

TEACHING SIMPLE PRESENT CONTINUOUS TENSE THROUGH TOTAL PHYSICAL RESPONSE METHOD

**A Descriptive Study of Seventh Grade Students at SMP Warga Bakti Cimahi in
the Academic Year of 2016/2017**

A RESEARCH PAPER

**Submitted to the English Education Study Program Language and Arts
Department of STKIP SILIWANGI Bandung in Partial Fulfillment of the
Requirements for the *Sarjana Pendidikan* Degree**



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ABSTRACT

Grammar is important to learn because correct grammatical sentences should be used to communicate with other people in order to make the meaning clear, but in fact the students' understanding in learning grammar is low. The objective of the study is to find out how the implementation of TPR in teaching Present Continuous Tense. The purpose of this research is to describe the implementation of TPR in teaching Present Continuous Tense. This study is a classroom action research that was done in two cycles. The researcher used test and observation to collect the data. To analyze the data, descriptive quantitative analysis is used; it presents the result of study in the form of descriptive explanation. Result of the study shows that the use of total physical response in teaching present continuous tense at the seventh grade of SMP WARGA BAKTI CIMAHI in The Academic Year of 2016/2017 can improve students' understanding. This finding successfully can be seen from the result of students' average score and good responses. The result after getting all of the treatments using TPR, the students' achievement average score increased in line with the increase of the students' achievement average score in each cycle. Students' average score at the pre cycle is 4.67, first cycle is 5.41, and second cycle is 7.00. The result of this study is helpful information for English teachers in teaching grammar, because the result of this study will make it easier for the students to understand the content of the lesson.

Keywords: *Grammar, Present continuous tense, total physical response method.*

STATEMENT

I hereby certify that this research paper entitled **“TEACHING SIMPLE PRESENT CONTINUOUS TENSE THROUGH TOTAL PHYSICAL RESPONSE METHOD”** is completely my own work, except where references are made in the text and contains no material which has been submitted for the awards of any other Degree or Diploma in any University or Institution. I am fully aware that I have cited some statements and ideas from many sources, and all of the actions are properly acknowledged. If claims related to this paper persist in the future, I will be fully responsible for clarification.

Bandung, July 2017



Devi Syafitri Mariam

APPROVAL SHEET

**TEACHING SIMPLE PRESENT CONTINUOUS TENSE
THROUGH TOTAL PHYSICAL RESPONSES METHOD
(A Classroom Action Research at Grade VII of SMP Warga Bakti
Cimahi in the Academic Year of 2016/2017)**



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PREFACE

Bismillahahirrohmaannirrohim.

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

Praised be to Allah SWT, Lord of the worlds, who has given the writer His love and compassion to finish the last assignment in her study entitled **“TEACHING SIMPLE PRESENT CONTINUOUS TENSE THROUGH TOTAL PHYSICAL RESPONSE METHOD”**. (A Classroom Action Research with Students of Grade VII at SMP WARGA BAKTI Cimahi in the Academic Year of 2016/2017).

This paper is presented to the English Education Study Program Language and Arts Department of STKIP Siliwangi Bandung in Partial Fulfillment of the Requirements for the *Sarjana* Pendidikan Degree.

This paper only focused on the use of teaching simple present continuous tense through total physical response methode, which was conducted on a grade VI of Junior High School students'. The researcher hopes this research will give benefit for the betterment of English teaching and learning process.

Finally, the researcher realizes that this research paper is far from being perfect. Therefore, the researcher will happily accept constructive criticism in order to make it better. The researcher hopes that this thesis would be beneficial to everyone. Amin.

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The writer realize that she cannot complete this research paper without the help of others. Many people have helped me during the writing this final project and it would be impossible to mention all of them. In this chance, the researcher would like to express deeper appreciation to:

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Bandung, July 2017

The Writer

Devi Syafitri Mariam

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Motto

“Doing all right unto others as do good to yourself.”

*This graduating paper is wholeheartedly
dedicated to:*

- *My parents alm Hidayat Maulana
and Dode Cholidah Ismawati*
- *my sister Anggi Nur DAilatirahmi*

*Who loving me unconditionally, and
encourage me in every step of my life. You are
my inspiration. I love you most.*

CHAPTER 1

INTRODUCTION

This chapter consists of background of the research, research question, limitation of the problem, objective of the research, limitation of the problem, benefits, definition of key term, and organization of the research paper.

A. Background of the Research

Teaching grammar According to Hornby (1974:21), tense is a verb form that shows time: the present/past, etc”. In addition , Paul (2005:147) said that ”tense marking indicates, to varying degrees of precision, the time when an event occurred or a situation existed. In other words, it specifies the situation’s “location” in time” Every sentence in English has its own structure according to the situation where it is used or time when it is happened.

Ur (1996:75) states that a specified instance of grammar is usually called a structure. English tense is an expressing the time at, during, or over which a state or action denoted by a verb occurs. Gari (2012) also argues that the basic tenses in English are present, past and future. English also has perfect tenses (present tense, present perfect, past tense, past perfect and future tense, future perfect) and progressive tenses. There are sixteen tenses in English (Azar, 2002). They are separated into four groups. They are present tense, past tense, future tense and past future tense. Present tense is used to talk about repeated action and general

truth. It is divided into four types; simple present tense, present continuous tense, present perfect tense, present perfect continuous tense

Frank (1989;48) states , present continuous tense expresses one action in the present of short duration and long duration, expresses future action and expresses the beginning, progression or end of an action. Present Continuous Tense is one of tenses which give the idea that an action is in progress during particular time. It describes present time and it is used for actions which are happening in the present and for a period of time which includes the present (Azar, 1989:3).

To make teaching learning process run well, the writer wants to propose an alternative method that is the one which is common known as total physical responses method give the student opportunity to learn English with the coordination of speech and action, also gamelike movement reduce learner's stress, create a positive mood in the learners, which facilitate learning (Richard, Rodgers, 1986).

Students who learn English will meet a number of problem, especially with the grammar as an aspect of the language that can make confusing. Some students think of grammar as rather boring subject. When they learn English they try to avoid the grammar that for them it is confusing and hard to be understood.

The students are disability in using the tenses in daily conversation. It is also faced by by students, the students may say "i am read the book right now". From the example above, it can be analyzed that the student's sentences is grammatically wrong. When something is done at the time of speaking, the students have to use

present continuous tense, this case happened because they have to use be+ing (present participle) and the right sentence is “I am reading the book right now?” (Azar,1989;3)

Related with the case above, the student can come to an assumption that learning English needs knowledge of its grammatical rules they learn. And the teacher have to choose the best approach they will use in teaching English.

Consequently, to make teaching and learning process run well especially in teaching present continuous tense, a teacher has a big responsibility to do it as good as possible. And finally, the writer assume that the total physical responses method which is developed by Asher as one alternative is use to solve the student’s problems above. And the question to be verified in this study is weather the using of TPR method can influence students in acquiring the tense. “The instructor is the director of a stage play in which the students are the actors” (Asher, 1977, p. 43).

So, the research focuses on “Teaching Simple Present Continuous Tense Through Total Physical Responses Methode of SMP Warga Bakti Cimahi”.

B. Research Question

To make this research more focus, the writer formulates a research question as follows:

How does the implementation of TPR improve the students tenses , especially Present Continuous Tense?

C. Objective of the Research

In relation to the research problem, the objective of the study is to find out the implementation of TPR to teach present continuous tense at of SMP WARGA BAKTI CIMAHI.

D. Limitation of the Problem

The research has a broad scope and is impossible for the writer to handle entirely. Therefore the writer limits the scope of the study. The writer just needs to acknowledge the effectiveness of TPR method in teaching present continues tense based on the syllabus at SMP WARGA BAKTI Cimahi.

E. Benefits

This study is expected to provide some benefits for the students, teachers and the school in teaching present continuous tense . These benefits are:

a. For the teacher

This technique can be an alternative in teaching English especially teaching present continuous tense. This technique also helps the teacher in explaining the material.

b. For the students

This technique helps the students to interest in learning present continuous tense.

c. For the school

The result of the research is to assist the school to decide a policy in teaching learning process.

F. Definition of Key Terms

1. Present Continuous Tense

Present Continuous Tense is one of tenses which give the idea that an action is in progress during particular time. It describes present time and it is used for actions which are happening in the present and for a period of time which includes the present (Azar, 1989:3).

2. Total Physical Response

Total Physical Response is designed based upon the way that children learn their mother tongue. In this respect, TPR considers that one learns best when he is actively involved and grasp what he hears (Haynes, 2004; Larsen-Freeman, 1986; Linse, 2005).

To sum up, in TPR, the teachers are responsible for giving commands and monitoring actions taken by the learners. On the contrary, the learners are imitators of teacher's verbal and non-verbal models. In teaching-learning process, the first phase is modeling. In this case, a teacher issues commands to learners, and performs the actions with them. In the second phase, learners demonstrate that they grasp the commands by performing them alone; the teacher monitors the learners' actions. Above all, the interaction between a teacher and learners is signified by the teacher speaking and the learners responding nonverbally. Later on, the learners become more verbal and the teacher responds nonverbally (Larsen-Freeman, 1986; Rodgers, 2003).

G. Organization of the Research Paper

Chapter 1: Introduction

It consists of background of the research limitation of the problem, research question, objectives of the research, clarification of key term, benefit and organization of the research paper.

Chapter 2: Literature review of tense

It presents continuous tense, the meaning of TPR method, principles of TPR method, advantages and disadvantages of TPR method, teaching present continuous tense through TPR method, and previous study.

Chapter 3: Methodology

The researcher talks about research methodology; they are research setting, research method, subject of the research, technique of collecting data, data presentation and technique of data analysis.

Chapter 4: Findings and Discussion

It consists of research findings, the analysis of data, the test and the interpretation and discussion of data.

Chapter 5: Conclusion and Suggestion

It, consist of conclusion and suggestion. The last part is bibliography and appendix.

CHAPTER 2

LITERATURE REVIEW

This chapter presents review of theories concerning the research topics and conceptual framework underlying the study. The details of the theoretical review and conceptual framework are presented as follows and previous study.

A. Theoretical Framework

1. Definition of Grammar

Many people think that grammar is a rather boring school subject which has little use in real life. Grammar is considered important, because grammar is a basic knowledge of language to understand English perfectly. It is important to know the definition of what is grammar before studying present continuous tense. We need a theory of grammar or language which helps us understand how text works. According to Gerot (1995:2), “grammar is a theory of language, of how language is put together and how it works. More particularly it is the study of wordings”.

Murcia (2001:251), stated “grammar is about form and one way to each form is to give students rules; however grammar is about much more than form, and its teaching is ill served if students are simply given rules”. In this research, the writer focused on simple continuous tense form.

From some definitions above, that grammar accurately has significant roles in learning and teaching a certain language, so grammar is very important to

understand meaning of the individual words in a sentence by using appropriate rules.

a. Present Continues Tense

Present Continues Tense is one of tenses which give the idea that an action is in progress during particular time. It describes present time and it is used for actions which are happening in the present and for a period of time which includes the present (Azar, 1989:3).

According to Mas'ud (2005) the Present Continuos Tense is called the Present Progressive. It describes temporary action happening at the moment of speaking or over a longer periode of time in the present. Function of Present Continous Tense:

- 1) Action happening at the moment.

It means to describe actions happening at the moment of speaking. These actions are often temporary. Common time words and expressions used with this meaning of the present progressive include now, right now, and at the moment.

Past now future

Am writing right now

For example: - I am writing postcard right now.

- Snow is falling.

2) Action happening over a longer time.

It means to describe action happening over a longer a periode of time. These actions are also often temporary. Common time words and expression used with this meaning of the present progressive include these days, this year, this semester, this week, to day and this afternoon.

Past now future

Are staying

For example:

- We are staying in a hotel this week.
- I'm seeing jane a lot these days.
- They are not skiing this afternoon.

3) To talk about changes, development, and trends.

For example:

The growing number of visitor is damaging the footpaths

4) To emphasize that something is done repeatedly, we can use the present Continous Tense with words like always, constantly, or forever.

For example: - There are constantly having parties until the early hours of the morning.

5) To talk about activities happening in the near future,especially for planned future events.

For example:

- I am seeing my dentist on Wednesday.
- Polly is coming for dinner tomorrow.
- Are you doing anything tonight?
- We are not going on holiday next week.
- I am meeting my father at the airport at 5 o'clock tomorrow.

Based on these theories, the conclusion of present continuous tense is used to describe a continued or an on-going action of the present. Actions these are occurring exactly at the time of speaking. It is called progressive tense because it refers to actions which are currently in progress at the time of speaking.

2. Method in Teaching Grammar

According to Richard and Rodges (2001), method is an overall plan for the orderly presentation of language material, no part of which contradicts and all of which based upon the selected approach. An approach is axiomatic, a method is procedural. The teachers in teaching learning English has to be able to make the interesting materials for the students, and they have to know all kinds of method in order to be able to use one of them when situation demands it. The creativity of teachers will get a good result. In order to get a good result, the teachers use a method of teaching learning.

Larsen and Freeman (1986), proposed some methods in teaching tenses:

a. The Direct Method

Teachers who use the direct method believe students need to associate meaning and the target language directly. In order to do this, when the teacher introduces a new target language word or phrase, he demonstrates its meaning through the use of realia, pictures, or pantomime; he never translates it into the students' native language. Students speak in the target language a great deal and communicate as if they were in real situations.

Grammar is taught inductively, that is the students are presented with examples and they figure out the rule or generalization from the examples. An explicit grammar rule may never be given. Students practice vocabulary using new words in complete sentences. In this method, vocabulary is emphasized over grammar. Some examples in teaching Present Continuous Tense nouns by using TPR. The process of application it self can be seen in the applications of TPR as teaching aid to teach Present Continuous Tense.

b. Total physical Response

In this method, a language teaching method builds around speech and action; it attempts to teach language through physical (motor) activity. First phase, the teacher issues commands to the students, for example in words: walk, stop, turn, etc. then the teacher performs the actions with them. In the second phase, the students demonstrate that they can understand the commands by performing them alone. The teacher next recombines elements of the commands to have students develop flexibility in understanding unfamiliar utterances. These commands,

which students perform, are often humorous. After learning to respond to some oral commands, the students learn to read and write. When students are ready to speak, they become the ones who issue the commands. Sometimes the teacher gives commands quite quickly, and students initially learn one part of the language rapidly by moving their bodies. The translation is used if the material that is given by the teacher form abstraction. Grammatical structures and vocabulary are emphasized in this method. Some examples in teaching Present Continuous Tense nouns by using TPR are The Mime Trick Game and Act it Out. The process of application it self can be seen in the applications of TPR as teaching aid to teach Present Continuous Tense.

c. Audio Lingual Method

In this method, the teacher using audio aid to teach his or her students. Drills and dialogue are basic of audio lingual classroom practice. A dialogue provides as illustrate situation might be use as well as the target language. Dialogues are used for repetition and memorization. The students follow the teacher directions and respond as accurately and rapidly as possible. For example in teaching Present Continuous Tense nouns by using flash cards is Drills. The process of application it self can be seen in the applications of flashcard as teaching aid to teach Present Continuous Tense.

d. Grammar Translation Method

Students are taught to translate from one language to another. Often what they translate are readings in the target language about some aspect of the culture of

the target language community. Students study grammar deductively, that is they are given the grammar rules and examples are told to memorize them, and then are asked to apply the rules to other examples. They memorize native language equivalents for target language vocabulary words. In addition, for example in teaching Present Continuous Tense nouns by using flash cards is flashcard sentence. The process of application it self can be seen in the applications of flashcard as teaching aid to teach Present Continuous Tense.

e. Communicative Language Teaching

Students use the language a great deal through communication activities such as games, roles play' and problem solving tasks. Another characteristic of CLT is the use of authentic materials. It is considered desirable to give students an opportunity to develop strategies for understanding language as is it actually used. Finally, we noted that activities in CLT are often carried out by students in small groups. Small numbers of students interacting are favored in order to maximize the time allotted to each student for communicating. In elementary school not all methods are used by the teacher, the teacher is free to use from certain method. The teacher can mix and combine some methods that suitable for students, situation, and the material lesson. In this study, the researcher uses some of them and combine them in teaching English, she consider that it can facilitate them in teaching and the students will understand about the teacher's explanation easily. For example in teaching Present Continuous Tense nouns by using flash cards is Matching Activities. The process of application it self can be seen in the applications of flashcard as teaching aid to teach Present Continuous Tense.

In this research, the writer focuses on TPR . It is related of objective of the research that how the implementation TPR as a method to teach present continuous tense in seventh grade of junior high school.

3. The Meaning of Total Physical Response

Asher (1977), reveals that total physical response method , it draws on several tradition, including developmental, learning theory, and humanistic pedagogy, as well as on language teaching procedures proposed.

The founder of the Total Physical Response (TPR) method, Asher (1977), noted that children, in learning their first language, appear to do a lot of listening before they speak, and that their listening is accompanied by physical responses (reaching, grabbing, moving, looking, and so forth). He also gave some attention to right-brain learning. According to Asher, motor activity is a right-brain function that should precede left-brain language processing. Asher was also convinced that language classes were often the focus of too much anxiety and wished to devise a method that was as stressfree as possible, where learners would not feel overly self-conscious and defensive. The TPR classroom, then, was one in which students did a great deal of listening and acting. The teacher was very directive in orchestrating a performance: “The instructor is the director of a stage play in which the students are the actors” (Asher, 1977, p. 43).

To make teaching learning process run well, the writer wants to propose an alternative method that is total physical responses method give the students opportunity to learn english with the coordination of speech and action. And TPR

can reduce the student's stress in make them interest to learn present continuous tense.

B. Previous Study

This research was designed to implementation total physical responses in teaching present continuous tense.

Related to this research, there are some previous study from other reseach as principle or comparative in this research.

The first study was conducted by Fuadah (2010) at the first year student of junior high school SMP Muhammadiyah 17 Rempoa Ciputat. This research used Total Physical Response method in teaching present continuous tense. This strategy can be used to help students achieve their understanding in teaching present continuous tense. The techniques of collecting the data applied by the writer are pre-test,treatment and post-test. The data, which have been collected, are analyzed by using some books for the theoretical data and using t-test for the quantitative data. The writer concludes that the student post test score in present continuous tense thaughy by using total physical response are higher than the student's pretests score without using total physical response. So TPR is an alternative way to help students to understanding better in studying present continuous tense.

The second study was conducted by Inayah (2010) at seventh grade of MTs YAMIDA Grobogan 2009/2010 . This research used flash card media in teaching present continuous tense. This study was done in four cycle used calssroom

action research. The writer used test and observation to collect the data. To analyze the data, descriptive qualitative analysis is used. Result of the study shows that the use of flashcard in teaching present continuous tense at seventh grade of MTs YAMIDA Grobogan 2009/2010 can improve student's understanding. This finding successfully can be seen from the result of student's average score and good responses.

The third study was conducted Latifah (2011) at the second grade of female SMP IT Al Binaa Islamic Boarding School Bekasi. This study used audio lingual method in teaching present continuous tense. The methods of collecting data in this study used pre test and post test in experiment class. Result of this study was the student post test score in present continuous tense taught by using audio lingual method are higher than the student's pretest score without using total physical response.

Based on the three studies above the writer wants to know how the implementation of the TPR method used in classroom action research to improve the student understanding in present continuous tense.

CHAPTER 3

RESEARCH METHODOLOGY

In this chapter the writer presents: research design, research method, subject of the research, instrument of the research, data collection technique, data analysis.

A. Research Design

As has been mentioned in the previous chapter, the objective of this research is the implementation of TPR in teaching Present Continuous Tense at seven grade SMP Warga Bakti Cimahi. In this study the writer wanted to get the information about the students' problem. In this case the researcher used the qualitative design.

The result of qualitative research is determined by the description analysis and interpretation. According to Mujiyanto (2009: 25), qualitative research is intended to uncover the indication comprehensively and appropriate to the context through collecting data from genuine setting by making the researcher as the key instrument.

In this research, the writer does not use the hypothesis but using explanation in the descriptive one with using qualitative data analysis. According to Arikunto, descriptive qualitative research is a non-hypothesis research. As a result, in the step of its research, the descriptive research does not need to make the formula of hypothesis (2002:22). The qualitative data are describing the words or sentences that are separated based on the categories to get the conclusion. Thus, this

research used qualitative descriptive as the research method. Fatimah (1993: 13) says that qualitative method becomes the starting point of qualitative research that emphasizes the quality (originally data) according to descriptive understanding and originally itself. This method presents the reality of relationship between the researcher and respondent directly. From the explanation above, it is concluded that qualitative research methods are developed in social sciences to enable researchers to study social and cultural phenomena and events.

Qualitative research is a research procedure which produces written or spoken descriptive data of research that is possible to observe (Nazir, 2005). This research uses that method because it is appropriate to the objectives of the research which focuses on students' problems. The results of the research emphasize more toward the data interpretation found in the field. The results are not written in the form of figures and tables with statistical measures, but it is illustrated in the form of describing words to the results and it is presented in narrative.

B. The Research Method

According to Brown (2000:14) method was described as an overall plan for systematic presentation of language based upon a selected approach. Research can be defined as the process of problem solving. To solve the problem, the writer needs a method. The choice of the method depends on the objective of the research. Related to this research, the writer used qualitative approach, suggested by Powell (2003), which is described as a qualitative approach to analyze,

interpret and reflect upon narrative data. While using this approach, the following steps were pursued:

1) We got to know the data by understanding and re-checking the data collected. We read and reread the data several times in order to get familiar with them.

2) We focused the analysis by reviewing the purpose and the key research questions to be answered, and keeping these in mind while we read once again the data.

3) We classified the information, by identifying themes or patterns and organizing them into coherent categories. In this stage we used color coding, coloring in a different color what we found similar in the data. Once completed, we identified different themes and organized them into different categories.

4) We identified patterns and connections within and between the categories; next we assessed the relevance of each category, capturing similarities among the categories and creating super categories if necessary.

5) Interpretation; we gave rich and detailed descriptions of the findings, by attaching significance and meaning to the analysis.

As a mentioned in the research design above the researcher want to use classroom action research (CAR), and then the classroom action research used in this research is based on Burns view (2010: 7-8) that the model action research by

Kemmis and Mc Taggart (1988), design. It consists of two cycle contains four phases; planning, action, observing, and reflecting

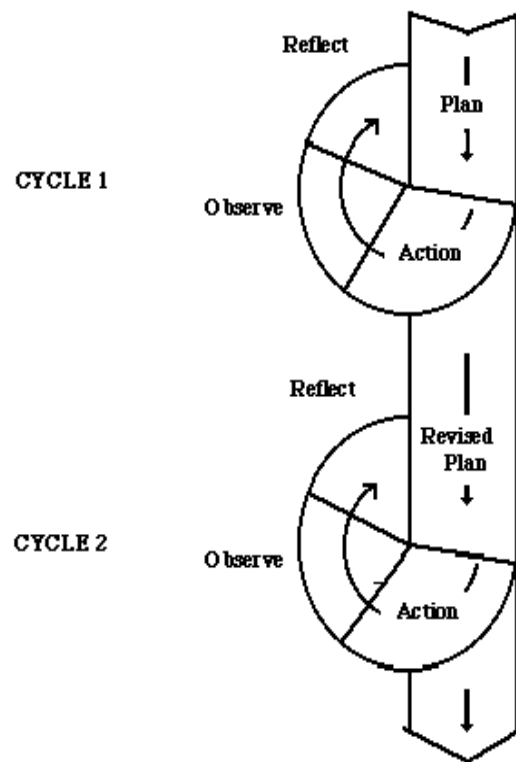


Figure 3.1 Cyclical AR model based on Kemmis and McTaggart (1988).

In general, there are many classroom action research designed by some experts. Otherwise, in this research used Kemmis, S., & McTaggart, R (1988) design for many Planning Acting Reflecting Observing Planning Acting Reflecting Observing Cycle 1 Cycle 2 reasons. It is easy to be applied, applicable, suitable for this study. Kemmis, S., & McTaggart, R (1988) design consists of four phases within one cycle. They are planning, acting, observing, and reflecting.

Teacher is possible to find a new problem or the previous unfinished problems yet after applying first cycle. If it happens, it is necessary to do same way to submit the second cycle. Here some explanations about each phase and how it works.

1. Cycle 1

a. Planning

In this stage, the researcher was conducted as a real action. Its aim was to know what the problem of the students in learning English in terms of tenses especially in present continuous tense understanding. So the researcher design a lesson plan from syllabus which is consulted with the English teacher, creating the topic that are appropriate with the matter, preparing material and use total physical response. The writer also makes the evaluation from to know about students achievements at the end of this cycle

b. Action

In this phase, everything which was determined on the lesson plan was done as on the scenario. Firstly, The teacher asked the students about present continuous tense and their difficulties. Then, the teacher explained about the pattern of present continuous tense.

c. Observing

In this cycle, the teacher observed the process worked also the students' response, participation, achievement and everything which was found during the teaching and learning process. Also, it was necessary to ask some students'

opinion about the process of teaching and learning about how to use the present continuous. When observing, the teacher should notice all of activities in the classroom. It was done in order to get accurate result in the end of the research and to prepare for the next agenda.

d. Reflection

In this last phase, the writer reflected the whole action based on data that have been collected, and then it was necessary to give some evaluation before continue to the next cycle. This phase was carried out collaboratively with the English teacher, that was to discuss some further problems occurred in the class with the students. Its aim, the reflection was able to be determined after implementing the action and observation outcomes. If there were still some problems, so it was needed to start the next cycle. However before start the cycle 2, the teacher and the writer discuss about the result of the implementation total physical response when teaching present continuous tense in the action cycle. Then, they prepare the new lesson plan for the next cycle and for result the cycle 1 in order to know the improvement of students' score and to solve the problem unfinished yet.

2. Cycle 2

a. Planning

In cycle 2 the writer began with making a new lesson plan with some revised part. It was aimed to get better of implementation the method. As the

planning stage in cycle 1, the teacher and the writer collaborate to prepare some instruments such as: the new lesson plan, observational guidelines, and the test.

b. Action

In this phase, the writer implemented the new lesson plan. Because this second cycle, the writer emphasized and reviewed the present continuous tense using TPR methode, to the students to make them getting better understanding. In this stage the writer also asks the students to do the assignment in groups, in each group consists of two or three students which is a student using TPR and the other answer what is their friend do in present continuous tense sentences.

In the cycle 2, the writer show the next chapter , in order to know whether students still remember to use TPR and extent to which their understanding with the question in test.

c. Observing

The teacher observes the writer's performance, the situation and the students' response. At the end of cycle two, the students are given the test in cycle 2. Next the teacher calculates the students score result all at once the students improvement score from the previous test.

d. Reflecting

The teacher and the writer discuss about the result of the implementation TPR to improve the understanding of present continuous tense in the action cycle. If the classroom action research target could not be achieved, move to cycle 2, but if the students test result has completed the criterion of success in this research, the cycle would be stopped.

C. Participant of The Research

The participant of the research were the students of VII grade SMP WARGA BAKTI Cimahi in the academic year of 2016/2017. The writer choose this class as the subjects of the study based on the discussion between the researcher and the English teacher. The research will be conducted collaboratively by the writer and the English teacher. This study involved the writer, the English teacher, and the students of seventh grade 31 persons at SMP WARGA BAKTI Cimahi in the academic year of 2016/2017

D. Instrument of the Research

According to Tavakoli (2012: 277), instrument is any device to collect data. The writer uses one type of objective test, and the writer used one type of objective test, which is multiple-choice (20 questions). There is a kind of instrument used in this research, that is the use present continuous tense test, each test in pretest or post test. The students obtain score after they take the test.

E. Data Collection

In this research, the writer use some instrument in order to collect the data. According to Tavakoli (2012: 277) in a book written by Kaswan (2016: 86) “instrument is any device which is used to collect the data”, and in this research use three kinds of instrument to get the data in this research that is :

1. Observation

In this research the writer use an observation sheet, observation enable the researcher to document and reflect upon classroom interaction and event, as they actually occurred rather than as the writer thought they occurred. Observation refer to the use of procedures that ensure that the information collected provides a sound basis for answering researcher question and supporting the interpretations that are reached.

According to Cresswell (2008: 235), “an observation guideline is a from designed by the researcher before data collection that is used for taking field notes during an observation”. To apply observation in the classroom, the observation should be conducted before and during the were implemented in the class.

Observation is particularly useful in this research where information collected using survey methods is not sufficient or falls short of reflecting the full nature of a given trend. A researcher uses a standardized list of relevant information (behavior), which should be described and explained by means of observation.

2. Tests

To analyzing and assessing the students ability, the writer also use tests, in this research, the writer use two type of tests. First test is pre test, pre test it some tests should be done before the researcher start treatment, because of it was very

important measurement of student ability. And second test it is test in every cycle will given to student after the treatment were completely done, the researcher will give a post test in order to evaluate this research.

Crowl (1996: 101) states that “a test is valid to the extent that its scores permit one to drawing appropriate, meaningful, and useful inferences, and it is reliable to the extent that whatever it measures, consistently.”

F. Data Analysis

In order to analysis this research, the writer need to collect the data. In this research, the wrier use an action research with qualitative approach, it mean to get information of the data, the writer will use four step in order to collected qualitative data by Miles and Huberman (1994):

The qualitative data had been analyzed by using a descriptive data analysis technique. The data analysis had used the means of the students' scores to determine whether or not there was any improvement in the students' reading comprehension ability. The increase of the mean had indicated that students' skills were improved.

F. Criteria of Success

The indication of success in this classroom action research (CAR) is able to called successful if it can exceed the criteria which has been determined. In this study the researcher will succeed when there is 60% of students could pass the assessment score ≥ 70 in the cycle test.

In addition, the success of this research not also measured with the achievement students' score, but also TPR can stimulate the students' interest in learning present continuous tense. If the criteria of the action success achieved, it means that the next action of the classroom action research (CAR) would stopped, but if this condition has not been reached yet, the alternative action would be in the next cycle.

I. Research Procedure

In general, there are many classroom action research designed by some experts. Otherwise, in this research used Kemmis, S., & McTaggart, R (1988) design consists of four phases within one cycle. They are planning, acting, observing, and reflecting. Teacher is possible to find a new problem or the previous unfinished problems yet after applying first cycle. If it happens, it is necessary to do same way to submit the second cycle.

CHAPTER 4

FINDINGS AND DISCUSSIONS

This chapter presents the result and discussions of the research based on the data of the research.

A. Findings

In this chapter, the writer discussed the findings of the result of research and described the implementation of teaching Present Continuous Tense to improve students' understanding using TPR.

In this research, the writer used classroom action research. It was addressed to know students improvement in understanding on Present Continuous Tense. In these findings, the writer presented the result of research and the analysis of the data collected which were conducted through three cycles that consist of pre-cycle and two cycles of treatment. the writer acts as teacher and the observer is an english teacher.

Pre cycle was conducted on June 15th 2017, cycle 1 on May 16th and 17th 2017, and cycle 2 on 22th and 23th 2017. Here is the process of parts:

1. Pre Cycle

In pre-cycle the writer taught Present Continuous Tense without TPR method. Then the writer gave test 20 questions of 20 multiple choices. Pre cycle was conducted on Monday, June 15th 2017, it started at 08.00 until 09.00 during 60 minutes in teaching and learning process. Pre cycle is aimed to know the students' ability before giving the TPR method and to identify the students' problem in present continuous tense. After finding the result of the students' test score in students understanding on Present Continuous Tense, the writer went to further analysis of scoring as follow:

Table 4.1 Result of Pre Cycle Test

No	Students code	Score	Attendant
1	S1	40	
2	S2	20	
3	S3	50	
4	S4	70	
5	S5	50	
6	S5	30	
7	S7	40	
8	S8	20	
9	S9	40	
10	S10	40	
11	S11	20	
12	S12	50	
13	S13		Absent
14	S14		Absent
15	S15	40	
16	S16	50	
17	S17	50	
18	S18	70	
19	S19	40	
20	S20	80	
21	S21	60	
22	S22	50	

23	S23	30	
24	S24		Absent
25	S25	50	
26	S26	60	
27	S27	70	
28	S28	50	
29	S29	60	
30	S30	60	
31	S31	30	
	Mean	46.7	

Based on the result of the data from pre cycle above, it could have been seen only seven students who succeeded in getting score above 60 from the overall number of students 31. From these results, the writer evaluated whether questions provided was not in accordance with the ability of students. Then, the writer discussed with an English teacher. Evidently, after discussing with the English teacher, the writer found that the problem was not on questions provided by the researcher. Before the researcher provided pre-cycle to the students, the writer was consulted about that question to the English teacher, but the writer found that the problem is on the students' ability. So, it needs to find out the solution to overcome this problem. Here the writer used TPR method in every cycle of classroom action research to overcome the problem and to improve students' present continuous understanding.

There were 28 students present in the class and 3 students absent that day because of sickness. Based on the results of observation could be concluded that most of the students did not pay attention in learning Present Continuous Tense. There were 10 students pay attention in learning Present Continuous Tense. Most of

them showed their behaviors such as especially students who sit in the backside of the class. They still like to talk with their peers, students look bored and feel sleepy. Students did not respond to the researchers' question.

When the writer asked question about material, they mostly keep silent. There were only 3 students who responded to the question and tried to answer it. Students did not ask question. When the writer gave question session, most of them did not use the time to ask about their problem. They were not brave enough to ask question if they do not understand yet.

There was only one student who tried to ask the question. When the writer asked them to do the task, most of them did it with minimal effort. Sometimes, they also leaved blank the answer sheet. There were 17 students who accomplished the task. In this phase the writer gave pre-test to the student after she taught Present Continuous Tense without TPR with 10 questions of 10 multiple choices. After conducting the test, the writer gave score. Each correct answer was scored 1 and 0 to each wrong answer. The maximum score was 10.

1. Cycle 1

This cycle was conducted into two meetings on 16th and 17th May 2017. In the first meeting the writer implementing the material and the second meeting thsse writer gave the students the cycle 1 test. The cycle 1 divided into four stages, as follow

a. Planning

Planning is the first step of research procedure. In this step, the writer elaborate with the English teacher to design a lesson plan and material for the cycle 1. the writer also prepared observation sheet to observe the students and teacher's performance during the teaching learning process. And the writer also prepared the cycle 1 test to collect data to know whether there are some students' improvement scores from pre cycle to cycle 1 test.

b. Acting

Acting phase is the implementation of the planning phase that has been planned by the writer and the English teacher as well. the writer acted as the teacher who did the action by teaching students at seventh grade of SMP Warga Bakti Cimahi used TPR method, and the English teacher acted as the observer who did to observe the teacher and students' performance during the teaching learning process in the class.

First Meeting

First meeting was conducted on May 16st 2017, it started at 08.00 until 09.00. In detail, the writer presented the following action:

a) Pre teaching activity

the writer started the class through greeting, asked the students' condition, led a prayer and checked the attendance. There were 31 students present in the class and no student absent that day. In this cycle the teaching and learning process was begun. the writer explained the present continuous with TPR method. The teacher told them

that during the lesson they had to listen to the lesson carefully. Moreover, she asked them to be quiet and not to make any noises in the class. The problem faced by the writer in the previous cycle were the students who sit in the backside of the class like to talk with their peers, look bored, and feel sleepy. To solve this problem, the writer gave more attention to the students who sit in the backside of class, and sometime the writer walked to behind of class.

b) While teaching activity

The first activity was observing. The writer introduced the material and began the class by explaining about rules of Present Continuous Tense in positive, negative, and interrogative form. She gave some examples of Present Continuous Tense that are represented with TPR method.

- **Kalimat Positif**

Subyek + ToBe1 + Verb 1-ing (Present Participle)

Exmp: Bob is playing video games in the living room

- **Kalimat Negatif**

Subyek + ToBe1 + Not + Verb 1-ing (Present Participle)

- *Kalimat Interogatif* atau **Kalimat Tanya**

ToBe1 + Subyek + Verb 1-ing (Present Participle)?

Exmp: Who is playing video games in the living room?

She asked the students to make sentences in positive, negative and interrogative form. Then, the students played the game by using the TPR method and guided by the writer. After playing the game, the writer gave feedback and review.

Students face difficulties in learning present continuous tenses, students who learn English will meet a number of problems, especially with the grammar as an aspect of the language that can be confusing. Some students think of grammar as a rather boring subject. When they learn English they try to avoid the grammar that for them it is confusing and hard to be understood.

c) Post teaching activity

Having finished conducting the first meeting, the writer asked the students whether they have difficulty or not. And then, she summed up the lesson by giving some questions to the students orally. In order to review the students' understanding in present continuous tense. And also, some advice was given to students to motivate them to always practice their English. While to close the class, the writer closed it by saying greeting or salam.

Second meeting

Second meeting was conducted on May 17th 2017, it started at 08.00 until 09.00. In the second meeting, the writer gave cycle 1 test to the student after she taught Present Continuous Tense without TPR with 10 questions of 10 multiple choices. After conducting the test, the researcher gave score. Each correct answer was scored 1 and 0 to each wrong answer. The maximum score was 10. After finding the result of the students' test score in students understanding on Present Continuous Tense, the writer went to further analysis by score as follow:

Table 4.2 Cycle 1 Test

No	Students code	Score	Attendant
1	S1	50	
2	S2	50	
3	S3	70	
4	S4	80	
5	S5	50	
6	S5	50	
7	S7	60	
8	S8	40	
9	S9	60	
10	S10	50	
11	S11	40	
12	S12	60	
13	S13	30	
14	S14	0	Absent
15	S15	40	
16	S16	50	
17	S17	50	
18	S18	70	
19	S19	50	
20	S20	80	
21	S21	70	
22	S22	50	
23	S23	40	
24	S24	30	

25	S25	0	Absent
26	S26	60	
27	S27	80	
28	S28	50	
29	S29	60	
30	S30	60	
31	S31	40	
	Mean	54.1	

From the result of the data above, it could be concluded that the score of the students' cycle 1 test result had increased. It could have been seen there are 12 students who succeeded in getting score above 60 from the overall number of students 31. Based on the calculation, the writer knew that the presentage of the students' score of class at the cycle 1 test increased 30%. The improvement of students' score of test from pre cycle to cycle 1 test was not still enough yet based on criteria of success. In this study the criteria of success was 60% of student could pass the assessment score >60.

c. Observing

In observing stage, the English teacher as an observer observe the students' response, participations, achievement and everything which found during the teaching and learning process, the observer also observe the writer's activity. The observer taken the observation sheet to observe the teaching and learning process in the class it took to make the stage real and concrete.

Based on the result from the observation sheet, the writer and the English teacher found some advantages and disadvantages from the students' activities

during the teaching and learning process. After the first cycle, there were several improvements. From observing the teaching learning process in the cycle I, the writer found :

1. Most of students had higher attention than the pre-cycle during the teaching learning process. There were 15 students pay attention in learning Present Continuous Tense.
2. They tried to concentrate their mind during the learning process, it could be seen from their attention during lesson.
3. During the question session, there were only 3 students who tried to ask the question (S7,S18, S26).
4. There was interesting phenomenon that most of students were shy to speak and ask in the class.
5. Some of students responded to the researchers' question. When the writer asked question about material, there were 5 students tried to answer question (S3, S4, S18, S20, S27)
6. Students tried to finish the task. Although there were not all of students did the good job in their task.
7. Most of students being enthusiastic when played the game, because they never played game before.

d. Reflecting

After implementing the action in cycle 1, the writer and the English teacher reflected the action has been done. Based on data from the observation sheet and cycle 1 test that have been collected and analyzed by teacher and the writer, it showed that the students' scores got higher. It was obvious that the students started to

understand the material. Yet, there were some students still made mistakes. It could be concluded that the average of the students' test result had increased. It proved that scores of the cycle 1 test was higher than the pre cycle test.

In this stage the writer would explained how the teaching and learning activity took place. Form the observation in the class the writer found several weaknesses that happened during the teaching and learning process. The weaknesses were as follows:

- (1).More or less a quarter of students were still lack of vocabulary. They asked the teacher to translate some words; meanwhile others used their dictionary to translate the words into English. For these reasons, the teacher needed to ask students to bring their dictionary.
- (2).The condition of the class was not conductive because it was so noisy during the teaching and learning process.
- (3).The class became noisy because some of students were happy; they asked questions to the writer, they looked enthusiasm with the teacher explanation.
- (4).Some of students did not look enthusiastic in learning activities because the class became so noisy.
- (5).Many students still made some mistakes to answer the question.

1. Cycle 2

The action of cycle II was completed on June 22nd and 23rd May 2017, based from the result from the cycle 1, the writer as an English teacher made a new lesson plan to apply in this cycle in order to improve students understanding in present continuous tense. And in this cycle, the writer still gave TPR in games to teaching

present continuous tense. In this game the writer asked the student to act some physical sport like swimming, playing basket, playing football in group which are consist of 5 students for each cycle. After that, they have to make a sentences in every act. So the writer knows about the improvement of students ability in understanding present continuous in order to compare between the score first and second cycle.

a) Planning

Still the same with the procedure in the cycle II, the writer would prepared several as follow:

(1).Lesson plan

In this stage, the writer started with making new lesson plan. It was aimed to change some parts that need to be revised. Based on the conclusion of the cycle II, the lesson plans was used to control the teaching and learning process in this research.

(2).Material

the writer would prepared the material to teach. Such as equipment to be used when teaching learning process, the writer used TPR games.

(3).Observation Sheet

The observation was prepared in order to know the students activities during the teaching learning activities. Such as the students participation and the class situation.

b) Action

This activity was done just like the previous one that was teaching-learning process of teaching present continuous tense. In this cycle, the writer would do some stages in order to improve students' understanding ability in present continuous tense based from lesson plan.

c) Observation

the observer also observe the writer's activity. The observer taken the observation to observe the teaching and learning process in the class it took to make the stage real and concrete, as follow:

- (1). Observing the teaching learning process by focus on students' understanding in present continuous tense ability.
- (2). Observing students when they were act the physical sport during game in every groups.
- (3). Monitoring the class, included the situation and enthusiasm used.

First Meeting

First meeting was conducted on May 22nd 2017, it started at 08.00 until 09.00. In the second meeting, the writer open the lesson, greeting students and checked the student's attendance.

Before started the lesson, the writer tried to give some motivation and made a good atmosphere in order to get their attention. it was around 15 minutes. From the observation, the writer found some facts that happen in the classroom during teaching-learning process. At beginning as usually the teacher greeted the students

and students were enthusiasm to respond teacher's greeting. And then, the writer reviewed all the material which has been taught from the Cycle I. Because the students' understanding is crucial thing before they did a last test. After the writer finished the explanation about present continuous tense, the writer gave some instruction to play the TPR game. And then the writer practiced it in front of the class. In that time, the students were quite and give attention to the writer explanation. And the students were looked so seriously.

After finished the instruction, the writer divided the students into 5 groups, so each group consists of five students after that the writer asked one of students to volunteer to explain what "he is doing to act physical sport". Then the writer asked the students to discuss and write sentences in present continuous tense form with their group, actually they were discussing seriously. Usually while students doing their task, the teacher turned around to check these groups one by one. The test ran smoothly, while the students were doing the test; they were looked serious.

After the students finished their tasks, the writer as a teacher analyzed students' works sheet. the writer found that were improvements on their ability in writing present continuous tense form. Some mistakes at previous cycle, now become solved and almost all of the students could improves their ability. It showed from the students scores that improve in every cycle.

In the end first meeting the writer asked to the students whether they have difficulty or not. And then, she summed up the lesson by giving some questions to the students orally. In order to review the students' understanding in present

continuous tense. And also, some advices were given to students to motivate them to always practice their English. While to close the class, the teacher closed it by saying greeting or salam.

Second meeting

Second meeting was conducted on May 23rd 2017, it started at 08.00 until 09.00. In the second meeting, the writer gave cycle 2 test to the student after she taught Present Continuous Tense without TPR with 10 questions of 10 multiple choices. After conducting the test, the researcher gave score. Each correct answer was scored 1 and 0 to each wrong answer. The maximum score was 10. After finding the result of the students' test score in students understanding on Present Continuous Tense, the writer went to further analysis by score as follow:

Table 4.2 Cycle 1 Test

No	Students code	Score	Attendant
1	S1	70	
2	S2	60	
3	S3	90	
4	S4	80	
5	S5	60	
6	S5	50	
7	S7	70	
8	S8	60	
9	S9	80	
10	S10	700	
11	S11	80	
12	S12	60	
13	S13	50	
14	S14	70	
15	S15	70	

16	S16	60	
17	S17	70	
18	S18	70	
19	S19	80	
20	S20	80	
21	S21	70	
22	S22	90	
23	S23	80	
24	S24	70	
25	S25	0	Absent
26	S26	80	
27	S27	80	
28	S28	50	
29	S29	80	
30	S30	60	
31	S31	70	
	Mean	70.0	

From the result of the data above, it could be concluded that the average of the students' test result had increased it was 70.0. The highest and the lowest scores of 5 and 9. It shows that mean scores of the cycle 2 test higher than the cycle 1 test. The improvement of students' score of test from cycle I to cycle II test was enough based on criteria of success and the writer stop the cycle.

c). Reflecting

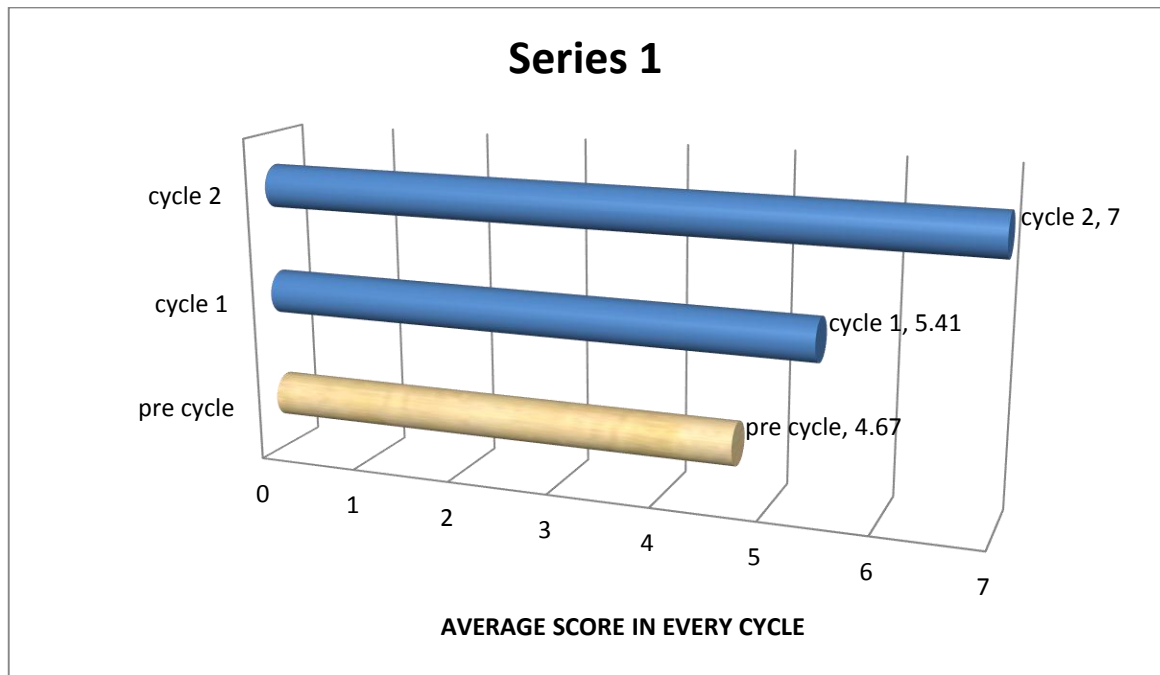
After analyzing the result of the observation from the pre cycle up to cycle 2, it could be concluded that TPR method also can improve students' understanding inpresent continuous tense. And also they look enjoyed in teaching-learning process. They also became more motivated in learning English in which they did not to tend to chat and disturbed their friends anymore. It could have been seen from the result of students' tests in the pre-cycle up to cycle 2 test.

According to table above, it could be concluded that the students' scores had increased in every cycles, the writer determined the average scores of students' in the pre-test (4.67). However, after the research was conducted the students' scores have increased. It could have been seen from the average score in the cycle I (5.41). In the final cycle (7.00), it proved that by using TPR method could improve the students' understanding in present continuous tense. And several weaknesses that happened during the teaching and learning process like in the precycle and the cycle 1 began to decrease. the writer found several improvement students ability during the teaching-learning process, such as:

- (1). The students looked very enthusiastic to do the task.
- (2). The students could generate their understanding in present continuous tense more easily by TPR method.
- (3). The students could write a sentences in present continuous tense.

B. Discussion

a. The implementatin of TPR method in teaching present continuous tense pre cycle, cycle 1, cycle 2



Explanation:

- In pre cycle the average indicated a very less percentage.
- In cycle 1 average value results show little progress, but not yet in the average value.
- In cycle 2 there is little progress from the cycle 1 result, but it has entered the value that corresponds to the average.

As the final reflection, in this point the writer drew conclusions that the use of TPR method could be the effective way to help students in understanding present

continuous tense. In other words, TPR method could improve the students' skills in present continuous tense.

From the result of the observation the writer found there was an improvement of the students' skill in understanding present continuous tense. And in this stage the writer would describe the observation that found in each cycle as follows:

Table 4.7
The result of students improvement in every cycle

No	Student code	Pre Cycle	Cycle 1	Cycle 2
1	Student 6	The student was not interested in writing teaching and learning process since there was limited media	The student was actively involved in the teaching-learning activities	The student was actively involved in the teaching-learning activities. The student was very enthusiastic to do each activity in every meeting
2	Student 13	The student could not generate the understanding in present continuous tense.	The student could generate the understanding in present continuous tense.	The student could generate the understanding in present continuous tense more easily.
3	Student 1	The student was not able to write the sentences in present continuous tense with the correct order.	The student was able to write sentences in present continuous tense.	The student was able to write sentences in generic structure accurately.
4	Student 10	The student had very limited word choices.	The student could use correct word choice, However the student still had lack of the word	Most students could use correct word choice

			choice	
5	Student 3	The student did not look enthusiastic in learning activities because the class became so noisy.	The student look enthusiastic in learning activities	The student look more enthusiastic in learning activities
6	Student 22	The student made some mistakes to answer the question.	The student still made some mistakes to answer the question.	The student can answer questions more easily.

After analyzing the data above, the researcher discussed the result of the research with the teacher as the final reflection that is: teaching present continuous tense using TPR could improve students ability. It could have been seen from the percentage score of the tests, the students could do the test well and the result of the test in cycle I and cycle II showed excellent improvement. This is in line with Asher (1997), motor activity is a right-brain function that should precede left-brain language processing. Asher was also convinced that language classes were often the focus of too much anxiety and wished to devise a method that was as stressfree as possible, where learners would not feel overly self-conscious and defensive. An approach is axiomatic, a method is procedural. The teachers in teaching learning English has to be able to make the interesting materials for the students, and they have to know all kinds of method in order to be able to use one of them when situation demands it. The creativity of teachers will get a good result. In order to get a good result, the teachers use a method of teaching learning. In this research, the writer use TPR (total physical response) method which can make the students more easily to understanding present continuous tense. It was not just about easily, but the student more enthusiastic and interest in learning present continuous tense. In line with

Larsen and Freeman (1986) In TPR method, a language teaching method builds around speech and action; it attempts to teach language through physical (motor) activity. After learning to respond to some oral commands, the students learn to read and write. When students are ready to speak, they become the ones who issue the commands. Sometimes the teacher gives commands quite quickly, and students initially learn one part of the language rapidly by moving their bodies. The translation is used if the material that is given by the teacher form abstraction. Grammatical structures and vocabulary are emphasized in this method.

CHAPTER 5

CONCLUSION AND SUGGESTION

This chapter presents the conclusions and suggestion; the conclusions cover the results which are drawn from the data. And some suggestion which given by the writer to the English teacher. The students and the future researcher.

A. Conclusion

In this research, there were three cycles there are pre-cycle, cycle I, and cycle II. From chapter IV, it could have been seen that there were improvements in pre-cycle (4.67), in cycle I (5.41), in last cycle (7.00). As the final, the writer would concluded this research to answer the research questions of this research, Based on the data, the implementation of TPR to improve students' understanding on Present Continuous Tense are:

1. The improvement of learning tool. The writer used TPR in every cycle that appropriate for junior high school in order to make students interested in learning present continuous tense.b.
2. Motivate students to discuss in group. It also motivates students to discuss in group when they are assigned to play the game about present continuous tense with TPR.

3. The implementation of using TPR to improve students' understanding on teaching Present Continuous Tense could be applied by using methods and activities such as drilling, playing the game using TPR.

The teacher must understand about method which was used when teaching, so the goal of teaching was gained.

B. Suggestion

The result of the research proves that by using TPR as a method in teaching reading can improve students' understanding in present continuous tense. Based on the result above, the writer hopes this research will give benefit for the betterment of English teaching and learning process. There were some suggestion for the students and the English Teacher. The suggestions were as follows:

1. For the teacher

Tenses are mostly known as difficult subject, the use of TPR in teaching learning was an interesting media because it could attract the students' interest, student easy to memorize the material and motivation in learning. English teacher should make the teaching learning process enjoyable, because students loved to play and learn best when they were enjoying themselves. the writer suggested for the teachers to use TPR as teaching aid. Teachers can use several TPR in any subject, they can choose the appropriate TPR with the material.

2. For the students

Tenses are important subject to be learnt. But, most of students have difficulties in learning tenses because there are some tenses in English and there are no tenses in Indonesia language system. Therefore, students should develop their knowledge by studying grammar using interesting media like TPR because TPR can attract the students' interest and motivation in learning process.

3. For the school

This research was carried out in SMP WARGA BAKTI CIMAHI in The Academic Year of 2016/2017. the writer that students in this school have motivation in learning, but there were limited facilities such as limited library collection and there was no language laboratory. School should prepare and design the material based on the students need and their competence. School also had to provide interesting learning environment to the students such as providing language laboratory and teaching media. Finally, the writer realized that this paper is far from being perfect, because of that, constructive critics and advice are really expected for the perfection of the research. Hopefully, this research will be useful for all of us.

APPENDICES

LEMBAR KERJA SISWA

Nama:

Kelas:

Choose the correct answer from a, b, c, d using present continuous tense!

1. He closing the door right now

- a. is not b. does not c. are not d. was not

2. Rudi is the door at the time.

- a. closing b. close c. opening d. open

3. Susi brushing the teeth now?

- a. Am b. Is c. Are d. Does

4. are eating together at present.

- a. she b. I c. he d. they

5. Fandi sweeping the floor at the moment?

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

6. Sinta writing a letter but she is reading a newspaper right now.

- a. am not b. are not c. is not d. do es not

7. David is to the radio at the moment.

- a. writing b. Reading c. Listening d. studying

8. Lia watching television at present?

- a. am b. Is c. was d. are

9. is doing the homework now.

- a. I b. He c. She d. they

10. Rosyid painting the wall at present.

- a. does not b. is not c. am not d. are no

11 The clown is very interesting. All the children ... happily.

- a. is crying b. are crying c. are laughing d. is complaining

12 I just want to stay at home. I don't want to go out because ...

- a. it is raining b. it is beautiful inside
c. the sun is shining nicely d. the flowers are blossoming

13 Listen! May is ... dinner in the kitchen.

- a. Putting b. Looking c. Cleaning d. Preparing

14 Although she is not in a good condition ... right now.

- a. she is having a rest b. she is lying on her bed
c. she is driving to the office d. she is taking some medicine

15 ..., but she is often not confident.

- a. Dewi is an ugly girl. b. Dewi is a brilliant girl
c. Dewi lives in a rural area d. Dewi likes reading very much

16 The boys are practicing soccer on the field right now ... they are preparing themselves for tomorrow's match.

- a. Although b. Because c. But d. and

17 Look! The cat is ... fish because the cat is hungry!

- a. Sleeping b. Walking c. Eating d. fishing

18 I don't want to come late anymore so

- a. I go to school earlier b. I'm glad everybody likes me
c. my teachers go to school earlier d. people ask me to go to school earlier

19 The sun is ... people are enjoying their time at the beach.

- a. not on the sky b. leaving the sky
c. shining brightly d. hiding behind the thick cloud

20 Anne :

Yuma : I'm fixing my guitar.

- a. why are you laughing? b. when are you leaving?
c. where are you going? d. what are you doing?

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