

**AN UNDERGRADUATE THESIS**

**INCREASING STUDENTS' PRESENT CONTINUOUS TENSE MASTERY  
USING GRAMMAR TRANSLATION METHOD  
AT EIGHT GRADERS OF MTs N 1 EAST LAMPUNG  
IN ACADEMIC YEAR 2018/2019**

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**Tarbiyah and Teacher Training Faculty  
English Education Department**

**STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO  
1440 H / 2019 M**

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IN ACADEMIC YEAR 2018/2019**

Presented as a Partial Fulfillment of the Requirement

for the Degree of Sarjana Pendidikan ( S.Pd )

In English Education Study Department

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*Assalamua'alaikum Warahmatullahi Wabarakatuh*

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It has been agreed so it can be continued to the Tarbiyah Faculty in order to be examined on the Munaqosyah. Thank you very much.

*Wassalamu'alaikum Warahmatullahi Wabarakatuh*

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*Assalamu'alaikum Warahmatullahi Wabarakatuh*

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Sudah kami setujui dan dapat dimunaqosyahkan. Demikian harapan kami dan atas perhatiannya, kami ucapkan terima kasih.

*Wassalamu'alaikum Warahmatullahi Wabarakatuh*

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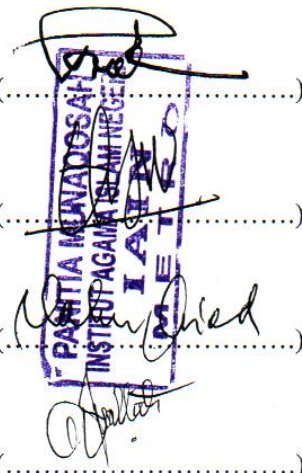
No: B-2076/17-28-1/D/PP-00-9/07/2019

The undergraduate thesis entitled: INCREASING STUDENTS' PRESENT CONTINUOUS TENSE MASTERY USING GRAMMAR TRANSLATION METHOD AT EIGHT GRADERS OF MTs N 1 EAST LAMPUNG IN ACADEMIC YEAR 2018/2019

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**INCREASING STUDENTS' PRESENT CONTINUOUS TENSE MASTERY  
USING GRAMMAR TRANSLATION METHOD  
AT EIGHT GRADERS OF MTs N 1 EAST LAMPUNG  
IN ACADEMIC YEAR 2018/2019**

**ABSTRACT  
BY  
ERI KUSUMAWATI**

This research conducted in order to increasing students' present continuous tense mastery using grammar translation method at eight graders of MTs N 1 East Lampung and also to help the English teacher of eight graders of MTs N 1 East Lampung in managing classroom activities in learning grammar. As the subject of the study were 32 students.

In conducting this research, the researcher used Classroom Action Research (CAR) as the method of research. The researcher taught present continuous tense by using grammar translation method at eight graders of MTs N 1 East Lampung. This research consisted of two cycles and each cycle consisted of four elements, they are: planning, acting, observing, and reflecting. Each cycle conducted in two meeting. To collect and analyze the data, the researcher used the students' score in pre-test and post-test and information from observation to support data collected.

The result of this research shows that using grammar translation method in learning teaching in present continuous tense at graders of MTs N 1 East Lampung motivate the students to study English and increasing their grammar mastery in present continuous tense. The students' responses showed that they are interesting in learning English Grammar and also the result of students' activities are interesting. Moreover, the analysis of the data showed that there was a significant difference of students' achievement in the pre-test and post-test. The students' average in pre-test was 65, the average score in post-test I was 70, and the average score in post-test II was 77. The students' percentage who passed the minimum standart of criteria (MSC) in pre-test was 18,75%, in post-test I was 37%, and post-test II was 84 %.

Based on the result, the implication of the research showed that Grammar Translation Method can be increasing student's present continuous tense mastery. The implementation of grammar translation method in learning grammar help students to use grammatical patterns effectively, and also the students are motivate and interest in learning English Grammar.

Key Word: Present Continuous Tense and Grammar Translation Method

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AT EIGHT GRADERS OF MTs N 1 EAST LAMPUNG  
IN ACADEMIC YEAR 2018/2019**

**ABSTRAK**

**Oleh:  
ERI KUSUMAWATI**

Penelitian ini dilaksanakan untuk meningkatkan pemahaman siswa pada present continuous tense dengan menggunakan grammar translation method di kelas delapan MTs N 1 Lampung Timur dan juga membantu guru bahasa Inggris kelas delapan MTs N 1 Lampung Timur mengelola kegiatan kelas dalam mempelajari grammar. Sebagai subjek penelitian ini, ada 32 siswa.

Dalam melaksanakan penelitian ini, peneliti menggunakan Penelitian Tindakan Kelas (PTK) sebagai metode penelitian. Peneliti mengajarkan present continuous tense dengan menggunakan grammar translation method di kelas delapan MTs N 1 Lampung Timur. Penelitian ini terdiri dari dua siklus dan tiap siklus terdiri dari empat unsur: perencanaan, pelaksanaan, observasi, dan refleksi. Setiap siklus terdiri dari dua pertemuan. Untuk mengupulkan dan menganalisis data, peneliti menggunakan hasil pre-test dan post-test dan informasi dari observasi untuk mendukung pengumpulan data.

Hasil penelitian ini menunjukkan bahwa penggunaan grammar translation method dalam mengajar present continuous tense di kelas delapan MTs N 1 Lampung Timur dapat memotivasi siswa untuk belajar bahasa Inggris dan meningkatkan pemahaman present continuous tense di dalam grammar mereka. Respon dari siswa menunjukkan bahwa mereka tertarik untuk belajar grammar bahasa Inggris dan hasil aktivitas belajar siswa juga meningkat. Disamping itu data analisis menunjukkan bahwa ada perbedaan yang signifikan pada pencapaian siswa dalam pre-test dan post-test, nilai rata-rata siswa dalam pre-test mencapai 65. Pada post-test 1 mencapai 70, dan post-test 2 mencapai 77. Presentase siswa yang lulus kriteria ketuntasan minimal (KKM) pada pre-test sebesar 18,75%, pada post-test 1 sebesar 37%, dan pada post-test 2 sebesar 87%.

Berdasarkan hasil ini, implikasi dari penelitian menunjukkan bahwa grammar translation method bisa diterapkan untuk meningkatkan pemahaman present continuous tense. Penerapan grammar translation method dalam mempelajari grammar membantu siswa mampu menggunakan pola grammar secara efektif dan siswa juga termotivasi dan tertarik dalam mempelajari struktur bahasa Inggris.

**Kata Kunci:** Present Continuous Tense dan Grammar Translation Method

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Metro, Mey 2019



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Metro, Mey 2019

Penulis



Eri Kusumawati

NPM.14121317



**MOTTO**

فَمَنْ يَعْمَلْ مِثْقَالَ ذَرَّةٍ خَيْرًا يَرَهُ ۗ

*“Who's doing good though for seed dzarah, He would see the reward.”*

*(QS. Al- Zalzalah:7)*

## **DEDICATION PAGE**

The undergraduate thesis would dedicate to the:

1. My beloved parents Mr.Jumani and Mrs.Ginem who always pray and support to be efficacious in my study.
2. All of my sisters Veny Midyasari, and Rika Indrayani who always give sweet smile. Thanks for your loving and goodness.
3. My almamater IAIN Metro.

## ACKNOWLEDGEMENT

To star with, thanks to Allah SWT, the most Gracious, the most Merciful, the lord of the Universe, so that the writer can finally accomplish this undergraduate thesis. Sholawat is also sent to prophet Muhammad SAW who had delivered the truth to human beings in general and muslim in particular.

In the second place, the deepest gratitude would be addressed to my beloved parents for financial and spiritual support, my deepest thanks go to Drs. Kuryani Utih, M.Pd and Trisna Dinillah Harya, M.Pd for being patient and efficiency during the accomplishment of this undergraduate thesis.

Last but not least, my greatest gratitude also gose to my classmates, my best friends, all people in IAIN Metro who involved directly and indirectly in making this writing. I hope that this writing will become source of good for others.

Metro, Mey 2019

The Researcher



Eri Kusumawati

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## CHAPTER 1

### INTRODUCTION

#### A. Background of The Study

English is the first foreign language in Indonesia which has been taught in formal schools, starting from elementary school until universities. This is done simply to fulfill the need to master the language, which is important. The aim of English teaching in Indonesia especially for Junior High School is to enable the students to master four skills, they are listening, speaking, reading and writing. To master these four skills of the language, students can not avoid studying grammar.

Grammar is divided into many parts, tense is one of them. Tense is verb form that show the time of action; the present, past, future. Students will find tense when they learn English language, but students does not find tense in Indonesia language. This is one of the factor that make students have difficulty to understand about tenses especially in present continuous tense. Present continuous tense is used to talk about actions and situations that are all ready going on at the moment of speaking. People usually use it when there are some points, some value in commenting people's actions.

Based on competency standard and basic competency the objective of teaching present continuous tense for the students of eight graders junior high school are expected to be able to express meaningful ideas in

term of functional text and simple short essay in the form of descriptive and procedure to interact with people in their nearest environment.

The purpose of this research is to solve students problem in learning grammar. Based on the pra-survey during observation in the eight graders at MTsN 1 East Lampung, the writter found the students' wrong when answer the multiple choice, after the students learn about present continuous tense, mostly they did not understand how to answer question multiple choice about present continuous tense.

Based on the pre-survey at November 2017 there are 32 students, most of students have low teaching results. The writer got the result data of English learning among the eight graders science of MTsN I East Lampung . The data can be seen as follow:

Table 1  
Result Data pra survei of the present continuous tense mastery  
Among the Eight Graders of MTsN 1 East Lampung

No	Score	Frequency	Percentage	Categories
1	$\geq 75$	5	15,6%	complete
2	$< 75$	27	84,4%	incomplete
	Total	32	100%	

Source: Taken on the Pra-survey at 2 November 2017

Based on the table 1 above that the students have low in present continuous tense mastery. It can be seen that there is five students have complete score , and twenty-seven students have incomplete score . So it

can be show there are many serious problem about present continuous tense mastery.

Not all of students have good learning results, but teacher can increase students' present continuous tense mastery through grammar translation method in teaching tense. There are many approaches and methods, grammar translation method is one of method that can be used to teach present continuous tense.

### **B. Problem Identification**

Based on the background of the problem above, the writer can be identifies some problems:

1. The students have lack of vocabulary.
2. The students have low in present continuous tense mastery.
3. The students attention is not good in learning English.
4. The method used by the teacher is not varied
5. The students have low motivation in learning english grammar.

### **C. Problem limitation**

Considering the many problems above, the writer limits for number two that students are still low in mastering present continuous tense. Therefore the writer is interested in conducting research with the title "increasing student's present continuous tense mastery using grammar translation method at eight graders of MTs N 1 east lampung in academic year 2018/2019"



#### **D. Problem Formulation**

Based on the identification above, the writer formulates the problems as follows:

“Can the use of grammar translation method increase students’ present continuous tense mastery and the learning activities at eight graders MTsN I east lampung in academic year 2018-2019” ?

#### **E. Objective of Study**

The objective of the study is to know wheather grammar translation method can increase students present continuouse tense mastery and the learning activities at eaght graders MTsN I east lampung in academic year 2018-2019

#### **F. Benefit of Study**

The writer hopes that, this research paper will be useful for:

1. For the students

As motivation to be more active in learning english especially in learning grammar especially in present continuou stense material.

2. For english teachers.

As positive contribution in increasing student present continuous tense by using GTM (Grammar Translation Method)

3. For the headmaster

a) As a consideration material in fasilitating learning english proses especially in grammar material focus on present continuous tense.

- b) As information that this method is very important to support student's english learning result especially in present continuous tense.

## CHAPTER II

### THEORITICAL REVIEW

#### A. Concept of Grammar

##### 1. Definition of grammar

Grammar is the rule in language for changing the form of words and joining them into sentences. In the sentences always has a pattern S + V + C/O. Grammar should be taught inductively that means in the sentences complement (C) is basic. The inductively sentences is often the end of sentence. Like that grammar is taught inductively that began explanation or the example that rule and given. Taught the grammar also should appropriate situation and has function. So, lesson the grammar not useless.

Etimologically according to the oxford Advance learner's dictionary, the world "grammar" means rule for forming words and making sentences. Grammar should be taught inductively. There may never be an explicit grammar rule given.<sup>1</sup> The term "grammar" refers to a set of rules operating in the mind of the native speakers of an language.<sup>2</sup> The grammar and vocabulary that the students learn follow from the function, situational context, and the rules of the interlocutors.<sup>3</sup> We all use grammar from the time that we can speak in intelligible sentences, because grammar deals with the abstract sistem

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<sup>1</sup> Diane Larsen-Freeman, *Techniques and Principles in Language Teaching*, (Oxford University press, New York, 1986), p.23

<sup>2</sup> Sanggam Siahaan, *Issues in Linguistics*, (Yogyakarta: Graha Ilmu, 2008), p.25

<sup>3</sup> *Ibid*, p.130

of rules in terms of which a person's mastery of his native language can be explained.<sup>4</sup>

According to Brown that grammar is the system of rule governing the conventional arrangement and relationship of word in the sentence.<sup>5</sup> Technically, Grammar refers to sentences-level rules only, and not to rules governing the relationship among sentences. Grammar gives us the form or the structure of language. In other words grammar, tells us how to construct a sentence (word order, verb, noun system, modifier, phrase, clauses, etc) grammar is contextualized in meaningful language use.

From the statement above the writer assumed that grammar is not only relationship or arrangement of word in sentence but explain about form, level role, construct a sentence and contextualized in meaningful of language. So from the grammar we not only know about the word or sentence but also situation context and meaningful in language. It can make us as speaker in use language is complex.

Grammatically, the procedure consists of a set of instructions written in imperative. Redundant items such as articles and prepositions are deleted.<sup>6</sup> From the statement, writer concludes grammar should be taught by an easy word so that students are also easy to understand.

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<sup>4</sup> Dykes, Barbara, *Grammar for Everyone: Practical Tools for Learning and Teaching Grammar*, (Australia: BPA Print Group, 2007), p.5

<sup>5</sup> Brown, H Douglas, *Logan Pearson Education*, (New York, 2001), p.362

<sup>6</sup> David Nuhan, *Discourse Analysis*, Penguin Books, (England, 1993), p.51

The study about grammatically generally to communicate with composed the good sentences.<sup>7</sup> From the statement, the writer tries to assum that grammar is knowledge of someone to produce and interpret a sentence in dialy communication. Everyone has defferent knowledge on producing and interpreting a sentence to communication. This differences make someone different to other.

Grammar is the native speaker's mental knowledge on how to produce and interpret a sentence they use in their daily communication.<sup>8</sup> From the statement Sanggam Siahan, the writer tries to assume that grammar is knowledge of someone to produce and interpret a sentence in dialy communication.

From some of the explanation above, the writer tries to conclude that grammar is the study of how words and their component parts combine to from sentences and about structural relationship in language, sometimes including pronunciation, meaning, and linguistic history. When we present grammar through structural patterns we tend to give students tidy pieces of language to work with. And learning as teacher we should be prepared to use a variety of techniques to help our students learn and acquire grammar.

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<sup>7</sup> Dedi Irwansyah, *English Grammar*, (Bandar Lampung: Anugrah Utaa Raharja,2013),p.9

<sup>8</sup> Sanggam Siahaan, *Ussues in Linguistics*, (Yogyakarta:Graha Ilmu,2008),p.23

## B. Concept of Tense

### a. The definition of tense

Tense is a form of verb that is related to time. However, it should be pointed out that time in relation to action is a concept that exists in the mind of the speakers, reader, or listener. Tense in actual usage, refers consistently only to grammatically forms. Often tense and time do not correspond at all.<sup>9</sup>

### b. The function of tense

Time show a period of time during which on action, process, activity continue, as doing something in one hour a day, a month, a year. The time signals were: now, tomorrow, yesterday,. Tenses only consist in English. It does not exist in Indonesia language because there is no change of verb form like in English.

### c. The kinds of tenses

Naturally, three kinds of tenses such as: past, present, and future. Each group of tenses has some form, we must understand so that our English ability better.

Tense the English language allows for many subtle time distinctions. Therefore, in addition to the five principal parts of a verb, there are various other verb tenses. Each verb tense identifies a particular moment or period in time. Several verb tenses are formed with the use of helping verbs,

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<sup>9</sup> George F Wilson and Julia M. Burk, *Let's Writing English*, (New York: American Book Company, 1980 ), p, 192



a. Present time

1) Present tense

Indicates something that happens or can happen in the immediate present. (I eat at this time every evening.)

2) Present progressive

Tense indicates something that is going on at the present time. (I am eating dinner, so please don't disturb me.)

Formula: to be verb + present participle = continuing present

b. Past time

1) Past tense

Indicates something that happened at a particular time in the past. (I ate twenty minutes ago.) Formula: add -ed to present tense or irregular form

2) Past progressive tense

Indicates something going on during a time in the past. (I was eating dinner when someone knocked on the door.) Formula: past to be verb + present participle = continuing period in past

3) Perfect tense

Indicates something that has happened at various times in the past. (I have eaten dinner at this same time for many years.)

Formula: past participle + have or has = past tense extending to future

## 4) Past perfect tense

Indicates something that happened before some time in the past. (I had eaten dinner at an earlier hour before my habits changed.) Formula: past participle + had = in the past before another past time

## c. Future Time:

## 1) Future tense

Indicates something that can happen at some time in the future. (I will eat at this time tomorrow night, too.) Formula: will + present tense = future time extending from the present

## 2) Future perfect tense

Indicates something that will take place before some particular time in the future. (I will have eaten by the time you get home from work.) Formula: future tense of have + past participle = past time in some future time.

**C. Concept of Present Continuous Tense**

## 1. Definition of present continuous tense

Present continuous tense consist of three words: present, continuous, and tense which each words has its own meaning ethymologically. Present is period of time which is happening now not the past or the future. Continuous is without a pause or interruption. Tense is any of the form of a verb at which show the time and which an action happened. From the information above, the writer conclude

that present continuous tense is any of the form that which show the time that used to express an action on period of time which is happening now.

The present continuous tense also called present progressive tense is one of the important element of English language. Some grammarians define present continuous tense using their own theory.

Present continuous tense not only expresses the activity of general nature and the activity that is in progress at the moment of speaking, but present continuous tense also expresses future time. Present continuous tense can be used to express future time when the idea of the sentence concerns a planned event or definite intention.

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

Referring to the definition above, the writer may conclude that present continuous tense is giving expressions to talk about developing or changing situation, to talk about something that may be going on at any time and also used to talk about temporary situation. It

means that present continuous tense is not used to talk about regular happening or habit.

## 2. The function of present continuous tense

Considering of the explanation above, present continuous tense has a function that can be used to express many expressions, the writer concludes the present continuous tense they are;

- a. Present continuous tense express an activity that is progress at the moment of speaking
  - Be quiet. The baby is sleeping.
- b. To express the activity of general nature, something generally in progress this week, this month, this year.
  - I am taking English course this month.
- c. The present continuous tense is used to talk about planned event in the future.
  - We are probably spending next weekend at home.
- d. To express complain by using always, such as express annoyance, irritating or anger.
  - I am always forgetting people's names.
- e. Present continuous tense is used to talk about something that is happening in developing or changing situations.
  - My father conditions is getting better right now.
- f. Present progressive is used to talk about something that is happening in temporary situations.

- g. We sometimes use the present progressive in a more general way to talk about something that may be going on at any time.
- h. To talk about something that is happening around the time of speaking, but not necessarily exactly at the time of speaking

### 3. Form of present continuous tense

Present continuous tense (I am doing). Use the continuous for something that is happening at or around the time of speaking. The action is not finished.<sup>10</sup>

#### a. Formula of present continuous tense

Formula of present continuous tense	Example
Positive Subject + to be + ( am, is, are ) + verb – ing + object	The ships are sailing He is smiling She is doing her homework now
Negative Subject + to be + not + verb-ing + object	The ships are not sailing He is not smiling She is not doing her homework now
Interogative To be + subject + verb-ing +	Are the ships sailing

<sup>10</sup> Murphy. Raymond, *English Grammar in Use, A Reference and Practice Book for Intermediate Students*, (Cambridge:Cambridge University Press,1994), p.2

object	Is he smiling  Is she doing her homework  now
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b. Example of present continuous tense

Example the present continuous tense in affirmative, negative, and interrogative sentences by A.J.Thomson and A.V. Martinet.<sup>11</sup>

Affirmative	Negative	Interrogative
I am working	I am not working	Am i working?
You are working	You are not working	Are you working?
She/he/it is working	She/he/it is not working	Is she/he/it working?
We are working	We are not working	Are we working?
They are working	They are not working	Are they working?

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<sup>11</sup>. Thomson. A.J, *A Practical English Grammar*, ( New York: Oxford University Press,1986) ,p,4

## **D. Concept of Grammar Translation Method**

### 1. Definition of Grammar Translation Method

Grammar translation method is not a new thing in language learning, which is only slightly different. The name that has been used by language teachers for a few years ago. In ancient times this method is called the "classical method" of the time used in the classical language learning, such as Latin and Greek. Latin, was thought by means of what has been called the classical method focus on grammatical rules, memorization of vocabulary and of various declensions and conjunctions, translations of texts, doing written exercise.

In the nineteenth century the classical method came to be known as the Grammar Translation Method. There was little to distinguish Grammar Translation from what had gone on in foreign language classrooms for centuries beyond a focus on grammatical rules as the basis for translation from the second to the native language. At the beginning of this century, this method is used to assist students in reading and understanding a foreign language literature. But it is also expected that it is in studying or understanding the grammar of the desired target language, students will become more familiar with the language rules in accordance with the source language and a deeper understanding of this will further help them in reading and writing according to the source language to be better.

On the other hand, one can understand why Grammar Translation remains so popular. It requires few specialized skills on the part of teachers. Tests of grammar rules and of translations are easy to construct and can be objectively scored.

Earlier in this century, this method was used for the purpose of helping students read and appreciate foreign language literature. It was also hoped that, through the study of the grammar of the target language, students would become more familiar with the grammar of their native language and that this familiarity would help them speak and write their native language better.<sup>12</sup>

This resulted in the type of Grammar Translation courses remembered with distaste by thousands of school learners, for whom foreign language learning meant a tedious experience of memorizing endless lists of unusable grammar rules and vocabulary and attempting to produce perfect translations of stilted or literary prose.<sup>13</sup>

Finally, that it is studying a foreign language will help the development of students in developing intellectual, it can be recognized that the students will never use the target language, but learning is very much needed mental.

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<sup>12</sup> Diane Larsen and Freeman, *Techniques and Principles in Language Teaching*, (New York : Oxford University Press, 2000), P.11.

<sup>13</sup> Jack C. Richards and Theodore S. Rodgers, *Approaches and Methods in Language Teaching*, (Amerika : Cambridge University Press, 1986), p.4.



Base on the many experts above, The writer concluded that, it was thought that foreign language learning would help students grow intellectually; it was recognized that students would probably never use the target language.

## 2. Characteristic of Grammar Translation Method

H Douglas Brown states that the major characteristic of grammar Translation:

- a. Classes are taught in the mother tongue, with little active use of the target language.
- b. Many vocabulary is taught in the form of lists of isolated words.
- c. Long elaborate explanations of the intricacies of grammar are given.
- d. Grammar provides the rules for putting words together, and instruction often focuses on the form and inflection of words.
- e. Reading of difficult classical texts is begun early.
- f. Little attention is paid to the content of texts, which are treated as exercises in grammatical analysis.
- g. Often the only drills are exercises in translating disconnected sentences from the target language into the mother tongue.
- h. Little or no attention is given to pronunciation.<sup>14</sup>

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<sup>14</sup> Brown. H. Douglas, *Teaching by Principle an Interactive Approach to Language Pedagogy*, Second Edition, (New York, Log man Pearson Education, 2001), p 18-19

### 3. Techniques of Grammar Translation Method

Diane Larsen explains that some useful techniques associated with the grammar translation method these are:

- a. Translation of a Literary Passage (*Translating target language to native language*)

Students translate a reading passage from target language into their native language. The reading passage then provides the focus for several classes: vocabulary and grammatical structures in the passage are studied in subsequent lessons.

- b. Reading Comprehension Questions (*Finding information in a passage, making inferences and relating to personal experience*)

Students answer questions in the target language based on their understanding of the reading passage. Often the questions are sequenced.

- c. Antonyms/Synonyms (*Finding antonyms and synonyms for words or sets of words*).

Students are given one set of words and are asked to find antonyms in the reading passage. A similar exercise could be done by asking of students to find synonyms for a particular set of words or students might be asked to define a set of words based their understanding of them as they occur in the reading passage.

- d. Cognates (*Learning spelling/sound patterns that correspond between L1 and the target language*)

Students are thought to recognize cognates by learning the spelling or sound patterns that correspond between the languages. Students are also asked to memorize words that look like cognates but have meaning in the target language that are different from those in the native language. This technique, of course, would only be useful in languages that share cognates.

- e. Deductive Application of Rule (*Understanding grammar rules and their exceptions, then applying them to new examples*)

Grammar rules are presented with example. Exceptions to each rule are also noted. Once students understand a rule, they are asked to apply it some different examples.

- f. Fill-in-the-blanks (*Filling in gaps in sentences with new words or items of a particular grammar type*).

Students are given a series of sentences with word missing. They fill in the blanks with new vocabulary items or with items of a particular grammar type, such as prepositions or verbs with different tenses.

- g. Memorization (*Memorizing vocabulary lists, grammatical rules and grammatical paradigms*)

Students are given list of target language vocabulary words and their native language equivalents and are asked to memorize them. Students are also required to memorize grammatical rules and grammatical paradigms such as verb conjugations.

- h. Use Words in Sentences (*Students create sentences to illustrate they know the meaning and use of new words*)

In order to show that students understand the meaning and use of a new vocabulary item, they make up sentences in which they use the new words.

- i. Composition (*Students write about a topic using the target language*).<sup>15</sup>

The teacher gives the students a topic to write about in the target language. The topic is based upon some aspect of the reading passage of the lesson. Sometimes, instead of creating a compositions students are asked to prepare a precis of the reading passage.

#### 4. Teaching procedure of Grammar Translation Method

Typically a grammar-translation started with an explanation (usually in the learner's mother tongue) of a grammar point.<sup>16</sup> The procedures of teaching the present continuous tense using Grammar Translation Method is as follow:

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<sup>15</sup> Freeman. Diane Larsen, *Technique and Principle in Language Teaching*, (Oxford:1980), p.13-14

a. Set introduction

- Teacher greets the students
- Teacher does socializing example asking their health condition
- Teacher reviews last chapter by asking some question to several students
- Teacher states the aim of the lesson and importance

b. Presentation stage

- Teacher explain the students about the rules and patterns of present continuous tense.
- Teacher writes the patterns and some sentences as examples of the use of Present Continuous Tense.
- The teacher gives some vocabulary in the form of a list.
- The teacher asks the students to memorizing the vocabulary.
- The teacher gives treatment to the students to analysis present continuous tense in sentences.
- The teacher asks the students to translite the sentences in Indonesia language
- Teacher gives the students time to ask question if they do not understand
- Teacher allows the students to write what she writes on th board on their notebooks

c. Practice stage

- Exercise 1

- Teacher writes 10 verbs in the present continuous tense on the board
- Teacher explains the students how to do exercise 1
- Students do exercise 1
- Teacher directs feedback for exercise 1.<sup>17</sup>

#### 5. Advantages of Grammar Translation Method

- a. The phraseology of the target language is quickly explained. Translation is the easiest way of explaining meanings or words and phrases from one language into another. Any other method of explaining vocabulary items in the second language is found time consuming. A lot of time is wasted if the meanings of lexical items are explained through definitions and illustrations in the second language. Further, learners acquire some short of accuracy in understanding synonyms in the source language and the target language.
- b. Teacher's labour is saved. Since the textbooks are taught through the medium of the mother tongue, the teacher may ask comprehension questions on the text taught in the mother tongue. Pupils will not have much difficulty in responding to questions on the mother tongue. So, the teacher can easily assess whether the students have learnt what he has taught them. Communication between the teacher and the learners

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<sup>17</sup> Ibid.p. 14.

does not cause linguistic problems. Even teachers who are not fluent in English can teach English through this method. That is perhaps the reason why this method has been practiced so widely and has survived so long

#### 6. Disadvantages of Grammar Translation Method

- a. It is an unnatural method. The natural order of learning a language is listening, speaking, reading and writing. That is the way how the child learns his mother tongue in natural surroundings. But in the Grammar Translation Method the teaching of the second language starts with the teaching of reading. Thus, the learning process is reversed. This poses problems.
- b. Speech is neglected. The Grammar Translation Method lays emphasis on reading and writing. It neglects speech. Thus, the students who are taught English through this method fail to express themselves adequately in spoken English. Even at the undergraduate stage they feel shy of communicating through English. It has been observed that in a class, which is taught English through this method, learners listen to the mother tongue more than that to the second/foreign language. Since language learning involves habit formation such students fail to acquire habit of speaking English. Thus, they have to pay a heavy price for being taught through this method.

- c. Exact translation is not possible. Translation is, indeed, a difficult task and exact translation from one language to another is not always possible. A language is the result of various customs, traditions, and modes of behavior of a speech community and these traditions differ from community to community. There are several lexical items in one language, which have no synonyms/equivalents in another language. For instance, the meaning of the English word 'table' does not fit in such expression as the 'table of contents', 'table of figures', 'multiplication table', 'time table' and 'table the resolution', etc. English prepositions are also difficult to translate. Consider sentences such as 'We see with our eyes', 'Bombay is far from Delhi', 'He died of cholera', 'He succeeded through hard work'. In these sentences 'with', 'from', 'of', 'through' can be translated into the Hindi preposition 'se' and vice versa. Each language has its own structure, idiom and usage, which do not have their exact counterparts in another language. Thus, translation should be considered an index of one's proficiency in a language.
- d. It does not give pattern practice. A person can learn a language only when he internalizes its patterns to the extent that they form his habit. But the Grammar Translation Method does not provide any such practice to the learner of a language. It rather



attempts to teach language through rules and not by use. Researchers in linguistics have proved that to speak any language, whether native or foreign entirely by rule is quite impossible. Language learning means acquiring certain skills, which can be learnt through practice and not by just memorizing rules. The persons who have learnt a foreign or second language through this method find it difficult to give up the habit of first thinking in their mother tongue and then translating their ideas into the second language. They, therefore, fail to get proficiency in the second language approximating that in the first language. The method, therefore, suffers from certain weaknesses for which there is no remedy.<sup>18</sup>

#### **E. Action hypothesis**

Based on the above, the writer formula test the hypothesis, the hypothesis as follows:

“by using the grammar translation method, the student’s present continuous tense mastery and their learning activities can be increased at the eighth graders of MTsN 1 East Lampung in academic year 2018/2019?”

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<sup>18</sup> Diane Larsen and Freeman, *Techniques and Principles in Language Teaching*, (New York : Oxford University Press, 2000), P.11.

## CHAPTER III

### RESEARCH METHOD

#### A. Variable and Operational Definition of Variables

Variable can be defined a general, class of object, event, situations, characters, and attributes that are of interest to the writer.<sup>1</sup> The operational definition of variable is direction how to determine of the variables that are independent variable and dependent variable.

##### 1. Independent variable

Independent variable of this research is using Grammar Translation Method (x) in the teaching learning process. this method is used to assist students in reading and understanding a foreign language literature. Also, it is expected that Grammar Translation Method (GTM) is used in studying or understanding the grammar of the desired target language, students will become more familiar with the language rules in accordance with the source language and a deeper understanding of this will further help them in reading and writing according to the source language to be better.

This variable will be measured through observation and using observation sheet as a measuring tool with a score range of 1 until 5. The score range it can look at the table below:

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<sup>1</sup> Mark and Peter, *Introduction Quantitative Research Method*, (New Delhi : Sage Publications, 200

tabel 2

score range of present continuous tense

No	Score	Categories
1	5	Very good
2	4	Good
3	3	Enought
4	2	Bad
5	1	Very bad

## 2. Dependent variable

Dependent variable of this research is student's present continuous tense mastery (y) at the eighth graders of MTsN 1East Lampung. This variable will be measured through a written test with 20 questions. Where each question has a weight of 5 with the overall score of one hundred and the lowest score is 0. As for the present continuous tense mastery indicator is

- a. The students could respons the teacher's questions
- b. The students could answer the questions
- c. The students does the taks from the teacher
- d. The students could identify social function of present continuous tense
- e. The students could write sentences about event is going.

## B. Setting Research

The setting of this research is MTs N 1 East Lampung, which is located in Jl. Ki Hajar Dewantara 38 B Banjarrejo, Batanghari, East Lampung. Kode Pos. 34181 Telp/Fax.(1725) 7852539 Email. [mtsnmetro@gmail.com](mailto:mtsnmetro@gmail.com).

## C. Subject and object of the Research

The subject of this research is the the student of eight grade of the MTs N 1 East Lampung. The data about the subject can be seen below:

**Tabel 2**

**Data of the Subject of the Research**

No	Class	Sex		Total
		Male	Female	
1	VIII D	15	17	32

Data above explained that there are 15 male students and 17 female students in the eight graders. The total of the subject are 32 students. The writer chooses the eighth graders as subjects of the research, because most of the students has low score in grammar subject.

Object of the research is the use of present continuous tense in grammatical used and there learning activity after using grammar translation method (GTM).

## D. Action plan

### 1. Classroom action research

Classroom action research is a method of finding out what works best in your own classroom so that you can improve student learning.<sup>2</sup>

It means that action research is a way to investigate teaching and learning process in class. Action research is a decision about teaching and learning process in class actions, which deliberately raise and occur together in a classroom.<sup>3</sup>

### 2. The goal of Classroom Action Research

- a. To increase teaching process. CAR is a strategic way to increase education service especially in teaching process.
- b. In the first goal is success, there will be another goal namely a practice in the teaching learning activities in the classroom.
- c. Developing teacher's skill based on the problem faced by the teacher in the class.<sup>4</sup>

In the Classroom Action Research, the writer would like to conduct the research in two cycles. There is a relationship between one and the others. They are: planing, acting, observing, reflecting. Those steps can be seen in the following design:

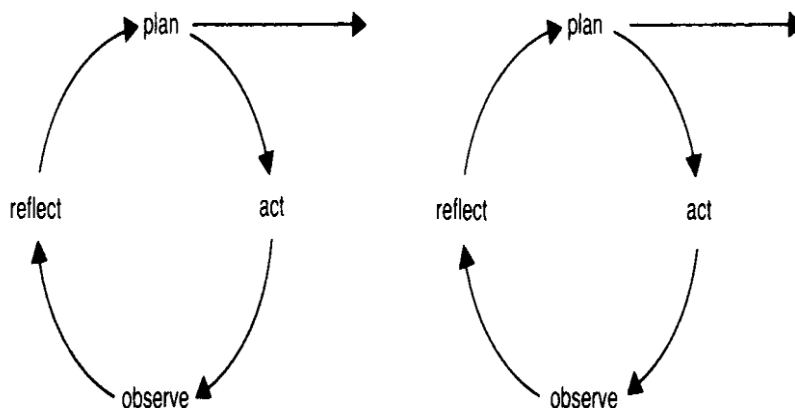
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<sup>2</sup> Julian Hermida, "The What, Why and How of Classroom Action Research", dalam [www. Julianhermida .com](http://www.julianhermida.com) diunduh pada 9 Juli 2018.

<sup>3</sup> Heidi watt in Nazar Alam Hamdani & Dodi Herman. *Classroom Action Research*, (Rahayasa, 2008), p.44.

<sup>4</sup> *Ibid*, p.21-22

Figure 1. design of classroom actions research

Jean McNiff's Models<sup>5</sup>

In this classroom action research the writer used the procedure of Jean McNiff's design. It consists of four phases within one cycle: they are planning, acting, observing, reflecting. If the first cycle finished and still found any problem and there was no improvement, it is necessary to continue to the second cycle with the same phases, which consist of four phases: planning, acting, observing, reflecting.

## 1. Cycle 1

## a. Planning

There are four steps that will be applied in this stage:

- 1) The writer prepares the lesson plan, procedure, media, and relevant material.
- 2) The writer prepares source learning

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<sup>5</sup> McNiff, Jean and Whitehead, Jack, *Action Research: principles and Practice*, (London: Routledge Farmer), p.3

3) The writer determines the technique Grammar Translation Method to be applied in acting phase.

4) The writer make the criteria of success.

b. Acting

This step is implementation of the planning, the writer acts as follows:

1) Pre-teaching activities

- a) Praying and greeting the students.
- b) Checking the attendance list.
- c) Asking the students condition.
- d) Choosing the appropriate with the material going to be taught.

2) While teaching process

- a) Doing pre - tes
- b) The teacher asks the students to read the sentences and interpret it.
- c) The teacher explains about present continuouse tense
  - How to make sentence
  - Characteristic and examples of present continuous tense.
- d) The teacher asks the students to memorize the grammar element present continuous tense.

e) The teacher asks the students to make the sentences about present continuous tense.

3) Post-teaching activities

a) The teacher gives conclusion about the material.

b) Doing post - tes cycle 1

c) The teacher greets the students.

c. Observing

In this step, The writer observes the students' activity by using observation sheet. It is to write some indications, not only good indication but the bad one also is written. Such as: students' good participants, and students' ability to answer the question. The important things in teaching learning process is noted by writer. The result of observation will be used in doing action in next cycle.

d. Reflecting

Reflection is the last step in this process. The writer analyzes and discusses the observation result during teaching process, like the weakness and strength from the action in this step; the writer use the data from evaluation to make improvement for the second cycle. The writer decide that the next cycle focus on the weakness in previous cycle.



## 2. Cycle 2

### a. Planning

Planning is the first step in each activity. Without planning the activity the writer dose will not be focus. Here is step that writer can make in planning:

- 1) The writer prepares the lesson plan, procedure, media, and relevant material.
- 2) The writer prepares source learning
- 3) The writer determines the technique Grammar Translation Method to be applied in acting phase.
- 4) The writer make the criteria of success.

### b. Acting

This step is implementation of the planning, the writer acts as follows:

- 1) Pre-teaching activities
  - a) Praying and greeting the students.
  - b) Checking the attendant list.
  - c) Asking the students condition.
  - d) Choosing the appropriate with the material going to be taught.
- 2) While teaching process
  - a) The teacher asks the students to read the daily activity text.

- b) The teacher asks the students to translite the text into Indonesia language
- c) The teacher asks the students to answer questions available under the text.
- d) The teacher checks the students answers.
- e) The teacher explains about some present continuous tense based on the text
- f) The teacher asks the students to continue analyzing the present continuous tense in the text .

### 3) Post-teaching activities

- a) The teacher gives question to the students about grammar rules that have been studied.
- b) Doing post-tes cycle 2
- c) The teacher greets the students.

### c. Observing

In this step, the writer observes students' activity, their participation, students' ability to answer the question and make note about the learning process.

### d. Reflecting

Reflection is the last step in this process. The writer analyzes and discusses the observation result during teaching process, like the weakness and strength from the action in this step and teacher performance whether is positive or negative.

## E. Data Collecting Method

In collecting data, the writer will use in this class actions research.

### 1. Test

According to Donal Ary, a test of stimuli presented to an individual in order to elicit responses on the basis of which a numerical score can be assigned.<sup>6</sup> So, Lorraine said that a test is a formal, systematic, usually paper and pencil procedure for gathering information about peoples' cognitive and affective characteristics.<sup>7</sup> Moreover, the writer will use test as a data collection method to measure both of the variable. In this research, the tests use in this study was pre-test and post-test.

#### a. Pre-test

The writer will give the pre-test to the students. This step has done before give presenting the special treatment to know how far the students' present continuous tense.

#### b. Post-test

The post-test has done after the treatment in order to find out whether using this strategy could improve of the students' present continuous tense.

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<sup>6</sup> Ary. Donal.At.All, *Introduction to Research In Education*, (USA: Wadsworth, Cengage Learning,2010),p.201

<sup>7</sup> Gay.R.Lorraine , *Educational Researc Competencies for Analysis and Applications*, (USA: Pearson, 2012),p.154

## 2. Documentation

Documentation as the method which is used to get informations from written language of. The writer will use the documentation method to get detail informations about history of the school, employes, students and structure organization at eight grade of MTsN 1 East Lampung. Here were the list of the documentations:

- a. Documentation about historical background of MTsN 1 East Lampung.
- b. Documentation about facilities of MTsN 1 East Lampung.
- c. Documentation about structural organization of MTsN 1 East Lampung.
- d. Documentation about sketch of location MTsN 1 East Lampung.
- e. Documentation about students of MTsN 1 East Lampung.

## 3. Observation

In the context of science, observation means more than just observing the world around us to get ideas for research.<sup>8</sup> Observation also refers to the process of making careful and accurate measurement, which is distinguishing feature of well-conducted scientific investigation. In this case the writer directly organized observation in the field research, the writer will take the data of the student's present continuouse tense test result in MTsN 1 Lampung Timur in academic years 2018/2019.

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<sup>8</sup> John Wiley and Sons Inc, *Essential of Research Design and Methodology* (Hoboken: New Jerse,2005)p.6

## **F. Research Instrument**

According to Lorraine said an instrument is a tool used to collect data. It means that instruments is a tool or facilities that are used by the writer to collect the data completely and systematically.

### **1. Instrument blueprint**

The instrument are used to measure the student's present continuouse tense mastery test. To obtain the data related to research problem. The writer used pre-test and post-test instruments in this research. The pre-test instrument was differents with the post-test instrument, but have the same difficulty level. In this research the writer asked the student to write some sentences using present continuouse tense.

### **2. Instrument calibration**

The writer will use this instrument using the pre-test and post-test. The pre-test will be used to get the score before the treatment conduct. This test will be used to know the knowledge of students in present continuouse tense. The writer used individual test.

## **G. Data Analysis Technique**

Analysis of the data means studying the tabulated material in order to determine meaning. A plan of analysis can and should be prepared in

advance before the actual collection of material.<sup>9</sup> A data analysis technique that is used in this research is descriptive statistical analysis. To find the average of students' score and percentage of students' score then the result is matched by minimum standard.

Descriptive statistical analysis is concerned with numerical description of particular group observed and any similarity to those outside the group can not be taken for granted. The data describe one group and that one group only.<sup>10</sup> Data analysis will be conduct by quantitative data and qualitative data. The quantitative data will be conduct by step by taking the average score of the pre-test and post-test in cycle 1 and cycle 2. Qualitative data will be conduct by observation. To get the average score of pre-test and post-test the formula is:

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

Note:  $\bar{x}$  = Average

$\sum x$  = The total number of student's score

N = Total of students<sup>11</sup>

In gaining student's activity in learning process it can be inferred that the result use the formula as follow:

$$P = \frac{F}{N} \times 100\%$$

Note: P = The class precentage

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<sup>9</sup> Yoges Kumar Sign, *Fundamental of Research Methodology and Statistics*, (New Delhi: Age International Publiser,2006),p.232

<sup>10</sup> Ibid.p.233

<sup>11</sup> Ary. Donald and jacobs. Lucy cheser, *Introduction to Research in Education*, (Canada : Wode Worth Cengaga Learning, 2010), p. 110

F = Frequence of student activity

N = Total of the students

#### **H. Indicator of the Success**

This research will take success if 75% students get 75 minimum score and there is increasing activities in teaching learning present continuous tense using grammar translation method until 60%.

## CHAPTER IV

### RESULT OF THE RESEARCH AND INTERPRETATION

#### A. Result of the Research

##### 1. History of MTs N 1 East Lampung

This research was conducted at the State Madrasah Tsanawiyah 1 East Lampung. It was bulding in 25 october 1993. The location of State Madrasah Tsanawiyah 1 East Lampung is not far from Metro. it located in Jl. Ki Hajar Dewantara 38 B Banjarrejo, Batanghari, East Lampung.

It was viewed from the geographical location, State Madrasah Tsanawiyah 1 East Lampung is in the middle between East Lampung Regency and Metro City which is easily accessible by the community. The South is a resident's house, the North, the State Aliah Madrasah 1 East Lampung, the West of the Settlement, and the east is the rice field.

Since the establishment of MTs N 1 East Lampung , namely from 1993 to 2014, there have been several changes to the Head of Madrasah as follows:

- |                    |                      |
|--------------------|----------------------|
| a. Syaiful Parjono | From 1978 until 1980 |
| b. Maijab, BA      | From 1980 until 1988 |
| c. Mulyadi         | From 1988 until 1998 |
| d. Drs. Kamaludin  | From 1998 until 2004 |
| e. Yahya Sulaiman  | From 2004 until 2005 |
| f. Drs. Mufasir    | From 2005 until 2010 |
| g. M. Nurdin, S.Ag | From 2010 until 2015 |



- h. Hj. Lenny Darnisah, S.Pd, From 2015 until 2018  
M.M
- i. H. Irwin, S.Pd, M.Pd From 2018 until now
2. The profil of school
- School : MTsN 1 East Lampung
- Address : Jl. Ki Hajar Dewantara 38 B  
Banjarrejo, Distric. Batanghari,  
Sub Distric. East Lampung
- SKP/Charter Number and Date : Kep/E/PP/005/105/1983/ April  
19<sup>th</sup> 1983
- Status : Country
- Telephon/HP/Fax : (1725) 7852539
- Email : [mtsnmetro@gmail.com](mailto:mtsnmetro@gmail.com).

3. Condition of Teacher and Official Employers at MTsN 1 East Lampung

Condition of teacher and the official employers in MTsN 1 East Lampung, the number of teacher and official employers in MTsN 1 East Lampung in academic year 2018/2019 can be identified as follows:

**Table 3**  
**Condition of Teacher and Official Employers at MTsN 1 East**  
**Lampung in Academic Year 2018/2019**

No	Name	Sex	Occupation
1	H. Irwin, S.Pd, M.Pd	Male	Headmaster
2	Abdul Rahman, PS, S.Ag	Male	Vice of curriculum
3	Eni Yunanti Utami, M.Pd	Female	Science Teacher
4	Dra. Sri Budi Utami	Female	Civics Teacher
5	Laili Masitoh, S.Pd.I	Female	English Teacher
6	Dra. Chandrawati	Female	Mathematics Teacher
7	Dra. Rulia	Female	Indonesian Teacher
8	Dra. Siti Tsaniyah	Female	History Teacher
9	Sejo Winarno, BA	Male	Economic Teacher
10	Drs. Akhmad Zazuli	Male	Physics Teacher
11	Fatmah, S. Ag	Female	Indonesian Teacher
12	Dra. Wiwik Darwati	Female	Indonesian Teacher
13	Dra. Eka Marlita	Female	History Teacher
14	Desi Handayani, S. Pd	Female	English Teacher
15	Drs. Abdul Sukur	Male	Vice Of Facility and Infrastructure
16	Samsiah, S. Pd.I	Female	Islamic Teacher

17	Dra. Sri Hermawati	Female	English Teacher
18	Nasyiatun Budiarti, S.Ag, M.Pd.I	Female	Alquran haidst Teacher
19	Mardliyati, S.Pd.I	Female	Akidah akhlak Teacher
20	Rosita, S.Ag	Female	Counselor Teacher
21	Ma'sum, S.Ag, M.Pd.I	Male	Vace in Public Relationteacher
22	Sukesih, S. Pd.I	Female	Akidah akhlak Teacher
23	Rubangi, S.Pd	Male	Counselor Teacher
24	Asih Subagyo,BA	Male	History Teacher
25	Yuli Setiyono, S.Pd	Male	Vace in Curriculum
26	Magdalena, S.Pd	Female	Arabic Teacher
27	Dra. Marliza	Female	Arabic Teacher
28	Muhammad Nurdin, S. Pd	Male	Chemistry Teacher
29	Hartati, S.Pd	Female	Science Teacher
30	Siti Nurhayati, S.Pd.M. Pd.i	Female	Arabic Teacher
31	Maryono, S.Pd, M.Kes	Male	Sport Teacher
32	Novi Diana Mandawasa, S.Ag	Female	Econimic Teacher
33	Jumangin, S.Pd.I	Male	Sport Teacher
34	Bara Sabarati, S. Psi, M.	Female	Akidah akhlak Teacher

	Pd.I		
35	Musyri'ah,S.Pd.I	Female	Arabic Teacher
36	Atik Setyawati, S.Pd	Female	Science Teacher
37	Latifah Yan, S.Ag	Female	Science Teacher
38	Aswandi, M.Pd.I	Male	Science Teacher
39	Ahmad fauzi	Male	Fiqih Teacher
40	Ponidi	Male	Administration staff
41	Abdul Hanan	Male	Administration staff
42	Ema Dewi Arief	Female	Administration staff
43	Suyono, SE,M.AB	Male	Head of administrative staff affairs
44	Rusada Niliyani, S.Ag	Female	Administration staff
45	Uzu Nuhir	Female	Administration staff
46	Fahmi Ratna Dewi,S. Pd.I	Female	Counselor Teacher
47	Dicky Saputra, S.Pd	Male	Mathematic Teacher
48	Putri Dwi Pravitasari,S.Pd	Female	Mathematic Teacher
49	Endang Puji Lestari, S.Pd	Female	physicsTeacher
50	Yusti Apriani,S.Pd	Female	Akidah akhlak Teacher
51	Muhammad Insan Jaya, S. Pd.I	Male	Administration staff
52	Eva Suryani, S.Pd.I	Female	Administration staff
53	Ferlia Yunita Sari, S.Pd	Female	Administration staff

54	A'at ferdiansyah	Male	Administration staff
56	Anam Rifa'i,S.Pd	Male	Cleaning Officer
57	Taufik Walhidayah	Male	Security Officer
58	Nurrahman	Male	Cleaning Officer

Source: *The school officer's data of the MTsN 1 East Lampung in academic year 2018/2019*

#### 4. Quantity Students of MTsN 1 East Lampung

The quantity of the students at MTsN 1 East Lampung can be identified as follows:

**Table 4**  
**Students Quantity of MTsN 1 East Lampung in Academic Year**  
**2018/2019**

No	Class	Sex		Total
		Male	Female	
1.	Class VII (A-I)	119	165	284
2.	Class VIII (A-F)	89	112	201
3.	Class IX (A-F )	115	105	220
TOTAL		323	382	705

#### 5. Building of MTsN 1 East Lampung

The condition of facilities at MTsN 1 East Lampung in academic year 2018/2019 can be seen on the table below:

**Table 5****Building of MTsN 1 East Lampung in Academic Year 2018/2019**

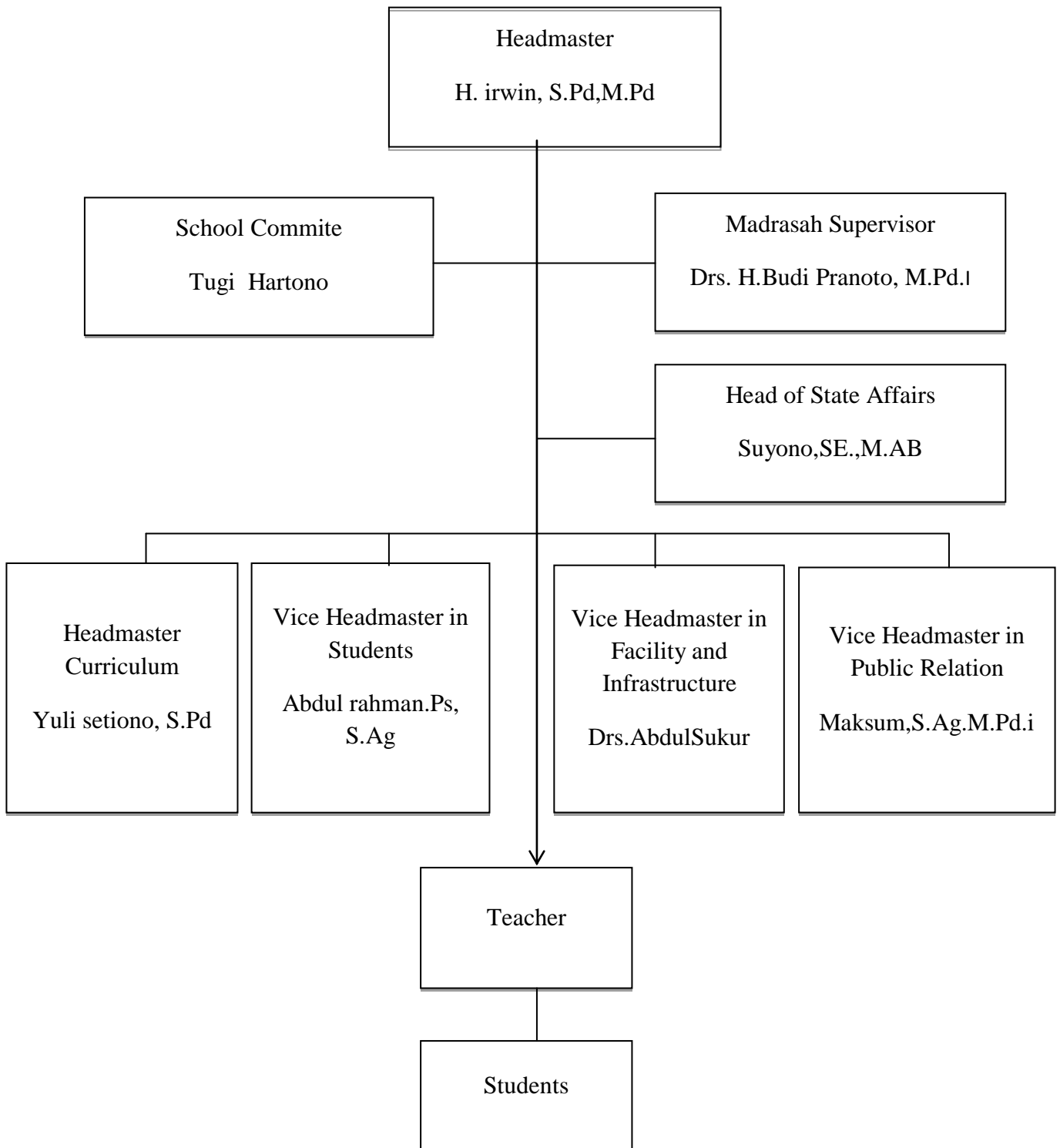
<b>No</b>	<b>Names of Building</b>	<b>Total</b>	<b>Condition</b>
1.	Headmaster Room	1	Good
2.	Teachers Room	1	Good
3.	Administration Room	1	Good
6.	Mosque	1	Good
8.	Library	1	Good
9.	Kitchen	1	Good
10.	Class Room	19	Good
11	Biology Laboratoty	1	Good
12	Language Laboratory	1	Good
13	Science Laboratory	1	Good
14	Canteen	1	Good

## 6. Organization Structure of MTsN 1 East Lampung

The organization structure of MTsN 1 East Lampung in academic year 2018/2019 can be seen in the figure as follows:

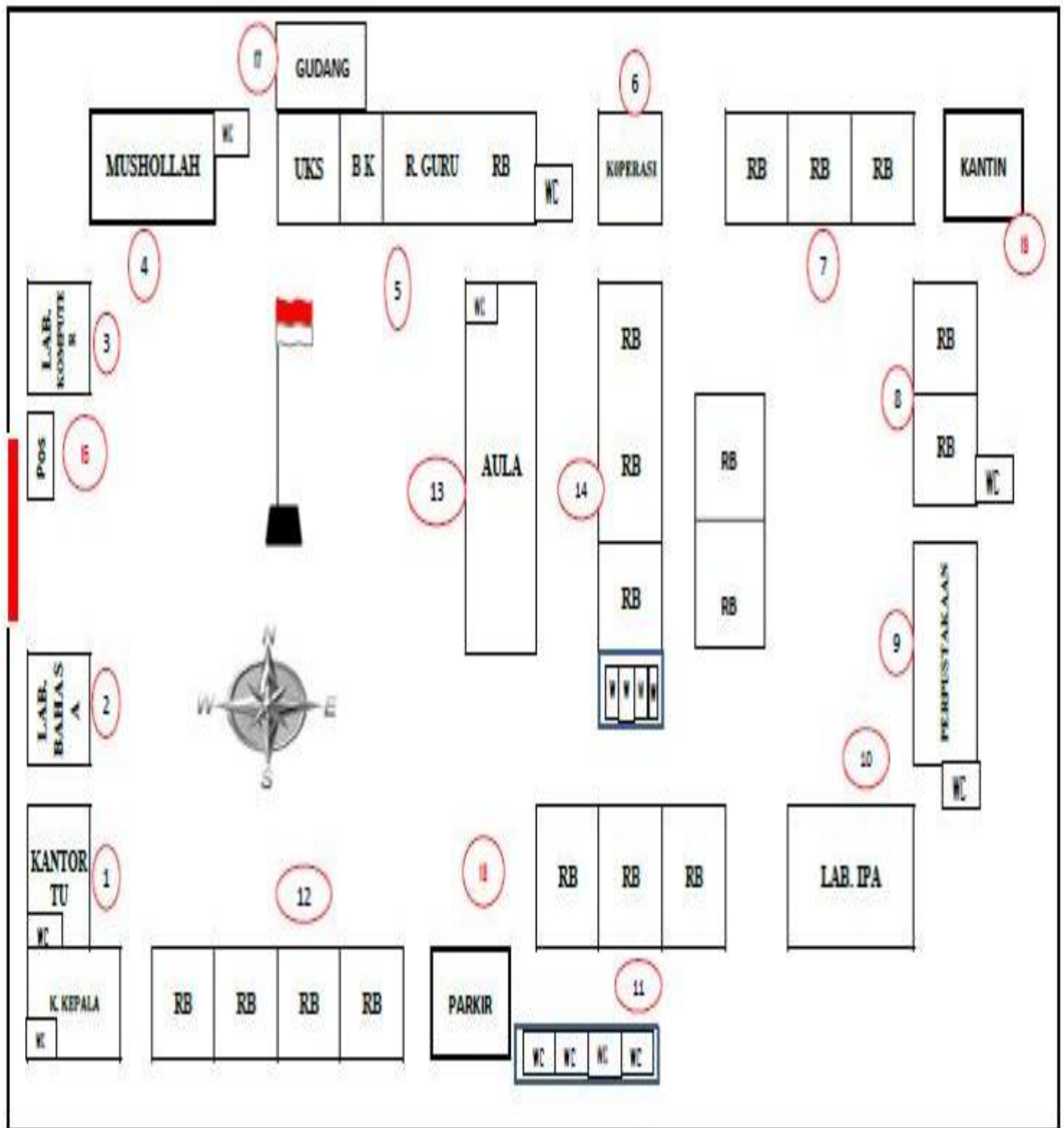
Figure 2

## Organization Structure of MTsN 1 East Lampung



7. Location Sketch of MTsN 1 East Lampung

**Figure 3**  
**Location Sketch of MTsN 1 East Lampung in Academic Year**  
**2018/2019**





Note:

1. Administration Room
2. Language Laboratory
3. Computer Laboratory
4. Mosque
5. UKS, conceling, and Teacher Room
6. Cooperation
7. New Building
8. New Building
9. Library
10. Science Laboratory
11. New Building
12. New Building
13. Multipurpose Hall
14. New Building
15. New Building
16. Security Post
17. Warehouse
18. Parking Area
19. Canteen
20. Toilet

## **B. Research Finding Description**

This research used Classroom Action Research. It was conducted in two cycles. The students result was gotten through test that was given to the students in the begin research and in the end every cycle, while the activity data was gotten from the observation the learning activity was happend.

In this research, the researcher collaborated with Mrs. Laili Masithoh, S.Pd as the English Teacher of eight grader of students at MTsN 1 East Lampung. Before implementation the treatment the researcher and collaborator prepared the lesson plan. One cycle in the research accomplish in two meeting.

This research concerned four steps in every cycle; they are planning, acting, observing, and reflecting. These were research finding of cycle 1 and cycle 2 by every step inside.

1. Action and learning at pre-test
  - a. Pre-test activity

This learning was conducted on 19 february 2019 for 2x45 minutes. In this meeting the researcher was being a teacher and the collaborator was being observer. The collaborator opened the class by greeting, praying, and checking attendance, and asking the student's condition. And then the collaborator gave for 70 minuutes to the researcher completely. The researcher told the students that the researcher would conduct the research in their

class to know the ability of the students before giving an action, in the first meeting was used as the pre-test. The kind of test is make sentences using present continuous tense and the students answer the question individually. In around 10 minutes, the researcher gave a little explanation about material that would discussed in the next meeting.

The pre-test was done for 30 minutes to measure how far the students have mastered the material which have given. Based on the pre-test, the students seemed difficult to answer the questions. There were many students complain that is was very difficult.

- b. The students' score of pre-test

**Table 6**

**The Students Present Continuous Tense Score in Pre-Test**

No	Name	Score	Target $\geq 75$
1	AS	70	Incomplete
2	AA	60	Incomplete
3	AN	50	Incomplete
4	AA	70	Incomplete
5	AJ	70	Incomplete
6	AI	75	<b>Complete</b>
7	AA	60	Incomplete
8	DM	60	Incomplete
9	EK	75	<b>Complete</b>
10	FN	60	Incomplete
11	FM	80	<b>Complete</b>
12	LF	50	Incomplete
13	LT	75	<b>Complete</b>
14	LA	50	Incomplete
15	LZ	60	Incomplete

16	MA	65	Incomplete
17	MD	70	Incomplete
18	ND	50	Incomplete
19	NS	70	Incomplete
20	PA	80	<b>Complete</b>
21	QA	60	Incomplete
22	RF	65	Incomplete
23	RT	70	Incomplete
24	RA	55	Incomplete
25	RN	75	<b>Complete</b>
26	RN	60	Incomplete
27	SA	65	Incomplete
28	SZ	70	Incomplete
29	SS	60	Incomplete
30	SY	60	Incomplete
31	VT	70	Incomplete
32	VV	70	Incomplete
Total csore		2080	
Average		65	
Higest score		80	
Lowest score		50	

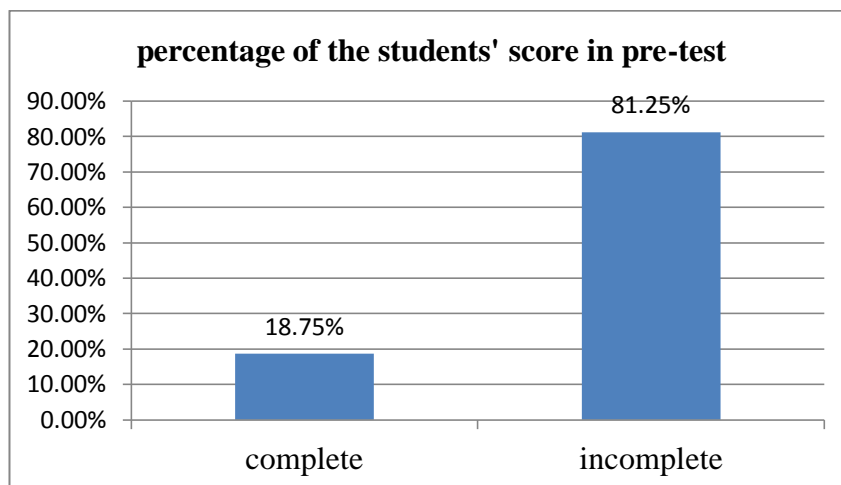
Based on the table above, the researcher measured the fraquency of students' score in pre-test could be seen as follow:

**Table 7**

**Frequency of students' score in pre-test**

No	Score	Frequency	Precentage	Category
1	$\geq 75$	6	18,75%	Complete
2	$< 75$	26	81,25%	Incomplete
TOTAL		32	100%	

Than the graph of the percentage students; score could be seen as wollow:

**Figure 4**

Based on the result above, it can be seen that the highest is 80 and the lowest score was 50 so the average score of pre-tes was 65. From the diagram above, that were 26 (81,25%) students who got the below target score (under the MSC) and 6 (18,75%) students got above score from the MSC. Than, based on the result of pre-tes, it could be seen that the target based on Minimum Standard Criteria (MSC) had not been achieved yet.

## 2. Cycle 1

### a. Planning

In this stage the researcher and the collaborator prepared several things related to teaching and learning process such as prepare the lesson plan and instrument that would be examined as post-test in cycle 1. The researcher also planned to give evaluation

to measure how far the materials that haven been taught can be accepted by the students.

b. Acting

1) The first meeting

The first meeting was used as the implementation the action in the cycle 1. The first meeting was conducted on, 20 february 2019 for 2x45 minutes. The meeting was started by praying, greeting, checking the attendance list, and asking the students condition. Before going to the material, the researcher asked to the students about present continuous tense. But they didnot answer it yet.

After that, the teacher explain about the present continuous tense using grammar translation method. The researcher explain to the students in their native language about the rule of present continuous tense. So the researcher writes the patterns and some sentences as example of the use of present continuous tense. After that the researcher give some vocabulary in the form of a list. So the researcher asks the students to memorizing the vocabulary.

In this stage, the condition of the class was not effective because there many students who were noisy, students were less active in teaching and learning processs. In the end of meeting, the researcer gave motivation to the students and

stimulating the students to conclude the material. And then, the teacher greets to closing the meeting.

2) The second meeting

The second meeting was conducted on 21 february 2019 for 2x45 minutes. This meeting used post-test 1 after giving the treatment. It started by praying, greeting, cheking attendance list and asking about students condition. The researcher continued the material of the last meeting, than the researcher gave them the post-test to the students. The kind of the test were wrote some sentences into the present continuous tense and translate in Indonesia. The researcher gave them 30 minutes to answered it well.

**Table 8**  
**The students' present continuous tense score in post-test 1**

No	Name	Score	Target $\geq 75$
1	AS	70	Incomplete
2	AA	60	Incomplete
3	AN	60	Incomplete
4	AA	75	<b>Complete</b>
5	AJ	70	Incomplete
6	AI	80	<b>Complete</b>
7	AA	75	<b>Complete</b>
8	DM	70	Incomplete
9	EK	75	<b>Complete</b>
10	FN	70	Incomplete
11	FM	85	<b>Complete</b>
12	LF	60	Incomplete
13	LT	75	<b>Complete</b>
14	LA	60	Incomplete
15	LZ	75	<b>Complete</b>

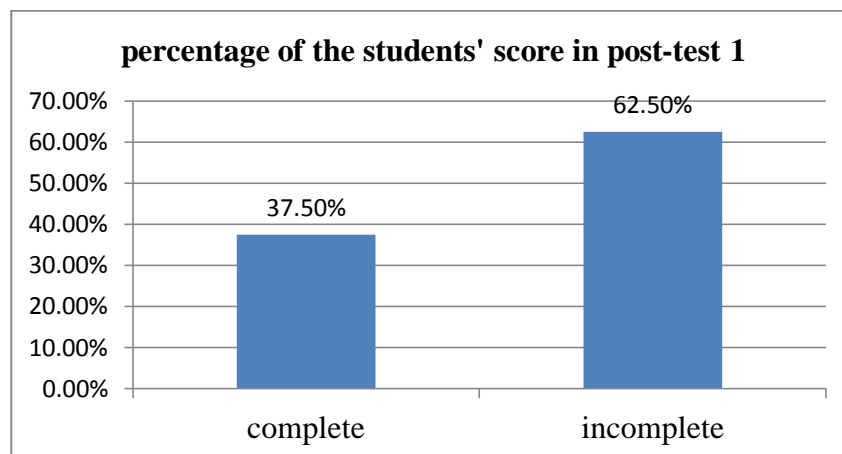
16	MA	75	<b>Complete</b>
17	MD	70	Incomplete
18	ND	60	Incomplete
19	NS	65	Incomplete
20	PA	80	<b>Complete</b>
21	QA	60	Incomplete
22	RF	60	Incomplete
23	RT	75	<b>Complete</b>
24	RA	65	Incomplete
25	RN	80	<b>Complete</b>
26	RN	60	Incomplete
27	SA	70	Incomplete
28	SZ	70	Incomplete
29	SS	70	Incomplete
30	SY	65	Incomplete
31	VT	70	Incomplete
32	VV	75	<b>Complete</b>
	<b>Total</b>	<b>2230</b>	
	<b>Average</b>	<b>70</b>	
	<b>Highest</b>	<b>85</b>	
	<b>Lowest</b>	<b>60</b>	

**Table 9**

**Frequence of Students' Score in Post-Test 1**

No	Score	Frequency	Precentage	Category
1	$\geq 75$	12	37,50%	Complete
2	$< 75$	20	62,50%	Incomplete
TOTAL		32	100%	



**Figure 5**

From the result of post-test 1, it can be seen that the highest was 85 and the lowest score 60. so the average score of pre-test was 70. Than, that were 20 (62,5%) studentst who got the below target of score (under the MSC) and 12 (37,5%) students got above score from the MSC. Than, based on the result of post-test 1, it could be seen that the target based on Minimu Standard Criteria (MSC) has not been achieved yet. But the result of the students test was better than the students test before giving treatment.

c. Observation

The observation was done by researcher and collaborator during learning process. There were some observation that had been done such as; observation on the students'activities, and observation on the result of the evaluation. These were explanations from the points above:

### 1) The Students and Teacher Activities Result

In classroom action research, every meeting in cycle 1 was done by researcher and collaborator, she was Mrs. Laili Masithoh as an English teacher at MTs N 1 East Lampung. The researcher was conducted the learning process and collaborator observed the situation of teaching and learning that happen in the classroom.

**Table 10**

#### **The result of students' learning activities in cycle 1**

<b>No</b>	<b>Students'activities</b>	<b>Frequency</b>	<b>Percentage (%)</b>
1.	Students could answer the teacher question	10	31%
2.	Students does the taks from the teacher	30	94%
3.	Stud could identify social function of present continuous tense	18	56%
4.	Students could write sentences about event is going	20	62%
<b>Average</b>		2,43	7,6%
<b>Total tsudents</b>		32	

The table above shows that not all the students active in the teaching learning process. There were 10 students who gave answer to the teacher's question, 30 students who does the taks from the teacher, 18 students could identify social function of present continuous tense and there are 20 students could write sentences about event is going.

## 2) Evaluation

Evaluation was given in cycle 1 are pre-test in beginning of learning and post-test was given at the end of learning. From the result of pre-test that was given the researcher obtained the result: the highest score was 80 and the lowest score was 50. The average at the pre-test was 65. Then the result of post-test 1 that was given the researcher obtained the result, the highest score was 85 and the lowest score was 60. The average score of post-test 1 was 70. It showed that there was any significant effect between pre-test and post-test 1 in this cycle.

### d. Reflecting

In this step, the researcher concluded that cycle 1 did not run well because most of students did not achieve the standard score. It can be seen from the result of pre-test score and post-test 1 score. Beside that, most of students' scores had improved although the condition of learning process was uncontrolled enough.

From the result of observation in cycle 1, there were some problems that found, as follows:

- 1) There were some students that shown unenthusiastic to the teacher's explanation.
- 2) Some students not be able to remember the formula of present continuous tense.

- 3) Some students did not ask and answer the teacher's question about formula of question tag.

Based on the result of reflecting in cycle 1, there were some problems to be revision in cycle 2, as follow:

- 1) Teacher kindly gave more detail explanation about the material and gave question after explained the material.
- 2) Teacher kindly guided the students who not be able to remember the formula of present continuous tense.
- 3) Teacher kindly gave stimulus to the students for example by giving reward to the students who brave answered the question.

**Tabel 11**

**The Comparison Students' Score in Pre-Test and Post-Test 1**

No	Name	Score pre-test	Category	Score post-test 1	Category	Category
1	AS	70	Incomplete	70	Incomplete	Increased
2	AA	60	Incomplete	60	Incomplete	Constant
3	AN	50	Incomplete	60	Incomplete	Increased
4	AA	70	Incomplete	75	Complete	Increased
5	AJ	70	Incomplete	70	Incomplete	Constant
6	AI	75	Complete	80	Complete	Increased
7	AA	60	Incomplete	75	Complete	Increased
8	DM	60	Incomplete	70	Incomplete	Increased
9	EK	75	Complete	75	Complete	Constant
10	FN	60	Incomplete	70	Incomplete	Increased
11	FM	80	Complete	85	Complete	Increased
12	LF	50	Incomplete	60	Incomplete	Increased
13	LT	75	Complete	75	Complete	Constant

14	LA	50	Incomplete	60	Incomplete	increased
15	LZ	60	Incomplete	75	Complete	Increased
16	MA	65	Incomplete	75	Complete	Increased
17	MD	70	Incomplete	70	Incomplete	Constant
18	ND	50	Incomplete	60	Incomplete	Increased
19	NS	70	Incomplete	65	Incomplete	Decreased
20	PA	80	Complete	80	Complete	Constant
21	QA	60	Incomplete	60	Incomplete	Constant
22	RF	65	Incomplete	60	Incomplete	Decreased
23	RT	70	Incomplete	75	Complete	Increased
24	RA	55	Incomplete	65	Incomplete	Increased
25	RN	75	Complete	80	Complete	Increased
26	RN	60	Incomplete	60	Incomplete	Constant
27	SA	65	Incomplete	70	Incomplete	Increased
28	SZ	70	Incomplete	70	Incomplete	Constant
29	SS	60	Incomplete	70	Incomplete	Increased
30	SY	60	Incomplete	65	Incomplete	Increased
31	VT	70	Incomplete	70	Incomplete	Constant
32	VV	70	Incomplete	75	Complete	Increased
Total csore		2080			2230	
Average		65			70	
Higest score		80			85	
Lowest score		50			60	

Based on the data above, the researcher measured the frequency of students' score in pre-test and post-test 1 could be seen as follow:

**Table 12**  
**The Comparison Frequency of Students' Score in Pre-Test and Post-Test 1**

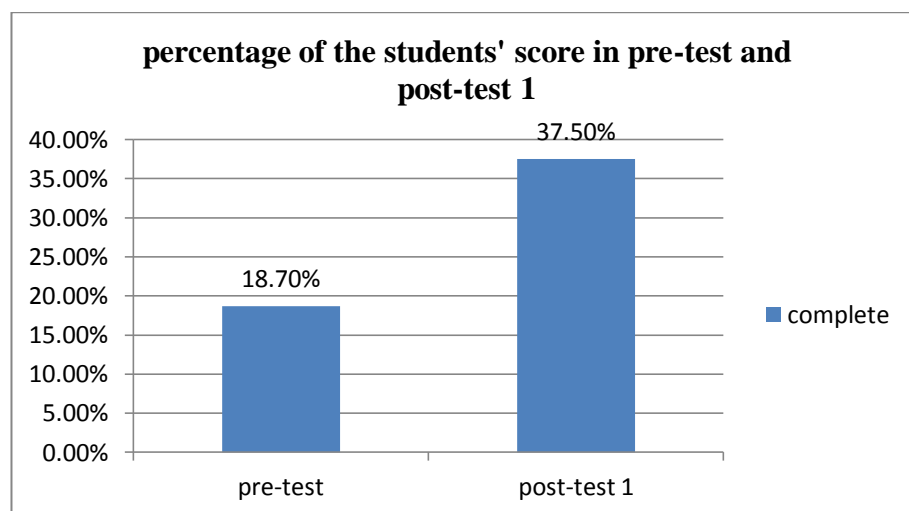
No	Score	Category	Pre-Test		Post-Test 1	
			F	P	F	P
1	$\geq 75$	Complete	6	18,75%	12	37,50%
2	$< 75$	Incomplete	26	81,25%	20	62,50%
Total			32	100%	32	100%

Notes:

F: Frequency                  P: Percentage

Than the graph of percentage students' score in pre-test and post-test 1 could be seen as follow:

**Figure 6**



### 3. Cycle 2

In this stage need to be held the cycle 2 to repair the weakness in the cycle 1. The step of cycle 2 as follow:

a. Planning

Based on the observation and reflection in cycle 1, it showed failure. So the researcher and collaborator try to evaluate it and arrange the planning for cycle 2. Therefore, the researcher prepared the lesson plan, prepared the material, prepared the instrument and try to identify the problems and found the cause of problems and try to overcome the problems.

b. Acting

1) The first meeting

The first meeting was done on, 22 february 2019 for 2x45 minutes. This meeting was opened by greeting, praying, asking the students' condition, checking the attendance list and motivating the students.in this meeting, the researcher gave present continuous tense material more interested in teaching and learning process. So it can make students interest in learning.

After that, the researcher was explaining the material about the present continuous tense more clearly. The researcher explain to the students in their native language about the rule of present continuous tense. And then the researcher writes the patterns and some sentences as example of the use of present continuous tense. After that the researcher give some vocabulary in the form of a list. So the researcher

asks the students to memorizing the vocabulary. In this stage the researcher asks the students to translite some sentences and the researcher gave some question about sosial function of present cotinuous tense to the students and the researcher helped the students how to write sentences about event is going.

The conditions of this class in this meeting more effective than before because the students more understand the meaning of the material and sentences in their native language after using grammar translation method. In the end of meeting, the researcer gave motivation to the students and stimulating the students to conclude the material. And than, the teacher greets to closing the meeting.

## 2) The second meeting

The second meeting was conducted on 23 february 2019. This meeting used post-test 2 in the end of cycle for 2 x 45 minutes. The researcher gave post-test to the students. In this meeting, most of the students caould practice how to write well using present continuous tense. It can be seen from the result of post-test 2.

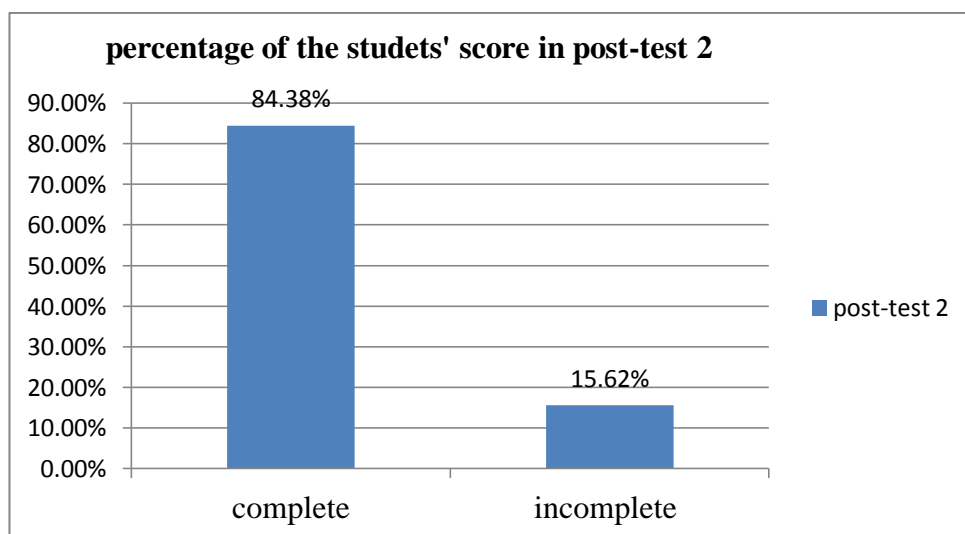


**Table 13**  
**The students' present continuous score in post-test 2**

No	Name	Score	Target $\geq 75$
1	AS	80	<b>Complete</b>
2	AA	75	<b>Complete</b>
3	AN	70	Incomplete
4	AA	80	<b>Complete</b>
5	AJ	75	<b>Complete</b>
6	AI	85	<b>Complete</b>
7	AA	80	<b>Complete</b>
8	DM	75	<b>Complete</b>
9	EK	85	<b>Complete</b>
10	FN	75	<b>Complete</b>
11	FM	95	<b>Complete</b>
12	LF	75	<b>Complete</b>
13	LT	75	<b>Complete</b>
14	LA	60	Incomplete
15	LZ	75	<b>Complete</b>
16	MA	75	<b>Complete</b>
17	MD	80	<b>Complete</b>
18	ND	65	Incomplete
19	NS	75	<b>Complete</b>
20	PA	90	<b>Complete</b>
21	QA	75	<b>Complete</b>
22	RF	75	<b>Complete</b>
23	RT	85	<b>Complete</b>
24	RA	75	<b>Complete</b>
25	RN	80	<b>Complete</b>
26	RN	70	Incomplete
27	SA	75	<b>Complete</b>
28	SZ	80	<b>Complete</b>
29	SS	75	<b>Complete</b>
30	SY	70	<b>Complete</b>
31	VT	80	<b>Complete</b>
32	VV	75	<b>Complete</b>
Total score		2480	
Average		77	
Highest score		95	
Lowest score		60	

**Table 14****Frequency of Students' Score in Post-Test 1**

No	Score	Category	Frequency	Percentage
1	$\geq 75$	Complete	27	84,38%
2	$< 75$	Incomplete	5	15,62%
Total			32	100%

**Figure 7**

From the tabel and figure above, it can be seen that there was 27 (84,38%) students hwo passed in Minimu Standard Criteria (SMC). It means that post-test 2 was successful because the indicator of success was achieved.

c. Observing

At this stage, the observation was done by the researcher and collaborator during learning process. There were some

observation that had been done such as: observation on the students' activities, and observation on the teachers' activities.

Observation was done on the cycle 2, the result was more high than cycle 1. In this stage, the students more enthusiastic in following instructional and doing the task. It can be seen in this table below:

**Table 15**

**The result of students' learning activities in cycle II**

No	Students' activities	frequency	Percentage (%)
1.	Students could answer the teacher question	16	50%
2.	Students does the tasks from the teacher	31	97%
3.	Students could identify social function of present continuous tense	23	78%
4.	Students could write sentences about event is going	28	87%
Total of students		32	

The table above shows that the thirty two students' activities in cycle II were improved. The students' activity that high percentage were do the task from the teacher, there were 31 students (97%). And the second high percentage was students could write sentences about event is going, there were 28 students (87%). For the students could identify social function there were 23 students (78%). And there were 16 students (50%) low in asked

or answer the teacher question. But it also already had increasing from cycle I to cycle II

d. Reflecting

Based on the result of observation learning process on cycle II, it can be inferred that most of the students pay attention the teacher. From the test result, it can be said that the teaching learning process was successful, because the students who got score under minimumstandarb criteria only 5 students. It mean that the teaching learning process using grammar translation method has positive effect and can increase the students present cntinuous tense mastery. The researcher concludes that this research is successful and would be not continued in the next cycle.

**Table 16**  
**The Comparison Students' Score in Post-Test 1 and Post-Test 2**

No	Name	Score post-test 1	Category	Score post-test 2	Category	Category
1	AS	70	Incomplete	80	<b>Complete</b>	<b>Increased</b>
2	AA	60	Incomplete	75	<b>Complete</b>	<b>Increased</b>
3	AN	60	Incomplete	70	Incomplete	Increased
4	AA	75	<b>Complete</b>	80	<b>Complete</b>	<b>Increased</b>
5	AJ	70	Incomplete	75	<b>Complete</b>	<b>Increased</b>
6	AI	80	<b>Complete</b>	85	<b>Complete</b>	<b>Increased</b>
7	AA	75	<b>Complete</b>	80	<b>Complete</b>	<b>Increased</b>
8	DM	70	Incomplete	75	<b>Complete</b>	<b>Increased</b>
9	EK	75	<b>Complete</b>	85	<b>Complete</b>	<b>Increased</b>
10	FN	70	Incomplete	75	<b>Complete</b>	<b>Increased</b>
11	FM	85	<b>Complete</b>	95	<b>Complete</b>	<b>Increased</b>
12	LF	60	Incomplete	75	<b>Complete</b>	<b>Increased</b>

13	LT	75	<b>Complete</b>	75	<b>Complete</b>	<b>Constant</b>
14	LA	60	Incomplete	60	Incomplete	Constant
15	LZ	75	<b>Complete</b>	75	<b>Complete</b>	<b>Constant</b>
16	MA	75	<b>Complete</b>	75	<b>Complete</b>	<b>Constant</b>
17	MD	70	Incomplete	80	<b>Complete</b>	<b>Increased</b>
18	ND	60	Incomplete	65	Incomplete	Increased
19	NS	65	Incomplete	75	<b>Complete</b>	<b>Increased</b>
20	PA	80	<b>Complete</b>	90	<b>Complete</b>	<b>Increased</b>
21	QA	60	Incomplete	75	<b>Complete</b>	<b>Increased</b>
22	RF	60	Incomplete	75	<b>Complete</b>	<b>Increased</b>
23	RT	75	<b>Complete</b>	85	<b>Complete</b>	<b>Increased</b>
24	RA	65	Incomplete	75	<b>Complete</b>	<b>Increased</b>
25	RN	80	<b>Complete</b>	80	<b>Complete</b>	<b>Constant</b>
26	RN	60	Incomplete	70	Incomplete	Increased
27	SA	70	Incomplete	75	<b>Complete</b>	<b>Increased</b>
28	SZ	70	Incomplete	80	<b>Complete</b>	<b>Increased</b>
29	SS	70	Incomplete	75	<b>Complete</b>	<b>Increased</b>
30	SY	65	Incomplete	70	<b>Complete</b>	<b>Increased</b>
31	VT	70	Incomplete	80	<b>Complete</b>	<b>Increased</b>
32	VV	75	<b>Complete</b>	75	<b>Complete</b>	<b>Constant</b>
	<b>Total</b>	<b>2230</b>		2480		
	<b>Average</b>	<b>70</b>		77		
	<b>Highest</b>	<b>85</b>		95		
	<b>Lowest</b>	<b>60</b>		60		

Based on the table above the researcher measured the frequency of students' score in post-test 1 and post-test 2 could be seen as follow:

**Table 17**  
**The Comparison Frequency of Students' Score in Post-Test 1 and Post-Test 2**

No	Score	Category	Post-test 1		Post-test 2	
			F	P	F	P
1	$\geq 75$	Complete	12	37,50%	27	84,38%
2	$\leq 75$	Incomplete	20	62,50%	5	15,62%
Total			32	100%	32	100%

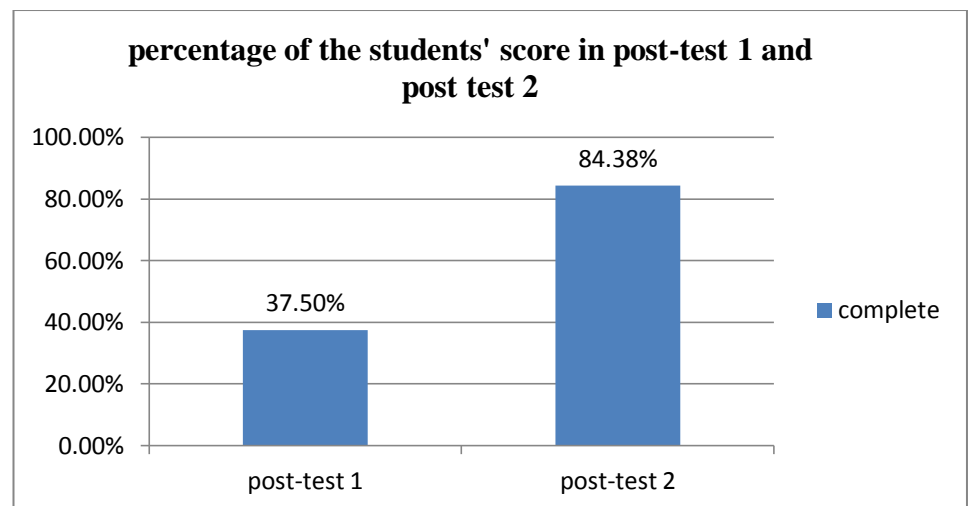
Notes:

F: Frequency

P: Percentage

Than the graph of percentage students' score in post-test 1 and post-test 2 could be seen as follow:

**Figure 8**



### C. Interpretation

#### 1. The Result of Cycle I and II

In the cycle I, English learning process was successfully, although the students' average is low. Nevertheless, there is increasing score of the students' post-test I than pre-test. In cycle II the students' average score was higher than in cycle I. The following table as the table of illustration score in cycle I and II, as follow:

**Table 18**  
**The comparison students' Score in Pre-Test, Post-Test I And Post-Test II**

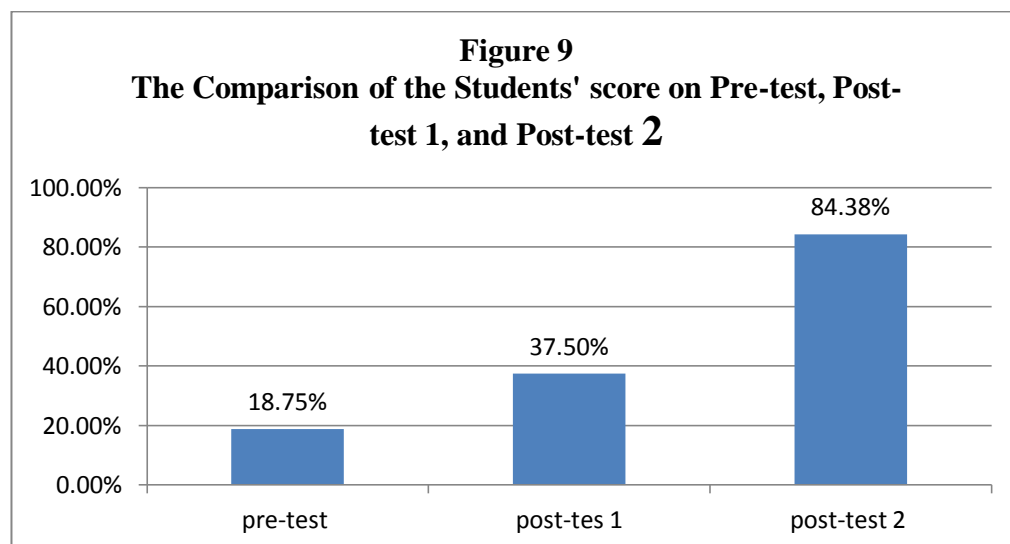
No	Name	Score pre-test	Score post-test 1	Score post-test 2	Category
1	AS	70	70	80	Increased
2	AA	60	60	75	Increased
3	AN	50	60	70	Increased
4	AA	70	75	80	Increased
5	AJ	70	70	75	Increased
6	AI	75	80	85	Increased
7	AA	60	75	80	Increased
8	DM	60	70	75	Increased
9	EK	75	75	85	Increased
10	FN	60	70	75	Increased
11	FM	80	85	95	Increased
12	LF	50	60	75	Increased
13	LT	75	75	75	Constant
14	LA	50	60	60	Constant
15	LZ	60	75	75	Constant
16	MA	65	75	75	Constant
17	MD	70	70	80	Increased
18	ND	50	60	65	Increased
19	NS	70	65	75	Increased
20	PA	80	80	90	Increased
21	QA	60	60	75	Increased
22	RF	65	60	75	Increased

23	RT	70	75	85	Increased
24	RA	55	65	75	Increased
25	RN	75	80	80	Constant
26	RN	60	60	70	Increased
27	SA	65	70	75	Increased
28	SZ	70	70	80	Increased
29	SS	60	70	75	Increased
30	SA	60	65	70	Increased
31	VT	70	70	80	Increased
32	VV	70	75	75	Constant
Total		2080	2230	2460	
Average		65	70	77	

**Table 19****The comparison frequency of Students' Score Pre-Test, Post-Test****1 and Post-Test 2**

No	Score	Category	Pre-		Post-		Post-	
			test		test 1		test 2	
			F	P	F	P	F	P
1	$\geq 75$	Complete	6	18,75%	12	37,50%	27	84,38%
2	$< 75$	Incomplete	26	81,25%	20	62,50%	5	15,62%
TOTAL			32	100%	32	100%	32	100%





Based on the result of pre-test, post-test I and post-test II, it could be concluded that there was an increasing of students' present continuous tense mastery. There is progress from 6 (18,75%) to 12 (37,5%) and 27 (84.38%). It means that grammar translation method has a positive effect toward the teaching and learning process, especially in increasing the students' present continuous tense mastery. Based on the result of post-test II, the researcher stopped the research because it was more than the minimum standard of criteria (MSC) of English (75) in the MTsN 1 East Lampung.

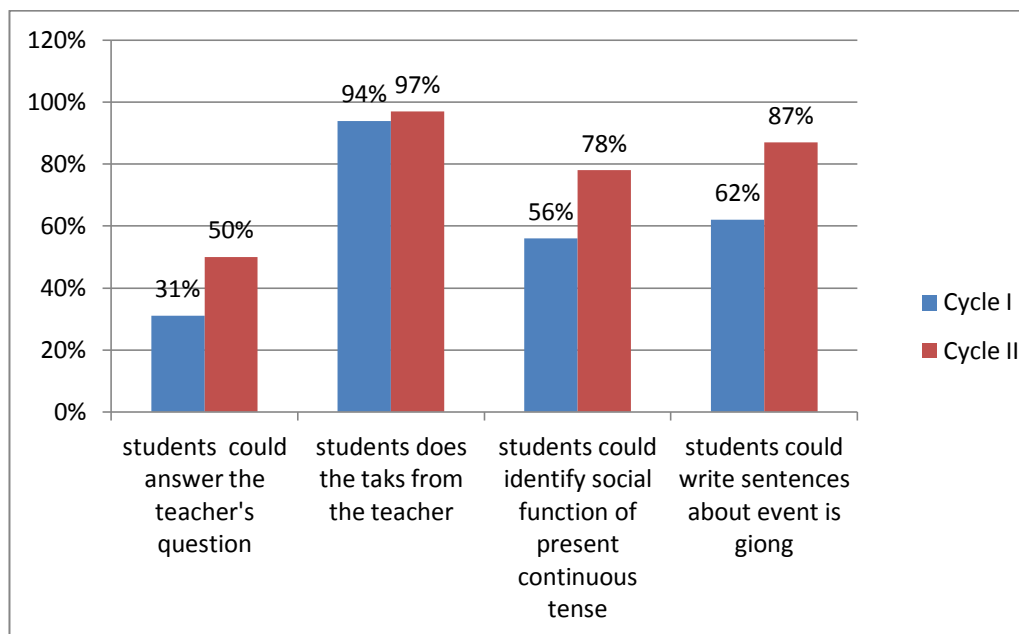
## 2. The result of the students' activities

The researcher approached the students' activities in the learning process by using observation sheets. The comparison of two activities can be seen in the table below:

**Table 20**  
**The Result of the Students' Activities in Cycle 1 and Cycle 2**

No	Students' Activities	Cycle 1		Cycle 2		Increasing
		F	Percentage	F	Percentage	
1	Students could answer the teacher question	10	31%	16	50%	19%
2	Students does the tasks from the teacher	30	94%	31	97%	3%
3	Students could identify social function of present continuous tense	18	56%	23	78%	22%
4	Students could write sentences about event is going	20	62%	28	87%	25%
Average			60.75%		78%	

Based on the result of students' activities of cycle and cycle II, it could be conclude that was an increasing of students' activities in learning process. There is progress from 60,75% to 78%

**Figure 10****Chart of Students Activities Result in Cycle 1 and Cycle II**

Based on the data had gotten, it can be explained as follow:

a. Students could answer the teacher's question

The students answer teacher's question from meeting to next meeting was increased. It shown when the teacher gave question to the students, they were brave to answered although not all question can be answered well. For this activity was increased 19%, from cycle I 31% and cycle II 50%.

b. Students does taks from the teacher

The students does the taks from the teacher was increased from meeting to next meeting. In cycle I was 94% and cycle II 97%, it increase 3%.

- c. Students could identify social function of present continuous tense

In learning process the students could identify social function of present continuous tense also increase. From 56% in cycle I became 78% in cycle II, so it increase 22%

- d. Students could write sentences about event is going

The students had write sentences about event is going well.

This activity was increase from activity before. It can be seen in cycle I 62% and cycle II 87%, there were increase 25%.

Based on the data above, it can be concluded that students felt comfortable and active with the learning process because most students shown good increasing in learning activities when grammar translation method was applied in learning process from cycle I and cycle II.

#### **D. Discussion**

There were some problems based on pre-survey in teaching present continuous tense at the eight graders of MTsN 1 EAST LAMPUNG, such as some students' wrong when answer multiple choice about present continuous tense, students have lack of vocabulary, students' attention is not good, low motivation in learning English. The researcher chose grammar translation method to increasing students' present continuous tense.

Based on the explanation of cycle I and cycle II, it could be inferred that the use grammar translation method could increase the

students' present continuous tense. There was a progress in average score from pre-test was 65, post-test I was 70, and post-test II was 77. It could be seen that was an increasing on the average score and total of the students who passed the test from pre-test, post-test I, and post-test II.

The teacher chose this method because this method made students felt that studying is more interesting and the result is that their score increased. The students become more familiar with the grammar of their native language and that this familiarity would help them speak and write their native language better.

Based on the discussion above, it can be concluded that by using grammar translation method, the students felt more attracted to study and to understand about present continuous tense. It is shown in their learning result which are increase well while using grammar translation method in the learning process. Moreover, the standart criteria with the score minimum was 75 in this from cycle I up to cycle II.

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

Based on the result of classroom action research, the researcher would like to conclude the research as follows:

MTsN 1 East Lampung which located on Jl. Ki Hajar Dewantara 38 B Banjarrejo, Distric. Batanghari, Sub Distric. East Lampung has a building with good conditions and comfortable school atmosphere. It was school that want to continue to improve its quality from academic field to the facilities and infrastructure that support the teaching and learning process. Gramar translation method as the method especially in English subject was very affective to increase the students present continuous tense of eight graders of MTsN 1 East Lampung. Even though in cycle I the students' present continuous tense got enough score but the cycle II most of students achieve the target of succes in this research.

Based on the explanation of cycle I and cycle II, it could be concluded that the use of grammar translation method could increase students' present contonuous tense. There was progress based on their average score in the pre-test which was 65 increase to 70 in post-test I and finally became 77 in post-test II, it could be seen that there was an effective progress from pre-test, post-test I, and post-test II.

In increasing the students' present continuous tense, the grammar translation method as the method to train the stuent's' present continuous

tense and made the students more understand present continuous tense in sentences also interested in learning English grammar. Because grammar translation method made students more attracted to study and understand about present continuous tense.

Furthermore, it can be inferred from the discussion above that by grammar translation method, the students had an increase in present continuous tense. The students felt easier better than before, and they were also able to make sentences about present continuous tense. It is proven in their learning result, which was showed a significant increase from pre-test until post-test II.

#### **B. Suggestion**

Based on the result of research conducted and the conclusions obtained, the researcher would like suggest as follow:

1. The students are suggested to be active in learning process in order to they can understand the material and increase their result especially in present continuous tense.
2. The English teacher are suggested to use grammar translation method because this method is very effective to increase the students' present continuous tense mastery in learning process.
3. The principle is supposed to give more motivation to the students in order to the students can more excite in English.

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## SILABUS PEMBELAJARAN BAHASA INGGRIS

Mata Pelajarab : Bahasa Inggris

Kelas : VIII

Kompetensi Inti :

KI 1: Menghargai dan menghayati ajaran agama yang dianutnya.

KI 2: Menghargai dan menghayati perilaku,jujur, disiplin, tanggungjawab, peduli ( toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.

KI 3: Memahami dan menerapkan pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.

KI 4: Mengolah, menyaji, dan menalar dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dalam ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang)sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

<b>Kompetensi dasar</b>	<b>Materi pokok/materi pembelajaran</b>	<b>Kegiatan pembelajaran</b>	<b>Penilaian</b>	<b>Alokasi waktu</b>	<b>Sumber belajar</b>
1.1Mensyukuri kesempatan dapat mempelajari bahasa inggris sebagai bahasa					

<p>pengantar komunikasi internasional yang diwujudkan dalam semangat belajar</p>					
<p>3.7 Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi menyatakan dan menanyakan tindakan/kejadian yang sedang dilakukan/berlangsung saat ini.</p> <p>4.8 Menyusun teks lisan dan tulis untuk menyatakan dan</p>	<p>Teks lisan dan tulis yang menyatakan dan menanyakan tentang tindakan/kejadian yang sedang dilakukan/berlangsung saat ini.</p> <p><b>Fungsi sosial</b></p> <p>Menjelaskan, memberi alasan, memberi contoh tindakan.</p> <p><b>Struktur teks</b></p> <p>What are you doing here? Waiting for her;</p>	<p><b>Mengamati</b></p> <ul style="list-style-type: none"> <li>Siswa terbiasa atau sering mendengarkan dan menyaksikan guru dan warga sekolah lain menyebutkan dan menanyakan tentang tindakan/kejadian yang sedang berlangsung saat ini, dalam bahasa Inggris, dengan unsur kebahasaan yang sesuai dengan fungsi sosialnya.</li> <li>Siswa dituntut untuk mencintahi kebiasaan tersebut dengan menyebutkan dan</li> </ul>	<p><b>Kriteria penilaian</b></p> <ul style="list-style-type: none"> <li>Tingkat ketercapaian fungsi sosial menyebutkan dan menanyakan tentang tindakan/kejadian yang sedang dilakukan/berlangsung saat ini.</li> <li>Tingkat kelengkapan dan keruntutan dalam menyebutkan dan menanyakan tentang tindakan/kejadian yang sedang terjadi/berlangsung saat ini.</li> <li>Tingkat ketepatan unsur</li> </ul>	<p>8 jp</p>	<ul style="list-style-type: none"> <li>Buku teks wajib</li> <li>Keteladanan ucapan dan tindakan guru menggunakan setiap tindakan komunikasi interpersonal/transaksional dengan benar dan akurat.</li> </ul>

<p>menanyakan tentang tindakan/kejadian yang sedang dilakukan /berlangsung saat ini, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</p>	<p>Don't play around. Look! Everybody is doing their taks; I need to see the principal, May I see him now? No, he's having a meeting; Be quiet, please, The baby is sleeping.</p> <p><b>Unsur kebahasaan</b></p> <ol style="list-style-type: none"> <li>1. Kata kerja untuk kegiatan dan tindakan dalam present continuous tense.</li> <li>2. Kosa kata: kkata</li> </ol>	<p>menanyakan tentang tindakan/kejadian yang sedang dilakukan/berlangsung saat ini,dalam bahasa inggris, dengan unsur kebahasaan yang sesuai dengan fungsi sosialnya.</p> <p><b>Menanya</b></p> <p>Dengan bimbingan dan arahan guru, siswa menanyakan dan mempertanyakan antara lain tentang perbedaan antara cara menyebutkan dan menanyakan tentang tindakan/kejadian yang sedang dilakukan/berlangsung saat ini, dalam bahasa inggris dengan yang ada dalam bahasa indonesia, kemungkinan menggunakan ungkapan lain, akibat jika tidak</p>	<p>kebahasaan: tata bahasa, kosakata, ucapan, tekanan kata, intonasi, ejaan, tanda baca, tulisan tangan.</p> <ul style="list-style-type: none"> <li>• Sikap tanggung jawab, kerjasama, peduli, dan percaya diri yang menyertai tindakan menyebutkan dan menanyakan tentang tindakan/kejadian yang sedang dilakukan /berlangsung saat ini.</li> </ul> <p>Cara penilaian kinerja prakttik</p> <p>Simulasi dan atau bermain peran (roleplay) dalam bentuk interaksi dalam menyebutkan dan menanyakan tentang tindakan/kejadian yang sedang</p>	<ul style="list-style-type: none"> <li>• Contoh peragaan dalam bentuk rekaman CD/VCD/ DVD/kaset</li> <li>• Contoh interaksi tertulis</li> <li>• Contoh teks tertulis</li> <li>• Sumber dari internet seperti: <ul style="list-style-type: none"> <li>➤ <a href="http://www.dailyenglish.com">WWW.dailyenglish.com</a></li> <li>➤ <a href="http://americanenglish.state.gov/files/ae/res">http://americanenglish.state.gov/files/ae/res</a></li> </ul> </li> </ul>
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	<p>benda, kata kerja, dan kata sifat yang terkait dengan orang, binatang, benda di kelas, sekolah, rumah, dan sekitarnya.</p> <p>3. Kata kerja untuk keadaan: be, have, dalam present continuous tense.</p> <p>4. Adverbia: now</p> <p>5. Kata ganti obyek: me,</p>	<p>melakukan, dsb</p> <p><b>Mengumpulkan informasi</b></p> <ul style="list-style-type: none"> <li>Siswa mendengarkan dan menyaksikan banyak contoh interaksi dengan menyebutkan dan menanyakan tentang tindakan/kejadian yang sedang berlangsung saat ini dalam bahasa inggris dari film, kaset buku teks dsb.</li> <li>Siswa menirukan contoh-contoh interaksi dengan menyebutkan dan menanyakan tentang tindakan/kejadian yang sedang berlangsung saat ini dalam bahasa inggris</li> </ul>	<p>dilakukan/berlangsung saat ini.</p> <p><b>Observasi</b> (penilaian yang bertujuan untuk memberikan balikan secara lebih cepat)</p> <ul style="list-style-type: none"> <li>Observasi terhadap tindakan siswa menggunakan bahasa inggris untuk menyebutkan dan menanyakan tentang tindakan/kejadian yang sedang dilakukan/berlangsung saat ini, ketika muncul kesempatan di dalam dan diluar kelas.</li> <li>Observasi terhadap kesungguhan, tanggung jawab, kerjasama siswa dalam proses pembelajaran disetiap tahapan.</li> </ul>		<p><a href="http://sourcefiles.earnenglish.com/uncil.org/en/">sourcefiles.earnenglish.com/uncil.org/en/</a></p>
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	<p>you, him, her, us,</p> <p>6. Penggunaan nominal singular dan prular secara tepat, dengan atau tanpa a, the, this, those, my, their, dsb secara tepat dalam frasa nominal.</p> <p>7. Ucapan, tekanan kata, intonasi.</p> <p>8. Ejaan dan tanda baca</p> <p>9. Tulisan</p>	<p>dengan ucapan, intonasi, tekanan kata, dan sikap yang benar.</p> <ul style="list-style-type: none"> <li>• Dengan bimbingan dan arahan guru, siswa mengidentifikasi ciri-ciri (fungsi sosial, struktur teks, dan unsur kebahasaan) interaksi menyebutkan dan menanyakan tentang tindakan/kejadian yang sedang dilakukan/berlangsung saat ini.</li> <li>• Secara kolaborasi, siswa berusaha menggunakan bahasa ingris untuk menyebutkan dan menanyakan tentang tindakan/tindakan yang sedang dilakukan/berlangsung saat ini dalam konteks</li> </ul>	<ul style="list-style-type: none"> <li>• Observasi terhadap kepedulian dan kepercayaan diri dalam melaksanakan komunikasi di dalam dan di luar kelas.</li> </ul> <p><b>Penilaian diri</b></p> <p>Pernyataan siswa secara tertulis dalam jurnal belajar sederhana membahas indonesia tentang pengalaman belajar menyebutkan dan menanyakan tentang tindakan/kejadian yang sedang dilakukan/berlangsung saat ini, termasuk kemudahan dan kesulitannya.</p> <p><b>Tes tertulis</b></p> <p>Membaca dan menulis teks yang menuntut pemahaman dan kemampuan menghasilkan teks yang di</p>	
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	<p>tangan.</p> <p><b>Topik</b></p> <p>Tindakan, kejadian, keadaan di kelas, sekolah, rumah, dan sekitarnya yang memberikan keteladanan tentang perilaku jujur, disiplin, percaya diri, dan bertanggung jawab.</p>	<p>pembelajaran, simulasi, role-play, dan kegiatan lain yang terstruktur.</p> <p><b>Mengasosiasi</b></p> <ul style="list-style-type: none"> <li>• Siswa membandingkan ungkapan menyebutkan dan menanyakan tentang tindakan/kejadian yang sedang dilakukan/berlangsung saat ini yang telah dikumpulkan dari berbagai sumber tersebut di atas.</li> <li>• Siswa membandingkan ungkapan menyebutkan dan menanyakan tentang tindakan/kejadian yang sedang dilakukan/berlangsung saat ini yang telah</li> </ul>	<p>dalamnya termasuk tindakan menyebutkan dan menanyakan tentang tindakan/kejadian yang sedang dilakukan/berlangsung saat ini.</p>		
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		<p>dipelajari tersebut di atas dengan yang ada di sumber-sumber lain, atau dengan yang digunakan dalam bahasa lain.</p> <ul style="list-style-type: none"> <li>• Siswa memperoleh balikan dari guru dan teman tentang fungsi sosial dan unsur kebahasaan yang digunakan.</li> </ul> <p><b>Mengomunikasikan</b></p> <ul style="list-style-type: none"> <li>• Siswa menggunakan bahasa inggris setiap kali muncul kesempatan untuk menyebutkan dan menanyakan tentang tindakan/kejadian yang sedang dilakukan/berlangsung saat ini, dalam dan di luar kelas.</li> <li>• Siswa berupaya</li> </ul>			
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		<p>berbicara secara lancar dengan ucapan, takanan kata, intonasi yang benar dan menulis dengan ejaan dan tanda baca yang benar, serta tulisan yang jelas dan rapi.</p> <ul style="list-style-type: none"> <li>• Siswa membicarakan permasalahan yang dialami dalam menggunakan bahasa inggris untuk menyebutkan dan menanyakan tentang tindakan/kejadian yang sedang dilakukan/berlangsung saat ini dan menuliskan dalam jurnal belajar sederhana dalam bahasa inggris.</li> </ul>			
3.8Menerapkan struktur teks dan unsur kebahasaan	Teks lisan dan tulis yang menyatakan dan menanyakan tentang (a)	Masing-masing menggunakan prosedur yang sama	<p><b>Kriteria penilaian</b></p> <ul style="list-style-type: none"> <li>• Tingkat ketercapaian fungsi sosial</li> </ul>	8 jp	<ul style="list-style-type: none"> <li>• Buku teks wajib</li> <li>• Keteladanan ucapan</li> </ul>

<p>untuk melaksanakan fungsi sosial menyatakan dan menanyakan hubungan sebab akibat dan hubungan kebalikan.</p>	<p>hubungan sebab akibat dan (b) hubungan kebalikan</p> <p>Masing-masing diajarkan secara terpisah.</p>	<p><b>Mengamati</b></p> <ul style="list-style-type: none"> <li>• Siswa terbiasa atau sering mendengar dan menyaksikan guru dan warga sekolah lain menyebutkan dan menanyakan tentang (a) hubungan sebab skibat dan (b) hubungan kebalikan, dalam bahasa ingris dengan unsur kebahasaan yang sesuai dengan fungsi sosialnya.</li> </ul>	<p>menyebutkan dan menanyakan tentang (a) hubungan sebab akibat dan (b) hubungan kebalikan.</p> <ul style="list-style-type: none"> <li>• Tingkat kelengkapan dan keruntutan dalam menyebutkan dan menanyakan tentang (a) hubungan sebab akibat dan (b) hubungan kebalikan.</li> </ul>	<p>dan tindakan guru menggunakan setiap tindakan komunikasi.</p>
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## LESSON PLAN

Education Unit : MTs N 1 East Lampung

Class / Semester : VIII / II

Subject : English

Topic : Present Continuous Tense

Meeting To : The 1<sup>th</sup> and 2<sup>nd</sup>

Time Allocation : 4 x 45 minutes

A. Core Competence

- KI 1 : Living and practice the teaching of their religion.
- KI 2 : Living and practice honest behavior, dicipline, responsibility, caring (mutual cooperation, tolerance, peace) polite, responsive and pro-active and displayed as part of the solution to various problems in interacting effectively with the environment social and nature and in ourselves as a reflection placed the nation in the association world.
- KI 3 : Understand , apply, analyze factual knowledge, conceptual, procedural, based on curiosity about science, technology, art, culture, and humanities with the insight of humanity,national,state, and civilization-related, causes of phenomena and events, as well as applying procedural knowledge in the specific field of study according to their talents and interest to solve the problem.
- KI 4 : Processing, reasoning, and presenting in the realm of the concrete and the abstract realm associated with the development of the learned in school independently, and able to use the method according to the rules of science.

## B. Basic Competence and indicator

no	Basic competence	Indicator
1	1.1 Mengsyukuri kesempatan dapat mempelajari Bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.	1.1.1 Bersemangat dalam melaksanakan setiap kegiatan pada pembelajaran Bahasa Inggris.
2	<p>2.1 Mewujudkan perilaku santun dan peduli dalam melaksanakan komunikasi interpersonal dengan guru dan teman.</p> <p>2.2 Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggungjawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.</p> <p>2.3 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.</p>	<p>2.1.1 Berpamitan pada guru dan peserta didik menggunakan bahasa inggris yang berterima.</p> <p>2.1.2 Menjawab atau menjelaskan pertanyaan teman yang kurang paham dengan konteks/materi ungkapan sapaan dan pamitan dan responnya.</p> <p>2.2.1 Menyampaikan informasi sesuai dengan fakta yang ada.</p> <p>2.2.2 Mengerjakan setiap tugas yang diberikan.</p> <p>2.2.3 Berani berpendapat,</p>

		bertanya, atau menjawab.
3	3.7 Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial menyatakan dan menanyakan tindakan/kejadian yang sedang dilakukan/berlangsung saat ini, sesuai dengan konteks penggunaannya.	3.7.1 Menyebutkan beberapa kejadian/peristiwa yang sedang berlangsung/terjadi. 3.7.2 Mengidentifikasi fungsi sosial dari present continuous tense.
4	4.8 Menyusun teks lisan dan tulis untuk menyatakan dan menanyakan tentang tindakan/kejadian yang sedang dilakukan/berlangsung saat ini, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.	4.8.1 Menulis teks sederhana tentang peristiwa yang sedang berlangsung maupun kegiatan yang sedang dilaksanakan.

### C. Material Learning

#### SIMPLE PRESENT CONTINUOUS TENSE

We use present continuous tense to describe something that is happening at present.

Formula of present continuous tense

Positive

Subject + to be ( am, are is) + verb<sub>ing</sub> + object

Negative

Subject + to be (am, are, is) + not + verb<sub>ing</sub> + object

## Interrogative

To be (am, are, is) + subject + verb<sub>ing</sub> + object

Table List of Verb+Ing	
Eat	Eating
Speak	Speaking
Cook	Cooking
Start	Starting
Do	Doing
Stay	Staying
Fix	Fixing
Try	Trying
Hope	Hoping
Ride	Riding
Make	Making
Write	Writing
Agree	Agreeing
Flee	Fleeing
See	Seeing
Die	Dying
Tie	Tying
Lie	Lying
Jog	Jogging
Sit	Sitting
Run	Running
Stop	Stopping
Answer	Answering
Offer	Offering
Listen	Listening
Visit	Visiting

Admit	Admitting
Prefer	Preffering
Begin	Beginning

Example:

1. The students are playing football now.
2. The ships are sailing
3. She is doing her homework now.
4. The gardener is sweeping the yard right now.
5. Look! The boy is drawing a big ship in his drawing book.

The pattern

Giving information

1	She	Is	Studiying	
2	The boy	Is	Watching	TV
3	The children	Are	Playing	Football

Denying

1	She	Is	Not	Studying	
2	The boy	Is	Not	Watching	TV
3	The children	Are	Not	Playing	Football

Asking for information

1	Is	She	Studying		
2	Is	The boy	Watching	Tv	?
3	are	The children	playing	Football	

The time signal include **at present, now, right now, look, listen.**

### **Social fuction**

Explaining, giving a reason, giving an axample of action.

### **Text structure**

What are you doing here? Waiting for her; don't play around. Look! Everybody is doing their taks.; I need to see the principal. May I see him now? No, he's having a meeting.; be quiet, please. The baby is sleeping.

### **Unsur kebahasaan**

- 1) Kata kerja untuk tindakan dan kegiatan dalam present continuous tense.
- 2) Kosa kata : kata benda, kata kerja, dan kata sifat yang terkait dengan orang, binatang, benda dikelas, sekolah, rumah, dan sekitarnya.
- 3) Kata kerja untuk keadaan: *be, have*, dalam present continuous tense.
- 4) Adverb: *now*
- 5) Kata ganti objek: *me, you, him, her, us*, dst.
- 6) Penggunaan nominal singular dan plural secara tepat, dengan atau tanpa *a, the, this, those, my, their*, dsb secara tepat dalam frasa nominal.
- 7) Ucapan, tekanan kata, intonasi.
- 8) Ejaan dan tanda baca
- 9) Tulisan tangan.

### **Topik**

Tindakan, kejadian, keadaan, di kelas, sekolah, rumah, dan sekitarnya yang memberikan keteladanan tentang perilaku jujur, disiplin, percaya diri, dan bertanggung jawab.

#### D. Method of Learning

Grammar translation method

#### E. Media and Resources

Media : Whiteboard, marker and book

Source : English

#### F. Activities Learning

##### 1. First Meeting

Kegiatan	Deskripsi kegiatan	Alokasi
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		waktu
Pendahuluan	<ul style="list-style-type: none"> <li>• Guru masuk ke kelas dan langsung menyapa menggunakan bahasa inggris agar <i>English Environment</i> dapat langsung tercipta dipertemuan pertama.</li> <li>• Guru dapat menggunakan kalimat “<i>good morning students</i>”.</li> <li>• pastikan peserta didik merespon dengan menjawab kalimat “ <i>good morning teacher</i>”.</li> <li>• Guru menanyakan kabar siswa, <i>how are you today studenta?</i>”</li> <li>• Guru mengecek absensi siswa, kesiapan siswa baik secara fisik maupun psikologis “ <i>are you reading for studying ?</i>”</li> <li>• Guru melakukan apersepsi dengan menanyakan perihal pembelajaran yang mereka pelajari pada pertemuan sebelumnya, apakah ada yang kurang jelas, dipertanyakan ulang, serta mengulas sekilas kembali dengan memberikan pertanyaan pemicu yang mampu mengingatkan mereka terhaap materi yang disampaikan pada pertemuan sebelumnya.</li> </ul>	15 menit
Kegiatan inti	<p><b>Mengamati</b></p> <ul style="list-style-type: none"> <li>• Guru menjelaskan tentang simple present continuous tense.</li> </ul>	60 menit

	<p><b>Mempertanyakan</b></p> <ul style="list-style-type: none"> <li>• Guru memberikan kesempatan kepada siswa untuk bertanya tentang kesulitan yang dialami.</li> <li>• Dengan bimbingan guru, siswa diminta untuk menyatakan kegiatan yang sedang dilakukan.</li> </ul> <p><b>Mengeksplorasi</b></p> <ul style="list-style-type: none"> <li>• Siswa diminta untuk mendiskusikan dan mencari tahu jawaban dari pertanyaan-pertanyaan tersebut secara berpasangan.</li> </ul> <p><b>Mengasosiasi</b></p> <ul style="list-style-type: none"> <li>• Siswa memperoleh balikan (feedback) dari guru dan teman tentang fungsi sosial dan unsur kebahasaan yang digunakan.</li> </ul> <p><b>Mengkomunikasikan</b></p> <ul style="list-style-type: none"> <li>• Siswa menggunakan bahasa inggris setiap kali muncul kesempatan berbicara tentang present continuous tense.</li> <li>• Siswa berupaya berbicara secara lancar dengan ucapan, tekanan kata, intonasi yang benar, dan menulis dengan ejaan dan tanda baca yang benar, serta tulisan yang jelas dan rapi.</li> </ul>	
Penutup	<ul style="list-style-type: none"> <li>• Setelah mengikuti kegiatan pembelajaran</li> </ul>	10 menit

	<p>pada pertemuan ini, siswa ditanya bagaimana perasaannya.</p> <ul style="list-style-type: none"> <li>• Guru memberikan pertanyaan untuk mengetahui apakah siswa sudah memahami topik yang dipelajari.</li> <li>• Siswa diminta membuat kesimpulan pembelajaran pada pertemuan ini.</li> </ul>	
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## 2. Second Meeting

Kegiatan	Deskripsi kegiatan	Alokasi waktu
Pendahuluan	<ul style="list-style-type: none"> <li>• Guru masuk ke kelas dan langsung menyapa menggunakan bahasa inggris agar <i>English Environment</i> dapat langsung tercipta dipertemuan pertama.</li> <li>• Guru dapat menggunakan kalimat “<i>good morning students</i>”.</li> <li>• pastikan peserta didik merespon dengan menjawab kalimat “ <i>good morning teacher</i>”.</li> <li>• Guru menanyakan kabar siswa, <i>how are you today studenta?</i>”</li> <li>• Guru mengecek absensi siswa, kesiapan siswa baik secara fisik maupun psikologis “ <i>are you reading for studying ?</i>”</li> <li>• Guru melakukan apersepsi dengan menanyakan perihal pembelajaran yang mereka pelajari pada pertamuan sebelumnya, apakah ada yang kurang</li> </ul>	10 menit

	<p>jelas, dipertanyakan ulang, serta mengulas sekilas kembali dengan memberikan pertanyaan pemicu yang mampu mengingatkan mereka terhadap materi yang disampaikan pada pertemuan sebelumnya.</p>	
<p>Kegiatan inti</p>	<p><b>Mengamati</b></p> <ul style="list-style-type: none"> <li>• Guru menjelaskan tentang simple present continuous tense.</li> </ul> <p><b>Mempertanyakan</b></p> <ul style="list-style-type: none"> <li>• Guru memberikan kesempatan kepada siswa untuk bertanya tentang kesulitan yang dialami.</li> <li>• Dengan bimbingan guru, siswa diminta untuk menyatakan kegiatan yang sedang dilakukan.</li> </ul> <p><b>Mengeksplorasi</b></p> <ul style="list-style-type: none"> <li>• Siswa diminta untuk mendiskusikan dan mencari tahu jawaban dari pertanyaan-pertanyaan tersebut secara berpasangan.</li> </ul> <p><b>Mengasosiasi</b></p> <ul style="list-style-type: none"> <li>• Siswa memperoleh balikan (feedback) dari guru dan teman tentang fungsi sosial dan unsur kebahasaan yang digunakan.</li> </ul>	

	<p><b>Mengkomunikasikan</b></p> <ul style="list-style-type: none"> <li>• Siswa menggunakan bahasa Inggris setiap kali muncul kesempatan berbicara tentang present continuous tense.</li> <li>• Siswa berupaya berbicara secara lancar dengan ucapan, tekanan kata, intonasi yang benar, dan menulis dengan ejaan dan tanda baca yang benar, serta tulisan yang jelas dan rapi.</li> </ul>	
Penutup	<ul style="list-style-type: none"> <li>• Setelah mengikuti kegiatan pembelajaran pada pertemuan ini, siswa ditanya bagaimana perasaannya.</li> <li>• Guru memberikan pertanyaan untuk mengetahui apakah siswa sudah memahami topik yang dipelajari.</li> <li>• Siswa diminta membuat kesimpulan pembelajaran pada pertemuan ini.</li> </ul>	15 menit

#### G. Assesment Process and Results of Learning

Technique : Writing test

Assesment : fill in the blanks with appropriate present continuous tense form of the verb given in the brackets in English!

**Answer key:**

**Rubic penilaian keterampilan menulis:**

No	Aspek yang dinilai	Kriteria	Score
1	Tujuan komunikasi	Excellent	4
		Good	3
		Fair	2
		Poor	1

2	Keruntutan teks	Excellent	4
		Good	3
		Fair	2
		Poor	1
3	Pilihan kata	Excellent	4
		Good	3
		Fair	2
		Poor	1
4	Pilihan tata bahasa	Excellent	4
		Good	3
		Fair	2
		Poor	1
5	Kreatifitas	Excellent	4
		Good	3
		Fair	2
		Poor	1
		Total	20
		Total score	20 x 5 = 100

### Rubik penilaian aspek sikap

No	Aspek yang dinilai	Kriteria
1	Santun (respect)	<ul style="list-style-type: none"> <li>• Sangat sering menunjukkan sikap santun.</li> <li>• Sering menunjukkan sikap santun.</li> <li>• Beberapa kali menunjukkan sikap santun.</li> <li>• Pernah menunjukkan sikap santun.</li> <li>• Tidak pernah menunjukkan sikap santun</li> </ul>
2	Bertanggung jawab (responsible)	<ul style="list-style-type: none"> <li>• Sangat sering menunjukkan sikap bertanggung jawab.</li> <li>• Sering menunjukkan sikap bertanggung jawab.</li> </ul>

		<ul style="list-style-type: none"> <li>• Beberapa kali menunjukkan sikap bertanggung jawab.</li> <li>• Pernah menunjukkan sikap bertanggung jawab.</li> <li>• Tidak pernah menunjukkan sikap bertanggung jawab.</li> </ul>
3	Jujur (honest)	<ul style="list-style-type: none"> <li>• Sangat sering menunjukkan sikap jujur.</li> <li>• Sering menunjukkan sikap jujur.</li> <li>• Beberapa kali menunjukkan sikap jujur.</li> <li>• Pernah menunjukkan sikap jujur.</li> <li>• Tidak pernah menunjukkan sikap jujur.</li> </ul>
4	Disiplin (discipline)	<ul style="list-style-type: none"> <li>• Sangat sering menunjukkan sikap disiplin.</li> <li>• Sering menunjukkan sikap disiplin.</li> <li>• Beberapa kali menunjukkan sikap disiplin.</li> <li>• Pernah menunjukkan sikap disiplin.</li> <li>• Tidak pernah menunjukkan sikap disiplin.</li> </ul>
5	Percaya diri (confidence)	<ul style="list-style-type: none"> <li>• Sangat sering menunjukkan sikap percaya diri.</li> <li>• Sering menunjukkan sikap percaya diri.</li> <li>• Beberapa kali menunjukkan sikap percaya diri.</li> <li>• Pernah menunjukkan sikap percaya diri.</li> <li>• Tidak pernah menunjukkan sikap percaya diri.</li> </ul>

Metro, January 2019

practice teacher

A handwritten signature in black ink, appearing to be 'EK' with a flourish, written over a horizontal line.

Eri Kusumawati

Npm 14121317



## LESSON PLAN

Education Unit : MTs N 1 East Lampung

Class / Semester : VIII / II

Subject : English

Topic : Present Continuous Tense

Meeting To : The 3<sup>th</sup> and 4<sup>th</sup>

Time Allocation : 4 x 45 minutes

A. Core Competence

- KI 1 : Living and practice the teaching of their religion.
- KI 2 : Living and practice honest behavior, dicipline, responsibility, caring (mutual cooperation, tolerance, peace) polite, responsive and pro-active and displayed as part of the solution to various problems in interacting effectively with the environment social and nature and in ourselves as a reflection placed the nation in the association world.
- KI 3 : Understand , apply, analyze factual knowledge, conceptual, procedural, based on curiosity about science, technology, art, culture, and humanities with the insight of humanity,national,state, and civilization-related, causes of phenomena and events, as well as applying procedural knowledge in the specific field of study according to their talents and interest to solve the problem.
- KI 4 : Processing, reasoning, and presenting in the realm of the concrete and the abstract realm associated with the development of the learned in school independently, and able to use the method according to the rules of science.

## B. Basic Competence and indicator

No	Basic competence	Indicator
1	1.1 Mengsyukuri kesempatan dapat mempelajari Bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.	1.1.1 Bersemangat dalam melaksanakan setiap kegiatan pada pembelajaran Bahasa Inggris.
2	<p>2.1 Mewujudkan perilaku santun dan peduli dalam melaksanakan komunikasi interpersonal dengan guru dan teman.</p> <p>2.2 Meunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggungjawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.</p> <p>2.3 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.</p>	<p>2.1.1 Berpamitan pada guru dan peserta didik menggunakan bahasa inggris yang berterima.</p> <p>2.1.2 Menjawab atau menjelaskan pertanyaan teman yang kurang paham dengan konteks/materi ungkapan sapaan dan pamitan dan responnya.</p> <p>2.2.1 Menyampaikan informasi sesuai dengan fakta yang ada.</p> <p>2.2.2 Mengerjakan setiap tugas yang diberikan.</p>

		2.2.3 Berani berpendapat, bertanya, atau menjawab.
3	3.7 Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial menyatakan dan menanyakan tindakan/kejadian yang sedang dilakukan/berlangsung saat ini, sesuai dengan konteks penggunaannya.	3.7.1 Menyebutkan beberapa kejadian/peristiwa yang sedang berlangsung/terjadi. 3.7.2 Mengidentifikasi fungsi sosial dari present continuous tense.
4	4.8 Menyusun teks lisan dan tulis untuk menyatakan dan menanyakan tentang tindakan/kejadian yang sedang dilakukan/berlangsung saat ini, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.	4.8.1 Menulis teks sederhana tentang peristiwa yang sedang berlangsung maupun kegiatan yang sedang dilaksanakan.

### C. Material Learning

#### SIMPLE PRESENT CONTINUOUS TENSE

We use present continuous tense to describe something that is happening at present.

### Example

Hi, my name is Luna Ariesta. School holidays are about to come. I usually spend my holidays with my family. But this time will be different. I am going to join one adventure holiday in Bali with my cousins and other teenagers. Here are the arrangements.

It's a camping holiday for two weeks in Bali. I am leaving on Sunday, July 30. Then, I am going home on Sunday, August 13. On the first day, we are putting on backpacks then hiking to Mount Batur. It is the second highest point of Bali with 1.717 meters above sea level. We're setting up our tents at 1.500 meters. Then we're enjoying stunning sunset at peak of the mount.

Next day, we are going down and enjoying beautiful view with amazing sunrise. Finally, we are visiting Batur Hot Spring to relax and recharge our mind at the natural hot spring.

Then, the organizers are providing other adventure activities like paint battles, flying fox, trekking through forest and being close to nature. On other days, we are meeting a Balinese family. We are helping them to plant fruit and vegetables. They say the locals are kind and friendly.

After enjoying nature in a week, we are having water activities in Tanjung Bena Beach. Yay, finally we are going to the beach. They are providing many water activities and we are joining four water activities; they are Parasailing Adventure, Jet Ski, Banana Boat, and Diving, our experience and knowledge about life under water will be upgraded soon.

On the next day, we are learning about Balinese culture. We are visiting some temples and interacting with Balinese people. The culture is one of the big reasons why tourists love visiting Bali. I am very excited and can't wait to be there soon.

### **Social function**

Explaining, giving a reason, giving an example of action.

### **Text structure**

What are you doing here? Waiting for her; don't play around. Look! Everybody is doing their tasks.; I need to see the principal. May I see him now? No, he's having a meeting.; be quiet, please. The baby is sleeping.

### Unsur kebahasaan

- 10) Kata kerja untuk tindakan dan kegiatan dalam present continuous tense.
- 11) Kosakata : kata benda, kata kerja, dan kata sifat yang terkait dengan orang, binatang, benda dikelas, sekolah, rumah, dan sekitarnya.
- 12) Kata kerja untuk keadaan: *be, have*, dalam present continuous tense.
- 13) Adverb: *now*
- 14) Kata ganti objek: *me, you, him, her, us*, dst.
- 15) Penggunaan nominal singular dan plural secara tepat, dengan atau tanpa *a, the, this, those, my, their*, dsb secara tepat dalam frasa nominal.
- 16) Ucapan, tekanan kata, intonasi.
- 17) Ejaan dan tanda baca
- 18) Tulisan tangan.

### Topik

Tindakan, kejadian, keadaan, di kelas, sekolah, rumah, dan sekitarnya yang memberikan keteladanan tentang perilaku jujur, disiplin, percaya diri, dan bertanggung jawab.

#### D. Method of Learning

Grammar translation method

#### E. Media and Resources

Media : Whiteboard, marker and book

Source : English

#### F. Activities Learning

##### 1. First Meeting

Kegiatan	Deskripsi kegiatan	Alokasi waktu
Pendahuluan	<ul style="list-style-type: none"> <li>• Guru masuk ke kelas dan langsung menyapa menggunakan bahasa Inggris agar <i>English Environment</i> dapat langsung tercipta dipertemuan pertama.</li> <li>• Guru dapat menggunakan kalimat “<i>good morning students</i>”.</li> <li>• pastikan peserta didik merespon dengan</li> </ul>	20 menit

	<p>menjawab kalimat “ <i>good morning teacher</i>”.</p> <ul style="list-style-type: none"> <li>• Guru menanyakan kabar siswa, <i>how are you today studenta?</i>”</li> <li>• Guru mengecek absensi siswa, kesiapan siswa baik secara fisik maupun psikologis “ <i>are you reading for studying ?</i>”</li> <li>• Guru melakukan apersepsi dengan menanyakan perihal pembelajaran yang mereka pelajari pada pertemuan sebelumnya, apakah ada yang kurang jelas, dipertanyakan ulang, serta mengulas sekilas kembali dengan memberikan pertanyaan pemicu yang mampu mengingatkan mereka terhadap materi yang disampaikan pada pertemuan sebelumnya.</li> </ul>	
Kegiatan inti	<p><b>Mengamati</b></p> <ul style="list-style-type: none"> <li>• Guru menjelaskan tentang simple present continuous tense.</li> </ul> <p><b>Mempertanyakan</b></p> <ul style="list-style-type: none"> <li>• Guru memberikan kesempatan kepada siswa untuk bertanya tentang kesulitan yang dialami.</li> <li>• Dengan bimbingan guru, siswa diminta untuk menyatakan kegiatan yang sedang dilakukan.</li> </ul>	60 menit

	<p><b>Mengeksplorasi</b></p> <ul style="list-style-type: none"> <li>• Siswa diminta untuk mendiskusikan dan mencari tahu jawaban dari pertanyaan-pertanyaan tersebut secara berpasangan.</li> </ul> <p><b>Mengasosiasi</b></p> <ul style="list-style-type: none"> <li>• Siswa memperoleh balikan (feedback) dari guru dan teman tentang fungsi sosial dan unsur kebahasaan yang digunakan.</li> </ul> <p><b>Mengkomunikasikan</b></p> <ul style="list-style-type: none"> <li>• Siswa menggunakan bahasa inggris setiap kali muncul kesempatan berbicara tentang present continuous tense.</li> <li>• Siswa berupaya berbicara secara lancar dengan ucapan, tekanan kata, intonasi yang benar, dan menulis dengan ejaan dan tanda baca yang benar, serta tulisan yang jelas dan rapi.</li> </ul>	
Penutup	<ul style="list-style-type: none"> <li>• Setelah mengikuti kegiatan pembelajaran pada pertemuan ini, siswa ditanya bagaimana perasaannya.</li> <li>• Guru memberikan pertanyaan untuk mengetahui apakah siswa sudah memahami topik yang dipelajari.</li> <li>• Siswa diminta membuat kesimpulan pembelajaran pada pertemuan ini.</li> </ul>	10 menit

## 2. Second Meeting

Kegiatan	Deskripsi kegiatan	Alokasi waktu
Pendahuluan	<ul style="list-style-type: none"> <li>• Guru masuk ke kelas dan langsung menyapa menggunakan bahasa inggris agar <i>English Environment</i> dapat langsung tercipta dipertemuan pertama.</li> <li>• Guru dapat menggunakan kalimat “<i>good morning students</i>”.</li> <li>• pastikan peserta didik merespon dengan menjawab kalimat “ <i>good morning teacher</i>”.</li> <li>• Guru menanyakan kabar siswa, <i>how are you today studenta?</i>”</li> <li>• Guru mengecek absensi siswa, kesiapan siswa baik secara fisik maupun psikologis “ <i>are you reading for studying ?</i>”</li> <li>• Guru melakukan apersepsi dengan menanyakan perihal pembelajaran yang mereka pelajari pada pertemuan sebelumnya, apakah ada yang kurang jelas, dipertanyakan ulang, serta mengulas sekilas kembali dengan memberikan pertanyaan pemicu yang mampu mengingatkan mereka terhaap materi yang disampaikan pada pertemuan sebelumnya.</li> </ul>	15 menit



Kegiatan inti	<p><b>Mengamati</b></p> <ul style="list-style-type: none"> <li>• Guru menjelaskan tentang simple present continuous tense.</li> </ul> <p><b>Mempertanyakan</b></p> <ul style="list-style-type: none"> <li>• Guru memberikan kesempatan kepada siswa untuk bertanya tentang kesulitan yang dialami.</li> <li>• Dengan bimbingan guru, siswa diminta untuk menyatakan kegiatan yang sedang dilakukan.</li> </ul> <p><b>Mengeksplorasi</b></p> <ul style="list-style-type: none"> <li>• Siswa diminta untuk mendiskusikan dan mencari tahu jawaban dari pertanyaan-pertanyaan tersebut secara berpasangan.</li> </ul> <p><b>Mengasosiasi</b></p> <ul style="list-style-type: none"> <li>• Siswa memperoleh balikan (feedback) dari guru dan teman tentang fungsi sosial dan unsur kebahasaan yang digunakan.</li> </ul> <p><b>Mengkomunikasikan</b></p> <ul style="list-style-type: none"> <li>• Siswa menggunakan bahasa Inggris setiap kali muncul kesempatan berbicara tentang</li> </ul>
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	<p>present continuous tense.</p> <ul style="list-style-type: none"> <li>• Siswa berupaya berbicara secara lancar dengan ucapan, tekanan kata, intonasi yang benar, dan menulis dengan ejaan dan tanda baca yang benar, serta tulisan yang jelas dan rapi.</li> </ul>	
Penutup	<ul style="list-style-type: none"> <li>• Setelah mengikuti kegiatan pembelajaran pada pertemuan ini, siswa ditanya bagaimana perasaannya.</li> <li>• Guru memberikan pertanyaan untuk mengetahui apakah siswa sudah memahami topik yang dipelajari.</li> <li>• Siswa diminta membuat kesimpulan pembelajaran pada pertemuan ini.</li> </ul>	15 menit

#### G. Assesment Process and Results of Learning

Technique : Writing test

Assesment : Translate the sentences from native language to target language in present continuous tense form.

**Answer key:**

**Rubic penilaian keterampilan menulis:**

No	Aspek yang dinilai	Kriteria	Score
1	Tujuan komunikasi	Excellent	4
		Good	3
		Fair	2
		Poor	1

4	Pilihan tata bahasa	Excellent	4
		Good	3
		Fair	2
		Poor	1
5	Kreatifitas	Excellent	4
		Good	3
		Fair	2
		Poor	1
		Total	20
		Total score	20 x 5 = 100

#### Rubik penilaian aspek sikap

No	Aspek yang dinilai	Kriteria
1	Santun (respect)	<ul style="list-style-type: none"> <li>• Sangat sering menunjukkan sikap santun.</li> <li>• Sering menunjukkan sikap santun.</li> <li>• Beberapa kali menunjukkan sikap santun.</li> <li>• Pernah menunjukkan sikap santun.</li> <li>• Tidak pernah menunjukkan sikap santun</li> </ul>
2	Bertanggung jawab (responsible)	<ul style="list-style-type: none"> <li>• Sangat sering menunjukkan sikap bertanggung jawab.</li> <li>• Sering menunjukkan sikap bertanggung jawab.</li> <li>• Beberapa kali menunjukkan sikap bertanggung jawab.</li> <li>• Pernah menunjukkan sikap bertanggung jawab.</li> <li>• Tidak pernah menunjukkan sikap bertanggung jawab.</li> </ul>
3	Jujur (honest)	<ul style="list-style-type: none"> <li>• Sangat sering menunjukkan sikap jujur.</li> </ul>

		<ul style="list-style-type: none"> <li>• Sering menunjukkan sikap jujur.</li> <li>• Beberapa kali menunjukkan sikap jujur.</li> <li>• Pernah menunjukkan sikap jujur.</li> <li>• Tidak pernah menunjukkan sikap jujur.</li> </ul>
4	Disiplin (discipline)	<ul style="list-style-type: none"> <li>• Sangat sering menunjukkan sikap disiplin.</li> <li>• Sering menunjukkan sikap disiplin.</li> <li>• Beberapa kali menunjukkan sikap disiplin.</li> <li>• Pernah menunjukkan sikap disiplin.</li> <li>• Tidak pernah menunjukkan sikap disiplin.</li> </ul>
5	Percaya diri (confidence)	<ul style="list-style-type: none"> <li>• Sangat sering menunjukkan sikap percaya diri.</li> <li>• Sering menunjukkan sikap percaya diri.</li> <li>• Beberapa kali menunjukkan sikap percaya diri.</li> <li>• Pernah menunjukkan sikap percaya diri.</li> <li>• Tidak pernah menunjukkan sikap percaya diri.</li> </ul>

Metro, January 2019

practice teacher



Eri Kusumawati

Npm 14121317

**INSTRUMENT OF PRE-TEST****Name** :**Class** :

1. Please make 5 sentences about simple present continuous tense.
2. Work it individually and no cheating!
3. Doing this test in 30 minutes

Answer

1. ....  
.....
2. ....  
.....
3. ....  
.....
4. ....  
.....
5. ....  
.....

**GOOD LUCK**

## INSRTUMENT OF POST-TEST CYCLE 1

Name:

Class:

Fill in the blanks with appropriate present continuous form of the verb given in the brackets.

1. Hurry up! We .....for you. (menunggu)
2. I .....letters. (menulis)
3. He .....in Dubai at the moment. (bekerja)
4. She doesn't like to be disturbed when she.....(belajar)
5. Who is that girl .....on the table? (berdiri)
6. I .....to school now. (pergi)
7. I .....for the cafe to open. (menunggu)
8. I .....Rudy tomorrow. (melihat)
9. Let's go out. It.....now. (tidak hujan)
10. Be quite. Afwa ..... (tidur)
11. I .....on my computer. (bekerja)
12. Dea .....the plants. (menyiram)
13. Dad ..... murotal Quran. (mendengar)
14. Mother ..... Quran. (membaca)
15. I .....football now. (bermain)
16. The man. .... the room now.(membersihkan)
17. I .....my grandmother this week. (berkunjung)
18. We .....for the test. (menyiapkan)
19. Listen. Afia .....at the bathroom. (bernyanyi)
20. Afwa .....her hair. (mencuci)

## ANSWER KEY

1. Hurry up! We **are waiting** for you.
2. I **am writing** letters.
3. He **is working** in Dubai at the moment.
4. She doesn't like to be disturbed when she **is studying**.
5. Who **is** that girl **standing** on the table?
6. I **am going** to school now.
7. I **am waiting** for the cafe to open.
8. I **am seeing** Rudy tomorrow.
9. Let's go out. It **is not raining** now
10. Be quite. Afwa **is sleeping**
11. I **am working** on my computer.
12. Dea **is watering** the plants.
13. Dad **is listening** murotal Quran.

14. Mother **is reading** Quran.
15. I **am playing** football now.
16. The man **is cleaning** the room now.
17. I **am visiting** my grandmother this week.
18. We **are preparing** for the test.
19. Listen. Afia **is singing** at the bathroom..
20. Afwa **is washing** her hair.

## INSTRUMENT POST-TEST CYCLE 2

Name :

Class :

Please translite this tsentences in English using present continuous tense!

1. Aku sedang mengambil dua roti untuk sarapanku.
2. Mereka sedang menonton konser Kahitna di Jakarta.
3. Dendi sedang mengerjakan pekerjaan rumahhnya di rumah.
4. Laila sedang bermain permainan komputer dengan teman-temannya.
5. Bubu sedang bernyanyi lagu dari Ariana Grande di pesta ulangtahun temannya.
6. Prisila sedang membaca surat dari ibunya.
7. Aku sedang tidak mendengarkan music rok.
8. Hesi dan Gege sedang tidak pergi ke pondok mereka yang ada di cisarua.
9. Mischa sedang tidak memasak nasi goreng.
10. Apakah mereka sedang minum kopi?

Answer key

1. I am taking two breads for my breakfast.
2. They are watching Kahitna's concert in Jakarta.
3. Dendi is doing his homework at home.
4. Laila is playing computer game with her friends.
5. Bubu is singing Ariana Grande's song in her friend's birthday party.
6. Prisila is reading a letter from her mother.
7. I am not listening to rock mucsic
8. Hesi and Gege are not going to their cottage in cisarua.
9. Mischa is not cooking fried rice.
10. Are they drinking coffee?



## INSTRUMENT OF PRE-TEST

Name : Agustina Siti Nur Azizah

Class : VIII D

1. Please make 5 sentences about simple present continuous tense.
2. Work it individually and no cheating!
3. Doing this test in 30 minutes

Answer

- 20 1. Arya is dancing in the class.....
- ~~20~~ 2. Gavin is velli ball.....
- 20 3. Dori is eating rice.....
- 10 4. Iza is go to school.....
- 20 5. Ipi is cleaning room.....

70

GOOD LUCK

## INSTRUMENT OF PRE-TEST

Name : Ardan Ardi ~~Ansyah~~ Ansyah

Class :

1. Please make 5 sentences about simple present continuous tense.
2. Work it individually and no cheating!
3. Doing this test in 30 minutes

70

Answer

- 20 A. Dila is playing football
- 20 A. Ardan is dancing in the class
3. Bella cooks food
- 20 A. you are playing Vally
- 10 5. I (is) reading a book  
am

GOOD LUCK

### INSTRUMENT OF PRE-TEST

Name : MUTHAHIRIN DAHLAN  
 Class : VIII D

1. Please make 5 sentences about simple present continuous tense.
2. Work it individually and no cheating!
3. Doing this test in 30 minutes

70

Answer

- 20 ~~1~~ Dalia is eating a cake
- 20 ~~2~~ Lina is writing a novel
- 10 3. Renna is play Vally
- 20 ~~4~~ Ali is reading a book
- ~~X~~ Ardan borrow a book

**GOOD LUCK**

### INSTRUMENT OF PRE-TEST

Name : Prati aprilia Saputri

Class : VIII D

1. Please make 5 sentences about simple present continuous tense.
2. Work it individually and no cheating!
3. Doing this test in 30 minutes



Answer

- 20 A. Fanny is cleaning bed room.....  
 .....  
 20 B. ALFI is eating cake.....  
 .....  
 20 C. Rina is going to school.....  
 .....  
 20 D. Dilla is playing vally.....  
 .....  
 E. Ardan Borrow a book.....  
 .....

**GOOD LUCK**

**INSTRUMENT OF PRE-TEST**

Name : Ryhja Nur Fauzi  
Class : VIII D

1. Please make 5 sentences about simple present continuous tense.
2. Work it individually and no cheating!
3. Doing this test in 30 minutes

60

Answer

- X I go to school .....
- 20 X she is playing volly .....
- 20 X He is singing .....
- X Nana Dance in the room .....
- 20 X ~~you make drawing~~ Dandi is reading a book .....

**GOOD LUCK**



## POST-TEST I

70

Name: Agustina Siti Nur Azizah

Class: VIII D

Fill in the blanks with appropriate present continuous form of the verb given in the brackets in English!

1. Hurry up! We are waiting.....for you. (menunggu)
2. I am writing.....letters. (menulis)
3. He is working.....in Dubai at the moment. (bekerja)
4. She doesn't like to be disturbed when she study.....(belajar)
5. Who is that girl standing.....on the table? (berdiri)
6. I go.....to school now. (pergi)
7. I am waiting.....for the cafe to open. (menunggu)
8. I am seeing.....Rudy tomorrow. (melihat)
9. Let's go out. It not rain now. (tidak hujan)
10. Be quiet. Afwa sleep..... (tidur)
11. I am working.....on my computer. (bekerja)
12. Dea water.....the plants. (menyiram)
13. Dad is listening..... murotal Quran. (mendengarkan)
14. Mother is reading..... Quran. (membaca)
15. I play.....football now. (bermain)
16. The man is cleaning the room now.(membersihkan)
17. I am visiting.....my grandmother this week. (berkunjung)
18. We are preparing.....for the test. (menyiapkan)
19. Listen. Afia is singing at the bathroom. (bernyanyi)
20. Afwa is washing.....her hair. (mencuci)

$$13.14 \times 5 = 70$$

## POST-TEST I

Name: *Ardan Ardi ansyah*Class: *VIII D*

Fill in the blanks with appropriate present continuous form of the verb given in the brackets in English!

1. Hurry up! We *are waiting*.....for you. (menunggu)
2. I *is writing*.....letters. (menulis)
3. He *is working* in Dubai at the moment. (bekerja)
- ~~X~~ 4. She doesn't like to be disturbed when she *is studying*.....(belajar)
5. Who is that girl *is standing*.....on the table? (berdiri)
6. I *am going* to school now. (pergi)
7. I *am waiting*.....for the cafe to open. (menunggu)
8. I *am seeing*.....Rudy tomorrow. (melihat)
- ~~X~~ 9. Let's go out. It *not rain*.....now. (tidak hujan)
- ~~X~~ 10. Be quiet. Afwa *is sleeping*..... (tidur)
11. I *am working*.....on my computer. (bekerja)
12. Dea *is watering*.....the plants. (menyiram)
13. Dad *is listening*..... murotal Quran. (mendengarkan)
14. Mother *is reading*..... Quran. (membaca)
15. I *am playing* football now. (bermain)
- ~~X~~ 16. The man *is cleaning*..... the room now.(membersihkan)
17. I *am visiting*.....my grandmother this week. (berkunjung)
18. We *are preparing*.....for the test. (menyiapkan)
- ~~X~~ 19. Listen. Afia *is singing*.....at the bathroom. (bernyanyi)
20. Afwa *is washing*.....her hair. (mencuci)

$$8:15 \times 10 = 85 = 75$$

## POST-TEST I

Name: MAUT OHIRIN DAHLAN

Class: VIII D

70

Fill in the blanks with appropriate present continuous form of the verb given in the brackets in English!

- ~~X~~ 1. Hurry up! We ~~is~~ *waiting* .....for you. (menunggu)
2. I ~~am~~ *am writing* .....letters. (menulis)
3. He ~~is~~ *is working* .....in Dubai at the moment. (bekerja)
- ~~X~~ 4. She doesn't like to be disturbed when she ~~is~~ *is studying* .....(belajar)
5. Who is that girl ~~is~~ *is standing* .....on the table? (berdiri)
- ~~X~~ 6. I ~~am~~ *am going* .....to school now. (pergi)
7. I ~~am~~ *am waiting* .....for the cafe to open. (menunggu)
8. I ~~am~~ *am seeing* .....Rudy tomorrow. (melihat)
- ~~X~~ 9. Let's go out. It ~~is~~ *is not raining* now. (tidak hujan)
- ~~X~~ 10. Be quite. Afwa ~~is~~ *is sleeping* ..... (tidur)
11. I ~~am~~ *am working* .....on my computer. (bekerja)
12. Dea ~~is~~ *is watering* .....the plants. (menyiram)
13. Dad ~~is~~ *is listening* ..... murotal Quran. (mendengarkan)
14. Mother ~~is~~ *is reading* ..... Quran. (membaca)
15. I ~~am~~ *am playing* football now. (bermain)
- ~~X~~ 16. The man ~~is~~ *is cleaning* the room now. (membersihkan)
17. I ~~am~~ *am visiting* .....my grandmother this week. (berkunjung)
18. We ~~are~~ *are preparing* .....for the test. (menyiapkan)
19. Listen. Afia ~~is~~ *is singing* at the bathroom. (bernyanyi)
20. Afwa ~~is~~ *is washing* .....her hair. (mencuci)



## POST-TEST I

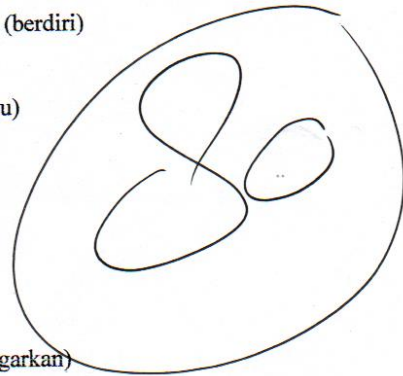
Name: Pratu Aprilia Saputri

Class: VIII O



Fill in the blanks with appropriate present continuous form of the verb given in the brackets in English!

1. Hurry up! We are waiting for you. (menunggu)
2. I am writing letters. (menulis)
3. He is working in Dubai at the moment. (bekerja)
- ~~4~~ She doesn't like to be disturbed when she is studying. (belajar)
5. Who is that girl standing on the table? (berdiri)
6. I am going to school now. (pergi)
7. I am waiting for the cafe to open. (menunggu)
8. I am seeing Rudy tomorrow. (melihat)
- ~~9~~ Let's go out. It is not raining now. (tidak hujan)
10. Be quiet. Afwa is sleeping. (tidur)
11. I am working on my computer. (bekerja)
- ~~12~~ Dea is watering the plants. (menyiram)
13. Dad is listening to murotal Quran. (mendengarkan)
14. Mother is reading Quran. (membaca)
15. I am playing football now. (bermain)
- ~~16~~ The man is cleaning the room now. (membersihkan)
17. I am visiting my grandmother this week. (berkunjung)
18. We are preparing for the test. (menyiapkan)
19. Listen. Afia is singing at the bathroom. (bernyanyi)
20. Afwa is washing her hair. (mencuci)

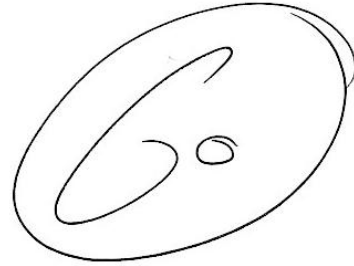


$$B-16 \times 5 = 80$$

## POST-TEST I

Name: Ryhja Nur Fauzi

Class: VIII D



Fill in the blanks with appropriate present continuous form of the verb given in the brackets in English!

1. Hurry up! We is waiting.....for you. (menunggu)
2. I am writing.....letters. (menulis)
3. He is working.....in Dubai at the moment. (bekerja)
4. She doesn't like to be disturbed when she.....studying.....(belajar)
5. Who is that girl standing.....on the table? (berdiri)
6. I am going to school now. (pergi)
7. I am waiting.....for the cafe to open. (menunggu)
8. I am seeing.....Rudy tomorrow. (melihat)
9. Let's go out. It isn't raining now. (tidak hujan)
10. Be quiet. Afwa is sleeping... (tidur)
11. I am working.....on my computer. (bekerja)
12. Dea is watering.....the plants. (menyiram)
13. Dad is listening..... murotal Quran. (mendengarkan)
14. Mother isn't reading Quran. (membaca)
15. I am playing football now. (bermain)
16. The man is cleaning... the room now.(membersihkan)
17. I am visiting...my grandmother this week. (berkunjung)
18. We are preparing...for the test. (menyiapkan)
19. Listen. Afia is singing..at the bathroom. (bernyanyi)
20. Afwa is washing.....her hair. (mencuci)

B: 12 x 5 = 60

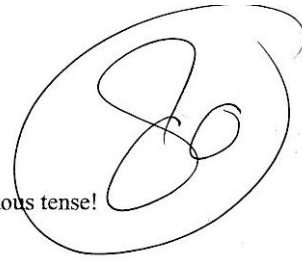
## POST-TEST II

Name : Agustina Siti Nur Azizah

Class : VIII D

B: 8 x 10 = 80

Please translate this sentences in English using present continuous tense!



1. Aku sedang mengambil dua roti untuk sarapanku.  
I take two breads for my breakfast.
2. Mereka sedang menonton konser kahitna di jakarta.  
They are watching kahitna's concert in jakarta.
3. Dendi sedang mengerjakan pekerjaan rumahnya di rumah.  
Dendi do his homework at home.
4. Laila sedang bermain permainan komputer dengan teman-temannya.  
laila is playing computer game with her friends.
5. Bubu sedang bernyanyi lagu dari Ariana Grande di pesta ulangtahun temannya.  
Bubu is singing Ariana Grande's song in her friend's birthday party.
6. Prisila sedang membaca surat dari ibunya.  
prisila is reading a letter from her mother.
7. Aku sedang tidak mendengarkan music rok.  
I am not listening to rock music.
8. Hesi dan Gege sedang tidak pergi ke pondok mereka yang ada di cisarua.  
Hesi and Gege are not going to their cottage in cisarua.
9. Mischa sedang tidak memasak nasi goreng.  
Mischa is not cooking fried rice.
10. Apakah mereka sedang minum kopi?  
Are they drinking coffee?

## POST-TEST II

Name : Ardian Ardi Ansyeh

Class : VIII<sup>D</sup>

B: 8x10: 80

80

Please translate this sentences in English using present continuous tense!

1. Aku sedang mengambil dua roti untuk sarapanku.  
I am taking two breads for my breakfast.
2. Mereka sedang menonton konser kahitna di jakarta.  
They are watching kahitna's concert in jakarta.
3. Dendi sedang mengerjakan pekerjaan rumahnya di rumah.  
Dendi is doing his home work at home.
4. Laila sedang bermain permainan komputer dengan teman-temannya.  
Laila is playing computer game with her friends.
5. Bubu sedang bernyanyi lagu dari Ariana Grande di pesta ulangtahun temannya.  
Bubu is singing Ariana Grande's song in her friend's birthday party.
6. Prisila sedang membaca surat dari ibunya.  
Prisila is reading a letter from her mother.
7. Aku sedang tidak mendengarkan music rok.  
I am not listening to music rock.
8. Hesi dan Gege sedang tidak pergi ke pondok mereka yang ada di cisarua.  
Hesi and Gege are not going to pondok.
9. Mischa sedang tidak memasak nasi goreng.  
Mischa is not cooking fried rice.
10. Apakah mereka sedang minum kopi?  
Are they drinking coffee?



## POST-TEST II

Name : Mutohirin Dahlan

Class : VIII D

Please translate this sentences in English using present continuous tense!

1. Aku sedang mengambil dua roti untuk sarapanku.

I am taking two breads for my breakfast

2. Mereka sedang menonton konser kahitna di jakarta.

They are watching Kahitna concert in Jakarta

3. Dendi sedang mengerjakan pekerjaan rumahnya di rumah.

Dendi is doing his home work at home

4. Laila sedang bermain permainan komputer dengan teman-temannya.

Laila is playing computer game with her friends

- 
5. Bubu sedang bernyanyi lagu dari Ariana Grande di pesta ulangtahun temannya.

Bubu is singing a song Ariana Grande in party

6. Prisila sedang membaca surat dari ibunya.

Prisila is reading a letter from her mother

7. Aku sedang tidak mendengarkan music rok.

I am not listening to rock music

8. Hesi dan Gege sedang tidak pergi ke pondok mereka yang ada di cisarua.

Hesi and Gege are not going to their their cottage in Cisarua

9. Mischa sedang tidak memasak nasi goreng.

Mischa is not cooking fried rice

- 
10. Apakah mereka sedang minum kopi?

They are drink coffee

80

## POST-TEST II

Name : Pratu aprilia Saputri

Class : VIII D

B: 9 x 10 = 90

135  
go

Please translate this sentences in English using present continuous tense!

1. Aku sedang mengambil dua roti untuk sarapanku.  
I am taking two breads for my breakfast.
2. Mereka sedang menonton konser kahitna di jakarta.  
They are watching kahitna's concert in jakarta.
3. Dendi sedang mengerjakan pekerjaan rumahnya di rumah.  
Dendi is doing his homework at home.
4. Laila sedang bermain permainan komputer dengan teman-temannya.  
Laila is playing computer game with her friends.
5. Bubu sedang bernyanyi lagu dari Ariana Grande di pesta ulangtahun temannya.  
Bubu is singing ariana grande's song in her friend's birthday party.
6. Prisila sedang membaca surat dari ibunya.  
Prisila is reading a letter from her mother.
7. Aku sedang tidak mendengarkan music rok.  
I am not listening to rock music.
- X Hesi dan Gege sedang tidak pergi ke pondok mereka yang ada di cisarua.  
hesi and gege is not go to cottage in cisarua.
9. Mischa sedang tidak memasak nasi goreng.  
Mischa is not cooking fried rice.
10. Apakah mereka sedang minum kopi?  
Are they drinking coffe?

## POST-TEST II

Name: Ryhja Nur Fauzi

Class: VIII D

B:  $7 \times 10 = 70$ 

70

Please translate this sentences in English using present continuous tense!

1. Aku sedang mengambil dua roti untuk sarapanku.

I am taking two breads for my breakfast.

2. Mereka sedang menonton konser kahitna di jakarta.

They are watching kahitna's concert in jakarta.

3. Dendi sedang mengerjakan pekerjaan rumahnya di rumah.

Dendi is doing his homework at home.

4. Laila sedang bermain permainan komputer dengan teman-temannya.

Laila is playing computer game with her friends.

- 
5. Bubu sedang bernyanyi lagu dari Ariana Grande di pesta ulangtahun temannya.

Bubu is singing a song Ariana Grande.

6. Prisila sedang membaca surat dari ibunya.

Prisila is reading a letter from her mother.

7. Aku sedang tidak mendengarkan music rok.

I am not listening to rock music.

- 
8. Hesi dan Gege sedang tidak pergi ke pondok mereka yang ada di cisarua.

Hesi and Gege is not go to pondok.

9. Mischa sedang tidak memasak nasi goreng.

Mischa is not cooking fried rice.

- 
- Apakah mereka sedang minum kopi?

They is drinking coffee?



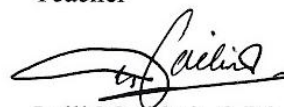
**Tabel Of The Teacher Archives, Pra Survey at MTS N 1 East Lampung**

No	Name	Score
1	Agustina Siti Nur Azizah	60
2	Alan Adi Aswara	60
3	Annisa Novita	40
4	Ardan Ardiansyah	60
5	Ariya Juliansyah	60
6	Aulia Indriyani Azzahroh	80
7	Assyfa Aulia Wardani	70
8	Dimas Mahardika	55
9	Erlin Kiki Ramadhani	75
10	Fajar Nugroho	70
11	Fany Magrifatul Choiriyah	80
12	Lahuma Fissamawati	40
13	Lubna Tuzaqia Budhiyono	60
14	Luluk Annisatul Mutidah	45
15	Lutfia Zahrozain	55
16	M Abdul Aziz	60
17	Muthorin	60
18	Nadila Dewi Astuty	40
19	Novi Safitri	60
20	Pratu Aprilia Saputri	75
21	Qori'atul Aftitah	45
22	Reisha Febi Trianita	60
23	Rendika Tama	65
24	Riko Ardiyansyah	50
25	Rizka Nuryattul Iftitah	75
26	Ryhja Nurfauzi	50
27	Saiful Anwar	65
28	Selvira Zahrani	65
29	Shafa Salsabila Putri	50
30	Syam Agung Yudistira	50
31	Vemas Tirta	60
32	Vina Vadilatul Ummah	60

Resource : the teacher archives

Metro, November 2017

Teacher



Laili Masithoh, S.Pd.

Nip : 19600120 198103 2 003



**The Students Present Continuous Tense Score in Pre-Test**

<b>No</b>	<b>Name</b>	<b>Score</b>
1	AS	70
2	AA	60
3	AN	50
4	AA	70
5	AJ	70
6	AI	75
7	AA	60
8	DM	60
9	EK	75
10	FN	60
11	FM	80
12	LF	50
13	LT	75
14	LA	50
15	LZ	60
16	MA	65
17	MD	70
18	ND	50
19	NS	70
20	PA	80
21	QA	60
22	RF	65
23	RT	70
24	RA	55
25	RN	75
26	RN	60
27	SA	65
28	SZ	70
29	SS	60
30	SY	60
31	VT	70
32	VV	70
Total csore		2080
Average		65
Higest score		80
Lowest score		50

Resource : The result of pre-test

**The Students' Present Continuous Tense Score of Post-Test In Cycle 1**

<b>No</b>	<b>Name</b>	<b>Score</b>
1	AS	70
2	AA	60
3	AN	60
4	AA	75
5	AJ	70
6	AI	80
7	AA	75
8	DM	70
9	EK	75
10	FN	70
11	FM	85
12	LF	60
13	LT	75
14	LA	60
15	LZ	75
16	MA	75
17	MD	70
18	ND	60
19	NS	65
20	PA	80
21	QA	60
22	RF	60
23	RT	75
24	RA	65
25	RN	80
26	RN	60
27	SA	70
28	SZ	70
29	SS	70
30	SY	65
31	VT	70
32	VV	75
	<b>Total</b>	<b>2230</b>
	<b>Average</b>	<b>70</b>
	<b>Highest</b>	<b>85</b>
	<b>Lowest</b>	<b>60</b>

Resource : The result of post-test 1

**The Students' Present Continuous Tense Score of Post-Test Cycle 2**

<b>No</b>	<b>Name</b>	<b>Score</b>
1	AS	80
2	AA	75
3	AN	70
4	AA	80
5	AJ	75
6	AIA	85
7	AA	80
8	DM	75
9	EK	85
10	FN	75
11	FM	95
12	LF	75
13	LT	75
14	LA	60
15	LZ	75
16	MA	75
17	MD	80
18	ND	65
19	NS	75
20	PA	90
21	QA	75
22	RF	75
23	RT	85
24	RA	75
25	RN	80
26	RN	70
27	SA	75
28	SZ	80
29	SS	75
30	SY	70
31	VT	80
32	VV	75

Resource : the result of post-test 2

### Observation Sheet of Theacher Activities Cycle1

School : MTsN 1East Lampung  
 Class/semester : VIII /II  
 Date : 20 February 2019

Teacher Activities	Good	Enough	Less
1. Pre teaching a. Prepare the lesson plan b. Prepare the media that will be used c. The teacher greets the students d. The teacher does socializing example asking their healt condition	√ √	√ √	
2. While teaching a. The teacher explain to the students in their native language about the rule and patterns of present continuous tense b. The teacher writes the patterns and some sentences as example of the use of present continuous tense c. The teacher gives some vocabulary in the form of a list d. The teacher asks the students to memorizing the vocabulary e. The teacher asks the students to translite the sentences f. The teacher gives the students time to ask question if they do not understand	√ √ √ √ √	√ √	
3. Post teaching a. Conclude the result of learning b. Close the learning process	√ √		
<b>TOTAL</b>			

Tick (√) for each positive activities

Collaborator



Laili Masithoh, S.Pd.

Nip : 19600120 198103 2 003

The Researcher



Eri Kusumawati

NPM: 14121317

### Observation Sheet of Theacher Activities Cycle 2

School : MTsN 1East Lampung  
 Class/semester : VIII D/ II  
 Date : 22 February 2019

Teacher Activities	Good	Enough	Less
1. Pre teaching e. Prepare the lesson plan f. Prepare the media that will be used g. The teacher greets the students h. The teacher does socializing example asking their healt condition	√ √ √ √		
2. While teaching g. The teacher explain to the students in their native language about the rule and patterns of present continuous tense h. The teacher writes the patterns and some sentences as example of the use of present continuous tense i. The teacher gives some vocabulary in the form of a list j. The teacher asks the students to memorizing the vocabulary k. The teacher asks the students to translite the sentences l. The teacher gives the students time to ask question if they do not understand	√ √ √ √ √ √		
3. Post teaching c. Conclude the result of learning d. Close the learning process	√ √		
<b>TOTAL</b>			

Tick (√) for each positive activities

Collaborator



Laili Masithoh, S.Pd.

Nip : 19600120 198103 2 003

The Researcher



Eri Kusumawati

NPM: 14121317

**Observation Sheet of The Students' Present Continuous Tense Activities  
Cycle 1**

No	Name	Activity				Total	Persen %
		1	2	3	4		
1	AS	-	√	√	√	3	75%
2	AA	-	√	√	√	3	75%
3	AN	-	√	-	-	1	25%
4	AA	-	√	-	√	2	50%
5	AJ	√	√	√	√	4	100%
6	AI	√	√	√	√	4	100%
7	AA	-	√	√	√	3	75%
8	DM	-	√	-	-	1	25%
9	EK	√	√	√	√	4	100%
10	FN	√	√	√	√	4	100%
11	FM	√	√	√	√	4	100%
12	LF	-	√	-	-	1	25%
13	LT	√	√	-	√	3	75%
14	LA	-	√	-	-	1	25%
15	LZ	-	√	√	-	2	50%
16	MA	-	√	√	√	3	75%
17	MD	√	√	-	√	3	75%
18	ND	-	√	-	-	1	25%
19	NS	-	√	√	√	3	75%
20	PA	√	√	√	√	4	100%
21	QA	-	√	-	-	1	25%
22	RF	-	√	√	√	3	75%
23	RT	-	-	-	-	0	0%
24	RA	-	√	-	-	1	25%
25	RN	√	√	√	√	4	100%
26	RN	-	√	√	-	2	50%
27	SA	-	√	√	√	3	75%
28	SZ	√	√	√	√	4	100%
29	SS	-	√	√	-	2	50%
30	SY	-	-	-	-	0	0%
31	VT	-	√	-	√	2	50%
32	VV	-	√	√	√	3	75%
	Total	10	30	18	20		
	Percentage %	31%	94%	56%	62%		



## NOTES:

Indicator of the teacher's activity that observed are:

1. The students could answer the teacher question
2. The students does the taks from the teacher.
3. The students could identify social function of present continuous tense.
4. The students could write sentences about event is going.

## DIRECTION :

- Give a tick (√) for the active students
- Give a tick (-) for unactive students

Metro, January 2019

Teacher

Researcher



Laili Masithoh, S.Pd.

Nip : 19600120 198103 2 003



Eri Kusumawati

14121317

**Observation Sheet of The Students' Present Continuous Tense Activities  
Cycle 2**

No	Name	Activity				Total	Persen %
		1	2	3	4		
1	AS	√	√	√	√	4	100%
2	AA	-	√	√	√	3	75%
3	AN	-	√	-	√	2	50%
4	AA	√	√	√	√	4	100%
5	AJ	-	√	√	√	3	75%
6	AI	√	√	√	√	4	100%
7	AA	√	√	√	√	4	100%
8	DM	√	√	-	√	3	75%
9	EK	√	√	√	√	4	100%
10	FN	-	√	√	√	3	75%
11	FM	√	√	√	√	4	100%
12	LF	-	√	-	√	2	50%
13	LT	-	√	√	-	2	50%
14	LA	-	√	-	-	1	25%
15	LZ	-	√	-	√	2	50%
16	MA	-	√	√	√	3	75%
17	MD	√	√	√	√	4	100%
18	ND	-	-	√	√	2	50%
19	NS	√	√	-	-	2	50%
20	PA	√	√	√	√	4	100%
21	QA	-	√	√	√	3	75%
22	RF	-	√	√	√	3	75%
23	RT	√	√	√	√	4	100%
24	RA	-	√	√	√	3	75%
25	RN	√	√	√	√	4	100%
26	RN	-	√	√	-	2	50%
27	SA	-	√	√	√	3	75%
28	SZ	√	√	√	√	4	100%
29	SS	√	√	-	√	3	75%
30	SY	-	√	-	√	2	50%
31	VT	√	√	√	√	4	100%
32	VV	√	√	-	√	3	75%
	Total	16	31	23	28		
	Percentage %	50%	97%	78%	87%		

## NOTES:

Indicator of the teacher's activity that observed are:

1. The students could answer the teacher question
2. The students does the taks from the teacher.
3. The students could identify social function of present continuous tense.
4. The students could write sentences about event is going..

## DIRECTIONS :

- Give a tick (√) for the active students
- Give a tick (-) for unactive students

Metro, January 2019

Teacher

Researcher



Laili Masithoh, S.Pd.  
Nip : 19600120 198103 2 003

Eri Kusumawati  
14121317

**STUDENTS ATTENDANCE LIST OF MTS N 1 EAST LAMPUNG**

No	Name	Signature	
1	Agustina Siti Nur Azizah	1.	
2	Alan Adi Aswara		2.
3	Annisa Novita	3.	
4	Ardan Ardiansyah		4.
5	Ariya Juliansyah	5.	
6	Aulia Indriyani Azzahroh		6.
7	Assyfa Aulia Wardani	7.	
8	Dimas Mahardika		8.
9	Erlin Kiki Ramadhani	9.	
10	Fajar Nugroho		10.
11	Fany Magrifatul Choiriyah	11.	
12	Lahuma Fissamawati		12.
13	Lubna Tuzaqia Budhiyono	13.	
14	Luluk Annisatul Mutidah		14.
15	Lutfia Zahrozain	15.	
16	M Abdul Aziz		16.
17	Muthorin	17.	
18	Nadila Dewi Astuty		18.
19	Novi Safitri	19.	
20	Pratu Aprilia Saputri		20.
21	Qori'atul Aftitah	21.	
22	Reisha Febi Trianita		22.
23	Rendika Tama	23.	
24	Riko Ardiyansyah		24.
25	Rizka Nuryattul Iftitah	25.	
26	Ryhja Nurfauzi		26.
27	Saiful Anwar	27.	
28	Selvira Zahrani		28.
29	Shafa Salsabila Putri	29.	
30	Syam Agung Yudistira		30.
31	Vemas Tirta	31.	
32	Vina Vadilatul Ummah		32.

## DOKUMENTATION GUIDE

1. Dokumentation about the profile of MTsN 1 East Lampung
2. Dokumentation about condition of the teacher and official employees in MTsN 1 East Lampung
3. Dokumentation about the quantity of students MTsN 1 East Lampung
4. Dokumentation about the organization structure of MTsN 1 East Lampung



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**KEMENTERIAN AGAMA**  
**INSTITUT AGAMA ISLAM NEGERI (IAIN) METRO LAMPUNG**  
**FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jl. Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34114  
 Telp. (0725) 41507 Fax. (0725) 47296 Website: [www.metrouniv.ac.id](http://www.metrouniv.ac.id), e-mail: [iaim@metrouniv.ac.id](mailto:iaim@metrouniv.ac.id)

Nomor : B-3977 /In.28.1/J/PP.00.9/12/2018  
 Lamp : -  
 Hal : **BIMBINGAN SKRIPSI**

06 Desember 2018

Kepada Yth:

1. Drs. Kuryani, M.Pd (Pembimbing I)
  2. Trisna Dinillah Harya, M.Pd (Pembimbing II)
- Dosen Pembimbing Skripsi  
 Di -  
 Tempat

*Assalamu'alaikum Wr. Wb.*

Dalam rangka menyelesaikan studinya, untuk itu kami mengharapkan kesediaan Bapak/ Ibu untuk membimbing mahasiswa dibawah ini:

Nama : Eri Kusumawati  
 NPM : 14121317  
 Fakultas : Tarbiyah dan Ilmu Keguruan  
 Jurusan : Tadris Bahasa Inggris  
 Judul : Increasing Students' Present Continuous Tense Masery Using Grammar Translation Method At Eight Graders Of MTs N 1 East Lampung In Academic Year 2018/2019

Dengan ketentuan sebagai berikut:

1. Dosen Pembimbing, membimbing mahasiswa sejak penyusunan proposal sampai dengan penulisan skripsi, dengan ketentuan sbb:
  - a. Dosen pembimbing 1 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan mengoreksi skripsi Bab I s.d Bab IV setelah dikoreksi pembimbing 2.
  - b. Dosen Pembimbing 2 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan mengoreksi skripsi Bab I s.d Bab IV sebelum dikoreksi pembimbing 1.
2. Waktu menyelesaikan skripsi maksimal 4 (empat) semester sejak SK pembimbing skripsi ditetapkan oleh Fakultas.
3. Diwajibkan mengikuti pedoman penulisan karya ilmiah/skripsi edisi revisi yang telah ditetapkan oleh IAIN Metro.
4. Banyaknya halaman skripsi antara 40 s.d 60 halaman dengan ketentuan sebagai berikut:
  - a. Pendahuluan  $\pm$  1/6 bagian
  - b. Isi  $\pm$  2/3 bagian
  - c. Penutup  $\pm$  1/6 bagian

Demikian surat ini disampaikan untuk dimaklumi dan atas kesediaan Bapak/Ibu diucapkan terima kasih.

*Wassalamu'alaikum Wr. Wb.*

Ketua Jurusan TBI,  
  
 A. Subhan Roza, M.Pd  
 NIP. 19750610 2008011014





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**KEMENTERIAN AGAMA**  
**INSTITUT AGAMA ISLAM NEGERI (IAIN) METRO LAMPUNG**  
**FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jl. Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111  
 Telp. (0725) 41507 Fax. (0725) 47296 Website: [www.metrouniv.ac.id](http://www.metrouniv.ac.id), e-mail: [iain@metrouniv.ac.id](mailto:iain@metrouniv.ac.id)

Nomor : B-2419/In.28.1/J/TL.00/11/2017  
 Lamp : -  
 Hal : **IZIN PRA-SURVEY**

02 November 2017

**Kepada Yth.,**  
**Kepala MTsN 1 Lampung Timur**  
 Di –  
 Tempat

*Assalamu'alaikum Wr. Wb.*

Dalam rangka penyelesaian tugas akhir/skripsi, mohon kiranya Bapak/Ibu berkenan memberikan izin kepada mahasiswa kami :


Nama : Eri Kusumawati  
 NPM : 14121317  
 Fakultas : Tarbiyah dan Ilmu Keguruan  
 Jurusan : Tadris Bahasa Inggris (TBI)  
 Judul : Improving Student's Present Continuous Tense Mastery Using Grammar Translation Method at Eight Graders of MTsN 1 Lampung Timur

Untuk melakukan *pra-survey* di MTsN 1 Lampung Timur

Demikianlah permohonan ini disampaikan, atas perhatian dan perkenannya dihaturkan terima kasih.

*Wassalamu'alaikum Wr. Wb.*

Ketua Jurusan TBI


  
 Ahmad Suphan Roza, M.Pd.  
 NIP. 197506102008011014



**KEMENTERIAN AGAMA REPUBLIK INDONESIA**  
**KANTOR KEMENTERIAN AGAMA KAB. LAMPUNG TIMUR**  
**MADRASAH TsNAWIYAH NEGERI (MTsN) 1 LAMPUNG TIMUR**  
**Jl.Lembayung 38B Banjarrejo Kec.Batanghari Kode Pos 34181 Telp(0725) 7852539**

**SURAT KETERANGAN IZIN PRA SURVEY**

Nomor : B / MTs.08.01/PP.005/ 11 /2017

Menindak lanjuti surat Institut Agama Islam Negeri (IAIN) Metro Nomor : B-2419/In.28.1/J/TL.00/11/ 2017, Tanggal 02 Nopember 2017 Perihal **Izin Pra Survey**, Dengan ini Kepala Madrasah Tsanawiyah Negeri ( MTsN ) 1 Lampung Timur Menerangkan Bahwa :

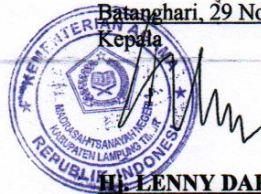
Nama : **Eri Kusumawati**  
 NPM : 14121317  
 Jurusan : Pendidikan Bahasa Inggris ( PBI )

Telah selesai melaksanakan **Pra Survey** selama 1 ( satu ) hari pada Tanggal 24 Nopember 2017 di MTsN 1 Lampung Timur dengan Judul **“Improving Student’s Present Continuous Tense Mastery Using Grammar Translation Method at Eight Graders Of MTsN 1 Lampung Timur”** dengan baik.

Demikian surat keterangan ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Batanghari, 29 Nopember 2017

Kepala



**H. LENNY DARNISAH, S.Pd., MM**  
 NIP. 19731011 199703 2 003





**KEMENTERIAN AGAMA REPUBLIK INDONESIA**  
**INSTITUT AGAMA ISLAM NEGERI METRO**  
**FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111  
 Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iaim@metrouniv.ac.id

**SURAT TUGAS**

Nomor: B-0508/In.28/D.1/TL.01/02/2019

Wakil Dekan I Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Metro,  
 menugaskan kepada saudara:

Nama : **ERI KUSUMAWATI**  
 NPM : 14121317  
 Semester : 10 (Sepuluh)  
 Jurusan : Pendidikan Bahasa Inggris

- Untuk :
1. Mengadakan observasi/survey di MTs N 1 EAST LAMPUNG, guna mengumpulkan data (bahan-bahan) dalam rangka meyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "INCREASING STUDENT'S PRESENT CONTINUOUS TENSE MASTERY USING GRAMMAR TRANSLATION METHOD AT EIGHT GRADERS OF MTs N 1 EAST LAMPUNG IN ACADEMIC YEAR 2018/2019".
  2. Waktu yang diberikan mulai tanggal dikeluarkan Surat Tugas ini sampai dengan selesai.

Kepada Pejabat yang berwenang di daerah/instansi tersebut di atas dan masyarakat setempat mohon bantuannya untuk kelancaran mahasiswa yang bersangkutan, terima kasih.

Dikeluarkan di : Metro  
 Pada Tanggal : 14 Februari 2019

Mengetahui,  
 Pejabat Setempat  
  
**IRWIN**

Wakil Dekan I,  
  
**Dra. Isti Fatonah MA**  
 NIP. 19670531 199303 2 003



**KEMENTERIAN AGAMA REPUBLIK INDONESIA**  
**INSTITUT AGAMA ISLAM NEGERI METRO**  
**FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

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 Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iaim@metrouniv.ac.id

Nomor : B-0509/In.28/D.1/TL.00/02/2019  
 Lampiran : -  
 Perihal : **IZIN RESEARCH**

Kepada Yth.,  
 KEPALA MTs N 1 EAST LAMPUNG  
 di-  
 Tempat

*Assalamu'alaikum Wr. Wb.*

Sehubungan dengan Surat Tugas Nomor: B-0508/In.28/D.1/TL.01/02/2019, tanggal 14 Februari 2019 atas nama saudara:

Nama : **ERI KUSUMAWATI**  
 NPM : 14121317  
 Semester : 10 (Sepuluh)  
 Jurusan : Pendidikan Bahasa Inggris

Maka dengan ini kami sampaikan kepada saudara bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di MTs N 1 EAST LAMPUNG, dalam rangka menyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "INCREASING STUDENT'S PRESENT CONTINUOUS TENSE MASTERY USING GRAMMAR TRANSLATION METHOD AT EIGHT GRADERS OF MTs N 1 EAST LAMPUNG IN ACADEMIC YEAR 2018/2019".

Kami mengharapkan fasilitas dan bantuan Saudara untuk terselenggaranya tugas tersebut, atas fasilitas dan bantuannya kami ucapkan terima kasih.

*Wassalamu'alaikum Wr. Wb.*

Metro, 14 Februari 2019  
 Wakil Dekan I,



**Dra. Isti Fatonah MA**  
 NIP 19670531 199303 2 003



**KEMENTERIAN AGAMA REPUBLIK INDONESIA**  
**KANTOR KEMENTERIAN AGAMA KABUPATEN LAMPUNG TIMUR**  
**MADRASAH TsNAWIYAH NEGERI (MTsN) I LAMPUNG TIMUR**  
 JaLan Ki Hajar Dewantara 38B Banjarrejo Kec.Batanghari  
 Kode Pos 34181 Telp(0725) 7852539

**SURAT KETERANGAN RESEACH**

Nomor : B.20y /MTs.08.1/PP.005/02/ 2019

Menindak Lanjuti Surat dari Institut Agama Islam Negeri ( IAIN ) Metro Nomor : B.0509/In.28/D.1/TL.00/ 2/2019 Tanggal 14 Februari 2019 Tentang Izin Research Dengan ini Kepala Madrasah Tsanawiyah Negeri 1 Lampung Timur menerangkan bahwa :

Nama : **Eri Kusumawati**  
 NPM : 14121317  
 Jurusan : Pendidikan Bahasa Inggris

Telah Selesai melaksanakan Research di MTsN 1 Lampung Timur selama 4 (Empat) Hari dari Tanggal 20 s.d 23 Februari 2019 dengan Judul “ **Increasing Student’s Present Continuous Tense Mastery Using Grammar Translation Method At Eight Graders Of MTsN 1 East Lampung In Academic Year 2018/2019**”

Demikian Surat Keterangan Risearch ini dibuat, Untuk dapat di pergunakan sebagaimana mestinya.



Batanghari, 25 Februari 2019  
 Kepala,

**RWINI**



**KEMENTERIAN AGAMA REPUBLIK INDONESIA<sup>7</sup>**  
**INSTITUT AGAMA ISLAM NEGERI METRO**  
**UNIT PERPUSTAKAAN**

Jalan Ki Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111  
M E T R O Telp (0725) 41507; Faks (0725) 47296; Website: digilib.metrouniv.ac.id; pustaka.iain@metrouniv.ac.id

**SURAT KETERANGAN BEBAS PUSTAKA**  
**Nomor : P-325/ln.28/S/OT.01/05/2019**

Yang bertandatangan di bawah ini, Kepala Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung menerangkan bahwa :

Nama : Eri Kusumawati  
NPM : 14121317  
Fakultas / Jurusan : Tarbiyah dan Ilmu Keguruan / Tadris Bahasa Inggris

Adalah anggota Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung Tahun Akademik 2018 / 2019 dengan nomor anggota 14121317.

Menurut data yang ada pada kami, nama tersebut di atas dinyatakan bebas dari pinjaman buku Perpustakaan dan telah memberi sumbangan kepada Perpustakaan dalam rangka penambahan koleksi buku-buku Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung.

Demikian Surat Keterangan ini dibuat, agar dapat dipergunakan seperlunya.

Metro, 23 Mei 2019  
Kepala Perpustakaan



Drs. Mokhtari Sudin, M.Pd.  
NIP: 195808311981031001





## SURAT KETERANGAN

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Ketua JURUSAN Tadris Bahasa Inggris menerangkan bahwa:

Nama : *ERI KUSUMAWATI*

NPM : *14121317*

Fakultas : *Tarbiyah*

Angkatan : *2014*

Telah menyerahkan buku berjudul : *BALANCED LEADERSHIP*

Metro,

Ketua Jurusan TBI



Ahmad Subhan Roza, M.Pd  
NIP. 19750610 200801 1 014

## SURAT KETERANGAN

Ketua JURUSAN Tadris Bahasa Inggris menerangkan bahwa:

Nama : *ERI KUSUMAWATI*

NPM : *14121317*

Fakultas : *Tarbiyah*

Angkatan : *2014*

Telah menyerahkan buku berjudul : *BALANCED LEADERSHIP*

Metro,

Ketua Jurusan TBI



Ahmad Subhan Roza, M.Pd  
NIP. 19750610 200801 1 014



**KEMENTERIAN AGAMA REPUBLIK INDONESIA**  
**INSTITUT AGAMA ISLAM NEGERI METRO**  
**FAKULTAS TARBIYAH DAN ILMU KEGURUAN**  
 Jalan Ki. Hajar Dewantara Kampus 15A Iringmulyo Metro Timur Kota Metro Lampung 34111  
 Telp. (0726) 41507; Faksimili (0725) 47296;  
 Website: www.metrouniv.ac.id E-mail: iainmetro@metrouniv.ac.id

**FORMULIR KONSULTASI BIMBINGAN**

Nama : Eri kusumawati                      Jurusan/Fakultas : TBI/Tarbiyah&IlmuKeguruan  
 NPM : 14121317                              Semester/TA : VI/2017

No	Hari/ Tanggal	Hal Yang Dibicarakan	Tanda Tangan
1-	Rabu 20/3-2018	- Please Revise ch-I Background of study - explain about pra survey Not about research.	

Mengetahui,  
Ketua Jurusan TBI

**Ahmad Subhan Roza, M.Pd.**  
NIP. 19750610 200801 1 014

Pembimbing II

**Trisna Dinillah Harya, M.Pd.**  
NIP. 19830511 200912 2 004



**KEMENTERIAN AGAMA REPUBLIK INDONESIA**  
**INSTITUT AGAMA ISLAM NEGERI METRO**  
**FAKULTAS TARBIYAH DAN ILMU KEGURUAN**  
 Jalan Ki. Hajar Dewantara Kampus 15A Iringmulyo Metro Timur Kota Metro Lampung 34111  
 Telp. (0726) 41507; Faksimili (0725) 47296;  
 Website: www.metrouniv.ac.id E-mail: iainmetro@metrouniv.ac.id

**FORMULIR KONSULTASI BIMBINGAN PROPOSAL MAHASISWA**  
**FAKULTAS TARBIYAH DAN ILMU KEGURUAN**  
**IAIN METRO**

Nama : Eri Kusumawati  
 NPM : 14121317

Jurusan/Fakultas : TBI/Tarbiyah & Ilmu Keguruan  
 Semester/TA : VIII/2018

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan
		I	II		
2.	Rabu 4-4-2018		✓	Revise table I. Revise problem Formulation.	
3.	Rabu 11/4-18		✓	Revise grammar.	
4.	Kamis 19/4-18.		✓	Ace ch. I continue to ch. II.	
5.	Senin 30/4-18		✓	Ace ch. II continue to ch. III.	

Mengetahui,  
 Ketua Jurusan TBI

**Ahmad Subhan Roza, M.Pd.**  
 NIP. 19750610 200801 1 014

Dosen Pembimbing II

**Trisna Dinillah Harva, M.Pd.**  
 NIP. 19830511 200912 2 004



**KEMENTERIAN AGAMA REPUBLIK INDONESIA**  
**INSTITUT AGAMA ISLAM NEGERI METRO**  
**FAKULTAS TARBIYAH DAN ILMU KEGURUAN**  
 Jalan Ki. Hajar Dewantara Kampus 15A Iringmulyo Metro Timur Kota Metro Lampung 34111  
 Telp. (0726) 41507; Faksimili (0725) 47296;  
 Website: www.metrouniv.ac.id E-mail: iainmetro@metrouniv.ac.id

**FORMULIR KONSULTASI BIMBINGAN PROPOSAL MAHASISWA**  
**FAKULTAS TARBIYAH DAN ILMU KEGURUAN**  
**IAIN METRO**

Nama : Eri Kusumawati  
 NPM : 14121317

Jurusan/Fakultas : TBI/Tarbiyah & Ilmu Keguruan  
 Semester/TA : VIII/2018

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan
		I	II		
6	Senin 9/7-18		✓	Revisi ch. III	
7	23/7-18		✓	Revisi variable and operational def. of variables	
8	Selasa 14/8-18		✓	Make sure that there is a grammar subject in junior high school?	

Mengetahui,  
 Ketua Jurusan TBI

**Ahmad Subhan Roza, M.Pd.**  
 NIP. 19750610 200801 1 014

Dosen Pembimbing II

**Trisna Dinillah Harva, M.Pd.**  
 NIP. 19830511 200912 2 004





**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI METRO  
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15A Iringmulyo Metro Timur Kota Metro Lampung 34111  
M E T R O Telp. (0726) 41507; Faksimili (0725) 47296; Website: www.metrouniv.ac.id E-mail: iainmetro@metrouniv.ac.id

**FORMULIR KONSULTASI BIMBINGAN PROPOSAL MAHASISWA  
FAKULTAS TARBIYAH DAN ILMU KEGURUAN  
IAIN METRO**

Nama : Eri Kusumawati  
NPM : 14121317

Jurusan : TBI  
Semester : IX

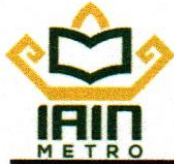
No	Hari/Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
9	Senin 10/09-18		✓	Acc ch-ty	

Mengetahui,  
Ketua Jurusan TBI

**Ahmad Subhan Roza, M.Pd**  
NIP. 19750610200801 1 014

Dosen Pembimbing II

**Trisna Dinillah Harya, M.Pd**  
NIP. 19830511 200912 2 004



**KEMENTERIAN AGAMA REPUBLIK INDONESIA**  
**INSTITUT AGAMA ISLAM NEGERI METRO**  
**FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15A Iringmulyo Metro Timur Kota Metro Lampung 34111  
 Telp. (0726) 41507; Faksimili (0725) 47296;  
 Website: www.metrouniv.ac.id E-mail: iainmetro@metrouniv.ac.id

**FORMULIR KONSULTASI BIMBINGAN**

Nama : Eri kusumawati  
 NPM : 14121317

Jurusan/Fakultas : TBI/Tarbiyah&IlmuKeguruan  
 Semester/TA : VI/2017

No	Hari/ Tanggal	Hal yang dibicarakan	Tanda Tangan
1	Kamis 13-09-2018	Revise Post Test & Bimbingan	
2	Senin 17-09-2018	Revise Chapter I	
3	<del>Senin</del> Kamis 20-09-2018	Revise Chapter II	
4	Senin 24-09-2018	Revise Chapter III	
5	Kamis 27-09-2018	Acc for seminar	

Mengetahui,  
 Ketua Jurusan TBI

**Ahmad Subhan Reza, M.Pd.**  
 NIP. 19750610 200801 1 014

Dosen Pembimbing I

**Drs. Kurvani Utih, M.Pd**  
 NIP. 19620215 199503 1 001



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**KEMENTERIAN AGAMA REPUBLIK INDONESIA**  
**INSTITUT AGAMA ISLAM NEGERI METRO**  
**FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111  
 Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iain@metrouniv.ac.id

**KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA**  
**FAKULTAS TARBIYAH DAN ILMU KEGURUAN**  
**IAIN METRO**

Nama : Eri Kusumawati  
 NPM : 14121317

Jurusan : TBI  
 Semester : IX

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1.	Kamis 27/12/2018		✓	Revise Pre test Please write the test in simple present continuous tense, in order to coherence by your problem / title.	
2.	Selasa 8/1-19.		✓	Revise Instrumen	
3	Selasa 24/1-19		✓	Acc LPD	

Mengetahui  
 Ketua Jurusan TBI

**Ahmad Subhan Roza, M.Pd.**  
 NIP. 19750610 200801 1 014

Dosen Pembimbing II

**Trisna Dinillah Harva, M.Pd.**  
 NIP. 19830511 200912 2 004



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**KEMENTERIAN AGAMA REPUBLIK INDONESIA**  
**INSTITUT AGAMA ISLAM NEGERI METRO**  
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**KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA**  
**FAKULTAS TARBIYAH DAN ILMU KEGURUAN**  
**IAIN METRO**

Nama : Eri Kusumawati  
 NPM : 14121317

Jurusan : TBI  
 Semester : IX

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1.	Selasa 22/01/2019	✓		1. observation sheet of teacher per far mane 2. Dokumen tatanan Guidance - Sejarah singkat - keadaan guru dan karyawan - keadaan siswa - Struktur organisasi - keadaan sarana dan prasarana - denah lokasi	
	17/02/2019	✓		Acc LPD	

Mengetahui  
 Ketua Jurusan TBI

**Ahmad Subhan Roza, M.Pd.**  
 NIP. 19750610 200801 1 014

Dosen Pembimbing I

**Drs. Kuryani, M.Pd.**  
 NIP. 19620215 199503 1 001





**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI METRO  
FAKULTAS TARBİYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111

Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iain@metrouniv.ac.id

**KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA  
FAKULTAS TARBİYAH DAN ILMU KEGURUAN  
IAIN METRO**

Nama : **Eri Kusumawati** Jurusan : TBI  
NPM : 14121317 Semester : X

No	Hari / Tanggal	Pembimbing		Materi yang Dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1.	Rabu 18/4-19.		✓	Revise figure 2	
2.	Rabu 24/4-19.			Revise ch. IV.	
3	Rabu 09/5 - 19		✓	Acc ch. IV	
4	Jumat 12/5 19			Acc ch. V.	

Mengetahui,  
Ketua Jurusan TBI

**Ahmad Subhan Roza, M.Pd**  
NIP. 19750610 200801 1 014

Dosen Pembimbing II

**Trisna Dinillah Harya, M.Pd**  
NIP. 19830511 200912 2 004



**KEMENTERIAN AGAMA REPUBLIK INDONESIA**  
**INSTITUT AGAMA ISLAM NEGERI METRO**  
**FAKULTAS TARBIYAH DAN ILMU KEGURUAN**  
 Jalan Ki. Hajar Dewantara Kampus 15A Iringmulyo Metro Timur Kota Metro Lampung 34111  
 Telp. (0726) 41507; Faksimili (0725) 47296;  
 Website: www.metrouniv.ac.id E-mail: iainmetro@metrouniv.ac.id

**FORMULIR KONSULTASI BIMBINGAN SKRIPSI MAHASISWA**  
**FAKULTAS TARBIYAH DAN ILMU KEGURUAN**  
**IAIN METRO**

Nama : Eri Kusumawati  
 NPM : 14121317

Jurusan/Fakultas : TBI/Tarbiyah & Ilmu Keguruan  
 Semester/TA : X/2019

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan
		I	II		
1	17/5 2019	✓		Ketr. pra survey or sekolah Foto 2 pre tes, post Test, learning activities dan di bimbingan - Soal Post Test II kang layak.	
2	22/5-2019	✓		- Tabel Frekuensi & Diagram - Tabel Pengujian atau Pre-Post I atau Post I & Post II - Tabel Rerata or Pre - PI, PR	

Mengetahui,  
 Ketua Jurusan TBI

**Ahmad Subhan Roza, M.Pd.**  
 NIP. 19750610 200801 1 014

Dosen Pembimbing I

**Drs. Kuryani Utih, M.Pd.**  
 NIP. 19620215 199503 1 001



**KEMENTERIAN AGAMA**  
**INSTITUT AGAMA ISLAM NEGERI METRO**  
**FAKULTAS TARBIYAH DAN ILMU KEGURUAN**  
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**KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA**  
**FAKULTAS TARBIYAH DAN ILMU KEGURUAN**  
**IAIN METRO**

Nama : ERI KUSUMAWATI

Jurusan : TBI

NPM : 14121317

Semester : X

No	Hari/ Tanggal	Pembimbing I	Hal yang dibicarakan	Tanda Tangan
3	24 2019	✓	Revisi Chapter IV	
4	24 6 2019	✓	Acc Bab IV & V Acc Menutupi	

Mengetahui,  
Ketua Jurusan TBI

**Ahmad Subhan Roza, M.Pd**  
 NIP. 19750610 200801 1 014

Pembimbing I

**Drs. Kuryani Utih, M.Pd**  
 NIP. 19620215 199503 1 001

1. The researcher is explaining the material in learning activity cycle 1.



2. When the researcher is explaining about the material to student on the board. Then the student write that the researcher instruction.



3. When the researcher assigns a tasks to the students





4. The researcher give the task on pos-test



5. When the researcher is waiting the students to submit their tasks.



6. The researcher with the English teacher of MTs N 1 East Lampung.



## CURICULUM VITAE



The name of the writer was Eri Kusumawati. She was born in Cempaka Nuban, Eats Lampung on Maret 24, 1996. She was second child in her family. Her parents were Mr. Jumani and Mrs. Ginem.

The writer began her study at SD N 1 Cempaka Nuban and finished her study in 2008. Then, she continued in SMP N 3 Batanghari Nuban and graduated in 2011. After that, she continued in senior high school SMA N 1 Raman Utara and graduated in 2014, and the last on 2014 she continued her study in State Institute For Islamic Studies of Metro, purely at S1 English Education Department ( Tadrīs Bahasa Inggris).