

appendix 1
Table of midterm test

No	VII A (X1)	$(X1^2)$	VII B (X2)	$(X2^2)$	VII C (X3)	$(X3^3)$
1	9,6	92,16	7,6]	57,76	8,8	77,44
2	8	64	4,4	19,36	8,2	67,24
3	7,8	60,84]	7,8	60,84	4,8	23,04
4	4	16	7,2	51,84	7,2	51,84
5	7	49	8,6	73,96	4,4	19,36
6	7,6	57,76	7,4	54,76	5,2	27,04
7	8,4	70,56	6,8	46,24	6	36
8	7,2	51,84	9,4	88,36	8,8	77,44
9	9,6	92,16	9,6	92,16	4,2	17,64
10	7,2	51,84	8,8	77,44	7,8	60,84
11	8,2	67,24	7,8	60,84	8	64
12	6,4	40,96	7,8	60,84	4,8	23,04
13	7	49	9	81	8	64
14	7,2	51,84	6,8	46,24	7,8	60,84
15	6,8	46,24	6,6	43,56	9,6	92,16
16	8,8	77,44	7	49	7,8	60,84
17	7,8	60,84	6,4	40,96	8,6	73,96
18	9,6	92,16	6,4	40,96	7,8	60,84
19	8,4	70,56	4,2	17,64	9,6	92,16
20	8,6	73,96	8	64	10	100
21	6,6	43,56	8,4	70,56	9,8	96,04
22	6,4	40,96	7,8	60,84	4	16
23	6,6	43,56	9	81	7,2	51,84
24	7,6	57,76	5,2	27,04	9,4	88,36
25	5,2	27,04	8,6	73,96	7,6	57,76
26	6,2	38,44	8,8	77,44	8,8	77,44
27	6,8	46,24	7	49	6,8	46,24
28	9,6	92,16	9	81	7,6	57,76
29	8,8	77,44	6,2	38,44	7,2	51,84
30	9,2	84,64	9	81	9,2	84,64
31	8	64	9,2	84,64	8,8	77,44
32	8,2	67,24	8,4	70,56	5,2	27,04
33	8,8	77,44	6,4	40,96	4	16
34	9,4	88,36	7,6	57,76	5,8	33,64
35	4	16	7,8	60,84	7,4	54,76
36	7,8	60,84	7,8	60,84	9,6	92,16
37	6,8	46,24	9,6	92,16	4,4	19,36
38	7	49	6,2	38,44	7,4	54,76
39	9,4	88,36	4,4	19,36	8,6	73,96
40	3,6	12,96	6,4	40,96	9,4	88,36
41	7,6	57,76	9,4	88,36	5,8	33,64
42	7,2	51,84	8,4	70,56	4,8	23,04
43	6,8	46,24	6,2	38,44	9,6	92,16
44	8,5	72,25	6	36	9,6	92,16
	$\sum x = 331,32$	2586,53	$\sum x = 330,44$	2644,52	$\sum x = 325,16$	2556,12

The test hypothesis of class VII A and class VII B

1. $H_0: \mu_A = \mu_B$: There is no significant difference between two classes in English ability.

$H_a: \mu_A > \mu_B$: There is a significant difference between two classes in English ability.

2. T-test where $df: n_A + n_B - 2 = 86$

$t_{table} = 1,99$

3. Calculation

Class VII A

$$\bar{X} = \frac{\sum X}{n} = 7,53 \quad ; n=44$$

7,51

Class VII B

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

$$S = \sqrt{\frac{n \sum X^2 - (\sum X)^2}{n(n-1)}} = 1,464$$

$$S = \sqrt{\frac{n \sum X^2 - (\sum X)^2}{n(n-1)}} = 1,421$$

$$t_0 = \frac{\bar{X}_A - \bar{X}_B}{\sqrt{\frac{(n_A - 1)SD^2 A + (n_B - 1)SD^2 B}{n_A + n_B - 2} \left(\frac{1}{n_A} + \frac{1}{n_B} \right)}} = 0,0650$$

T table

4. Conclusion

Because t-observation is $0,0650 < t_{table}(1,99)$ so H_0 is accepted. It means that

there is no significant difference in English ability between class VII A and class VII B

The test hypothesis of class VII A and class VII C

1. $H_0: \mu A = \mu B$: There is no significant difference between two classes in

$H_a: \mu A > \mu B$: There is a significant difference in the present continuous tense achievement of the students after receiving treatments and before receiving treatments.

2. T-test where $df: nA+nB-2 = 86$

t table = 1,99

3. Calculation

Class VII A

$$\bar{X} = \frac{\sum X}{n} = 7,53 \quad ; n=44$$

7,39

Class VII C

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

$$S = \sqrt{\frac{n \sum X^2 - (\sum X)^2}{n(n-1)}} = 1,464$$

$$S = \sqrt{\frac{n \sum X^2 - (\sum X)^2}{n(n-1)}} = 1,844$$

$$t_0 = \frac{\bar{X} A - \bar{X} B}{\sqrt{\frac{(nA-1)SD^2 A + (nB-1)SD^2 B}{nA + nB - 2} \left(\frac{1}{nA} + \frac{1}{nB} \right)}} = 0,385$$

= 1,99

T table

4. Conclusion

Because t-observation is $0,385 < t \text{ table}(1,99)$ so H_0 is accepted. It means that

there is no significant difference in English ability between class VII A and class VIIB

The test hypothesis of class VII B and class VII C

1. $H_0: \mu_A = \mu_B$: There is no significant difference between two classes in

$H_a: \mu_A > \mu_B$: There is a significant difference in the present continuous tense achievement of the students after receiving treatments and before receiving treatments.

2. T-test where $df: n_A + n_B - 2 = 86$

t table = 1,99

3. Calculation

Class VII B

$$\bar{X} = \frac{\sum X}{n} = 7,51 \quad ; n=44$$

7,39

Class VII C

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

$$S = \sqrt{\frac{n \sum X^2 - (\sum X)^2}{n(n-1)}} = 1,421$$

$$S = \sqrt{\frac{n \sum X^2 - (\sum X)^2}{n(n-1)}} = 1,844$$

$$t_0 = \frac{\bar{X}_A - \bar{X}_B}{\sqrt{\frac{(n_A - 1)SD^2 A + (n_B - 1)SD^2 B}{n_A + n_B - 2} \left(\frac{1}{n_A} + \frac{1}{n_B} \right)}} = 0,333$$

= 1,99

T table

4. Conclusion

Because t-observation is $0,333 < t_{table}(1,99)$ so H_0 is accepted. It means that

there is no significant difference in English ability between class VII A and class VIIB

APPENDIX 2

TRY OUT RELIABILITY

no	X	X^2
1	20	400
2	33	1089
3	30	900
4	31	961
5	25	625
6	31	961
7	26	676
8	15	225
9	28	784
10	29	841
11	28	784
12	25	625
13	24	576
14	23	529
15	28	784
16	32	1024
17	30	900
18	33	1089
19	36	1296
20	29	841
21	35	1225
22	34	1156
23	35	1225
24	36	1296
25	37	1369
26	35	1225
27	36	1296
28	26	676
29	32	1024
30	21	441
31	16	256
32	28	784
33	28	784
34	28	784
35	15	225
36	35	1225
37	38	1444
38	31	961
39	20	400
40	32	1024
41	26	676
42	28	784
43	15	225
44	28	784
Total	1251	37139
n	44	44
mean	28,43	
Var	36,53	

X=number correct answer

The calculation of try out reliability.

$$V = \frac{n \cdot \sum x^2 - \left(\sum x \right)^2}{n(n-1)} = 36,53$$

Where,

V : Variance
n : number of students
 Σx : the total sum of the correct answers

KR-21 Formula (Gronlund, 1982 : 133)

$$: r = \frac{k}{k-1} \left(1 - \frac{M(K-M)}{KV} \right) = 0,97$$

Where,

R : reliability estimate
M : the mean of the test score
K : the number of items in the test
V : variance

APPENDIX 3 ITEM DIFFICULTY

Multiple choices

No	Right answer	Wrong answer	IF	Interpretation
1a	28	11	0.63	Moderate
1b	34	5	0.77	Easy
2a	34	5	0.77	Easy
2b	34	5	0.77	Easy
3a	15	24	0.34	Moderate
3b	17	22	0.38	Moderate
4a	37	2	0.84	Easy
4b	23	16	0.52	Moderate
5a	10	29	0.23	Difficult
5b	12	27	0.27	Difficult
6a	29	10	0.66	Moderate
6b	28	11	0.64	Moderate
7a	30	9	0.68	Moderate
7b	35	4	0.79	Easy
8a	13	26	0.29	Difficult
8b	10	29	0.23	Difficult
9a	32	7	0.72	Easy
9b	36	3	0.81	Easy
10a	27	12	0.61	Moderate
10b	27	12	0.61	Moderate

Essay

No	Right answer	Wrong answer	IF	Interpretation
1a	20	19	0.45	Moderate
1b	16	23	0.36	Moderate
2a	23	16	0.52	Moderate
2b	20	19	0.45	Moderate
3a	9	30	0,20	Difficult
3b	23	16	0.52	Moderate
4a	28	11	0.64	Moderate
4b	18	21	0.40	Moderate
5a	33	6	0.75	Easy
5b	35	4	0.79	Easy
6a	29	10	0.65	Moderate
6b	25	14	0.56	Moderate
7a	13	26	0,29	Difficult
7b	11	28	0.25	Difficult
8a	34	5	0.77	Easy
8b	32	7	0.72	Easy
9a	34	5	0.77	Easy
9b	35	4	0.79	Easy
10	10	29	0.25	Difficult

The formula of item difficulty

$$IF = \frac{ncorrect}{ntotal}$$

Where: IF : Item Facility

N correct: number of pupils answering correctly

N total : number of pupils taking the test

The Criteria of the Level of Difficulty

IF Index	Interpretation
0.00-0.14	Very difficult item
0.15-0.29	Difficult item
0.30-0.70	Moderate item
0.71 -0.85	Easy item
0.86- 1.00	Very easy item

APPENDIX 4

DISCRIMINATION INDEX

Multiple choices

No	Ru	Rl	D	Interpretation
1a	21	7	0,31	Satisfactory
1b	23	11	0,27	Satisfactory
2a	24	11	0,29	Satisfactory
2b	22	12	0,23	Satisfactory
3a	12	3	0,20	Satisfactory
3b	15	2	0,29	Satisfactory
4a	23	14	0,20	Satisfactory
4b	21	2	0,43	Good
5a	9	1	0,20	Satisfactory
5b	10	2	0,20	Satisfactory
6a	21	8	0,29	Satisfactory
6b	23	3	0,50	Good
7a	22	8	0,31	Satisfactory
7b	23	12	0,25	Satisfactory
8a	11	2	0,20	Satisfactory
8b	10	0	0,23	Satisfactory
9a	24	8	0,36	Satisfactory
9b	24	10	0,31	Satisfactory
10a	19	8	0,25	Satisfactory
10b	22	5	0,38	Satisfactory

Essay

No	Upper	Lower	D	Interpretation
1a	17	3	0,34	Satisfactory
1b	13	3	0,23	Satisfactory
2a	17	6	0,25	Satisfactory
2b	15	5	0,23	Satisfactory
3a	9	0	0,20	Satisfactory
3b	21	2	0,43	Good
4a	23	5	0,40	Good
4b	14	4	0,23	Satisfactory
5a	22	11	0,25	Satisfactory
5b	24	11	0,29	Satisfactory
6a	19	10	0,20	Satisfactory
6b	23	2	0,47	Good
7a	11	2	0,20	Satisfactory
7b	11	0	0,25	Satisfactory
8a	23	11	0,27	Satisfactory
8b	24	8	0,36	Satisfactory
9a	24	10	0,31	Satisfactory
9b	22	13	0,20	Satisfactory
10	10	0	0,23	Satisfactory

Where,

D : item discrimination power

R_u : number of upper group pupils who give correct answer

R_L : number of lower group pupils who give correct answer

n : number of students

The formula of item discrimination index

$$D = \frac{R_U - R_L}{n}$$

Where: D : item discrimination power

R_U : number of upper group pupils who give correct answer

R_L : number of lower group pupils who give correct answer

n : number of students

The Criteria of the Item Discrimination

Discrimination Power	Interpretation
0.00-0.19	Poor
0.20-0.39	Satisfactory
0.40-0.69	Good
0.70- 1.00	Excellent

APPENDIX 5

The Pre-test Score

no	VII A (x)	x^2	VII C (x)	x^2
1	62	3844	69	4761
2	59	3481	72	5184
3	68	4624	71	5041
4	55	3025	62	3844
5	47	2209	62	3844
6	79	6241	58	3364
7	93	8649	54	2916
8	91	8281	66	4356
9	98	9604	97	9409
10	79	6241	61	3721
11	66	4356	72	5184
12	40	1600	50	2500
13	83	6889	65	4225
14	46	2116	46	2116
15	88	7744	64	4096
16	77	5929	90	8100
17	53	2809	67	4489
18	44	1936	91	8281
19	66	4356	81	6561
20	75	5625	65	4225
21	27	729	97	9409
22	56	3136	93	8649
23	74	5476	59	3481
24	71	5041	97	9409
25	79	6241	65	4225
26	54	2916	78	6084
27	43	1849	67	4489
28	79	6241	52	2704
29	84	7056	45	2025
30	25	625	89	7921
31	86	7396	97	8409
32	20	400	60	3600
33	89	7921	45	2025
34	85	7225	29	841
35	89	7921	38	1444
36	85	7225	64	4096
37	61	3721	98	9604
38	69	4761	73	5329
39	59	3481	58	3364
40	80	6400	54	2916
41	61	3721	58	3364
42	93	8649	48	2304
43	97	9409	47	2209
44	94	8836	78	6084
Total	3029	225935	2952	210202
n	44		44	
mean	684		67,09	

The post-test score

no	X1	X1	X2	X2
1	72	5184	71	5041
2	61	3721	88	7744
3	77	5929	71	5041
4	67	4489	72	5184
5	72	5184	71	5041
6	66	4356	72	5184
7	90	8100	88	7744
8	97	9409	62	3844
9	97	9409	97	9409
10	79	6241	83	6889
11	83	6889	81	6561
12	54	2916	83	6889
13	80	6400	65	4225
14	66	4356	77	5929
15	97	9409	78	6084
16	81	6561	100	10000
17	66	4356	78	6084
18	72	5184	97	9409
19	61	3721	77	5929
20	75	5625	81	6561
21	50	2500	97	9409
22	78	6084	100	10000
23	78	6084	66	4356
24	83	6889	97	9409
25	67	4489	78	6084
26	54	2916	71	5041
27	45	2025	60	3600
28	79	6241	82	6724
29	81	6561	78	6084
30	48	2304	94	8836
31	93	8649	100	10000
32	45	2025	71	5041
33	94	8836	40	1600
34	97	9409	52	2704
35	89	7921	66	4356
36	78	6084	69	4761
37	67	4489	97	9409
38	73	5329	68	4624
39	71	5041	75	5625
40	80	6400	68	4624
41	72	5184	72	5184
42	100	10000	61	3721
43	97	9409	52	2704
44	100	10000	78	6084
total	3409	262308	3306	268772
N	44		44	
mean	75,53		76,98	

Calculation for pre-test and post-test of experimental group

$$\bar{XA} = \frac{\sum X}{n} = 68,84 \quad ; n = 44$$

$$\bar{XB} = \frac{\sum X}{n} = 77,48 \quad ; n = 44$$

Where, XA : The statistical mean of pre-test
 XB : The statistical mean of pos-test
 Σx : the total sum of the scores in each group

 n : number of individual of each group

$$SA = \sqrt{\frac{n \sum X^2 - (\sum X)^2}{n(n-1)}} = 20,13$$

Where: SA : the standard deviation of pre-test

 n : number of individual of each group
 Σx : the total sum of the scores in each group

$$SB = \sqrt{\frac{n \sum X^2 - (\sum X)^2}{n(n-1)}} = 15,24$$

Where: SB : the standard deviation of post-test

n : number of individual of each group

Σx : the total sum of the scores in each group

$$t_0 = \frac{\bar{X}_A - \bar{X}_B}{\sqrt{\frac{(n_A - 1)SD^2_A + (n_B - 1)SD^2_B}{n_A + n_B - 2} \left(\frac{1}{n_A} + \frac{1}{n_B} \right)}} = 2,23$$

Where: t_0 : the standard score

\bar{X}_A : the mean of sample A (pre-test)

\bar{X}_B : the mean of sample B (post-test)

SD_A : the standard deviation of sample A

SD_B : the standard deviation of sample B

n_A : the number of sample A

n_B : the number of sample B

4. Conclusion

Because t-observation is $2,23 > t_{table}(1,99)$ so H_0 is rejected. It means that

there is a significant difference after and before receiving treatments.

Calculation for pre-test and post-test of control group

$$\bar{XA} = \frac{\sum X}{n} = 67,09 \quad ; n = 44$$

$$\bar{XB} = \frac{\sum X}{n} = 75,15 \quad ; n = 44$$

Where, \bar{XA} : The statistical mean of pre-test
 \bar{XB} : The statistical mean of pos-test
 $\sum x$: the total sum of the scores in each group

 n : number of individual of each group

$$SA = \sqrt{\frac{n \sum X^2 - (\sum X)^2}{n(n-1)}} = 16,81$$

Where: SA : the standard deviation of pre-test

 n : number of individual of each group
 $\sum x$: the total sum of the scores in each group

$$SB = \sqrt{\frac{n \sum X^2 - (\sum X)^2}{n(n-1)}} = 14,07$$

Where: SB : the standard deviation of post-test
 n : number of individual of each group
 Σx : the total sum of the scores in each

$$t_0 = \frac{\bar{X}_A - \bar{X}_B}{\sqrt{\frac{(n_A - 1)SD^2_A + (n_B - 1)SD^2_B}{n_A + n_B - 2} \left(\frac{1}{n_A} + \frac{1}{n_B} \right)}} = 2,44$$

Where: t_0 : the standard score

\bar{X}_A : the mean of sample A (pre-est)

\bar{X}_B : the mean of sample B (post-test)

SA : the standard deviation of sample A

SB : the standard deviation of sample B

n_A : the number of sample A

n_B : the number of sample B

4. Conclusion

Because t-observation is $2,44 > t_{table}(1,99)$ so H_0 is rejected. It means that

there is a significant difference after and before receiving treatments

Calculation for post-test of experimental and control group

$$\bar{XA} = \frac{\sum X}{n} = 77,48 \quad ; n = 44$$

$$\bar{XB} = \frac{\sum X}{n} = 75,15 \quad ; n = 44$$

Where, \bar{XA} : The statistical mean of pre-test
 \bar{XB} : The statistical mean of pos-test
 $\sum x$: the total sum of the scores in each group

 n : number of individual of each group

$$SA = \sqrt{\frac{n \sum X^2 - (\sum X)^2}{n(n-1)}} = 14,18$$

Where: SA : the standard deviation of experimental group

 n : number of individual of each group

 $\sum x$: the total sum of the scores in each group

$$SB = \sqrt{\frac{n \sum X^2 - (\sum X)^2}{n(n-1)}} = 15,32$$

Where: SB : the standard deviation of controll group
n : number of individual of each group
Σx : the total sum of the scores in each group

$$t_0 = \frac{\bar{X} A - \bar{X} B}{\sqrt{\frac{(nA - 1)SD^2 A + (nB - 1)SD^2 B}{nA + nB - 2} \left(\frac{1}{nA} + \frac{1}{nB} \right)}} = 0,382$$

Where: to : the standard score

XA : the mean of sample A (teaching using grammar games)

XB : the mean of sample B (teaching using drills)

SA : the standard deviation of sample A

SB : the standard deviation of sample B

nA : the number of sample A

nB : the number of sample B

4. Conclusion

Because t-observation is $0,374 < t_{table}(1,99)$ so H_0 is accepted. It means that

there is no significant difference on the present continuous tense between the students

who are taught using games than those who are taught using drills.

LESSON PLAN FOR EXPERIMENTAL GROUP

(First meeting)

Subject : English
Class : Junior High School first grade
Semester : 2
Time allocated : 1x40 minutes

A. Competence

Basic competence

- Students are able to use the present continuous tense correctly.

Achievement indicators

- Students are able to form the positive sentence of the present continuous tense.

2. Learning material

- Game sheet

3. Teaching and learning activities

1. Method : Communicative method.
2. Class activities
 - Students are asked to answer triggering question.
 - Students are asked to listen to teacher explanation about the positive form of present continuous tense.
 - Students are asked to make two sentences by their own.
 - Students are asked to read the sentences. .
 - Students are asked to pay attention to the teacher's explanation about the rules of the game.
 - Students are divided into groups of ten.

- Students must describe the action verbs by using the positive form of the present continuous tense correctly.
- Students do the games (see the rules of games)

Teacher's note

Subject	: English
Class	: Junior High School first grade
Semester	: 2
Time allocated	: 1x40 minutes

1. Learning Outcomes

- Students are able make the present continuous tense correctly.

2. Pre-activities

- The teacher greets the students
 - The teacher asks some triggering questions:
 1. Do you know what is the use of the present continuous tense ?
 2. Do you know the pattern of the present continuous tense?
 3. Can you make sentences using the present continuous tense ?
- The teacher asks the students to pay attention to teacher's explanation.

3. Whilst activities

- The teacher explains the positive pattern of the present continuous tense.
- The teacher asks the students to make two sentences by their own.
- The teacher asks the students to read their sentences.
- The teacher explains the rules of the game.
- The teacher divides the student into groups of ten.
- The teacher distributes the game sheet.
- The teacher lets the students play with their friends in group for 15 minutes

4. Post activities

- The teacher gives some exercises about the present continuous tense.
- The teacher asks some students to read their answer.
- The teacher checks the answers and corrects them if there is any mistake

LESSON PLAN FOR EXPERIMENTAL GROUP

(Second meeting)

Subject : English
Class : Junior High School first grade
Semester : 2
Time allocated : 1x40 minutes

A. Competence

Basic competence

- Students are able to use the present continuous tense correctly.

Achievement indicators

- Students are able to form the negative sentence of the present continuous tense.

B. Learning material

- Game sheet

C. Teaching and learning activities

1. Method : Communicative method.
2. Class activities
 - Students are asked to answer triggering question.
 - Students are asked to listen to teacher explanation about the negative form of present continuous tense.
 - Students are asked to make two negative sentences by their own.
 - Students are asked to read the sentences.
 - Students are asked to pay attention to the teacher's explanation about the rules of the game.
 - Students are divided into groups of ten.

- Students must describe the action verbs by using the negative form of the present continuous tense correctly.
- Students do the games (see the rules of games)

Teacher's note

Subject	: English
Class	: Junior High School first grade
Semester	: 2
Time allocated	: 1x40 minutes

1. Learning Outcomes

- Students are able make the present continuous tense correctly.

2. Pre-activities

- o The teacher greets the students
- o The teacher asks some triggering questions:
 1. Do you still remember our last lesson?
 2. Can you make a negative form of the present continuous tense
- The teacher asks the students to pay attention to teacher's explanation.

3. Whilst activities

- The teacher explains the negative pattern of the present continuous tense.
- The teacher asks the students to make two sentences by their own.
- The teacher asks the students to read their sentences.
- The teacher explains the rules of the game.
- The teacher divides the student into group of ten.
- The teacher distributes the game sheet.
- The teacher lets the students do the games.

4. Post activities

- The teacher gives some exercises about the present continuous tense.
- The teacher asks some students to read their answer.
- The teacher checks the answers and corrects them if there is any mistake.

LESSON PLAN FOR EXPERIMENTAL GROUP

(Third meeting)

Subject : English
Class : Junior High School first grade
Semester : 2
Time allocated : 1x40 minutes

A. Competence

Basic competence

- Students are able to use the present continuous tense correctly.

Achievement indicators

- Students are able to form the interrogative sentence of the present continuous tense.

B. Learning material

-

C. Teaching and learning activities

1. Method : Communicative method.

2. Class activities

- Students are asked to answer triggering question.
- Students are asked to listen to teacher explanation about the interrogative form of present continuous tense.
- Students are asked to make two interrogative sentences by their own.
- Students are asked to read the sentences. .
- Students are asked to pay attention to the teacher's explanation about the rules of the game.
- Students are divided into groups of ten.
- Students are asked to ask some questions using the interrogative form of the present continuous tense.
- Students do the games (see the rules of games)

Teacher's note

Subject	: English
Class	: Junior High School first grade
Semester	: 2
Time allocated	: 1x40 minutes

1. Learning Outcomes

- Students are able make the present continuous tense correctly.

2. Pre-activities

- o The teacher greets the students
- o The teacher asks some triggering questions:
 1. Do you still remember our last lesson?
 2. Can you make a interrogative form of the present continuous

tense

- The teacher asks the students to pay attention to teacher's explanation.

3. Whilst activities

- The teacher explains the interrogative pattern of the present continuous tense.
- The teacher asks the students to make two sentences by their own.
- The teacher asks the students to read their sentences.
- The teacher explains the rules of the game.
- The teacher divides the student into group of ten.
- The teacher asks one student from one group to come forward.
- The teacher gives the student a card with simple instructions in it.
- The teacher asks the student to mime the instructions.
- The teacher asks the students from his or her group to guess the action.

4. Post activites

- The teacher gives some exercises about the present continuous tense.
- The teacher asks some students to read their answer.
- The teacher checks the answers and corrects them if there is any mistake

Rules of “Describe it” part I

1. Students do the games in their own group.
2. One of the students in each group should take one card, and has to describe it to the other students in his group.
3. The other students have to guess which picture that is being described.
4. The students who describe the picture must use the positive form of the present continuous tense.
5. The student who wants to guess has to raise their hand first.

Rules of “Describe it” part II

1. Students do the games in their own group.
2. One of the students in each group should take one card, and has to describe it to the other students in his group.
3. The other students have to guess which picture that is being described.
4. The students who describe the picture must use the negative form of the present continuous tense.
- 5 The student who wants to guess has to raise their hand first

Rules of “Guess the mime”

1. Each group chooses two representatives to mime the action.
2. The representative must mime the action on the cards.
3. The representatives are only allowed to answer using “yes” or “no” while they are doing the mime..
4. The students who are asking must use .the interrogative form of the present continuous tense correctly.
5. The wrong interrogative form will not be counted.
6. Each group will be given five times to ask questions. If the group can not guess the action, the chance will be given to the other groups.
7. One correct answer will be scored ten.

The Game Sheet

LESSON PLAN FOR CONTROL GROUP (First meeting)

Subject : English
Class : Junior High School first grade
Semester : 2
Time allocated : 1x40 minutes

B. Competence

Basic competence

- Students are able to use the present continuous tense correctly.

Achievement indicators

- Students are able to form the positive sentence of the present continuous tense.

4. Learning material

-

5. Teaching and learning activities

1. Method : Single-slot substitution drill.
2. Class activities
 - Students are asked to answer triggering question.
 - Students are asked to listen to teacher explanation about the present continuous tense.
 - Students are asked to repeat after the teacher read sentences on the board.
 - Students are asked to change the subject of the sentences based on the teacher's instruction.

- Students are asked to change the verb of the sentences based on the teacher's instruction.

Teacher's note

Subject	: English
Class	: Junior High School first grade
Semester	: 2
Time allocated	: 1x40 minutes

1. Learning Outcomes

- Students are able make the present continuous tense correctly.

2. Pre-activities

- The teacher greets the students
- The teacher asks some triggering questions:

1. Do you know what the use of the present continuous tense is?

2. Do you know the pattern of the present continuous tense?

3. Can you make sentences using the present continuous tense?

- The teacher asks the students to pay attention to the teacher's explanation.

3. Whilst activities

- The teacher explains the uses of the present continuous tense.
- The teacher explains the positive sentence of the present continuous tense.
- The teachers write as sentence on the board:
For example: I am reading a book.
- The teacher reads the sentence two times and lets the students repeat after her.

- The teacher says some subjects like she, they, we and students must change the subject on the sentence given.
- The teacher says some verbs like drive, work, and the students must change the verb on the sentence given.

4. Post activities

- The teacher gives some exercises about the present continuous tense.
- The teacher asks some students to read their answer.
- The teacher checks the answers and corrects them if there is any mistake.

LESSON PLAN FOR CONTROL GROUP (Second meeting)

Subject : English
Class : Junior High School first grade
Semester : 2
Time allocated : 1x40 minutes

B. Competence

Basic competence

- Students are able to use the present continuous tense correctly.

Achievement indicators

- Students are able to form the negative sentence of the present continuous tense.

D. Learning material

-

E. Teaching and learning activities

1. Method : Transformation drills.
2. Class activities
 - Students are asked to answer triggering question.
 - Students are asked to listen to teacher explanation about the present continuous tense.
 - Students are asked to repeat after the teacher read sentences on the board.
 - Students are asked to change the subject of the sentences based on the teacher's instruction.
 - Students are asked to change the verb of the sentences based on the teacher's instruction.

Teacher's note

Subject	: English
Class	: Junior High School first grade
Semester	: 2
Time allocated	: 1x40 minutes

1. Learning Outcomes

- Students are able make the present continuous tense correctly.

2. Pre-activities

- The teacher greets the students
- The teacher asks some triggering questions:
 1. Do you still remember our last lesson?
 2. Can you make a negative form of the present continuous tense?

3. Whilst Activities

- The teacher explains the negative pattern of the present continuous tense.
- The teacher gives a transformation drill. The teacher says a positive sentence, and change it into a negative sentence based on the pattern explained before.
- The teacher asks the students to change the positive sentences given into negative sentences.
- The teacher shows two pictures. One of them has across on it.
- The teacher makes sentence based on the pictures, positive sentence for pictures without cross on it, and negative sentence for picture with cross on it.
- The teacher shows other pictures and asks the students to make positive sentences and negative sentences based on the pictures.

4. Post-activities

- The teacher gives some exercises about the present continuous tense.
- The teacher asks some students to read their answer.
- The teacher checks the answers and corrects them if there is a mistake.

LESSON PLAN FOR CONTROL GROUP (Third meeting)

Subject : English
Class : Junior High School first grade
Semester : 2
Time allocated : 1x40 minutes

B. Competence

Basic competence

- Students are able to use the present continuous tense correctly.

Achievement indicators

- Students are able to form the interrogative sentence of the present continuous tense.

D. Learning material

-

E. Teaching and learning activities

1. Method : Transformation drills.

2. Class activities

- Students are asked to answer triggering question.
- Students are asked to listen to teacher explanation about the interrogative form of the present continuous tense.
- Students are asked to repeat after the teacher read sentences on the board.
- Students are asked to make an interrogative sentence from the positive sentences.
- Students are divided into two groups: left and right.
- One group is asked to make interrogative sentence, and then other group is asked to answer with yes or no.

Teacher's note

Subject	: English
Class	: Junior High School first grade
Semester	: 2
Time allocated	: 1x40 minutes

1. Learning Outcomes

- Students are able to make the present continuous tense correctly.

2. Pre-activities

- The teacher greets the students
- The teacher asks some triggering questions:
 1. Do you still remember our last lesson?
 2. Can you make an interrogative form of the present continuous tense?

- The teacher asks the students to pay attention to teacher's explanation.

3. Whilst activities

- The teacher explains the interrogative pattern of the present continuous tense.
- The teacher gives transformation drill. The teacher says a positive sentence and asks the student to change it into an interrogative sentence.
For example: T : I am going to school
S : Am I going to school?
- The teacher does this activity with different subject and verb.
- The teacher divides the class into two groups: left and right.
- The teacher explains how to answer the question
For example : Am I reading?
No, I am not or Yes, I am.
- The teacher asks one group to make interrogative sentence based on subject and verb given, and the other group must answer with yes or no.

4. Post-activities

- The teacher gives some exercises about the present continuous tense.
- The teacher asks some students to read their answer.
- The teacher checks the answers and corrects them if there is a mistake.

DRILLS FOR FIRST MEETING (POSITIVE FORM)

Teacher	Students
I am reading a book.	I am reading a book
I am working	I am working.
She is sitting on the chair.	She is sitting on the chair.
Jane walking to school.	Jane walking to school.
He	He is reading a book.
She	She is reading a book.
They	They are reading a book.
Jack	Jack is reading a book.
Jack and Jane	Jack and Jane are riding a bike.
Susan	Susan is riding a bike.
I	I am riding a bike.
Monkey	Monkey is riding a bike.
You	You are riding a bike.
Boil the water	You are boiling the water.
She	She is boiling the water.
We	We are boiling the water.
They	They are boiling the water.
I	I am boiling the water.
Drive a car	I am driving a car.
He	He is driving a car.
You	You are driving a car.
Jack	Jack is driving a car.
Susan	Susan is driving a car.
Study mathematics	Susan is studying mathematics.
I	I am studying mathematics.
They	They are studying mathematics.
We	We are studying mathematic.
You	You are studying mathematics.

DRILLS FOR SECOND MEETING (NEGATIVE FORM)

Teacher	Student
I am reading a book	I am reading a book.
I am not reading a book	I am not reading a book.
He	He is not reading a book.
She	She is not reading a book.
They	They are not reading a book.
Jack	Jack is not reading a book.
Ride a bike	Jack is not riding a bike.
Jack and Jane	Jack and Jane are not reading a bike.
Susan	Susan is not riding a bike.
I	I am not riding a bike.
Monkey	Monkey is not riding a bike.
You	You are not riding a bike.
Boil the water	You are not boiling the water.
She	She is not boiling the water.
We	We are not boiling the water.
They	They are not boiling the water.
I	I am not boiling the water.
Drive a car	I am not driving a car.
He	He is not driving a car.
You	You are not driving a car.
Jack	Jack is not driving a car.
Susan	Susan is not driving a car.
Study Mathematics	Susan is not studying mathematics.
I	I am not studying mathematics.
They	They are not studying mathematics.
We	We are not studying mathematics.
You	You are not studying mathematics.
(Teacher shows pictures)	

<p>I am no t reading , I am working</p> <p>She</p> <p>He</p> <p>They</p>	<p>I am not reading, I am working.</p> <p>She is not reading, she is working.</p> <p>He is not reading, he is working.</p> <p>They are not reading, they are working.</p>
<p>They</p> <p>Jack</p> <p>The monkey</p> <p>Susan</p>	<p>They are not riding a car, they are sitting on the chair.</p> <p>Jack is not riding a car, jack is sitting on the chair.</p> <p>The monkey is not riding a car , It is sitting on the chair.</p> <p>Susan is not riding a car, Susan is sitting on the chair.</p>
<p>We</p>	<p>Susan is not making a cake, Susan is boiling the water.</p> <p>We are not making a cake, we are boiling the water.</p>

They	They are not making a cake, they are boiling the water.
I	I am not making a cake, I am boiling the water.
You	You are not making a cake, you are boiling the water.
	You are not walking to the school, you are driving a car.
He	He is not walking to the school, he is driving a car.
She	She is not walking to the school, he is driving a car.
Jack	Jack is not walking to the school, jack is driving a car.
I	I am not walking to the school, I am driving a car.
	I am not looking for the key, I am studying mathematics.
Jack and Jane	Jack and Jane are not looking for the key, Jack and Jane are studying mathematics.
They	They are not looking for the key, they are studying mathematics.
We	We are not looking for the key, we are studying mathematics.
Susan	Susan is not looking for the key, Susan is studying mathematics.

DRILLS FOR THIRD MEETING

(INTERROGATIVE FORM)

Teacher	Student
I am reading a book	I am reading a book.
Am I reading a book?	Am I reading a book?
He is reading a book.	Is he reading a book?
She is reading a book.	Is she reading a book?
They are reading a book.	Are they reading a book?
Jack is reading a book.	Is Jack reading a book?
Ride a bike	Is Jack riding a bike?
Jack and Jane are riding a bike.	Are Jack and Jane riding a bike?
Susan is riding a bike.	Is Susan riding a bike?
I am riding a bike.	Am I riding a bike?
Monkey is riding a bike.	Is monkey riding a bike?
You are riding a bike.	Are you riding a bike?
Boil the water	Are you boiling the water?
She is boiling the water.	Is she boiling the water?
We are boiling the water.	Are we boiling the water?
They are boiling the water.	Are they boiling the water?
I am boiling the water.	Am I boiling the water?
Drive a car	Am I driving a car?
He is driving a car	Is he driving a car?
You are driving a car.	Are you driving a car?
Jack is driving a car.	Is Jack driving a car?
Susan is driving a car.	Is Susan driving a car?
Study mathematics	Is Susan studying mathematics?
I am studying mathematics.	Am I studying mathematics?
They are studying mathematics.	Are they studying mathematics?
We are studying mathematics.	Are we studying mathematics?
You are studying mathematics.	Are you studying mathematics?

Teacher	Group I (left)	Group II (right)
I am reading	I am reading	I am reading.
Am I reading?	Am I reading?	Am I reading?
Yes, I am	Yes I, I am.	Yes, I am.
No, I am not	No, I am not.	No, I am not.
I am working	Am I working?	Yes, I am
She	Is she working?	No, she is not.
They	Are they working?	Yes, they are.
We	Are we working?	No, we are not.
Susan	Is Susan working?	Yes, she is.
Sit on the chair	No, she is not.	Is Susan sitting on the chair?
Jack and Jane	Yes, they are.	Are Jack and Jane sitting on the chair?
I	No, I am not	Am I sitting on the chair?
The monkey	Yes it is	Is the monkey sitting on the chair?
He	No, he is not	Is he sitting on the chair?
We	Yes, we are	Are we sitting on the chair?
Make a cake	Are we making a cake?	No, we are not.
They	Are they making a cake?	Yes, they are.
Susan	Is Susan making a cake?	No, she is not.
Jack	Is Jack making a cake?	Yes, he is.
We	Are we making a cake?	No, we are not.
You	Are you making a cake?	Yes, you are.
Walk to school	Yes, you are	Are you walking to the school?
Jack and Jane	No, they are not	Are they walking to school?
She	Yes, she is	Is she walking to school?
He	No, he is not.	Is he walking to school?
I	Yes, I am.	Am I walking to school?
Look for the key	Am I looking for the key?	No, I am not.
Jack	Is Jack Looking for the key?	Yes, he is.
Jack and Jane	Are Jack and Jane looking for the key?	No, they are not.
They	Are they looking for the key?	Yes, they are.

The pre-test and post-test problem

Cross the best answer

1. Jimmy usually to school, but today he bicycle to school.

a) walk	a) ride
b) walks	b) rides
c) is walking	c) is riding
d) are walking	d) are riding

2. Patrick and Jane always to the meeting.

a) come
b) comes
c) is coming
d) are coming

but today they

a) do not come
b) does not come
c) are not coming
d) is not coming

3. Tina novels, and she a new novel now.

a) love	a) read
b) loves	b) reads
c) is loving	c) is reading
d) are loving	d) are reading

- 4 . A : outside right now ?

a) Does it rain
b) Do they rain
c) Is it raining
d) are they raining

B : No, it

a) do not
b) does not
c) am not
d) is not

5. A : What at Johnny's house right now ?

a) do they do

- b) are they doing
- c) do they
- d) they do

B : Oh, they usually Video games together.

- a) play
- b) plays
- c) are playing
- d) is playing

6. Today is very hot, so I my sunglasses. Usually I them.

- | | | |
|---------|----------------|--------------|
| wear | a) wear | a) do not |
| wear | b) wears | b) does not |
| wearing | c) is wearing | c) is not |
| wearing | d) am wearing | d) am not |

7 . A : her own car at the moment ?

- a) Does she drive
- b) Is she driving
- c) She drive
- d) She is driving

B : I don't know, sometimes sheher friend's car.

- | | |
|------------|---------------|
| a) drive | c) am driving |
| b) drives | d)is driving |

8 . I usually on Sunday morning.

- | | |
|-------------|------------------|
| a) relax | c) is relaxing' |
| b) relaxes | d) are relaxing |

but I mathematics this week.

- | | |
|-------------|-----------------|
| a) study | c) am studying |
| b) studies | d) is studying |

9. The water yet. It at 100 centrigade.

- | | |
|--------------------|---------------------|
| a) do not boil | a) boil |
| b) does not boil | b) boils |
| c) is not boiling | c) is boiling |
| d) are not boiling | d) are not boiling |

10 . I to a mall every Saturday.,

- a) go c) is going
b) goes d) am going

but this Saturday I am very busy so I to a mall.

- a) do not go
b) does not go
c) are not going
d) am not going

Change the verb in the brackets into simple present or present continuous!

1. Kathy always (sit) in the front row during class, but today she (sit)..... in the last row.

2. A: What (they / look) for ?
B:: They (look) for the key.

3. Usually I (enjoy) parties but I (not / enjoy)this much.

4. Ann (make) a dress for herself at the moment. She (make) all her own clothes.

5. We usually (grow) vegetables in our garden but this year we (not/ grow) any.

6. Normally I (finish) Work at 5.00, but this week I (work) until 6. 00 to earn a bit more money.

7. A : Why (you/walk) so fat today ? you usually (walk) quite slowly.

B : I am in hurry.

8. I (visit my grandmother this holiday, I never (visit) her before.

9. A: What (your father? do) ?
B: He's an architect but he (not ?work) at the moment.

10 . A: Why (she/leave) The party earlier this night?

B: I don't know.

Answer key

A) Multiple choices

1. Jimmy usually walks to school, but today **he is riding** bicycle to school.
2. Patrick and Jane always come to the meeting., but today they **are not coming.**
3. Tina loves novels, and she **is reading** a new novel now.
4. A: **Is it raining** outside right now ?

B: No, **it is not**
5. A : What **are they doing** at Johnny's house right now ?

B : Oh, they usually play. Video games together.
6. Today is very hot, so I **am wearing**. my sunglasses. Usually I **do not wear** them.
7. A: **Is she driving** her own car at the moment?
B: I don't know, sometimes she **drives** her friend's car.
8. I usually relax on Sunday morning, but I **am studying** mathematics this week.
9. The water **is not boiling**. yet. It **boils** at 100 centrigade.

10. I go to a mall every Saturday., but this Saturday I am very busy so I am not going to a mall.

ESSAY

1. Kathy always sits in the front row during class, but today she is sitting in the last row.
2. A : What are they looking for ?
B : They are looking for the key.
3. Usually I enjoy parties but I am not enjoying this much.
4. Ann is making a dress for herself at the moment. She makes all her own clothes.
5. We usually grow vegetables in our garden but this year we are not growing any.
6. Normally I finish Work at 5.00, but this week I am working until 6. 00 to earn a bit more money.
7. Why are you walking so fat today ? you usually walk quite slowly.
8. I am visiting my grandmother this holiday, I never visit her before.
9. A : What does your father do?
B : He's an architect but he is not working at the moment.
- 10 . Why is she leaving the party earlier this night ?

MATERIALS. (First meeting)

A. Pre activity

- The teacher greets the students.
- The teacher asks some triggering questions:
 1. Do you know what the use of the present continuous tense is?
 2. Do you know the pattern of the present continuous tense?
 3. Can you make sentences using the present continuous tense?

B. Whilst activity

1. The uses of the present continuous tense

It uses to express an activity that is in progress at the moment of speaking. It began in the recent past, is continuing at the present, and will probably end at same point in the future.

2. The positive form

(+) Subject + to be (am/is/are) + verb 1-ing + object or adverb + time signal.

Eg : I am studying mathematics now.

C. Post activity

Change the verb in the brackets in the correct form!

1. The winds (blow) quite hard.
2. He (grow) those animals right now.
3. It (get) dark now.
4. Every creature (need) love.
5. All students (have) final test at this moment.
6. We (visit) some historical places today.
7. Water (freeze) at 0 centigrade.
8. My father (drive) the car now.
9. The milkman (come) at 5.30 am every morning.
10. The plane (leave) from Surabaya at 3. o clock.

MATERIALS. (Second meeting)

A. Pre activity

- The teacher greets the students.
- The teacher asks some triggering questions:
 1. Do you still remember our last lesson?
 2. Can you make negative form of the present continuous?

B. Whilst activity

The negative form

(-) Subject + to be (am/is/are) + not + verb 1-ing + object or adverb + time signal.

Eg : I am not studying mathematics now.

C. Post activity

Change this sentence into negative!

1. We are raising rabbit.
2. They are playing football in the yard.
3. The Policeman is arresting the robber.
4. The teacher is explaining the material in front of the class.
5. We are going for picnic at the moment.
6. I am working at the moment.
7. They are watching television right now.

MATERIALS. (Third meeting)

A. Pre activity

- The teacher greets the students
- The teacher asks some triggering questions:
 1. Do you still remember our last lesson?
 2. Can you make interrogative form of the present continuous?

B. Whilst activity

The interrogative form

(?) To be (am/is/are) + subject + verb 1-ing + object or adverb + time
signal +?

Eg : Am I studying mathematics now?

C. Post activity

I. Arrange the words into a good sentence!

1. lunch/Deny/eating/is/now/?
2. flowers/buying/children/are/
3. We/?/now/crying/are
4. now/?/Jane/drinking/and/milk/Susan/are
5. ?/I/listening/am/now/music/to/the

II. Make sentence on your own by using the present continuous tense!

1. Drive (+)
2. Ride (-)
3. Work (+)
4. Relax (?)
5. Read (-)
6. Listen (+)
7. Boil (?)
8. Study (-)
9. Make (+)
10. Wear (?)