

**THE EFFECTIVENESS OF BBC LEARNING ENGLISH VIDEO TO
TEACH GRAMMAR AT THE EIGHTH GRADE OF SMP N 4 BOYOLALI
IN ACADEMIC YEAR 2021/2022**

THESIS

Submitted as A Partial Requirements for the degree of *Sarjana*



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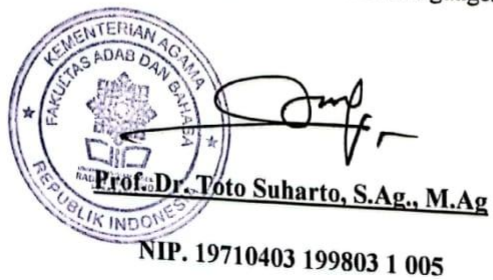
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DEDICATION

This thesis is dedicated to:

1. My beloved parents, Suharno and Choiriyah, who always support, motivate, love and strengthen me. Thank you for giving a precious encouragement.
2. My beloved sister and her husband. Ririn Ulfa Wati and Muhsani Ahmada, who always love and support me.
3. My beloved brother, Kamal Fuadi Ulinuha, who always loves me
4. My beloved Fantastic Class. Thank you for the precious memories and experiences.
5. My beloved almamater, Raden Mas Said State Islamic University of Surakarta

MOTTO

“Impossible is just an opinion.”

(Paulo Coelho)

PRONOUNCEMENT

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I hereby sincerely state that the thesis titled “The Effectiveness of BBC Learning English Video to Teach Grammar at the Eighth Grade of SMP N 4 Boyolali in Academic Year 2021/2022” is my real masterpiece. The things out of my masterpiece in this are signed by citation and referred in the bibliography.

If later proven that my thesis has discrepancies, I am willing to take the academic sanctions in the form of repealing my thesis and academic degree.

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ACKNOWLEDGMENT

Alhamdulillah, all praises be to Allah, the single power, the Lord of the universe, master of the day of judgment, God all mighty, for all blessings and mercies so the researcher was able to finish this thesis entitled “The Effectiveness of BBC Learning English Video to Teach Grammar at the Eighth Grade of SMP N 4 Boyolali in Academic Year 2021/2022”. Peace be upon Prophet Muhammad SAW, the great leader and good inspiration of world revolution.

The researcher is sure that this thesis would not be completed without the helps, supports, and suggestions from several sides. Thus, the researcher would like to express her deepest thanks to all of those who had helped, supported, and suggested her during the process of writing this thesis. This goes to:

1. Prof. Dr. H Mudofir, S.Ag., M.Pd., the Rector of Raden Mas Said State Islamic University of Surakarta
2. Prof. Dr. Toto Suharto, S.Ag., M.Ag., as the Dean of Languages and Cultures Faculty
3. Wildan Mahir Muttaqin, M.A. TESL as the the Head of English Language Education
4. Siyamto Budi S, S.Pd., M.Si., as the Headmaster of SMP N 4 Boyolali. Thanks for giving permission to the researcher in conducting the research.
5. Mrs. S. Sulistiyanti, S.Pd as the English teacher of eighth grade of SMP N 4 Boyolali who support the reseacher in doing research.
6. All of the students in SMP N 4 Boyolali especially the eighth grade as the subject of this research.
7. The researcher’s beloved parents; Suharno and Choiriyah, who always motivate, support, pray and strengthen the researcher to finish this thesis
8. The researcher’s sister and her husband, Ririn Ulfa Wati and Muhsani Ahmada, who gives the support and motivation to the researcher.

9. The researcher's best friends; Nur Fatimah, Windi Krismonika, Nilam Lintang Cahyani, Wakhidah Hasna Putri, Kartika Zamruddhea Harjanto, Nufi Febriana Sagareni, Heni Susanti, Halimatus Sa'diah, Lisa Utami who always motivate the researcher to finish this thesis.
10. The researcher's classmates in Fantastic Class who always gives help and support. The researcher would like to thank them for the precious memories.
11. DEMA FAB Raden Mas Said State Islamic University of Surakarta for giving a lot of experience and beautiful memories.
12. Everyone who has helped the researcher conducts the research and writes the thesis.

The researcher realizes that this thesis is still far from being perfect. The researcher hopes that this thesis is useful for the researcher in particular and the readers in general.

Sukoharjo, June 22nd 2023

The Researcher,

Ulfi Dwi Rahmawaty

TABLE OF CONTENTS

	page
TITLE PAGE	i
ADVISOR SHEET	ii
RATIFICATION	iii
DEDICATION	iv
MOTTO	v
PRONOUNCEMENT	vi
ACKNOWLEDGMENT	vii
TABLE OF CONTENTS	ix
LIST OF TABLES	xi
LIST OF FIGURES	xii
ABSTRACT	xiii
CHAPTER I: INTRODUCTION	1
A. Background of the Study.....	1
B. Identification of the Problems	7
C. Limitation of the Problems	7
D. Formulation of he Problems.....	8
E. Objectives of the Study.....	8
F. Benefits of the Study.....	9
G. Definition of Key Terms.....	10
CHAPTER II: REVIEW ON RELATED LITERATURE	12
A. Theoretical Review.....	12
1. Nature of Grammar.....	12
a. Definition of Grammar.....	12
b. Grammatical Ability.....	13
c. The Scope of Grammar.....	15
d. The Teaching of Grammar in English Language Teaching.....	21
e. Grammar Mastery.....	23
2. Media in English Learning and Teaching.....	25
a. The Definition of Media.....	25
b. Kinds of Media for Teaching Grammar.....	26
c. Advantages of Using Media.....	26
d. Materials in English Learning and Teaching (ELT).....	29
3. Teaching Grammar Using Video.....	33
a. Definition of Video.....	33
b. The Benefits of Using Videos.....	34
4. Review on BBC Learning English.....	36
a. Overview of BBC Learning English.....	36
b. BBC Learning English YouTube Channel.....	38
c. The Series of Video Playlist on BBC Learning English YouTube Channel.....	40
5. Teaching Grammar with Textbook.....	43
B. Previous Related Studies.....	45
C. Rationale.....	47
D. Hypothesis.....	49

CHAPTER III: RESEARCH METHODOLOGY	50
A Research Design	50
B. Research Setting	53
C. Population, Sampling and Sample	54
D. Technique of Collecting the Data	56
CHAPTER IV RESEARCH FINDINGS AND DISCUSSION	68
A Research Findings	68
B. Discussion	86
CHAPTER V: CONCLUSION, IMPLICATION AND SUGGESTION	90
A Conclusion	90
B. Implications	91
C. Suggestions	92
REFERENCES.....	94
APPENDICES.....	97

LIST OF TABLES

Table	Title	page
2.1.	Component of Grammatical Knowledge.....	14
3.1.	Middle School Design of Research.....	51
3.2.	Treatment Plan.....	52
3.3.	Research Schedule.....	54
3.4.	The Total of Regular Students of Eighth Grade of SMP N 4 Boyolali.....	55
4.1.	Pretest and Posttest Results in Experimental Class.....	72
4.2.	Descriptive Statistics of Experimental Class.....	72
4.3.	Frequency of Pretest in Experimental Class.....	73
4.4.	Pretest Interval Class Experimental Class.....	74
4.5.	Frequency of Posttest in Experimental Class.....	75
4.6.	Class Interval of Experimental Class.....	76
4.7.	The Score of Pretest and Posttest in Control Class.....	76
4.8.	Desciptive Analysis of Control Class.....	77
4.9.	Frequency of Pretest in Control Class.....	78
4.10.	Class Interval of Control Class Pretest.....	79
4.11.	Frequency of Control Class Post Test.....	80
4.12.	Interval Class Control Class Posttest.....	81
4.13.	Experimental Class Normality Test (VIII B).....	82
4.14.	Control Class Normality Test (VIII C).....	82
4.15.	Homogeneity Pretest Control Class and Experimental Class.....	83
4.16.	Homogeneity Test Control Class and Experimental Class.....	83
4.17.	Independent t-test Posttest Experimental Class and Control Class.....	84

LIST OF FIGURES

Figure	Titles	page
4.1	Histogram Pre Test Experimental Class.....	73
4.2	Histogram Post Test Experimental Class.....	75
4.3	Histogram Pre Test Control Class.....	78
4.4	Histogram Post Test Control Class.....	80

ABSTRACT

Ulfi Dwi Rahmawaty. 2023. *The Effectiveness of BBC Learning English Video to Teach Grammar at The Eighth Grade of SMP N 4 Boyolali in Academic Year 2021/2022*. Thesis. English Language Education Study Program, Faculty of Cultures and Languages. Raden Mas Said State Islamic University of Surakarta.

This research has the background of some of the problems faced by students including monotonous teaching strategies, lack of learning media, and the students found it difficult to know the right pattern of tenses. The objectives of the research were to find out whether there is significant differences in grammar mastery of the students who are taught by using BBC Learning English video and those taught by using textbook and to find out whether using BBC Learning English video is effective to teach grammar at the eight grade of SMP N 4 Boyolali in academic year 2021/2022.

The research design was quasi experimental research with pretest-posttest control group design. This research was conducted at SMP N 4 Boyolali. The population of this research was the regular class of eight grade of SMP N 4 Boyolali that consisted of 7 classes. Two classes were chosen as the sample of the research. There were VIII B as the experimental group who taught by using BBC Learning English Video and VIII C as the control group who taught by using textbook. Both classes were taught simple present tense and present continuous tense in 4 meetings. This research used cluster random sampling technique. Moreover, the technique of collecting the data used structure test especially for simple present tense and present continuous tense. The test was multiple choice that consists of 40 items for pre test and 40 items for post test. Then, the technique to analyze the data, the researcher applied normality test from Kolmogorov-Smirnov, homogeneity test from Laven's theory, and independent sample t-test for hypothesis testing.

From the independent sample t-test of the post score, the t observed was higher than t table ($t_{\text{observed}} > t_{\text{table}} = 0,2445 > 1,998$). Therefore, the null hypothesis is rejected and the working hypothesis is accepted. It means that there is a significant difference between the experimental group and the control group. Then, the result of the pre-test showed that the mean score of the experimental group was 68,79 and the mean score of control group was 68,50. After the treatment, the mean score of experimental group was 76,68 and the mean score of control group was 71,53. Therefore, the null hypothesis is rejected and the working hypothesis is accepted. It means that BBC Learning English video is effective to use on teaching simple present tense and present continuous tense. The results indicated that, there is significant differences of students' achievement in simple present tense and present continuous tense who are taught by using between BBC Learning English video and those taught by using textbook and BBC Learning English video is effective to use on teaching simple present tense and present continuous tense at the eight grade of SMP N 4 Boyolali in Academic Year 2021/2022.

Keywords: *BBC Learning English Video, Grammar, Experimental Research*

CHAPTER I

INTRODUCTION

A. Background of the Study

Grammar is the study of language, how words are put together. Because of obsessive English teachers and their rules, grammar also means a set of standards that you must obey to speak and write better, but identifying better changes by circumstance, intent, and audience (Woods, 2010:9). Grammar is guidelines for word formation and sentence writing. Students will practice it, so they can organize English words into correct sentences. Grammar holds a central position because we will have difficulty learning and improving other language skills when we don't understand grammar.

According to Framework (2010), learners can make a sentence from words by learning grammar rules, and how to structure sentences into a paragraph. The teacher will ensure in the teaching of grammar whether the students have been able to use their grammar skills to make sentences. Therefore, teaching grammar should focus not only on structure but also on usage and meaning. The method of teaching English is very critical for achieving its goal. As Harmer said (2007:24) in the following: "Therefore, what seems to be the case is that a prestigious variety of the language (whether from the inner circle or elsewhere) will be a suitable pedagogical model, particularly for beginner students. The actual variety may depend upon the student's desires, the variety used by the teacher herself, the learning materials on offer.

In other words, one of many alternative methods or media must be selected to be incorporated in the process of teaching and learning based on the needs of each student. In connection with the previous discussion on mastering grammar for Indonesian EFL learners, which is still assumed to be a subject that is not easy to learn, it is therefore important to consider one on teaching grammar close to the most relevant media. Next to that grammar is the part that involves learning English in four skills.

Indonesian students also find it difficult to learn grammar since English grammar is quite different from Indonesian grammar. In order to avoid intrusion from their first language, students are led to learn grammar as a prerequisite in learning the target language. Hence it is common for students to make a grammar error since they know Indonesian patterns before they know English patterns. In order to reduce the mistakes of students in learning English particularly in grammar, teachers must be able to create a favorable environment in the teaching and learning process to make students easily understand and use English. Using the appropriate methods, techniques and media to match the main subject, learning will increase the interest and motivation of students in studying English, so that students feel interested and pay attention to this subject.

Media is one of the components of teaching by using various tools. Media can support student interest in learning more about English as well as media support teachers in teaching. Generally, there are three kinds of media, there are visual media, audio media and audio visual media. In a row of technology knowledge growth then more advancement of media development in trained.

That's why audio-visual media are used by researchers to help teach grammar because audio-visual or video can see and hear (Aryad: 2002). It is confirmed by Daryanto (2010:87) that the attention (absorption and memory) of the students to the learning material can be significantly increased if the processing is initially more knowledge considering the sense of hearing and sensation of sight. Thus, the media is very easy to use and easy to understand.

Arsyad (2002: 1) states that media is something that is used by someone or a teacher to make it easy to transfer the material or the subject to the student. Using media in teaching English it can be easy not only in transferring but also in student understanding. According to Sadiman (1986) the classification of media, the characteristics of the media and the selection of the media is an integral part in determining the learning strategy.

Media can be used on the material, there are two types of materials which are authentic materials and non-authentic materials. Authentic materials in language teaching, Richards and Schmidt (2010) define authentic materials as those materials that were not originally developed for pedagogical purposes, such as the use of magazines, newspapers, advertisements, news reports, or songs. Such materials are often thought to contain more realistic and natural examples of language use than those found in textbooks and other specially developed teaching materials.

According to Morrow (1977) that was cited in Gilmore (2007), an authentic text is a stretch of real language, produced by a real speaker or writer for a real audience and designed to convey a real message of sorts. There are some benefits

of using authentic materials, Harmer (1994) states that authentic materials have positive effects on learners, in that it: (1) helps learners to produce better language, (2) helps learners to acquire the language faster, and (3) makes learners more confident to deal with real life situations. Furthermore, (Philips and Shetlsworth, 1978; Clarke 1989; Peacock 1997, cited in Richards, 2001) regard authentic materials useful in language teaching, for the following reasons: (1) they expose learners to real language; (2) they are more related to learners' needs; and (3) they have a positive effect on learners'

Authentic materials are significant since they increase students' motivation for learning, causing the learner to be exposed to the "real" language as discussed by Guriento & Morley (2001:347). By contrast, those authentic materials may be culturally biased, can influence the target culture of the learner, their vocabularies might not be relevant to students' immediate needs; sometimes they contain difficult words and complex structures which lower levels will have a hard time to decode the texts. Richards (2001:253) points out that alongside these advantages, authentic materials often contain difficult language, unneeded vocabulary items and complex language structures, which causes a burden for the teacher in lower-level classes.

There are several ways in teaching language to make students interested. According to Scrivener (1998: 350), in the learning teaching find out that the use of video would have a positive effect on the learners' performance and participation; (1) it will be a great starting point for communicative activities for introducing discussion topic areas, (2) there is a much clearer fast-play or fast-rewind facility,

allowing students to watch the images while the teachers wind, (3) a teacher can also pause a single image more clearly, (4) many videos have isolated sound cues and music available, (5) videos can provide interesting discussion of matter.

Harmer (2002:282) states that one of the main advantages of video is that learners do not just hear the language, they also see it too. As such, these videos may be used to inspire or motivate students to learn so that students enjoy the material. Consequently, they will get better achievement. Therefore, it can be concluded that video as teaching media is more effective than text books. BBC learning English is suitable media for research, because BBC learning English video is a real recording of native speakers from UK so students can recognize it through the gesture of each character, it makes the lesson clearer and it can add extra special dimensions to the learning experience. The duration of BBC learning English is about six minutes, so students will not get bored.

BBC has programs those are BBC learning English broadcast, podcast, radio, television, news, information, cultural programming through the internet, mobile and social media, it can be categorized as authentic materials. The researcher chooses two basic materials from the syllabus it is about simple present tense and present continuous tense.

Based on the observations when the researcher was at school, the researcher found that the teacher only used a textbook. The teacher used textbooks and explained from books when teaching English. The students have some challenges in learning English especially in understanding English patterns. Based on the researcher's observation of teach by the English teacher, students are not

interested and have low motivation in studying English. Sometimes they don't pay attention to the teacher while the teacher teaches them. The researcher believes that the student has challenges, those challenges are mastering grammar particularly tenses. It was found that the students found it difficult to know the right pattern of tenses. Most of the students complain that they do not understand its rules although they understand the meaning.

The researcher uses BBC learning English video in teaching experiment class and using textbook in control class. Both of them have the strength to support teaching grammar. The strengths of using BBC learning English and using textbooks. First about BBC, BBC learning English using authentic materials. BBC using subtitles, the students can see the subtitles from BBC and it can be easy to understand. Different from other media, BBC using slow speed is appropriate for beginners. Both about the textbook according to the Collins dictionary textbook is a book used as a standard source of information on a particular subject. There are advantages of using textbooks in the classroom and both teachers and students can benefit from this. According to Harmer (2001):

BBC has many benefits. BBC uses authentic materials. BBC provides news, information, and cultural programming through the internet, mobile and social media, radio, television and they have a program called 6 Minute Grammar. Thus, it is assumed to be an effective medium in teaching grammar, also learning grammar by using the BBC is an innovative learning system to be developed. Even though it is not a formal system, it gives a nice effect in learning grammar. Based on the explanation above, the researcher is interested in conducting

research to investigate the effectiveness of using BBC learning English videos to teach grammar at the eighth grade of SMP N 4 Boyolali in the academic year 2021/2022.

Based on the interview with the teacher, students have many problems in learning English and the teacher still has problems in teaching techniques and limited media. Based on the observation student has difficulties in grammar mastery particularly tenses. They find it difficult to use the right pattern of tenses.

B. Identification of the Problems

Based on the background mentioned above, the problem can be identified as follows:

1. The students have low motivation in learning grammar.
2. There are limited media that the teacher uses in teaching grammar.
3. The students have problems in understanding English patterns.
4. The students were lacking in practicing the right grammar.

C. Limitation of the Problems

Since it is impossible to have a wide variety of problems, it is necessary to limit the problems so that this research will be more accurate and effective. The researcher used the BBC learning English video to teach grammar in the experimental group and for the control group is a textbook. The study focuses on the effect of using BBC learning English videos to teach grammar at the eighth grade of SMP N 4 Boyolali in the Academic Year of 2021/2022.

The reasons of the researcher choose SMP N 4 Boyolali and choose grammar, because SMP N 4 Boyolali is one of favorite schools in Boyolali and

then based on the observation, the teacher explains only the material without some strategies on learning process. Thus, it makes the students are bored in the class. Based on the explanation, the researcher uses BBC in teaching grammar for eighth grade of junior high school. The research will be conducted at SMP N 4 Boyolali in two classes, one class becomes the experimental class and the other class becomes the control class. In experimental class, the researcher uses BBC in teaching grammar. The researcher chooses two basic materials from the syllabus it is about simple present tense and present continuous tense.

D. Formulation of the Problems

Based on the identification of the problems and problem limitations mentioned above, the researcher stated the problem to be researched as follows:

1. Is there any difference in grammar mastery of the students who are taught by using BBC learning English video and those taught by using textbooks at the eighth grade of SMP N 4 Boyolali in academic year 2021/2022?
2. Is using BBC learning English video effective to teach grammar at eighth grade of SMP N 4 Boyolali in academic year 2021/2022?

E. Objectives of the Study

The objectives of this study are to find the data that can answer the problems above. The objective of the study as follows:

1. To find out the differences in grammar mastery of the students who are taught by using BBC learning English video and those taught by using

textbooks at the eighth grade of SMP N 4 Boyolali in academic year 2021/2022.

2. To find out whether using BBC learning English video is effective to teach grammar at the eighth grade of SMP N 4 Boyolali in Academic Year of 2021/2022.

F. Benefits of the Study

1. Theoretically

- a. For the teachers

The results of this study provide information to teachers about the importance of teaching media to teach grammar. BBC learning English can be an alternative teaching medium to teach grammar.

- b. For the students

It can serve them more comfortable and supportive situations inside the classrooms so that they will be more interested in joining the class. Dealing with their grammar mastery in learning English, they will get easier to master it by using the BBC learning English video so they will be able to increase their English achievement and grammar mastery.

2. For other researchers

It is hoped that the results of this study will help other researchers who are conducting further research on the same subject and can be used as a reference.

3. Practically

a. For the teachers

This research is expected to be made a consideration in making policy in selecting and using appropriate learning media.

b. For the students

The students can understand easier in understanding grammar, and more interactive in this teaching learning process.

c. For other researchers

This research as a reference in making a thesis for other researchers and as a reference for further research.

G. Definition of Key Terms

There are some key words of this study, as follows:

1. BBC Learning English

BBC Learning English is a department of the BBC World Service dedicated to English language teaching. The service provides free resources and activities for teachers and students, primarily through its website. It also produces radio programs which air on some of the BBC World Service's language services and partner stations. It has won numerous awards, including two Eltons from the British Council and an English Speaking Union award for innovation in English language teaching.

2. Grammar

Grammar is the study of language, specifically, how words are put together. Because of obsessive English teachers and their rules, grammar also means a set of standards that you have to follow in order to speak and write better, however, the definition of better changes according to situation, purpose, and audience (Woods, 2010:9)

CHAPTER II

REVIEW ON RELATED LITERATURE

A. Theoretical Review

1. Nature of Grammar

a. Definition of Grammar

The definition of grammar is a description of the way in which English words are combined to form meaningful and acceptable sentences. In technical terms this means: grammar that is the systematic rules by which we group and order words to form phrases, clauses, and sentences and morphology that is the way in which the forms of words are changed according to their use in phrases, clauses, and sentences (Seely, 2007:2)

Another definition is grammar may be roughly defined as the way a language manipulates and combines words (or bits of words) in order to form longer units of meaning. (Ur, 2006:4)

Another definition about grammar is the study of language, specifically, how words are put together. Because of obsessive English teachers and their rules, grammar also means a set of standards that you have to follow in order to speak and write better, however, the definition of better changes according to situation, purpose, and audience (Woods, 2010:9).

In teaching grammar, there are several grammar presentations and practice activities that should be evaluated

according to : how efficient they are, how appropriate they are, the efficiency of an activity is gauged by determining: its economy-how time-efficient is it?, its ease-how easy is it to set up?, its efficacy- is it consistent with good learning principles? The appropriation of an activity takes into account: learner's needs and interests, learners' attitudes and expectations (Thornbury, 2002:28)

.Based on the explanation above, it can be concluded that grammar is the study of rules and principles that cover the arrangement and combination of words to form grammatically correct and meaningful sentences.

b. Grammatical Ability

Purpura (2004:86) defines grammatical ability as the ability to realize grammatical knowledge accurately and meaningfully in test situations using other languages. This definition refers to grammatical form and grammatical meaning. He further explained that both knowledge of grammatical form and meaning refers to phonology, lexis, morphosyntax, cohesion, information management, and interaction. It is used at (sub)sentential and suprasentential levels. The components of grammatical points that can be used to measure each component can be seen in the following figures (Purpura, 2004: 91).

Table 2.1 Component of Grammatical Knowledge



Based on the figure 2.1 it can be concluded that grammatical knowledge is divided into two categories. The first categories is grammatical form that consists of phonological

meaning, lexical meaning, morphosyntactic meaning, cohesive meaning, information management meaning, interactional meaning. Although in the figure explains two categories, the researcher only uses grammatical form to test the students' knowledge of simple present tense and present continuous tense. Because in this research the researcher only focus on the form of simple present tense and present continuous tense.

c. The Scope of Grammar

Lock (1997:4) describes grammar as the study of syntax-how the words are combined in order to form coherent sentences, morphology-the set of rules covering word formation. It may be said that Lock points out that there are two main aspects of grammar, they are morphology and syntax. Lock claim is backed by Carter and McCharty's (2006) statement. They explained that grammar is concerned with the formation of sentences and utterances. The two most basic principles of grammar can be seen in a typical English sentence, the arrangements of items (syntax) and the form of items (morphology). In Rohani (2007: 18), Huddleston sees grammar as composed of morphology and syntax. Morphology deals with the form of words while syntax deals with the formation of sentences in the order of the phrases.

In contrast to Lock, Larsen-Freeman (1991, 279:283) argues that there are three dimensions of language that must be

discussed in dealing with the complexities of grammar: the form or structures themselves, their syntax or context, and the pragmatic situation governing their use. According to this theory, grammar deals specifically, meaningfully and adequately with the use of form. The relationship between the three dimensions can be seen below:

A Structure for Three-Dimensional Grammar (Larsen-Freeman, 1991: 280). In her research, the writer prefers to discuss the scope of grammar involving morphology and syntax. Morphology and syntax can be regarded as the languages of the two most essential elements.

1) Morphology

The word morphology derives from the Greek word in etymology which means shape, form. It refers to the words form analysis. In linguistics, the term morphology means the study of the internal structure of terms, and of the systematic correspondence between words meaning forms.

Morphology in English means how the properties of such distinct things can be represented (Crystal, 2013). It studies how the words a, paint, run, unbelievable, and washing machines are differentiated. The morphology field can be divided into two domains:

- a) Lexical or derivational morphology. It discusses about the arrangement of new items of vocabulary from the combinations of elements. For example: unbelievable is the combination of elements un-believe-able.
- b) Inflectional Morphology. It studies about the change of the word in which the new form of the word will influence its meaning. For example: the word cat changing into cats brings the change of the meaning. A cat indicates singular and cats indicates plural.

Huddleston and Pullum (2002) argue that morphology includes two branches, namely inflectional morphology and the development of lexical-words. Studies of inflectional morphology about changing the shape of a word by indicating a change in the way that it is used in sentences. For instance: the word finds and found are inflected forms of word find. Lexical word-formation is related to the dictionary. It is a list of words used in a particular language. It explains about the process of creating a new lexicon. Usually, the new lexicon is composed of more than one morphological element.

2) Syntax

In Etymology, the word syntax is derived from Greek, which means arrange together. Chomsky describes syntax as an

analysis of the concepts and processes by which sentences are formed in specific languages. The purpose of the syntactic analysis of a given language is to create a grammar that can be seen as a tool of some kind to generate sentences of the language being studied (Chomsky, 1971).

Crystal in Sidik (2011: 13) indicates that syntax is the way words are structured to represent meaning relationships within (and sometimes between) sentences. According to him most of the syntactics studied concentrated on the structure of the sentences, for this is where the most significant grammatical relationship is expressed. A sentence itself is regarded as the largest unit referred to by syntactic rules. He then proposes three elements of the grammar of the sentences, including clauses, phrases and coordination vs. subordination. The brief explanation for each is as follows.

a) Clauses

Altenberg and Robert M. Vago (2010: 207) defines clause as a free-standing sentence or a sentence within a sentence; a clause or sentence contains at least a subject and a main verb. For example:

The little boy laughed(S+V)

The clause consists of S and V but it can be wider such as:

She bought a dress(S+V+N)

Nina studied hard(S+V+Adv)

I will put the paper away(S+V+N+Adv)

b) Phrases

Funk in Sidik (2011: 14) argues that a phrase is a group of related words that do not contain a predication. The underlined portions of the sentences below are all noun phrases and anyone of them can replace the little boy in the sentence.

The little boy laughed.

(1) Audiences laughed.

(2) Younger audience laughed.

(3) The girl laughed.

(4) The little girl laughed.

(5) The cute little girl laughed.

(6) John laughed.

In sentences 1-6, the noun phrases all have something in common: each consists of at least a noun. You can also see, in sentences 2-5, that a noun phrase can have other words in addition to just a noun. Those other words can be:

Younger audiences: adjective + noun

The girl: determiner + noun

The little girl: determiner + adjective + noun

The cute little girl: determiner + adjective + noun

From the explanation above can conclude that a noun phrase can consist of:

(1) A noun alone. For example: audience, John

(2) A determiner, one or more adjectives and a noun. The determiner and adjective(s) are optional. For example: cold water (adjective + noun), a teacher (determiner + noun), a smart teacher (determiner + adjective(s) + noun)

(3) noun phrases can consist of just a pronoun. For example: she, he or them

c) Coordination vs. Subordination

Coordination is one of two main ways to complicate the sentence; the other is known as subordination or embedding. The essential difference is that the corresponding clauses are of equivalent grammatical status in the former, whereas in the latter one clause acts as part of another (the main clause). For example:

Coordinate clause:

My father worked on Monday and my mother worked on Friday.

Subordinate clauses:

My father worked on Monday when I studied.

The phrase on Monday is part of the clause, giving the time when the action took place. Similarly, the unit when I studied is also part of the clause, for the same reason. But when I studied there was also a clause in its own right.

Based on the explanation above, it can be concluded that there are two main parts of grammar, there are morphology and syntax. Morphology manages the form of words while syntax manages the formation of sentences in the order of the phrases. Morphology and syntax can be viewed as the dialects of two most basic components. The morphology field can be isolated into two areas. There are lexical or derivational morphology and inflectional morphology. And three elements of grammar of the sentences, including clauses, phrases and coordination vs. subordination.

d. The Teaching of Grammar in English Language Teaching

Learning English effectively results in the ability to communicate in both written and spoken forms. Such language skills include receptive (listening and reading) abilities and productive (speaking and writing) abilities. Nevertheless, the quality of learning those skills depends in large part on some

elements of the language, such as grammar, vocabulary and pronunciation. Grammar is regarded as the most critical of these three components of language. Analogous to learning language to build a house, grammar acts as the house's base. When heavily built, it could be used as a base for the construction of other parts of the house (Weissberg, 1974).

Previously, grammar teaching was such that other facets of language learning were neglected as an essential part of language instruction (Richards and Renandya, 2002). Grammar became the main indicator of the mastering language as the basic subject for teaching and learning. When we mastered the language's grammatical rules, you could use that language in conversation. Saukah (2006) also writes that the function of grammar was defined as one of the language components, in addition to vocabulary and spelling/pronunciation to help the mastery of the four language competencies. Recently, the role of grammar appears to be important as the introduction of the 2004 curriculum, which is basically a text-based one. However, the curriculum does not explicitly indicate which grammar items to teach.

Harmer (1997) divides the role of grammar into two concepts:

1) Covert

Covert grammar teaching is where grammatical facts are hidden from the students – even though they are learning the language. The students are introduced about a particular structure of grammar through activities or text implicitly. They focus on the activities or tasks given by the teacher rather than paying attention to the grammar used. With covert grammar, teachers only act as facilitators to the students in acquiring the language. The students are not conscious to learn about grammar structure even though the teacher leads them through the task.

2) Overt

Overt grammar teaching means that the teacher actually provides the students with grammatical rules and explanations – the information is openly presented. The teachers take time to explain about a particular grammar structure. It can be said that the students are conscious to learn about grammar structures. With overt grammar, the teachers teach grammar clearly and clearly. Tasks are provided to get the students to understand deeper about grammar structure.

e. Grammar Mastery

Kilfoil and Walt (1997: 13) describe grammar mastery as the correct application of grammar rules but not the clear

knowledge of grammar rules. We often refer to it as linguistic competence. In Sidik (2011: 18), Savignon (1997: 40) says that the person demonstrates grammatical mastery not by stating the rules but by using them. It includes the ability to apply grammatical rules to form sentences that are grammatically correct. In addition, Richards and Schmidt (1983: 7) who claim that such competences specifically reflect on the knowledge and skills needed to correctly interpret and convey the literal meaning of the utterances. For them, grammatical mastery is concerned with features and rules of language such as vocabulary, word formation, sentence formation, pronunciation, spelling and linguistic semantics.

Dykes (2017: 10-11) states that certain principles govern the use of every language and relate to such things as word meaning (and accuracy), the arrangement of words or word groups in a sentence (syntax), stress given to certain parts of a word and, in most languages, the use of punctuation. Most modern languages have systems that indicate number (singular or plural) and tense (when something takes place, ie in the present, past or future).

Thus, from the theory about, it can be concluded that the indicators of grammar mastery include three points. There is the ability to choose the accurate word (word meaning), the ability to match the number (singular or plural) and tense, and lastly is the

ability to arrange words in order to form grammatically correct and meaningful sentences.

2. Media in English Learning and Teaching

a. The Definition of Media

According to Asnawir and Basyiruddin (2002: 11), the concept of an intermediary or presentation literally means media. The Association for Education and Communication Technology (AECT) describes the media which are all the types used for a dissemination of knowledge operations.

Media is an intermediary, and it is also a suggestion of communication that is carrying information between a source and a receiver. There are six basic categories of media namely text, audio, visual, video, manipulative and people. The purpose of the media is to facilitate communication and learning. Especially video, video is a media display movement, including DVD, video recording, computer animation, and so on.

From the definition above, it can be concluded that the sense of media is something that is channeling the message, and can stimulate the thoughts of feelings and the willingness of students so that it can encourage the learning process on him. Creative use of the media will enable students to learn better and be able to improve their performance according to the goals they want to achieve.

b. Kinds of Media for Teaching Grammar

There are three kinds of teaching media that are suitable for teaching English; audio, visual, and audio-visual media.

1) Media Audio

Audio media refer to media which deliver messages in an audible form. In this case, the messages are delivered through sounds. Audio media that are commonly used in English teaching are audiotapes, cassettes, CDs, etc.

2) Visual Media

Visual media in language teaching are simply defined as media that can be seen during the process of teaching and learning. Wright (1976:194) also says that a visual aid is anything that can be seen while the language is spoken. Types of visual media commonly used are pictures, flashcards, flannel boards, puppets and so on.

3) Audio-visual Media

Audio-visual media combine the two kinds of media. It basically cannot only be seen but also heard. Films and video recordings are examples of audio-visual media.

c. Advantages of Using Media

Azhar Arsyad (2003:26) states that there are many advantages of media in teaching and learning, they are:

- 1) Learning media can clarify the presentation of messages and information that can facilitate and improve the process of teaching learning activities.
- 2) The media can enhance students' attention so that the media can lead to some motivations for learning. The more direct interaction between students and their environment, the more likely students learn independently according to their abilities and interests. Teaching media can overcome the limitations of the senses, space and time.
- 3) The teaching media can provide a common experience of teaching students about the events of their environment, and allow direct interaction with teachers, the community and the environment for example through study tours, visits to museums or zoos.

According to Nana Sudjana (in Djamarah and Zain : 2002 : 155), there are some benefits that can be obtained by using media in teaching learning processes. They can be seen as follows:

- a) By using media, it can make students learn to think concretely and avoid the teacher teaching verbally.
- b) To increase students' motivation, interest, and attention to learn about something.
- c) To foster students' learning development in order to get good outcomes.

- d) To stimulate the students' way of thinking in learning something from their own real experience toward the objects of media.
- e) To make students learn to think regularly and continuously.
- f) To increase students' critical thinking and help them to develop their abilities in using language.
- g) To help students get a better learning experience.
- h) Through the media, the learning material will be easier for students to understand and enable them to achieve their learning goals.
- i) The teacher will have various teaching methods, not only focusing on teaching in verbal communication. So that, the students will not feel bored and reduce the teacher's tiredness in teaching along time in the classroom.
- j) The use of media in the classroom can encourage students to do many activities, such as observing, applying, and demonstrating.

From the explanation above, the researcher concludes that media is very important in the teaching and learning process. Media can make it easy for students to understand the material because they are interested in the teaching learning process.

d. Materials in English Learning and Teaching (ELT)

1) Definitions of Materials

Richards (2001) points out that materials can take various forms; both printed and unprinted. The classroom includes two types of materials exploited. These two types are regarded as the main points that would be addressed in our subject. Widdowson (1990) used authentic and non-authentic words to differentiate between those styles. The difference between these types is shown in their tests and their effectiveness which can be measured by the evident and observable performance of the learners and not the language used in the materials. In this context, materials have been divided into two sub-divisions, authentic materials and non-authentic ones.

From the definition above, it can be concluded that in this subject, materials can take various forms both printed and unprinted. Materials have been isolated into two sub-divisions, authentic materials and non-authentic ones.

2) Definition of Authentic Materials

Authentic materials are important features in order to improve the skills because they help to bring the real world into the classroom under conditions to be selected and well controlled. Many authors have pointed out that authenticity is a

relevant feature in the ESP methodology, and they defined authentic materials in different ways. In language teaching, Richards and Schmidt (2010) define authentic materials as those materials that were not originally developed for pedagogical purposes, such as the use of magazines, newspapers, advertisements, news reports, or songs. Such materials are often thought to contain more realistic and natural examples of language use than those found in textbooks and other specially developed teaching materials. Nunan (1989) provides the conventional definition of authentic texts:

From the definition above, it can be concluded that authentic materials are any materials written in English that were not made for purposeful use in the English language classroom. Utilizing this substance to encourage the English language can make the learning procedure much more captivating, creative and inspiring for students. It can also be helpful to evoke veritable reactions from students.

3) Definition of Non-Authentic Materials

Miller (2003) states that non-authentic materials are those materials that are specially designed for learning purposes and the language used in them is artificial with well-formed sentences all the time which is useful for teaching grammar.

Course books, textbooks, and student work sheets are good examples of non-authentic materials.

So, it can be concluded that non-authentic materials are resources which teachers use to promote language learning. These materials are proposed, updated, and altered to serve pedagogical purposes. These contain videos, cassettes, workbooks, and photocopies.

4) The Advantages and Disadvantages of Using Authentic Materials

All the characteristics of authentic and non-authentic materials highlight the fact that there are advantages in using them. At the same time, there are drawbacks that teachers and students should be aware of when using this kind of different materials such as newspapers, TV programs, menus, magazines, the internet, movies, songs, brochures, comics, literature, texts, etc.

Authentic materials are significant since they increase students' motivation for learning, causing the learner to be exposed to the "real" language as discussed by Guriento & Morley (200:347). By contrast, those authentic materials may be culturally biased, can influence the target culture of the learner, their vocabularies might not be relevant to students' immediate needs; sometimes they contain difficult words and

complex structures which lower levels will have a hard time to decode the texts. Richards (2001:253) points out that alongside these advantages, authentic materials often contain difficult language, unneeded vocabulary items and complex language structures, which causes a burden for the teacher in lower-level classes. Martinez (2002) mentions that authentic materials may be too culturally biased and too many structures are mixed, causing lower levels to have a hard time decoding the texts. On the other hand non-authentic materials are easier, understandable, they are adapted for a particular aspect, relevant, focused on what students are learning at the point, and get clear objectives to develop. But sometimes they are not specially made for classroom use, such as newspapers although they provide authenticity. They lack authenticity, they help students to learn but in a difficult and tired way. That is, the teacher has to find different ways to teach, involve and maintain students in the classroom; it is because students lose the motivation to see always the same material for study.

Although, there are many positive factors that support the use of authentic materials with second language learners, there are some potential problems that should be considered if authentic materials are used to maximum effect. For example, linguistically, they tend to be more difficult, being unsimplified,

with more complex syntactic patterns and vocabulary. In news stories, novels, and other authentic texts grammatical items show up unexpectedly, and without warning, which requires students to have mastered a core knowledge of grammar, and this generally means more sophisticated understanding beyond the intermediate level of understanding (Higuchi, 1998).

3. Teaching Grammar Using Videos

a. Definition of Video

Harmer (2007:287) puts out two video-based practices that can be used in video lessons. One such practice is video recording. Many exercises are planned for specific situations in the video. They explore the variety of user choices with both videos on "off-air" and language learning. Activities to watch the video include as follows three sections:

1) General comprehension

The activity in this section is designed to have students watch the video in order to understand the gist of the video and then look back for details. In this activity, students have to try and give as much information about what they have seen.

2) Working with aspects of language

The activity in this section shows the unique language works to the medium of video. A way of greeting students in monolingual groups to focus on language is to get hold of English

language videos which have subtitles in students' language. The teacher can start by viewing the video without sound and discussing the subtitles in general.

3) Video as springboard creativity

How video clips help to start the students' creativity showed in the activity of this section by encouraging interpretation, provoking thoughts, and asking for language use. In this activity, students watch a video clip and the teacher makes sure they understand it.

Based on the explanation above, it can be concluded that activities to watch the video include three sections. The first is general comprehension. This section's task is structured to have students watch the video to understand the essence of the content, and then look back for more information. The second is working with aspects of language. The task in this section is to get hold of videos in English which have subtitles in the language of the students. And the last is a video as springboard creativity. In this activity, students watch a video clip and the teacher ensures they understand it.

b. The Benefits of Using Videos

The researcher uses video to show their students so they can focus on what they are doing. They may be enjoying themselves and not bored. For videos they are more attentive to the

lesson so that the video resources can pass more effectively to the students. Berk (2009: 2) said videos can have a powerful effect on the mind and senses.

According to Harmer (2007: 282) there are many reasons why video can add a special, extra dimension to the learning experience.

1) Seeing language in use

One of the main advantages of video is that students don't just hear language, they see it too. This greatly aids comprehension, since for example: general meanings and moods are often conveyed through expressions, gestures, and other visual clues.

2) Cross-cultural awareness

Video uniquely allows students a look at situations far beyond their classroom. This is especially useful if they want to see. It is of great value in giving students a chance to see such a thing as what kinds of food people eat in other countries, and what they wear.

3) The power of creation

When students use video cameras as themselves, they are given the potential to create something memorable and enjoyable. The task of making video provokes genuinely creative and communicative uses of the language, with students finding themselves and doing new things in English.

4) Motivation

For all the reasons so far mentioned, most students show an increased level of interest when they have a chance to see language in use as well as hear it.

Based on the explanation above, it can be concluded that there are four benefits of using video. The first is seeing the language in use. One of the biggest benefits of video is that students do not just listen to words, they see it too. The second is cross-cultural awareness. Video helps students to look at issues well outside their classroom in a special way. The third is the power of creation. We get the opportunity to create something unforgettable and wonderful. And last of all, motivation. Most students demonstrate a higher degree of interest when they have both a chance to see language in use and hear it.

4. Review on BBC Learning English

a. Overview of BBC Learning English

BBC Learning English is a department of the BBC World Service dedicated to the teaching of the English language. The service provides free resources and activities for teachers and students, primarily through its website. It also produces radio programming that airs on several language services and partner stations of the BBC World Service. It has won numerous awards,

including two British Council Eltons and an English Speaking Union award for innovation in English language teaching.

The department was founded in 1943. Since then, it has had renamed several times, appearing as "English by Radio" (or ExR), "English by Radio and Television" and "BBC English", before arriving at "BBC Learning English" . The BBC World Service began broadcasting English language teaching programs in 1945 for beginners, intermediate and advanced learners, for adults and children. There are series to teach language comprehension with the help of song lyrics, such as Pop Words. It was common for large publishers in the 1950s to have a program that taught the language of the country that the publisher served.

As a part of the BBC World Service, BBC Learning English has taught English to global audiences, offering free audio, video and text materials to learners around the world. From mobile English courses in Bangladesh and Latin America to online offerings for millions of Chinese learners, BBC Learning English provides multimedia English teaching materials to meet the needs of learners.

Many of the people's materials are delivered as full-length courses but each component of the course is independent and can be studied on its own. This means students can choose the best way to learn for them; by taking the full course or by following the

individual material that suits them best. People can find out more about current and upcoming BBC Learning English courses on the website. BBC Learning English also has various long-term features such as 6 Minute English, The English We Speak and Lingohack.

b. BBC Learning English YouTube Channel

BBC Learning English has been a YouTube channel since 2008. The aim of BBC Learning English is to help transform the national education system to bring high quality language material to every student and teacher who wants it. BBC Learning English facilitates International students to come and study in the UK and to experience life abroad. In addition, BBC Learning English also facilitates online schools around the world, so students and teachers from different countries can learn from each other.

The BBC Learning English YouTube channel has 4.3 million subscribers as of July 2022. BBC Learning English works with more than 100 countries around the world in the field of English; art and culture; and education and civil society. The BBC Learning English YouTube channel includes all language lessons consisting of reading, writing, listening and speaking, grammar, vocabulary, etc.

YouTube can offer many features as a teaching tool. As a free teaching resource can save education budget. It will also help students learn English inside and outside the classroom; they can

explore different British culture with different accents. However, the two main advantages of using BBC Learning English videos as part of YouTube are student authenticity and motivation. These two concepts can perhaps be combined and improved by using YouTube.

Another significant advantage of using BBC Learning English videos on YouTube is motivation. When students are exposed to real languages from the real people where they can learn English as native speakers, they will be more motivated and enthusiastic to learn. In addition, students from the Net-generation are more frustrated and bored with the traditional methods of learning English. Therefore, the use of BBC Learning English videos in teaching English can stimulate students' attention and interest. Boster (2002) refers to studies in which teachers believe that video presentations increase students' attention and curiosity and therefore increase their motivation and retention.

BBC Learning English videos have easy access for students either through mobile phones or laptops, they can watch videos anytime outside or inside the classroom which makes them more motivated and excited to learn. Lin (2002) believes that "short film clips and feature films can be used in the classroom to motivate ESL students and improve their listening and speaking skills". In a study by Jun Choi and Johnson (2005) on the effect of context-

based video learning on students' learning and motivation in online courses, they found that there was a significant difference in students' motivation and retention compared to traditional text-based learning. Similarly, Bravo, Amante, and Enache (2011) investigated the use of videos as an educational tool to increase student motivation at the Terrassa School of Industrial and Aviation Engineering (ETSEIAT). Their results showed that students found videos to be more of a fun way to introduce the subject and a means to increase their motivation.

c. The Series of Video Playlists on BBC Learning English YouTube Channel

There are several series of video playlists on the BBC Learning English YouTube channel, namely:

1) Basic Grammar

This is a grammar series for beginner level learners. On this page one can find various basic grammar videos to improve their language skills. Each video covers major grammar points with all the explanations, examples and activities anyone needs to become a basic grammar champion – in just 6 minutes. Grammar topics include present simple and present continuous tense, present perfect, prepositions, relative clauses, modal verbs, adjectives, first conditionals, phrasal verbs and many more.

2) Lower Intermediate Grammar

This is a next level of basic grammar. On this page one can start intermediate level and learn more about grammar. On this page, people can find various lower intermediate grammar videos to improve their language skills. Each video covers major grammar points with all the explanations, examples and activities anyone needs to become a lower-middle level grammar champion – in just 6 minutes. Grammatical topics include how to say "hello", suffixes, question forms, etc.

3) Intermediate Grammar

This is the next lower-middle level grammar. On this page one can proceed to intermediate level and learn more about grammar. On this page one can find various intermediate level grammar videos to improve their language skills. Each video covers major grammar points with all the explanations, examples and activities anyone needs to become an intermediate grammar champion – in just 6 minutes. Grammatical topics include using hyphens, compound adjectives with hyphens in them including: adjectives/ adverbs + present participle, ages and numbers before compound nouns from twenty-one to ninety-nine. Compound adjectives can be formed in other ways, for example: adjective/ adverb + noun, noun + adjective, adverb/ noun + past participle before a noun, compound adjectives without hyphens include:

adverb/ noun + past participle after the noun, compound adjectives three words after the noun, compound adjectives made with adverbs ending in -ly, both before and after the noun. Compound nouns usually don't have hyphens.

4) Upper Intermediate Grammar

This is the next intermediate level grammar. On this page one can proceed to intermediate level and learn more about grammar. On this page one can find various upper secondary grammar videos to improve their language skills. Each video covers major grammar points with all the explanations, examples, and activities anyone needs to become an upper secondary grammar champion – in just 6 minutes. The topic of grammar includes a third condition that talks about imagined past events: things that might have happened in the past, but didn't happen. Conditional sentences have two parts. In the third condition, the if part is an imaginary situation in the past, and the main part is what could have happened (but didn't happen) as a result. When making the third condition with if + past perfect, and will have + past participle. The two parts can come in any order. When writing, put a comma between the if part and the result part. Don't use commas when the result part comes first.

5) Toward Advance Grammar

This is the next intermediate level grammar. On this page one can start the advantage level and learn more about grammar. On this page one can find various upper secondary grammar videos to improve their language skills. Each video covers major grammar points with all the explanations, examples, and activities anyone needs to become an upper secondary grammar champion – in just 6 minutes. Grammar topics cover all about relative clauses.

Relative clauses are used to provide additional information about a noun, such as a person, place or thing. Relative pronouns introduce relative clauses. They include who for people, that and which for things, when for time, and whose to show possession. Relative clauses fall into one of two categories: defining relative clauses and non-defining relative clauses.

Based on all of the above, there are five series of BBC Learning English YouTube channels. There are basic grammar, lower intermediate grammar, intermediate grammar, upper intermediate grammar and advanced grammar. In this study only discusses basic grammar, especially about simple present tense and present continuous tense.

5. Teaching Grammar with Textbook

Teaching grammar in the eighth grade of SMP N 4 Boyolali the teacher takes the material from the textbook and reads the material from the

book. In the beginning the teacher gives greetings and invites all students to pray according to their religion and belief. The teacher checks for student attendance lists. Then the teacher conveys the material theme and questions to give stimulus to the students. After that the teachers convey the purpose of learning. And also the teacher conveys the plan of activities to be carried out. The teacher asks the students to try to apply the social function, text structure, and language features to the recount text. Teacher assigns students to use simple past tense as the language features of recount text.

In starting the learning process the teacher asked the students to open the book. The teacher gives an explanation about the recount text, and key words. After that, the teacher asked the students to follow the teacher to read the text on the book. And also the teacher asks students to work in pairs and make a dialogue, monologue or just asks students to read from the book. The teacher asked the students to make a recount text like in the book. Then the students and the teacher discuss it together to correct the grammar. At the end of time the students summarize the learning material and express their opinions about the learning that has been followed, provide learning feedback, and the teacher closes by praying together.

Based on the explanation above, it can be concluded that teaching grammar in the eighth grade of SMP N 4 Boyolali, the teacher takes the materials from the textbook and uses the materials from the book. The teacher just uses the textbook to convey the material, give examples and

practice questions. The restriction of learning media used by the teacher will make the students get bored.

B. Previous Related Studies

Developing the student's grammar mastery by using BBC learning English video as a teaching medium. There have been a number of researchers concerning the use of certain media. Related to this study, the writer chooses some literature about previous researches which are relevant to the research.

The first article under the title "The Effect of Utilizing British Broadcasting Corporation (BBC) Learning English to The Students' Speaking Accuracy at SMA Muhammadiyah Sungguminasa" by Besse Arma from Muhammadiyah University of Makassar. The findings showed the use of British Broadcasting Corporation (BBC) Learning English to make students more confident, relaxed and very helpful in learning English. There was a significant increase after using British Broadcasting Corporation (BBC) Learning English as a medium. Therefore, the British Broadcasting Corporation (BBC) used in learning English at the Eleventh grade students of SMA Muhammadiyah Sungguminasa could improve the students' speaking skills.

The second article under the title "The Effectiveness of Flipped Classroom in Teaching Grammar of EFL Students" by Saidah from The State Islamic Institute of Kediri. The aim of this study was to investigate the effect of using the flipped classroom strategy to students' grammar mastery. The

findings showed from post-test analysis that applying the flipped classroom strategy was able to enhance the students' grammar performances. The t score is higher than the t table, which means that flipped classroom gave better effect to the students' grammar mastery between control and experimental group.

The third is an international article under the title “The Effect of Computer-based Programs on Iranian EFL Learners' Knowledge of Grammar through Writing” by Ali Panah Dehghani, Firooz Sadighi, and Abdoreza Seyari from the Department of English, Islamic Azad University, Iran. This study aims at investigating the possible effect of computer programs on improving EFL learners' grammatical knowledge through essay writing. The experimental group mastered grammatical knowledge, through writing, in a more helpful and effective way via computer-based activities than the control group who were traditionally taught. Computer programs in this study, proved their basic role as an assist in learning English language components in EFL contexts. That is the use of technology in educational programs,

And the fourth is an international article under the title “The Effect of Dialog Journal Writing on EFL Learners' Grammar Knowledge” by Seyed Jalal Abdolmanafi Rokni from Golestan University and Asieh Seifi from Golestan Payam Noor University. This study was carried out to investigate the impact of dialogue journal writing on learners' grammar development and their confidence. The results of this study revealed that journal writing had a

significant positive effect on students' grammar knowledge and enhanced their confidence in writing.

The similarities of this research are:

1. First previous study : this research using BBC Learning English.
2. Second previous study : this research focused on grammar mastery.
3. Third previous study : this research focused on grammar mastery.
4. Fourth previous study : this research focused on grammar mastery.

The differences of this research are:

1. First previous study : this research focused on speaking skills.
2. Second previous study : this research using flipped classroom.
3. Third previous study : this research using Computer-based Program.
4. Fourth previous study : this research using dialogue journal.

C. Rationale

Grammar plays an important role in effective language learning. It must be learned by the students since grammar is applied in communication both spoken and written. As the language competence, grammar as well as vocabulary and pronunciation should be mastered in order to communicate effectively. Ur (1988) states that a person who knows grammar is one who can express himself or herself in what would be considered as acceptable language forms. Thus, grammar can be considered as the fifth main skill of language.

Nowadays, grammar must be taught formally by the teacher. It is only the additional knowledge taught in the class. As the consequences, the students should learn grammar actively by themselves. Meanwhile, the awareness of the students to study is usually low. The lack of grammar competence results in less understanding in learning language. The students are reluctant to write since they do not understand how to produce a correct sentence. The students also have problems with the grammar itself. They said that they are still confused in some grammar points, especially tenses.

Recently, the effective way to teach grammar is still becoming a major issue in education. In most cases we find that the students do not easily understand and remember what the structure of the language is transferred by the teacher. Inquiry activity for students has been proven to be a good way in learning language. The students will be better in their study performance because they tend to be active participants in the class.

Moreover, in learning English authentic materials are required to be suitable to support the learning process. A technique suitable for learning English includes mastering grammar is a medium that can be seen and heard. Based on the criteria of learning media for English mentioned above, the BBC is appropriate to support learning. BBC categorized as authentic materials. BBC provides news, information, and cultural programming through the internet, mobile and social media, radio and television. Thus, Researcher believes that BBC as media is effective for increasing grammar mastery.

D. Hypothesis

H₀ : There is no difference in grammar mastery of the students who are taught by using the BBC learning English video and those taught by using the textbook at the eighth grade of SMP N 4 Boyolali.

H_a : There is a difference in grammar mastery of the students who are taught by using the BBC learning English video and those taught by using the textbook at the eighth grade of SMP N 4 Boyolali.

H₀ : Using BBC learning English video to teach grammar at eighth grade of SMP N 4 Boyolali is not effective.

H_a : Using BBC learning English video to teach grammar at eighth grade of SMP N 4 Boyolali is effective.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

In this research the researcher used experimental design. Experimental design is the way to find the causal relationship between two factors which are raised by the researcher. In doing an experimental research usually two groups are involved and compared to find the influence of a treatment. In Sugiyono (2017: 107) defines that experimental research as a research that is used to find out whether or not there is an effect of treatment with other conditions that are controlled. As cited in Marczyk (2005:3), “Experimental research involves comparing two groups on one outcome measure to test some hypotheses regarding causation”. According to Sugiyono (2017:108), there are several kinds of experimental research: pre-experimental design, true experimental design, factorial design and quasi-experimental design. The types of experimental research that is applied in this study is quasi-experimental. Sugiyono (2017: 114) said that quasi-experimental is an experimental study in which the unit of the object is not decided in random conditions. Quasi-experimental has two kinds of the design model, those are time series designs and nonequivalent control group designs.

For this study, the researchers used nonequivalent control group design. Because the researcher wanted to know about the effect of this strategy in the experimental group before and after being given treatment.

The illustration of pre-test and post-test design as follows: those are time series design and nonequivalent control group design. For this study, the researchers used nonequivalent control group design. Because the researcher wanted to know about the effect of this strategy in the experimental group before and after being given treatment. The illustration of pre-test and post-test design as follows: those are time series design and nonequivalent control group design. For this study, the researchers used nonequivalent control group design. Because the researcher wanted to know about the effect of this strategy in the experimental group before and after being given treatment. The illustration of pre-test and post-test design as follows:

Table 3.1 Design of Research

E	: O ₁	X ₁	O ₂
P	: O ₁	X ₂	O ₂

Noted:

E: Experimental Group

Q: Control Group

X1: Treatment in experimental group

X2: Treatment in control group

O1: Pre-test

O2: Post-test

In the process of research, the researcher taught two classes. One class as an experimental group which was taught by BBC Learning English Video. While the other class is as a control group in which this class is taught using the authentic materials that are textbooks which the original teacher commonly uses in the teaching and learning process. Both of classes were given lesson material. The treatment plan in the experimental group and control group is presented in Table 3.2.

Table 3.2 Treatment Plan

No	Activity	Experimental Group	Control Group
1	Pre-teaching	The researcher gave pre-test for experimental group	The researcher gave pre-test for control group
2	While – teaching	<p>The researcher taught using BBC Learning English Video in the experimental group. The steps in teaching simple present tense and present continuous tense by using the BBC Learning English Video were as follows:</p> <ol style="list-style-type: none"> a. Opening the class by greeting and praying. After that checking the students' attendance list. b. Asking students to read the learning objectives. c. Explaining what material will be learned. d. Students get the material about simple present tense and present continuous tense in the form of youtube videos from the BBC Learning English channel. e. Asking students to watch the video carefully f. Explaining the video about simple present tense and present continuous tense g. Together with students discussing about the material. h. Giving students the opportunity to ask what 	<p>The researcher taught using textbook in the control group. The steps in teaching simple present tense and present continuous tense by using the textbook were as follows:</p> <ol style="list-style-type: none"> a. Opening the class by greeting and praying. After that checking the students' attendance list. b. Asking students to read the learning objectives. c. Explaining what material will be learned. d. Students get the material about simple present tense and present continuous tense through the textbook. e. Together with students discussing about the material. f. Giving students the opportunity to ask what they don't know about the material. k. Students give feedback about the material. g. Giving some questions about simple present tense and present continuous tense and given as assessment.

		<p>they don't know about the material.</p> <p>i. Students give feedback about the material.</p> <p>j. Giving some questions about simple present tense and present continuous tense and given as assessment.</p>	
3	Post-teaching	The researcher gave post-test to the student	The researcher gave post-test to the student

B. Research Setting

1. Place

The researcher was conducted at SMP N 4 Boyolali. It is located at Jl. Merbabu, No.127, Surowedanan, Pulisen, Boyolali, Boyolali, Central Java 57315 Tel. (0276) 321226. SMP N 4 Boyolali has 21 classrooms, 2 science laboratories, 2 computer laboratories, 1 library, etc. SMP N 4 Boyolali also has a large garden. In the garden planted with various kinds of plants from flowers, fruits and vegetables. The fertilizer used is homemade fertilizer. Staff, teachers, and students utilize organic waste into compost.

SMP N 4 Boyolali is an Adiwiyata Mandiri school that was established by the Minister of the Environment in 2012. Adiwiyata school is a school that cares about a healthy, clean and beautiful environment. The purpose of the Adiwiyata school is to create school citizens who are responsible for protecting and managing the environment through good school governance to support sustainable development.

2. Time of the Research

This researcher conducted the research from the beginning to the end of the research during 2020-2023. It can be seen in the table 3.3

Table 3.3 Research Schedule

No	Activities	2020					2021	2023	2023
		Jan	Feb	Apr	May	Jun	Jul	Jun	Jun
1	Pre-research	■							
2	Title Consultation	■							
3	Draft Proposals Seminar	■	■	■	■				
4	Proposal Examination					■			
5	Research						■		
6	Draft thesis						■	■	
7	Munaqosah								■

C. Population, Sampling and Sample

1. Population

According to Sugiyono (2017: 117) defines population is the generalization region such as: object or subject that has certain qualities and characteristics that the researcher decides to learn and then draws a conclusion. Population can be defined as totality of the presume-whole grade, result for counting and measuring, quantitative and qualitative about certain features from the whole group which is wanted to find out its features. The population of this research is regular students at the eighth grade of SMP N 4 Boyolali in the academic year of 2021/2021 which

consists of 7 classes from VIII A-VIII G. The total population is about 229 students. The total class can be seen in the Table 3.4.

Table 3.4 The Total Of Regular Students Of Eighth Grade Of SMP N 4 Boyolali

No	class	Total (Students)
1	VIII A	31
2	VIII B	34
3	VIII C	34
4	VIII D	34
5	VIII E	33
6	VIII F	31
7	VIII G	32
Total		229

2. Sample

According to Sugiyono (2017:118), sample is part of the number and characteristic which has by that population. Creswell (2012:142) states that sample is a subgroup of the target population that the researcher plans to study for generalizing about the target population. In this study, the researcher chose the eighth grade students of SMP N 4 Boyolali. The first class as an experimental group is VIII B, in which the treatment will be given by BBC Learning English video and the other class as a control group is VIII C, in which the authentic material that is textbooks will be given. Both of them will teach the same material that is about simple present tense and present continuous tense.

3. Sampling

Sugiyono (2017:118) states that sampling is selecting the sample. Fraenkel and Wallen (2009:91) states that sampling refers to the process of

selecting individuals who will participate in the observed or questioned. In this research, the researcher used cluster random sampling technique in which every class or unit has an equal chance of being selected from the frame or list. The researcher used lottery to choose the two classes for the sample.

The researcher took two classes among the eight classes randomly. That are VIII B and VIII C classes as the small of research. According to Arikunto (2012:125) states that the procedure in lottery as follows:

- a. Make a list of all six classes.
- b. Give each class a code.
- c. Write each code on a piece of paper and enroll the pieces.
- d. Take one roll of paper randomly. It will be the experimental group then to choose the control group the researcher takes one roll again.
- e. The class that being experimental group is VIII B and the class that being control group is VIII C.

D. Technique of Collecting the Data

According to Brown (2004:3), "Test is a method of measuring someone's knowledge, ability or performance in a given domain". Based on the statement above, the test can be used to measure the effectiveness of BBC Learning English videos to teach grammar. In this research, the researcher used pre-test and post-test. Pretest was given to both control group and experimental group. It was conducted before the treatment and the post-test,

the purpose was to know the students' grammar mastery before being given the treatment. Meanwhile, the post-test was conducted after the treatment. It was also given to both the control group and the experimental group. It was taken as a measurement tool to measure students' grammar mastery before and after the treatment was conducted.

1. Pre-test

The pre-test is used to determine the beginning condition of the subject before giving treatment. In this research, the researcher gave a pre-test for both groups to know students' grammar mastery condition. If they have the same or equal ability, the treatment can be done by the researcher. Pre-test score function is to determine the initial ability of students regarding the lessons in convey.

2. Post-test

Post-test is used to know the subject's condition after giving a treatment. A post-test is given in order to know how the conditions of the students are and how the experimental group is improving, especially when the treatment has been given to them. Post-test was also given to both the groups, in experimental and control group.

E. Technique of Analyzing Test Validity

Brown (1988) said "Test validity is the degree to which a test measures what it claims to be measured". The similar statement by Arikunto (2006:168) that "Valid in the instrument means that the instrument is suitable for measuring the object that will be measured". The validity test in this study

used the biserial point validity test or also called the validity test for multiple choice questions. The biserial point validity test basically correlates the score of each item on a discrete data scale with the total score obtained from distributing questionnaires. Discrete data is quantitative data, in this study it has a right or wrong answer option because the questions are multiple choice. The test criteria for testing the validity of the point biserial are if the value of $r_{\text{count}} > r_{\text{table}}$, it concludes that the item is declared valid. If the value of $r_{\text{count}} < r_{\text{table}}$, it concludes that the item is declared invalid.

According to Dykes (2017: 10-11) indicators of grammar mastery include three points. There is the ability to choose the accurate word (word meaning), the ability to match the number (singular or plural) and tense, and lastly is the ability to arrange words in order to form grammatically correct and meaningful sentences.

F. Technique of Analyzing Test Reliability

The criteria of a good test include at least the instrument should be valid and reliable. According to Arikunto (2006:178), “the reliability coefficient indicates the degree to which the result on a scale can be considered internally consistent, or reliable”. In this study the researcher used a reliability test with the Cronbach Alpha method.

G. Technique of Analyzing the Data

1. Data Description

The data description was used to analyze the data using the frequency distribution: mean, median, mode, standard deviation.

a. Means

The mean is simply the arithmetic average of all the scores. It is calculated by summing all the scores and then dividing the sum by the number of scores (McMillan and Schumacher, 2001:215).

b. Median

The median is that point which divides a rank-ordered distribution into those that have an equal number of scores. (McMillan and Schumacher, 2001:216).

c. Mode

The mode is simply the score that occurs most frequently in a distribution (McMillan and Schumacher, 2001:217).

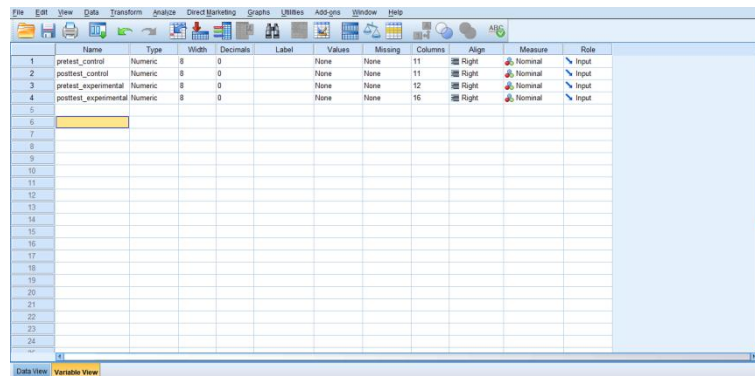
d. Standard Deviations

The standard deviation is a numerical index that indicates the average variability of the scores. It tells us, in other words, about the distance, on the average, of the score from the mean (McMillan and Schumacher, 2001:221).

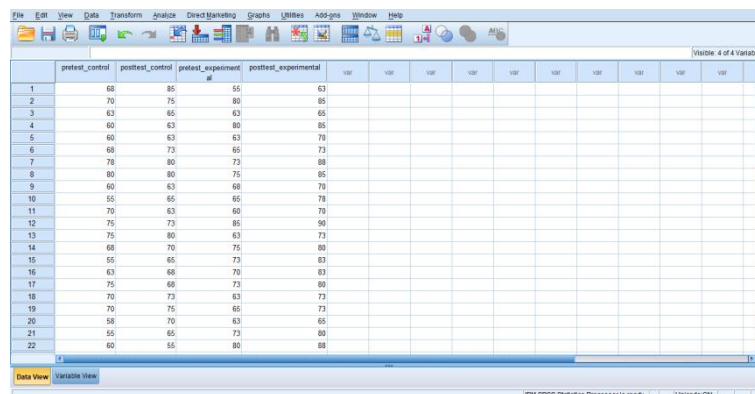
The researcher used the SPSS program to analyze the data description, the steps of the SPSS program are:

- 1) Open the SPSS program for windows.
- 2) Make variable by clicking tab variable view.
- 3) Write the name of column in first line.
- 4) Change the column of decimals column becomes 0.

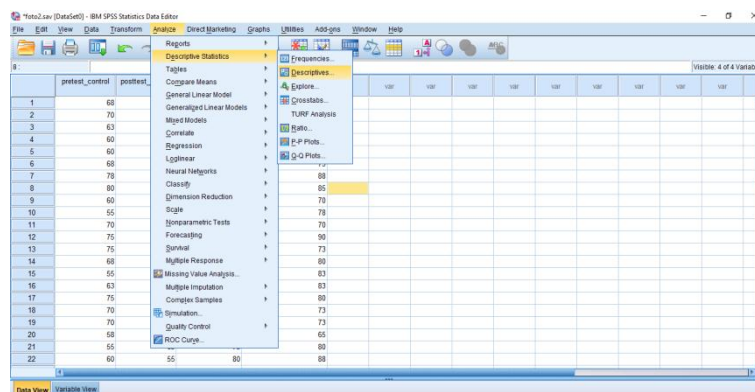
5) Write the label column, As follow:



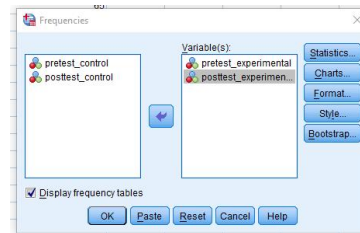
6) Open data view, input the data in the variable. As follow:



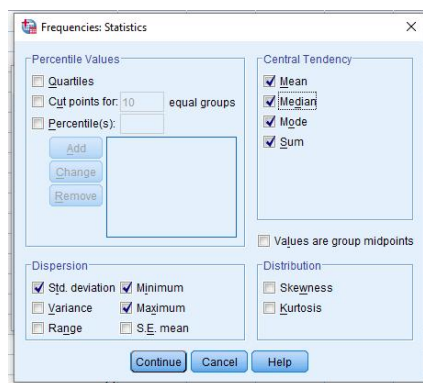
7) Click Analyze Description Statistics Frequencies, for each experimental and control, as the picture below



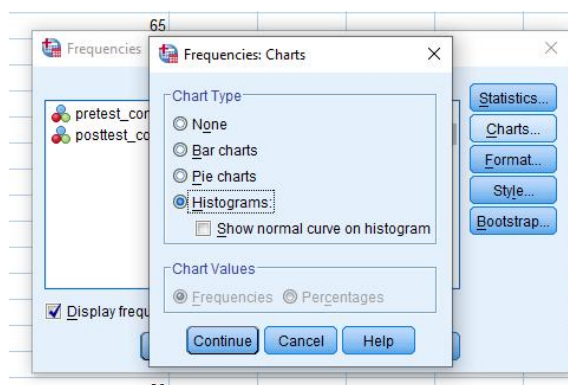
- 8) Pick the pretest_ experimental and post_ test variable from the left box to the right box, then checklist frequencies box, as the picture below



- 9) Click Statistics, then checklist Mean, Median, Mode, Sum, Std. Deviation, minimum, maximum. As follow:



- 10) Click continue Charts Checklist Histograms
continue



11) Click OK. The result of mean, median, mode, standard deviation, and frequencies shown in the output page. Same procedure do for Control Class.

2. Pre-requisite test

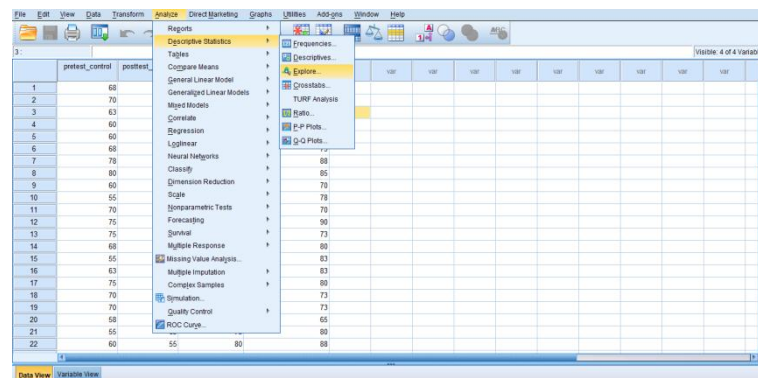
It was used to know the legality of samples.

a. Normality test

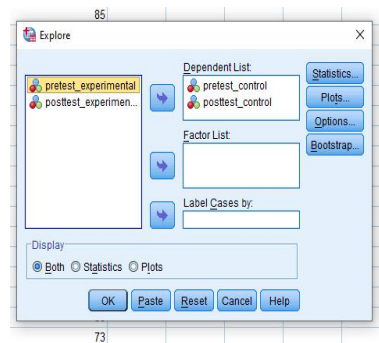
The normality test is used to determine whether the data of experimental and control groups come from normal distribution or not. The researcher used the SPSS program to analyze the normality test using Kolmogorov-Smirnov. The steps of normality are:

1) We are using the same Data editor (name for SPSS window) that already use for the statistical analysis above.

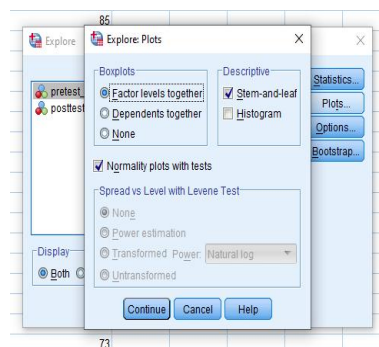
2) Go to Menu Bar Click Descriptive Explore, as follows



3) Put pretest_experimental and post_experimental variables in the Dependent List Box, as in picture below



- 4) Click Plots Box, checklist “Normality Plots With Test”, then click “continue”



- 5) Click OK, the result will be shown in an output page

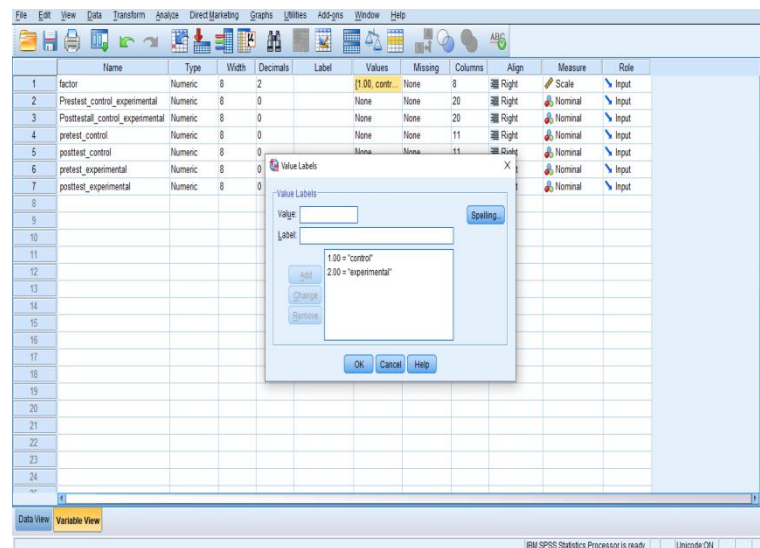
b. Homogeneity

Homogeneity test is intended to show that two or more groups of data samples come from the population having the same variants. The researcher used the SPSS and Levels Test program to analyze homogeneity.

- 1) We are using the same Data editor (name for SPSS window) that already use for the statistical analysis above

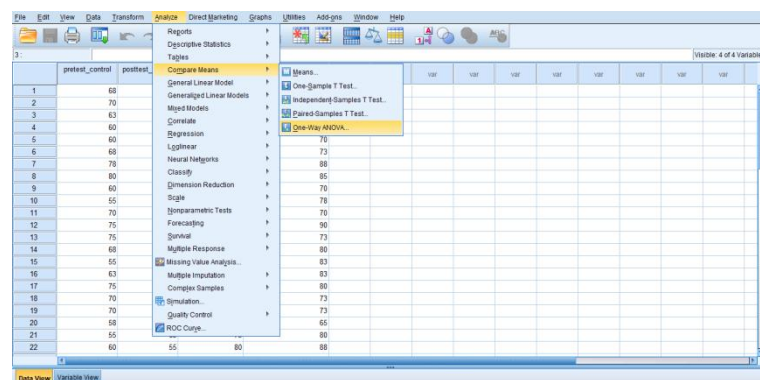
2) Open variable view and write variable “factor” to mark each instrumental and control class, and give value in value column 1 for control class and 2 for instrumental class.

Then, add 2 variables, to group each pretest and posttest., as follow

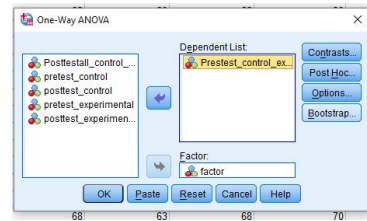


1) Go to the menu bar, click "Analyze" then click "Compare Means"

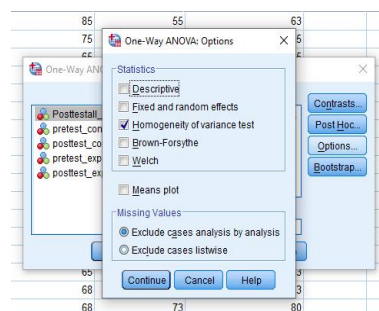
One Way ANOVA, as the picture below



2) Then, pick a variable in the right box to the left box as follow



3) Then, click "option" homogeneity of variance test, as follow



4) Click continue, and OK, the output will be displayed at output page. Do the same steps for posttest group

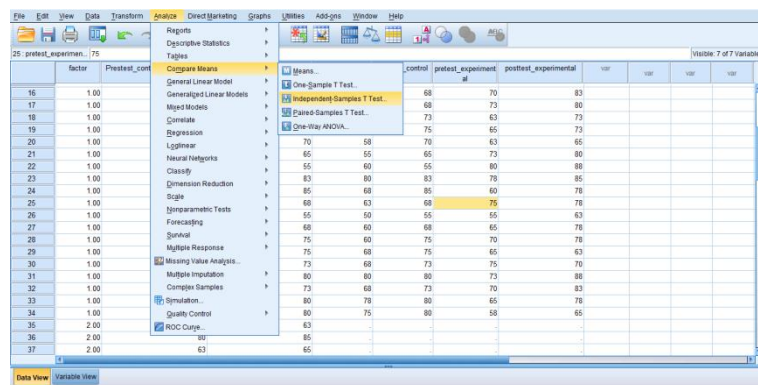
c. Hypothesis Testing

- 1) To test the hypothesis saying there is a difference in grammar mastery of the students who are taught by using BBC Learning English video and those taught by using textbook. To know the effect of this research, the researcher used the same t-test formula for respondents of experimental and control class. The independent sample t-test is a test used to determine whether two unrelated samples have a different average. So, the purpose

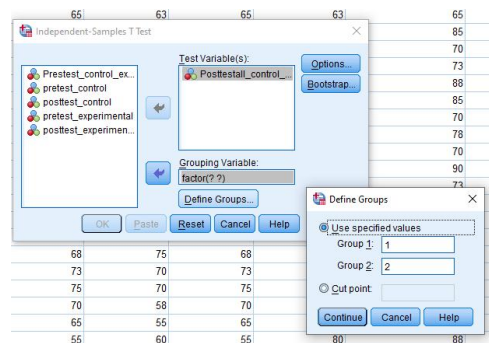
of this statistical method is to compare the average of two groups that are not related to each other.

The steps of t-test are as follow:

- a) We are using the same Data editor (name for SPSS window) that already use for the statistical analysis above
- b) Go to Menu Bar and click “Compare Means” then click Independent sample t-Test, as follows



- c) In the dialogue box, select posttest group variable from left box to the right box, then select factor variable, at the group variable box, click “define group”, and write “1” for group 1 and “2” for group 2, as follows



- d) Then click continue, then click OK, statistical results will come out at the output page
- 2) To test the hypothesis saying that BBC Learning English videos are effective to use in teaching grammar at eighth grade. To know the effect of this research, the researcher used the same compare mean formula for respondents of experimental and control classes. Compare means used to compare averages between two or more data sample groups.

The steps of T-test are as follow:

- a) Open the SPSS program for windows
- b) Make variable by clicking tan variable view
- c) Write the name of column in first line
- d) Change the column of decimals to 0
- e) Write the label column in first line control and second line is experimental
- f) Open data view, input the data in the variable
- g) Click Analyze Description Statistics Frequencies
- h) Click Statistics, then checklist Mean, Median, Mode, Sum, Std. Deviation, minimum, maximum
- i) Click continue Charts checklist Histograms
continue
- j) Click OK. The results of mean, median, mode, standard deviation.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

A. Research Findings

1. Data Description

The purpose of this research are to find out whether there is significant differences of students' achievement in simple present tense and present continuous tense taught by using BBC Learning English video and those taught by using textbook. This research conducted at the eight grade of SMP N 4 Boyolali in Academic Year 2021/2022. The researcher chose two classes as sample. There were VIII B as an experimental group and VIII C as the control group. In which for the experimental group, the students were taught by using BBC Learning English video and for the control group, the students were taught by using textbook. The researcher gave treatment for each group in 4 meetings.

First treatment for the experimental group, the researcher play the BBC learning English video from the BBC Learning English YouTube channel entitled "How to use present tense - 6 minute grammar". Then, the researcher asked the students to watch the video carefully and the researcher gave an explanation about the video. The components of grammatical point or aspects that can be covered from the video include inflectional affixes (-s/es), syntactic structure (tenses), interrogation, and time or duration.

The second treatment for the experimental group, the researcher play the BBC learning English video from the BBC Learning English YouTube channel entitled “Present Simple and Present Continuous - 6 minute grammar”. Then, the researcher asked the students to watch the video carefully and the researcher gave an explanation about the video. The components of grammatical point or aspects that can be covered from the video include inflectional affixes (-s/es), syntactic structure (tenses), interrogation, and time or duration.

The third treatment for the experimental group, the researcher play the BBC learning English video from the BBC Learning English YouTube channel entitled “Present Simple and Present Continuous - 6 minute grammar”. Then, the researcher asked the students to watch the video carefully and the researcher gave an explanation about the video. The components of grammatical point or aspects that can be covered from the video include inflectional affixes (-s/es), syntactic structure (tenses), interrogation, and time or duration.

The last treatment for the experimental group, the researcher play the BBC learning English video from the BBC Learning English YouTube channel entitled “Present Simple and Present Continuous: The Grammar Gameshow Episode 1”. Then, the researcher asked the students to watch the video carefully and the researcher gave an explanation about the video. The components of grammatical point or aspects that can be covered from

the video include inflectional affixes (-s/es), syntactic structure (tenses), interrogation, and time or duration.

First treatment for the control group, the researcher asked the students to open the LKS (English textbook) with simple present tense and present continuous tense material. The researcher asked the students to read about the material carefully. After that, the researcher gave an explanation about the material from the book. The second, third, and last treatment for the control group, the treatment was the same as the first meeting.

After administered pre-test and post-test the researcher got the data. Next, the researcher analyze the data to answer the research question number one, and to test there is significance difference score before and after being taught by using BBC Learning English video by using independent sample test.

The purpose of this research also to find out whether using BBC learning English video id effective to teach grammar. To know whether BBC learning English video is effective or not, the researcher did pre-test in both of the groups, then gave the treatment by apply different media. In the experimental group using BBC learning English video and the control group usinf textbook. After the treatment had done, the researcher gave post-test in both of the groups in order to get the grammar score of the students. The data in this research were obtained from the structure test's score. The data was taken from the pre-test and post-tests score of experimental and control group. The description of the data included the

mean, the median, the mode, the standart deviation, and the frequency distribution followed by histogram and table. The researcher got the data from pre-test in which taken before the treatment was given to the students and post-test in which taken after the treatment was given to the students.

a. Data of the Students Pre Test and Post Test of Experimental Class

On this table show pre-test and post-test results in experimental class. In this class, treatment was given by using BBC learning English video after the pretest was carried out. The lowest score of students in the pre-test experimental class was 55 while the highest score was 85, while in the post-test the lowest score was 63 and the highest score was 90.

Table 4.1. Pre-test and Post-test Results in the Experimental Class (VIII B)

Class VIII B (experiment)					
Name	Pre Test	Posttest	Name	Pre Test	Posttest
AAJA	55	63	GS	63	73
AFAA	80	85	IDC	65	73
APP	63	65	JCP	63	65
ADS	80	85	LZ	73	80
AIY	63	70	MA	80	88
AANH	65	73	MNA	78	85
AK	73	88	MRP	60	78
ANR	75	85	NIK	75	78
AVP	68	70	PA	55	63
AER	65	78	RV	65	78
AER	60	70	RAAR	70	78
BPP	85	90	RAP	65	63
BAS	63	73	RZN	75	70
DA	75	80	SMA	73	88
FDS	73	83	TA	70	83
FYI	70	83	VR	65	78
GES	73	80	YGS	58	65

Descriptive statistics (mean, median, mode) for experimental class (VIII B) are shown in Table 4.2

Table 4.2. Descriptive Statistics Experimental Class

Statistics			
		pretest_experimental	posttest_experimental
N	Valid	34	34
	missing	0	0
Means		68.79	76.68
Median		69.00	78.00
Mode		65	78
std. Deviation		7.543	8.175
Minimum		55	63
Maximum		85	90
sum		2339	2607

Based on Table 4.2, it is known that the pre-test mode value is 65, while the post-test mode value is 78. The average value of the pretest is 68.79 while the average value of the post test is 76.68. The total number

of scores from the pretest is 2339, while the total number of scores from the posttest is 2607. The standard deviation of the pretest is 7.543 and the standard deviation of the posttest is 8.175.

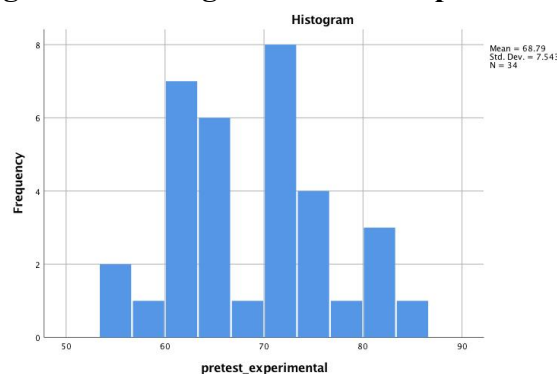
1) Pre Test Descriptive Analysis

Table 4.3. Frequency of Pretest In Experimental Class

pretest_experimental					
		frequency	percent	Valid Percent	Cumulative Percent
Valid	55	2	5.9	5.9	5.9
	58	1	2.9	2.9	8.8
	60	2	5.9	5.9	14.7
	63	5	14.7	14.7	29.4
	65	6	17.6	17.6	47.1
	68	1	2.9	2.9	50.0
	70	3	8.8	8.8	58.8
	73	5	14.7	14.7	73.5
	75	4	11.8	11.8	85.3
	78	1	2.9	2.9	88.2
	80	3	8.8	8.8	97.1
	85	1	2.9	2.9	100.0
Total		34	100.0	100.0	

In Table 4.3, it can be seen that the frequency of the lowest scores in the pretest was 78 and 85 with 1 student getting it, while the highest score frequency was 65 with 6 students getting it. The pretest scores of VIII B instrumental class students are shown in Figure.

Figure 4.1. Histogram Pre-test Experimental Class



2) Pre Test Class Intervals

The number of classes of the experimental class (VIII B)

(Table 4.4) pretest is calculated using the following equation

$$1 + 3.3(\log n) \longrightarrow n = \text{total of respondents} \longrightarrow 1 + 3.3(\log 34) = 1 + 3.3(1.53) \\ = 1 + 5.049 \\ = 6.049 \longrightarrow 6$$

While the class length can be calculated by the following equation

$$\frac{\text{Highest score} - \text{Lowest score}}{\text{Total of Class}} \longrightarrow \frac{85 - 55}{6} = 5$$

Table 4.4. Pretest Interval Class Experimental Class (VIII B)

<u>Many Classes</u>	<u>Class Boundary</u>	<u>Absolute Frequency</u>	<u>Relative Frequency (%)</u>	<u>Class Criteria</u>
55-60	54.5-60.5	4	11,8	Very Very Low
61-66	60.5-66.5	9	26.5	Very Low
67-72	66.5-72.5	7	20,6	Enough
73-78	72.5-78.5	10	29,4	High
79-84	78.5-84.5	3	8,8	Very high
85-90	84.5-90.5	1	2,9	Very Very Very High
	Total	34	<u>100</u>	

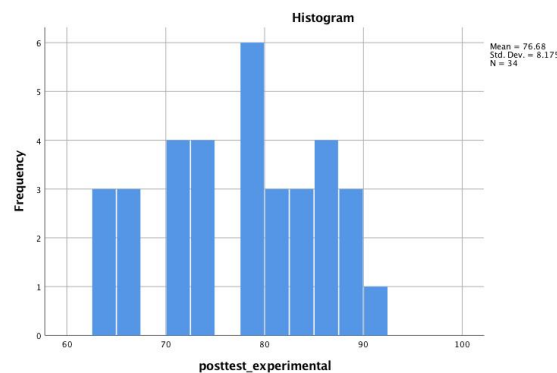
Based on Table 4.4 it is known that the "High" class criteria (score range 73-78) has the highest percentage with 29.4%, while the "Very High" class criteria (score range 85-90) gets the lowest presentation with 2.9%.

3) Post Test Descriptive Analysis

Based on Table 4.4 it is known that the value 90 has the lowest frequency with 1 student, while the value 78 has the highest frequency with 6 students. The frequency of student posttest is shown in Table 4.5

Table 4.5. Frequency Post Test Of Students In Experimental Class

posttest_experimental					
		frequency	percent	Valid Percent	Cumulative Percent
Valid	63	3	8.8	8.8	8.8
	65	3	8.8	8.8	17.6
	70	4	11.8	11.8	29.4
	73	4	11.8	11.8	41.2
	78	6	17.6	17.6	58.8
	80	3	8.8	8.8	67.6
	83	3	8.8	8.8	76.5
	85	4	11.8	11.8	88.2
	88	3	8.8	8.8	97.1
	90	1	2.9	2.9	100.0
Total		34	100.0	100.0	

Figure 4.2 Histogram Posttest Experimental Class

4) Post test Test Class Interval

The number of classes of the experimental class (VIII B)

posttest is calculated using the following equation

$$\begin{aligned}
 1 + 3.3(\log n) &\rightarrow n = \text{total of respondents} \rightarrow 1 + 3.3(\log 34) = 1 + 3.3(1.53) \\
 &= 1 + 5.049 \\
 &= 6.049 \rightarrow 6
 \end{aligned}$$

While the class length can be calculated by the following equation

$$\frac{\text{Highest score} - \text{Lowest score}}{\text{Total of Class}} \rightarrow \frac{90 - 63}{6} = 4,5 \rightarrow 5$$

Table 4.6. Class Interval of Experimental Class (VIII B)

<u>Many Classes</u>	<u>Class Boundary</u>	<u>Absolute Frequency</u>	<u>Relative Frequency</u>	Class Criteria
63-67	62.5-68.5	6	17.6	Very Very Low
68-72	68.5-73.5	8	23.5	Very low
73-77	73.5-79.5	6	17.6	Enough
78-82	79.5-85.5	9	26.5	High
83-87	85.5-91.5	4	14.7	Very high
88-92	91.5-97.5	1	0	Very Very High
	Total	34	<u>100</u>	

Based on the table 4.6, it is known that the criteria for the "High" class (range 80-85) have the highest percentage with 26.5%, while the criteria for the "Very High" class (range 92-97) have the lowest percentage with 0%.

b. Data on the Students Pre Test and Post Test of Control Class

Table 4.7. The Score of Pre-Test and Post-Test in Control Class

Class VIII C (control)					
Name	Pre Test	Posttest	Name	Pre Test	Posttest
AP	73	85	JA	73	73
AFP	75	75	KAP	73	75
AR	66	65	KHW	60	70
AKW	60	63	LNC	55	65
ANM	60	63	MYASC	60	55
AEP	68	73	MAA	83	83
BRDS	78	80	MRLA	68	85
CK	83	80	MAS	66	68
CPR	60	63	MHPGR	55	55
DCK	55	65	NAA	60	68
FAN	73	63	NAP	60	75
FGP	75	73	NAW	70	75
FKP	78	80	NH	68	73
GPP	73	70	RN	83	80
GNA	55	65	RDM	68	73
GDT	66	68	REJ	78	80
IRK	78	68	SMA	78	80

Based on Table 4.7, the highest score in the pretest for the control class (VIII C) was 83, while the lowest score in the pretest was 55, while the highest score in the posttest was 85 and the lowest score in the posttest was 55.

Table 4.8. Descriptive Analysis Of Control Class

		Statistics	
		pretest_control	posttest_control
N	Valid	34	34
	missing	34	34
Means		68.50	71.53
Median		68.00	73.00
Mode		60	80
std. Deviation		8.935	7.875
Minimum		55	55
Maximum		83	85
sum		2329	2432

Based on Table 4.8, it is known that the pre-test average is 68.50, while the post-test average is 71.53. The mode value in the pre-test was 60, while in the post-test it was 80, while the standard deviation of the pre-test was 8.935 and the standard deviation of the post-test was 7.875.

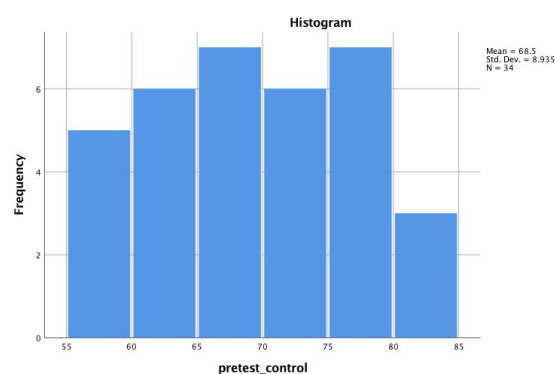
1) Pre Test Descriptive Analysis

Table 4.9. Frequency of Pre Test In Control Class

		pretest_control			
		frequency	percent	Valid Percent	Cumulative Percent
Valid	50	1	1.5	2.9	2.9
	55	3	4.4	8.8	11.8
	58	1	1.5	2.9	14.7
	60	6	8.8	17.6	32.4
	63	3	4.4	8.8	41.2
	68	7	10.3	20.6	61.8
	70	4	5.9	11.8	73.5
	75	4	5.9	11.8	85.3
	78	2	2.9	5.9	91.2
	80	3	4.4	8.8	100.0
	Total	34	50.0	100.0	
missing	System	34	50.0		
Total		68	100.0		

Based on Table 4.9, it is known that the value of 68 has the highest frequency with 7 students, while the values 50 and 58 have the lowest frequency with 1 student. Pre-test control class (VIII C) is shown in Figure 4.3

Figure 4.3 Histogram Pretest Control Class



2) Pre Test Class Intervals

The number of classes from the control class (VIII C) pre test is calculated using the following equation

$$1 + 3.3(\log n) \rightarrow n = \text{total of respondents} \rightarrow 1 + 3.3(\log 34) = 1 + 3.3(1.53) \\ = 1 + 5.049 \\ = 6.049 \rightarrow 6$$

While the class length can be calculated by the following equation

$$\frac{\text{Highest score} - \text{Lowest score}}{\text{Total of Class}} \rightarrow \frac{83 - 55}{6} = 4,66 \rightarrow 5$$

Table 4.10. Class Interval of Control Class Pretest

<u>Many Classes</u>	<u>Class Boundary</u>	<u>Absolute Frequency</u>	<u>Relative Frequency (%)</u>	Class Criteria
50-55	49.5-55.5	4	11.8	Very Very Low
56-61	55.5-60.5	7	20.6	Very low
62-67	60.5-66.5	3	8.8	Enough
68-73	66.5-72.5	11	32.4	High
74-79	72.5-78.5	6	17.6	Very high
80-83	78.5-84.5	3	8.8	Very Very High
	Total	34	100	

Based on Table 4.10, it is known that the "High" class criteria (score range 67-72) has the highest percentage with 32.4%, while the "Very Very High" class criteria (score range 79-84), has the lowest percentage with 8.8 %.

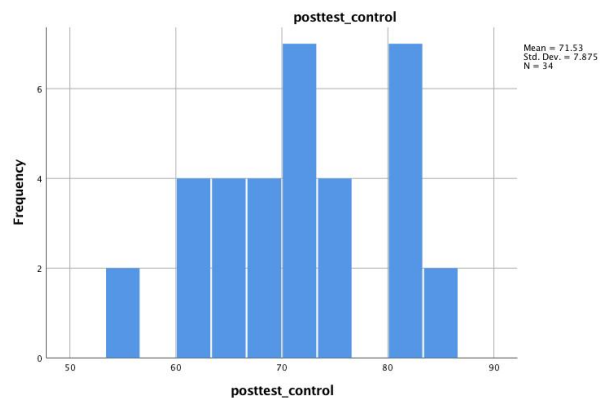
3) Post Test Descriptive Analysis

Based on Table 4.11, it is known that the value 80 has the highest frequency with 6 students, while the value 83 has the lowest frequency with 1 student.

Table 4.11. Frequency of Control Class Posttest

		posttest_control			
		frequency	percent	Valid Percent	Cumulative Percent
Valid	55	2	2.9	5.9	5.9
	63	4	5.9	11.8	17.6
	65	4	5.9	11.8	29.4
	68	4	5.9	11.8	41.2
	70	2	2.9	5.9	47.1
	73	5	7.4	14.7	61.8
	75	4	5.9	11.8	73.5
	80	6	8.8	17.6	91.2
	83	1	1.5	2.9	94.1
	85	2	2.9	5.9	100.0
	Total		34	50.0	100.0
missing	System	34	50.0		
Total		68	100.0		

The posttest control class histogram is shown in Figure 4.4

Figure 4.4. Histogram Post Test Control Class

4) Post Test Class Intervals

The number of classes of the control class (VIII C) post-test is calculated using the following equation

$$1 + 3.3(\log n) \rightarrow n = \text{total of respondents} \rightarrow 1 + 3.3(\log 34) = 1 + 3.3(1.53) \\ = 1 + 5.049 \\ = 6.049 \rightarrow 6$$

While the class length can be calculated by the following equation

$$\frac{\text{Highest score} - \text{Lowest score}}{\text{Total of Class}} \rightarrow \frac{85 - 55}{6} = 5$$

Table 4.12. Class Post Test Class Control Intervals

<u>Many Classes</u>	<u>Class Boundary</u>	<u>Absolute Frequency</u>	<u>Relative Frequency (%)</u>	Class Criteria
55-60	54.5-60.5	2	5.9	Very Very Low
61-66	60.5-66.5	8	23.5	Very low
67-72	66.5-72.5	6	17.6	Enough
73-78	72.5-78.5	9	26.5	High
79-84	78.5-84.5	7	20.6	Very high
85-90	84.5-90.5	2	5.9	Very Very High
	Total	34	<u>100</u>	

Based on Table 4.12, it is known that the criteria for the "High" class (range 73-78) have the highest percentage with 26.5%, while the criteria for the "Very Very Low" class (grade range 55-60) and the criteria for Very Very High class" (range score 85-90) has the lowest percentage of 5.9%.

2. Pre-Requisite Test

This test is also known as the classic assumption test. This study is using the Kolmogorov–Smirnov normality test and Leven's homogeneity test

a. Normality Test

The normality test looks at the Saphiro Wilk test value. This method is appropriate when carried out on research that has respondents above 50. The normality test in the experimental class is shown in Table 4.17

Table 4.13. Experimental Class Normality Test (VIII B)

	Kolmogorov-Smirnova			Shapiro-Wilk		
	Statistics	df	Sig.	Statistics	df	Sig.
pretest_experimental	.163	34	.022	.967	34	.391
posttest_experimental	.153	34	.043	.940	34	.061

a. Lilliefors Significance Correction

The Shapiro-Wilk test is also called the goodness of fit test for predicting the distribution of data. The requirement for normal data distribution is if the significance value is above 5% (> 0.05). Based on the table 4.13, it can be seen that the distribution of data in this study is normal with a significance value (above $\alpha = 0.05$) (> 0.05), with a value of 0.391 in the pretest and 0.061 in the posttest. Meanwhile, the normality test in the control class (Table 4.15) shows a good distribution of data with a significance value above $\alpha = 0.05$ (> 0.05), with 0.161 in the pretest, and 0.239 in the posttest.

Table 4.14. Control Class Normality Test (VIII B)

	Kolmogorov-Smirnova			Shapiro-Wilk		
	Statistics	df	Sig.	Statistics	df	Sig.
pretest_control	.143	34	.077	.954	34	.161
posttest_control	.124	34	.200*	.960	34	.239

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

b. Homogeneity Test

Homogeneity test aims to show that two or more data sample groups are taken from populations that have the same variance, to examine data homogeneity. Homogeneity test is a test

that is a requirement of the independent sample T-test. Homogeneity test is shown in Table 4.14.

Table. 4.15. Homogeneity Pretest Control Class and Experimental Class Tests

Test of Homogeneity of Variances			
Pretest_control_experimental			
Levene Statistics	df1	df2	Sig.
.023	1	62	.879

The homogeneity test is carried out using the Levene Test, the provisions of this test are that data can be declared eligible if it exceeds the value of $\alpha = 0.05$. Based on Table 4.19, it is known that the pretest value has a homogeneous data distribution with a significance value of $0.879 > 0.05$. the posttest significance value was also declared to meet the requirements with a significance value above $\alpha = 0.05$, namely 0.746. The posttest homogeneity test is shown in Table 4.15

Table 4.16. Homogeneity Test Control Class and Experimental Class

Test of Homogeneity of Variances			
Posttestall_control_experimental			
Levene Statistics	df1	df2	Sig.
.106	1	62	.746

3. Hypothesis Test

a. First Hypothesis

Hypothesis testing was carried out using the independent sample t-test method. This test was conducted to compare two unpaired samples. Independent T-test. The T-test is used to determine whether there is a difference in the mean of two

unpaired samples. The requirements that must be met in order to carry out an independent sample t-test are data that are normally distributed and homogeneous (not absolute). The results of the independent T-test from the posttest of the experimental class and the control class are shown in Table 4.16

Table 4.17. Independent T-Test Post Test Experimental Class and Control Class

		Independent Samples Test								
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Differences	std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Posttestall_control_instrumental	Equal variances assumed	.106	.746	-2,455	62	.017	-4,904	1998	-8,897	-.910
	Equal variances not assumed			-2,450	60,564	.017	-4,904	2001	-8,906	-.902

Based on the table 4.17, it can be seen that t count at df $\alpha/2$ ($0.05/2=0.025$) is 2.445. This value is greater than t table at df = 62, which is 1.998 ($t_{\text{observed}} > t_{\text{table}} = 2,445 > 1,998$). The resulting significance value is above $\alpha=0.05$. Significance value of independent t-test observed is $0,017 < 0,05$. So that there is an effect of treatment on the sample (respondents). These results prove that the null hypothesis (H_0) which states that using BBC learning English video to teach grammar at the eighth grade of SMP N 4 Boyolali is not effective is rejected. And the working

hypothesis is accepted. It means that there is a significant difference between the experimental group and the control group.

b. Second Hypothesis

Descriptive Statistics Experimental Class

		Statistics	
		pretest_experimental	posttest_experimental
N	Valid	34	34
	missing	0	0
	Means	68.79	76.68
	Median	69.00	78.00
	Mode	65	78
	std. Deviation	7,543	8.175
	Minimum	55	63
	Maximum	85	90
	sum	2339	2607

Descriptive Analysis Of Control Class

		Statistics	
		pretest_control	posttest_control
N	Valid	34	34
	missing	34	34
	Means	68.50	71.53
	Median	68.00	73.00
	Mode	60	80
	std. Deviation	8.935	7,875
	Minimum	55	55
	Maximum	83	85
	sum	2329	2432

The result of the pre-test showed that the mean score of the experimental group was 68,79 and the mean score of control group was 68,50. After the treatment, the mean score of experimental group was 76,68 and the mean score of control group was 71,53. Therefore, the null hypothesis is rejected and the working hypothesis is accepted. It means that BBC Learning English video is effective to use on teaching simple present tense

and present continuous tense. Alternative hypothesis (H_a) which states that using BBC learning English video to teach grammar at the eighth grade of SMP N 4 Boyolali is effective, is accepted. The results indicated that, there is significant differences of students' achievement in simple present tense and present continuous tense who are taught by using between BBC Learning English video and those taught by using textbook and BBC Learning English video is effective to use on teaching simple present tense and present continuous tense at the eight grade of SMP N 4 Boyolali in Academic Year 2021/2022.

B. Discussion

Based on the statistical analysis that has been done, it can be seen that the treatment of BBC learning English video as a means of teaching grammar has a positive impact on students in the experimental class (VIII B), which can be seen from the increase in scores from pre-test to post-test. The increase in scores in the experimental class can be seen from the increase in the average score from the pre-test 68.79 to 76.68 during the post-test. There was also an increase in the lowest and highest scores from the lowest pre-test score of 55 to 63 during the post-test. The highest score also increased from 85 during the pre-test to 90 during the post-test. The post-test mode increases to 78, while the pre-test mode is 65.

The distribution of data on the scores of experimental class students (VIII B) has met the requirements of the Kolmogorov – Smirnov normality

test, with a significance value in the pre-test and post-test greater than the α value of 0.05, namely $0.163 > 0.05$ in the pre-test, and $0.061 > 0.05$, which means that the distribution of student scores in the instrumental class is normal, normally distributed, and proportional, both in the pretest and posttest.

The control class (VIII C) had a lower average pre-test and post-test score than the instrumental class (VIII B) with 68.50 to 71.53. The lowest score of the control class (VIII C) was 55, increasing to 63 in the instrumental class (VIII B). The highest score for the pre-test for the control class (VIII C) was 83, while the pre-test for the instrumental class was 85, for the post-test for the control class (VIII C) it had the highest score 85, while the post-test for the experimental class had the highest score 90. The data distribution of the pre-test and post-test values of the class control (VIII C) was normal with the value of the Kolmogorov-Smirnov homogeneity test exceeding $\alpha = 0.05$ with a pretest normality significance value of $0.143 > 0.05$ and a normality significance value of $0.124 > 0.05$.

Meanwhile, the hypothesis testing carried out in the post-test of the instrumental class and the control class showed a significant influence, which was indicated by the achievement of a significance level above $\alpha = 0.05$, namely $0.746 > 0.05$, this means that the English learning method using video succeeded in increasing the average value in the experimental class resulting in a significance greater than 0.05. This means that H_a is proven, using BBC

learning English video to teach grammar at eighth grade of SMP N 4 Boyolali is effective.

From those analysis, the researcher could conclude that the use of BBC learning English video gives significance effect. The effect can be seen in the score result of post-test between the students in the experimental group and control group of SMP N 4 Boyolali. In the experimental group, the teaching and learning process is more enjoyable and it makes the students' interest in simple present tense and present continuous tense increasing. Furthermore, the students also felt happy and enthusiasm to join the teaching learning process. It is because they are very enjoy in the BBC learning English video in the class and the perception of grammar lesson is boring changing.

The different condition of teaching learning process happens in the control group. The situation is boring and monotonous. The students also become passive in the class, they listen to the teacher's explanation. It is because the media that used by the teacher in control group is just textbook. As the result, the students felt bored and sleepy while joining the class and their attention to the material were low.

Based on the discussion above, it can be concluded that the result of this research, there is significant differences of students' achievement in simple present tense and present continuous tense who are taught by using between BBC learning English video and those taught by using textbook and BBC learning English video is effective to use on teaching simple present

tense and present continuous tense at the eight grade of SMP N 4 Boyolali in Academic Year 2021/2022.

CHAPTER V

CONCLUSION, IMPLICATION AND SUGGESTION

A. Conclusion

The objective of this study was to find out whether there is a significant differences of students' achievement in simple present tense and present continuous tense between the students taught by BBC learning English video and the students taught by textbook and to find out whether using BBC learning English video is effective to teach grammar. In order to gain the objective of the study, the researcher conducted an experimental research. The research was conducted in the eight grade of SMP N 4 Boyolali in Academic Year 2021/2022.

After had conducted the research, the researcher got several results, those are follows:

1. First, there is a significance difference on the students' achievement in simple present tense and present continuous tense between the students who are taught by using BBC learning English video and those taught by using textbook at the eight grade of SMP N 4 Boyolali in Academic Year 2021/2022. It can be proven by the value of t observed is greater than t table at $df = 62$, which is 1.998 ($t \text{ observed} > t \text{ table} = 0,2445 > 1,998$). The resulting significance value is above $\alpha=0.05$. Significance value of independent t test observed is $0,017 < 0,05$. It indicated that the students who are taught by using BBC learning English video have better

achievement in simple present tense and present continuous tense than those who are taught by using textbook.

2. Second, BBC learning English video is effective to use on teaching simple present tense and present continuous tense at the eight grade of SMP N 4 Boyolali in Academic Year 2021/2022. It can be proven by the mean score of VIII B as the experimental group 76,68 (post-test) which is higher than the mean score of VIII C as the control group 71,53 (post-test). It indicated that the students who taught by using BBC learning English video will get high score in grammar and they will be more active, confident and interest in teaching and learning process.

B. Implications

The result of the research shows that there is significant differences of students' achievement in simple present tense and present continuous tense who are taught by using BBC learning English video and those taught by using textbook and BBC learning English video is effective to use on teaching simple present tense and present continuous tense at the eight grade of SMP N 4 Boyolali in Academic Year 2021/2022. BBC learning English video would make the students have more motivation to learn the material especially simple present tense and present continuous tense. Because this media is a video that is interesting, fun, not monotonous, it makes students more interested in the material presented.

Combining audio and visual elements results in faster processing of information on English learning materials for students. According to several

studies, this is because the involvement of audio-visual elements in the video results in more engagement and activity from all students in the class. The use of videos makes students more confident and less afraid of making mistakes when trying. Videos also make the learning atmosphere more enjoyable and uplifting, so that it has the potential to improve the quality of student learning. In the other hand, both the media used in this research will affect students. It means that the teacher should be aware to choose the technique that is effective to teach the material in the classroom.

C. Suggestions

1. For Teachers

- a. English teacher should use BBC learning English video in teaching and learning process in the classroom. Because this media will make the students' interest in simple present tense and present continuous tense increasing.
- b. The teacher should give more motivation to the students during the teaching and learning process.

2. For Students

- a. The students can enrich their vocabularies and their knowledge about simple present tense and present continuous tense.
- b. The students should be more active and more practice in English especially in simple present tense and present continuous tense.

3. For other Researchers

- a. The researcher can apply this media in other field.

- b. The researcher can be used as a source of data, information, and reference for further research related to the use of video as a medium or learning tool.

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APPENDIX 1
STUDENTS' SCORE

A. Students' Score in Experimental Group

Class VIIIB (experiment)					
Name	Pre Test	Posttest	Name	Pre Test	Posttest
AAJA	55	63	GS	63	73
AFAA	80	85	IDC	65	73
APP	63	65	JCP	63	65
ADS	80	85	LZ	73	80
AIY	63	70	MA	80	88
AANH	65	73	MNA	78	85
AK	73	88	MRP	60	78
ANR	75	85	NIK	75	78
AVP	68	70	PA	55	63
AER	65	78	RV	65	78
AER	60	70	RAAR	70	78
BPP	85	90	RAP	65	63
BAS	63	73	RZN	75	70
DA	75	80	SMA	73	88
FDS	73	83	TA	70	83
FYI	70	83	VR	65	78
GES	73	80	YGS	58	65

B. Students' Score in Control Group

Class VIIIC (control)					
Name	Pre Test	Posttest	Name	Pre Test	Posttest
AP	73	85	JA	73	73
AFP	75	75	KAP	73	75
AR	66	65	KHW	60	70
AKW	60	63	LNC	55	65
ANM	60	63	MYASC	60	55
AEP	68	73	MAA	83	83
BRDS	78	80	MRLA	68	85
CK	83	80	MAS	66	68
CPR	60	63	MHPGR	55	55
DCK	55	65	NAA	60	68
FAN	73	63	NAP	60	75
FGP	75	73	NAW	70	75
FKP	78	80	NH	68	73
GPP	73	70	RN	83	80
GNA	55	65	RDM	68	73
GDT	66	68	REJ	78	80
IRK	78	68	SMA	78	80

**APPENDIX 2
CALCULATION DATA**

A. Distribution Frequency

1. Pre-test and Post-test Experimental Group

Descriptive Statics Experimental Class

		Statistics	
		pretest_experim ental	posttest_experi mental
N	Valid	34	34
	missing	0	0
	Means	68.79	76.68
	Median	69.00	78.00
	Mode	65	78
	std. Deviation	7,543	8.175
	Minimum	55	63
	Maximum	85	90
	sum	2339	2607

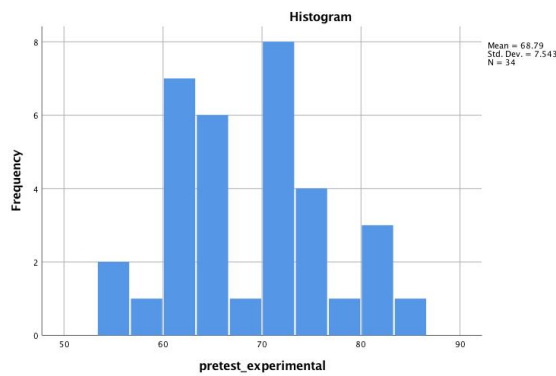
Frequency of Pretest in Experimental Class

		pretest_experimental			
		frequency	percent	Valid Percent	Cumulative Percent
Valid	55	2	5.9	5.9	5.9
	58	1	2.9	2.9	8.8
	60	2	5.9	5.9	14.7
	63	5	14.7	14.7	29.4
	65	6	17.6	17.6	47.1
	68	1	2.9	2.9	50.0
	70	3	8.8	8.8	58.8
	73	5	14.7	14.7	73.5
	75	4	11.8	11.8	85.3
	78	1	2.9	2.9	88.2
	80	3	8.8	8.8	97.1
	85	1	2.9	2.9	100.0
	Total		34	100.0	100.0

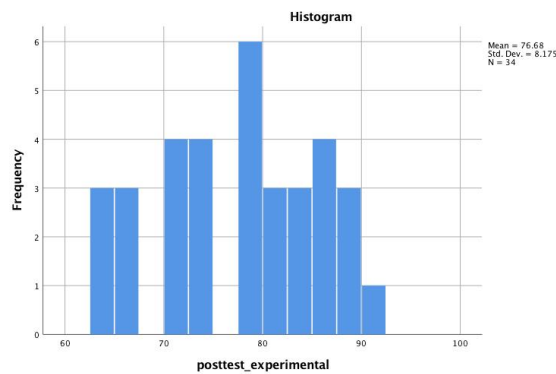
Frequency Post Test Of Students In Experimental Class

		posttest_experimental			
		frequency	percent	Valid Percent	Cumulative Percent
Valid	63	3	8.8	8.8	8.8
	65	3	8.8	8.8	17.6
	70	4	11.8	11.8	29.4
	73	4	11.8	11.8	41.2
	78	6	17.6	17.6	58.8
	80	3	8.8	8.8	67.6
	83	3	8.8	8.8	76.5
	85	4	11.8	11.8	88.2
	88	3	8.8	8.8	97.1
	90	1	2.9	2.9	100.0
	Total	34	100.0	100.0	

Histogram Pretest Experimental Class



Histogram Posttest Experimental Class



2. Pre-test and Post-test Control Group

Descriptive Analysis Of Control Class

		Statistics	
		pretest_control	posttest_control
N	Valid	34	34
	missing	34	34
Means		66.88	71.53
Median		68.00	73.00
Mode		68	80
std. Deviation		8.149	7,875
Minimum		50	55
Maximum		80	85
sum		2274	2432

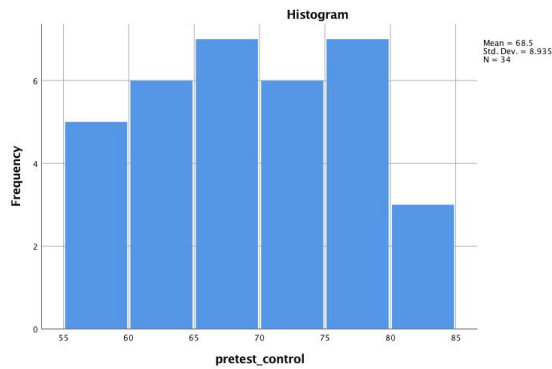
Frequency of Pre-test In Control Class

		pretest_control			
		frequency	percent	Valid Percent	Cumulative Percent
Valid	50	1	1.5	2.9	2.9
	55	3	4.4	8.8	11.8
	58	1	1.5	2.9	14.7
	60	6	8.8	17.6	32.4
	63	3	4.4	8.8	41.2
	68	7	10.3	20.6	61.8
	70	4	5.9	11.8	73.5
	75	4	5.9	11.8	85.3
	78	2	2.9	5.9	91.2
	80	3	4.4	8.8	100.0
	Total		34	50.0	100.0
missing	System	34	50.0		
Total		68	100.0		

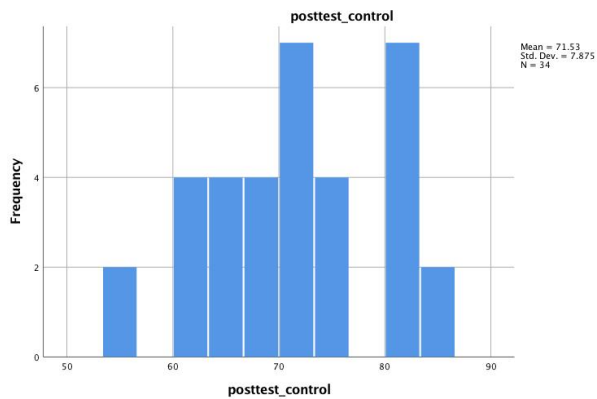
Frequency of Post-test Control Class

		posttest_control			
		frequency	percent	Valid Percent	Cumulative Percent
Valid	55	2	2.9	5.9	5.9
	63	4	5.9	11.8	17.6
	65	4	5.9	11.8	29.4
	68	4	5.9	11.8	41.2
	70	2	2.9	5.9	47.1
	73	5	7.4	14.7	61.8
	75	4	5.9	11.8	73.5
	80	6	8.8	17.6	91.2
	83	1	1.5	2.9	94.1
	85	2	2.9	5.9	100.0
		Total	34	50.0	100.0
missing	System	34	50.0		
Total		68	100.0		

Histogram Pre-test Control Class



Histogram Post-test Control Class



B. Normality Test

Experimental Class Normality Test (VIII B)

Tests of Normality

	Kolmogorov-Smirnova			Shapiro-Wilk		
	Statistics	df	Sig.	Statistics	df	Sig.
pretest_experimental	.163	34	.022	.967	34	.391
posttest_experimental	.153	34	.043	.940	34	.061

a. Lilliefors Significance Correction

Control Class Normality Test (VIII B)

Tests of Normality

	Kolmogorov-Smirnova			Shapiro-Wilk		
	Statistics	df	Sig.	Statistics	df	Sig.
pretest_control	.143	34	.077	.954	34	.161
posttest_control	.124	34	.200*	.960	34	.239

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

C. Homogeneity Test

Homogeneity Pretest Control Class and Experimental Class Tests

Test of Homogeneity of Variances

Pretest_control_experimental

Levene Statistics	df1	df2	Sig.
.023	1	62	.879

Homogeneity Test Control Class and Experimental Class

Test of Homogeneity of Variances

Posttestall_control_experimental

Levene Statistics	df1	df2	Sig.
.106	1	62	.746

D. Testing

Independent T-test Post Test Experimental Class and Control Class

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Differences	std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Posttestall_control_instrumental	Equal variances assumed	.106	.746	-2,455	62	.017	-4,904	1998	-8,897	-.910
	Equal variances not assumed			-2,450	60,564	.017	-4,904	2001	-8,906	-.902

Based on the table 4.21 it can be seen that t count at $df \alpha/2$ ($0.05/2=0.025$) is 2.445. This value is greater than t table at $df = 62$, which is 1.998. The resulting significance value is above $\alpha=0.05$, which is $0.746 > 0.05$. So that there is an effect of treatment on the sample (respondents). These results prove that

- a) The null hypothesis (H_0) which states that using BBC learning English video to teach grammar at the eighth grade of SMP N 4 Boyolali is not effective is rejected; whereas
- b) Alternative hypothesis (H_a) which states that using BBC learning English video to teach grammar at the eighth grade of SMP N 4 Boyolali is effective, is accepted

**APPENDIX 3
INSTRUMENT OF TRY OUT**

Blueprint of Try Out

Basic Competence:

PART I: Understanding the structure simple present tense.

Concept	Indicator	Number of Item	Total
Grammatical ability is the capacity to realize grammatical knowledge accurately and meaningfully in testing or other language-use situations	Inflectional affixes (-s/es)	1, 2, 6, 10, 15, 21	6
	Syntactic structure (tenses)	4, 8, 9, 12, 14, 16, 19, 22, 23	9
	Interrogation	3, 5, 7, 13, 18, 24	6
	Time or Duration	11, 17, 20, 25	4
Total			25

Basic Competence:

PART II: Understanding the structure present continuous tense.

Concept	Indicator	Number of Item	Total
Grammatical ability is the capacity to realize grammatical knowledge accurately and meaningfully in testing or other language-use situations	Inflectional affixes (-ing)	26, 27, 31, 35, 40, 46	6
	Syntactic structure (tenses)	29, 33, 34, 37, 39, 41, 44, 47, 49	9
	Interrogation	28, 30, 32, 38, 43, 49	6
	Time or Duration	36, 42, 45, 50	4
Total			25

Total: 50 Questions

TRY OUT PRE-TEST

Directions: This task consists of two parts. They are Simple Present Tense and Present Continuous Tense. Questions number 1-25 are about Simple Present Tense and questions number 26-50 are about Present Continuous Tense. Choose option A, B, C, or D for the correct answer.

PART I – SIMPLE PRESENT TENSE

1. Susi her cat everyday.
 - a. to feed
 - b. feed
 - c. feeds
 - d. feeding
2. Gea by foot everyday to her school.
 - a. go
 - b. goes
 - c. going
 - d. to go
3. Does drink enough mineral water every day?
 - a. they
 - b. you
 - c. he
 - d. I
4. Fira always at the restaurant every Saturday night.
 - a. do not, eats
 - b. does not, eat
 - c. do not, eat
 - d. does not, eats
5. you your teeth every night?
 - a. Does, brush
 - b. Do, brush
 - c. Does, brushes
 - d. Do, brushes
6. The sun in the east.
 - a. rises
 - b. rise
 - c. to rise
 - d. rising
7. Do at least once a week?
 - a. you, exercise
 - b. you, exercises
 - c. they, exercises
 - d. he, exercise
8. She violin well, that's why she keep practice every day.
 - a. do not play
 - b. do not plays
 - c. does not play

- d. does not plays
9. She not attention of teacher's announcement.
 - a. do, pay
 - b. does, pay
 - c. does, pays
 - d. do, pays
 10. Water at 100 degrees celcius.
 - a. boil
 - b. boils
 - c. boiling
 - d. to boil
 11. Mary watches drama
 - a. every Sunday
 - b. yesterday
 - c. one our ago
 - d. two days ago
 12. My mother and I to market to buy vegetables every morning.
 - a. go
 - b. goes
 - c. going
 - d. to go
 13. Does math for the test?
 - a. he studies
 - b. they study
 - c. we study
 - d. she study
 14. On 17th August, we always our independence day in city park.
 - a. celebrate
 - b. celebrates
 - c. celebrating
 - d. to celebrate
 15. My mother the bathroom every twice a week.
 - a. clean
 - b. to cleans
 - c. to clean
 - d. cleans
 16. Every morning, my mother always me up on 5 a.m.
 - a. waken
 - b. wake
 - c. woke
 - d. wakes
 17. Selena always visits her uncle
 - a. yesterday
 - b. a day ago
 - c. once a month
 - d. a week ago
 18. she a Harry Potter book?
 - a. do, read

- b. do, reads
 - c. does, reads
 - d. does, read
19. We always on karaoke twice a month.
- a. to sing
 - b. sings
 - c. sing
 - d. singing
20. I play badminton
- a. yesterday
 - b. a week ago
 - c. twice a week
 - d. three days ago
21. John his email every morning.
- a. check
 - b. checks
 - c. to check
 - d. checking
22. I in the modelling industry.
- a. doesn't works
 - b. doesn't work
 - c. don't work
 - d. don't works
23. My brother fashion.
- a. don't likes
 - b. don't like
 - c. doesn't likes
 - d. doesn't like
24. your friends in London?
- a. Do, live
 - b. Do, lives
 - c. Does, live
 - d. Does, lives
25. Sania always drinks a cup of milk
- a. one hour ago
 - b. last week
 - c. every day
 - d. some minutes ago

PART II – PRESENT CONTINUOUS TENSE

26. Jackson is English now.
- a. study
 - b. studies
 - c. studying
 - d. to study

27. Mr. Ryan is to Bali next week.
- go
 - going
 - goes
 - to go
28. Jenny: "What you"?
Lisa: "I am reading a novel"
- are, read
 - are, reading
 - is, reading
 - do, read
29. It is now 11 p.m. Riana sleeping in her bedroom.
- is
 - am
 - are
 - was
30. Look! There's Shinta. Where she"?
- does, go
 - do, going
 - is, go
 - is, going
31. You can turn off the TV now. I am It.
- watching
 - not watching
 - watch
 - not watch
32. Rose: "Is Tiffany to the library now?"
Nancy: "Yes, she is."
- go
 - goes
 - going
 - doesn't go
33. Please be quiet. I trying to concentrate.
- is
 - were
 - are
 - am
34. Susan and Susanna writing poems for an English subject.
- is
 - are
 - was
 - were
35. The weather is nice at the moment. It is"
- rain
 - raining
 - not raining
 - not rain
36. I am reading a book"

- a. the moment
 - b. yesterday
 - c. two days ago
 - d. some minutes ago
37. I need an umbrella because it right now.
- a. is rain
 - b. are raining
 - c. is raining
 - d. are rain
38. Felix: "What you waiting?"
Chris: "I am waiting for my dad now."
- a. is
 - b. are
 - c. do
 - d. does
39. They a cup of coffee but milk.
- a. is not collecting
 - b. is not drinking
 - c. are not collecting
 - d. are not drinking
40. Listen! Someone is the door.
- a. knock
 - b. knocks
 - c. knocking
 - d. to knocking
41. Jinny: "Look! It's snowing."
Rahmi: "So beautiful. This is my first time I have ever seen snow in my life.
Because it in my country."
- a. is not snow
 - b. is not snowing
 - c. are not snow
 - d. are not snowing
42. They are playing basketball
- a. yesterday
 - b. a week ago
 - c. last month
 - d. right now
43. Justin: "Are the students reading books in the library now?"
Jaden: "No, they"
- a. are
 - b. aren't
 - c. do
 - d. don't
44. The workers a new hotel in Simpang Lima at the moment.
- a. are building
 - b. are build
 - c. is building

- d. is build
- 45. She is washing her hair
 - a. two minutes ago
 - b. last week
 - c. yesterday
 - d. now
- 46. My parents are with me this week.
 - a. stay
 - b. stays
 - c. to stay
 - d. staying
- 47. Emily a pink hat today.
 - a. is wear
 - b. is wearing
 - c. is wears
 - d. are wearing
- 48. I am not a raincoat because it is
 - a. wearing, not raining
 - b. wearing, not rain
 - c. wear, not raining
 - d. wear, not rain
- 49. they dinner now?
 - a. are, eat
 - b. are, eats
 - c. are, eating
 - d. is, eating
- 50. I am sending an email
 - a. just now
 - b. 30 minutes ago
 - c. last month
 - d. last week

KEY ANSWER OF TRY OUT PRE-TEST

PART I – SIMPLE PRESENT TENSE

1. C
2. B
3. C
4. B
5. B
6. A
7. A
8. C
9. B
10. B
11. A
12. A
13. D
14. A
15. D
16. B
17. C
18. D
19. C
20. C
21. B
22. C
23. D
24. A
25. C

PART II – PRESENT CONTINUOUS TENSE

26. C
27. B
28. B
29. A
30. D
31. B
32. C
33. D
34. B
35. C
36. A
37. C
38. B

- 39. D
- 40. C
- 41. B
- 42. D
- 43. B
- 44. A
- 45. D
- 46. D
- 47. B
- 48. A
- 49. C
- 50. A

TRY OUT POST-TEST

Directions: This task consists of two parts. They are Simple Present Tense and Present Continuous Tense. Questions number 1-25 are about Simple Present Tense and questions number 21-50 are about Present Continuous Tense. Choose option A, B, C, or D for the correct answer.

PART I - SIMPLE PRESENT TENSE

1. He always early at school.
 - a. arrive
 - b. arrives
 - c. arrived
 - d. to arrives
2. She her shop between 8 a.m and 9 p.m every day.
 - a. run
 - b. runs
 - c. running
 - d. to runs
3. Louis: " you usually take a nap after school?
Zara : "Yes, I do."
 - a. does
 - b. do
 - c. should
 - d. must
4. My father strong and fit.
 - a. is
 - b. are
 - c. am
 - d. aren't
5. Jason: "Does it rain a lot in rainy season?"
Alessa: "Yes, it"
 - a. is
 - b. are
 - c. am
 - d. aren't

- a. does
 - b. do
 - c. should
 - d. must
6. Clara always a mask whenever going outside.
- a. wear
 - b. wearing
 - c. to wears
 - d. wears
7. you online class?
- a. Do, enjoy
 - b. Do, enjoys
 - c. Does, enjoy
 - d. Does, enjoys
8. The children happy at the playground.
- a. is
 - b. are
 - c. am
 - d. isn't
9. I tall and handsome.
- a. is
 - b. are
 - c. am
 - d. isn't
10. Tony the printer when it is in trouble.
- a. fix
 - b. fixes
 - c. fixes
 - d. to fixes
11. We always eat fruit
- a. every day
 - b. tomorrow
 - c. three days ago
 - d. two minutes ago
12. They the classroom with disinfectant regularly.
- a. spray
 - b. spraying
 - c. sprays
 - d. to spray
13. Jake: "Is Sandra pretty and smart?"
Lia : "Yes, she is."
- a. do
 - b. does
 - c. is

- d. are
14. My phone not my schedule regularly.
- do, notifies
 - do, notify
 - does, notifies
 - does, notify
15. Mr. George at elementary school every day.
- teach
 - teaching
 - teaches
 - to teaches
16. We often to *Rintik Sedu* podcast together.
- listening
 - to listen
 - listen
 - listens
17. I usually apply my sunscreen
- yesterday
 - tomorrow
 - twice a day
 - five minutes ago
18. she always her notebook every class?
- Do, bring
 - Do, brings
 - Does, bring
 - Does, brings
19. We not often our parents in the studio.
- do, help
 - do, helps
 - does, help
 - does, helps
20. My brother plays basketball
- twice a week
 - a week ago
 - a week to go
 - ten minutes ago
21. My sister in China.
- live
 - lives
 - to live
 - living
22. I always a coat in the winter.
- wear

- b. wears
 - c. to wear
 - d. wearing
23. I in the fashion industry.
- a. don't work
 - b. don't works
 - c. doesn't work
 - d. doesn't works
24. John his email every morning?
- a. Do, check
 - b. Do, checks
 - c. Does, check
 - d. Does, checks
25. We always make a new video
- a. last month
 - b. several days ago
 - c. last January
 - d. once a week

PART II - PRESENT CONTINUOUS TENSE

26. Yusuf is his RC plane at the moment.
- a. fly
 - b. flies
 - c. flying
 - d. to flying
27. Febri is for the final chess match now.
- a. compete
 - b. competing
 - c. to competing
 - d. competition
28. Zayn: "What are you doing?"
Gigi : " for my mask."
- a. I looking
 - b. I am looking
 - c. I am looks
 - d. I am look
29. She drawing her smartphone case's design.
- a. is
 - b. am
 - c. are
 - d. were
30. Enzy: "..... for your available time to go to Surabaya?"

Desta: "Yes, I am."

- a. Is you checking
 - b. Are he checking
 - c. Are you check
 - d. Are you checking
31. I am not a comic book.
- a. read
 - b. reads
 - c. reading
 - d. to reading
32. Jhonny and Mark to gym together?
- a. Are, going
 - b. Are, go
 - c. Is, going
 - d. Is, go
33. They filming the sunset moment.
- a. is
 - b. am
 - c. are
 - d. were
34. I looking at the stars.
- a. is
 - b. am
 - c. are
 - d. was
35. Faza not at the cafeteria.
- a. eating
 - b. to eating
 - c. eat
 - d. eats
36. I am repairing my bicycle
- a. now
 - b. yesterday
 - c. a year ago
 - d. five minutes ago
37. The students physics now.
- 1. are study
 - 2. are studying
 - 3. is study
 - 4. is studying
38. Salma a the Japanese restaurant?
- a. is, eating
 - b. is, eat
 - c. is, eats

- d. are, eating
39. Sisca a hole for planting a tree.
- are dig
 - are digging
 - is dig
 - is digging
40. Windy and Tiara are not home together.
- walk
 - walks
 - to walking
 - walking
41. Tasya healthy food for increasing her immune.
- is consuming
 - is consume
 - are consuming
 - are consume
42. I am doing my make up
- four days ago
 - a moment ago
 - couple days ago
 - right now
43. the chef at the kitchen now?
- are, cooking
 - are, cook
 - is, cooking
 - is, cook
44. I hot coffee.
- is, drinking
 - am, drinking
 - am, drinks
 - am, drink
45. They are supporting Barcelona FC at the stadium
- right now
 - couple week ago
 - yesterday
 - last month
46. I'm on sofa.
- sleep
 - sleeps
 - sleeping
 - to sleep
47. I my email at the moment.
- am, check

- b. am, checking
 - c. am, checks
 - d. was, checking
48. She is not food because we are
- a. prepare, fast
 - b. prepare, fasting
 - c. preparing, fast
 - d. preparing, fasting
49. Are an email?
- a. you send
 - b. you sending
 - c. you sends
 - d. she sending
50. I'm watering the flowers
- a. yesterday
 - b. 10 minutes ago
 - c. last week
 - d. now

KEY ANSWER OF TRY OUT POST-TEST

PART I – SIMPLE PRESENT TENSE

- 1. B
- 2. B
- 3. B
- 4. A
- 5. A
- 6. D
- 7. A
- 8. B
- 9. C
- 10. C
- 11. A
- 12. A
- 13. C
- 14. D
- 15. C
- 16. C
- 17. C
- 18. C
- 19. A
- 20. A
- 21. B

- 22. A
- 23. A
- 24. C
- 25. D

PART II – PRESENT CONTINUOUS TENSE

- 26. C
- 27. B
- 28. B
- 29. A
- 30. D
- 31. C
- 32. A
- 33. C
- 34. B
- 35. A
- 36. A
- 37. B
- 38. A
- 39. D
- 40. D
- 41. A
- 42. D
- 43. A
- 44. B
- 45. A
- 46. C
- 47. B
- 48. D
- 49. B
- 50. D

APPENDIX 4
INSTRUMENT OF PRE TEST

Blueprint of Pre Test

Basic Competence:

PART I: Understanding the structure simple present tense.

Concept	Indicator	Number of Item	Total
Grammatical ability is the capacity to realize grammatical knowledge accurately and meaningfully in testing or other language-use situations	Inflectional affixes (-s/es)	1, 2, 6, 10, 15	5
	Syntactic structure (tenses)	4, 8, 9, 12, 14, 16, 19	7
	Interrogation	3, 5, 7, 13, 18	5
	Time or Duration	11, 17, 20	3
Total			20

Basic Competence:

PART II: Understanding the structure present continuous tense.

Concept	Indicator	Number of Item	Total
Grammatical ability is the capacity to realize grammatical knowledge accurately and meaningfully in testing or other language-use situations	Inflectional affixes (-ing)	21, 22, 26, 30, 35	5
	Syntactic structure (tenses)	24, 28, 29, 32, 34, 36, 39	7
	Interrogation	23, 25, 27, 33, 38	5
	Time or Duration	31, 37, 40	3
Total			20

Total: 50 Questions

PRE TEST

Directions: This task consists of two parts. They are Simple Present Tense and Present Continuous Tense. Questions number 1-25 are about Simple Present Tense and questions number 26-50 are about Present Continuous Tense. Choose option A, B, C, or D for the correct answer.

PART I – SIMPLE PRESENT TENSE

1. Susi her cat everyday.
 - a. to feed
 - b. feed
 - c. feeds
 - d. feeding
2. Gea by foot everyday to her school.
 - a. go
 - b. goes
 - c. going
 - d. to go
3. Does drink enough mineral water every day?
 - a. they
 - b. you
 - c. he
 - d. I
4. Fira always at the restaurant every Saturday night.
 - a. do not, eats
 - b. does not, eat
 - c. do not, eat
 - d. does not, eats
5. you your teeth every night?
 - a. Does, brush
 - b. Do, brush
 - c. Does, brushes
 - d. Do, brushes
6. The sun in the east.
 - a. rises
 - b. rise
 - c. to rise
 - d. rising
7. Do at least once a week?
 - a. you, exercise
 - b. you, exercises
 - c. they, exercises
 - d. he, exercise
8. She violin well, that's why she keep practice every day.
 - a. do not play

- b. do not plays
 - c. does not play
 - d. does not plays
9. She not attention of teacher's announcement.
- a. do, pay
 - b. does, pay
 - c. does, pays
 - d. do, pays
10. Water at 100 degrees celcius.
- a. boil
 - b. boils
 - c. boiling
 - d. to boil
11. Mary watches drama
- a. every Sunday
 - b. yesterday
 - c. one our ago
 - d. two days ago
12. My mother and I to market to buy vegetables every morning.
- a. go
 - b. goes
 - c. going
 - d. to go
13. Does math for the test?
- a. he studies
 - b. they study
 - c. we study
 - d. she study
14. On 17th August, we always our independence day in city park.
- a. celebrate
 - b. celebrates
 - c. celebrating
 - d. to celebrate
15. My mother the bathroom every twice a week.
- a. clean
 - b. to cleans
 - c. to clean
 - d. cleans
16. Every morning, my mother always me up on 5 a.m.
- a. waken
 - b. wake
 - c. woke
 - d. wakes
17. Selena always visits her uncle
- a. yesterday
 - b. a day ago
 - c. once a month
 - d. a week ago

18. she a Harry Potter book?
- do, read
 - do, reads
 - does, reads
 - does, read
19. We always on karaoke twice a month.
- to sing
 - sings
 - sing
 - singing
20. I play badminton
- yesterday
 - a week ago
 - twice a week
 - three days ago

PART II – PRESENT CONTINUOUS TENSE

21. Jackson is English now.
- study
 - studies
 - studying
 - to study
22. Mr. Ryan is to Bali next week.
- go
 - going
 - goes
 - to go
23. Jenny: “What you”?
Lisa: “I am reading a novel”
- are, read
 - are, reading
 - is, reading
 - do, read
24. It is now 11 p.m. Riana sleeping in her bedroom.
- is
 - am
 - are
 - was
25. Look! There’s Shinta. Where she
- does, go
 - do, going
 - is, go
 - is, going
26. You can turn off the TV now. I am It.

- a. watching
 - b. not watching
 - c. watch
 - d. not watch
27. Rose: "Is Tiffany to the library now?"
Nancy: "Yes, she is."
- a. go
 - b. goes
 - c. going
 - d. doesn't go
28. Please be quiet. I trying to concentrate.
- a. is
 - b. were
 - c. are
 - d. am
29. Susan and Susanna writing poems for an English subject.
- a. is
 - b. are
 - c. was
 - d. were
30. The weather is nice at the moment. It is
- a. rain
 - b. raining
 - c. not raining
 - d. not rain
31. I am reading a book
- a. the moment
 - b. yesterday
 - c. two days ago
 - d. some minutes ago
32. I need an umbrella because it right now.
- a. is rain
 - b. are raining
 - c. is raining
 - d. are rain
33. Felix: "What you waiting?"
Chris: "I am waiting for my dad now."
- a. is
 - b. are
 - c. do
 - d. does
34. They a cup of coffee but milk.
- a. is not collecting
 - b. is not drinking
 - c. are not collecting
 - d. are not drinking
35. Listen! Someone is the door.
- a. knock

- b. knocks
 - c. knocking
 - d. to knocking
36. Jinny: “Look! It’s snowing.”
Rahmi: “So beautiful. This is my first time I have ever seen snow in my life. Because it in my country.”
- a. is not snow
 - b. is not snowing
 - c. are not snow
 - d. are not snowing
37. They are playing basketball
- a. yesterday
 - b. a week ago
 - c. last month
 - d. right now
38. Justin: “Are the students reading books in the library now?”
Jaden: “No, they
- a. are
 - b. aren’t
 - c. do
 - d. don’t
39. The workers a new hotel in Simpang Lima at the moment.
- a. are building
 - b. are build
 - c. is building
 - d. is build
40. She is washing her hair
- a. two minutes ago
 - b. last week
 - c. yesterday
 - d. now

KEY ANSWER OF PRE-TEST

PART I – SIMPLE PRESENT TENSE

- 1. C
- 2. B
- 3. C
- 4. B
- 5. B
- 6. A
- 7. A
- 8. C
- 9. B
- 10. B

11. A
12. A
13. D
14. A
15. D
16. B
17. C
18. D
19. C
20. C

PART II – PRESENT CONTINUOUS TENSE

21. C
22. B
23. B
24. A
25. D
26. B
27. C
28. D
29. B
30. C
31. A
32. C
33. B
34. D
35. C
36. B
37. D
38. B
39. A
40. D

APPENDIX 5
INSTRUMENT OF POST TEST

Blueprint of Post Test

Basic Competence:

PART I: Understanding the structure simple present tense.

Concept	Indicator	Number of Item	Total
Grammatical ability is the capacity to realize grammatical knowledge accurately and meaningfully in testing or other language-use situations	Inflectional affixes (-s/es)	1, 2, 6, 10, 15	5
	Syntactic structure (tenses)	4, 8, 9, 12, 14, 16, 19	7
	Interrogation	3, 5, 7, 13, 18	5
	Time or Duration	11, 17, 20	3
Total			20

Basic Competence:

PART II: Understanding the structure present continuous tense.

Concept	Indicator	Number of Item	Total
Grammatical ability is the capacity to realize grammatical knowledge accurately and meaningfully in testing or other language-use situations	Inflectional affixes (-ing)	21, 22, 26, 30, 35	5
	Syntactic structure (tenses)	24, 28, 29, 32, 34, 36, 39	7
	Interrogation	23, 25, 27, 33, 38	5
	Time or Duration	31, 37, 40	3
Total			20

Total: 50 Questions

POST TEST

Directions: This task consists of two parts. They are Simple Present Tense and Present Continuous Tense. Questions number 1-25 are about Simple Present Tense and questions number 21-50 are about Present Continuous Tense. Choose option A, B, C, or D for the correct answer.

PART I - SIMPLE PRESENT TENSE

1. He always early at school.
 - a. arrive
 - b. arrives
 - c. arrived
 - d. to arrives
2. She her shop between 8 a.m and 9 p.m every day.
 - a. run
 - b. runs
 - c. running
 - d. to runs
3. Louis: " you usually take a nap after school?"
Zara : "Yes, I do."
 - a. does
 - b. do
 - c. should
 - d. must
4. My father strong and fit.
 - a. is
 - b. are
 - c. am
 - d. aren't
5. Jason: "Does it rain a lot in rainy season?"
Alessa: "Yes, it"
 - a. does
 - b. do
 - c. should
 - d. must
6. Clara always a mask whenever going outside.
 - a. wear
 - b. wearing
 - c. to wears
 - d. wears
7. you online class?
 - a. Do, enjoy

- b. Do, enjoys
 - c. Does, enjoy
 - d. Does, enjoys
8. The children happy at the playground.
- a. is
 - b. are
 - c. am
 - d. isn't
9. I tall and handsome.
- a. is
 - b. are
 - c. am
 - d. isn't
10. Tony the printer when it is in trouble.
- a. fix
 - b. fixes
 - c. fixes
 - d. to fixes
11. We always eat fruit
- a. every day
 - b. tomorrow
 - c. three days ago
 - d. two minutes ago
12. They the classroom with disinfectant regularly.
- a. spray
 - b. spraying
 - c. sprays
 - d. to spray
13. Jake: "Is Sandra pretty and smart?"
Lia : "Yes, she is."
- a. do
 - b. does
 - c. is
 - d. are
14. My phone not my schedule regularly.
- a. do, notifies
 - b. do, notify
 - c. does, notifies
 - d. does, notify
15. Mr. George at elementary school every day.
- a. teach
 - b. teaching
 - c. teaches
 - d. to teaches

16. We often to *Rintik Sedu* podcast together.
 - a. listening
 - b. to listen
 - c. listen
 - d. listens
17. I usually apply my sunscreen
 - a. yesterday
 - b. tomorrow
 - c. twice a day
 - d. five minutes ago
18. she always her notebook every class?
 - a. Do, bring
 - b. Do, brings
 - c. Does, bring
 - d. Does, brings
19. We not often our parents in the studio.
 - a. do, help
 - b. do, helps
 - c. does, help
 - d. does, helps
20. My brother plays basketball
 - a. twice a week
 - b. a week ago
 - c. a week to go
 - d. ten minutes ago

PART II - PRESENT CONTINUOUS TENSE

21. Yusuf is his RC plane at the moment.
 - a. fly
 - b. flies
 - c. flying
 - d. to flying
22. Febri is for the final chess match now.
 - a. compete
 - b. competing
 - c. to competing
 - d. competition
23. Zayn: "What are you doing?"
Gigi : " for my mask."
 - a. I looking
 - b. I am looking
 - c. I am looks

- d. I am look
24. She drawing her smartphone case's design.
- is
 - am
 - are
 - were
25. Enzy: "..... for your available time to go to Surabaya?"
Desta: "Yes, I am."
- Is you checking
 - Are he checking
 - Are you check
 - Are you checking
26. I am not a comic book.
- read
 - reads
 - reading
 - to reading
27. Jhonny and Mark to gym together?
- Are, going
 - Are, go
 - Is, going
 - Is, go
28. They filming the sunset moment.
- is
 - am
 - are
 - were
29. I looking at the stars.
- is
 - am
 - are
 - was
30. Faza not at the cafeteria.
- eating
 - to eating
 - eat
 - eats
31. I am repairing my bicycle
- now
 - yesterday
 - a year ago
 - five minutes ago
32. The students physics now.
- are study

- b. are studying
 - c. is study
 - d. is studying
33. Salma a the Japanese restaurant?
- a. is, eating
 - b. is, eat
 - c. is, eats
 - d. are, eating
34. Sisca a hole for planting a tree.
- a. are dig
 - b. are digging
 - c. is dig
 - d. is digging
35. Windy and Tiara are not home together.
- a. walk
 - b. walks
 - c. to walking
 - d. walking
36. Tasya healthy food for increasing her immune.
- a. is consuming
 - b. is consume
 - c. are consuming
 - d. are consume
37. I am doing my make up
- a. four days ago
 - b. a moment ago
 - c. couple days ago
 - d. right now
38. the chef at the kitchen now?
- a. are, cooking
 - b. are, cook
 - c. is, cooking
 - d. is, cook
39. I hot coffee.
- a. is, drinking
 - b. am, drinking
 - c. am, drinks
 - d. am, drink
40. They are supporting Barcelona FC at the stadium
- a. right now
 - b. couple week ago
 - c. yesterday
 - d. last month

KEY ANSWER OF POST-TEST

PART I – SIMPLE PRESENT TENSE

1. B
2. B
3. B
4. A
5. A
6. D
7. A
8. B
9. C
10. C
11. A
12. A
13. C
14. D
15. C
16. C
17. C
18. C
19. A
20. A

PART II – PRESENT CONTINUOUS TENSE

21. C
22. B
23. B
24. A
25. D
26. C
27. A
28. C
29. B
30. A
31. A
32. B
33. A
34. D
35. D
36. A
37. D
38. A

- 39. B
- 40. A

APPENDIX 6
LESSON PLAN OF EXPERIMENTAL GROUP

RPP KELOMPOK EKSPERIMEN
SMP NEGERI 4 BOYOLALI

Mata Pelajaran : Bahasa Inggris Kelas/Semester : VIII/1	Tanggal : Alokasi Waktu : 2 JP
KD. 3.7. Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keadaan / tindakan / kegiatan / kejadian yang dilakukan secara rutin atau merupakan kebenaran umum, sesuai dengan konteks penggunaannya. (perhatikan unsur kebahasaan simple present tense).	KD. 4.7. Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/tindakan/kegiatan/kejadian yang dilakukan/ terjadi secara rutin atau merupakan kebenaran umum, dengan memperhatikan fungsi social, struktur teks dan unsur kebahasaan yang benar dan sesuai konteks.
Indikator Pencapaian Kompetensi (IPK) 3.7.1 Menentukan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis, kalimat deklaratif dan interogatif yang ada di buku paket.	Indikator Pencapaian Kompetensi (IPK) 4.7.1 Membuat kalimat deklaratif dan interogatif dalam simple present tense dengan menyisipkan tambahan adverbial: always, often, sometimes, never usually, every.
Tujuan Pembelajaran: Peserta didik mampu menjelaskan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keadaan / tindakan / kegiatan / kejadian yang dilakukan secara rutin atau merupakan kebenaran umum, sesuai dengan konteks penggunaannya. (perhatikan unsur kebahasaan simple present tense).	

Materi Pembelajaran: Kalimat deklaratif dan interogatif dalam simple present

Sumber Belajar: Buku Penunjang Kurikulum 2013 Mata Pelajaran Bahasa Inggris When English Rings The Bell (Kelas VIII, Kemendikbud, Revisi Tahun 2017), Buku Pendamping Bahasa Inggris penerbit Intan Pariwara.

Langkah-langkah Pembelajaran

Apersepsi	Guru memberi motivasi dengan menjelaskan makna dari kalimat deklaratif dan interogatif dalam simple present sesuai dengan konteks penggunaannya.
Langkah Pembelajaran	
Model : Daring/Luring	1. Peserta didik mengerjakan pre test. 2. Peserta didik menerima materi tentang simple present tense dari modul/video pembelajaran.
Produk : Lembar Kerja Siswa 1	3. Peserta didik diminta mengamati/menelaah modul/video pembelajaran mengenai kalimat deklaratif dan interogatif dalam simple present tense.
Diskripsi : Siswa belajar melalui Android, atau modul	4. Peserta didik mengajukan pertanyaan tentang materi yang belum dipahami.
Alat dan Bahan 1. Modul / Video 2. Power Point 3. Buku Paket	
Penutup dan umpan balik	1. Peserta didik diminta melakukan refleksi terhadap proses pembelajaran terkait dengan penguasaan materi, pendekatan dan model pembelajaran yang digunakan. 2. Peserta didik diingatkan untuk membaca materi pada pertemuan selanjutnya

Penilaian:

1. Penilaian sikap: Menggunakan skala sikap untuk menilai perilaku/sikap terhadap penerapan kalimat deklaratif dan interogatif dalam simple present.

2. Penilaian pengetahuan: tes tertulis tentang kemampuan menjelaskan, penerapan kalimat deklaratif dan interogatif dalam simple present.
3. Penilaian keterampilan: menggunakan format penilaian untuk menilai partisipasi siswa dalam mengikuti pembelajaran.

Kepala Sekolah Siyanto Budi S, S.Pd. M.Si NIP 196712071991031005	Catatan hasil kegiatan/Umpan Balik. 	Boyolali, Peneliti Ulfi Dwi Rahmawaty NIM 163221213
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**RPP KELOMPOK EKSPERIMEN
SMP NEGERI 4 BOYOLALI**

Mata Pelajaran : Bahasa Inggris Kelas/Semester : VIII/1	Tanggal : Alokasi Waktu : 2 JP
KD. 3.7. Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keadaan / tindakan / kegiatan / kejadian yang dilakukan secara rutin atau merupakan kebenaran umum, sesuai dengan konteks penggunaannya. (perhatikan unsur kebahasaan simple present tense).	KD. 4.7. Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/tindakan/kegiatan/kejadian yang dilakukan/ terjadi secara rutin atau merupakan kebenaran umum, dengan memperhatikan fungsi social, struktur teks dan unsur kebahasaan yang benar dan sesuai konteks.
Indikator Pencapaian Kompetensi (IPK) 3.7.1 Menentukan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis, kalimat deklaratif dan interogatif yang ada di buku paket.	Indikator Pencapaian Kompetensi (IPK) 4.7.1 Membuat kalimat deklaratif dan interogatif dalam simple present tense dengan menyisipkan tambahan adverbial: always, often, sometimes, never usually, every.
Tujuan Pembelajaran: Peserta didik mampu menjelaskan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keadaan / tindakan / kegiatan / kejadian yang dilakukan secara rutin atau merupakan kebenaran umum, sesuai dengan konteks penggunaannya. (perhatikan unsur kebahasaan simple present tense).	
Materi Pembelajaran: Kalimat deklaratif dan interogatif dalam simple present	
Sumber Belajar: Buku Penunjang Kurikulum 2013 Mata Pelajaran Bahasa Inggris When English Rings The Bell (Kelas VIII, Kemendikbud, Revisi Tahun 2017), Buku Pendamping Bahasa Inggris penerbit Intan Pariwara.	
Langkah-langkah Pembelajaran	
Apersepsi	Guru memberi motivasi dengan menjelaskan makna dari kalimat deklaratif dan interogatif dalam simple presentsesuai dengan konteks penggunaannya.
Langkah Pembelajaran	
Model : Daring/Luring	1. Peserta didik menerima materi (treatment) tentang simple present tense yaitu berupa video youtube dari channel BBC Learning English.
Produk : Lembar Kerja Siswa 1	2. Peserta didik diminta mengamati/menelaah video pembelajaran mengenai kalimat deklaratif dan interogatif dalam simple present tense.
Diskripsi : Siswa belajar melalui Android, atau modul	3. Peserta didik diminta memperhatikan penjelasan mengenai materi dari video tersebut. 4. Peserta didik mengajukan pertanyaan tentang materi yang belum dipahami. 5. Peserta didik memberi tanggapan mengenai materi simple present tense.

Alat dan Bahan 1. Modul / Vidio 2. Power Point 3. Buku Paket	
Penutup dan umpan balik	1. Peserta didik diminta melakukan refleksi terhadap proses pembelajaran terkait dengan penguasaan materi, pendekatan dan model pembelajaran yang digunakan. 2. Peserta didik diingatkan untuk membaca materi pada pertemuan selanjutnya

Penilaian:

4. Penilaian sikap: Menggunakan skala sikap untuk menilai perilaku/sikap terhadap penerapan kalimat deklaratif dan interogatif dalam simple present.
5. Penilaian pengetahuan: tes tertulis tentang kemampuan menjelaskan, penerapan kalimat deklaratif dan interogatif dalam simple present.
6. Penilaian keterampilan: menggunakan format penilaian untuk menilai partisipasi siswa dalam mengikuti pembelajaran.

Kepala Sekolah Siyanto Budi S, S.Pd. M.Si NIP 196712071991031005	Catatan hasil kegiatan/Umpan Balik. 	Boyolali, Peneliti Ulfi Dwi Rahmawaty NIM 163221213
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**RPP KELOMPOK EKSPERIMEN
SMP NEGERI 4 BOYOLALI**

Mata Pelajaran : Bahasa Inggris Kelas/Semester : VIII/1	Tanggal : Alokasi Waktu : 2 JP
KD. 3.7. Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keadaan / tindakan / kegiatan / kejadian yang dilakukan secara rutin atau merupakan kebenaran umum, sesuai dengan konteks penggunaannya. (perhatikan unsur kebahasaan simple present tense).	KD. 4.7. Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/tindakan/kegiatan/kejadian yang dilakukan/ terjadi secara rutin atau merupakan kebenaran umum, dengan memperhatikan fungsi social, struktur teks dan unsur kebahasaan yang benar dan sesuai konteks.
Indikator Pencapaian Kompetensi (IPK) 3.7.2 Menentukan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis, kalimat deklaratif dan interogatif dalam simple present tense dengan menyisipkan adverb of quantity yang ada pada buku paket.	Indikator Pencapaian Kompetensi (IPK) 4.7.2 Membuat kalimat deklaratif dan interogatif dalam simple present tense dengan menyisipkan adverb of quantity.
Tujuan Pembelajaran: Peserta didik mampu menjelaskan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keadaan / tindakan / kegiatan / kejadian yang dilakukan secara rutin atau merupakan kebenaran umum, sesuai dengan konteks penggunaannya. (perhatikan unsur kebahasaan simple present tense).	
Materi Pembelajaran: Kalimat deklaratif dan interogatif dalam simple present	
Sumber Belajar: Buku Penunjang Kurikulum 2013 Mata Pelajaran Bahasa Inggris When English Rings The Bell (Kelas VIII, Kemendikbud, Revisi Tahun 2017), Buku Pendamping Bahasa Inggris penerbit Intan Pariwara.	
Langkah-langkah Pembelajaran	
Apersepsi	Guru memberi motivasi dengan menjelaskan makna dari kalimat deklaratif dan interogatif dalam simple presentsesuai dengan konteks penggunaannya.

Langkah Pembelajaran	
Model : Daring/Luring	1. Peserta didik menerima materi (treatment) tentang simple present tense yaitu berupa video youtube dari channel BBC Learning English. 2. Peserta didik diminta mengamati/menelaah video pembelajaran mengenai kalimat deklaratif dan interogatif dalam simple present tense. 3. Peserta didik diminta memperhatikan penjelasan mengenai materi dari video tersebut. 4. Peserta didik mengajukan pertanyaan tentang materi yang belum dipahami. 5. Peserta didik memberi tanggapan mengenai materi simple present tense.
Produk : Lembar Kerja Siswa 1	
Diskripsi : Siswa belajar melalui Android, atau modul	
Alat dan Bahan 1. Modul / Vidio 2. Power Point 3. Buku Paket	
Penutup dan umpan balik	1. Peserta didik diminta melakukan refleksi terhadap proses pembelajaran terkait dengan penguasaan materi, pendekatan dan model pembelajaran yang digunakan. 2. Peserta didik diingatkan untuk membaca materi pada pertemuan selanjutnya

Penilaian:

1. Penilaian sikap: Menggunakan skala sikap untuk menilai perilaku/sikap terhadap penerapan kalimat deklaratif dan interogatif dalam simple present.
2. Penilaian pengetahuan: tes tertulis tentang kemampuan menjelaskan, penerapan kalimat deklaratif dan interogatif dalam simple present.
3. Penilaian keterampilan: menggunakan format penilaian untuk menilai partisipasi siswa dalam mengikuti pembelajaran.

Kepala Sekolah	Catatan hasil kegiatan/Umpan Balik.	Boyolali, Peneliti
Siyanto Budi S, S.Pd. M.Si NIP 196712071991031005	..... ..... .....	Ulfi Dwi Rahmawaty NIM 163221213

**RPP KELOMPOK EKSPERIMEN
SMP NEGERI 4 BOYOLALI**

Mata Pelajaran : Bahasa Inggris Kelas/Semester : VIII/1	Tanggal : Alokasi Waktu : 2 JP
KD. 3.8. Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/ tindakan/ kegiatan/ kejadian yang sedang dilakukan / berlangsung saat diucapkan, sesuai dengan konteks penggunaannya. (perhatikan unsur kebahasaan present continuous tense).	KD. 4.8. Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/tindakan/kegiatan/kejadian yang sedang dilakukan/ berlangsung saat diucapkan, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.
Indikator Pencapaian Kompetensi (IPK) 3.8.1 Menentukan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis kalimat deklaratif dan interogatif yang ada di buku paket.	Indikator Pencapaian Kompetensi (IPK) 4.8.1 Membuat kalimat deklaratif dan interogatif dalam present continuous tense dengan menggunakan adverbial: now.
Tujuan Pembelajaran: Peserta didik mampu menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/ tindakan/ kegiatan/ kejadian yang sedang dilakukan / berlangsung saat diucapkan, sesuai dengan konteks	

penggunaanya. (perhatikan unsur kebahasaan present continuous tense).

Materi Pembelajaran: Kalimat deklaratif dan interogatif dalam present continuous tense.

Sumber Belajar: Buku Penunjang Kurikulum 2013 Mata Pelajaran Bahasa Inggris When English Rings The Bell (Kelas VIII, Kemendikbud, Revisi Tahun 2017), Buku Pendamping Bahasa Inggris penerbit Intan Pariwara.

Langkah-langkah Pembelajaran

Apersepsi	Guru memberi motivasi dengan menjelaskan makna dari kalimat deklaratif dan interogatif dalam present continuous tense sesuai dengan konteks penggunaannya.
Langkah Pembelajaran	
Model : Daring/Luring	<ol style="list-style-type: none"> 1. Peserta didik menerima materi (treatment) tentang present continuous tense yaitu berupa video youtube dari channel BBC Learning English. 2. Peserta didik diminta mengamati/menelaah video pembelajaran mengenai kalimat deklaratif dan interogatif dalam present continuous tense. 3. Peserta didik diminta memperhatikan penjelasan mengenai materi dari video tersebut. 4. Peserta didik mengajukan pertanyaan tentang materi yang belum dipahami. 5. Peserta didik memberi tanggapan mengenai materi present continuous tense.
Produk : Lembar Kerja Siswa 1	
Diskripsi : Siswa belajar melalui Android, atau modul	
Alat dan Bahan 1. Modul / Vidio 2. Power Point 3. Buku Paket	
Penutup dan umpan balik		1. Peserta didik diminta melakukan refleksi terhadap proses pembelajaran terkait dengan penguasaan materi, pendekatan dan model pembelajaran yang digunakan. 2. Peserta didik diingatkan untuk membaca materi pada pertemuan selanjutnya

Penilaian:

1. Penilaian sikap: Menggunakan skala sikap untuk menilai perilaku/sikap terhadap penerapan kalimat deklaratif dan interogatif dalam present continuous tense.
2. Penilaian pengetahuan: tes tertulis tentang kemampuan menjelaskan, penerapan kalimat deklaratif dan interogatif dalam present continuous tense.
3. Penilaian keterampilan: menggunakan format penilaian untuk menilai partisipasi siswa dalam mengikuti pembelajaran.

Kepala Sekolah	Catatan hasil kegiatan/Umpan Balik.	Boyolali, Peneliti
Siyamto Budi S, S.Pd. M.Si NIP 196712071991031005	..... ..... .....	Ulfi Dwi Rahmawaty NIM 163221213

**RPP KELOMPOK EKSPERIMEN
SMP NEGERI 4 BOYOLALI**

Mata Pelajaran : Bahasa Inggris Kelas/Semester : VIII/1	Tanggal : Alokasi Waktu : 2 JP
KD. 3.8. Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/ tindakan/ kegiatan/ kejadian yang sedang dilakukan / berlangsung saat diucapkan, sesuai dengan konteks penggunaannya. (perhatikan unsur kebahasaan present continuous tense).	KD. 4.8. Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/tindakan/kegiatan/kejadian yang sedang dilakukan/ berlangsung saat diucapkan, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan

	sesuai konteks.
Indikator Pencapaian Kompetensi (IPK) 3.8.1 Menentukan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis kalimat deklaratif dan interogatif yang ada di buku paket.	Indikator Pencapaian Kompetensi (IPK) 4.8.1 Membuat kalimat deklaratif dan interogatif dalam present continuous tense dengan menggunakan adverbial: now.
Tujuan Pembelajaran: Peserta didik mampu menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/ tindakan/ kegiatan/ kejadian yang sedang dilakukan / berlangsung saat diucapkan, sesuai dengan konteks penggunaannya. (perhatikan unsur kebahasaan present continuous tense).	

Materi Pembelajaran: Kalimat deklaratif dan interogatif dalam present continuous tense.

Sumber Belajar: Buku Penunjang Kurikulum 2013 Mata Pelajaran Bahasa Inggris When English Rings The Bell (Kelas VIII, Kemendikbud, Revisi Tahun 2017), Buku Pendamping Bahasa Inggris penerbit Intan Pariwara.

Langkah-langkah Pembelajaran

Apersepsi	Guru memberi motivasi dengan menjelaskan makna dari kalimat deklaratif dan interogatif dalam present continuous tense sesuai dengan konteks penggunaannya.
Langkah Pembelajaran	
Model : Daring/Luring	<ol style="list-style-type: none"> 1. Peserta didik menerima materi (treatment) tentang present continuous tense yaitu berupa video youtube dari channel BBC Learning English. 2. Peserta didik diminta mengamati/menelaah video pembelajaran mengenai kalimat deklaratif dan interogatif dalam present continuous tense. 3. Peserta didik diminta memperhatikan penjelasan mengenai materi dari video tersebut. 4. Peserta didik mengajukan pertanyaan tentang materi yang belum dipahami. 5. Peserta didik memberi tanggapan mengenai materi present continuous tense.
Produk : Lembar Kerja Siswa 1	
Diskripsi : Siswa belajar melalui Android, atau modul	
Alat dan Bahan 1. Modul / Vidio 2. Power Point 3. Buku Paket	
Penutup dan umpan balik		1. Peserta didik diminta melakukan refleksi terhadap proses pembelajaran terkait dengan penguasaan materi, pendekatan dan model pembelajaran yang digunakan. 2. Peserta didik diingatkan untuk membaca materi pada pertemuan selanjutnya.

Penilaian:

4. Penilaian sikap: Menggunakan skala sikap untuk menilai perilaku/sikap terhadap penerapan kalimat deklaratif dan interogatif dalam present continuous tense.
5. Penilaian pengetahuan: tes tertulis tentang kemampuan menjelaskan, penerapan kalimat deklaratif dan interogatif dalam present continuous tense.
6. Penilaian keterampilan: menggunakan format penilaian untuk menilai partisipasi siswa dalam mengikuti pembelajaran.

Kepala Sekolah	Catatan hasil kegiatan/Umpan Balik.	Boyolali, Peneliti
Siyanto Budi S, S.Pd. M.Si NIP 196712071991031005	..... ..... .....	Ulfi Dwi Rahmawaty NIM 163221213

**RPP KELOMPOK EKSPERIMEN
SMP NEGERI 4 BOYOLALI**

Mata Pelajaran : Bahasa Inggris Kelas/Semester : VIII/1	Tanggal : Alokasi Waktu : 2 JP
KD. 3.8. Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/ tindakan/ kegiatan/ kejadian yang sedang dilakukan / berlangsung saat diucapkan, sesuai dengan konteks penggunaannya. (perhatikan unsur kebahasaan present continuous tense).	KD. 4.8. Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/tindakan/kegiatan/kejadian yang sedang dilakukan/ berlangsung saat diucapkan, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.
Indikator Pencapaian Kompetensi (IPK) 3.8.2 Menentukan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis kalimat deklaratif dan interogatif, yang menyisipkan nomina tunggal dan jamak yang ada pada buku paket.	Indikator Pencapaian Kompetensi (IPK) 4.8.2 Membuat kalimat deklaratif dan interogatif dalam present continuous tense dengan menggunakan nominal tunggal dan jamak dengan atau tanpa: a, the, this, those, my, their, dsb.
Tujuan Pembelajaran: Peserta didik mampu menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/ tindakan/ kegiatan/ kejadian yang sedang dilakukan / berlangsung saat diucapkan, sesuai dengan konteks penggunaannya. (perhatikan unsur kebahasaan present continuous tense).	

- **Materi Pembelajaran:** Nominal tunggal dan jamak dengan atau tanpa: a, the, this, those, my, their, dsb.

Sumber Belajar: Buku Penunjang Kurikulum 2013 Mata Pelajaran Bahasa Inggris When English Rings The Bell (Kelas VIII, Kemendikbud, Revisi Tahun 2017), Buku Pendamping Bahasa Inggris penerbit Intan Pariwara.

Langkah-langkah Pembelajaran

Apersepsi	Guru memberi motivasi dengan menjelaskan makna dari kalimat deklaratif dan interogatif dalam present continuous tense sesuai dengan konteks penggunaannya.
Langkah Pembelajaran	
Model : Daring/Luring	<ol style="list-style-type: none"> 1. Peserta didik mengerjakan post test. 2. Peserta didik menerima materi tentang present continuous tense dari modul/video pembelajaran. 3. Peserta didik diminta mengamati/menelaah modul/video pembelajaran mengenai kalimat deklaratif dan interogatif dalam present continuous tense. 4. Peserta didik mengajukan pertanyaan tentang materi yang belum dipahami.
Produk : Lembar Kerja Siswa 1	
Diskripsi : Siswa belajar melalui Android, atau modul	
Alat dan Bahan 1. Modul / Video 2. Power Point 3. Buku Paket	
Penutup dan umpan balik	<ol style="list-style-type: none"> 1. Peserta didik diminta melakukan refleksi terhadap proses pembelajaran terkait dengan penguasaan materi, pendekatan dan model pembelajaran yang digunakan. 2. Peserta didik diingatkan untuk membaca materi pada pertemuan selanjutnya

Penilaian:

1. Penilaian sikap: Menggunakan skala sikap untuk menilai perilaku/sikap terhadap penerapan kalimat deklaratif dan interogatif dalam present continuous tense
2. Penilaian pengetahuan: tes tertulis tentang kemampuan menjelaskan, penerapan kalimat deklaratif dan interogatif dalam present continuous tense.
3. Penilaian keterampilan: menggunakan format penilaian untuk menilai partisipasi siswa dalam mengikuti pembelajaran.

<p style="text-align: center;">Kepala Sekolah</p> <p style="text-align: center;">Siyamto Budi S, S.Pd. M.Si NIP 196712071991031005</p>	<p style="text-align: center;">Catatan hasil kegiatan/Umpan Balik.</p> <p style="text-align: center;">.....</p>	<p style="text-align: center;">Boyolali, Peneliti</p> <p style="text-align: center;">Ulfi Dwi Rahmawaty NIM 163221213</p>
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APPENDIX 7
LESSON PLAN OF CONTROL GROUP

RPP KELOMPOK KONTROL
SMP NEGERI 4 BOYOLALI

Mata Pelajaran : Bahasa Inggris Kelas/Semester : VIII/1	Tanggal : Alokasi Waktu : 2 JP
KD. 3.7. Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keadaan / tindakan / kegiatan / kejadian yang dilakukan secara rutin atau merupakan kebenaran umum, sesuai dengan konteks penggunaannya. (perhatikan unsur kebahasaan simple present tense).	KD. 4.7. Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/tindakan/kegiatan/kejadian yang dilakukan/ terjadi secara rutin atau merupakan kebenaran umum, dengan memperhatikan fungsi social, struktur teks dan unsur kebahasaan yang benar dan sesuai konteks.
Indikator Pencapaian Kompetensi (IPK) 3.7.1 Menentukan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis, kalimat deklaratif dan interogatif yang ada di buku paket.	Indikator Pencapaian Kompetensi (IPK) 4.7.1 Membuat kalimat deklaratif dan interogatif dalam simple present tense dengan menyisipkan tambahan adverbial: always, often, sometimes, never usually, every.
Tujuan Pembelajaran: Peserta didik mampu menjelaskan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keadaan / tindakan / kegiatan / kejadian yang dilakukan secara rutin atau merupakan kebenaran umum, sesuai dengan konteks penggunaannya. (perhatikan unsur kebahasaan simple present tense).	
Materi Pembelajaran: Kalimat deklaratif dan interogatif dalam simple present	
Sumber Belajar: Buku Penunjang Kurikulum 2013 Mata Pelajaran Bahasa Inggris When English Rings The Bell (Kelas VIII, Kemendikbud, Revisi Tahun 2017), Buku Pendamping Bahasa Inggris penerbit Intan Pariwara.	
Langkah-langkah Pembelajaran	
Apersepsi	Guru memberi motivasi dengan menjelaskan makna dari kalimat deklaratif dan interogatif dalam simple presentsesuai dengan konteks penggunaannya.
Langkah Pembelajaran	
Model : Daring/Luring	<ol style="list-style-type: none"> 1. Peserta didik mengerjakan pre test 2. Peserta didik menerima materi tentang simple present tense dari modul (textbook). 3. Peserta didik diminta mengamati/menelaah modul (textbook) mengenai kalimat deklaratif dan interogatif dalam simple present tense. 4. Peserta didik diminta memperhatikan penjelasan mengenai materi dari modul (textbook). 5. Peserta didik mengajukan pertanyaan tentang materi yang belum dipahami.
Produk : Lembar Kerja Siswa 1	
Diskripsi : Siswa belajar melalui Android, atau modul	
Alat dan Bahan 1. Modul / Vidio 2. Power Point 3. Buku Paket	
Penutup dan umpan balik	<ol style="list-style-type: none"> 1. Peserta didik diminta melakukan refleksi terhadap proses pembelajaran terkait dengan penguasaan materi, pendekatan dan model pembelajaran yang digunakan. 2. Peserta didik diingatkan untuk membaca materi pada pertemuan selanjutnya.

Penilaian:

1. Penilaian sikap: Menggunakan skala sikap untuk menilai perilaku/sikap terhadap penerapan kalimat deklaratif dan interogatif dalam simple present.
2. Penilaian pengetahuan: tes tertulis tentang kemampuan menjelaskan, penerapan kalimat deklaratif dan interogatif dalam simple present.

3. Penilaian keterampilan: menggunakan format penilaian untuk menilai partisipasi siswa dalam mengikuti pembelajaran.

Kepala Sekolah Siyamto Budi S, S.Pd. M.Si NIP 196712071991031005	Catatan hasil kegiatan/Umpan Balik. 	Boyolali, Peneliti Ulfi Dwi Rahmawaty NIM 163221213
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**RPP KELOMPOK KONTROL
SMP NEGERI 4 BOYOLALI**

Mata Pelajaran : Bahasa Inggris Kelas/Semester : VIII/1		Tanggal : Alokasi Waktu : 2 JP
KD. 3.7. Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keadaan / tindakan / kegiatan / kejadian yang dilakukan secara rutin atau merupakan kebenaran umum, sesuai dengan konteks penggunaannya. (perhatikan unsur kebahasaan simple present tense).		KD. 4.7. Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/tindakan/kegiatan/kejadian yang dilakukan/ terjadi secara rutin atau merupakan kebenaran umum, dengan memperhatikan fungsi social, struktur teks dan unsur kebahasaan yang benar dan sesuai konteks.
Indikator Pencapaian Kompetensi (IPK) 3.7.1 Menentukan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis, kalimat deklaratif dan interogatif yang ada di buku paket.		Indikator Pencapaian Kompetensi (IPK) 4.7.1 Membuat kalimat deklaratif dan interogatif dalam simple present tense dengan menyisipkan tambahan adverbial: always, often, sometimes, never usually, every.
Tujuan Pembelajaran: Peserta didik mampu menjelaskan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keadaan / tindakan / kegiatan / kejadian yang dilakukan secara rutin atau merupakan kebenaran umum, sesuai dengan konteks penggunaannya. (perhatikan unsur kebahasaan simple present tense).		
Materi Pembelajaran: Kalimat deklaratif dan interogatif dalam simple present		
Sumber Belajar: Buku Penunjang Kurikulum 2013 Mata Pelajaran Bahasa Inggris When English Rings The Bell (Kelas VIII, Kemendikbud, Revisi Tahun 2017), Buku Pendamping Bahasa Inggris penerbit Intan Pariwara.		
Langkah-langkah Pembelajaran		
Apersepsi	Guru memberi motivasi dengan menjelaskan makna dari kalimat deklaratif dan interogatif dalam simple presentsesuai dengan konteks penggunaannya.	
Langkah Pembelajaran		
Model : Daring/Luring	<ol style="list-style-type: none"> 1. Peserta didik menerima materi (treatment) dari modul (textbook) tentang simple present tense. 2. Peserta didik diminta mengamati/menelaah modul (textbook) mengenai kalimat deklaratif dan interogatif dalam simple present tense. 3. Peserta didik diminta memperhatikan penjelasan mengenai materi dari modul (textbook). 4. Peserta didik mengajukan pertanyaan tentang materi yang belum dipahami. 5. Peserta didik memberi tanggapan mengenai materi simple present tense. 	
Produk : Lembar Kerja Siswa 1		
Diskripsi : Siswa belajar melalui Android, atau modul		
Alat dan Bahan		
1. Modul / Vidio 2. Power Point		

3. Buku Paket	
Penutup dan umpan balik	<ol style="list-style-type: none"> 1. Peserta didik diminta melakukan refleksi terhadap proses pembelajaran terkait dengan penguasaan materi, pendekatan dan model pembelajaran yang digunakan. 2. Peserta didik diingatkan untuk membaca materi pada pertemuan selanjutnya.

Penilaian:

4. Penilaian sikap: Menggunakan skala sikap untuk menilai perilaku/sikap terhadap penerapan kalimat deklaratif dan interogatif dalam simple present.
5. Penilaian pengetahuan: tes tertulis tentang kemampuan menjelaskan, penerapan kalimat deklaratif dan interogatif dalam simple present.
6. Penilaian keterampilan: menggunakan format penilaian untuk menilai partisipasi siswa dalam mengikuti pembelajaran.

Kepala Sekolah	Catatan hasil kegiatan/Umpan Balik.	Boyolali, Peneliti
Siyamto Budi S, S.Pd. M.Si NIP 196712071991031005	..... ..... .....	Ulfi Dwi Rahmawaty NIM 163221213

**RPP KELOMPOK KONTROL
SMP NEGERI 4 BOYOLALI**

Mata Pelajaran : Bahasa Inggris Kelas/Semester : VIII/1	Tanggal : Alokasi Waktu : 2 JP
KD. 3.7. Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keadaan / tindakan / kegiatan / kejadian yang dilakukan secara rutin atau merupakan kebenaran umum, sesuai dengan konteks penggunaannya. (perhatikan unsur kebahasaan simple present tense).	KD. 4.7. Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/tindakan/kegiatan/kejadian yang dilakukan/ terjadi secara rutin atau merupakan kebenaran umum, dengan memperhatikan fungsi social, struktur teks dan unsur kebahasaan yang benar dan sesuai konteks.
Indikator Pencapaian Kompetensi (IPK) 3.7.2 Menentukan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis, kalimat deklaratif dan interogatif dalam simple present tense dengan menyisipkan adverb of quantity yang ada pada buku paket.	Indikator Pencapaian Kompetensi (IPK) 4.7.2 Membuat kalimat deklaratif dan interogatif dalam simple present tense dengan menyisipkan adverb of quantity.
Tujuan Pembelajaran: Peserta didik mampu menjelaskan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keadaan / tindakan / kegiatan / kejadian yang dilakukan secara rutin atau merupakan kebenaran umum, sesuai dengan konteks penggunaannya. (perhatikan unsur kebahasaan simple present tense).	
Materi Pembelajaran: Kalimat deklaratif dan interogatif dalam simple present	
Sumber Belajar: Buku Penunjang Kurikulum 2013 Mata Pelajaran Bahasa Inggris When English Rings The Bell (Kelas VIII, Kemendikbud, Revisi Tahun 2017), Buku Pendamping Bahasa Inggris penerbit Intan Pariwara.	
Langkah-langkah Pembelajaran	
Apersepsi	Guru memberi motivasi dengan menjelaskan makna dari kalimat deklaratif dan interogatif dalam simple presentsesuai dengan konteks penggunaannya.
Langkah Pembelajaran	
Model : Daring/Luring	1. Peserta didik menerima materi (treatment) dari modul (textbook) tentang simple present

Produk : Lembar Kerja Siswa 1	tense.
Diskripsi : Siswa belajar melalui Android, atau modul	2. Peserta didik diminta mengamati/menelaah modul (textbook) mengenai kalimat deklaratif dan interogatif dalam simple present tense. 3. Peserta didik diminta memperhatikan penjelasan mengenai materi dari modul (textbook). 4. Peserta didik mengajukan pertanyaan tentang materi yang belum dipahami. 5. Peserta didik memberi tanggapan mengenai materi simple present tense.
Alat dan Bahan 1. Modul / Vidio 2. Power Point 3. Buku Paket	
Penutup dan umpan balik	1. Peserta didik diminta melakukan refleksi terhadap proses pembelajaran terkait dengan penguasaan materi, pendekatan dan model pembelajaran yang digunakan. 2. Peserta didik diingatkan untuk membaca materi pada pertemuan selanjutnya.

Penilaian:

4. Penilaian sikap: Menggunakan skala sikap untuk menilai perilaku/sikap terhadap penerapan kalimat deklaratif dan interogatif dalam simple present.
5. Penilaian pengetahuan: tes tertulis tentang kemampuan menjelaskan, penerapan kalimat deklaratif dan interogatif dalam simple present.
6. Penilaian keterampilan: menggunakan format penilaian untuk menilai partisipasi siswa dalam mengikuti pembelajaran.

Kepala Sekolah	Catatan hasil kegiatan/Umpan Balik.	Boyolali, Peneliti
Siyanto Budi S, S.Pd. M.Si NIP 196712071991031005	..... ..... .....	Ulfi Dwi Rahmawaty NIM 163221213

**RPP KELOMPOK KONTROL
SMP NEGERI 4 BOYOLALI**

Mata Pelajaran : Bahasa Inggris Kelas/Semester : VIII/1	Tanggal : Alokasi Waktu : 2 JP
KD. 3.8. Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/ tindakan/ kegiatan/ kejadian yang sedang dilakukan / berlangsung saat diucapkan, sesuai dengan konteks penggunaannya. (perhatikan unsur kebahasaan present continuous tense).	KD. 4.8. Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/tindakan/kegiatan/kejadian yang sedang dilakukan/ berlangsung saat diucapkan, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.
Indikator Pencapaian Kompetensi (IPK) 3.8.1 Menentukan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis kalimat deklaratif dan interogatif yang ada di buku paket.	Indikator Pencapaian Kompetensi (IPK) 4.8.1 Membuat kalimat deklaratif dan interogatif dalam present continuous tense dengan menggunakan adverbial: now.
Tujuan Pembelajaran: Peserta didik mampu menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/ tindakan/ kegiatan/ kejadian yang sedang dilakukan / berlangsung saat diucapkan, sesuai dengan konteks penggunaannya. (perhatikan unsur kebahasaan present continuous tense).	
Materi Pembelajaran: Kalimat deklaratif dan interogatif dalam present continuous tense.	

Sumber Belajar:Buku Penunjang Kurikulum 2013 Mata Pelajaran Bahasa Inggris When English Rings The Bell (Kelas VIII, Kemendikbud, Revisi Tahun 2017), Buku Pendamping Bahasa Inggris penerbit Intan Pariwara.

Langkah-langkah Pembelajaran

Apersepsi	Guru memberi motivasi dengan menjelaskan makna dari kalimat deklaratif dan interogatif dalam present continuous tense sesuai dengan konteks penggunaannya.
Langkah Pembelajaran	
Model : Daring/Luring	<ol style="list-style-type: none"> 1. Peserta didik menerima materi (treatment) dari modul (textbook) tentang present continuous tense. 2. Peserta didik diminta mengamati/menelaah modul (textbook) mengenai kalimat deklaratif dan interogatif dalam present continuous tense. 3. Peserta didik diminta memperhatikan penjelasan mengenai materi dari modul (textbook). 4. Peserta didik mengajukan pertanyaan tentang materi yang belum dipahami. 5. Peserta didik memberi tanggapan mengenai materi present continuous tense.
Produk : Lembar Kerja Siswa 1	
Diskripsi : Siswa belajar melalui Android, atau modul	
Alat dan Bahan 1. Modul / Vidio 2. Power Point 3. Buku Paket	
Penutup dan umpan balik	<ol style="list-style-type: none"> 1. Peserta didik diminta melakukan refleksi terhadap proses pembelajaran terkait dengan penguasaan materi, pendekatan dan model pembelajaran yang digunakan. 2. Peserta didik diingatkan untuk membaca materi pada pertemuan selanjutnya.

Penilaian:

7. Penilaian sikap: Menggunakan skala sikap untuk menilai perilaku/sikap terhadap penerapan kalimat deklaratif dan interogatif dalam present continuous tense.
8. Penilaian pengetahuan: tes tertulis tentang kemampuan menjelaskan,penerapan kalimat deklaratif dan interogatif dalam present continuous tense.
9. Penilaian keterampilan: menggunakan format penilaian untuk menilai partisipasi siswa dalam mengikuti pembelajaran.

Kepala Sekolah	Catatan hasil kegiatan/Umpan Balik.	Boyolali, Peneliti
Siyamto Budi S, S.Pd. M.Si NIP 196712071991031005	..... ..... .....	Ulfi Dwi Rahmawaty NIM 163221213

**RPP KELOMPOK KONTROL
SMP NEGERI 4 BOYOLALI**

Mata Pelajaran : Bahasa Inggris Kelas/Semester : VIII/1	Tanggal : Alokasi Waktu : 2 JP
KD. 3.8. Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/ tindakan/ kegiatan/ kejadian yang sedang dilakukan / berlangsung saat diucapkan, sesuai dengan konteks penggunaannya. (perhatikan unsur kebahasaan present continuous tense).	KD. 4.8. Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/tindakan/kegiatan/kejadian yang sedang dilakukan/ berlangsung saat diucapkan, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.
Indikator Pencapaian Kompetensi (IPK) 3.8.1 Menentukan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis kalimat deklaratif dan interogatif yang ada di buku paket.	Indikator Pencapaian Kompetensi (IPK) 4.8.1 Membuat kalimat deklaratif dan interogatif dalam present continuous tense dengan menggunakan adverbia: now.
Tujuan Pembelajaran: Peserta didik mampu menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/ tindakan/ kegiatan/ kejadian yang sedang dilakukan / berlangsung saat diucapkan, sesuai dengan konteks penggunaannya. (perhatikan unsur kebahasaan present continuous tense).	

Materi Pembelajaran:Kalimat deklaratif dan interogatif dalam present continuous tense.

Sumber Belajar:Buku Penunjang Kurikulum 2013 Mata Pelajaran Bahasa Inggris When English Rings The Bell (Kelas VIII, Kemendikbud, Revisi Tahun 2017), Buku Pendamping Bahasa Inggris penerbit Intan Pariwara.

Langkah-langkah Pembelajaran

Apersepsi	Guru memberi motivasi dengan menjelaskan makna dari kalimat deklaratif dan interogatif dalam present continuous tense sesuai dengan konteks penggunaannya.
Langkah Pembelajaran	
Model : Daring/Luring	<ol style="list-style-type: none"> 1. Peserta didik menerima materi (treatment) dari modul (textbook) tentang present continuous tense. 2. Peserta didik diminta mengamati/menelaah modul (textbook) mengenai kalimat deklaratif dan interogatif dalam present continuous tense. 3. Peserta didik diminta memperhatikan penjelasan mengenai materi dari modul (textbook). 4. Peserta didik mengajukan pertanyaan tentang materi yang belum dipahami. 5. Peserta didik memberi tanggapan mengenai materi present continuous tense.
Produk : Lembar Kerja Siswa 1	
Diskripsi : Siswa belajar melalui Android, atau modul	
Alat dan Bahan 1. Modul / Vidio 2. Power Point 3. Buku Paket	
Penutup dan umpan balik		1. Peserta didik diminta melakukan refleksi terhadap proses pembelajaran terkait dengan penguasaan materi, pendekatan dan model pembelajaran yang digunakan. 2. Peserta didik diingatkan untuk membaca materi pada pertemuan selanjutnya.

Penilaian:

10. Penilaian sikap: Menggunakan skala sikap untuk menilai perilaku/sikap terhadap penerapan kalimat deklaratif dan interogatif dalam present continuous tense.
11. Penilaian pengetahuan: tes tertulis tentang kemampuan menjelaskan,penerapan kalimat deklaratif dan interogatif dalam present continuous tense.
12. Penilaian keterampilan: menggunakan format penilaian untuk menilai partisipasi siswa dalam mengikuti pembelajaran.

Kepala Sekolah

Siyamto Budi S, S.Pd. M.Si
NIP 196712071991031005

Catatan hasil kegiatan/Umpan Balik.

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148
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Boyolali,
Peneliti

Ulfi Dwi Rahmawaty
NIM 163221213

**RPP KELOMPOK KONTROL
SMP NEGERI 4 BOYOLALI**

Mata Pelajaran : Bahasa Inggris Kelas/Semester : VIII/1	Tanggal : Alokasi Waktu : 2 JP
KD. 3.8. Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/ tindakan/ kegiatan/ kejadian yang sedang dilakukan / berlangsung saat diucapkan, sesuai dengan konteks penggunaannya. (perhatikan unsur kebahasaan present continuous tense).	KD. 4.8. Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/tindakan/kegiatan/kejadian yang sedang dilakukan/ berlangsung saat diucapkan, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.
Indikator Pencapaian Kompetensi (IPK) 3.8.2 Menentukan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis kalimat deklaratif dan interogatif, yang menyisipkan nomina tunggal dan jamak yang ada pada buku paket.	Indikator Pencapaian Kompetensi (IPK) 4.8.2 Membuat kalimat deklaratif dan interogatif dalam present continuous tense dengan menggunakan nominal tunggal dan jamak dengan atau tanpa: a, the, this, those, my, their, dsb.
Tujuan Pembelajaran: Peserta didik mampu menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/ tindakan/ kegiatan/ kejadian yang sedang dilakukan / berlangsung saat diucapkan, sesuai dengan konteks penggunaannya. (perhatikan unsur kebahasaan present continuous tense).	

- **Materi Pembelajaran:** Nominal tunggal dan jamak dengan atau tanpa: a, the, this, those, my, their, dsb.

Sumber Belajar: Buku Penunjang Kurikulum 2013 Mata Pelajaran Bahasa Inggris When English Rings The Bell (Kelas VIII, Kemendikbud, Revisi Tahun 2017), Buku Pendamping Bahasa Inggris penerbit Intan Pariwara.

Langkah-langkah Pembelajaran

Apersepsi	Guru memberi motivasi dengan menjelaskan makna dari kalimat deklaratif dan interogatif dalam present continuous tense sesuai dengan konteks penggunaannya.
Langkah Pembelajaran	
Model : Daring/Luring	<ol style="list-style-type: none"> 1. Peserta didik mengerjakan post test 2. Peserta didik menerima materi tentang present continuous tense dari modul (textbook). 3. Peserta didik diminta mengamati/menelaah modul (textbook) mengenai kalimat deklaratif dan interogatif dalam present continuous tense. 4. Peserta didik mengajukan pertanyaan tentang materi yang belum dipahami.
Produk : Lembar Kerja Siswa 1	
Diskripsi : Siswa belajar melalui Android, atau modul	
Alat dan Bahan 1. Modul / Vidio 2. Power Point 3. Buku Paket	
Penutup dan umpan balik	<ol style="list-style-type: none"> 1. Peserta didik diminta melakukan refleksi terhadap proses pembelajaran terkait dengan penguasaan materi, pendekatan dan model pembelajaran yang digunakan. 2. Peserta didik diingatkan untuk membaca materi pada pertemuan selanjutnya.

Penilaian:

4. Penilaian sikap: Menggunakan skala sikap untuk menilai perilaku/sikap terhadap penerapan kalimat deklaratif dan interogatif dalam present continuous tense
5. Penilaian pengetahuan: tes tertulis tentang kemampuan menjelaskan, penerapan kalimat deklaratif dan interogatif dalam present continuous tense.

6. Penilaian keterampilan: menggunakan format penilaian untuk menilai partisipasi siswa dalam mengikuti pembelajaran.

<p style="text-align: center;">Kepala Sekolah</p> <p style="text-align: center;">Siyamto Budi S, S.Pd. M.Si NIP 196712071991031005</p>	<p style="text-align: center;">Catatan hasil kegiatan/Umpan Balik.</p> <p style="text-align: center;">.....</p>	<p style="text-align: center;">Boyolali, Peneliti</p> <p style="text-align: center;">Ulfi Dwi Rahmawaty NIM 163221213</p>
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APPENDIX 9
THE EXAMPLE OF STUDENTS' ACTIVITY

Choose the correct sentences of simple present tense!

1. Mita reads the newspaper everyday.
Mita read the newspaper everyday.
Mita reading the newspaper everyday.
2. Johny go to the gym daily.
Johny goes to the gym daily.
Johny going to the gym daily.
3. The planets revolve around the sun.
The planet revolve around the sun.
The planet revolving around the sun.
4. She do not drink milk everyday.
She does not drink milks everyday.
She does not drink milk everyday.
5. She does not play guitar well, that's why she keep practice everyday.
She does not plays guitar well, that's why she keep practice everyday.
She do not play guitar well, that's why she keep practice everyday.
6. I doesn't work in the fashion industry.
I don't work in the fashion industry.
I don't works in the fashion industry.
7. Do you clean your room everyday?
Do you cleans your room everyday?
Does you clean your room everyday?
8. Do he play volleyball?
Does he plays volleyball?
Does he play volleyball?
9. Emma watch cartoon every Sunday
Emma watches cartoon every Sunday.
Emma watching cartoon every Sunday.
10. Hailey always drinks vitamin C every morning.
Hailey always drink vitamin C every morning.
Hailey always drinking vitamin C every morning.

Choose the correct sentences of present continuous tense!

1. Bella is study Korean now.
Bella is studies Korean now.
Bella is studying Korean now.
2. Jasmine is going to Japan next week.
Jasmine is go to Japan next week.
Jasmine is goes to Japan next week.
3. She is read a romance novel right now.
She is reading a romance novel right now.
She is reads a romance novel right now.
4. Sani is wear a grey hoodie today.
Sani is wears a grey hoodie today.
Sani is wearing a grey hoodie today.
5. She is packing the order now.
She is pack the order now.
She is packs the order now.
6. They are not drinking coffee but milk.
They are not drink coffee but milk.
They not drinking coffee but milk.
7. I am cooks at the moment.
I am cooking at the moment.
I am cook at the moment.
8. I am send an email just now.
I am sends an email just now.
I am sending an email just now.
9. Are they eating dinner now?
Are they eat dinner now?
Are they eats dinner now?
10. Is Vania going to the library now?
Is Vania goes to the library now?
Is Vania go to the library now?