

**TEACHING PRESENT CONTINUOUS TENSE TO THE SEVENTH GRADE
STUDENTS AT THE SMPN 10 PALU THROUGH AUDIO VISUAL SHORT
DIALOGUE**



THESIS

*Submitted to Fulfill One of the Requirements in the Thesis for the Degree of Sarjana Pendidikan (S.Pd) in
English Tadrís Study Program Faculty of Tarbiyah and Teacher Training State Islamic University
Datokarama Palu*

By

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2023

STATEMENT OF THE THESIS AUTHENTICITY

I hereby declare that this thesis entitled: **“Teaching Present continuous tense to the seventh grade at SMPN 10 Palu through audio visual and short Dialogue”** has been officially approved as my own work and it has not been and will not be submitted in the whole or in part to another University/Institute for the award of any other degree. If later, this thesis is found to be fabricated either in the whole or in part, I declare that I must comply with the rules and regulations of the university and I must be ready for all the consequences thereafter due to this misconduct.

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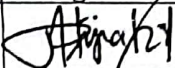


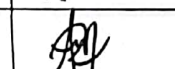
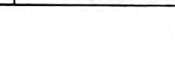


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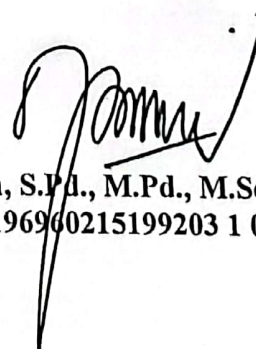
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ABSTRACT

Name : Nur Azizah
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Thesis Title : **Teaching Present Continuous Tense to The Seventh Grade at SMPN 10 Palu Through audio Visual Short Dialogue**

The students mastery of English at the seventh grade of SMPN 10 Palu is still low, especially in present continuous tense. Therefore there should be some of tools to overcome the problems which is the use of audio visual short dialogue.

The purpose of this research is find out whether the use of audio visual short dialogue can improve students ability in mastering present continuous tense or not at the seventh grade of SMPN 10 Palu.

The population of this research were all seventh-grade students of SMP 10 Palu, the sample of this research is 20 students. The research employed pre-experimental design. In the experimental class, the researcher used audio visual and short dialogue. In collecting data, the researcher used an instrument in the form of multiple choice and matching test. From the result of the research the researcher found the results of the pre test 66,5 the results of the post test 83,5.

The findings of the research has been done by using the pre-experimental research about teaching present continuous tense to the seventh grade at SMPN 10 Palu through audio visual short dialogue as a media in teaching present continuous tense was effective. It was proved by the mean score of students' achievement before and after giving the treatment was from 66,5 which the mean score of pre-test become 83,5 which the mean score of post-test and also proven by the value of t-test 1,853 was higher than t-table value 1,734.

Therefore, it can be concluded that the use of audio visual and short dialogue was effective in improving students' vocabulary at the seventh grade at SMP 10 Palu in the academic year 2021/2022.

CHAPTER I INTRODUCTION

A. Background of Research

English is used by some people in the world. The people use it to communicate in their daily activities. They use English to interact with others from different cultures. One of the language components to support the learners to use English is structure. Knowledge or structure or grammar helps them to construct English sentences well.¹

Teaching learning process of English cannot be separated from the curriculum or syllabus and textbooks teachers use. It is influenced by a view to the language that affects the method and technique of teaching. According to Mackey in Latifa, “differences in ideas on language learning affect both the method the teaching of it.”² In addition to the nine-year compulsory education as a major role in the development of education in indonesia, education must also have a supporting role to further develop its influence on the world. One of them is the importance of language skills. This is necessary to increase competition in establishing relations and cooperation between state companies. One of the languages that must be mastered is english. English is a language that is often used by the international community to be able to

¹ Ending Fitria dkk, “*teaching present continuous tense to the seventh grade students through short dialogue*”. Journal of English language teaching society (ELTS) vol.1 No 1 2013, 1.

² Latifah, “*teaching the present continuous tense trough audio-lingual method*” (Jakarta, 2011), 1

communicate well. Due to the development of increasingly sophisticated technology and using english, it encourages someone to adapt changes and development that occur the require someone to be able to master english in order to run the technology well.

Likewise with the reason for the need for english in the world of education. There are two reasons why English is important to be applied in education, namely :

1. For students/school children, english is needed in order to be able to learn knowledge that is around the world and provide great opportunities to be able to compete in the internatioanl world.
2. For companies, English is needed so that the company has workers who are able to compete in the internatioanl world and are able to establish relations and cooperation between countries that can benefit a company.³

With this explanation and data, it can be concluded that English has a very important position and role for the development of an education in an effort to advance the nation's education. So it is fitting that we apply the language both in the world of education and in everyday life. However, it is not an easy thing to master the language in a short time. It takes time and a long process to be able to master and apply the langauge perfectly.

In Junior High School the teaching of English structure has to be related to English curriculum and should be taught intregatedly. It means that the structure is

³ [https:// www. Bhinneka.com/blog/manfaat-belajar-bahasa-inggris/](https://www.Bhinneka.com/blog/manfaat-belajar-bahasa-inggris/)

learn by the students when the teacher teaches English skill.⁴And then learning English in high school server as a tool for students' self development in the fields of science, technology and art. After completing their studies, they are expected to be able to grow and develop into intelligent, skilled and personable individuals who are ready to play role in national development, teaching English dictionaries in Junior High Schools covers the four language skills, namely: reading, listening, speaking, and writing. All of this is supported by other language elements, namely : vocabullary, grammar and pronunciation according to the theme as a means of achieving goals.⁵

In English grammar, there are three common types of tenses in English, they are present tense, past tense, and future tense. The three kinds of tenses has four different forms, they are simple tense form, continuous tense form, perfect tense form, and perfect continuous tense form. In this research, the researcher focused on present continuous tense.⁶

So far, the pesent continuous tense learning material in junior high school has been widely applied as it should be the application of the present continuous tense material at the junior high school level is because learning english today is very important, therefore students are required to learn the basics of language learning material, english in general includes the present continuous tense.

⁴ Departemen Pendidikan Nasional. 2012. Model Silabus dan Rencana Pelaksanaan Pembelajaran Bahasa Inggris. SMP/MTS. Jakarta, 11

⁵ Wibi alwi Surya, *www.academia.edu/ Penting Belajar Bahasa Inggris Yuk*. accessed at 14th march 2022.

⁶ <https://byjus.com/english/english-tenses/> (accessed on Saturday, march 25th)

The present continuous tense is used to express an action occurs at the time of speaking or can be as the future time to explain a plan. The time signals are used now, at the moment, at the present, and the transition signals of future time are tomorrow, next week, next month, etc.

There are many techniques that a teacher can apply in teaching structure in the classroom. In this research, the writer used short dialogue as technique in teaching structure particularly present continuous tense. Short dialogue is one of the techniques that may be used to overcome the students' problem. There are also a number of reasons why she is interested in the use of short dialogue. First, short dialogue presents the spoken language directly in which it is commonly used. Second, it permit and encourage the learners to practice the language in the same way. It encourages active participation in the lesson.

Short dialogue is conversation between two or more people to discuss a topic they plan in advance. The writer used the short dialogue because it is assumed that it is a good technique or device that can help students learn effectively to mastery present continuous tense.

Based on the facts, the researcher is interested in conducting the research in teaching present continuous tense through short dialogue. There are some reasons why the researcher chose teaching present continuous tense. Short dialogue can help the students in learning structure (particularly present continuous tense). The students need to be given more chances to practice their structure in the short dialogue.

Based on the above background, the researcher formulates the research problem statements as follow:

”Most of the students of SMP N 10 Palu are still find it difficult to use present continuous tense in writing.”

B. Problem Statement

Is the use of audio visual short dialogue effective in teaching present continuous tense to the seventh grade students at SMPN 10 Palu

C. The objective of the Research

From the problem statement, the objective of this research as follow:

The objective of the research is to find out whether teaching present continuous tense through audio visual short dialogue can improve their ability in mastering present continuous tense or not.

D. The Significance of the Research

The researcher hopes this study will be beneficial for they are:

1. For students, this research are expected can improve their ability in present continuous tense through audio visual short dialogue.
2. For teachers, the result of this research can be an input to determine the step and methods in teaching present continuous tense, so the teacher can reach the goals in teaching, also as a feed back the quality of teaching present continuous tense.
3. For future research, hopefully this research can contribute as a good reference for other researcher.

E. Definition of the Key Terms

1. Teaching means the process of knowledge from the teacher to the students.
2. Present Continuous is a tense used to express the going activity.
3. Short Dialogue is conversation between two or more people to discuss a topic they plan before.

F. Outline of the Research

This proposal is divided into three chapters:

Chapter one is the introduction which consists of background of the research, limitation of the problem, problem statement, objective of the research, significance of the research, definition of the terms, and outline of the research.

Chapter two is related literature review discussing the explanation of grammar, definition of dialogue, the advantages of using dialogue, teaching present continuous through short dialogue, theoretical framework and hypothesis.

Chapter three is related research method consisting of research design, population and sample, variable of the research, the operational definition of the variable, instrument of the research, procedure of data collecting and technique of data analysis.

Chapter IV findings and Discussion, this chapter discussed the result of the experiment class and findings, the result of the standard deviation and hypothesis testing and discusses.

Chapter V conclusion and suggestion, it chapter related suggestion for the English teacher, the next researcher and studen

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Research

The previous research became one of the researcher references in conducting the research conducted by the author, this previous study only focused the 2nd grade Junior High School students, from previous research the researcher got the same title, namely teaching present continuous tense through dialogue, and also the researcher raised several studies as references in enriching the study material in the researcher's research. The following are previous studies related to the researcher's research.

The first research Which discuss is about present continuous tense by **Sance** “**Continuous tense to the seventh grade students of SMPN 1 Kulawi through Short dialogue**”. Under the supervision of Konder Manurung, and Nur Sehang Thamrin. This research is aimed to measure whether that teaching English through short dialogue can improve their ability in mastering present continuous tense. The sample of the research was taken by using cluster random sampling technique. Class VIIC was the control class. The instruments used to collect the data were observation and test. The result of the observation were analyzed by using descriptive analysis while. The result of tests was analyzed by applying statistics anaylisis. Applying 0.05 level of significance and 64 (33+33-2) degree of fredoom (df), the writer found that t-test value (4.84) is greater than t-table value (1.979). it means that the use of technique of audio visual short dialogue is effective to improve students ability in mastering present continuous tense.

The second research is conducted by **“Darni, Anshari, and Wahyudin entitled “Teaching the Present Continuous Tense Through Dialogue”** the objective of this research was to examine that the use audio visual of short dialogue can improve the students’ ability in mastering the Present Continuous Tense at SMP Negeri 19 Palu. This study applies intact group research design. The research sample was class VII C and VII D which consist of 18 students. The sample was taken through cluster sampling technique. The data were collected by using test. The result of the data analysis shows that there is a significant difference between control group and experimental group. It was proved by testing hypothesis. By applying 0.05 level of significance with 17 (18-1) degree of freedom (df), the t-counted value (12.69) is higher than the t-table value (2.110). It means that the research hypothesis was accepted. In other words, the use of audio visual short dialogue is effective to improve students’ ability in mastering the Present Continuous Tense.

The third research is conducted by the research is about **“the Implementation of Using Picture as the Media In Teaching Present Continuous Tense”**. The purpose is to see if there is any significant implementation of using media in teaching present continuous tense. The research conducts three steps (pre-test, treatment and post-test) and held in four meetings. The participants are 21 students of class VIIA of Mts Muhamadiyah Padang Panjang by using purposive sampling. This pre-experimental research is quantitative and the data taken from pre-test and post-test and test sheet is used as the instrumentation. The result showed that the using of picture as media has

implementation in teaching present continuous tense. It can be seen from the students' scores' improvements taken from all indicators. Generally, total mean of students' score of pre-test is 43.24 meanwhile the mean score of post-test is 71.62. the effectiveness of using this media is implemented from students' scores which are increased after learning present continuous tense by using picture. While the most significant improvement is in the use of *-ing* form as the core of the present continuous tense.

From the three research above, it can be concluded that there are several aspects fluent in using the present continuous tense through short dialogue. This research has similarities and differences with the previous research above. The similarity with the first research is that the researcher also conducts research the using the present continuous tense audio visual through short dialogue, as well as the second research has the same similarities with the first research then the difference with the third research is that the researcher uses dialogue as a media in teaching the present continuous tense.

B. Literature Review

1). Tenses in English

Tense is different forms, which a verb assumes to indicate the time of action or the form which shows when we do an activity and when the activities happen.

“A tense is any one of the inflected forms in the conjugation of a verb that indicates the time (past, present, or future) and the continuous or completion of an action, manner, or state.”¹

Argues as a verb form which different in times. “Tense as a verb form which different in times.”²

2). The Use of Verbs and Time in English Tenses

In grammar there are three main verb tenses they are past, present, and future. In English, each of these tenses can take four main aspects: simple, perfect continuous (also known as progressive), and perfect continuous tense. The perfect aspect is formed using the verb to be.³

1. Past tense

The simple past is a verb tense that is used to talk about things that happened or existed before now (in the past). Simple past tense is indicated by use of the simple past form of the verb. Simple past tense is expressed by adding ‘-ed’ to the simple present form of the verb.⁴ Example walk to walk-ed, clean to clean-ed and invite to invit-ed.

2. Present tense

The simple present verb is a verb tense with two main uses. We use the simple present tense when an action is happening right now, or when it

¹ Sihombing & Burton, *The American Heritage Dictionary*, 2017, 115

² While Swam, *Practical English Usage*. Oxford: Oxford University Press. 2010, 604

³ <https://www.scribbr.com/language-rules/tenses/> (accessed at 15th march 2022)

⁴ <https://study.com/academy/lesson/what-is-simple-past-tense-definition-examples.html> (accessed at 15th march 2022)

happens regularly. Depending on the person, the simple present tense is formed by using the root form or by adding -s or -es to the end.⁵ Example write to write-s, sleep to sleep-s and love to love-s.

3. Future tense

The simple future is a verb tense that is used to refer to actions or states that begin and end in the future. These events have not happened yet, but will happen sometimes in the future. Example “I will meet her at the mall”.⁶

Tenses are divided into 16 parts in this research the researcher only focused on the present continuous tense.

3). Present Continuous Tense

Tense is mainly divided into three: past, present, and Future. The present continuous tense is a part of present tense which is used to describe something that is going to happen in the future.

Commonly when the students of English want to express something or event at present continuous time, they use auxiliary verbs be *am*, *is*, *are* in relation to this.⁷ states that the present continuous tense is formed with the present tense of the Auxiliary Verbs-**to be** + the present participle (the infinitive + **ing**):

Affirmative

- I am working.

⁵ <https://www.grammarly.com/blog/simple-present/> (accessed at 15th march 2022)

⁶ <https://www.thesaurus.com/e/grammar/simple-future-tense/> (accessed 16th march 2022)

⁷ Thomson, A.J and Martinet, A.V. *A practical English Grammar. Fourth Edition.* Hongkong: Oxford University Press. 2010, 93

- You are working.
- She/he it is working.
- We are working.
- They are working.
- Negative
- I am not working.
- You are working.
- She/he it is not working.
- We are not working
- Tey are not working.
- Interrogative
- Am i working?
- Are you working?
- Is she/he it working?
- Are you working?
- Are they working?

The present continuous is a tense that expresses an activity, action *or* even that is happening at present, such as: *I am writing now, we are watching TV now, and so fort.*⁸ further states that activity in process express by a verb phrase mode form a present form a present form of the Auxiliary be plus-ing.

The present continuous tense or present progressive tense is a tense that indicates the activities that are being done or are in progress.

⁸ Praninkas, *Rapid Review of English Grammar New Jersey USA: Prentice-Hall, Inc: Englewood Cliffs, 2011, 36*

According to Azar

“the present progressive express an activity that is progress at the moment of speaking. It began in the recent past, is continuing at the present, and will probably end at some point in the future time. Often the activity of a general nature: sometimes generally in progress this week, this month, this year.”⁹

According to Furey.P.R and Menasche

“the present continuous tense (something called the present progressive tense) refers to an condition accuring at the present time.”¹⁰

So, it is very obvious that the present progressive tense is used to talk about something in the present or the activity which is happening right now.

For example:

- I am studying.
- She is taking a bath.

There are some specific time expression usually used in the present progressive tense to indicate an action which is happening at the time of speaking such as: *now=sekarang, right now=sekarang ini, at the present=pada waktu ini; sekarang ini, at this moment= pada saat ini, today= hari ini, today= har ini, this morning= pagi ini, this afternoon= sore ini, this malam= malam ini.*

For example:

- i am writing a letter now.
- she is watching TV at present.

⁹ Azar, *Understanding and Using English Grammar*. New York: Prentice-Hall, Inc. 2011, 11.

¹⁰ Furey.P.R and Menasche, L. *Making Progress in English* .Jakarta: Binarupa Aksara. 2013.

- He is coming at this moment.
- We are going on the picnic today.
- They are playing games this morning.

4. Auxiliary Verb For Present Continuous Tense

Auxiliary verb is the helping verb used express particular grammatical Function or meaning. The linguistics have tried to give some definitions of auxiliary verb:

1. States that auxiliary verb is that used together with other verbs to ‘help’ them express particular grammatical function or meaning.¹¹
2. States that auxiliary or helping verb means “auxiliary verb” usually accompanies the verb in forming a verb phrase¹²
3. States auxiliary is an auxiliary verb, it has no meaning and cannot be used as a predicate. Its main function is to help form various tenses, mood and so on.¹³

Based on the above definitions notes above there are some important points that should be underline. The first, auxiliary verb is used to express particular or grammar function or meaning of words or sentences. The second, the auxiliary verb usually appears together with full verbs forming verbs phrases as in “ *is working* “, “*are running have left*” and “ *was sleeping*”. The third, auxiliary verb cannot stand alone. In other words, it cannot be separated from the main verb.

¹¹ Swam, M. *Practical English Usage*. Oxford: Oxford University Press. 2010, 80

¹² Husain, A.R. *Improving Your English Structure*. Solo: CV. Aneka. 2013, 9

¹³ Wiliting. *The Verb*. Pekalongan: Harapan, 2019, 11

As matter of fact, auxiliry verb will be only its function when it is used to express momething in certain perod of time. This way of expression is natural in english and it is grammatically term as “Tense” as shown in the following examples:

1. I am studying (the action is in progress)
2. I always study english with my friend (reguler action).
3. I studied english yesterday (past action)
4. I was studying english when she come (the action was in progress in the past)
5. I will study english tomorrow (future action)

The auxiliary be (am,was) used in the sentences number 1 and 4 above will bw meaningless unless it I combined with the main verb, that in study +ing to indicate the time of action. So, am in sentence number 4 is used to indicate the action that was going on in yhe past.

The auxiliry be (am, is, are) is used to form verb phrases indicating the action which in the progress. This auxiliry is also called a progressive auxiliry.

- a. The form of present continuous tense

This tense is used to express an activity, action or event the moment of speaking. This tense is not just used and such situation.

According to Krohn, R.

“The present progressive tense is a constituent formed of **Be** and **the-ing** form of the main verb, indicates and action oe event which is actually in progress it this moment but many terminate at anytime.”¹⁴

¹⁴ Krohn, R. *English Sentence Structure* University of Michigan Press:Michigan 2015, 36

Present continuous tense is the verb-ing form that shows actions or events happening at the moment of the speaking.

According to Azar

present progressive tense expresses an activity that is in progress (is occurring, is happening).¹⁵

The present progressive tense is usually used when someone intends to talk about an activity that is happening right now.

According to Korhn:

“The present progressive tense, made with *a form of be and-ing form* of the main verb, indicates an action or event which is progress at this moment but may terminate at anytime.”¹⁶

Present continuous tense is the verb-ing form that shows actions or events happening at the moment of the speaking.

According to Thomson and Martinet:

“The present continuous tense is formed with the present tense of the auxiliary **verb to be** the present participle (the infinitive + ing)” The sentence pattern structure of the present continuous tense can be seen in

I am working, you are working, he is working

The negative is formed by putting **not** after the auxiliary:

I am not working, you are not working, he is not working

The interrogative is formed by inverting subject and auxiliary:

*Am I working?, are you working?, Is he working?*¹⁷

Divided the sentences in present continuous tense into three kinds: positive, negative, and interrogative:

¹⁵ Azar, B.S. *Understanding and Using English Grammar*. New York: prentice-Hall, Inc. 2011, 15

¹⁶ Krohn, R. *English Sentence Structure*. University of Michigan Press:Michigan 2015, 37

¹⁷ Martinet, A. V and Thomson, A.J. *A practical English Grammar*. Fourth Edition. Hongkong: Oxford University Press .2010, 94.

1. Positive (affirmative) sentences

The positive sentences is used to state an action that is happening now or at the moment of speaking.

The pattern is:

S + to be + V-ing + complement

For examples:

She is going to the doctor.

They are drawing some pictures.

Many students are working.

A pretty girl is copying something.

2. Negative sentences

The negative sentences in the present continuous tense is used to describe something that is not happening at the time of speaking.

The pattern is:

S + to be + not V-ing + Complement

For example:

She is not going to the doctor.

They are not drawing some pictures.

Many students are not working.

A pretty girl is not copying something.

3. Interrogative Sentences

The interrogative sentence asks for specific information related to the time of speaking. It could be in the form of Yes/No question or Wh-question in which the more specific information is needed.¹⁸

The pattern for Yes/No question is:

To be + S + V-ing + complement

For example:

Is she going to the doctor?

Are they drawing some pictures?

Are many students working?

Is a pretty girl copying something?

Is one student looking at the meaning of a word in the dictionary?

The pattern for Wh- question is:

Wh- + to be + S + V-ing + Complement

Where is she going now?

What are they doing at the moment?

Where are we leaving?

Why are you coming?

Who is studying?

Which house is Ani going to buy?

b. Spelling Rules of Verbs in Present Continuous tense

¹⁸ Murphy, R. *Basic Grammar in Use*. Cambridge: Cambridge University Press. 2012, 8.

The important thing that the students should consider in using present continuous tense is about spelling rules *ing-verb* in present continuous tense.¹⁹

The spelling Rule of ing-verbs

Rules	Examples	
a. When the simple form of verb ends in a single e, the e is dropped before adding <i>ing</i>	Have	Having
b. When a one-syllable verb ends in a single consonant (excepting w, x, and y) preceded by a single vowel, the consonant is doubled before adding <i>ing</i> . A final consonant preceded by two vowels is not doubled	Sit Stop Run Look Wear	Sitting Stopping Running Looking wearing
c. When a verb of more than one syllable ends in a single consonant preceded by one vowel, the final consonant is doubled when the last syllable is stressed. The final consonant	Admit Forget Prefer Listen Remember	Admitting Forgetting Preferring Listening Remembering

¹⁹ Praninkas J., *Rapid Review of English Grammar* New Jersey USA: Prentice-Hall, Inc: Englewood Cliffs. 2011, 37.

is not doubled when the final syllable is unstressed		
d. When the single from a verb ends in <i>ie</i> , the <i>ie</i> is dropped and the <i>i</i> is changed by <i>y</i> before adding <i>ing</i>	Die Tie Lie	dying tying lying
e. In all other cases, <i>ing</i> is added to simple form	Do See Stand Study	doing seeing standing studying

1) Definition of Dialogue

Dialogue is a short conversation between two or more people today is widely encountered in students' language text book to practice and new language and is used by language teachers as a teaching technique to teach language in classroom activity.

According to Brainy:

“A conversation between two or more persons; particularly, a formal conversation in theatrical performances or in scholastic exercises”.²⁰

In the dialogue there are two or more people involved in the activity, meaning when practicing a language through dialogue people will have learning experience that make the class enjoyable, challenging, fresh and interesting.

According to Dobson:

²⁰ Brainy, *Dialogue*, 2011, 2

Also defines, dialogue is a short conversation between two people, presented as a language model”²¹

Dialogue is a social context that can be used to practice the new language. The sentence in the dialogue come to life because a dialogue represent a real communication of ideas from one person to another.

Short dialogue is an activity in which two or more people ask and give ideas or opinions related to one specific topic in a short period. The research interested in applying short dialogue because it is assumed that it is a good technique or device that can help student learn effectively to masters present continuous tense.

Based on the explanation above, the research formulated a research question as follows: *Can the use of short dialogue improve students' ability in mastering present continuous tense?* The objective of this research is to find out whether the uses of short dialogue in teaching present continuous tense have affect on the improvement of student ability to use the tense in writing and speaking.

2) The benefits of using dialogue

The present continuous tense (present continuous tense) is different from other simple tenses like simple present tense. So, that the students can easily comprehend the topic, the teacher should try to use short dialogue arouse the students interest. For example the teacher may try to use short dialogue. The students can be asked to repeat to sentences produced by the teacher. The teacher may produce the present continuous sentence. The step started from negative, positive, and interrogative sentence. First, the teacher can try doing it in class to

²¹ Dobson, *Dialogue: why, when, and how to teach them*. ET. Forum Vol. XIII Number 1 and 2 Printed. 2015, 20.

one group. Then the teacher may focus later by pointing or asking the students to the practice into group. Besides giving writing practice, the best way for the teacher is to give the oral practice to each group.

Before presenting the material of the audio visual short dialogue in present continuous tense, the teacher has to prepare suitable short dialogue beside on the topic that will be covered. The audio visual short dialogue must be readable and contain relevant words for the students' level. In the pre activity, teacher asks the students some question related to the topic. The activity is intended to draw the students' attention on the topic.

In teaching activity, the teacher shows the short dialogue to the students. After that, teacher explains the material in order to enable the students to understand the material. Teacher reads the short dialogue and asks the students to identify or find out the difficult words in the short dialogue. The teacher explains dialogue and also gives more explanations about the subject, predicate and object of the sentences. Before the students practice the short dialogue, the teacher asks the students to follow the model. After doing that, the teacher invites them to practice it in front of class.

The following examples given Molinsky and Bliss²²

A: Are you busy?

B: Yes, I am. I'm studying.

A: what are you studying ?

B: I'm studying english.

A: what are you doing ?

B: I'm practicing the piano.

²² Molinsky and Bliss, *Dialogue*. 2011, 21

B: do you practice the piano very often?

B: Yes, I do

B: Who are you calling?

B: I'm calling my brother in Chicago.

A: How often do you call him?

B: I call him every Sunday evening.

3) **Definition audio visual**

Audio visual is a modern instructional media that is in accordance with the times (advancements of science and technology), including media that can be seen and heard.²³

Audio Visual is media that has sound and image elements. This type of media has better capabilities because it includes sound and images. Audio Visual media is a medium used to convey learning messages. In audio visual there are two elements that unite, namely audio and visual. The existence of audio elements allows students to be able to receive learning messages through hearing, while visual elements allow the creation of learning messages through visualization forms, so as to build conditions that can make students able to acquire knowledge, skills, or attitudes.

4) **Characteristic of Audio Visual**

Characteristic audio visual is that sound and image elements. Audio visual tools are "visible" means that they can be heard and visible means that they can be seen. This type of media has better capabilities, because it includes two types of media, namely audio visual media.

²³ <http://evaapriliani27.blogspot.com> 2015

audio visual technology is a way to produce or deliver material by using mechanical and electronic machines to present audio and visual messages. teaching through audio visual is clearly characterized by the use of hardware during the learning process, such as film projector machines, tape recorders, and wide visual projectors.

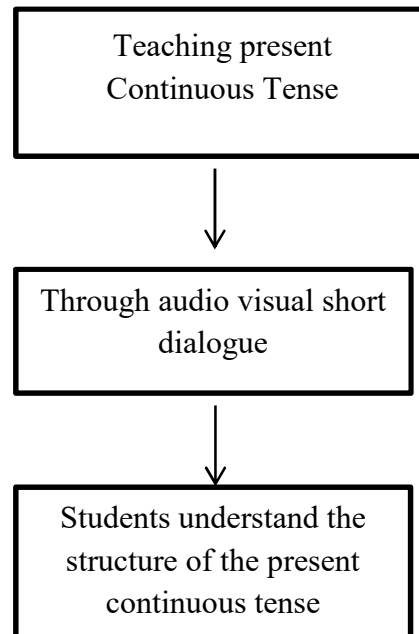
- the main characteristics or characteristics of audio visual media technology are as follows :

1. Audio Visual media are usually linear.
2. Audio Visual media usually present dynamic visuals.
3. Audio Visual media is used in a predetermined way by the designer manufacturer
4. Audio Visual media is a physical representation of real ideas or abstract ideas or abstract ideas
5. Audio Visual media was developed according to the psychological principles of behaviorism and cognitive.
6. Audio Visual media are generally teacher oriented with a level of low students interactive engagement.

3. Audio Visual short dialogue

Audio visual short dialogue is a media that contained or show the explanation about present continuous.

C. Theoretical Framework



D. The hypothesis

1. H₀ : The use of audio visual short dialogue can not improve students' ability in mastering in present continuous tense.

2. H_A : The use of short dialogue Audio Visual was effective in teaching the present continuous tense in seventh grade at SMPN 10 Palu

CHAPTER III

RESEARCH METHODOLOGY

This chapter relates to the research method which presents Research Design, Data and Data Source, Data Collection, and the last is Data Analysis and interpretation.

A. Research Design

The researcher presented “Teaching Present Continuous Tense Through Audio visual Short Dialogue” therefore in this research the researcher used a quantitative research to completed the data and the result of the test. Quantitative research is based on the measurement of quantity or amount. It is relevant to phenomena that can be expressed in terms of quantity.¹ Research design is needed in conducting a research. Research design is required for the reason that it helps the smooth sailing of the several research processes, thereby making research as proficient as feasible yielding maximum information with minimal expenditure of effort, time and money.² A research design is the organization of circumstances for gathering and analysing the data in a manner that purposes to combine relevance to the research objective with economy in way. In actual fact, the research design is the theoretical construction within which research is conducted; it establishes the plan for the collection, measurement and analysis of data.³

The Researcher used quantitative research in pre-experimental design which investigators measure the degree of association (relationship) between this

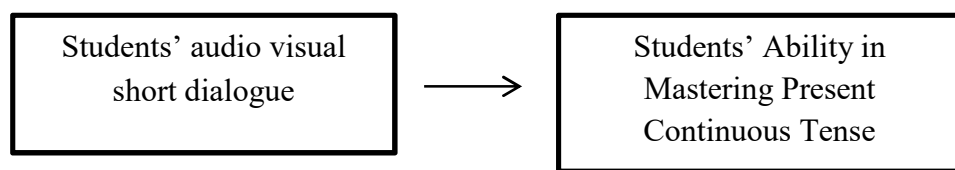
¹ C.R.Khotari, *Research Methodology: Methods and Techniques*. (New Delhi: New Age International (P) Ltd, 2014). 31

² Ibid., 32

³ Ibid., 33

two research, the researcher gave some test to measure the students' short dialogue competence and the students' ability in mastering present continuous tense. The students short dialogue competence as the independent variable and the dependent variable is students' ability in mastering present continuous tense.

These variables could be seen as follows :



B. Population and Sample.

1. Population

The population of this research was the seventh grade students of SMP NEGERI 10 Palu. The total number of seventh grade students SMPN 10 Palu are 78 students. The 78 students are divided into 3 classes, namely class VII A, to class seventh C. and each class consist of 20 students. in academic year 2022/2023.

2. Sample

The sample in this research was class VII A with 20 students which choose by using purposive sampling technique in choosing the sample of this research.

C. Variables of the Research.

Variable is any entity that can take on different values. It means anything that can be considered as the causes and effects of the problem. There are two variables, they are independent and dependent variables. Dependent variable is the means by which any changes are measured.

- a. Independent variable is that factor or phenomenon which the investigator manipulates in order to see the changes. In this research, independent variable is the use of short dialogue while dependent variable is the ability in mastering present continuous tense.
- b. Independent variable of the research is the students' short dialogue competence with x symbol and then dependent variable of the research is the students' ability in mastering present continuous tense.⁴

D. Variable of the research

The operational definition of variables is used to describe the characteristic of the variable that is investigated by the researcher.

1. Independent Variable (X)

Independent variable of the research was the students' use of short dialogue.

2. Dependent Variable (Y)

Dependent variable of the research was the students' ability in mastering present continuous tense.

E. Instrument of the research

In this research the researcher used a test as an instrument of the research. The kind of test is pre-test and post-test. Pre-test was applied at the first meeting before giving treatment to students while the post-test was applied at the last meeting after giving the treatment in order to know whether the use of audio visual and short dialogue is effective in teaching present continuous tense.

⁴ C.R, Khotari, *Research Methodology: Methods and techniques* (New Delhi: New Age International (P) Ltd, 2014).12

F. Technique of Data collection

The data of this research is collected through the instrument mentioned above. The writer describe about the use of those instrument as follows :

1. Observation

Observation is aimed to get information about the situation of the classroom to know the teaching and learning english activity.

2. Pre-Test

Pre-test was given at the first meeting in the class.

3. Treatment

After giving the pre-test, the researcher applied the treatment for eight meeting. The time allocation in each meetings in not same, sometimes 3 x 40 and 2 x 40 based on the schedule in the school. Firstly, the writer taught them about “**to be**” in present. Then the researcher explained about present continuous tense and involved it. In relation to short dialogue, the researcher gave some examples about the use of short dialogue after researcher modeled some exercises several time

4. Post-test

Post-test was given to the class at the end of the treatment. It was intended to know the students' ability in using present continuous tense after the treatment.⁵

⁵ Wahyu Hidayat and Nur Asma Wati Lawahid, *Metode Fuzzy Delphi untuk Penelitian sosial* (Bandung: Alfabeta, 2020). 26

G. Technique of Data Analysis

The data of this research was analyzed descriptively and statistically. The result of the observation was described descriptively and the test applied was analyzed statistically. Firstly, the researcher computed the individual score of students.⁶

1. Scoring the student's correct answer pre-test and post-test

$$\text{Score} = \frac{\text{Student's correct answer}}{\text{Total number of items}} \times 100$$
2. Classifying the score of the students' pre-test-post-test:

Table 3.4 Classification of score

Range of Score	Classification
81-100	Very Good
61-80	Good
41-60	Fair
21-40	Poor
1-20	Very Poor

3. Then, the researcher computed the mean score of both groups⁷ as follows:

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

Where:

\bar{X} : Mean Score

$\sum x$: The sum of all the score

⁶ Arikunto, S. *Prosedur penelitian: Suatu Pendekatan Praktik*. Jakarta: Rineka Cipta 2014

⁷ Ibid, 27

N : Total number of sample

4. Afteng getting the mean of pre-test and post-test, the researcher computed the sum of square deviation using formula.⁸

$$SD = \sqrt{\frac{(\Sigma x)^2}{N} + \left(\frac{\Sigma x}{(N)}\right)^2}$$

Where:

SD : Standard Deviation

Σx : The sum of all the score

N : Total number of sample

$(\Sigma x)^2$: The sum square of the sum square Then, the researcher calculated

the 5. significant score as follows:

$$t = t = \frac{D}{\sqrt{\frac{\Sigma D^2 - \left(\frac{\Sigma D^2}{N}\right)}{N(N-1)}}$$

Where:

t : Test of significant

D : The mean of total score difference

ΣD : The sum of total differences

N : The total sample

⁸ Ibid, 27

CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

The researcher chose SMPN 10 Palu as the object of research, which is located in Talise. The finding of the research based on the result of data analysis. Teaching present continuous tense consist of pre-test and post-test. The pre-test was given to find out the students comprehension about the present continuous tense. And post-test was given to find out the improvement of the students comprehension in present continuous tense after giving the treatment.

1. The Classification of students pre-test and post-test scores in experimental Class

Table 1. the pre-test scores of experimental class VII A

No	Initial Name	Scoring Point	Score	Classification
1.	ALS	8	80	Good
2.	AFN	8	80	Good
3.	ALF	6	60	Good
4.	ERD	7	70	Good
5.	FDY	10	80	Good
6.	FAR	6	60	Good

7.	FDN	3	30	Poor
8.	GSI	8	80	Good
9.	HJR	8	80	Good
10.	HDR	1	10	Very Poor
11.	IZM	5	50	Poor
12.	ISD	7	70	Good
13.	IRN	8	80	Good
14.	MAF	7	70	Good
15.	NNA	8	80	Good
16.	NZR	6	60	Good
17.	RDA	8	80	Good
18.	RFN	7	70	Good
19.	RMT	7	70	Good
20.	RYN	8	80	Good
	Total	133	1.330	

Based on the pre-test result of the experimental class presented in table 1, the highest score is 80 and the lowest is 10. This shows that students knowledge about the present continuous tense shows that there are some students do not understand the present continuous tense.

To find out the mean score of the students the researcher used the formula as follow :

$$\begin{aligned}\bar{X} &= \frac{\sum \bar{X}}{n} \\ \bar{X} &= \frac{1.330}{20} \\ &= 66,5\end{aligned}$$

Based of the calculation above, it can be concluded that the mean score of pre-test in experimental class 1,330

Table 2. the post-test score of experimental class VII A

No	Initial Name	Scoring Point	Score	Classification
1.	ALS	10	100	very Good
2.	AFN	10	100	Very Good
3.	ALF	8	80	Good
4.	ERD	9	90	Very Good
5.	FDY	9	90	Very Good
6.	FAR	9	90	Very Good
7.	FDN	8	80	Good
8.	GSI	1	100	Very Good
9.	HJR	9	90	Very Good
10.	HDR	5	50	Poor

11.	IZM	8	80	Good
12.	ISD	9	90	Very Good
13.	IRN	9	90	Very Good
14.	MAF	8	80	Good
15.	NNA	1	100	Very Good
16.	NZR	8	80	Good
17.	RDA	9	90	Very Good
18.	RFN	9	90	Very Good
19.	RMT	9	90	Very Good
20.	RYN	1	100	Very Good
	Total	167	1.670	

Based on the results of the post-test presented in table 2, the highest score is 100 and the lowest is 50. This shows that students knowledge about the present continuous tense shows that there are still some students who do not understand the present continuous tense.

To find out the main score of student the researcher used the formula as follow :

$$\begin{aligned}\bar{X} &= \frac{\sum \bar{X}}{n} \\ \bar{X} &= \frac{1,670}{20} \\ &= 83,5\end{aligned}$$

2. Deviation and square deviation for experimental Class VII A

No.	Initial Name	Test Score		Deviation	Square Deviation
		Pre-test	Post-test	X	X ²
1	ALS	80	100	20	400
2	AFN	80	100	20	400
3	ALF	60	80	20	400
4	ERD	70	90	20	400
5	FDY	80	90	10	100
6	FAR	60	90	30	900
7	FDN	30	80	50	2500
8	GSI	80	100	20	400
9	HJR	80	90	10	100
10	HDR	10	50	40	1600
11	IZM	50	80	30	900
12	ISD	70	90	20	400
13	IRN	80	90	10	100
14	MAF	70	80	10	100
15	NNA	80	100	20	400
16	NZR	60	80	20	400
17	RDA	80	90	10	100
18	RFN	70	90	20	400
19	RMT	70	90	20	400

20	RYN	80	100	20	400
	Total	1.330	1.670	420	10.800

Based on the table above, the number of deviation was 420 and the number of square deviation was 10,800. The main score of deviation and square deviation for pre-experimental class was calculated in the following as follows:

$$\begin{aligned}\bar{X} &= \frac{\sum \bar{X}}{n} \\ \bar{X} &= \frac{420}{20} \\ &= 21\end{aligned}$$

Based on the calculation above the sum square of deviation for pre-experimental class was 21 it is on the based of the main score deviation. The sums squared deviation in experimental class was calculated by the following formula:

$$\begin{aligned}SS_1 &= \sum X_1^2 - \frac{(\sum X_1)^2}{n_2} \\ &= 10.800 - \frac{(420)^2}{20} \\ &= 10.800 - \frac{(176.400)}{20} \\ &= 10.800 - 8.820 \\ &= 1.980\end{aligned}$$

The calculation above show the main and the standar deviation of the experimental class in a pre-test and post-test. The significant score in

experimental class can be known by using t-test. The result of the test can be seen as following:

$$\bar{X}=21$$

$$SS_1$$

1. T-test

$$t = \frac{D}{\sqrt{\sum D^2 - \frac{(\sum D)^2}{N(N-1)}}}$$

$$t = \frac{21}{\sqrt{1.980 - 21 \frac{(420)^2}{20(20-1)}}}$$

$$t = \frac{21}{\sqrt{1.980 - 21 \frac{(176.400)}{19}}}$$

$$t = \frac{21}{\sqrt{1.980 - 464.21}}$$

$$t = \frac{21}{\sqrt{1.515}}$$

$$t = \frac{21}{38,92}$$

$$t_{counted} = 1,853$$

2. T-table

For level of significant (D) =0,05

Degree of freedom (df) = 20-2=18

T-table = 1,734

Table 4. the result of t-test and t-table

t-test value	t-table value
1,853	1,734

B. Discussion of the research

After collecting the research data, and based on the description above. It is shown the means score of pre-test was 66,5 and the means score of post-test 83,5. The mean score of post-test proves that the use of audio visual short dialogue was effective in teaching present continuous tense

In addition based on the calculation of the t-test that H_0 was rejected and H_a was accepted, the result of t-count was higher than t-table which was $1,853 > 1,734$ those means there is a significant difference between the students score in the pre-test and the post-test.

The researcher could see the results of this research by the concept of audio visual short dialogue which affect students' understanding in learning present continuous tense. Because as stated Brainy dialogue is a conversation between two or more persons, means the students would have learning experience enjoyable, challenging, fresh and interesting, the audio visual short dialogue helped students' in understanding the material of present continuous tense that thought by the teacher.

From the discussion above, it can be concluded that there was an effective effect of using audio visual short dialogue in teaching present continuous tense.

At this time, electronic media is very capable of disseminating news so as to attract audiences, especially children prefer to linger in front of the television than

studying. To anticipate current technological advances, it can be used as a learning medium to develop the acquisition of children's language vocabulary, one of which is by providing shows through audio visual media with animated cartoon shows/cartoon slides that are oriented towards education for developing children's language vocabulary.¹

¹ Dian Utami Dewi, et.al/. *«Penggunaan Media Audio Visual Untuk Meningkatkan Perolehan Kosakata Bahasa Indonesia. hal 1*

CHAPTER V

CONCLUSION AND SUGGESTION

A. conclusion

Based on the findings of the research that the researcher had been done by using the pre-experimental research about teaching present continuous tense to the seventh grade at SMPN 10 Palu through short dialogue and audio visual, the researcher conclude that use of short dialogue and audio visual as a media in teaching present continuous tense was effective. It was proved by the mean score of students' achievement before and after giving the treatment was from 66,5 which the mean score of pre-test become 83,5 which the mean score of post-test and also proven by the value of t-test 1,853 was higher than t-table value 1,734.

B. Suggestion

Based on the discussion above, the researcher presents some suggestion to students, teacher, and researcher which hopefully help them :

1. For Teacher

The teacher should be active, creative, and innovative in teaching the students in the classroom, it can influence the students' responses in learning the material. Using short dialogue and audio visual is effective In teaching present continuous tense. The English teacher can apply those media that can be support the teaching learning process so that the students will be more interested in learning English. besides, it is necessary for the English teachers to implement various kinds of speaking activities which enable the students to produce the language.

2. For students

After doing the research, the researcher suggest that students should always be active in the learning process and not afraid or lazy especially on learning English and they can apply short dialogue and audio visual in the classroom that way they are easier to learn English.

3. For the researcher

For future researcher hopefully this research would help them in conduct their research their research. However, obstacle in this research, such as instruction are not clear in applying the method and some of students still lack in understanding the material in English. the other researcher who will conduct the similar research should prepare good planning before conducting the research to make it easier to do research and explore media that have been used in the short dialogue and audio visual be more clear for the results.

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Read the questions carefully and choose the correct answer!

Pre-test

1. What's the gardener doing ? He.....the flower
 - a. to Water
 - b. water
 - c. are watering
 - d. is watering
2. listen! Your father.... to a friend right now.
 - a. Talk
 - b. Talks
 - c. Is talking
 - d. Are talking
3. I'm sorry about the noise you are hearing. Sinta a concert.
 - a. Practice
 - b. Is practicing
 - c. Practicing
 - d. Practiced
4. Look! The students.....football in the field now.
 - a. Play
 - b. Plays
 - c. Is playing
 - d. Are playing
5. Jonohis kite now. He is at school.
 - a. Isn't flying
 - b. Aren't playing
 - c. Doesn't playing
 - d. Don't playing
6. The children areby the river.
 - a. Fished
 - b. Fish
 - c. Fishing
 - d. Fishes
7. What are the girls doing? They are
 - a. Play
 - b. Played
 - c. Playing
 - d. Plays
8. Amir and Udin discussing the material now.
 - a. Is
 - b. Are
 - c. Was
 - d. Were
9. Listen! She'sa beautiful song.
 - a. Sing
 - b. Singing
 - c. To sing
 - d. Sings
10.listening to me now?
 - a. Is you
 - b. Are you

- c. Was you
 - d. Does you
11. It is now 11.00 pm. Irianasleeping in her bedroom.
 - a. Is
 - b. Am
 - c. Were
 - d. You
 12. I need an umbrella because it's right now.
 - a. Rain
 - b. Rains
 - c. Raining
 - d. Rained
 13. Susan and Susana writing poems for an English subject
 - a. Am
 - b. Are
 - c. Am
 - d. Be
 14. Please be quiet. I trying to concentrate.
 - a. Am
 - b. Is
 - c. Were
 - d. Are
 15. Whatyou?
 - a. Is – doing
 - b. Are – doing
 - c. Am – doing
 - d. Were – doing
 16. ... Mary reading a book in her classroom?
 - a. Is
 - b. Am
 - c. Was
 - d. Were
 17. They a cup of coffee, but chocollate.
 - a. Is not collecting
 - b. Are not drinking
 - c. Is not drinking
 - d. Are not collecting
 18. Why your sister crying so loud? please give her candies or something.
 - a. Is
 - b. Are
 - c. Am
 - d. Were
 19. Is he bringing my laptop?
 - a. Yes, he is.
 - b. No, he does not
 - c. Yes, he does
 - d. No, he is.
 20. they in a good company?
 - a. Is – going
 - b. Am – talking
 - c. Are – working

d. Were – studying

Sourced from : Latihan soal present continuous tense (beelajar.com)

Read the questions carefully and choose the correct answer !

Post-test

1. listening to me now?
 - a. Was you
 - b. Are you
 - c. Does you
 - d. Is you
2. Tito and Dodi Discussing the material now.
 - a. Was
 - b. Were
 - c. Are
 - d. Is
3. The children are by the river.
 - a. Fish
 - b. Fished
 - c. Fishes
 - d. Fishing
4. Dimas his kite now. He is at school.
 - a. Isn't flying
 - b. Don't fly
 - c. Doesn't fly
 - d. Aren't playing
5. I am not video games right now.
 - a. playing
 - b. plays
 - c. is playing
 - d. Don't play
6. Lala : Where is Mommy, daddy?
Father : She is in the living room. She Movies on TV.
 - a. Watched
 - b. Watches
 - c. Will watch
 - d. Is watching
7. We are soccer competition at the moment.
 - a. watches
 - b. watched
 - c. Not watch
 - d. Watching
8. "How is your study?" "Not so good at the moment. I it vey much."
 - a. Enjoy
 - b. Am enjoying
 - c. Am not enjoying
 - d. Will not enjoy
9. What you doing in this place?
 - a. Is
 - b. Are
 - c. Will
 - d. Do
10. Where is Sarah? She in Indomaret now.
 - a. Is working

- b. Are working
 - c. Working
 - d. Works
11. They lazy today. Do you see it?
- a. Is working
 - b. Work
 - c. Working
 - d. Are working
12. Is he bringing my laptop ?
- a. Yes, he does
 - b. No, he is
 - c. Yes, he is
 - d. No, he does not
13. What's the gardener doing? He the flower.
- a. Water
 - b. Are watering
 - c. To water
 - d. Is watering
14. Why is the wild dog at me?
- a. Bark
 - b. Barked
 - c. Barking
 - d. Barkes
15. Maya : Now, close your eyes and listen carefully. What.... (I, do)?
- a. Am I doing
 - b. Are I doing
 - c. Is I doing
 - d. Aren't I doing
16. Diana : Look! Its snowing.
Anggi : So beautiful. This is the first time I have ever seen snow. It (snow, not) in my country.
- a. Are not snowing
 - b. Am not snowing
 - c. Was not snowing
 - d. Is not snowing
17. Ita lot in Ranong, Thailand.
- a. Is raining
 - b. Is not rain
 - c. Rains
 - d. Rain
18. We Thai fried rice very much.
- a. Likes
 - b. Are like
 - c. Like
 - d. Are not like
19. The clown is very interesting. All the children Happily.
- a. Is crying
 - b. Are crying
 - c. Are laughing
 - d. Is complaining
20. John is badminton.

- a. Don't play
- b. Is playing
- c. Plays
- d. Playing

LESSON PLAN

Name of school : SMP N 10 PALU
Subject : English
Class/semester : VII/1
Time : 2 x 30 menit
Meeting : First Meeting

1. Standar competence

To communicate in both oral and written forms by using language manner appropriately, fluently, and accurately in interaction discourse or short dialogue monolog especially narrative, descriptive, simple recount discourse.

2. Basic competence

To respond the meaning nuance and development step in written the text the form of descriptive, narrative, and simple resource and instruction/ short article.

3. Indikator

To get information such as outlining the structure of spoken and written interpersonal interaction texts that involve greeting, saying goodbye, thanking and asking for maaf, and responding according to the context they are used.

4. Specific objective

Students are expected to able :

- To identify the verbs in the short dialogue of present continuous tense
- To make sentences in negative form of present continuous tense.

A. Teaching Material

Present continuous tense (Negative form)

B. Teaching Method

Audio Visual Short Dialogue

C. Teaching Activities

1. Pre-activity

- Greeting
- Teacher checks students' attendant list
- Teacher asks questions related to the topic

2. While-activity

- Teacher explains the material
- Teacher distribute short dialogue to students

Ayu : I'm sorry Miss, I'm late.

Miss Reni : Well, all right. But don't be late next time okay?

Ayu : Yes Miss. Thank you.

Miss Reni : Sit down, please.

Ayu, are you doing your homework?

Ayu : Yes, I'm doing.

Miss Reni : please, write your answer in the board now.

Ayu : OK, Miss

Miss Reni : Very good. Thank you. Sit down!

- Teacher divides students into groups.
- Teacher asks students to change the verbs.
- Teacher explains how to do the exercises.
- Students do the exercise.

Exercise 1

Change the following sentences in present continuous tense!

1. She drives her car now.
2. Andi washes her hair now.
3. My father teaches now.
4. Indah sits on the chair.
5. Iki and rafa works in the BRI Bank.

Exercise 2

Make negative statement of the following sentences of present continuous tense

1. My sister is going to school.
2. They are singing together.
3. He is using glasses.
4. Siska and Dani are sleeping.
5. The girls are playing chess.

Exercise 3

Make two sentence in negative form present continuous tense based on the following pictures!



- Teacher asks students to write down their answer on the board.
- Teacher checks students answer.

3. Post activity

- Teacher asks students make 2 sentences in negative form of present continuous tense.

D. Media/ Teaching learning resources

Text book (bahasa inggris SMP/MTS kelas VII)

E. Evolution

Please identify the verbs in a short dialogue!

- Are jill and Bob playing tennis?

Yes, they are.

- Are Tom and Susan washing the dishes?

No, they are not. Hey are washing the car.

- Is paul painting?

Yes it is.

- Are you eating?

No, I am not.

- Are you writing a letter?

Yes, I am.

Make sentences 2 in negative form of Present Continuous Tense

Palu, Maret 2022

Peneliti

.....

LESSON PLAN

Name of School : SMP N 10 PALU

Subject : English

Class/Semester : VII/1

Time : 2 x 30 Minutes

Meeting : Second Meeting

1. Standar kompetensi

To communicate in both and oral written forms by using language manner appropriately, fluently, and accurately, in interaction discourse or short monolog especially narrative, descriptive, simple recount discourse.

2. Basic kompetensi

To respond the meaning nuance and development step in written text the form of descriptive, narrative, and simple resource and instruction/short article.

3. Indicator

To respond in the written text.

4. Specific Objective

Students are expected to able:

1. To change simple sentence into question form of present continuous tense.
2. To make sentences in interrogate form of present continuous tense.
3. To find out the verbs in interrogative sentences of present continuous tense.

A. Teaching Material

Present Continuous Tense (interrogative form)

B. Teaching Method

Short Dialogue

C. Teaching Activities

1. Pre- activity

- Greeting
- Teacher checks students' attendent list
- Teaher asks questions related to the topic.

2. While- activity

- Teacher explain the material
- Teacher distribute short dialogue and identify the verbs in present continuous tense.
- Teacher provides some questions.

Present continuous tense is used to talk about something in the present or the activity which is happening right now, It has three forms. They are affirmative, negative, and interrogative.

Interrogative form of present continuous tense is it could be in the form of yes/No questions or Wh-question in which the more specific information is needed.

The pattern of interrogative form is:

To be + subject + V(+ing) + Object/Time Signal

For example:

1. Is she reading a newspaper?
2. Are you playing a video game?
3. Are we studying English?
4. Is he swimming?
5. Are many students working?

Are Ari and Ani telling about the picture?



Is dewi playing violin?



Is he playing badminton?



- Teacher explain how to do the exercises
- Students do the exercises.

Exercise 1

Make sentence in present continuous tense by using all the subject given in

brackets them into interrogative form!

1. workin the post office (Dewi and Ocha/ they/he)
2. study structure one (Dian/she/we)
3. cry in the badromm (the baby/he/my sisters)
4. eat with my family (Chiko and Danni/she/they)
5. feed his dog (she/we/Endang)

Exercise 2

Change the following sentences into *question form* of present continuous tense
(pay attention to the verbs)!

1. He wear black jacket?
2. They care with my family?
3. Rafi and Siffa visit her grand mother house?
4. My parents talk in the badroom?
5. She use a computer?

Exercise 3

Change the following sentences from of affirmative statement into question

1. We are standing in front of the class?
2. He is writing a letter?
3. You are wearing a jacket?
4. Indah dancing with Doni friend?
5. They are sitting in the middle of the room?
 - Teacher monitor students' activity.
 - Teacher asks students to write done their answer on the board.
 - Teacher checks students answer.
3. Post activity
 - Teacher asks students make 5 question sentences interrogative from of present continuous tense.

D. Media/teaching learning resources

Text book (contextual english for junio high school)

E. Evolutin

Please changes the sentences into question of present continuous tense!

1. The boys sitting on the ground?
2. Tomi is plying football?
3. She is singing on the badroom?
4. Mr Budi and Sinta standing in front of the class VII A?
5. The students are playing on the yard?

Please find out the verbs in sentences of present continuous tense!

1. Are the boys swimming?
2. Is Gilang singing?
3. Are they playing chess?
4. Is my mother cooking?
5. Are Anjas and Darma painting?

Score range of present continuous tense

No	score	categories
	5	Very good
2	4	good
3	3	enought
4	2	bad
5	1	Very bad

Palu, Maret 2022

Peneliti

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CURRICULUM VITAE



A. Researcher Identity

Name : Nur Azizah
Date of Birth : Buol, 4 April 2000
Gender : Female
Religion : Islam
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Faculty : Teacher Training and Tarbiyah Faculty
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B. Researcher Parents Identity

Father's name : Sualangi Dg. Maladja
Mother's name : Intan Dg. Patanga
Address : Kel. Kali

C. Education

Elementary School : MIN Buol
Junior High School : MTsN Buol
Senior High School : SMA Negeri 1 Biau

CURRICULUM VITAE



A. Researcher Identity

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B. Researcher Parents Identity

Father's name : Sualangi Dg Maladja
Mother's name : Intan M Dg Patanga
Address : Palu

C. Education

Kindergarden : TK Pembina
Elementary School : Min Buol
Junior School : Mts Negeri Biau
Senior High School : Sma Negeri 1 Biau