**INCREASING THE STUDENT'S ACHIEVEMENT ON PRESENT
CONTINUOUS TENSE BY USING SENTENCE SOUP
GAME AT THE ELEVENTH YEAR STUDENTS
OF PMDS PUTRI PALOPO**

A THESIS

**Submitted to the English Language of S1 Tarbiyah Department of
State Collage for Islamic Studies of Palopo in Partical
Fulfillment of Requirements for the Degree
of S.Pd in English Teaching**

By,

**NUR ALAM
REG.NUM.09.16.3.0087**

**ENGLISH STUDY PROGRAM OF TARBIYAH DEPARTEMENT
THE STATE COLLAGE FOR ISLAMIC STUDIES
(STAIN) PALOPO
2014**

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ENGLISH STUDY PROGRAM OF TARBIYAH DEPARTEMENT THE STATE COLLAGE FOR ISLAMIC STUDIES (STAIN) PALOPO 2014

CONSULTANT APPROVAL

Title   : **Increasing the Student's Achievement on Present**

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                        at the Eleventh Year Students of PMDS Putri Palopo

written by   :

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THESIS APPROVAL

This thesis entitled *Increasing the Student's Achievement on Present Continuous Tense by Using Sentence Soup Game at the Eleventh Year Students of PMDS Putri Palopo* which is written by NUR ALAM**,** REG. NUM**.** 09.16.3.0087, English S1 study program of Tarbiyah Department of State College for Islamic Studies Palopo, and has been examined and defended in MUNAQASYAH session which is carried out on Saturday, Maret 15st 2014 M, coincided with Jumadil Awal 13th it is authorized and acceptable as partial fulfillment of requirement for S.Pd. degree in English language education.

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Lampiran   : 6 Eksemplar

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Di –

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Assalamu 'alaikum Wr. Wb

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Menyatakan bahwa skripsi tersebut telah layak diujikan. Demikian untuk diproses selanjutnya.

Wassalamu 'Alaikum Wr. Wb

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Palopo, February 6th 2014

Pronouncement maker

Nur Alam
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بسم الله الرحمن الرحيم

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The writer

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ABSTRACT

Nur Alam, 2014, "Increasing the Student's Achievement on Present Continuous Tense by Using Sentence Soup Game at the Eleventh Year Students of PMDS Putri Palopo". Thesis of English Study Program of Education Department is Sekolah Tinggi Agama Islam Negeri (STAIN) Palopo, Consultant (I) Madehang, S.Ag., M.Pd and Consultant (II) Jufriadi, S.S., M.Pd.

Key words : Increasing, Student's Achievement, Present Continuous Tense, Sentence Soup Game, PMDS Putri Palopo.

This thesis about increase present continuous tense of student by using sentence soup game at the eleventh year students of PMDS Putri Palopo. The reseacher questions are: (1) Is the use of sentence soup effective to increase the student's achievement on present continuous tense? (2) How is the perseption of the eleventh year students of PMDS Putri Palopo toward sentences soup game in improving ability the present continuous tense?

The objective of the research are: (1) To find out whether use of sentence soup game effective to increase the present continuous tense. (2) To find out the students' perseption toward sentence soup game of the eleventh students of PMDS Putri Palopo.

This researcher applied experimental research with pre-test and post-test design. The researcher used present continuous tense test and questionnaire as instrument for the data collection. The researcher focused on the eleventh year students of PMDS Putri Palopo. In this research, the researcher applied random sampling technique. The researcher took one class from two classes, namely class was exact 2. In this class consist of 30 students and the researcher took 20 students.

The sentence soup game was effective to increase the student's ability in using present continuous tense at the eleventh year on PMDS Putri Palopo. It is proved by calculating the difference of both tests (pre-test and post-test), by using test analysis were the result of t_{test} value was 8,76 and t_{table} was 2,09 or value $t_{test} > t_{table}$. It meant that there was significance difference between the students ability in using sentence soup game at the eleventh year of PMDS Putri Palopo before applied sentence soup game technique.

CHAPTER I

INTRODUCTION

A. *Background*

In learning in the school, it generally still to have problem. Among other things undercommunication governance of student to lesson is extended. That success is determined by some aspects. Another one its aspect is teacher.

In the class there are two types of student that visible, active and passive. The teacher hold interesting of ascribel, to make the student get the quality like in desired, and improve the ability of student for enjoy to study in order that they are motivated to improve their value, it will useless if the student nothing the volition. So they are quiet or passive in the class without there intention want to know many about the lesson. If they don't interest in learn, so their knowledge do not increase or perhaps down. The teacher hope the student to study on their own volition.

In fact, the student in PMDS Putri Palopo there are lazy to study because they dislike the way of teacher to explain. The teacher so serious in teach, whereas the student want to study with enjoy, and the student like the game. They say that the game refresh their condition, so unshocked to approve the lesson in present continuous tense. They also challenged to finish a game and to race be the winner.

The factor that head off success of the student in learn is saturation. A student feel saturated if model, method, or how to teach a teacher is monotonous or unvariated. Employ the variety mean in order that student is eluded from saturated and borring, that caused lazy become appear.

Many variety can in use a teacher, well in from of teach, using media, using rankin, and in system interaction.[1]

The reason of the student are lazy to study, there are:

(1). A student is lazy because she has a friend is more clever than her. Finally appear the perception is must not study for good value, and appear the lazy culture. A dilligent student must study hard for get a good value, but a lazy student just relaxed. That ironically education world in Indonesia, and

(2). Some student are lazy in totality and also some student are lazy to study about just lesson certain.[2]

The method who can used the teacher is game. So, the student can accept a lesson by game. Study with play is activity to fuse between study and play that integrated with a stamp of lesson. This action means to create the enjoy activity in lesson, with end direction achieve doctrine healthy and maximal quality.

In english, the present continuous tense in used when we are doing something or when something is happening at the same time we are talking about it. The present continuous is mainly used to express the idea that something is

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[1]Nabilah Syechbubakar. *Http://www.academia.edu/1160503/program.hipotetik,*(Accessed On November, 17th 2012).

[2]Bonie Ilham Maswir. *Http://www.boniefku.blogspot.com,* (Accessed On November, 17th 2012).

happening at the moment of speaking. The present continuous also describes activities generally in progress (not at the moment). Another use of the tense is to talk about temporary actions or future plans.

Sentence soup is an alternative media like a card that contain random words, and if it arranged will be a meaning sentence. Because of that, sentence soup can activate the student in analyze the problem that related to comprehension a sentence, paragraph or a word text.

Sentence soup game is useful to review the structure of present continuous tense that have been learn. So the student can sharpened their memory and apply what they learn with the enjoy and challenge. The student also is drilled the creativity to arrange the words, sentences, or discourse of disorded be a meaning structure and maybe the better than before that.

By sentence soup game, the student in see their ability in present continuous tense whether they understand about it with to arrange the cut of words be a good sentence in present continuous tense. If the sentence is true so the students achievement improve by sentence soup game.

B. Problem Statement

In general this problem of the research is "How to increase the present continuous tense toward student's problem". In detail this problem of the research as follows:

1. Is the use of sentence soup game effective to improve the student's ability on present continuous tense?

2. How is the perception of the eleventh year students of PMDS Putri Palopo toward sentence soup game in increase their ability on present continuous tense?

C. Objective of the Research

In general, this objective of the research want to find out that sentence soup game increase the student's ability in present continuous tense. In detail this objective of the research as follow:

1. To find out that the use of sentence soup game effective to increase the student's ability on present continuous tense.

2. To find out the perception of the eleventh year students of PMDS Putri Palopo toward sentence soup game in improve their ability on present continuous tense.

D. Significance of the Research

This research would be expected to be useful information for the teacher in teach the present continuous tense and the students in learn the present continuous tense at the junior high school generally and especially for the teacher in teach the present continuous tense and the student in learn the present continuous tense of PMDS Putri Palopo, in increase to learn without saturated.

E. Scope of the Research

The scope of research is present continuous tense. It's focused on improve the tenses especially the present continuous tense and improve the interest in present continuous tense learn by use sentence soup game.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous of Studies

There are researcher report to expose how to make the teaching and learning process more effective especially by using game. Some of the finding are:

Risnawati, "The effectiveness of using caricature in teaching present continuous tense to the first year students of SMP Nusantara Mancani". In her research, she find out that using caricature on present continuous tense lesson effective to improve the students' ability to the first year students of SMP Nusantara Mancani.[3]

Sulviani Nurdin T., "teaching present continuous tense through action charades game at the first (1st) semester of the eight year students of smp negeri 3 Sabbang". She find out the approppiate way in use action charades game in teaching present continuous tense effective to develop students' ability at the eight year students of SMPN 3 Sabbang.[4]

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[3]Risnawati, *The effectiveness of using caricature in teaching present continuous tense of the first year students of SMP Nusantara Mancani*, (Palopo: STAIN, 2011).

[4]Sulviani Nurdin T, *Teaching present continuous tense through action charades game at the first semester of the eight year students of SMPN 3 Sabbang*, (Palopo: STAIN, 2011).

B. *Some Pertinent Ideas*

1. The Interest of Student about Game in Learning

Play could to help the children to think for learn and try to understand about what they find in around them. When play, the children also increase their emotion and physical.

With use this game method, the student get anxiety in learn. At most, right game is considered its influence so significant, for increase interest and motivation the student for study english, especially the present continuous tense.

Play are mean by many specialist with various, eg:

a. According Kimpraswil (in As'adi Muhammad, 2009: 26), says that game is work to process that very useful for rise and development of motivation, activity, and achievement in do the task and importance of organisation with well.

b. According Joan Freeman and Utami Munandar (in Andang Ismail, 2009), that game as an activity to help the child to get intact development.[5]

Learn with the game method is a doctrine with as if there in a situation for give comprehension about a concept. This time the student have an opportunity to bound active so they understand the concept and the longer to remember, but need the long time. Unconsciously by the student, they have been served the english lesson.

Method of game famed with some term eg, ice breaker or energizer. The game also in mean for build the dynamic study, spirit, and enthusiasm. The characteristic of the game make the moments are fun and serious but calm. The

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[5]Iqah Zamri II, *Http://www.pengertiandandefinisibermainbeberapahliml.scribd.com*, (Accessed On April, 17th 2014)

game in use for create to study from passive to active, stiff to intimate and from borring to fresh.

The purpose from utilization the student play with study english, are:

1. In order that the student are happy in the english lesson.

2. In order that the student pushed and put the interest to study carefully the english with willingly.

3. There are a spirit to match in a game and try to become a winner, and can push the student for focus on notice at the game is up againts its.

4. If the student to follow at activities and being active own they will comprehend and understand really.

5. The strained situation in mind of student after study can decrease.

Before the teacher to apply this method, the teacher must do selection with pay attention the objective in given, age level the student, tool and infrastructure (eg, its big-small room, annd other thing to concerned the doctrine). Because of that, after the game the teacher and the student do discussion about the game who have been done.

2. General Concept of Grammar

a. Definition of Grammar

Grammar is partly the study of what forms are possible in a language. Traditionally, grammar has been concerned almost exclusively with analysis at the level of the sentences. Thus a grammar is a description of the rules that govern

how a language's sentences are formed.[6] While in Oxford Dictionary, grammar is rules for forming words and making sentences.[7] Grammar is a development skill text for intermediate to advanced students of english as a second of foreign language.[8]

Grammar is the structural foundation of our ability to express ourselves. The more we are aware of how it works, we can monitor the meaning and effectiveness of the way, we and other use language. It can help foster precision, detect ambiguity, and exploit the richness of expression available in english, and it can help everyone, not only teachers of english, but teachers of anything, for all teachers ultimately a matter of getting to grips with meaning.

Grammar is a set rules and examples dealing with the syntax and word structures of a language, usually intended as an aid to the learning of that language.[9]

Grammar is sometimes defined ad the way words are put together to make correct sentences.[10]

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[6]Scott Tornburry, *How to Teach Grammar,* (England: Person Education Limited, 1999), p,1

[7]Martin Manser, *Oxford Learners Dictionary,* (New Edition; New York: Oxford University Press, 2005), p,187

[8]Betty Schramper Azar, *Understanding and Using English Grammar,* Longman: 1999, p,13

[9]Richard Nordquist, *What is Grammar? (http://grammar.about.com),* (Accessed On December, 2nd 2012)

[10]Penny Ur, *A Course in Language Teaching Practice and Theory,* (Cambridge University Press, 1996), p,75

Based on the some definitions of grammar above, the writer can make conclusion that grammar is the study about grammatical structure in english such as consist from of rules how to arrange and organize a word or more to make correct sentences.

b.   *Grammatical Competence*

The native speaker's grammatical competence is reflected in two types of intuition which speakers have about their native language.

1)   Intuitions about sentence well formalness.

2)   Intuitions about sentence structure.

The word intuitions is used here in a technical sense of the which has changed from standardized in linguistics: by saying that has a native speakers intuitions about the well formallness and structure of sentence, all is that we are saying he has the ability to make judgements about whether a given saying is well-formed or not, and about whether it has a particular structure or not. The term well-formed is also a standard technical term in the linguistics literature : for the time being, you can think of it as meaning "ok" – but a little later, we'll try and define well forkedness a little more precisely.

These intuitions about sentence span four different aspects of language namely phonology (the study of sounds and sound system), morphology, syntax, and semantic. Hence, we can say that native speakers have phonological, morphological, syntactic, and semantic competence, and that this competence is

reflected in their intuitions about the phonological, morphological, syntactic, and semantic well forkedness and structure of sentences in their native language. [11]

c.   *Principle for Teaching Grammar*

Before conducting a grammar class, there must be some principles have to be noticed by the teachers in order they can commit successfully. According to Nunan, there are at least three principle in teaching the grammar to the students, they are :

1.   Integrated both inductive and deductive methods into your teaching.

In the deductive classroom the teacher gives grammatical explanation or rule followed by a set of exercise designed to clarify the grammatical point and help the learners master the point. In deductive teaching, you work form principles to example. Inductive procedures reverse this process and though a process of guided discovery, get them to work out the principles or rule for themselves.

2.   Use tasks that make clear the relationship between grammatical form and communicative function.

Grammar-based course are relatively ineffective because they teach grammar as an abstract system. Present the language as isolated sentences and fail to give learners and fail to give learners as proper context for the grammar point. Teaching was largely limited to the form of the form of the new grammatical item. For example, when the passive voice was introduced typically students were given a list of list of sentence in the active voice ("the boy broke the window"),

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[11]Andrew Radford, *Transformational Grammar,* (Cambridge University Press, 1989), p,4

"The dog bit the man". Along, the model of how to form the passive .("the window was broken"). The task for the student was to turn the active voice sentences into the passive. Such a procedure does not give student any insight into the communicative context in which they should use the passive rather then active voice. However, the solution proposed by some-do away with teaching grammar altogether-is not solution. The solution is present the grammar in a context that makes clear the relationship between the grammatical form and the communicative function.

3. Focus on the development of procedural rather than declarative knowledge.

In the field of language learning, declarative knowledge is know language rules. Procedural knowledge is being able to use the knowledge is being able to use the knowledge for communicative.

Must of us who have been teaching for any time but at all know learners who can give a more or less standard text book explanation of a grammatical rule or principle , but who violate the rule when using language communicatively. There are also learners who have procedural but not declarative knowledge. In fact, the majority of native speakers fall into this category. Unless, they have studied grammar formally, few native speakers can state the rule for third person.

While declarative knowledge can facilitate the development of such knowledge, it is not necessary and sufficient condition for the development of such knowledge. Student need to develop mastery of target language item, not by memorizing rules, but by using the target items in communicative context. This

learning through use or learning by doing principal is one that has come to us through the approach to education known as experientialisme.[12]

d. *Teaching Grammar Strategy*

Language teachers and language learners are often frustrated by the disconnect between knowing the rules of grammar and being able to apply those rules automatically in listening, speaking, reading, and writing. This disconnect reflects a separation between declarative knowledge and procedural knowledge.

1. Declarative knowledge is knowledge about something. Declarative knowledge enables a student to describe a rule of grammar and apply it in pattern practice drills.

2. Procedural knowledge is knowledge of how to do something. Procedural knowledge enables a student to apply a rule of grammar in communication.

Procedural knowledge does not translate automatically into declarative knowledge; many native speakers can use their language clearly and correctly without being able to state the rules of its grammar.

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[12]David Nunan, *Practical English Language Teaching* (New York: Cambridge University Press, 1995), p,158-160

3. The Concept of Tenses

a. Definition of Tense

Tense is verb form that shows the time of the action or state: the present/ past/ future.[13] Tenses is a description or explanation as to when a statement, news, events, actions took place in the sentence: present, past, or the future.[14]

b. Concept of Tenses

It is important to define the term "tense" itself. To do so, you need to property define verb category in english grammar. The verb shows actions, states, process, and events. Tense is verb form that shows the time of the action or states and change of verb in sentence that connecting with time.[15]

In english there are sixteen forms of time and it is usually call tenses. Meanwhile, there are three kinds of tense which related to the time in english, namely:

- Present tense

- Past tense

- Future tense[16]

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[13]Martin Manser, *Oxford Learners Dictionary,* (New Edition; New York: Oxford University Press, 2005), p,458

[14]Promo, W. Suseno, *Complete English Grammar (Tata Bahasa Inggris Lengkap),* (Cet.1 Surabaya: Tangga Pustaka, Nidya Pustaka Surabaya), p,39

[15]Ibid, p,38

[16]Harianto S. John, *English grammar,* (Surabaya), p,249

1) Present Tense

a) Simple present tense

b) Present continuous tense

c) Present perfect tense

d) Present perfect continuous tense

2) Past Tense

a) Simple past tense

b) Past continuous tense

c) Past perfect tense

d) Present perfect continuous tense

3) Future Tense

a) Simple future tense

b) Future continuous tense

c) Future perfect tense

d) Future perfect continuous tense

4) Future Past Tense

a) Future past tense

b) Future past continuous tense

c) Future past perfect tense

d) Future past perfect continuous tense
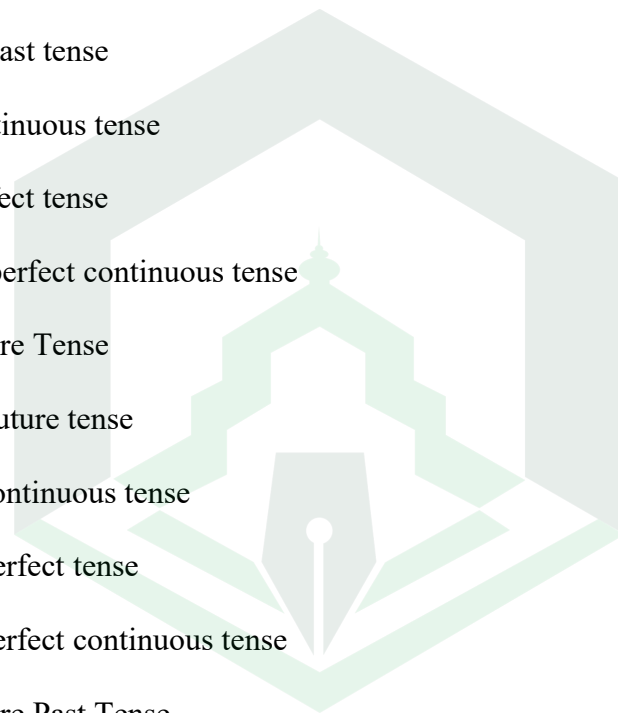
4. Present Continuous Tense

We often use the present continuous tense in english. It very different from the simple present tense, both in structure and in use.

The present continuous tense also known as the present progressive tense in some grammar books, is one of the most often used tenses in english. It is also one of the tenses that english learners use incorrectly. It is important to remember that the present continuous tense is generally used to express everyday habits and routines. Everyday habits and routines are expressed using the present simple tense. It is also important to remember that the present continuous tense is only used with action verbs and not stative verbs.[17]

There are many tenses and we have known any 16 tense and one of them, it is the present continuous tense.

a. *Definition of Present Continuous Tense*

The present continuous tense is phrase formed from part of the verb be and a verb ending in –ing, used to show an action that continues over a period of time, as in i am singing.[18]

It is used to express a continued or ongoing action at present time. It expresses an action which is in progress at the time of speaking. For example, a person says, I am writing a letter. It means that he is in the process of writing a letter right now. Such actions which are happening at time of speaking are express

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[17]Kenneth Beare, *Http://www.esl.about.com>education>englishas2ndlanguage>grammar>grammarstructure>tenses,* (Accessed On January, 29th 2014)

[18]Martin Manser, *Oxford Learners Dictionary,* (New Edition; New York: Oxford University Press, 2005), p,90

by present continuous tense. Present continuous is also called present continuous tense.

Auxiliary verb "am or is or are" is used in sentence. The first form of verb or base verb + ing (present participle) is used as main verb in sentence.

We often use the present continuous tense in english. It is very different from the simple present tense, both in structure an in use. Continuous tense are also called progressive tenses. So the present progressive tense is the same as the present continuous tense.

Look this example:

1. I am speaking to you   = saya sedang berbicara kepadamu

2. You are reading this book   = kamu sedang membaca buku ini

3. She is not staying in London= dia sedang tidak tinggal di London

4. We are not playing football = kami sedang tidak bermain bola

5. Is she watching TV ?   = apakah dia sedang menonton TV?

6. Are they waiting for John ? = apakah mereka sedang menunggu John?

When something is happening at the same time we are talking about it, that is when we use the present continuous tense. We form it by using the present tense of be + present participle (the roof word + -ing).

- She is washing the car as we speak.

- Are you coming with us to the party?

- Where are we going?

Remember not to use the present continuous tense with non-action verbs like seem and know. These verbs should use the simple present.

- She is seeming tense = she seems tense.

b.   *Using of the Present Continuous Tense*

We make the present continuous tense by adding –ing to the base verb. Normally it is simple –we just add –ing. But sometimes we have to chance the word a little. Perhaps we double the last letter, or we drop a letter.

The present continuous tense an activity that is in progress at the moment of speaking. It is temporary activity that began in the past, is continuing at present, and will probably end at some point in the future. Often the activity is of a general nature: something generally in progress this week, this month, this year.[19]

The present continuous is mainly used to express the idea that something is happening at the moment of speaking. The present continuous also describes activities generally in progress (not at the moment). Another use of the tense is to talk about temporary actions or future plans.

The present continuous tense is used to express continuing, on going action, which are taking place now of speaking or writing.

1)   We use the present continuous when we talk about things happening in a period around now (for example, today/this week/this evening etc.) Examples:

a.   You are working hard today = kamu sedang bekerja keras hari ini

b.   Is Susan working this week? = apakah Susan sedang bekerja minggu ini

---

[19]Betty schramfer azar, *Understanding and using english grammar,* Longman:1999, p,13

2) When we talk about changed happening around now. Example:

a. The population of the world is rising very fast.[20]

b. We are waiting for the bus until the bus came.

3) Talking about fixed plan

a. Budi : I heard *Sinta is getting married next week.*

Susan : Yes, she is

4) To describe a repeated action that the speaker finds irritating. Example:

a. He is forever making unfavourable comments about his mother-in-law.

5) For an action that is still going on about this time but not necessary at the time of speaking. Example:

a. Jack is teaching at a secondary boys' school. (He is not actually teaching now. He may be watching television or playing with his cat at the moment of speaking.)

6) We use the present continuous tense to talk about the future which has been arranged or planning. Example:

a. Mary is going to a new school next term.

7) For something which is happening before and after a given time. Example:

a) At eight o'clock we are usually having breakfast.

b) When I get home the children are doing their homework.

8) With 'always', 'very often', 'forever', 'constantly' to describe an action that happens many times or frequently. Example:

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[20]Raymond murphy, *English grammar in use,* Cambridge: university press. 1998, p,2

a) My old car is always breaking down.

b) I very often going to my mum's for tea or coffee.

c) She is constantly reminding me to pay back the money I owe her.

The present continuous tense with words such as "always" or "constantly" expresses the idea that something irritating or shocking often happens. Notice that the meaning is like simple present, but with negative emotion, remember to put the words "always" or "constantly" between "be" and "verb-ing".

We can also the present continuous tense to talk about the future –if we add a future word. We must add (or understand from the context) a future word. "future words" include, for example, tomorrow, next year, in June, etc. We only use the present continuous tense to talk about the future when we have planned to do something before we speak. We have already made a decision and a plan before speaking.

c. *Formation of the Present Continuous Tense*

How do we make the present continuous tense?

The structure of the present continuous tense is:

S + auxiliary verb + main verb be base + ing

Look at these examples:

1. I am speaking to you   = saya sedang berbicara padamu.

2. You are reading this book   = kamu sedang membaca buku ini.

3. She is not staying in London= dia sedang tidak tinggal di London.

4. We are not playing football = kami sedang tidak bermain bola.

5. Is he watching TV?   = apakah dia sedang menonton TV?

6. Are they waiting for John? = apakah mereka sedang menunggu John?

Verbal:

(+)   S + tobe (am,is,are) + V1-ing + O

(-)   S + tobe (am,is,are) + not + V1-ing + O

(?)   tobe (am,is,are) + S + V1-ing + O ?

If the subject is "I" then auxiliary verb "am" is used after subject in sentence. If the subject is "He, She, It, singular, or proper name" then auxiliary verb "is" is used after subject in sentence. If subject is "You, They or plural" then auxiliary verb "are" is used after subject in sentence. The participle "ing" is added to the first form of verb. For using auxiliary verbs (am or is or are) after subject in negative sentences are same as mentioned above.

For making interrogative sentences, the sentence is started with auxiliary verb rather than putting auxiliary verb inside the sentence. If the subject is "I" the sentence starts with auxiliary verb "am". If the subject is "He, She, It, singular or proper name" the sentence starts with auxiliary verb "is". If subject is "You, They or plurar" the sentence starts with auxiliary verb "are"

Example:

1. I am reading a newspaper   = saya sedang membaca surat kabar.

2. You are playing video game   = kamu sedang bermain video game.

3. They are not swimming   = mereka sedang tidak berenang.

4. Is she writing?   = apakah dia sedang menulis?[21]

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[21]Artono Wardiman, Masduki B. Jahur, M.Sukirman Djusma, *English In Focus*, Pusat Perbukuan: BSE, p,49

Nominal:

(+)   S + tobe (am,is,are) + being + complement

(-)   S + tobe (am,is,are) + not + being + complement

(?)   tobe (am,is,are) + S + being + complement ?

Example:

    1.   She is being in the kitchen   = dia sedang berada didapur.

    2.   He is being in the school   = dia sedang berada disekolah.

a. *Positive*: the present continuous tense of any verb is formed from the simple pesent of the auxiliary to be, followed by what id generally referred to as the present participle of the verb. The present participle of a verb is formed by infinitive.

b. *Negative*: to form a negative statement, the word not is add after the auxiliary.

c. *Interrogative/question*: the verb to be acts as an auxiliary. As in the case with other english tenses, i is the auxiliary which is used to form question and negative statements. The form a question in the present continuous tense, the auxiliary is placed before the subject.

d. *Negative question*: the auxiliary is placed before the subject, and the word no is placed after the subject. However, when contractions are used, the contracted form of "not" follow immediately after the auxiliary. Although there is no unuversally accepted contraction "am not", the expression "aren't I?" is often used in spoken english.[22]

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[22]Agus Handoko, *Menguasai Tenses Dalam 14 hari*, Cet.1, (Tugu Publisher: Suka Buku, Jakarta Selatan, 2011), p,21-27

Time signal:

Now, right now, at present, at this moment, today, this morning, this afternoon, tonight, tomorrow, next week, etc.[23]

Tobe:

Is   = He, She, It, Ani, Budi, etc

Am   = I

Are   = We, They, You

There are some group of verb is can not formed tobe present continuous tense, are:

1. Verb in express feeling, as:

    -   Like   = suka

    -   Dislike   = tidak menyukai

    -   Want   = ingin

2. Verb in related to the five senses, as:

    -   Feel   = merasa

    -   Hear   = mendengar

    -   See   = melihat

    -   Smell   = mencium

3. Verb in explain opinion, as:

    -   Believe   = percaya

    -   Forget   = lupa

    -   Expect   = mengharapkan

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[23]Adhi Nugroho, *Http://www.tipspelajaranbahasainggris.blogspot.com,* (Accessed On November, 17th 2012).

Verb not used in continuous tense

We use the simple present tense for some verbs which are not normally used in the present continuous tense.

The parrot **belongs** to my grandmother. (**not**: the parrot is belonging to my grandmother).

She **hates** homework and housework. (**not**: she is hating homework and housework).

Hilda **knows** the secret to making good bread. (**not**: Hilda is knowing the secret to making good bread).

We **understand** how computers work. (**not**: we are understanding how computers work).

I always **want** to participate in a bullfight. (**not**: i'm always wanting to participate in a bullfight).

d.   *Examples of the Present Continuous Tense:*

1) I am eating some cake   = saya sedang makan beberapa kue.

2) I am drinking a cup of coffe = saya sedang minum segelas kopi.

3) He is reading a book   = dia sedang membaca sebuah buku.

4) We are waiting for someone = kami sedang menunggu seseorang.

5) I am driving a car to makassar = saya sedang mengendarai sebuah mobil menuju Makassar.

6) I am washing the dishes   = saya sedang mencuci piring.

7) She is talking to someone   = dia sedang berbicara pada seseorang.

8) She is listening to the radio = dia seedang mendengarkan radio.

9) He is cleaning the house now   = dia sedang membersihkan rumah sekarang.

10) They are running under the rain   = mereka sedang berlari dibawah hujan.

11) They are smooking in the backyard = mereka sedang merokok ditaman.

12) Someone is taking the umbrella   = seseorang sedang membawa payung.

13) Susan is watering the flowers   = susan sedang menyiram bunga.

14) They are celebrating the victory = mereka sedang merayakan kemenangan.

15) Ramlan is writing the letter to my sister = ramlan sedang menulis surat untuk saudara perempuanku.[24]

e.   *The Present Continuous Tense with the Question Words*

Wh-questions are questions that require more information in their answer. Typical wh-words are what, where, when, which, why, who, how, how many, how much.

To create a wh-question, start with the wh-word, then add am, is or are, then the subject (a person or thing that doing the action), followed by the ing (present participle) from of the ver and only then add the rest of the sentence.

Question word + tobe + subject + verb-ing + ...?

Example:

1)   Where is Mary sleeping ?

= She is sleeping in bed.

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[24]Dinar   Nur   Ahadiat,   *Http://www.ndhinar.blogspot.com/2013/03/30-continuouss*, (Accessed On November, 17th 2012).

2) Why are you watching TV ?

= I am watching TV because i like this program.[25]

3) What are you reading ?

= I am reading a novel

4) Where is Sari going ?

= She is going to the Cinema

5) Whom is Dony waiting for ?

= He is waiting for his mother

If the question word in used for ask the subject so its sentences structure,

Question word + tobe + verb-ing + ...?

Example: Who is buying a new car?   My father is.

f.   The Present Continuous Tense in the Passive Voice

An Active sentence in the simple present tense has the following structure:

Subject + first form of the verb + object

A passive sentence in the simple present tense has the following structure:

Object of the active sentence + is/am/are + past participle form of the verb + by + subject of the active sentence

Passive voice is form of a verb used when the subject is affected by the action of the verb.[26]

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[25]Betty Schramfer Azar, Stacy A. Hagen. *Basic english grammar.* Pearson: longman. 2006, p,102

[26]Martin Manser, *Oxford Learners Dictionary,* (New Edition; New York: Oxford University Press, 2005), p,312

In the passive, the object of an active verb becomes the subject of the passive verb.[27]

If the active voice is a sentences do something or do activity, so the passive voice is a sentences who its subject in hit an activity or suffer something. With other word, the sentences subject become objective of activity that in explain by verb. In indonesian, the characteristic of passive voice is the verb starting with **"di-"** and some again starting with **"ter-"**.

Usually the passive is used without a by-phrase. The passive is most frequently used when it is not known or not important to know exactly who perform an action.[28]

Example:

Active= Jane is helping Tina (Jane sedang menolong Tina).

Passive= Tina is being helped by Jane (Tina sedang ditolong oleh Jane).

In passive sentence, the object from active sentence (Tina) is changed to subject.

Active = **S + tobe + V1-ing + O**

Passive = **O + tobe + being + V3 + by + S**

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[27]Betty Schramfer Azar, *Understanding and using english grammar*, Longman: 1999, p,208

[28]Ibid, p,211

Example:

Active= The dog is bitting the boy

Passive= The boy is being bitten by the dog

a) The boy is receiver

b) Being bite is action

c) By the dog is actor

This type of the second sentence structure is known as the passive voice. In a passive sentence, the receiver of the action is the subject of the sentence. Many active verbs can be changed into passive verbs, but not all can. Most passive verbs can be changed into active verbs. Passive verbs have their own specific uses: they are used when the action is considered more important than the actor (people who do the action).[29]

Active form, in active sentence the thing doing the action is the subject of the sentence and the thing receiving the action is the object. Most sentences are active.

Passive form, in passive sentence the thing receiving the action is the subject of the sentence and the thing doing the action is optionally included near the end of the sentence. You can use the passive form if you think that the thing receiving the action is more important or should be emphasized. You can also usenthe passive form if you do not know who is doing the action or if you do not want to mention who is doing the action.

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[29]Wahyu Sundayana,dkk, *Contextual Learning: Developing competencies in English use for SMA*, (Bandung: Grafindo, Media Pratama,2006), p,68

Examples:

1) A   = The boy is reading the book.

   P   = The book is being read by the boy.

2) A   = Her mother is hugging her.

   P   = She is being hugged by her mother.

3) A   = I am reading a story.

   P   = A story is being read by me.

4) A   = The engine is driving the train.

   P   = The train is being driven by the engine.

5) A   = She is singing a song.

   P   = A song is being sung by her.

When the Verb is Followed by a Preposition

Read the sentence given below:

Active = My mother is talking to a stranger

Here the noun a stranger is the object of the preposition to, and not the verb talking. But this sentence can be changed into the passive:

Passive = A stranger is being talked to by my mother.

Changing an Assertive Sentence into the Passive

Active = I help you.

Passive = You are helped by me.

Active = We love our country.

Passive = Our country is loved by us.

Changing a Negative Sentence into the Passive

When a negative sentence is changed into the passive, not will come between is/am/are and being.

Active = She is not writing a story.

Passive = A story is not being written by her.

Active = I do not abuse my servants.

Passive = My servants are not abused by me.

Active = He does not tease her.

Passive = She is not teased by him.

Changing an Interrogative Sentence into the Passive

The passive forms of these sentences will begin with be (is/am/are). When the active sentence begins with a question word such as when, whose, why, which and how, the passive sentence will also begin with a question word. When the active sentence begins with who or whose, the passive sentence will begin with by whom or by whose. When the active sentence begins with whom, the passive sentence will begin with who.

Structure = Is/are/am + object of the active verb + past participle form of the

verb + by + subject of the passive verb

Example:

a)   A = are the Mason building a house?

P = is a house being built by the Mason?

b)   A = who is waiting for you?

P = by whom are you being waited for?

c) A = whom are you waiting for you?

P = who is being waited for by you?

d) A = why is he not learning his lessons?

P = why are his lessons not being learnt by him?

e) A = whose father is helping you?

P = by whose father are you being helped?

Notes:

The object of the active verb becomes the subject of the passive verb. Therefore, sentences which do not have an object cannot be changed into the passive. The following sentences, for instance, cannot be changed into the passive because they do not have objects.

- The old man sat in a corner.

- The child sleeps.

- The wind blows.

- The dog barks.

- He laughed aloud.

5. Enjoying to Study English with the Game

One of the factor that determine the success someone when learning english is doctrine of english media. In context study english, there many media can use. That media eg are teacher, text book, dictionary, cassettes, games, and environment. [30]

Games are one of the media, how, and strategy that it appears can in used in an effective in english doctrine. This thing is in acordance with argument of some language doctrine specialist that games are kind of media who have education value and high experience learning. Game for to learning english in fact evidently can make the student in the school or we able use language in true than think how to study language pattern ask for. Game many use left brain than right brain. This thing of course very advisable for consumption right and left brain adequately matched.

By games media, learning will enjoy and fun so the lesson matter will be easy henpecked student. With cooperation, every member group will could eclipsed various obstacle, take staps stand alone, and with pull of responsibiliti, trade on talent every member group, believe other people, take outside the opinion, and take decision.[31]

This game focus to activity the students active to build of mean or comprehension, because the student given a chance and freedom to discussion

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[30]Arief kurniawan, *Belajar bahasa inggris melalui permainan*, Jakarta: Visindo, 2007, p,3

[31]Elaine b. Johnson, PH.D, *contextual teaching and learning*, Bandung, MLC: 2009, p,164

determine the answer. So the teacher just give motivation to the student to use their authority in build an idea.

By sentence soup game, to study is a process the student to build idea and self comprehension, so the activity of the lesson should can give the chance to student doing, thinking, interacting of self. How to teach that prepared by the teacher give opportunity to the student to involve rebound in active by the various activity, like observing, asking, explaining, commenting, etc.

Sentence soup is an alternative media like a card that contain random words, and if it arranged will be a meaning sentence. Because of that, sentence soup can activate the student in analyze the problem that related to comprehension a sentence, paragraph or a word text.

6. **Sentence Soup Game of the Present Continuous Tense**

There are various kinds of game that famed with some term or difference term but have the same concept. With the characteristic, sentence soup game are the same as scramble game, jumble game, puzzle game, etc. Its a game to arrange something in disorder (sentence, words, letters, thing, or other something).

If scramble is a game to arrange the letters, words, and sentences that have been disorded. For example, tdensut = student and urusrctte = structure.[32] Jumble is a word puzzle with a clue, a drawing illustrating the clue, and a set of words, each of which is "jumbled" by scrambling its letters to make an anagram. A solver reconstructs the words, and then arranges letters at marked positions in the words to spell the answer phrase to the clue. The clue and illustration always provide

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[32]Dhevita Nur, *Http://www.pgsd-vita.blogspot.com/2013/01/metode-pembelajaran-scramble.html.* (Accessed on March, 8th 2014)

hints about the answer phrase. The answer phrase frequently uses a homophone or pun. A word jumble is a word puzzle game that gives you a group of scrambled letters and requires you to unscramble them to make a real word. For example, if you were given the letters "m-o-c-t-e-r-u-p". Word puzzles like word jumbles are great workouts to flex the muscles of the mind. Puzzle is a picture media that just can digested by sight indra only. Puzzle is simple media that used in the school because the student like puzzle, it is a game who need patience and diligence of the student when arrange it.

So, sentence soup game have the same principle. Where the sentence soup game is a game to arrange the words be a good sentence in present continuous tense.

So, the concept of sentence soup game refer at the disorded words pattern where every words in arrange according the present continuous tense structure so its form a true sentence. If a scramble game can use the letters, words, or sentences and the jumble game or puzzle game can use picture, so the sentence soup game only use the words.

Sentence soup game is useful to review the structure of present continuous tense that have been learn. So the student can sharpened their memory and apply what they learn with the enjoy and challenge. The student also is drilled the creativity to arrange the words, sentences, or discourse of disorded be a meaning structure and maybe the better than before that.

The use of sentence soup game in present continuous tense, eg:

a) To improve social interaction of student. In group, the student must cooperation, heeding, and expostulate one and other to finish the problem.

b) The knowledge in got generally impressed and in remember the student than learn in generally.

c) Can train the students patience to finish something and to think before act.

d) The sentence soup game in present continuous tense train the student logical. By the sentence soup game, they must conclude where the site of subject, verb and ing, etc. They concentrate to finish the cut of words.

With habitually play this game, gradually the children's bounce also will be habitually in patient, diligent, and calm to finish something. The contentedness of student when finish that game is one of motivation the student to find new things again.

By sentence soup game, the student in see their ability in present continuous tense whether they understand about it with to arrange the cut of words be a good sentence in present continuous tense. If the sentence is true so the students achievement improve by sentence soup game.

a. *Description*

Sentence soup game is composite of the some words that in form be a sentence. Sentence soup game is a game to arrange sentence from cut of words in disorded. Every player or group must can arrange cut of paper or card consist the words and must in arranged become a sentences in good and well English. Then,

player or every group must write it in blackboard or in location who have been in prepared.

b.   *Skilling of Language*

This games really help student in to arrange word and make sentence in good and true english. Of course this games for student which have studied and mastered english sentence. By indirect this game can help to improving skill writing and also reading. If we ask student to read the raised that true.

c.   *Stage of Preparation*

1)   Before starting the game, we must prepare cut of paper or cart that will be arranged to become a sentence who we have determined and make before that.

2)   Then also make coloum in the board or in apart paper to write sentence which had arranged by player or group so for in looking and in app sentence which have been stowed and its in arranged.

d.   *Procedure or How to Play*

>   First of all we dispart the cut of words which have we tought at every player or group.

>   The student or player asked to arrange that cut of words become a true and well english sentence.

>   Every player or group must arrange that sentence with race and fast compete.

>   Player who have finished to arrange the words and make the sentence than must write their answer in the board or on hand place.

>   The teacher justify the answer and that sentence.

> Player or group the most fast and exact to arrange and stow the true and well sentence is the winner[33].

Example of the sentence soup:

a) A-coffe-cup-drinking-house-in-is-my-of-sister-your

= my sister is drinking a cup of coffee in your house.

b) Am-i-homework-thinking-my

= I am thinking my homework.

c) Is-children-not-she-teaching-the

= She is not teaching the children.

d) And-are-cleaning-family-house-i-my-the-together

= I and my family are cleaning the house together.

C. Conteptual Framework

The researcher explain the present continuous tense and write in the whiteboard. Then, the researcher explain what sentence soup game is and how to play it. After that, the researcher give an example how to play sentences soup game. And with this game, the researcher know student's ability. In input, the material is provided for the student, what is the present continuous tense, types of present continuous tenses, the function of present continuous tense, time signal, and some example. In process, teaching and learning present continuous tense by sentence soup game in the classroom. In output: the result student's ability in learning present continuous tense.

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[33]Arief Kurniawan, *Belajar Bahasa Inggris melalui Permainan*, Jakarta: Visindo, 2007, p,44-45

With sentence soup game, the sudent can identify the present continuous tense in a good sentence. They arrange that words, it's a improvement. With the cut of words, as the student make the sentence and if it's done continuous so their ability improve in present continuous tense.

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                    ┌─────────────────────────┐
                    │   Sentence Soup Game     │
                    └─────────────────────────┘
           ┌──────────────────┴──────────────────┐
  ┌──────────────────────┐          ┌──────────────────────────┐
  │  Drive creativity the │          │  Stimulate the interest of│
  │       student         │          │ student to learn by sentence│
  └──────────────────────┘          │        soup game          │
                                     └──────────────────────────┘
                  ┌──────────────────────────┐
                  │  increase student's mastery│
                  │ about the present continuous│
                  │          tense            │
                  └──────────────────────────┘
```
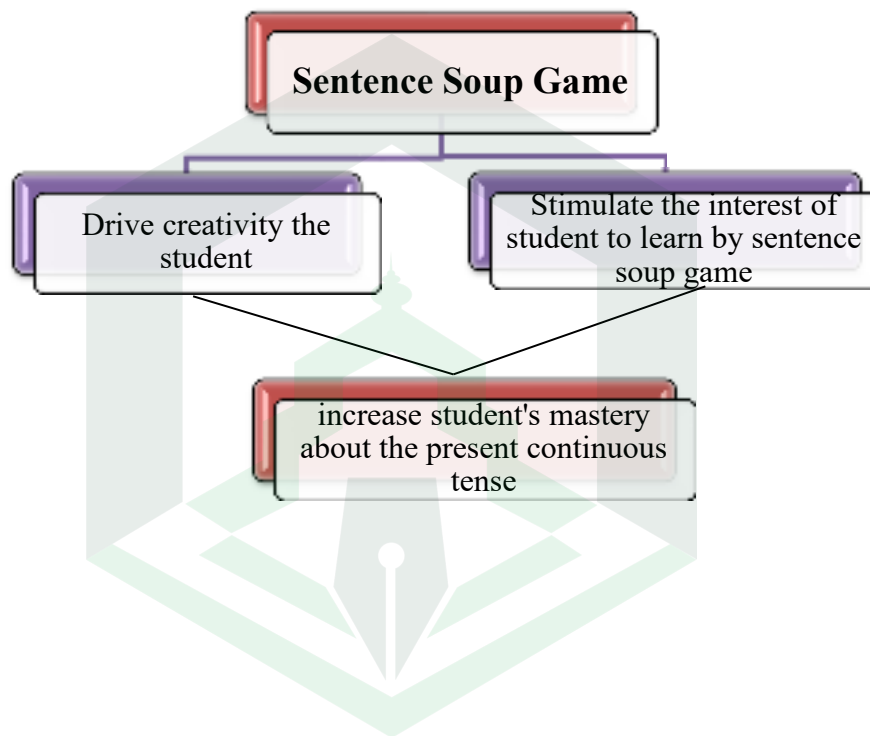
D. Hypothesis

1. Null Hypothesis (H_o) = The use of sentence soup game does not significantly increase the students' achievement on present continuous tense.

2. Alternative Hypothesis (H_1) = The use of sentence soup game significantly increase the student's achievement on present continuous tense.

CHAPTER III

RESEARCH METHOD

A. Research Method and Design

The method is applied in this research was an experimental method. It would be expected to be useful information for the teacher in teaching the present continuous tense and the students in learning the present continuous tense at the junior high school generally and especially for the teacher in teaching the present continuous tense and the student in learning the present continuous tense of PMDS Putri Palopo, and increase to learning without saturated. This research involved some group of students with pre-test and post-test design. The design this research can be descanted as follow:

Pre-test	Treatment	Post-test
O^1	T	O_2

Notes :

O_1 : Pre-test

T : Treatment

O_2 : Post-test[34]

B. Variable of the Research

In research used two variables, they are:

1. Independent variable, the researcher use the sentence soup game.

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[34]Suharsimi Arikunto, *Procedur Penelitian*, (Cet,Xii, Jakarta, PT.Rineka Cipto,2002), p,7

2. Dependent variable, the researcher use the ability of students in present continuous tense.

C. *Population of Sample*

The population is all data that become attention us in a scope and the time we determined. So the population related with data, not people. If every people give a data, so its many are size the population same as many people.[35]

In this research, the population was the eleventh year student of PMDS Putri Palopo in 2013/2014 academic year. The eleventh year students of PMDS Putri Palopo consist of two class. In this research, the researcher took one class from two classes, namely class was exact 2. In this class consist of 30 students and the researcher take 20 students, where in pre-test just there were 27 students be present and post-test just there were 20 students be present. So, the reseacher took total sampling technique and the number of sampling in this research was 20 students.

D. *Instrument of the Research*

In this research, the researcher used written test and questionary.

1. Written test; this instrument used by the researcher to find out student's ability in the present continuous tense, which contains of some exercise for the students at the first meeting until fifth meeting in the text form.

2. Questionnaire; this instrumen used to find out student's perception toward the present continuous tense. It contains of some question which gave to the students at the last meeting after gave treatment.

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[35]Margono, *Metodologi Penelitian Pendidikan*, (Jakarta: PT Rineka Cipta), 1997, p,118

E. Procedure of Collecting Data

To collect the data, the researchers used some procedure as follows :

1. Pre-test: to identify the students knowledge about the present continuous tense.

2. Treatmant, It would be done for five meetings, the steps are as follow:

a. The first treatment: the writer firstly introduced herself to the students and the writer asked to ability the students about the present continuous tense and explained the present continuous tense in positive sentence, and the writer divided the students in 4 groups and then the writer gave the exercise to all groups by use sentences soup game. Examples: I am eating some cake, He is reading a book, etc.

b. The second treatment: the writer introduced the present continuous and the function it. Then the writer gave the exercise to arrange sentences by sentence soup. Examples: I am driving a car to Makassar, She is listening a radio, etc.

c. The third treatment: the writer explained the present continuous tense especially negative and interrogative sentence, and the writer divided the students in 4 groups and then the writer gave the exercise to all groups by use sentences soup game. Examples: Iwan is not eating lunch, is she listening to me ?, etc.

d. The fourth treatment: the writer explained the present continuous tense in question word and present continuous tense in passive voice sentence. Then the writer gave the exercise to arrange sentences by sentence soup. Examples: Tina is being helped by Jane, the boy is being bitten by the dog, etc.

e. The fifth treatment: the writer explained the present continuous tense again.

3. Post-test: after gave treatment, the research distributed post-test to the students. Although, pre-test and post-test are same, but in the post-test it has exchanged.

F. *Technique of Data Analysis*

The data which collected in very observation in each cycle were analyzed descriptively through percentage technique. And the result of understanding the present continuous tense. Student's score is counted as follow:

a. Tabulating the score of the every student that will be accepted in the all test. In scoring the student's test with using the formula as follow:

$$\text{Score} = \frac{\text{total correct answer}}{\text{number of student}} \times 100$$

b. The calculating of the mean score of all students has been accepted in pre-test and post-test by using the formula as follow:

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

X = mean score

$\sum x$ = the sum of all score

N = the number of students[36]

c. Rate percentage of the students' score:

$$\% = \frac{n}{N} x100$$

Notation:

% : Percentage n : Frequency N : The total respondent

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[36]Mangkuatmodjo, *Pengantar statistik*, (cet.1, Jakarta: Rineka Cipta 2003), p,58

d.   Classifying the students' score into seven levels, which fall into seven classifications

No.	Score	Classification
1.	90-100	Excellent
2.	80-89	Very good
3.	70-79	Good
4.	60-69	Average
5.	50-59	Fair
6.	40-49	Poor
7.	0-39	Very poor

e. Looking for D (Difference) between score variable I (x) pre test and score variable II (y) post test.

$$D = X-Y$$

f. Looking for mean from difference, by using the following formula

$$MD = \frac{\Sigma D}{N} \quad (N = \text{Total Number of Sample})$$

g. Looking for standard deviation from difference (SD_D)

$$SD_D = \sqrt{\frac{\Sigma D^2}{N} - \frac{(\Sigma D)^2}{N}}$$

h. Looking for error standard for mean of difference, by using the formula:

$$SE_{MD} = \frac{SD_D}{\sqrt{N-1}}$$

i. Finding to be using the formula :

$$T_o = \frac{MD}{SE_{MD}}$$

NOTATION:

D	= difference
X	= pre test
Y	= post test
MD	= mean difference
N	= total sampling
SD_D	= standard deviation from difference
$\sum D$	= total difference
SE_{MD}	= error standard from mean difference
T_o	= observation test
t_t	= t table

Data Obtained from the Questionnaire

The collected data from the questionnaire analyzed by using the percentage technique. The researcher used the following formula:

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

Where:

P = Percentage

F = The frequency of items

N = The total respondent

Calculating the mean score of the questionnaire by using this formula:

$$M = \frac{\sum f_x}{N}$$

Where:

    M   = Mean score

    $\sum f_x$ = The sum of sub total

    N = Total respondent

The statement of questionnaire on the students' attitude had four alternatives response categories:

a. Strongly agree   = 4

b. Agree   = 3

c. Disagree   = 2

d. Strongly disagree   = 1

    Criteria of hypothesis acceptability

        if $t_o > t_t$ = reject null hypothesis

        if $t_o < t_t$ = receive null hypothesis

where :

        t_o = test of significance (t_{test})

        t_t = level of significance on one tailed test (t_{table})

To test the hypothesis, the value of t_{test} is compared to the value of t_{table}, where:

    Level of significance (α)   = 0,05 or 5%

    Degree of freedom (df)   = n - 1

A. *Finding*

1. Test Analysis

In this part, the researcher presents about finding or result of data analysis. To know the result of respondent for present continuous tense that is explained separately, as follow :

Table 1
The score of students present continuous tense in pre-test

No.	Respondent	Correct answer	Score
1.	R1	13	65
2.	R2	14	70
3.	R3	15	75
4.	R4	15	75
5.	R5	16	80
6.	R6	19	95
7.	R7	13	65
8.	R8	14	70
9.	R9	13	65
10.	R10	15	75
11.	R11	15	75
12.	R12	16	80
13.	R13	12	60
14.	R14	15	75
15.	R15	15	75
16.	R16	12	60

17.	R17	13	65
18.	R18	15	75
19.	R19	15	75
20.	R20	12	60

On the table showed that there was one students got score 95. There were 2 students got score 80 and 70. There were 8 students got score 75. There were 4 students got score 65. There were 3 students got score 60.

Table 2
Classification of the score students' present continuous tense in pre-test

Classification	Score	Frequency	Percentage
Excellent	90 – 100	1	5 %
Very good	80 – 89	2	10 %
Good	70 – 79	10	50 %
Average	60 – 69	7	35 %
Fair	50 – 59	-	-
Poor	40 – 49	-	-
Very poor	0 – 39	-	-
TOTAL		20	100 %

The table showed that in answering present continuous tense that in pre-test there was one (5%) got excellent, there were 2 (10%) got very good, there were 10 (50%) got good, and there were 7 (35%) got average. In this table, most of the respondent got good classification. It meant the score of students in present continuous tense have been good.

Table 3
The score of students in post-test

No.	Respondent	Correct answer	Score
1.	R1	17	85
2.	R2	16	80
3.	R3	18	90
4.	R4	17	85
5.	R5	15	75
6.	R6	17	85
7.	R7	17	85
8.	R8	16	80
9.	R9	14	70
10.	R10	16	80
11.	R11	18	90
12.	R12	19	95
13.	R13	16	80
14.	R14	17	85
15.	R15	19	95
16.	R16	19	95
17.	R17	16	80
18.	R18	19	95
19.	R19	19	95
20.	R20	18	90

Based on the table there was one student got score 70 and 75. There were 5 students got score 80, 85, and 95. There were 3 students got score 90.

Table 4
Classification of the score students' present continuous tense in post-test

Classification	Score	Frequency	Percentage
Excellent	90 – 100	8	40 %
Very good	80 – 89	10	50 %
Good	70 – 79	2	10 %
Average	60 – 69	-	-
Fair	50 – 59	-	-
Poor	40 – 49	-	-
Very poor	0 – 39	-	-
Total		20	100 %

The table above showed that the answer of present continuous tense test in post-test that there were 8 (40%) students got excellent. There were 10 (50%) students got very good. There were 2 (10%) students got good.

It meant that, there was improvement after giving treatment to the students, so the students' present continuous tense can be improved by using sentence soup game.

Table 5
**The result of present continuous tense by using sentence soup game
before (pre-test) and after (post-test) conducting treatment**

No.	Sample	The result of test in		D = (x-y)	$D^2=(x-y)^2$
		Pre-test(x)	Post-test(y)		
1.	R1	65	85	20	400
2.	R2	70	80	10	100
3.	R3	75	90	15	225
4.	R4	75	85	10	100
5.	R5	80	75	5	25
6.	R6	95	85	10	100
7.	R7	65	85	20	400
8.	R8	70	80	10	100
9.	R9	65	70	5	25
10.	R10	75	80	5	25
11.	R11	75	90	15	225
12.	R12	80	95	15	225
13.	R13	60	80	20	400
14.	R14	75	85	10	100
15.	R15	75	95	20	400
16.	R16	60	95	35	1225
17.	R17	65	80	15	225
18.	R18	75	95	20	400
19.	R19	75	95	20	400
20.	R20	60	90	30	900
N = 20		$\sum X1 = 1435$	$\sum X2 = 1715$	$\sum D = 310$	$\sum D^2 = 6000$
		$\overline{X1} = 71,75$	$\overline{X2} = 85,75$		

From table above the researcher got $\sum D = 310$ and $\sum D^2 = 6000$ from this data, the researcher present the result of mean score (X1) in pre-test and post-test (X2), the difference means between pre-test and post-test (MD), standard deviation (SD$_D$) and standard score mean (SE$_{MD}$) as follow :

1. Looking for mean score of pre-test

$$X1 = \frac{\sum X1}{N}$$

$$= \frac{1435}{20}$$

$$= 71,75$$

2. Looking for mean of post-test

$$X2 = \frac{\sum X2}{N}$$

$$= \frac{1715}{20}$$

$$= 85,75$$

3. Looking for mean from difference (MD)

$$MD = \frac{\sum D}{N}$$

$$= \frac{310}{20}$$

$$= 15,5$$

4. Looking for standard deviation from difference (SD$_D$)

$$SD_D = \sqrt{\frac{\sum D^2}{N} - \frac{(\sum D)^2}{N}}$$

$$= \sqrt{\frac{6000}{20} - \frac{(310)^2}{20}}$$

$$= \sqrt{300 - 240.25}$$

$$= \sqrt{59,75}$$

$$= 7,72$$

5. Looking for error standard for mean

$$\text{SE}_{MD} = \frac{SD_D}{\sqrt{N-1}}$$

$$= \frac{7,72}{\sqrt{20-1}}$$

$$= \frac{7,72}{\sqrt{19}}$$

$$= \frac{7,72}{4,36}$$

$$= 1,77$$

6. Looking for t count (to) by using the following formula:

$$\text{To} = \frac{MD}{SE_{MD}}$$

$$= \frac{15,5}{1,77}$$

$$= 8,76$$

7. Giving interpretation based on criteria hypothesis acceptability:

Testing the t_{table}

Standar significance $(\alpha) = 0,05$

df or db $= N - 1$

$= 20 - 1$

$= 19$

t_{test} = 8,76

t_{table} = t $(1 - \frac{1}{2}\alpha)$ (df)

$= t \left(1 - \frac{1}{2}0{,}05\right)(19)$

= t (1 − 0,025) (19)

= t (0,975) (19)

= 2,09

If $t_o \geq t_t$ = accepted null hypothesis

If $t_o \leq t_t$ = unaccepted null hypothesis

The result of t_{table} was found in the tabulation of the test of signification namely 2,09. It means that the result of t_{test} (8,76) is greater than t_{table} (2,09).

Because of the $t_{test} > t_{table}$, it means that there was significance increasing on present continuous tense of students skill after following treatments.

$t_{test} > t_{table}$ = 8,76 > 2,09

This indicated that $t_o \geq t_t$, so null hypothesis is reject and H_o = there is significance different between pre-test and post-test by use sentence soup game in present continuous tense skill of students, therefore through sentence soup game model can improve present continuous tense skill in senior high school, especially at the eleventh year students of PMDS Putri Palopo.

2. Questionnaires Analysis

The questionnaire related the sentence soup game in improving students present continuous tense showed at the following table:

Table 6
Students anxiety in present continuous tense

Statement	Item of choice	Frequency	Persentage
Learn the present continuous tense with use sentence soup game more interest and enjoy	Strongly agree	7	35%
	Agree	13	65%
	Disagree	-	-
	Strongly disagree	-	-
Total		20	100%

Sample of the table indicate that, there were 7 (35%) students choose strongly agree, there were 13 (65%) students choose agree, and none student choose disagree and strongly disagree. It means that the most of student enjoy to learn present continuous tense by using sentence soup game.

Table 7
Students motivated to increase present continuous tense

Statement	Item of choice	Frequency	Persentage
I am motivated to increase the present continuous tense by used sentence soup game	Strongly agree	2	10%
	Agree	16	80%
	Disagree	2	10%
	Strongly disagree	-	-
Total		20	100%

Sample of the table indicate that, there were 2 (10%) students choose strongly agree, there were 16 (80%) students choose agree, there were 2 (10%) students choose disagree, and none student choose strongly disagree. It means that by using sentence soup game can motivate students to improving present continuous tense.

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Table 8
Students improved in sentence soup game

Statement	Item of choice	Frequency	Persentage
Games especially sentence soup game are good in used to increase student's present continuous tense.	Strongly agree	5	25%
	Agree	15	75%
	Disagree	-	-
	Strongly disagree	-	-
Total		20	100%

Sample of the table indicate that, there were 5 (25%) students choose strongly agree, there were 15 (80%) students choose agree, and none student choose disagree and strongly disagree.

Table 9
The applied sentence soup game in learned

Statement	Item of choice	Frequency	Persentage
I agree if the sentence soup game in applied in eleventh year of PMDS Putri	Strongly agree	3	15%
	Agree	17	85%
	Disagree	-	-
	Strongly disagree	-	-
Total		20	100%

Sample of the table indicate that, there were 3 (15%) students choose strongly agree, there were 17 (85%) students choose agree, and none student choose disagree and strongly disagree.

Table 10
The lesson by use sentence soup game

Statement	Item of choice	Frequency	Persentage
The lesson who given by the teacher easier understood by sentence soup game than learn like usually	Strongly agree	3	15%
	Agree	15	75%
	Disagree	2	10%
	Strongly disagree	-	-
Total		20	100%

Sample of the table indicate that, there were 3 (15%) students choose strongly agree, there were 15 (75%) students choose agree, there were 2 (10%) students choose disagree, and none student choose strongly disagree.

Table 11
The creativity in learned present continuous tense

Statement	Item of choice	Frequency	Persentage
The creativity a teacher very needed in learning the present continuous tense	Strongly agree	6	30%
	Agree	14	70%
	Disagree	-	-
	Strongly disagree	-	-
Total		20	100%

Sample of the table indicate that, there were 6 (30%) students choose strongly agree, there were 14 (70%) students choose agree, and none student choose disagree and strongly disagree.

Table 12
Students ability to improve in present continuous tense

Statement	Item of choice	Frequency	Persentage
After follow the english lesson by sentence soup game, my ability improve in present continuous tense	Strongly agree	1	5%
	Agree	18	90%
	Disagree	1	5%
	Strongly disagree	-	-
Total		20	100%

Sample of the table indicate that, there was one (5%) student choose strongly agree and disagree, 18 (90%) students choose agree, and none student choose strongly disagree.

Table 13
Students interested in sentence soup game

Statement	Item of choice	Frequency	Persentage
I am interested to learn present continuous tense with sentence soup game than other game	Strongly agree	1	5%
	Agree	12	60%
	Disagree	7	35%
	Strongly disagree	-	-
Total		20	100%

Sample of the table indicate that, there was one (5%) student choose strongly agree, 12 (60%) students choose agree, there were 7 (10%) students choose disagree, and none student choose strongly disagree.

Table 14
Students known by sentence soup game

Statement	Item of choice	Frequency	Persentage
I can know the present continuous tense with easy because the sentence soup game	Strongly agree	1	5%
	Agree	19	95%
	Disagree	-	-
	Strongly disagree	-	-
Total		20	100%

Sample of the table indicate that, there was one (5%) student choose strongly agree, 19 (95%) students choose agree, and none student choose disagree and strongly disagree.

Table 15
The present continuous tense in english

Statement	Item of choice	Frequency	Persentage
For me that the most interest in english is present continuous tense	Strongly agree	-	-
	Agree	6	30%
	Disagree	13	65%
	Strongly disagree	1	5%
Total		20	100%

Sample of the table indicate that, there were 6 (30%) students choose agree, 13 (65%) students choose disagree, there was one (5%) student choose strongly disagree, and none student choose strongly agree. It means that the present continuous tense is not soo interest in english for the students.

So, appropriate's way to test present continuous tense in eleventh year of PMDS Putri by using sentence soup game is a good techique for an english teacher to apply in the classroom.

B. Discussion

Based on the result of the data analysis above shows that sentence soup game can improve present continuous tense of student. It can be seen on the table before and after treatment (different result between pre-test and post-test).

The table pre-test show that the answering present continuous tense that there was one students got score 95. There were 2 students got score 80 and 70. There were 8 students got score 75. There were 4 students got score 65. There were 3 students got score 60.

Classification of the score in pre-test, there was one (5%) got excellent, there were 2 (10%) got very good, there were 10 (50%) got good, and there were 7 (35%) got average. In this table, most of the respondent got good classification.

The table post-test show that the answering present continuous tense that there was one student got score 70 and 75. There were 5 students got score 80, 85, and 95. There were 3 students got score 90.

Classification of the score in post-test, there were 8 (40%) students got excellent. There were 10 (50%) students got very good. There were 2 (10%) students got good.

In pre-test, the students had not understand about the structure of present continuous tense in add tobe, for example, *the children is bringing their bag → the children are not bringing their bag. We are watching the movie?→ are we watching the movie?* and sometime they look confused to arrange the words in sentence soup. After gave treatment, they have understood about the present continuous tense in sentence soup, so in post-test they got good score. It means

that the score of student after do the treatment process during fifth meeting was very significance because the students score increased from pre-test to post-test.

Some wrong works of student in pre-test and post-test are: A. Dinda Prasta in her pre-test; *My Father are reading the newspaper now, the children is bringing their bag, She going to supermarket now, They are fried,* and in her post-test; *is my friend not borrowing your pen? and My Husband eating meatball.* Amelia Hidayat in her pre-test; *the children is bringing their bag, Betty is the in working hospital, the cat is sleeping the table, your brother is not a reading newspaper,* and in her post-test; *My husband eating meatball.* Umi Sohra in her pre-test; *My father are in the post office, He is english studying, We are watching the movie?, the children is bringing their bag,* and in her post-test; *I am being do my homework, are you playing game this video?.*

To know further about students perception toward sentence soup game, the researcher had given a way the questionnaire. Actually most of students were agree that they like to study by the games. From 20 respondents most of students were agree that they enjoy to learn the present continuous tense by use sentence soup game. From 20 respondents most of students were agree that present continuous tense of students increase by the sentence soup game.

From the result of data analysis the researcher describes with df = 20. Standard significant (α) = 0,05. The researcher got t_{table} = 2,09 and t_{test} = 8,76. This indicated that the sentence soup game increase the student's achievement on present continuous tense is an appropriate technique to teach their students in present continuous tense.

CHAPTER V

CONCLUSION AND SUGESTION

A. *Conclusion*

After finding and discussion of the data analysis in previous chapter, the researcher describes based on the data which have been analysis be using $"t"_{test}$ statistic procedure in finding and discussion. It can be conclude that the use of sentence soup game in increase students' achievement on present continuous tense is effective and stimulate the anxiety of student.

The sentence soup game is effective to increase the student's ability in using present continuous tense at the eleventh year on PMDS Putri Palopo. It is proved by calculating the difference of both tests (pre-test and post-test), by using test analysis were the result of t_{test} value was 8,76 and t_{table} was 2,09 or value $t_{test} > t_{table}$. It means that there is significance difference between the students ability in using sentence soup game at the eleventh year of PMDS Putri Palopo before applying sentence soup game technique.

Based on the questionnaire answered by the students, to learn present continuous tense through sentence soup game can increase the interest of student to learn present continuous tense.

B. Suggestion

Based on the conclusion above, the researcher has some suggestion for english teacher, as follows:

1. The teacher must use the sentence soup game in english learning especially the present continuous tense. It is one of the effective technique in present continuous tense and it is proved most of students agree this method must be applied in teaching present continuous tense.

2. The teacher must give a game method so the student don't borred in english learn.

3. The teacher must creative and innovative to increase the student's knowledge in use kind of various learning method that used in teach-learn process.

4. In sentence soup game, the teacher must prepare the interest words in used before presented in the class.

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PRE TEST

A. **Please choose the right answer!**

Example:

She ..... TV in my house.

a.   are watching   c. watches

b.   is watching   d. is watches

The answer is: **b. Is watching**

1.   ..... are studying english now.

    a. I   c. We

    b. She   d. Sarah

2.   She ..... the flowers in her garden.

    a. be watering   c. watered

    b. is watering   d. watering

3.   ..... in your bed ?

    a. is she sleep   c. was I sleep

    b. are you sleeping   d. am I sleep

4.   What language ..... they .....?

    a. is, used   c. are, use

    b. is, using   d. are, using

5.   ..... are reading the newspaper now.

    a. Santi   c. My father

    b. My friends   d. I

6. The children ..... bringing their bag.

   a. is not   c. are not

   b. is   d. Am not

7. The dogs ..... the cat.

   a. is bitting   c. are bitting

   b. is bite   d. are bite

8. My father ..... in the post office.

   a. is be doing   c. are

   b. is being   d. is be

9. ..... not your friend borrowing my pen?

   a. are   c. is

   b. am   d. isn't

10. A: ..... playing this video game?

    B: Not me, but he

    a. she is   c. you are not

    b. i am   d. are you

B. Arrange this word to right sentences!

1. English – is – He – studying.

2. Fried – are – cooking – They – rice.

3. Betty – in – working – is – the – Hospital.

4. Now – to – going – She – supermarket – is.

5. Calling – not – am – You – i.

6. A – girls – book – the – buying – are.

7.   Under – is – cat – table – sleeping – the – the.

8.   Watching – are – the – we – movie ?

9.   A – man – is – the – car – cleaning.

10. Not – a – brother – reading – is – your – newspaper.

POST TEST

A. Arrange this word to right sentences!

1. When-i-english-come-am-studying-teacher-my

2. Now-reading-a-you-not-book-are

3. A-not-today-i-driving-car-am

4. My-vegetable-not-cooking-is-mother

5. In-they-bed-are-sleeping-my?

6. Classroom-are-in-playing-the-you?

7. My-borrowing-not-is-friend-pen-your?

8. Class-now-he-is-being-the-in

9. And-are-cleaning-family-house-i-my-the-together

10. Playing-are-game-you-this-video?

B. False or true!

1. He is sings my favourite song in front of me.

2. I am making a letter for my grandmother.

3. Monica is not watching the movie with him.

4. Anha is sleeping on the bed yesterday.

5. I am being do my homework.

6. Is your friend borrowing my pen?

7. My sister is drinking a cup of coffee in your house.

8. Haris is not climbing the mountain right now.

9. My husband eating meatball.

10. My bedroom is dirtying.

APPENDIX B

KEY ANSWER OF GRAMMAR TESTS

PRE-TEST

A. Please choose the right answer!

1. **C**	6. **C**
2. **B**	7. **C**
3. **B**	8. **B**
4. **D**	9. **C**
5. **B**	10. **D**

B. Change in the Present Continuous tense!

1. He is studying english.

2. They are cooking fried rice.

3. Betty is working in the hospital.

4. She is going to the supermarket now.

5. I am not calling you.

6. The girls are buying a book.

7. The cat is sleeping under the table.

8. Are we watching the movie?

9. The man is cleaning a car.

10. Your brother is not reading a newspaper.

POST TEST

B. Arrange this word to right sentences!

1. I am studying english when my teacher come.

2. You are not reading a book now.

3. I am not driving a car today.

4. My mother is not cooking vegetable.

5. Are they sleeping in my bed?

6. are you playing in the classroom?

7. Is your friend not borrowing my pen?

8. He is being in the class now.

9. I and my family are cleaning the house together.

10. Are you playing this video game?

B. False or true!

1. **F**   6. **T**

2. **T**   7. **T**

3. **T**   8. **T**

4. **F**   9. **F**

5. **F**   10. **F**

Questionnaire
A. Respondent
   Nama respondent :
   Kelas   :
B. Petunjuk
   1. Bacalah dengan teliti petunjuk sebelum menjawab pertanyaan!
   2. Tulislah identitas anda, pada tempat yang disediakan!
   3. Pada setiap pertanyaan disediakan 4 jawaban sesuai dengan keadaan anda dengan jujur tanpa ada tekanan apapun!
   4. Berikan tanda silang (x) pada jawaban anda!
   5. Terima kasih atas kesediaannya mengisi angket penelitian ini dengan jujur!
C. Pertanyaan
   1. Belajar present continuous tense dengan menggunakan soup sentence game lebih menarik dan menyenangkan
      a. Sangat setuju   c. Tidak setuju
      b. Setuju   d. Sangat tidak setuju
   2. Saya lebih termotivasi untuk meningkatkan kemampuan present continuous tense dengan menggunakan soup sentence game
      a. Sangat setuju   c. Tidak setuju
      b. Setuju   d. Sangat tidak setuju
   3. Games khususnya soup sentence game baik digunakan untuk meningkatkan present continuous tense siswa
      a. Sangat setuju   c. Tidak setuju
      b. Setuju   d. Sangat tidak setuju
   4. Soup sentence game ini cocok diterapkan dikelas XI PMDS Putri
      a. Sangat setuju   c. Tidak setuju
      b. Setuju   d. Sangat tidak setuju
   5. Materi yang diberikan oleh guru melalui soup sentence game lebih mudah dipahami daripada belajar dengan cara biasa
      a. Sangat setuju   c. Tidak setuju
      b. Setuju   d. Sangat tidak setuju
   6. Kreatifitas sorang guru sangat diperlukan dalam pengajaran present continuous tense
      a. Sangat setuju   c. Tidak setuju
      b. Setuju   d. Sangat tidak setuju
   7. Setelah mengikuti pelajaran bahasa inggris melalui soup sentence game, kemampuan present continuous tense saya semakin meningkat
      a. Sangat setuju   c. Tidak setuju
      b. Setuju   d. Sangat tidak setuju
   8. Saya lebih tertarik belajar present continuous tense dengan soup sentence game daripada game yang lain
      a. Sangat setuju   c. Tidak setuju
      b. Setuju   d. Sangat tidak setuju
   9. Saya dapat dengan mudah mengenal present continuous tense karena soup sentence game

a. Sangat setuju   c. Tidak setuju
b. Setuju   d. Sangat tidak setuju

10. Bagi saya yang terpenting dalam bahasa inggris adalah present continuous tense

a. Sangat setuju   c. Tidak setuju
b. Setuju   d. Sangat tidak setuju