

**TEACHING PROGRESSIVE TENSE THROUGH DIRECT METHOD TO  
TENTH GRADE STUDENTS OF MAN 3 ACEH TIMUR**

**SKRIPSI**

**Submitted**

**By**

**SIRAJUL HAMADA AMNA  
1042018056**

**Degree (S1)**

**Study Program : English Department  
Tarbiyah and Teacher Training Faculty**



**TARBIYAH AND TEACHER TRAINING FACULTY  
STATE INSTITUTE FOR ISLAMIC STUDIES  
LANGSA  
1443 H / 2022 M**

**STATEMENT OF APPROVAL**

**TEACHING PROGRESSIVE TENSE THROUGH DIRECT METHOD TO  
TENTH GRADE STUDENTS OF MAN 3 ACEH TIMUR**

Submitted to the Faculty of Tarbiyah and Teachers' Training  
State Institute of Islamic Studies (IAIN) Langsa as Fulfilment of the Requirements  
For the degree of *Sarjana Pendidikan (S.Pd)* of English Education

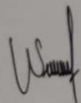
**By**

**SIRAJUL HAMADA AMNA  
1042018056**

**English Education Department**

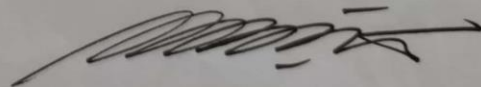
**Approved by :**

Supervisor I



Wahidah, M.Ed  
NIP. 198301262015032003

Supervisor II



Muslem, S.Pd., M.Pd., M.TESOL  
NIP. 197605272009041002

**STATEMENT OF CERTIFICATION**  
**TEACHING PROGRESSIVE TENSE THROUGH DIRECT  
METHOD TO TENTH GRADE STUDENTS OF MAN 3 ACEH TIMUR**

By:

**Sirajul Hamada Amna**

**1042018056**

Has been defended in *Sidang Munaqasah* by the board of Examiner and has been  
accepted as a Partial Fulfillment of Requirements for *Sarjana (S.Pd)* in English  
Department of Tarbiyah and Teachers Training Faculty on:

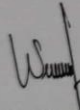
Monday, August 8<sup>th</sup> 2022 M

10 Muharram 1444 H

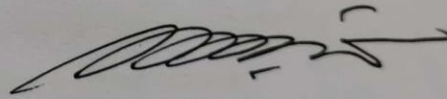
**Board of Examiners:**

Chairman,

Secretary,



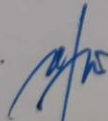
**Wahidah, M.Ed**  
NIP. 198301262015032003



**Muslem, S.Pd., M.Pd., M.TESOL**  
NIP.197605272009041002

Examiner I,

Examiner II,



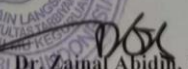
**Dr. Fakhrurazi, S.Ag., M. Hum**  
NIP.197802142006041001



**Dr. Zulfitri, MA**  
NIP.197207121999051001

Certified by:  
The Dean of Tarbiyah and Teachers Training Faculty  
State Institute of Islamic Studies Langsa



  
**Dr. Zaimal Abidin, MA.**  
Nip 197506032008011009

PERNYATAAN KEASLIAN SKRIPSI

Saya yang bertanda tangan di bawah ini:

Nama : **SIRAJUL HAMADA AMNA**  
NIM : 1042018056  
Fakultas/Jurusan : FTIK/TBI  
Alamat : Desa Pasi puteh, Kecamatan ranto Peureulak, Kabupaten  
Aceh Timur

Dengan ini menyatakan bahwa skripsi saya yang berjudul **“Teaching Progressive Tense Through Direct Method To Tenth Grade Students Of MAN 3 Aceh Timur”** adalah benar hasil karya sendiri dan original sifatnya. Apabila dikemudian hari ternyata/terbukti hasil plagiat karya orang lain atau dibuatkan orang lain, maka akan dibatalkan dan saya siap menerima sanksi akademik sesuai ketentuan yang berlaku.

Demikian surat pernyataan ini saya buat dengan sebenar-benarnya.

Langsa, 28 Juli 2022

Yang membuat pernyataan



SIRAJUL HAMADA AMNA

Nim: 1042018056

## TABLE OF CONTENTS

<b>STATEMENT OF APPROVAL</b> .....	<b>i</b>
<b>STATEMENT OF CERTIFICATION</b> .....	<b>ii</b>
<b>ORIGINAL LITERACY WORK DECLARATION</b> .....	<b>iii</b>
<b>TABLE OF CONTENTS</b> .....	<b>iv</b>
<b>ABSTRACT</b> .....	<b>v</b>
<b>ACKNOWLEDGEMENT</b> .....	<b>v</b>
<b>CHAPTER I INTRODUCTION</b> .....	<b>1</b>
A. Background of Study .....	1
B. Problem of Study .....	3
C. Purpose of Study .....	3
D. Scope of Study .....	4
E. Basic Assumption and Hypothesis.....	4
F. Organization of Study .....	5
<b>CHAPTER II REVIEW OF LITERATURES</b> .....	<b>6</b>
A. Definition of Present Progressive Tense.....	6
B. The Uses of the Present Progressive Tense.....	9
C. The Form of Present Progressive Tense .....	11
D. Definition of The Direct Method .....	13
<b>CHAPTER III RESEARCH METHODOLOGY</b> .....	<b>21</b>
A. Time and Place of Study .....	21
B. Population and Sample .....	23

C. Technique of Data Analysis .....	25
D. Procedure and Instrument .....	25
<b>CHAPTER IV DISCUSSIONS .....</b>	<b>32</b>
A. Data Tabulation .....	32
B. Evaluation of the Data.....	36
C. Discussion .....	41
D. Result of Research .....	42
E. Result of Experimental Teaching .....	42
F. Result of Interview .....	43
<b>CHAPTER V CONCLUSIONS AND SUGGESTIONS.....</b>	<b>44</b>
A. Conclusion .....	45
B. Suggestion .....	46
<b>BIBLIOGRAPHY .....</b>	<b>47</b>
<b>APPENDICES</b>	

## ABSTRACT

**Sirajul Hamada Amna**, 2022, *Teaching Progressive Tense Through direct Method To Tenth Grade Students Of MAN 3 Aceh Timur*. Skripsi Jurusan Tadris Bahasa Inggris, Fakultas Tarbiyah dan ilmu Keguruan, IAIN Langsa.

**Supervisor (1)**. Wahidah, M.Ed., **(2)**. Muslem, S.Pd., M.Pd, M.TESOL

In english Learning, The structure must be the important thing to understand English language, English structure involved several elements, then the writer will get it up into the thesis. The object study in this thesis about teaching Present Progressive Tense through Direct Method affective and able to improve student in learning English in MAN 3 Aceh Timur. The data was analyzed by using descriptive quantitative technique. This technique, The data was analyzed and collected in term of quantitative analysis. The data collected by giving the test of Present Progressive Tense the by Pre-Test and Post-Test to know their ability after teaching session. After analyzing all the data collection, the writer see that direct method that has given in the class experiment has been proved that shown (74, 01) and the median (74) score of the post test was higher than the Pre-Test that shown (65, 78) and median (54, 85).most of the Tenth grade of MAN 3 Aceh Timur are interested in studying present progressive tense through direct method.

**Keywords:** Present Progressive Tense, Grammar, Direct Method

## ACKNOWLEDGEMENT

First of all, the writer would like to thank to Allah SWT the Almighty for giving him strength, health, trust to accomplish this thesis entitled " Teaching Progressive Tense Through Direct Method To Tenth Grade Students Of MAN 3 Aceh Timur" . Praise be upon Prophet Muhammad SAW who has brought the ummah to the brightness of the era and being the best ummah .

The writer realized that in carrying out and writing this thesis, many people has given their valuable suggestion, guidances, advices, sacrifices, and assistances for the completion of writing this thesis . Therefore , the writer would like to express his deepest sincerely appreciation to :

1. The writer's parents , Dr. Andhika Jaya Putra, M.A and Hj, Siti Nurbaya, S.Pd who always educate, encourage, pray, and provide material and nonmaterial support, so the writer could finish writing his thesis.
2. The writer's supervisors , Mrs. Wahidah M, Ed and Mr. Muslem , S.Pd, M.Pd, M.TESOL, for their assistance in guiding, encouraging, and advising him to complete writing this thesis.
- 3.All English Department Lecturers at Tarbiyah Faculty who have guided and shared their knowledge with the writer from the first semester to the last semester.
4. For the names who has not been mentioned above , May Allah SWT be with us ,  
Aamiin

Finally , the writer hopes this thesis could provide valuable and useful information for the readers . The writer sincerely appreciates all the critics and suggestions and will accept all of it.



Langsa, Juli 28<sup>th</sup> 2022

The writer,

**Sirajul Hamada Amna**

**Nim. 1042018056**



# CHAPTER I

## INTRODUCTION

### A. Background of Study

Language is used as means of communication and interaction between individuals. People usually learn language to be able to communicate orally or in writing form. The role of English language is getting more urgent in educational affairs in Indonesia. This is because of the English language has been considered as a medium to operate and promote education and culture of the nation. Besides English an foreign language has been applied in term teaching learning purposes and also it is a tool of communication in over the world in this case the students able to handle the aspect found in the English language such as reading, writing, speaking and listening in studying. English structure Indonesia students often find problems the usually become confused in building the English sentences because they translate them from Indonesia.

According to Rundiments “what is English grammar? The art of speaking and writing English language correctly according to the rules and general practice. Where are the rules and general practice to be found? In the language is self.”<sup>1</sup> In learning English we must knowing and understanding about the structure, structure in English involve several elements, so the writer will get it up into the thesis. Micheal Swanstate that “we often use Progressive Tense to suggest that situations and actions are temporary or incomplete; other tenses are used to talk

---

<sup>1</sup>Rundiments, *English Grammar*, (Oxfordshired: Oxford University Press. 1978), p. 250.

about permanent situations and completed actions”. In this study, the writer will focus in teaching Present Progressive Tense through direct method.<sup>2</sup>

Larsen Freeman acknowledges that “The method is seen as super ordinate comprising both “principles” and “techniques”. The principles involve five aspects of second or foreign language teaching the teacher, the learner, the teaching process, the learning process, and the target language or culture. As a result, direct method is not a new method that emphasizes the teaching in using target language communicatively.<sup>3</sup> Students faced many difficulties in learning Present Progressive Tense because they do not master the grammar so the sentences are not coherent, same correct example present progressive tense.

- |                        |   |                                       |
|------------------------|---|---------------------------------------|
| Positive sentence      | → | - she is writing a letter             |
|                        |   | - I am reading a magazine             |
|                        |   | - They are climbing the mountain      |
| Negative sentence      | → | - He is not visiting her grand mother |
|                        |   | - I am not studying English           |
|                        |   | - We are not going to market          |
| Interrogative sentence | → | - is he reading a magazine?           |
|                        |   | - Are they climbing the mountain?     |

---

<sup>2</sup>Micheal Swan, *Practical English Usage* (Oxfordshire: Oxford University Press. 1980), p. 502.

<sup>3</sup>Larsen Freeman, Diane, *Techniques and Principles in Language*, (Oxfordshire: Oxford University press, 1986), p. 19.

## **B. Problem of Study**

Present Progressive Tense is one of the grammars, which must be acquired by students of English as a foreign language. Coolin states that “Grammar is rules of language, concerning the way in which you can put words together in order to make sentences.”<sup>4</sup>

In line with the background of the study describe above the problem of the study is formulated in a question as follows:

1. Is teaching Present Progressive Tense through direct method affective to the students in learning English?
2. Is teaching Present Progressive Tense through direct method able to improve student’s ability?

## **C. Purpose of Study**

The main purposes of this study are:

1. To find out the affective way to teach Present Progressive Tense in using direct method.
2. To know what problems faced by students in studying Present Progressive Tense.

## **D. Scope of Study**

The focus on the study in this thesis is the Teaching Progressive Tense through Direct Method to the Tenth Grade Students of MAN 3 Aceh Timur.

---

<sup>4</sup> W. M. Collin, *The New Collins International Dictionary of the English Language*. (Singapore, Graham Brash, 1983), p. 259.

## **E. Basic Assumption and Hypothesis**

### **a. Basic Assumption**

The basic assumption means on accepted principle and assertion to be used as basis for drawing inferences:

1. Grammar is one of the important components in learning English.
2. Present Progressive Tense can be through by direct method.
3. Students poorly understand of making a good sentence.

### **b. Hypothesis**

According to Good “Hypothesis is a guiding idea, tentative explanation or statement of probabilities, serving to initiate and guide observation and search for relevant data and other consideration and to predict certain result of consequence”.<sup>5</sup>

The hypothesis of this study are:

1. Many students got confused in studying Present Progressive Tense.
2. Teaching Present Progressive Tense through direct method is affective.
3. Using direct method is the good way to teach Present Progressive Tense.

---

<sup>5</sup>Carter, Good. V. *Dictionary of Education*. (New York: Grow Hill Company, Inc, 1959), p. 3.

## **F. Organization of Study**

The thesis will be divided into five chapters, they are:

Chapter One is Introduction, Including The Background of Study, The Problem of Study, The Purposes of Study, The Scope of Study, The Basic Assumption and Hypothesis and The Organization of Study.

Chapter Two deals with Review Literature on definition of Present Progressive Tense, the use of Present Progressive Tense, the forms of Present Progressive Tense and definition of direct method.

Chapter Three, procedure of data collection that consists of time and place of study, population and sample, methodology, technique of data analysis, procedure and instrument and the result.

Chapter Four, Findings that consist of data tabulation, evaluation of the data discussion.

And the last Chapter Five, the conclusion and suggestion.

## CHAPTER II

### REVIEW OF LITERATURES

#### A. Definition of Present Progressive Tense

The present progressive tense indicates continuing action, something going on now. This tense is formed with the helping “to be” verb, in the present tense, plus the present participle of the verb (with an *-ing* ending): “I am buying all my family’s Idh Fitri gifts early this year. She is working through the holiday break. Hamada is being a really good boy in these days before Eid Fitri”.

The present progressive can suggest that an action is going to happen in the future, especially with verbs that convey the idea of a plan of movement from one place or condition to another. “The team is arriving in two hours. He’s moving to Portland this summer.” Because the present progressive can suggest either the present or the future, it is usually modified by adverbs of time. Generally, progressive forms occur only with what are called dynamic verbs and not with stative verbs.

#### **Singular**

I am walking

You are walking

He/she/it is walking

#### **Plural**

We are walking

You are walking

They are walking



The **Present Progressive Tense** takes the form **be + V ing**

The form of **be** determined by the subject of the sentence.

He is singing

She is listening

They are sleeping

I am going home

The progressive is formed with the present of “**be + the-ing form**”

I	<i>am</i>	>	I'm	>	waiting
You	are	>	you're	>	waiting
He	is	>	He's	>	writing
She	is	>	She's	>	running
It	is	>	It's	>	beginning
We	are	>	we're	>	lying
You	are	>	you're	>	lying

They are >They're >lying

### **Spelling : how to add '-ing' to a verb**

#### **Wait/waiting**

We can add -ing to most verbs without changing the spelling of their base forms. Other examples: beat/beating, carry/carrying, catch/catching, drink/drinking, enjoy/enjoying, hurry/hurrying.

#### **Write/writing**

If a verb ends in -e, omit the -e and add -ing. Other examples: come/coming, have/having, make/making, ride/riding, use/using. This rule does not

apply to verbs ending in double e: agree/agreeing, see/seeing, or to age/ageing and singe/singeing.

### **Run/running**

A verb that is spelt with a single vowel followed by a single consonant doubles its final consonant. Other examples: hit/hitting, let/letting, put/putting, run/running, sit/sitting. Compare: e.g. beat/beating which is not spelt with a single vowel and which therefore does not double its final consonant.

### **Begin/beginning**

With two-syllable verbs, the final consonant is normally doubled when the last syllable is stressed. Other examples: forget/forgetting, prefer/preferring, up'set/upsetting. Compare: 'benefit/benefiting, 'differ/differing and 'profit/profitting which are stressed on their first syllables and do not double their final consonants. Note "label/labelling, 'quarrel/quarrelling, 'signal/signaling and 'travel/travelling which are exceptions to this rule. Compare: labeling, quarreling, signaling, traveling, at the end of a verb changes to - ick when we add *-ing*: panic/panicking, picnic/picknicking, traffic/trafficking.

### **Lie/lying**

Other examples: die/dying, tie/tying

## **B. The Uses of the Present Progressive Tense**

### **1. Actions in progress at the moment of speaking**

According to Znanje: “We use the Present Progressive to describe actions or events which are in progress at the moment of speaking”<sup>6</sup>. To emphasize this, we often use adverbials like now, at the moment, just, etc.:

- Someone's knocking at the door. Can you answer it?
- What are you doing? - I'm just tying up my shoe-laces.
- He's working at the moment, so he can't come to the telephone.

Actions in progress are seen as uncompleted:

- He's talking to his girlfriend on the phone.

We can emphasize the idea of duration with *still*:

- He's still talking to his girlfriend on the phone.

### **2. Temporary situations**

The Present Progressive can be used to describe actions and situations which may not have been happening long, or which are thought of as being in progress for a limited period:

- What's your daughter doing these days?
- She's studying English at Durham University.

Such situations may not be happening at the moment of speaking:

---

<sup>6</sup>znanje.com.”Grammar.”Accessed on February 7,2022  
<https://www.znanje.com//ppt.htm>.

- Don't take that ladder away. Your father's using it. (i.e. but perhaps not at the moment)
- She's at her best when she's making big decisions.

Temporary events may be in progress at the moment of speaking:

- The river is flowing very fast after last night's rain.

We also use the Present Progressive to describe current trends:

- People are becoming less tolerant of smoking these days.

### 3. Planned actions: future reference

We use the Present Progressive to refer to activities and events planned for the future. We generally need an adverbial unless the meaning is clear from the context:

- We're spending next winter in Australia.

This use of the Present Progressive is also commonly associated with future arrival and departure and occurs with verbs like *arrive*, *come*, *go*, *leave*, etc. To describe travel arrangements:

- He's arriving tomorrow morning on the 13.27 train.

The adverbial and the context prevent confusion with the present progressive to describe an action which is in progress at the time of speaking:

- Look! the train's leaving. (i.e. it's actually moving)

### C. The Form of Present Progressive Tense

The present progressive verb is a compound verb, composed of the auxiliary *to be*, which agrees with the subject in form, and the present participle (v-ing).

#### Subject Auxiliary Verb be Main Verb Rest of Sentence

I am Ving

He, she, it is Ving

We, you, they are Ving

I am working on a new project this month

Donna is staying with her aunt this weekend

My brothers are playing chess tonight

#### 1. Common Time Expressions

The Present Progressive is used with time expressions (in blue) informing that the action is taking place around now, today, this week etc., and is of temporary nature.

Subject	Verb	Time
I	am going on vacation	today.
You	are not making any sense	now.
Dan \ He	is swimming at the pool	right now.
Sheila\ She	is studying for her big test	this week.
We	are <b>still</b> studying at the library.	
You	are working too hard	these days.

My parents \

They are leaving for the Far East next month.

2. Negative Statements and Question Types in the Present Progressive For detailed rules for forming negative statements and questions in English.

### Negative Statements:

**Subject Auxiliary Verb+not Main Verb Rest of sentence**

I am not working On a new project this month.

Donna \is not saying with us this weekend.

**Subject Auxiliary Verb + not Main Verb Rest of sentence**

He\ She \It isn't

My brothers are not

We \ You \ They aren't playing chess tonight.

### The 3 Question Types:

#### 1. Yes/No Questions:

Auxiliary	Verb	Subject	Main Verb	Rest of sentence
-----------	------	---------	-----------	------------------

Am		I	working	on a new project this month?
----	--	---	---------	------------------------------

Is		Donna	\	
		He \ she \ it	staying	with us this weekend?

Are		my brothers		
-----	--	-------------	--	--

		We \ you\they	playing chess tonight	
--	--	---------------	-----------------------	--

#### 2. Wh Questions:

**Wh question word Auxiliary Verb Subject Main Verb Rest of sentence**



## 1. Major Characteristic

Alice Omaggic Hadley assert that: “The methodology advocated by Berlitz, among others<sup>8</sup>. had the following characteristics:

1. Language learning should start with the here-and-now, utilizing classroom objects and simple actions. Eventually, when students have learned enough language, lessons move on to include common situations and settings.
2. From the beginning of instruction, students hear complete and meaningful sentences in simple discourse, which often takes the form of question-answer exchanges.
3. Correct pronunciation is an important consideration in this approach, and emphasis is placed upon the development of accurate pronunciation from the beginning of instruction. Phonetic notation is often used to achieve this goal.
4. Grammar rules are not explicitly taught; rather, they are assumed to be learned through practice. Students are encouraged to form their own generalizations about grammar through *inductive* methods. When grammar is explicitly taught, it is taught in the target language.
5. Reading goals are also reached via the “direct” understanding of text without the use of dictionaries or translation.

---

<sup>8</sup> Alice, Omaggic Hadley, *Teaching In Context Second Edition*. (Boston, Mass: Heinle & Heinle, 1993), p 92.



## 2. Principles of Direct Method

Setiadi Ag Bambang states that Even though the Direct Method has derived from psychology, the method has some principles related to learning foreign languages. The following principles are some of the characteristics of the Direct Method regarding to language learning.<sup>9</sup>

1. Grammar is taught by situation and through inductive process.
2. The syllabus is based on situations and related to everyday vocabulary and structure.
3. Grammar and vocabulary is taught orally.
4. Concrete meanings are made clear by presenting physical Objects and abstract ones through association of ideas, not through translation.
5. Repetition of new materials is encouraged to make language learners acquire the language naturally.
6. Listening and imitating sounds are drilled so that language learners become automatic in producing the sounds.
7. Language learners learn the target language in the class most of the time.
8. Sounds of the language are essential and presented at the beginning of the course.
9. Reading follows listening and speaking, and the reading texts are based on the materials of the two skills.
10. Many new items are presented in the same lesson in order to make the language natural.”

The principles of the Direct Method kept developing from year to year. There was always some effort to systemize the teaching of language and the method was also combined with other traditional methods. Descriptive phonetics

---

<sup>9</sup> Setiadi Ag Bambang, *Teaching English As A Foreign Language* (Yogyakarta:PT. Gramedia, 2006), p. 46.

and reading texts were also added to the method to meet the demands at that time. The combination with the traditional methods was eventually called "eclectic method".

### 3. Procedures of Direct Method

As stated earlier, language teaching presented through the Direct Method may take different forms. No standardized procedure characterizes the method. Different people may develop their own procedures as long as the procedures are based on the principles of the method. Nowadays, there is not much literature related to the method even though still many people use techniques that can be classified under the principles of the method in teaching another language in the classroom. The principle procedure is that language is first introduced through the ear, and then reinforced through the eye and hand by reading and writing. The following procedure is adapted from Larsen Freeman states that:<sup>10</sup>

1. Each student has a reading passage in front of him/her.
2. The students are called on one by one and they read the text loudly.
3. After the students finish reading the passage, they are asked in the target language if they have questions.
4. The teacher answers the students' questions in the target language.
5. The teacher works with the students on the pronunciation.
6. The teacher gives questions to the students and the questions and statements are about the students in the classroom.

---

<sup>10</sup>Diane Larsen, Freeman, *Techniques and Principles in Language Teaching*. (Oxfordshire: Oxford University Press, 1986), p.27-28.

7. The students make up their own questions and statements and direct them to other students in the classroom.
8. The teacher instructs the students to turn to an exercise in the lesson which asks them to fill in the blanks.
9. The students read a sentence out loud and supply the missing word as they are reading.
10. The teacher asks the students to take out their notebooks and he/she gives them a dictation; the passage is about the topic that has been discussed.”

Another way of teaching a language through the Direct Method is also suggested Theodore S. Roger and Jack C. Richards define Approaches and method in language teaching is <sup>11</sup>

“This way is actually not a procedure but more as a set of techniques suggested by Berlitz, one of the American reformers who attempted to build a language teaching methodology based on the Direct Method. In practice it stood for the following principles and procedures:

1. Classroom instruction was conducted exclusively in the target language.
2. Only everyday vocabulary and sentences were taught.
3. Oral communication skills were built up in a carefully graded progression organized around question and answer exchanges between teachers and students in small, intensive classes.
4. Grammar was taught inductively.
5. New teaching points were introduced orally.
6. Concrete vocabulary was taught through demonstration, objects, and pictures; abstract vocabulary was taught by association of ideas.
7. Both speech and listening comprehension were taught.
8. Correct pronunciation and grammar were emphasized.”

---

<sup>11</sup> Theodore S. Roger, Jack C. Richards, *Approaches And Method In Language Teaching*, (Cambridge: Cambridge University Press, 1986), p 9-10.

These principles are seen in the following guidelines for teaching oral language, which are still followed in contemporary Berlitz school.

Never translate: demonstrate

Never explain: act

Never make a speech: ask question

Never imitate mistakes: correct

Never speak with single words: use sentences

Never use the book: use your lesson plan

Never jump around: follow your plan

Never go too fast: keep the pace of the student

Never speak too slowly: speak normally

Never speak too quickly: speak naturally

Never speak too loudly: speak naturally

Never be impatient: take it easy

#### **4. Typical Techniques**

Diane Larsen Freeman acknowledges that techniques and principles in language teaching is<sup>12</sup>

“Provides expanded descriptions of some common/typical techniques closely associated with the Direct Method. The listing here is in summary form only.

(1) Reading Aloud

(Reading sections of passages, plays or dialogs out loud)

(2) Question and Answer Exercise

---

<sup>12</sup> Diane Larsen, Freeman, *Techniques and Principles in Language Teaching*. (Oxfordshire: Oxford University Press, 1986), p 26-27.

(Asking questions in the target language and having students answer in full sentences)

(3) Student Self-Correction

(Teacher facilitates opportunities for students to self-correct using follow-up questions, tone, etc)

(4) Conversation Practice

(Teacher asks students and students ask students questions using the target language)

(5) Fill-in-the-blank Exercise

(Items use target language only and inductive rather than explicit grammar rules)

(6) Dictation

(Teacher reads passage aloud various amounts of times at various tempos, students writing down what they hear)

(7) Paragraph Writing

(Students write paragraphs in their own words using the target language and various models)”

As stated earlier that there is no fixed procedure of the Direct Method. This causes confusion among language teachers; language teachers may argue that they have used the Direct Method in the class even though they may not have used it in a real sense. Referring to the concepts of approach, method and technique introduced by Anthony, which has been discussed in chapter one Theodore S. Rodger and Jack C. Richards and Jack C. Richards acknowledges that “probably, the Direct Method is not a real method since there is no overall plan of language teaching.”<sup>13</sup> The method only refers to assumptions about language and language learning, and some techniques that have been

---

<sup>13</sup>Theodore S. Rodger, Jack C. Richards, *Approaches And Method In Language Teaching*, (Cambridge: Cambridge University Press, 1986), p 19.

developed from the assumptions. It is understandable since the method had been born long before the concept of method itself was introduced in 1963.

The birth of the Direct Method really contributed a great deal of improvement in teaching another language in the world. Because of the method language teaching gradually has swung from the teaching of grammar to teaching to communicate in the target language. The Direct Method is believed to be the first method that encourages language teachers to teach a second/foreign language by modeling first language learning. In this method grammar is taught inductively with no explanations of grammar rules, which is really an improvement in language teaching.

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

#### **A. Time and Place of Study**

The writer conducted a research at MAN 3 Aceh Timur and focused the study on “Teaching Present Progressive Tense through Direct Method to Tenth Grade Students of MAN 3 Aceh Timur”. In this chapter, the writer would like to give some general description of MAN 3 Aceh Timur. It was built in number and with the name of MAN 3 Aceh Timur, and it was the first Senior High School at the time.

##### **1. The Background of School**

The school located on Jl. Peunaron, No. 07, Desa Alue Dua Kecamatan Ranto Peureulak, Kabupaten Aceh Timur. It can be easily reached on foot and motorcycle transportation facilities. The school has twelve classrooms, four of them are used for the tenth grade student. It has a special room for the headmaster, teacher, library, administration room. Besides, it also has sport facilities such as badminton court, table tennis, football, and other facilities that support the teaching learning activities. There have been two head masters who lead the school since 1999 up to now. They are: Chairil, Shulfan S.Pd M.Si, and now the school is lead by Drs. Marzuki, Dr. M.Yusuf S.Ag and Razali S.Ag.

## 2. Teachers

There are twenty teachers at MAN 3 Aceh Timur, three of them are English Teachers. She is Mrs. Hafidha Hanum S.Pd and Mrs. Siti Aminah S.Pd and Alfazil S.Pd

## 3. Students

According to the headmaster of MAN 3 Aceh Timur, the number of the students is 301 in 2022. There are 141 males and 160 females. The following table shows us the total number of the students at MAN 3 Aceh Timur.

**Table III-1**

**The Distribution of Students**

<b>Class</b>	<b>Male</b>	<b>Female</b>	<b>Total</b>
I	66	57	123
II	40	50	90
III	35	53	188
<b>Total</b>	<b>141</b>	<b>160</b>	<b>301</b>

Most of the students come from Ranto Peureulak area and some of them come from outside Ranto Peureulak. Based on the interview with the headmaster, the students and their social background. The students generally come from the middle range of social life.

## 4. The Curriculum of English Subject

Curriculum is a significant part in education. It organizes courses, activities and teacher's experience or school during in the classroom or in the



outside. According to Oxford Learner's Pocket Dictionary (1980;93) "Curriculum is course of study in a school, college and etc."<sup>14</sup>

The text book used in English teaching for the tenth grade students of the school is English for Senior High School. It is written by Thallea Nensis, Yusnaini Agustina and Kasumi Sulaiman, published by CV. Chardios, besides, the teacher also uses some other books such as Progress by Zumakhsin and Yulia Mufarichah and other books that are related to the material that should be tough to the students.

### **5. The Time Allocation**

The curriculum for the tenth grade students should carry four hours of English teaching per week. Each hour consist of 45 minutes, so that the time allocation is 4 x 45 minutes in a week. According to the English teacher, the time is not sufficient, for teaching, and learning procces. They cannot finish the materials in the curriculum within the given time. To solve this problems, the teacher asks the students to take the English course outside school. So the English course outside school hinterland at east Aceh. ThereFore, every students must learn English at home.

## **B. Population and Sample**

### **1. Population**

According to Sax "a population refers to aggregate of all intern to the researches". It means that the Population is the total number of objects that should be observed in research.

---

<sup>14</sup> Bull, Victoria, *Oxford Learner's Pocket Dictionary*, (Malang: Oxford University Press, 2008), p 245.

The population of this study in the tenth grade students of MAN 3 Aceh Timur is all of the students MAN 3 Aceh Timur, there are three classes of the tenth grade, three classes of the eleventh grade and three classes of the twelfth grade. With total number are about 301 students.

## **2. Sample**

Arikunto states that “If the population too large, the sample can be taken out between 10% - 15% OR 20% - 25% or it depends on the researcher ability based on the time available, energy expense and finance he can afford. the scope of the research area and the risk the research must be hard for the researcher to conduct the research<sup>15</sup>. The result of the research from the sample taken is generalized with the whole population. In this study the writer takes the samples randomly one class only of the tenth grade students, they are X' that consisting of 23 students.

## **3. Methodology**

Methodology is very urgent to analyze the problem a research needs effective method and obtain accurate data for this research the writer use experimental research.

### **1) Experimental Research**

The writer conducted the experimental teaching to the students in order to implement his technique of teaching directly to students to know the effects. And the seconds technique that the writer used in gathering the

---

<sup>15</sup>Arikunto, *Prosedur Penelitian*. (Jakarta: Rineka Cipta, 1992), p. 177.

data was experimental teaching. It was held for three meetings in the teaching experiment, the writer used direct method.

After teaching, the teacher has to know the student's ability in mastering the material of the present progressive tense. It is difficult to know the students ability if we do not make the test at first. There are some kinds of test but the writer had given only one kind of test. That is multiple choices. If the students could answer the test correctly they would get 100. This score is taken to support the percentage calculation for the student's ability because the percentage calculation is the main system in interpreting the obtained data.

### **C. Technique of Data Analysis**

The data were analyzed by using descriptive quantitative technique. In this technique, the data were analyzed in term of quantitative analysis. The steps in this technique were performed as follows:

1. Giving the test of present progressive tense.
2. Collecting the students' answer sheets.
3. Finding out the good ways in classifying the sentences.

### **D. Procedure and Instrument**

#### **1. Procedure**

##### **a. Teaching Present Progressive Tense through Direct Method**

Material taught in teaching learning activities are based on the program at unit lesson that is shown below:

### The Program of Unit Lesson

Subject : English  
Topic : Present Progressive Tense through Direct Method  
Sub Topic : Present Progressive Tense in Sentence  
School : MAN 3 Aceh Timur  
Class : X<sub>1</sub>  
Time : 3x90 minutes

#### 1. General Aims of Teaching

##### a. Language Skill

Students are to be able:

- 1) To find out the definition of present progressive tense
- 2) To comprehend and to express present progressive tense base on their position in the sentences.
- 3) To understand how to use present progressive tense in sentences.

##### b. The use of language and elements

Students are supposed:

- 1) To comprehend vocabularies and spelling that are related to the topic.

#### 2. Specific Aims of Teaching

##### a. The first meeting

The writer gave the pre-test to the students of 20 questions.

##### b. The second meeting

Students are hoped to be able:

- 1) The student dominates the definition of present progressive tense

- 2) To mention the types of present progressive tense
- 3) To answer the questions of present progressive tense
- 4) To form each present progressive tense in interrogative sentence WH question
- 5) To form each present progressive tense in
- 6) Review and conclusion of present progressive tense

c. The third meeting

- 1) The writer gave post-test to the students of 20 questions.

### **3. Subject Aids and Text Book**

- a. Subject aids : Students working papers.
- b. Textbook : English for the Senior High School by Thallea Nensis published by CV. Chardios.

### **4. Approach and Method**

- a. Approach : Process skill
- b. Method : Direct Method

### **5. Evaluation**

- a. Procedure : Multiple choice items
- b. Tools of evaluation : Teacher's observation  
Evaluation

### **First Meeting**

Before the writer taught the student, he gave them the pretest of 20 questions, in 45 minutes in order to know their ability in mastering English present progressive tense through Direct Method.

### **Second Meeting**

The writer asked them some question about Present Progressive Tense and they gave the various answer. Then he explained and gave some definitions of Present Progressive Tense. he gave them two examples: “Tom is sleeping right now” and “You are going to market” and then told them the types of present progressive tense. Here, he also wrote the present progressive tense on the black board and explained to them as follows.

Present progressive tense in positive and negative sentences

- a. Present progressive tense in positive sentence
  1. You are getting younger everyday.
  2. The universe is expanding.
- b. Present progressive tense in negative sentence
  1. You are not getting younger everyday
  2. The universe is not expanding

After explaining present progressive tense, he asked the question and asks them to come to the blackboard one by one to make another examples base on the material that just had been given. Most of them were still confused about it. That is why he had to re-explain it in more detail to make them sure and to be able to make their own sentences by using present progressive tense. And Ten

minutes was given to the students to write the examples written on the blackboard. The ten statements else were written on the blackboard, the student asked to complete those then statements by using present progressive tense as their homework. He told them about the forms present progressive tense in sentences, and gave them opportunity to answer the questions. The writer gave some questions about present progressive tense through direct method.

The writer explained about “present progressive tense in interrogative Sentence and WH question”.

a. Interrogative sentence

1. Is she eating?
2. Are you climbing?

b. WH question

1. Where is Mary sleeping?
2. Why are you watching TV?

The writer made some review and conclusion of present progressive tense and asked them some questions about the material have been thought. This purposed to know the problem they faced in learning English present progressive tense.

### **Three Meeting**

The three meeting was last meeting for the experimental teaching at MAN 3 Aceh timur, after that the writer gave to the students a post-test. It was to know their ability in Mastering English present progressive tense after teaching learning process. The test consisted of twenty questions and all them

were in multiple choice items. They were asked to choose the correct answer from four alternatives answer given by crossing A, B, C, or D of each. They had to finish in 45 minute.

The experimental research was ended by giving suggestions and Motivation to the students to study harder. Then the forgiveness was asked to the students for the mistakes the writer ever made during the teaching in the classroom. Besides, he also thanked them for their help during the research process in their class.

### **3. Instrument**

#### **a. Observation.**

Observation is undertaken by the research to the tenth grade student of MAN 3 Aceh Timur. Firstly that was done by the writer was observation. The writer observed the English teaching learning process of the tenth grade students of MAN 3 Aceh Timur. From the observation, the writer asked to the students, why the teacher was more active than the students ? according to the students, states “Because we do not understand and master the vocabulary, especially the grammar”. It happened because the teacher did not use visual aids which could increase the students interest. The teacher only used guide book in teaching, and then gave some exercises for the students.



b. Interview

The writer makes interview to English teacher of MAN 3 Aceh Timur and to know about the teacher difficulties in teaching English. The second technique the writer used in gathering the data was interview. The writer had interviewed the English teachers of MAN 3 Aceh Timur. From the interview, the writer concluded that there were some problems faced both by the teachers and the students in teaching learning process. Based on the writers experience in teaching present progressive tense, the writer concludes that there are some problems faced by the students and the teacher in teaching learning process.

The students faced some problems in learning English especially in present progressive tense because it depends on their mastering of English grammar. Some of the students were difficult to pronounce the words in English and not mastering the vocabulary, because they worry about making of mistakes in speaking and sentence. So according to English teacher states “They were difficult to imitate English words which were taught by the teacher. Some time they make wrong when arranged the word to be a sentence in a conversation so it is difficult for them to know the word well and the grammar”.

Nevertheless, the teacher was rather difficult to face the students who were not so interested in English subject, so it could influence the situation of the studying English in the class.

c. Test

The Test will be given to know how far the students can get information about Present Progressive Tense.

## CHAPTER IV

### DISCUSSIONS

#### A. Data Tabulation

The writer has conducted the research in order to obtain the data needed in writing thesis. The research was done at MAN 3 Aceh Timur and the object of the research was one class of the tenth grade students that consist of 29 Students, the data are classified into observation, interview and the test.

Before the writer examines teaching present progressive tense through direct method, he had observed the school, the teachers and also the students of MAN 3 Aceh Timur. It was to know the condition of the school and data Needed for this thesis. Beside the observation, he also wanted to know the student's achievement and how far they have understood what was taught and their ability have been increased by giving them pre-test and post-test.

Before giving the test, the writer gave the instruction of the test clearly and easily to be understood by the students that might not confused about them, So that they could answer the question correctly. The pre-test was given to the students at beginning of the first meeting or before learning process happened. It was to know how far their ability in identifying present progressive tense before getting more further explanation. Each of two test given, pre-test and post-test consisted of twenty question, the highest Score was 100 and the lowest score was 0.

In the following table we can see the result of the pre-test of the students.

Table IV.1  
The Result of the Pre-Test

No	Name	Score
1	Ayla Azura	74
2	amelia Rahma Danil	76
3	Ira Wulandari	78
4	Ida Ariyanti	78
5	Khairunnisa	62
6	Putri salimah	50
7	Rafika	78
8	Fatimah Zuhra	80
9	Muliana	72
10	Widya Putri	50
11	Nur Lela	52
12	Rabiatul Adawiyah	40
13	Siti Tau Fiqa Hidayanti	56
14	Muhammad Nazir	80
15	Wira Irwanda	72
16	Muhammad ichsan Alfahrezi	72
17	Muhammad Wahyudar	48
18	Sahada	58
19	Nadiya	30
20	Rahel Yordan Dinata	60
21	Raudathul Ahya	60
22	Fika Maulina	62
23	Sri Rahmadani	64
24	Safrita	66
25	Sri Dewi Novita	68
26	YudaPrawira	70

27	Yusniar. M.H	72
28	Yusniar. M.A	74
29	Zunawalis	80

Based on the result of the pre-test above, we can see the frequency distribution on five categories scores (excellent, very good, poor, and unsatisfactory), but there was no student who got excellent. After that, to obtain the percentage of students score, so the writer use the formula  $P = \frac{F}{N} \times 100\%$

where the result as follows :

Table IV.2  
The Result of the Pre-Test

No	Score	Category	Frequency	Percentage (%)
1	86 – 100	Excellent	-	-
2	71 – 85	Very Good	13	44,83
3	56 – 70	Good	10	34,48
4	41 – 55	Poor	4	13,79
5	0 – 40	Unsatisfactory	2	6,89
			F = 29	100%

The post-test was given after the students got some explanation, and the questions given were the same with the pre-test, this was done because the writer wanted to know how far the differences between both the test after and before got some explanation and the time given was the same too, 45 minutes.

The following table shows us the result of the post-test.

Table IV.3  
The Result of the Pre-Test

No	Name	Score
1	Ayla Azura	96
2	amelia Rahma Danil	88

3	Ira Wulandari	90
4	Ida Ariyanti	80
5	Khairunnisa	76
6	Putri salimah	66
7	Rafika	90
8	Fatimah Zuhra	94
9	Muliana	92
10	Widya Putri	60
11	Nur Lela	62
12	Rabiatul Adawiyah	42
13	Siti Tau Fiqa Hidayanti	70
14	Muhammad Nazir	96
15	Wira Irwanda	94
16	Muhammad ichsan Alfahrezi	94
17	Muhammad Wahyudar	64
18	Sahada	76
19	Nadiya	29
20	Rahel Yordan Dinata	70
21	Raudathul Ahya	72
22	Fika Maulina	80
23	Sri Rahmadani	82
24	Safrita	74
25	Sri Dewi Novita	78
26	YudaPrawira	98
27	Yusniar. M.H	90
28	Yusniar. M.A	96
29	Zunawalis	98

Based on the result of the pre-test above, we can see the frequency distribution on five categories scores (excellent, very good, poor, and

unsatisfactory),so to obtain the percentage of students score, so the writer use the

formula  $P = \frac{F}{N} \times 100\%$  where the result as follows :

Table IV.4  
The Table Frequency Distribution on Post-Test

No	Score	Category	Frequency	Percentage (%)
1	86 – 100	Excellent	12	41,38
2	71 – 85	Very Good	9	31,03
3	56 – 70	Good	6	20,69
4	41 – 55	Poor	1	3,45
5	0 – 40	Unsatisfactory	1	3,45
			<b>F = 29</b>	<b>100%</b>

If we compare between the table frequency of pre-test and post-test we found that were significant differences of the both result. The post-test was better than pre-test.

## B. Evaluation of the Data

Based on the tabulation of the result of pre-test and post-test above, the evaluation of data is made follow.

### 1. The Data of Pre-Test

The following data is the distribution of the pre-test scores

80	80	80	78	78	78	76	74
74	72	72	72	72	70	68	66
64	62	62	60	60	58	56	52
50	50	48	40	30			

To see the real mean is determined by using the formula as suggested by Hadi in his book statistic (1998:37-38) construct the formula as the following:

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

Where:

M : Mean

$\sum Fx$  : The total number of score

N : The number of students

$$\text{And the median} = Bb + \left[ \frac{1/2 N - Cfb}{Fd} \right] i$$

Where:

Bb : a low limit from interval which contains median

Cfb : cumulative frequency

Fd : frequency in interval which contains median

i : a wide of interval

N : a total of frequency

From the data above we can see that the score of pre-test

- a. The highest score is 80
- b. The lowest score is 30
- c. The range of spread of score is determined by subtracting the lowest score

(LS) from the highest score (HS) and the formula as follow :

$$Rs = Hs - Ls$$

$$= 80 - 30$$



$$= 50$$

So the range score is 50

$$\begin{aligned} \text{The number of class (K)} &= 1 + (3,3 \cdot \log n) \\ &= 1 + (3,3 \cdot \log 29) \\ &= 1 + (3,3 \cdot 1,4624) \\ &= 1 + 4,826 \\ &= 5,826 \text{ (rounded up 6)} \end{aligned}$$

$$\begin{aligned} \text{Interval Class (I)} &= \frac{\text{Range}}{\text{The number of class}} \\ K &= \frac{R}{K} \\ &= \frac{50}{60} = 8,3 \text{ (or 8)} \end{aligned}$$

Table IV.5  
Frequency Distribution of Pre-Test Score

<b>Interval Class (I)</b>	<b>Frequenc y (f)</b>	<b>X</b>	<b>Fx</b>	<b>Cf</b>	<b>P (%)</b>	<b>Bb</b>
30 – 37	1	33,5	33,5	1	3,45	29,5
38 – 45	1	41,5	41,5	2	3,45	37,5
46 – 53	4	49,5	198	6	13,79	45,5
54 – 61	4	57,5	230	10	13,79	53,5
62 - 69	5	65,5	327,5	15	17,24	61,5
70 – 77	8	73,5	588	23	27,59	69,5
78 - 85	6	81,5	489	29	20,69	77,5
	<b><math>\Sigma f = 29</math></b>		<b><math>\Sigma fx = 1907,5</math></b>		<b>100.00</b>	

So from the data above we can calculate the mean score :

$$\begin{aligned} M &= \frac{\Sigma Fx}{N} \\ &= \frac{1907,5}{29} \end{aligned}$$

$$= 65,78$$

$$\begin{aligned} \text{And the median} &= Bb + \left[ \frac{1/2 N - Cfb}{Fd} \right] i \\ &= 69,5 + \left[ \frac{14,5 - 23}{8} \right] 6 \\ &= 69,5 + \left[ \frac{-8,5 \times 6}{8} \right] \\ &= 69,5 + [-6,375] \\ &= 63,13 \end{aligned}$$

## 2. The Data Of The Post-Test

The following data is the distribution of the pre-test scores

98	98	96	96	96	94	94	94
92	90	90	90	82	80	80	80
78	76	76	74	72	70	70	66
64	62	60	42	29			

Now we can see that the score of the post-test

1. The highest score 98

2. The lowest score 29

$$\begin{aligned} \text{RS} &= Hs - Ls \\ &= 98 - 29 \\ &= 69 \end{aligned}$$

$$\begin{aligned} \text{The number of class (K)} &= 1 + (3,3 \cdot \log n) \\ &= 1 + (3,3 \cdot \text{Log } 29) \\ &= 1 + (3,3) 1 \cdot 4624 \\ &= 1 + 4,825 \\ &= 5,83 \text{ (rounded up6)} \end{aligned}$$

$$\text{Interval Class (I)} = \frac{\text{Range}}{\text{The number of class}}$$

$$\begin{aligned}
 K &= \frac{R}{I} \\
 &= \frac{69}{6} \\
 &= 11,5 \text{ (12)}
 \end{aligned}$$

Table IV.6  
Frequency Distribution of Pre-Test Score

Interval Class (I)	Frequency (f)	X	Fx	Cf	F (%)	Bb
29 – 40	1	34,5	34,5	1	3,45	28,5
41 – 52	1	46,5	46,5	2	3,45	40,5
53 – 64	3	58,5	175,5	5	10,34	52,5
65 – 76	7	70,5	493,5	12	24,14	64,5
77 – 88	5	82,5	262,5	17	17,24	76,5
89 – 100	12	94,5	1134	29	41,38	88,5
	<b><math>\Sigma f = 29</math></b>		<b><math>\Sigma fx = 2146,5</math></b>		<b>100.00</b>	

So from the data above we can calculate the mean score :

$$M = \frac{\Sigma Fx}{N}$$

$$\begin{aligned}
 &= \frac{2146,5}{29} \\
 &= 74,01
 \end{aligned}$$

$$\begin{aligned}
 \text{And the median} &= Bb + \left[ \frac{\frac{1}{2}N - Cfb}{Fd} \right] i \\
 &= 88,5 + \left[ \frac{14,5 - 29}{12} \right] 12 \\
 &= 88,5 + \left[ \frac{-14,5 \times 12}{12} \right] \\
 &= 88,5 + [-14,5] \\
 &= 74
 \end{aligned}$$

From the data of mean and median of pretest and pre-test above, furthermore she can conclude the result of the test in this following table:

Table IV.7  
The result of the Test

No	Kind Of Test	Mean	Median
1	Pre-Test	65,78	63,23
2	Post-Test	74,01	74

From the both of the result above, the writer conclude that there was better score after teaching learning process.

### C. Discussion

Based on the calculation and the explanation above, the writer can conclude that the result of the post-test is better than pre-test. This is caused the students of MAN 3 Aceh Timur had got more explanations about present progressive tense through direct method from the writer. It can be seen from the result of the test which the writer given them, post-test result is 74,01 for mean score, and 74 for median score is better from the pre-test result I 65,78 for mean core, and 63,13 for median score.

Depends on the score above the hypothesis states “teaching present progressive tense through direct method is affective”. This hypothesis can be accepted it is supported by the data where most of the tenth grade students of MAN 3 Aceh Timur make much improvement. From the table of post-test, we can show that 12 students from 29 students or 41,38 %, got score 86-100, it is concluded that teaching present progressive tense through direct method is very effective technique used in teaching English. The next hypothesis states “Using

direct method is the good way to teach Present Progressive Tense". This hypothesis can also be accepted because it is supported by students full attention what the writer teaches and they did attentively. Moreover , at the end of meeting most of the students begin to be interested in studying English especially the grammar.

#### **D. Result of Research**

Finally, from the both of the result above, the writer conclude that there was better score after teaching learning process. It is clear that both of the score is really good score based on the achievement level instrument. However, the increasing point before and after the writer conducted the experimental teaching is a good achievement for her and also for the students. Because through their effort between students and writer showed that students actually can develop their ability as long as the teacher programs them to be able to teach the target.

#### **E. Result of Experimental Teaching**

In doing the experimental teaching, the writer did some activities. For the first time, she introduced herself and adopted to the students while asking some questions about the materials which given before by their teacher before then she introduced the present progressive tense. In this case, she explained the definition of present progressive, the uses of present progressive tense, and the form of present progressive tense. So that the students were able to understand

this material. After the implementation of using present progressive tense was done the writer gave the test to know the students' achievement in mastering the present progressive tense.

#### **F. Result of Interview**

The writer had conducted the interview in order to know the data, the writer had interviewed the headmaster and then the English teacher. The writer got some information about English teaching learning process as follow:

MAN 3 Aceh Timur used the Complete English Grammar and English in context for guiding students' activity in learning English process. English teacher used Communicative Teaching Language (CTL) technique and Eclectic Method. In addition, they gave the material based on the syllabus and curriculum which issued by Department of Culture Affair and also based on the needed school. The English teacher explained that students felt difficult in understanding present progressive tense, especially make in sentences. So, they motivated and gave some games to make the students interest and feel fun in learning English. They entered to the class fourth times a week. There are two English teachers and all of them are government teachers.

## CHAPTER V

### CONCLUSIONS AND SUGGESTIONS

#### A. Conclusion

After having analyzed the data in the preceding chapter, the writer draws some Conclusion as follows:

Teaching present progressive tense through direct method can be easily to the students understanding English subject especially the grammer. Most of the tenth grade students of MAN 3 Aceh Timur are interested in studying present progressive tense through direct method, it was proved that there were 12 students (41,38%) who got scores between eighty six to one hundred. Teaching present progressive tense through direct method constitutes one way to increase the student's ability in studying English and can motivate the students learning English.

## **B. Suggestion**

In order to fulfill the perfect aims of study at last, and to improve the quality of English teaching especially listening, the writer would like to propose some alternative of suggestion, with the hope they may useful especially for MAN 3 Aceh Timur and others in general, they are as follows:

1. The teacher should motivate the students in order to set their attentions; hopefully, they will give better attention to English.
2. The teacher should frequently give homework at the end of each meeting in the classroom.
3. The teacher should apply a suitable method to make the students interested in learning English and to avoid boredom in studying English.
4. The English teacher should motivate the students to speak English by using good grammar.
5. If the students find any difficulties in learning process, the teacher should help them.
6. The teacher should prepare the materials before teaching.
7. The headmaster should support the development of students ability in learning English, by building the facilities of English teaching and learning Process.



## BIBLIOGRAPHY

- Arikunto. *Prosedur Penelitian*. Jakarta : Rineka Cipta. 1992.
- Bambang.Ag, Setiadi. *Teaching English As A Foreign Language*, Yogyakarta: PT. Gramedia. 2006.
- Carter, Good. *Dictionary of Education*. New York: Grow Hill Company. 1959.
- Collin, W. M. *The New Collins International Dictionary of the English Language*. Singapore, Graham Brash. 1983.
- Hadley Omaggic Alice. *Teaching In Context Second Edition*, Boston: Heinle & Heinle. 1983.
- znanje.com."Grammar."Accessed on February 7,2022  
<https://www.znanje.com/ppt.htm>.
- Wikipedia. n.d. "language." Accessed on February on August 11,2022  
<https://en.wikipedia.org/wiki/language>.
- Larsen, Freeman Diane. *Techniques and Principles in Language Teaching*. Oxforshired: Oxford University Press. 1986.
- Swan Micheal, *Practical English Usage*. Oxforshired: Oxford University Press. 1980.
- Theodore S. Rodger and Jack C. Richards. *Approaches And Method In Language Teaching*. Cambridge: Cambridge University Press. 1986.
- Victoria, Bull. *Oxford Learner's Pocket Dictionary*. Malang: Oxford University Press. 2008.