. They were plan, action, observation and reflection. The subjects of this study were 35 students at the eighth grade of SMP Muhammadiyah 47 Sunggal in academic year 2016/2017. In doing this research, the technique of analyzing data was applied by using qualitative and quantitative data. The qualitative data was taken from interview, observation sheet, diary note, and document. The quantitative data was taken from the test.

The result of the analysis showed that there was a development on the students' ability in learning past continuous tense. It is shown from the mean of pre-test was 32,14, the mean of post test in the first cycle was 65,48, and the mean of post test in the second cycle was 82,17. The percentage of the students' score in the pre-test was (2,85%), and the percentage of the students' score in the post test of the first cycle grew up (51,42%). It means that there was improvement about 48,57%. Then, the percentage of the students' score in the post test of the second cycle was (94,28%). It means that the improvement was about 91,43%. From the data, it indicated that using Roundtable strategy in learning past continuous tense was effective and the data above, it can be concluded that the students' ability in learning past continuous tense have been improved by using Roundtable strategy.

For the testing the hypothesis, the researcher used  $t_{test}$  formula. From the computation, it could be seen that the coefficient of  $t_{count}$  was 9,14, and  $t_{table}$  with fact level  $\alpha = 0,05$  was 2,04 . In the coefficient of  $t_{count}$  (9,14) >  $t_{table}$  (2,04). Thus, alternative hypothesis ( $H_a$ ) could be received.

## ACKNOWLEDGEMENT

Praise to Allah the almighty for giving me healthy, opportunity, and ability to complete this thesis. Peace and Salutation to our beloved prophet Muhammad Saw who has brought us from the darkness and the lightness.

Writing this thesis was not easy. It needs much time and energy. Without helping encouragement from people, this thesis would not be completed. The aim of finishing this thesis is a partial fulfillment of the requirement to get degree of bachelorship (S1) program at English Education Department of Tarbiyah Faculty UIN-SU Medan.

In the process of finishing this thesis, from writing the proposal to the preparation of the thesis, the writer has received much help from many persons. Therefore, the writer would like to give special thanks to:

1. Dr. Didik Santoso, M.Pd as my first advisor who has given me guidance, motivations, and suggestion in solving some of trouble that I encountered in writing this thesis.
2. Maryati Salmiah, S.Pd.,M.Hum as my second advisor who has given me guidance, motivations, and directions during the writing the thesis.
3. The dean, vice dean, all lecturers of Tarbiyah Faculty, and all administration.
4. The principal of SMP Muhammadiyah 47 Sunggal (Jhon Henry Ritonga, B.Sc, S.Pd), English teacher (Nurjannah, S. Pd) and all of the students of VIII<sup>1</sup> who helped me during the research was done.
5. My beloved parents (Mr. Abdul Azis and Mrs. Musiani) who have been supporting, loving, suggesting, and helping me. I also offer deep respects and profound gratitude to them. It's nothing but to say Allah SWT bless them forever.
6. My sister ( Nurma ) and my brother ( Samiran ) who have been supporting.

7. My beloved fience ( M. Chairul Anwar ) who have gave me supporting, loving, and always helping me.
8. My best friends of PBI-2: Gan, Hus, Mat, Sin, Wi, Din, Nov, Rin, Sis, Mun, Lan, Sar, Mak Rin, Fit, Lia, Lis, Tik, De, Man, Pid, Ka, Mel, Pid, Ir, Ci, who have been gave me motivation during the research was done

The words are not enough to say appreciations for your help and contributions on this thesis. May Allah swt guide you always and give you all happiness thought out your life.

Medan, 27<sup>th</sup> April 2017

**The Writer**

**An-Nisa**

**NIM: 34 13 1075**

## TABLE OF CONTENTS

<b>ABSTRACT</b> .....	<b>i</b>
<b>ACKNOWLEDGMENT</b> .....	<b>iii</b>
<b>TABLE OF CONTENTS</b> .....	<b>iv</b>
<b>LIST OF APPENDICES</b> .....	<b>vi</b>
<b>LIST OF TABLE</b> .....	<b>vii</b>
<b>CHAPTER I : INTRODUCTION</b> .....	<b>1</b>
<b>A. Background of the Problems</b> .....	<b>1</b>
<b>B. Identification of Problems</b> .....	<b>2</b>
<b>C. Formulation of the Problems</b> .....	<b>3</b>
<b>D. Objectives of the Study</b> .....	<b>3</b>
<b>E. Significance of the Study</b> .....	<b>4</b>
<b>CHAPTER II : THEORITICAL REVIEW</b> .....	<b>5</b>
<b>A. Theoretical Framework</b> .....	<b>5</b>
1. Ability in Using Past Continuous Tense .....	<b>5</b>
a. Ability .....	<b>5</b>
b. Past Continuous Tense .....	<b>7</b>
2. Roundtable Strategy .....	<b>11</b>
a. Definition of Roundtable Strategy .....	<b>11</b>
b. Principle of Roundtable Strategy .....	<b>15</b>
c. Design of Roundtable Strategy .....	<b>16</b>
d. Procedure of Roundtable Strategy .....	<b>16</b>
e. Advantages and Disadvantages of Roundtable Strategy.....	<b>17</b>
<b>B. Related Study</b> .....	<b>17</b>
<b>C. Conceptual Framework</b> .....	<b>19</b>
<b>D. Actional Hypothesis</b> .....	<b>20</b>
<b>CHAPTER III : RESEARCH METHODOLOGY</b> .....	<b>22</b>
A. Research Setting.....	<b>22</b>
B. Data and Data Source.....	<b>22</b>
C. Research Method.....	<b>23</b>

D. Technique of Collecting Data .....	30
E. Technique of Analysis Data .....	31
F. Trustworthiness .....	33
<b>CHAPTER IV : RESEARCH FINDINGS AND DISCUSSION .....</b>	<b>35</b>
A. Reseach Findings .....	35
1. Preliminary Study.....	35
2. Cycle I.....	37
3. Cycle II.....	43
B. Discussion .....	49
<b>CHAPTER V : CONCLUSION AND SUGGESTION.....</b>	<b>50</b>
A. Conclusion .....	52
B. Suggestion.....	54
<b>REFERENCES .....</b>	<b>56</b>
<b>APPENDICES</b>	

# CHAPTER I

## INTRODUCTION

### **A. Background of the Problem**

The objective of teaching past continuous tense is that students are expected to know the form, meaning, and use. The students are expected to be able to know the function of past continuous tense. Based on this objective the students do not only know the usage and meaning, but also how to use it in the real situation. Because without knowing the use, the students tend to memorizing only pattern and meaning but use it in real situation.

However, in reality, at SMP Muhammadiyah 47 Sunggal the students still find difficulty to understand the pattern, meaning, and use of past continuous tense to use the matter  $v + ing$  and the students are not be able to use the negative and interrogative pattern of Past Continuous Tense, For example : He not writting a letter when the bell rang. The students didn't correct, because the correct one the sentence is ‘ He was not writting a letter when the bell rang’. To solve the problem, the teacher has done some effort. The effort the teacher by using strategy, media, game, and etc.

There are many factors that cause the low ability in using past continuous tense, external and internal factors, such as motivation, students' cognitive, and ect. External factors are environment, teachers, parents, friends, facilities, method, and including strategy. Strategy is a way that the teacher used in teaching, especially in teaching past continuous tense. So, the strategy can cause the students' law ability in using Past Continuous Tense because the teacher are not creative in choosing the appropriate strategy to teach Past Continuous Tense.

Many strategies that can be applied to improve the students' ability in learning Past Continuous Tense. Such as: Jigsaw, Head Numbered Together, Think Pair Share, and including Roundtable strategy.

Roundtable strategy is one model of cooperative learning. Roundtable is one of strategy also gives students to opportunity to learn better and try to give their opinion from each other than they do from a teacher. In roundtable, students working without direct intervention by the teacher but this does not mean that the students are left their own device to learn whatever they like discussion. In roundtable, students are study to appreciate another persons' ideas, open mind, etc.

Therefore, based on the explanation above the researcher would like to conduct a study about "**Improving the Students' Ability in Learning Past Continuous Tense by Roundtable Strategy at SMP Muhammadiyah 47 Sunggal**".

## **B. Identification of the Problem**

Based on the experiences of the writer in teaching at SMP Karya Bunda, when PPL program. The identification of the problems involve:

1. Most of the students feel difficult in understanding and learning of grammar, especially in past continuous tense.
2. Most of the students often do not know how to make the correct sentence.
3. The implementation of roundtable strategy improve student's ability in learning English at SMP Karya Bunda, especially in past continuous tense.

### **C. Formulation of the Problem**

Based on the background and identification of problems, the problems are formulated as the following:

1. How can the roundtable strategy increase the students ability in learning Past Continuous Tense ?

### **D. Objective of the Study**

Based on the formulation of study, the objectives of the study are:

1. To describe the implementation of roundtable strategy to improve the students' ability in learning English at SMP Muhammadiyah 47 Sunggal, especially in past continuous tense.

### **E. Significances of the Study**

The result of this research is expected to be useful for:

1. For the researcher, this reasearch is used to improve the reasearch in teaching grammar, especially in teaching past continuous tense.
2. For the teacher, It is used to improve the teacher can get useful information to increase their teaching process by using roundtable
3. For the students, this research can be increased their interest and motivation in english learning by using roundtable strategy.
4. For the writer and reader, it can be used as basic information to improve their ability in learning english grammar especially on tenses by using roundtable strategy.

## CHAPTER II

### THEORITICAL REVIEW

#### A. Theoretical Framework

This theoretical framework is presented in order to give some clearer concept being applied in this study that is on using roundtable strategy in teaching to improve students' ability in mastering past continuous tense. To support the ideas of this research, some theories and some information was included to help the writer design this research.

#### 1. Ability

##### a. Ability

In dictionary tell that ability is capacity or power to perform act, physical and mental. Especially for academic field, Hornby also defines ability as cleverness and intelligence.<sup>1</sup>

Students' ability also inspires attitude of students. According to Altman "attitudes are multidimensional; they manifest the simultaneous operation of several factors. The one most researcher agree on are the affective, cognitive and co-native components of attitudes."<sup>2</sup>

Because ability is part of physical and intellectual activities the teacher has important role to develop students' behavior. Roy J. Sephard states: "the ultimate objective of physical educator is to develop overt behavior that will manifest itself through active participation in various types of physical activity. Nevertheless, it is also useful to modify latent behavior. If a person develops a

---

<sup>1</sup> A.S Hornby, (1992), *The Advanced Learner's Dictionary Of Current English*, London: Oxford University press, p.2.

<sup>2</sup> Altman, (1985), *Organizational Behavior, theory and practice*, London: Academic Press, p.95.

more positive attitude toward physical activity, this may be the first significant step toward his personal participation in an activity lifestyle.<sup>3</sup> According to Victoria Bull states that “Ability is skill of power”.<sup>4</sup>

It can be conclude that students’ ability is power of skill need to do something. The people who have better knowledge than other people. And the know that we created by Allah SWT on the best structure. So, its mean that we have ability since we was born and balanced in form and nature, it based on Surat Mujadalah verse: 11

يَتَأْتِيهَا الَّذِينَ ءَامَنُوا إِذَا قِيلَ لَكُمْ تَفَسَّحُوا فِي الْمَجَالِسِ فَافْسَحُوا يَفْسَحِ اللَّهُ لَكُمْ وَإِذَا قِيلَ  
أَنْشُرُوا فَأَنْشُرُوا يَرْفَعِ اللَّهُ الَّذِينَ ءَامَنُوا مِنْكُمْ وَالَّذِينَ أُوتُوا الْعِلْمَ دَرَجَاتٍ ۗ وَاللَّهُ بِمَا تَعْمَلُونَ



*Meaning:*

*“O ye who believe! When ye are told to make room in the assemblies, (spread out and) make room: (ample )room will Allah provide for you. And when ye are told to rise up, rise up: Allah will rise up, to (suitable) ranks (and degrees), those of you who believe and who have been granted Knowledge. And Allah is well acquainted with all ye do”. (QS. Mujadalah: 11)<sup>5</sup>*

---

<sup>3</sup> Roy J. Shephard, (1982), *Psycal Activity And Growth*, London: Year Books Medical Publisher, p.233.

<sup>4</sup> Victoria Bull, (2011), *Oxford learners Pocket Dictionary*, China: Oxford University Press, p.1.

<sup>5</sup> Yusuf Ali, (2010), *Al-Qur’an Terjemahan Paralel Indonesia Inggris*, Solo – Indonesia: QOMARI, p.543.

## **b. Past Continuous Tense**

The past continuous tense describes activities that were happening or in progress in the recent past, at a specific time in the past or during a period of time in the past. It often describes or “sets” a scene.<sup>6</sup> Past continuous tense is describes actions or events in a time before now, which began in the past and was still going on at the time of speaking.<sup>7</sup>

The past continuous tense is formed by the tense of verb to be + the present participle.<sup>8</sup> While according to Hariyanto and Hariyono “past continuous tense is (a progressive form of time) which commonly to show a happening activity in the past form of time or an activity which is happening when another activity happened.”<sup>9</sup>

Based on the explanation above can make a conclusion thats past continuous tense/progressive tense describes actions or events in speaking a time before now, which began in the past and was still going on at the time of.

### **b.1 Pattern of Past Continuous Tense**

1. The positive pattern are:

For subject: you, we. They.

<b>Subject + were + infinitive + ing + Object</b>
---

---

<sup>6</sup> Patricia K. Werner, (2002), *Interactions2 Grammar*, United State: Me Graw-Hill, p.18.

<sup>7</sup> Rahmah Fithriani, (2010), *English Grammar*, Medan: Cipta Pustaka Media Perintis, p.115

<sup>8</sup> Thompson, A.J. and Matinet, A.V, (1986), *A Partical English Grammar*, Hongkong: Oxford University Press, p.163.

<sup>9</sup> Rudy Hariyono, (2003), *English Grammar For General Application*, Surabaya: Gitamedia press, p. 227.

For subject: I, He, She, It.

**Subject + was + infinitive + ing + Object Complement**

Example:

- He was writing a letter when the bell rang.

2. The negative pattern are:

For subject you, we, they.

**Subject + were + not + infinitive + ing + Object Complement**

For subject I, He, She, It.

**Subject + was + not + infinitive + ing + object complement**

Example:

- He was not writing a letter when the bell rang

3. The interrogative pattern are:

For subject you, we they.

**Were + subject + infinitive + ing + Object complement?**

For subject I, He, she, It.

**Were + subject + infinitive + ing + Object complement?**

Example:

- Was he writing a letter when the bell rang?

When in interrogative sentence on the past continuous time used

Question word, so we used form as are:

4. When the question word not ask the subject, so used form:

For subject you, we, they

**Question word + were + subject + Infinitive + ing?**

For subject I, He, she, It.

**Question word + was + subject + Infinitive + ing?**

Example:

What were you doing when she came?

5. When the question word ask the subject, so used form:

For subject you, we, they

**Question word + were + Infinitive + ing?**

For subject I, He, she, It.

**Question word + was + Infinitive + ing?**

Example:

1. Who was writing when she came here?
2. How many boys were studying when the phone rang?

So, I conclude that past continuous tense/progressive tense describes actions or events in speaking a time before now, which began in the past and was still going on at the time of.

## **b.2 Function of Past Continuous Tense**

We use the past continuous tense to express the idea that at a time in the past we were in the middle of something.<sup>10</sup> The past continuous tense is used:

---

<sup>10</sup> John Eastwood, (2010), *Oxford Learner's Pocket Grammar*, China: Oxford University Press, p.66.

- a. To describe an action which was in progress at a special time in the past.

The example:

- The driver was driving to Tanjung Morawa at o'clock last night.

2. To describe an unfinished action that was interrupted by another event or action.

The example:

- While the teacher was explaining the lesson, the student suddenly laughed.

3. To describe two action which were happening at the same time (the action do not influence each other).

The example:

- My mother was watching television while my father was reading *Kompas*.

### **b.3 Time Signal of Past Continuous Tense**

Time signals are often used in the form of time past continuous tense is:<sup>11</sup>

When... = ketika....

While... = selagi...., sementara....

As... = ketika....

---

<sup>11</sup> Satrio Nugroho, (2007), *Practical Complete English Grammar*, Jakarta: KARTIKA, p.299.

When using the clock above, be aware of some of the provisions below:

Example:

My father was talking with my mother *when* I came.

**Simple Past Tense + *While* + Past Continuous Tense**

Example:

My sister arrived *while* we were eating our dinner.

**Past Continuous Tense + *while* + Past Continuous Tense**

Example:

We were studying English *while* he was watching television.

**Simple Past Tense + *as* + Past Continuous Tense**

## **2. Roundtable Strategy**

### **a. Definition of Roundtable Strategy**

In teaching English, teaching strategy can influence the result of teaching. Actually, many strategies of teaching that can be applied in the class room. The teacher who want to deliver the lesson in front of class should be able to choose the best strategy that can make students interest in following the lesson. Learning strategy is a learning activity that must be done with teacher and student

that make learning process can be achieved efficiently.<sup>12</sup> For example everyone is a teacher strategy, two stay two stray strategy, roundtable strategy, etc.

Without choosing a appreciate strategy in teaching the lesson, it of course, can make the students to be upset. That is why teacher must be able to choose a suitable strategy in teaching.

According to Amini in his book said that the word strategy means “a part of learning components, that means the strategy determines the success of a learning activity”.<sup>13</sup>

Gulo said in his book, in doing a particular strategy is very important series of teaching method. The whole of method including media of education is used for described strategy in teaching learning. So, Strategy means a plan of operation achieving something. Method of teaching is include in plan of activities or strategy.<sup>14</sup>

In Islam, using strategy is one of strategy in teaching learning process. It state in Alqur’an in surat An-Nahl verse: 125:

أَدْعُ إِلَى سَبِيلِ رَبِّكَ بِالْحُكْمَةِ وَالْمَوْعِظَةِ الْحَسَنَةِ ۗ وَجَدِلْهُمْ بِالَّتِي هِيَ أَحْسَنُ ۚ إِنَّ رَبَّكَ هُوَ

أَعْلَمُ بِمَنْ ضَلَّ عَنْ سَبِيلِهِ ۗ وَهُوَ أَعْلَمُ بِالْمُهْتَدِينَ ﴿١٢٥﴾

---

<sup>12</sup> Istarani, (2012), *58 Model Pembelajaran Inovatif*, Medan: Media Persada, p.1

<sup>13</sup> Amini, (2015), *Profesi Keguruan*, Medan: Perdana Publishing, p.60.

<sup>14</sup> W. Gulo, (2002), *Stategy Belajar Mengajar*, Jakarta: PT. Gramedia Widiarsana Indonesia, p.3-4.

*Meaning:*

*“Invite (all) to the way of thy lord with wisdom and beautiful preaching; and argue with them in ways that are best and most gracious: For thy lord knoweth best, who have strayed from His Path, and who receive guidance.”*  
*(QS. An-Nahl: 125).<sup>15</sup>*

From the verse above, Allah asked man to give a lesson by wisdom, wisdom means the way or strategy. By choosing right strategy, it can help the teacher to make teaching learning process well.

Strategies are specific methods or approaching a problem or task, modes of operation for achieving a particular end, planned design for controlling and manipulating certain information.

According to Syaiful Bahri and Aswan Zain Their book “Strategi Belajar Mengajar” explain about for basic of startegy in teaching learning as follows.<sup>16</sup>

To identify the determine of specification and qualification of behavior of change, to choose the approach of system in teaching learning, to choose the procedure, method, and the technique in teaching learning process, and to apply of form and activity successful of criteria in teaching learning.

According to the explanation above the writer can conclude that strategy is a planning and strategy is also the same as tecnique. In this research the writer choose Roundtable as strategy that using to teach and according the writer this strategy is effective to teach past continuous tense.

---

<sup>15</sup> Ali, Ibid.. p.281.

<sup>16</sup> Syaiful Bahri Djamarah dan Aswan Zain, (1995), *Strategy Belajar Mengajar*, (Banjarmasin PT. Rineka Cipta,) p.5.

Roundtable is an open discussion where everybody is on an equal footing.<sup>17</sup> Roundtable is strategies in which students take turns contributing answers in a group two step cooperative learning structure. In step 1, the teacher asks a question with many possible answer for the question.

During Roundtable, students pass a a single sheet of paper and a single pencil around the table to record responses. Team members may assist the one who is responding if is requested.<sup>18</sup>

The key here is the question or the problem you've ask the students to consider. It has to be one that has the potential for a number of different "right" answer. Relate the question to the course unit, but keep it simple so every students can have some input.

Once time is colled, determine what you want to hve the students do with lists. They may want to discus the multitude of answer or solution or they may want to share the list with the entire class. Roundtable can be used for brainstorming, reviewing, or practicing while also serving as a teambuilder.

From the explanation above, it can be concluded that the roundtable is one of strategy also gives students to opportunity to learn better and try to give their opinion from each other than they do from a teacher. In roundtable, students working without direct intervention by the teacher but this does not mean that the students are left their own device to learn whatever thay like dicussion. In roundtable, students are study to apreciate another persons' ideas, open mind, etc.

---

<sup>17</sup> Pamela A. Bridgeman, (2010), *Round Table Discussion*, Durham: NACSW Convention, p.1.

<sup>18</sup> Jeanne M. Stone, (2000), *Cooperative Learning Reading Activities*, California: Kagan Pubhlishing, p. 94.

## **b. Principle of Roundtable Strategy**

Roundtable strategy belongs to cooperative learning. Therefore the principle of roundtable strategy is similar to cooperative learning. So, There are five principles of Roundtable Strategy, that is :<sup>19</sup>

### **1. Interpersonal and collaborative skills**

Students learn how to work together and support each other. Instructors should encourage brainstorming, reflection, and participation.

### **2. Face-to-face interaction**

With face-to-face interaction learning becomes dynamic. Students discuss their ideas and make oral summarizations, while comprehending the value of individual differences and critical thinking.

### **3. Beneficial interdependence**

Students learn the value of collaboration for the successful completion of a task, and the usefulness of the team roles, and effective representation.

### **4. Individual responsibility**

Collaboration aside, students should sense their responsibility towards the group and comprehend the value of their contribution for the successful completion of task. Slacking, hiding behind someone else' work and simply following instructions won't work.

### **5. Group interaction processing**

Group should learn how to interact and then evaluate their effectiveness and skills. Instructors should give students the time to reflect on the group's

---

<sup>19</sup> <https://elearningindustry.com> upload at 09 February 2017 on 04.00 p.m

collaboration level, i.e. if everyone participated, if they supported and listened to each other, if everything went smoothly, etc.

**c. Design of Roundtable Strategy**

The design of Roundtable strategy can be used frequently during a lesson format. It can be used to set the focus for the lesson. Facilitate guided and independent practice, and help check for understanding. Roundtable also can be used to brainstorm ideas, reviewing, or practicing while also serving as a team builder and to generate a large number of responses to a single question or a group of questions.

**d. Procedure of Roundtable Strategy**

The roundtable procedure as follows:

The teacher puts the students in groups of three or four and each student in the group takes out a piece of paper and writes whatever question the teacher tells them to write on the top of the paper. Next, the students then number the paper 1-20, and then the teacher tells them to begin and each student will write as many responses to the question as they can in the time the teacher gives. Next, the teacher will then say pass and students will pass their list to the left and receive a new list from the right. Each student will read what is already on this list and add their own comments to the new list. It is important that the students do not repeat answers. There is absolutely no talking during this activity. The process will continue until all students get their own list back. Each rotation should last about 15-20 seconds and the pass should take about 2 seconds.

### **e. Advantages And Disadvantages**

Use roundtable strategy many advantage to the students in learning past continuous tense, because the students will have spirit to learn, roundtable strategy is one of student more active. And the also can remain what they learned, because they are direct to do the learning and they the search information about the topic when they are learning.

And another advantage using roundtable strategy in teaching past continuous tense as follows:

Allows all students contribute answers, determiners what students already know, about a concept peer response groups, useful for reviewing material or practicing a skill.

Use roundtable strategy also has disadvtages, may be some students not active to write them respon, so the some students distrub to give information. That's why the teacher must handle her/his students.

And another disadvantages using roundtable strategy as follows:

The ideas we have can be large not focus and the students need much time to organized and combine an ideas with other class.

### **B. Related Study**

There are several relevant research about the students' ability in learning past continuous tense :

a. Sayuti. A Comparison study of two stay two stray and snowball throwing strategy on students' ability in building up past continuous tense rofe second year at MAS Al-Washliyah-22 Tembung. A thesis. English department, Faculty of tarbiyah, State Institute for Islamic Studies of North Sumatera Medan.

The objective of this research were to compare the students' ability in building up past continuous tense for the second year at MAS Al-Washliyah-22 Tembung Medan.

Population of this research was the second year students at MAS Al-Washliyah-22 Tembung Medan academic year 2010/2011, which divided into two classes. They were IPA consist of 14 students and IPS consist of 21 students. So the population of this research have 35 students. The instrument of this research were test, interview, the test was in multiple choice forms, which consist of 10 items or questions that was given to the students. The interviews were done with the English teacher. And the research observed by teaching and learning activity in classroom.

b. Miskah. The correlation between the students' mastery of five tenses and identifying the grammaticality of sentence at SMA PAB-8 Saentis Medan. A thesis. English Department, Faculty of Tarbiyah, State Institute for Islamic Studies of North Sumatera Medan. In mastering structure, everyone has to master tenses, because without mastering them, it is impossible to identify the sentence of grammar. One of the structure components is tense. To build the correct sentence in English demands great care off putting and action, it is needed to master tenses.

The aims of this study were to find out: The students' ability to master five tenses (simple present tense, present continuous tense, simple past tense, past continuous tense and present future tense), the students' ability in identifying the grammaticality of sentence and correlation between students' mastery of five tenses and identifying the grammaticality of sentence. The population of this

study was the second year students of SMA Swasta PAB-8 Saentis Medan where they consisted of four classes, totaling 164 students. The sample were 62 students.

c. Kurniawan. The effect of using card system method to the students' ability to master past continuous tense. A thesis. English Department of faculty of teacher Training and education, Muhammadiyah University of North Sumatera Medan. This research aims to know the significant effect of using card system method to the students' ability to master past continuous tense at 4<sup>th</sup> semester in SMP PAB Klumpang 2009/2010. About 82 students were involved as respondents in this research through random sampling.

### **C. Conceptual Framework**

In this research, the writer applies roundtable strategy. Roundtable strategy is one of cooperative learning strategy, that make effective in process learning. System classification or organize the information in some groups in a roundtable of form. So in this strategy, the teacher more easy guides and teaches students' to learn, and sometimes from the groups can make a game, so that they can comfort and feel enjoy in learning teaching process. In the other aims by using this strategy, the students will have effective that interest and show their give argument which friends them and which teaches them about social learning.

The teacher strategy can help students in understanding in the lesson easily. The strategy can influence someone who wants to do something. The teacher should use appropriate strategy in language teaching, because it can make the student have interest to join the lesson, so that they can study more serious and their achievement was better. On the other hand, if the teacher does not use the appropriate strategy, especially in teaching past continuous tense, the students was

bored and will not have interest to follow the lesson. As a result they will not be able to increase their achievement.

The writer strategy tries to use roundtable strategy in teaching past continuous tense. By applying roundtable strategy, the writer hope the students' ability in mastering past continuous tense will increase.

#### **D. Actional Hypothesis**

The hypotesis of the result study is formulated as follows:

Roundtable strategy can improve the students' ability in learning past continuous tense at SMP Muhammadiyah 47 Sunggal.

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

#### **A. Research Setting**

The Research was done on Saturday 27 february 2017 at SMP Muhammadiyah 47 Sunggal. The school is located in Medan Sunggal Street Sei Mencirim. Reasons in choosing SMP Muhammadiyah 47 Sunggal as the place of the research are: (1) The writer found the problem of this research in that location (2) It was the school where I studied for my Junior High School. (3) The writer wants to improve English grammar in that school especially in mastering past continuous tense.

#### **B. Data and Data Source**

##### **1. Data**

This research, the data was collected by using quantitative data and qualitative data. Quantitative data are anything that can be expressed as a number, or quantified. Examples of quantitative data are scores on achievement tests, number of hours of study, or weight of a subject.

Qualitative data cannot be expressed as a number. Data that represent nominal scales such as gender, socio economic status, religious preference are usually considered to be qualitative data. Both types of data are valid types of measurement, and both are used in education journal Only quantitative data can be analyzed statistically, and thus more rigorous assessments of the data are possible. For example, diary accounts, open-ended questionnaires, unstructured interviews and unstructured observations. Qualitative data is typically descriptive data and as such is harder to analyze than quantitative data.

## 2. Data source

The researcher got the data from teacher and students when teaching learning process activity. (a) Students is a learner, or someone who attends an educational institution. In this research students are the important object as a source of the data. (b) Teacher (also called a school teacher or, in some contexts, an educator) is a person who helps others to acquire knowledge, competences or values. Informally the role of teacher may be taken on by anyone (e.g. when showing a colleague how to perform a specific task). So, in this research teacher also as object of research.

### C. Research Method

This research was applied by classroom action research. Classroom action research consisting of three words that could be understood as follows: (1) Research is a systematic attempt to provides a answer to question and the process to solve the problem scientifically.<sup>20</sup> Research also a set of scientific activity to solve the problem.<sup>21</sup> (2) Action is showed to something activity action that done to the specific goal.<sup>22</sup> (3) Class is a room of learning place in the school. The interaction happens in that class between student and teacher.<sup>23</sup>

Action research is a methodology that closely involves participants in a social situation it is necessarily strongly influenced by their values and

---

<sup>20</sup>Syahrum and Salim, (2016), *Metodologi Penelitian Kuantitatif*, Bandung: Citapustaka Media, P. 2

<sup>21</sup>Saifuddin Azwar, (2007), *Metode Penelitian*, Yogyakarta: Pustaka Belajar, P. 1.

<sup>22</sup>Ninit Alfianika, (2016), *Metode Penelitian Pengajaran Bahasa Indonesia*, Yogyakarta: STKIP PGRI Sumbar Press, P. 174.

<sup>23</sup>Ricky Arnold Nggili, (2015), *Belajar Any Where*, Salatiga: Guepedia, P. 65.

culture.<sup>24</sup> Action research is a process of systematic reflection, enquiry and action carried out by individuals about their own professional practice.<sup>25</sup>

According Kemmis “ Classroom Action Research is the form of reflective inquiry that done as partnerships about the specific of social condition (education) to improve the rationality and justness.

Classroom Action Research (CAR) is how a group of teacher can organized the condition of their learning practice, and learn from their own experience.<sup>26</sup> According Depdiknas “ Class Action Research is reflective improving that done by teachers in the class to slove the problems.<sup>27</sup>

Action research in school is also called practitional research, teacher inquiry, or teacher research. In a practical sense, action research hepls the teacher to evaluate the teaching method and curriculum as well as our effort to respond to our students’ educational needs. It concerns to four steps namely: planning, action, observation, and reflection. (1) Planning: In this step, the activities for collecting the information about the situations that relevance with the topic of the research. (2) Action : improving and changing has been done that compass with the planning action. (3) Observation : Observed the result or the effect of the action has been done. (4) Reflection : Analysis activities, synthetic, interpretation

---

<sup>24</sup>Bridget Somekh, (2006), *Action Research a Methodology for Change and Development*, USA: Open University Press, P. 31.

<sup>25</sup>Patrick J. M. Costello, (2003), *Action Research*, London: British Library, P. 3.

<sup>26</sup>Rochiati Wiriaatmadja, (2008), *Metode penelitian Tindakan Kelas*, Bandung: PT Remaja Rosda Karya, P. 13.

<sup>27</sup>Syamsidah, (2016), *Kiat Mudah Membuat Penelitian Tindakan Kelas Bagi Guru Taman Kanak-kanak*, Yogyakarta: Group Penerbitan CV Budi Utama, P. 6.

to all the information that achieved at the activity action to see and consider the result or the effect of the action to the the conclusion from the research.<sup>28</sup>

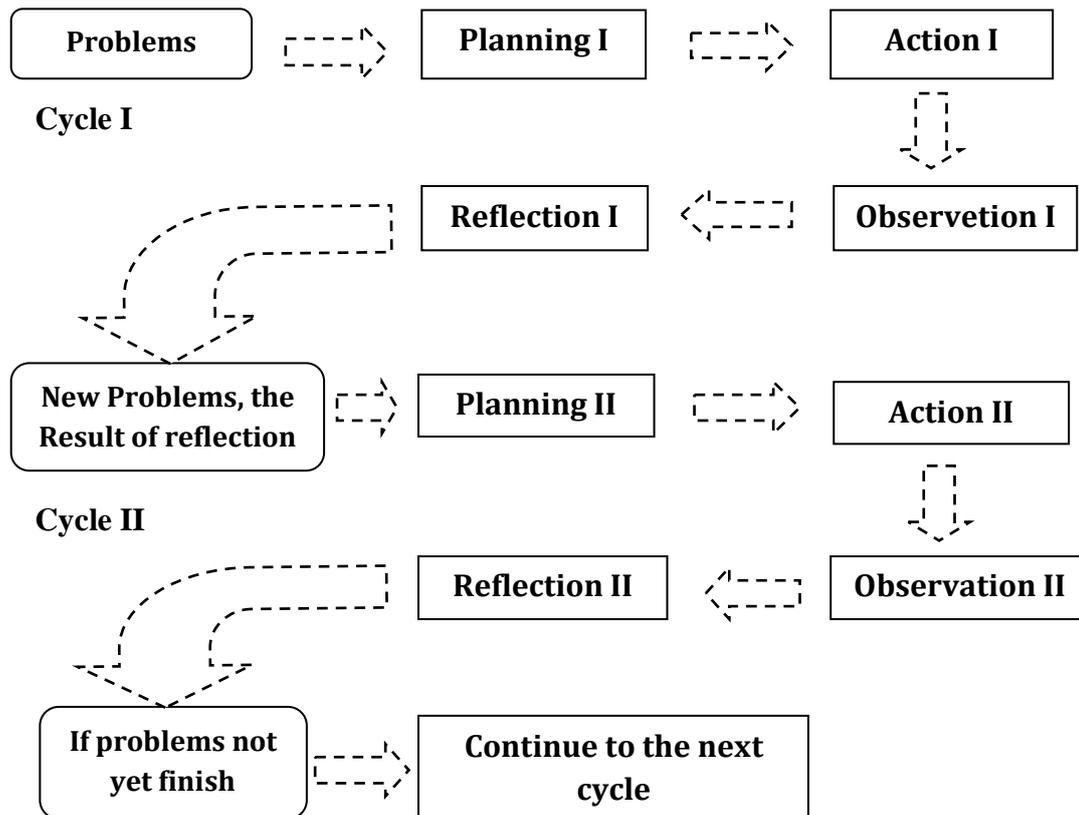
Above, there are four steps of Classroom action research. These steps will be applied to each cycle, because action research is cyclical process if the result of the first cycle is fail, it can be continued to the next cycle. If there is any alteration significantly or it means that the students' ability in simple present tense is improved, the cycle has be stopped.

Before the procedures of the data collection begin, I will give to the students pre test in the first meeting to know the basic knowledge of the students in using Past Continuous Tense. The procedure of data collection of the study was conducted in four meetings within two cycles. Each cycle consists of two meetings and involves 4 phases, namely: planning, acting, observing and reflecting. The application of four phases of action research in the classroom is as follow:

For more details, a series of activities of each cycle can be seen in the picture below:

---

<sup>28</sup>Fitrianti, (2016), *Sukses Profesi Guru dengan Penelitian Tindakan Kelas*, Yogyakarta: Group Penerbita CV Budi Utama, P. 23.



**Picture 1. Cycle activities of CAR**

### **1. The First Cycle**

In this cycle, the students' ability in simple present tense were measured and their problem in simple present tense were analyzed.

#### **a. Planning**

Planning is arrangement of doing something. A series of systematic action planning to improve what will be happen.<sup>29</sup> In planning, it was considered everything related to the action that was done and it was prepared everything that need in teaching –learning process. The activities are done in planning, as follow:

---

<sup>29</sup>Sukardi, (2013), *Metode Penelitian Pendidikan Tindakan Kelas*, Jakarta: PT Bumi Aksara, P. 5.

(1) Teacher making the lesson plan about the material (2) Teacher making post tests for cycle I and cycle II in appendix (3) Teacher explain the advantages of learning English especially past continuous tense (4) Teacher introduced Roundtable strategy while the aim and step (5) Teacher will divide the students to some groups (6) The teacher will give the conclusion and give the solution of their problem that they got when they learned before.

**b. Action**

Action means the process of activity that was done. Action is the implementation of planning that has been arranged. In action, the teacher taught the students how to comprehend the past continuous tense by using Roundtable Strategy.

**Table I**  
**The Activity while doing research in First Cycle**

<b>Teachers</b>	<b>Students</b>
1. Teacher begins the class by greeting to the students in opening the class.	1. The students gave their responses to show politeness.
2. Teacher introduce the material that will be learned	2. Students keep silent and pay attention to the teachers explanation.
3. The teacher asked and showed the students about the advantages of learning past continuous tense.	3. The students listened to the teacher and agree to the class.
4. The teacher set the class rules during teaching-learning process.	4. The students conducted teacher's instruction.

<ol style="list-style-type: none"> <li>5. The teacher giving pre-test.</li> <li>6. Teacher explains the past continuous tense to the student.</li> <li>7. The teacher divided students into groups and described past continuous tense material.</li> <li>8. The teacher invite the students to present the information they get by drawing the ideas about past continuous tense on the blackboard,</li> <li>9. The teacher giving assessment and praising to the students who want to present their ideas.</li> <li>10. The teacher checking the students' understanding by giving some questions about past continuous tense such as definition of past continuous tense, pasttern, and the function of past continuous tense.</li> <li>11. The teacher makes the conclusion</li> <li>12. The teacher conducting post test 1.</li> </ol>	<ol style="list-style-type: none"> <li>5. The students receive the pre-test.</li> <li>6. They students pay attention seriously.</li> <li>7. The students pay attention and asked some questions that they had not understood yet. Students conducted teacher's instructions.</li> <li>8. The students conducted the teacher's instruction.</li> <li>9. The students will enthusiastic.</li> <li>10. The students give their responded with the teacher' questions.</li> <li>11. The students gave their fully attention for the teacher explanation.</li> <li>12. The students doing the post test.</li> </ol>
---	--

**c. Observation**

Observation is a basic of knowledge. Observation used to give the value of analysis unit and to take the data.<sup>30</sup> Observation aimed to find out the information that was used to be evaluated and was the basic of reflection. In this case the researcher observed all the situation or condition that happen during the teaching-learning process, the students attitude while discussion in their own groups, and to know the students who are active or not in group discussing .

In this step, the collaborator was the English teacher of SMP Muhammadiyah Sunggal, she observed the students while they were learning through roundtable strategy and also investigate the situation and the problems or obstacles that were found during the teaching learning process. The observation was put in her diary note.

**d. Reflection**

Reflection is the step of researcher group to evaluate again the situation and condition, after subject/object that researched to get the treatment systematicly.<sup>31</sup> It very necessary to help the writer to make decision for what to do or to revise. From the result of the observation, the problem that existed, the caused of the problem was analyzed.

**2. Second Cycle**

Based on the result in cycle I, the researcher as the teacher found the weakness in learning teaching learning process. So that, the teacher did the second cycle. The purpose of the second cycle was to improve data in the first cycle I. In

---

<sup>30</sup>Jemmy Rumengan, (2013), *Metodologi Penelitian*, Bandung: Citaputaka Media Perintis, P. 66.

<sup>31</sup>*Ibid*, Sukardi, P. 6.

the Second cycle II, it included in four steps too, planning, action, observing and reflection. All of the steps same with the first cycle, but the resercher added some activities in planning and action activities.

**a. Planning**

In this cycle, roundtable strategy applied in teaching-learning process in past continuous tense material. The topic was same as before. The teaching-learning process was more emphasized students to explain the past continuous tense with the strategy from the teacher. The writer created more supportive condition in order to foster the students to give their responses and participants actively in the class. The last of use all, the teacher asked students whether use this method develop their comprehends in past continuous tense or not.

**b. Action**

Action means that the activity that the teachers do in learning process. In this step, the researcher did the planning activities. These activities were conducted by the teacher.

**c. Observation**

The observation was conducted to observe the students' activities during teaching-learning process, the observation involved the information about the students' behaviour, attitude, and their difficulties and other influenced factors that obscure the students.

**d. Reflection**

This step was done by evaluating the weakness and the strenght while teaching-learning process. The researcher makes a conclusion by asking some

questions in her mind reflect what was already done such as: why they were difficult to understand the past continuous tense.

#### **D. Technique of Collecting Data**

The data of this research will be collected by using grammar test, observation and interview. The test is used to collect quantitative data and the observation and interview will be implementing to gather the qualitative data.

To collect quantitative data, there are one instrument of this research, that is :

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

Test is a short examination of knowledge or ability. Consisting of question that must be answered. It is given to know students ability in mastering simple present tense. There are : (a) Pre test is the test before using Who am I Game (b) Post test is to know the means of the score experimental group.

In the technique of collecting qualitative data, there are some technique of this reseach, that is:

##### **1. Observation**

Observation is a way to collect the informative materials done by conducting observation and recording of phenomena as object of observation.<sup>32</sup> In this case had been done by investigating directly in the field of research. Firstly, the researcher decided what aspects that observed. The researcher observed about the condition in the class when teaching-learning process go on and the students condition.

##### **2. Interview**

---

<sup>32</sup> Djaali and Pudji Muljono, (2007), *Pengukuran dalam Bidang Pendidikan*, Jakarta:P. 16.

Process of human communication as a social society. The interview done to get the information that related to the research.<sup>33</sup> The researcher asked of some question that be asked for the students and English teacher before did research and after did research in the school.

### 3. Diary notes

Diary notes was used in write about students' activity in the class, the diary note was conducted to get information about students' response during teaching-learning process.

### 4. Document

Document is a written note about some activities and in the past time.<sup>34</sup> As a qualitative research, the researcher had to take the documentation of research. The researcher collected some pictures during teaching-learning process.

## **E. Analysis the Data**

The technique of analyzing data of this research was applied by using qualitative and quantitative data. The data was used to describe the situation during teaching learning process.

Qualitative data would be analyze according to Miles and Hubermas, is a comprehensive sourcebook, describing analysis that is directed at tracing out lawful and stable relationships among social phenomena, based on the regularities and sequences that link these phenomena. Their analysis has three main components: data reduction, data display, and drawing and verifying conclusion.<sup>35</sup>

---

<sup>33</sup>Masduki, (2001), *Jurnalistik Radio*, Yogyakarta: LkiS Yogyakarta, P. 37

<sup>34</sup>Syahrum and Salim, (2007), *Metodologi Penelitian Kuantitatif*, Bandung: Citapustaka Media, P. 146.

<sup>35</sup>Introduction to research methods in education, [www.scope.edu/Portals/0/progs/med/precoursereadings/IEIKeyReading8.pdf](http://www.scope.edu/Portals/0/progs/med/precoursereadings/IEIKeyReading8.pdf). P. 173. Accessed on Friday 03 February 2017, 21: 58.

Quantitative data would be analyzed in score while the students learned the past continuous tense by using roundtable strategy through quantitative data the researcher would know there was improvement or not on the students' ability in using past continuous tense by using roundtable strategy.

To know the means of the students' score in each cycle, the research was applied the following formula:

$$\bar{X} = \frac{\sum X}{N}$$

X : The means of the student

$\sum X$  : The total score

N : The number of students

Then, to know the difference of the test success after using roundtable strategy, the writers use the following t-test formula:

$$t = \frac{\bar{D}}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}$$

Where:

$\bar{D}$  = Mean of difference of post-test 1 and post-test 2

D = Difference

N = Subject of Students

In this research the researcher analyzed the qualitative data based on Miles and Huberman's theory there are three main components: data reduction, data display, and drawing and verifying conclusion.

## **F. Trustworthiness**

It is important to establish that the findings of the study are validity. There are various ways to establish a sense of trustworthiness and validity. According to Lincoln and Guba, the basic issue to trustworthiness is: how can an inquirer persuade his/her audiences (including self) that the finding of an inquiry is worth paying attention to, worth taking account of in this study, the researcher determines four criteria to use as the techniques of Trustworthiness inquiry. They are credibility, transferability, dependability, and conformability.<sup>36</sup> In this research the researcher choose the credibility trustworthiness.

Credibility contributes to a belief in the trustworthiness of data through the following attributes: (a) prolonged engagement; (b) persistent observations; (c) triangulation; (d) referential adequacy; (e) peer debriefing; and (f) member checks. Triangulation and member checks are primary and commonly used methods to address credibility.

So, as researcher I choose Triangulation. Triangulation is accomplish by asking the same research questions of different study participants and by collecting data from different sources and by using different methods to answer those research questions. Member checks occur when the researcher asks participants to review both the data collected by the interviewer and the researchers' interpretation of that interview data. Participants are generally appreciative of the member check process, and knowing that they will have a chance to verify their statements tends to cause study participants to willingly fill

---

<sup>36</sup>Y. S, & Guba, E. G, (1985), *Naturalistic inquiry*. (Newbury Park: CA Sage), p. 289.

in any gaps from earlier interviews. Trust is an important aspect of the member check process.<sup>37</sup>

This is the steps for trustworthiness :

- First, I prepare the question to different study participants, especially to grade seven-1 of SMP Muhammadiyah 47 Sunggal.
- And then, I ask the students grade seven-1 to answer the questions multiple choice on a piece of paper directly.
- After that, I have found the validity question.
- The validity question I give to the students grade seven-2, actually the students grade seven-2 is my students participants.

---

<sup>37</sup>Gigi De vault .thebalance.com/establishing-trustworthiness-in-qualitative-research,15 october 2015.

## **CHAPTER IV**

### **RESEARCH FINDING AND DISCUSSION**

#### **A. Research Finding**

The findings of this research exist in the preliminary study and two cycles

##### **1. Preliminary Study**

Before conducting the first cycle, the researcher did a preliminary study. This preliminary study is intended to know the students' achievement in past continuous tense

In this preliminary study, the researcher gave the test, interview, and observation. Past continuous tense test is used to evaluate students' achievement and how the result of the scores that they achieved. The English teacher made 70 as minimum standard *Kriteria Ketuntasan Minimal* (Minimum Passing Grade) in that school.

The number of the students who took the test was 35 from the result of past continuous tense test in pre-test, the total score of the students was 1.125 and the mean of the students' score 32,14.

Based on the test result, it is indicated that the students' achievement in past continuous tense was low. It can be seen from the mean score of the students was 2.192 and the percentage of the students' score of the test was 1 students who succeeded or got score 70, it was only 10%. On the other hand, 34 students unsuccessed or didn't get score up to 70 and it was 90%. This data can be seen in the appendix XI.

The quantitative data above was strengthened by the qualitative data taken from the result of every meeting and the interview. The interview was done before conducting the first cycle. It was found out that the teachers problems in teaching past continuous tense test were the inappropriate use of teaching strategy. The interview also found that the students still had difficulties in comprehending past continuous tense. It is shown from the result of interview with the English teacher as follows:

“ Menurut saya kemampuan anak-anak dalam menguasai tenses khususnya kelas VII-1 sangatlah kurang, hal ini dapat dilihat dari kurangnya respon siswa siswi terhadap pertanyaan-pertanyaan berbahasa inggris ” (According to me, the capability of the students about their understanding of tenses, especially in VII-1 class still low ), (Int-T-Si).

Based on the data above from the result of interview with the English teacher showed that, the teacher state that the students were very difficult in comprehending past continuous tense especially the pattern of past continuous tense, because the students can't give their responsibility in teaching and learning process.

It was also strengthened by the result of interview with the students as follows:

“ Kalau Bahasa Inggris saya gak paham miss, saya rasa susah cara bacanya” (I don't understand English miss, I think its difficult to read), (Int-S1- und).

From the data above, the students can't understand in English, because English is one of difficult language. Beside that, the students think that English pronunciation is difficult.

“Saya tidak terlalu suka bahasa inggris miss, soalnya beda tulisan beda bacaanya jadi sulit untuk di pahami” (I don't too like English, because writing and pronouncing English are different), (Int-S2-und).

Based on the data above, the students don't too like English, because the written is different with the pronunciation, so the students can't understand well about the subject.

“Susah miss, saya gak tau cara bacanya” ( Difficult miss, I don't know how to pronounce it), (Int-S3- und).

Based on the data above, the students feel difficult to pronounce English, because what in written and pronounced are different.

The data taken from interview says that the students were not be able to understand the past continuous tense. They still think that English grammar is difficult to learn.

Based on the quantitative and qualitative data, the students' ability in comprehending the past continuous tense is not good yet. Therefore, the researcher implements roundtable strategy that is continued to the cycle 1.

## **2. Cycle I**

Based on the researcher's observation, the students' response in learning teaching process was enough. It could be seen on list of the observation sheet that have done by English teacher as a collaborator in the class. The obtained the point that they still difficult in using the past continuous tense, the atmosphere of the class did not enjoy and quiet, many students were not be able to use and understand the past continuous tense and did not pay their attention to the teacher while learning. It was not just from the students, but also the teacher. When the researcher did interview to the teacher, and the teacher said that the problem of the students in learning English is they had less motivation in studying English. In the other hand, the teachers' technique when teaching English especially the past continuous tense was not suitable, so they felt very difficult and bored in learning process.

The researcher's feeling when learning teaching process was still unsatisfaction. The researcher felt unhappy in the first meeting because the students that could their attention to the teacher was still low. Most of the students were still noisy in the class and the students' score when giving test was still low.

In this cycle, the researcher conducted four steps: planning, action, observation, and reflection. In this cycle, there was three meetings which were conducted to the students. A test was given at the end of learning process. The steps of this cycle were:

### **Planning**

In this cycle, the researcher had prepared all of material that was used while learning, such as analyzing and observing, conducting students test, preparing material that was used roundtable strategy, preparing observation sheet. And the researcher also prepared the lesson plan to teach. The time allocation would be done for ninety minutes for one meeting.

In this step, there were some activities had been done by the researcher, they are: Making lesson plan concisted of the action, preparing the teaching material of roundtable strategy that was needed in action, preparing the test to measure the result of the study, preparing observation sheet, interview sheet and diary notes.

### **Action**

In this step, there were some activities which were done by the researcher, including: introduction, core activity, and closing. In introduction, there were some activities had done by the researcher, such as: (1) The teacher explained the objectives and the learning procedure. (2) The teacher did the apperception by

greeting the students, checking the students' attendance list, and asking the students about simple present tense by the teacher.

In the core activity, there were some activities had done by the researcher, such as: (1) the teacher explain the simple present tense by using roundtable strategy (2) The teacher asked the students to devide into 7 groups that consist of 5 students. (3) The ask the students to take out piece of paper and writes whatever question the teacher tells them to write on the top of the paper. (3) The students them number the paper 1-20, and the teacher tells them to begin and each student will write as many responses to the question as they can in the time the teacher gives. (4) The teacher will then say pass and students will pass their list to the left and receive a new list from the right (5) Each student will read what is already on this list and add their own comments to the new list (6) Each rotation should last about 15-20 seconds and the pass should take about 2 seconds.

Last activity of action is closing, in closing there were some activities had done by the researcher, such as: (1) Finding ways to better appreciate the efforts and result of individual and group learning. (2) The teacher and the students concluded the material.

### **Observation**

Observation proposed to find out information action by the writer in the classroom. The observation was done to observe what the students had done during the teaching learning process. It was about the behavior, attitude, and all activities during the action process. Thus, the result of observation was collected as the data, which is used as a basic reflection.

In this phase, there were two kinds of the observations' result, they were collected by quantitative and qualitative, the writer gave the post-test in this first cycle. The result of the post-test in the first cycle show that the achievement of students increased when used the roundtable strategy in learning process. Based on the data observation, there was an improvement in the teaching learning process. The teacher could improve the students' achievement in comprehending past continuous tense but many students were still not active and were not interested while the teacher taught them about the past continuous tense. Although some of the students had did the activities seriously and they could tell the story briefly and 34 students still got 70 below.

Quantitatively, the result of the pos-test of the first cycle, it showed that the total score of the students was 2.292 and the number of the students who succeeded the test still 18 from 35 students. So, the mean of the students' score of the test was 65,48. It can be seen that the students' score in past continuous tense was increased but still low. The percentage of the students' score of the test was 18 students succeeded and got score 70 or up to 70 it still 51,42%. So, post-test of the first cycle was categorized unsuccessfull. This data can be seen in the appendix XI.

The quantitative data above was strengthened by the qualitative data taken from the result of every meeting and the interview. The interview was done after conducting the first cycle. The interviewer found that the students still did not have good understanding in learning English grammar. It is shown from the result of interview with the students as follows:

“Saya masih agak gak ngerti miss soal pengucapan kata katanya, payah, ucapan nya gak sama sama bacaannya” (I stil do

not understand miss about how to pronounce the words, the written is different with the pronunciation), (Int-S1-und).

It means that the student still feel confuse in pronouncing the sentence. The students thinks that learning grammar is difficult because the written is not same like the pronunciation.

The data above was strenghtened by the result of the interview with the students as follows:

“Enak sih miss dipahami materinya, cuma saya payah kali menghafal rumus miss, jadi kalau dikasih soal sering salah” (I think it is easy for the matery, but i am difficult in memorizing the formula), (Int-S2-und).

It means that the student has difficulties in memorizing the words related to the English. That is the reason why the student are low in answering the question.

The data above was strenghtened by the result of the interview with the student as follows:

“Menyenangkan si miss belajarnya tadi, cuma tadi kawan disebelah saya ribut kali, jadi agak gak denger pas miss jelaskan” (Actually I enjoy the matery. But my friend who sits beside me makes noise, and I can’t your explanation clearly”, (Int-S3-Int).

It means that the student gets the interferences from the environment, so that the student can’t listen the teacher’s explanation clearly.

From the quantitatively and qualitatively data above, it can be concluded that the students’ ability is still low in comprehending English grammar especially in past continuous tense. So, the research should be continued to the cycle II.

## **Reflection**

In this phase, the feedback of teaching learning process was taken from the result of observation, test, documentation, and interview. The researcher evaluated the teaching learning process in the end of the meeting. The researcher asked the students how the students felt when learning past continuous tense through

roundtable strategy, the students' difficulties and problem while learning. All of it would be asked by the teacher in the end of meeting.

Through the reflection, the researcher knew the problems and the result of the students when did test. Look at the students' result test and observation sheet and also diary notes that was written in appendix XVII, XVIII, IX.

From the students' response and the students' scores above, the researcher stated to continue in cycle two in hoping to be better than before. Second cycle was held to achieve the improvement score of the students ability in using simple present tense. Doing action research in poste-test I. So, post-test continued in the second cycle.

### **3. Cycle II**

The Researcher choosed to continue the research in cycle two. The aim was to improve the students' score in using past continuous tense after doing post-test in the first cycle. The students' response while learning past continuous tense improvement. It could be seen on the observation that have done by the researcher. The students were active and enthusiastic in learning past continuous tense by using roundtable strategy. The phenomenon in the class also changed. The students were more active than before and paid their attention to the teacher. The researcher also looked at the improvement of the students in every meeting.

Then, it could be seen of the additional activities that have been done by the researcher while teaching simple present tense in four steps, planning, action, observing and reflection.

## **Planning**

In this cycle, the researcher prepared new planning added some activities in the activities of learning such as: the students are determined the name of their own group and the researcher gave the prize to the group who is the winner in that strategy. So they enjoyed the strategy and they more active in learning past continuous tense.

## **Action**

In this step, there were some activities which were done by the researcher, including: introduction, core activity, and closing. In introduction, there were some activities had done by the researcher, such as: (1) The teacher explained the objectives and the learning procedure. (2) The teacher did the apperception by greeting the students, checking the students' attendance list, and asking the students about simple present tense by the teacher.

In the core activity, there were some activities had done by the researcher, such as: : (1) the teacher explain the simple present tense by using roundtable strategy (2) The teacher asked the students to devide into 7 groups that consist of 5 students. (3) The ask the students to take out piece of paper and writes whatever question the teacher tells them to write on the top of the paper. (3) The students them number the paper 1-20, and the teacher tells them to begin and each student will write as many responses to the question as they can in the time the teacher gives. (4) The teacher will then say pass and students will pass their list to the left and receive a new list from the right (5) Each student will read what is already on this list and add their own comments to the new list (6) Each rotation should last about 15-20 seconds and the pass should take about 2 seconds.

Last activity of action is closing, in closing there were some activities had done by the researcher, such as: (1) Finding ways to better appreciate the efforts and result of individual and group learning. (2) The teacher and the students concluded the material.

### **Observation**

The observation was done for the second cycle. The students' activity during the teaching learning process had been observed. (1) Many students were more effective in learning past continuous tense by using roundtable strategy and answered the teachers' questions. (2) The students were seriously during learning process (3) The mean score of the students was categorized successful namely 82,17.

Observation proposed to find out information action by the writer in the classroom. The observation was done to observe what the students had done during the teaching learning process. It was about the behavior, attitude, and all activities during the action process. Thus, the result of observation was collected as the data, which is used as a basic reflection.

In this phase, there were two kinds of the observations' result, they were collected by quantitative and qualitative, the writer gave the post-test in second cycle. The result of the post-test in the second cycle show that the achievement of students increased when used roundtable strategy in learning process. Based on the data observation, there was an improvement in the teaching learning process. The teacher could improve the students' achievement in past continuous tense.

Quantitatively, the result of the pos-test of the second cycle that was succeeded the test was 33. So, the mean of the students' score of the test was

82,17. It can be seen that the students' score in past continuous tense was increased. The percentage of the students' score of the test was 33 students succeeded and obtained the score 70 or up to 70 it was 94,28%. So, post-test of the second cycle was categorized successful. This data can be seen in the appendix XI.

Based on data above, the result showed the improvement of the students' score from the pre-test to the post-test of cycle I. In the pre-test, the students who got the score 70 or more were 1 of 35 students (2,85%). In the post-test of cycle I, the students who got the score 70 or more were 18 of students (51,42%). In the post-test of cycle II, the students who got the score 70 or more were 33 of 35 students (94,28%). In the first test there was 2,85% (1 students) who got the score 70 or more. In the second second test there was 51,42% (18 students) who got score 70 or more. It means that there was an improvement about 48,57%. In the third test there was 94,28% (33 students) who got score 70 or more. There was improvement about 42,86% from the second test, and about 91,43% from the first test to the third test. Most of students' score increased from first test to the third test.

In this also used to test the hypothesis in the research, from the computation, it could be seen that the coefficient of  $t_{\text{observed}}$  and  $t_{\text{table}}$  to  $df = N - 1 = 35 - 1 = 34$ , with fact  $\alpha = 0,05$  was 2,04. In the coefficient of  $t_{\text{observed}}$  (9,14) >  $t_{\text{table}}$  (2,04). Thus, alternative hypothesis ( $H_a$ ) could be received. Based on finding, alternative hypothesis ( $H_a$ ) saying that who am I game could improve students' achievement in past continuous tense. This data can be seen in the appendix XII.

Based on the quantitative data above it can be stated that roundtable strategy could improve the students' ability in learning past continuous tense.

The quantitative data above was also strengthened by the qualitative data as what one of the students say:

“ Ya mis, karena belajarnya disamping serius juga enjoy karena macam rapat di kantor. (yes mis, I like that strategy because beside we are serious in learning, but we enjoy because we study just like meeting in the office), ( Int-S1-Si).

Based on the data above, the students feel happy about the strategy, because the student can enjoy to follow the material and the rule that give by teacher is good. Beside that, they have good response.

“ Ya agak menegangkan mis, karena harus mengisi beberapa pertanyaan mis, tapi asik juga mis karena saya harus aktif mis” (Yes the strategy little bit strain, because we are demanded to be active.) ( Int-S2-und).

Based on the data above, the students feel strain, because the students demanded fill the question, but the students feel happy because the student can show up their active.

“Saya setuju sekali mis.” ( I'am agree mrs), (Int-S3-und).

Based on the data above, the students agree that roundtable strategy can be applied in that materi, because the students feel enjoy when they follow teaching and learning process. Beside that, the strategy can improve the students ability in learning past continuous tense.

Beside it, the researcher interviewed the English teacher. It is shown from the result of interview with the English teacher as follows:

“ Sangat menarik, karena disini siswa dapat mengeksplor kemampuan mereka dalam proses pembelajaran dan dalam suasana serius tapi santai, selain itu juga merangsang pemikiran mereka, dan yang paling penting adalah belajar bahasa inggris menciptakan suasana yang active, joyful activities, without stress and boring” (So interesting, because by applying the strategy can improve their ability in learning process even they still can enjoy in serious situatin, beside that the strategy can be used to stimulate their maindset, and the most important is it can be the way to learn English in an active situation, joyful activities, without stress and boring. ) (Int-T-Ass). This result can be seen in the appendix XV.

Based on the data above, the teacher feel the strategy was interesting, because the students can improve their ability in learning process, and the students can be attractive to show more their ability. Beside that, the teacher feel that the situation in teaching and learning process more active, and joyful activities, without stress and boring, because in learning process the students active with their friends in one group, so the strategy can make the students enjoy.

From the data above, it can concluded that in this research students showed a good improvement ability in learning past continuous tense.

### **Reflection**

In this phase, the feedback of teaching learning process was taken from the result of observation, test, documentation, and interview. The writer could conclude as follows: (1) having checked the students' test, the researcher found that he students' score showed the improvement. Based on the observation sheet, the teacher' ability in teaching past continuous tense showed the improvement, too. The teacher could motivate the students' score showed the improvement. it can be seen from the mean of the students' score, the students who got the score 70 or more were 1 of 35 students (2,85%). In the post-test of cycle I, the students who got the score 70 or more were 18 of students (51,42%). In the post-test of cycle II, the students who got the score 70 or more were 33 of 35 students (94,28%). In the first test there was 2,85% (1 students) who got the score 70 or more. In the second second test there was 51,42% ( 18 students) who got score 70 or more. It means that there was an improvement about 48,57%. In the third test there was 94,28% (33 students) who got score 70 or more. There was improvement about 42,86% from the second test, and about 91,43% from the first test to the third test. Most of students' score increased from first test to the third

test. It made the researcher felt that the cycle could be stopped because the students' achievement in past continuous tense was improved by using roundtable strategy.

## **B. Discussion**

The research was conducted to find out the students' achievement in using past continuous tense by using roundtable strategy. Roundtable strategy was one of the strategy which could be used by the teacher in teaching English especially in past continuous tense.

This research had proved that roundtable strategy was effective to be used in teaching past continuous tense. It can be seen in the table of the students' score improvement from the pre-test, post-test I until post-test II. The improvement was because the teacher controlled the class better. Another was because the application of roundtable strategy made more help the students' understanding in learning past continuous tense. The teacher was also easy to apply roundtable strategy in teaching past continuous tense.

Based on the result of the quantitative data, the result showed that the students improved their achievement in past continuous tense. The students' score was getting better from the first meeting until the fourth meeting in the test. It was proven by the students' mean score which increased in each meeting. The mean of the students' score in the pre-test was 32,14. It was low because only 1 students who got the score 70 and more. The mean of the students' score in the post-test I was 65,48 and post-test II was 82,17. It was higher than the pre-test to post-test I until post-test II. The improvement of the students' mean score from the pre-test to the post-test I was 17, The improvement of the students' mean score from the

post-test I to post-test II was 16,69 and the improvement of the students' mean score from the pre-test to the post-test II was 50,03.

Then, the percentage of the students who got the score 70 and more in the pre-test was one of thirty five students (2,85%). The percentage of the students' who got the score 70 and more in the post-test I was eighteen of thirty five students (51,42%). The percentage of the students' who got the score 70 and more in the post-test II was forty three of forty eight students (94,28%). The improvement of the competent students percentage from the pre-test to the post-test I was 48,57% from post-test I to post-test II was 42,86%, pre-test to post-test II was 91,43% It indicated that the improvement of the students' achievement past continuous tense was significant.

Based on the result of the qualitative data which was taken from the observation sheet an the interview report, it was found that the class ran effectively. The students paid attention to the teacher during the teaching learning process. They were also spirit in learning past continuous tense and enjoying the learning process. Then, it can be said that the qualitative data was also showed the improvement of the teacher's and the students' activities during the teaching learning process. It indicated that the application of roundtable strategy could motivate the students became more enthusiastic in learning grammar especially past continuous tense.

From the explanation above, it could be concluded that the result of the research showed that the application of roundtable strategy could improve the students' achievement in past continuous tense. It could be proven by the quantitative data which showed the students' score got better from the pre-test to

the post-test I until post test II. It also could be proven by the qualitative data which showed that the teacher got better in controlling the class and the students' were more active and enthusiastic learning past continuous tense.

## CHAPTER V

### CONCLUSIONS AND SUGGESTIONS

#### A. Conclusions

From the result and discussion about improving the students' ability in using past continuous tense by using roundtable strategy could be concluded that:

The quantitative data above based on the test result, it is indicated that the students' achievement in past continuous tense was low. It can be seen from the mean score of the students was 1.125 and the percentage of the students' score of the test was 1 students who succeeded or got score up to 70, it was only 10%. On the other hand, 33 students unsuccessful or didn't get score up to 70 and it was 90%.

Qualitative data taken from the result of every meeting and the interview. The interview was done before conducting the first cycle. It was found out that the teachers problems in teaching past continuous tense test were the inappropriate use of teaching strategy. The interview also found that the students still had difficulties in comprehending past continuous tense.

Quantitative data, the result of the pos-test of the first cycle, it showed that the total score of the students was 2.292 and the number of the students who succeeded the test still 18 from 35 students. So, the mean of the students' score of the test was 65,48. It can be seen that the students' score past continuous tense was increased but still low. The percentage of the students' score of the test was 18 students succeeded and got score 70 or up to 70 it still 51%. So, post-test of the first cycle was categorized unsuccessful.

Based on the data observation, there was an improvement in the teaching learning process. The teacher could improve the students' achievement in comprehending past continuous tense but many students were still not active and were not interested while the teacher taught them about the past continuous tense. Although some of the students had did the activities seriously and they could tell the story briefly and 17 students still got 70 below. So it would continue to second cycle.

Based on the result of the qualitative data which was taken from the observation sheet an the interview report, it was found that the class ran effectively. The students paid attention to the teacher during the teaching learning process. They were also spirit in learning past continuous tense and enjoying the learning process. Then, it can be said that the qualitative data was also showed the improvement of the teacher's and the stuedents' activities during the teaching learning process. It indicated that the application of roundtable strategy could motivate the students became more enthusiastic in learning grammar especially past continuous tense.

From the explanation above, it could be concluded that the result of the research showed that the application of roundtable strategy could improve the students' achievement in past continuous tense. It could be proven by the quantitative data which showed the students' score got better from the pre-test to the post-test I until post test II. It also could be proven by the qualitative data which showed that the teacher got better in controlling the class and the students' were more active and enthusiastic learning past continuous tense.

Quantitatively, the result of the pos-test of the second cycle, it showed that the total score of the students was 2.876 and the number of the students who succeeded the test was 33. So, the mean of the students' score of the test was 82,17. It can be seen that the students' score in past continuous tense was increased. The percentage of the students' score of the test was 33 students succeeded and got score 70 or up to 70 it was 94,28%. So, post-test of the second cycle was categorized succesfull.

## **B. Suggestions**

Based on the result of this research, the researcher gives suggestion:

### 1. For the English teacher

The researcher suggests the teacher to solve the problems in learning past continuous tense by roundtable strategy. The purpose is to make the students fell enjoy and excited in English learning especially in learning past continuous tense.

### 2. For the students

The students have to try to learn past continuous tense. Because past continuous tense in part of grammar and grammar is very important to learn in English lesson.

### 3. For the next researchers

The researcher gives suggestion to the next researcher to conduct the similar strategy with other respondents to find out the advantage of this material or improve this research by doing further examination on the students' ability through the implementation of roundtable strategy.

4. For all readers

This skripsi may be useful as further sources and the finding of this study make easy you to apply roundtable strategy in past continuous tense.

## REFERENCE

Altman, *Organizational Behavior, theory and practice*, London: Academic Press,1985.

Alfianika, Ninit. *Metode Penelitian Pengajaran Bahasa Indonesia*,Yogyakarta: STKIP PGRI Sumbar Press,2016

Azwar, Saifuddin. *Metode Penelitian*, Yogyakarta: Pustaka Belajar,2007.

Bridget *Somekh, Action Research a Methodology for Change and Development*, USA: Open University Press,2006.

Costello M.J, Patrick. *Action Research*, London: British Library,2003.

Fithriani, Rahmah. *English Grammar*, Bandung: Citapustaka Media Perintis, 2010.

Fitrianti, *Sukses Profesi Guru dengan Penelitian Tindakan Kelas*, Yogyakarta: Group Penerbita CV Budi Utama, 2016.

Gigi De vault .thebalance.com/establishing-trustworthiness-in-qualitative-research,15 october 2015.

Hj.Amini, *Profesi Keguruan*, Medan: Perdana Publishing,2015.

Hornby.AS, *The Advanced Learner's Dictionary Of Current English*, London: Oxford University press, 1992.

<https://elearningindustry.com> upload at 09 February 2017

Istarani, *58 Model Pembelajaran Inovatif*, Medan: Media Persada,2012.

Introduction to research methods in education,

[www.scope.edu/Portals/0/progs/med/precoursereadings/IEIKeyReading8.pdf](http://www.scope.edu/Portals/0/progs/med/precoursereadings/IEIKeyReading8.pdf).

Jeanne M. Stone, *Cooperative Learning Reading Activities: Kagan Cooperative Learning*, California: Kagan Publishing, 2000.

John Eastwood, *Oxford Learner's Pocket Grammar*, China: Oxford University Press, 2010.

Masduki, *Jurnalistik Radio*, Yogyakarta: LkiS Yogyakarta, 2001.

Muljono, Pudji and Djaali, *Pengukuran dalam Bidang Pendidikan*, Jakarta, 2007.

Nggili Arnold, Ricky. *Belajar Any Where*, Salatiga: Guepedia, 2015.

Pamela A. Bridgeman, *Round Table Discussion*, Durham: NACSW Convention, 2010.

Patricia K. Werner, *Interactions2 Grammar*, United State. Me Graw-Hill, 2002.

Rumengan, Jemmy. *Metodologi Penelitian*, Bandung: Citaputaka Media Perintis, 2013.

Roy J. Shephard, *Psycal Activity And Growth*, London: Year Books Medical Publisher, 1982.

Rudy Hariyono, *English Grammar For General Application*, Surabaya: Gitamedia press, 2003.

Satrio Nugroho, *Practical Complete English Grammar*, Jakarta: Kartika, 2007.

Syaiful Bahri Djamarah dan Aswan Zain, *Strategy Belajar Mengajar*, Banjarmasin PT. Rineka Cipta, 1995.

Syahrum and Salim, *Metode Penelitian Kualitatif*, Bandung: Cipta Pustaka Media, 2007.

Syahrum and Salim, *Metodologi Penelitian Kuantitatif*, Bandung: Citapustaka Media, 2016.

Syamsidah, *Kiat Mudah Membuat Penelitian Tindakan Kelas Bagi Guru Taman Kanak-kanak*, Yogyakarta: Group Penerbitan CV Budi Utama, 2016.

Sukardi, *Metode Penelitian Pendidikan Tindakan Kelas*, Jakarta: PT Bumi Aksara, 2013.

Thompson, A.J. and Matinet, A.V, *A Partical English Grammar*. Hongkong: Oxford University Press, 1986.

Victoria Bull, *Oxford learners Pocket Dictionary*, China: Oxford University Press, 2011.

W. Gulo, *Stategy Belajar Mengajar*, Jakarta: PT. Gramedia Widiarsana Indonesia, 2002.

Wiriaatmadja, Rochiati, *Metode penelitian Tindakan Kelas*, Bandung: PT Remaja Rosda Karya, 2008.

Yusuf Ali, *Al-Qur'an terjemahan paralel Indonesia Inggris*, Solo – Indonesia: QOMARI, 2010.

Y. S, & Guba, E. G, *Naturalistic inquiry*. Newbury Park: CA Sage, 1985.

## **APPENDIX I**

### **LESSON PLAN (CYCLE I)**

**Sekolah** : SMP MUHAMMADIYAH 47 SUNGGAL

**Kelas/ semester** : VIII (Delapan) / II (Dua)

**Mata Pelajaran** : Bahasa Inggris

**Alokasi Waktu** : 4x40 menit (2 kali Pertemuan)

**Competency Standards** : Grammar

To express meaning in short functional text and essay form descriptive and recount to interact with surroundings.

**Basic competence** :

Responds and express the meaning of the text spoken and written in the form past continuous tense

**Indicator** :

1. Find definition of past continuous tense
2. Distinguish positive sentence, negative, interrogative in past continuous tense.
3. Find the function of past continuous tense.

**I. Learning Objective :**

1. The students are able to find definition of past continuous tense.
2. The students are able to distinguish positive sentence, negative, interrogative in past continuous tense.
3. The students are able to understand the function of past continuous tense

## **II. Learning Material** : Past Continuous Tense

Past continuous Tense is used to express an action which was going on at some time in the past.

The pattern : (+) S + was/were + Verb 1 + ing + O/C

(-) S + was/were + not + Verb 1 + ing + O/C

(?) was/were + S + Verb 1 + ing + O/C

Examples:

1. I was singing a song at 8 o'clock last night
2. My Mother was not sweeping the garden when father asked me
3. Were you studying hard at 7 o'clock last night

## **III. Learning Method/Strategy** : Roundtable strategy/group discussion

### **IV. Learning Steps**

#### **a. Begining activities**

- Greetings
- Pray together before star the lesson
- Asked how the students

#### **b. Main activities**

##### ➤ **Eksplorasion**

- The teachers asked the students the extent to which students knowledge of the material to be delivered .
- The teachers give motivation to the students how important reading course materials before entering into the classroom or before star the lesson.

##### ➤ **Elaboration**

- The teachers delivered defenition of past continuous tense.
- The teachers explain about the pattern of past continuous tense
- The teacher puts the students in groups of three or four and each students in the group takes out piece of paper and writes

whatever question the teacher tells them to write on the top of the paper.

- The teachers give number ordered 1-20 on paper that has been distributed
- The teacher tells them to begin and each student will write as many responses to the question as they can in the time the teacher gives.
- The teacher will then say pass and students will pass their list to the left and receive a new list from the right.
- Each student will read what is already on this list and add their own comments to the new list. It is important that the students do not repeat answers. There is absolutely no talking during this activity.
- The process will continue until all students get their own list back. Each rotation should last about 15-20 seconds and the pass should take about 2 seconds.

➤ **Confirmation**

- The teachers give some question to know the students ability after give explanation about past continuous tense.
- Teachers provide reinforcement materials has been delivered

**c. Last activities**

- Teacher give conclusion the lesson material.
- Teachers provide motivation to students who still confused master about past continuous tense.
- Greetings

**V. Learning Source:**

1. Mukarto, *English on Sky for Junior High School Students*, Jakarta: Penerbit Erlangga. 2004.
2. Rudy Hariyono, *English Grammar For General Application*, Surabaya: Gitamedia press. 2003.

**VI. Instrumen Penilaian**

1. Teknik penilaian : Test Tertulis
2. Bentuk : Test Objektif Pilihan Ganda
3. Instrument : Enclosed

**Sunggal, Maret 16<sup>th</sup> 2017**

**English Teacher**

**Researcher**

**Nurjannah, S.Pd**

**An-Nisa**

**NIM.34131075**

**Know**

**Headmaster of SMP Muhammadiyah 47 Sunggal**

**Jhon Henry Ritonga, B.Sc, S.Pd**

**NKTM. 817 779**

## APPENDIX II

### LESSON PLAN (CYCLE II)

**Sekolah** : SMP MUHAMMADIYAH 47 SUNGGAL

**Kelas/ semester** : VIII (Delapan) / II (Dua)

**Mata Pelajaran** : Bahasa Inggris

**Alokasi Waktu** : 4x40 menit (2 kali Pertemuan)

**Competency Standards** : Grammar

To express meaning in short functional text and essay form descriptive and recount to interact with surroundings.

**Basic competence** :

Responds and express the meaning of the text spoken and written in the form past continuous tense

**Indicator** :

1. Find definition of past continuous tense
2. Distinguish positive sentence, negative, interrogative in past continuous tense.
3. Find the function of past continuous tense.
4. Distinguish the using time signal (when, while, as) in past continuous tense.

#### **I. Learning Objective :**

1. The students are able to find definition of past continuous tense.
2. The students are able to distinguish positive sentence, negative, interrogative in past continuous tense.
3. The students are able to find the function of past continuous tense.

4. The students are able to distinguish the using time signal (when, while, as) in past continuous tense.

## **II. Learning Material : Past Continuous Tense**

Past continuous Tense is used to express an action which was going on at some time in the past.

The pattern : (+) S + was/were + Verb 1 + ing + O/C

(-) S + was/were + not + Verb 1 + ing + O/C

(?) was/were + S + Verb 1 + ing + O/C

Examples:

1. I was singing a song at 8 o'clock last night
2. My Mother was not sweeping the garden when father asked me
3. Were you studying hard at 7 o'clock last night

## **III. Learning Method/strategy : Roundtable strategy/group discussion**

### **IV. Learning Step**

#### **a. Begining activities**

- Greetings
- Pray together before star the lesson
- Asked how the students

#### **b. Main activities**

##### **➤ Eksplorasion**

- The teachers asked the students the extent to which students knowledge of the material to be delivered .
- The teachers give motivation to the students how important reading course materials before entering into the classroom or before star the lesson.

➤ **Elaboration**

- The teachers delivered definition of past continuous tense.
- The teachers explain about the pattern of past continuous tense
- The teachers explain the function of past continuous tense
- Teacher explain the using time signal of past continuous tense.
- The teacher puts the students in groups of three or four and each students in the group takes out piece of paper and writes whatever question the teacher tells them to write on the top of the paper.
- The teachers give number ordered 1-20 on paper that has been distributed
- The teacher tells them to begin and each student will write as many responses to the question as they can in the time the teacher gives.
- The teacher will then say pass and students will pass their list to the left and receive a new list from the right.
- Each student will read what is already on this list and add their own comments to the new list. It is important that the students do not repeat answers. There is absolutely no talking during this activity.
- The process will continue until all students get their own list back. Each rotation should last about 15-20 seconds and the pass should take about 2 seconds.

➤ **Confirmation**

- The teachers give some question to know the students ability after give explanation about past continuous tense.
- Teachers provide reinforcement materials has been delivered

**c. Last activities**

- Teacher give conclusion the lesson material.

- Teachers provide motivation to students who still confused master about past continuous tense.
- Greetings

#### **V. Learning Source:**

1. Mukarto, *English on Sky for Junior High School Students*, Jakarta: Penerbit Erlangga. 2004.
2. Rudy Hariyono, *English Grammar For General Application*, Surabaya: Gitamedia press. 2003.

#### **VI. Instrumen Penilaian**

1. Teknik penilaian : Test Tertulis
2. Bentuk : Test Objektif Pilihan Ganda
3. Instrument : Enclosed

**Sunggal, Maret 16<sup>th</sup> 2017**

**English Teacher**

**Researcher**

**Nurjannah, S.Pd**

**An-Nisa  
NIM.34131075**

**Know  
Headmaster of SMP Muhammadiyah 47 Sunggal**

**Jhon Henry Ritonga, B.Sc, S.Pd  
NKTM. 817 779**

## APPENDIC III

### Pre-Test

Name :

Class :

*Choose the best answer by crossing (X) a, b, c, and d*

1. They ..... studying hard at seven o'clock last night
  - a. am
  - b. are
  - c. was
  - d. Were
2. He ..... writing a letter when the bell rang
  - a. have not
  - b. has not
  - c. Were not
  - d. Was not
3. .... you watching TV this time yesterday?
  - a. are
  - b. were
  - c. when
  - d. Was
4. Was she ..... her fiance tonight?
  - a. Meets
  - b. Met
  - c. meeting
  - d. Meting
5. The couple was discussing their wedding plan ..... the girl showep up.
  - a. when
  - b. where
  - c. while
  - d. Which
6. .... the teacher was explaining the lesson, the student suddenly laughed.
  - a. When
  - b. While
  - c. Where
  - d. Which
7. I ..... having a beautiful dream ..... the alarm clock rang.

- a. were, when  
b. was, when
- c. Were, while  
d. Was, while
8. My mother was watching television ..... my father was reading a news paper
- a. when  
b. while
- c. Where  
d. Which
9. We were ..... English ..... he was watching television.
- a. Studied, while  
b. Studied, when
- c. Studying, while  
d. Studying, when
10. My sister arrived ..... we were eating our dinner
- a. When  
b. Whose
- c. Where  
d. as
11. Kristo ..... Studying English at 07.00 pm last night.
- a. is  
b. are
- c. was  
d. Were
12. This time yesterday, I ..... doing my homework.
- a. is  
b. am
- c. Were  
d. Was
13. I saw Andi in the park. He ..... sitting and reading
- a. is not  
b. are not
- c. Were not  
d. Was not
14. This time last year, I ..... staying in Ende.
- a. am not  
b. was not
- c. Were not  
d. Is not

15. Was He playing football yesterday afternoon?

- a. Yes, He was
- b. Yes, He is
- c. Yes, He were
- d. Yes, He was not

16. Were they washing when I visited them yesterday?

- a. No, they were
- b. No, they was
- c. No, they were not
- d. No, they was not

17. .... I eating when you called me?

- a. Am
- b. Was
- c. Is
- d. Were

18. Some boys ..... studying ..... the phone rang.

- a. were, when
- b. was, when
- c. were, while
- d. was, while

19. He arriving ..... I was eating my lunch

- a. were
- b. while
- c. was
- d. When

20. They saw the accident ..... they were crossing the street.

- a. Were
- b. When
- c. was
- d. As

21. We \_\_\_\_\_ about the Present Continuous Tense now

- a. is learning
- b. are learn
- c. are learning
- d. was learn

22. Shilpi \_\_\_\_\_ a suitable match for her daughter

- a. is looked for
- b. is look for
- c. is looking for
- d. is look



## APPENDIX IV

### Post-Test I

Name :

Class :

*Choose the best answer by crossing (X) a, b, c, and d*

31. They ..... studying hard at seven o'clock last night

c. am

c. was

d. are

d. Were

32. He ..... writing a letter when the bell rang

c. have not

c. Were not

d. has not

d. Was not

33. .... you watching TV this time yesterday?

c. are

c. when

d. were

d. Was

34. Was she ..... her fiance tonight?

c. Meets

c. meeting

d. Met

d. Meting

35. The couple was discussing their wedding plan ..... the girl showed up.

c. when

c. while

d. where

d. Which

36. .... the teacher was explaining the lesson, the student suddenly laughed.

c. When

c. Where

d. While

d. Which



d. was not

d. Is not

45. Was He playing football yesterday afternoon?

c. Yes, He was

c. Yes, He were

d. Yes, He is

d. Yes, He was not

46. Were they washing when I visited them yesterday?

c. No, they were

c. No, they were not

d. No, they was

d. No, they was not

47. .... I eating when you called me?

c. Am

c. Is

d. Was

d. Were

48. Some boys ..... studying ..... the phone rang.

c. were, when

c. were, while

d. was, when

d. was, while

49. He arriving ..... I was eating my lunch

c. were

c. was

d. while

d. When

50. They saw the accident ..... they were crossing the street.

c. Were

c. was

d. When

d. As

51. We \_\_\_\_\_ about the Present Continuous Tense now

a. is learning

b. are learn

c. are learning

d. was learn

52. Shilpi \_\_\_\_\_ a suitable match for her daughter

a. is looked for

b. is look for

c. is looking for

d. is

look



## APPENDIX V

### Post-Test II

Name :

Class :

*Choose the best answer by crossing (X) a, b, c, and d*

61. They ..... studying hard at seven o'clock last night

e. am

c. was

f. are

d. Were

62. He ..... writing a letter when the bell rang

e. have not

c. Were not

f. has not

d. Was not

63. .... you watching TV this time yesterday?

e. are

c. when

f. were

d. Was

64. Was she ..... her fiance tonight?

e. Meets

c. meeting

f. Met

d. Meting

65. The couple was discussing their wedding plan ..... the girl showep up.

e. when

c. while

f. where

d. Which

66. .... the teacher was explaining the lesson, the student suddenly laughed.

e. When

c. Where

f. While

d. Which







**APPENDIX VI**

**THE KEY ANSWER OF TEST  
( Pre Test, Post Test I, Post Test II )**

<b>1. D</b>	<b>11. C</b>	<b>21. C</b>
<b>2. D</b>	<b>12. D</b>	<b>22. C</b>
<b>3. B</b>	<b>13. D</b>	<b>23. C</b>
<b>4. C</b>	<b>14. B</b>	<b>24. C</b>
<b>5. A</b>	<b>15. A</b>	<b>25. A</b>
<b>6. B</b>	<b>16. C</b>	<b>26. C</b>
<b>7. B</b>	<b>17. B</b>	<b>27. A</b>
<b>8. B</b>	<b>18. A</b>	<b>28. B</b>
<b>9. C</b>	<b>19. B</b>	<b>29. B</b>
<b>10. D</b>	<b>20. D</b>	<b>30. A</b>

## APPENDIX VII

### THE SCHEDULE OF RESEARCH AT SMP MUHAMMADIYAH 47

#### SUNGGAL IN ACADEMIC YEAR 2016/2017

Day/Date	Activities
Monday, March 06 <sup>th</sup> 2017	<ul style="list-style-type: none"><li>• Meet with the principals of SMP Muhammadiyah 47 Sunggal to ask permission for doing research.</li></ul>
Tuesday, March 07 <sup>th</sup> 2017	<ul style="list-style-type: none"><li>• Meet the English Teacher of VIII<sup>1</sup> grade to talk about the the material will be studied by the students.</li><li>• Interview the English teacher of VIII<sup>1</sup> grade.</li></ul>
Thursday, March 16 <sup>th</sup> 2017	<ul style="list-style-type: none"><li>• Meet the English teacher of VIII<sup>1</sup> grade to talk about activities that would do when the research done.</li><li>• Give the pre-test to the students of VIII<sup>1</sup> grade for the first cycle.</li><li>• Give explanation about Roundtable strategy in teaching-learning tenses especially in past continuous tense.</li><li>• Interview the students of VIII<sup>1</sup> grade. (the first meeting)</li></ul>
Friday, March 17 <sup>th</sup> 2017	<ul style="list-style-type: none"><li>• The application of Roundtable strategy in teaching-learning process in past continuous tense to the students of VIII<sup>1</sup> grade at the first cycle.</li><li>• Give the test to the students of VIII<sup>1</sup> grade as post test in first cycle. (the second meeting)</li></ul>
Thursday, March 23 <sup>th</sup> 2017	<ul style="list-style-type: none"><li>• Analyze the data that have been gotten</li></ul>

	<p>from the students at VIII<sup>1</sup> grade in the first cycle.</p> <ul style="list-style-type: none"> <li>• The application of Roundtable strategy in teaching-learning process in past continuous tense to the students of VIII<sup>1</sup> grade at the second cycle. (the third meeting)</li> </ul>
Friday, Maret 24 <sup>th</sup> 2017	<ul style="list-style-type: none"> <li>• Give the test to the students of VIII<sup>1</sup> grade as post test in second cycle. (the fourth meeting)</li> <li>• Analyze the data that have been gotten from the students at VIII<sup>1</sup> grade.</li> <li>• Say goodbye and thanks to the students of VIII<sup>1</sup> grade.</li> <li>• Interview the students at VIII<sup>1</sup> grade about the material and strategy that was used.</li> <li>• Interview the English teacher of VIII<sup>1</sup> grade. (the fourth Meeting)</li> </ul>
Saturday, March 25 <sup>th</sup> 2017	<ul style="list-style-type: none"> <li>• Say goodbye and thanks to the principal of SMP Muhammadiyah 47 Sunggal, English teacher and the side who have helped in this research.</li> </ul>

Medan, March 25<sup>th</sup> 2017  
The Researcher

**An-Nisa**  
**NIM: 34 13 1075**

**APPENDIX VIII**

**THE SCHEDULE OF MEETINGS**

<b>MEETINGS</b>	<b>TEST</b>	
<b>I</b>	<b>PRE-TEST (ORIENTATION TEST)</b>	
<b>II</b>	<b>CYCLE I</b>	<b>POST TEST I</b>
<b>III</b>	<b>CYCLE II</b>	<b>POST TEST II</b>
<b>IV</b>		

**APPENDIX IX**

**LIST OF INITIAL STUDENTS**

<b>No</b>	<b>INITIAL OF STUDENTS</b>	<b>THE NAME OF STUDENTS AT VIII-1 GRADE</b>
<b>1.</b>	<b>ADS</b>	<b>Adri Darma Satyaji</b>
<b>2.</b>	<b>AZ</b>	<b>Afifah Azzura</b>
<b>3.</b>	<b>AAN</b>	<b>Aldrian Ananda Nasution</b>
<b>4.</b>	<b>APP</b>	<b>Ananda Pratama Putra</b>
<b>5.</b>	<b>APP</b>	<b>Aditia Putra Pratama</b>
<b>6.</b>	<b>AR</b>	<b>Ananda Rizky</b>
<b>7.</b>	<b>AS</b>	<b>Angrawan Syahputra</b>
<b>8.</b>	<b>BS</b>	<b>Bayu Sanjaya</b>
<b>9.</b>	<b>CAW</b>	<b>Cindi Aulia Wanda</b>
<b>10.</b>	<b>DS</b>	<b>Dea Safitri</b>
<b>11.</b>	<b>DN</b>	<b>Deviana Nurindah</b>
<b>12.</b>	<b>DR</b>	<b>Dhini Ramadhani</b>
<b>13.</b>	<b>DWA</b>	<b>Dwi Wanda Adiyanti</b>
<b>14.</b>	<b>FK</b>	<b>Fauzan Khaliq</b>

<b>15.</b>	<b>IWR</b>	<b>Irsal Wahyu Rizi</b>
<b>16.</b>	<b>LUT</b>	<b>Lowskay Ulen Tambunan</b>
<b>17.</b>	<b>LPS</b>	<b>Luthfi Putri Surya</b>
<b>18.</b>	<b>MEP</b>	<b>M. Endi Pratama</b>
<b>19.</b>	<b>MH</b>	<b>Mahfuzatul Hasanah</b>
<b>20.</b>	<b>MRA</b>	<b>M. Raihan Azhari</b>
<b>21.</b>	<b>MRH</b>	<b>M. Rizki Hawari</b>
<b>22.</b>	<b>NA</b>	<b>Nur Atifah</b>
<b>23.</b>	<b>RWA</b>	<b>Rani Widya Anggraini</b>
<b>24.</b>	<b>RWN</b>	<b>Ranti Widya Ningrum</b>
<b>25.</b>	<b>RAS</b>	<b>Rahmad Adin Sobirin</b>
<b>26.</b>	<b>RS</b>	<b>Rama Sakila</b>
<b>27.</b>	<b>RS</b>	<b>Rivali Sasa</b>
<b>28.</b>	<b>SSA</b>	<b>Saljiani Silni Agustin</b>
<b>29.</b>	<b>S</b>	<b>Sasmita</b>
<b>30.</b>	<b>SM</b>	<b>Sintia Maharani</b>
<b>31.</b>	<b>SW</b>	<b>Sukma Winata</b>
<b>32.</b>	<b>W</b>	<b>Wahyudi</b>
<b>33.</b>	<b>WR</b>	<b>Wahyu Ramadhan</b>
<b>34.</b>	<b>YK</b>	<b>Yayang Kinanti</b>
<b>35.</b>	<b>ZDN</b>	<b>Zenira Dwi Ningsih</b>

## APPENDIX X

### THE STUDENTS' ATTENDANCE LIST DURING THE RESEARCH AT VIII<sup>1</sup> GRADE SMP MUHAMMADIYAH 47 SUNGGAL (March 16<sup>th</sup> - 24<sup>th</sup> 2017)

No	Students' Name	Meeting I March 16 <sup>th</sup>	Meeting II March 17 <sup>th</sup>	Meeting III March 23 <sup>th</sup>	Meeting IV March 24 <sup>th</sup>
1.	Adri Darma Satyaji	√	√	√	√
2.	Afifah Azzura	√	√	√	√
3.	Aldrian Ananda Nasution	√	√	√	√
4.	Ananda Pratama Putra	√	√	√	√
5.	Aditia Putra Pratama	√	√	√	√
6.	Ananda Rizky	√	√	√	√
7.	Angrawan Syahputra	√	√	√	√
8.	Bayu Sanjaya	√	√	√	√
9.	Cindi Aulia Wanda	√	√	√	√
10.	Dea Safitri	√	√	√	√
11.	Deviana Nurindah	√	√	√	√
12.	Dhini Ramadhani	√	√	√	√
13.	Dwi Wanda Adiyanti	√	√	√	√
14.	Fauzan Khaliq	√	√	√	√
15.	Irsal Wahyu Rizi	√	√	√	√
16.	Lowskay Ulen Tambunan	√	√	√	√
17.	Luthfi Putri Surya	√	√	√	√
18.	M. Endi Pratama	√	√	√	√
19.	Mahfuzatul Hasanah	√	√	√	√
20.	M. Raihan Azhari	√	√	√	√

21.	M. Rizki Hawari	√	√	√	√
22.	Nur Atifah	√	√	√	√
23.	Rani Widya Anggraini	√	√	√	√
24.	Ranti Widya Ningrum	√	√	√	√
25.	Rahmad Adin Sobirin	√	√	√	√
26.	Rama Sakila	√	√	√	√
27.	Rivali Sasa	√	√	√	√
28.	Saljiani Silni Agustin	√	√	√	√
29.	Sasmita	√	√	√	√
30.	Sintia Maharani	√	√	√	√
31.	Sukma Winata	√	√	√	√
32.	Wahyudi	√	√	√	√
33.	Wahyu Ramadhan	√	√	√	√
34.	Yayang Kinanti	√	√	√	√
35.	Zenira Dwi Ningsih	√	√	√	√

## APPENDIX XI

### The score of Students in Pre-test, Post test of First and Second Cycle

NO	INITIAL OF STUDENTS	VALUE		
		Cycle I		Cycle II
		Pre-Test	Post-Test	Post-Test
1	ADS	20	40	70
2	AA	30	70	90
3	AAN	30	50	80
4	APP	10	40	90
5	APP	40	60	80
6	AR	30	70	90
7	AS	50	73	80
8	BS	40	80	70
9	CAW	10	80	70
10	DS	40	70	80
11	DN	50	80	80
12	DR	30	60	80
13	DWA	10	60	90
14	FK	30	80	100
15	IWR	20	40	60
16	LUT	20	50	50
17	LPS	80	100	90
18	MEP	40	60	90
19	MH	30	50	90
20	MRA	50	60	90

21	MRH	20	60	70
22	NA	30	70	90
23	RWA	40	70	80
24	RWN	30	70	80
25	RAS	43	73	90
26	RS	20	80	90
27	RS	33	60	80
28	SSA	43	73	90
29	S	30	60	73
30	SM	40	80	90
31	SW	20	60	80
32	W	30	60	90
33	WR	23	70	83
34	YK	33	60	80
35	ZDN	30	73	90
<b>TOTAL</b>		$\sum = \bar{X}\bar{X}1125$ $\bar{x}\bar{X} = 32,14$	$\sum \bar{X} = 2292$ $\bar{x}\bar{X} = 65,48$	$\sum = \bar{X}2876$ $\bar{x}\bar{X} = 82,17$

**APPENDIX XII****The Statistic Analysis of the Students' Score Post Test  
in the Cycle I and Cycle II**

<b>Post-Test in Cycle I</b>	<b>Post-Test in Cycle II</b>	<b>D</b>	<b>D<sup>2</sup></b>
40	70	30	900
70	90	20	400
50	80	30	900
40	90	50	2500
60	80	20	400
70	90	20	400
73	80	7	49
80	70	10	100
80	70	10	100
70	80	10	100
80	80	0	0
60	80	20	400
60	90	30	900
80	100	20	400
40	60	20	400
50	50	0	0
100	90	-10	100
60	90	30	900
50	90	40	1600
60	90	30	900
60	70	10	100
70	90	20	400
70	80	10	100
70	80	10	100
73	90	17	289
80	90	10	100
60	80	20	400

73	90	17	289
60	73	13	169
80	90	10	100
60	80	20	400
60	90	30	900
70	83	13	169
60	80	20	400
73	90	17	289
<b>TOTAL</b>		<b>624</b>	<b>15654</b>

$$\bar{D} \text{ is } \frac{624}{35} = 17,82$$

$$\begin{aligned}
 t &= \frac{\bar{D}}{\sqrt{\frac{\sum D^2 (\sum D)^2}{N(N-1)}}} \\
 &= \frac{17,82}{\sqrt{\frac{15.654 - \frac{(624)^2}{35}}{35(35-1)}}} \\
 &= \frac{17,82}{\sqrt{\frac{15.654 - 11.125,03}{1.190}}} \\
 &= \frac{17,82}{\sqrt{\frac{4.528,97}{1.190}}} \\
 &= \frac{17,82}{\sqrt{3,81}} \\
 &= \frac{17,82}{1,95} \\
 &= 9,14
 \end{aligned}$$

## APPENDIX XIII

### THE FIRST INTERVIEW WITH THE STUDENTS

- The researcher : Apakah kamu suka belajar bahasa inggris?
- The student 1 : Suka mrs.
- The student 2 : Gak terlalu mrs, soalnya beda tulisan beda bacaannya jadi sulit untuk dipahami.
- The researcher : Apa yang kamu ketahui tentang *Tenses*?
- The student 1 : Tenses itu kan mrs yang tentang penggunaan waktu dalam bahasa inggris ya mrs.
- The student 2 : Tenses itu simple present tense atau past tense yang gitu-gitu ya kan mrs.
- The researcher : Selama ini bagaimana metode atau strategi yang digunakan guru dalam belajar bahasa inggris khususnya kalau belajar tenses?
- The student 1 : Biasanya guru langsung menjelaskan dan memberikan beberapa tugas gitu aja mrs.
- The student 2 : Kadang-kadang diskusi aja mrs.
- The researcher : Menurut kamu cara belajar yang bagaimana yang kamu sukai, sehingga kamu lebih mudah memahami pelajaran bahasa inggris khususnya tenses?
- The student 1 : Menurut saya mrs, belajar yang gak membosankan.
- The student 2 : Menurut saya belajar yang menyenangkan, serius tapi gak tegang. Yang nyantai gitulah mrs.

## APPENDIX XIV

### THE LAST INTERVIEW WITH THE STUDENTS

- The researcher : Bagaimana menurut kamu belajar menggunakan strategy roundtable seperti yang telah kita gunakan belajar tadi ?
- The student 1 : Ya agak menegangkan mrs karena harus mengisi beberapa pertanyaannya mrs, tapi asyik juga mrs karena saya harus aktif mrs.
- The student 2 : menyenangkan aja mrs, jadi saya lebih mudah mengerti
- The reseracher : Apakah kamu lebih mudah mengerti pelajaran yang telah disampaikan dengan menggunakan strategy roundtable seperti yang diterapkan tadi ?
- The student 1 : Tentunya mrs, karena kita harus banyak berbuat mrs sehingga mudah mengerti dan cepat paham mrs.
- The student 2 : Ya mrs, karena belajarnya disamping serius juga enjoy karena macam rapat dikantor gitu mrs.
- The researcher : Apakah kegiatan belajar dengan menggunakan roundtable strategy menambah kesukaan kamu dalam belajar bahasa Inggris?
- The student 1 : Iya mrs, soalnya belajar bahasa Inggrisnya semakin serius tapi nyantai dan enjoy.
- The student 2 : Tentunya mrs, karena belajarnya merangsang pemikiran mrs.
- The researcher : Setuju tidak, jika kita mengatakan bahwa mudah dan

menarik belajar bahasa inggris khususnya tenses melalui  
dengan menggunakan Roundtable strategy?

The studet 1 : Sangat setuju

The student 2 : Setuju sakali saya mrs

The researcher : Apakah kegiatan pembelajaran bahasa Inggris dengan  
menggunakan Roundtable strategy perlu dilakukan secara  
terus menerus?

The student 1 : Iya perlu mrs.

The student 2 : Perlu mrs

## APPENDIX XV

### THE FIRST INTERVIEW WITH THE ENGLISH TEACHER

The researcher : Bagaimana menurut pendapat Ibu kemampuan siswa dalam bahasa Inggris khususnya dalam menguasai tenses?

The teacher : Menurut saya kemampuan anak-anak dalam menguasai tenses khususnya kelas VIII-1 sangatlah kurang, hal ini dapat dilihat dari kurangnya respon siswa/i terhadap pertanyaan-pertanyaan berbahasa Inggris, yang diberikan.

The researcher : Bagaimana Ibu mengatasi masalah tersebut?

The teacher : Ya...dengan memperhatikan dan juga memberikan banyak latihan dan praktek dalam menguasai tenses bagi mereka.

The researcher : Seperti kita ketahui bersama, kemampuan siswa dalam menguasai grammar khususnya tenses merupakan suatu hal yang sangat penting dalam bahasa Inggris, sejauh ini apakah Ibu sudah pernah menggunakan strategy Roundtable dalam meningkatkan kemampuan siswa dalam membuat tenses khususnya past continuous tense?

The teacher : Ya, saya sangat setuju sekali bahwa grammar khususnya tenses adalah kunci agar kita dapat bagus berbicara bahasa Inggris. Nah, sejauh ini saya belum pernah menggunakan Strategy Roundtable dalam belajar bahasa Inggris khususnya tenses, bahkan baru ini saya mendengar strategy pembelajar yang seperti itu.

## APPENDIX XVI

### THE LAST INTERVIEW WITH THE ENGLISH TEACHER

- The researcher : Apakah Ibuk sudah pernah menerapkan strategy Roundtable dalam pembelajaran bahasa Inggris khususnya dalam pelajaran tenses?
- The teacher : Belum pernah sama sekali, bahkan saya baru ini mendengarkan strategy itu nisa.
- The researcher : Setelah mengamati pembelajaran yang telah saya terapkan dengan menggunakan Strategy Roundtable, Bagaimana pendapat Ibuk tentang pembelajaran dan strategy tersebut?
- The teacher : Sangat menarik, karena disini siswa dapat mengeksplere kemampuan mereka dalam proses pembelajaran dan dalam suasana serius tapi santai, selain itu juga merangsang pemikiran mereka, dan yang paling penting adalah belajar bahasa inggris menciptakan suasana yang *active, joyful activities, without stress and boring.*
- The researcher : Apakah Ibuk ingin menerapkan strategy Roundtable untuk meningkatkan kemapuan siswa dalam *tenses* khususnya dalam past continuous tense di pembelajaran selanjutnya?
- The teacher : Insyaallah, saya akan terapkan kepada siswa-siswi saya.
- The researcher : Menurut pendapat Ibuk, apa kekurangan dari strategi Roundtable ini dalam proses pembelajaran bahasa inggris?
- The teacher : Kekurangannya adalah tidak semua Materi pelajaran yang tepat diajarkan dengan menggunakan Strategy Roundtable ini, karena sistem strateginya adalah diskusi. Nah, disinilah tugas seorang guru untuk memilih materi

pelajaran yang cocok diajarkan dengan menggunakan strategy tersebut. Karena jika materinya tidak sesuai dengan strateginya maka akan kurang menarik, sulit dipahami, dan bahkan sulit untuk menciptakan suasana yang menarik, aktif dan seterusnya, melainkan sebaliknya. Jadi kita harus memperhatikan kemampuan siswa terlebih dahulu.

## APPENDIX XVII

### OBSERVATION SHEET FOR CYCLE I

#### TEACHER TEACHING ACTIVITIES

**Subject** : English

**Class** : VIII-1 SMP Muhammadiyah 47 Sunggal

**Day/date** : Thursday, March 16<sup>th</sup> 2017

No.	Points that are observeb	Information	
		Yes	No
1	Beginning activities: <ul style="list-style-type: none"><li>- Teacher came on time</li><li>- Teacher greets the students</li><li>- Teacher absents the students</li><li>- Teacher deliver learning objectives</li><li>- Teacher motivate the students to engage in learning</li></ul>	√  √  √  √	
2	Main activities: <ul style="list-style-type: none"><li>- Teacher explain past continuous tense clearly</li><li>- Teacher demonstrate the use of Roundtable strategy slowly and clearly</li><li>- Teacher give example</li><li>- The teacher gave opportunities for students ask if they do not understand</li></ul>	√  √	

	<p>what the teacher explains</p> <ul style="list-style-type: none"> <li>- Teacher use teaching media</li> <li>- Teacher provide reinforcement</li> </ul>	<p>√</p> <p>√</p>	<p>√</p>
3	<p>Organizing time, students and learning resources:</p> <ul style="list-style-type: none"> <li>- Teacher manage the using time</li> <li>- Teacher organizing the students</li> <li>- Teacher manage and use learning sources</li> </ul>	<p>√</p> <p>√</p> <p>√</p>	
4	<p>Doing assesment process and results</p> <ul style="list-style-type: none"> <li>- Teacher doing assesment process during leaning process</li> <li>- Doing assesment in the last learning process</li> </ul>	<p>√</p> <p>√</p>	
5	<p>Last activities:</p> <ul style="list-style-type: none"> <li>- Teachers concludes the lesson and reminds the students to study at home</li> <li>- Teacher provide follow-up</li> </ul>	<p>√</p> <p>√</p>	

## OBSERVATION SHEET FOR CYCLE I

### STUDENT LEARNING ACTIVITIES

No	Points that are observeb	Information	
		Yes	No
1	All students come on time	√	
2	All students listen to the teacher's question	√	
3	The students answer all the teacher's question	√	
4	The students make any noisy in the class	√	
5	The students make notes/ resume of lesson material	√	
6	The students ask question if they do not know		√
7	All student active during learning process		√
8	The students cheat when they do the test		√

Context/Class

No.	Points that are observed	Information	
		Yes	No
1	The classroom is comfortable and clean	√	
2	The classroom is far from the crowded	√	
3	The classroom is facilitated by what the teacher needs	√	
4	The classroom is noisy		√

Observer

Nurjannah, S. Pd

## APPENDIX XVIII

### OBSERVATION SHEET FOR CYCLE II

#### TEACHER TEACHING ACTIVITIES

**Subject** : English

**Class** : VIII-1 SMP Muhammadiyah 47 Sunggal

**Day/date** : Thursday, March 23<sup>th</sup> 2017

No.	Points that are observeb	Information	
		Yes	No
1	Beginning activities: <ul style="list-style-type: none"><li>- Teacher came on time</li><li>- Teacher greets the students</li><li>- Teacher absents the students</li><li>- Teacher deliver learning objectives</li><li>- Teacher motivate the students to engage in learning</li></ul>	√  √  √  √	
2	Main activities: <ul style="list-style-type: none"><li>- Teacher explain past continuous tense clearly</li><li>- Teacher demonstrate the use of Roundtable strategy slowly and clearly</li><li>- Teacher give example</li><li>- The teacher gave opportunities for students ask if they do not understand</li></ul>	√  √	

	<p>what the teacher explains</p> <ul style="list-style-type: none"> <li>- Teacher use teaching media</li> <li>- Teacher provide reinforcement</li> </ul>	<p>√</p> <p>√</p> <p>√</p>	<p>√</p>
3	<p>Organizing time, students and learning resources:</p> <ul style="list-style-type: none"> <li>- Teacher manage the using time</li> <li>- Teacher organizing the students</li> <li>- Teacher manage and use learning sources</li> </ul>	<p>√</p> <p>√</p> <p>√</p>	
4	<p>Doing assesment process and results</p> <ul style="list-style-type: none"> <li>- Teacher doing assesment process during leaning process</li> <li>- Doing assesment in the last learning process</li> </ul>	<p>√</p> <p>√</p>	
5	<p>Last activities:</p> <ul style="list-style-type: none"> <li>- Teachers concludes the lesson and reminds the students to study at home</li> <li>- Teacher provide follow-up</li> </ul>	<p>√</p> <p>√</p>	

## OBSERVATION SHEET FOR CYCLE II

### STUDENT LEARNING ACTIVITIES

No	Points that are observeb	Information	
		Yes	No
1	All students come on time	√	
2	All students listen to the teacher's question	√	
3	The students answer all the teacher's question	√	
4	The students make any noisy in the class	√	
5	The students make notes/ resume of lesson material	√	
6	The students ask question if they do not know		√
7	The student active during learning process	√	
8	The students cheat when they do the test		√

Context/Class

No.	Points that are observed	Information	
		Yes	No
1	The classroom is comfortable and clean	√	
2	The classroom is far from the crowded	√	
3	The classroom is facilitated by what the teacher needs	√	
4	The classroom is noisy	√	

Observer

Nurjannah, S. Pd

## APPENDIX IX

### DIARY NOTES

#### *The first meeting (Thursday, March 16<sup>th</sup> 2017)*

In the first meeting, the researcher applied the identification phase. the researcher introduced himself and explained the purpose of his coming and gave pre-test to know basic knowledge of the students in past continuous tense. Many of them looked at confused with the test, and the result of the test made me surprise, just one student who get score 70. I discussed this case to the observer and of course the students too, but they just smiling.

Besides that, I gave the information for them how learn English be easy, and make joyful activities. So here, I explained teaching-learning English process by using Roundtable strategy in teaching past continuous tense. It made students interesting and they focused what I explained for them. There were three students asked in this meeting related to roundtable strategy in teaching-learning process.

#### *The second meeting (Friday, March 17<sup>th</sup> 2017)*

The second meeting was looked at better than the first meeting, it is because they was interesting what the researcher explained in first meeting. I began with greeting, called their name, and gave the explanation to the students about the procedure of teaching-learning past continuous tense by using Roundtable Strategy. They listened to my explanation. The activities of the students in class:

- Pay attention on my explanation about Roundtable strategy
- Students tried ask to my explanation
- The students discuss with their seatmate
- Some students still confused what should they do, they were crowd and disturb their friends
- Some of the students were busy in discussing, but some of them just silent without doing anything.

At the end the teaching-learning process the researcher checked the students' ability in past continuous tense by giving some questions related material as post test in first cycle.

#### **The third Meeting ( Thursday, March 23<sup>th</sup> 2017)**

In this meeting, the students were more enthusiastic in study past continuous tense by using Roundtable strategy. Some of the students had braveness to reveal their opinion, but some of them still shy to giving their opinion. In this meeting, the researcher gave the test as post test of cycle I. The results of the students' score still low. The activities of the students in class:

- Pay attention on my explain about procedure of Roundtable strategy
- Students tried to answer the question
- The students discuss with their friends
- A students tried to reveal their opinion in answering the question
- Some of students were busy in discussing, but a few of them still silent without doing anything.

#### **The fourth meeting ( Friday, March 24<sup>th</sup> 2017)**

Last but not least, the students studied past continuous tense by using roundtable strategy that was conducted. They all focused in the material, most of the students asked to the researcher what they didn't understand. The situation during teaching-learning process was very conductive, lively, actively, and joyfully.

In the last meeting the researcher gave the test as post test II in second cycle, and total score of each student was satisfied. Before the class ended, the reseracher gave concluded about past continuous tense once again and asked the students about the material once again. The researcher also kept motivating the students. At last, the researcher could conclude that the students were able in past continuous tense well by using Roundtable strategy in teaching-learning process and the researcher also said thank you with the students' attention.

**APPENDIX XX**

**DOCUMENTATION**



Picture I. Location of The Research



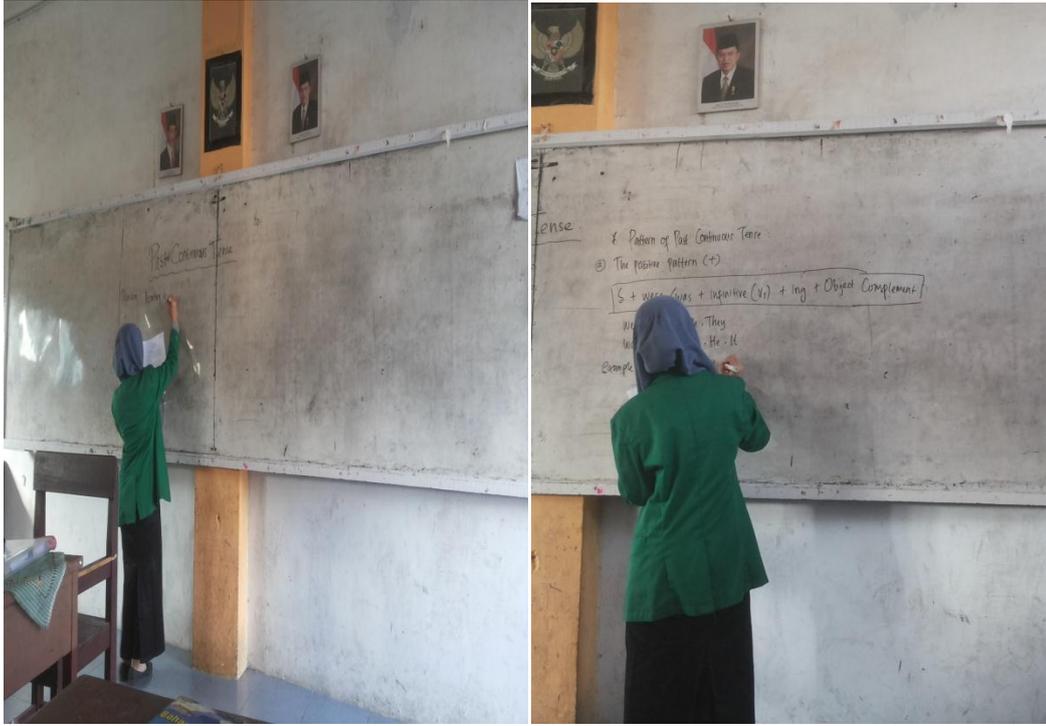
Picture II. Greated introduce Myself and My Aim to the students and began the teaching



Picture 3. The teacher checks the students' attendance



Picture 4. The students did the Pre-test



Picture 5. The teacher explain Past continuous tense by using Roundtable Strategy



Picture 6. Students activity in learn past continuous tense by using Roundtable Strategy



Picture 7. The researcher observed the students activity in learning Past continuous tense by using Roundtable Strategy



Picture 8. The students enjoy learn using Roundtable strategy



Picture 9. The students did post-test I in cycle I



Picture 10. The students did post-test II in the second cycle II