



**IMPROVING THE SEVENTH GRADE STUDENTS' TENSE
ACHIEVEMENT BY USING MACROMEDIA FLASH MX PRESENTATION
SOFTWARE AT SMP DHARMA WANITA PARE KEDIRI**

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At the English Education Program, Language and Arts Education Department
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By:
MUHAMAD AS'ADI SETYONO
NIM. 020210401125

**ENGLISH EDUCATION PROGRAM
LANGUAGE AND ARTS EDUCATION DEPARTMENT
TEACHER TRAINING AND EDUCATION FACULTY
JEMBER UNIVERSITY**

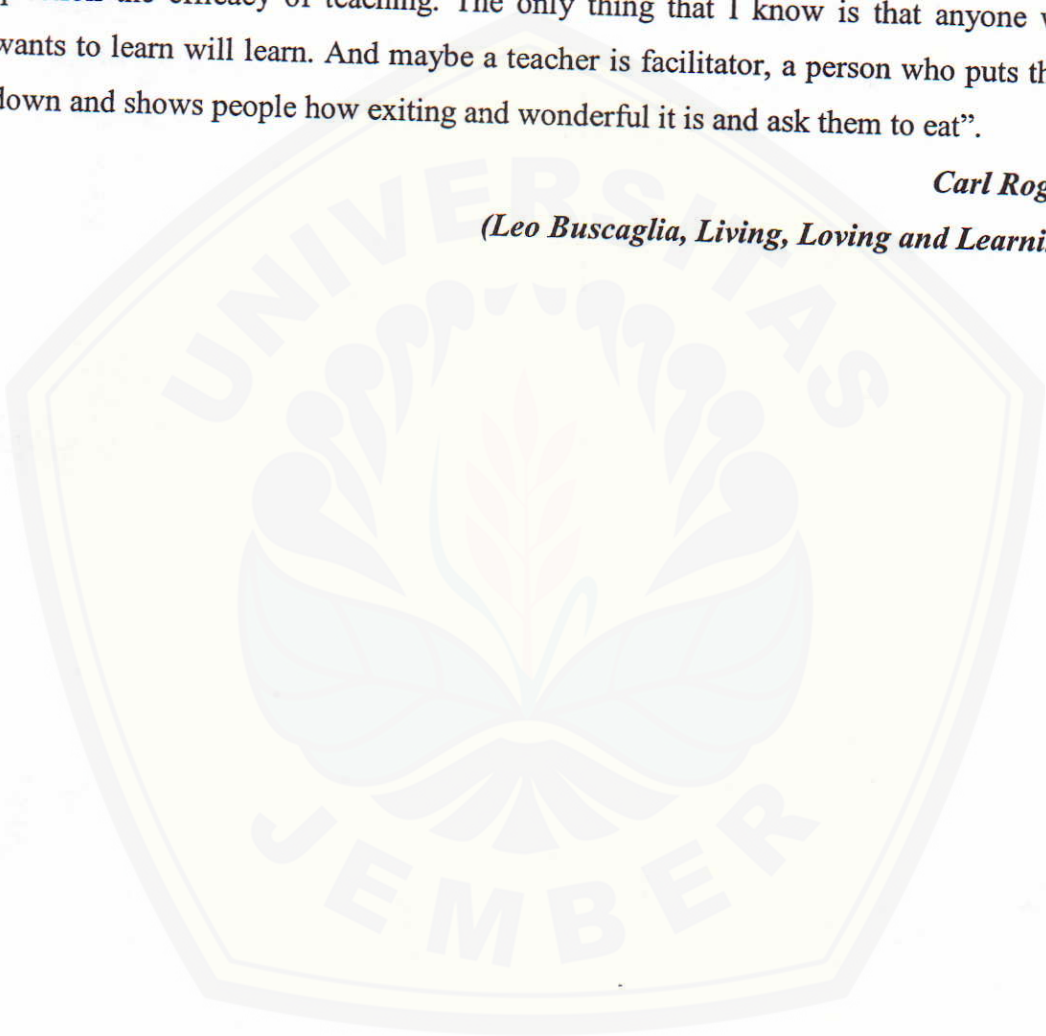
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MOTTO

“You know that I don’t believe that anyone has ever taught anything to anyone, I question the efficacy of teaching. The only thing that I know is that anyone who wants to learn will learn. And maybe a teacher is facilitator, a person who puts thing down and shows people how exiting and wonderful it is and ask them to eat”.

Carl Rogers

(Leo Buscaglia, Living, Loving and Learning)



DEDICATION

This thesis is dedicated to my family,
The big family of *IBNU NANDIR*, With love.



CONSULTANTS' APPROVAL

IMPROVING THE SEVENTH GRADE STUDENTS' TENSE
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PARE KEDIRI

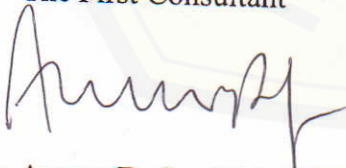
THESIS

Composed as one of the requirements to obtain S1 degree
at English Education Program of the Language and Art Education Department
The Faculty of Teacher Training and Education,
University of Jember

Name	: Muhamad A. Setyono
Identification Number	: 020210401125
Class	: 2002
Department	: Language and Arts
Program	: English Education
Place of Birth	: Nganjuk
Date of Birth	: January 30, 1983

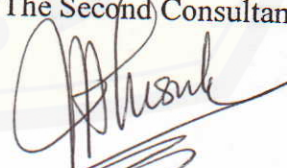
Approved by

The First Consultant



Drs. Annur Rofiq, M.A., M.Sc.
NIP. 19681025 199903 1 001

The Second Consultant



Drs. I Patu Sukmaantara, M.Ed.
NIP. 131 878 793

EXAMINERS' APPROVAL

This thesis is approved and examined by the Examiner Committee of the Faculty of Teacher Training and Education of Jember University.

Day : Thursday

Date : February 25, 2010

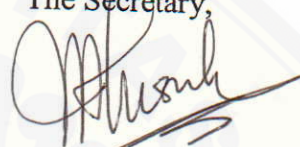
Place : The Faculty of Teacher Training and Education

The Chairperson,



Dra. Wiwiek Istianah, M.Kes, M.Ed.
NIP. 19501017 198503 2 001

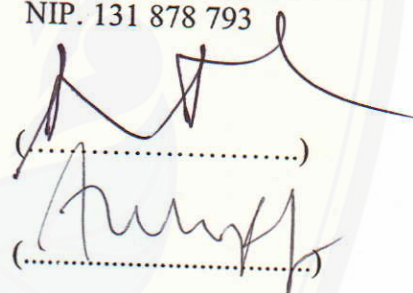
The Secretary,



Drs. I Putu Sukmaantara, M.Ed.
NIP. 131 878 793

The member:

1. **Dra. Wiwiek Eko B, M.Pd**
NIP. 19561214 198503 2 001
2. **Drs. Annur Rofiq, M.A, M.Sc.**
NIP. 19681025 199903 1 001



The Dean

Faculty of Teacher Training and Education



Drs. H. Inam Muchtar, S.H, M. Hum
NIP. 19540712 198003 1 005

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Jember, 2010

The Writer

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SUMMARY

Improving the Seventh Grade Students' Tenses Achievement By Using Macromedia Flash MX Presentation Software At SMP Dharma Wanita Pare Kediri; Muhamad As'adi. Setyono; 2010: 52 pages; English Education Program, Language and Arts Department, Faculty of Teacher Training and Education, Jember University.

In junior high schools, English is learned formally as a foreign language. The main goal of it is to enable the students master the four skills namely reading, listening, speaking, and writing skills as well as the language components, namely vocabulary, pronunciations, and grammar. Grammar is one of the important components that should be understood and mastered by the students, because by mastering English grammar, the students will be able to use English. Mastering grammar gives students a language competence to perform it. Based on preliminary study which was done at SMP Dharma Wanita Pare Kediri, it was found that the seventh grade students faced difficulties in learning tenses. The mean score of the achievement test on tenses was 52,79. The students' participation during the English lesson was also considered low.

The solution undertaken in solving the students' problems applied in this research was using Macromedia Flash MX presentation program. In this research, the Macromedia Flash MX was used as teaching media to improve the seventh grade students' tenses achievement. As Microsoft PowerPoint which is commonly used as presentation application, Macromedia Flash MX was used to give presentation with slide models in teaching tense.

The Classroom Action Research (CAR) was applied in this research. The purposes of the action were to improve the students' tense achievement and students' participation during teaching and learning process. This CAR was conducted in two cycles. In each cycle, covered four main stages namely; the planning of the action, the implementation of the action, classroom observation and data analysis and reflection. Then there were two meetings in each cycle. The primary data about students' tense achievement were gained from the test done in each cycle in the third meeting. Meanwhile, the supporting data were gathered from interview and documentation.

From the data of the students' achievement test of first cycle, it showed that the mean score of the students was 58.82. It was considered unsuccessful since the criterion of the success was 65. Before doing the action in the next cycle, some revisions were made in necessary aspect which mindered the success of Cycle 1. It resulted in the better mean score obtained which was 66. This could be concluded that second cycle was successful.

The similar thing happened to the students' participation in two cycles which showed improvement. In the first cycle, the percentage of students' participation showed 73.58% in cycle 1 then turned into 76.58% in Cycle 2. Thus, the action in second cycle had met the standard requirement of the process evaluation that was 75% of the students being active in class. Regarding the explanation above, it is suggested to the teacher to use Macromedia Flash MX was used as teaching media to improve students' tenses achievement since Macromedia Flash MX is able to manipulate data and pictures related to tenses discussed. It would make the tenses class more interesting and more motivating.



I. INTRODUCTION

This chapter presents the introduction of the research. It consists of the background of the study, problems of the study, operational definition of the variables, objective of the study, and the significance of the study.

1.1 Background of the Study

Nowadays, English is convincingly accepted as an international language and widely spoken all over the world. "English is spoken by more native speakers than any other language except, presumably, North Chinese; if we count the important factor of foreign speakers, English is the most widely spread of language" (Bloomfield, 1935:57). In the next few years, everyone in all part of the world will use English in many aspects of life. This means that the need of mastering English is obviously becoming to be important.

Realizing the importance of English above, the Indonesian government makes it as one of the compulsory subjects at school. In junior high schools, English is learned formally as a foreign language. The main goal of it is to enable the students master the four skills namely reading, listening, speaking, and writing skills as well as the language components, namely vocabulary, pronunciations, and grammar.

Grammar is one of the important components that should be understood and mastered by the students, because by mastering English grammar, the students will be able to use English. Mastering grammar gives students a language competence to perform it. Radford (1988:3) states that a grammar of the language is a model of linguistic competence of the fluent native speaker of the language. Further he states that a grammar tells us what we need to know in order to be fluent in a language.

Tense as part of grammar has to be mastered by the students of English as an important basic input; otherwise the students will not be able to use English fluently. Mas'ud (1992:25) states that we probably can not use English in written and oral form if we do not understand tenses. In line with this opinion, Larson (2007) writes

that “natural learners” of second language do not become proficient in the language if they do not understand the basic structure as provided by grammar study. Further he states that understanding and correctly using the past and present tense have the potential of significantly increasing not only effective communication of verbal and written messages, but also of correctly and proactively establishing relational aspects of events and situations that it is an important part of proactive grammar instruction.

In fact, it is commonly found that students, especially junior high school students who learn English as a second language still get many difficulties in mastering the language due to lack of tenses understanding. Mas’ud (1992:25) states that many people who learn English still get difficulties in understanding tenses, whereas in learning English, tenses are an essential mater. The students usually find difficulties in applying the verb form based on the tense required. Wahyudi (2008) describes the problems that are faced by the students dealing with tenses i.e. Students already know about tense but they still get difficulty in applying it into right sentences and certain situation; which tenses they should use when they want to express an idea or to use it in sentence.

Based on the result of the preliminary study which was done by interviewing the English teacher of Seventh Grade Students’ at SMP Dharma Wanita Pare Kediri in the 2009/2010 academic year, it was known that the seventh grade students are divided into seven classes, they are VII A, VII B, VII C, VII D, VII E, VII F, and VII G. From the documents, it was known that VII G class had the lowest result of tense test. The mean score of the test was only 52,79 (Apendix 16). It was used by the teacher as consideration to give suggestion to the researcher to have this class as the research subject. Further, the interview also revealed that the teacher only used blackboard, handbook and worksheet in delivering the lesson. The book used was Scaffolding (English for Junior High School Students) by Joko Priyono. In teaching and learning process, the teacher used the classical method that was, lecturing or explaining and giving practice or exercise in the form of worksheet. From the interview, it was also known that the teacher had not used Macromedia Flash MX

presentation program as teaching media in teaching tense. Therefore, the students still got difficulties in applying the verb form based on the tense required, especially in simple past tense.

There were some factors which cause the student of VII-G got the lowest mean score among the other VII existing classes. They are: (1) The students were lack of motivation and keen in learning English. (2) The students were passive in class. (3) The students were lack of background knowledge of English tenses which have different structure system from Bahasa Indonesia as their mother tongue. (4) They do not know how to use appropriate verb for appropriate tense especially in simple past tense. (5) There were some thoughts among the students that English is not an important subject to be learned.

Based on the factors above, the teacher can use computer as teaching media in order to help students in teaching learning process. "As delivery system, computer extends considerably the capability of teaching machines" (Unwin & McAleese, 1978:152). Bowker (1992:12) says that media used in education aims to develop critical thought and creative power of the students systematically through analysis and production of the media artifact. Further he writes that the media include television, film, video, radio, photography, popular music, printed materials, books, comics, magazine and the press, and computer software.

One of the computer softwares that can be used as teaching media is Macromedia Flash MX presentation software. MADCOMS (2006:3) defines Macromedia Flash MX as animation program which is mostly used by animator to produce professional animation. MADCOMS also states that among animation programs, Macromedia Flash is the most flexible in creating animation, such as interactive animation, game, company profile, movie, presentation and others. Yam (2006:209) states that beside its capabilities for creating internet-based application such as splash screens, Web Forms, wireless communications, and video conferences, Flash can also be used for generating slide shows using a special document: Flash Slide Presentation. By this computer based program, the teacher would not only be

able to make optimal presentation about tenses to the students but the teacher would also easily manipulate data and pictures related to tenses in order to make the tenses class more interesting and more motivating. From this description, the researcher collaborated with the teacher to implement Macromedia Flash MX presentation software as teaching media in tenses class.

Based on the fact described above, and in order to improve the seventh grade students' tenses achievement at SMP Dharma Wanita Pare Kediri, it was essential to conduct classroom action research under the title "Improving The Seventh Grade Students' Tense Achievement By Using Macromedia Flash MX Presentation Software at SMP Dharma Wanita Pare Kediri In The 2009/2010 Academic Year"

1.2 Problems of the Study

Based on the background of the study above, the problems needed to reveal were formulated as follow:

- a. Can the use Macromedia of Flash MX Presentation software improve the seventh grade students' tense achievement at SMP Dharma Wanita Pare Kediri in the 2009/2010 Academic Year?
- b. Can the use of Macromedia Flash MX Presentation software improve the seventh grade students' participation in the classroom during the teaching and learning of tenses?

1.3 Operational Definition of the Terms

The operational definition of the terms were intended to give limitation of the terms discussed in this study in order to avoid misunderstanding of the concept used in this research. The terms used in this research were operationally defined as follows:

1.3.1 Teaching English Using Macromedia Flash MX Presentation Software

In this study, the Macromedia Flash MX was used as teaching media to improve the seventh grade students' tense achievement. As Microsoft PowerPoint which is commonly used as presentation application, Macromedia Flash MX was used to give presentation with slide models in teaching tense of simple present tense and simple past tense. By manipulating data and pictures related to tenses discussed, the English teacher would make the tenses class more interesting and more motivating.

1.3.2 Tenses Achievement

The students' tense achievement in this study referred to the students' ability in applying the verb form based on the tense required which covered simple present tense and simple past tense. The tense achievement test which would be given in each cycle of the class room action research covered the two kinds of tenses, simple present tense and simple past tense with multiple choice format. The scores of the test would show the students' tenses achievement.

1.3.3 The Students' Participation in Classroom

The students' participation in this research referred to the students' activity to take part in classroom during the teaching and learning process. The observation guide in form of check list was used to observe the students' participation. The check list used covered four indicators to be observed, they were, asking question, answering question, students are doing the task given by the teacher, and students are discussing the task given by the teacher with their friends. The students were categorized active if at least three indicators were fulfilled.

1.4 Objectives of the Study

The purposes of the study were:

- a. To improve the seventh grade students' tense achievement by using Macromedia flash MX presentation software at SMP Dharma Wanita Pare Kediri in the 2009/2010 academic year.
- b. To improve the seventh grade students' participation in the classroom during teaching and learning process at SMP Dharma Wanita Pare Kediri in the 2009/2010 academic year.

1.5 Significance of the Study

The results of this study hopefully gave valuable significance for the following people:

a. The English Teacher

The result of this study is expected to provide an input to the English teacher to improve the tense achievement of the seventh grade students of SMP Dharma Wanita Pare Kediri, especially by using Macromedia Flash MX presentation software as teaching media.

b. The Students

The actions implemented in this study are expected to give valuable practice and learning experience to the students of SMP Dharma Wanita Pare Kediri in studying English, especially in studying tenses.

c. The Other Researchers

The other researchers may use the results of this study as reference and beneficial information to have a likely research with different subject, place and time.

II. REVIEW OF RELATED LITERATURE

This chapter reviews some theoretical backgrounds related to the research. They cover: Teaching tenses at junior high school, the procedure of teaching tenses, the tenses to be taught, presentation software in language learning classroom, Macromedia Flash MX as presentation software in tenses class, and hypothesis of the research.

2.1. Teaching Tense at Junior High School

Ability in using English as a means of communication becomes one of determinant things to get job recently. This phenomenon brings effect in our education system. In Indonesia, English has been taught in junior high schools as compulsory subject in teaching and learning process from seventh grade to ninth grade.

In teaching and learning English, students not only learn about the culture but they also learn about the rules of English itself. The rules learned will give the students competence to apply English verbs into appropriate sentences. Thurnbury (1999:15) states that teaching of grammar offers learners the means for potentially limitless linguistic creativity. Further he explains that we need to learn some pattern or rules to enable us to generate new sentence. Therefore the students of junior high school are required to learn and master the rules of English, especially tenses in order to be able to use English in oral and in written form.

To avoid misunderstanding in this discussion, tenses should be defined briefly. There are many experts who give definition of tense. According to Comrie (1985:9), tense is grammaticallized expression of location in time. In line with this opinion, Hornby (1995:1231) states that tenses are any of the form of verb that indicate the time of the action or state which expressed by the verb: the present, past, or even future tense. Meanwhile, Widarso and Mariani (1994:149) define tense as verb forms which expresses when an action happened or done. From the definitions

above, it can be concluded that tense is used to talk about time occurrences of action or event.

Tense cannot be separated from language skills (listening, speaking, reading, and writing). This means that mastering tense is badly needed because mastering tense will give capability to the students to deal with those four skills. Therefore, teaching tense at junior high school is interrelated to the language skills, namely; listening, speaking, reading, and writing. Ur (1988:6) states that students should learn quite large number of different, though related, bits of knowledge and skills, how to recognize the example of the structure when spoken, how to identify its written form, how to produce both its spoken and written form, how to understand its meaning in context, and produce meaningful sentence using it. Further Ur (1988:6) presents thus interrelated learning in the form of a table follow:

Table 2.1 The Interrelated Learning of Grammar

	Form	Meaning
Listening	Perception and recognition of the spoken from the structure	Comprehension of what the spoken structure means in context
Speaking	Production of well-formed examples in speech	Use of structure to convey meanings in speech
Reading	Perception and recognition of the written form	Comprehension of what the written structure means in context
Writing	Production of well formed examples in writing	Use of the structure to convey meanings in writing

Taken from Ur (1988:6)

Based on the 2006 Institutional Based Curriculum (Kurikulum Tingkat Satuan Pendidikan (KTSP)), there are three tenses that should be mastered by the seventh grade students of junior high school. Those tenses are simple present tense, present continuous tense and simple past tense. In this research, the teaching covered two tenses only namely simple present and simple past. Those two tenses were taught alternately. As Nunan (1998:101) says that in learning English, the students should master one tense form, such as simple present, before being introduced to the other form, such as present continuous or simple past. For this reason, in this research the

teaching was started with simple present tense first and then followed by simple past tense.

2.2. The Procedure of Teaching Tense

In order to help the students easy to understand tense in teaching and learning process, a certain teaching procedure should be used in class. Ur (1999:7) suggests four stages of teaching procedure in teaching tense. Those stages are:

a. Presentation

At this stage, the teacher begins with presenting the class with a text in which grammatical structure appears. In this research, the presentation will use Macromedia Flash MX presentation software with slide model. The aim of the presentation is to get the learner to perceive the structure, its form and meaning, and to take it into short term meaning.

b. Isolation and Explanation

At this stage, the teacher focus temporarily on the grammatical items themselves, what they sound and look like, how they function, what rule governs them. The objective is that the learners should understand these various aspects of structure.

c. Practice

The practice stage consists of a series of exercises, which aims to cause the students to absorb the structure to transfer what they know from short term to long term memory. In this research, the practice was delivered in form of quiz presented with Macromedia Flash MX with slide model.

d. Test

At this test stage, the test given to the students will provide information how well the students have achieved the materials they have been learning in class.

2.3 The Tenses to Be Taught in the Study

It is stated in the 2006 curriculum that the tenses should be mastered by seventh grade students are simple present tense, simple past tense and present

continuous tense. However, in this research the present continuous tense is excluded. there were two kinds of tenses to be taught in this research, namely simple present and simple past. These two tenses were intended to be taught to the students because both tenses were stated in the Curriculum of 2006 of junior high school. Besides, those tenses were considered as important basic knowledge for the students in learning English. Consequently, they have to master these tenses. The detail of those tenses are described as follow;

a. Simple Present Tense

Present tense means coincidence of the time of the situation and the present moment (Comrie, 1985:36). Of the same opinion, Azar (1989:11) states that simple present indicates something was true in the past, is true in the present, and will be true in the future. Further, Azar (1989:11) describes this tense in a graphic as follow:



Figure 2.3.1 Graphic of Simple Present Tense

Mas'ud (1992:27) adds more explanation about the use of simple present tense as the following:

1. It is used to express habitual action.
For example: Ali always goes to school everyday.
2. It is used to express general truth.
For example: A year has twelve months.
3. It is used to express an action which occurs at present time.
For example: She seems very tired.
4. It is used as substitution of present continuous tense if the verb could not be used in present continuous tense; for example: agree, believe, consider, expect, like, know, prefer, remember, wish, want, etc.
For example: George likes a radio.

5. It is used to express an action which occurs at future time.

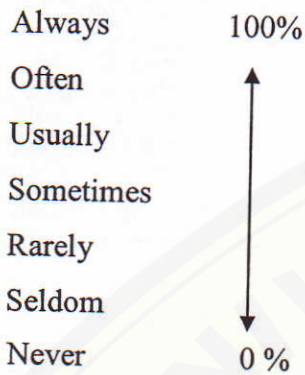
For example: The plane leaves tomorrow morning.

In constructing simple present sentence, there are certain rules that must be followed. The rules are as follows;

1. Lindell (1990:7) states that the form of the verb is the same for the subject *I, you, we* and *they*. Further she explains that the ending *-s* is added to the verb for the third person singular forms *he, she* and *it*. Of the same statement, Mas'ud (1992:28) writes spelling rules for words ending in *-s*. the rules are;
 - a. Verb ending in the letter *-s, -ss, -sh, -ch, -x* and *-o* is added with *-es* while the others are added *-s* only. For example: *the bus* becomes *the buses*, *the dish* becomes *the dishes*, *the watch* becomes *the watches*, and *the fox* becomes *the foxes*, etc.
 - b. Verbs ending in *consonant + y*, change *y* to *i* and add *-es*. For example: *cry* becomes *cries*, *study* becomes *studies*, *carry* becomes *carries*, etc.
 - c. Verbs ending in *vowel + y*, do not change the *y* to *i*, just add *s*. For example: *play* becomes *plays*, *say* becomes *says*, etc.
2. Certain verbs denoting states rather than action usually do not occur in the continuous tense but only in simple present tense. Those verbs are; agree, believe, consider, expect, like, know, prefer, remember, want, hear, see, have, understand, own, and the like (Mas'ud, 1992:27).
3. The negative sentence is formed by putting the auxiliary verb *do* plus *not* in front of the base form of verb. *Do* changes to *does* in the third person singular and there is no *-s* added to negative main verb in the third person singular. For example; We do not have much money. George does not like spinach. (Lindell, 1990:8).
4. In the sentence form of question, put the auxiliary verb *do/does* before the subject. And the verb remains after the subject.
For example; Do they speak English well?
Yes, they do or No, they do not.

(Lindell, 1990:9)

In simple present tense, there are certain time signals sometimes used in sentence which indicates the tense. According to Azar, (1993:6) those time signals are illustrated based on the frequency of the action occurre. The illustration is;



And the last, the pattern of the simple present sentence can be formulated in the form of table below;

2.3.1 Table of Pattern of The Simple Present Sentence

Positive	Negative	Interrogative
I } You } go We } They } He } She } goes It }	I } You } do not go We } They } He } She } does not go It }	Do I go ...? Do you go....? Do we go...? Do they go...? Does he go...? Does she go...? Does it go...?

(Alter, 1991:25)

b. Simple Past Tense

Comrie (1985:24) states that the English past tense refers to a situation that held at some time prior to present moment. In line with this statement, Azar, (1989:24) says that the simple past tense indicates an activity or situation began and ended at particular time in past. The activity happened can be illustrated in a graphic below:

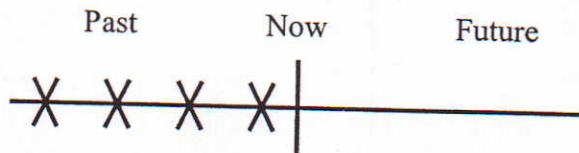


Figure 2.3.2 Graphic of Simple Past Tense

Of the same view, Mas'ud (1992:27) explains the use of the simple past tense as follow:

1. It is used to express an action which was done in certain past time.

Example: I met her two days ago.

2. It is used to express a habitual action which is used to be done in past time.

Example: When I was young, I went swimming every day.

It is like in simple present tense and other tenses, there are certain rules in constructing simple past sentence. The rule will be as below;

1. The simple past tense of regular verbs are formed by adding *-d* or *-ed* to main verb. Mas'ud (1992: 36) explains the rules in adding *-d* or *-ed* as follows;

- a. The regular verb directly adds by *-ed* in end of the verb.

Example: *to work* becomes *worked*, *to happen* becomes *happened*, *finish* becomes *finished*, etc.

- b. The verbs ending in consonant +*y*, change *y* to *i* and add *-ed*.

Example: *to carry* becomes *carried*, *to cry* becomes *cried*, *to apply* becomes *applied*.

- c. The verbs ending in vocal +*y*, do not change *y* to *i*, add *-ed* directly.

Example: *to obey* becomes *obeyed*, *to play* becomes *played*.

2. There are many verbs have irregular past forms, these have to be learned (Lindell 1990:7). The following are some irregular verbs as examples;

	V1	V2	V3
1.	arise	arose	arisen
2.	beat	beat	beaten
3.	choose	chose	chose
4.	keep	kept	kept
5.	mistake	mistook	mistaken

3. The auxiliary verb *do* has a past form *did*. *Did* and *did not* are used with the base form of verb to make question and negative statement in the past tense. *Did* and *did not* are also used in short answers.

Examples: (-) I did not go to hospital.

(?) Did you learn English?

Yes, I did, or No, I did not.

- The certain past time signal usually occurs with verbs. If the time signal does not occur, it is because they are understood. Those time signals are; yesterday, last night, last week, last year, two days ago, etc.

Examples: I went to Surabaya to buy LCD TV last week.

I spoke English when I was in England.

Further, Alter (1991:142) describes a pattern in composing simple past tense sentence in form of table as follows:

2.3.2 Table of Pattern of The Simple Past Tense

Positive	Negative	Interrogative
I	I	Do I go ...?
You	You	Did you go....?
We	We	Did we go...?
They	They	Did they go...?
He	He	Did he go...?
She	She	Did she go...?
It	It	Did it go...?

(Alter, 1991:142)

2.4 Presentation Software in Language Learning Classroom

Nowadays, computer is widely used by teachers as teaching media in language class. Unwin and McAleese (1978:149) state that the capability of today's minicomputers will be commonplace in the classroom, laboratory equipment and library aids of the schools and colleges. In the same view, Rivers (1987:177) says that anyone who has used computer, for whatever purposes, realizes that the computer is an essentially interactive device. This means, computer becomes specific interactive media in education especially in teaching and learning process in classroom.

Teaching and learning process where communication between teacher and students occur need certain media. Goodwyn (1992:28) says that the media that can be used are television, film, video, radio, photography, popular, music, printed

material, books, comics, magazines and press, and computer software. Computer software that can be used as teaching media in order to optimize the teacher performance in presenting the material is presentation software. Larry and Nancy (2002:97) say that presentation software lets us create highly stylized images for group presentations of any kind, for class lecturer, and any other situation that requires the presentation to organize visual information. Presentation software is a kind of software designed for presenting material in classrooms that can be projected onto a large whiteboard at the front of the class and/or run simultaneously on a network of desktop computers in a classroom. Therefore, presentation software can be used as a powerful media in language learning classroom which require the students to take part interactively.

2.4.1 The Role of Presentation Software as Teaching Media

As teaching media, presentation software has some roles in classroom. First, presentation software helps to make links between students and their work in English and in their education generally (Goodwyn, 1992:112). Second, Wihardjo (2007:5) states that such kind of media is able to reduce time of delivering material. As result, this media can save a lot of time of the teacher in teaching and learning process in classroom. In same opinion, Carter (2008) states that by combining sound, video, and text into one document in presentation software, the teacher can control the pace of presenting it and eliminate time-consuming transitions between slides which cause students to stop paying attention. Third, presentation software is able to make presentation to be more interesting and motivating. Further, it is stated that presentation software can improve not only attention and concentration of the students but it can also improve motivation of the students. The ability of manipulating data and pictures of presentation software can give many variations to the teacher in delivering material. The variations made can motivate the students and build their interest in learning. As a result, the passiveness of the students in teaching and learning process can be solved.

The roles described above indicate that presentation software is very useful for both teacher and students in teaching and learning process in the classroom. By using presentation software, the students cannot only be motivated but they can also be activated to learn in classroom.

2.4.2 Types of Presentation Software

There are many different types of presentation programs used, related to work field of education, entertainment, and for general communication. The most commonly known presentation program is Microsoft PowerPoint, OpenOffice.org Impress and Macromedia Flash MX. Those programs are described in detail as follows;

a. Microsoft PowerPoint

Larry and Nancy (2002:52) define Microsoft PowerPoint as software which let the user creates professional looking images for group presentation, self running slide shows, reports, and for other situations that require the presentation of organized, visual information. Of the same definition, MADCOMS (2000:3) defines PowerPoint as a program which is used to make professional presentation slide.

This software is developed by Microsoft and it is part of Microsoft Office system which is widely used by educators, students, business people, and trainers and is among the most prevalent forms of persuasive technology.

PowerPoint presentations consist of a number of individual pages or "slides". The "slide" analogy is a reference to the slide projector, a device that has become obsolete due to the use of PowerPoint and other presentation software. The Slides contain text, graphics, movies, and other objects, which can be arranged freely on the slide show menu.

PowerPoint provides three types of movements: entrance, emphasis, and exit of elements on a slide itself which are controlled by what PowerPoint calls Custom Animations. Transitions, on the other hand are movements between slides. These can

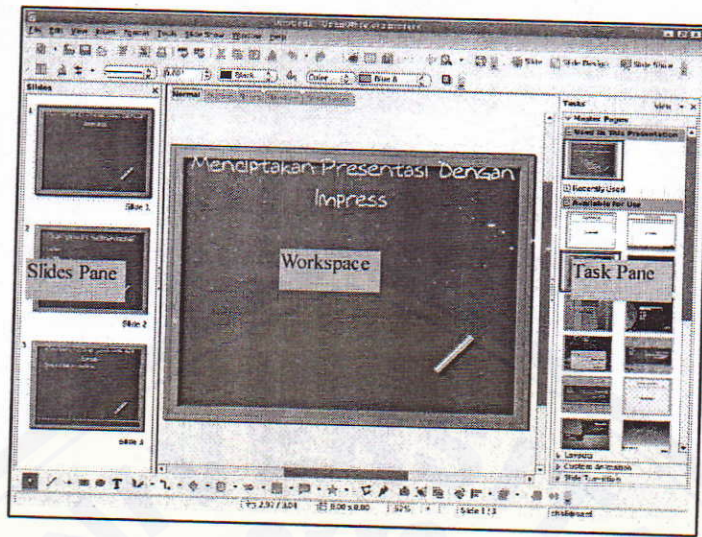


Figure 2.4.2 The Interface of OpenOffice.Org Impress

Slides which are existed in presentation document are viewed in Slide Pane. The slides are viewed and presented orderly according to sequences which slides are wished to be presented. The Slide Pane has function which is almost similar to the slide pane of Msoffice FrontPage.

Task Pane consists of four parts, those parts are; (1) *Master Page*: in this part we can determine presentation style that is used, (2) *Layout*: there are twenty layout models that can be used, (3) *Custom Animation*: this part provides animation effect which can be used in presentation, and (4) *Slide Transitions*: Open Office provides 56 different transitions effect which can be used in presentation. The speed of slide transition can be arranged to be slow, medium and fast.

Workspace is main view to make slides. This view is used to plan slides, to write text, to insert picture or clipart, and to see animation effect.

OpenOffice.org Impress lets user save the presentations in OpenDocument format, the new international standard for office documents. This XML based format means that user is not tied in to impress. User can access the presentations from any OpenDocument compliant software.

c. Macromedia Flash MX

Macromedia Flash MX is animation software which now becomes favorite software for web designers to make attractive and dynamic web-design. Prasetyo (2006:1) writes that nowadays, Flash MX is used for various needs, among other users for the presentation of education, modern proposal, e-card, and game. In presentation, Macromedia Flash MX has capability to show information with interesting picture and sound effect which can make people focus on message delivered.

To optimize the performance of this software, it needs personal computer with minimum specification as follow;

1. Personal computer with Intel Pentium II 500 Mhz processor or the higher one.
2. Windows 98, Windows 2000, Windows Me, and Windows XP operating system.
3. Memory of Random Access Memory (RAM) 64 MB or bigger.
4. Monitor with 800 X 600 color resolution.

(Alami, 2005:1)

Alami (2005:2) explains that Macromedia Flash MX is windows based program. The Graphic User Interface in macromedia flash was created for user friendly. The user will be easy to make visual design. The interface is as follow;

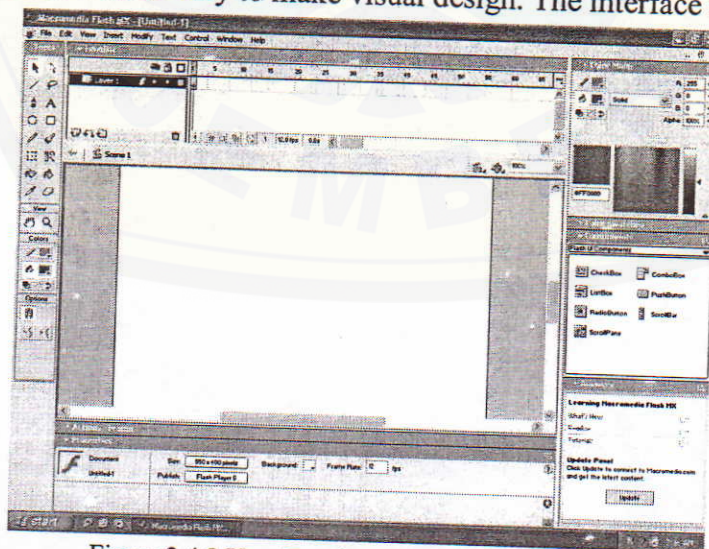


Figure 2.4.3 User Interface of Macromedia Flash MX

In Macromedia Flash MX, there are certain basic concept and terms used. This basic concept and term must be known if we want to be able to use this software. The basic concept and term used can be described as below;

1. *Stage*: in this part, all objects such as pictures, text, and photos are placed. In Flash environment, this stage looks like white square box. Outside this box is gray part in which objects can not be displayed.
2. *Toolbox*: it consists of tools for work. Those tools are *arrow tool*, *subselection tool*, *line tool*, *lasso tool*, *pen tool*, *text tool*, *oval tool*, *rectangle tool*, *pencil tool*, *brush tool*, *free transform tool*, *fill transform tool*, *ink bottle*, *paint bucket*, *eyedropper*, *eraser*, *hands*, *zoom*, *stroke color*, and *fill color*.
3. *Timeline*: it is used to arrange the object movement, when it shows up and when it must disappear.
4. *Frame*: frame is collection of pictures. If we show the frame one by one in certain speed, we will see moving pictures. This is the basic of movie.
5. *Framerate*: it is the measurement of the speed of the *frame*. The measurement is *fps (frame per second)*.
6. *Scene*: if the *movie* has long way to run, it needs to be divided into themes. Therefore, the new *Scene* must be made for every different theme.
7. *Layer*: it is utility to show object components such as pictures, video animation.

Macromedia Flash MX provides some ways to make animation. According to MADCOM (2006:111), there are two ways in creating Flash animation. First, by *frame-by-frame animation*. In this way, the pictures are drawn one by one and then it can be given animation. The consequences of this, the file saved becomes bigger than if we use *tweened animation*. Second, by *tweened animation*. *Tweened animation* is divided into two kinds, they are *motion tweening* and *shape tweening*. In *motion tween animation*, the first step is determining the first and the last frames. Flash will automatically tween the frames to be an animation. *Shape tween animation* allows user to change the shape of the object into another shape.

To make complex and interactive animation, Flash provides facilities to improve the animation movement. This facility is *action script*. Sanjaya (2006:43) writes that action script is scripting language which is used in Macromedia Flash and it is based on JavaScript. Further, he explains that action script has function to assist the process of developing interactive and dynamic animation. Of the same opinion, MADCOM (2006:157) states that action script is used to make animation more complex and dynamic.

There are two modes to edit and to write action script. They are *normal mode* and *expert mode*. Normal mode gives easiness to the user to write the script because Flash has been already provided with the list of *action script*. The user only clicks the list to give certain parameters to the objects without necessary to memorize certain *action script* to write. *Expert mode* is provided for those who already expert in using Flash. In expert mode, the user can write the script directly in box provided. In using this mode, the user must know and memorize some action script.

At the end of the project, the user has to save the file or publish it. In Flash the user can save the file in some file formats. They are FLA, SWF, HTML, GIF Image, JPEG image, Quick Time, Macintosh Projector, and windows projector (EXE).

Relating with the type of presentation software, in this research, the researcher will use Macromedia Flash MX presentation software in presenting the material in teaching and learning process of tenses. Among the presentation software, Flash has the capability to show information with more interesting picture and sound effect than the other presentation software. The purpose of using this software is to make the students interested and focus on the lesson. Further, it will help the students to be easy to understand the materials taught.

2.5 Macromedia Flash MX as Presentation Software in Tense Class

Nowadays the development of technology has reached impressing point. Every aspect of job field has used computer as sign of it, in accounting, in advertisement, in printing, in communication, even in education especially in teaching and learning

process. Based on this fact, innovations in teaching and learning process need to be done in order to improve its quality. To improve its quality, the teacher can use Macromedia Flash MX as one innovation of teaching media.

Goodwyn (1992:105) states that for the English teacher one of the richest areas of development is the increasingly dynamic interface of media technology. Macromedia Flash MX which has friendly interface has become more sophisticated day by day and its friendly interface has generally made it easier to produce presentation that can be used as presentation program in language class, including tenses class. Alami (2005:45) gives an example of the use of Macromedia Flash MX as presentation software in form of slide as follow;



Figure 2.5 Slides in Macromedia Flash MX as Presentation Software

The easy use of Macromedia Flash MX as presentation software in tenses class can save a lot of time for teacher who otherwise would have used types of visual aid of mechanically typeset slides, blackboards or whiteboards, or overhead projection. Easy use of it also encourages those who otherwise would not have used visual, or would not have given a presentation at all, to make presentations.

2.5.1 The Advantages of Using Macromedia Flash MX

There are some advantages of using Macromedia Flash MX in language class. Jacobs (2004) states that Flash is a great alternative to PowerPoint when it comes to creating on-screen presentations. Further he explains some advantages of using Macromedia flash MX as follows:

1. Presentations created in Flash are usually significantly smaller in file size than those created in PowerPoint, especially where narrations and other sounds are included.

2. Furthermore, the presentation graphics are normally vector-based so user will not ruin the look a Flash presentation by resizing it.
3. It is also easy to add a Flash presentation to web site or to a CD-ROM.

Of the same explanation, Wihardjo (2007:15) explains some advantages in using Macromedia Flash as follows;

1. The pictures and animation are flexible and consistent, because it remains the same at any window size and any screen resolution.
2. Flash keeps the quality of picture. This is because Flash uses technology of Vector Graphics, so that the picture size can be changed according to requirement without lessening or influencing the quality of picture.
3. Time of loading is quicker than other animation.
4. Flash is capable of creating complicated animation in short time. And it can be directly joined to web site.
5. Flash has wide scope of use. Besides those mentioned above, it can be used to make short movie, cartoon, presentation, advertisement, web banner, animated logo, navigation control, etc.

The advantages above give easiness to the teacher to make presentation. The easy use of Macromedia Flash MX as presentation software in Tenses class can save a lot of time for teacher who otherwise would have used types of visual aid of mechanically typeset slides, blackboards or whiteboards, or overhead projection

Another advantage of using Macromedia Flash MX in language class as teaching media is that it can not be separated from the capability of Flash it self in showing information with interesting image and sound effect. It can make students interested and focus on message delivered by the teacher. Beside that, the image and sound effect can motivate the students to learn English. Because as Goodwyn (1992:117) states that students will have the chance to make meanings through images. Further, he explains that students' interest in such kind of media can be used to stimulate the development in all four language modes namely; speaking listening, reading and writing.

Based on the explanations above, it is clear that Macromedia Flash MX presentation software can be used as a media in teaching and learning process including tenses. Macromedia Flash MX presentation software has the capability to present material attractively, as a result; the students will be more motivated and more active in Tense classroom. Further, by using Macromedia Flash MX presentation software, the students can improve their Tense achievement in language class.

2.6 Hypotheses of The Research

From the review of related literature above, the hypotheses of this research can be formulated as follow;

- a. Macromedia Flash MX Presentation Software can improve the seventh grade students' Tense achievement at SMP Dharma Wanita Pare Kediri in the 2009/2010 academic year.
- b. Macromedia Flash MX Presentation Software can improve the seventh grade students' participation in the classroom during the teaching and learning of Tense.



III. RESEARCH METHOD

This chapter discusses about the research method that was used in this research, namely; research design, area determination method, research subject determination method, data collection method, and research procedures, data analysis and reflection of the action.

3.1 Research Design

Research design is a reference for the researcher to conduct a research. The design will guide the researcher to gain the objectives of the research. The objectives of this research were to improve the seventh grade students' tense achievement by using Macromedia Flash MX presentation software, as well as their active participation in following the lesson. Therefore, the researcher used Classroom Action Research as the research design. Karwono (2008) states that Classroom Action Research is a reflective study to increase rational stability of teachers action in executing duties, and to improve their actions in teaching and learning process. In line with this statement, McMillan (1992:12) defines Classroom Action Research as a specific type of applied research which has the purpose to solve a specific classroom problem or make decisions at a single local site.

In Classroom Action Research, the teacher is often involved in action (McMillan, 1992:12). Therefore, in conducting this research, the researcher collaborated with the English teacher of the seventh grade students at SMP Dharma Wanita Pare Kediri. The collaboration focused on identifying and defining research problems, planning the action, carrying out the action, and doing the reflection and evaluation of the implemented action.

The design of this action research is illustrated in the following figure:

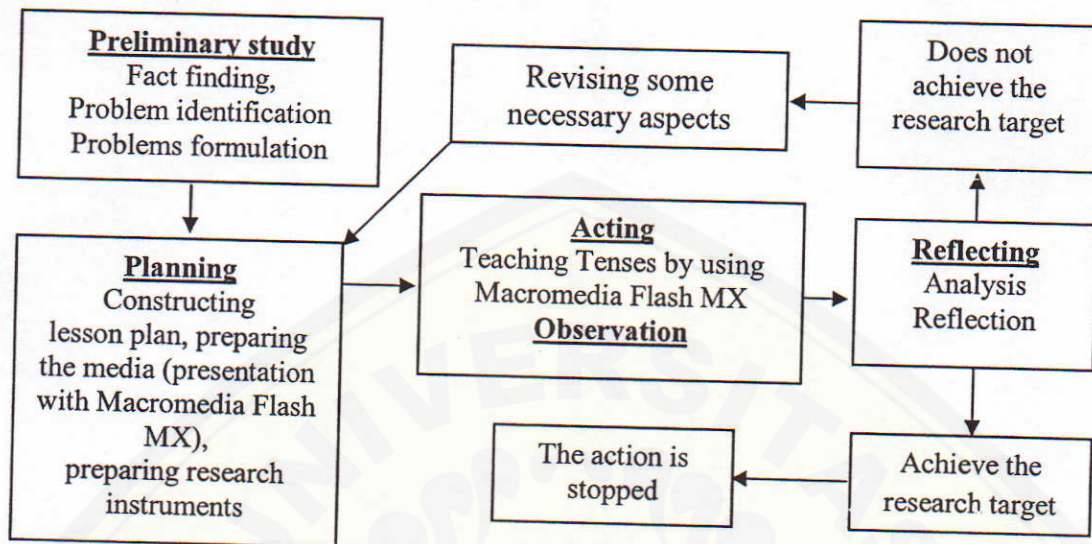


Figure 3.1 Design of The Classroom Action Research
(Adapted from Kurt Lewin, in Elliot, 1991:70)

The procedures of this action research were as follows:

Cycle 1:

1. Conducting preliminary study by interviewing the English teacher in order to identify problems.
2. Finding out some documents to gain the supporting data.
3. Finding out the class which has the lowest Tense mean score as research subject (from the English teacher information and the school document).
4. Planning the action (Preparing the media (presentation with Macromedia Flash MX), constructing the lesson plans for the first cycle (Meeting 1 and meeting 2)).
5. Implementing the first action done by the researcher while the English teacher observing the teaching and learning activities.
6. Administering the Tense test after the action done to the research subjects.
7. Analyzing the result of Tense test.
8. Doing the reflection collaboratively with the English teacher.

Cycle 2

1. Planning the action (Preparing the media (presentation with Macromedia Flash MX), constructing lesson plan for the second cycle (Meeting 1 and meeting 2)).
2. Implementing the second action while the English teacher observing the teaching and learning activities.
3. Administering the tenses test after the action to the research subjects.
4. Analyzing the result of Tense test.
5. Doing the reflection collaboratively with the English teacher.
6. Drawing conclusion to answer the research problems

3.2 Area Determination Method

The area of this research was determined by using purposive method. Arikunto (2002:117) states that purposive method is a method employed in choosing a research area based on certain purpose or reason. The area of this research was SMP Dharma Wanita Pare Kediri. This school was determined purposively under the reason that:

1. the seventh grade students still had difficulties in tenses, especially in simple present tense and simple past tense.
2. the English teacher had not used Macromedia Flash MX Presentation software in teaching Tenses.
3. the Headmaster of SMP Dharma Wanita Pare Kediri gave permission and the English teacher was willingly to collaborate with the researcher to conduct the Classroom Action Research.

3.3 Research Subject Determination Method

Subject is an individual who participates in a research study or is someone from whom data is collected (McMillan, 1992:68). The subject of this research was class

VII G of SMP Dharma Wanita Pare Kediri in the academic year 2009/2010. This class was determined purposively as the research subject. Fraenkel and Wallen (2000:112) state that purposive method is based on specific purpose of the research, investigators use personal judgment to select subject. Of the same statement, Ali (1985:65) states that purposive method is relied on certain consideration which is made by researcher him self. The VII G class was chosen as the research subject by the researchers under the consideration that it has the lowest Tense mean score among the other classes of class VII.

3.4 Data Collection Method

Fraenkel and Wallen (2000:115) state that data refers to kinds of information researchers obtain on the subjects of their research. It can be in the form of fact or number (Arikunto, 2002:96). There were two kinds of data in this research, namely; primary data and supporting data. The methods used to gain the primary data was Tense achievement test to measure the students' achievement on tenses, and observation to measure the students' participation. The supporting data was gained from interview and document. The data collection methods used in this research was discussed in detail in the following part.

3.4.1 Test

In this research, test was used to collect the primary data dealing with the students' Tense achievement. Nurkancana and Sunartana (1990:34) define test as a way to perform assessment in form of task that should be done by students in order to know the value about their achievement or behavior. Of the same view, Meras (199:303) defines test as measure of student's achievement. Meanwhile, Ali (1985:101) states that test has the function as to measure the ability level of individual in the field of knowledge and skill as experience or learning result. Thus, it

can be said that test is a kind of instrument that can be used to measure the students' achievement, which in this research is the Tense achievement.

In this research, an achievement test was used as instrument in collecting the main data of the students' tense achievement. Hughes (1989:19) states that achievement test is directly related to language courses, that has the purpose to establish how successful individual student, groups of students on the course themselves have been in achieving the objective. Meanwhile, Heaton (1984:15) explains that achievement test measures students' mastery on the materials that have been taught. This test was used in this research because it was intended to know how successful students had been achieving the goal of teaching and learning process of Tenses.

In constructing a good test, there are some requirements to be fulfilled. Hughes (1989:42) states that a good test must fulfill two requirements, namely, validity and reliability. Fraenkel and Wallen (2000:128) state that a valid test measures what it is supposed to measure. In this research, content validity was used because the content of the test gives representative samples of indicators measured. According to Nurkencana and Sunartana (1990:143), the content validity means the accuracy of test which is seen from its content. Further, they explain that test can be valid if its material has represented the given lesson material. Of the same statement, Hughes (1989:22) states that test has content validity if its content constitutes a representative sample of language skill, structured to be measured. Further, Azwar (2009:175) explains that examination of content validity has to be executed and approved by an expert panel. To ensure the test used in this research was valid, the test was constructed based on the materials stated in the 2006 English Curriculum for seventh grade students of junior high school. The test used was in form of multiple-choice which was constructed based on the rules explained by experts. The rules in constructing this test are as follows; (1) the problem must be appropriate with the

indicator, (2) every problem must have one correct answer or the most correct one, (3) the choice of the answer must be in the same length, (4) the amount of the answer choices for elementary and junior high school level is four choices (Pusat Penilaian Pendidikan BALITBANG-DEPDIKNAS, 2007:13). While Azwar (2009:83) explains the rules of constructing items in multiple-choice test as follow; (1) Item should ask important matter in order to be known, (2) the item consists of general statement which could be accepted in any periode of time, (3) the item must contain one main idea, (4) the item should have one clear correct answer, and (5) the choice item should be equal in structure and meaning.

Further, Kathleen and Kenji (2005) add that if a test is valid, it must also be reliable. Concerning with reliability, the test in this reseach was in the form of objective test. According to Hughes (1989:19), this kind of test can give high reliability. Nurkancana and Sunartana (1990:36) explain one of the goodness of an objective test is that the reliability of the score can be fully guaranteed. Besides, the items in objective test consist of one correct answer. For that reason, whoever scores and whenever it is scored, the score will be the same. This means that it is easy to score and the score is perfectly reliable.

In this research, the test was in the form multiple-choice. According to Nurkancana and Sunartana (1990:39), multiple-choice are items which consist of incomplete statement. The number of test item was 40 items consisted of 20 items for Simple Present and 20 items for Simple Past. The test item was distributed randomly. Dealing with scoring, each correct answer was scored 2,5 points, so the total score of the items was 100. Furthermore, the time needed to complete the test was 60 minutes in a cycle.

3.4.2 Observation

Observation is systematic recording and observing of investigated phenomena (Hadi, 2002:136). Of the same statement, Blaxter *et. al.* (1996:142) state that observation is collecting data through watching or participating in the activities of the research. In this research, the observation was done in each meeting to get the data about students' participation in the class during the process of teaching Tense using Macromedia Flash MX. Arikunto (2002:234) suggests that the best way for doing observation is by using observation instruments. Therefore, the observation guide in the form of checklist was used as instrument to record the behavior indicators being observed. Fraenkel and Wallen (2000:112) print out that checklist consists of a list of behaviors that make up a certain type of performance. The behavior indicators being observed in this research were;

- A. Students are answering questions from the teacher.
- B. Students are asking question to the teacher.
- C. Students are doing the task given by the teacher.
- D. Students are discussing the task given by the teacher with their friends.

The indication of active students was if three or more indicators were reached. On the contrary, students were passive if less than three of indicators were reached. Besides, observer note was used in order to reflect completely and reconstruct the teaching and learning process for further actions. It included the teacher actions and the situation in the classroom during teaching learning process.

3.4.3 Interview

Interview is a form of data collection method in which question are asked orally and the subjects' responses are recorded (McMillan, 1992:132). In line with this statement, Ali (1985:65) states that interview is one of data collection methods which can be done by questioning and answering, direct or indirect to data source.

There are three kind of interview method namely; structured interview, unstructured interview, and semi structured interview. In this research, the researcher used semi structured interview to gain the data. McMillan (1992:133) states that semi structured interview do not have predetermined, structured choices. Rather, the question is open ended yet specific in intent, allowing individual response.

The interview in this research was conducted during the preliminary study with the seventh grade English teacher to obtain the supporting data about the problem faced by the teacher in teaching English tenses, the handbook used and the technique used by the teacher in teaching tenses. In the process of interview, interview guide in the form of a list of questions was used.

3.4.4 Documentation

Documents is written note its content is written statement that is compiled by institute or someone for examination an event or present accounting. (Sedarmayanti and Hidayat, 2002:86). Further, Arikunto (2002:206) states that documentation method is used to find out data in the form of notes, transcripts, book, newspapers, magazines, and daily news week. In this research, documents were used to get supporting data about names of the research subjects or respondents, students' English test score.

3.5 Research Procedures

3.5.1 General Description of the Research

The classroom action research was conducted through certain procedures. These procedures have cyclical model, which consist of four activities as follow:

- a. Planning of the action
- b. The implementation of the action
- c. Classroom observation
- d. Data analysis and reflection

(Lewin in Elliot, 1991:68)

3.5.2 The Details of The Action

a. Planning of the Action

This Classroom Action Research had several activities to gain its main objectives. The activities were as follow:

1. Choosing the topic based on the genre for teaching tense which is suitable with the 2006 Basic Course Outline for junior high school.
2. Selecting the materials that are used in teaching tense.
3. Writing the lesson plans for the first and the second meeting in the cycle.
4. Making the presentation slides using Macromedia Flash MX.
5. Preparing the research instruments (observation guide, and test).

b. Implementation of the Action

The action of the cycle 1 was implemented during the school hours as it was written in the schedule of the English subject. To collect the data needed, the researcher carried out this Classroom Action Research collaboratively with the English teacher of the seventh grade at SMP dharma Wanita Pare Kediri. The implementation in cycle 1 was based on the lesson plan 1 and lesson plan 2. Then, in the third meeting, the students had the tenses test to measure the students' tenses achievement. The Tense test was given in each cycle after the actions were given. This test result was used to evaluate the actions by the mean score of the students. The action was considered successful if at least the mean score obtained by the students was 65.

c. Classroom Observation

Observation is very important in order to control the activities concerning with the application of Macromedia Flash MX presentation software in teaching tenses. It was done by the collaborator (English teacher of SMP Dharma Wanita Pare Kediri)

twice in each cycle. Observation was needed to observe the students' activities and the students' response to the material given in teaching and learning process. In the process of observation, the observation guide in the form of checklist containing the indicators being observed was used. Based on the minimum requirement stated in composing reference of KTSP, The students' involvement in teaching and learning process was considered successful if there were 75% of the students involved actively in teaching and learning activities.

d. Data Analysis and Reflection of the Action

Reflection was done based on the result collected from Tense test and class observation in each cycle. The main data of the students' Tense test was computed quantitatively. Then the result of this data was analyzed qualitatively to answer the research problems. Furthermore, the supporting data would be presented descriptively to support the main data.

The formula to analyze the students' tenses test was as follow:

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

Notes:

M : Mean Score.

ΣX : Total score of the respondents.

N : The number of respondents.

(Adopted from Hadi, 2002: 246)

The observation result was analyzed by using the following formula to find the percentage of the student's participation.

$$\% = \frac{n}{N} \times 100\%$$

Notes:

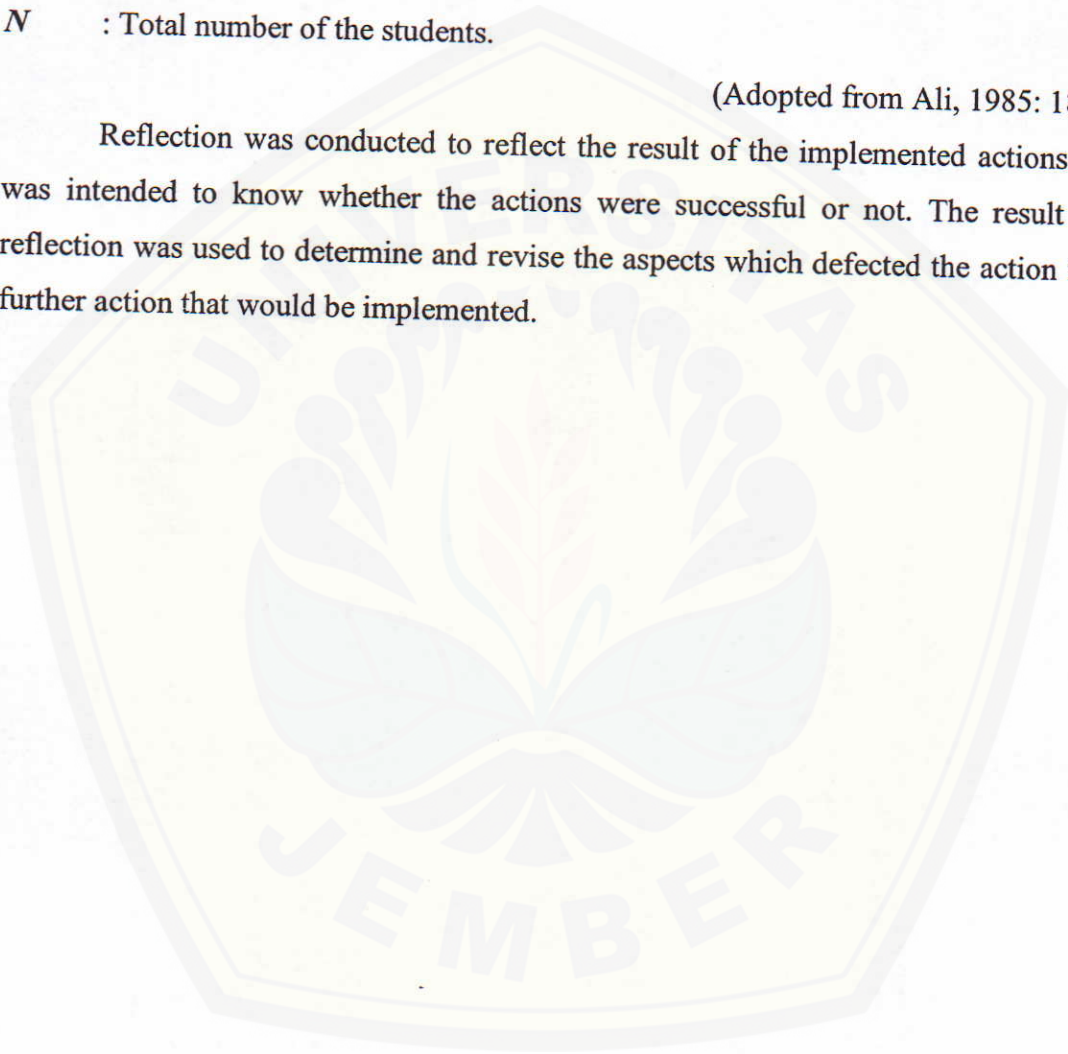
% : Percentage.

n : Total number of active students.

N : Total number of the students.

(Adopted from Ali, 1985: 184)

Reflection was conducted to reflect the result of the implemented actions. It was intended to know whether the actions were successful or not. The result of reflection was used to determine and revise the aspects which defected the action for further action that would be implemented.



IV. RESEARCH RESULT AND DISCUSSION

This chapter presents the results of this classroom action research along with the discussion. The description starts with the result of actions in cycle 1, the results of actions cycle 2, and discussion of the research results.

4.1 The Result of Action in Cycle 1

Cycle 1 was implemented in VII-G Class during the school hours as it was written in the schedule of the English subject. There were two meetings in this cycle. The first meeting was done on November 2nd, 2009 and the second meeting on November 4th, 2009. The implementation of the action in the first meeting was done based on lesson plan 1 (Appendix 3) and the second meeting was based on lesson plan 2 (Appendix 5). The steps of activities in this cycle covered: preparation of the action, implementation of the action, observation and evaluation, and data analysis and reflection.

Mr. Solekan as the VII-G class English teacher and the researcher collaborated to conduct this research. In this case, the English teacher became collaborator which had responsibility to observe and monitor the students' activities by giving check mark in the observation checklist, and supervising the classroom management. Meanwhile, the researcher became a teacher who carried out the teaching and learning process such as delivered the tense materials by using Macromedia Flash MX, explained the materials as clear as possible to the students, answered students' questions, and also gave tasks to the students. The topic used for the first and second meeting was "Profession" which based on the 2006 Curriculum..

In order to know the student improvement in studying tense in the Cycle 1, evaluations to the students were conducted. There were two kinds of evaluation conducted in this research namely: process evaluation and product evaluation. The process evaluation was done in each meeting during the teaching and learning process using Macromedia Flash MX by the English teacher as collaborator. This evaluation

was used in order to know and evaluate the students' participations during teaching and learning process. In this evaluation, the observation checklist was used to evaluate the students' activities.

The second evaluation was product evaluation which was given in the form of objective test on test. The test was done in the third meeting on November 9th, 2009 after the action completed. It was done to measure the ability level of students after the first and second meeting in Cycle 1.

The test given was in the form of multiple-choice test. The number of the test items was 40 items; consisted of 20 items for Simple Present and 20 items for Simple Past. The test items were distributed randomly. The distribution was as follows;

Table 4.1a Test Item Distribution in Cycle 1

Tense	Number of the item
Simple Present	1,3,5,6,9,11,13,14,18,19,21,23,24,25,27,29,33,34,37,38
Simple Past	2,4,7,8,10,12,15,16,17,20,22,26,28,30,31,32,35,36,39,40

Since there was content validity used in this research and to ensure the test used was valid, the test needed to be examined. The examination was executed based on the silabus of 2006 English curriculum for seventh grade students of junior high school and approved by expert opinion about how to construct a good test. The examination of the test is described in the form of table below;

Table 4.1b Table of Test Validity in Cycle 1

NO	Validity	Item
1	Sillabus of KTSP	
	-Students are able to apply verb forms (V1 without s/es and V1 with s/es) appropriately based on the context given.	1,3,5,6,9,11,13,14,18,19,21,23,24,25,27,29,33,34,37,38
	-Students are able to use the verb form of simple past tense either in regular form or irregular form, appropriately based on context given.	2,4,7,8,10,12,15,16,17,20,22,26,28,30,31,32,35,36,39,40
2	Pusat Penilaian Pendidikan BALITBANG DEPDIKNAS	
	(1) The problem must be appropriate with the	-All items

indicator.

(2) Every problem must have one correct answer or the most correct one. -All items

(3) The choice of the answer must be in the same length. -All items

(4) The amount of the answer choices for elementary and junior high school level is four choices. -All items

3 Azwar. S (2009:175)

(1) Item should ask important matter in order to be known. -All items

(2) The item consists of general statement which could be accepted in any periode of time. -All items

(3) The item must contain one main idea. (4) The item should have one clear correct answer. -All items

(5) The choice item should be equal in structure and meaning. -All items

4.1.1 The Result of Observation in Cycle 1

The observation was done as the process evaluation. It was done by the English teacher as the collaborator which was conducted during the teaching and learning process by using Macromedia Flash MX. Observation checklist which contained four indicators of students' activities during the teaching and learning tense was used. Those four indicators were; students are answering questions from the teacher, students are asking questions to the teacher, students are doing the task given by the teacher and students are discussing the task given by the teacher with their friends.

The students were considered active to take part in classroom during teaching and learning process in Tense class if 75% of the students fulfilled at least three indicators. Otherwise, the students were considered not active to take part in classroom during teaching and learning process if they fulfilled less than three indicators.

From the total number of 39 students in VII-G class, there were only 34 students who still studied in class, while 5 of them were dropped out because of some reasons. Those students were; (1) the students number 11, (2) the students number 20, (3) the students number 27, (4) the students number 29, and (5) the students number 35. Consequently, there were only 34 students became the subject in this research.

The following tables are the result of the observation in Cycle 1 (Based on Appendix 4 and Appendix 6).

Table 4.1.1a Observation Result in Cycle 1

No	Indicators	Meeting 1		Meeting 2	
		Number of Students	Percentage (%)	Number of Students	Percentage (%)
1	Students are answering questions from the teacher	21	61.76%	20	58.82%
2	Students are asking question to the teacher	16	47.05%	13	38.23%
3	Students are doing the task given by the teacher	34	100%	34	100%
4	Students are discussing the task given by the teacher with their friends	34	100%	31	91.17%

Table 4.1.1b The Average Result of the Students' Participation in Cycle 1

No.	Meeting	Percentage (%)	
		Active	Passive
1.	Meeting 1	76.47%	23.52%
2.	Meeting 2	70.58%	29.41%
	Average	73.58%	26.46%

In the first meeting, there were 34 students who were present. The teaching and learning process in Tense class by using Macromedia Flash MX in this meeting covered four main activities; Presentation, Isolation and Explanation, Practice, and Test. The tense Taught was simple present and the topic used was "Professions".

From the table 4.1.1a, it was known that there were 21 out of 34 students or 61.76% of the students who were answering questions from the teacher about the tense taught and there were 16 out of 34 students or 47.05% of the students who asked questions to the researcher about tense given by using Macromedia Flash MX. Besides, all of the students were doing the task given by the teacher during the Action; there were 34 or 100% of the students. In addition, all of the students were discussing the task given by the teacher with their friends. As the result (Table 4.1.1b), there were 26 of 34 students or 76.47% of the students were active in tense class, and there were 8 of 34 students or 23.52 % of the students were not active or passive in tense class by using Macromedia Flash MX.

The second meeting was done with the same procedure as that of the first meeting. In this meeting, there were 34 students who were present. Here, the tense taught was simple past and the topic used was still "Professions". In this meeting, there were 13 of 34 students or 38.23% of the students who asked questions to the researcher about simple present given by using Macromedia Flash MX, and there were 20 of 34 students or 58.82% of the students who were answering questions from the teacher. In addition, all the students were doing the task given by the teacher and there were 31 of 34 students or 91.17% of the students were discussing the task given by the teacher with their friends. The others just discussed something else outside the task given.

From the observation result of two meetings and based on table 4.1.1b above, the average result of the students' activeness was 73.58%. This value was still far from the target required (75% students were active in class) which that means the teaching of tense by using Macromedia Flash MX had not been successful yet to make the students actively involved in the teaching learning process.

4.1.2 The Result of the Students' Tense Test in Cycle 1

The next step was administering the test to the research subjects (VII-G) at the end of the cycle as product evaluation. It was done on November 9th, 2009. In this case, from 34 students, all of them were present. The result of the Tense achievement test (Appendix 8) showed that the mean score of the subject was 58.82. Therefore, the target of the students gaining the standard mean score of 65 could not be achieved yet.

4.1.3 The Result of Reflection in Cycle 1

After having done the actions and test in the end of the actions of Cycle 1, the English teacher and the researcher did reflection in order to know whether the actions given were successful or not by identifying its weaknesses and its strengths.

Based on the observation as the process evaluation, there were 76.47% of 34 students active in teaching and learning process by using Macromedia Flash MX as teaching media in the first meeting. However, in the second meeting; there were 70.58% of 34 students being active during the teaching learning process. The average result of the students' activeness from first meeting and second meeting in cycle 1 was 73.58%. This means that the requirements of 75% of the students who were active in the Tense teaching and learning process was not fulfilled yet.

Meanwhile, based on the product evaluation in the first cycle, the result of the Tense achievement test (Appendix 8) showed that the means score of the subject was 58.82. This means that the research criteria telling that the students gaining the main score of at least 65 were not fulfilled.

After analyzing the result of observations during the teaching and learning process and Tense achievement test, it could be assumed that the result was caused by the following points:

1. In the first meeting, there were many students who still felt inhibited to ask questions about unclear explanations during teaching and learning process.

This situation might be caused of the students did not used to be taught by the researcher.

2. In delivering material, the researcher used English as the language of instruction rather than bahasa Indonesia. It made some of the students confused with the explanation given by the researcher.
3. The researcher did not give much time to the students to ask something they did not understand yet.
4. In using Macromedia Flash MX, the researcher seemed in a hurry in changing the slides and the researcher did not give any chance to the students to make notes about the Tense explained.

The consequences of those points above were; the students were still had difficulties in deciding what verb form in simple present should be added with “s” and “es” and what verb form should not. In simple past, the students still got difficulties in finding the appropriate verb form of simple past, the students were confused in using the past form of the verb since there were regular and irregular verb form and they often made mistakes in applying the appropriate verb form of simple past tense.

Based on description above, the action would be continued to the next cycle by composing new lesson plans and revising necessary aspects based on the findings in the first cycle in order to improve the students’ Tense achievement and students’ participation during teaching and learning process by using Macromedia Flash MX presentation program. The revisions were listed in following table ;

Table 4.1.3 The Revision of The Implementation of Action in Cycle 1

No.	Cycle 1	Cycle 2
1.	Explaining the pattern and the function of simple present tense with slide model of Macromedia Flash MX.	Explaining the pattern and the function of simple present tense and simple past tense with slide model of Macromedia Flash MX

	and asked the students to make notes
2. The researcher used English in explaining the material.	The researcher used English and bahasa Indonesia in delivering the material.
3. The researcher did not give much time to the students to ask.	The researcher gave more time to the students to ask.
4. The researcher was in hurry in changing the slides	The researcher gave several minutes for the students to look at the slides

4.2 The Result of Action in Cycle 2

Since the result of Cycle 1 had not achieved the target of the research yet, the cycle was continued to Cycle 2. Just like in Cycle 1, Cycle 2 was implemented in two meetings. The first meeting was implemented on November 11th, 2009 and the second meeting was implemented on November 16th, 2009. The steps of activities in Cycle 2 were the same as that of the Cycle 1 covering: preparation of the action, implementation of the action, observation and evaluation, and data analysis and reflection (Tim Pelatihan Penelitian Tindakan, 2000: 11).

In Cycle 2, the implementation of the action was conducted by the researcher while the teacher (Mr. Solekan) still became collaborator which had the same responsibilities in Cycle 1, which were observing and monitoring the students' activities by giving check mark in the observation checklist and supervising the classroom management. The actions were based on the lesson plans (Appendix 9 and Appendix 11) made by the researcher and the English teacher collaboratively which was based on some finding in Cycle 1. The topic in this cycle was "Things to buy" for the first and second meeting.

The process evaluation was done in each meeting during the teaching learning process by using Macromedia Flash MX. The observation checklist was used to evaluate the process. The product evaluation was also done at the end of Cycle 2 in the third meeting. The Tense test was administered to measure the students' tense achievement after the first and second meeting in Cycle 2. The type of the test was still the same as that of the first cycle that was multiple choice test. The number of test item was still same in first cycle that was 40 items consisted of 20 items for Simple Present and 20 items for Simple Past. Each correct answer was scored 2.5 points, so the total score of the items was 100. Furthermore, the time needed to have the test was 60 minutes. The test item was distributed randomly which could be seen in the following table;

Table 4.2a Test Item Distribution in Cycle 2

Tense	Number of the item
Simple Present	1,2,6,7,8,11,13,17,19, 20, 21,26,29,32,33,34,35,36,39,40
Simple Past	3,4,5,9,10,12,14,15,16,18,22,23,24,25,27,28,30,31,37,38

Just like in Cycle 1, the test used needed to examine in order to ensure that the test used was valid. The examination is described in the form of table below;

Table 4.2b Table of Test Validity in Cycle 2

NO	Validity	Item
1	Sillabus of KTSP	
	-Students are able to apply verb forms (V1 without s/es and V1 with s/es) appropriately based on the context given.	1,2,6,7,8,11,13,17,19, 20, 21,26,29,32,33,34,35,36,39, 40
	-Students are able to use the verb form of simple past tense either in regular form or irregular form, appropriately based on context given.	3,4,5,9,10,12,14,15,16, 18,22, 23,24,25,27,28,30,31,37,38
2	Pusat Penilaian Pendidikan BALITBANG DEPDIKNAS	
	(1) The problem must be appropriate with the indicator.	-All items
	(2) Every problem must have one correct answer or the most correct one.	-All items

-
- (3) The choice of the answer must be in the same length. -All items
- (4) The amount of the answer choices for elementary and junior high school level is four choices. -All items
-
- 3 Azwar. S (2009:175)
- (1) Item should ask important matter in order to be known. -All items
- (2) The item consists of general statement which could be accepted in any periode of time. -All items
- (3) The item must contain one main idea. (4) The item should have one clear correct answer. -All items
- (5) The choice item should be equal in structure and meaning. -All items
-

4.2.1 The Result of Observation in Cycle 2

As the process evaluation, the observation was carried out in every meeting in this cycle. It was still done by the English teacher as collaborator. Observation guide in the form of checklist which contained four indicators of students' activities during the teaching and learning process was used. The result of observation in Cycle 2 was as follows (based on Apendix 10 and Apendix 12);

Table 4.2.1a Observation Result in Cycle 2

No	Indicators	Meeting 1		Meeting 2	
		Number of Students	Percentage (%)	Number of Students	Percentage (%)
1	Students are answering questions from the teacher	17	53.12%	18	56.25%
2	Students are asking question to the teacher	10	31.25%	12	37.50%
3	Students are doing the task given by the teacher	32	100%	32	100%
4	Students are discussing the task given by the teacher with their friends	32	100%	32	100%

Table 4.2.1b The Average Result of The Students' Activeness in Cycle 2

No.	Meeting	Percentage (%)	
		Active	Passive
1.	Meeting 1	75%	25%
2.	Meeting 2	78.12%	21.87%
	Average	76.58%	23.43%

In the first meeting of Cycle 2, there were 32 students from 34 students of VII-G Class who were present and 2 students were absent. The teaching and learning process covered four stages; Presentation, Isolation and Explanation, Practice, and Test.

From the table 4.2.1a, it was known that there were 17 out of 32 students or 53.12% of the students who were answering questions from the teacher about the material given and there were 10 out of 32 students or 31,25% of the students who asked questions to the researcher about material given by using Macromedia Flash MX. Besides, all of the students were doing the task given by the teacher during the Action; there were 32 or 100% of the students. In addition, there were 100% of the students who were discussing the task given by the teacher with their friends. As the result, there were 24 of 32 students or 75% of the students were active in tense class, and there were 8 of 32 students or 25 % of the students were not active in tense class by using Macromedia Flash MX.

The second meeting was done with the same stages practiced in the first meeting of Cycle 2. In this meeting, there were 32 students who were present and two students were absent.

From the table 4.2.1a, it could be described that there were 18 of 32 students or 56.25% of the students who asked questions to the researcher about material given by using Macromedia Flash MX, and there were 12 of 32 students or 37.50% of the students who were answering questions from the teacher in second meeting. In addition, all the students were doing the task given by the teacher and there were 32

of 32 students or 100% of the students were discussing the task given by the teacher with their friends.

From the observation result of two meetings and based on table 4.1.1b above, it could be known that the average result of the students' active performance was 76.58%. Since the criteria of success was 75% of students participate in the Tense teaching and learning process by using Macromedia Flash MX presentation program, the result had fulfilled the target of this research. In other words, the teaching of Tense by using Macromedia Flash MX presentation program was successful to make the students active to participate in the teaching and learning process. It could be concluded that the requirements of 75% of the students who participated in tense teaching and learning process by using Macromedia Flash MX had been fulfilled.

4.2.2 The Result of the Students' Tense Test in Cycle 2

Then the test was administered to the research subjects (VII-G) as product evaluation. It was done on May 18th, 2009. In this test, there were 34 students who were present to have the test. The result of the tense achievement test (Appendix 14) showed that the means score of the subject was 66. Therefore, the target of the students gaining the standard mean score of 65 could be achieved.

4.2.3 The Result of Reflection in Cycle 2

The result of observations and the tenses test in Cycle 2 showed that the students had reached the target of requirement of both process evaluation and product evaluation. The average score of the students who achieved the standard score of the tense achievement test was more than 65, it was 66. Furthermore, there were 76.58% of the total students showing participation during teaching and learning process in tenses class by using Macromedia Flash MX Presentation software. The percentage had fulfilled the target requirements that is 75% of the students were active in class room. Since the action in Cycle 2 reached the requirements of the target score, therefore the Cycle 2 was the end of the cycle in this research.

4.3 Discussion

The observation result in Cycle 1 by using observation checklist which was used to evaluate the students' participation during teaching and learning process by using Macromedia Flash MX showed that there was positive respond from the students in the first meeting. This can be known from the observation result of the first meeting that was 76.47% of the students were classified active in class. While in second meeting there were 70.58% of the students were active during teaching and learning process. The percentage of the students' participation showed significant decreasing value from the first to the second meeting. However, from both percentages result of first and second meeting could be taken average score that 73.58% of the students were active in first cycle. Since the target of this research was 75% of the student were active during teaching and learning process, the result of cycle 1 (73.58% of the students were active in class) was still below the target determined. As a result, the cycle had to be carried on to the second cycle by revising necessary aspects in the first cycle which made the action failed to improve the students Tense achievement.

The second cycle observation result showed significant improvement of students' participation during teaching and learning tense by using Macromedia Flash MX presentation program. In the first meeting there were 75% students who actively took part during teaching and learning process. While in second meeting there were 78.15% students actively participated in teaching and learning process. The average of both result of first and second meeting was 76.58%. This result had fulfilled the target of this research that was 75% of the students were active during teaching and learning process by using Macromedia Flash MX.

The improvement of students' participation during teaching and learning process in Cycle 1 and Cycle 2 could be described in the following table;

Table 4.3.1 The Improvement of The Students' Participation in Cycle 1 and Cycle 2

No	Cycle	Percentage of active students
1	Cycle 1	73.58%
2	Cycle 2	76.58%

The result of tenses achievement test in the first cycle showed significant improvement as compared with the average score taken from the result of the daily test which is used as baseline score. The average score of the first cycle was 58.82 while the average score of daily test was only 52,79. Even though the average score of tenses achievement test in first cycle had increased significantly, the target of the students gaining the standard mean score of 65 could not be achieved yet. Consequently, the cycle had to be continued to the second cycle.

The second cycle was implemented with some revisions were made to obtain better results. The result of second cycle showed an expected improvement. The average scores of tenses achievement test in first cycle was 58.82 improved to be 66 in second cycle. Therefore, the target of the students gaining the standard mean score of 65 could be achieved and the cycle was stop. The improvement of the tenses achievement test could be seen in following table;

Table 4.3.2 The Improvement of The Students' Tenses Achievement Test

No	Cycle	Average score
1	Cycle 1 score	58.82
2	Cycle 2 score	66

The improvement of both tenses achievement test and students' participation showed that Macromedia Flash MX could be used as great teaching media to deliver material in English class especially in tenses class. This statement is in line with Chotimah (2008) opinion that Macromedia Flash has been used as teaching media because of its excesses nowadays.

The result of the previous research finding also confirmed that Macromedia Flash MX had essential function as teaching media in teaching and learning process.

As confirmed by Bangun (2008:2) that Macromedia Flash MX has 100% validity to be used as media in education. Further he explains that in teaching and learning process in classroom, the teacher could use this media to explain the material to the students. The difficulties in explaining the material could be overcome by this media, Macromedia Flash MX. In line with this opinion, Holzinger and Ebner (2003:4) state that simulation and animation in Macromedia Flash MX can help clarify abstract relationship that might otherwise be difficult to understand and learn by students.

The finding of this Classroom Action Research verified the theory by Permata (2009:52) who state that presentation using Macromedia Flash MX has puposes to make the material more interesting and not boring. Of the same statement, Henuhili (2009) state that the use of such kind of media, indirectly influence the interest of the students to take part in teaching and learning process.

Considering the discussion above, conclution can be drawn that teaching tenses by using Macromedia Flash MX was great media which could give advantages for the students to improve their tenses achievement and stimulated the students' participation in learning tenses and created situation which made the students more active in the class. Thus, the results of this action research in two cycles proved the action hypotheses used for this research. There are: Macromedia Flash MX Presentation Software can improve the seventh grade students' tenses achievement at SMP Dharma Wanita Pare Kediri in the 2009/2010 academic year and Macromedia Flash MX Presentation Software can improve the seventh grade students' participation in the classroom during the teaching and learning of tense.

V. CONCLUSION AND SUGGESTION

This chapter presents the conclusion and suggestions. The suggestions are purposed to the English teacher, the students and the future researcher.

5.1 Conclusion

Based on the result of the action and the discussion of the result in the previous chapter, it can be concluded that the use of Macromedia Flash MX Presentation program can improve the seventh Grade students' tenses achievement at SMP Dharma Wanita Pare Kediri in the 2009/2010 academic year. It is indicated by the result of the Tense test administered in the end of each cycles. In Cycle 1 the average main score was 58.82 (≤ 65), while in Cycle 2 improved to 66 (≥ 65).

The use of Macromedia Flash MX Presentation program can improve the seventh grade students' participation in the classroom during the teaching and learning of tense. The result of observation showed that the percentage of the students' who participated in the classroom during the teaching and learning improved from 73.58% in Cycle 1 to 76.58% in Cycle 2.

5.2 Suggestion

Based on the findings on this research, the following suggestions are intended to the following people:

1. The English Teachers

Based on the result of this Classroom Action Research, it is suggested that the English teacher uses Macromedia Flash MX Presentation program as teaching media because it can improve both the students' participations in class and the students' learning achievement especially in learning tenses.

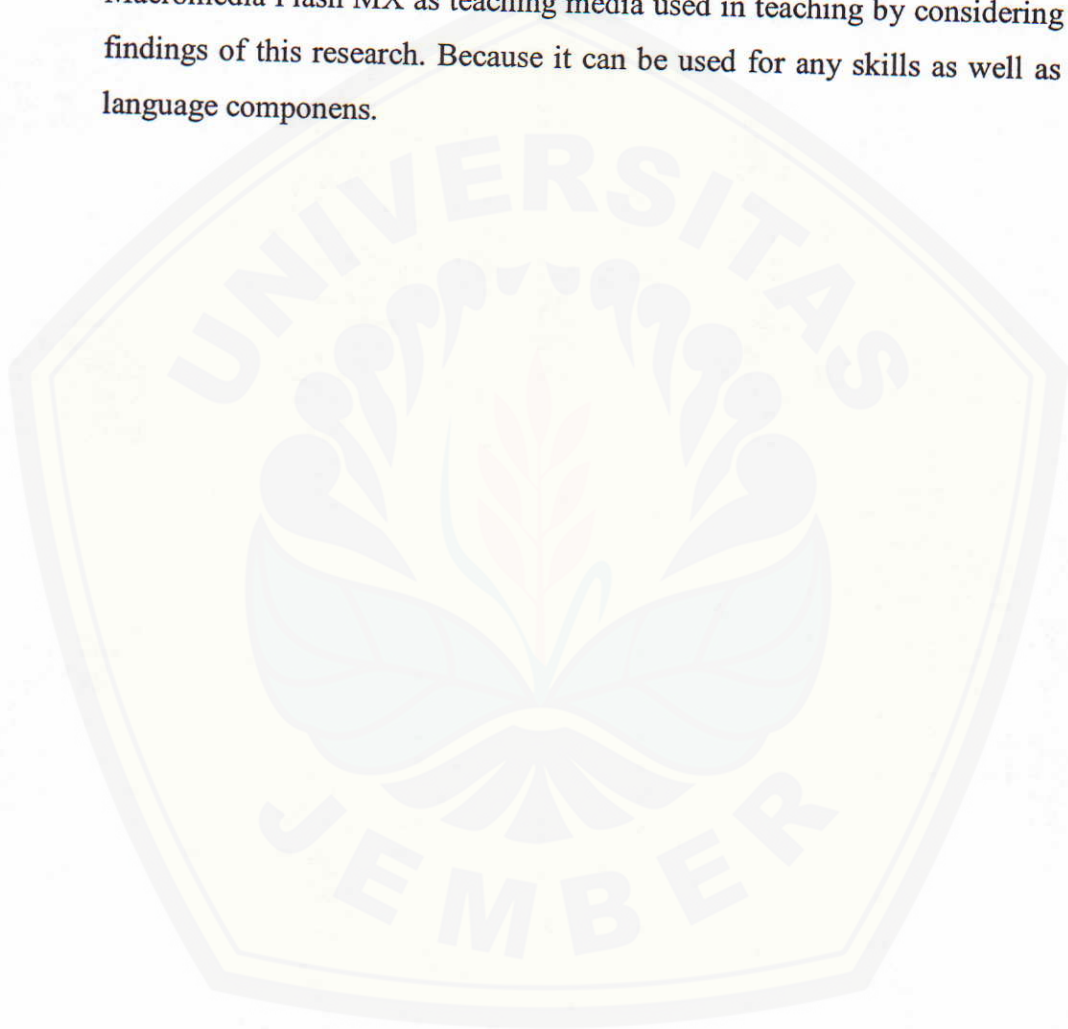
2. The students

The students are suggested to have many practices in using tense to improve their English skill because tenses provide basic structure for increasing not

only effective communication of verbal and written messages, but also of correctly establishing relational aspects of events and situations.

3. Future Researchers

The Future researchers are suggested to have specific research in using Macromedia Flash MX as teaching media used in teaching by considering the findings of this research. Because it can be used for any skills as well as the language componens.



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