

**A COMPARATIVE STUDY ON STUDENTS' ACHIEVEMENT  
TAUGHT PRESENT CONTINUOUS TENSE BY USING DIALOGUE AND  
READING PASSAGE AT THE SECOND YEAR OF SMPN 2  
BANYUDONO IN 2012/2013 ACADEMIC YEAR**



**RESEARCH PAPER**

**Submitted as a Partial Fulfillment of the Requirements  
for Getting Bachelor Degree of Education  
in English Department**

by

**DIAN WIDAYANTI**

**A 320 090 095**

**SCHOOL OF TEACHER TRAINING AND EDUCATION  
MUHAMMADIYAH UNIVERSITY OF SURAKARTA  
2013**

**APPROVAL**

**A COMPARATIVE STUDY ON STUDENTS' ACHIEVEMENT TAUGHT PRESENT  
CONTINUOUS TENSE BY USING DIALOGUES AND READING PASSAGE AT  
THE SECOND YEAR OF SMPN 2 BANYUDONO IN 2012/2013 ACADEMIC YEAR**

**RESEARCH PAPER**

by

**DIAN WIDAYANTI**

**A 320090095**

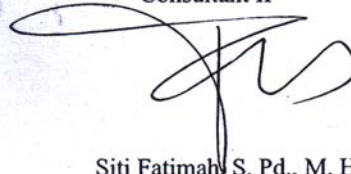
**Approved to be Examined by**

Consultant I



Drs. Djoko Srijono, M. Hum.

Consultant II



Siti Fatimah S. Pd., M. Hum.

ACCEPTANCE

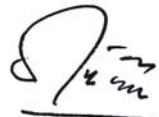
A COMPARATIVE STUDY ON STUDENTS' ACHIEVEMENT  
TAUGHT PRESENT CONTINUOUS TENSE BY USING DIALOGUE AND  
READING PASSAGE AT THE SECOND YEAR OF SMPN 2  
BANYUDONO IN 2012/2013 ACADEMIC YEAR

by  
Dian Widayanti

Accepted and Approved by Board of Examiner  
School of Teacher Training and Education  
Muhammadiyah University of Surakarta  
on July 2, 2013

Team of Examiner:

1. Drs. Djoko Srijono, M.Hum.  
(Chair Person)
2. Siti Fatimah, S.Pd, M.Hum.  
(Member I)
3. Dra. Siti Zuhriah Ar. M. Hum.  
(Member II)

(  )

(  )

(  )



## TESTIMONY

I testify that in this research paper is no work that had been submitted to get the bachelor degree in any university and as far as I concern there is no work or masterpieces that had been written or published by someone-else except the written references that are referred in this research paper and mentioned in bibliography.

If it is proven that there are some untrue statements in this testimony, I will hold full responsibility.

Surakarta, June 17, 2013

The Writer

A handwritten signature in black ink, appearing to be 'Dian Widayanti', written in a cursive style.

Dian Widayanti

## MOTTO

*..... dan hanya orang-orang yang berakallah yang dapat mengambil pelajaran (QS. Al – Baqoroh Ayat 269)*

**If you want to be successful, make your heart as your best, experience as your adviser, cheerfulness as your sister, and hope as your guide  
(NN)**

## **DEDICATION**

**This research paper is dedicated to :**

- **My beloved parents,**
- **My lovely sister Echi and brothers Novian,**
- **All of my family, and**
- **Someone I love.**

## ACKNOWLEDGMENT

الرَّحْمَنُ الرَّحِيمُ لِلَّهِ بِسْمِ

*Assalamu'alaikum wr. Wb*

*Alhamdulillah robbil 'alamin.* Nothing is possible without permission of Allah SWT. Praise to Allah, who gives the writer blessing and guidance, so the writer can finish her research paper entitled “A COMPARATIVE STUDY ON STUDENTS’ ACHIEVEMENT TAUGHT PRESENT CONTINUOUS TENSE BY USING DIALOGUE AND READING PASSAGE AT THE SECOND YEAR OF SMPN 2 BANYUDONO IN 2012/2013 ACADEMIC YEAR” .

The writer realizes that it is impossible to finish the research paper without other people help. Therefore, the writer would like to express appreciation to those who have important roles in the writing process of this research paper.

1. Drs. Nining Styaningsih, M.Si., as the Dean of Teacher and Education faculty of Muhammadiyah University of Surakarta,
2. Titis Setyabudi, S.S, M.Hum, as Head of English Department who gave the agreement for the writer’s title, for the research paper in addition to give the suggestion,
3. Drs. Djoko Srijono, M.Hum., as the first consultant for his support, guidance, valuable advices, and criticism during the process of writing this research paper,
4. Siti Fatimah, S.Pd, M.Hum., as the second consultant who has patiently given motivation, guidance, and criticism,
5. All lecturers of English Department for their teaching during her study,
6. Her beloved “Bapak and Ibu” for love and affection, pray, support and motivation,

7. Her beloved sisters “Mbak Echi”,
8. Her beloved brothers “ Dek Novian”,
9. Her dearest friend “Fradha” for everything, pray, patience, support and advice,
10. All of “D’cezky”, ‘Rinem, Mami, Phego, Titi, Rete, Ila, and Adel’, thanks for motivations, supports and joke,
11. Her best friends in “Dewimuning”, ‘Putra, Dieta, Men’, thanks for joke and laugh, crazy, and
12. Everyone that she forgets to mention one by one, she is sorry and thank you million times.

The writer realizes the research is far from being prefect. Therefore, she would like to send gratefulness to the readers who are keen on giving contribution in the variety of idea or positive criticism to create the research paper better. The writer expects this research paper would be advantageous to one and all.

Surakarta, June 17, 2013

The writer



Dian Widayanti



## TABLE OF CONTENT

	page
<b>TITLE</b> .....	i
<b>APPROVAL</b> .....	ii
<b>ACCEPTENCE</b> .....	iii
<b>TESTIMONY</b> .....	iv
<b>MOTTO</b> .....	v
<b>DEDICATION</b> .....	vi
<b>ACKNOWLEDGMENT</b> .....	vii
<b>TABLE OF CONTENT</b> .....	ix
<b>SUMMARY</b> .....	xi
<b>LIST OF TABLES</b> .....	xii
<b>LIST OF FIGURE</b> .....	xiii
<b>LIST OF APPENDICES</b> .....	xiv
<b>CHAPTER I : INTRODUCTION</b> .....	1
A. Background of the Study.....	1
B. Problem Statement .....	2
C. Limitation of the Study .....	2
D. Objective of the Study.....	3
E. Significance of the Study .....	3
F. Research Paper Organization .....	4
<b>CHAPTER II : REVIEW OF RELATED LITERATURE</b> .....	5
A. Previous Study .....	5

B. Comparative Study .....	6
C. Notion of Present Continuous Tense .....	7
D. Teaching Present Continuous Tense .....	10
E. Method of Teaching Present Continuous Tense .....	11
<b>CHAPTER III: RESEARCH METHOD .....</b>	<b>14</b>
A. Type of the Research .....	14
B. Place and Time of the Study .....	14
C. Subject of the Study .....	14
D. Object of the Study .....	15
E. Data and Data Source .....	15
F. Method of Collecting Data .....	16
G. Technique for Analyzing Data .....	19
<b>CHAPTER IV: RESEARCH FINDING AND DISCUSSION .....</b>	<b>21</b>
A. Data Analysis .....	21
B. Discussion .....	27
<b>CHAPTER V : CONCLUSION AND SUGGESTION .....</b>	<b>29</b>
A. Conclusion .....	29
B. Suggestion .....	30

**BIBLIOGRAPHY**

**APPENDIX**

## SUMMARY

**Dian Widayanti. A320090095. A COMPARATIVE STUDY ON STUDENTS' ACHIEVEMENT TAUGHT PRESENT CONTINUOUS TENSE BY USING DIALOGUE AND READING PASSAGE AT THE SECOND YEAR STUDENTS OF SMPN 2 BANYUDONO IN 2012/2013 ACADEMIC YEAR. Research Paper. Muhammadiyah University Of Surakarta. 2013.**

This study is aimed at comparing the result of teaching present continuous tense taught by using dialogues and reading passage. The population of this study is second year students of SMP N 2 Banyudono in 2012/2013 academic year. To take sample the writer used random sampling technique. The writer took two classes for this research, students taught by using dialogues is applied in class VIII C and students taught by using reading passage is applied in class VIII D. Each class consists of 30 students.

After getting the required data, the writer compared the scores of the graphs by using t-test formula. The mean of two groups is measured from the different scores of post-test and pre-test from all of the students and then divided to the population of each groups. From the computation of t-test value, it is known that  $t_{j}$  is 2.4, whereas  $t_{\alpha}$  from the degree of freedom 58 is 1.697. It means that  $t_{j}$  is higher than  $t_{\alpha}$  ( $2.4 > 1.697$ ).

From the result of the study, it is known that there is significant difference in students' achievement present continuous tense taught by using dialogues and reading passage is accepted. The second hypothesis shows that the students taught by using dialogues have better than taught by using reading passage.

Keywords: Teaching Present Continuous Tense, dialogues, reading passage

## LIST OF TABLES

	page
Table 4 -1 The Distribution Frequency of Pre-test Taught by Using Dialogues .....	21
Table 4 – 2 The Distribution Frequency of Pre-test Taught by Using Dialogues .....	22
Table 4 -3 The Distribution Frequency of Pre-test Taught by Using Reading Passage .....	24
Table 4 – 4 The Distribution Frequency of Post-test in the Reading Passage Group .....	24
Table 4 – 5 The Levels of Students’ Achievement according to Tinambunan .....	25
Table 4 – 6 Students’ Achievement Levels Taught by Using Dialogues .....	26
Table 4 – 7 Students’ Achievement Levels Taught by Using Reading passage .....	26

## LIST OF FIGURE

	page
Figure 4 – 1 The Polygon of the Distribution Frequency of Pre-test Taught by Using Dialogues .....	22
Figure 4 – 2 The Polygon of the Distribution Frequency of Post-test Taught by Using Dialogues .....	23
Figure 4 – 3 Polygon of the Distribution Frequency of Pre-tes Taught by Using Reading Passage .....	24
Figure 4 – 4 The Polygon of the Distribution Frequency of Post-test Taught by Using Reading Passage .....	25

## **LIST OF APPENDICES**

- Appendix 1 Test of Present Continuous Tense
- Appendix 2 The Answer of Test
- Appendix 3 The Answer Sheet of Test
- Appendix 4 List of the Students who Join the Tryout
- Appendix 5 List of Students who Joined the Test Class VIII C
- Appendix 6 List of the Students who Joined the test Class VIII D
- Appendix 7 Lesson Plan for Students who are Taught Using Dialogues
- Appendix 8 Lesson Plan for Students who are Taught Using Reading Passage
- Appendix 9 The Students' Scores Taught by Using Dialogues
- Appendix 10 The Students' Scores Taught by Using Reading Passage
- Appendix 11 The Preparation Computation for t-test Value
- Appendix 12 The Computation of t-test Value