

**IMPROVING ABILITY IN UNDERSTANDING SIMPLE PRESENT TENSE  
BY WATCHING ENGLISH MOVIES AT THE ELEVENTH  
YEAR STUDENTS OF SMA NEGERI 4 PALOPO**



**A THESIS**

Submitted to the English Study Program of S1 Tarbiyah Department of State  
College for Islamic Studies of Palopo in Partial Fulfillment of  
Requirement for S.Pd. Degree In English Education  
Study English

By

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**ENGLISH STUDY PROGRAM OF TARBIYAH DEPARTMENT OF THE  
STATE COLLEGE FOR ISLAMIC STUDIES  
(STAIN) PALOPO  
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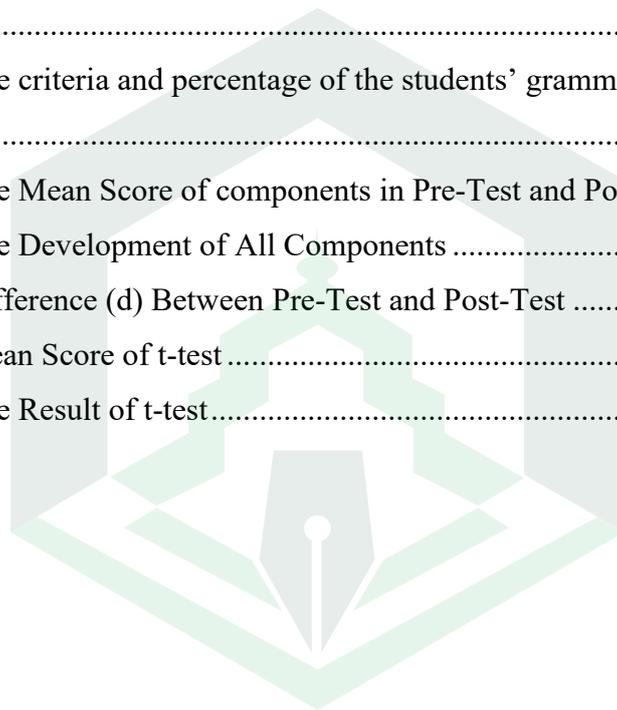
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## ABSTRACT

**Syamsur, Sri Ema. 2014. Improving Ability In Understanding Simple Past Tense By Watching English Movies At The Eleventh Year Students Of SMA Negeri 4 Palopo. Thesis, English Study Program of Tarbiyah Department of State College for Islamic Studies (STAIN) Palopo. Under Supervisor: Djumharia Djamereng, M.Hum. as the first consultant and Amir Faqihuddin Assafari S.Ag., M.Pd.I. as the second consultant.**

**Key words : Watching English Movies.**

The objective of the research is to know whether English movies are effective in improving students' mastery in simple past tense at the eleventh year students of SMA Negeri 4 Palopo or not.

This research used pre experimental method with one group of pre test and post test design. The pre test was given to know their basic knowledge in simple past tense and the posttest was given to know the students' achievement in simple past tense after given the treatment, and researcher used grammar test.

The population of this research was the eleventh year students of SMA Negeri 4 Palopo in Academic Year 2013 and the research used random sampling which taken from two classes, it was class XI IPS I consist of 35 students and XI IPS II consist of 25 students as the sample that used by researcher.

The result of data analysis is there are some improvements by the student in Understanding Simple Past Tense by Watching English Movies at the Eleventh Year Students Of SMA Negeri 4 Palopo.

## I. APPENDIX

### Appendixes A

#### I.1. Pretest

*I. Complete the sentences below by using (to be/ words) in the bracket !(Lengkapi kalimat dibawah ini dengan menggunakan kata-kata yang berada didalam kurung !)*

1. Rita.....a very beautiful girl before. (was, were)
2. Jeremy.....meat ball at the cafeteria yesterday. (ate, eat)
3. They.....present yesterday morning. (was, were)
4. They didn't.....at the Himalaya Mountain last month. (climbed, climb)
5. Mr. And Mrs. Hasan.....here last night. (was, were)
6. Did Rica.....a song at her friends' birthday party three days ago? (sing, sang)
7. I.....busy at home last summer. (was, were)
8. Ricy.....in a bank from 1999 to 2011. (worked, work)
9. Dedy.....a clever student at school. (was, were)
10. Dirga did not.....television last night. (watch, watched)

**II. Change the present sentences below in to simple past tense !**

***(Ubahlah kalimat dibawah ini kedalam tense simple past !)***

1. Firka eats meat ball at the cafeteria every day.
2. They do not climb at the Himalaya Mountain today.
3. Does Rica sing a song at her friends' birthday party today?
4. Beni work in a bank from 1998 to 2009 today.
5. Arya does not watch television every night.

**III. Change the sentences below according the following signs in the bracket!**

***(Ubahlah kalimat dibawah ini sesuai tanda yang berada didalam kurung!)***

1. Andre takes an exercise in the morning. (-) (?)
2. The hunter does not shoot the animal in the forest. (+) (?)
3. My friend asks me to do the work last night. (-) (?)
4. My headmaster does not call the naughty students to his office. (+) (?)
5. Do they choose one of the available books? (+) (-)

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## 1.2. Posttest

### *I. Complete the sentences below by using (to be/ words) in the bracket !*

*(Lengkapi kalimat dibawah ini dengan menggunakan kata-kata yang berada didalam kurung !)*

1. You and I.....students at this school before. (was, were)
2. Rini.....a new dress in the market this morning. (bought, buy)
3. He.....an English teacher at this school some years ago. (was, were)
4. We didn't to..... a lot of peoples yesterday. (talk, talked)
5. The cats.....under the table. (was, were)
6. Did your father.....newspaper yesterday morning? (read, reads)
7. She.....at her home yesterday. (was, were)
8. I.....my homework last night. (did, do)
9. Mr. Hadi and his brother.....very success in business before. (was, were)
10. I.....a new friend two days ago. (find, found)

### *II. Change the present sentences below in to simple past tense !*

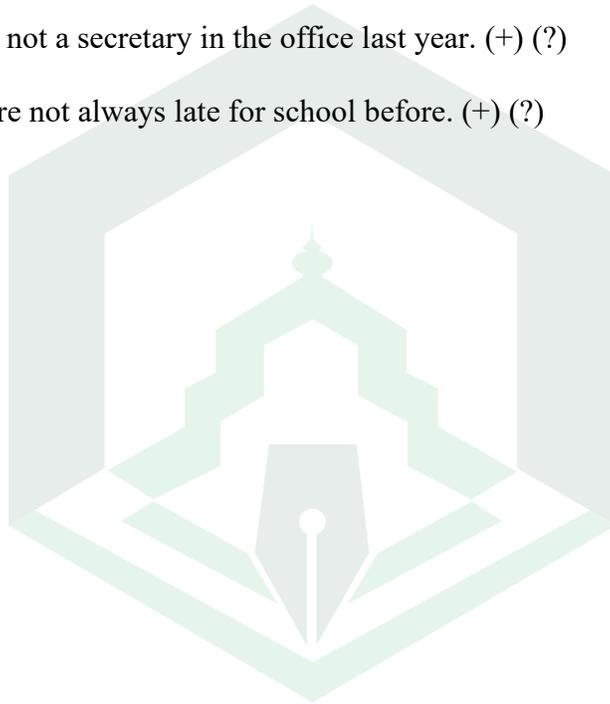
*(Ubahlah kalimat dibawah ini kedalam simple past tense !)*

1. Yuli buy a new dress in the market every weekend.
2. We do not talk to a lot of peoples today.
3. Does your father reads newspaper every morning?
4. I do my homework every night.
5. I find a new friend every day.

III. *Change the sentences below according the following signs in the bracket!*

*(Ubahlah kalimat dibawah ini sesuai tanda yang berada didalam kurung!)*

1. My mother cooked a special food in the kitchen. (-) (?)
2. Did she swim in the sea last week? (+) (-)
3. Was he a driver in Medan last year? (+) (-)
4. Rini was not a secretary in the office last year. (+) (?)
5. They were not always late for school before. (+) (?)



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**APPENDIX B**

**Table Distribution of t**

Df	P			
	10	05	01	001
1	6.314	12.706	63.657	636.619
2	2.920	4.303	9.925	31.598
3	2.533	3.182	5.841	12.924
4	2.132	2.776	4.604	8.610
5	2.015	2.571	4.032	6.869
6	1.934	2.447	3.707	5.959
7	1.895	2.365	3.499	5.408
8	1.960	2.306	3.355	5.041
9	1.833	2.262	3.250	4.781
10	1.812	2.228	3.169	4.587
11	1.796	2.201	3.106	4.437
12	1.782	2.179	3.055	4.318
13	1.771	2.160	3.012	4.221
14	1.761	2.143	2.977	4.140
15	1.753	2.131	2.947	4.073
16	1.746	2.120	2.921	4.015
17	1.740	2.110	2.989	3.965
18	1.734	2.101	2.878	3.922
19	1.729	2.093	2.861	3.883
20	1.725	2.086	2.856	3.850
21	1.721	2.080	2.831	3.819
22	1.717	2.074	2.819	3.792
23	1.714	2.069	2.807	3.767
24	1,711	2.064	2.797	3.745
25	1.708	2.060	2.787	3.725
26	1.706	2.056	2.779	3.707
27	1.703	2.052	2.771	3.690
28	1.701	2.048	2.763	3.674
29	1.699	2.045	2.756	3.659
30	1.970	2.-42	2.750	3.646
40	1.840	2.021	2.704	3.551
60	1.671	2.000	2.660	3.460
120	1.658	1.980	2.617	3.373

## CHAPTER I

### BACKGROUND

#### *A. Background*

There are so many languages in this world, such as Spanish, Dutch, Arabic, Korean, Chinese, Indonesian, French, English, and many others. The most popular language in the world is English, and it is known that English is an international language which is used by many people in this world, at least a few of people in some of countries in the world know English and use it in their daily life although it is not their second language. There are also countries where it is functioned as the second language. It would be helpful for people to visit abroad or meet foreigners if they can speak English revise. So that English is necessary in the globalization era to communicate with people from other countries. Besides it would aid to get a job for some companies in Indonesian require employed to have adequate skill especially in English.

To know English well, one of the points that the students have to know is tense. According to Astri Asmodiwati Sono, Tense is any of the form of the verb that may be used to indicate the time of the action or state expressed by the verb.<sup>1</sup> There are many kinds of tenses that use in sentences, but this time the researcher choose one that is simple present tenses which usually used to express what happened or had

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<sup>1</sup>Astri Asmodiwati Sono, *Teaching Simple Present Tense and Continous Tense by Short Video Daily Activity at Eighth Class Students Of SMPN 3 Palopo*, (Palopo: STAIN, 2013), p. 1.

done in definite time in the past. In using past tense, the form or regular verb, irregular verb and the time signal are important to learn.

Simple present tense is one of English grammar that has important roles and it is always used in speaking and writing. Using simple present tense in the right way is never easy we need a method to make the simple present tense easy and interesting to teach. The problem in learning process is how to make the students more interested in learning.<sup>2</sup>

In teaching simple past at SMA Negeri 4 palopo, there are ways that should in applied. Teaching nevertheless students still face the difficulties in using simple present tense to form sentence. From the students answer, the writer assumes that the students still face the difficulties in using simple present tense to make sentence. So, the researcher needs to improve their skill in using simple present tense through some ways in using English movies which one of them is the use of interesting media.

There are also various media used for teaching English and improve their grammar which could make the students would be interestend in learning process, such as pictures, songs, and movies. The researcher would choose movies as media in teaching simple present tense.

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<sup>2</sup>Suriani Banna, *Teaching Simple present tense at The Tenth Year Students of PMDS Putri Through Writing Personal Experience*, (Palopo: STAIN Palopo, 2011), p. 2.

Movie is not only a means of entertain, but also a means of sending messages to the students. Language function are greeting people and saying goodbye.<sup>3</sup> Watching English movies as media in teaching English are considered to be able to emerge students, interest, and motivation in improving their vocabulary. It will be not boring, if students learn in more relaxed way.

Related to the explanation above, the researcher revise. So, the researcher was interested in conducting a research entitled: *Improving Ability in Understanding Simple present tense By Watching English Movies at the Eleventh Year Students of SMA Negeri 4 Palopo.*

#### **A. Problem Statement**

Based on the background above, the researcher formulated the main research questions as follows: “To what extent does the use of English movies improve the students ability in understanding simple present tense at the eleventh year students of SMA Negeri 4 Palopo ? “.

#### **B. Objective of the Research**

Considering the problems above, the objective of this research was as follows: “To find out the students ability at the eleventh year students of SMA Negeri 4 Palopo in using simple present tense by watching English Movies ?”.

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<sup>3</sup>Drs. Pardiyono, *Communicative Grammar For Easy Conversation, (Pasti Bisa)*, Ed. II. Yogyakarta : (Accessed on September 5<sup>nd</sup> 2002, 2004).

### ***C. Significance of the Research***

The result of this study is expected to be useful information for all readers especially for:

1. Improving the quality of teaching grammar especially in teaching simple present tense through watching English movies,
2. The students in developing student skill in simple present tense,
3. The next researcher who wants to do the next research on the similar or advanced topic as information's and references.

### ***D. Scope of the Research***

The researches would limit her research into understanding simple present tense in sentence. It was also focused on improving student's grammar understanding through watching English movies. The movies would be used here is an audiovisual thing, which is a creative effort in making interest for students in learning simple present tense, because it would be easier to understand and suitable for the beginners.

## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### *A . Review Of Related Literature*

##### **1. Previous Studies**

Some researchers have conducted research on the use of variation technique in teaching simple present tense. The result of the research are cited below:

- a. Arpriana (2008) in her thesis entitled “The Ability of the Second Year Students at SMP Negeri 3 Palopo in Using Simple present tense with Irregular Verb”, reported in her thesis that mastering English in grammatical structure and common verb can help the students in writing, speaking, and in addition to teaching simple present tense enable them express their action in the past time.<sup>1</sup>
- b. Marmanintias (2008) in her thesis entitled “The Difficulties Faced by the First Years Students of SMP Negeri 6 Palopo in Using Simple present tense”. She found that past tense is still difficult for the students to learn and use in the sentences.<sup>2</sup>
- c. Ni Putu Pande Ekasanti (2009) in her thesis entitled “Improving the Ability of the Second Years Students at SMP Negeri 5 Palopo in Using Simple present tense through Writing Personal Experience”. Reported that base on the result of the data

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<sup>1</sup>Arpriana, *The Ability of the Second Year Students at SMP Negeri 3 Palopo in Using Simple present tense with Irregular Verb*, (Palopo: University Cokro Aminoto Palopo, 2008).

<sup>2</sup>Marmanintias, *The Difficulties Faced by the First Years Students of SMP Negeri 6 Palopo in Using Simple present tense*, (Palopo: University Cokro Aminoto Palopo, 2008).

analysis from her research, it can be concluded the student's ability of the second years students at SMP Negeri 5 Palopo, looked from the mean score of the student's pretest and posttest show that the students' posttest is greater than pre-test ( $6,5 > 5,2$ ) writing personal experience which are formulated in teaching tenses especially in using simple present tense technique can improve student's ability in using past tense.<sup>3</sup>

## **2. Some Pertinent Ideas**

### **a. Grammar Perspective in English Teaching program**

Before conducting a grammar class, there must be some principles have to be noticed by the teachers in order they can commit successfully. According to Nunan, there are at least three principles in teaching the grammar to the students, they are:

1. Integrated both inductive and deductive methods into your teaching.

In the deductive classroom the teacher gives grammatical explanation or rule followed by a set of exercise designed to clarify the grammatical point and help the learners master the point. In deductive teaching, you work from principles to example: inductive procedures reverse this process and through a process of guided discovery, get them to work out the principles or rule for themselves.

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<sup>3</sup>Ni Putu Pande Ekasanti, *Improving the Ability Of The Second Years Students at SMP Negeri 5 Palopo in Using Simple present tense Through Writing Personal Experience*, (Palopo: University Cokro Aminoto Palopo, 2009).

2. Use tasks that make clear the relationship between grammatical form and communicative function.

Grammar-based courses are relatively ineffective because they teach grammar as an abstract system. Present the language as isolated sentences and fail to give learners as proper context for the grammar point. Teaching was largely limited to the form of the new grammatical item. However, the solution proposed by some-do away with teaching grammar altogether-is not solution. The solution is present the grammar in a context that makes clear the relationship between the grammatical form and the communicative function.

3. Focus on the development of procedural rather than declarative knowledge.

In the field of language learning, declarative knowledge is known language rules. Procedural knowledge being able to use the knowledge is being able to use the knowledge for communicative.

Most of us who have been teaching for any time but at all know learners who can give more or less standard text book explanation of a grammatical rule or principle, but who violate the rule when using language communicatively. There are also learners who have procedural but now declarative knowledge. In fact, the majority of native speakers fall into this category. Unless, they have studied grammar formally, few native speakers can state the rule for third person.

While declarative knowledge can facilitate the development of such knowledge, it is not necessary and sufficient condition for development of such knowledge. Student need to develop mastery of target language item, not by

memorizing rules, but using the target items in communicative context. This learning through use or learning by doing principal is one that has to us through the approach to education known as experientialism.<sup>4</sup>

The development of the technology in this era has been influence the human life in all aspects includes at education. It means that the teachers should use the technology as an interesting media in teaching process.

English as foreign language is an international medium language. It is global language which uses to communicate with the other people from foreign language. In Indonesia English have taught for a long time at school, it started from the elementary school until the university. But although it have taught since elementary school, English still difficult to be mastering by the students.

For example, a student whit a plenty of vocabularies, is not guaranteed to be able to speak fluently and understand English well, a student with good on grammar is not definitely on write skill. A set of English expressions does not mean that it can be opposite accedely.<sup>5</sup>

Grammar plays important roles in language learning because we cannot arrange good sentence without knowing grammatical structure from the language. Therefore

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<sup>4</sup>David Nunan , *Practical English Language Teaching* (New York: Cambridge University Press, 1995), p. 158-160.

<sup>5</sup>Nanang Kc, *Mengapa Pembelajaran Bahasa Inggris Kita Gagal?*, 05 January 2012, Online,<http://www.padepokan.guru.org>, (Accessed on 27<sup>th</sup> September 2012).

the teacher must give priority to teach grammar in language classroom, particular in English language classroom in order to assist students to improve their language skill.

### 1. Definition of Grammar

Richard Nordquist stated that grammar is a set rules and examples dealing with the syntax and word structures of a language, usually intended as and to the learning of that language and a knowledge that teaches us about the way how to arrange words to be a good sentence, or in other words before you arrange an English sentence; you must study about grammar first.<sup>6</sup>

Barket states that grammar is the system of a language.<sup>7</sup> People sometimes describe grammar as the “rules” of a language; but in fact, no language has rules. If we use the word “rules”, we suggest that somebody created the rules first and then spoke the language, like a new game..

The branch of linguistics that deals with syntax and morphology (and sometimes also deals with semantics. Grammar is a set rules and examples dealing with the syntax and word structures of a language, usually intended an aid to the learning of that language.<sup>8</sup>

In linguistics, grammar is the set of logical and structural rules that govern the composition of sentences, phrases, and words in any given natural language.

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<sup>6</sup>Richard Nordquist, *What is Grammar?*, [http:// grammar.about.com](http://grammar.about.com), (Accessed on 30<sup>th</sup> October 2011) .

<sup>7</sup>[www.grammar.com](http://www.grammar.com). *Grammar is?* (Accessed on February 2<sup>nd</sup> 2013, 15.24).

<sup>8</sup>*Ibid.* p. 9.

Grammar in use is a book for intermediate students of English whom need to study and practices using the grammar of the language.<sup>9</sup>

A formal grammar (sometimes simply called a grammar) is a set of rules of a specific kind, for forming strings in a formal language. The rules describe how to form strings from the language's alphabet that are valid according to the language's syntax.<sup>10</sup>

A system of rules and principles for speaking and writing a language; The study of the internal structure of words (morphology) and the use of words in the construction of phrases and sentences (syntax); A book describing the rules of grammar of a language; A formal system specifying the searches through the italics (grammar info).<sup>11</sup>

Grammar is the system of relationships between elements of the sentence that links the 'sounds' to the 'meanings'. It is used to refer both to the knowledge of language in the speaker's mind, and to the system as written down in rules, grammar-books and other descriptions.

A grammar is a set of rules which determine if a sequence of characters conform to a language. As used in the specification these rules are context-free.

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<sup>9</sup>Raymond Murphy, *English Grammar In Use*, (Cambridge University,1987), p. 1.

<sup>10</sup>[en.wikipedia.org/wiki/Grammar\\_\(mathematics\)](http://en.wikipedia.org/wiki/Grammar_(mathematics)), (Accessed on February 3<sup>th</sup> 2013).

<sup>11</sup>[en.wiktionary.org/wiki/Grammar](http://en.wiktionary.org/wiki/Grammar), (Accessed on February 3<sup>th</sup> 2013).

A part of language comprised of morphology and syntax, grammar allows an infinite expression of ideas, makes language itself possible, and may have been naturally selected for.

Not to be confused with socially correct usage. In order to handle novel sentences, we not only need to access the words stored in our brains but also the patterns of sentences possible in a particular language. These patterns describe not just patterns of words but also patterns of patterns.<sup>12</sup>

Lie and prevaricate (synonyms); skillful and clumsy (antonyms); cow and bovine (noun to adjective).<sup>13</sup>

A set of rules that together define a language.<sup>14</sup> A formal description of a language in terms of vocabulary and rules for writing phrases and sentences.<sup>15</sup>

The system of rules by which words are formed and put together to make sentences.<sup>16</sup>

Comes from the Greek word *grammatikos*, which is best translated "letters" and carries all the meanings of our word letters. Grammar cultivates the skill of

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<sup>12</sup>[www.csa.com/discoveryguides/lang/gloss.php](http://www.csa.com/discoveryguides/lang/gloss.php), (Accessed on February 2<sup>nd</sup> 2013).

<sup>13</sup>Wouldiam Calvin . [wouldiamcalvin.com/LEM/LEMend.html](http://wouldiamcalvin.com/LEM/LEMend.html), (Accessed on 3<sup>th</sup> February 2013).

<sup>14</sup>[www.vocabulary.com/VUwordanalogy.html](http://www.vocabulary.com/VUwordanalogy.html), (Accessed on 3<sup>th</sup> February 2013).

<sup>15</sup>Oreilly. [oreilly.com/flex/excerpts/9780596155971/glossary.html](http://oreilly.com/flex/excerpts/9780596155971/glossary.html), (Accessed on 3<sup>th</sup> February 2013).

<sup>16</sup>[www.cs.utexas.edu/users/novak/cs315vocab.html](http://www.cs.utexas.edu/users/novak/cs315vocab.html), (Accessed on February 2<sup>nd</sup> 2013) .

interpreting symbols, first, individual letters or phonemes, then words, and ultimately texts, works of art, and artifacts.<sup>17</sup>

[noun] Grammar is used to refer to a number of areas of knowledge: traditionally, the morphological and syntactic properties of a human language; a system of structural rules which are the basis of linguistic generation and understanding; a language theory or a model of linguistic competence.

## 2. Kinds of Grammar

According Richard Nordquist, About.com Guide, there are ten types of grammar namely:

### a. Comparative Grammar

The analysis and comparison of the grammatical structures of related languages. Contemporary work in comparative grammar is concerned with "a faculty of language that provides an explanatory basis for how a human being can acquire a first language. In this way, the theory of grammar is a theory of human language and hence establishes the relationship among all languages.

### b. Generative Grammar

The rules determining the structure and interpretation of sentences that speakers accept as belonging to the language. "Simply put, a generative grammar is a theory of competence: a model of the psychological system of unconscious

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<sup>17</sup>[www.cpin.us/p/pel/glossary.htm](http://www.cpin.us/p/pel/glossary.htm), (Accessed on February 2<sup>nd</sup> 2013).

knowledge that underlies a speaker's ability to produce and interpret utterances in a language.

c. Mental Grammar

The generative grammar stored in the brain that allows a speaker to produce language that other speakers can understand. "All humans are born with the capacity for constructing a Mental Grammar, given linguistic experience; this capacity for language is called the Language Faculty). A grammar formulated by a linguist is an idealized description of this Mental Grammar.

d. Pedagogical Grammar

Grammatical analysis and instruction designed for second-language students. "*Pedagogical grammar* is a slippery concept. The term is commonly used to denote (1) pedagogical process--the explicit treatment of elements of the target language systems as (part of) language teaching methodology; (2) pedagogical content--reference sources of one kind or another that present information about the target language system; and (3) combinations of process and content." (D. Little, "Words and Their Properties: Arguments for a Lexical Approach to Pedagogical Grammar.

e. Performance Grammar

A description of the of English as it is actually used by speakers in dialogues. "[P]erformance grammar centers attention on language production; it is my belief that the problem of production must be dealt with before problems of reception and comprehension can properly be investigated.

f. Reference Grammar

A description of the grammar of a language, with explanations of the principles governing the construction of words, phrases, clauses, and sentences. Examples of contemporary reference grammars in English include *A Comprehensive Grammar of the English Language*, by Randolph Quirk et al.

g. Theoretical Grammar

The study of the essential components of any human language. "Theoretical grammar or syntax is concerned with making completely explicit the formalisms of grammar, and in providing scientific arguments or explanations in favour of one account of grammar rather than another, in terms of a general theory of human language.

h. Traditional Grammar

The collection of prescriptive rules and concepts about the structure of the language. "We say that traditional grammar is prescriptive because it focuses on the distinction between what some people do with language and what they ought to do with it, according to a pre-established standard. The chief goal of traditional grammar, therefore, is perpetuating a historical model of what supposedly constitutes proper language.

i. Transformational Grammar

A theory of grammar that accounts for the constructions of a language by linguistic transformations and phrase structures. "In transformational grammar, the term 'rule' is used not for a precept set down by an external authority but for a

principle that is unconsciously yet regularly followed in the production and interpretation of sentences. A rule is a direction for forming a sentence or a part of a sentence, which has been internalized by the native speaker.

j. Universal Grammar

The system of categories, operations, and principles shared by all human languages and considered to be innate. "Taken together, the linguistic principles of Universal Grammar constitute a theory of the organization of the initial state of the mind/brain of the language learner--that is, a theory of the human faculty for language."<sup>18</sup>

In English grammar is familiar eight kinds of words which we call "The Eight Parts of Speech" that we use as the element of sentence formation, they are:

1. Noun is the word that can be a name of people, the name of place, and the name of the things or idea.
2. Adjective is the word that is used to give characteristic of thing and it is put before noun.
3. Verb is word or phrase that expresses an action, an even, or a state.
4. Pronoun is word change of grammar, for example hers or it used instead of noun.
5. Adverb is the word that is used to explain the meaning of verb, adjective, and another adverb.

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<sup>18</sup>A. Renouf and A. Kehoe, *The Changing Face of Corpus Linguistics*. Rodopi, 2003.

6. Preposition is word which put before noun or pronoun to show the relationship with parts of the other sentences.

7. Conjunction.

Kinds of conjunction:

a.) Coordinating conjunction: and, but, for, no, or, and yet

b.) Subordinating conjunction: after, because, since, though, that, etc.

8. Interjection

Example:

Hi!        Ha!

Hello!    Ho!

That all the explanation about parts of speech, namely there are eight; they are noun, verb, adjective, pronoun, adverb, preposition, conjunction, and interjection.

Today, grammar teaching is focused on form and consciousness raising, there is a need to focus on form with learners to facilitate accuracy. With consciousness raising activities, we create a learning environment, where the learner notice new language and exploit in genuine communication activities. So how then do we present it in the classroom? We can choose between two types of presentation, either deductive or guided discovery.

## 1. Tenses

### a). Definition of Tenses

According to Djuharie tense is an accident or condition to when the accident happen in other statement, tenses is changing verb to the time situation or condition.<sup>19</sup>

Hornby in Arpiana tenses is a verb form shows time the present, past, and future tense.<sup>20</sup>

Maflaka in Marmanintias says that tenses in English means time. The word tenses means verb or group of words that used to express the relation of time.

Based on the definition above, the writer concludes that tenses are form of time to indicate the time of when the accident happens.

### b). Types of Tense

Ba'dulu in Marmanintias classified there are three verb forms usually used to express time relationship, they are:

1. Present tense is used to express habitual action, general truth and series of action. This tense doesn't tell us whether or not the action is being performed at the moment of speaking.

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<sup>19</sup>Djuharie. *http://en.wikipedia. What is The Tenses?* (Accessed on February 4<sup>th</sup> 2013)  
, p. 13.

<sup>20</sup>Arpiana, *The Ability Of The Second Year Students at SMP 3 Palopo in Using Simple present tense With Irregular Verb*, (Palopo: University Cokro Aminoto 2008), p. 5.

2. Past tense is used for action completed in the past at a definite time. It is used for a part action when the time is given, or when the time is asked about, or when the action clearly took place at a definite time even though this time is not mentioned.

3. Future tense is used to express the speaker opinion, assumptions, and speculations about the future. The future can be used with or without the time expression.<sup>21</sup>

In English there are 16 tense forms tenses, they are:

#### 1. Simple Present Tense

This tenses are used to denote something that is fixed, habitual or an essential truth. Because it is often related to the incident at about past, present and future, this at least has the Tenses description for a certain time.

FORM:

(+) Subject (s) + Verb1 + Object (o)

ex: She ate the rice

(-) S+do/does not+Verb1+O

ex: She doesn't eat the rice

(?) Do/Does + S + Verb1 + O

ex: Does she it the rice?

I, You, They, We use do when it come to negative and question sentence. While He, She, It use does.

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<sup>21</sup>*Opcit.*, p. 6.

## 2. Present Continuous Tense

This tenses are used to express an action which is actually being done at this time.

FORM:

(+) S + to be + Verb-ing + O

ex: They are riding the bicycle

(-) S + to be + not + Verb-ing + O

ex: They are not riding the bicycle

(?) to be + S + Verb-ing + O

ex: Are they riding the bicycle?

## 3. Present Perfect Tense

This tenses are used to express the experience. This sentence can used to say that our have never had a certain experience. Present Perfect Tense didn't use to describe specific event.

FORM:

(+) S + Has/Have + Past Participle (V3)

ex: I have met her once before

(-) S + Has/Have + not + past participle (V3)

ex: I Have not met her before

(?) Has/Have + S + past participle (V3)

ex: Have You met her before?

#### 4. Present Perfect Continuous Tense

Present Perfect Continuous Tense is used to show that something started in the past and has continued up until now. "for two hours", "for two weeks", "since yesterday" are all durations which can be used with this sentence. Without the durations, the tense has a more general meaning of "lately." We often use the words "lately" or "recently" to emphasize this meaning.

FORM:

(+) S + have/has + been + Verb-ing + O

ex: We have been practicing our English since Monday.

(-) S + have/has + been + Verb-ing + O

ex: We have not been practicing our English

(?) have/has + S + been + Verb-ing + O

ex: Have they been practicing their English?

#### 5. Simple Past Tense

We used this tense to talk about the past.

FORM:

(+) S + Verb2 + O

ex: She studied math last night

(-) S + did + not + Verb1

ex: She did not studied math last night

(?) did + S + verb1 + O

ex: Did She studied math last night?

## 6. Past Continuous Tense

This tense is used to say when we were in the middle of doing at a particular moment in the past.

FORM:

(+) S + was/were + Verb-ing

ex: He was reading

(-) S + was/were + not + Verb-ing

ex: He wasn't reading

(?) Was/were + S + Verb-ing

ex: Was He reading?

## 7. Past Perfect Tense

The Past Perfect expresses the idea that something occurred before another action in the past. It can also show that something happened before a specific time in the past.

FORM:

had+past participle

ex: I had Listen to the radio when she come home

### 8. Past Perfect Continuous Tense

We use the Past Perfect Continuous to show that something started in the past and continued up until another time in the past. “For five minutes” and “for two weeks” are both durations which can be used with the Past Perfect Continuous. Notice that this is related to the Present Perfect Continuous however, the duration does not continue until now, it stops before something else in the past.

FORM:

S + had + been + Verb-ing

ex: Lina had been study at the university for 1 year before she left to Korea.

### 9. Simple Future Tense

Often called will. because, the modal auxiliary verb in this sentence is will.

FORM :

(+) S + WILL + Verb1

ex: I will dance

(-) S+WILL+not+Verb1

ex: I will not dance

(?) will + S + Verb1

ex: Will she dance?

#### 10. Future Continuous Tense

Future Continuous has two different forms: “will be doing ” and “be going to be doing”. Future Continuous forms are usually interchangeable.

FORM:

(+) S + will be + Verb-ing

ex: I will be going to mosque.

(-) S + will not be + Verb-ing

ex: I won't be going to church

(?) will + S + be + Verb-ing

ex: Will you going to mosque?

#### 11. Future Perfect Tense

This sentence is used when we talk about the past in the future.

FORM:

(+) S + Will + have + Verb3

ex: I will have finished by 6 PM

(-) S + will + not + have + Verb3

ex: I will not have finished by 6 PM

(?) Will + S + have + Verb3

ex: will you have finished Verb3

## 12. Future Perfect Continuous Tense

We use the future perfect continuous tense to talk about a long action before some point in the future.

FORM:

(+) S + Will + have + been + Verb-ing

ex: Andra will have been drawing the sketch

(-) S + will + not + have + been + Verb-ing

ex: Andra Won't have been drawing the sketch

(?) Will + S + have + been + Verb-ing ?

ex: Will Andra have been drawing the sketch?

### 13. Past Future Tense

this tense is used to express the events that **WILL** be done, **BUT** in the past, not the present.

FORM:

(+) S + would + Verb1

ex: I would go

(-) S + Would + not + Verb1

ex: I wouldn't go

(?) Would + S + Verb1?

ex: Would you go?

### 14. Past Future Continuous Tense

Past Future Continuous tells an action would be in progress in the past.

FORM:

(+) S + was/were + going to be + Verb-ing

ex: She was going to be Cooking this morning

(-) S + was/were + not + going to be + Verb-ing

ex: She wasn't going to be cooking this morning

(?) Was/were + S + going to be + Verb-ing

ex: was she going to be cooking this morning?

Time signals for this tense is time in the past like, this morning, yesterday, last night, last week and so on.

### 15. Past Future Perfect Tense

This tense is restates the action stated in Future Perfect Tense but with different time dimension, it is in past time whilst the Future Perfect is in future time (not happen yet).

FORM:

(+) S + would + have + Verb3

ex: I would have drunk the milk last night

(-) S + would + not + have + Verb3

ex: I wouldn't have drunk the milk last night

(?) Would + S + have + Verb3

ex: Would you have drunk the milk last night?

### 16. Past Future Perfect Continuous Tense

Past Future Perfect Continuous Tense emphasizes on the course and the duration of the action. Past Future Perfect Continuous Tense is used to tell an action which would have been happening until a certain time (period) in the past.

FORM:

(+) S + would + have + been + verb-ing

ex: Chris would have been working for 6 years when he get fired

(-) S+ would + not + have + been + verb-ing

ex: Chris wouldn't have been working for 6 years when he get fired

(?) Would + subject + have + been + verb-ing?

ex: Would Chris have been working for 6 years when he get fired?<sup>22</sup>

## 2. Simple present tense

In structure, there are many tenses and we have known any 16 tenses and one of them, it is simple present tense.

### a. Definition of simple present tense.

Simple present tense is a part of structure and structure is a part of grammar. We always hear the term "grammatical structure", where in linguistic term structure means the rule of pattern in which the words are put together to build the sentence to communicate unit words and phrases to form sentences in the language. From the explanation above the writer concludes that tenses in the grammatical structure means

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<sup>22</sup>Affaafah H.B, *16 Tenses In English*, [http// www.google.com/search?](http://www.google.com/search?) (Accessed on April 2<sup>th</sup> 2013).

time, however, it should be pointed out that time in relation to action is a concept that exists in the mind of speaker, reader or listener. Tenses in actual usage, refers consistently only to grammatical forms. Often tenses and time do not correspond all.<sup>23</sup>

#### b. The function of simple present

In daily spoken simple present tense takes more part than the other tenses. It is one part of grammar that is very important in both spoken and written English. Because using simple present tense correctly of school will needed very much by the English learners.

Generally the functions of simple present tense are:

- 1) To express about habitual action
- 2) To express about general truth

Habitual action is related to the activities or action that usually done every day or something that right generally and cannot be denied but it is admitted around the world.

IAIN PALOPO

### 3. Media

#### a. Definition of Media

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<sup>23</sup> Astri Asmodiwati Sono, *Teaching Simple Present Tense And Continous Tense By Short Video Daily Activity At Eighth Class Students Of Smpn 3 Palopo*, ( Richart,(1998:33), (Palopo: STAIN, 2013), p. 22-23.

Media is something which can give message and can stimulate the brain of the students, their feeling and their desire, so can make the learning process for them using media creatively, and objective that will be got. In the learning process, the availability of media is very supportive and support teaching and learning process. The word "media" comes from the Latin and is the plural of the word "medium" which literally means "an intermediary or an introduction ."When the media is a source of learning, then the media can be broadly interpreted by humans, objects, or events or in other words something that can see that enable students acquire knowledge and skills.<sup>24</sup>

According to Arsyad that media in teaching process is grafts, phonographic or electronic tool for capture, process, and rearrangement of visual or verbal information.<sup>25</sup>

Danim states that media is a set of helping tool or object, which can be used, by the teacher of educator to communicate with the students.

Based on the explanation above the writer can conclude that media is tool that surveys or delivers the message of teaching.<sup>26</sup>

Based on the definition of media above, the researcher defines media as all things that information of channeling the learner in order to get knowledge, skill and

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<sup>24</sup>Arif S. Sadiman, Raharjo, R.,Haryono, and Raharjit, *Media Pendidikan: Pengertian, Perkembangan dan Pemanfaatannya*, (Jakarta:PT Raja Grafindo Persada.1986), p. 6.

<sup>25</sup>[http://en.wikipedia.org/wiki/movie/Media\\_is?](http://en.wikipedia.org/wiki/movie/Media_is?) (Accessed on February 4<sup>th</sup> 2013) .

<sup>26</sup>Danim, [http://en.wikipedia.org/wiki/What\\_is\\_Media1995?](http://en.wikipedia.org/wiki/What_is_Media1995?) (Accessed on February 4<sup>th</sup> 2013), p. 7.

attitude. In this case, the researcher used movies is a part of media which can stimulate the mind, heart, and attention of the students.

Media is a tool to help teacher in teaching learning process. It means that it is only as tools that can stimulate a visual experience innovating students make complex concept and abstract concept clear, easier. Therefore it can be concluded that the function of media is to improve the comprehension and retention of the students in learning material.

#### b. The function of Media

Arsyad states that one of the main functions learning media is as a helping tool of teaching that also influence atmosphere, condition and learning circumstance arranged and create by teaching.<sup>27</sup>

The functions of media are media can help the teacher in explaining some materials to the students. So, when the teacher giving the materials the students will be more easy to comprehend and more focus in learning process, beside that, with media the teacher do not have to confiscate longer time in explaining material to the students.

Media can increase new desire, interest, motivation, and stimulate students to study. Furthermore, media can make the students not bored in following study.

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<sup>27</sup>Azhar Arsyad, *Media Pembelajaran*. Jakarta PT: Raja Grafindo Persada. 2004., p. 15.

According to Asnawir and Usman the functions of media are:

1. Media can overcome the limited of experience, which is had by the students.
2. Media can overcome classroom.
3. Media can make the direct interaction between students and environment.
4. Madia can result variety observation.
5. Media can implant the right basic concept, real and realist.
6. Madia can increase new desire and interest.<sup>28</sup>

c) Kinds of Media

Rudy Bretz makes identification about the kinds of media according to the three aspects, they are voice, visual and act.<sup>29</sup>

1. Audio media
2. Visual silent media
3. Visual act media
4. Audio semi act media
5. Semi act media
6. Audio visual silent media
7. Audio visual act media

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<sup>28</sup>H. Asnawir and M. Basyiruddin Usman, [http://en.wikipedia.org/wiki/Function\\_of\\_Media](http://en.wikipedia.org/wiki/Function_of_Media). (Accessed on February 4<sup>th</sup> 2013).

<sup>29</sup>Rudy Bretz,( [http://en.wikipedia.org/wiki/ The Kinds Of Media \(movie\) 1971](http://en.wikipedia.org/wiki/The_Kinds_Of_Media_(movie)_1971). (Accessed on February 4<sup>th</sup> 2013).

Quite a lot of kinds of media. Raharjo states that there are media that can only be used when there is a tool to show. There is also the use of which depends on the presence of a teacher, tutor or mentor (teacher independent). Media who do not have to depend on the presence of these unusual teacher and instructional media are "self Contained", meaning: to learn information, examples, assignments and exercises and feedback that have been programmed to be treated in an integrated way.<sup>30</sup>

Of the various varieties and forms of teaching media, the grouping of media economic and learning resources can also be reviewed of it is kind, which is divided into audio media, visual media, audio-visual media.

Audio visual media can stimulate of mind, feeling, and attention. so that, can awake desire the students in the attempts to develop their knowledge in comprehending study items specially simple present tense, because they directly listen and see study items trough audio visual media.

a) Audio media

Audio media: radio, LPs, audio tapes, tape recorders, and telephones

b) Visual media

1) Silent visual media: photographs, books, ensiclopedia, magazines, newssppers, reference books and other printed items, pictures, illustrations, clippings, movie frame / slide, film chain (film strip), transparencies, microfiche, overhead projector, graphics, charts, diagrams, sketches, posters, cartoons, maps, and globe.

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<sup>30</sup>Raharjo, ( <http://en.wikipedia.org/wiki/Media>) 1991 (Accessed on February 4<sup>th</sup> 2013)

2) Media visual motion: a silent movie.

c) Audio visual media

1) Audio visual media silence: silent television, slides and sound, film and sound chain, books and sound

2) Movement of audio visual media: videos, CD, Movies and sound chain, television, pictures and sounds.

d) Media Solutions variety:

1) Board and display: board, board showroom/ announcement/ bulletin board, magnetic boards, white boards.

2) Three-dimensional media: realia, samples, artifacts, models, dioramas, display.

3) Media dramatization techniques: drama, mime, role play, demonstration, parade/ carnival, puppetry/ puppet stage, simulation.

4) Learning resources in the community: field work, study tours, camp.

5) Programmed learning.

6) Computer.

Seels and Glasgow in Arsyad divided media into two categories, namely traditional media and modern media as follows:

a. Traditional Media

1) Silent visual which projected

- Opaque proyeksi

- Overhead proyeksi
  - Slider
  - Film strips
- 2) Visual non projected
- Picture, poster
  - Picture
  - Charts, graphic, diagram
  - Show
- 3) Audio
- Record
  - Cassette, real, cartridge
- 4) Multimedia show
- Slide + voice (tape)
  - Multi – image
- 5) Dynamics visual which is project
- Film
  - TV
  - Video
- 6) Printed
- Text books
  - Module, program text
  - Workbook

- Scientific newspaper
  - Hand out
- 7) Player
- Puzzle
  - Simulation
  - Board player
- 8) Regalia
- Model
  - Specimen (sample)
  - Manipulative (map, doll)
- b. Modern media
- 1) Media based of telecommunication
- Computer – assisted instruction
  - Computer player
  - Intelligent tutors system
  - Interactive
  - Hypermedia and compact (video) disc.

Media only as a tool to help the teacher in teaching learning process. It means that only as a tool that can give a visual experience to students and also promote the students motivation in order to make clearer, easier the complex and abstract concept to be simple concrete and easier to understand. So, the function of media is to get a higher comprehension and retention of the students in learning material.

## **b. Movie As English Media**

### 1). Definition of Movie

Movie is an audio visual thing, which favors especially for beginners and use for educational purpose. Movie as one of the effective media to deliver the information or learning material. It is because of the audio and visual elements so the students can easy to reserve the material while enjoy the class.

Movies are a type of visual communication which use moving pictures and sound to tell stories or inform (help people to learn about new ideas).

### 2). Kinds of Movie

a. Dramas are serious and often about people falling in love or people who have to make a big decision in their life. They tell stories about between people. They usually follow a basic where one or two main (each actor plays a character) have to 'overcome' (get past) an (the thing stopping them) to get what they want. Tragedies are always dramas. For example, a husband and wife who are divorcing must each try to prove to a court of law that they are the best person to take care of their child (*Kramer versus Kramer*).

Emotion (feelings) are a big part of the movie and the audience (people watching the film) may get upset and even cry.

b. Action movies have a lot of exciting effects like car chases and gun fights, involving. They usually involve 'goodies' and 'baddies', so war and crime are common

subjects. Action films usually need very little effort to watch, since the plot is normally simple. For example take control of and ask for a lot of money in exchange for not killing the people who work there. One man somehow manages to save everyone and is the hero (*Die Hard*). Action movies do not usually make people cry, but if the action movie is also a drama, emotion will be involved. For example, four brothers go off to fight in the Second World War and 3 are soon killed. Someone decides that the 4th brother must be saved. He and the soldiers who rescue him end up fighting the enemy and the soldier who led his squad trying to save the 4th brother is killed and becomes a hero (*Saving Private Ryan*).

c. Thrillers are usually about a mystery, strange event, or crime that needs to be solved. The audience is kept guessing until the final minutes, when there are usually 'twists' in the plot (surprises).

d. Comedies are funny movies about people being silly or doing unusual things that make the audience laugh.

e. Romantic Comedies (Rom-Corms) are usually love stories about 2 people from different worlds, who must overcome obstacles to be together. Rom-Corms are always light-hearted, but may include some emotion.

f. Buddy movies involve 2 heroes, one must save the other, both must overcome obstacles. Buddy movies often involve comedy, but there is also some emotion,

because of the close friendship between the 'buddies'. Example: the *Lethal Weapon* series or *Butch Cassidy & the Sundance Kid*.

g. Science fiction movies are set in the future or in outer space. Some use their future or alien settings to ask questions about the meaning of life or how we should think about life. Science fiction movies often use special effects to create images of alien worlds, outer space, alien creatures, and spaceships, for example the *Alien* series.

h. Western movies tell stories about cowboys living in the western United States in the 1800s. They are usually really Action movies, but with historical costume. They may or may not involve Indians (Native Americans).

i. Horror films use fear to excite the audience. Music, lighting and sets (man-made places in film studios where the film is made) are all designed to add to the feeling.

j. Animated movies use childish images like talking pigs to tell a story. These films used to be drawn by hand, one frame at a time, but are now made on computers. The first major animated film, still highly respected by audiences and the movie industry is *Fantasy* by Walt Disney, made in 1946. This film has no dialogue (speaking) but uses Classical music. Simple stories are shown with action being in time to the music. For example pigs dressed as ballet dancers dance to the *Nutcracker Suite* by *Tchaikovsky*.

j. Documentaries are movies that are (or claim to be) about real people and real events. They are nearly always serious and may involve strongly emotional subjects, for example cruelty.

### 3. Conceptual Framework

In English as foreign language teaching and learning, presenting simple present tense through English movies lead the students to understand the rule of sentences and how to form and use it in the context. In English learning process, the teacher thought the students' simple present tense as English material. In several meetings by using English movie as the media. The movies were selected by the teacher in teaching process, the teacher use English movies. Where they were three movies, such as Ice Age, Madagascar, and Finding Nemo.

Before conducting the researcher pre-test consist of 20 items test. Where 10 blank past sentences and the students must complete the sentences by using correct to be simple past (was, were) and 5 sentences in simple present form and then students must changes the sentences into simple past form and five (5) sentences that must be changed according to the signs in the bracket. The test is intended to see the ability of students in using simple past. The researcher observed the students' response, activities in the class while they are learning. Thus the researcher did the experiment in several times, to analyze, and understand by watching English movies to examine whether it is effective to improve the students' knowledge about simple present tense.

After finishing the treatment, the result of the post-test there is significant difference between the student's ability in forming simple present tense before and after the treatment. The researcher post-test consist of 10 blank past sentences and the students must complete the sentences by using correct to be simple present tense, and 5 sentences in simple present form and then students must changes the sentences into simple past form and five (5) sentences that must be changed according to the signs in the bracket. The test was administrated to know the effectiveness of English movies in teaching simple present tense.

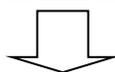
As the result, the researcher hopes that this media can improve the students' knowledge about simple present tense and force them to learn more about English.

Finally, it was hoped found out whether the use of English movie can improve the students' ability in forming simple present tense. Understanding in the role, knowing, the right verb, can interact by using the tenses.

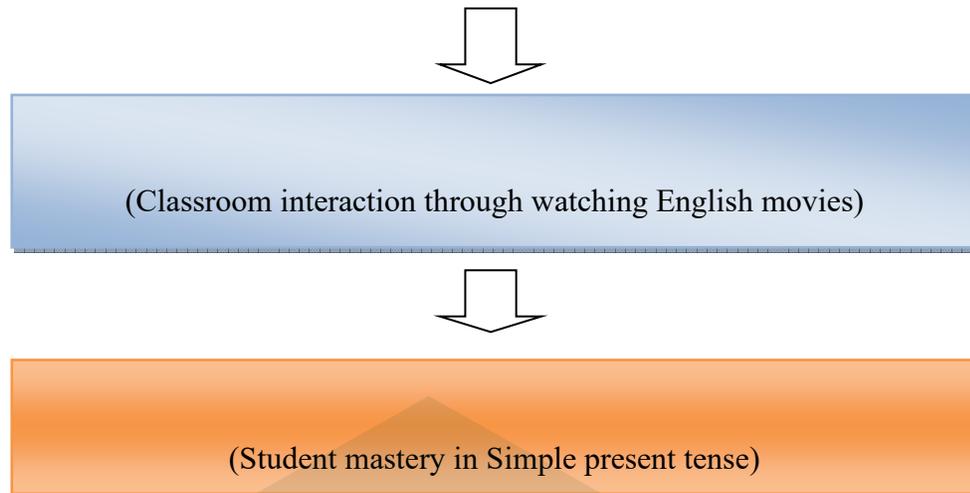
To support the conceptual framework present the following diagram.

The Eleventh Years Students of SMA NEGERI 4 PALOPO

IAIN PALOPO



(Teaching Simple present tense through Watching English Movies)



#### 4. Hypothesis

Based on review of related, the researcher believes that understanding simple present tense by watching English movies at the eleventh years of SMA Negeri 4 Palopo.

In this researcher proposes the criteria following statics hypothesis:

$H_0$  : There is no significant difference between the student's ability in forming simple present tense before and after the treatment.

$H_1$  : There is significant difference between the student's ability in forming simple present tense before and after the treatment.

## CHAPTER III

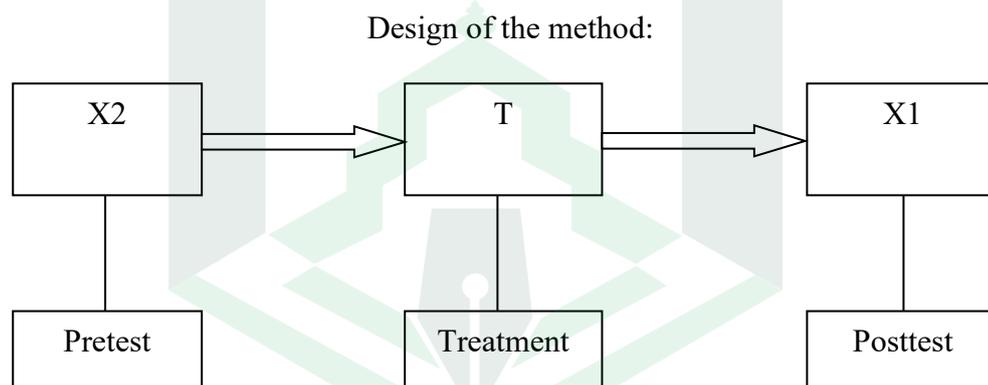
### METHODOLOGY

#### A. Methodology

##### 1. Research Method and Variables

###### a. Research Method

This research would use pre experimental method with one group pretest-posttest design. It would use one group as pretest (X1) exposed to treatment (T) and posttest (X2), the comparison of scores between the pretest and posttest the success of the treatment.<sup>1</sup>



###### b. Variables

This research would use two variables, namely dependent variable and independent variable. Independent variables is English movies as teaching media, while the dependene variable is students' ability in using simple present tense.

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<sup>1</sup>*Ibid.* p. 5.

## **2. Population and Sample**

### **a. Populations**

The population of this research taken from the second year students of SMA Negeri 4 Palopo Academic Year 2013/2014. There were 59 students. They were divided into two classes namely II IPS 1 consist of 35 students, and II IPS 2 consist of 25 students.

### **b. Samples**

This research would use random sampling technique in two classes of students of SMA Negeri 4 Palopo. The researcher took 20 students to present the total number of population. It means that the researcher took 10 students of each class.

## **3. Instrument of the Research**

The researcher would use grammar test which used in pretest and posttest. The pre-test consist of 10 blank past sentences and the students must complete the sentences by using correct to be (simple present tense), and 5 sentences in simple present form and then students must changes the sentences into simple past form and five (5) sentences that must be changed according to the signs in the bracket. The test is intended to see the ability of students in using simple past, while posttest consist of 10 blank past sentences and the students must complete the sentences by using correct to be (simple present tense), and 5 sentences in simple present form and then students must changes the sentences into simple past form and five (5) sentences that must be changed according to the signs in the bracket.

The test is administrated to know the effectiveness of English movies in teaching simple present tense.

#### **4. Procedure of Collecting Data**

This researcherr would use procedure of collecting data as follows:

##### **a. Pretest**

The pretest would distributet pretest to the class, and it intended to know the students, prior knowledge of simple past. It would take 60 minutes to finish the test.

##### **b. Treatment**

In the treatment, the researcher would conduct a treatment by using English movies in teaching simple past. It consists of 3 meeting. The steps as follows:

###### **1) First meeting**

- a. At the beginning of the lesson, the writer introduce about the media that would be used in learning simple present tense.
- b. The writer would explain about simple present tense to the students.
- c. The writer would show the English movie entitled “Ice Age” to the students.
- d. The writer would give the students a paper which is contents about the story of the movie in present tense form.
- e. The writer would ask to the students to pay attention to his explanation about the movie and then translate it. After that the writer ask them to rewatch the movie.

- f. At the end of the lesson, the writer would give exercise to the students. The exercise is change the story on a paper that have given before in simple present tense form.
- g. The writer would collect the paper, and correct it.

## 2) Second meeting

- a. At the beginning of the lesson, the writer introduce about the media that would be used in learning simple present tense.
- b. The writer would explain about simple present tense to the students.
- c. The writer would show the English movie entitled “Madagaskar” to the students.
- d. The writer would give the students a paper which is contents about the story of the movie in present tense form.
- e. The writer would ask to the students to pay attention to his explanation about the movie and then translate it, in order that the students can get the point of the movie. After that the writer ask them to rewatch the movie.
- f. At the end of the lesson, the writer would give exercise to the students. The exercise is change the story on a paper that have given before to the simple present tense form.
- g. The writer would collect the paper, and correct it.

### 3) Third meeting

- a. At the beginning of the lesson, the writer introduce about the media that would be used in learning simple present tense.
- b. The writer would explain about simple present tense to the students.
- c. The writer would show the English movie entitled “Finding Nemo” to the students.
- d. The writer would give the students a paper which is contents about the story of the movie in present tense form.
- e. The writer would ask to the students to pay attention to his explanation about the movie and then translate it. After that the writer ask them to rewatch the movie.
- f. At the end of the lesson, the writer would give exercise to the students. The exercise is change the story on a paper that have given before to the simple present tense form.
- g. The writer would collect the paper, and correct it

### c. Posttest

The writer would distribute posttest to the class. This test aimed to know the effectiveness of using English movies in teaching simple present tense for students. It would taken 60 minutes to do the test.

## 5. Technique of Data Analysis

In analysis data, the writer would use the procedure below:

1. Scoring students' correct answer of both pretest and posttest.

$$\text{Score} = \frac{\text{student's correct answer}}{\text{total number}} \times 10$$

$$D = X_1 - X_2$$

2. Looking for D (difference) between score of variable I (x1) pretest and score of variable II (x2) posttest.

To understand the level of students' score the following classification are use:

- |                |            |                               |
|----------------|------------|-------------------------------|
| a. Excelent    | : 96 – 100 | is classified as excelent.    |
| b. Very good   | : 86 – 95  | is classified as very good.   |
| c. Good        | : 76 – 85  | is classified as good.        |
| d. Fairly good | : 66 – 75  | is classified as fairly good. |
| e. Fairly      | : 56 – 65  | is classified as fairly.      |
| f. Fairly poor | : 36 – 55  | is classified as fairly poor. |
| g. Poor        | : 0 – 35   | is classified as poor.        |

3. Looking for mean from difference by using the following formula

$$MD = \frac{\sum X}{N}$$

4. Looking standard deviation from difference (SDD)

$$SD = \sqrt{\frac{SDD^2}{N} - \frac{(SD)^2}{N}}$$

5. Looking for error standard from mean of difference, by using the following formula:

$$SE_{MD} = \frac{SDD}{\sqrt{N-1}}$$

6. Looking for “to”, by using the following formula:

$$t_o = \frac{MD}{SEMD}$$

Notation:

- a. D = difference
- b. X1 = pretest
- c. X2 = posttest
- d. MD = mean difference
- e. N = total sample
- f.  $SD_D$  = standard deviation from difference
- g.  $\sum D$  = total difference
- h.  $SE_{MD}$  = error standard from mean difference
- i.  $t_o$  = observation test
- j.  $t_t$  = table<sup>2</sup>

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<sup>2</sup>[www.cs.utexas.edu/users/novak/ Technique of Data Analysis cs315vocab.html](http://www.cs.utexas.edu/users/novak/Technique%20of%20Data%20Analysis%20cs315vocab.html),  
(Accessed on February 2<sup>nd</sup> 2013).

## CHAPTER IV

### FINDINGS AND DISCUSSION

#### *A. Finding*

This chapter deals with findings and discussion about the result of research. The method that was used to describe the result of analysis was quantitative method and the result of research was obtained by using “t” test analysis. The researcher used table of frequency distribution of the method difference classification and percentage of the students’ score, score of content , organization, vocabulary, grammar, and mechanic in pre-test and post-test.

The students’ score of pre-test and post-test were classified into some criteria and percentage of the students’ score pre-test and post-test were presented as follows:

**Table 1**  
**The Row Score of Students’ Simple past tense In Pre-Test**

<b>Respondents</b>	<b>Vocabulary</b>	<b>Grammar</b>	<b>Total(x)</b>
1	22	28	50
2	20	21	41
3	20	26	46
4	35	27	62
5	20	29	49
6	31	25	56
7	22	24	46
8	20	33	53

9	23	35	58
10	35	23	58
11	34	30	64
12	30	28	58
13	20	27	47
14	20	31	51
15	30	27	57
16	30	22	52
17	32	27	59
18	35	35	70
19	25	29	54
20	33	37	75
<b>Total</b>	<b>537</b>	<b>564</b>	<b>1106</b>
<b>Mean Score</b>	<b>26,85</b>	<b>28,2</b>	<b>55,30</b>

1. Mean score of vocabulary:

$$x = \frac{\sum x}{N} = \frac{537}{20} = 26,85$$

2. Mean score of grammar:

$$x = \frac{\sum x}{N} = \frac{564}{20} = 28,2$$

3. The mean score of all components of pre-test:

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

$$= \frac{1106}{20}$$

= 55,30

**Table 2**  
**The Row Score of Students' Simple past tense in Post-Test**

<b>Respondents</b>	<b>Vocabulary</b>	<b>Grammar</b>	<b>Total(x)</b>
1	30	35	65
2	20	23	43
3	20	31	51
4	35	42	77
5	20	36	56
6	30	30	60
7	20	32	52
8	30	33	63
9	35	46	81
10	30	42	72
11	35	39	74
12	30	31	61
13	30	34	64
14	25	30	55
15	35	44	79
16	30	36	66
17	30	39	69
18	35	49	84
19	30	38	68
20	35	51	86
<b>Total</b>	<b>585</b>	<b>741</b>	<b>1326</b>
<b>Mean Score</b>	<b>29,25</b>	<b>37,05</b>	<b>66,30</b>

1. Mean score of vocabulary:

$$x = \frac{\Sigma x}{N} = \frac{585}{20} = 29,25$$

2. Mean score of grammar:

$$x = \frac{\Sigma x}{N} = \frac{741}{20} = 37,05$$

3. The mean score of all components of post-test:

$$\begin{aligned} x &= \frac{\Sigma x}{N} \\ &= \frac{1326}{20} \\ &= 66,30 \end{aligned}$$

- a. The scoring classification of the students' pre-test

1. Vocabulary

**Table 3**

**The criteria and percentage of the students' vocabulary in pre-test**

No	Classification	Score	Frequency	Percentage
1.	Very Good	36-40	-	0%
2.	Good	31-35	7	40%
3.	Fair	26-30	3	10%
4.	Poor	20-25	10	50%
5.	Very Poor	15-19	-	0%
	<b>Total</b>		20	100%

Table 10 indicated that the criteria and percentage of the students' vocabulary in pre-test that there was none of them obtained "very good". There were 7 students (40%) got "good" score, 3 students (10%) got "fair" score, 10 student (50%) got "poor" score, and there was no student (0%) got "very poor" score.

## 2. Grammar

**Table 4**  
**The criteria and percentage of the students' grammar in pre-test**

No	Classification	Score	Frequency	Percentage
1.	Very Good	36-40	-	0%
2.	Good	31-35	5	25%
3.	Fair	26-30	10	50%
4.	Poor	20-25	5	25%
5.	Very Poor	15-19	-	0%
	<b>Total</b>		20	100%

Table 11 indicated that the criteria and percentage of the students' grammar in pre-test that there was none of them obtained "very good". There were 5 student (25%) got "good" score, 10 students (50%) got "fair" score, 5 student (25%) got "poor" score, and there was no student (0%) got "very poor" score.

### b. The scoring classification of the students' post-test

## 1. Vocabulary

**Table 5**  
**The criteria and percentage of the students' vocabulary in post-test**

No	Classification	Score	Frequency	Percentage
1.	Very Good	36-40	-	0%
2.	Good	31-35	6	30%
3.	Fair	26-30	9	45%
4.	Poor	20-25	5	25%
5.	Very Poor	15-19	-	0%
	<b>Total</b>		20	100%

Table 15 indicated that the criteria and percentage of the students' vocabulary in post-test that there was none of them obtained "very good". There were 6 students (30%) got "good" score, 9 students (45%) got "fair" score, There were 5 students (25%) got "poor" score, and none student (0%) got "very poor" score.

## 2. Grammar

**Table 6**  
**The criteria and percentage of the students' grammar in post-test**

No	Classification	Score	Frequency	Percentage
1.	Very Good	51-55	1	5%
2.	Good	40-50	5	25%
3.	Fair	31-39	11	55%

4.	Poor	20-30	3	15%
5.	Very Poor	15-19	-	0%
<b>Total</b>			20	100%

Table 16 indicated that the criteria and percentage of the students' grammar in post-test that there were 1 student ( 5%) got "very good", 5 student (25%) got "good" score,11 students (55%) got "fair" score, 3 student (15%) got "poor" score, and there was no student (0%) got "very poor" score.

c. The mean score of component of writing

**Table 7**  
**The Mean Score of components in Pre-Test and Post-Test**

<b>Component</b>	<b>Pre-Test</b>	<b>Post-Test</b>	<b>Development</b>
Vocabulary	26,85	29,25	2,4
Grammar	28,2	37,05	8,85

The mean score of vocabulary in pre-test was 26,85 while the mean score in post-test was 29,25 with the value of development was 2,4. It means that there was significance development after giving treatment.

The mean score of grammar in pre-test was 28,2 while the mean score in post-test was 37,05 with the value of development was 8,85. It means that there was significance development after giving treatment.

d. The development of all components of writing

**Table 8**  
**The Development of All Components**

Development	Components	
	Vocabulary	Grammar
	2,4	8,85

The table above indicated that the highest development of those components was grammar 8,85 and vocabulary 2,4.

e. Looking for difference (d) between pre-test and post-test

**Table 9**  
**Difference (d) Between Pre-Test and Post-Test**

Subject	Pre-Test (X <sub>1</sub> )	Post-Test (X <sub>2</sub> )	Difference (d) (X <sub>2</sub> -X <sub>1</sub> )
1	50	65	15
2	41	43	2
3	46	51	5
4	62	77	15

5	49	56	7
6	56	60	4
7	46	52	6
8	53	63	10
9	58	81	23
10	58	72	14
11	64	74	10
12	58	61	3
13	47	64	17
14	51	55	4
15	57	79	22
16	52	66	14
17	59	69	10
18	70	84	14
19	54	68	14
20	75	86	11
	<b>X<sub>1</sub>=1106</b>	<b>X<sub>2</sub>=1326</b>	<b>∑d=220</b>
	<b>X<sub>1</sub>=55,30</b>	<b>X<sub>2</sub>=66,30</b>	

Table 20 showed that the total number of sample (N) was sum of score in pre-test (X<sub>1</sub>) was 11,06, the mean score in pre-test was 55,30. The sum of score in post-test (X<sub>2</sub>) was 1326, the mean score was 66,30 and the sum score between pre-test and

post-test ( $\sum d$ ) was 220. The total number of students who got minimum score was 1 student (5%). The difference which ranged +2 up to +20, it means that there was development in students' content, organization, vocabulary, grammar, and mechanic. The total number of students who got maximum score were 19 (95%).

To know whether or not there was development in students' content, organization, vocabulary, grammar, and mechanic, the researcher calculated the mean score of the pre-test ( $X_1$ ) and post-test ( $X_2$ ) as follows:

$$X_1 = \frac{\sum x_1}{N}$$

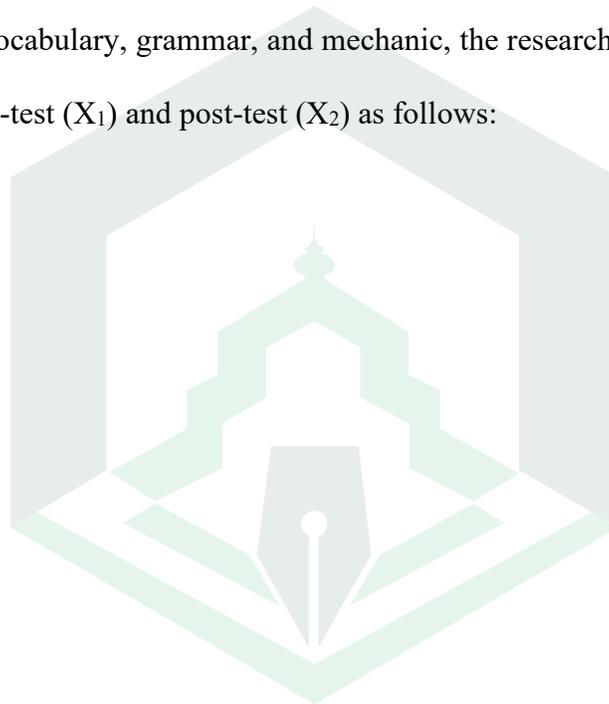
$$= \frac{1106}{20}$$

$$= 55,30$$

$$X_2 = \frac{\sum x_2}{N}$$

$$= \frac{1326}{20}$$

$$= 66,30$$



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f. The difference means between pre-test and post-test

$$Md = \frac{\sum d}{N}$$

$$= \frac{220}{20}$$

$$= 11,00$$

From data analysis above showed that the mean score of students' simple past tense in post-test ( $X_2 = 66,30$ ) was greater than mean score of students' simple past tense in pre-test ( $X_1 = 55,30$ ). It means that generally students' simple past tense has developed in continuation of  $t_{count}$  the researcher used the level of significance or standard significance ( $\alpha = 0,05$ )<sup>1</sup> to find out the acceptability hypothesis. The degree of freedom ( $df = N-1$ ). The result of  $t_{test} = 8,151$  was analyzed by testing criteria  $t_{test}$ . (see on appendix).

Testing "t" table ( $t_{table}$ )

Standard significance  $\alpha = 0,05$

Degree of freedom ( $df = N-1$ )

$$= 20-1$$

$$= 19$$

$$t_{table} = 5,28$$

$$t_{table} = t (1 - \frac{1}{2}\alpha) (df)$$

$$= t (1 - \frac{1}{2} \cdot 0,05) (19)$$

$$= t (1 - 0,025) (19)$$

---

<sup>1</sup> Sugiyono, *Statistika Untuk Penelitian*, (Bandung: Alfabeta), p.372

$$= (0,975) (19)$$

$$=2,09 \text{ (to find out in } t_{\text{table}})$$

The calculation above that  $t_{\text{test}}$  (8,151) was bigger than  $t_{\text{table}}$  (2,09) . When  $t_{\text{test}}$  is bigger than  $t_{\text{table}}$  ( $t_{\text{test}} > t_{\text{table}}$ ) the students' simple past tense has developed.

g. The mean score and result of “t” test

**Table 10**  
**Mean Score of  $t_{\text{test}}$**

Type of test	Mean score
Pre-Test	55,30
Post-Test	66,30

**Table 11**  
**The Result of  $t_{\text{test}}$**

Type of test	Mean score
$t_{\text{test}}$	8,151
$t_{\text{table}}$	2,09

From table 21 showed that the mean score of post-test was greater than the mean score of pre test ( $66,30 > 55,30$ ), table 22 showed that the result of  $t_{\text{test}}$  was greater than the result of  $t_{\text{table}}$  ( $8,151 > 2,09$ ). The data indicated that the students' in simple past tense by watching English movies at the eleventh years students of SMA Negeri 4 Palopo.

To know whether the pre-test and post-test significantly difference, the researcher used  $t_{\text{test}}$  analysis. The result of  $t_{\text{test}}$  was (8,151). To find out the degree of freedom (df) the researcher used the following formula:

$$\begin{aligned} \text{Df} &= N-1 \\ &= 20-1 \\ &= 19 \end{aligned}$$

Criteria of hypothesis acceptability

1.  $t_{\text{test}} < t_{\text{table}} = \text{reject null hypothesis}$
2.  $t_{\text{test}} > t_{\text{table}} = \text{receive null hypothesis}$

It indicated that  $t_{\text{test}} = 8,151 > t_{\text{table}} = 2,09$ .<sup>2</sup> Therefore, the researcher concluded that the null hypothesis was rejected and while alternative hypothesis was received. It means that the use of English movies in developing students' simple past tense at the eleventh years students of SMA Negeri 4 Palopo was effective.

## **B. Discussion**

Based on the data above indicated that the result of most students' simple past tense in pre-test, actually the students wanted to write many ideas but they did not know what words were appropriate with the title. So that, they only wrote the main points without any details. In addition, there were many error grammars.

During the treatment, some students started to organize their writing well. There were topic sentence, supporting sentences, and conclusion even though sometimes

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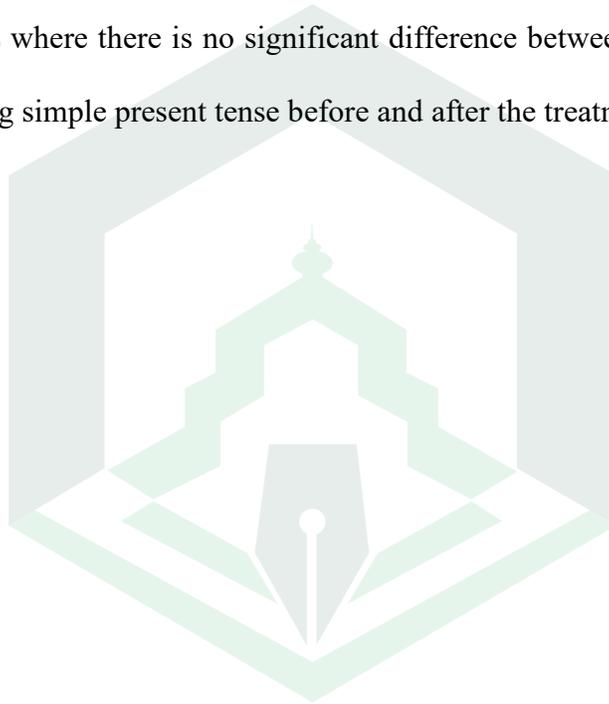
<sup>2</sup> Sugiyono, *Statistika Untuk Penelitian*, (Bandung: Alfabeta), p. 122

they still had some error grammars. Moreover, they could know about their weakness and strength of their writing and they could avoid the same mistakes for the next writing simple past tense.

The research wants to clarify the difficulties that were undergone by the students at the second (XI) Year Students of SMA Negeri 4 Palopo. Before treatment, the students have difficulties to answer the questions from the test, it is proven from the writers' data in table 1 that, the highest score of students was 75 and it was only gotten by one students out of 20 students, and the lowest score was 41, most of them could not answer the questions because the students have difficulties in changed the sentences to positive, negative, and interrogative sentence. In contrary, after students gave treatment the highest score was 86 and the lows score was 43, it means that, from the researchers' experience, in teaching process of simple past tense through watching English movies are interesting, the situation of classroom was attractive and the students enjoyed got the material because the students like watching movies while learning process.

The mean score of vocabulary in pre-test was 26,85 while the mean score in post-test was 29,25 with the value of development was 2,4. It means that there was significance development after giving treatment. The mean score of grammar in pre-test was 28,2 while the mean score in post-test was 37,05 with the value of development was 8,85. It means that there was significance development after giving treatment.

Finally, in comparing the result of  $t_{\text{test}}$  value and  $t$  table value, the researcher found that the value of  $t_{\text{test}}$  was higher than the value of  $t_{\text{table}}$   $8,151 > 2,09$  ( see table 22). It means that there was significance difference between the result of pre-test and post-test. Thus this study accepted  $H_1$  where there is significant difference between the student's ability in forming simple present tense before and after the treatment and rejected  $H_0$  where there is no significant difference between the student's ability in understanding simple present tense before and after the treatment.



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## CHAPTER V

### CONCLUSION AND SUGGESTION

In this chapter includes of conclusion and suggestion in compliance with the finding and some suggestion related to the finding and application of the research.

#### *A. Conclusions*

Based on the data analysis in finding the researcher got the ability student's in forming simple present tense were increased after gave the treatment. In comparing the result of  $t_{\text{test}}$  value and  $t_{\text{table}}$  value, the researcher found that the value of  $t_{\text{test}}$  was higher than the value of  $t_{\text{table}}$   $8,151 > 2,09$ . It means that there was significance difference between the result of pre-test and post-test. Thus this study accepted  $H_1$  where there is significant difference between the student's ability in forming simple present tense before and after the treatment and rejected  $H_0$  where there is no significant difference between the student's ability in forming simple present tense before and after the treatment.

#### *B. Suggestions*

Based on the conclusions above, the researcher would like to put forward some suggestions as follows:

1. English teacher have to be more creative in teaching and learning process. Especially in teaching vocabulary in order to motivate the students to learn English.
2. The students' should increase their mastery in simple present tense by using other techniques that can motivate them in learning English.
3. To make the students do not bore when watching the movies during the learning process of tenses simple present tense the teacher should use the various movies.
4. To make the students more focus in listening the native speakers' sound in tenses simple present tense the words it would be good if the teacher use instruments like headphones.

### ***C. Limitation***

This movie is not use in simple past tense. So the writer hope to the next researcher don't use it in past sentence, but use it in present sentence like's simple present tense, present continuous tense, present perfect tense, present perfect continuous tense.

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**IAIN PALOPO**

**APPENDIX C**  
**LIST OF SYMBOLS**

Symbols	The Meaning
$X_1$	Pretest
T	Treatment
$X_2$	Posttest
$\bar{X}$	Mean score
$\sum X$	The sum of oall scores
N	The total number
P	The percentage from the students' achievement
Fq	The frequency of student's score answer
SD	Standar Deviation
SS	Sum of Square
t	Test of significance
D	The difference between each pair scores
$\sum D^2$	The sum of all difference
$H_0$	There is no significant differences between the result of pretest and posttest
$H_1$	There is significant differences between the result of pretest and posttest
$T_0$	Observation test
$T_1$	t-table



## **Rencana Pelaksanaan Pembelajaran (RPP)**

Nama Sekolah : SMA NEGERI 4 PALOPO  
Mata Pelajaran : Bahasa Inggris  
Kelas/Semester : XI/Ganjil  
Waktu : 2 x 45 menit (1 pertemuan)

### **A. STANDAR KOMPETENSI**

1.1 Menerapkan struktur dan unsur kebahasaan untuk melaksanakan fungsi sosial menyatakan dan menanyakan tindakan atau kejadian pada waktu tertentu sesuai konteks penggunaannya.

### **B. KOMPETENSI DASAR**

1.2. Menerapkan struktur dan unsur kebahasaan untuk melaksanakan fungsi yang terjadi pada waktu sekarang (simple present tense) sesuai ketentuan penggunaannya.

### **C. INDIKATOR**

- Mengidentifikasi kalimat yang menggunakan simple present tense.

### **D. TUJUAN PEMBELAJARAN**

- Siswa dapat memahami Tentang Simple Past Tense melalui Film dan mereka dapat mengetahui karakter pemain dalam film Ice Age.

### **E. MATERI PEMBELAJARAN**

#### **First Meeting**



After the events of “Ice Age: The Meltdown”, life begins to change for Manny and his friends: Scrat is still on the hunt to hold onto his beloved acorn, while finding a possible romance in a female sabre-toothed squirrel named Scratte. Manny and Ellie, having since become an item, are expecting a baby, which leaves Manny anxious to ensure that everything is perfect for when his baby arrives. Diego is fed up with being treated like a house-cat and ponders the notion that he is becoming too laid-back. Sid begins to wish for a family of his own, and so steals some dinosaur eggs which leads to Sid ending up in a strange underground world where his herd must rescue him, while dodging dinosaurs and facing danger left and right, and meeting up with a one-eyed weasel known as Buck who hunts dinosaurs intently



**SID**

IAIN PALOPO

Sid is an accident-prone ground sloth, who stands and walks like a human with ping-pong ball-like eyes (one is bigger than the other), a button nose, buck teeth, and whitish yellow fur. Sid has long claws on his hands and feet and a curled tail.

Sid is portrayed as unfit, ugly, and naive. However, he is also talkative, positive, caring, loving, and loyal towards his friends.

Sid also suffers from a lateral lisp, which makes his "S" and "C" pronunciation rather "wet" or "spitty".

Sid is usually the one getting knocked about, either by accident or on purpose.

He is considered as the only character with bad karma, but immediately learns his lesson soon afterwards.



**DIEGO**

Diego is a [smilodon](#) (commonly known as a "saber-toothed tiger"), the most distinctive characteristics are his long [canine teeth](#), locks of hair as sideburns and a short tail. He also has a peculiar straight line of hair in his back that is darker than the rest of his fur. In [Ice Age](#), Diego is first shown as being the sinister and serious type, but he softens as he travels with [Manny](#) and [Sid](#) to return a baby to his human tribe. He also has a playful side, harassing Sid for fun and actually enjoying sliding in the [ice cavern](#). By the end of the movie, Diego bonds with Manny and Sid and joins them in their immigration to the south. In [the second film](#), Diego is less hostile, showing a calm, cool-acting personality; but he hides his fear of water, which Sid finds out about. The sloth teaches Diego how to swim, an ability the tiger later used to rescue [Crash and Eddie](#), the twin opossum "brothers" of the mammoth [Ellie](#).

At the beginning of the [third film](#), Diego is experiencing poor physical performance, being unable to hunt down a gazelle. In a conversation with Manny, Diego decides to leave the herd as he thinks that hanging out with them has caused him to go soft. However, when Sid is being taken by a [T-Rex dinosaur](#), Diego joins the herd in the underground Dinosaur World in order to rescue him. Near the end of the movie, he helps Ellie deliver her baby, and even sheds a tear when Peaches is born. He later informs Manny that he has decided to stay with the herd, since he's realized that all the adventure he could ever want is with them.



**MANNY**

## Personality

In the first movie, Manny was a grouchy, antisocial mammoth with a firm belief in staying loyal to others, and was easily annoyed, mostly at Sid's idiosyncrasies. But as the film went by, he revealed himself to be a good person who had just lost his way after the loss of his family. And his new friends, [Sid](#) and [Diego](#), helped him develop into a more social and nicer guy.

In the second film, Manny has developed into a "leader" sort of character, but in denial that mammoths could go extinct, due them being the biggest things on earth. He was also reluctant to try to make a relationship with a female mammoth he met named [Ellie](#) due to lingering feelings for his family. It was made even harder due to the fact Ellie thought she was a possum like her adoptive brothers, [Crash & Eddie](#), and because they were apparently the last of their kind it was their "duty" to procreate and continue their species. But after much soul-searching, Manny and Ellie finally found their feelings for each other and became mates, even after they were revealed to not be the last of their kind. He also stated he likes Diego better than Sid.



**BUCK**

Buck is obviously insane, but in a brave, good, and hilarious way. He is bold, daring, cunning, free spirited, and one heck of a daredevil, in fact he is so brave that he does not fear Rudy, unlike everyone else. He seems to enjoy his rivalry with Rudy, the dinosaur who took his eye, and in return Buck took his tooth as a weapon, which he wields with amazing skills. His obsession with Rudy and dreams of defeating him in battle might suggest that he he holds a grudge against Rudy for taking his eye, much like how Rudy holds a grudge against Buck for taking his tooth. When Buck meets the herd, he seems uninterested in getting to know them as he promptly told them to go home. But he obviously was concerned for them as he followed them to the [Jungle of Misery](#) and saved [Manny](#) and [Diego](#) from a carnivorous plant. He's prone to making brazen and impressive remarks and feats, but almost immediately afterward, he does something that makes him look like a crazy lunatic, such as speaking into a rock like it's a cell phone, talking to skulls, swinging from mid-air, the list goes on. He is a survivor who knows what he's dealing with in the world below, but he's been in the Dinosaur World for so long he's even admitted he lost his mind.

Specifically, he says he lost it three months ago from when Manny asked him. He also states he is, or was, married to an ugly pineapple.

But despite his insanity, foolishness, and life-risking nerve, Buck has a good heart as he without hesitation risked life and limb to protect his new friends, although he seems to get a kick out of risking life and limb on a daily routine.



**CRASH AND EDDIE**

Although Crash and Eddie are very close look-a-likes, it is possible to tell who's who. Crash has a flatter nose than Eddie and has blue eyes while Eddie has a pointed and brown eyes. Eddie also has some tiny hair between his eyes. In some scenes of [the third film](#), they both have blue eyes. According to Eddie's comment in *Dawn of the Dinosaurs*--"Age before Beauty"-- would indicate that Crash is the older brother and Eddie is the younger brother. Eddie is more of a wimp than Crash, especially when something goes wrong or something marvelous has happened, Crash is more of a daredevil, headstrong and excitable approach to his character and the two love each other very much as shown in *Ice Age: The Meltdown*, Eddie runs to Crash after Manny shot him out of the tree, when Crash was originally aiming for the pond. They also cling to each other alot when faced against danger or trouble. They are also prone to be very cowardly when faced certain danger at times, that they faint, (or in this case) play dead to fool foes and predators. But, can also show acts of courage and loyal towards their friends and their beloved sister.

At first they despised Diego and Sid, because of their natural differences, and during the first half of the movie, constantly bugged them, But, by the end of the second Movie, they have become closer and more respected of Diego and Sid, since they both saved their lives, even enough to become part of the family, making them adoptive brothers to Diego and Sid.

#### **F. METODE PEMBELAJARAN**

- Contextual Learning and Teaching (CTL)
- Cooperative Learning
- Three-phase technique.

## G. KEGIATAN PEMBELAJARAN

Langkah-Langkah :

### Pertemuan1.

- Kegiatan Awal
  - Guru memberi salam
  - Peserta didik menjawab salam
- Kegiatan Inti
  - Guru menjelaskan tentang Simple Present Tense.
  - Siswa menonton Video. Siswa-siswa menulis karakter pemain dalam film tersebut
- Kegiatan Penutup.
  - Guru memberikan pekerjaan rumah kepada peserta didik.

## H. SUMBER BELAJAR

- Buku Grammar
- Kaset/Tape
- Laptop
- LCD

### PERTANYAAN:

*Write down the characteristic according to the picture of the movie player in Simple Present Tense form!*

PICTURE	NAME	CHARACTERISTIC
	Diego	.....
	Sid	.....

	Manny	.....
	Buck	.....
	Crash and Eddie	.....

**I. PENILAIAN**

- Teknik : Performance Assesment ( responding )
- Bentuk : Melengkapi Pertanyaan

Palopo, 2013

Mengetahui,

Guru Pamong Bahasa Inggris

Mahasiswa PPL

**IAIN PALOPO**

**ABD. HAFID NASIR, S.Pd**

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## **Rencana Pelaksanaan Pembelajaran (RPP)**

Nama Sekolah : SMA NEGERI 4 PALOPO  
Mata Pelajaran : Bahasa Inggris  
Kelas/Semester : XI/Ganjil  
Waktu : 2 x 45 menit (1 pertemuan)

### **A. STANDAR KOMPETENSI**

1.1. Menerapkan struktur dan unsur kebahasaan untuk melaksanakan fungsi sosial menyatakan dan menanyakan tindakan atau kejadian pada waktu tertentu sesuai konteks penggunaannya.

### **B. KOMPETENSI DASAR**

1.2. Menerapkan struktur dan unsur kebahasaan untuk melaksanakan fungsi yang terjadi pada waktu sekarang (simple present tense) sesuai ketentuan penggunaannya.

### **C. INDIKATOR**

- Mengidentifikasi kalimat yang menggunakan simple present tense.

### **D. TUJUAN PEMBELAJARAN**

- Siswa dapat memahami Tentang Simple Present Tense melalui Film Ice Age dan siswa mampu menceritakan kembali Film tersebut dengan bahasa mereka sendiri menggunakan Simple Present Tense.

### **E. MATERI PEMBELAJARAN**



## ICE AGE

Sid awakes one morning to find that everyone has migrated to avoid the impending ice flow and left him behind. Keen to catch up with them, he befriends Manny, a mammoth with problems of his own. Together the pair find an abandoned baby and decide to return him to his tribe.

But life in the Ice Age was never simple and before long they attract the attention of a pack of mean sabre-toothed tigers who all fancy the idea of a mammoth sized meal. Can our heroes defeat the baddies and complete their quest?

While Ice Age's animation is not as jaw dropping as Monsters Inc or Shrek, it is still very impressive: this winter wonderland is much more than just white snow. Parents and children alike will enjoy the steady stream of one-liners especially from the much put-upon Sid the Sloth.

All this aside, it is the antics of a sabre-toothed squirrel called Scrat that steal the show. This wiry oddball of a creature tirelessly flits about throughout the entire film, desperately scrambling to locate a safe place in which to stash his one and only acorn. It is a running gag that never fails to amuse as anyone who has seen the trailer will know.

Text :

1. To the identification 4 sentence in simple present tense?
2. To find out verb sentence in simple present tense?
3. Canst (+) sentence in to (-) sentence, and then in to (?)?

### F. METODE PEMBELAJARAN

- Contextual Learning and Teaching (CTL)
- Cooperative Learning
- Three-phase technique.

### G. KEGIATAN PEMBELAJARAN.

Langkah-Langkah :

**Pertemuan2.**

- Kegiatan Awal
  - Guru memberi salam kepada siswa
  - Siswa menjawab salam
  - Guru bertanya kepada siswa mengenai pelajaran yang lalu.
- Kegiatan Inti
  - Bagi kelompok, masing-masing kelompok di beri tugas sebagai berikut:
    1. Mengidentifikasi 4 kalimat dalam bentuk simple present tense.
    2. Menemukan bentuk kata kerja kalimat simple present tense.
    3. Mengubah kalimat (+) ke (-) kemudian ke (?).
  - Guru menjelaskan secara mendalam tentang Simple Present Tense.
- Kegiatan Penutup
  - Guru meminta beberapa peserta didik untuk menyebutkan poin-poin pembelajaran.

#### H. SUMBER BELAJAR

- Buku Grammar
- Kaset/Tape
- LCD
- laptop



After the events of “Ice Age: The Meltdown”, life began changed for Manny and his friends: Scrat was still on the hunt to hold onto his beloved acorn, while finding a possible romance in a female sabre-toothed squirrel named Scratte. Manny and Ellie, having since become an item, were expecting a baby, which leaves Manny anxious to ensure that everything is perfect for when his baby arrives.

Diego was fed up with being treated like a house-cat and ponders the notion that he was become too laid-back. Sid began to wish for a family of his own, and so steals some dinosaur eggs which leads to Sid ending up in a strange underground world where his herd must rescue him, while dodging dinosaurs and facing danger left and right, and met up with a one-eyed weasel knew as Buck who hunts dinosaurs intently?.....  
.....  
.....

## I. PENILAIAN

- Teknik : Performance Assesment ( responding )
- Bentuk : Pertanyaan Lisan.

Palopo,

2013

Mengetahui,

Guru Pamong Bahasa Inggris

Mahasiswa PPL

**ABD. HAFID NASIR, S.Pd**

Nip:

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## Rencana Pelaksanaan Pembelajaran (RPP)

Nama Sekolah : SMA NEGERI 4 PALOPO  
Mata Pelajaran : Bahasa Inggris  
Kelas/Semester : XI/Ganjil  
Waktu : 2 x 45 menit (1 pertemuan)

### A. STANDAR KOMPETENSI

1.1 Menerapkan struktur dan unsur kebahasaan untuk melaksanakan fungsi sosial menyatakan dan menanyakan tindakan atau kejadian pada waktu tertentu sesuai konteks penggunaannya.

### B. KOMPETENSI DASAR

1.2. Menerapkan struktur dan unsur kebahasaan untuk melaksanakan fungsi yang terjadi pada waktu sekarang (simple present tense) sesuai ketentuan penggunaannya.

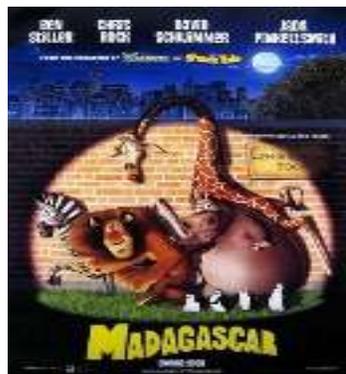
### C. INDIKATOR

- Mengidentifikasi Karakter pemain dalam film Madagaskar.

### D. TUJUAN PEMBELAJARAN

- Siswa dapat memahami Tentang Simple Present Tense melalui Film dan mereka dapat mengetahui karakter pemain dalam film Madagaskar.

### E. MATERI PEMBELAJARAN



## STORYLINE

As a cub, Alex the [Lion](#) was called *Alakay* and was the son of Zuba, the [alpha lion](#). Though Zuba tries to teach Alakay to be a hunter, the cub is more interested in dancing, and is captured by [poachers](#) when Makunga, Zuba's rival, challenges Zuba to a fight for the position of alpha lion. Alakay is forced into a crate, and taken away despite Zuba's attempts to rescue him. The crate falls into the ocean where it drifts to [New York](#). There, Alakay is renamed Alex and sent to the [Central Park Zoo](#) where he grew up, meeting Marty the [Zebra](#), Melman the [Giraffe](#), and Gloria the [Hippopotamus](#). The events of the [first film](#) are then described through a series of news flashes

In the present time, Alex the Lion, Marty the Zebra, Melman the Giraffe, Gloria the Hippopotamus, the [Penguins](#) Skipper, Kowalski, Private, and Rico, the [Chimpanzees](#) Mason and Phil, and even the [Lemurs](#) King Julien, Maurice, and Mort board a repaired airplane to fly back to New York. The plane takes off, but crash-lands in continental [Africa](#). In Africa the animals are amazed to find more of their kind. Alex is reunited with Zuba and his mother. Marty fits in with a herd of zebra who all look and sound exactly like him. Hypochondriac Melman becomes a [witch doctor](#). Gloria, attracts the attention of a smooth-talking hippo named Moto Moto.

Meanwhile, the penguins set about repairing the plane. They [carjack](#) several jeeps under "Operation [Tourist Trap](#)", leaving the tourists stranded in the jungle. Nana, a tough old woman known for beating up Alex in the first film, takes charge of the group.

Unfortunately, life in Africa is not as wonderful as it first seemed. Makunga, still determined to take the position of alpha lion, reminds Zuba that Alex must complete a traditional coming-of-age challenge that he did not complete. Alex, thinking that the challenge is a dance contest (it is actually a fight) competes against the strongest lion, Teetsi who was recommended by Makunga and loses quickly. To avoid banishing his own son for failing, Zuba relinquishes his title as Alpha lion. Makunga immediately takes the position and ousts Alex and his family. Marty, meanwhile, begins to feel upset because there is nothing unique about him. Melman is happy until he learns that he has the same symptoms that apparently caused the previous witch doctor to die. Melman is also forlorn about Gloria dating Moto Moto, as Melman has secretly loved her for a long time. Gloria goes on a date with Moto Moto and quickly realizes that he only loves her for her large body.

The next day, the animals panic when the watering hole dries up. Determined to make up for his earlier failure, Alex and Marty leave the [reserve](#) to investigate. They discover that the stranded New Yorkers, under the instruction of Nana, have [dammed](#) up the river and built a primitive civilization. Alex is captured by a trap, forcing Marty to abandon him to seek help. Meanwhile, Zuba hears from Makunga what Alex did and goes to assist him.

Back on the reserve, King Julien suggests that the animals offer a sacrifice in the volcano, [Mount Kilimanjaro](#), to appease the water gods. Believing that he will die soon, Melman volunteers to be sacrificed. Gloria stops him just in time and Marty arrives to tell them about Alex. The trio, the penguins, and several chimpanzees use the newly-fixed plane to execute a rescue.

However, Alex has already managed to rescue both himself and his father by dancing for the New Yorkers, who fondly remember him from the zoo. The other animals arrive to pick them up with the plane (redesigned as a [helicopter](#)), and together they all destroy the dam, freeing the water.

Meanwhile, back at the volcano, Mort turns up after being chased through the jungle by a shark. The shark falls into the volcano, completing the sacrifice (Maurice says "I hope the gods like seafood.") and causing King Julien to think that *he* brought back the water.

As the watering hole fills, Makunga angrily makes a stand for control. However, Alex manages to remove Makunga from power by tricking Nana into attacking him. Zuba gives the alpha position to Alex, but Alex refuses, resulting in both father and son becoming co-leaders.

The movie ends as Skipper marries a bobble-head hula doll from the plane and leaves on a honeymoon in [Monte Carlo](#) with the chimpanzees, and a huge tub of diamonds and gold, leaving Alex, Marty, Melman, Gloria and The Lemurs to happily remain in Africa with Alex's parents.

### Alex



The story focuses on Alex the lion as the main protagonist of the film. Voiced by Ben Stiller, Alex is spoiled by his life of comfort at the zoo, but longs for adventure. Marty the zebra is his best friend and while they are all initially excited about freedom, Alex undergoes a crisis of conscience when hunger drives him to see Marty as a piece of steak. In the second film, Alex's origins at a nature preserve are explored when he is reunited with his parents.

### Marty



Alex's best friend is the zebra named Marty, voiced by Chris Rock. Marty's optimism keeps Alex going even in the face of Alex's threat to Marty personally. It is Marty's boredom that provides the impetus for the animals to explore life outside the zoo. Despite initial panic over the shipwreck, Marty's bright spirits bring the group back together. When Alex goes 'savage' for a time, it's Marty who brings him back from the brink. In the second film, Marty is discouraged by meeting other zebras that share a herd mentality and no uniqueness. He rejoins his friends as they are his 'herd'.

### Melman



The giraffe, Melman, is voiced by David Schwimmer of *Friends* fame. The neurotic giraffe suffers from hypochondria and frequently sees the zoo's veterinarians. Melman is also deeply devoted to Gloria, the hippo. Melman rushes to tell Alex about Marty's initial escape from the zoo and tags along when Alex and Gloria pursue him. In the second film, when the watering hole dries up, Melman offers to sacrifice himself for the rest of the animals, but thanks to Alex, that proves unnecessary. Melman's awkwardness is endearing and his friends clearly love him, flaws and all.

### Gloria



Gloria is the hippo, voiced by Jada Pinkett Smith. More mature than the boys, it's often up to Gloria to get them back in line. Gloria is the one who insists that Alex and Melman help her find Marty when he escapes the zoo in the first film. She keeps the boys firmly planted when they would otherwise go crazy. In the second film, Gloria longs for a boyfriend and discovers a male hippo named Moto. It takes her time, but

she realizes that Moto is only interested in her plump form whereas Melman just loves her for her. The two are united and they work to save Alex together.

### **Mason and Phil**



Mason and Phil - These Central Park Zoo's chimpanzees are voiced by Conrad Vernon (Mason only) while Phil communicates in American Sign Language.

### **King Julien and Maurice**



- King Julien XIII - Voiced by Sacha Baron Cohen, King Julien is a ring-tailed lemur. They meet Julien in Madagascar where the king's parties are infamous. Later, Julien, along with his companions Maurice and Mort, plans to go with Alex and company to New York and ends up in Kenya with them
- Maurice and Mort - Voiced by Cedric the Entertainer and Andy Richter respectively, the Aye-Aye and Mouse Lemur are Julien's lackeys and advisors.

## **F. METODE PEMBELAJARAN**

- Contextual Learning and Teaching (CTL)
- Cooperative Learning
- Three-phase technique

## **G. KEGIATAN PEMBELAJARAN**

Langkah-Langkah :

### **Pertemuan3.**

- Kegiatan Awal
  - Guru memberi salam
  - Pesertadidik menjawab salam
- Kegiatan Inti

- Bagi kelompok, masing-masing kelompok di beri tugas sebagai berikut:
  1. Mengidentifikasi 4 kalimat dalam bentuk simple present tense.
  2. Menemukan bentuk kata kerja kalimat simple present tense.
  3. Mengubah kalimat (+) ke (-) kemudian ke (?).
- Guru menjelaskan secara mendalam tentang Simple Present Tense.
- Kegiatan Penutup
  - Siswa mereview ungkapan-ungkapan yang digunakan dalam Simple Present Tense.

**H. SUMBER BELAJAR**

- Buku Look Ahead 2
- Kaset/Tape
- Laptop
- LCD

**Thirth Meeting**

*Write down the characteristic according to the picture of the movie player in Simple Present Tense form!*

PICTURE	NAME	CHARACTERISTIC
	Alex	.....
	Marty	.....
	Melman	.....

	Gloria	.....
	Mason and Phil	.....
	King Julien and Maurice	.....

**I. PENILAIAN**

- Teknik : Performance Assesment ( responding )
- Bentuk : Melengkapi Pertanyaan

Palopo,

2013

Mengetahui,

Guru Pamong Bahasa Inggris

MahasiswaPPL

**IAIN PALOPO**

**ABD. HAFID NASIR, S.Pd**

**SRI EMA SYAMSUR**

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**Drs. MUHAMMAD YUSUF, M.Pd**

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## **Rencana Pelaksanaan Pembelajaran (RPP)**

Nama Sekolah : SMA NEGERI 4 PALOPO  
Mata Pelajaran : Bahasa Inggris  
Kelas/Semester : XI/Ganjil  
Waktu : 2 x 45 menit (1 pertemuan)

### **A. STANDAR KOMPETENSI**

1.1. Menerapkan struktur dan unsur kebahasaan untuk melaksanakan fungsi sosial menyatakan dan menanyakan tindakan atau kejadian pada waktu tertentu sesuai konteks penggunaannya.

### **B. KOMPETENSI DASAR**

1.2. Menerapkan struktur dan unsur kebahasaan untuk melaksanakan fungsi yang terjadi pada waktu sekarang (simple present tense) sesuai ketentuan penggunaannya.

### **C. INDIKATOR**

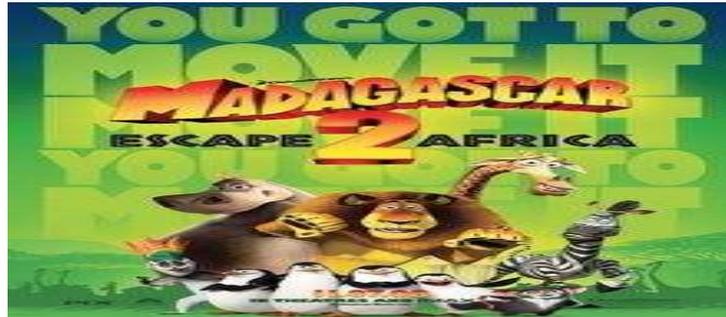
- Mengidentifikasi kalimat yang menggunakan simple present tense.

### **D. TUJUAN PEMBELAJARAN**

- Siswa dapat memahami Tentang Simple Present Tense melalui Film Madagaskar dan siswa mampu menceritakan kembali Film tersebut dengan bahasa mereka sendiri menggunakan Simple Present Tense.

### **E. MATERI PEMBELAJARAN**

## **MADAGASKAR**



Alex the ***Lion is the king*** of the urban jungle, the main attraction at New York's Central Park Zoo. He and his best friends Marty the Zebra, Melman the Giraffe and Gloria the Hippo have lived their entire ***live*** in blissful captivity, with regular meals ***provide*** and an ***admire*** public to ***adore*** them.

Not content to ***leave*** well enough alone, Marty ***allow*** his curiosity to get the better of him and, with the help of some prodigious penguins, ***make*** his escape to ***explore*** the world he's been missing. Alex, Melman and Gloria go after him, but before they ***can go*** wild in the streets, they ***are capture, crate*** and put on a ship to Africa... to be ultimately set free.

When those ***plotting*** penguins ***sabotage*** the ship, Alex, Marty, Melman and Gloria ***find*** themselves ***wash*** ashore on the exotic island of Madagascar. Now, these native New Yorkers have to figure out how to ***survive*** in the wild and ***discover*** the true meaning of the phrase "It's a jungle out there."



Text :

- To the identification 4 sentence in simple present tense?
- To find out verb sentence in simple present tense?
- Canst (+) sentence in to (-) sentence, and then in to (??)?

## **F. METODE PEMBELAJARAN**

- Contextual Learning and Teaching (CTL)
- Cooperative Learning
- Three-phase technique.

## **G. KEGIATAN PEMBELAJARAN**

Langkah-Langkah :

### **Pertemuan4.**

- KegiatanAwal
  - Guru memberi salam
  - Siswa menjawab salam secara bersama-sama
- Kegiatan Inti
  - Siswa mendengarkan penjelasan Guru Tentang penggunaan Simple Present Tense.
  - Bagi kelompok, masing-masing kelompok di beri tugas sebagai berikut:
    1. Mengidentifikasi 4 kalimat dalam bentuk simple present tense.
    2. Menemukan bentuk kata kerja kalimat simple present tense.
    3. Mengubah kalimat (+) ke (-) kemudian ke (?).
  - Siswa mengerjakan tugas berdasarkan situasi yang disediakan (kejadian sekarang /present).
- Kegiatan Penutup
  - Guru meminta beberapa siswa mengulang kembali materi tentang Simple Present Tense.

## **H. SUMBER BELAJAR**

- BukuGrammar
- LCD
- Kaset/Tape
- Laptop

### **Fourth Meeting**

*Continue the storyline of the movie below in Simple Present Tense form with your own words!*



As a cub, Alex the Lion was called *Alakay* and was the son of Zuba, the alpha lion. Though Zuba tried to teach Alakay to be a hunter, the cub was more interested in dancing, and was captured by poachers when Makunga, Zuba's rival, challenges Zuba to a fight for the position of alpha lion. Alakay was forced into a crate, and took away despite Zuba's attempts to rescue him. The crate fell into the ocean where it drifted to New York. There, Alakay was renamed Alex and sent to the Central Park Zoo where he grew up, meeting Marty the Zebra, Melman the Giraffe, and Gloria the Hippopotamus. The events of the first film were then described through a series of news flashes.....?

#### I. PENILAIAN

- Teknik : Performance Assesment (responding)
- Bentuk : Pertanyaan Lisan

Palopo, 2013

Mengetahui,

Guru Pamong Bahasa Inggris

Mahasiswa PPL

**ABD. HAFID NASIR, S.Pd**

**SRI EMA SYAMSUR**

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Kepala Sekolah SMA Negeri 4 Palopo

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Pangkat : Pembina,

NIP. 19590908 198503 1 017

## **Rencana Pelaksanaan Pembelajaran (RPP)**

Nama Sekolah : SMA NEGERI 4 PALOPO  
Mata Pelajaran : Bahasa Inggris  
Kelas/Semester : XI/Ganjil  
Waktu : 2 x 45 menit (1 pertemuan)

### **A. STANDAR KOMPETENSI**

1.1 Menerapkan struktur dan unsur kebahasaan untuk melaksanakan fungsi sosial menyatakan dan menanyakan tindakan atau kejadian pada waktu tertentu sesuai konteks penggunaannya.

### **B. KOMPETENSI DASAR**

1.2. Menerapkan struktur dan unsur kebahasaan untuk melaksanakan fungsi yang terjadi pada waktu sekarang (simple present tense) sesuai ketentuan penggunaannya.

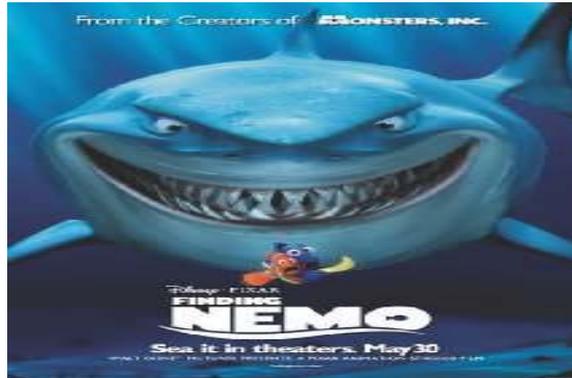
### **C. INDIKATOR**

- Mengidentifikasi kalimat yang menggunakan simple present tense.

### **D. TUJUAN PEMBELAJARAN**

- Siswa dapat memahami Tentang Simple Present Tense melalui Film dan mereka dapat mengetahui karakter pemain dalam film Finding Nemo.

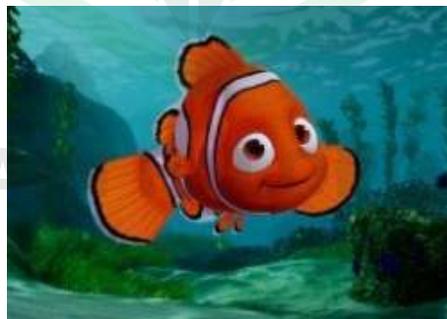
### **E. MATERI PEMBELAJARAN**



### Storyline

A clown fish named Marlin living in the Great Barrier Reef loses his son, Nemo, after he ventures into the open sea, despite his father's constant warnings about many of the ocean's dangers. Nemo is abducted by a boat and netted up and sent to a dentist's office in Sydney. So, while Marlin ventures off to try to retrieve Nemo, Marlin meets a fish named Dory, a blue tang suffering from short-term memory loss. The companions travel a great distance, encountering various dangerous sea creatures such as sharks, anglerfish and jellyfish, in order to rescue Nemo from the dentist's office, which is situated by Sydney Harbor. While the two are doing this, Nemo and the other sea animals in the dentist's fish tank plot a way to return to Sydney Harbor to live their lives free again.

### Nemo

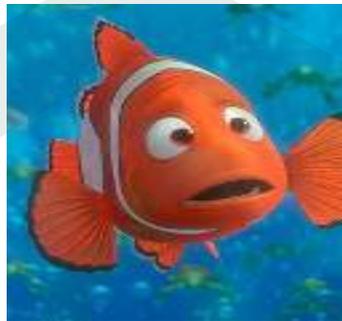


Nemo is a clownfish. Because his egg was cracked after a barracuda attack, he was born with a defective fin. It was too small for Nemo to be able to swim very fast with it and that made his father, Marlin, very protective of him. Reluctantly, Marlin decided it was time to take Nemo to his first day of school. The kids teased Nemo about his fin and said that he was too scared to venture away from the reef. Nemo took the challenge and swam out into the ocean. Before he could get back, a boat suddenly appeared and a diver jumped into the water. The diver scooped up Nemo

and whisked him away. His father tried to follow the boat but couldn't keep up the pace.

Nemo ended up in a dentist's office aquarium. He was intended to be a gift for his niece, Darla. Darla was known for not being very nice to her pets so the Tank Gang decided to help Nemo escape the aquarium and get back home. His struggle to get home shows that he can do more with his one good fin than most fish can do with two.

### **Marlin**



After he lost his wife, Coral, and all but one of his eggs in a barracuda attack, Marlin became a little over-protective of his only son, Nemo. When Nemo was snatched up by a diver on his first day of school, Marlin tries to chase him down. Alas, he is no match for the speed of the boat and gets left behind. After asking a few fish if they had seen the boat, he runs across a fish named Dory. Marlin and Dory set out on an adventure to try to reach Australia, where they believe Nemo has been taken. Marlin learns to trust others and starts to let his guard down. He does things that he never thought he would and makes new friends along the way.

### **Dory**



Dory is a regal tang fish. Marlin runs across her in his search for Nemo. After many attempts to get rid of her, Marlin finally lets her tag along. Although Dory is sweet

and sociable, she has a drastic case of short term memory loss. She can't seem to remember things that happened to her two minutes ago.

Dory and Marlin come across a pair of goggles left by the diver who took Nemo. Miraculously, Dory seems to be able to remember the address on the goggles that helps lead Marlin to Nemo. Dory helps Marlin along his journey and they get through many obstacles together, including a swarm of jellyfish. She helps Marlin learn to give up a little control and be more of a free spirit. They survive their journey and become life long friends.

### **Crush and Squirt**



Crush is a 150 year old sea turtle and Squirt is his son. Marlin and Dory run across these two while cruising the East Australian Current. Their laid back surfer attitudes are exactly what Marlin needs to 'chill'. The great thing about Crush is that is not perceived as the typical, slow turtle, but rather as a fast moving, light on his fins kinda guy. He loves to play hard and live life. He is teaching his son the same lessons. Crush and Squirt help Marlin through the current and get them headed the right way to Australia.

### **Bruce**



Bruce is a great white shark. He is the leader of the 12-Step Sharks. A group that holds meetings to help them curb their fish eating habits. Alongside Chum and Anchor, Bruce wants to show the world a different side of sharks and make them seem friendlier to all other living things. Marlin and Dory meet the sharks along the

way and the sharks invite them to one of their meetings. That is just the beginning of this odd friendship.

Gill, Peach, Bloat, Gurgle, Deb, Bubbles, and Jacques

The Tank Gang



Led by Gill, a Moorish Idol fish, the Tank Gang is the group of fish in the dentist's aquarium. They came from places like eBay or a local pet shop but they had never run across a fish from the ocean...until they met Nemo. They asked him all sorts of stories because they all dreamed of escaping and making it to the ocean. With their help, Nemo was able to devise a plan to escape the aquarium and return home. Meanwhile, Gill and the other fish from the dentist's office have managed to make their escape via their original plan, ending up safely in the ocean but still in plastic bags.

#### **F. METODE PEMBELAJARAN**

- Contextual Learning and Teaching (CTL)
- Cooperative Learning
- Three-phase technique.

#### **G. KEGIATAN PEMBELAJARAN**

Langkah-Langkah :

##### **Pertemuan5.**

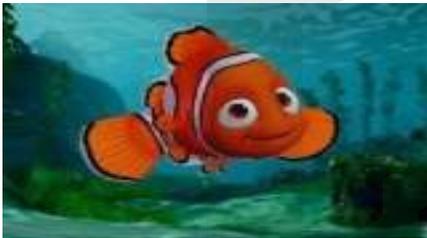
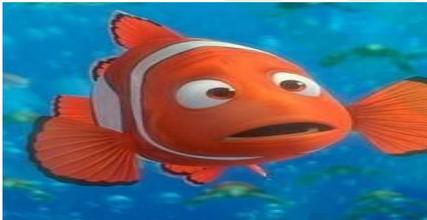
- Kegiatan Awal
  - Guru memberi salam
  - Peserta didik menjawab salam
- Kegiatan Inti
  - Guru menjelaskan tentang Simple Present Tense.
  - Siswa menonton Video. Siswa-siswa menulis karakter masing-masing pemain dalam film tersebut
- Kegiatan Penutup.
  - Guru memberikan pekerjaan rumah kepada peserta didik.

## H. SUMBER BELAJAR

- Buku Look Ahead 2
- Contextual Learning XI
- Kaset/Tape
- Lksgemilang
- Buku interlanguage
- laptop

### Fifth Meeting

*Write down the characteristic according to the picture of the movie player in Simple Present Tense form!*

PICTURE	NAME	CHARACTERISTIC
	Nemo	.....
	Marlin	.....
	Dory	.....

	<p>Crush and Squirt</p>	<p>.....</p>
	<p>Bruce</p>	<p>.....</p>

**I. PENILAIAN**

- Teknik : Performance Assesment
- Bentuk : Melengkapi Pertanyaan

Palopo, 2013

Mengetahui,

Guru Pamong Bahasa Inggris

MahasiswaPPL

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## **Rencana Pelaksanaan Pembelajaran (RPP)**

Nama Sekolah : SMA NEGERI 4 PALOPO  
Mata Pelajaran : Bahasa Inggris  
Kelas/Semester : XI/Ganjil  
Waktu : 2 x 45 menit (1 pertemuan)

### **A. STANDAR KOMPETENSI**

1.1. Menerapkan struktur dan unsur kebahasaan untuk melaksanakan fungsi sosial menyatakan dan menanyakan tindakan atau kejadian pada waktu tertentu sesuai konteks penggunaannya.

### **B. KOMPETENSI DASAR**

1.2. Menerapkan struktur dan unsur kebahasaan untuk melaksanakan fungsi yang terjadi pada waktu sekarang (simple present tense) sesuai ketentuan penggunaannya.

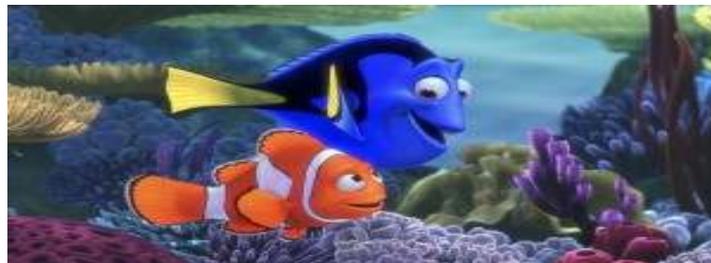
### **C. INDIKATOR**

- Mengidentifikasi kalimat yang menggunakan simple present tense.

### **D. TUJUAN PEMBELAJARAN**

- Siswa dapat memahami Tentang Simple Present Tense melalui Film Madagaskar dan siswa mampu menceritakan kembali Film tersebut dengan bahasa mereka sendiri menggunakan Simple Present Tense.

### **E. MATERI PEMBELAJARAN**



## FINDING NEMO

*The movie starts with Marlin, a clownfish, show his wife the new home he's found for them. We only get a brief glimpse of hundreds of their eggs, and the playful, colorful world of the reef on which they live, when a barracuda appears. Cut to Marlin find the one remaining egg. A few months later that egg is grown into Nemo, who has a handicap by way of a small, semi-useless fin, and it is time for his first day of school. It is only a few minutes into the movie, but we've already establish Marlin's overprotectiveness, and the apprehensive attitude he has for the world in general. In fairness to Marlin, when a barracuda, or who knows what else, could appear at any moment and eat your entire family, a certain amount of this is just good sense.*

Marlin's *override* determination to *keep* Nemo *safe* soon *alienate* him from his son, and *Nemo do something* dangerous in retaliation. *Metaphor is rarely manages* such a combination of bold obviousness and precise subtlety *as we see* in the sheer *drop* to the 'big, bad world', and the apprehension and fear of a parent whose *child is 'go off on his own'*. Nemo has been taken by scuba divers, and *Marlin is leave to search* the ocean for the last thing in his life. *Marlin soon run* into Dory, a fish with no short-term memory, and the two of them *embark* on a mammoth adventure in their quest to *cross* hundreds of miles of ocean. *Nemo is soon see* in a fishtank in a dentist's office where he *meet new friends*, and *hopes* to somehow *escape* before we *reach* the movie's own version of Doom's Day.



Text :

- a. To the identification 4 sentence in simple present tense?
- b. To find out verb sentence in simple present tense?
- c. Canst (+) sentence in to (-) sentence, and then in to (?)?

#### **D. METODE PEMBELAJARAN**

- Contextual Learning and Teaching (CTL)
- Cooperative Learning
- Three-phase technique.

#### **E. KEGIATAN PEMBELAJARAN**

Langkah-Langkah :

##### **Pertemuan6.**

- Kegiatan Awal
  - Guru memberi salam
  - Siswa menjawab salam secara bersama-sama
- Kegiatan Inti
  - Bagi kelompok, masing-masing kelompok di beri tugas sebagai berikut:
    1. Mengidentifikasi 4 kalimat dalam bentuk simple present tense.
    2. Menemukan bentuk kata kerja kalimat simple present tense.
    3. Mengubah kalimat (+) ke (-) kemudian ke (?).
  - Guru menjelaskan secara mendalam tentang Simple Present Tense.
- Kegiatan Penutup
  - Guru meminta beberapa siswa mengulang kembali materi tentang Simple Present Tense.

#### **F. SUMBER BELAJAR**

- Buku Grammar
- Kaset/Tape
- LCD
- laptop

#### **Sixth Meeting**

*Continue the storyline of the movie below in Simple Present Tense form with your own words!*



A clown fish named Marlin living in the Great Barrier Reef loses his son, Nemo, after he ventures into the open sea, despite his father's constant warnings about many of the ocean's dangers. Nemo was abducted by a boat and netted up and sent to a dentist's office in Sydney. So, while Marlin ventures off to try to retrieve Nemo, Marlin meets a fish named Dory, a blue tang suffering from short-term memory loss. The companions travel a great distance, encountering various dangerous sea creatures such as sharks, anglerfish and jellyfish, in order to rescue Nemo from the dentist's office, situated by Sydney Harbor. While the two were done this, Nemo and the other sea animals in the dentist's fish tank plot a way to return to Sydney Harbor to live their lives free again.....???

#### G. PENILAIAN

- Teknik : Performance Assesment (responding)
- Bentuk : Pertanyaan Lisan

Palopo, 2013

Mengetahui,

Guru Pamong Bahasa Inggris

Mahasiswa PPL

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