ANALYSIS ON ADVANTAGES AND DISADVANTAGES OF TEACHING
THE PRESENT CONTINUOUS TENSE THROUGH PICTURES
AT EVEN SEMESTER OF EIGHT GRADE STUDENTS
AT SMPN 2 PAMULANG

A “Skripsi”

Presented to the Faculty of Tarbiyah and Teachers’ Training in a Partial
Fulfillment of the Requirements for the Degree of Strata I (SI)

By:
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DEPARTMENT OF ENGLISH EDUCATION
THE FACULTY OF TARBIYAH AND TEACHERS’ TRAINING
SYARIF HIDAYATULLAH STATE ISLAMIC UNIVERSITY
JAKARTA
2009

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ENDORSEMENT SHEET

The examination committee of the Faculty of Tarbiyah and Teachers’ Training certifies that the “skripsi” (scientific paper) entitled “Analysis on Advantages and Disadvantages of Teaching The Present Continuous Tense Through Pictures at Even Semester of Eight Grade Students at SMPN 2 Pamulang” written by Suciati Gita Dwistanti, student’s registration number: 104014000343, was examined by the committee on March 4, 2009 This “skripsi” has fulfilled one of the requirements for the Degree of Strata 1 (S1) in English Education Department.

Jakarta, March 4th, 2009

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ABSTRACT

Dwistanti, Suciati Gita. 2009, Analysis on Advantages and Disadvantages of Teaching the Present Continuous Tense through Pictures at Even Semester of Eight Grade Students at SMPN 2 Pamulang, Skripsi, Department of English Education, The Faculty of Tarbiyah and Teachers’ Training, Syarif Hidayatullah State Islamic University Jakarta
Advisor: Dra. Hidayati M.Pd

Key words: Pictures, Present Continuous

This study is aimed at describing the objective condition about the analysis on advantages and disadvantages of teaching the present continuous tense through pictures at even semester of eight grade students at SMPN 2 Pamulang. It includes the teaching preparation made by the English teacher, the implementation of teaching the present continuous tense through pictures, the advantages and disadvantages of using pictures in teaching the present continuous tense, and the students’ improvement in learning the present continuous tense through pictures.

This study is categorized as descriptive evaluative; it is called descriptive because it is intended to describe the objective condition about analysis on advantages and disadvantages of teaching the present continuous tense through pictures at even semester of eight grade students at SMPN 2 Pamulang. Besides this study is also called evaluative, because it tries to evaluate as objectively as about the use of pictures in that school. The subject of this study is an English teacher which supplemented with 80 students which randomly from four classes of eight grade. The techniques used in collecting the data are observations, documentations, questionnaires and test.

The findings of the study that (1) the teaching preparation made by the English teacher was poor, (2) the implementation of using pictures in teaching the present continuous tense has been applied well, (3) teaching the present continuous tense through pictures are not only have some advantages but also some disadvantages that need to be concerned to, (4) the students’ score average before using pictures in learning the present continuous tense is 66 or can be categorized as “enough standard”. Meanwhile, the students’ score average after learning the present continuous tense through pictures is 81 or can be classified as “good standard”.

Based on the findings above, it is suggested that (1) the English teacher should prepare the teaching preparation well before conducting the teaching-learning process, (2) the English teachers should prepare the pictures well before they applied it in teaching-learning process, either it can be seen clearly or not by the students, (3) the English teachers should use variety of techniques which can minimize the disadvantages and maximize the advantages of using pictures in teaching-learning process, (4) to improve the students’ understanding, the English teachers should be more creative and innovative in using various kinds of teaching media.
ABSTRAK


Kata kunci: Gambar, Present Continuous

Penelitian ini ditujukan untuk menggambarkan kondisi yang objektif dalam penggunaan media gambar dalam pengajaran present continuous tense pada semester genap kelas delapan di SMPN 2 Pamulang. Hal ini mencakup persiapan mengajar yang dibuat oleh guru, penerapan penggunaan media gambar dan dalam mengajarkan present continuous tense, keuntungan dan kerugian dalam penggunaan gambar pada pembelajaran present continuous tense, dan perolehan hasil belajar siswa dalam pembelajaran present continuous tense melalui media gambar.

Adapun tujuan dari penelitian ini adalah untuk memperoleh informasi tentang pengajaran present continuous tense melalui media gambar di kelas delapan SMPN 2 Pamulang. Sampel yang diambil dalam penelitian ini sebanyak 80 siswa kelas delapan dan seorang guru Bahasa Inggris. Penelitian ini menggunakan metode descriptive dalam bentuk kuantitatif dengan menggunakan instrument angket, mengumpulkan data dokumentasi, observasi, dan tes.

Hasil yang diperoleh dari penelitian ini membuktikan bahwa (1) persiapan mengajar yang dibuat oleh guru Bahasa Inggris pada semester genap belum memenuhi kriteria kurikulum 2006, (2) penerapan pengajaran present continuous tense sudah berlangsung baik, (3) pengajaran present continuous dengan menggunakan media gambar selain mempunyai keuntungan, hal ini juga terdapat kerugian yang harus diperhatikan (4) rata – rata nilai siswa sebelum menggunakan media gambar adalah 66 atau bisa dikualifikasikan “standar cukup”. Sedangkan nilai siswa setelah mempelajari present continuous tense melalui media gambar adalah 81 dan ini dapat diklasifikasikan kedalam “standar baik”.

Berdasarkan hasil penelitian sebelumnya, dapat disarankan bahwa (1) guru Bahasa Inggris harus mempersiapkan persiapan mengajar mereka sebelum melakukan proses belajar – mengajar karena hal tersebut merupakan salah satu faktor penentu keberhasilan proses belajar mengajar, (2) guru Bahasa Inggris seharusnya mempersiapkan media gambar yang akan digunakan sebelum mempresentasikannya di kelas, apakah gambar tersebut jelas atau tidak bagi siswa, (3) guru Bahasa Inggris harus dapat menggunakan metode-metode yang dapat meminimalkan kerugian penggunaan media gambar dan memaksimalkan keuntungan media gambar dalam proses belajar mengajar, (4) untuk meningkatkan pemahaman siswa, guru Bahasa Inggris seharusnya lebih kreatif dan inovatif dalam menggunakan berbagai macam media pengajaran yang akan digunakan dalam proses belajar-mengajar.

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In the name of Allah, the Beneficent, the Merciful.

All Praise be to Allah, Lord of the world who has blessed the writer in completing this “skripsi”. Peace and blessing upon our final Prophet in the world Muhammad SAW, his descendents, his companions and his followers.
On this great occasion, the writer would like to express her greatest love and honor to her beloved family: her parents, Anwar Mangoendiharja, M.Be (Alm) and Tuti Rohayati. Her beloved brother and sister, Yanuar Bagus Hutama, S.Kom and Ayunda Perbawati, and the families who always give their love, support, and moral encouragement to finish her study.

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The Writer
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CHAPTER I
INTRODUCTION

This chapter presents and discusses the background of study, the statement of the problems, the objectives of study, the significance of the study, the scope and limitation of the study and definitions of key terms.

A. The Background of Study

As a social creature, human always move forward along with the dynamic movement of globalization era. To balance their life with the movement, they need to interact with other people. One of the tools which is used to have an interaction by the people is language. Besides, the major function of language is to share the information about whatever is relevant or dear to us. By using language, we can express our feelings, ideas, and also to deliver our messages. To avoid ambiguity or misunderstanding about the information, people need the language to make it clear and can be understood.

As a developing country, Indonesia has been preoccupied with national development and survivals in a strongly competitive world of science and technology. Many people agree that English has an important role in enhancing science and technology, included education. Furthermore, at least 80% of books, journals, bulletins, and articles relevant for any fields in the libraries of universities and institutes are written in English.

Considering the importance of English for the progress of our country, the government, by the issuance of the decree of the Minister of Education and Culture No. 096/1967, has stipulated that English becomes the first foreign language and compulsory subject that should be taught formally to all Indonesian students starting from junior high school up to universities level.¹ In our country, English subject is one of the requirement subjects to pass the National Examination. The students have to reach the standard score of English subject which has been stated by National Education Department. It has showed that English has become the important aspect in our education. It means unless mastering English, the students cannot pass the National Examination.

In general, English is classified into language skills such as; listening, speaking, reading, and writing, and language components like; grammar, vocabulary, pronunciation

¹ Department Pendidikan dan Kebudayaan RI, Keputusan Menteri: No. 096/U/1967, Bahasa Inggris sebagai bahasa asing pertama di Indonesia dan Mata Pelajaran wajib untuk SLTP sampai perguruan tinggi.
and spelling. Both skills and components should be taught intertwined, that is impossible to teach one without the other. Therefore, the language skills and language components should be taught integratedly.

Many factors affect the success or failure of teaching English. Those factors are related to linguistic and non-linguistic areas some of the factors which can be attributed to the unsatisfactory condition are the language system which is different from Indonesian. For examples, the sentence "saya pergi sekolah" and "dia pergi ke sekolah" have the same verb form, which is "pergi". While in English it becomes different, the sentence "saya pergi ke sekolah" will be "I go to school" and "dia pergi ke sekolah" will be "he goes to school". Finally, it can be concluded that the differences between the two language systems make the students face some problems, either in making grammatical sentences or with good pronunciation.

Unlike bahasa Indonesia, English words are usually pronounced differently from their spelling. The difference between pronunciation and spelling is one of the difficulties for Indonesian learners in learning English. Therefore, in teaching vocabulary, Ur (1996) suggests several things that need to be taught to the students; 1) pronunciation and spelling, 2) grammar, 3) collocation, 4) aspects of meaning, 5) word formation.

Concerning ways of teaching grammar, the students need to learn how to perform the functions of language so that they need to master grammatical base and teaching grammar should be done in communicative activities. Thus, there must be occasions when students in the classroom use language to communicate their ideas, not just to practice language grammar.

Moreover, grammar itself is one of the language components that should be taught to support for the mastering of the language skills integratedly. It is the system by which words combine into larger units to convey ideas and information. Mastering grammar can give self confidence for students to communicate and interact in the target language. They will feel confidence to speak if they know that they can use the right expression when they talk. Therefore, the knowledge of correct grammatical forms and the way the forms are used is necessary to facilitate communication, as Ur (1996) said that there is no doubt that knowledge implicit or explicit of grammatical rule is very essential for the mastery of a language: you cannot use a word unless you know how they should be put together.

The present continuous tense is one of the grammar rules that have to be mastered by the junior high school students. It is used to express an action in progress at the time of speaking. For Indonesia students, it is not easy to learn English grammar because there are many differences between English language system and Indonesian language system,
included the present continuous tense. Besides, many factors caused the students’ comprehension about the present continuous tense low, whether it comes from themselves or from the outside of them, such as students’ motivation, school curriculum, the teacher, learning material, teaching method, and etc.

According to the latest curriculum, the National Education Department has given the teacher an opportunity to design their own syllabus. Based on that policy, the teachers are required to be more creative and innovative in teaching learning process. They are not only supposed to motivate the students to learn English well but also to ensure greater students participation in class. Students’ participation in any kinds of learning activity can increase their interest in learning process. If the students were not interested to the study, it would be very difficult to make them understand the materials. Thus, the teacher should create an interesting classroom atmosphere to avoid boredom.

One of the ways to arouse students’ interests in teaching learning process is by using various kinds of media. Likes Celcia Murcia says:

“Media help us to motivate students by bringing a slice of real life into the classroom and by presenting language in its more complete communicative context. Media can also provide a density of information and richness of cultural input not otherwise possible in the classroom, they can help students process information and free the teacher from excessive explanation, and they can provide contextualization and a solid point of departure for classroom activities.”

As stated by Celcia Murcia above, it can be concluded that media are the important things in teaching-learning process because they bring a real life into the classroom and enhance the students’ understanding. One of the visual media which the writer chooses in this research is the use of pictures. Pictures are more effective either to motivate students in language learning or to clarify the abstract concept to the real one. Finally, by using media the students can get the materials easily to understand.

In learning English to the teenagers students need to be more encouraged in term of their motivation and interest. Therefore, the teachers are required to be creative in teaching. One of the ways is by applying instructional media. By means of media, it is expected that the teacher can realizes the abstract ideas in the concrete forms. Although SMPN 2 Pamulang is a state junior high school under the supervision of The National education Department, the media for teaching and learning English are far from being adequate.

Based on the problems stated previously, the writer intended to study more about “Analysis on Advantages and Disadvantages of Teaching The Present Continuous

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Appendix 6

Tense Through Pictures at Even Semester of Eight Grade Students at SMPN 2 Pamulang”.

B. Statement of the Problems

Based on the background described above, the writer conducts a study concerning the use of pictures in teaching the present continuous tense to increase students’ grammar comprehension at eight grade students of SMPN 2 Pamulang. The general question of this study is “How can pictures enhance the students’ comprehension in grammar well?” This main question can be formulated into more specific questions as follows:

1. How well is the teaching preparation made by the English teacher in teaching the present continuous tense?
2. How does the teacher apply pictures in teaching the present continuous tense in the classroom?
3. What advantages and disadvantages of using pictures in teaching the present continuous tense?
4. How well is the students’ improvement in learning the present continuous tense by using pictures?

C. The Objectives of the Study

In line with the statement of the problems, the purposes of the study are as follows:

1. To describe how well is the teaching preparation made by English teacher in teaching the present continuous tense.
2. To describe how does the teacher apply pictures in teaching the present continuous tense in the classroom.
3. To know the advantages and disadvantages of using pictures in teaching the present continuous tense.
4. To know the students’ average improvement after using pictures in learning present continuous tense.

D. Significance of the Study

The results of this study are expected to give useful information about the use of pictures in teaching the present continuous tense to develop students’ comprehension at the eighth grade students of SMPN 2 Pamulang. Besides, these findings can contribute to all people who are involved in improving the quality of English education, such as the school principal, the teachers and the further researcher.
As a decision maker, the school principal can use this study to evaluate about using the visual media, especially pictures in teaching learning process. For the teacher, it can be used as information about various teaching strategies. It is hoped that the teacher can develop their creativity in applying various media in teaching. And for the further researchers, it can be used as a reference for who are interested in conducting similar studies in the future.

E. The Scope and Limitation of the Study

This study focuses on the use of pictures in teaching the present continuous tense at SMPN 2 Pamulang. The problems will be limited into some points: (1) The teaching preparation made by English teacher at eight grade of SMPN 2 Pamulang, (2) The implementation of using pictures in teaching the present continuous tense, (3) The advantages and disadvantages of using pictures in teaching the present continuous tense, (4) The students’ improvement in learning the present continuous tense through pictures.

F. Definition of Key Terms

The following definitions are given to make readers have the same understanding or perception for some terms used in this study. They are also intended to avoid ambiguity or misinterpretation. They are as follows:

1. **Picture** is an image or likeness of an object, person or scene produced on a flat surface, especially by painting, drawing or photography.  
2. **Present Continuous Tense** expresses an activity that is in progress at the moment of speaking.
3. **SMPN 2 Pamulang**, is the acronym of State Junior High School 2 Pamulang that refers to “Sekolah Menengah Pertama Negeri 2 Pamulang” under the supervision of the National Education Department of Indonesia (Depdiknas)

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CHAPTER II
THEORITICAL FRAMEWORK

This chapter contains the description of the theoretical framework of relevant theories concerning the study Analysis on Advantages and Disadvantages on Teaching The Present Continuous Tense Through Pictures. It consists of teaching English at junior high school, instructional English materials in the latest syllabus, teaching language skills and components, teaching preparation, instructional activities, instructional media, the concept of pictures (the definition of picture, the types of pictures, criteria for good pictures, and advantages and disadvantages of using pictures), the concept of the present continuous tense (the form of the present continuous tense, the use of the present continuous tense, the rules of spelling the present continuous tense and the verbs not normally used in the present continuous tense), and teaching evaluation.

A. Teaching English at Junior High School

In our country, English is considered as a foreign language because it is taught as a school subject but it is not used as the medium of teaching other subjects and it is not widely used by the people in the country. English is a compulsory subject that should be mastered by the students from the junior high school up to the university.

In this study, the writer focuses on the teaching English at junior high school. Based on the latest curriculum, the students are demanded to master two competences in English language, they are linguistic competences and actional competences. Linguistic competence is identical with grammatical competence which involves the mastery of language codes both verbal and non-verbal, such as vocabulary, grammar, pronunciation, spelling and semantic. These competences are required for the understanding and expressing literal meaning of an utterance.

Actional competence is identical with the four language skills, they are listening, speaking, reading and writing. The four language skills of language should be taught in an integrated manner in the teaching of English in junior high school. Both linguistic competences and actional competences should be taught integratedly. Without knowing the linguistic competences, it is impossible for the students to perform the language skills well.

There are some objectives in teaching English at junior school, they are:

1. To develop the ability to communicate in language itself, in spoken and written. The ability to communicate such as listening, speaking reading, and writing.
2. To increase the consciousness about the meant and important of English as a one of foreign language most used in the world.

3. To develop the understanding about the linked each other between language itself and culture and also to increase the culture matter. It will make the students have the understanding about cross culture and get involve in culture pluralism.\(^4\)

B. Instructional English Materials in The Latest Syllabus

To conduct the English teaching, instructional materials play an important role in teaching and learning activities. They are used to achieve the instructional objectives which have been formulated. Therefore, instructional materials for teaching and learning process must be selected carefully.

Since the roles of instructional materials are very important to achieve the instructional objectives, the teachers are demanded to be more selective and creative in selecting the materials for their students. The materials in the form of textbooks are very important for both teachers and students. Without textbooks, teachers will have difficulties in presenting materials in the classroom. The students who do not have textbooks during the teaching and learning activities will not be able to follow the lesson well.

Good English textbooks should be in accordance with the competences standard and basic competences that have been stated by the National Education Department. For the eighth grade of Junior High School at the even semester, competences standard and basics competences can be formulated as follows:

**Table 2.1**

*Competences Standard and Basics Competences for VIII Grade at The Second Semester*

<table>
<thead>
<tr>
<th>Standar Kompetensi</th>
<th>Kompetensi Dasar</th>
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<tr>
<td>Mendengarkan</td>
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<td>7. Memahami makna dalam percakapan transaksional dan interpersonal pendek sederhana untuk berinteraksi dengan lingkungan sekitar.</td>
<td>7.1 Merespon makna yang terdapat dalam percakapan transaksional (<em>to get things done</em>) dan interpersonal (bersosialisasi) pendek sederhana secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan terdekat yang melibatkan tindak tutur: meminta, memberi, menolak jasa, meminta, memberi, menolak barang, dan meminta, memberi dan mengingkari informasi, meminta,</td>
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<th>7.2 Merespon makna yang terdapat dalam percakapan transaksional <em>(to get things done)</em> dan interpersonal (bersosialisasi) pendek sederhana secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan terdekat yang melibatkan tindak tutur: meminta, memberi persetujuan, merespon pernyataan, memberi perhatian terhadap pembicara, mengawali, memperpanjang, dan menutup percakapan, dan mengawali, memperpanjang, dan menutup percakapan telepon</th>
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<tr>
<td>8. Memahami makna dalam teks lisan fungsional dan monolog pendek sederhana berbentuk <em>narrative</em> dan <em>recount</em> untuk berinteraksi dengan lingkungan sekitar.</td>
</tr>
<tr>
<td>8.1 Merespon makna yang terdapat dalam teks lisan fungsional pendek sederhana secara akurat, lancer, dan berterima untuk berinteraksi dengan lingkungan sekitar.</td>
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<tr>
<td>8.2 Merespon makna yang terdapat dalam monolog pendek sederhana secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar dalam teks berbentuk <em>narrative</em> dan <em>recount</em>.</td>
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<tr>
<th>9. Mengungkapkan makna dalam percakapan transaksional dan interpersonal lisan pendek sederhana untuk berinteraksi dengan lingkungan sekitar.</th>
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<tbody>
<tr>
<td>9.1 Mengungkapkan makna dalam percakapan transaksional <em>(to get things done)</em> dan interpersonal (bersosialisasi) pendek sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan terdekat yang melibatkan tindak tutur: meminta, memberi, menolak jasa, meminta, memberi, menolak barang, meminta, memberi dan mengingkari informasi, meminta, memberi, dan menolak pendapat, dan menawarkan / menerima / menolak sesuatu</td>
</tr>
<tr>
<td>9.2 Mengungkapkan makna dalam percakapan transaksional <em>(to get things done)</em> dan interpersonal (bersosialisasi) pendek sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar,</td>
</tr>
<tr>
<td>Appendix 6</td>
</tr>
<tr>
<td>---</td>
</tr>
<tr>
<td>dan berterima untuk berinteraksi dengan lingkungan terdekat yang melibatkan tindak tutur: meminta, memberi persetujuan, merespon pernyataan, memberi perhatian terhadap pembicara, mengawali, memperpanjang, dan menutup percakapan, serta mengawali, memperpanjang, dan menutup percakapan telepon</td>
</tr>
<tr>
<td>10. Mengungkapkan makna dalam teks lisan fungsional dan monolog pendek sederhana berbentuk recount dan narrative untuk berinteraksi dengan lingkungan sekitar</td>
</tr>
<tr>
<td>10.2 Mengungkapkan makna dalam monolog pendek sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar dalam teks berbentuk recount dan narrative</td>
</tr>
<tr>
<td>Membaca</td>
</tr>
<tr>
<td>11.2 Merespon makna dalam teks tulis fungsional pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar dalam teks berbentuk recount dan narrative</td>
</tr>
<tr>
<td>11.3 Merespon makna dan langkah retorika dalam esei pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar dalam teks berbentuk recount dan narrative</td>
</tr>
<tr>
<td>Menulis</td>
</tr>
</tbody>
</table>
Furthermore, according to Richards and Rodgers (1986), the roles of instructional materials within a functional / communicative methodology might be specified as follows:

1. Materials will focus on the communicative abilities of interpretation, expression, and negotiation.
2. Materials will focus on an understandable, relevant, and interesting exchange of information rather than on the presentation of grammatical form.
3. Materials will involve different kinds of texts and different media, which the learners can use to develop their competence through a variety of different activities and task.  

C. Teaching Language Skills and Components

As we know that sentences which are produced to express feeling, ideas, and thought are made up with grammatical elements. In other words, an occasion is needed, when students use language to communicate their ideas, feeling and thought. Ur (1996) suggests that: “the most effective teaching and learning result from a combination of teaching language components and language skills in a systematic but flexible program in which, from example, topics and situation provide a context for the teaching of new words and structures are learned in order to express notion and function”.

As stated previously, in learning English language the students are demanded to master language skills and language components. Language skills includes listening, speaking, reading and writing. While language components as stated before, include pronunciation, vocabulary, grammar and spelling. Both the language skills and language components are taught integratedly.

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In teaching grammar, the teacher need to teach how to perform the functions of language so that their students can master grammatical base and grammar can be done in communicative activities. Thus, the students have so many occasions to practice their language in the classroom.

D. Teaching Preparation

To make teaching and learning process run well, the teacher has a big responsibility to do it as well as possible. As Harmer said: "The best teachers are those who think carefully about what they are going to do in their classes and who plan how they are going to organize the teaching and learning"\(^6\). Therefore, the teachers should have a good preparation before they start their teaching process. They must know material they want to teach, what method that will be used, how a teaching learning activity goes on, and etc.

In line with Harmer’s idea, Joseph and Leonard (1997: 20) in Mulyasa say that: “Teaching without adequate written planning is sloppy and almost always ineffective, because the teacher has not thought out exactly what to do and how to do it.”\(^7\)

From the statements above, it can be concluded that a good preparation is needed to support the teaching-learning process, so both teachers and students know what to do and how to do it. By making a preparation it means that we are well prepared in doing something that accordingly will give us confidence that our plan will run well.

According to the School – Level Curriculum (KTSP), there are some preparations that must be prepared by the teachers, such as; syllabus, annual program (program tahunan), six terms program (program semester), and lesson plan (RPP).

Syllabus, a plan of what is to be achieved through the teaching and the students’ learning.

Annual Program it is arranged into determine materials to be taught for school in a year. This program should be prepared and developed by the teacher before they started their teaching, because it is the guideline for the development for the next programs, such as six terms program, weekly program, and daily program.

Six Terms Program, this program is a conversion from the annual program. It involves the time allotment for each topic at each six monthly term. This program functions

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\(^7\) E. Mulyasa, *Kurikulum Tingkat Satuan Pendidikan Sebuah Panduan Praktis*, (Bandung: PT.Remaja Rosdakarya, 2007) , p.221
as: (1) the guidance in constructing lesson plan, (2) the calendar model of teaching-learning activity, and (3) the effort to use the available time effectively and efficiently.

Lesson Plan, it is an outline about what the teachers and students will do at the teaching-learning process, either for one meeting or for several meetings. It can be used as a model to conduct the teaching learning process in the classroom so that process can be conducted effectively and efficiently. The main components of lesson plan are (1) the specific instructional objectives, (2) teaching materials, (3) instructional activity, (4) the instruments of evaluation process.

E. Instructional Activities

Teaching and learning process is an interaction between the students and the teachers and among the students in the instructional process. The meaning of interaction includes the elements that take and give to each other.

There are several elements that contribute to the effectiveness of the activity in every teaching and learning activities. They are: objectives to be attained, students and teachers, instructional material, the method of teaching, the evaluation to see how far the objectives have been achieved.

Furthermore, in the teaching and learning process, there are several components to be considered so that the process can be conducted effectively and can reach the objectives of the instruction. They are students, teachers, curriculum, method, media, environment and the surrounding. Those components cannot be separated each other.

As one of instructional components which has a significant role in the success of teaching-learning process, the teachers are supposed to motivate the students to learn English well in the class. Thus, they are supposed to select and use the appropriate materials. In presenting the materials, Ur (1996) suggested some guidelines for ordering components of lesson, they are:

1. Put the harder tasks earlier.
2. Have quieter activities before lively ones.
3. Think about transitions
4. Pull the class together at the beginning and the end.
5. End on a positive note.

F. Instructional Media

As education is develop, the teachers are demanded to convey their materials as well as possible. One thing that needs to be considered is the use of media in optimalizing the
result students’ learning. The use of adequate media can affect students’ motivation in absorbing the materials.

Media are considered as instructional media when it conveys messages which are related with instructional objectives, for example to facilitate communication. The definition above implies that media function to carry information between the teacher and the student run well and the materials explained more clearly. It is also expected that media can attract the students’ attention so that the students are interested to learn.

In general, there are three kinds of instructional media. They are audio, visual and audio visual media. Audio media are media that can be listened to, visual media are media that can be seen, and the instructional media that can be seen and listen are audio visual media.

According to Dale (1969), there are several things instructional media can do in the teaching process, such as:

a. Heighten motivation for learning
b. Provide freshness and variety
c. Appeal to students of varied abilities
d. Encourage active participation
e. Give needed reinforcement
f. Assure order and continuity of thought
g. Widen the range of students’ experience

Finally, the bottom line is the students can get their learning result better when the media integrated in learning process, and the media can facilitate learning process commonly and it’s more attractive than traditional teaching. Media can improve students’ interest, understanding and memory.

G. The Concept of Pictures

As stated before, the students who learn English as the foreign language have many obstacles to overcome. It caused by the differences between the two language systems. Therefore, as far as possible, the teacher should expose the students to real life situations. But, when it is not possible, the visual aid can be serve as a substitute. One of the visual aid that can be used to cope with the problems is by using pictures in teaching learning process. As Sujana says:

“Gambar fotografi itu pada dasarnya membantu mendorong para siswa dapat membangkitkan minatnya pada pelajaran. Membantu mereka dalam

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mengembangkan kemampuan berbahasa, kegiatan seni, dan pernyataan kreatif dalam bercerita, dramatisasi, bacaan, penulisan, melukis dan menggambar serta membantu mereka menafsirkan dan mengingat-ingat isi materi bacaan dari buku teks.”

From the statement above, it shows that pictures have important role in learning process. They can improve students’ motivation in teaching learning process so that a successful teaching can be accomplished by the teacher. Moreover, Maja R. said that a picture evokes a variety of thoughts and emotion that strike the receiver at several levels simultaneously and give a lot of information.

Specifically, pictures contribute to:

- Interest and motivation
- A sense of the context of the language
- A specific reference point or stimulus.

1. The Definition of Picture

Picture is one of the instructional media that has been widely used for centuries to help students understand various aspects of foreign language. To have a clear understanding, let see some enlightenment about the definitions of pictures that have been given by some experts.

Vernon S. Gerlach said that:

“Picture is a two dimensional visual representation of a person, places or things, photograph points which are most common...picture may not only be worth a thousand words. It may also be worth a thousand years or a thousand miles. Through pictures, learner can see people, places, and things from areas for outside, their own experiences.”

Besides, Marriane and Sharon (1998) pointed that pictures are versatile and useful resources for teaching aspects of grammar that require a structure-meaning match. Interesting or entertaining pictures motivate students to respond in ways that more routine teaching aids, such as a textbook or a sentence on the board, cannot. Pictures can also be used in various configurations to enhance learning and practice.

2. The Types of Pictures

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9 Nana Sujana, Media Pengajaran, (Bandung: Sinar Baru Algesindo, 2002), p.70
In general, pictures are divided into several types. According to Grazyna Szkyke, there are two kinds of pictures that are useful in teaching learning process as teaching aids: pictures of individual person and objects and pictures of situations in which persons and objects are “in action”.

a. **Pictures of individuals**

Pictures of individual persons or things may be used, mainly at the elementary level, to introduce or test vocabulary items, for example; a man, a car. Portraits, that is, pictures that show a person in close detail, are useful for intermediate and advanced learners. The students can be asked questions about the age and profession of the person, whether he/she is married, his/her interests and traits of character.

b. **Situational pictures**

Situational pictures that show or suggest relationships between objects and/or people can be perfect teaching aids for introducing, practicing, or reviewing grammatical structures, from the simplest to the most complex;

1. The indicative structure: *there is (a) and there are (some)*
2. A range of prepositional phrases: *beside, towards, in front of*, etc.
3. The use of tenses: *the present continuous, past simple*, etc.

Meanwhile, Mackey (1978) stated that there are three types of language-teaching pictures:

a. **Thematic pictures**

Thematic pictures are those used simply to illustrate a theme or a text. They most often come in the form of crowded scenes, illustrating a single theme, like the family leaving on a holiday, the countryside, in winter, etc.

b. **Mnemonic pictures**

Mnemonic pictures are those designed to remind the learner of certain words or sentences. They may be pictures of situations, presented simultaneously with sentences about these situations, and used later to remind the learner of these sentences.

c. **Semantic pictures**

Semantic pictures are those whose sole function is to get a specific meaning across.

In addition, Finnochiaro (1975) said that pictures should contain at least three types of illustration:

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a. Pictures of persons and single objects.

b. Pictures of people engaged in activities presenting the relationship between individuals and objects.

c. A series of six to ten pictures mounted on one chart of count nouns (as pieces of furniture) or mass nouns (as foods) or of sports or work activities.

3. **Criteria for Good Pictures**

In applying pictures in teaching learning process, there are some criteria that should be considered by the teacher. According to Andrew Wright, there are five basic considerations that need to be considered before applying pictures for the students in the teaching-learning process, such as:

a) It should be easy to prepare

b) It should be easy to organize

c) It should be interesting for the students and teachers

d) The language and the way teacher wants the students to use the media will be authentic to the activity

e) The activity should give rise to a sufficient amount of language in order to justify its conclusion in the language lesson.\(^{14}\)

Moreover, Hamalik gave some criteria to be considered in choosing the good pictures, like; authenticity of pictures, simplicity, item types, performance, photography and artistic value.\(^{15}\)

Besides that, Ernestova (1981) said that when selecting a picture, the teacher should always keep the following essentials in mind: grammatical structures which can be practiced with it, items of vocabulary which can be taught with it, size, clarity, appeal to the eye, entertainment value.\(^{16}\)

Finally, it can be concluded that in preparing the use of pictures in teaching-learning process the teacher must pay attention to several considerations, such as the pictures must be good, clear, interesting and big enough to show details. They also must be authentic and appropriate with the problem discussed.

4. **The Advantages and Disadvantages of Using Pictures**

\(^{14}\) Ibid, p. 3
\(^{15}\) Oemar Hamalik, *Media Pendidikan*, (Bandung: PT. Citra Aditya Bakti, 1994), p. 67
The advantages of using pictures in teaching learning process are undeniable. As Robert J. Nielsen says “A picture is not only worth a thousand words, it can also be used in a wide variety of teaching activities”.\(^{17}\) They help the teacher in transferring the materials to their students as good as possible. They provide either the general context or illustrate particular points, so that they can make the students catch idea or information clearly, clearer than which is said by words.

According to Sujana, the advantages of using picture are:

1. It is easy to use in teaching learning process, because it does not need equipment.
2. The cost is relatively cheaper than other media of teaching, and it is easy to get without needing cost because the teacher can use the older calendar, magazines, newspaper, and another materials.
3. Pictures can be used in many things and for any kinds of education and science (from social science to exact and from kindergarten to university).
4. Pictures can translate concept or abstract ideas to be more realistic. According to Edgar Dale in Sujana pictures can change steps in teaching, from verbal symbol to the step that more concrete, that is visual symbols.\(^{18}\)

Meanwhile, Finocchiaro (1975) said that the advantages of pictures are obvious, such as:

a. They provide added incentive to learn and are popular and interesting for the students.

b. They give necessary variation and provide the classroom change-of-pace so essential to maintaining a high level of interest.

c. They are ready means of establishing a quick and clear concept of what a word or structure may mean.

d. They go beyond the limited school and home environment of the students and allow discussion of a wide variety of situations and circumstances.

As a medium in teaching learning process, pictures also have some disadvantages, likes Underhill (1987) pointed out below:

1. With a visual stimulus, there is a danger that the learner will miss the point of a picture or story, for personal or cultural reason.
2. Unless vocabulary items in the picture are supplied, the learner who knows the names of only two or three crucial items will be at strong advantages over those

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who do not. Even if the items are supplied on request, and marks not deducted, it is psychologically demotivating to have ask for vocabulary before you begin.

3. Suitable cartoon stories are hard to find and difficult for an amateur to draw. Even deciding on a good storyline can be a difficult task.

In another reference, Arief S. Sadiman states several disadvantages of pictures, they are;

1. Pictures only emphasize on eye perception.
2. Complicated pictures are less effective for the teaching-learning process.
3. Size of pictures is very limited for the students of the large class.  

H. The Concept of The Present Continuous Tense

Present continuous tense is also known as present progressive tense. Many linguists give different meaning to the present continuous tense. The first theory derived from Betty S. Azar who stated in her book that the present progressive expresses an activity that is in progress at the moment of speaking. It began in the recent past, is continuing at present, and will probably end at some point in the future. Besides, it often expresses the activity of general nature.  

Meanwhile, B.D Graver defined; the continuous forms represent actions or events, or series of actions or events, viewed at some points between their beginning and end. They imply that an action or series of actions has already begun but it is not yet completed. At the same time, they indicate that the duration of the action or series of actions is limited.  

Based on the statements of two proponents above, it can be concluded that the present continuous tense expresses an activity at this moment that begins before and it probably continues and ends at sometime in the future.  

1. The Form of The Present Continuous Tense

The present continuous tense is formed with the auxiliary verb + the present participle. The present continuous tense consists of four forms, they are:

a) Affirmative

It is formed with the present tense of the auxiliary verb to be + the present participle.

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19 Arief S.Sadiman, Media Pendidikan: pengertian, pengembangan, dan pemanfaatanya, (Jakarta: PT. Raja Grafindo Persada, 2007), p. 31
Subject + To Be (am, are, is) + Present participle (V₁ + -ing) + ....

For example:

<table>
<thead>
<tr>
<th>Subject</th>
<th>To be</th>
<th>Present participle</th>
<th>....</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>Am</td>
<td>watching</td>
<td>television</td>
</tr>
<tr>
<td>You</td>
<td>Are</td>
<td>watching</td>
<td>television</td>
</tr>
<tr>
<td>We</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>They</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>He</td>
<td>Is</td>
<td>watching</td>
<td>Television</td>
</tr>
<tr>
<td>She</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>It</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

b) Negative

The negative is formed by putting not after the auxiliary be

Subject + To Be (am, are, is) + Not + Present participle (V₁ + -ing) + ....

For example:

<table>
<thead>
<tr>
<th>Subject</th>
<th>To be + not</th>
<th>Present participle</th>
<th>....</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>am not</td>
<td>Watching</td>
<td>Television</td>
</tr>
<tr>
<td>You</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>We</td>
<td>are not</td>
<td>Watching</td>
<td>Television</td>
</tr>
<tr>
<td>They</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>He</td>
<td>is not</td>
<td>Watching</td>
<td>Television</td>
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<tr>
<td>She</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>It</td>
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<td></td>
<td></td>
</tr>
</tbody>
</table>

c) Interrogative

To make an interrogative statement, we put the form of be before the subject.

To Be (am, are, is) + Subject + Present participle (V₁ + -ing) + ....

For example:

<table>
<thead>
<tr>
<th>To be</th>
<th>Subject</th>
<th>Present participle</th>
<th>....</th>
</tr>
</thead>
<tbody>
<tr>
<td>Am</td>
<td>I</td>
<td>Watching</td>
<td>Television</td>
</tr>
</tbody>
</table>
Appendix 6

<table>
<thead>
<tr>
<th>Are</th>
<th>You</th>
<th>watching</th>
<th>Television</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>We</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>They</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Is</td>
<td>He</td>
<td>watching</td>
<td>Television</td>
</tr>
<tr>
<td></td>
<td>She</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>It</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**d) Negative Interrogative**

To make negative interrogative statement we put contractive form of be + not before the subject.

Contractive form of To Be (am, are, is) + Not + Subject + Present participle (V₁ -ing) + ….

For example:

| To be + not | Subject | Present participle | ….
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Aren’t</td>
<td>I</td>
<td>watching</td>
<td>Television</td>
</tr>
<tr>
<td>Aren’t</td>
<td>You</td>
<td>watching</td>
<td>Television</td>
</tr>
<tr>
<td></td>
<td>We</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>They</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Isn’t</td>
<td>He</td>
<td>watching</td>
<td>Television</td>
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<td></td>
<td>She</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>It</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

If they are not contracted, the formula of the negative interrogative form is like below:

To be (am, are, is) + subject + not + present participle (-ing form)

For example:

| To be | Subject | Not | Present participle | ….
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Am</td>
<td>I</td>
<td>not</td>
<td>watching</td>
<td>Television</td>
</tr>
<tr>
<td>Are</td>
<td>You</td>
<td>not</td>
<td>watching</td>
<td>Television</td>
</tr>
<tr>
<td></td>
<td>We</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
2. The Use of The Present Continuous Tense

According to Mark Foley and Diane Hall, there are several usages of present continuous tense as stated below:\(^2\)

a. To describes an action in progress at the moment of speaking or around the time of speaking. The action is likely to continue after the time of speaking but is likely to stop at some point, i.e. it is temporary.

Example: - I’ll be with you in a minute. I’m just finishing something in the kitchen.

Common adverbs with this form are now, just, still and at the moment.

Example: We’re studying the writings of Gunter Grass on the German course now.

b. We also use the present continuous tense to describe things which are changing.

Example: British summers are getting hotter and winters are getting wetter.

c. To talk about repeated events or actions, usually if they happen within a temporary period.

Example: I’m feeding the neighbour’s cat this week while she’s in the hospital.

We can use the present continuous tense with and adverb such as always, forever, or continually to talk about repeated actions that happen very often, perhaps too often as far as the speaker is concerned.

Example: The baby’s always making cute little gurgling noise.

The neighbours are forever slamming doors and shouting during the night.

d. To describes the action is in progress throughout the time of speaking.

Appendix 6

Example: They’re now entering the back straight and El Garrouj is starting to pull away.

e. We can use the present continuous with the present simple to give more immediacy to a past narrative. We use the continuous for actions which form a background, i.e. they started before the actions within the narrative.

Example: There’s an old man with thick glasses who’s serving the hot drinks, so I go up to her and ask…..(She started serving before the action of the narrative).

f. To express arrangement in the future.

<table>
<thead>
<tr>
<th>Past</th>
<th>Present</th>
<th>Future</th>
</tr>
</thead>
</table>

Example: We’re eating in a restaurant tonight. We’ve already booked the table.

In addition, Ronald Carter said that the present can be used to soften a negative comment with verbs of speech (say, suggest, propose, argue, claim, and so on).

Example: - We need more time.

- What I’m saying is we need more time.  

3. The Rules of Spelling the Present Continuous Tense

There are some ways in spelling the present participle, A.J. Thomson & A. V. Martinet explain in their book “A Practical English Grammar” as follows:

a) When a verb ends in a single e, this e is dropped before ing.

Example: argue-arguing, love-loving
Except after verb: age-ageing, dye-dyeing, singe-singeing
And verb ending by ee:

Example: agree-agreeing, see-seeing

b) When a verb of one syllable has one vowel and ends in a single consonant, this consonant is doubled before ing.

Example: hit-hitting, run-running, stop-stopping

c) Verbs of two or more syllables whose last syllable contains only one vowel and ends in a single consonant, double this consonant if the stress falls on the last syllable.

Example: admit-admitting, begin-beginning, prefer-prefering

d) A final l after a single vowel is however always doubled

Example: signal-signalling, travel-travelling

e) The –ing can be added to a verb ended by y without affecting the spelling of the verb.

Example: carry-carrying, enjoy-enjoying, hurry-hurrying

f) The verb ended by vowel e preceded by vowel i, the ie substituted with y, and then added ing.

Example: die-dying, lie-lying, tie-tying, vie-vying

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4. The Verbs Not Normally Used in The Present Continuous Tense

There are a number of verbs in English which we rarely use in a continuous tense. Some of these are verbs of mental state, verbs of possession, verbs of sense perception, and verbs that refer to other existing states. 

1) Mental state:
- know, believe, imagine, want
- realize, feel, doubt, need
- understand, suppose, remember, prefer
- recognize, think*, forget, mean

2) Emotional State:
- love, hate, fear, mind
- like, dislike, envy, care
- appreciate

3) Possession:
- posses, have*, own, belong

4) Sense Perceptions:
- taste*, hear, see*, smell*, feel*

5) Other Existing States:
- seem, cost, be*, consist of
- look*, owe, exist, contain
- appear*, weigh*, include

*Verbs with an asterisk are also commonly used as progressive verbs, with a difference in meaning, as in the following examples:

Table 2.2

<table>
<thead>
<tr>
<th>Verbs</th>
<th>Nonprogressive</th>
<th>Progressive</th>
</tr>
</thead>
<tbody>
<tr>
<td>Think</td>
<td>I think he is a kind man.</td>
<td>I am thinking about this grammar</td>
</tr>
<tr>
<td>Have</td>
<td>He has a car.</td>
<td>I am having trouble.</td>
</tr>
<tr>
<td>Taste</td>
<td>This food taste good.</td>
<td>The chef is tasting the sauce.</td>
</tr>
<tr>
<td>Smell</td>
<td>These flowers smell good.</td>
<td>Don is smelling the roses.</td>
</tr>
<tr>
<td>See</td>
<td>I see a butterfly. Do you see it?</td>
<td>The doctor is seeing a patient</td>
</tr>
</tbody>
</table>

Appendix 6

<table>
<thead>
<tr>
<th>Feel</th>
<th>The cat’s fur <em>feels</em> soft.</th>
<th>Sue <em>is feeling</em> the cat’s fur</th>
</tr>
</thead>
<tbody>
<tr>
<td>Look</td>
<td>She <em>looks</em> cold. I’ll lend my coat.</td>
<td>I am <em>looking</em> out the window</td>
</tr>
<tr>
<td>Appear</td>
<td>He <em>appears</em> to be asleep.</td>
<td>The actor <em>is appearing</em> on the stage</td>
</tr>
<tr>
<td>Weigh</td>
<td>A piano is heavy. <em>It weighs</em> a lot.</td>
<td>The grocer <em>is weighing</em> the bananas</td>
</tr>
<tr>
<td>Be</td>
<td>I <em>am</em> hungry.</td>
<td>Tom is <em>being</em> foolish.</td>
</tr>
</tbody>
</table>

I. Teaching Evaluation

Evaluation is unseparated thing in learning process. By this, the teacher can measure how far the students have mastered the learning material and the teacher can know whether the students have got the target competencies or not.

Based on 2004 curriculum, the evaluation carries out continually and periodically. Continually means the evaluation takes place along teaching learning process, it is known as formative test. Even periodically means it is hold at every final semester that is called by summative test and level of educational unit known as National Examination.

In line with the statement above, Nitko summarized that there are two types of evaluation, which are:

a) Formative test

It is concerned with judgement made during the design and development of a program which are directed toward modifying “forming” or otherwise improving the program before it is completed.

b) Summative test

It describes judgement about the merits of an already completed program, procedure or product. So, the main purpose of summative test is grading or the certification of the pupil achievement.26

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CHAPTER III
RESEARCH METHODOLOGY

This chapter presents the description of the research method used in this study. It consists of the research design, population and sample, the research instruments, data and source of data, the techniques of collecting data, and the techniques of data analysis.

A. Research Design

The design of this study is descriptive - evaluative in a form of quantitative research about analysis on advantages and disadvantages of teaching the present continuous tense through pictures at even semester of eight grade students at SMPN 2 Pamulang. The descriptive study is designed to obtain the current status of phenomena and is directed toward determining the nature of the situation as it exists at the time of the study. This study is also called evaluative because it tries to evaluate objectively about teaching the present continuous tense through pictures, and it is also called a quantitative research because the writer uses some numerical data which is analyzed statistically.

This study is aimed at describing and evaluating about (1) the teaching preparation made by the English teacher, (2) the implementation of using pictures in teaching the present continuous tense done by the English teacher, (3) the advantages and disadvantages in using pictures in teaching the present continuous tense, (4) the students’ achievement in learning the present continuous tense through pictures.

To avoid bias, the researcher tries to evaluate the real condition as objectively as possible. She takes a position as outsider who sees the objective condition of SMPN 2 Pamulang without involving herself as a member of teacher of the school.
B. Population and Sample

The object of this study is SMPN 2 Pamulang. The subject includes the English teachers as main subject and the students of the eight grade of SMPN 2 Pamulang. There were 314 eight grade students who studied at SMPN 2 Pamulang which is divided into eighth classes namely VIII.1 until VIII.8.

There were two English teachers who taught English subject at eight grade of SMPN 2 Pamulang, they are Tuting Tubarsih, S.Pd who teaches at VIII.1 until VIII.4 and Supriyadi, S.Pd who teaches at VIII.5 until VIII.8. They are all full time English teachers. The English teacher to be observed by the writer is Tuting Tubarsih, S.Pd, because she is the teacher of the students that the writer took as sample.

The technique of sampling used by the writer is simple random sampling. It caused the population that the writer observed is homogeny (students of the eighth grade). The sample was taken randomly, from the four classes that she took as sample, she only took 20 students for every class. So, the total population that she took as sample is 80 students.

C. The Research Instruments

The research instruments used in this study include questionnaire, observation, documentation of teaching – learning process and evaluation (test).

The questionnaire is given to the English teacher including some questions about (1) teaching preparation made by the English teacher, (2) the teaching-learning process in the classroom, (3) the media used in teaching-learning process, and (4) the evaluation done by the English teacher.

The observation is used to observe the teaching-learning process conducted by the English teacher in the classroom including English teacher's activity in the classroom, the book used by English teacher and students, the implementation of using pictures in teaching the present continuous tense, and the evaluation used by the English teacher.

Documents were used to gain the data about teaching preparation made by the English teacher, such as syllabus, lesson plan, and evaluation instruments made by the teacher. It can be gained by borrowing teaching preparation made by the eighth grade English teacher.
Test is used to know how well the students have already mastered the present continuous tense and it is also used to prove the effectiveness of using pictures in teaching the present continuous tense.

D. Data and Source of Data

The data of this study were divided into five kinds; they are (1) the data about the teaching preparation made by the English teacher, (2) the data about the implementation of using pictures in teaching the present continuous tense conducted by the English teacher, (3) the data about the advantages and disadvantages of using pictures in teaching the present continuous tense, and (4) the data about the effectiveness of using pictures in teaching the present continuous tense.

The data about teaching preparation made by the English teacher at the eight grade of SMPN 2 Pamulang were obtained from the textbook, curriculum and used to answer the first question. The implementation of using pictures was derived from the English teacher, students, and class activities and were used to answer the second question.

The data about advantages and disadvantages in using pictures were derived from English teacher and, students, and English teaching-learning process to answer the third question. And the data about the effectiveness of teaching the present continuous tense through pictures were obtained from students’ achievement and used to answer the fourth question.

E. The Techniques of Collecting Data

The four techniques of collecting data used in this study were: observation, documentation, questionnaire, and interview.

1. Observation

Observation is the main technique in collecting the data about the implementation of English teaching during the teaching-learning process in the classroom. It dealt with the activities of English teacher in presenting English materials to the students which included the use of materials resources, the use of instructional media, and the procedures of evaluation. The observation was conducted from 12 January – 11 Februari 2009. In this case, the researcher acted as an observer who observed the teaching learning process without being involved in the process. Therefore, this technique can be categorized as non-participant.

2. Documentation
Appendix 6

Documentation was also used to record written data for the teaching preparation made by the English teacher. It was carried out by copying the teacher’s documentations about the teaching preparation. The data needed were recorded from all documents and analyzed if necessary.

3. Questionnaire

The questionnaire for the English teacher was purposed to get the data about the advantages and disadvantages in implementing pictures in teaching grammar subject. It included the problem faced by the teachers in planning materials design, implementing the teaching learning process, and in conducting the evaluation. These set of questionnaire were given to the teachers and returned to the researcher a day later.

4. Test

It was used to find out the effectiveness of using pictures in teaching the present continuous tense. It was carried out in the form of multiple choices that consists of 25 items, and each number has 4 points. So, it will be accumulated to 100 points. This test is given on the last meeting of teaching learning process. The form of the test can be seen in the appendix.

F. The Techniques of Data Analysis

The raw data obtained through observation, documentation, distributing questionnaire and test were analyzed in some ways as presented as follows:

1. Data from Observation

The data from observation were analyzed by arranging the data obtained systematically, this was done to make it easier for the researcher to write the research report. Then the data were analyzed to answer 2\textsuperscript{nd} and 3\textsuperscript{rd} research questions.

2. Data from Documentation

The data obtained from the documentation covered the English teacher preparation, then the researcher analyzed how well was the teaching preparation made by her. This data were used to answer the 1\textsuperscript{st} research question.

3. Data from Questionnaire
The data gained from the teachers questionnaire deal with the problems faced by the English teacher in teaching the present continuous tense through pictures. Then the data about the problems faced in planning teaching preparation, media using and evaluation conducted in teaching-learning process. This data were used to answer the 2\textsuperscript{nd} and 3\textsuperscript{rd} research questions.

4. Data from Test

The data obtained from the test used to know how effective learning the present continuous tense through pictures. It gained from the students’ achievement. The data were used to answer the 4\textsuperscript{th} research question.

To find out these data, the researcher used the descriptive analysis technique (percentage) which is described in the table percentage by using the formula below:

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

P: Percentage
F: Frequency
N: Number / amount

After having percentage and frequency, the researcher looks for the average mark by using formula based on Sudjiono (2006:85)\textsuperscript{27}:

$$Me = \frac{\sum f_i x_i}{N}$$

Me : Mean for the data grouped
N : Number of cases (sample)
$$\sum f_i x_i$$ : Jumlah dari hasil perkalian antara Midpoint dari masing-masing interval dengan frekuensinya.

\textsuperscript{27} Anas Sudjiono, Pengantar Statistik Pendidikan, (Jakarta: PT. RajaGrafindo Persada, 2006), p. 85
CHAPTER IV
RESEARCH FINDINGS AND DISCUSSIONS

This chapter presents and discusses the findings of the research based on the data gathered during the investigation. In line with the research problems, it consists the research findings as follows: (1) data of teaching preparation made by the teacher, (2) data of implementation of pictures in teaching the present continuous tense, (3) data of advantages and disadvantages of using pictures in teaching the present continuous tense and (4) data of students’ achievement in learning the present continuous tense.

A. Data of Teaching Preparation Made by The Teacher

Based on 2006 curriculum, there are some preparations that must be done by the teachers before they presenting their materials, such as: annual program, six terms program, syllabus, time allocation and lesson plan. But, unfortunately, for this semester the teacher has not made any preparation for her teaching yet. She just made terms program, syllabus, time allocation, the details of effective week and lesson plan for the first semester.

To know whether the teaching preparation that she has been made was compatible with the 2006 curriculum or not, we can analyze it from the teaching preparation which she has been made for the first semester, such as one of her lesson plan below:

<table>
<thead>
<tr>
<th>RENCANA PELAKSANAAN PEMBELAJARAN</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mata Pelajaran : Bahasa Inggris</td>
</tr>
<tr>
<td>Kelas / Semester : VIII /1</td>
</tr>
<tr>
<td>Alokasi Waktu : 22x40 JP</td>
</tr>
</tbody>
</table>

1. Memahami makna dalam percakapan transaksional dan interpersonal sederhana untuk berinteraksi dengan lingkungan sekitar
2. Memahami makna dalam teks lisan fungsional dan monolog pendek sederhana berbentuk recount untuk berinteraksi dengan lingkungan sekitar

Berbicara
3. Mengungkapkan makna dalam percakapan transaksional dan interpersonal lisan pendek sederhana berinteraksi dengan lingkungan sekitar
4. Mengungkapkan makna dalam teks lisan fungsional dan monolog pendek sederhana yang berbentuk recount untuk berinteraksi dengan lingkungan sekitar

Membaca
5. Memahami makna teks tulis fungsional dan esei pendek sederhana berbentuk *recount* yang berkaitan dengan lingkungan sekitar

**Menulis**
6. Mengungkapkan makna dalam teks tulis fungsional dan esei pendek sederhana berbentuk *recount* untuk berinteraksi dengan lingkungan sekitar

**Kompetensi Dasar:**
1.1. Merespon makna yang terdapat dalam percakapan transaksional (to get things done) dan interpersonal (bersosialisasi) sederhana secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar yang melibatkan tindak tutur: mengakui dan mengingkari fakta, dan meminta dan memberi pendapat.

2.1. Merespon makna yang terdapat dalam teks lisan fungsional pendek sederhana secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar.

2.2. Merespon makna yang terdapat dalam menolong pendek sederhana secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar dalam teks berbentuk *recount*.

3.1. Mengungkapkan makna dalam percakapan transaksional (to get things done) dan interpersonal (bersosialisasi) sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar yang melibatkan tindak tutur: mengakui dan mengingkari fakta dan meminta dan memberi pendapat.

4.1. Mengungkapkan makna dalam bentuk teks lisan fungsional pendek sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar.

4.2. Mengungkapkan makna dalam bentuk teks lisan fungsional pendek sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar dalam teks berbentuk *recount*.

5.1. Membaca nyaring bermakna teks tulis fungsional dan esei berbentuk *recount* pendek dan sederhana dengan ucapan, tekanan dan intonasi yang berterima yang berkaitan dengan lingkungan sekitar.

5.2. Merespon makna dalam teks tulis fungsional pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar.

5.3. Merespon makna dan langkah retorika dalam esei pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar dalam teks berbentuk *recount*.

6.1. Mengungkapkan makna dalam bentuk teks tulis fungsional pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar.

6.2. Mengungkapkan makna dan langkah retorika, dalam esei pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar dalam teks berbentuk *recount*.
Pertemuan 1

a. Tujuan Pembelajaran
   1. Mengidentifikasi pengucapan kata tentang 'travelling'
   2. Mengidentifikasi ciri-ciri ungkapan mengemukakan pendapat
   3. Mengidentifikasi informasi yang terdapat dalam dialog lisan
   4. Mengidentifikasi kosakata baru tentang 'travelling'
   5. Mengidentifikasi penggunaan kata tersebut dalam kalimat

b. Materi Ajar
   • Kosakata tentang perjalanan
     Contoh: schedule, passport, visa, dsb
   • Bacaan tentang 'travelling'
   • Ungkapan meminta pendapat
     Contoh: what do you think about...? / what's your opinion?

c. Metode Pembelajaran
   • Demonstrasi
   • Role Play

d. Langkah-langkah Pembelajaran
   • Kegiatan Awal
     Brainstorming tentang pengalaman bepergian
   • Kegiatan Inti
     1. Menuliskan kata-kata yang diucapkan guru
     2. Menirukan pengucapan kata-kata baru
     3. Membuat kalimat menggunakan kata-kata baru
     4. Melengkapi format tentang perjalanan melalui wacana lisan
     5. Mendiskusikan penggunaan ungkapan meminta pendapat
     6. Berlatih dialog dengan pasangan
     7. Menjawab pertanyaan berdasarkan dialog
     8. Membuat dialog bersama pasangan
     9. Berlatih membaca dialog dengan mendengarkan contoh
     10. Menjawab pertanyaan berdasarkan dialog
     11. Menceritakan kembali dialog menggunakan kata-kata sendiri
     12. Melakukan 'role play' dengan pasangannya
   • Kegiatan Penutup
     Merefleksi kegiatan yang sudah dilakukan dengan menanyakan kesulitan-kesulitan yang dijumpai

Pertemuan 2

a. Tujuan Pembelajaran
   1. Mengidentifikasi kosakata tentang perlengkapan 'travelling'
   2. Mengidentifikasi pengucapan kata-kata baru
   3. Mengidentifikasi penggunaan kosakata baru dalam kalimat
   4. Mengidentifikasi ciri-ciri kalimat yang menggunakan 'adverb'
   5. Mengidentifikasi informasi yang terdapat dalam wacana tulis
   6. Mengidentifikasi fitur generic dari wacana deskriptif

b. Materi Ajar
   • Kosakata tentang perjalanan
     Contoh: schedule, passport, visa, dsb
Appendix 6 [Type text] 98

- Contoh-contoh teks 'recount'
- Adverb of manner
  Contoh: quickly, softly, carelessly, dsb

c. Metode Pembelajaran
- Demonstrasi
- Role Play

d. Langkah-langkah Pembelajaran
  - **Kegiatan Awal**
    Brainstorming kosakata tentang 'travelling' yang sudah dipelajari
  - **Kegiatan Inti**
    1. Mencocokkan gambar dengan kata yang tersedia
    2. Berlatih mengucapkan kosakata tentang 'travelling'
    3. Mempelajari kalimat tentang 'adverb of manner'
    4. Mendiskusikan ciri-ciri penggunaan 'adverb of manner'
    5. Melengkapi kalimat menggunakan 'adverb of manner'
    6. Menjawab pertanyaan
    7. Membuat kalimat
    8. Mengobservasi ciri-ciri wacana 'recount'
    9. Membuat teks 'recount' berdasarkan fitur generiknya
  - **Kegiatan Penutup**
    Mereflexi kegiatan yang sudah dilakukan dengan menanyakan kesulitan-kesulitan yang dijumpai

Pertemuan 3
a. Tujuan Pembelajaran
  1. Mengidentifikasi kosakata tentang perlengkapan 'travelling'
  2. Mengidentifikasi pengucapan kata-kata baru
  3. Mengidentifikasi penggunaan ungkapan mengakui dan mengingkari fakta
  4. Mengidentifikasi informasi yang terdapat pada wacana tulis

b. Materi Ajar
- Kosakata tentang sarana transportasi
  Contoh: ship, plane, dsb
- Ungkapan mengakui dan mengingkari fakta
  Contoh: were you at school yesterday? yes, I was / no, I wasn't

c. Metode Pembelajaran
- Demonstrasi
- Role Play

d. Langkah-langkah Pembelajaran
  - **Kegiatan Awal**
    Brainstorming tentang alat transportasi yang biasa digunakan untuk 'travelling'
  - **Kegiatan Inti**
    1. Menjawab pertanyaan secara lisan
    2. Mencocokkan gambar dengan kata tentang sarana 'travelling'
    3. Membaca dialog bersama pasangan
    4. Mendiskusikan ciri-ciri penggunaan ungkapan mengakui dan mengingkari fakta
5. Mendengarkan dialog lisan
6. Menentukan benar/salah berdasarkan dialog lisan
7. Membuat tanya jawab tentang ungkapan mengakui dan mengingkari fakta
8. Menentukan benar/salah berdasarkan wacana lisan
9. Menemukan arti kosakata baru
10. Melengkapi paragraph dengan kata-kata yang tepat
11. Menceritakan kembali dengan menggunakan kata-kata sendiri

**Kegiatan Penutup**
Merefleksi kegiatan yang sudah dilakukan dengan menanyakan kesulitan-kesulitan yang dijumpai.

---

**Pertemuan 4**

**a. Tujuan Pembelajaran**

1. Mengidentifikasi kosakata tentang perlengkapan 'travelling'
2. Mengidentifikasi pengucapan kata-kata baru
3. Mengidentifikasi informasi melalui wacana tulis
4. Mengidentifikasi penggunaan 'modal' dalam kalimat
5. Mengidentifikasi ciri-ciri penulisan surat melalui 'postcard'

**b. Materi Ajar**

- Kosakata tentang perjalanan
  Contoh : schedule, passport, visa, time table, dsb
- Contoh penulisan postcard
- Penggunaan 'modal auxiliary'
  Contoh : must, may, should, dsb

**c. Metode Pembelajaran**

- Demonstrasi
- Role Play

**d. Langkah-langkah Pembelajaran**

- **Kegiatan Awal**
  Brainstorming tentang perlengkapan 'travelling' yang biasa digunakan

- **Kegiatan Inti**

1. Mencocokkan gambar dengan kata tentang perlengkapan 'travelling'
2. Membaca wacana tulis
3. Menjawab pertanyaan berdasarkan wacana tulis
4. Mencari sinonim kata dari wacana tulis
5. Membuat kalimat dengan sinonim tersebut
6. Membedakan dua makna dua istilah tentang perlengkapan 'travelling'
7. Mendiskusikan kalimat yang menggunakan 'modal auxiliary'
8. Memilih 'modal' yang cocok dalam kalimat
9. Membaca surat menggunakan 'modal'
10. Membaca surat dalam bentuk 'postcard'
11. Mendiskusikan bentuk penulisan
12. Secara berpasangan menulis respon surat tersebut
13. Menulis surat kepada teman special tentang perjalanan ke tempat menarik

**Kegiatan Penutup**
e. Alat/Bahan/sumber Belajar
The Bridge English Competence for SMP Grade VIII

f. Penilaian
- Tes tulis : Ulangan harian 2 (UH 2)
- Non tes :
  - Performance (unjuk kerja)
  - Produk

Mengetahui, Pamulang, 20 Juli 2008
Kepala Sekolah Guru Mata Pelajaran

H. Sidup Kurnain, S.Pd Tuting Tubarsih, S.Pd
NIP: 130 386 609 NIP: 132 054 104
The lesson plan above was consisted of material, class / semester, time allocation, competences standard, basics competences, learning objectives, learning materials, learning methods, learning activities, learning sources and evaluation techniques. Therefore, it can be concluded that the teacher’s lesson plan has fulfilled the good criteria for the lesson plan based on the 2006 curriculum. For other documentation, such as six terms program, time allocation, the details of effective weeks, and syllabus can be seen on the appendix.

Finally, it can be concluded that the teacher’s teaching preparation for the second semester was poor. It was absolutely contrary with her statement on the questionnaire, she stated that she always make the written teaching preparation before she conduct her teaching, included the lesson plan. But in fact, she has not made any teaching preparation for the second semester.

B. Data of Implementation of Using Pictures in Teaching The Present Continuous Tense

The learning activities of teaching the present continuous tense is divided into three steps, they are: pre-activities, whilst activities, and post activities.

At the beginning, before the teacher start her teaching, she was doing the pre-activities by greeting her students such as good morning, have you had your breakfast?. Besides greeting her students, she asked them to prepare themselves before they learning. She asked them to pray, then prepare the marker. After that, she was reviewing the last materials that have been discussed previously and then she asked their books.

The English textbooks which is used by the students is “The Bridge English Competence for SMP Grade VIII”. It was written by Kistono, Ismukoco, Esti Tri Andayani and Albert Tupan, it was published by Yudhistira. Another English textbooks that used by the students and the teacher is “English in Focus for Grade VIII Junior High School (SMP/MTs)”. It was written by Artono Wardiman, Masduki B.Jahur and M. Sukirman Djasma, and it was printed by Pusat Perbukuan Depdiknas. For the distribution of the students’ textbooks can be seen as follows:
Table 4.1

The Distribution of The Students’ English Textbooks

<table>
<thead>
<tr>
<th>No.</th>
<th>English Textbooks</th>
<th>F</th>
<th>P (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>The Bridge English Competence</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Have the book ?</td>
<td>71</td>
<td>88.75</td>
</tr>
<tr>
<td></td>
<td>- Do not have the book ?</td>
<td>9</td>
<td>11.25</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td><strong>80</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

*Adapted from students’ questionnaire*

From the table above, it is known that 88.75% (71 students) have English textbooks, it can be said that most of the students have the English textbooks. The percentage of the students who do not have English textbooks is 11.25% (9 students). According to the students’ questionnaire, the reasons why they do not have English books are because they do not have enough money, and because they ran out of the stocks. For the second English textbook, all of the students have it because it was given freely by the government. Besides the English textbooks, most of the students are brought the dictionaries.

In conducting her teaching, the teacher is used both Indonesian and English, it is in line with the students’ statement in their questionnaire that 100% of the students said that their teacher is used both languages in her teaching. Before we discussed about how the teacher apply pictures in teaching learning process, the writer will clarified about the classroom and the students condition as follows:

- Classroom was in the form of co-education, it means that male and female students were joined in a classroom.
- There is a good corporation between the students and the teacher, she made the students active to answer the question and then she gave them good feedback.
- Most of the students paid attention to the teacher’s explanation.
- She reprimanded the students who was chatting and making a joke in the classroom.
- The teacher showed the pictures closer to the student who sat in the back row.

Furthermore, the implementation of pictures in teaching the present continuous tense is divided into several steps. At the first, before presenting the pattern of the present continuous tense, the teacher gave the example of the present continuous tense in the questions form around the students, such as: what am I doing?, what are we studying now?.

Then, she showed the pictures and asked the students about what the people doing in the pictures. Next, she explained the structure of the present continuous tense by giving the keywords based on the pictures that have been discussed before. Then, the teacher gave the students exercises about the present continuous tense on the blackboard to be discussed together. When there are some mistakes, she gave re-explanation about the material which was being discussed. To give a clearer description about how the teacher applied pictures in the classroom, the writer gave simulation from it by presenting figure 4.1

**Figure 4.1**

*The Implementation of Teaching The Present Continuous Tense Through Pictures*

Who is he? He is a singer  
What is he doing now? He is singing

What are they doing?  
Are they walking? No, they are not.  
They are running.

In the post activities the teacher asked the students’ understanding, she asked if they did not understand the material. Then, she resumed the material by showing the pictures that have been discussed before, focussed on the students who still did not understand the material. Then, she gave the students homework.

To know about the students’ ability in understanding the materials which is explained by the teacher, it can be known on the table 4.2:

**Table 4.2**

*The Students Ability in Understanding The Teacher’s Explaining*

<table>
<thead>
<tr>
<th>No.</th>
<th>Options</th>
<th>F</th>
<th>P (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Always</td>
<td>5</td>
<td>6.25</td>
</tr>
<tr>
<td>2.</td>
<td>Often</td>
<td>21</td>
<td>26.25</td>
</tr>
<tr>
<td>3.</td>
<td>Sometimes</td>
<td>54</td>
<td>67.5</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>80</td>
<td>100%</td>
</tr>
</tbody>
</table>
Adapted from students’ questionnaire

From the table above, it can be known that 6.25% (5 students) always understand the teacher’s explaining, 26.25% (21 students) often, and 67.5% (54 students) sometimes understand the teacher’s explaining.

C. Data of Advantages and Disadvantages of Using Pictures in Teaching The Present Continuous Tense

As stated previously, the use of pictures in teaching-learning process is not only has some advantages but it also has disadvantages that need to be concern to. First, to know the frequency about the students whether they like the teacher apply the pictures in the teaching-learning process or not can be seen on the table 4.3:

Table 4.3
The Frequency of The Students’ Preferences about The Application of Pictures in The Teaching-Learning Process

<table>
<thead>
<tr>
<th>No.</th>
<th>Options</th>
<th>F</th>
<th>P (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Like</td>
<td>78</td>
<td>97.5</td>
</tr>
<tr>
<td>2</td>
<td>Dislike</td>
<td>2</td>
<td>2.5</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>80</td>
<td>100%</td>
</tr>
</tbody>
</table>

Adapted from students’ questionnaire

From the table above, it is known that number of the students who like the application of the pictures in the teaching-learning process is 97.5% (78 students), meanwhile who dislike it is 2.5% (2 students).

To know the students reason why they like or dislike pictures applied in their learning process, it can be described as follows:

Table 4.4
The Students’ Reasons Take a Fancy to The Use of Pictures in Learning Process

<table>
<thead>
<tr>
<th>No.</th>
<th>Options</th>
<th>F</th>
<th>P (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Be more active in learning</td>
<td>5</td>
<td>6.4</td>
</tr>
<tr>
<td>2</td>
<td>Be more understand to the teacher’s explaining</td>
<td>14</td>
<td>17.9</td>
</tr>
<tr>
<td>3</td>
<td>Do not bored with the teacher’s explaining</td>
<td>19</td>
<td>24.4</td>
</tr>
<tr>
<td>4</td>
<td>More than one answers</td>
<td>40</td>
<td>51.3</td>
</tr>
<tr>
<td>5</td>
<td>Others</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>78</td>
<td>100%</td>
</tr>
</tbody>
</table>

Adapted from students’ questionnaire

As stated on the table above, it can be seen that the number of the students who like the use the pictures in learning process because it can make them be more active in learning
is 6.4% (5 students), be more understand to the teacher’s explaining is 17.9% (14 students),
do not bored with the teacher’s explaining is 24.4% (19 students), and the students who
answer more than one answer is 51.3% (40 students).

It can be concluded that the use of pictures in teaching the present continuous tense
has influenced students’ learning process. It is not only can make the students more active
in learning, but also can make them more understand and do not bored with the teacher’s
explaining. In line with the students’ questionnaire, the teacher said that the pictures can
give the illustration of the material clearly.

Moreover, the writer described the students’ reasons not take a fancy to the use of
pictures in learning process in the table 4.5 as follows:

<table>
<thead>
<tr>
<th>No.</th>
<th>Options</th>
<th>F</th>
<th>P (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Do not active in using pictures</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Feel difficult to understand about the lesson taught</td>
<td>1</td>
<td>50</td>
</tr>
<tr>
<td>3</td>
<td>Bored with the use of pictures</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>More than one answers</td>
<td>1</td>
<td>50</td>
</tr>
<tr>
<td>5</td>
<td>Others</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>2</td>
<td>100%</td>
</tr>
</tbody>
</table>

Adapted from students’ questionnaire

From the table above, it is known that the number of the students who do not like to
the use of pictures in learning process because it can make feel difficult to understand about
the lesson taught is 50% (1 student), more than one answers which is because do not active
in using pictures and feel difficult to understand about the lesson taught is 50% (1 student).

Those problems appeared because pictures are only emphasize on eyes perception,
so the complicated or unclear pictures can make the students difficult to understand the
material and caused them not active in the learning process.

D. Data of Students’ Achievement in Learning The Present Continuous Tense

The data of students’ achievement in learning the present continuous tense divided
into two kinds, namely 1) the data before they learn the present continuous tense through
pictures and 2) the data after they learned the present continuous tense through pictures. The
data are gained from students’ test.
In presenting the data about the students’ achievement in learning the present continuous tense both before using pictures and after using pictures, first the writer used the formula below to find the number of class (C), ratio (R) and interval (I) of students’ scores.

1) The Data of Students’ Score before Using Pictures in Learning The Present Continuous Tense.

**Number of Class (C)**

\[ C = 1 + 3.322 \log N \]

\[ C = 1 + (3.322) \log 80 \]

\[ C = 1 + (3.322)(1.903) \]

\[ C = 1 + 6.321 \]

\[ C = 7.321 \]

\[ C = 7 \text{ classes} \]

**Ratio (R) is the highest mark (H) minus the lowest mark (L) plus 1**

\[ R = H - L + 1 \]

\[ R = 92 - 32 + 1 \]

\[ R = 60 + 1 \]

\[ R = 61 \]

**Interval (I) is obtained from ratio (R) divided number of class (C)**

\[ I = \frac{R}{C} \]

\[ I = \frac{61}{7} \]

\[ I = 8.71 \]

\[ I = 9 \]

Next, after finding the result of formula explained previously, the writer divided the students’ score into several classes equal with their interval. It presented into the tables about frequency and percentage of students’ achievement. This is used to know the students’ average score by using “mean” formula (M). Table 4.6 shows the data about frequency and percentage of test result before learning the present continuous tense through pictures.
Table 4.6
The Frequency and Percentage of Students’ Test Result before Using Pictures in Learning The Present Continuous Tense

<table>
<thead>
<tr>
<th>Interval</th>
<th>Frequency (f)</th>
<th>Percentage (P)</th>
<th>Midpoint (Xi)</th>
<th>f.Xi</th>
</tr>
</thead>
<tbody>
<tr>
<td>86 – 94</td>
<td>2</td>
<td>2.5</td>
<td>90</td>
<td>180</td>
</tr>
<tr>
<td>77 – 85</td>
<td>5</td>
<td>6.25</td>
<td>81</td>
<td>405</td>
</tr>
<tr>
<td>68 – 76</td>
<td>37</td>
<td>46.25</td>
<td>72</td>
<td>2664</td>
</tr>
<tr>
<td>59 – 67</td>
<td>21</td>
<td>26.25</td>
<td>63</td>
<td>1323</td>
</tr>
<tr>
<td>50 – 58</td>
<td>7</td>
<td>8.75</td>
<td>54</td>
<td>378</td>
</tr>
<tr>
<td>41 – 49</td>
<td>6</td>
<td>7.5</td>
<td>45</td>
<td>270</td>
</tr>
<tr>
<td>32 – 40</td>
<td>2</td>
<td>2.5</td>
<td>36</td>
<td>72</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>N = 80</strong></td>
<td><strong>100 %</strong></td>
<td></td>
<td><strong>f.Xi = 5292</strong></td>
</tr>
</tbody>
</table>

Adapted from students’ test

Based on the table above, it can be discussed that the lowest interval was between 32 – 40 and the highest one is between 86 – 94. Most of students (37 of them) got the scores with the interval 68 – 76, or it can be presented in percentage as much 46.25% and least of them (2 student) got the result between 86 – 94 or as much 2.5%.

Furthermore, after finding the frequency and percentage of students’ test result, the writer search for mean formula. It was used to find the students test result average. To get the number of mean, she used the formula below:

\[
Mean = \frac{\sum fXi}{N} = \frac{5292}{80} = 66.15 = 66
\]

2) The Data of Students’ Score after Learning The Present Continuous Tense through Pictures.

The second data is about the students’ score in learning the present continuous tense through pictures. The use of formula to process the data are not different from the first data before. To get a clearer understanding, the writer presented the formula below:

\[
R = H – L + 1 = 100 – 40 + 1 = 60 + 1
\]
From the calculation above, it can be concluded that total class and interval between the students’ score in learning the present continuous before using pictures and the students’ score in learning the present the continuous tense after using pictures are same. Then, the next step is looking for the frequency and percentage of students’ test score. The data of frequency and percentage of students’ test result in learning the present continuous tense through pictures is presented on the table 4.7.

Table 4.7
The Data of Frequency and Percentage of Students’ Test Result in Learning The Present Continuous Tense Through Pictures

<table>
<thead>
<tr>
<th>Interval</th>
<th>Frequency (f)</th>
<th>Percentage (P)</th>
<th>Midpoint (Xi)</th>
<th>fXi</th>
</tr>
</thead>
<tbody>
<tr>
<td>94 – 102</td>
<td>10</td>
<td>12.5</td>
<td>98</td>
<td>980</td>
</tr>
<tr>
<td>85 – 93</td>
<td>20</td>
<td>25</td>
<td>89</td>
<td>1780</td>
</tr>
<tr>
<td>76 – 84</td>
<td>27</td>
<td>33.75</td>
<td>80</td>
<td>2160</td>
</tr>
<tr>
<td>67 – 75</td>
<td>16</td>
<td>20</td>
<td>71</td>
<td>1136</td>
</tr>
<tr>
<td>58 – 66</td>
<td>4</td>
<td>5</td>
<td>62</td>
<td>248</td>
</tr>
<tr>
<td>49 – 57</td>
<td>1</td>
<td>1.25</td>
<td>53</td>
<td>106</td>
</tr>
<tr>
<td>40 – 48</td>
<td>2</td>
<td>2.5</td>
<td>44</td>
<td>88</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>N = 80</strong></td>
<td><strong>100 %</strong></td>
<td><strong>∑ fXi = 6498</strong></td>
<td></td>
</tr>
</tbody>
</table>

Adapted from the students’ test

According to the table presented previously, it can be concluded that the lowest interval was 40 – 48 and the highest one is 99 – 102. Most of the students (27 of them) got the scores between 76 – 84 or it can be presented in percentage as much 33.75% and least of them (1 student) got the result between 49 – 57 or as much 1.25%

Next, after finding the frequency and percentage of students’ test scores, same with the process of calculation of the first data, the writer search for mean formula. It was used
to find the students’ test result average in learning the present continuous tense through pictures. To get the mean, she used the formula as follows:

\[ \text{Mean} = \frac{\sum f_i X_i}{N} \]

\[ = \frac{6498}{80} \]

\[ = 81.22 \]

\[ = 81 \]

After finding both the students average result before and after using pictures in learning the present continuous tense, the writer determined the classification of the scores whether its good, enough or bad. To find this data, she will use the standard of mark that was made by Norman E. Grondlound. It is called the standard of six. ²⁸ It was presented in the following table 4.8

<table>
<thead>
<tr>
<th>Scores</th>
<th>Classification</th>
</tr>
</thead>
<tbody>
<tr>
<td>90</td>
<td>Very good</td>
</tr>
<tr>
<td>80</td>
<td>Good</td>
</tr>
<tr>
<td>70</td>
<td>More than Enough</td>
</tr>
<tr>
<td>60</td>
<td>Enough</td>
</tr>
<tr>
<td>50</td>
<td>Bad</td>
</tr>
<tr>
<td>40</td>
<td>Very bad</td>
</tr>
</tbody>
</table>

According to the table above, it is known that the lowest score was 40 and it is categorized as “very bad standard”, 50 as “bad standard”, 60 as “enough standard”, 70 as “more than enough standard”, 80 as “good standard”, and for the highest score (90), it was categorized as “very good standard”.

By comparing both data about the students improvement in learning the present continuous tense, it can be concluded that there is a significant different between the students’ test score average before and after using pictures in learning the present continuous tense. Referring to the table above, for the students’ test result average before using pictures in learning the present continuous tense is classified into “enough standard” because its average is 66. Meanwhile for the students’ test result average in learning the

present continuous tense through pictures is classified into “good standard”, because its average is 81.

Based on the increasing of the students’ test result after learning the present continuous tense through pictures, it was proved that the use of pictures in teaching learning process is important for students’ achievement. It was compatible either with the teacher’s statements on the questionnaire or with the students’ answers on the questionnaire. It can be seen as follows:

<table>
<thead>
<tr>
<th>No.</th>
<th>Options</th>
<th>F</th>
<th>P (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Important</td>
<td>73</td>
<td>91.25</td>
</tr>
<tr>
<td>2.</td>
<td>Not important</td>
<td>7</td>
<td>8.75</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td><strong>80</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

Adapted from students’ questionnaire

It is knowable that the students who assumed that the use of media / pictures in teaching-learning process is important are 73 students or as much 91.25% in percentage, and the students who assumed its opposite are 7 students or as much 8.75% in percentage. In line with the teacher’s says, it can be concluded that the use of pictures in teaching learning process, especially in learning the present continuous tense affected the students’ improvement, because it can help the students in understanding the material more clearly.
CHAPTER V
CONCLUSIONS AND SUGGESTIONS

This chapter presents the conclusions and suggestions from the researcher based on the research done at SMPN 2 Pamulang.

A. Conclusions

Based on the research conducted at SMPN 2 Pamulang, the writer concluded the following things:

1. About teaching preparation

As a matter of fact, the teaching preparation made by the English teacher who teaches at class VIII.1 until VIII.4 has fulfilled the good criteria based on the standard of 2006 curriculum. Unfortunately, the teacher only made her teaching preparation for the first semester, meanwhile for the second semester, she has not made any teaching preparation yet. So, the English teaching preparation for the second semester was poor.

2. About the implementation of pictures in teaching the present continuous tense

In general, the implementation of pictures in teaching the present continuous tense is applied well. The teacher conducted her teaching process systematically. From showing the pictures, asking the students by using the present continuous tense, and then explaining the materials based on the students’ answer.

3. About the advantages and disadvantages of using pictures in teaching the present continuous tense

The use of pictures in teaching the present continuous tense has some advantages, such as: make the students more active in learning, make them more understand and do not bored with the teacher’s explaining. In the other hand, the use of pictures also has some disadvantages if it is not applied well, such as make the students not active in learning and feel difficult in understanding the teacher’s explaining.

4. About the students’ improvement in learning the present continuous tense through pictures

There is a significant improvement between students’ scores before and after using pictures in learning the present continuous tense. The students achievement
before using pictures in learning the present continuous tense can be categorized as “standard enough”. Meanwhile, after using pictures, their achievement was increasing and can be categorized as “standard good”.

B. Suggestions

Based on the conclusions above, the writer gives some suggestions as follows:

1. About teaching preparation

   Before conducting their teaching, the teachers must prepare their teaching preparation well. Because the success of teaching-learning process depends on the teachers’ ability in presenting the materials, so the well preparation is needed to achieve it.

2. About the implementation of pictures in teaching the present continuous tense

   The English teachers should prepare the pictures well before applied it in teaching-learning process, whether it can be seen clearly or not to avoid misinterpretation between the teacher and the students. The teachers should pay attention not only on their materials but also on the students’ activities while teaching-learning process goes on.

3. About the advantages and disadvantages of using pictures in teaching the present continuous tense.

   The English teachers should use variety techniques which can minimize the disadvantages and maximize the advantages of using pictures in teaching-learning process.

4. About the students’ improvement in learning the present continuous tense through pictures

   To improve the students’ understanding, the English teachers should be more creative and innovative in using various kinds of teaching media. For the school principal, it should be considered about providing media to be used by the teachers to maximize the teachers’ teaching.
BIBLIOGRAPHY


Appendix 6


Nielsen, Robert J. “Picture-Based Drills and Exercises”, *English Teaching Forum*, XXII. 3. (July, 1984)


Appendix 6

Ciputat, 31 Januari 2009

Kepada Yth:

Ibu Guru Bahasa Inggris
SMPN 2 Pamulang
Di
Tempat

Assalamu’alaikum Wr. Wb.

Angket penelitian ini bertujuan untuk mengumpulkan data penelitian tentang Analysis on Advantages and Disadvantages of Teaching The Present Continuous Tense Through Pictures serta proses belajar mengajarnya di kelas 8 (delapan) semester 2 (dua) di SMPN 2 Pamulang. Oleh karena itu, saya mohon dengan hormat kesediaan Ibu untuk mengisi angket ini, yaitu dengan menjawab pertanyaan-pertanyaan dengan cara memberi tanda silang (X) pada alternatif jawaban yang telah disediakan.

Data atau keterangan yang diminta semata – mata untuk kepentingan penelitian dan tidak untuk hal-hal yang lainnya. Oleh sebab itu, Ibu tidak perlu takut atau ragu – ragu dalam memberikan jawaban yang sejujurnya. Artinya semua jawaban yang diberikan sesuai dengan kondisi yang Ibu alami dan rasakan selama ini.

Setiap jawaban yang Ibu berikan merupakan sebuah penghargaan yang tidak ternilai harganya bagi kesempurnaan penelitian ini.

Atas perhatian dan bantuan Ibu, saya ucapkan terima kasih.

Wassalamu’alaikum Wr. Wb.

Hormat saya,

Peneliti
ANGKET UNTUK GURU

Nama Sekolah : SMPN 2 Pamulang
Alamat Sekolah : Jl. Lontar Martil Serua Permai, Pamulang
Nama Guru :
Mengajar di Kelas :

1. Bacalah dengan teliti setiap pertanyaan, kemudian jawablah dengan jujur dengan keadaan yang sebenarnya.
2. Berilah tanda silang (X) pada salah satu atau beberapa jawaban yang tersedia.
3. Untuk jawaban yang tidak tersedia, jawablah pada tempat yang disediakan.
4. Terima kasih atas kesediaan Ibu untuk mengisi angket ini.

A. PERENCANAAN PENGAJARAN

1. Sebelum mengadakan pertemuan tatap muka dikelas, apakah Ibu membuat persiapan tertulis?
   a. Selalu
   b. Kadang-kadang
   c. Tidak Pernah

2. Persiapan mengajar apakah yang Ibu buat sebelum mengajar? (jawaban bisa lebih dari satu)
   a. Progran tahunan (prota)
   b. Program semester (prosem)
   c. Analisis alokasi waktu
   d. Pengembangan silabus
   e. Rencana Pelaksanaan Pembelajaran (RPP)

3. Apakah dalam membuat RPP Ibu mengacu kepada standar isi SMP silabus KTSP 2006?
   a. Selalu
   b. Kadang-kadang
   c. Tidak pernah

4. Apakah RPP yang Ibu buat berdasarkan pada masing – masing keterampilan berbahasa (Listening/Speaking/Reading/Writing) atau secara terpadu (Listening & Speaking/Reading & Writing)
   a. Masing – masing keterampilan berbahasa
Appendix 6

b. Terpadu (Integrated)

5. Sehubungan dengan pembuatan RPP, apakah Ibu mengalami kesulitan sebagai berikut: *(jawaban boleh lebih dari satu)*
   a. Memahami SK dan KD
   b. Menentukan indikator yang sesuai dengan SK dan KD
   c. Memilih tema dan pokok bahasan
   d. Menentukan kosakata yang berhubungan dengan pokok bahasan
   e. Memberikan evaluasi dan penilaian yang sesuai dengan pokok bahasan
   f. Kesulitan lain (mohon disebutkan)
      ......................................................................................................................
      ............................................................................................................................

B. MATERI PELAJARAN

6. Dari manakah Ibu mengambil bahan pembelajaran the present continuous tense *(S + be + V\(^1\) + ing + object)* yang diajarkan di kelas 8 (delapan) semester II?
   a. Dari buku teks
      Judul : .............................................................................................................
      Pengarang : ....................................................................................................
      Penerbit : .......................................................................................................
   b. Dari jurnal
   c. Dari televisi
   d. Dari internet

7. Selain dari buku teks, apakah Ibu menggunakan materi dari yang lainnya?
   a. Ya,
      Sebutkan ........................................................................................................
   b. Tidak,
      Karena ...........................................................................................................

8. Apakah setiap siswa mempunyai buku teks yang Ibu gunakan sebagai acuan mengajar?
   a. Ya
   b. Tidak, karena .................................................................................................

9. Dalam mengajarkan materi, Ibu menyampaikannya dengan cara?
   a. Mengikuti susunannya sesuai dengan buku teks
   b. Mengikuti materi berdasarkan standar isi KTSP
   c. Mencari materi di buku berdasarkan standar isi
   d. Lainnya, sebutkan ..........................................................................................
10. Materi manakah yang lebih dominan Ibu ajarkan dalam pengajaran grammar dikelas 8 (delapan) semester II SMPN 2 Pamulang?
   a. Simple present tense
   b. Present continuous tense
   c. Simple past tense
   d. Present perfect tense

11. Kesulitan apa saja yang Ibu hadapi dalam pembelajaran grammar *(jawaban boleh lebih dari satu)*
   a. Kurangnya pemahaman siswa
   b. Media yang kurang memadai
   c. Buku teks yang majemuk
   d. Kendala lainnya *(mohon dituliskan)*

C. MEDIA PEMBELAJARAN

12. Dalam mengajar, apakah Ibu menggunakan media / gambar-gambar dalam pembelajaran?
   a. Selalu
   b. Kadang-kadang
   c. Tidak pernah

13. Jenis media / gambar apakah yang Ibu gunakan dalam mengajar?
   a. Gambar-gambar / foto
   b. Benda nyata / realia
   c. Wall Chart
   d. Flash card
   e. Tape recorder
   f. VCD
   g. Lainnya, sebutkan .................................................................

14. Media / gambar pembelajaran yang Ibu gunakan dikelas merupakan?
   a. Buatan sendiri
   b. Membeli
   c. Disediakan oleh sekolah
   d. Tugas dari siswa
   e. Lainnya, sebutkan .................................................................

15. Hambatan yang Ibu hadapi dalam pengadaan media pembelajaran adalah?
   a. Keterbatasan waktu
b. Kesesuaian media dengan materi

c. Tidak adanya alokasi dana untuk pengadaan media dari pihak sekolah

d. Kurangnya pengetahuan tentang media

e. Lainnya, sebutkan……………………………………………………………………….

D. KEUNTUNGAN DAN KERUGIAN PENGGUNAAN MEDIA / GAMBAR DALAM PEMBELAJARAN

16. Apakah dalam penggunaan media / gambar dapat meningkatkan perhatian siswa terhadap pembelajaran di kelas?
   a. Ya
   b. Tidak

17. Jika jawaban no.16 “ya”, maka apa saja manfaat yang Ibu dapat dalam penggunaan media / gambar dalam pembelajaran the present continuous tense? (jawaban boleh lebih dari satu)
   a. Memudahkan siswa dalam memahami konsep
   b. Mempernudah pembelajaran
   c. Memberikan gambaran yang jelas tentang materi
   d. Manfaat lainnya (mohon dituliskan)

18. Apakah penggunaan media / gambar berpengaruh pada hasil belajar siswa dalam pembelajaran the present continuous tense?
   a. Ya
   b. Tidak

19. Jika jawaban no.18 “Ya”, apa alasannya? (mohon dituliskan)

20. Jika jawaban no.18 “Tidak”, apa penyebabnya? (mohon dituliskan)

E. EVALUASI / PENILAIAN PEMBELAJARAN

21. Evaluasi / penilaian apakah yang Ibu berikan kepada siswa?
   a. Kognitif (pemahaman konsep)
   b. Afektif (perubahan sikap)
   c. Psikomotorik (praktek)
22. Evaluasi yang sering Ibu gunakan adalah?
   a. Formatif (ujian blok)
   b. Summatif (UTS dan UAS)

23. Butir-butir soal yang digunakan untuk evaluasi itu disusun oleh?
   a. Ibu sendiri
   b. Tim guru dalam MGMP (Musyawarah Guru Mata Pelajaran)
   c. Kanwil

24. Dalam bentuk apakah pelaksanaan evaluasi pemahaman konsep materi pelajaran (kognitif) yang Ibu laksanakan?
   a. Spoken
   b. Written

25. Kriteria apakah yang Ibu tentukan atau gunakan dalam pengadaan remedial terhadap siswa?
   a. Siswa belum menguasai materi sesuai dengan nilai SKBM (Standar Ketuntasan Belajar Minimal)
   b. Kemampuan siswa masih dibawah skor SKBM
   c. Pemahaman siswa yang sangat kurang.
LEMBAR OBSERVASI

Tempat Observasi : .................................................................
Waktu / Jam ke : .................................................................
Nama Guru : .................................................................
Kelas : .................................................................
Jumlah Siswa : .................................................................
Materi : .................................................................

Petunjuk : Berilah tanda silang (X) pada jawaban pilihan dibawah ini sesuai dengan keadaan yang sebenarnya.

1. Pada awal pelajaran, kegiatan apa yang dilakukan oleh guru?
   a. Memberi salam
   b. Mengabsen siswa
   c. Memotivasi siswa
   d. Mereview pelajaran yang lalu
   e. Mengemukakan tema/ pokok bahasan yang akan dibahas
   f. Langsung menyampaikan materi baru
   g. Lainnya, .................................................................

2. Buku yang digunakan oleh guru dan siswa adalah?
   a. Judul : .................................................................
   b. Pengarang : .................................................................
   c. Penerbit : .................................................................

3. Apakah siswa memiliki buku tersebut?
   a. Semua siswa memiliki
   b. Sebagian besar memiliki
   c. Sebagian kecil memiliki
   d. Lainnya, sebutkan .................................................................

4. Dalam mengajar, apakah guru menggunakan pengantar Bahasa Inggris?
   a. Selalu
Appendix 6

b. Sering
c. Kadang-kadang
d. Tidak pernah

5. Kemampuan guru dalam berbahasa Inggris?
a. Amat baik
b. Baik
c. Cukup

6. Selama proses belajar mengajar berlangsung, apakah guru menggunakan media (alat bantu mengajar)?
a. Ya
b. Tidak

7. Jika jawaban pada no.6 “ya”, maka media apa sajakah yang digunakan oleh guru selama belajar mengajar, tuliskan!
a. ..................................................
b. ..................................................
c. ..................................................
d. ..................................................

8. Media pengajaran yang digunakan oleh guru di kelas merupakan?
a. Buatan guru
b. Membeli
c. Disediakan oleh sekolah
d. Hasil tugas siswa
e. Lainnya, ..................................................

9. Ketika proses belajar mengajar berlangsung, kegiatan apa sajakah yang dilakukan oleh guru?
a. ..................................................
b. ..................................................
c. ..................................................
d. ..................................................
e. ..................................................
10. Kegiatan evaluasi/ penilaian yang digunakan oleh guru adalah (sebutkan jenis dan pelaksanaannya)!
   a. Proses : 

   b. Hasil : 
ANGKET UNTUK SISWA

Adik-adik pelajar SMPN 2 Pamulang Yth,

Angket ini bertujuan untuk mendapatkan informasi mengenai penelitian skripsi saya, dan adik-adik dimohon kesediaannya untuk menjawab beberapa pertanyaan di bawah ini.


Atas bantuannya, saya ucapkan terimakasih.

Petunjuk: Jawablah dikertas ini, dengan cara mengisi isian atau memberi tanda silang (X) pada jawaban yang dipilih sesuai dengan keadaan sebenarnya.

A. MATERI PELAJARAN
1. Apakah anda mempunyai buku teks Bahasa Inggris?
   a. Ya
      Judul : …………………………………………………………………
      Pengarang : …………………………………………………………………
      Penerbit : …………………………………………………………………
   b. Tidak, Karena …………………………………………………………………

2. Selain buku teks bahasa Inggris, apakah anda memiliki buku sumber yang lainnya?
   a. Ya,
      Judul : …………………………………………………………………
      Pengarang : …………………………………………………………………
      Penerbit : …………………………………………………………………
   b. Tidak

3. Materi manakah yang lebih dominan diajarkan oleh Ibu guru dalam pengajaran bahasa Inggris di kelas anda?
a. Genres (jenis-jenis teks bacaan)
   - She is 14 years old. She’s thin (descriptive)
     Ya ☐ Tidak ☐
   - Once upon a time there lived a king called Lir, who had four children named Fionnula and Aodh, Fiachra and Con. Their mother, the queen, was dead and the children missed her terribly. The king saw that the children were sad and needed a mother, so he decided to marry again. His new bride was called Aoife. She was beautiful but she was not the kind-hearted person the king thought she was. (narrative)
     Ya ☐ Tidak ☐

b. Language gambits
   - Asking and giving help
     Can you help me?
     Can I help you?
     A: Absolutely
     B: I’m sorry. I’m busy right now.
     Ya ☐ Tidak ☐
   - Asking and giving agreement
     A: Let’s go swimming. Do you agree?
     B: - That’s a good idea
     - I’m sorry. I don’t agree
     Ya ☐ Tidak ☐
   - Asking and giving opinion
     A: What do you think about my new clothes?
     B: It’s so beautiful
     Ya ☐ Tidak ☐

c. Grammar (present continuous tense)
   - He is reading a book now
   - He is not reading a book now
   - Is he reading a book now?
     Ya ☐ Tidak ☐

4. Apakah anda memahami materi yang dijelaskan oleh Ibu guru anda?
   a. Selalu
   b. Sering
   c. Kadang-kadang
5. Apakah sebelum mengajar, guru Bahasa Inggris anda mengulangi tema yang telah diajarkan sebelumnya?
   a. Ya  
   b. Tidak

6. Bahasa pengantar apakah yang Ibu guru anda sering gunakan selama menyampaikan materi pelajaran?
   a. Inggris saja
   b. Indonesia saja
   c. Campuran antara Bahasa Inggris dan Indonesia

B. MEDIA PEMBELAJARAN

7. Dalam mengajar, apakah Ibu guru anda menggunakan media / gambar-gambar dalam pembelajaran?
   a. Selalu
   b. Kadang-kadang
   c. Tidak pernah

8. Jenis media / gambar apakah yang Ibu guru anda gunakan dalam mengajar?
   a. Gambar-gambar/ foto
   b. Benda yang nyata/ realia
   c. Wall chart
   d. Flash card
   e. Tape recorder
   f. VCD
   g. Lainnya, sebutkan .................................................................

9. Apakah guru anda pernah menyuruh anda untuk membuat media / gambar?
   a. Selalu
   b. Kadang-kadang
   c. Tidak Pernah

10. Apakah kalian suka bila guru kalian menggunakan media / gambar dalam pembelajaran bahasa Inggris?
    a. Ya (lanjutkan dengan menjawab soal no.11)
    b. Tidak (lanjutkan dengan menjawab soal no.12)

11. Saya suka bila guru saya menggunakan media / gambar dalam pembelajaran karena saya : (boleh pilih lebih dari satu pilihan)
    a. Dapat lebih aktif dalam belajar
b. Dapat lebih mengerti keterangan guru

c. Tidak merasa bosan dengan keterangan yang disampaikan oleh guru

d. Lain-lain (sebutkan) ……………………………………………………..

12. Saya tidak suka bila guru saya menggunakan media / gambar dalam pembelajaran karena saya : *(boleh pilih lebih dari satu pilihan)*

a. Tidak aktif dengan menggunakan media
b. Merasa semakin sulit untuk mengerti tentang pelajaran yang disampaikan
c. Merasa bosan dengan menggunakan media gambar
d. Lain-lain (sebutkan) ……………………………………………………..

13. Jika guru anda tidak menggunakan media / gambar dalam pembelajaran, hal apakah yang guru anda lakukan? *(boleh pilih lebih dari satu pilihan)*

a. Menggunakan gambar-gambar yang ada pada buku bacaan
b. Hanya menerangkan dengan kata sendiri
c. Menggunakan dialog-dialog yang ada pada buku bacaan
d. Lain-lain (sebutkan) ……………………………………………………..

14. Apakah media / gambar dalam pembelajaran yang digunakan oleh guru anda sesuai dengan tema / materi yang diajarkan?

a. Ya
b. Tidak

15. Apakah menurut anda penggunaan media / gambar dalam pembelajaran itu penting dalam proses pembelajaran?

a. Ya
b. Tidak

C. EVALUASI / PENILAIAN PEMBELAJARAN

16. Apakah Ibu guru anda memberikan evaluasi/ penilaian pada setiap akhir pertemuan?

a. Selalu
b. Kadang-kadang
c. Tidak pernah

17. Pada akhir pertemuan apakah Ibu guru anda memberikan tugas harian?

a. Selalu
b. Kadang-kadang
c. Tidak pernah

18. Apakah evaluasi yang sering Ibu guru anda gunakan?
Appendix 6

19. Dalam bentuk apakah tes evaluasi yang Ibu guru anda berikan kepada anda?
   a. Tes tertulis
   b. Tes lisan
   c. Tes tertulis dan lisan

20. Apakah Ibu guru anda memberitahukan terlebih dahulu kepada anda sebelum ulangan dilaksanakan?
   a. Selalu
   b. Kadang-kadang
   c. Tidak pernah
## The Table of Students’ Scores before Using Pictures in Learning The Present Continuous Tense

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The Table of Students’ Scores after Learning The Present Continuous Tense Through Pictures

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ENGLISH TEST

Name :
Class :
Choose the correct answer!

1. Ana : Hey, what’s the matter Dian?
   Dian : My English …………worse now. I got C for my English test today.
   Ana : I’m sorry to hear that.
   a. get c. are getting
   b. is getting d. gets

2. Rita : Hello, may I speak to Anto?
   Bima : I’m so sorry. He ………….a bath now.
   a. is taking c. takes
   b. took d. are taking

3. My brother doesn’t hear my mother’s call. He ………… the music now.
   a. listened
   b. listen
   c. is listening
   d. listening

4. My sister is in the kitchen at the moment, she………..my favorite food.
   a. cooked
   b. was cooking
   c. is cooking
   d. cooks

5. Dio : Do you see my brother?
   Roni : Yes. I see him and his friend in the field. They …………football there
   a. are playing
   b. were playing
   c. plays
   d. is playing
6. She ……….on the computer at the moment.
   a. worked
   b. working
   c. works
   d. is working

7. I usually go to my grandfather’s house every week. But now, my father is sick, so I …...anywhere this coming Sunday.
   a. am going    c. are not going
   b. am not going       d. are going

8. A: What is he ……….?  
   B: He’s sleeping.
   a. do          c. doing
   b. did        d. does

9. Mr. Rudi is a new English teacher in my school. He ……… my class this term.
   a. are teaching    c. taught
   b. is teaching     d. teaches

10. My friend and I can’t play outside. It …... now
    a. are raining
    b. is raining
    c. rains
    d. isn’t raining
They ........ playing basketball right now.
  a. are not        c. are
  b. did not       d. were

12. ........ she going to the shop?
  a. Are        c. have
  b. Is         d. does

13. Santi : May I borrow your Laskar Pelangi novel?
   Mia : I’m sorry. ........it. I’ll lend you if I have finished read it.
     a. I am not reading
     b. Read
     c. I am still reading
     d. am I reading

14. Reza’s voice is so beautiful.
   Right now, he ........ my favorite song.
     a. is singing
     b. sings
     c. are singing
     d. was singing

15. Dina : Is your sister wearing a red jacket?
   Risa : ........ He is wearing a black jacket.
     a. Yes, he is
     b. No, he is not.
     c. Yes, she is
     d. No, she is not
16. He .......... writing a letter right now.  
   a. are not  
   b. has not  
   c. is not  
   d. are

17. A: ...you playing video games?  
   B: No, I’m not.  
   a. is  
   b. has  
   c. are  
   d. is not

   a. are  
   b. is  
   c. was  
   d. were

Text for questions number 19-22

Randy’s family  
Mr. Randy is a hotel manager. His wife is a teacher. They have three children, they are Bimo, Ria and Dandy.  
Today is Sunday, Mr. and Mrs. Randy ...(20)...at home with their children. Mr. Randy is in the living room with his children and his parents. Right now, he...(21)...his camera. Bimo and Ria ......(22)...chess, and Dandy ......(23)...the stamps.

19. a. are staying  
   b. are not staying  
   c. is staying  
   d. stay

20. a. is cleaning  
   b. clean  
   c. cleaned  
   d. are cleaning

21. a. is playing
b. play  
c. played  
d. are playing

22.  
a. was collecting  
b. collect  
c. is collecting  
d. collected

23.  
Dion helps his mother today. He .......... his own clothes now.  
a. are washing  
b. is washing  
c. was washing  
d. washes

Text for questions number 24- 25

Today is Wednesday. It is so busy in the office. At the moment, Mrs. Tanya .......... her customer, and her secretary ............... 

24. a. is calling  b. was calling  c. calling  d. calls

25. a. type  b. typing  c. is typing  d. was typing
ENGLISH TEST

Name: 
Class: 

Choose the correct answer!
4. Rina: Hi, Sinta, you look so happy today.
Sinta: Yes, I got A for my English test.
Rina: That’s great. It means that your English ………. better now.
   c. get
   d. is getting
5. Bima: Hello, may I speak to Rudi?
Anto: I’m so sorry. He ………. a bath now.
   c. is taking
   d. took
3. My sister doesn’t hear my mother’s call. She …….. the music now.
   a. listened
   b. listen
4. My mother is in the kitchen at the moment, she …….. fried noodle.
   a. cooked
   b. are cooking
5. Dita: Do you see my brother?
Roy: Yes. I see him and his friend in the garden. They ………. guitar there
   e. are playing
   f. were playing
26. He ………….. on the computer at the moment.
   a. worked
   b. working
27. I usually go to my grandmother’s house to spend my holiday. But now, my mother is sick, so I ………….. anywhere this coming Sunday.
   a. am going
   b. am not going
28. A: What are they ……….?
   B: They’re sleeping
   a. do
   b. did
29. Ms. Gita is a new English teacher in my school. She ………. my class this term.
   a. are teaching
   b. is teaching
30. My friend and I can’t play outside. It ............... now  
   a. are raining c. rains  
   b. is raining d. is not raining  

Text for questions number 11-13  
    Today is Monday. It is so busy in the office. Mrs. Ranti ...............now. At the  
    moment, Mr. Ali ..........., and Mr. Joko ...........his customer.  

31. a. type c. is typing  
    b. typing d. was typing  

32. a. writing c. is writing  
    b. was writing d. wrote  

33. a. calling c. calls  
    b. has calling d. is calling  

34. They ........... playing football right now.  
    a. are c. is  
    b. have d. were  

35. ...........she going to the market?  
    a. Are c. have  
    b. Is d. does  

36. Santi : May I borrow your Harry Potter  
    novel?  
    Mia : I’m sorry, ...........it. I’ll lend  
    you if I have finished read it.  
    a. I am not reading  
    b. Read  
    c. I am still reading  
    d. am I reading  

37. Sinta’s voice is so beautiful. Right now, she ........... my favorite song beautifully.  
    a. is singing c. sung  
    b. sang d. are singing  

38. Dina : Is your brother wearing a black  
    shirt?  
    Risa : ........... He is wearing a red  
    shirt.  
    e. Yes, he is c. Yes, she is  
    f. No, he is not d. No, she is not
39. He ……….. reading a book right now.
   a. are not   c. is not
   b. has not   d. are

40. A : ……..you working with my father?
    B: No, I’m not.
   a. is   c. are
   b. has   d. is not

41. Rina and Sinta ……….having English test   next Friday.
   a. are   c. was
   b. is   d. were

Text for questions number 22-24

Anto’s family

Mr. Anto is a bank manager. His wife is a doctor. They have a son, Rio. He is a junior high school student.

Today is Sunday, Mr. and Mrs. Anto ……(22)… . They …(23)…at home with their children. Mr. Anto is in the living room. Right now, he…(24)…TV with Rio

42. a. is not working
    b. are not working
    c. are working
    d. works

43. a. are staying   c. is staying
    b. are not staying  d. stay

44. a. is watching  c. watched
    b. watch  d. are watching

45. Dina can’t receive the phone because she ……….. her hair now.
   a. are washing       c. was washing
   b. is washing       d. washes
THE FIELD NOTES

Pre - Activities

1. The teacher was greeting the students, such as: good morning, have you had your breakfast?
2. Before begin studying, she asked the students to pray
3. She asked the students to prepare the marker
4. She asked who is absent
5. She reviewed the last material

Whilst – Activities

A. Classroom Condition

1. Classroom was in the form of Co-Education (male and female were joined in a classroom)
2. All of the students brought textbooks and most of them brought dictionaries
3. The teacher made the students active to answer the question
4. She gave the students rewards likes good, great.
5. She corrected the students' mistakes
6. She went around the class to check whether the students did their exercises in the workbook.
7. She reprimanded the students who is chatting or making a joke in the class.

B. Teaching Process
1. Before presenting the formula, the teacher gave the example of the present continuous tense in questions form around them, such as: what am I doing? We are studying English now.
2. She asked the students about the present continuous tense
3. She showed the pictures and asked the students about what the people doing in the pictures.
4. She gave exercises by writing it on the whiteboard.
5. She asked the students to answer the exercises on the whiteboard by asking them randomly one by one.
6. She checked the students’ answer on the whiteboard.
7. She gave re-explanation about the present continuous tense if there are some mistakes about it.

C. Problems Faced by The Teacher
1. The teacher spelled “she” became “he”.
2. She wrote the verb “excercising”, which is it should be replaced by the word “exercising”.
3. She didn’t explain the pictures clearly although they were complicated,
4. The students were talking when the teacher went around the class checked the students’ exercises.

Post - Activities
1. The teacher asked the students’ understanding.
2. She resumed the material by showing the pictures discussed previously.
3. She gave the students homework.