

**THE EFFECTIVENESS OF FLASHCARD ON TEACHING PRESENT  
CONTINUOUS TENSE AT MTs MUHAMMADIYAH PURWOKERTO**



**AN UNDERGRADUATE THESIS**

**Submitted to Faculty of Tarbiya and Teacher Training of  
State Islamic University Prof. K.H. Saifuddin Zuhri Purwokerto  
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Degree**

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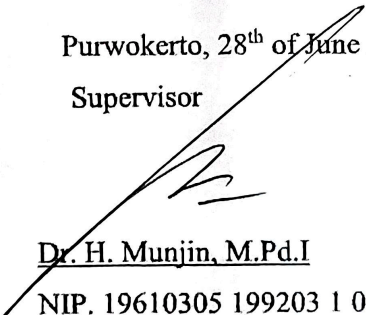
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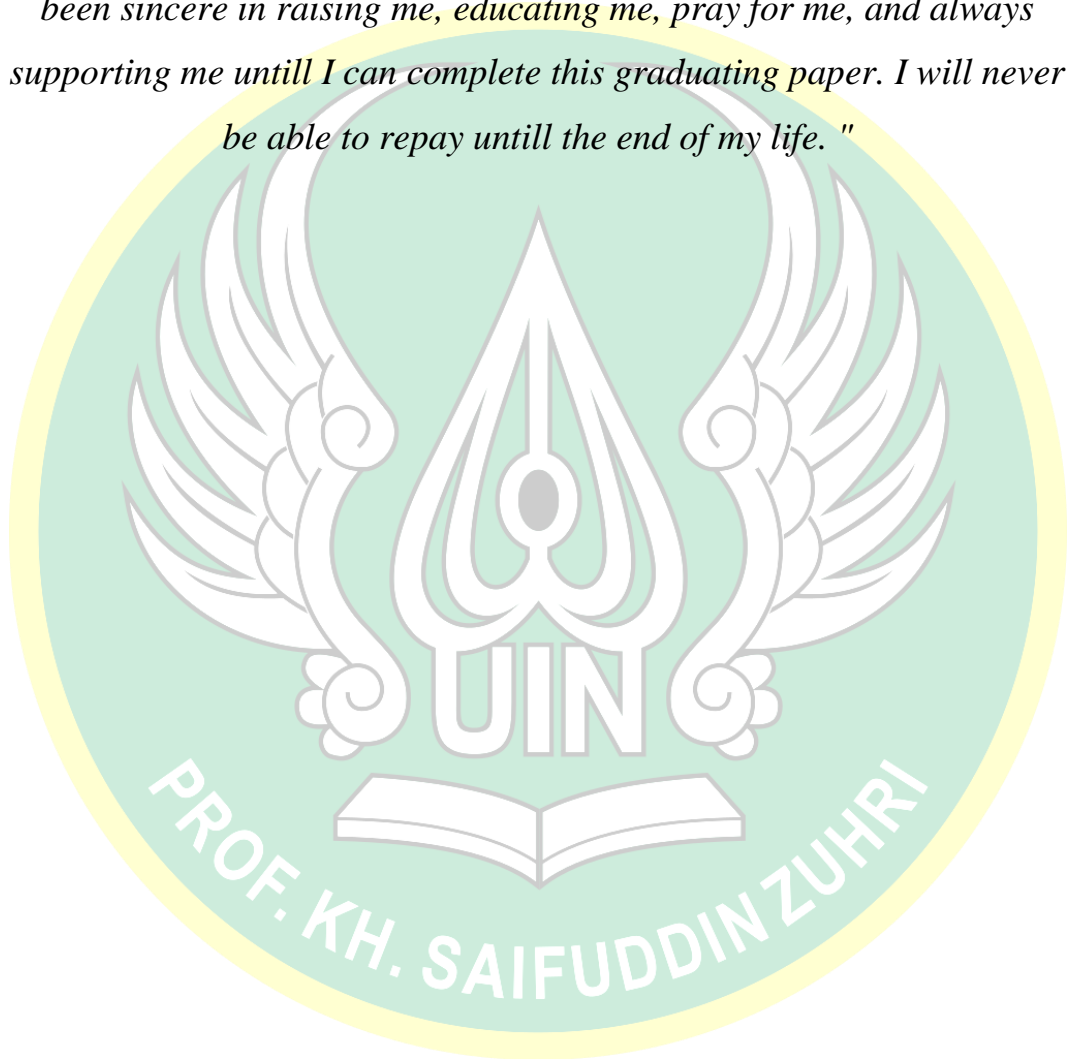
## **MOTTO**

“A simple act of kindness can create endless ripples”



## DEDICATION

*"I would like to dedicate this thesis to my beloved parents (Mr. Musigit (alm), Mrs. Fitri Baryati and Mrs. Tri Handayani) who have been sincere in raising me, educating me, pray for me, and always supporting me untill I can complete this graduating paper. I will never be able to repay untill the end of my life. "*



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6. Muflihah, M.Pd., the secretary of Education Department in Faculty of Tarbiya and Teacher Training, State Islamic University of Prof. K.H. Saifuddin Zuhri.
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Purwokerto,

The Writer



# THE EFFECTIVENESS OF FLASHCARD ON TEACHING PRESENT CONTINUOUS TENSE AT MTs MUHAMMADIYAH PURWOKERTO

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## ABSTRACT

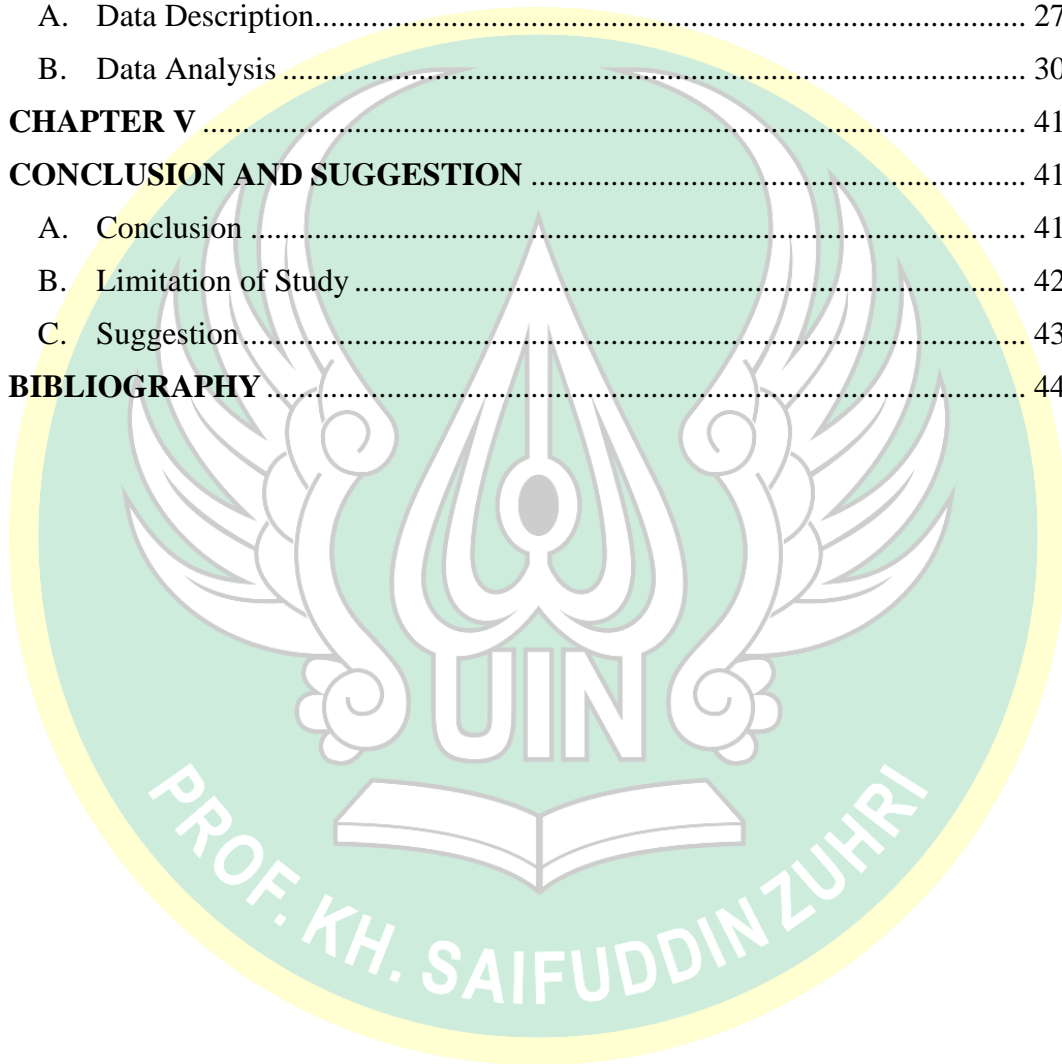
This study aimed to find out using flashcard can impact students' present continuous tense mastering in MTs Muhammadiyah Purwokerto or not. This research using quantitative research method, the population of this research was the eight grade students of MTs Muhammadiyah Purwokerto. The sample were 8B class as a control class and 8C class as an experimental class. They were selected by using random sampling technique. Pre-test and post-test using multiple choice conducted to collect data. To analyze the data, independent sample t-test was applied. The results of hypothesis testing found that there was an impact and improvement in the present continuous tense of the students who were taught by using flashcard. It proved by T-test result that the t-count was 4,861. T-table was derived using df column = 58 and alpha = 0.05, which was known to be 2,001. T-count > t-table since 4,861 > 2,001. It indicated that  $H_a$  is accepted, resulting in a difference in the post-test outcomes between the control and experimental groups, the mean score of the pre-test and post-test in the experimental class from 55,20 to 79,80 and categorized as effective.

**Key words:** *Flashcard, Present Continuous Tense, Teaching English*

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## CHAPTER I

### INTRODUCTION

#### A. The Background of Study

In this era, English is a language that must be mastered by everyone, consider as “World language” because it is the world’s most language used international business and communications, newspaper and book publishing, scientific publishing, entertainment and diplomacy<sup>1</sup>. Indonesia, as one of the countries that do not use English as a daily language, inevitably has to learn English to communicate internationally. Teaching English not only about vocabulary or pronunciation but also about grammar as the basis of the arrangement of the language. Grammar is regarded significant since it is a core language skill necessary for optimal English comprehension. However, students struggle to understand grammar, and many see it as a dull subject with no practical use. According to Brown, grammatical explanation may be improved if the English instructor uses charts and other visual aids to visually illustrate grammatical relationships wherever available<sup>2</sup>.

In Indonesia, it is difficult to teach English as a foreign language., so many supporting factors are needed in learning English such as teacher’s quality, the students’ interest and motivation, buildings, one educational methods, books and other factors must all considered. Using different types of media in the classroom has always been a difficulty, and bringing these media into the classroom is much more difficult. Many media can be used to teach, so that students are more interested in learning especially learning grammar.

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<sup>1</sup> Sebastião Pereira, “The Students’ Ability of Using Present Continuous Tense,” *ISCE: Journal of Innovative Studies on Character Education*, 2020, Vol. 4(1), p. 118

<sup>2</sup> Douglas Brown, *Teaching by Principles an Interactive Approach to Language Pedagogy*, San Frasco: Longman, 2001, p.365



Some media that teacher can use for teaching, there are audio media closely related to the sense of hearing, for example radio, telephone, language laboratory, etc. Visual media relies on the important of sight such as photo, illustrations, flip chart, flashcards, and picture-mute images. Also, audio-visual media that combines sight and hearing for example TV, video, sound portraits, and so on.

According to Mezia Kemala Sari, using picture media succeeded in improving students' ability to learn present continuous tense<sup>3</sup>. This proves that student learning can increase when education is carried out in a pleasant atmosphere. The media used by the teacher is one of the prominent supporters of creating a fun learning space so that students are interested in following the ongoing lessons. But in fact, many teachers do not understand the importance of media as learning support that can develop students' interest in learning.

Referred to Betty Schramper Azar, she explain that present continuous tenses are one of the tenses that suggest an activity is in process at a certain moment<sup>4</sup>. Whenever feasible, use charts and other visual aids to clearly show grammatical relationships<sup>5</sup>. Due to the importance of visual aids in teaching grammar to engage participants, media was used as an interest approach throughout the teaching process. There are several mediums that may be used to study tenses, including music, flashcards, film, and others. As a consequence, the researcher implemented flashcards as a medium to enhance students' comprehension of Present Continuous Tense.

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<sup>3</sup> Mezia Kemala Sari, "The Implementation of Using Picture Media on Teaching Present Continuous Tense," *Journal of Language and Literature*, 2018, Vol. 1(13), p. 1

<sup>4</sup> Betty Schramper Azar, *Understanding and English Grammar Second Edition*, New Jersey: United States of America, 1989, p.3

<sup>5</sup> Douglas Brown, *Teaching by Principles an Interactiv ...*, p.366

According to Komachali and Khodareza, a flashcard is a piece of cardboard with a single word, short phrase, or basic visual<sup>6</sup>. A flashcard is a straightforward and suitable tool for studying a subject.. It is a two-dimensional card that contains elements of daily life such as human activities, animal, places and so on. When many teachers show cards with words or pictures, students are usually able to remember English occurrences easily. It can be recommended to teachers who use conventional teaching methods that only focus on material that has been written in student learning companion books so that students get bored easily and think the lesson is not fun or challenging.

A study by Maya Sartika explained that simple present tense could be very difficult to master for young learners because tenses contain abstract concepts that do not exist in the first language. To counter the problems in learning the tense, the lecture method is changed by using flashcards. It indicated by percentage in mean scores after conducted three tests during the research increased from 36.69 to 65.73 and to 75.00. The use of flashcards also changed the students' attitude from mainly negative to mainly positive, it indicated by the mean of positive responses increased from 20.4% to 83.39%<sup>7</sup>. In the previously mentioned research, there were similarities in the phenomena that occurred at MTs Muhammadiyah Purwokerto in obtaining new teaching methods, as observed before that the teachers in MTs Muhammadiyah Purwokerto were still using conventional teaching methods and did not use specific or challenging strategies to teach students in English.

Based on observation in MTs Muhammadiyah Purwokerto, researcher discovered that students struggle to learn English,

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<sup>6</sup> Maryam Eskahcar Komachali, "The Effect of Using Vocabulary Flash Card on Iranian Pre-University Students' Vocabulary Knowledge," *International Education Studies*, Vol. 5(3), 2012, p. 135

<sup>7</sup> Maya Sartika, "Increasing Third Grade's Mastery of Simple Present Tense Using Flashcards," *Journal of English Teaching*, Vol. 6(1), 2020, p. 40

particularly grammar. They lack confidence in their usage of Present Continuous Tense. The researcher found that the issue may be due to the students' poor grasp of grammar, their failure to listen to the teacher's description of the lesson, and their boredom with the subsequent teaching and learning activities. Almost every English lesson consisted mostly of students doing exercises from their textbooks. It suggests that English teaching and learning activities in the classroom should be modified for students. Using flash cards is a way of teaching and learning that may be implemented as a fun approach.

However using flashcard as a media for teaching Present Continuous Tense had never been used in MTs Muhammadiyah Purwokerto. Therefore, it was essential to determine whether this strategy is efficient for teaching Present Continuous Tense in MTs Muhammadiyah Purwokerto. To know its effectiveness toward Present Continuous Tense learning outcomes, it needs an experiment research.

Based on the above description, this study will analyze flashcards as a medium for teaching Present Continuous Tenses, entitled **“The Effectiveness of Flashcard on Teaching Present Continuous Tense at MTs Muhammadiyah Purwokerto”**.

## **B. Operational Definition**

The following definition is given to ensure that the reader has the same understanding as the researcher. It also aims to prevent ambiguity and miscommunication. This research will examine the impact of flashcards on present continuous tense learning results. The following are short definitions of terminology used throughout this thesis;



## 1. Flashcard

A flashcard contains words, phrases, or images. It serves as a help or prompt in a language class<sup>8</sup>. The flashcards in class are categorized by kind, for example, food, fruit, vegetable, transportation, and clothing flashcards. According to Jeremy Harmer, flashcards are relatively tiny cards that may be shown to students<sup>9</sup>. Flashcards are image cards that are effective for introducing and reviewing vocabulary, as well as for drilling simple structure and feature<sup>10</sup>. On the basis of the above description, it may be assumed that flashcards are cards containing words, numbers, or images for use by instructors as learning medium and application to students in the classroom. Similarly, flashcards are employed in schools as a teaching medium and may be found to provide practice for the majority of abilities and components as well as the majority of instructional activity stages

## 2. Present Continuous Tense

Present continuous tense refers to an activity that is occurring at the moment of speech. It is frequently utilized in English grammar to explain a continuous action that is unfinished<sup>11</sup>. As stated by Murphy in Pereira, the use of continuous for things happening at or around the time of speaking<sup>12</sup>. While the other side Walker and Elsworth Steve, defines present continuous tense for an action in progress now<sup>13</sup>. According to Schramfer, the present continuous tense is one of the tenses that suggests an activity is occurring at a

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<sup>8</sup> Jack Richard, John Platt, and Heidy Weber, *Longman Dictionary of Applied Linguistic*, England: Longman Group UK Limited, 1985, p. 107

<sup>9</sup> Jeremy Harmer, *The Practice of English Language Teaching*, Malaysia: Associated Companies Troughs the World, 2002, p. 134

<sup>10</sup> Sarah Phillips, *Young Learner Resource Books for Teacher*, Hongkong: Oxford University Press, 2001, p. 69

<sup>11</sup> Sebastião Pereira, "The Students' Ability of Using Present Continuous Tense,"... p. 118

<sup>12</sup> Sebastião Pereira, "The Students' Ability of Using Present Continuous Tense,"... p. 119

<sup>13</sup> Elaine Walker and Steve Elsworth, *Grammar Practice for Upper Intermediate Students With Key*, Longman: Pearson Education, 2000, p. 32

certain moment. The present continuous tense denotes that an action or event is occurring at the current time or that changes are occurring at the present time.<sup>14</sup>.

### **C. Research Question**

Based on the study's background, the following research question will be formulated:

1. How effective are flashcards in teaching Present Continuous Tenses to MTs Muhammadiyah Purwokerto's eighth-grade students?

### **D. Objectives of The Research**

On the basis of the research's background, the researcher's desired outcome is:

1. To find out the effectiveness of flashcard on Present Continuous Tense learning outcomes MTs Muhammadiyah Purwokerto.

### **E. The Significances of Research**

There are two aspects to the significances:

#### **a. Theoretical Significances**

- 1) The researcher anticipates that this study will result in more engaging learning materials for grammar in the classroom.
- 2) This study is anticipated to enhance students' grasp of grammar, particularly present continuous tense.
- 3) The researcher anticipates that this study will serve as a reference for future research.

#### **b. Practical Significances**

- 1) For teachers

Expectedly, the findings of this research will facilitate the successful instruction of English grammar to junior high school students.

- 2) For school

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<sup>14</sup> Betty Schramper Azar, *Understanding and English Grammar Second Edition*,... p.3

This finding will presumably provide fresh insights on learning media.

3) For other researcher

It is anticipated that this study will aid other researchers doing more studies on the same issue.

## **F. Structure of the Research**

To conduct a systematic study, it is required to categorize the structure of this study. This study is broken into five chapters, which will discuss the following:

Chapter I presents introduction. It includes the study's context, operational definitions, research questions, objective and significances, reviews of relevant studies, a literature review, research techniques, and a research structure.

Chapter II describes the ideas of teaching present continuous tense using flashcards, which are organized into many subsections.

Chapter III examines research method as it relates to study design, time and location of the research, population and sample, instruments for gathering data, data collection methodologies, and data analysis techniques.

Chapter IV describes the findings of a study that provides a broad explanation of utilizing flashcards to teach present continuous tense.

Chapter V gives the research's result and suggestions. In this chapter, the researcher ends his or her investigation and offers some recommendations..



## CHAPTER II

### TEACHING ENGLISH MEDIA AND PRESENT CONTINUOUS TENSE

#### A. Teaching English Media

##### 1. Teaching Media

According to Munadi, teaching media is an intermediary instrument for comprehending the definition of the substance presented by educators or teachers, whether in print or electronic media, and teaching media is also used as a tool to facilitate the long-lasting and effective implementation of the components of the learning process<sup>15</sup>. According to Harmer, media may be used to teach linguistic meaning and contraction, interest pupils in a subject, or serve as the foundation for an entire project. In addition to Kablan in Puyada, instructional media is any sort of learning methods that may be utilized to increase the efficacy and efficiency of a learning process in reaching a learning target<sup>16</sup>.

##### 2. Kind of Media

Through using media, teaching English turns into more varied. In addition, media provides several kinds that can help students based on their interests. Kasihani identifies three types of media, which are as follows::

###### 1) Visual Aid

Visual aids are characterized as material that students can see and touch. It includes image, photograph, actual item, map, miniature, and realia.

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<sup>15</sup> Yudhi Munadi, *Media Pembelajaran*, Jakarta Selatan: Press Group, 2013, p. 3

<sup>16</sup> Deno Puyada, G Ganefri , A Ambiyar , Rizky Ema Wulansari , B Herawan Hayadi, "Effectiveness of Interactive Instructional Media on electrical Circuits," *International Journal engineering & Technology*, 2018, 7(2), p. 1

## 2) Audio Aid

Audio aid is recorded text or information used to improve listening skills and comprehension of spoken dialogue. Thus, it is audible. cassette and radio are examples.

## 3) Audio Visual

The definition of audio visual media is media that can be heard and seen. It may be found on television or in films that depict a tale, event, or circumstance in another location. The image is shown with information in English, and its selection is dependent on the language proficiency of the students.<sup>17</sup>

In this study, the researcher discusses more precise approximately one visual aid that is Flashcard. The explanation about flashcard through explicit will discuss within the next section.

### a. Definition of Flashcard

To have a deeper understanding of flashcards, the researcher must articulate the term's meaning. According to Hornby, a flashcard is a card containing a word or words and occasionally an image.<sup>18</sup> As stated by Azhar Arsyad, flashcard defines as small cards that contain images, textual content or a sign to prompt and remind students to accomplish something<sup>19</sup>. It usually has 8x12 cm or it can be adopted by the use of its aim. For the example, it can be consist of alphabets that used to practice spelling.

In line with Suyanto, flashcards are huge cards made on paper that is rather thick and rigid with A4 size. It has both images and text. Typically, the instructor holds and pushes a few flashcards from the back of a stack to the front. Perhaps this is why they are referred to as flashcards, the cards move swiftly. Flash means quickly or in Bahasa

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<sup>17</sup> Suyanto Kasihani, *English for Young Learners: Melejitkan Potensi Anak Melalui English Class yang Fun, Asyik, dan Menarik*, Jakarta: Bumi Aksara, 2007, p. 102

<sup>18</sup> Hornby, *Oxford Advanced Learners dictionary of Current English*, Oxford: Oxford University Press, 1995, p. 94

<sup>19</sup> Azhar Arsyad, *Media Pembelajaran*, Jakarta: PT Raja Grafindo Persada, 2002, p. 119

means “sekilas”. In particular activities aimed at explaining certain topics, flashcards may be affixed to the board using Blu-Tack in order to protect and keep the image. The student's attention will be piqued and the image will be more eye-catching if the colors are vibrant<sup>20</sup>.

According Merriam & Webster in Herlina, a flashcard is a card containing words, numbers, or images that is quickly presented to children as a learning tool. In addition, flashcards are fairly easy, yet they facilitate excellent study of a certain subject.<sup>21</sup>.

According to the above definitions, a flashcard is a card with images and phrases that teachers use to communicate learning content to pupils. It facilitates the teacher's handling and delivery of the content. It comes in different sizes depending on the learning requirements of individual students. It is colored to aid with memorization and comprehension of the subject. In addition, a flashcard is one of the visual aids used to increase student engagement and enjoyment during teaching and learning activities. Thus, students are better equipped to comprehend the content presented by the teacher.

#### **b. Advantages and Disadvantages of Flashcard**

According to its advantages, flashcards are an appropriate medium for use in teaching and learning activities. Referred to Cross, the first advantages is flashcards can be used to consolidate and increase vocabulary. Second, flashcards are able to build learner's motivation and get more attention because the design is eye-catching. Third, flashcards such as effective and suitable learning media that may be utilized by students of any level. Another advantages of flashcards, they may be carried practically everywhere and simple to handle and to be studied whenever has spare time. Also, flashcards are

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<sup>20</sup> Suyanto Kasihani, *English for Young Learners: Melejitkan Potensi Anak....*, p. 109

<sup>21</sup> Herlina Roza, “The Effect of Using Flashcard to Improve Students’ Present Continuous Tense at Second Grade of Islamic Junior High School Mu’allimin Muhammadiyah Bangkinang,” *Thesis*, UIN Suska Riau, 2022, p. 17

cheap. It does not need more cost to create flashcards. It is also can be used for practising structure and words and is suitable for a variety of games<sup>22</sup>. This enjoyable and challenging teaching and learning activity by a flashcard absolutely can build students' motivation. It can be a guideline for students to understand present continuous tense.

Besides the advantages, flashcard also has disadvantages. As stated by Asnawir & Usman the disadvantages can be mentioned such as, if the images on flashcards are not visible or large enough, there will be a misunderstanding between the students with the teacher's explanation, so that the learning objectives can not be achieved. In addition, usually, students who are seated behind cannot view the flashcard since its size is insufficient.. Another disadvantage of flashcard, it needs a long time to create. It is because flashcard made based on the learning material needed<sup>23</sup>.

### c. Criteria of a Good Flashcard

As a medium for teaching English, it is required to have good criteria or characteristics in order to achieve learning objectives. As stated by Kasihani, there are several criteria of a good flashcard are follow as:

- 1) All students must be able to view the information on the flashcards, thus they must be big, visible, and clear.
- 2) The image on a flashcard must convey the idea effectively and not confuse or depict anything that might cause confusion among students..
- 3) The structure of flashcards should be strong, not too bent and flop<sup>24</sup>.
- 4) This flashcard features elements of everyday life, such as people, items, animals, events, and locations. <sup>25</sup>.

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<sup>22</sup> Cross, *A Practical Handbook of Language Teaching*, London: Cassel, 1991, p. 120

<sup>23</sup> Asnawir & Usman, *Media Pembelajaran*, Jakarta: PT Intermasa, 2002, p. 51

<sup>24</sup> Nurul Jannah, "The Use of Visual Media to Improve Descriptive Texy in Writing Skill," *JP3*, 2013, 1(13), p. 192



5) It can be moved quickly from the backside to the front side<sup>26</sup>.

## **B. Present Continuous Tense**

### **1. Definition of Present Continuous Tense**

Present progressive tense is synonymous with present continuous tense. According to Pyle and Munoz in Liliyanto, present continuous tense is a tense to indicate present time (now)<sup>27</sup>. Present continuous tense indicates that an activity is occurring or happening at this moment. In addition, Murphy in Liliyanto defined the present continuous tense as a tense that is used to express activities, action or situations which are happening at present time. It is also used to talk about something that has already been arranged to do<sup>28</sup>. As stated by Inayah, the present continuous tense describes momentary actions occurring at the time of speech or over a longer length of time in the present<sup>29</sup>. It may be said that the present continuous tense is a tense in English that is used to talk about or to express the action and situation that is happening at the present time or something that has already been arranged to do. It is usually signed by an adjunct of time like: now, at present, right now, at this moment, etc.

### **2. Fuction of Present Continuous Tense**

According to Inayah, the present continuous tense serves the following purposes:

#### **1) Action happening at the moment.**

Its methods describe the events happening at the time of speech. Frequently, these behaviors are transient. Common time

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<sup>25</sup> Lubaibatul Humaidah, "The Use of Flashcard to Improve Student Speaking Ability," *Journal of English Department*, 2000, 1(2), p. 2

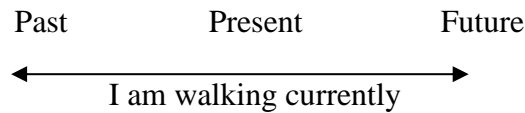
<sup>26</sup> Suyanto Kasihani, *English for Young Learners: Melejitkan Potensi Anak...*, p. 106

<sup>27</sup> Liliyanto, "Using English Pop Songs to Improve Present Continuous Tense Mastery of the Fifth Grade Students of SDN 015 Tenggara in Academic Year 2016/2017," *Jurnal Intelegensia*, 2018, 3(2), p. 52

<sup>28</sup> Liliyanto, "Using English Pop Songs to Improve Present Continuous Tense Mastery...", p. 52

<sup>29</sup> Siti Inayah, "Using Flashcard to Improve Students' Understanding on Present Continuous Tense...", p. 11

phrases and idioms used with this meaning of the present progressive include now, immediately, and now..

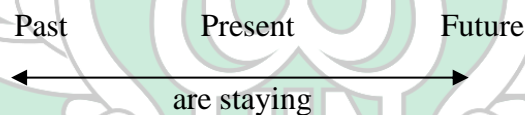


For example:

- She is singing pop song at this moment.
- Bitcoin is falling.

2) Action occurring over a longer period of time.

It attempts to describe activity occurring over an extended period of time. Frequently, these behaviors are also temporary. Common time expressions and terms used with this meaning of the existent progressive include, this week, this evening, this month, this year, and these days.



For example:

- They are observing the star from hill this week.
- She is wearing coboy hat this month.
- He is not drawing this evening.

3) To discuss alterations, progress, and trend.

For example:

- Wearing this shoes is really hurting my foot.
- I'm starting to know how to solve this question.

4) To show that something is repeated, we might use the terms always, constantly, continuously, and forever.

For example:

- We are always having cup of tea until afternoon.

5) To discuss actions happening in the immediate future, especially planned future activities.

- They are going to Bali on Sunday.
- Sasa is dancing for party next Saturday.
- Are they doing anything tonight?<sup>30</sup>

### 3. Pattern of Present Continuous Tense

Martin Parrot stated that present continuous tense has form, as follows:

- (+) subject + to be + Ving Affirmative form
- (-) subject + to be + Ving Negative form
- (?) to be + subject + Ving question form<sup>31</sup>.

Furthermore, Thomson and Martinet in Liliyanto explained the structure of the present continuous tense as follows: Positive or positive sentences in present continuous tense are composed of the auxiliary be (am, are, is) and the present participle (the -ing form of the verb) for each subject.

For the example:

- I *am cooking* soup now.
- She *is talking* about the boy at the moment.
- They *are going* to the party right now.
- My cat *is sleeping* on the desk at this moment.

The negative form of the present continuous tense is generated by combining the auxiliary be (am, are, is) with not plus the present participle (the -ing form of the verbs). For the example below:

- I *am not cooking* soup now.
- She *is not talking* about the boy at the moment.
- They *are not going* to the party right now.
- My cat *is not sleeping* on the desk at this moment.

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<sup>30</sup> Siti Inayah, "Using Flashcard to Improve Students' Understanding on Present Continuous Tense...", p. 11

<sup>31</sup> Martin Parrot, *Grammar for English Language Teaching*, United Kingdom: Cambridge University Press, 2004, p. 17

The interrogative form of present continuous tense is formed by using the auxiliary *be* (is, am, are) with the present participle (the – *ing*) form of the verbs. The *be* is placed before subject of the sentence. The interrogative sentence are exemplified below:

- *Am I watching* movie now?
- *Is she talking* about the boy at the moment?
- *Are they going* to the party right now?
- *Is my cat sleeping* on the desk at this moment?<sup>32</sup>

### C. Teaching Present Continuous Tense Using Flashcard

According to Suyanto, there is several card form that contains the picture. They are flashcards, circular cards, flip cards, and so on. It absolutely helps teachers in teaching and learning activities. They can be used for individual activity or group<sup>33</sup>. Typically, the teacher utilizes images or graphics from magazines, books, photography, or newspapers<sup>34</sup>. The pictures may be used to create flashcards and adjustable with the learning material. Teachers have utilized games, images, music, real-world objects, animated films, and cartoons as instructional media to encourage student creativity in the English learning process. However, throughout the learning process, the usage of instructional media and instructional materials must be relevant.<sup>35</sup>

To boost students' enthusiasm and interest in studying present continuous tense, the teacher must use their creativity while teaching present continuous tense. Thus, students may easily comprehend the present continuous tense lesson content..

There are severals implementations of flashcard as media to helps teacher in teaching present continuous tense:

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<sup>32</sup> Liliyanto, "Using English Pop Songs to Improve Present Continuous Tense Mastery...", p. 52

<sup>33</sup> Suyanto Kasihani ....., p. 102

<sup>34</sup> Jeremy Harmer, *The Practice of English Language Teaching*..., p. 134

<sup>35</sup> Mezia Kemala Sari, "The Implementation of Using Picture Media...", p. 1



- 1) Drills : flashcard can be used for grammatical learning. Print out the regular verb with pictures on the flashcard side. Present the flashcard while asking about the picture and the verb. Let students answer with their own language, then evaluate their faults.
- 2) Matching Activity: Students must match the text on one flashcard with the images on another. The class is split into two groups, one of which has flashcards with images and the other with text. They need to find their “other half”. For example, a girl get a flashcard picture "eating boy", so she needs to find their match with the sentence that suitable with the picture before.
- 3) Guess the Card: The teacher utilizes flashcards and asks students to identify them. Show the image on the flashcard, but just a portion of it. Students must guess what the individuals on the card are doing, then respond, have their response confirmed, and reveal the whole image.
- 4) The Mime Trick Game: Ask a student to mime the action based on the picture on flashcard. Ask another students to explain what the action she/he is doing.
- 5) Flash card Sentences: A class divided into two or three groups. Give each group the same pictures, and ask a students as a leader from each group to put it on overhead. Ask the groups to use Present Continuous tense to explain the flashcard in as many phrases as achievable in the time given. The phrases must be grammatically correct and accurately describe the events shown in the image. Each group read or wrote phrases on the board. Assess their fault. The winning group has the majority of accurate sentences.<sup>36</sup>.

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<sup>36</sup> Siti Inayah, “Using Flashcard to Improve Students’ Understanding on Present Continuous Tense (A Classroom Action Research at the 7th Grade of MTs YAMIDA Grobogan in the Academic Year of 2009/2010) ,” *Thesis*, IAIN Walisongo Semarang, 2010, p. 25

#### **D. Review of Relevant Studies**

On the basis of a number of sources connected to this study, the researcher gives a number of past studies with relevance to this research. Here is a comparison of this study's findings to those of earlier research:

1. The first is a thesis entitled “The Effect of Using Flashcards to Improve the Present Continuous Tense of Students in the second grade of MTs Mu'allimin Muhammadiyah Bangkinang” by Herlina Roza (2021) from UIN of Sultan Syarif Kasim Riau. The goal of this study is to assess if flashcards enhance students' grasp of the present continuous tense. in grade 2 MTs Mu'allimin Muhammadiyah Bangkinang. The focus and theory, study methodology, and sample strategy are similar with Herlina Roza's research.
2. The second is a thesis entitled “Using Flashcard to Improve Students' Understanding on Present Continuous Tense (An Classroom Action Research at the 7<sup>th</sup> Grade of MTs YAMIDA Grobogan In the Academic Year of 2009/2010)” by Siti Inayah (2010) from IAIN Walisongo Semarang. The purpose of this study is to describe the use of flashcard in the instruction of present continuous tense. This study and Siti Inayah's research have commonalities. Similar in philosophy and quantitative approach to the research method, but distinct in data analysis techniques..
3. The third is a thesis by Hartono (2018) from IAIN Salatiga entitled “The Use of Flashcard to Improve Students' Understanding on Present Continuous Tense from the Second Grade Students at SMA Muhammadiyah Plus Salatiga the Academic Year of 2017/2018”. The purpose of this study was to determine if flashcards may increase students' grasp of the present continuous tense. Both the previous study and the current investigation use a quantitative methodology. The distinction is in the research design. Hartono's study uses Classroom Action Research (CAR). In the meanwhile, this study used a quasi-experimental approach.

## E. Hypothesis

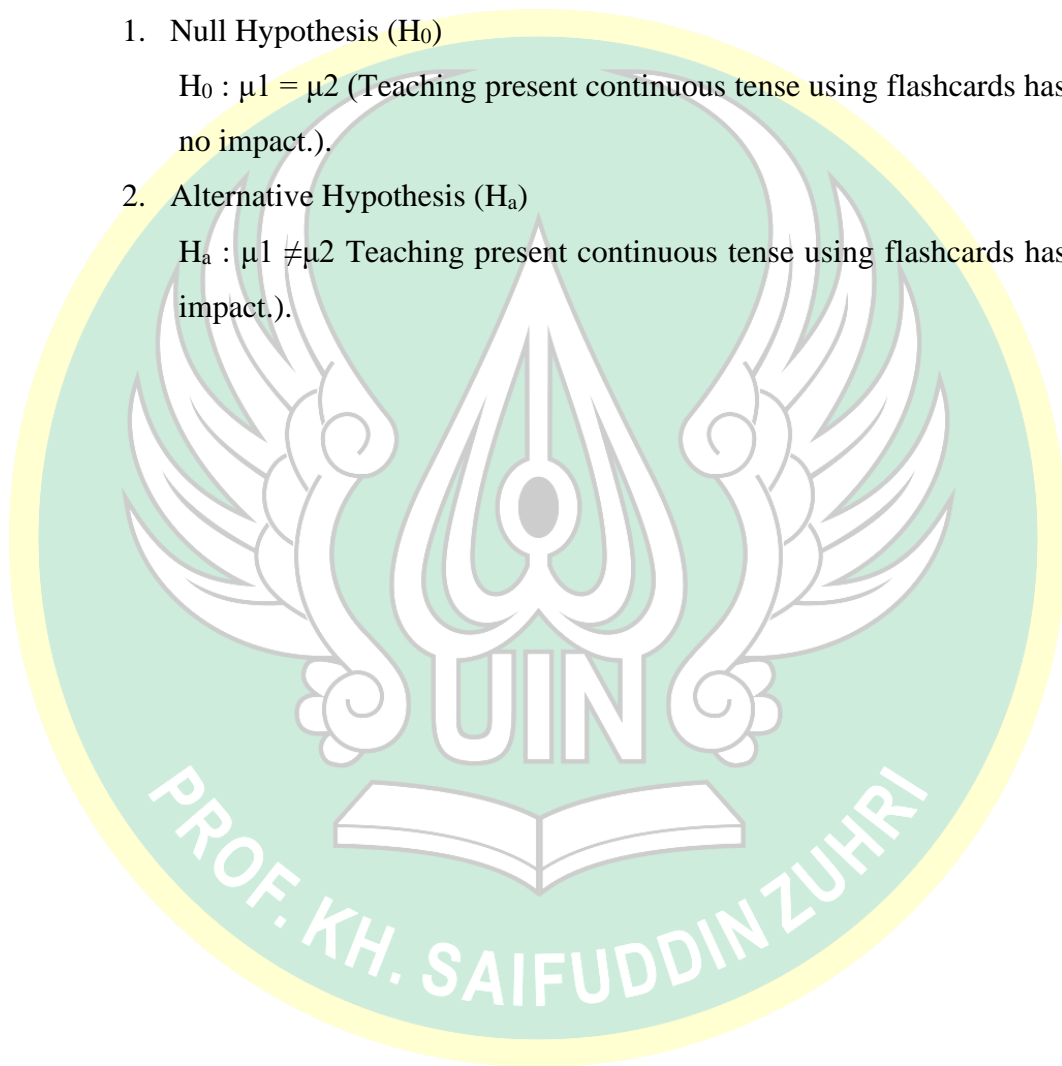
Hypothesis is a notion or explanation based on known facts that has not yet been shown. Arikunto states that a hypothesis is a temporary response that requires the problem's solution<sup>37</sup>. This study's research hypothesis focused on the efficiency of flashcards in teaching present continuous tense. They are:

1. Null Hypothesis ( $H_0$ )

$H_0 : \mu_1 = \mu_2$  (Teaching present continuous tense using flashcards has no impact.).

2. Alternative Hypothesis ( $H_a$ )

$H_a : \mu_1 \neq \mu_2$  Teaching present continuous tense using flashcards has impact.).



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<sup>37</sup> Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktek*, Jakarta: PT. Rineka Cipta, 2006, p. 71

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

#### **A. Type of the Research**

MTs Muhammadiyah Purwokerto eighth-graders participated in a quasi-experimental research employing a control class or class that did not receive any therapy and an experimental class or class that got treatment using flash cards..

This quantitative research used flashcards to investigate students' comprehension of the present continuous tense. Quantitative research is a research approach based on the positivism of philosophy that examines a certain sample or population. The approach of data collecting employs a research instrument, and to test the hypothesis, quantitative/statistical data analysis is used.<sup>38</sup>.

#### **B. Time and Location of the Research**

This research was carried out at MTs Muhammadiyah Purwokerto, located in Oversite Isdiman III street, Jatiwinangun, East Purwokerto. The research was held from January, 12th until March, 16th 2022, during the academic year of 2021/22.

#### **C. Population and Sample of the Research**

##### **1. Population**

The population in general of a region containing an item or topic with a quality or particular trait that must be examined in order to reach a conclusion<sup>39</sup>. This study's population were eighth-grade students at MTs Muhammadiyah Purwokerto during the academic year 2021/22. There were four eighth grade classes. They were from 8A to 8D. Accordingly, the population of this research consisted of 120 eighth-grade MTs Muhammadiyah Purwokerto students.

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<sup>38</sup> Sugiyono, *Metode Penelitian Pendidikan*, Bandung: Alfabeta, 2018, p. 14

<sup>39</sup> Sugiyono, *Metode Penelitian Pendidikan*,... p. 117



## 2. Sample

A sample is a selection of items from a large population<sup>40</sup>. This research's sample was selected using a random sampling approach. The decision to use the random sampling technique is because the abilities possessed by eight grade students at MTS Muhammadiyah Purwokerto are the same level or homogeneous. It means there is no high class or low class in the class split. This is evidenced by the students' average value of their report books. The random sampling technique was applied by drawing a lottery. There were four pieces of paper then taken randomly one by one. The result is 8B as a control class and 8C as an experimental class.

*Table 3. 1 Sample of the Research*

|                         |    |
|-------------------------|----|
| 8B (control class)      | 30 |
| 8C (experimental class) | 30 |

### D. Variable of the Research

The variable is a characteristic, nature, or value of people, things, or activities that has particular variations that the researcher applies to study and draw conclusions on<sup>41</sup>. There are two variables in the present study:

#### 1) Independent Variable (X)

A variable that impacts or is the cause of changes or the development of the dependent variable is an independent variable<sup>42</sup>. In this study, the independent variable is flashcard.

#### 2) Dependent Variable (Y)

A dependent variable is a variable whose value is determined by or the consequence of the independent variable<sup>43</sup>. Dependent

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<sup>40</sup> Larry B. Christensen et.al, *Research Method, Design, and Analysis*, England: Pearson, 2015, p. 161

<sup>41</sup> Sugiyono, *Metode Penelitian Pendidikan...*, p. 95

<sup>42</sup> Sugiyono, ..., p. 96

<sup>43</sup> Sugiyono, ..., p. 97

variable of this study is teaching present continuous tense in MTs Muhammadiyah Purwokerto.

### E. Design of the Research

The design of this research by using pre-test and post-test in the control class and the experiment class.

*Table 3. 2 Design of Research*

| Subject Grouping | Group        | Pre-test | Treatment      | Post-test |
|------------------|--------------|----------|----------------|-----------|
| R                | Experimental | Q        | X <sub>1</sub> | T         |
| R                | Control      | Q        | X <sub>2</sub> | T         |

The following information:

Q : pre-test

X<sub>1</sub> : applying flashcard

X<sub>2</sub> : without flashcard

T : post-test<sup>44</sup>

### F. Technique of Data Collection

In research, data collection is the systematic process of obtaining observations or measurements, since the primary goal of research is to gain data. In this study, tests were utilized to collect data. According to Brown and Herlina, a test is a way for testing a person's skill, knowledge, or performance in a certain subject.<sup>45</sup> The test is divided into two, they are:

#### 1) Pre-test

The pre-test was utilized to gather data about the usage of flashcards to enhance the present continuous tense of students. Before treatment is administered, both the control and experimental classes were given the examination. It consists with 25 items of multiple choice.

<sup>44</sup> Linda, "The Effect of Flip Chart on Vocabulary Learning Outcomes at the 8th Grade Students of SMP Negeri 1 Tarub Tegal Regency," *Thesis*, UIN Saizu Purwokerto, 2021, p. 21

<sup>45</sup> Herlina Roza, "The Effect of Using Flashcard to Improve...", p. 29

## 2) Post-test

As stated by Anas Sudjono in Linda, post-test is a test conducted to determine whether or not students can effectively grasp the required information<sup>46</sup>. The post-test was conducted after the researcher gave flashcard stimulation to the students. Prior to this, the pre-test consisted of the same 25 multiple-choice questions..

## G. Technique of Data Analysis

In analyzing the data, the pre- and post-test scores from the control and experimental classes will be used. This score was examined using the Independent Sample T-test. According to Cohen in Herlina, a T-test is employed to determine whether there is a statistically significant influence on the mean score of both the control and experimental classes<sup>47</sup>. In addition, software IBM SPSS V 25 for Windows will be utilized to aid in the data analysis for this study.

## H. Validity and Reliability of the Data

### a. Validity test

According to Hamid Darmadi, the extent to which a test measures what it is intended to assess is its validity. A test cannot be valid for any need or group. A test can be said valid for a needs and for certain groups if the test is planned for various purposes and because validity can only be assessed in terms of the meaning of necessity<sup>48</sup>. The validity test was conducted by researcher in MTs Muhammadiyah 1 Purwokerto on 30 random students of ninth grade with 33 multiple choice items. The students of ninth grade was chosen because they have received present continuous tense material first. A validity test conducted through compared with  $r_{table}$ . The known  $r_{table}$  for thirty respondents with a significance value of 0.05 is 0.361. In this

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<sup>46</sup> Linda, "The Effect of Flip Chart on Vocabulary Learning Outcomes...", p. 23

<sup>47</sup> Herlina Roza, "The Effect of Using Flashcard to Improve...", p. 34

<sup>48</sup> Hamid Darmadi, *Metode Penelitian Pendidikan*, Bandung: Alfabeta, 2011

research, the validity test was conducted with the use of IBM SPSS V 25 and the produce-moment formula from Pearson.

$$r_{XY} = \frac{N \sum XY - (\sum X)(\sum Y)}{\sqrt{\{N \sum X^2 - (\sum X)^2\} \{N \sum Y^2 - (\sum Y)^2\}}}$$

$r_{xy}$  = correlation coefficient

N = number of subjects

X = the score of the question that is looking for validity

Y = total score

XY = multiplication score of the question and the total score

$\sum X^2$  = sum of squares of item scores

$\sum Y^2$  = sum of squares of item scores<sup>49</sup>.

After the data analyzed with *IBM SPSS V 25*, then the next step to do was comparing  $r_{hitung}$  and  $r_{tabel}$  with a significance level of 5%. If  $r_{hitung} > r_{tabel}$ , it decides the data is valid and usable. Meanwhile, if  $r_{hitung} < r_{tabel}$ , it decides the data is invalid and should be delete or remake.

Here are the validity test findings that were assessed using IBM SPSS Version 25:

*Table 4.4 Results of Validity Test*

| Number of Old Items | Number of New Items | Value of $r_{hitung}$ | Value of $r_{tabel}$ (n=30, $\alpha=0.361$ ) | Description    |
|---------------------|---------------------|-----------------------|--|----------------|
| 1                   | 1                   | 0.612                 | 0.361  | Valid          |
| 2                   | 2                   | 0.621                 | 0.361  | Valid          |
| 3                   |                     | <b>0.278</b>          | <b>0.361</b>                                 | <b>Invalid</b> |

<sup>49</sup> Linda, "The Effect of Flip Chart on Vocabulary Learning Outcomes...", p. 30



|           |    |              |              |                |
|-----------|----|--------------|--------------|----------------|
| 4         | 3  | 0.618        | 0.361        | Valid          |
| <b>5</b>  |    | <b>0.34</b>  | <b>0.361</b> | <b>Invalid</b> |
| 6         | 4  | 0.594        | 0.361        | Valid          |
| 7         | 5  | 0.598        | 0.361        | Valid          |
| 8         | 6  | 0.621        | 0.361        | Valid          |
| 9         | 7  | 0.617        | 0.361        | Valid          |
| <b>10</b> |    | <b>0.349</b> | <b>0.361</b> | <b>Invalid</b> |
| <b>11</b> |    | <b>0.228</b> | <b>0.361</b> | <b>Invalid</b> |
| 12        | 8  | 0.564        | 0.361        | Valid          |
| 13        | 9  | 0.622        | 0.361        | Valid          |
| 14        | 10 | 0.601        | 0.361        | Valid          |
| 15        | 11 | 0.621        | 0.361        | Valid          |
| 16        | 12 | 0.551        | 0.361        | Valid          |
| 17        | 13 | 0.571        | 0.361        | Valid          |
| <b>18</b> |    | <b>0.239</b> | <b>0.361</b> | <b>Invalid</b> |
| 19        | 14 | 0.621        | 0.361        | Valid          |
| 20        | 15 | 0.602        | 0.361        | Valid          |
| 21        | 16 | 0.621        | 0.361        | Valid          |
| 22        | 17 | 0.588        | 0.361        | Valid          |
| 23        | 18 | 0.642        | 0.361        | Valid          |
| <b>24</b> |    | <b>0.304</b> | <b>0.361</b> | <b>Invalid</b> |
| 25        | 19 | 0.601        | 0.361        | Valid          |

|           |    |              |              |                |
|-----------|----|--------------|--------------|----------------|
| <b>26</b> |    | <b>0.179</b> | <b>0.361</b> | <b>Invalid</b> |
| 27        | 20 | 0.596        | 0.361        | Valid          |
| <b>28</b> |    | <b>0.293</b> | <b>0.361</b> | <b>Invalid</b> |
| 29        | 21 | 0.621        | 0.361        | Valid          |
| 30        | 22 | 0.634        | 0.361        | Valid          |
| 31        | 23 | 0.646        | 0.361        | Valid          |
| 32        | 24 | 0.623        | 0.361        | Valid          |
| 33        | 25 | 0.611        | 0.361        | Valid          |

Based on the computation of the table's validity, it can be observed from the 33 items of multiple-choice questions concerning present continuous tense content that there are 25 valid items. The following questions 3, 5, 10, 11, 18, 24, 26, and 28 no longer meet the validity criteria or are invalid. Invalid items may be disregarded or deleted so that the number of valid items from a 25-item multiple-choice survey may be resubmitted to the responder.

b. Reliability

According to Sugiyono, the reliability test is the degree to which measurements of the same item would give the same data<sup>50</sup>. A reliability test is used to examine the instrument's capacity to expose the respondent's phenomena, despite the fact that it is administered at specified times. The alpha formula for dependability is as follows::

$$r_{11} = 1 - \frac{V_s}{V_r}$$

$r_{11}$  = instrument reliability

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<sup>50</sup> Sugiyono 2017,... p. 130

$V_s$  = leftover variant

$V_r$  = variant of respondent

The acquired  $r_{11}$  value turned into consulted with  $r$  table with a level massive 5%. if the value of  $r_{11}$  greater than  $r_{table}$ , the instrument is reliable.

**Table 4.5 Indicator of Reliability Test**

| r value                 | Categories |
|-------------------------|------------|
| $0,0 < r_{xy} \leq 0,2$ | Very Low   |
| $0,2 < r_{xy} \leq 0,4$ | Low        |
| $0,4 < r_{xy} \leq 0,6$ | Moderate   |
| $0,6 < r_{xy} \leq 0,8$ | High       |
| $0,8 < r_{xy} \leq 1,0$ | Very High  |

(Arikunto, 2006:161)

Based on 30 respondents with significance level of 0.05, the  $r_{table}$  is 0.361. The results of reliability test that have been conducted using *IBM SPSS V 25* are follow as:

**Table 4.6 Reliability Statistics**

| $r_{hitung}$ | $r_{table}$ | Description |
|--------------|-------------|-------------|
| 0.620        | 0.361       | Reliable    |

From the reliability statistics above, the  $r_{hitung}$  from *Cronbach's Alpha* is higher than  $r_{table}$ . Thus, it can be concluded that the instrument of present continuous tense is reliable. It categorized as high due  $0.6 < 0.620 \leq 0.8$ .

## CHAPTER IV

### RESULTS AND DISCUSSION

#### A. Data Description

This study is quasi-experimental in nature and was done at MTs Muhammadiyah 1 Purwokerto. This study's population consisted of eighth-grade kids, and the sample was selected using a random sampling procedure since they were homogenous. This study focused on classes 8B as the control class and 8C as the experimental class. In this research, descriptive quantitative methodology was used. This study's findings will be reported in words and statistics. The data collection procedure consisted of a pre-test and a post-test. Both classes, the control class and the experimental class, were given the pre-test. The researcher then offered a flashcard therapy to just the experimental class, whereas the control class received no treatment. After administering a post-test to both the control and experimental class, the data were then ready for analysis. Scores from the pre- and post-test will be examined using the Independent Sample T-test. The study will be deemed a success if it can be determined that the flashcard substantially improved students' learning outcomes in the present continuous tense in the experimental class.

##### 1. Pre-test and Post-test Data in the Control Class

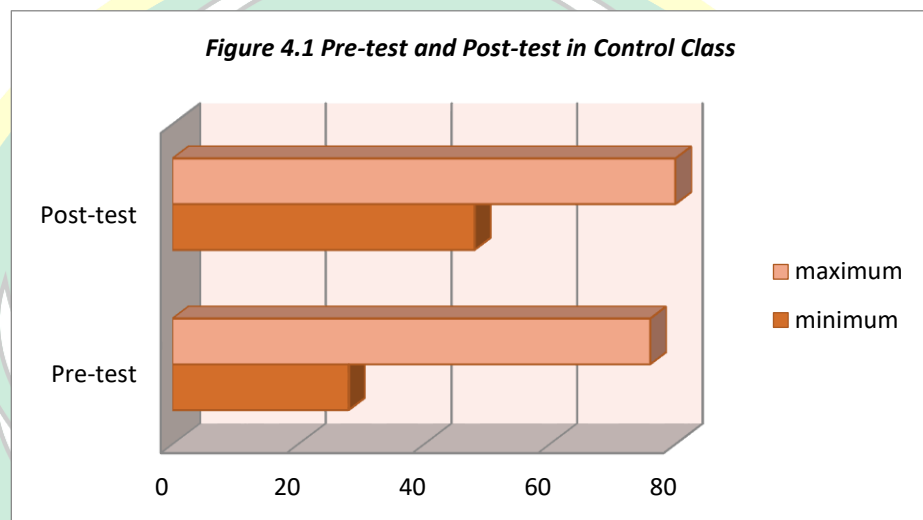
Using IBM SPSS V.25, the pre-test and post-test results for the 8B or control class that did not undergo flashcard therapy are as follows:

*Table 4.2 Pre-test and Post-test in Control Class Resulty*

| No. | Statistics | Control Class |           |
|-----|------------|---------------|-----------|
|     |            | Pre-test      | Post-test |
| 1   | N          | 30            | 30        |
| 2   | Minimum    | 28            | 48        |
| 3   | Maximum    | 76            | 80        |

|                        |        |       |       |
|------------------------|--------|-------|-------|
| 4                      | Mean   | 55.20 | 66.00 |
| 5                      | Median | 56    | 68    |
| 6                      | Mode   | 56    | 68    |
| Mean different = 10.80 |        |       |       |

The minimum and maximum pre- and post-test scores for the control class are shown in the chart below:



Using the chart above as a guide, 30 respondents were sampled and it was determined that the pre-test mean for the control class was 55.20 and the post-test mean for the control class was 66.00. The mean different is 10.80.

## 2. Pre-test and Post-test Data in the Experimental Class

The results of the pre-test and post-test were analyzed using IBM SPSS V.25 in accordance with the findings of the study conducted on the 8C or experimental class that got flashcard therapy:

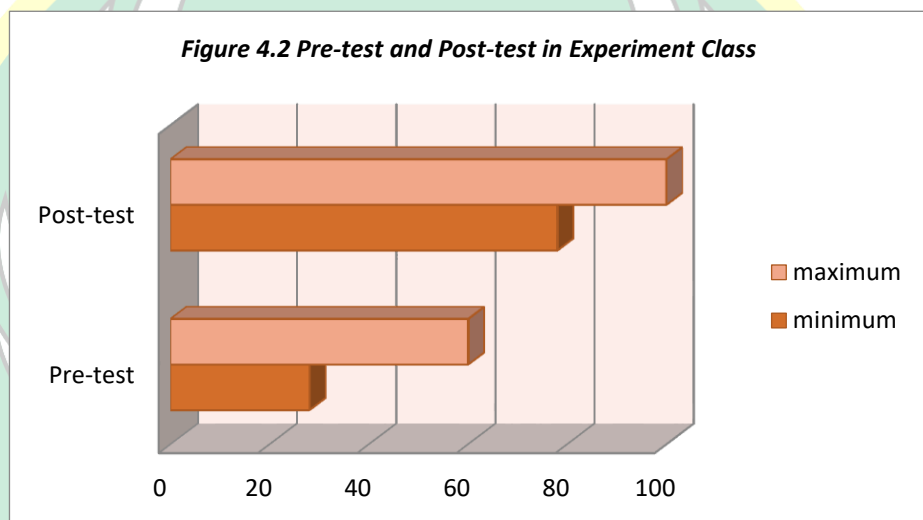
**Table 4.3 Pre-test and Post-test in Experimental Class Result**

| No. | Statistics | Experimental Class |           |
|-----|------------|--------------------|-----------|
|     |            | Pre-test           | Post-test |
| 1   | N          | 30                 | 30        |



|                        |         |       |       |
|------------------------|---------|-------|-------|
| 2                      | Minimum | 28    | 60    |
| 3                      | Maximum | 78    | 100   |
| 4                      | Mean    | 55.20 | 79.80 |
| 5                      | Median  | 56    | 80    |
| 6                      | Mode    | 36    | 80    |
| Mean different = 24.60 |         |       |       |

The minimum and maximum pre- and post-test scores for the experimental class are shown in the chart below:



Using the following chart as a guide, 30 respondents were sampled and it was determined that the experimental class's pre-test mean was 55.20 and its post-test mean was 79.80. The mean different is 24.60.

Using chart above as a guide, the class that got flashcards had a mean score that was greater than the class that did not. It concluded that flashcard can affected students in learning present continuous tense.

## B. Data Analysis

### 1. Requirements Testing of T-test

#### a. Normality Test

The objective of a normality test is to determine whether or not the distribution of a set of data or variables is regularly distributed. There are two decision criteria in the normality test:

1. If the *P-value* (Sig.)  $> 0.05$  = the data is normal distribution.
2. If the *P-Value* (Sig.)  $< 0.05$  = the data is not in normal distribution.

In this research, the researcher conducted the normality test with Kolmogorov-Smirnov and Shapiro-Wilk by using *IBM SPSS V 25*:

*Table 4.7 Normality Statistics*

| Tests of Normality |                                 |    |        |              |    |       |
|--------------------|---------------------------------|----|--------|--------------|----|-------|
|                    | Kolmogorov-Smirnov <sup>a</sup> |    |        | Shapiro-Wilk |    |       |
|                    | Statistic                       | df | Sig.   | Statistic    | df | Sig.  |
| pretest CC         | 0.189                           | 30 | 0.135  | 0.924        | 30 | 0.200 |
| posttest CC        | 0.146                           | 30 | 0.100  | 0.933        | 30 | 0.118 |
| pretest EC         | 0.197                           | 30 | 0.217  | 0.914        | 30 | 0.340 |
| posttest EC        | 0.107                           | 30 | 0.200* | 0.952        | 30 | 0.188 |

According to the table of normality statistics above, it interpreted that the probability value (Sig.)  $> 0.05$ , so that the data is normal distribution. Thus, the dependent and independent variables can be used for the next step of hypothesis testing.

#### b. Homogeneity Test

Homogeneity test determines if two or more populations (or subgroups of a population) have the same distribution of a single categorical variable. In this research, the homogeneity test used the pre-test results from both sample classes. The reason is that from their pre-test scores, their initial abilities will be known. The decision in homogeneity tests is based on two factors:

1. If the significance value is  $> 0.05$ , then it is said that the variance of two or more population groups is the same.
2. If the significance value is  $< 0.05$ , it is said that the variance of two or more population groups is not the same.

*Table 4.8 Homogeneity Statistics*

| Test of Homogeneity of Variance |                                      |                  |     |         |       |
|---------------------------------|--------------------------------------|------------------|-----|---------|-------|
|                                 |                                      | Levene Statistic | df1 | df2     | Sig.  |
| hasil belajar siswa             | Based on Mean                        | 2.402            | 3   | 116     | 0.071 |
|                                 | Based on Median                      | 1.591            | 3   | 116     | 0.195 |
|                                 | Based on Median and with adjusted df | 1.591            | 3   | 102.693 | 0.196 |
|                                 | Based on trimmed mean                | 2.385            | 3   | 116     | 0.073 |

Based on the homogeneity test results, the probability value of significance value  $> 0.05$ , so that the variance of two classes (control class and experimental class) is the same.

### 3. Hypothesis Testing

#### a. Independent Sample T-test

Independent Sample T-test is an unpaired sample test, defines that there is a relationship or correlation between the two samples to be analyzed. It aims to compare two unpaired samples. The test is part of Parametric Statistics so that before carrying out the test, the data must be first confirmed in normal distribution. If the data is not in normal distribution, then the alternative can be used Non-Parametric Statistics, which known as *Mann Whitney Test*. The primary basis decision of Independent Sample T-test divided into two, they are:

1. If the value of Sig. (2-tailed)  $< \text{Research Alpha } (0.05) = H_0$  is rejected and  $H_a$  is accepted.
2. If the value of Sig. (2-tailed)  $> \text{Research Alpha } (0.05) = H_0$  is accepted and  $H_a$  is rejected

### 1) Independent Sample T-test of *pre-test*

*Table 4.9 Group Statistics of Pre-test*

| Group Statistics  |               |    |         |                |                 |
|-------------------|---------------|----|---------|----------------|-----------------|
|                   | Class         | N  | Mean    | Std. Deviation | Std. Error Mean |
| Students' results | Control Class | 30 | 55.2000 | 14.18693       | 2.59017         |
|                   | Exp. Class    | 30 | 55.2000 | 14.18693       | 2.59017         |

The above Group Statistics table is a result of the Independent Sample T-test. It indicated that the pre-test mean value for both the control group and the experimental group is 55.2000. It was determined that students' beginning abilities are identical, or that they are homogenous..

In IBM SPSS V25 analysis of Independent Sample T-test, an additional result is shown below.:

*Table 4.10 Result of Independent Sample of Pre-test*

| Independent Samples Test |                             |   |      |                              |        |                 |                 |                       |   |          |
|--------------------------|-----------------------------|---|------|------------------------------|--------|-----------------|-----------------|-----------------------|---|----------|
|                          |                             | Levene's Test for Equality of Variances |      | t-test for Equality of Means |        |                 |                 |                       |   |          |
|                          |                             | F                                       | Sig. | t                            | df     | Sig. (2-tailed) | Mean Difference | Std. Error Difference | 95% Confidence Interval of the Difference |          |
|                          |                             |   |      |                              |        |                 |                 |                       | Lower                                     | Upper    |
| Students' results        | Equal variances assumed     | .709                                    | .403 | 1.313                        | 58     | .195            | 4,93333         | 3,75862               | -2,59036                                  | 12,45702 |
|                          | Equal variances not assumed |   |      | 1.313                        | 57.854 | .195            | 4,93333         | 3,75862               | -2,59076                                  | 12,45743 |

The result indicates that the significance value for Levene's Test for Equality of Variances column is 0.403 ( $p > 0.05$ ). Equal Variances Assumed may be used to compare the population mean

(t-test for Equality of Means) given that the two variances were homogenous or equal. In the Equal Variances Assumed column, the sig. (2-tailed) value is known to be  $0.195 > 0.05$ . Based on the rationale for decision of the Independent Sample T-test,  $H_0$  is approved and  $H_a$  is refused. Thus, there is no difference between the average results of the control class and the experimental class on the pre-test for the present continuous tense.

## 2) Independent Sample T-test of *post-test*

**Table 4.11 Group Statistics of Post-test**

| Group Statistics  |               |    |         |                |                 |
|-------------------|---------------|----|---------|----------------|-----------------|
|                   | Class         | N  | Mean    | Std. Deviation | Std. Error Mean |
| Students' results | Control Class | 30 | 66,0000 | 9,95161        | 1,81691         |
|                   | Exp. Class    | 30 | 79,8000 | 11,94643       | 2,18111         |

Group Statistics table above is an output from the Independent Sample T-test. It interpreted that the *post-test* mean value of the control class is 66,00, meanwhile the mean value of the experimental class is 79,80. It can be concluded that the *post-test* mean value in the control class is lower than in the experimental class.

In analysing Independent Sample T-test by using *IBM SPSS V 25*, there is another output that can be seen below:

**Table 4.12 Result of Independent Sample of Post-test**

| Independent Samples Test |                         |   |      |                              |    |                 |                 |                       |   |          |
|--------------------------|-------------------------|---|------|------------------------------|----|-----------------|-----------------|-----------------------|---|----------|
|                          |                         | Levene's Test for Equality of Variances |      | t-test for Equality of Means |    |                 |                 |                       |   |          |
|                          |                         | F                                       | Sig. | t                            | df | Sig. (2-tailed) | Mean Difference | Std. Error Difference | 95% Confidence Interval of the Difference |          |
|                          |                         |   |      |                              |    |                 |                 |                       | Lower                                     | Upper    |
| Students' result         | Equal variances assumed | ,301                                    | ,585 | -4,861                       | 58 | ,000            | -13,80000       | 2,83873               | -19,48234                                 | -8,11766 |



|                                      |  |  |        |        |      |           |         |           |          |
|--------------------------------------|--|--|--------|--------|------|-----------|---------|-----------|----------|
| Equal<br>variances<br>not<br>assumed |  |  | -4,861 | 56,166 | ,000 | -13,80000 | 2,83873 | -19,48629 | -8,11371 |
|--------------------------------------|--|--|--------|--------|------|-----------|---------|-----------|----------|

The result indicates that the significance value for Levene's Test for Equality of Variances column is 0.585 ( $p > 0.05$ ). Equal Variances Assumed may be used to compare the population mean (t-test for Equality of Means) given that the two variances were homogenous or equal.

In the Equal Variances Assumed column, the sig. (2-tailed) value is known to be 0.000 0.05. Based on the rationale for decision of the Independent Sample T-test,  $H_0$  is rejected and  $H_a$  is approved. Consequently, there is a substantial difference between the average post-test results of the control class and the experimental class for the present continuous tense.

Based on the analysis results of the pre-test and post-test in the experimental class, the effectiveness of flashcards increased from 55.20% to 79.80%. It can be matched by the Indicator of Media Effectiveness Level below:

| Achivement Level | Categories         |
|------------------|--------------------|
| 85-100%          | Very effective     |
| 75-85%           | Effective          |
| 55-75%           | Less effective     |
| 0-55%            | Not effective      |
| <20%             | Very not effective |

(Arikunto, 2010:35)

From the table, it can be concluded that flashcard is useful for teaching present continuous tense, and it mentioned as an effective category.

### **C. Treatment**

In this study, researcher used three cycles to obtain the data. Before entering into learning, the researcher gave a pre-test about the present continuous tense to students. The first cycle, the researcher prepared the flashcards and began the class by explaining about rules of present continuous tense in positive, negative, and interrogative form based on flashcard was show by researcher. At the end of the lesson, researcher gave test.

The second cycle used material were same with the first cycle but the researcher gave different flashcard and game from the previous meeting. The researcher began the class by giving appreception about material was discussed at the previous meeting. The researcher asked the students to make sentence in positive, negative, and interrogative form based on flashcard in showed by researcher. After playing the game, the researcher gave feedback and review. At the end of the lesson,the researcher gave test.

In the cycle three, the reseacher used the same materials with second cycle about present continuous tense but gave the different flashcard and game from the previous meeting. The researcher gave examples of present continuous tense that are represented with flashcard. At the end of the lesson, the researcher gave test.

### **D. Discussion**

The data analysis revealed that the pre-test average for the control class or the class that did not get flashcard therapy was 55,2 with the greatest score being 76 and the lowest score being 28. The post-test average was 66,00 with the best score being 80 and the lowest score being 48. Comparatively, the experimental class or class that underwent flashcard therapy had an average pre-test score of 55,2 with the greatest score being 78 and the lowest score being 28, and an average post-test score of 79,8 with the best score being 100 and the lowest score being 60. The difference between the pre-test and post-test average value in the control group was less than the difference between the pre-test and post-

test average value in the experimental group. The experimental class was greater than the control class because  $24,60 > 10,80$ .

The purpose of this study was to evaluate, using the Independent Sample T-test, if there is a significant difference between the average results of students in the control class and the experimental class on the present continuous tense. According to the table of pre-test group data, there were 30 responders in each of the control and experimental classes. Both groups achieved a mean score of 55,2 on the present continuous tense examination. It may be inferred that there was no difference between the control group and the experimental group in the mean score on the pre-test. It also demonstrated that both classes were of equal skill or were homogenous.

Another output table of the pre-test Independent Sample T-test revealed that the sig. value of Levene's Test for Equality of Variances was  $0,403 > 0,05$ . It indicated that the data versions for the control class and the experimental class were identical or homogenous. If the significance result of Levene's Test for Equality of Variances is greater than alpha (0,05), then the data variation is homogenous. In contrast, if the significance level of Levene's Test for Equality of Variances is less than alpha (0,05), then the data variation is not homogenous. The statistical data in the Independent Sample T-test of pre-test may then be directed by the value in the Equal Variances Assumed column after the homogeneous data variant has been determined. It can be observed that the value of sig. (2 tailed) was  $0,195 > 0,05$ . According to the rationale decision making of the Independent Sample T-test,  $H_a$  was rejected whereas  $H_0$  was approved. There was no significant difference between the pre-test results of pupils in the control class and the experimental class. The value of the pre-test mean difference between the control group and the experimental group was recorded as 0 since  $55,2 - 55,2 = 0$ .

Using a technique that compares t-count and t-table, the outcome of data analysis might be more specific. If the t-count exceeds the t-table, then  $H_a$  is acceptable. Based on the pre-test table's Independent Sample T-

test result, the t-count was 1,313. T-table was derived using df column = 58 and an alpha value of 0.05, which was known to be 2,001.  $1,313 < 2,001$ , hence T-count is more than t-table. It indicated that  $H_a$  is rejected, hence there was no difference in pre-test scores between the control and experimental classes.

In the output of post-test group statistics, 30 students from each of the control and experimental classes participated as responders. In the control group, the mean score on the present continuous tense was 66,000, whereas in the experimental group it was 79,800. The statistically descriptive conclusion was that the present continuous tense post-test scores of experimental class students were higher than those of control class students. Consequently, there was a difference between the control class and the experimental class in terms of the mean post-test scores for the present continuous tense.

Another output table of the Independent Sample T-test in the post-test revealed that the significance level of Levene's Test for Equality of Variances was  $0.5855 > 0.05$ . It indicated that the data versions for the control class and the experimental class were identical or homogenous. If the significance result of Levene's Test for Equality of Variances is greater than alpha (0.05), then the data variation is homogenous. In contrast, if the significance level of Levene's Test for Equality of Variances is less than alpha (0.05), then the data variation is not homogenous. The statistical data in the Independent Sample T-test of pre-test may then be directed by the value in the Equal Variances Assumed column after the homogeneous data variant has been determined. It is evident that the value of sig. (2 tailed) was more than 0.05. According to the rationale decision making of the Independent Sample T-test,  $H_a$  was approved whereas  $H_0$  was refused. There was a substantial difference between the post-test performance of students in the control group and the experimental group. Because  $79,80 - 66,00 = 13,80$ , the value of the mean difference between the post-test scores of the control group and the experimental group was recorded as 13,80.

The t-count and t-table comparison methods corroborated the outcome of the preceding data analysis. If the t-count is more than the t-table, then  $H_a$  is acceptable. The t-count was -4,861 based on the outcome of the Independent Sample T-test of the post-test table. If the value of t was negative, the negative symbols would be ignored. In a research study, only absolute figures or numbers are required. Therefore, the t-count was 4,861. T-table was derived using  $df \text{ column} = 58$  and  $\alpha = 0.05$ , which was known to be 2,001. T-count > t-table since  $4,861 > 2,001$ . It indicated that  $H_a$  is accepted, resulting in a difference in the post-test outcomes between the control and experimental groups.

On the basis of the interpretation of the results data analysis in the pre-test and post-test Independent sample T-test output in the control class and experimental class, it can be concluded that the post-test results of the control class were significantly different than those of the experimental class. It also shown that the experimental class was superior than the control group. In the experimental class, employing flashcards as a learning medium attracted students to the present continuous tense, while the control class received no treatment.

Students' ability to learn the present continuous tense improved as a consequence of the use of flashcards as a teaching medium, according to the results of a research examining students' test scores. Students' comprehension of present continuous tense content provided proof. It displayed the post-test results of pupils in the experimental class, the class that was treated with flashcards. In accordance with the notion proposed by Merriam-Webster in Herlina, a flashcard is fairly basic yet capable of assisting a person or students in studying a certain subject efficiently<sup>51</sup>.

Flashcard as visual media is simple to create or buy. It helps the teacher to deliver the materials of present continuous tense easier. As stated by Agus and Maulani, a visual-oriented media will alternate students to sequentially pay attention and engage the learning process. Besides, the

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<sup>51</sup> Herlina Roza, "The Effect of Using Flashcard to....", p. 17



assistance of visual media can mediate them acquire new words. Teachers could be helped by visual media to provide comprehensible input to acquire new vocabulary<sup>52</sup>. The teacher only has to prepare a card consisting of pictures, words, or sentences related to the topic material and present it to students. The contents of flashcard can be filled with elements of daily life such as human activity, places, animals, events, etc. Considering Komachali and Khodareza, a flashcard is a piece of cardboard with a word, statement, or simple image on it. It is quite simple and compatible media for students to study a topic<sup>53</sup>. Usually the students are able to understand and memorize present continuous tense easily if the teacher using flashcard that contains pictures. It supports students' understanding and easy to receive the material given by teacher. In line with a study by Khairunisa Dwinalida et al., explained that pictures have the advantage of being easy to prepare, easy to organize, being interesting, meaningful and authentic. Pictures can bring images of reality into the unnatural world of the language classroom<sup>54</sup>.

Students in MTs Muhammadiyah Purwokerto think that grammar is boring and difficult to learn. Grammar is rarely used in a real life. Low pre-test scores suggest that both the control class and the experimental class performed poorly. However, grammar is regarded crucial since it is a fundamental skill necessary for optimal English comprehension. According to Murcia and Freeman, teaching grammar is essential since it may improve students' performance in all four skills: reading, writing, listening, and speaking<sup>55</sup>.

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<sup>52</sup> Agus, Husein As Sabiq & Maulani, Anjani Sukirno, "Visual Media Utilization in Mastering English Vocabulary of Hearing-Impaired Students," *Insania*, ISSN 2598-3091, 2020

<sup>53</sup> Khodareza & Komachali, "The Effect of Using Vocabulary Flashcard on Iranian Pre-University Students' Vocabulary Knowledge", *Canadian Center of Science and Education Journal*, 5 (3), p. 137

<sup>54</sup> K Dwinalida, Zainal, Hariswan, "Teaching Listening Comprehension Through Picture Dictation to the Tenth Grade Students of SMA Islam Az-Zahra Palembang", *The Journal of English Literacy Education*, Vol. 1(1), 2014

<sup>55</sup> Murcia & Freeman, *The Grammar book: An ESL/EFL Teachers' Course*, Cambridge: Newbury House Publisher, 1983, p. 2

Grammars covers tenses, word order, modals, prepositions, adjectives, etc. Tenses are one of several English Grammar. As basic in learning English, tenses should be compatible and has a certainty to use. Present continuous tense as one of the topic materials given by the teacher should be used correctly based on a situation. It indicated if there was an activity or situation when we talk about things happening in the period around now or talk about changes happening around now. In line with Azar & Schramfer, the present continuous tense is one of the tenses that convey the concept that an activity is occurring at a certain moment<sup>56</sup>. It is also known as present progressive; it represents transitory actions occurring at the moment of speaking or in the distant past. It will be difficult to understand by students instantly. They need something to stimulate their interest and curiosity about the present continuous tense. As stated by Aenun et al., a learning by using media as Youtube can increase students' interest. Using learning media such as Youtube, students can display interactive, interesting, and fun learning material<sup>57</sup>. Thus, the use of media or teaching aid by using flashcard is important to support students' learning in understanding grammar, especially in the present continuous tense.

As a learning tool for teaching present continuous tense, flashcards have been shown to improve students' performance. Siti Inayah's prior research shown that the usage of flashcards in teaching present continuous tense at the seventh grade of MTs YAMIDA Grobogan in the academic year of 2009/10 can enhance students' comprehension. It indicated from students' achievement in four-cycle, which in each cycle is successfully improved students' average scores. Students' average school at the pre-cycle is 5.03, the first cycle is 6.02, the second cycle is 7.00, and the last

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<sup>56</sup> Azar & Schramfer, *Understanding and Using English Grammar Second Edition*, United State of America: Pearson Education, 1989, p. 3

<sup>57</sup> A Mutoharoh, A Zumrotul 'Ulya, Euis Nawangsari, SR Fatin, M Mualim, *The Use of Youtube As A Medium for Teaching English Writing Skill During Covid-19 Pandemic*, *Tarling: Journal of Language Education*, 2021, p. 139

cycle is 8.5<sup>58</sup>. In line with study conducted by Hartono, The introduction of flashcards to enhance students' comprehension of the present continuous tense at SMA Muhammadiyah Plus Salatiga in the 2017/18 academic year was unquestionably beneficial. The improvement of students' understanding in present continuous tense is significant. It is proved by the different of students' average score between the first cycle and the second one. In the first cycle, the t-test is 11.315, meanwhile in the second cycle is 7.980<sup>59</sup>.

In this study, the researcher also found that teaching the present continuous tense by using flashcard can stimulate students' motivation and get their interest in the learning activities. It can be shown by their enthusiasm to follow the teaching and learning activity until the time is over. Students participate during lessons, they were not hesitant to ask about the material they have not understood yet. The teaching present continuous tense was also interspersed with games or quizzes that can be more enchanting to students' motivation learning. as stated by Huyen and Thu Nga, games may be used to encourage friendly rivalry and motivate students to actively engage in learning activities<sup>60</sup>.

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

Based on the findings and discussion of the study, it can be inferred that there was a difference in students' grasp of present continuous tense at MTs Muhammadiyah 1 Purwokerto between those who were taught using flashcards and those who were not. Students who were taught using

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<sup>58</sup> Siti Inayah, "Using Flashcard to Improve Students' Understanding on Present Continuous Tense...", p. 59

<sup>59</sup> Hartono, "The Use of Flashcard to Improve Students' Understanding on Present Continous Tense, p. 83

<sup>60</sup> Huyen and Thu Nga, Learning Vocabulary through Games, *Asian EFL Journal*, 2003

flashcards had a much greater comprehension of the present continuous tense than those who were not. Students were effectively taught present continuous tense using flashcards.

Comparing the average scores of students in the control class with the experimental class demonstrates that students' ability to comprehend the present continuous tense was greatly enhanced. Pre-test mean for the control group was 55,2 while post-test mean was 66,0. The pre-test mean for the experimental class was 55,2, whereas the post-test mean was 79,8. Based on the Group Statistics of the post-test for the Independent Sample T-test, the experimental class was greater than the control class:  $79,8 > 66,0$ . Based on the above calculation, the results of the pre-test and post-test indicated that students' reactions to flashcards used in teaching present continuous tense were favorable, the majority of students enjoyed studying, and it was easier to comprehend present continuous tense contents.

#### **B. Limitation of Study**

Based on the study conducted by the researcher, this study has some limitations. These might be the factors that can be the attention to be improved by the next researcher. Those limitations are as follow:

1. The researcher only focuses on the flashcard in the teaching present continuous tense based on the teaching materials in the form of guessing games, imagination activities, and make dialogue.
2. This research is limited to the subject matter of teaching the present continuous tense. Sources of teaching materials still need to be found and added to support teaching and learning activities. Students' handbooks are still lacking for them to know material in depth about the present continuous tense.
3. At the time pre-test and post-test were made; certain factors could not be valued in-depth. Nevertheless, those tests did provide relevant data for the study.
4. Limited time allocation. the researcher gets time to conduct research based on an agreement with the teacher and school. The treatment

given to the research sample must be sufficient and adjust to the time allotted

### **C. Suggestion**

Considering the results of the research entitled “The Use of Flashcard for Teaching Present Continuous Tense of Eight Grade Students’ of MTs Muhammadiyah Purwokerto”, there are some suggestions are as follows:

1. For the teachers

The researcher recommends using flashcards in the teaching and learning process, particularly for the present continuous tense. It may be utilized to grab the attention of students. Students may easily remember the teacher-provided content. Based on the research, students will enjoy their learning process because they like the flashcard as teaching media. It can affect their learning scores, especially for present continuous tense. In line with that, the teacher would be more flexible and understand the teaching method are suitable for students.

2. For the school

The use of flashcard is suitable to be applied to all subjects in a school, especially in English. Flashcard as learning media can increase the students’ motivation. It could be more exciting to students in learning and teaching activity; because the teaching and learning could not be boring anymore. Besides, it could be an alternative teaching method and help students to increase their ability knowledge in learning topics based on the curriculum.

3. Last, the researcher hopes this research could be used as an additional reference. For the next researcher to add other variables and topics in order to develop other references for this flashcard.



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## Appendix 1

### RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Satuan Pendidikan : MTs Muhammadiyah Purwokerto  
Mata Pelajaran : Bahasa Inggris  
Materi Pelajaran : Present Continuous Tense  
Kelas/Semester : VIII/II  
Waktu : 2jp x 30 menit

#### A. Tujuan Pembelajaran

- Mengidentifikasi ungkapan-ungkapan yang menunjukkan kejadian yang sering terjadi.
- Menyebutkan tindakan, kegiatan yang sedang dilakukan tampak pada tampilan visual.
- Menyebutkan kegiatan yang sedang dilakukan di kelas dengan ucapan dan vokal yang jelas.

#### B. Langkah-langkah Kegiatan

##### a. Kegiatan Pendahuluan (10')

1. Guru membuka pelajaran dengan salam dan berdoa
2. *Calling the roll*
3. Menyampaikan tujuan pembelajaran
4. Brainstorming

##### b. Kegiatan inti (40')

1. Peserta didik secara berkelompok mengamati gambar serta mendiskusikan teks sederhana Present Continuous Tense pada buku siswa tema "*What are you doing?*"
2. Guru memberi stimulus dan mengarahkan siswa untuk bertanya tentang kosa kata, struktur teks, dan fungsi sosial pada materi yang dipelajari.
3. Peserta didik diminta untuk melengkapi tabel di buku latihan siswa mengenai kegiatan-kegiatan yang terjadi di sekitar mereka.
4. Peserta didik diajak berpartisipasi dalam games menebak kegiatan yang terdapat pada flashcard.

##### c. Kegiatan Penutup (10')

1. Guru bersama peserta didik membuat kesimpulan/rangkuman tentang hal-hal penting yang telah dipelajari.
2. Melakukan refleksi.

### C. Penilaian

- a. Teknik : Tes Tertulis
- b. Bentuk instrument : Pertanyaan tentang isi bacaan
- c. Contoh Instrumen :
  - 1) buatlah kalimat Present Continuous yang sesuai dengan gambar yang tertera pada flashcard.

### D. Nilai – nilai karakter yang ingin ditanamkan dalam pembelajaran materi ini antara lain:

1. *Religius*, mengagumi keagungan Allah melalui pengamatan terhadap ciptaan-Nya yang ditampilkan dalam contoh teks.
2. *Komunikatif dan bersahabat* berupa bekerja sama dalam kelompok di kelas.
3. *Gemar membaca* melalui membaca teks untuk mencari jawaban/informasi yang dibutuhkan.

Guru Pamong

Sudarso, S.Pd  
NIP.

Purwokerto,  
Peneliti

Nanda Musfit D.  
NIM. 1717404025

Mengetahui,  
Kepala MTs Muhammadiyah Purwokerto

Dra. Rasiwen.  
NIP.



## RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

|                   |                               |
|-------------------|-------------------------------|
| Satuan Pendidikan | : MTs Muhammadiyah Purwokerto |
| Mata Pelajaran    | : Bahasa Inggris              |
| Materi Pelajaran  | : Present Continuous Tense    |
| Kelas/Semester    | : VIII/II                     |
| Waktu             | : 2jp x 30 menit              |

### A. Tujuan Pembelajaran

- Mengidentifikasi ungkapan-ungkapan yang menunjukkan kejadian yang sering terjadi.
- Menyebutkan tindakan, kegiatan yang sedang dilakukan tampak pada tampilan visual.
- Menyebutkan kegiatan yang sedang dilakukan di kelas dengan ucapan dan vokal yang jelas.

### B. Langkah-langkah Kegiatan

#### a. Kegiatan Pendahuluan (10')

1. Guru membuka pelajaran dengan salam dan berdoa
2. *Calling the roll*
3. Menyampaikan tujuan pembelajaran
4. Brainstorming

#### b. Kegiatan inti (40')

1. Peserta didik secara berkelompok mengamati gambar atau percakapan pada flashcard serta menentukan fungsi sosial dari Present Continuous Tense dengan benar.
2. Peserta didik diminta untuk menemukan informasi umum dan spesifik dari percakapan yang terdapat pada flashcard.
3. Peserta didik diminta untuk menentukan kata kerja (verb) yang sesuai dengan percakapan.

#### c. Kegiatan Penutup (10')

1. Guru bersama peserta didik membuat kesimpulan/rangkuman tentang hal-hal penting yang telah dipelajari.
2. Melakukan refleksi.

### C. Penilaian

- a. Teknik : Tes Tertulis
- b. Bentuk instrument : Pertanyaan tentang isi bacaan
- c. Contoh Instrumen :
  - 1) Tentukanlah kata kerja yang sesuai Present Continuous berdasarkan gambar yang tertera pada flashcard.

**D. Nilai – nilai karakter yang ingin ditanamkan dalam pembelajaran materi ini antara lain:**

1. *Religius*, mengagumi keagungan Allah melalui pengamatan terhadap ciptaan-Nya yang ditampilkan dalam contoh teks.
2. *Komunikatif* dan *bersahabat* berupa bekerja sama dalam kelompok di kelas.
3. *Gemar membaca* melalui membaca teks untuk mencari jawaban/informasi yang dibutuhkan.

Guru Pamong

Sudarso, S.Pd  
NIP.

Purwokerto,

Peneliti

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Mengetahui,  
Kepala MTs Muhammadiyah Purwokerto

Dra. Rasiwen.  
NIP.

PROF. KH. SAIFUDDIN ZUHRI

## RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

|                   |                               |
|-------------------|-------------------------------|
| Satuan Pendidikan | : MTs Muhammadiyah Purwokerto |
| Mata Pelajaran    | : Bahasa Inggris              |
| Materi Pelajaran  | : Present Continuous Tense    |
| Kelas/Semester    | : VIII/II                     |
| Waktu             | : 2jp x 30 menit              |

### A. Tujuan Pembelajaran

- Mengidentifikasi ungkapan-ungkapan yang menunjukkan kejadian yang sering terjadi.
- Menyebutkan tindakan, kegiatan yang sedang dilakukan tampak pada tampilan visual.
- Menyebutkan kegiatan yang sedang dilakukan di kelas dengan ucapan dan vokal yang jelas.

### B. Langkah-langkah Kegiatan

#### a. Kegiatan Pendahuluan (10')

1. Guru membuka pelajaran dengan salam dan berdoa
2. *Calling the roll*
3. Menyampaikan tujuan pembelajaran
4. Brainstorming

#### b. Kegiatan inti (40')

1. Peserta didik secara berkelompok mengamati gambar atau percakapan pada flashcard serta menentukan fungsi sosial dari Present Continuous Tense dengan benar.
2. Peserta didik diminta untuk menemukan informasi umum dan spesifik dari gambar yang terdapat pada flashcard.
3. Guru meminta peserta didik diskusi secara berpasangan mampu secara tertulis melengkapi kalimat dengan *to be* dan *verb-ing* berdasarkan gambar terkait dengan aktivitas yang berlangsung.
4. Peserta didik diminta untuk mampu secara lisan membuat kalimat sesuai dengan kegiatan yang sedang dilakukan/terjadi pada saat diucapkan dengan benar.

#### c. Kegiatan Penutup (10')

1. Guru bersama peserta didik membuat kesimpulan/rangkuman tentang hal-hal penting yang telah dipelajari.
2. Melakukan refleksi.

### C. Penilaian

- a. Teknik : Tes Lisan

- b. Bentuk instrument : Pertanyaan tentang isi bacaan
- c. Contoh Instrumen :
- 1) Lakukanlah sebuah tindakan mudah dan deskripsikan dengan sebuah kalimat sesuai formula Present Continuos Tense.

**D. Nilai – nilai karakter yang ingin ditanamkan dalam pembelajaran materi ini antara lain:**

1. *Religius*, mengagumi keagungan Allah melalui pengamatan terhadap ciptaan-Nya yang ditampilkan dalam contoh teks.
2. *Komunikatif dan bersahabat* berupa bekerja sama dalam kelompok di kelas.
3. *Gemar membaca* melalui membaca teks untuk mencari jawaban/informasi yang dibutuhkan.

Purwokerto,

Guru Pamong

Peneliti

Sudarso, S.Pd  
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Mengetahui,  
Kepala MTs Muhammadiyah Purwokerto

Dra. Rasiwen.  
NIP.

## RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

|                   |                               |
|-------------------|-------------------------------|
| Satuan Pendidikan | : MTs Muhammadiyah Purwokerto |
| Mata Pelajaran    | : Bahasa Inggris              |
| Materi Pelajaran  | : Present Continuous Tense    |
| Kelas/Semester    | : VIII/II                     |
| Waktu             | : 2jp x 30 menit              |

### A. Tujuan Pembelajaran

- Mengidentifikasi bentuk kata kerja terkait penggunaannya.
- Menyebutkan tindakan, kegiatan yang sedang dilakukan tampak pada tampilan visual.
- Menyebutkan kegiatan yang sedang dilakukan di kelas dengan ucapan dan vokal yang jelas.

### B. Langkah-langkah Kegiatan

#### a. Kegiatan Pendahuluan (10')

1. Guru membuka pelajaran dengan salam dan berdoa
2. *Calling the roll*
3. Menyampaikan tujuan pembelajaran
4. Brainstorming

#### b. Kegiatan inti (40')

1. Guru memberikan beberapa kalimat Present Continuous Tense yang disajikan dalam flashcard.
2. Peserta didik diminta untuk menelaah maksud dari kalimat yang tertera pada flashcard tersebut.
3. Peserta didik diminta menentukan bentuk kata kerja dalam sebuah word sheet terkait penggunaan bentuk Present Continuous Tense
4. Guru menyediakan kalimat yes/no questions terkait kejadian yang sedang berlangsung pada saat ini dalam bentuk Present Continuous Tense sesuai konteks penggunaannya.

#### c. Kegiatan Penutup (10')

1. Guru bersama peserta didik membuat kesimpulan/rangkuman tentang hal-hal penting yang telah dipelajari.
2. Melakukan refleksi.

### C. Penilaian

- |                      |                                 |
|----------------------|---------------------------------|
| a. Teknik            | : Tes Tertulis                  |
| b. Bentuk instrument | : Pertanyaan tentang isi bacaan |
| c. Contoh Instrumen  | :                               |



- 2) Buatlah beberapa kalimat sederhana berdasarkan gambar pada flashcard terkait kejadian yang sedang berlangsung pada saat ini.

**D. Nilai – nilai karakter yang ingin ditanamkan dalam pembelajaran materi ini antara lain:**

4. *Religius*, mengagumi keagungan Allah melalui pengamatan terhadap ciptaan-Nya yang ditampilkan dalam contoh teks.
5. *Komunikatif dan bersahabat* berupa bekerja sama dalam kelompok di kelas.
6. *Gemar membaca* melalui membaca teks untuk mencari jawaban/informasi yang dibutuhkan.

Guru Pamong

Sudarso, S.Pd  
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Kepala MTs Muhammadiyah Purwokerto

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NIP.

PROF. KH. SAIFUDDIN ZUHRI

## RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

|                   |                               |
|-------------------|-------------------------------|
| Satuan Pendidikan | : MTs Muhammadiyah Purwokerto |
| Mata Pelajaran    | : Bahasa Inggris              |
| Materi Pelajaran  | : Present Continuous Tense    |
| Kelas/Semester    | : VIII/II                     |
| Waktu             | : 2jp x 30 menit              |

### A. Tujuan Pembelajaran

- Mengidentifikasi tindakan atau kegiatan yang menunjukkan kejadian yang sering terjadi.
- Menyebutkan tindakan atau kegiatan yang sedang dilakukan tampak pada tampilan visual.
- Menyebutkan kegiatan yang sedang dilakukan di kelas dengan ucapan dan vokal yang jelas.

### B. Langkah-langkah Kegiatan

#### a. Kegiatan Pendahuluan (10')

1. Guru membuka pelajaran dengan salam dan berdoa
2. *Calling the roll*
3. Menyampaikan tujuan pembelajaran
4. Brainstorming

#### b. Kegiatan inti (40')

1. Guru membagi beberapa kelompok yang terdiri dari 6 peserta didik, dan membagikan sejumlah flashcard yang berisi gambar dalam rangka "*Guessing Game*".
2. Salah satu peserta didik pada tiap kelompok diminta untuk mempraktikkan kegiatan yang tertera pada gambar flashcard dan meminta teman lainnya menebak dan mencatat kegiatan apa yang sedang dilakukan
3. Setiap kelompok mempresentasikan hasil *Guessing Game* mereka dan meminta kelompok lainnya menentukan benar atau salahnya.

#### c. Kegiatan Penutup (10')

1. Guru bersama peserta didik membuat kesimpulan/rangkuman tentang hal-hal penting yang telah dipelajari.
2. Melakukan refleksi.

### C. Penilaian

- a. Teknik : Tes Lisan
- b. Bentuk instrument : Pertanyaan tentang isi bacaan

c. Contoh Instrumen :

- 1) Tebaklah satu kata kerja yang sedang dilakukan oleh temanmu dan buatlah kalimat sesuai dengan Present Continuous Tense.

**D. Nilai – nilai karakter yang ingin ditanamkan dalam pembelajaran materi ini antara lain:**

1. *Religius*, mengagumi keagungan Allah melalui pengamatan terhadap ciptaan-Nya yang ditampilkan dalam contoh teks.
2. *Komunikatif* dan *bersahabat* berupa bekerja sama dalam kelompok di kelas.
3. *Gemar membaca* melalui membaca teks untuk mencari jawaban/informasi yang dibutuhkan.

Purwokerto,

Guru Pamong

Peneliti

Sударso, S.Pd  
NIP.

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Mengetahui,  
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NIP.

PROF. KH. SAIFUDDIN ZUHRI

## RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

|                   |                               |
|-------------------|-------------------------------|
| Satuan Pendidikan | : MTs Muhammadiyah Purwokerto |
| Mata Pelajaran    | : Bahasa Inggris              |
| Materi Pelajaran  | : Present Continuous Tense    |
| Kelas/Semester    | : VIII/II                     |
| Waktu             | : 2jp x 30 menit              |

### A. Tujuan Pembelajaran

- Mengidentifikasi ungkapan-ungkapan yang menunjukkan kejadian yang sering terjadi.
- Menyebutkan tindakan, kegiatan yang sedang dilakukan tampak pada tampilan visual.
- Menyebutkan kegiatan yang sedang dilakukan di kelas dengan ucapan dan vokal yang jelas.

### B. Langkah-langkah Kegiatan

#### a. Kegiatan Pendahuluan (10')

1. Guru membuka pelajaran dengan salam dan berdoa
2. *Calling the roll*
3. Menyampaikan tujuan pembelajaran
4. Brainstorming

#### b. Kegiatan inti (40')

1. Guru menunjukkan beberapa gambar pada flashcard dan mengajak siswa dalam "*Imagination Activity*".
2. Peserta didik diminta untuk membuat dialog sederhana secara berpasangan sesuai dengan gambar terkait.
3. Setelah mempersiapkan diri, peserta didik mampu mempresentasikan hasil dialog sederhana yang dibuat sesuai imajinasi masing-masing di depan kelas dengan penuh percaya diri

#### c. Kegiatan Penutup (10')

1. Guru bersama peserta didik membuat kesimpulan/rangkuman tentang hal-hal penting yang telah dipelajari.
2. Melakukan refleksi.

### C. Penilaian

- a. Teknik : Tes Lisan
- b. Bentuk instrument : Pertanyaan tentang isi bacaan
- c. Contoh Instrumen :
  - 1) Buatlah dialog sederhana sesuai gambar kegiatan pada flashcard.

**D. Nilai – nilai karakter yang ingin ditanamkan dalam pembelajaran materi ini antara lain:**

1. *Religius*, mengagumi keagungan Allah melalui pengamatan terhadap ciptaan-Nya yang ditampilkan dalam contoh teks.
2. *Komunikatif dan bersahabat* berupa bekerja sama dalam kelompok di kelas.
3. *Gemar membaca* melalui membaca teks untuk mencari jawaban/informasi yang dibutuhkan.

Purwokerto,

Guru Pamong

Peneliti

Sudarso, S.Pd  
NIP.

Nanda Musfit D.  
NIM. 1717404025

Mengetahui,  
Kepala MTs Muhammadiyah Purwokerto

Dra. Rasiwen.  
NIP.

PROF. KH. SAIFUDDIN ZUHRI



## Appendix 2

| Number of Old Items | Number of New Items | Value of $r_{hitung}$ | Value of $r_{tabel}$ (n=30, $\alpha=0,361$ ) | Description    |
|---------------------|---------------------|-----------------------|--|----------------|
| 1                   | 1                   | 0,612                 | 0,361  | Valid          |
| 2                   | 2                   | 0,621                 | 0,361  | Valid          |
| <b>3</b>            |                     | <b>0,278</b>          | <b>0,361</b>                                 | <b>Invalid</b> |
| 4                   | 3                   | 0,618                 | 0,361  | Valid          |
| <b>5</b>            |                     | <b>0,34</b>           | <b>0,361</b>                                 | <b>Invalid</b> |
| 6                   | 4                   | 0,594                 | 0,361  | Valid          |
| 7                   | 5                   | 0,598                 | 0,361  | Valid          |
| 8                   | 6                   | 0,621                 | 0,361  | Valid          |
| 9                   | 7                   | 0,617                 | 0,361  | Valid          |
| <b>10</b>           |                     | <b>0,349</b>          | <b>0,361</b>                                 | <b>Invalid</b> |
| <b>11</b>           |                     | <b>0,228</b>          | <b>0,361</b>                                 | <b>Invalid</b> |
| 12                  | 8                   | 0,564                 | 0,361  | Valid          |
| 13                  | 9                   | 0,622                 | 0,361  | Valid          |
| 14                  | 10                  | 0,601                 | 0,361  | Valid          |
| 15                  | 11                  | 0,621                 | 0,361  | Valid          |
| 16                  | 12                  | 0,551                 | 0,361  | Valid          |
| 17                  | 13                  | 0,571                 | 0,361  | Valid          |
| <b>18</b>           |                     | <b>0,239</b>          | <b>0,361</b>                                 | <b>Invalid</b> |
| 19                  | 14                  | 0,621                 | 0,361  | Valid          |





|           |    |              |              |                |
|-----------|----|--------------|--------------|----------------|
| 20        | 15 | 0,602        | 0,361        | Valid          |
| 21        | 16 | 0,621        | 0,361        | Valid          |
| 22        | 17 | 0,588        | 0,361        | Valid          |
| 23        | 18 | 0,642        | 0,361        | Valid          |
| <b>24</b> |    | <b>0,304</b> | <b>0,361</b> | <b>Invalid</b> |
| 25        | 19 | 0,601        | 0,361        | Valid          |
| <b>26</b> |    | <b>0,179</b> | <b>0,361</b> | <b>Invalid</b> |
| 27        | 20 | 0,596        | 0,361        | Valid          |
| <b>28</b> |    | <b>0,293</b> | <b>0,361</b> | <b>Invalid</b> |
| 29        | 21 | 0,621        | 0,361        | Valid          |
| 30        | 22 | 0,634        | 0,361        | Valid          |
| 31        | 23 | 0,646        | 0,361        | Valid          |
| 32        | 24 | 0,623        | 0,361        | Valid          |
| 33        | 25 | 0,611        | 0,361        | Valid          |

### Appendix 3

Name :  
Number :

#### PRE-TEST AND POST-TEST

Choose the correct answer by crossing a, b, c, or d!

1.  It is 10.00 pm. Jessy .... sleeping in her bedroom.  
a. is                      c. are  
b. am                     d. was
2.  I need umbrella because it is .... right now.  
a. Raining              c. Rained  
b. Rains                d. Rain
3.  Is he reading book?  
a. Yes, he is            c. Yes, he does  
b. No, he is not        d. No, he does not
4.  Aldo and Rudi ..... football in the yard.  
a. is playing            c. are playing  
b. playing              d. plays

5.



Steve usually going to school by driving his own car. But now he .... to the school.

- |          |               |
|----------|---------------|
| a. walk  | c. is walking |
| b. walks | d. am walking |

6. Romi : "Where is your mom?"

Any : "She .... in the kitchen

- |            |               |
|------------|---------------|
| a. Cooked  | c. is cooking |
| b. Cooking | d. Cooked     |

7. My brother ..... at University of Indonesia.

- |                 |                  |
|-----------------|------------------|
| a. are studying | c. was studying  |
| b. is studying  | d. were studying |

8. Today there is a test at school. So...

- |                                       |
|---------------------------------------|
| a. People ask me to go school earlier |
| b. I'm going to school earlier        |
| c. My teacher go to school earlier    |
| d. I'm not going to school            |

9.



The girl .... at me.

- |            |               |
|------------|---------------|
| a. smile   | c. is smiles  |
| b. smiling | d. is smiling |

10. Tina ... barbie doll with her sister.

- |               |             |
|---------------|-------------|
| a. is playing | c. plays    |
| b. played     | d. is plays |

11. Don't forget your umbrella because it ....

- a. rained
- b. was raining
- c. rains
- d. is raining

12. Rio and his friends .... in the swimming pool.



- a. are swims
- b. are swimming
- c. is swimming
- d. swims

13. I ... to Bruno Mars' new song on the radio.

- a. is listens
- b. am listen
- c. listening
- d. am listening

14. Tom ... the letter right now.

- a. typing
- b. is typing
- c. type
- d. am typing

15. Dad ... gardening now. He is fishing.



- a. is not
- b. am not
- c. are not
- d. has not

16. I see your father ... to brother right now.



- a. are talking
- b. talk
- c. talking
- d. is talking



17. Ana : “Where is Rudi?”  
Tio : “He .... his canvas”
- a. are painting      c. is painting  
b. am painting      d. was painting

18. They ... still .... you.
- a. are - wait      c. are - waiting  
b. is - waiting      d. am – waiting

19.



Dudi is not sleep right now. He ....

- a. are running c. am running  
b. is running d. is runs

20.



Sisca .... to her new song.

- a. am singing      c. are singing  
b. was singing      d. is singing

21.



They ... English material in the class.

- a. are discussing      c. am discussing  
b. is discussing      d. were discussing

22.



The teacher .... in front of the class.

- a. are standing      c. is standing
- b. am standing      d. is stands

23. A baby .... out loud. She needs a milk.

- a. are crying      c. am crying
- b. is crying      d. cries

24. We are .... movie on the television right now.

- a. watching      c. are watching
- b. watch      d. is watching

25.



Dio and Andi .... and they need to stop.

- a. fighting      c. is fighting
- b. are fighting      d. was fight

#### Appendix 4

##### Students' Score of Present Continuous Tense in the Control Class

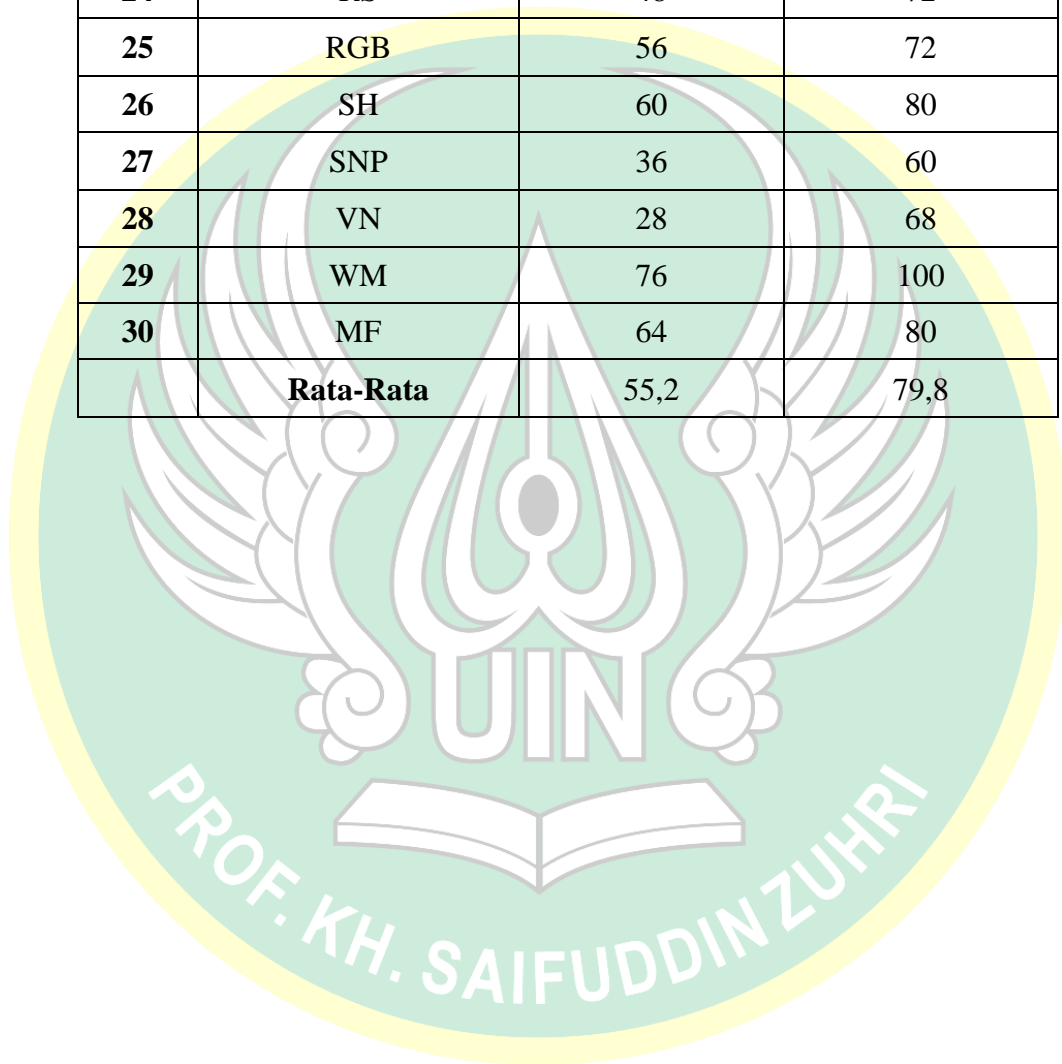
| No. | Students Name | Score    |           |
|-----|---------------|----------|-----------|
|     |               | Pre-test | Post-test |
| 1   | AGN           | 36       | 56        |
| 2   | AI            | 60       | 64        |
| 3   | CYS           | 36       | 48        |
| 4   | DMB           | 56       | 60        |
| 5   | DF            | 56       | 56        |
| 6   | DTI           | 28       | 48        |
| 7   | FD            | 36       | 60        |
| 8   | FKN           | 68       | 72        |
| 9   | IN            | 64       | 68        |
| 10  | ITD           | 68       | 68        |
| 11  | KCH           | 76       | 80        |
| 12  | KS            | 36       | 60        |
| 13  | KW            | 72       | 76        |
| 14  | LM            | 48       | 60        |
| 15  | LS            | 28       | 48        |
| 16  | MAD           | 56       | 60        |
| 17  | MDR           | 56       | 72        |
| 18  | MT            | 60       | 72        |
| 19  | MMA           | 68       | 80        |
| 20  | ME            | 60       | 68        |
| 21  | MF            | 72       | 80        |
| 22  | OV            | 56       | 68        |
| 23  | PM            | 60       | 68        |
| 24  | RDA           | 36       | 56        |
| 25  | RA            | 60       | 68        |

|           |                  |      |    |
|-----------|------------------|------|----|
| <b>26</b> | SSA              | 48   | 56 |
| <b>27</b> | SM               | 76   | 80 |
| <b>28</b> | UD               | 72   | 76 |
| <b>29</b> | VRP              | 52   | 76 |
| <b>30</b> | VM               | 56   | 76 |
|           | <b>Rata-Rata</b> | 55,2 | 66 |

**Students' Score of Present Continuous Tense in the Experimental Class**

| <b>No.</b> | <b>Name</b> | <b>Score</b>    |                  |
|------------|-------------|-----------------|------------------|
|            |             | <b>Pre-test</b> | <b>Post-test</b> |
| <b>1</b>   | AB          | 56              | 92               |
| <b>2</b>   | ACN         | 60              | 92               |
| <b>3</b>   | ASB         | 36              | 72               |
| <b>4</b>   | BN          | 36              | 68               |
| <b>5</b>   | EFI         | 56              | 96               |
| <b>6</b>   | ESP         | 48              | 80               |
| <b>7</b>   | EB          | 72              | 100              |
| <b>8</b>   | FR          | 28              | 80               |
| <b>9</b>   | FTM         | 28              | 78               |
| <b>10</b>  | GB          | 60              | 84               |
| <b>11</b>  | GH          | 60              | 80               |
| <b>12</b>  | GRW         | 76              | 100              |
| <b>13</b>  | JS          | 36              | 60               |
| <b>14</b>  | KB          | 36              | 78               |
| <b>15</b>  | LA          | 56              | 88               |
| <b>16</b>  | LNW         | 60              | 88               |
| <b>17</b>  | MSB         | 28              | 72               |
| <b>18</b>  | MM          | 56              | 84               |

|    |                  |      |      |
|----|------------------|------|------|
| 19 | MNA              | 68   | 78   |
| 20 | MFR              | 36   | 60   |
| 21 | MD               | 60   | 84   |
| 22 | PES              | 52   | 88   |
| 23 | PF               | 36   | 60   |
| 24 | RS               | 48   | 72   |
| 25 | RGB              | 56   | 72   |
| 26 | SH               | 60   | 80   |
| 27 | SNP              | 36   | 60   |
| 28 | VN               | 28   | 68   |
| 29 | WM               | 76   | 100  |
| 30 | MF               | 64   | 80   |
|    | <b>Rata-Rata</b> | 55,2 | 79,8 |





## Appendix 5

### FLASHCARD FOR TEACHING





He is wearing.



I am sitting.



He is jumping.



I am eating dinner  
in the dining room.



They are  
brushing teeth.



I am  
washing hands.



I am writing.



have breakfast

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