

**TEACHING PRESENT PROGRESSIVE TENSE BY USING
MAGIC ROUND AT THE TENTH GRADE OF
SMAN 1 RANTAU SELAMAT**

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**THE MINISTRY OF RELIGIOUS AFFAIRS
STATE INSTITUTE FOR ISLAMIC STUDIES
LANGSA**

2022 M/1444 H

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**TEACHING PRESENT PROGRESSIVE TENSE BY USING MAGIC
ROUND AT THE TENTH GRADE OF SMAN 1 RANTAU SELAMAT**

Submitted to the Tarbiyah and Teachers Training
State Institute Of Islamic Studies Langsa as Fulfillment of the Requirements for
the degree of *Sarjana Pendidikan (S.Pd)* of English Education

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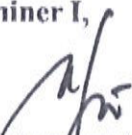
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Menyatakan dengan sebenarnya bahwa skripsi yang ditulis dengan judul "Teaching Present Progressive Tense By Using Magic Round In Class X SMAN 1 Rantau Selamat" untuk memperoleh gelar Sarjana Pendidikan merupakan hasil karya saya sendiri.

Apabila di kemudian hari terbukti atau dapat dibuktikan bahwa skripsi ini adalah hasil jiplakan, maka saya bersedia menerima segala sanksi yang diberikan atas perbuatan saya tersebut.

Langsa, 09 Januari 2023

Yang membuat pernyataan



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ACKNOWLEDGEMENT

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

First, instead of foremost, the researcher to thank Allah SWT, the almighty God, for the blessing, kindness, and inspiration in allowing her to finish the thesis. Second, Shalawat and Salam are always dedicated to our beloved prophet Muhammad SAW, the final prophet who led us out of darkness and into light. The researcher recognizes that she will be unable to complete this thesis without the assistance of others. However, the researcher wishes to express her heartfelt gratitude and appreciation to everyone till the thesis is completed. The researcher would like to express her gratitude to the following individuals:

1. My two beloved parents, Rusli and Asniar. they are great parents in the world and afterlife for me. they have raised, educated and given sincere love and endless prayers along with providing moral and material assistance to obtain a bachelor's degree (S-1) as well as their beloved brother Syaryulis, Zulfikar, Syafrizal, and also his younger brother Bripda Rio Zarkasyi who always gives prayers and is ready to help the writer in completing his thesis and my sister and twin Ita Is 'Armuna, SE who always faithfully accompanies me and always ready to help. And also my partner, Budi Kamaluddin Nor Sagala, S.Pd, who always helps maintain the enthusiasm to continue doing good in the world of education, especially.
2. Nina Afrida, M.Pd as head of the English education department who has provided direction and guidance in preparing this thesis.
3. Wahidah, M.Ed as the main supervisor who has provided direction and guidance in preparing this thesis.
4. Husnul Khatimah, M.Pd as the second supervisor who has provided direction and guidance in preparing the thesis

5. All of the English Department lecturers, Tarbiyah Faculty, who have guided and shared their knowledge with researchers from the first semester to the last semester.
6. All of IAIN Langsa library lecturers who have allowed them to enter the library to look for books as material for their thesis
7. To the Principal of SMA Negeri 1 Rantau, Deputy Head of Curriculum, Teachers, TU Staff, and also all class x students, who have helped the author when conducting research.
8. Her classmates in unit 2 and his good friends who have provided encouragement and constructive input to the researcher.

Langsa, 09 January 2023

The researcher

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ABSTRACT

TEACHING PRESENT PROGRESSIVE TENSE BY USING MAGIC ROUND AT THE TENTH GRADE OF SMAN 1 RANTAU SELAMAT

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The aims of this study was to find out the magic round media that can improve students' skills in present progressive tense learning and find out the average student improvement after using magic round in present progressive tense learning. The sample of this research is class X students of SMAN 1 Rantau Selamat. The research method in this research is quantitative research and used experimental methods. The instruments used to obtain data were tests (pre-test, post-test) and questionnaires. The finding is the Teaching of Present Progressive Tense Using Magic Round in Class X of SMAN 1 Rantau Selamat according to the perceptions of 20 respondents $\frac{1.630}{2.000} \times 100 \% = 81.50 \%$ from predetermined criteria. Therefore the category of assessment criteria is based on a discriminatory scale of 61% - 80%, or in other words, Magic Round learning media is effectively used in learning English Present Progressive Tense. Researchers suggest that the school provides facilities and infrastructure to support the learning process. With the media provided, it will make it easier for students to understand the material being taught. that way students are more interested in learning and will create learning that is positive and also enjoyable for both teachers and students.

Key word: Magic round media, Present progressive tense.

TABLE OF CONTENTS

ACKNOWLEDGEMENT	i
ABSTRACT.....	iii
TABLE OF CONTENTS	iv
LIST OF TABLE	v
CHAPTER I INTRODUCTION	
A. The Background Of The Study	1
B. The Problem Of The Study	3
C. The Purpose Of The Study	3
D. The Significance Of The Study.....	3
E. Terminology.....	4
CHAPTER II LITERATUR RIVIEW	
A. Theoretical Frameworks.....	6
1. Present Progressive Tense	6
2. Use of Present Progressive Tense	11
3. The Concept of Present Progressive Tense.....	12
4. The Form of The Present Progressive Tense	13
5. The Concept of Magic Round	19
6. The Definition of Magic Round	21
7. The Types of Magic Round	22
B. Previous Study	24
C. Hypotesis	45
CHAPTER III RESEARCH METHOD	
A. The Research Design.....	46
B. Population and Sample	47
1. Population	47
2. Sample	48
C. The Technique Of Data Collection	49
1. Test	49
D. The Technique Of Data Analysis.....	49
CHAPTER IVRESEARCH FINDINGS AND DISCUSSION	
A. The Research Findings	56
1. Test	57

B. Discussion.....	66
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CHAPTER IV CONCLUSION AND SUGGESTION

A. Conclusion	68
B. Suggestion.....	69

LIST OF APPENDICES

Appendix 1 The question of pre-test and post-test

Appendix 2 The result of students pre-test, post-test of the control and the experiment class

Appendix 3 Homogeneity and Normality test

Appendix 4 Photo Documentation

Appendix 5 Curriculum vitae

CHAPTER I

INTRODUCTION

A. The Background Of The Study

Language helps people understand themselves and the world around them. Whenever people think about language, they will think that language is very important in their life, people use language everywhere and every time they do their activities. With language, they can express opinions, ideas, comments, suggestions, suggestions, and they can share experiences and others.¹

Everyone must master English because English is a global language in connecting people from various cultural backgrounds to countries in the world. They can communicate with each other by using English to get some information and knowledge through written, electronic and oral media.

As a student, four skills must be mastered, namely listening, speaking, reading, and writing. To master these four language skills, students cannot avoid studying grammar as it is one of the important aspects of language that must be mastered by classes in Junior High School.²

¹Azar, Betty Schramper, *Understanding and Using English Grammar* (2nd edition), New Jersey : Prentice Hall Regent, 1989.

² Bailey, Kathleen M, *Leraning about language assessment :Dilemas, Decisions, and Dirrection*, London : Heinle&Heinle Publisher, 1998.

Based on the Core Competency Standards (KI) and Basic Competencies (KD), the learning objectives of the Present progressive tense are for students to be able to express meaningful ideas in simple and functional texts. Based on the author's experience during observation through PPL for 100 days the author found students' mistakes in making good sentences, after students learned about the Present progressive tense, most of them did not understand how to make sentences. The purpose of this research is to solve students' problems in learning grammar.

The number of sentences using the Present progressive tense, and they are confused in adding verb forms, this is caused by many factors: First, students' understanding of grammar is low. Second, students pay less attention to the teacher's explanation of the lesson. Third, students feel bored participating in teaching and learning activities without being accompanied by a learning media as a reinforcement of their belief in the material.³

Therefore, teachers are required to be creative in teaching. One of them is the application of learning media. Through the media, it is hoped that teachers can realize abstract ideas in concrete form. Although SMA Negeri 1 Rantau Selamat, East Aceh Regency is a public high school under the auspices of the Ministry of National Education, the English language learning media is still far from adequate. Based on the problems that have been stated previously, the author intends to study further " Teaching Present Progressive Tense By Using Magic Round At The Tenth Grade Of SMAN 1 Rantau Selamat "

³Gronlund, Norman E, *ContructionAchievment Test*, New York : Prentice Hall, 1982.

B. Research Questions

Based on the background of the problem above, there are several questions in this study:

1. Does Magic Round media improve students' ability in the present progressive tense?
2. How the Magic Round improves students' understanding of present progressive tense?

C. The Purpose Of The Study

Based on the questions in this study, the objectives of this study are as follows:

1. To find out the media Magic Round that can improve students' ability in the present progressive tense.
2. To find out the average increase of students after using Magic Rounds in learning the present progressive tense.

D. The Significance Of The Study

The results of this study are expected to provide useful information about the use of Magic Round media in present progressive tense learning to develop the understanding of class X students of SMAN 1 Rantau Selamat. In addition, these findings can contribute to all parties involved in improving the quality of English education, such as educators/teachers and further researchers. This study focuses

on the use of Magic Rounds in present progressive tense learning at SMAN 1 Rantau Selamat. The problem will be limited to several points: The application of using Magic Round media in writing sentences

E. Terminology

They are part of a term meant to avoid ambiguity or misinterpretation. They are as follows:

1. The present progressive tense is one of the many tenses in English. The present progressive tense is also known as the present continuous tense. tenses are formed with the auxiliary verb "be", in the form of is/am/are because this present tense indicates (current time), and the present participle (-ing). Used on the subject in the form of a singular noun (such as title, book) and third person singular pronoun (for example she, he, it); "are" in plural nouns (such as boys, men, books), plural pronouns (such as we, they) and you; while being on I.
2. Magic Round is a learning media made using Corel Draw x7 which was successfully introduced from the results of research and development that has been carried out by Solihati, et al in 2018 which is the right medium to be used in understanding affirmative sentences including the right tenses, meaning that Magic Round is valid and can be used. Magic Round is suitable for use in teaching both positive and negative sentences and also in interrogative sentences in teaching English.

Therefore, in this study, the author will use Magic Round as a supporting medium in learning the present progressive tense in positive and negative

sentences as a test of material in strengthening the author's theory. The author's goal is to carry out a theory that only focuses on the process of understanding what it is and how to actually use the present progressive tense which is an important capital to understand and even deepen into a skill.

CHAPTER III

RESEARCH METHOD

A. THE RESEARCH DESIGN

Quantitative is a research activity that occurs in the classroom. According to Wallace, quantitative research is a type of classroom research used by teachers to solve problems encountered in class. Furthermore, Mills explained that¹⁵ "Quantitative research is any systematic investigation carried out by researchers, principals, school counselors, or" The design in this research is experiment in the form of quantitative research on *"Teaching Present Progressive Tense By Using Magic Round At The Tenth Grade Of SMAN 1 Rantau Selamat"* The author of the study used quantitative in this study.

Others take holder in the learning/teaching environment to gather information about how their schools operate, how they teach, and how well they learn. This information aims to gain insight, develop reflective thinking, influence positive change in the school environment (and in educational practice in general), and improve student outcomes and the lives of those involved." This means that quantitative aims to overcome problems in the teaching and learning process to improve the quality of educational practice. Quantitative helps teachers through new skills and helps build self-awareness, especially through pairs which are considered collaborative studies between teachers. Based on the statement above, it can be said that quantitative was carried out to overcome problems faced by teachers and students in teaching and learning activities in order to improve

¹⁵Mills, Geoffrey E, *Action Research : A Guide For The Teacher Researcher*, Ohio : Merrill Prentice Hall, 2003.

student achievement. In addition, Car helps teachers to solve problems by applying new methods or strategies as an alternative way to innovation.

The tests used in this research are pre-test and post-test. The pre-test was carried out before applying the Magic Round. This is to measure students' ability to use the Present Progressive Tense at first. While the post-test is carried out after using a Magic Round in Present Progressive Tense learning. In this study, the test was conducted in multiple choice form and filled in the blanks. Tests are used to compare student achievement before conducting research and after conducting research. The experiment class was treated by using learning that uses Magic Round media, while the control class still uses the lecture method. After finishing the treatment both classes were given a post-test.

B. POPULATION AND SAMPLE

1. Population

A population is a group of people, animals, plants, or objects that have certain characteristics to be studied. The population will be the generalization area for the conclusions of the research results. The population is a generalization area that consists of objects/subjects that have certain qualities and characteristics determined by the researcher to be studied and then conclusions drawn. Based on the description above, it can be seen that the population is the entire object that is the target of research. Thus the population in this study were all class X participants majoring in Mathematics at SMA Negeri 1 Rantau Selamat, East Aceh district, totaling 120 students.

2. Samples

The sample is a sample or part of the population. The sample is also defined as part of the characteristics possessed by the population. From the explanation of these experts, it can be concluded that the sample is part of the population that represents the nature or characteristics of that population. In research that has a large population, it is not possible to conduct research on the entire population, due to time and manpower limitations. So we need a sample that can represent the population. So in this study, samples were taken from 2 classes totaling 40 students. In this study, sampling was carried out using a purposive sampling technique. The purposive sampling technique is a sampling technique with certain considerations. This purposive sampling technique was used based on the consideration that the two sample groups had the same average ability. The sample in this study was 40 students who were divided into two classes, namely class X Mipa 1 with 20 students and X Mipa 2 with 20 students.

To see the ability of students who are the same or on average, the researcher takes the following actions:

- a. Collect class student exam score data X SMAN 1 Rantau Selamat. This test score data can be used because the questions used for each class are the same so it is assumed to be able to test the average similarity of all classes. These data also obtained information about the names of students can be used to see the initial ability of students.
- b. Conduct tests to determine the initial conditions of the samples prepared based on previous material. Such tests are useful to see students' initial abilities.

Hopefully, the results of the test are pure so that researchers can directly measure and see the ability at the beginning of the student if the test results data from the school do not meet.

c. Perform average similarity tests such as normality test, test homogeneity

C. THE TECHNIQUE OF DATA COLLECTION

In this study, the authors used quantitatively. Quantitative data used were pre-test and post-test. On the other hand, the resecher uses this technique to support teaching and learning process data. The explanation is as follows¹⁶ :

1) Test.

The tests used in this study were pre-test and post-test. The pre-test was conducted before applying the Magic Round. This is to measure students' ability to use the Present progressive tense at first. While the post-test was carried out after using a Magic Round in learning the Present progressive tense. In this study, the test was conducted in the form of multiple choice and fill in the blanks. The test is held after the third act of steps. The test is used to compare student achievement before conducting research and after conducting research.

D. THE TECHNIQUE OF DATA ANALYSIS

This research consisted of two cycles and each cycle consisted of four elements. Namely planning, action, observation, and reflection¹⁷. After

¹⁶Wallace, Michael J, *Action Research For Language Teacher*, Cambridge : Cambridge University Press, 2006.

¹⁷Sudjiono, Anas, *Pengantar Statistika Pendidikan*, Jakarta : PT. Raja Grafindo Persada, 2008.

completing the first cycle, there may be real problems in the classroom. Therefore, it is necessary to proceed to the next cycle. in line with the same concept in the first cycle. The following is an explanation of each cycle:

1.) Planning

In this phase, the writer identifies the problem and tries to analyze the cause of the problem. The author makes lesson plans, conducts interviews with English teachers and uses a list of observations to find solutions to problem-solving in the classroom. The author also makes pre-test and post-test instruments to determine student achievement at the end of this cycle.

2.) Acting.

The implementation stage is the implementation of the RPP that has been prepared at the planning stage. In this phase, the writer and teacher collaborate to carry out the planned action. At the first meeting, the writer gave a pre-test to determine students' understanding of the Present progressive tense. Then the writer analyzed the students' problems and tried to solve the problems by using a Magic Round in teaching the Present progressive tense to students at the next meeting. The writer and teacher conducted an action stage for two weeks in two cycles where each cycle consisted of two action meetings.

3.) Expected Action Intervention Results.

The writer's expectations from the results of this action research are¹⁸ :

- i) The results of the action research are expected to be useful for students to make it easier for them to improve their ability to use the

¹⁸Sudjana, *Metoda Statistika*, Bandung : PT. Tarsito, 2002.

Present progressive tense, and to motivate them to participate in grammar learning activities.

ii) The results of the action research are expected to be useful for students to make it easier for them to improve their ability to use the Present progressive tense, and to motivate them to participate in grammar learning activities.

iii) The results of the active intervention are also expected to be useful for English teachers to use the right method in teaching grammar to their students. The right method can make students happy and motivate them to learn English well.

Quantitative data analysis used in this study is observation This is used to measure how well students understand the Present progressive tense to find out the percentage of the class that passes the Minimum Completeness Criteria

(KKM) 68, the author uses the formula: $P = \frac{F}{N} \times 100\%$

P: class percentage

F: total score percentage

N: number of students

After getting the average score of students per action, the authors identify whether there may be an increase in students' understanding in learning the Present progressive tense by using the media Magic Round test to the average value of students in cycle 1 and cycle 2. In analyzing it, the author uses the formula: $P = X \%$

$$P = P2 - P1$$

P : Percentage Improvement Of Students

P1 : Pre-Test Result

P2 : Post - Test

Research Trustworthiness To analyze the test items being tested, the authors apply the reliability of the test. There are several phases including¹⁹ :

1) Data Validity

Validity is one of the important requirements of a good educational test that can represent an acceptable action research.

David E. Meltzer, Relationship between Mathematical Preparation and Advantages of Conceptual Learning in Physics: Possible Hidden Variables in Diagnostic Pretest Scores and uses the formula $P = X \%$

$$P = Y2 - Y1$$

P : Percentage Improvement Of Students

Y1 : Pre-Test Result

Y2 : Post - Test

Validity is the main requirement for the evaluation instrument. Arthur Hughes stated that "a test is said to be valid if it is precisely what it is intended to measure". This means that a test can be said to be valid if the test measures what is to be measured. Terminologically, in Indonesia "legitimate" is "authentic". Validity is not an absolute feature of technical evaluation. This is a feature relative to the goals the test makers will aim to achieve. Validity should be determined by

¹⁹Mills, Geoffrey E, *Action Research : A guide For The Teacher Researcher*, Ohio : Merrill Prentice Hall, 2003.

the objectives to be achieved using the test. Therefore validity refers to the extent to which the results of an evaluation procedure serve a particular intended use. In this study, the researcher adopted the criteria of Anderson, Herr, and Nihlen which stated that the validity of action research includes democratic validity, outcome validity, process validity, catalytic validity, and dialogical validity.

In this study used three kinds of validity, namely the validity of the results, the process, and the validity of the dialogic. First, the validity of the results requires that the actions that emerge from a particular research lead to the successful completion of the problem being studied, i.e. your research can be considered valid if you learn something that can be applied to subsequent research. The second cycle, process validity is “validity which requires that a research has been conducted in a “reliable” and competent manner. Lastly, dialogical validity; “This involves critical conversations with colleagues about research findings and practice.”

It can be concluded from the explanation above that we can see the validity of the results of students' test results. In addition, in the validity of the process the researcher records all events that occur during the observation. Therefore, in the validity of the research is said to be successful if the results of cycle II are better than cycle 1. In addition, if there may be some errors in the teaching method, then the researcher should discuss this issue with Arthur Hughes, *Testing for Language Teachers* second edition, teacher to modify the next strategy. Then, for dialogical

validity, to avoid invalid data the researcher and teacher discussed and assessed the results of the two cycle student tests.

2) Distinguishing Power

The analysis of the discriminatory power of items is to determine the performance of the test through differentiating high-achieving and low-achieving students²⁰. Discrimination provides a more detailed analysis of the test item than the difficulty of the item, because it shows how the top score and the lower score performed on each item. The calculation of discriminating power uses the following formula : $N = (U - L) \times D \times 100\%$

D = Discriminatory index

U = The number of students in the upper group who answered the questions correctly

L : The number of students in the lower group who answered the questions correctly

N : The number of students in each group

Next, the discriminatory scale uses: Kathleen M. Bailey, *Learning about Language Assessment: Dilemmas, Decisions, and Directions*

²⁰Mills, Geoffrey E, *Action Research : A guide For The Teacher Researcher*, Ohio : Merrill Prentice Hall, 2003.

Coefficient intervals	Percentage	Relationship level
0,000 – 0,390	0% - 39,0%	Poor
0,400 – 0,550	40% - 55,0%	Fairly Sufficient
0,560 – 0,650	56% - 65,0%	Sufficient
0,660 – 0,790	60% – 79,0%	Good
0,800 – 1,000	80% - 100,0%	Excellent

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

This chapter deals with the research findings and discussion of the study toward Teaching Present Progressive Tense By Using Magic Round At The Tenth Grade Of SMAN 1 Rantau Selamat. This part presents the collected data from the test (pre-test and post-test) to answer the question mentioned in the problem of formulation.

A. The Research Findings

In this study, the researcher obtained data from the students' answers to the test (pre-test and post-test). The researcher used Magic Round media. This research is conducted in SMAN 1 Rantau Selamat. The researcher took two classes (40 students). Class X Mipa 1 consists of 20 students as the experimental group and class X Mipa 2 consists of 20 students as the control group. By using the test, the researcher investigated some data concerning the test result. To compute the present progressive tense by using the Magic Round test result, the score was based on the criteria of scoring. The level of mastery shown in the table is defined based on the criterion-referenced scale. They were as follows:

Table 1. Classification of students' present progressive tense mastery

Coefficient intervals	Percentage	Relationship level
0,000 – 0,390	0% - 39,0%	poor

0,400 – 0,550	40% - 55,0%	Fairly sufficient
0,560 – 0,650	56% - 65,0%	Sufficient
0,660 – 0,790	60% – 79,0%	Good
0,800 – 1,000	80% - 100,0%	Excellent

The goal of doing the present progressive tense test in this research was to know the ability of the students in mastering the material. This test also showed the effectiveness Magic Round as one of the ways to improve the student's present progressive tense mastery. In conducting the research, the researcher used the result of the test from both classes:

1. Test

After the researcher conducted a test in class X with the aim of seeing a comparison of the previous masterpiece researcher and teaching and learning activities had taken place using Magic Round media and it could be seen that there were differences experienced by students in understanding the Present Progressive Tense material and also students were able to try to solve the problems of friends or colleagues. From other groups, besides that the learning also does not take a long time when compared to the learning they usually do.

At the beginning, the researcher gave the material without introducing the Magic Round, giving a little feeling that there was a different way of presenting the material, the researcher also immediately gave a big trust to the students who felt that learning on that day was good or wrong, was a step in finding solutions to

obstacles to teaching and learning activities. The test results of the students also satisfied the researcher because after using the Magic Round method students felt more real learning so that they could be understood more easily. So that researcher feel better learning is done by providing Magic Round media which previously the material to be presented is generally the same as other school materials, students are also considered capable of mastering learning because in Magic Round method it is very important simple things that are considered able to make students mutually master the ongoing learning.

At the school where this research is conducted, a student is said to have completed learning (individual completeness) if he has obtained a score of ≥ 68

$$\left(\frac{\text{Student Score Individual}}{\text{Maximum Score}} \times 100 \right)$$

while a class is said to be classically complete if the KKM (minimum classical completeness) in the class is (≥ 70) of the number of students. The percentage of individual completeness can be obtained

$$\text{from: } KKM \text{ Class} = \frac{\text{Total Student Score}}{\text{Total Studen}}$$

The test that was conducted at the time the research was conducted was a test in the form of multiple-choice type questions given to class X students. The tests that have been carried out have become evidence of the actual situation that occurs in each student, overall they are very capable of understanding the material, and the researcher will describe the tests that have been carried out, with a presentation of the material as below:

By the time the test questions were given to class X students, students no longer felt unable to solve them because some of the students studied from the start had told other friends to be right with each other in answering the completion of the test questions they would solve together. From a total of 20 students who received the questions they could complete in their entirety, all students managed to complete 20 questions given in an average time of 20 minutes. The researcher saw the activity of the students when solving the problem and seemed happy. From the application of learning media used by researchers, students can understand thoroughly because the test results received by researchers are the answers to problems that occur in the school, the presentation of test questions is also carried out in conditions that have been maximized starting from the mutual trust they get in class to The language of the questions is transferred to being able to understand the problem, in the end, they can collaborate on material and they are also able to imagine the solution of the problems they find.

It proves their true ability in learning, students do not know the learning model or how to present media in a material, they are only able to listen to what a teacher says and absorb what they think they can understand, but the Magic Round learning method is here to help. Both provide a presentation of material that is considered to be more capable of being completed by students so that if the use of learning media goes well in each school, the material will be conveyed that is understood by all students who feel the presentation of material using the Magic Round method. The results of the tests that have been carried out in the class during the study can be seen in the following table:

Experimental group and control group. Below is the table of the present progressive tense test result.

The present progressive tense score of control group

Students	Pre-test	Post-test
S1.	45	65
S2.	60	70
S3.	55	70
S4.	55	65
S5.	45	60
S6.	45	60
S7.	25	55
S8.	40	65
S9.	55	65
S10.	40	60
S11.	50	60
S12.	50	65
S13.	55	65
S14.	45	60
S15.	65	60
S16.	45	55
S17.	20	65
S18.	55	65

S19.	30	65
S20.	40	60
Sum (Σ)	875	1190
Mean	46,05263	62,63158

According to Arikunto, the criteria of assessment of the students' mastery of control group shows in the following table and chart.

Table 1.2 degree mastery of control group

Value	Level of achievement	frequency	percentage
80-100	Excellent	-	0%
66-79	Good	2	10%
56-65	Sufficient	16	80%
40-55	Fairly sufficient	2	10%
<39	Poor	-	0%
	Total	20	100%

Based on the table above it can be seen that there are 2 students (10%) categorized good, 16 students (80%) categorized Sufficient, 2 students (10%) categorized Fairly sufficient.

Table 1.3 The present progressive tense score of experimental group

Students	Pre-test	Post-test
S1.	35	85
S2.	15	85
S3	35	70
S4.	80	95
S5.	25	75
S6.	65	90
S7.	35	90
S8.	15	75
S9.	45	90
S10.	65	65
S11.	45	85
S12.	20	65
S13.	55	80
S14.	30	85
S15.	40	90
S16.	35	85
S17.	35	85
S18.	40	75
S19.	35	85
S20.	45	75
Sum Σ	795	1630

Mean	39,75	81,5

According to Arikunto, the criteria of assessment of the students' mastery of experimental group shows in the following table and chart.

Table 1.2 degree mastery of group

Value	Level of achievement	frequency	percentage
80-100	Excellent	13	65%
66-79	Good	5	25%
56-65	Sufficient	2	10%
40-55	Fairly sufficient	-	0%
<39	poor	--	0%
	Total	20	100%

Based on the table above it can be seen that there are 13 students (65%) categorized excellent, 5 students (25%) categorized good, 2 students (10%) categorized sufficient.

According to sugiyono, there are two kinds of statistics which is used to analyze the data in research. They are descriptive statistic and inferential statistic.

1. Descriptive Analysis
 - a. Mean
 - 1). Experimental Group

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

$$= \frac{1630}{20}$$

$$= 81,5$$

2). Control Group

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

$$= \frac{1190}{20}$$

$$= 59,5$$

b. Median

1). Experimental group

Table 1.3 frequency of experimental group students score

Students' score	Total
65	2
70	1
75	4
80	1
85	7
90	4
95	1

Median of experimental group is 85

2). Control group

Table1.4 frequency of control group students score

Students' score	Total
55	2
60	7
65	9
70	2

Median of control group is 65

c. Mode

1). Post-test of experimental group

Mode of experimental group is 85

2). Post-test of control group

Mode of control group is 65

Based on the results of tests completed by experimental class students who used the Magic Round, there were two out of twenty students scored low or even did not complete the specified KKM score, this was caused by several factors that occurred to these students. Researchers consider that this has no effect on the learning media used because only 10% of the total who get the learning completeness category are incomplete. However, researchers will also continue to use this as material for considering activities that occur in the classroom, wherever there will be students who we have to pay special attention to in learning because schools are world education.

The ideal score for all items (if each item gets the highest score) Ideal Score 5
 $\times 20 \times 20 = 2000$. With Formula

- For the highest score for each item = 5
- The number of items = 20
- And the number of respondents = 20.
- The total score for the announcement of the data experimental group post test = is 1.630 .

This Teaching Present Progressive Tense Using Magic Round in Class X SMAN

1 Rantau Selamat according to the perception of the 20 respondents

$\frac{1.630}{2.000} \times 100 \% = 81.50 \%$ of the criteria set. Therefore, the category of

assessment criteria is based on the discriminatory scale of 61% - 80%, or in other words the Magic Round learning media is effectively used in learning English Present Progressive Tense.

B. Discussion

Based on the results of this study, the researcher found that Magic Round media increased students' mastery in studying present progressive tense material for class X SMAN 1 Rantau Selamat. This can be seen from the average student score in the posttest which is higher than the student score in the pretest. The average score obtained by students in the posttest (81.50) is higher than the score obtained in the pretest (39.75). Based on the results of the questionnaire as well, students think that Magic Round media is very suitable for learning grammar, especially the present progressive tense. the Magic Round also builds an interesting teaching and learning process so that it can attract students' interest. in studying the present progressive tense students realize the important role of grammar mastery in making good sentences. Furthermore, Magic Round media can also improve students' understanding of the present progressive tense material. with the Magic Round media used students more easily understand present progressive tense material and are more interested because they rarely use media in the learning process. therefore they are interested and make it easier for them to understand the present progressive tense material in the learning process. based on the questions in the questionnaire the students also answered that students could

work on grammar questions easily after using the Magic Round and students had better grammar skills than before using the Magic Round media in the grammar learning process.

Learning media according to Kemp & Dayton, can fulfill three main functions, namely first to motivate interest or action, second to present information, and third to give instructions. To meet the level of motivation, learning media can be realized with drama or entertainment techniques. One of the learning media that can be used is Magic Round. As emphasized by Solihati, Magic Round is the right learning medium to be used in understanding affirmative sentences including the correct tenses. Some of the strengths of using Magic Round to teach English sentences are ²¹first, it provides joyful learning, second, it gives the opportunity to autonomous learning, third, it is completed by verbs' translation in Bahasa Indonesia, and fourth, it is quiet easy to play and learn along it.

²¹ Parrot, Martin, *Grammer For English Language Teacher*, Cambridge : Cambridge University Press, 2006.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusion

Based on the results of research that have been done on Teaching Present Progressive Tense Using the Magic Round Method to Class X Students of SMA Negeri 1 Rantau Selamat Against Learning English in Class X SMA 1 Rantau Selamat, it can be concluded that Present Progressive Learning Using Magic Round media is effectively used in learning Present Teaching Progressive. Because student learning outcomes are fulfilled, so are observations of teacher activities that are considered appropriate to provide material for learning. Observations of student activities also increased with the use of Magic Round learning media which were considered to have been fulfilled in teaching and learning activities, as well as based on positive student responses to Magic Round learning media in their teaching and learning activities. it can be concluded that from the results obtained when conducting research students were very interested in the media used when learning the present progressive tense and obtained data on the values of students who had attended the lesson and at the end, they took the test (post-test) the value obtained increased from the value before using media. As well as with the Magic Round media students are more interested in learning English, especially the material brought by the researcher, namely the present progressive tense. because the media itself makes it easier for students to understand the material quickly and easily

B. Suggestion

The results of this study are expected to provide useful information about the use of Magic Round in present continuous tense learning to develop students' understanding of class X SMA Negeri 1 Rantau Selamat, East Aceh District. In addition, these findings can contribute to all parties involved in improving the quality of English education, such as educators/teachers and future researcher.

Based on the research that has been done, the researcher has the following suggestions:

1. Researcher suggest that the school provides facilities and infrastructure to support the learning process. With the media provided, it will make it easier for students to understand the material being taught. that way students are more interested in learning and will create learning that is positive and also enjoyable for both teachers and students.
2. Researcher suggest that teachers understand learning media with the criteria of students at SMAN 1 Rantau Selamat Researchers suggest that teachers use learning media that are attractive to students.
3. And for future researcher it can be used as a reference for those interested in conducting similar research in the future.