

**IMPROVING STUDENTS' KNOWLEDGE OF GRAMMAR
THROUGH *POWTOON* LEARNING MEDIA**

SKRIPSI

*Submitted Partial Fulfillment of the Requirements
For the Degree of Sarjana Pendidikan (S.Pd)
English Education Program*

By:

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UMSU

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**FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA**

MEDAN

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**MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**

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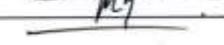
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ABSTRACT

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The objective of this research was to investigate the process of improving students’ knowledge of grammar (Simple Present Tense) through PowToon learning media. This research was conducted at SMP Muhammadiyah 05 Medan located at Jl. Bromo Gg Aman No. 38 Tegal Sari II Medan. The subject of this research was the eighth-grade students as many as 20 students of the academic year of 2022/2023. Based on the students’ score about the knowledge of grammar (simple present tense) by using PowToon learning media, students’ score keeps improving in every test. In the pre-test, the mean score was 57.66, in the first cycle test, the mean score was 74.33 and in the second cycle, the mean score of the test was 90.66. The improvement also can be seen from the percentage of the students’ simple present tense test, in pre-test, 5% of the students passed the Maximum Completeness Criteria (MCC). In the first cycle test, there were 45% of the students passing MCC, while in the second cycle test, 100% of students passing MCC. It means that applying PowToon learning media improved the students’ knowledge in simple present tense. PowToon learning media made students interested in learning process, easy to write, easy to understand the materials, and it motivated them to apply simple present tense in conversation to express their daily life routines.

Keywords: Grammar, PowToon Learning Media, Classroom Action Research

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The Researcher

Muthmainnah

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CHAPTER I

INTRODUCTION

A. Background of the Study

Grammar, in general, is the formal part of a language that expresses a language's phonological, semantic, syntactic, and structural properties (Karaman, 2020). Grammar is a relatively important language structure that students need to grasp in order to construct intelligible sentences, hence its significance in the English language cannot be understated (Yacob & Yunus, 2019). A language's grammar serves as a description of the way words and other linguistic constructions are put together to form sentences in that language (Mandasari & Wahyudin, 2021). Tenses-based grammar is an essential component of a language and forms the body's backbone. As a result, they must be internalized by the learner, either consciously or unconsciously (Çakır, 2011).

According to Listia (2020) the students must be aware of the grammatical topics they must learn in order to master the language, in this case English. There is a presumption that English is a difficult language with numerous complex grammatical rules to master, and mastering grammar is a difficult process that requires users to be able to decide when and why to use one form in speaking or writing rather than the other; making such decisions requires grammatical proficiency.

English tenses are fundamental to sentence structure and are intimately connected to English grammatical conventions (Aziz, Fitriani, & Amalina, 2020). English has sixteen tenses (Napitupulu & Helentina, 2021). Tenses are crucial

components of grammar instruction. They are intended to demonstrate how the passage of time affects the verb tenses used in English sentences (Jubhari, 2018). One of the crucial parts of English is the tense, which refers to the moment at which an event occurs in a sentence, tense also denotes an essential and fundamental concept in learning English (Siagian, 2019). The grammar has tenses when creating a sentence based on time; tenses are the laws of patterns to follow (Yuswendy, 2021).

Tense is a grammatical form of the verb that specifies the time or even the occurrence of an action. The tenses may convey more information about a certain event or action that occurred in the past, present, or future (Wulandari, 2019). Along with grammatical, spelling, vocabulary, and other issues, tense problems are one that frequently arises in students' learning of English in all contexts (Sari & Putri, 2018).

In order to teach English effectively, a teacher or educator involved in the process should use a variety of tactics, approaches, and even media. More importantly, the teacher must complete some tasks before entering the classroom so that she or he may engage the pupils in engaging activities. Considering how create a lesson plan, how to give feedback, how to create an assessment, and, most importantly, how to use learning resources (Butarbutar & Simatupang, 2020).

According to the outcomes of observations collected, researchers obtained data, that student learning outcomes in English subjects, especially in tenses material. The average score of the students may be displayed mid-semester exam results is 60, this shows that the average student score is still below the standard

maximum completeness criteria that has been set at SMP Muhammadiyah 05 Medan, which is 75. The number of students in class VIII SMP Muhammadiyah 05 Medan, there are 20 students, as many as 19 students who attained the KKM. Several variables contribute to the low student learning results, including a teaching and learning process that does not actively engage students, hence reducing their motivation to study, learning tends to be boring, uninteresting and students find it difficult to understand, besides that the teacher also does not provide new innovations in learning and does not pay attention to needs. Students in learning.

Currently, it seems that media-based information technologies and communications are becoming more and more prevalent (TIK). The ICT-based learning media consists of educational elements that provide practical knowledge to the students who developed information technologies and communication (Amalia, 2018). The tendency to use technology in activities does not rule out the possibility that technology is utilized in the teaching and learning process. It is believed that student motivation will increase if the teacher incorporates technology into the learning process (Megawati N.M.S, 2020).

There are several benefits to incorporating technology into the learning process. First, it is adaptable, meaning that students may use it anywhere and at any time, and that all students have equal access to learning. Second, it may develop students' collaboration abilities by allowing them to interact via chat, phone, video, and conference calls in order to exchange diverse viewpoints. Thirdly, technology facilitates an engaging teaching and learning environment,

hence increasing student motivation. PowToon is an alternate technology-based media that may be utilized for instruction (Yuliantini, 2021).

PowToon is animation software that can make animated videos with a professional appearance. PowToon is incredibly easy to use because it requires no program download and can simply be viewed through a web browser. Additionally, this program is quite user-friendly for novices, such as editing several templates that can be created according to the creativity of the user to make interesting videos (Ardaningsih & Adnyayanti, 2022). Multiple studies have demonstrated the benefits of utilizing PowToon for English learning. Among them, research conducted by Oktaviani (2020) it states that technology and the internet are part of students' lives, so they are easily accepted by students. PowToon's appealing and adaptable features, which may be incorporated into any learning material at varying levels, can enhance students' comprehension of the English language. In addition, the same research on PowToon as a learning media was also carried out by Syafitri (2018) in her research concluded that the activities carried out through PowToon have an influence on students' learning motivation and learning achievement.

B. Identification of the Problem

The problems of this study were identified as follows:

1. The students do not know how to used simple present tense in sentence.
2. The students do not interest in learning simple present tense.
3. The student cannot recognize simple present tense in a sentence.

4. Lack of a variety of learning media

C. Scope and Limitation

This study takes from students of eighth-grade at SMP Muhammadiyah 05 Medan in academic year 2022-2023. The scope of this study was focused on improving students' knowledge in present tense (Simple Present Tense) using PowToon learning media, and it was limit on using PowToon learning media to explain simple present tense.

D. Formulation of the Problem

Based on the identification of the problem are:

1. How is the improvement of students' knowledge in grammar (Simple Present Tense) through PowToon learning media?
2. What difficulties do students experience when learning English grammar (Simple Present Tense) in using PowToon learning media?

E. Objective of the Study

The objective of this study to investigate the process of improving to improve the student knowledge of grammar (Simple Present Tense) through PowToon learning media at SMP Muhammadiyah 05 Medan in academic year 2022-2023.

F. Significance of the Study

The result of this study is expected to be useful:

1. Theoretically

This study theoretically can increase knowledge the students in simple present tense using PowToon learning media.

2. Practically

This research, among others, provides benefits to:

The findings of this study are anticipated to add to the following elements:

- a. For Students. This research can assist students in comprehending the material presented by the teacher and in having a positive learning experience, hence increasing their interest and drive to learn.
- b. For English Teacher. This result of this study about PowToon learning media can as an alternative media for learning the grammar (Simple Present Tense) and as an input to be more innovative and creative in using PowToon media, in order to make the teaching and learning process more efficient and pleasurable.
- c. For Other Researcher. To Increase the knowledge and creativity of researchers about the improving of PowToon learning media and as a valuable experience for a teacher, this can then be used as a teaching tool.

CHAPTER II

REVIEW OF LITERATURE

A. Theoretical Framework

Theories are required to explain certain concepts or terms utilized in a particular research project. There is terminology used in this work that require theoretical explanation. The next section will give the theoretical literature on the term:

1. Understanding Grammar

Grammar is a collection of rules that specify how words (word parts) are joined or altered to generate acceptable meaning units within a language. As it pertains to the study of our language, language is often fascinating. Grammar is frequently defined as the arrangement of words into correct sentences (Penny, 1996). Grammar is a system of language rules that allows us to structure sentences and communicate effectively. It includes aspects such as parts of speech, syntax, and morphology. A reference book that describes the grammar of a language is called a "reference grammar" or simply "a grammar". The formal study of grammar is an important part of children's schooling from a young age through advanced learning. While some people describe grammar as the "rules" of a language, in reality, no language has strict rules. By applying grammar rules to writing, it can become stronger, clearer, and more effective. The researcher concludes that grammar is the rule or method for organizing words into proper sentences.

a. The role of grammar

The function of grammar is one of the most contentious questions in language instruction. Grammar is the set of rules that regulate the standard order and connection of words inside a phrase. Discourse norms determine the connection between sentences (Brown, 2016). The function of grammar is to provide a system of rules that allows us to structure sentences and communicate effectively. It includes several aspects of the English language, such as parts of speech, syntax, and morphology. Grammatical function is the syntactic role played by a word or phrase in the context of a particular clause or sentence. Functional grammar is a linguistic theory that states all constituents, whether affixes, words, phrases, or sentences, have semantic, syntactic, and pragmatic functions. While some people describe grammar as the "rules" of a language, in reality, no language has strict rules. Understanding grammar can help us learn a language more quickly and efficiently.

b. Element of Grammar

- 1) Parts of sentence
 - a) Subject and predicate

Understanding the two major components that each sentence pattern shares, the subject and the predicate, is The initial step in comprehending phrase patterns is to comprehend their skeleton structure (Kolln & Funk, 2009):

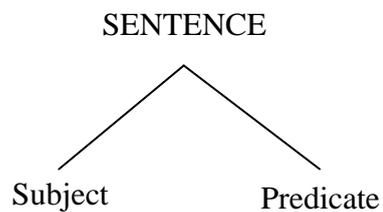


Figure 2.1 Part of Sentence

As its name suggests, the subject of a sentence is generally what the sentence is about. The predicate is the description of the subject. The terms subject and predicate refer to roles or functions within a sentence. However, these sentence functions can also be described in terms of form.

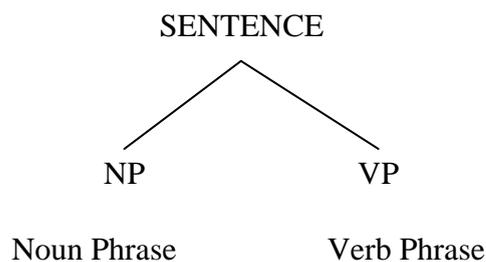


Figure 2.2 Function of Sentence

In teaching English grammar structure, there are two techniques or approaches for teaching grammar: the inductive strategy and the deductive strategy. The researcher would like to discuss both of these strategies below.

1. Inductive Strategy

In this strategy, students are first given an example of the grammatical structure to practice; they are then directed to determine the rules of the pattern. Students' speaking ability improves as a result of using the inductive technique. The strategy has downsides as well. It is slower than the deductive

technique.

2. Deductive Strategy

Deductive grammar reasoning entails presenting and analyzing grammar rules, which are subsequently implemented in translation assignments (Hadley, 2000).

The most successful way for discovering a pattern that cannot be identified via analogy is deduction. It can be time-saving. There are also kids who prefer to be given with the rule and asked to demonstrate their knowledge by applying it to a new phrase. The strategy leads to pupils' formation or grasp of the theory and the pattern.

The grammatical aspect to be reviewed in this specific class:

- a. First activity, the teacher examines the students' work from the previous day by exchanging simple-answer questions. The instructor instructs the students to flip to a certain page in their textbooks, where a brief description of the student's room is provided.
- b. Introduction to the construction of grammar and the exposition of the grammatical principle by the students. The instructor asks the students to describe the difference between positive and negative sentences. As students attempt to provide a rule, the instructor can determine whether or not they have grasped the topic.
- c. Principle for grammar instruction, before conducting a grammar lesson, teachers must be aware of certain concepts in order to engage in the endeavor successfully.

There are three guiding ideas for teaching grammar to students:

- 1) Incorporate inductive and deductive reasoning into your teaching. The instructor provides a grammatical explanation of the rule followed by a set of exercises in the deductive classroom. Designed to clarify the grammar concept and assist the students. In deductive reasoning, one works from first principles. Inductive techniques operate in reverse. In inductive instruction, you provide students with a linguistic sample and guide them through a process.
- 2) Employing activities that clarify the connection between grammatical form and communicative function. Based grammar classes are largely useless due to the fact that instructors teach grammar or an abstract system, present the language as sentences, and fail to provide students with the necessary context for each grammatical point. Instruction will focus primarily on the form of the new grammatical item.
- 3) In the realm of language acquisition, emphasis should be placed on the development of procedural rather than declarative knowledge, as declarative knowledge is familiar with language rules. The ability to employ procedural knowledge for communicative purposes. Those who provide a textbook-like explanation of a grammatical rule or concept, but who break the rule when communicating. There are also students with procedural knowledge but no declarative knowledge. The great majority of native speakers really fall within this category. Few natural speakers can express the rule for the third person, unless they have studied

grammar extensively.

While declarative knowledge can aid the development of procedural knowledge. Students need to build mastery of target language item, not by memorizing rules, but by utilizing the target items in communicative context. This learning by use or learning by doing idea is one that has come to us through the approach to education known as experientialism (Soel, 2009). After learning the concept of teaching grammar, the researcher is anticipated to be able to control the classroom setting and their teaching strategy or technique, therefore instructors have to know create a good preparation before teaching.

The language used as the primary language for classroom dialogue during an English course can be rather broad and idiomatic, especially at "intermediate" and higher levels. Level of education. In a lesson for beginners, gesture and tone of voice are initially more significant than the actual words or phrases used to instruct pupils on what to do and how to do it. But if novices become accustomed to hearing just English during their English lessons, they will quickly comprehend and learn to speak terms like "good" (Wills, 1981).

a. Classroom Methods and Assignments for Teaching Grammar

There are four methods for teaching grammar, namely:

1) Input Enhancement

Input Enhancement is a strategy for drawing students' attention to the grammatical point the instructor wishes to introduce. Teachers focus students'

attention to elements that are supposed to be noticed by "flagging" them in some way, for as by highlighting, underlining, or coloring. These tactics fall on the accuracy end of Ur's accuracy-fluency continuum.

2) Consciousness-Raising

Activities are meant to help students recognize a certain grammatical characteristic or concept; however, they are not compelled to practice the target item.

3) Grammar Dictation

Involves small-group cooperation, active use of the language, and reflection on how the grammar functions in context. Additionally, it helps pupils to evaluate their own production. The method is quite straightforward. The instructor dictates at regular speed a section comprising target language forms. Students take notes and then reproduce the original text in small groups (Nunan, 2015).

2. Tenses

The Latin word "tempus," which means "time," is the ultimate source of the English word "tense." (Lyon, 1995). A verb's tense is a way of expressing time. The words "time" and "tense," according to Hornby (1975), "must not be confused" when he is talking about tense and time. Time refers to a universally understood notion that is separated into the past, present, and future. Tenses refer to a verb form or set of verb forms used to convey a temporal relationship. Tenses can be used to describe a state, activity, or action.

The crucial distinction between tense and aspect has been fuzzier over time. Some claim that English has 12 "tenses" rather than just three. The three different times are the present, past, and future, respectively. Aspect, on the other hand, is concerned with the internal organization of the action taking place at any given time. Simple (sometimes known as zero aspect), perfect, progressive, and their combination, perfect progressive, are the four aspects (Murcia, Celce, & Larsen, 1999).

Types of tenses based on (Wren, 2005), the three primary formal categories of tenses in the English language are the past tense, present tense, and future tense. In addition to the present tense, these criteria also give rise to subtypes of the present tense, including the present indefinite, present continuous, present perfect, and present perfect continuous. According to the aspect, voice, and mood, the past simple, past continuous, past perfect, and past perfect continuous are considered in the category of the past tense. In contrast, the future simple, future continuous, future perfect, and future perfect continuous are considered in the category of the future tense. While according to Blake (2020) English has three grammatical aspects: future, perfect, and progressive, as well as two tenses: present and past. Twelve verb forms are produced by combining these.

Tenses are an important aspect of English grammar that can be challenging for learners. There are various techniques and tools available to help learners master tenses, such as the Smart Fingers technique and mobile applications like "English Tenses Practice". Researchers have analyzed the use of tenses in different contexts, such as news headlines, daily conversation, and essay writing.

3. Simple Present Tense

Simple present tenses are used to express opinions, depict routine behaviors, and make generic statements of fact (Kirn & Jack, 2002). With several verbs, the simple present indicates an ongoing state of affairs (something that is happening now). According to Sylvia Chalker (1994) Simple present tense is also known as present (tense) simply and is the same as the verb base (with the exception of "be"). It additionally adds -s for third person singular. It must add -s or -es if the subject is in the third person singular, such as he, she, or it. She can speak three languages, for instance. Meanwhile Mark Lester (2010) says simple present tense is used to communicate factual assertions, generalizations, and descriptions of acts or occurrences that are likely to occur in the future.

According to the description given above, the simple present tense can be used to describe routine activities and facts that are generated using verbs, with the exception of the third singular subject, which requires the addition of -s or -es.

a. The Pattern of Simple Present Tense

The simple present tense utilizes the simple verb and adds -s or -es if the subject is in the third person singular. The verb form in the simple present tense differs between verbs with the third singular subject (e.g., he, she, it, Jean, your friend, etc.) and verbs with other subjects (e.g., I, you, we, they, Jean and John, cows, etc.).

The pattern of affirmative statement of this tense is:

S (She/He/It) + V -s or -es + ...

And

S (I, You, We, They) + V + ...

From the example and the table above, it can be concluded that the third singular subject can make a positive statement by using a verb other than be, adding -s or -es to the verb, and for the other subjects, simply using the primary verb.

For example:

- a. He/She/Jean *plays* volleyball every morning.
- b. Your mother *teaches* English in school every Wednesday.
- c. I/You/We/They/Michael and Dimas *play* volleyball every morning. The

S + be (am, is, are) + adjective/adverb of place/noun

pattern of affirmative statement with be, use this formula:

Based on the table above, to form a positive statement with be place the appropriate be (am, is, or are) after the subject, followed by an adjective or adverb of place or a noun phrase, as in She is a teacher (She is a teacher).

The pattern of negative statement of this tense is:

S (He/She/It) + does not + V (simple form of verb) +

And

S (I, You, We, They) + do not + V (simple form of verb) +
--

From the pattern above, for the third singular subject to make negative statement add does not or doesn't after the subject and for the other subjects add do not or don't after the subjects.

For example:

- a. She doesn't teach physics very well.
- b. He doesn't like milk.
- c. They don't know about us.
- d. I don't understand.

The pattern negative statement with be, add not after the subject and be, after that followed by adjective/adverb of place/noun. The formula is:

S + be (am, Is, are) + not + adjective/adverb of place/noun

In an interrogative statement in the simple present tense, the word "do" occurs before the subject, which is followed by the subject and the simple form of the verb. If the subjects are he, she, or it, use "does," and if the subject is a third singular subject, use "do" (I, you, we, they). "Does Charles enjoy milk?" is an example. "He does, yes." He does mean "Yes" when he says Charles enjoys milk in that brief response. You'll see that the verb phrase is replaced with does (Krohn, 1986). In the example, does replace likes milk. The formula of interrogative is:

Do + S (I, You, We, They) + V (simple form of verb) +
--

And

Does + S (He/She/It) + V (simple form of verb) +

The formula of negative question is:

Do + S (I, You, We, They) + not + V (simple form of verb) +

And

Does + S (He/She/It) + not + V (simple form of verb) +

The format of an interrogative sentence with be is to place be at the start of the sentence or before the subject, which is followed by the subject and an adjectival or place-specific adverb. The following is the formula for an interrogative sentence:

Be (am, is, are) + S + adjective/adverb of place/noun

Table 2.1
Verbs of be in interrogative sentence

Interrogative sentence			Short answer			
Am	I	fat? a nurse? wrong?		I am.		I'm not.
Is	He She It	a prince? a princess? a pen?	Yes	He She is. It	No	He She isn't. It

	We	right?		We		We
Are	You	Lira?		You	are.	You
	They	Japanese?		They		aren't.
						They

There are some spelling rules for –s endings, the rules are as follow:

1. In all other cases, add –s to the simple form.

Example: 1. wear \Rightarrow wears

She wears a jacket.

2. work \Rightarrow works

He works in the police station.

3. speak \Rightarrow

speaks She speaks in

Korean.

2. If the simple form of a verb ends in –y after consonant, change the y to i and add –es (Kirn & Jack, 2002):

Example: 1. study \Rightarrow studies

He studies in the university.

2. try \Rightarrow tries

Emma tries to stop the taxi.

But verbs that have a vowel before the –y do not change from y to i and not add –es (Werner, Nelson, & Spaventa, 2001):

Example: 1 buy \Rightarrow buys

My brother buys a new phone.

2. play \Rightarrow plays

My sister plays volleyball.

3. If the simple form of a verb ends in –s, –z, –sh, –ch, –x, or –o (after consonant), add –es.

Example: 1. teach \rightleftarrows teaches

Mr. James teaches English in school.

2. go \rightleftarrows

goes He goes

to the beach.

3. wash \rightleftarrows

washes My father

washes the car.

4. fix \rightleftarrows fixes

Ryan fixes dinner in hurry.

Pronunciation Note (Werner, Nelson, & Spaventa, 2001)

The –s ending is pronounced three ways, depending on the ending of the verb:

1. /ɪz/ after –ch, –sh, –s, –x, and –z endings.

Example: teaches, washes, kisses, boxes, and buzzes.

2. /s/ after voiceless endings: p, t, k, or f.

Example: stops, hits, and looks.

3. /z/ after voiced consonant endings.

Example: calls, listens, plays, sounds, and runs.

b. The Function of Simple Present Tense

Frequently, the simple present refers to anything that was true in the past, is true now, and will be true in the future (Azar & Schramper, 1989). The simple present tense is used to depict routine actions, such as Luke reading his email first thing in the morning (Lester, Franklin, & Yokota, 2010).

According to Hornby, there are five different ways to use the simple present tense (Hornby, 1975). First is to describe an action that is now occurring, such as in a demonstration, explanation, or step-by-step guide to cooking something. For example, “I sift the corn flour, salt, and baking powder into a bowl. I mix them.” Second is to use in commentaries, e.g., as televised during an athletic event, such as a football game. For example, “Brown receives the ball from Green. The ball is sent to Black, who scores by heading it beyond the goalie.” Third is to be used in exclamatory phrases beginning with here and there. For example, “He has arrived!” Fourth is in the broad assertion that what was true in the past, is true now, and will likely be true in the future. For example, “The sun shines during daylight hours.” And lastly is use for references to previously provided information. For example, “The newspapers predict that it will be chilly today.”

4. PowToon Learning Media

PowToon is a website that allows users to make short animated films using an element library that has been provided with backdrops, animations, back sounds, and props. The interface of PowToon resembles that of PowerPoint and the users are familiar with the development screen (Sakti & Napsawati, 2021). Another definition of PowToon according to Asni Syafitri (2018) PowToon

(www.powtoon.com). It's a web-based animation application that facilitates the creation of animated presentations for the benefit of young students via the manipulation of pre-created objects, imported photographs or videos, given music, and user-created voice-overs.

In the academic setting, PowToon is frequently utilized to convey a point through animated films. The outcome is a cartoon of a speaker reading dialogue boxes that the user has created, giving the look of a comic (Zamora, Bravo, & Padilla, 2021). These online visual presentations provide a rapid and engaging way to convey information to a range of audiences in a short period of time (Samosa, Ilagan, Ballaran, Margallo, & Suanga, 2021).

The conclusion reached by the expert mentioned above is that PowToon's mode of operation makes for a good video. The initial Make sure you are signed in to PowToon, then click the edit button on your dashboard's start from scratch option. There is a template for the slide's title that you can choose and alter later. Just select whatever appeals to you. To add a new slide, click the add button. You must first switch on Customize Mode in the upper right corner in order to make more intricate adjustments. Add the image after that, and then start the conversation. Clicks the PowToon upload to finish. When you're done, await the email with the YouTube link and express your congratulations. With PowToon, you've just created a fantastic presentation.

a. Advantages and Disadvantages of PowToon

According from the definition of PowToon above, there are the advantages

offered by PowToon from Prof. Resty Samosa (2021):

- a) Enables users to share any topic of interest with others by displaying or presenting it.
- b) If the presentation is well-designed, it draws the audience in right away.
- c) Requires students to read and synthesize information when given assignments associated with the presentations so they may subsequently convey it.
- d) Increases comprehension of the exhibited information and makes it easier to recall.
- e) Integrates several forms and media, facilitating the integration of visual, auditory, and motion resources.
- f) The bulk of these tools are accessible in their most basic version for free or a little fee, and
- g) Resources are often compatible with a variety of operating systems.

And also, the disadvantage that it is significantly more labor-intensive than some other programs and that it is impossible to download or edit a video if the application is not online (Pais, Nogues, & Munoz, 2017).

b. PowToon and Language Learning

One of the ways to help pupils' reading comprehension is by creating reading learning materials. By utilizing the PowToon application, parenting textbooks can be created as animated videos to help junior high school students with their analysis and reading comprehension skills. Moreover Swamy (2020) According the research with the title, "Using PowToon in Learning English," PowToon as a tool has positive effects on student engagement, understanding, and language

acquisition. When using PowToon videos, kids may concentrate on the entire lesson. When PowToon is used in class, students are engaged and enthusiastic, highlighting how important it is to the learning process.

To make PowToon as user-friendly as possible without ever compromising the tiniest on professionalism or quality, it has undergone significant testing and design work. PowToon includes all the necessary animation tools to continuously add new features, templates, and styles. Because the visual animation allows for user interaction. In order for viewers to experience vibrant characters, dynamic pictures, and active text and other sequences, PowToon lets users draw attention to and envision. Thanks to PowToon, user presentations will be more engaging and beautiful.

PowToon's application in education is a very recent development, and few people are familiar with its media. PowToon and PowerPoint are extremely similar in terms of how they are used to communicate educational content; however PowToon is more entertaining owing to the range of animation options. Teachers in schools have the difficulty of understanding what types of media might assist pupils to quickly accept the information they convey. PowToon can help prevent children from being bored in class because it has so many features and animations that hold students' attention and keep the school environment exciting.

c. PowToon Characteristics

The PowToon website Apps allows users to download and use the images and animations on the learning media of PowToon:

- 1) The offered PowToon learning media is related to the exposition text material.
- 2) Exposition text content is organized systematically based on competency standards and fundamental competencies and presented in an engaging manner.

The qualities of the subject matter link to the PowToon learning media to communicate the subject matter and make it simpler for students to grasp the subject matter's objectives.

The following traits apply to PowToon learning media:

- 1) Through the PowToon website Apps, users can access and use the images and animations included in the learning media on PowToon.
- 2) Students can use the PowToon learning resources to explain the exposition text material with the aid of images and animations.

B. Conceptual Framework

Grammar is the study of word classes, their inflections, functions, and sentence-level interactions. There is no commonly agreed definition of the term grammar, as it has several meanings. Grammar rules assist us determine the correct word order and tense to utilize. Learning grammar entails understanding how words should be created in sentences, when grammatical patterns should be employed, and how sentences should be read.

This study will investigate how the usage of PowToon learning medium might enhance grammar instruction. PowToon instructional media is suited for use in the classroom. It can increase students' knowledge of grammar (Simple

present tense) since this learning tool can aid students in comprehending grammar, particularly with regards to simple present tense content.

The English instructor should seek out effective strategies in order to provide greater results. Grammar is one of the most fundamental aspects of language acquisition that students must understand in order to become proficient in English.

C. Related Research

Related research of this research is “An Application of PowToon as a Digital Media: Enhancing Students’ Pronunciation in Speaking” published in International Journal of Multicultural and Multireligious Understanding. It made by Asni Syafitri, Abdul Asib, Sumardi Sumardi in 2018. And “Powtoon Media: Can It Improve Student Achievement in Accounting?” published in International Journal of English Literature and Social Sciences. It made by Monica Hapsari Pambayun, Siswandari, Cicilia Dyah Sulistyningrum in 2021.

D. Hypothesis

According to Arikunto (2013) The hypothesis is a temporary solution to the problem in the research until it is disproven by the evidence gathered. Based on the formulation of the problem whether or not there are differences in learning improving after using PowToon media in simple present tense, the hypothesis in this research is:

H_a = Student learning outcomes in simple present tenses material after using PowToon media are higher than the minimum competency standard.

H_0 = Student learning outcomes in simple present tense material after using
PowToon media are not higher than the minimum competency standard.

CHAPTER III

METHOD OF RESEARCH

A. Location

The location of this research was conducted at SMP Muhammadiyah 05, Jl. Bromo Gg Aman No. 38 Tegal Sari II Medan. The research will be conducted on the academic year 2022-2023.

B. Subject and Object of the Research

This study focused on the eighth grade at SMP Muhammadiyah 05 Medan for the academic year 2022-2023. Based on the approach of purposive sampling, the researcher selected 20 students from the class of VIII-A for the research. The purpose of the study was to employ PowToon learning media to enhance students' grammatical understanding (simple present tense).

C. Research Design

This investigation utilized classroom action research. Action Research in the Classroom is a technique used by teachers to enhance students' abilities during learning activities. To do classroom action research, there are four steps to take (Tampubolon, 2014):

1. **Planning:** Using PowToon learning medium, the researcher planned this session in order to increase students' mastery of grammar. It is hoped that through employing PowToon learning material, students' knowledge of grammar would increase.

2. Action: In this stage, the researcher determines what actions to take and how to implement the methodology.
3. Observation is the gathering of data to determine the consequence of an activity. When collecting data, students, teachers, and interactions between students and instructors can all be included. The teacher may execute the observation process independently or with the aid of others, such as other teachers, consultants, the headmaster, and act.
4. Reflection: is a process that ensures the accuracy of data so that improvements and adjustments can be made to increase the likelihood that instruction will be successful.

D. Procedure of the Research

This investigation was done in two rounds. Each cycle consists of four stages: preparation, activity, observation, and reflection.

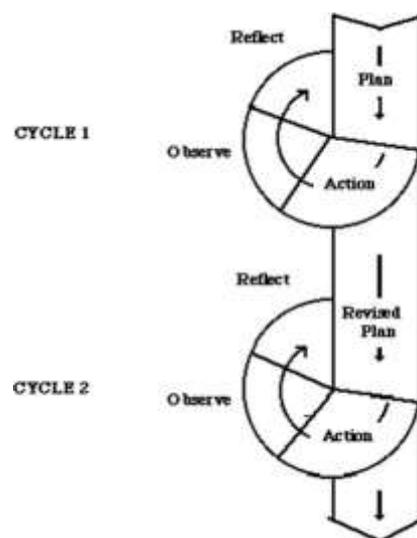


Figure 3.1 Action Classroom Research Model by Kemmis and Mc. Taggart

1. Cycle 1

a) Planning

These are the planning activities:

1. Creating a lesson plan about grammar simple present tense.
2. Developing the procedures for creating PowToon learning media.
3. The process of preparing the material.
4. Preparing PowToon instructional resources for classroom use.
5. The process of preparing for an essay test.

b) Action

Teachers' activity:

1. The teacher arrives to class on schedule.
2. The teacher says Assalamu'alaikum and good morning to the students.
3. The teacher instructing students on material.
4. The teacher questioned the pupils on simple present tense grammar.
5. The teacher presented the simple present tense in grammar.
6. Before beginning the session, the teacher administered a pre-test utilizing PowToon learning material.
7. The teacher demonstrated elementary present tense grammar utilizing PowToon learning media.
8. The teacher provided examples of simple present tense grammar utilizing PowToon learning media.
9. The teacher instructed the pupils to create basic present tense phrases

using PowToon learning material.

10. The teacher reaches a resolution with the pupils regarding simple present tense grammar.
11. The teacher administered the post-test after entering the lesson in present simple utilizing PowToon's learning media.
12. The teacher concludes class with a closing and salaam.

Students' activity:

1. The students arrived on time to class.
2. The students responded to their teacher's welcome with Wa'alaikumussalam and good morning.
3. Today, the students are attentive while the teacher discusses content.
4. The students expressed their viewpoint on present-tense grammar.
5. The students paid close attention to the explanation of simple present tense grammar.
6. Using PowToon learning media, students respond to the pre-test before to entering the easy current lesson.
7. The students hear the explanation about grammar simple present tense by using PowToon learning media.
8. The students saw the examples of grammar simple present tense by using PowToon learning media.
9. The students give their attention to the explanation about grammar simple present tense by using PowToon learning media.
10. Using PowToon learning medium, students respond to the post-test

after entering the course in simple present tense in the present tense.

11. The students make a conclusion about grammar simple present tense with the teacher.

c) Observation

During the teaching-learning process, observation is recommended as a method for obtaining information on the actions of classroom observers. Observation was conducted in order to obtain data on the activities and attitudes of the instructor and students during the learning process. In this part, the researcher conducted an official observation. The researcher served as an observer for the English teacher, Luna Malinda, S.Pd.Gr, and the class had 20 students. The observer employs indicators with the following notation: 3 for very good, 2 for good, and 1 for poor as indicators of the instructor and indicators of the students.

d) Reflection

The process of reflection was a response to the action that will be taken. Reflection serves as a decision-making tool for educators. The researcher examined all of the material recorded during the learning process using interview and observation sheets, as well as the final outcome. If the outcome of cycle 1 did not yield an improvement, it was updated in the subsequent cycle.

E. Instrument of Research

Four devices were utilized by the researcher, including observation sheets, a test, and an interview sheet.

1. Observation sheet

Observation sheet was utilized to record all actions occurring during the teaching and learning process. The programs comprised exercises for both teachers and students.

2. Test

A test was a series of exercises designed to evaluate an individual's or group's abilities, intellect, ability, and attitude. The exam instrument was an essay test. The test taken from the eighth grade English SMP/MTS textbook consisted of simple present tense.

3. Interview Sheet

The interview was a question-and-answer session in which the researcher asked the English instructor and the students to provide information on the students and the teaching and learning process. This study conducted interviews with teachers and students at SMP Muhammadiyah 05 Medan. The first interview was conducted with an English instructor in order to obtain detailed information on English teaching activities, such as the problem, technique, and learning strategy. The second interview consisted of students. The researcher inquired about their interest in English, their difficulty with English, and their English grade.

F. Technique of Collecting Data

There were many data collection procedures:

1. Pre-Test

A pretreatment screening was administered. The purpose of the pre-test was

to determine the mean scores of pupils prior to administering therapy. The exam was an essay exam.

2. Treatment

Teaching the basic present tense to the kids using PowToon learning media was the intervention. The treatment was given in cycle 1 and next cycle.

3. Post-Test.

After receiving therapy, the pupils were given a test. The researcher administered an essay exam to determine the participants' proficiency with simple present tense content. 75 was the lowest score. According to the Standard English Score (KKM) for eighth grade at the school, this was the case.

G. Technique of Analyzing Data

In this study, both qualitative and quantitative data were employed. The qualitative data were utilized to describe the circumstances throughout the teaching-learning process, while the quantitative data were analyzed to determine the students' performance.

From the interview sheets and paperwork, qualitative data was extracted and evaluated to describe the improvement of grammar when learning simple present-tense content.

The quantitative data was analyzed by formula as follow (Suharsimi, 2013):

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

Where:

\bar{x} = The mean of the students' score
 $\sum x$ = The total score of students

N = The number of the students

The following formula was used by the writer next to categories indicating the number of students who passed the exam.

$$P = \frac{R}{T} \times 100\%$$

Where:

P = The percentage of those who getting scores

R = The number of students' getting score

T = The total number of students

CHAPTER IV

DATA AND DATA ANALYSIS

A. The Data

Using quantitative and qualitative data, this research was implemented. The qualitative data was derived from the mean score of students' worksheets on basic present tense content. It was completed in two iterations. Each cycle consists of four phases: planning, action, observation, and reflection. The first cycle consisted of four meetings, whereas the second required only two. In each cycle, a post-test was performed.

Students were given a worksheet on present simple tense from the researcher. The researcher then utilized the media PowToon to enhance the students' comprehension of present simple tense. After implementing the media, there was an evaluation of the students' aptitude and comprehension of simple present tense at each meeting. The first exam was an orientation test administered during the initial meeting. The second test occurred at the conclusion of cycle one, and the final one occurred at the conclusion of cycle two. Thus, a post test was administered at the conclusion of each cycle.

The qualitative information was extracted from the observation sheet and journal entry. Observation sheet was utilized as an indicator of certain processes or procedures that the teacher (in this example, the researcher) should do while using instructional media in the classroom for the sake of conducting research. Using a diary, the teacher (in this example, the researcher) recorded the actions he or she undertook when using teaching media in the classroom for the sake of

doing research.

1. The Quantitative Data

During the six sessions in which the research was performed, quantitative data were extracted from the results of a test of competence. The first test of competency was administered during the first meeting, and the remaining exams were administered at the conclusion of each cycle. The performance of the children continued to improve. The development in the students' understanding of grammar as a result of PowToon learning media aided by miniatures can be observed in table 4.1, where the students' scores climbed from the first to the final competency exam.

Table 4.1. Students' score in three-competence test

No	Name	Pre-Test Score	Post-Test Score (Cycle I)	Post-Test Score (Cycle II)
1.	AP	53,33	60	86,66
2	AF	66,66	66,66	100
3.	AD	66,66	60	86,66
4.	AK	60	66,66	86,66
5.	CAU	60	93,33	93,33
6.	FF	66,66	93,33	93,33
7.	MBABB	80	60	80
8.	MG	60	73,33	83,33
9.	NF	46,66	66,66	100
10.	PB	66,66	66,66	93,33
11.	R	73,33	60	93,33
12.	RSP	40	80	86,66
13.	SAZ	73,33	66,66	93,33
14.	SAN	60	80	93,33
15.	S	46,66	80	86,66
16.	SD	40	86,66	86,66
17.	MRS	60	80	80
18.	N	53,33	93,33	93,33
19.	RRH	40	66,66	93,33
20	AS	40	86,66	93,33
Total		1153,28	1486,60	1813,26
Mean		57,66	74,33	90,66

The first test was administered prior to treatment and was known as the pre-test. According to the results of the pre-test, the total score of the students was 1153.28, and there were 20 students, so the mean score was $\bar{x} = \frac{1153,28}{20} = 57,66$. The percentage of students that received a score of 75 or higher was 95%, or 19 students, as shown in chart 4.1.

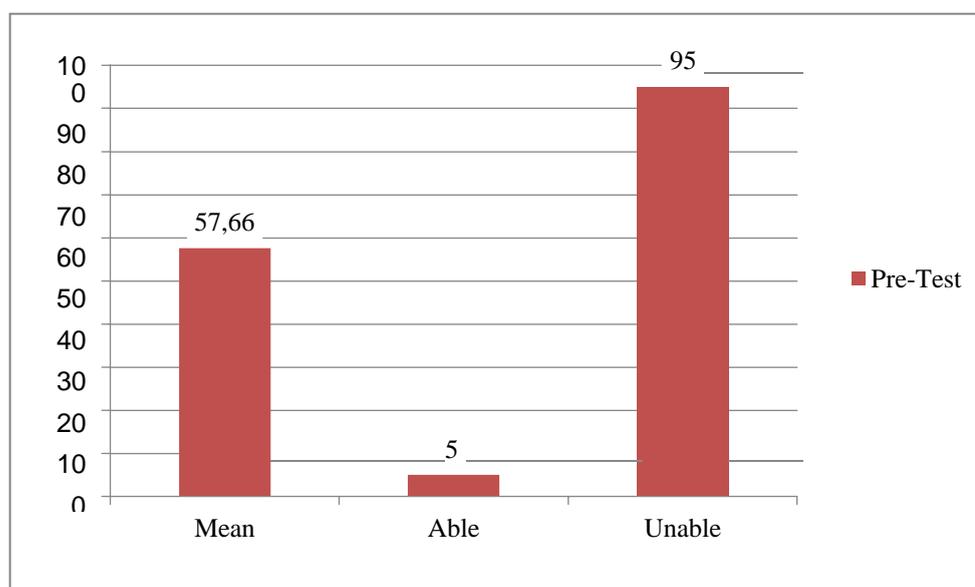


Chart 4.1. Students score in pre-test

The preceding table and chart revealed that just one student, or fifty-five percent, was capable, while 19 students, or 95%, were incapable. The students in eighth grade at SMP Muhammadiyah 05 Medan in the academic year 2022-2023 had limited grasp of grammar, according to the statistics presented above.

In order to increase the students' understanding of grammar, the researcher provided the instructor with PowToon learning material. During this moment, the teacher assisted the researcher in implementing the method, while the researcher observed. After employing PowToon learning media in cycle I, the researcher

administered a test.

Based on the result from the test in cycle I the total score of the students was 1486,60 and the number of students was 20, so the mean was $\bar{x} = \frac{1486,60}{20} = 74,33$.

The students who get score less than 75 was 55% or 11 students and it can be showed from the chart 4.2.

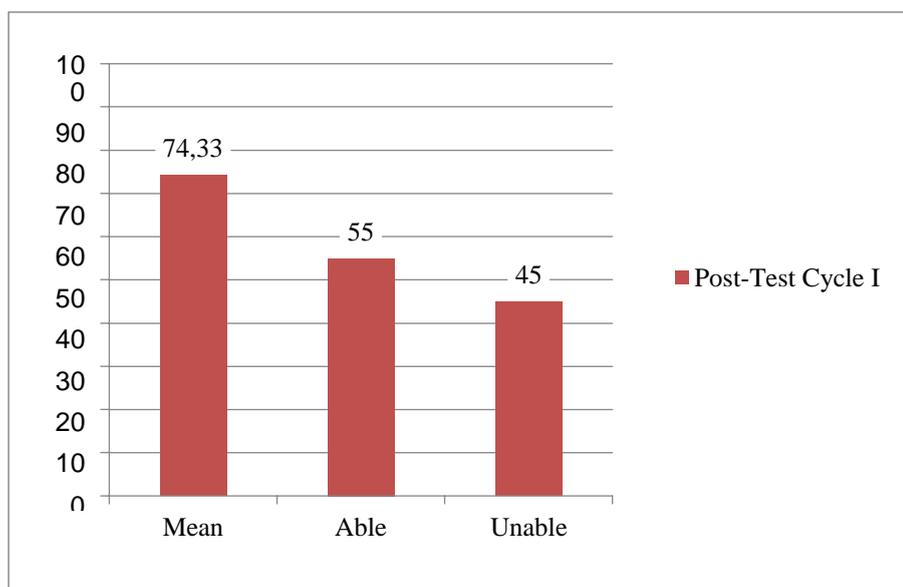


Chart 4.2. Students score in pre-test

The table and graph revealed that 11 students, or 55%, were able to complete the task, whereas 9 students, or 45%, were unable to do so. The instructor and researcher determined, based on the aforementioned facts, that the cycle still required improvement. Therefore, the instructor and researcher reviewed all cycle II activities. The instructor then utilized PowToon learning media. The teacher then administered a test.

Based on the result from the test in cycle II, the total score of the students was 1813,26 and the number of students was 20, so the mean score was $\bar{x} = \frac{1813,26}{20} = 90,66$. The students who got score more than 75 was 100% or 20 students and the

students who got score less than 75 was 0% or 0 students and it can be shown from the chart 4.3.

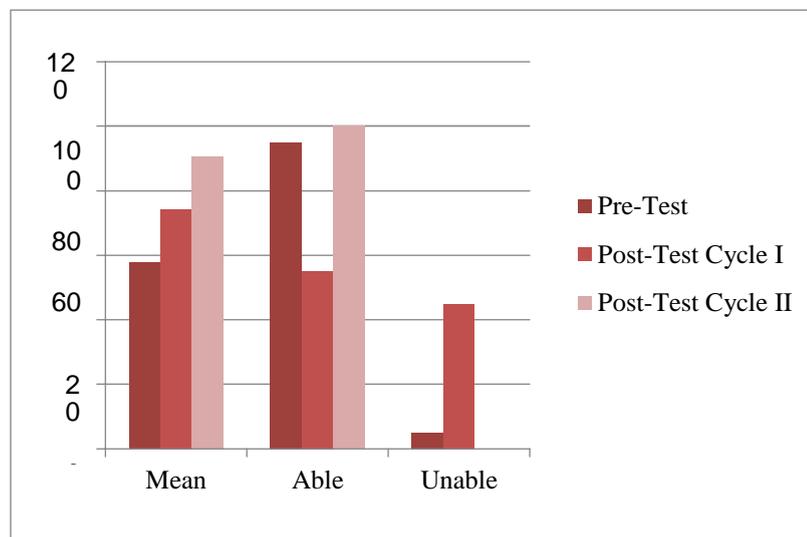


Chart 4.3. the improvement of students' score in pre test, cycle I, and cycle II

2. The Qualitative Data

The qualitative data came from an observation sheet and a journal entry. Observation sheet was utilized as an indicator of certain processes or procedures that the teacher (in this example, the researcher) should do while using instructional media in the classroom for the sake of conducting research. Using a diary, the teacher (in this example, the researcher) recorded the actions he or she undertook when using teaching media in the classroom for the sake of doing research.

B. The Data Analysis

1. The Analysis of Quantitative Data

Based on the results of a test administered at the conclusion of each phase of

the teaching and learning process, it was determined that the students' performance improved from the first to the sixth meeting.

The improvement of the students' grammar scores after using PowToon learning media could be demonstrated by calculating the mean score of the students during the research using the following formula:

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

Where:

\bar{x} = The mean of the students' score

$\sum x$ = The total score of students

N = The number of the students

The total score of the students on the pre-test was 1153.28, and there were 20 students, thus the mean score of the students was:

$$\bar{x} = \frac{\mathbf{1153,28}}{\mathbf{20}} = 57,66$$

On the exam for the first cycle, the total score of the students was 1486.60, and there were 20 students, so the mean score was:

$$\bar{x} = \frac{\mathbf{1486,60}}{\mathbf{20}} = 74,33$$

On the exam for cycle II, the total number of student scores was 1813.26, and there were 20 students, so the mean score was:

$$\bar{x} = \frac{\mathbf{1813,26}}{\mathbf{20}} = 90,66$$

Each student increased his or her score from the pre-test to the post-test on the first and second cycles. The cycle II post-test yielded the highest mean score for the students in the whole exam. Therefore, it is possible that PowToon learning medium can enhance students' grammatical understanding.

The percentage of students who scored 75 or above on the post-test in the second cycle also reflected the improvement in their score from the pre-test to the post-test. Only one student received a score of 75 or above on the pre-test. Twenty students achieved a score of 75 or above on the post-test in the second cycle when the teacher utilized PowToon learning material, demonstrating a considerable improvement. Therefore, it is possible to conclude that the employment of PowToon learning media might enhance the students' grammatical understanding.

The proportion of students who obtained a score of 75 or above demonstrated the progress in the students' grammatical understanding. This proportion was determined using the following formula:

$$P = \frac{R}{T} \times 100\%$$

The percentage of progress in the students' grammatical knowledge might be determined as follows:

$$P = \frac{1}{20} \times 100\% = 5\%$$

$$P = \frac{9}{20} \times 100\% = 45\%$$

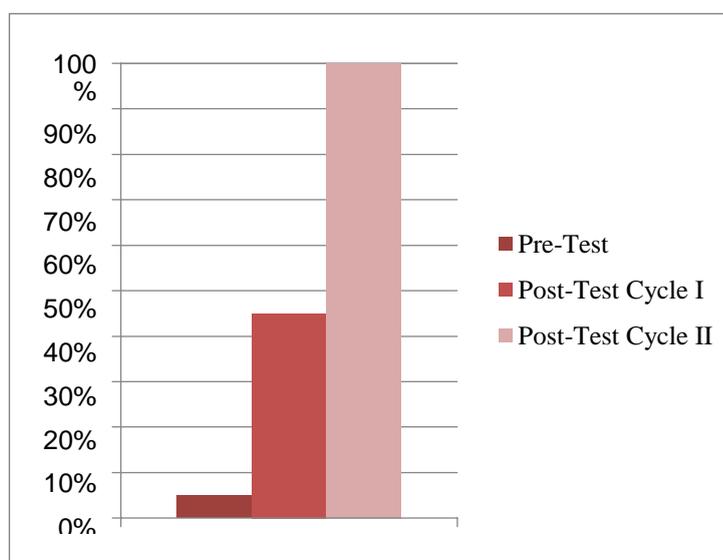
$$P = \frac{20}{20} \times 100\% = 100\%$$

The following table illustrates the improvement of students' scores and frequency on pre-test, post-test of cycle I, and post-test of cycle II.

Table 4.2 The percentage of the students who got the points up to 75

No	Test	Students who got the point up to 75	Percentage (%)
1	Pre-test	1	5
2	Post-test Cycle I	11	45
3	Post-test Cycle II	20	100

The table demonstrated that the usage of PowToon learning media improved students' grammatical understanding and assisted teachers in teaching grammar. The improvement of students' pre-test, post-test cycle I and cycle II scores may be observed in chart 4.4.

**Chart 4.4. The percentage of students' who got the point up to 75**

2. The Analysis of Qualitative Data

As previously indicated, qualitative data were collected using observation sheets, interview sheets, and journal entries. The explanation was as follows:

a. Observation sheet

Throughout the teaching and learning process, every activity was recorded on an observation sheet. The programs comprised exercises for both teachers and students. The researcher served as both an observer and teacher. The class included 20 students. The researcher observed formally. The researcher attended every cycle I and II meeting.

There were a few items that may be verified using the observation sheet. The points were the teacher's (in this example, the researcher's) discipline in attending class and the teacher's classroom practices. The observation sheet served as an indicator of whether or not the teacher performed key research procedures. The critical phases were the teacher doing an apperception activity with the students, introducing and explaining the materials to the students, administering a pre-test before using PowToon learning media, and administering a post-test after applying PowToon learning media.

On the basis of the observation sheet, it was clear that the instructor had taken the necessary procedures in the classroom when doing research on the use of PowToon learning media.

b. Diary note

When undertaking study, the teacher (in this example, the researcher) kept a daily diary. Through the diary entry, the teacher's classroom actions from the first to last day of the research could be observed.

c. Interview Sheet

The researcher conducted interviews with pupils and the English teacher of

that school to ascertain their genuine opinions on English and the use of PowToon learning media.

During the interview, the researcher asked a few students about their English-learning challenges. The researcher then solicited student feedback about PowToon learning material. After obtaining the students' opinions, the researcher inquired about any challenges the students had when PowToon learning material was used in the classroom. In addition to students, the researcher also questioned the English teacher on PowToon learning material. In this instance, the researcher also interviewed the English instructor on the methods and media utilized in the teaching-learning of English in that classroom.

Based on the interview, it was determined that one of the students was still perplexed by the teacher's comment on the PowToon video at the beginning of the meeting. In addition, it was determined from the interview that some students did not comprehend some vocabulary in the PowToon video. It was the first time the students used PowToon learning material to study English in the classroom.

C. Research Findings

Based on the examination of the data, it was determined that the students' mastery of simple present tense grammar improved. According to the quantitative data, the mean score from pre-test to cycle II ranged from 57.66 to 74.33 to 90.66, the number of students who scored more than 75 from pre-test to cycle II ranged from 1 to 9, and the percentage of students who scored more than 75 ranged from 5% to 45% to 100%.

In addition to the quantitative data, the researcher also assessed qualitative data to support the research conclusion. Observation sheet, diary note, and interview sheet supported that PowToon learning media has improved students' grasp of basic present tense grammar. From the observation sheet, all actions that occurred during the teaching and learning process were observed. The researcher attended every cycle I and II meeting. There were some points that could be verified using the observation sheets. The points were the teacher's (in this example, the researcher's) discipline in attending class and the teacher's classroom practices. The observation sheet served as an indicator of whether or not the teacher performed key research procedures.

The teacher's (in this case, the researcher's) daily research notes were then derived from the diary entry. Through the diary entry, the teacher's classroom actions from the first to last day of the research could be observed. The final document was the interview sheet. It was discovered that the students were perplexed by the teacher's comment on the film, and the interviews revealed that some pupils did not grasp the vocabulary in the PowToon video. According to the kids, it was their first-time studying English using PowToon learning material in the classroom.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

On the basis of the research findings, it may be inferred that:

1. The improvement of students' knowledge in grammar (Simple present tense) through learning media powtoon grammar simple present tense increased due to the use of learning media PowToon. This can be seen from the students' average pretest scores at the first meeting which were still low; only one student got a score of 75. In the first post-test cycle, nine students got 75 points, while in the second post-test cycle, twenty students got 75 points. Students' mastery of simple present tense grammar increased as a result of exposure to PowToon learning materials. This condition indicates that the application of PowToon learning media can improve students' grammatical understanding of success, and also from the pre-test through cycle I and cycle II, students' knowledge growth may be demonstrated. From the pre-test through cycle II, the mean score was 57.66 - 74.33 - 90.66. The students' scores from the pre-test through the second cycle were 1 - 9 - 20. From the pre-test through cycle II, the percentage of students who received a score of 75 or above ranged from 5% to 45% to 100%.
2. The difficulties experienced by students when learning simple present tense using powtoon learning media are that first they do not know what powtoon is and how to use it and what is present tense and its use. At the beginning of the meeting they still don't know, but as each meeting goes on students can

understand what powtoon is and understand simple present tense material, write it down and can also apply it in everyday life.

B. Suggestion

Suggestion was structured as follows:

1. It is preferable for English teachers to utilize PowToon learning media to enhance their students' grasp of grammar since it may increase students' comprehension of basic present tense.
2. Students should utilize PowToon learning material, particularly in simple present tense, since it can enhance their understanding of simple present tense.
3. This research can help all readers comprehend how to increase students' mastery of simple present tense grammar through the use of PowToon learning media.
4. According to a second researcher, PowToon learning media should be investigated further in various text forms in order to increase students' grasp of grammar.

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APPENDICES

Appendix 1



MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jl. Kapten Mukhtar Basri No. 3 Telp. (061) 6619056 Medan 20238
Website: <http://www.fkip.umhu.ac.id> E-mail: fkpg@umhu.ac.id

Form : K - 1

Kepada Yth: Bapak Ketua & Sekretaris
Program Studi Pendidikan Bahasa Inggris
FKIP UMSU

Perihal : **PERMOHONAN PERSETUJUAN JUDUL SKRIPSI**

Dengan hormat yang bertanda tangan di bawah ini:

Nama Mahasiswa : Muthmainnah
NPM : 1802050023
Prog. Studi : Pendidikan Bahasa Inggris
Kredit Kumulatif : 133 SKS

IPK= 3.59

Persetujuan Ket./Sekret. Prog. Studi	Judul yang Diajukan	Ditahkan oleh Dekan Fakultas
	Improving Students' Knowledge of 5 Basic Tenses Through Powtoon Learning Media	
	The Effect of Using 5W+1H Question Techique to Develop Students' Ability in Paragraph Writing	
	Main Character of Cinderella 2021 Movie Script	

Demikianlah permohonan ini saya sampaikan untuk dapat pemeriksaan dan persetujuan serta pengesahan, atas kesediaan Bapak saya ucapkan terima kasih.

Medan, 14 Februari 2022
Hormat Pemohon,

Muthmainnah

Keterangan:

- Dibuat rangkap 3 :- Untuk Dekan/Fakultas
- Untuk Ketua/Sekretaris Program Studi
- Untuk Mahasiswa yang bersangkutan



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Form K-2

Kepada : Yth. Bapak Ketua/Sekretaris
Program Studi Pendidikan Bahasa Inggris
FKIP UMSU

Assalamu'alaikum Wr, Wb

Dengan hormat, yang bertanda tangan dibawah ini:

Nama Mahasiswa : Muthmainnah
NPM : 1802050023
Prog. Studi : Pendidikan Bahasa Inggris

Mengajukan permohonan persetujuan proyek proposal/risalah/makalah/skripsi sebagai tercantum di bawah ini dengan judul sebagai berikut:

"Improving Students' Knowledge of 5 Basic Tenses Through Powtoon Learning Media"

Sekaligus saya mengusulkan/menunjuk Bapak/Ibu:

1. **Hj. Darmawati, S.Pd., M.Pd**

Sebagai Dosen Pembimbing Proposal/Risalah/Makalah/Skripsi saya.

Demikianlah permohonan ini saya sampaikan untuk dapat pengurusan selanjutnya. Akhirnya atas perhatian dan kesediaan Bapak/ Ibu saya ucapkan terima kasih.

Medan, 14 Februari 2022

Hormat Pemohon,

Muthmainnah

Keterangan

Dibuat rangkap 3 :
- Untuk Dekan / Fakultas
- Untuk Ketua / Sekretaris Prog. Studi
- Untuk Mahasiswa yang Bersangkutan

UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
Jl. Mukhtar Basri BA No. 3 Telp 6622400 Medan 20217 Form K3

Nomor : 416 /IL.3-AU/UMSU-02/F/2022
Lamp : ---
Hal : Pengesahan Proyek Proposal
Dan Dosen Pembimbing

Assalamu'alaikum Warahmatuullahi Wabarakatuh

Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara menetapkan proyek proposal/risalah/makalah/skripsi dan dosen pembimbing bagi mahasiswa yang tersebut di bawah ini :

Nama Mahasiswa : Muthmainnah
NPM : 1802050023
Program Studi : Pendidikan Bahasa Inggris
Judul Penelitian : Improving Students' Knowledge of 5 Basic Tenses Through Powtoon Learning Media

Dosen Pembimbing : Hj. Darmawati, S.Pd, M.Pd

Dengan demikian mahasiswa tersebut di atas diizinkan menulis proposal/risalah/makalah/skripsi dengan ketentuan sebagai berikut :

1. Penulis berpedoman kepada ketentuan yang telah ditetapkan oleh Dekan
2. Proyek proposal/risalah/makalah/skripsi dinyatakan BATAL apabila tidak selesai pada waktu yang telah ditentukan
3. Masa Perpanjangan tanggal : 15 Februari 2023

Wa'alaikumsalam Warahmatuullahi Wabarakatuh.

Medan, 14 Rajab 1443 H
15 Februari 2022 M




Dekan
[Signature]
Dra. Hj. Samsuwarnita, M.Pd
NIP. : 19670604 199303 2 002

Dibuat rangkap 4 (empat)

1. Fakultas (Dekan)
 2. Ketua Program Studi
 3. Pembimbing
 4. Mahasiswa yang bersangkutan
- WAJIB MENGKUTI SEMINAR



MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
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Website : <http://www.fkip.umhu.ac.id> Email: fkip@umhu.ac.id

بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِیْمِ

PENGESAHAN PROPOSAL

Panitia Proposal Penelitian Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara Strata – 1 bagi:

Nama Lengkap : Muthmainnah
NPM : 1802050023
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : Improving Students' Knowledge of Grammar Through PowToon Learning Media

Dengan diterimanya proposal ini, maka mahasiswa tersebut dapat diizinkan untuk melakukan riset di lapangan.

Diketahui oleh :

Diketahui/Disetujui Oleh:

Dosen Pembahas

Pirman Ginting, S.Pd., M.Hum

Dosen Pembimbing

Hj. Darmawati, S.Pd, M.Pd

Ketua Program Studi

Pirman Ginting, S.Pd., M.Hum



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FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
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Website: <http://www.fkip.umma.ac.id> E-mail: fkip@umma.ac.id



BERITA ACARA BIMBINGAN PROPOSAL

Perguruan Tinggi : Universitas Muhammadiyah Sumatera Utara
Fakultas : Keguruan dan Ilmu Pendidikan
Jurusan/Prog. Studi : Pendidikan Bahasa Inggris
Nama Lengkap : Muthmainnah
N.P.M : 1802050023
Program Studi : Pendidikan Bahasa Inggris
Judul Proposal : Improving Student's Knowledge of 5 Basic Tenses Through Powtoon Learning Media

Tanggal	Deskripsi Hasil Bimbingan Proposal	Tanda Tangan
04/Februari 2022	- The Title - The Background of The Study	f.
09/Februari 2022	- The Theoretical Framework	f.
16/Juni 2022	- Method of Research	f.
25/Juni 2022	- Reference and Apendics	f.
18/Juli	Submit to Seminar Proposal <i>See</i>	f.

Medan, 18 Juli 2022

Diketahui oleh:
Ketua Prodi

(Pirman Ginting, S.Pd., M.Hum)

Dosen Pembimbing

(Hj. Darmawanti, S.Pd, M.Pd)



MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jl. Kapten Mochtar Baari No. 3 Telp. (061) 6619056 Medan 20238
Website : <http://www.fkip.umsu.ac.id> Email: fkip@umsu.ac.id

SURAT KETERANGAN



Ketua Program Studi Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara dengan ini menerangkan bahwa :

Nama Mahasiswa : Muthmainnah
NPM : 1802050023
Program Studi : Pendidikan Bahasa Inggris

Adalah benar telah melaksanakan Seminar Proposal Skripsi pada :

Hari : Kamis
Tanggal : 28 Juli 2022
Dengan Judul Proposal : Improving Students' Knowledge of Grammar Through PowToon Learning Media

Demikianlah surat keterangan ini kami keluarkan/diberikan Kepada Mahasiswa yang bersangkutan, semoga Bapak/Ibu Pimpinan Fakultas dapat segera mengeluarkan surat izin riset mahasiswa tersebut.

Atas kesediaan dan kerja sama yang baik kami ucapkan banyak terima kasih. Akhirnya selamat sejahteralah kitasemuanya. Amin.

Dikeluarkan di:
Medan,
Pada Tanggal: 01 September 2022

Wassalam
Ketua Program Studi
Pendidikan Bahasa Inggris

Pirman Ginting, S.Pd., M.Hum.



**MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**

Jl. Kapten Mukhtar Hasri No. 3 Medan 20238 Telp. 061-6622400 Ext. 22, 23, 30
Website: <http://www.fkip.umstu.ac.id> e-mail: fkip@umstu.ac.id



LEMBAR PENGESAHAN HASIL SEMINAR PROPOSAL

Proposal yang sudah diseminari oleh mahasiswa di bawah ini:

Nama : Muthmainnah
NPM : 1802050023
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : Improving Students' Knowledge of Grammar through Powtoon Learning Media

Pada hari Sabtu tanggal 28 bulan Juli tahun 2022 sudah layak menjadi proposal skripsi.

Disetujui oleh: Medan, 28 Desember 2022

Dosen Pembahas

Pirman Ginting, S.Pd., M.Hum.

Dosen Pembimbing

Hj. Dharmawati, S.Pd., M.Pd.

Diketahui oleh
Ketua Program Studi,

Pirman Ginting, S.Pd., M.Hum.



**UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**

Jalan Kapten Mochtar Basri, BA No.3 Medan Telp. (061) 661905 Ext, 22, 23, 30
Website: <http://www.fkip.umsu.ac.id> E-mail: fkip@umsu.ac.id

Kepada: Yth. Ibu Ketua/Sekretaris
Program Studi Pendidikan Bahasa Inggris
FKIP UMSU

Perihal : **Permohonan Perubahan Judul Skripsi**

Bismillahirrahmanirrahim
Assalamu'alaikum Wr. Wb

Dengan hormat, yang bertanda tangan di bawah ini:

Nama : Muthmainnah
NPM : 1802050023
Program Studi : Pendidikan Bahasa Inggris

Mengajukan permohonan perubahan judul Skripsi, sebagai mana tercantum di bawah ini:

Improving Students' Knowledge of 5 Basic Tenses Through Powtoon
Learning Media

Menjadi:

Improving Students' Knowledge of Grammar Through Powtoon
Learning Media

Demikianlah permohonan ini saya sampaikan untuk dapat pengurusan selanjutnya. Akhirnya atas perhatian dan kesediaan Ibu saya ucapkan terima kasih.

Medan, 03 Agustus 2022

Ketua Program Studi
Pendidikan Bahasa Inggris

Pirman Ginting S.Pd., M.Hum.

Hormat Pemohon

Muthmainnah

Diketahui Oleh :

Dosen Pembahas

Pirman Ginting S.Pd., M.Hum.

Dosen Pembimbing

Hj. Darmawati, S.Pd., M.Pd.



MAJELIS PENDIDIKAN TINGGI
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SURAT PERNYATAAN

بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِیْمِ

Saya yang bertandatangan dibawah ini :

Nama : Muthmainnah
NPM : 1802050023
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : Improving Students' Knowledge of Grammar through Powtoon Learning Media

Dengan ini saya menyatakan bahwa:

1. Penelitian yang saya lakukan dengan judul di atas belum pernah diteliti di Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara
2. Penelitian ini akan saya lakukan sendiri tanpa ada bantuan dari pihak manapun dengan kata lain penelitian ini tidak saya tempahkan (dibuat) oleh orang lain dan juga tidak tergolong *Plagiat*.
3. Apabila point 1 dan 2 di atas saya langgar maka saya bersedia untuk dilakukan pembatalan terhadap penelitian tersebut dan saya bersedia mengulang kembali mengajukan judul penelitian yang baru dengan catatan mengulang seminar kembali.

Demikian surat pernyataan ini saya perbuat tanpa ada paksaan dari pihak manapun juga, dan dapat dipergunakan sebagaimana mestinya.

Medan, 20 Desember 2022
Hormat saya
Yang membuat pernyataan,



Diketahui oleh Ketua Program Studi
Pendidikan Bahasa Inggris


Pirman Ginting, S.Pd., M.Hum.



MAJELIS PENDIDIKAN TINGGI PENELITIAN & PENGEMBANGAN
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

Jalan Kapten Muchtar Basri No. 3 Medan 20238 Telp. (061) 6622400
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Bila menjawab surat ini agar disebutkan nomor dan tanggalnya

Nomor : 1847 /IL.3/UMSU-02/F/2022
Lamp : ---
Hal : Izin Riset

Medan, 7 Shafar 1444 H
3 September 2022 M

Kepada : Yth. Bapak/Ibu Kepala
SMP Muhammadiyah 05 Medan
Di
Tempat.

Bismillahirrahmanirrahim
Assalamu'alaikum Wr. Wb

Wa ba'du semoga kita semua sehat wal'afiat dalam melaksanakan tugas sehari-hari sehubungan dengan semester akhir bagi mahasiswa wajib melakukan penelitian/riset untuk penulisan Skripsi sebagai salah satu syarat penyelesaian Sarjana Pendidikan, maka kami mohon kepada Bapak/ibu memberikan izin kepada mahasiswa kami dalam melakukan penelitian /riset ditempat Bapak/ibu pimpin. Adapun data mahasiswa tersebut di bawah ini :

Nama : **Muthmainnah**
N P M : 1802050023
Program Studi : Pendidikan Bahasa Inggris
Judul Penelitian : **Improving Students' Knowledge of Grammar Through Powtoon Learning Media.**

Demikian hal ini kami sampaikan, atas perhatian dan kesediaan serta kerjasama yang baik dari Bapak/ibu kami ucapkan banyak terima kasih, Akhirnya selamat sejahteralah kita semuanya. Amin.



Wassalam
Dekap

Dr. Hj. Samsuyurnita, MPd.
NIDN : 0004066701

****Penting!**





MAJELIS PENDIDIKAN DASAR DAN MENENGAH
PIMPINAN CABANG MUHAMMADIYAH TEGAL SARI II
SMP SWASTA MUHAMMADIYAH - 5
NPSN : 10257324 NSS : 204076009289 NDS : 2007120189 AKREDITASI : B
Jalan Bromo Gg. Aman No. 38 Kec. Medan Denai Telp. 061-7356659 – KOTA MEDAN 20226

SURAT KETERANGAN RISET

Nomor : 50/KET/IV.4.AU/F/2022

Yang bertanda tangan di bawah ini :

Nama : SUDARNINGSIH, M.Pd
NIP : -
Pangkat / Gol. Ruang : -
Jabatan : Kepala Sekolah
Unit Kerja : SMP Muhammadiyah 5 Medan

Menerangkan Bahwa :
Nama : MUTHMAINNAH
NIM : 1802050023
Jurusan /Program Studi : S-1 Pendidikan Bahasa Inggris
Judul Penelitian : *"Improving Students' Knowledge Of Grammar Through Powtoon Learning Media"*.

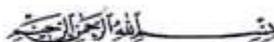
Benar Nama Tersebut Diatas Telah Melaksanakan Riset pada Tanggal 05 September 2022 – 14 Oktober 2022 di SMP Muhammadiyah 05 Medan.

Demikian Surat Keterangan ini diberikan guna melengkapi data – data persyaratan penulisan skripsi.





MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
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BERITA ACARA BIMBINGAN SKRIPSI

Perguruan Tinggi : Universitas Muhammadiyah Sumatera Utara
 Fakultas : Keguruan dan Ilmu Pendidikan
 Jurusan/Prog. Studi : Pendidikan Bahasa Inggris
 Nama : Muthmainnah
 NPM : 1802050023
 Program Studi : Pendidikan Bahasa Inggris
 Judul Skripsi : Improving Students' Knowledge of Grammar through Powtoon Learning Media

Tanggal	Deskripsi Hasil Bimbingan Skripsi	Tanda Tangan
5/9-2022	Ready to Research at school	<i>[Signature]</i>
30/9-2022	Finished for the first cycle.	<i>[Signature]</i>
9/10-2022	Discussion of the results of the second cycle	<i>[Signature]</i>
23/11-2022	Discussion of the Chapter IV.	<i>[Signature]</i>
17/12-2022	Acc to submit Green Table.	<i>[Signature]</i>

Diketahui oleh:
Ketua Prodi

[Signature]
(Pirman Ginting, S.Pd., M.Hum.)

Medan, 17 Desember 2022

Dosen Pembimbing

[Signature]
(Hj. Darmawati, S.Pd., M.Ed.)

APPENDIX 13
LESSON PLAN
CYCLE I

Sekolah : SMP Muhammadiyah 05 Medan
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : VIII A/Ganjil
Materi Pokok : *Simple Present Tense*
Alokasi Waktu : 2 x 40 Menit
Pertemuan : 1

A. Tujuan Pembelajaran

Setelah mengikuti proses pembelajaran, peserta didik diharapkan dapat:

- Memahami pengertian simple present tense
- Memahami fungsi simple present tense
- Mengidentifikasi rumus simple present tense

B. Media Pembelajaran, Alat/Bahan & Sumber Belajar

- **Media:** Worksheet atau lembar kerja (siswa), PowToon
- **Alat/Bahan:** Laptop/HP android, Speaker, Fasilitas Internet
- **Sumber Belajar:** Buku Paket Bahasa Inggris, LKS, link video PowToon (<https://youtu.be/hK6PhUupfPM>)

C. Langkah-Langkah Pembelajaran

Kegiatan Pendahuluan (10 Menit)	
Guru membuka pembelajaran dengan mengucapkan salam kepada siswa dan memeriksa absensi kelas.	
Mengaitkan materi/tema/kegiatan pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan materi/tema/kegiatan sebelumnya serta mengajukan pertanyaan untuk mengingat dan menghubungkan dengan materi selanjutnya.	
Menyampaikan motivasi tentang apa yang dapat diperoleh (tujuan & manfaat) dengan mempelajari materi : <i>Simple Present Tense</i> .	
Menjelaskan hal-hal yang akan dipelajari dalam pertemuan pertama.	
Kegiatan Inti (60 Menit)	
Kegiatan Literasi	Peserta didik diberi motivasi dan panduan untuk melihat, mengamati, dan menuliskannya kembali. Mereka diberi tayangan dan bahan bacaan terkait materi <i>Simple Present Tense</i> melalui media powtoon.
Critical Thinking	Guru memberikan kesempatan untuk mengidentifikasi sebanyak mungkin hal yang belum dipahami dan mengajukan pertanyaan berkaitan dengan materi <i>Simple Present Tense</i> .
Collaboration	Peserta didik mendiskusikan, mengumpulkan informasi, dan saling bertukar informasi mengenai <i>Simple Present Tense</i> .
Communication	Peserta didik mengirimkan secara individu, serta mengemukakan pendapatnya terkait materi yang disajikan kepada guru.
Creativity	Guru dan peserta didik membuat kesimpulan tentang hal-hal yang telah dipelajari terkait <i>Simple Present Tense</i> . Peserta didik kemudian diberi kesempatan untuk menanyakan kembali hal-hal yang belum dipahami
Kegiatan Penutup (10 Menit)	
Peserta didik membuat rangkuman/simpulan pelajaran tentang point-point penting yang muncul dalam kegiatan pembelajaran yang baru dilakukan.	
Guru membuat rangkuman/simpulan pelajaran tentang point-point penting yang muncul dalam kegiatan pembelajaran yang baru dilakukan.	

D. Penilaian Hasil Pembelajaran

- **Penilaian Pengetahuan** berupa tes tertulis essay, serta penugasan yang dilakukan secara tatap muka
- **Penilaian Keterampilan** berupa penilaian unjuk kerja, penilaian proyek, penilaian produk dan penilaian portofolio

Medan, September 2022

Mengetahui
Guru Mata Pelajaran

Peneliti

Luna Malina S.Pd.Gr
NIP.

Muthmainnah
NPM. 1802050023

LESSON PLAN
CYCLE 1

Sekolah : SMP Muhammadiyah 05 Medan
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : VIII A/Ganjil
Materi Pokok : *Simple Present Tense*
Alokasi Waktu : 2 x 40 Menit
Pertemuan : 2

A. Tujuan Pembelajaran

- Setelah mengikuti proses pembelajaran, peserta didik diharapkan dapat:
- Memahami pengertian kalimat verbal dan nominal dalam simple present tense
 - Memahami penggunaan kalimat positif dalam kalimat verbal dan nominal simple present tense
 - Mengidentifikasi rumus kalimat positif dalam kalimat verbal dan nominal simple present tense

B. Media Pembelajaran, Alat/Bahan & Sumber Belajar

- **Media:** Worksheet atau lembar kerja (siswa), PowToon
- **Alat/Bahan:** Laptop/HP android, Speaker, Fasilitas Internet
- **Sumber Belajar:** Buku Paket Bahasa Inggris, LKS, link video PowToon (<https://youtu.be/TaiHeSedn10>)

C. Langkah-Langkah Pembelajaran

Kegiatan Pendahuluan (10 Menit)	
Guru membuka pembelajaran dengan mengucapkan salam kepada siswa dan memeriksa absensi kelas.	
Guru memberikan pertanyaan mengenai materi yang dipelajari pada pertemuan sebelumnya.	
Menyampaikan motivasi tentang apa yang dapat diperoleh (tujuan & manfaat) dengan mempelajari materi : <i>Simple Present Tense</i> .	
Menjelaskan hal-hal yang akan dipelajari, kompetensi yang akan dicapai, serta metode belajar yang akan ditempuh.	
Kegiatan Inti (60 Menit)	
Kegiatan Literasi	Peserta didik diberi motivasi dan panduan untuk melihat, mengamati, dan menuliskannya kembali. Mereka diberi tayangan dan bahan bacaan terkait materi <i>Simple Present Tense</i> melalui media powtoon.
Critical Thinking	Guru memberikan kesempatan untuk mengidentifikasi sebanyak mungkin hal yang belum dipahami dan mengajukan pertanyaan berkaitan dengan materi <i>Simple Present Tense</i> .
Collaboration	Peserta didik mendiskusikan, mengumpulkan informasi, dan saling bertukar informasi mengenai <i>Simple Present Tense</i> khususnya pada kalimat positif dalam kalimat nominal dan verbal.
Communication	Peserta didik mengirimkan secara individu, serta mengemukakan pendapatnya terkait materi yang disajikan kepada guru.
Creativity	Guru dan peserta didik membuat kesimpulan tentang hal-hal yang telah dipelajari terkait <i>Simple Present Tense</i> khususnya kalimat positif dalam kalimat nominal dan verbal. Peserta didik kemudian diberi kesempatan untuk menanyakan kembali hal-hal yang belum dipahami
Kegiatan Penutup (10 Menit)	
Peserta didik membuat rangkuman/simpulan pelajaran tentang point-point penting yang muncul dalam kegiatan pembelajaran yang baru dilakukan.	
Guru membuat rangkuman/simpulan pelajaran tentang point-point penting yang muncul dalam kegiatan pembelajaran yang baru dilakukan.	

D. Penilaian Hasil Pembelajaran

- **Penilaian Pengetahuan** berupa tes tertulis essay, serta penugasan yang dilakukan secara tatap muka
- **Penilaian Keterampilan** berupa penilaian unjuk kerja, penilaian proyek, penilaian produk dan penilaian portofolio

Medan, September 2022

Mengetahui
Guru Mata Pelajaran

Peneliti

Luna Malina S.Pd.Gr
NIP.

Muthmainnah
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LESSON PLAN
CYCLE I

Sekolah : SMP Muhammadiyah 05 Medan
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : VIII A/Ganjil
Materi Pokok : *Simple Present Tense*
Alokasi Waktu : 2 x 40 Menit
Pertemuan : 3

A. Tujuan Pembelajaran

Setelah mengikuti proses pembelajaran, peserta didik diharapkan dapat:

- Memahami penggunaan kalimat negative dalam kalimat verbal dan nominal simple present tense
- Mengidentifikasi rumus kalimat negative dalam kalimat verbal dan nominal simple present tense

B. Media Pembelajaran, Alat/Bahan & Sumber Belajar

- **Media:** Worksheet atau lembar kerja (siswa), PowToon
- **Alat/Bahan:** Laptop/HP android, Speaker, Fasilitas Internet
- **Sumber Belajar:** Buku Paket Bahasa Inggris, LKS, link video PowToon (<https://youtu.be/uyNXCIHPI9g>)

C. Langkah-Langkah Pembelajaran

Kegiatan Pendahuluan (10 Menit)	
Guru membuka pembelajaran dengan mengucapkan salam kepada siswa dan memeriksa absensi kelas.	
Guru memberikan pertanyaan mengenai materi yang dipelajari pada pertemuan sebelumnya.	
Menyampaikan motivasi tentang apa yang dapat diperoleh (tujuan & manfaat) dengan mempelajari materi : <i>Simple Present Tense</i> .	
Menjelaskan hal-hal yang akan dipelajari, kompetensi yang akan dicapai, serta metode belajar yang akan ditempuh.	
Kegiatan Inti (60 Menit)	
Kegiatan Literasi	Peserta didik diberi motivasi dan panduan untuk melihat, mengamati, dan menuliskannya kembali. Mereka diberi tayangan dan bahan bacaan terkait materi <i>Simple Present Tense</i> melalui media powtoon.
Critical Thinking	Guru memberikan kesempatan untuk mengidentifikasi sebanyak mungkin hal yang belum dipahami dan mengajukan pertanyaan berkaitan dengan materi <i>Simple Present Tense</i> khususnya kalimat negatif pada kalimat nominal dan verbal.
Collaboration	Peserta didik mendiskusikan, mengumpulkan informasi, dan saling bertukar informasi mengenai <i>Simple Present Tense</i> .
Communication	Peserta didik mengirimkan secara individu, serta mengemukakan pendapatnya terkait materi yang disajikan kepada guru.
Creativity	Guru dan peserta didik membuat kesimpulan tentang hal-hal yang telah dipelajari terkait <i>Simple Present Tense</i> khususnya kalimat negatif pada kalimat nominal dan verbal. Peserta didik kemudian diberi kesempatan untuk menanyakan kembali hal-hal yang belum dipahami
Kegiatan Penutup (10 Menit)	
Peserta didik membuat rangkuman/simpulan pelajaran tentang point-point penting yang muncul dalam kegiatan pembelajaran yang baru dilakukan.	
Guru membuat rangkuman/simpulan pelajaran tentang point-point penting yang muncul dalam kegiatan pembelajaran yang baru dilakukan.	

D. Penilaian Hasil Pembelajaran

- **Penilaian Pengetahuan** berupa tes tertulis essay, serta penugasan yang dilakukan secara tatap muka
- **Penilaian Keterampilan** berupa penilaian unjuk kerja, penilaian proyek, penilaian produk dan penilaian portofolio

Medan, September 2022

Mengetahui
Guru Mata Pelajaran

Peneliti

Luna Malina S.Pd.Gr
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Muthmainnah
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LESSON PLAN
CYCLE 1

Sekolah : SMP Muhammadiyah 05 Medan
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : VIII A/Ganjil
Materi Pokok : *Simple Present Tense*
Alokasi Waktu : 2 x 40 Menit
Pertemuan : 4

A. Tujuan Pembelajaran

Setelah mengikuti proses pembelajaran, peserta didik diharapkan dapat:

- Memahami penggunaan kalimat interrogative dalam kalimat verbal dan nominal *simple present tense*
- Mengidentifikasi rumus kalimat interrogative dalam kalimat verbal dan nominal *simple present tense*

B. Media Pembelajaran, Alat/Bahan & Sumber Belajar

- **Media:** Worksheet atau lembar kerja (siswa), PowToon
- **Alat/Bahan:** Laptop/HP android, Speaker, Fasilitas Internet
- **Sumber Belajar:** Buku Paket Bahasa Inggris, LKS, link video PowToon (<https://youtu.be/0m9e52Uv4j4>)

C. Langkah-Langkah Pembelajaran

Kegiatan Pendahuluan (10 Menit)	
Guru membuka pembelajaran dengan mengucapkan salam kepada siswa dan memeriksa absensi kelas.	
Guru memberikan pertanyaan mengenai materi yang dipelajari pada pertemuan sebelumnya.	
Menyampaikan motivasi tentang apa yang dapat diperoleh (tujuan & manfaat) dengan mempelajari materi : <i>Simple Present Tense</i> .	
Menjelaskan hal-hal yang akan dipelajari, kompetensi yang akan dicapai, serta metode belajar yang akan ditempuh.	
Kegiatan Inti (60 Menit)	
Kegiatan Literasi	Peserta didik diberi motivasi dan panduan untuk melihat, mengamati, dan menuliskannya kembali. Mereka diberi tayangan dan bahan bacaan terkait materi <i>Simple Present Tense</i> melalui media powtoon.
Critical Thinking	Guru memberikan kesempatan untuk mengidentifikasi sebanyak mungkin hal yang belum dipahami dan mengajukan pertanyaan berkaitan dengan materi <i>Simple Present Tense</i> khususnya pada kalimat interrogative dalam kalimat nominal dan verbal.
Collaboration	Peserta didik mendiskusikan, mengumpulkan informasi, dan saling bertukar informasi mengenai <i>Simple Present Tense</i> .
Communication	Peserta didik mengirimkan secara individu, serta mengemukakan pendapatnya terkait materi yang disajikan kepada guru
Creativity	Guru dan peserta didik membuat kesimpulan tentang hal-hal yang telah dipelajari terkait <i>Simple Present Tense</i> khususnya pada kalimat interrogative dalam kalimat nominal dan verbal. Peserta didik kemudian diberi kesempatan untuk menanyakan kembali hal-hal yang belum dipahami
Kegiatan Penutup (10 Menit)	
Peserta didik membuat rangkuman/simpulan pelajaran tentang point-point penting yang muncul dalam kegiatan pembelajaran yang baru dilakukan.	
Guru membuat rangkuman/simpulan pelajaran tentang point-point penting yang muncul dalam kegiatan pembelajaran yang baru dilakukan.	

D. Penilaian Hasil Pembelajaran

- **Penilaian Pengetahuan** berupa tes tertulis essay, serta penugasan yang dilakukan secara tatap muka
- **Penilaian Keterampilan** berupa penilaian unjuk kerja, penilaian proyek, penilaian produk dan penilaian portofolio

Medan, September 2022

Mengetahui
Guru Mata Pelajaran

Peneliti

Luna Malina S.Pd,Gr
NIP.

Muthmainnah
NPM. 1802050023

**LESSON PLAN
CYCLE 2**

Sekolah : SMP Muhammadiyah 05 Medan
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : VIII A/Ganjil
Materi Pokok : *Simple Present Tense*
Alokasi Waktu : 2 x 40 Menit
Pertemuan : 1

A. Tujuan Pembelajaran

Setelah mengikuti proses pembelajaran, peserta didik diharapkan dapat:

- Memahami pengertian simple present tense
- Memahami fungsi simple present tense
- Mengidentifikasi rumus simple present tense
- Memahami pengertian kalimat verbal dan nominal dalam simple present tense
- Memahami penggunaan kalimat positif dalam kalimat verbal dan nominal simple present tense
- Mengidentifikasi rumus kalimat positif dalam kalimat verbal dan nominal simple present tense

B. Media Pembelajaran, Alat/Bahan & Sumber Belajar

- **Media:** Worksheet atau lembar kerja (siswa), PowToon
- **Alat/Bahan:** Laptop/HP android, Speaker, Fasilitas Internet
- **Sumber Belajar:** Buku Paket Bahasa Inggris, LKS, link video PowToon (<https://youtu.be/hK6PhUupfPM> & <https://youtu.be/faiHeScdn10>)

C. Langkah-Langkah Pembelajaran

Kegiatan Pendahuluan (10 Menit)	
Guru membuka pembelajaran dengan mengucapkan salam kepada siswa dan memeriksa absensi kelas.	
Megaikan materi/tema/kegiatan pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan materi/tema/kegiatan sebelumnya serta mengajukan pertanyaan untuk mengingat dan menghubungkan dengan materi selanjutnya.	
Menyampaikan motivasi tentang apa yang dapat diperoleh (tujuan & manfaat) dengan mempelajari materi : <i>Simple Present Tense</i> .	
Menjelaskan hal-hal yang akan dipelajari dalam pertemuan pertama.	
Kegiatan Inti (60 Menit)	
Kegiatan Literasi	Peserta didik diberi motivasi dan panduan untuk melihat, mengamati, dan menuliskannya kembali. Mereka diberi tayangan dan bahan bacaan terkait materi <i>Simple Present Tense</i> melalui media powtoon.
Critical Thinking	Guru memberikan kesempatan untuk mengidentifikasi sebanyak mungkin hal yang belum dipahami dan mengajukan pertanyaan berkaitan dengan materi <i>Simple Present Tense</i> khususnya dalam kalimat positif verbal dan nominal serta fungsi dan rumus pada simple present tense.
Collaboration	Peserta didik mendiskusikan, mengumpulkan informasi, dan saling bertukar informasi mengenai <i>Simple Present Tense</i> .
Communication	Peserta didik mengirimkan secara individu, serta mengemukakan pendapatnya terkait materi yang disajikan kepada guru.
Creativity	Guru dan peserta didik membuat kesimpulan tentang hal-hal yang telah dipelajari terkait <i>Simple Present Tense</i> . Peserta didik kemudian diberi kesempatan untuk menanyakan kembali hal-hal yang belum dipahami
Kegiatan Penutup (10 Menit)	
Peserta didik membuat rangkuman/simpulan pelajaran tentang point-point penting yang muncul dalam kegiatan pembelajaran yang baru dilakukan.	
Guru membuat rangkuman/simpulan pelajaran tentang point-point penting yang muncul dalam kegiatan pembelajaran yang baru dilakukan.	

D. Penilaian Hasil Pembelajaran

- **Penilaian Pengetahuan** berupa tes tertulis essay, serta penugasan yang dilakukan secara tatap muka
- **Penilaian Keterampilan** berupa penilaian unjuk kerja, penilaian proyek, penilaian produk dan penilaian portofolio

Medan, September 2022

Mengetahui
Guru Mata Pelajaran

Peneliti

Luna Malina S Pd,Gr
NIP.

Muthmainnah
NPM. 1802050023

**LESSON PLAN
CYCLE 2**

Sekolah : SMP Muhammadiyah 05 Medan
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : VIII A/Ganjil
Materi Pokok : *Simple Present Tense*
Alokasi Waktu : 2 x 40 Menit
Pertemuan : 2

A. Tujuan Pembelajaran

Setelah mengikuti proses pembelajaran, peserta didik diharapkan dapat:

- Memahami penggunaan kalimat negative dalam kalimat verbal dan nominal *simple present tense*
- Mengidentifikasi rumus kalimat negative dalam kalimat verbal dan nominal *simple present tense*
- Memahami penggunaan kalimat interrogative dalam kalimat verbal dan nominal *simple present tense*
- Mengidentifikasi rumus kalimat interrogative dalam kalimat verbal dan nominal *simple present tense*

B. Media Pembelajaran, Alat/Bahan & Sumber Belajar

- **Media:** Worksheet atau lembar kerja (siswa), PowToon
- **Alat/Bahan:** Laptop/HP android, Speaker, Fasilitas Internet
- **Sumber Belajar:** Buku Paket Bahasa Inggris, LKS, link video PowToon (<https://youtu.be/uyNXCIHPH9g> & <https://youtu.be/0m9e52Uv4j4>)

C. Langkah-Langkah Pembelajaran

Kegiatan Pendahuluan (10 Menit)	
Guru membuka pembelajaran dengan mengucapkan salam kepada siswa dan memeriksa absensi kelas	
Guru memberikan pertanyaan mengenai materi yang dipelajari pada pertemuan sebelumnya	
Menyampaikan motivasi tentang apa yang dapat diperoleh (tujuan & manfaat) dengan mempelajari materi : <i>Simple Present Tense</i> .	
Menjelaskan hal-hal yang akan dipelajari, kompetensi yang akan dicapai, serta metode belajar yang akan ditempuh.	
Kegiatan Inti (60 Menit)	
Kegiatan Literasi	Peserta didik diberi motivasi dan panduan untuk melihat, mengamati, dan menuliskannya kembali. Mereka diberi tayangan dan bahan bacaan terkait materi <i>Simple Present Tense</i> melalui media powtoon.
Critical Thinking	Guru memberikan kesempatan untuk mengidentifikasi sebanyak mungkin hal yang belum dipahami dan mengajukan pertanyaan berkaitan dengan materi <i>Simple Present Tense</i> khususnya kalimat negatif dan interrogative pada kalimat nominal dan verbal.
Collaboration	Peserta didik mendiskusikan, mengumpulkan informasi, dan saling bertukar informasi mengenai <i>Simple Present Tense</i> .
Communication	Peserta didik mengirimkan secara individu, serta mengemukakan pendapatnya terkait materi yang disajikan kepada guru
Creativity	Guru dan peserta didik membuat kesimpulan tentang hal-hal yang telah dipelajari terkait <i>Simple Present Tense</i> khususnya kalimat negatif dan interrogative pada kalimat nominal dan verbal. Peserta didik kemudian diberi kesempatan untuk menanyakan kembali hal-hal yang belum dipahami
Kegiatan Penutup (10 Menit)	
Peserta didik membuat rangkuman/simpulan pelajaran.tentang point-point penting yang muncul dalam kegiatan pembelajaran yang baru dilakukan	
Guru membuat rangkuman/simpulan pelajaran.tentang point-point penting yang muncul dalam kegiatan pembelajaran yang baru dilakukan.	

D. Penilaian Hasil Pembelajaran

- **Penilaian Pengetahuan** berupa tes tertulis essay, serta penugasan yang dilakukan secara tatap muka
- **Penilaian Keterampilan** berupa penilaian unjuk kerja, penilaian proyek, penilaian produk dan penilaian portofolio

Medan, September 2022

Mengetahui
Guru Mata Pelajaran

Peneliti

Luna Malina S.Pd,Gr
NIP.

Muthmainnah
NPM. 1802050023

OBSERVATION

SHEET CYCLE II

Subject : English
Class : VIII-A
Number of Students : 20
Observer's Name : Muthmainnah
Teacher's Name : Luna Malina S.Pd,Gr
Date : 13 September 2022
Time : 10.50

No	Indicators for Teacher	First Meeting		Second Meeting	
		Yes	No	Yes	No
1.	The teacher comes to class on time				
2.	Teacher greeting the students by saying Assalamu'alaikum and good morning.				
3.	The teacher telling the students about material				
4.	The teacher asked the students about grammar simple present tense.				
5.	The teacher explained about the grammar simple present tense.				
6.	The teacher gave the pre-test before enter the lesson by using PowToon learning media				
7.	The teacher explained about grammar simple present tense by using PowToon learning media				
8.	The teacher gave the examples of grammar simple present tense by using PowToon learning media				
9.	The teacher asked the students to make the sentences based on grammar simple present tense in PowToon learning media				
10.	The teacher makes a conclusion about grammar simple present tense with the students				
11.	The teacher gave the post-test after enter the lesson simple present tense by using PowToon learning media				
12.	The teacher ends the class by closing and salaam "wassalamu'alaikum"				

INTERVIEW SHEET

I. Interviewing with the teacher before conducting PowToon learning media.

- R : Have students been taught materials about tenses?
- T : In seventh grade has already been studied and the eighth grade was just in the tense materials.
- R : Do the eighth grade students like English lesson, especially about tenses?
- T : The students' interest in learning English was still low, since there were still some who still could not read.
- R : Do students pay attention and listen to the simple present tense materials delivered by the teacher?
- T : Actually, when the teacher gives the material, the students are able to pay more attention to the teacher who is giving the material.
- R : How do they behave in learning English subject?
- T : The lack of confidence in English was due to their poor English ability.
- . R : What methods and media are used when the teacher teaches?
- T : It's been using the conventional media since covid has been on the receiving end of the study media.
- . R : Has the teacher used PowToon as a media for learning tenses?
- T : Never. Eighth grade had never used PowToon as a learning media.

II. Interviewing with the teacher after conducting the first cycle and the second cycle in teaching tenses using PowToon learning media.

R : What do you think about PowToon learning media that was applied in the classroom?

T : I think PowToon learning media, can help students understand the materials of grammar especially about tenses.

R : Do you think that PowToon learning media can improve students' knowledge of grammar especially in simple present tense?

T : Yes, I do. Because by PowToon learning media, students find it easier to study the material about tenses because on PowToon there are interesting videos and how to explain the learning materials in language styles that students can understand, so students are not bored by the materials being presented.

Note:

R : **Research**

T : **Teacher**

III. Interviewing with the students before conducting PowToon learning media.

R : Do you like English subject?

A. : I like it.

B. : I don't like it.

C. : It's not interesting

D. : I like it too

R : Do you like learning about grammar especially in simple present tense?

A. : I like it because when we want to talk about our ability we use simple present tense, because simple present tense is the basic form of a sentence.

B. : I don't like it.

C. : It's not interesting

D. : I like it too because simple present tense is still easy to learn.

R : Do you still remember about simple present tense? What is it about?

A : I still remember, simple present tense is to tell about our ability

B : I don't know.

C : I forget.

D : I still remember, simple present tense , we can make sentence using verb 1

IV. Interviewing with the students after conducting PowToon learning media.

R : What do you think about PowToon learning media?

A. : It is easy to learn about tenses by PowToon.

B. : I don't understand what the teacher said.

C. : It's bored for me

D. : I understand about simple present tense by using PowToon.

R : What difficulties do you have when studying simple present tense using PowToon learning media?

A. : At the beginning of the meeting, I was still confused by the teacher's remark on the video.

B. : My first experience was using PowToon learning.

C. : An English language that I still don't understand.

D. : Never learn using PowToon before.

Note:

R : Researcher

A : Student 1

B : Student 2

C : Student 3

D : Student 4

Appendix 16

PRE-TEST

Name :

Class :

Choose the correct form of simple present tense!

1. The moon _____ around the earth. (go / goes)
2. This food is very delicious, I _____ It. (like / likes)
3. Does _____ go to market ? (She / I)
4. He _____ them a money. (give / gives)
5. _____ Rama comes to school ? (Do / Does)
6. Mr. Budi _____ a bread. (make / makes)
7. We _____ in Medan. (live / lives)
8. Indah _____ dancing. (love / loves)
9. I _____ tears in your eyes. (see / sees)
10. My brother _____ a new house. (own / owns)
11. We _____ with the speaker's opinion. (agree / agrees)
12. I _____ work in the office. (Don't / Doesn't)
13. Rangga never _____ his grandmother. (visit / visits)
14. Danny _____ want help her brother. (Don't / Doesn't)
15. _____ you walk alone to canteen ? (Do / Does)

POST-TEST

Name :

Class :

Choose the correct form of simple present tense!

1. The moon _____ around the earth. (go / goes)
2. This food is very delicious, I _____ It. (like / likes)
3. Does _____ go to market ? (She / I)
4. He _____ them a money. (give / gives)
5. _____ Rama comes to school ? (Do / Does)
6. Mr. Budi _____ a bread. (make / makes)
7. We _____ in Medan. (live / lives)
8. Indah _____ dancing. (love / loves)
9. I _____ tears in your eyes. (see / sees)
10. My brother _____ a new house. (own / owns)
11. We _____ with the speaker's opinion. (agree / agrees)
12. I _____ work in the office. (Don't / Doesn't)
13. Rangga never _____ his grandmother. (visit / visits)
14. Danny _____ want help her brother. (Don't / Doesn't)
15. _____ you walk alone to canteen ? (Do / Does)

Key answers:

1. Goes
2. Like
3. She
4. Gives
5. Does
6. Makes
7. Live
8. Loves
9. See
10. Owns
11. agree
12. Doesn't
13. Visits
14. Doesn't
15. Do

DIARY NOTE

On the first day, before teaching, I had an interview with teacher and some students to investigate the application of media in the process of teaching and learning in that class, and also to get some information about students' ability in English, specifically on grammar. After knowing the results of the answers from the teacher and students, I taught in eight grade of SMP Muhammadiyah 05 Medan for conducting my research. The students were not enthusiastic. So, I gave motivation to improve their spirit. At that day, I gave them brainstorm. I asked them about what they knew about simple present tense. They were very enthusiastic.

Some of students told me about their knowledge about simple present tense. After that, I gave them some questions about simple present tense on the white board. Then, I gave pre-test to them. Next, I gave them the video of PowToon about simple present tense, of which materials were: definition, function, and the formula of simple present tense. They understood about the materials. After that, I gave them exercise. On the second day, I gave them the video of PowToon of which materials were about positive form of verbal and nominal sentence in simple present tense.

They understood how to make a good positive sentence of verbal and nominal. Then, I gave them exercise. On the third day, I gave them the video of PowToon of which materials were about negative form of verbal and nominal sentence in simple present tense. They understood about the materials, and after that I gave them exercise. On the fourth day, I gave them a video of PowToon about interrogative form of verbal and nominal sentence. They understood about how to make a good interrogative sentence. Then, I gave them exercise. After giving the exercise, I gave the post-test of cycle one to them.

On the fifth day, I gave two videos of PowToon of which materials were about the definition, function, and formula of simple present tense, and also about positive form of verbal and nominal sentence. I also gave them exercise to stimulate them in getting more understanding about the simple present tense. On the sixth day, I gave them two videos of PowToon of which materials were about the negative and interrogative form of verbal and nominal sentence. Then, I also gave them the exercise. After giving them exercise, I gave them post-test of cycle two to stimulate them to get more understanding about simple present tense. On the last day, I gave them a reward after answering the post-test.

Appendix 18

STUDENTS' ATTENDANCE LIST

Name of School : SMP Muhammadiyah 05 Medan

Class : VIII-A

Meeting :

No	Name	SIGNATURE
1.	ADITYA PRANATA	1. <i>[Signature]</i>
2.	ADLY FARHAN	2. <i>[Signature]</i>
3.	AIDIR DARMAN	3. <i>[Signature]</i>
4.	ANNISA KAYLA	4. <i>[Signature]</i>
5.	CHEYSA AMY AULIA	5. <i>[Signature]</i>
6.	FANNI FADHILLAH	6. <i>[Signature]</i>
7.	M. BAKRI AL-BUKHORI B.	7. <i>[Signature]</i>
8.	MAHENDRA GULTOM	8. <i>[Signature]</i>
9.	NASUHA FIDIANSYAH	9. <i>[Signature]</i>
10.	PUTRI BALQIS	10. <i>[Signature]</i>
11.	RASYAH	11. <i>[Signature]</i>
12.	RIFQI SURYA PRATAMA	12. <i>[Signature]</i>
13.	SALSABILLA AZKA ZEIN	13. <i>[Signature]</i>
14.	SALWA AMIRA NASUTION	14. <i>[Signature]</i>
15.	SELLA	15. <i>[Signature]</i>
16.	SINTIA DEWI	16. <i>[Signature]</i>
17.	MUHAMMAD RIZKY S.	17. <i>[Signature]</i>
18.	NASYA	18. <i>[Signature]</i>
19.	REZKY RAHMAT HIDAYAH	19. <i>[Signature]</i>
20.	AURELIA SETIAWAN	20. <i>[Signature]</i>

Appendix 19

Cycle 1

I

Students' work sheet

Name : Nasya

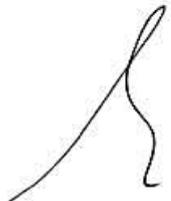
Class : VIII-A

Answer the essay below correctly!

1. What is the meaning of simple present tense?
2. What is the function of simple present tense?
3. What is the name of each type of simple present tense formula?
4. Write down the formulas of simple present tense!
5. What are subjects that using in simple present tense?

"Jawab"

1. is a tense that is used for an event that is currently taking place, a fact, habit or describing something ✓
2. Habit, General truth, present time ✓
3. kalimat positif, kalimat negatif, kalimat interogatif ✓
4. Positif (+) : subject + verb 1 (s/es) + object
Negatif (-) : subject + do/does + not + verb 1 + subject ✓
Interogatif (?): Do/Does + subject + verb 1 + object + ? ✓
5. I, You, we, They, She, He, It ✓

 100

16/09
2022

Cycle 2

Students' work sheet

Name : NOKYA

Class : VIII - A

Answer the essay below correctly!

1. What is the meaning of simple present tense?
2. What is the function of simple present tense?
3. What is the name of each type of simple present tense formula?
4. Write down the formulas of simple present tense!
5. What are subjects that using in simple present tense?
6. What is the meaning of verbal and nominal sentence?
7. Write down the formulas of verbal and nominal sentence!
8. Write down 5 verbs that you know!
9. Write down any verbs ending in s, ch, x, and o that add "es" after the verb!
10. Write down 2 examples from the verbal and nominal sentence that you know!

1. Simple present tense is an tense that is used for an event that is currently taking place a fact, habit, or, describing something

2. Kebiasaan (Habit) Kebenaran umum, waktu Saat ini
(General truth) (Present time)

3. (Positif), (Negatif), (Interogatif)

4. Positif (+)
Subject + verb (s/es) + Object
Negatif (-)
Subject + DO / Does + Not + verb 1 + Object
Interogatif
DO / Does + Subject + Verb + Object ?

5. I, You, we, They, she, he, it

6. Verbal sentence is a sentence that uses a Verb as a predicate and is followed by an object or complement

* Nominal sentence is a sentence that do not use a verb but use an auxiliary verb (to be) (is, am are)

100

Students' work sheet

Name : SIMHA DEWI,

Class : VII A

Answer the essay below correctly!

1. What is the meaning of simple present tense?
2. What is the function of simple present tense?
3. What is the name of each type of simple present tense formula?
4. Write down the formulas of simple present tense!
5. What are subjects that using in simple present tense?

Jawab.

①, simple present tense is a tense that is used for an event that is currently taking ✓

② (kebiasaan saat ini) (kebenaran) (Present.)
(kebiasaan) (Present.)
(General) (Thy Th.) ✓

16/09/2022

80

③ positif dan negatif ½

④ (subject + verb 1 (s/es) + object) negatif ½
(subject + do/does not + verb 1 + objek) interrogative
do/does + subject + verb 1 + object

⑤ (I) you (we) they
(she) (he) (it) ✓

Cycle 2

Students' work sheet

Name : Sintia

Class : VIII A

Answer the essay below correctly!

1. What is the meaning of simple present tense?
2. What is the function of simple present tense?
3. What is the name of each type of simple present tense formula?
4. Write down the formulas of simple present tense!
5. What are subjects that using in simple present tense?
6. What is the meaning of verbal and nominal sentence?
7. Write down the formulas of verbal and nominal sentence!
8. Write down 5 verbs that you know!
9. Write down any verbs ending in s, ch, x, and o that add "es" after the verb!
10. Write down 2 examples from the verbal and nominal sentence that you know!

Jawab.

1. Simple Present Tense is a tense that is used for an event that is currently taking place, a fact, habit, or describing something.

2. kebiasaan (Habit) kebenaran umum (General Truth) waktu saat ini (Present Time)

3. Positif (+)
Negatif (-)
Interrogatif

100

DOCUMENTATION



They do pre-test



They do exercise meeting 1



They do exercise meeting 2



They do exercise meeting 3



They do exercise meeting 4



They do post-test cycle 1



They do post-test cycle 2



Take a picture with the teacher and all students'

PRE-TEST

Name : NASTA

Class : VII-A

53,33

Choose the correct form of simple present tense!

1. The moon goes around the earth. (go / goes)
2. This food is very delicious, I likes it. (like / likes)
3. Does she go to market ? (She / I)
4. He give them a money. (give / gives)
5. Does Rama comes to school ? (Do / Does)
6. Mr. Budi makes a bread. (make / makes)
7. We live in Medan. (live / lives)
8. Indih love dancing. (love / loves)
9. I see tears in your eyes. (see / sees)
10. My brother owns a new house. (own / owns)
11. We agree with the speaker's opinion. (agree / agrees)
12. I doesn't work in the office. (Don't / Doesn't)
13. Ranga never visit his grandmother. (visit / visits)
14. Danny Don't want help her brother. (Don't / Doesn't)
15. Does you walk alone to canteen ? (Do / Does)

B : 8

S : 7

POST-TEST

93,33

Name : Nasya

Class : VIII-A

Choose the correct form of simple present tense!

- ✓ 1. The moon goes around the earth. (go / goes)
- ✓ 2. This food is very delicious, I like it. (like / likes)
- ✓ 3. Does she go to market ? (She / I)
- ✓ 4. He gives them a money. (give / gives)
- ✓ 5. Does Rama comes to school ? (Do / Does)
- ✓ 6. Mr. Budi makes a bread. (make / makes)
- ✓ 7. We live in Medan. (live / lives)
- ✗ 8. Indah love dancing. (love / loves)
- ✓ 9. I see tears in your eyes. (see / sees)
- ✓ 10. My brother owns a new house. (own / owns)
- ✓ 11. We agree with the speaker's opinion. (agree / agrees)
- ✓ 12. I don't work in the office. (Don't / Doesn't)
- ✓ 13. Rangga never visits his grandmother. (visit / visits)
- ✓ 14. Danny Doesn't want help her brother. (Don't / Doesn't)
- ✓ 15. Do you walk alone to canteen ? (Do / Does)

B = 14
S = 1

POST-TEST

Name : Nasya

Class : VIII-A

93,33

Choose the correct form of simple present tense!

1. ✓ The moon goes around the earth. (go / goes)
2. ✓ This food is very delicious, I like it. (like / likes)
3. ✓ Does she go to market ? (She / I)
4. ✓ He gives them a money. (give / gives)
5. ✓ Does Rama comes to school ? (Do / Does)
6. ✓ Mr. Budi makes a bread. (make / makes)
7. ✓ We live in Medan. (live / lives)
8. ✓ Indah loves dancing. (love / loves)
9. ✗ I sees tears in your eyes. (see / sees)
10. ✓ My brother owns a new house. (own / owns)
11. ✓ We agree with the speaker's opinion. (agree / agrees)
12. ✓ I don't work in the office. (Don't / Doesn't)
13. ✓ Rangga never visits his grandmother. (visit / visits)
14. ✓ Danny doesn't want help her brother. (Don't / Doesn't)
15. ✓ Do you walk alone to canteen ? (Do / Does)

$$B = 14$$

$$S = 1$$

POST-TEST

Name : Sintia

Class : VII A

86,66

Choose the correct form of simple present tense!

- ✓ 1. The moon goes around the earth. (go / goes)
- ✓ 2. This food is very delicious, I like it. (like / likes)
- ✓ 3. Does she go to market ? (She / I)
- ✗ 4. He give them a money. (give / gives)
- ✓ 5. Does Rama comes to school ? (Do / Does)
- ✓ 6. Mr. Budi makes read. (make / makes)
- ✓ 7. We live in Medan. (live / lives)
- ✗ 8. Indah love dancing. (love / loves)
- ✓ 9. I see tears in your eyes. (see / sees)
- ✓ 10. My brother owns a new house. (own / owns)
- ✓ 11. We agree with the speaker's opinion. (agree / agrees)
- ✓ 12. I Don't work in the office. (Don't / Doesn't)
- ✓ 13. Ranga never visits his grandmother. (visit / visits)
- ✓ 14. Danny Doesn't want help her brother. (Don't / Doesn't)
- ✓ 15. Do you walk alone to canteen ? (Do / Does)

B = 13
S = 2

POST-TEST

Name : SINTIA
Class : VIII A.

86,66

Choose the correct form of simple present tense!

1. ✓ The moon goes around the earth. (go / goes)
2. ✓ This food is very delicious, I like it. (like / likes)
3. ✓ Does she go to market ? (She / I)
4. ✓ He gives them a money. (give / gives)
5. ✓ Does Rama comes to school ? (Do / Does)
6. ✓ Mr. Budi makes a bread. (make / makes)
7. ✓ We live in Medan. (live / lives)
8. ✓ Indah loves dancing. (love / loves)
9. ✗ I sees tears in your eyes. (see / sees)
10. ✓ My brother owns a new house. (own / owns)
11. ✗ We agrees with the speaker's opinion. (agree / agrees)
12. ✓ I Don't work in the office. (Don't / Doesn't)
13. ✓ Rangga never visits his grandmother. (visit / visits)
14. ✓ Danny Doesn't want help her brother. (Don't / Doesn't)
15. ✓ Do you walk alone to canteen ? (Do / Does)

B = 13

S = 2

CURRICULUM VITAE

DATA OF PERSONAL

Name : Muthmainnah
Phone Number : 083175404176
Sex : Female
Religion : Islam
Status : Single
Place/Date of Birthh : Medan, 12 June 2000
Address : Jl. Seto. No. 34B
Father's Name : Piah Malem, S.H
Mother's Name : Herlina Azhar
Email : muthmnnh38@gmail.com

EDUCATION BACKGROUND

1. Elementary School at SD Negeri 066045 Medan (2007-2012)
2. Junior High School at SMP Muhammadiyah 01 Medan (2012-2015)
3. Senior High School at MAN 2 Model Medan (2015 – 2018)
4. The Students of English Education Program of Universitas Muhammadiyah Sumatera Utara (2018 – 2023)