UNDERGRADUATE THESIS

IMPROVING STUDENTS' UNDERSTANDING OF PRESENT CONTINUOUS TENSE BY USING SPACED REPETITION METHOD

By :

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This undergraduate thesis is written and submitted to fulfill part of the requirements to obtain a Bachelor of Education degree

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MOTTO

“No matter what happens, return home with your degree.”

ABSTRAK

NUR HAMIDA 2025, MENINGKATKAN PEMAHAMAN SISWA TERHADAP PRESENT CONTINUOUS TENSE DENGAN MENGGUNAKAN METODE SPACED REPETITION**. Skripsi, Majene: Fakultas Keguruan dan Ilmu Pendidikan, Universitas Sulawesi Barat, 2025.**

Penelitian ini bertujuan untuk mengetahui efektivitas Metode *Spaced Repetition* dalam pembelajaran *Present Continuous Tense* serta mengetahui persepsi siswa terhadap penerapan metode tersebut. Penelitian dilakukan di SMP Negeri 5 Tinambung dengan pendekatan kuantitatif dan desain quasi-eksperimen, melibatkan kelas VIII B sebagai kelas eksperimen dan VIII A sebagai kelas kontrol yang dipilih melalui *purposive sampling*. Hasil menunjukkan bahwa rata-rata skor *pre-test* kelas eksperimen meningkat dari 52,35 menjadi 72,27 pada *post-test*, dengan nilai *N-Gain* sebesar 42,02% (kategori kurang efektif), namun lebih tinggi dari kelas kontrol sebesar 29,43% (kategori tidak efektif). Uji t independen menunjukkan signifikansi 0,000 ($p < 0,05$), menandakan adanya pengaruh signifikan metode tersebut terhadap pemahaman siswa. Selain itu, siswa memberikan respons positif, terutama dalam aspek pemahaman tata bahasa, akurasi menulis, dan motivasi belajar. Temuan ini mendukung penerapan Metode *Spaced Repetition* dalam pembelajaran tenses dan mendorong penelitian lebih lanjut dalam konteks yang lebih luas.

Kata Kunci: Metode *Spaced Repetition*, *Present Continuous Tense*, Tata Bahasa, Menulis, Persepsi Siswa.

ABSTRACT

NUR HAMIDA 2025, IMPROVING STUDENTS' UNDERSTANDING OF PRESENT CONTINUOUS TENSE BY USING SPACED REPETITION METHOD**. Thesis, Majene: Faculty of Teacher Training and Education, Universitas Sulawesi Barat, 2025.**

This study aims to determine the effectiveness of the Spaced Repetition Method in teaching the Present Continuous Tense and to explore students' perceptions of its implementation. The research was conducted at SMP Negeri 5 Tinambung using a quantitative approach and a quasi-experimental design, involving Class VIII B as the experimental group and Class VIII A as the control group, both selected through purposive sampling. The results showed that the average pre-test score of the experimental class increased from 52.35 to 72.27 in the post-test, with an N-Gain score of 42.02% (categorized as less effective), yet higher than the control class, which obtained 29.43% (categorized as ineffective). The independent t-test revealed a significance value of 0.000 ($p < 0.05$), indicating that the method had a statistically significant effect on students' understanding. Furthermore, students responded positively to the method, particularly in terms of grammar comprehension, writing accuracy, and learning motivation. These findings support the application of the Spaced Repetition Method in teaching tenses and encourage further research in broader contexts.

Keywords: Spaced Repetition Method, Present Continuous Tense, Grammar, Writing, Student Perception.

PREFACE

All praise be to Allah the most Gracious and most Merciful, who has given knowledge, inspiration, and glory. By his will the researcher can complete the thesis entitled **"IMPROVING STUDENTS' UNDERSTANDING OF PRESENT CONTINUOUS TENSE BY USING SPACED REPETITION METHOD"** this thesis is compiled to fulfill part of the requirements to obtain a Bachelor's degree in the English Language Education study program (S1), Faculty of Teacher Training and Education, Universitas Sulawesi Barat. The researcher realizes that the completion of this thesis cannot be separated from the help, guidance, and direction of various parties. For that, the researcher would like to express his gratitude to :

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The researcher realizes that this thesis is still far from perfect due to the researcher's limitations. However, the researcher hopes that this thesis will be useful for readers and the development of science.

Majene, 7 May 2025
Researcher

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TABLE OF CONTENTS

LIST OF TABLES

LIST OF FIGURE

LIST OF APPENDIXES

CHAPTER I
INTRODUCTION

A. Background

English is a language that is widely used for global communication, both orally and in writing. In an educational context, English is an important subject to improve students' communication skills. To master English, students need to develop four main skills: listening, speaking, reading and writing (Harmer, 2001). Among these four skills, writing is often considered one of the most challenging skills to master (Brown, 2004). Writing requires a good understanding of grammar, which is essential for forming accurate and coherent sentences. One of the basic aspects of grammar is the use of tenses, which describe the relationship between time and action.

Tenses play an important role in sentence construction, especially in English, as they determine when actions occur. Mastering tenses is essential for forming grammatical sentences and ensuring effective communication. According to Maulana, et al. (2022), a strong understanding of tenses helps language learners construct meaningful sentences, improving both their written and spoken communication skills. Similarly, Smith (2010) found that students who have a solid grasp of English tenses tend to perform better in writing tasks compared to those who struggle with tense usage.

However, based on observation, many students still face difficulties in applying Present Continuous Tense correctly, particularly in written sentences. This difficulty is reflected in the results of the initial assessment conducted at SMP Negeri 5 Tinambung, where the average student score was 50, indicating that most students have not yet fully grasped the correct structure of Present Continuous Tense. The most common errors include incorrect usage of auxiliary verbs (am, is, are) and misformation of verbs ending in -ing. For example, several students wrote sentences like "She is play football now" instead of "She is playing football now", or "They are watching TV yesterday" instead of "They were watching TV yesterday", showing confusion between Present Continuous and other tenses. These findings highlight the need for

targeted instructional strategies to improve students' understanding and application of this tense.

Difficulties in mastering Present Continuous Tense do not only occur in this school. The study performed by Damis, et al. (2024) finds that many students face similar challenges in understanding how to use tenses correctly, especially when distinguishing between different tense forms and constructing sentences appropriately. Similarly, a study by Nguyen & Pham (2020) on secondary school students in Vietnam found that many learners struggle to differentiate between Present Simple and Present Continuous Tense, often using one in place of the other. In another study, Rahman (2019) reported that junior high school students in Indonesia frequently make errors in verb conjugation when forming sentences in Present Continuous Tense, particularly in writing tasks. The inability to apply tenses correctly often leads to repeated errors in oral and written communication. This problem indicates a huge gap in grammar teaching, which can result in students struggling to communicate effectively in English.

Moreover, despite various efforts to address this challenge, students still often have difficulties in internalizing and applying tenses in their writing. This problem may be exacerbated by the lack of adequate practice and insufficient strategies to encourage long-term retention of grammar rules. According to Bukit (2020), students' lack of understanding of tenses, coupled with the lack of meaningful practice, hinders their ability to use grammatical structures correctly, especially in writing. This problem is further complicated by students' limited exposure to opportunities for consistent and structured practice.

One method that can help students overcome this difficulty is Spaced Repetition Method, which is based on Ebbinghaus' (1885) forgetting curve theory. Ebbinghaus proposed that humans tend to forget newly learned information unless it is repeated regularly within certain time intervals. Spaced Repetition addresses this issue by ensuring that students review the material at scheduled intervals, which helps strengthen long-term memory. When applied to grammar learning, such as the Present Continuous Tense, this method can

help students reinforce their understanding of sentence structures by providing gradual and structured exposure to the tense.

The benefits of Spaced Repetition have been widely recognized in educational research. Masshadi, et al. (2017) emphasize that this technique helps minimize the effects of forgetting, thus improving students' ability to retain and apply grammar concepts over time. By repeating the material at strategic intervals, students can better understand sentence structures, such as subject + to be + verb ending in -ing, and the proper use of time expressions. This method is invaluable in reinforcing complex grammar rules, as it encourages students to practice and master them through consistent repetition.

This study is conducted to determine the effectiveness of the Spaced Repetition Method improving understanding and implementation of Present Continuous Tense among eighth grade students, particularly in the context of writing. SMP Negeri 5 Tinambung was selected as the research site because initial observations indicated that students had difficulty using the Present Continuous Tense correctly in writing. The study will focus on two eighthgrade classes, specifically VIII A and VIII B, which together comprise a total of 46 students. Class VIII A will serve as the control group, receiving instruction through conventional teaching methods, while Class VIII B will function as the experimental group, following Spaced Repetition Method. The effectiveness of Spaced Repetition will be evaluated based on students' performance in grammar tasks and writing exercises that specifically target the use of the Present Continuous Tense.

B. Problem Identification

According to the researcher's observation, learning English especially in writing sentences is difficult for the students. The students stated that making sentences with correct tenses is difficult because English is not their mother tongue. This was shown by several indicators:

1. Difficulty in Mastering Present Continuous Tense
2. Lack of Practice in the implementation of Present Continuous Tense

3. Still using conventional learning methods.

C. Problem Limitation and Formulation

This research was conducted on eighth grade students at SMP Negeri 5 Tinambung, involving a sample of 46 students divided into two classes, VIII A and VIII B, each consisting of 23 students. Both classes were given a pre-test at the beginning of the study. Class VIII A served as the control group, where conventional teaching methods were applied by the teacher to observe students' understanding of the Present Continuous Tense, especially in writing.. Meanwhile, Class VIII B was the experimental group, which received instruction using the Spaced Repetition Method aimed at enhancing their comprehension of the Present Continuous Tense, particularly in writing skills.

Based on the background of the problem and the explanation above, the following formulation of the question arises:

1. Is the use of Spaced Repetition Method effective in improving students' understanding of Present Continuous Tense?
2. What are the students' perceptions of the implementation of Spaced Repetition method in learning Present Continuous Tense?

D. Objective of the Research

Based on the formulation of the problem above, the objectives of the study could find:

1. To measure the effectiveness of Spaced Repetition method in improving students' understanding of Present Continuous Tense.
2. To find out the students' perceptions of the implementation of Spaced Repetition method in learning Present Continuous Tense.

E. Significance of the Research

1. Theoretical Significance

This study makes a theoretical contribution by examining the effectiveness of Spaced Repetition method in improving students'

understanding of Present Continuous Tense. The results are expected to add to the scientific reference on scheduled repetition-based learning strategies. This research supports relevant theories, such as the Ebbinghaus Forgetting Curve theory which explains how repetition can strengthen students' memory.

2. Practical Significance

Based on the issues indentified, over coming students'. Challenges in mastering the present continuous tense offers several practical advantages. First, by focusing on mastering the Present Continuous Tense, students will be more confident in writing grammatically correct sentences, which can overall improve their writing skills and fluency in English. Secondly, providing more structured and meaningful practice will help students to internalize the rules of tense usage, which in turn will reduce errors and improve their ability to use tenses appropriately, both in writing and conversation. Finally, by replacing conventional learning methods that are less effective, and implementing more modern and student-centered techniques such as Spaced Repetition, students can more easily remember and apply grammar rules in the long run. Not only will this make learning more interesting and efficient, but it will also help students to become more proficient in writing in English.

CHAPTER II
LITERATURE REVIEW

A. Previous Related Studies

In this section, to make this study more relevant, the researcher found some references from previous studies conducted by other researchers regarding the use of spaced repetition and present continuous methods in writing, as explained below:

The first a study by Sari and Putri (2018), titled "The Implementation of Using Picture Media on Teaching Present Continuous Tense," investigated how effective picture media is in teaching the Present Continuous Tense. The research was conducted over four sessions and included three stages: a pre-test, a treatment phase, and a post-test. The participants consisted of 21 students from class VIIA at MTs Muhammadiyah Padangpanjang, chosen through purposive sampling. Employing a quantitative approach, the researchers gathered data using both pretest and post-test evaluations. The findings revealed a significant improvement in students' understanding of the Present Continuous Tense, with their average score rising from 43.24 in the pre-test to 71.62 in the post-test. The most notable progress was seen in students' correct application of the *-ing* form, a crucial component of the tense.

The second study was carried out by Rahayu (2019) under the title "The Influence of Substitution Drills Towards Students' Grammar Mastery in Present Continuous Tense". It explored the effectiveness of applying substitution drills in teaching the Present Continuous Tense at SMPN 1 Jati Agung. The findings revealed that students initially had low mastery of the tense, largely due to previously used instructional methods. Employing a quasi-experimental approach, the research selected participants randomly and Conducted data analysis through an independents sample T-test with SPSS. The results demonstrated a notable improvement, with the average score rising from 42.65 in the pre-test to 76.81 in the post-test, and a sig. (2-tailed) value of 0.00 indicating rejection of the null hypothesis and acceptance of the alternative.

From these outcomes, it can be inferred that substitution drills significantly enhance students' grammar mastery in using the Present Continuous Tense.

The third study, conducted by Roza (2021), explored the impact of flashcards on second-grade students' comprehension of the Present Continuous Tense at MTs Mu'allimin Muhammadiyah Bangkinang. Flashcards, containing either images or textual cues linked to specific concepts, were employed as instructional aids during the teaching process. This research adopted a quantitative approach with a quasi-experimental design. Out of a total population of 240 students, a sample of 59 was randomly selected. Data collection was carried out through pre-test and post-test instruments, and the results were analyzed using an Independent Sample t-test via SPSS version 16.00. The statistical analysis yielded a significance value of 0.05, suggesting a negligible effect. Consequently, the null hypothesis was accepted, and the alternative hypothesis was rejected, leading to the conclusion that flashcards did not significantly influence students' understanding of the Present Continuous Tense.

The fourth study, conducted by Lo (2024) and entitled "Vocabulary Learning through Viewing Dual-Subtitled Videos: Immediate Repetition versus Spaced Repetition as an Enhancement Strategy," explores how repeated exposure to dual-subtitled videos aids vocabulary acquisition for EFL learners. Using a 3x3 counterbalanced experimental design, the study involved 60 university students who were native Chinese speakers and divided into three groups: immediate repetition, spaced repetition, and a control group with no repetition. Findings revealed that repeated viewing especially immediate repetition resulted in significantly greater vocabulary gains compared to the control group. This research emphasizes the effectiveness of repetition based approaches in facilitating autonomous vocabulary learning through audiovisual resources outside traditional classroom settings.

The fifth study was carried out by Lafleur and Kanazawa (2024) under the title "The Effects of Interleaved Spaced Repetition Learning". This research explored how interleaved spaced repetition influences the effectiveness of

language learning. It emphasizes that this technique repeating content alternately with other topics at set intervals enhances long term memory and understanding more effectively than traditional repetition, which typically focuses on one topic at a time.

Through experimental trials with language learners, the findings revealed that interleaved spaced repetition allows students to retain and use new vocabulary more efficiently across various contexts, while also reinforcing the links between different language concepts.

The researcher observed that this study offers a unique perspective compared to previous research, which primarily focused on specific teaching techniques or tools like substitution drills and picture books—both proven effective in aiding students' mastery of the Present Continuous Tense. Additionally, earlier investigations into the Spaced Repetition Method have mainly concentrated on vocabulary acquisition, with little emphasis on its application for teaching grammatical structures such as the Present Continuous Tense. To address this gap, the present study implements the Spaced Repetition Method as a teaching strategy. This method was chosen because of its systematic process of reinforcing students' understanding of grammar through repeated practice at carefully planned intervals. It not only enhances students' retention of grammar rules but also strengthens their ability to correctly use them in writing.

This study aims to tackle the difficulties faced by students at SMP Negeri 5 Tinambung in learning the Present Continuous Tense, particularly in writing, by integrating the Spaced Repetition method into grammar teaching. Unlike traditional approaches that emphasize rote memorization or isolated grammar exercises, the Spaced Repetition technique provides a structured, evidence based strategy that improves memory retention and promotes longterm mastery. By applying this method, it is expected that students will develop a stronger comprehension of the Present Continuous Tense, which will lead to greater accuracy and fluency in their writing.

B. Theoretical Framework

1. Spaced Repetition Method

This chapter explores the spaced repetition method, a learning strategy designed to enhance the storage of information in long-term memory and boost recall efficiency. Originating from the foundational studies of German psychologist Hermann Ebbinghaus, the technique incorporates key ideas such as curve of forgetting and the spacing effect. The discussion includes an evaluation of the method's effectiveness, an explanation of core principles like review intervals and memory retention duration, various practical applications in educational settings, and learners' reflections on their experience using the approach.

a. Definition of Spaced Repetition

Learning plays a vital role in human life, making it crucial to discover strategies that can make the process easier and address common issues such as memory loss. One of the earliest figures to examine the connection between forgetting and time was psychologist Hermann Ebbinghaus ("Spaced Repetition and MemoryLifter," 2008). His research suggested that information gradually fades from memory over time, but regular review can significantly slow this decline and strengthen retention with each repetition (Chukharev Hudilainen & Klepikova, 2016). Given that forming lasting memories is a central objective in education (Kelley & Whatson, 2013), it became necessary to develop techniques that support this goal spaced repetition emerged as one of the approaches designed to enhance the learning process.

The spaced repetition technique, which focuses on enhancing the efficiency of learning, was first introduced by Cecil Alec Mace in his 1932 publication *Psychology among Study* (Martinez Sanchez, 2012). This technique builds upon the spacing effect, a phenomenon that Hermann Ebbinghaus initially explored (Hanks & Zhan, 2012). Gyorbiro et al. (2010) further explain that, spaced repetition can be defined as a learning strategy that involves reviewing material at

strategically timed intervals ideally just before it is likely to be forgotten to enhance long-term memory retention and minimize the total learning time".

One influential definition of spaced repetition, as noted by Baddeley, Eysenck, & Anderson, (2020), portrays it as a learning approach that applies gradually increasing intervals between each review of material, allowing learners to benefit from the spacing effect in memory. Fundamentally, this method serves to strengthen memory retention by revisiting content multiple times at spaced intervals (Tabibian et al., 2018). Thalheimer (2006) also emphasizes that the number of repetitions can differ significantly, ranging from just a few to many. Furthermore, the repetitions don't always have to be mechanical; they can involve paraphrasing, exercises, discussions, dialogues, and other activities. From these definitions, it's clear that spaced repetition is designed to repeat information at gradually increasing intervals to aid in memorization and facilitate learning.

Spaced repetition has proven to be more efficient in supporting memory retention and promoting learning than massed repetition, as it incorporates time gaps between each review of the content. This raises the question of the scientific reasoning behind the effect of spacing. The explanation lies in memory consolidation where information is transferred from short-term to long-term memory. This process requires time for neural connections to form between related pieces of information ("Science," 2016). In this context, Frank (2018) compared learning and memory retention to constructing a brick wall. He explained that stacking bricks without allowing the cement to dry between them will not result in a stable wall, much like how our brain processes and retains information. Furthermore, the power of spaced repetition lies in its ability to leverages. Multiple cognitive phenomena that support the enhancement of learning and memory (Teninbaum, 2017):

1) The furgetting curve: this concept allows us to predict when forgetting is likely to occur.
2) The spacing effect: this concept suggests that information is more effectively retained when it is revisited right before we expect forgetting to happen.
3) The testing effect: this concept indicates that assessing learners on the information they have learned enhances their ability to remember it.

As mentioned earlier, the principles of the forgetting curve and the spacing effect both introduced by German psychologist Hermann Ebbinghaus serve as the basis for the spaced repetition strategy. Moreover, this technique is strongly influenced by retrieval practice effect, meaning about the understanding that individuals who undergo retrieval practice tend to remember information more effectively than those who do not.

b. Ebbinghaus's Work

Hermann Ebbinghaus is likely the most frequently cited figure in the field of human memory research and learning. As the first to systematically study memory and forgetting in the late 1800s, the German psychologist laid the groundwork for future research in this area Bernstein & Nash (2008). Pavlov and his team concentrated on the processes involved in how memory is encoded by associating stimuli like linking the sound of a bell to food Ebbinghaus directed his attention toward memory retrieval, providing evidence that spaced learning is more beneficial than crammed study sessions for longterm retention (Kelley & Whatson, 2013). His groundbreaking work firmly established him as a foundational figure in the field of psychology.

In his experiments, Ebbinghaus served as both the experimenter and the subject, attempting to memorize lists from 13 nonsensical syllables, including DAX, LEP, and WUJ (Martin et al., 2010). One might wonder why he chose to use meaningless syllables. The

explanation lies in his desire to eliminate the effects of prior knowledge: “Ebbinghaus selected nonsense syllables to prevent meaning from influencing of result. He believed that significant stimuli are usually more easily remembered instead of meaningless ones…” (Schwartz, 2014). To quantify memory loss, he developed what became known as the method of savings a process in which he measured forgetting by comparing how many repetitions were needed to learn the syllables initially with how many were needed to relearn them later (Bernstein & Nash, 2008). For example, "if Ebbinghaus needed ten trials to learn a list and ten more to relearn it, there would be no savings, indicating complete forgetting. However, if it took him ten trials to learn the list and If it takes just five repetitions to relearn, the amount saved would be 50 percent." His structured approach to studying and quantifying forgetting led to the creation of the famous forgetting curve, which illustrates the results of his research.

Ebbinghaus's contributions to the field of memory research extended beyond his approach to measuring forgetting. Through his investigations into memory and learning, he made two significant breakthroughs (Lally & Valentine-French (2011) reported two key findings. First, they observed that forgetting happens quickly and substantially right after learning, then slows down and stabilizes as time passes (refer to Figure 2.1). Second, Ebbinghaus put forward the idea of the spacing effect, which posits that information is retained more effectively when learned over multiple sessions rather than in one intense study session. These two insights laid the groundwork for the development of the spaced repetition method.

c. Forgetting Curve

As noted earlier, the forgetting curve is a central concept introduced by Hermann Ebbinghaus in the field of memory research. Introduced in 1885, the forgetting curve illustrates how information fades from memory over time unless it is reinforced (Hanks & Zhan,

2012). Ebbinghaus's work revealed that learners typically forget a large portion of what they've learned within a few days or weeks unless they actively rehearse it (McNamee, 2018). It's important to note that about 50% of recently acquired information can be forgotten in less than an hour, with nearly 70% lost after one day ("Six ways," 2017). Therefore, without regular review, acquired knowledge is at risk of being forgotten. Reflecting about his impact in psychology, Schwartz (2014) stated, "Ebbinghaus is remembered not only as the first memory psychologist but also for establishing memory principles that remain relevant today, both in theory and practice." Due to his pioneering work in experimental psychology, the curve depicting the loss of learned information is often referred to as the 'Ebbinghaus Forgetting Curve' (Wittman, n.d.). Figure 2.1 displays Ebbinghaus's forgetting curve, showing the amount of information remembered during intervals between 20 minutes and 31 days.

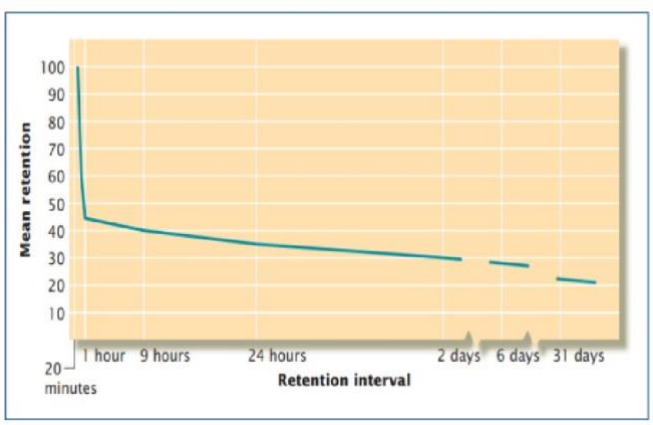

Figure 2.1 Ebbinghaus forgetting curve (Bernstein & Nash, 2008)

d. The Spacing Effect

Another major finding by Ebbinghaus was the link between distributing learning sessions over time and improved information retention, a concept known as the spacing effect. This idea, first investigated in Ebbinghaus's research more than a century ago, has since been explored in numerous Research conducted by Carpenter, Cepeda, Rohrer, Kang, and Pashler (2012), as well as Pashler, Rohrer, Cepeda,

and Carpenter (2007), discusses the spacing effect. This phenomenon is also known by other terms such as distributed practice, spaced presentation (De la Rouviere, 2013), or the lag effect (Sobel, Cepeda & Kapler, 2011.

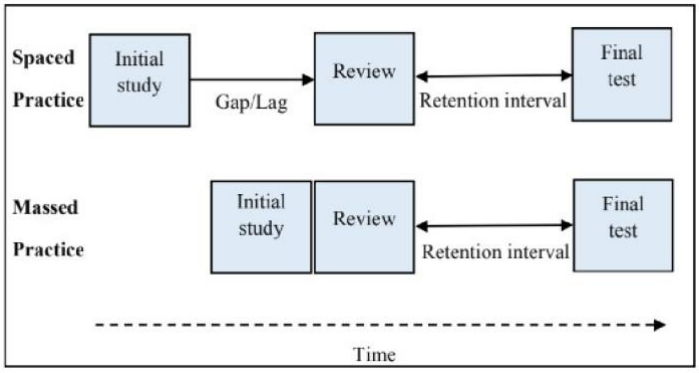

Figure 2.2 The typical experimental procedure for examining the spacing effect (Kang,2016)

Hermann Ebbinghaus's discovery of the spacing effect, which became a fundamental concept in psychology, paved the way for further exploration by researchers from various angles. The spacing effect has been widely investigated through experimental psychology research, and its applications have expanded into educational contexts (Lotfolahi & Salehi, 2016). A key study by Baddeley, Eysenck, & Anderson, (2020), sought to investigate how The way practice is spaced over time affects learning outcomes (Druckman & Bjork, 1991). The study focused on training postal workers to enhance their typing skills within a short period. They divided the workers into two groups: one group practiced typing for one hour a day (spaced practice), while the other group practiced for four hours a day (massed practice). The results showed that the group practicing with spaced intervals learned much more effectively than the massed practice group (Druckman & Bjork, 1991). Initially, research mainly compared the effects of spaced practice versus massed practice, but later studies also considered reasons such as learners' age as well as the kind of knowledge influenced by the spacing effect.

e. Memory and Spacing Effect

Enhancing memory and discovering effective techniques to achieve this is a common aspiration, particularly among students. Different aspects in areas of learning like memory retention and the ability to solve problems can benefit from distributing practice sessions over time. However, the most notable advantage of spacing is its impact on strengthening the retention of learned information (Kang, 2016). In simpler terms, the spacing effect refers to the improvement of memory when information is reviewed over multiple sessions, rather than being crammed in a single sitting (Lotfolahi & Salehi, 2016). Building on this concept, the learning strategy known as spaced repetition emerged as a method that utilizes the principles of the spacing effect.

f. Retention Interval

To fully grasp the concept of spaced repetition, it is essential to understand certain foundational terms, one of which is the term "retention interval" refers to the time span between the last review and the final test or assessment. As noted by Küpper-Tetzel and Erdfelder (2012), it signifies the period separating the final review session from the point of recall. Then of subsequent assessment (see Figure 2.2). In other words, it denotes the amount of time that passes between a learner's last exposure to the material and the moment they are evaluated on it.

In addition, the retention interval refers to the timeframe during which previously learned information begins to fade. As Farr (1987) explained, information that is not revisited or utilized over time is likely to deteriorate. This conclusion aligns with the findings of Ebbinghaus, who observed this phenomenon in his experiments by varying the intervals gaps between memorizing a set of arbitrary syllables, attempting to recall them later (Schwartz, 2014). These gaps ranged from just a few minutes to as long as 31 days, and his results showed that a significant portion of the information was forgotten quite rapidly

especially within the initial one or two days following the learning process (Martin et al., 2010; see Figure 2.1). Another important component to consider in understanding the concept of spaced repetition is the length of time between review sessions. The following section will explore these intervals in greater depth.

g. Time Intervals between Repetitions

The investigation into the timing among study sessions has been ongoing as The concept of the spacing effect emerged in the late 19th century. One of the core objectives of spaced repetition is to determine the most effective interval between reviews long enough to reinforce memory, yet short enough to prevent forgetting (Windarp, 2015). However, accurately identifying the moment when information is on the verge of being forgotten, but still accessible, is quite difficult (Chukharev-Hudilainen & Klepikova, 2016). In other words, excessively delaying review sessions may lead to significant memory loss of previously learned material (Carpenter et al., 2012). It's important to recognize that although spaced repetition employs gradually expanding intervals, there is no universal schedule that fits all learning contexts.

Learning plays a vital role in human life, making it crucial to discover strategies that can make the process easier and address common issues such as memory loss. One of the earliest figures to examine the connection between forgetting and time was psychologist Hermann Ebbinghaus ("Spaced Repetition and MemoryLifter," 2008). His research suggested that information gradually fades from memory over time, but regular review can significantly slow this decline and strengthen retention with each repetition (Chukharev-Hudilainen & Klepikova, 2016). Given that forming lasting memories is a central objective in education (Kelley & Whatson, 2013), it became necessary to develop techniques that support this goal spaced repetition emerged as one of the approaches designed to enhance the learning process.

In addition, the time span between learning sessions known as the retention interval plays a significant role in determining how study repetitions should be spaced. A study conducted by Cepeda et al., (2008) indicated that there is no universal best interval between reviews; instead, the ideal spacing depends heavily on how long the learner intends to retain the information. For instance, if the goal is to remember material for several years, reviewing it after a few months tends to yield the greatest benefit for the time invested. Expanding on this, Cepeda and colleagues (2009) conducted two experiments that delayed testing for up to six months. Their findings revealed that recall accuracy improved when there were longer gaps between study sessions. These results suggest that the retention interval not only determines how repetitions should be spaced, but also has a direct effect on how accurately information is remembered.

Many researchers aim to determine the most effective way to apply the spaced repetition method, particularly in terms of maximizing the use of study gaps and retention periods. Cepeda et al. (2008) noted that balancing the timing Implementing study sessions that match optimal retention intervals proves difficult in real-world scenarios. Despite this, they emphasized the importance of providing individuals with practical guidance so they can manage review intervals efficiently and improve long term memory. While there is still no definitive agreement on the precise timing for repeated exposure to information, a majority of scholars agree that longer intervals between study sessions are generally more beneficial for forming durable memories than shorter ones.

h. Implementing Spaced Repetition

Throughout the development of spaced repetition, numerous efforts have been made to create practical ways to apply the technique. Notably, two of the most well-known approaches were introduced by Pimsleur and Leitner. As technology has advanced, a wide range of

software tools have been developed to support and automate the use of spaced repetition in learning.

1) The graduated recall strategy proposed by Pimsleur

Paul Pimsleur, was introduced in 1967, what is considered one of the earliest practical models of spaced repetition, known as graduatedinterval recall, primarily designed for audio-based language learning (Settles & Meeder, 2016). His system involved reviewing newly learned vocabulary at progressively increasing intervals beginning at 5 seconds, then 25 seconds, followed sequentially by intervals of 2 minutes, 10 minutes, 1 hour, 5 hours, 1 day, 5 days, 25 days, 4 months, and up to 2 years with the help of a stopwatch to guide the timing (Teninbaum, 2017). It's important to highlight that this approach was specifically tailored for reviewing auditory material only ("Spaced Repetition," n.d.). Besides Pimsleur's method, other implementations such as the use of flashcards were also developed to offer practical ways to apply the principles of spaced repetition.

2) Physical Flashcard

The traditional method of employing spaced repetition involves using physical flashcards to enhance memorization and address forgetting. For decades, flashcards have been created and utilized as an effective tool by both educators and students in various settings, both inside and outside the classroom (Farhadi, 2013). To understand their application, it is essential to first define what flashcards are. According to Farhadi (2013), a flashcard is "a piece of cardboard containing a word, sentence, or simple image’’.

Sebastian Leitner, a researcher from Germany, developed a practical application of spaced repetition method in his study on memory and learning ("Spaced Repetition and MemoryLifter," 2008), introducing a flashcard system in 1972 (Settles & Meeder, 2016). The Leitner system arranges flashcards into five distinct

boxes, where the information on the cards progresses from simpler to more complex (Farhadi, 2013).

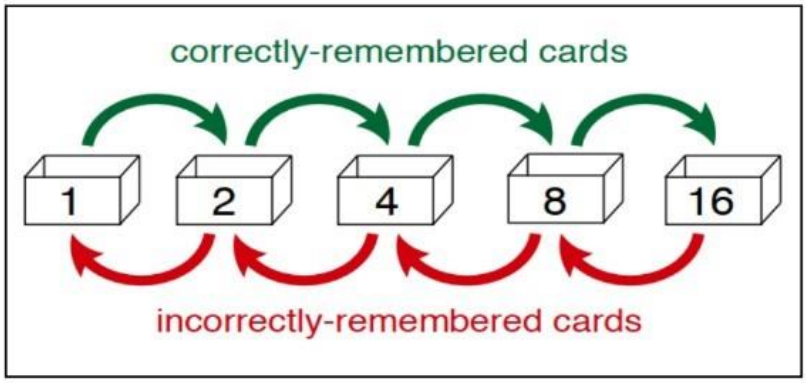

Figure 2.3 The leitner system for flashcards
(Settles & Meeder, 2016)

Leitner flashcard the box system is considered the most wellknown approach for implementing spaced repetition. In reality, the idea of using flashcard boxes from the Leitner system has been integrated into several digital platforms, like Duolingo, which substitutes physical boxes with virtual ones for managing review schedules (Settles & Meeder, 2016). Consequently, the convenience of handling digital flashcards over physical ones has contributed to their widespread adoption in spaced repetition methods.

2. Present Continuous Tense

a. Definition of Present Continuous Tense

The Present Continuous Tense is made up of three terms: present, continuous, and tense, each with its own etymological significance. 'Present' refers to the current time, as opposed to the past or future. 'Continuous' implies something happening without interruption. 'Tense' relates to the verb form that indicates when an action takes place (Cambridge, 2005). Based on this information, the writer concludes that the Present Continuous Tense is used to describe an action occurring at the present moment and lasting over a period of time.

The Present Continuous Tense, often identified as the Present Progressive Tense, is a crucial aspect of the English language. While some sources, like Cambridge (2005), refer to it as the "Present Continuous Tense," others, such as Azar (2002), use the term "Present Progressive Tense." Regardless of the terminology, both terms describe the same grammatical structure, used to convey actions happening right now or soon after speaking. For clarity, this study will predominantly use the term "Present Continuous Tense," though it recognizes that "Present Progressive Tense" is also widely used.

Aside from variations in terminology, some grammarians define the Present Continuous Tense according to their own theories, leading to different perspectives on its usage. One such theory, as stated by Azar (2002), asserts that the Present Continuous Tense serves two functions:

1) The present progressive describes an action that is happening at the moment of speaking. It started recently, is ongoing at present, and is likely to conclude in the future. For instance: a) John is sleeping at this moment.

   b) I am needing an umbrella because it is raining.

   c) John and Mary are talking on the phone right now. 2) Present progressive often express

   The activity of a general nature refers to something that is typically ongoing during a specific period, such as this week, this month, or this year. For example:

   a) I am taking five courses this semester.

   b) John is working on improving his work habits.

   c) She is writing a new book this year.

The present continuous tense not only describes general activities and actions occurring at the moment of speaking but is also used to express future events. It can indicate future actions when referring to scheduled plans or definite intentions. Typically, future meaning in the present continuous is signaled by specific time

expressions within the sentence or the surrounding context. For example:

a) My wife has arranged a meeting with Dr. North for next Tuesday.
b) Sam has finalized his plans and is set to leave tomorrow at noon.
c) A: Do you have anything scheduled for this afternoon?
   B: I have plans to meet a friend after lunch, and we're heading out shopping. Want to come with me ?

Additionally, Azar (2002) explains in her book that the word **"**always**"** can be used not only in the simple present tense but also in the present continuous tense. However, its usage differs between the two tenses. In the simple present tense, *"always"* typically indicates habitual or regular actions. In contrast, when used with the present continuous tense, it often conveys a sense of irritation or exaggeration about a repeated action.

b. The Usage of Present Continous Tense

Based on the explanation above, the present continuous tense serves various functions for expressing different ideas. The writer concludes that the use of the present continuous tense includes the following:

1) The present continuous tense describes an action that is happening right now during the speaking moment.
   a) Please be quiet! The baby is sleeping.
2) It is used to indicate an activity of a general nature that is occurring throughout a particular period, such as this week, this month, or this year.
   a) I am attending an English course this month.
   b) We are likely spending next weekend at home.
3) It can express a complaint, often using "always," to convey annoyance, irritation, or anger.
   a) I am always forgetting people's names.
4) The present continuous is applied to indicate something happening amid changing circumstances.

a) My father's condition is improving right now..

5) It is used to talk about temporary situations.
   a) She is staying at a flat for the moment.
6) Sometimes, the present continuous is used in a broader sense, referring to something that could be happening at any time. a) You look lovely when you're smiling.
7) It is used to refer to something occurring around the time of speaking, though not necessarily at the exact moment.
   a) A few of my friends are constructing their own home, and they wish to complete it before the upcoming summer.

c. The Form of Present Continuous Tense

As for the Present Continuous Tense formula used in the treatment of the control class, the researcher employed teaching materials adopted from Azar (2002), including:

Table 2.1 Form of Affirmative Present Continuous Tense

Affirmative	Subject	To Be	Verb + ing
	I	Am	Teaching
	He/She/It	Is	Sitting
	You/We/They	Are	Cooking

Table 2.2 Form of Negative Present Continuous Tense

Negative	Subject	To Be + not	Verb + ing
	I	Am not	Teaching
	He/She/It	Is not	Sitting
	You/We/They	Are not	Cooking

Table 2.3 Form of Interrogative Present Continuous Tense

Interrogative	To Be	Subject	Verb + ing
	Am	I	Teaching?
	Is	He/She/It	Sitting?
	Are	You/We/They	Cooking?

As for the Present Continuous Tense formula used in the treatment of the experimental class, the researcher used teaching materials adapted from Ahyadi, Jabu, and Nur (2021), which included grammar basics designed to facilitate a faster and more effective language acquisition process, including:

1) Positive Sentence (+)

Subject + To Be + Verb-ing

I	Am	Learning
He	Is	Learning
She	Is	Learning
It	Is	Learning
We	Are	Learning
You	Are	Learning
They	Are	Learning

2) Negative Sentence (-)

Subject + To Be + Not + Verb-ing

I	Am not	Learning
He	Is not	Learning
She	Is not	Learning
It	Is not	Learning
We	Are not	Learning
You	Are not	Learning
They	Are not	Learning

3) Interrogative Sentence (?)

To Be + Subject + Verb-ing

Am	I	Learning?
Is	He	Learning?
Is	She	Learning?
Is	It	Learning?
Are	We	Learning?
Are	You	Learning?
Are	They	Learning?

3. Perception

a. Definition of Perception

Perception refers to the process of combining, structuring, and interpreting sensory input to create meaningful understanding (Mahendra, 2020). It involves transforming sensory input into meaningful experiences by utilizing knowledge and an understanding of the world. Perception is more than just passively receiving and interpreting external stimuli; it is an active process. Due to its rapid and habitual nature, it can be difficult to grasp how sensory input is converted into our personal experiences of reality. In essence, perception is how the brain and sensory organs work together to organize, interpret, analyze, and synthesize information.

Therefore, perception is not permanent; it can change when new information reshapes one's understanding of a previously perceived object. These changes in perception may occur in two directions: from negative to positive, or vice versa, from positive to negative. Based on this, the present study aims to explore the perceptions of students at SMP Negeri 5 Tinambung regarding the use of the Spaced Repetition Method in learning the Present Continuous Tense in writing.

b. Type of Perception

According to Mahendra (2020), there are five types of perception, as follows :

1) Self Perception

Self perception is influenced by factors such as self esteem, selfconcept, and self efficacy. This suggests that perception is shaped internally, within the individual's own mindset. For instance, a person with high self esteem or strong self confidence is likely to have a positive perception of speaking tasks that require them to speak in front of an audience.

2) Environmental Perception

Environmental perception refers to a viewpoint shaped by the context in which information is obtained. For instance, it can involve how an individual or group perceives the effectiveness of using drama to enhance speaking skills. This perception is formed from information that is interpreted within the specific context in which the situation occurs.

3) Learned Perception

Learned perception refers to a perception shaped by one's personality, culture, and habits. For example, a student accustomed to an Eastern learning environment may develop a negative perception of the learning style of Western students, who often raise their left hand to answer the teacher's questions.

4) Physical Perception

Physical perception refers to a concrete form of perception, such as how the eyes observe and the brain interprets the information. In other words, it is connected to measurable physical activities.

5) Cultural Perception

Cultural perception is the broadest form of perception and varies between different cities. For instance, people's views on the importance of English at the elementary level can differ from one city or region to another. This variation is influenced by the culture present in each location.

From that explanation, it can be concluded that there are five categories of perception. These categories are classified according to

the origin of the perception. In other words, the types of perception are determined by the source of the stimulus that shapes the perception.

c. Indicators of Perceptions

Perception in learning is not only influenced by individual experiences but can also be systematically measured through specific indicators. According to Sukendra (2020), perception indicators in educational research can be classified into several aspects that reflect students' responses to a particular teaching method. These indicators help researchers determine how students perceive and respond to the Spaced Repetition Method in learning Present Continuous Tense in writing. In this study, students' perceptions were assessed using indicators adapted from Sukendra (2020), as follows:

1. Effectiveness of Spaced Repetition Method Measures students' opinions on whether the method helps them better understand and retain the Present Continuous Tense.
2. Understanding of Present Continuous Tense Evaluates whether students feel they have improved their comprehension of the tense after using the method.
3. Engagement in Learning Process Assesses students' motivation and participation when learning using the Spaced Repetition Method.
4. Writing Accuracy Improvement Measures students' perception of whether their writing skills, especially in using Present Continuous Tense correctly, have improved due to this method.

d. Questionnaire Analysis

To measure students' perceptions of the Spaced Repetition Method in learning the Present Continuous Tense, a questionnaire was used distributed and analyzed quantitatively. According to Sugiyono **(**2013**)**, a questionnaire is one of the data collection techniques carried out by giving a set of questions or written statements to respondents to answer. In this study, the questionnaire was used to determine students'

perceptions of the use of Spaced Repetition Method in improving their understanding of Present Continuous Tense in writing.

The questionnaire in this research adopts a Likert scale, as this scale is effective in measuring individual perceptions in a structured manner. The researcher chose this scale because it allows for a more systematic quantification of students' responses, making it easier to analyze trends and tendencies in their perceptions. Before analyzing the data, validity and reliability tests used conducted to ensure that the questionnaire items are accurate and consistent in measuring students' perceptions. These tests are essential to confirm that the instrument effectively captures students' views on the effectiveness of Spaced Repetition Method in enhancing their grammatical skills, particularly in writing Present Continuous Tense**.**

C. Conceptual Framework

The schema of the conceptual framework of this research can be illustrated as follows:

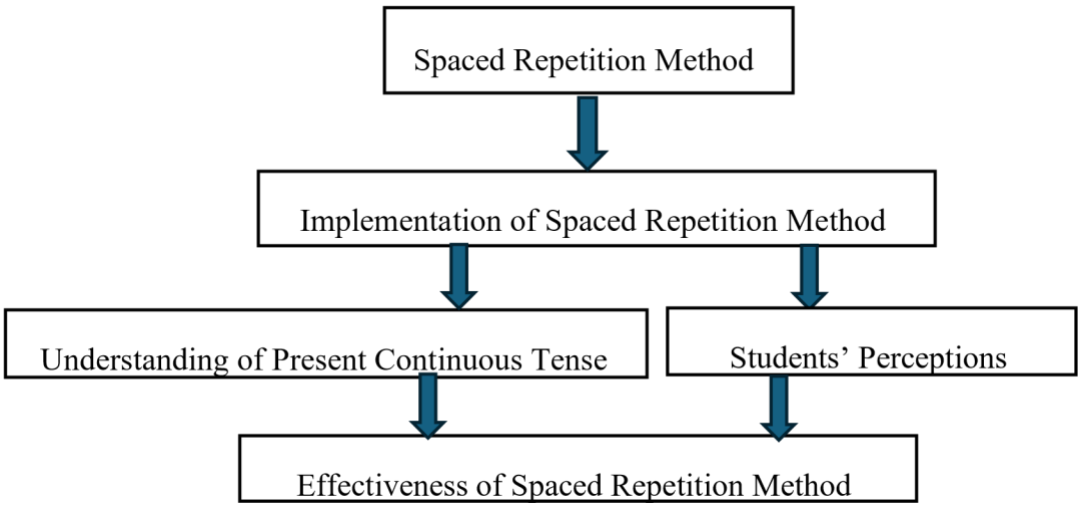

Figure 2.4 Conceptual Framework

This study employs the Spaced Repetition Method as the independent variable to enhance students' understanding of the Present Continuous Tense**.** The method is applied through structured repetition of learning materials and written tasks, with outcomes evaluated using pre-test and post-test assessments to measure students' ability to understand and apply the tense accurately. In addition to test scores, students' perceptions are gathered through a questionnaire based on four key indicators: (1) Effectiveness of the Spaced Repetition Method, (2) Understanding of the Present Continuous Tense, (3) Engagement in the Learning Process**,** and (4) Improvement in Writing Accuracy. The overall findings illustrated through the research diagram indicate that the implementation of the Spaced Repetition Method positively influences both students' performance and perceptions**,** thereby confirming its effectiveness in enhancing grammar learning, particularly in the context of the Present Continuous Tense.

D. Hypothesis

According to Cresswell (2018) Hypotheses in quantitative research are assertions where the researcher predicts or speculates about the result of the relationship between certain attributes or characteristics. They serve conventionally used in the experiment, like research questions, to narrow the purpose statements to sppesific prediction.

1. Alternative Hypothesis (H1)

The use of Spaced Repetition method is effective in improving students' understanding of Present Continuous Tense.

2. Null Hypothesis (H0)

The use of Spaced Repetition method is not effective in improving students' understanding of Present Continuous Tense.

CHAPTER III
RESEARCH METHOD

A. Research Type and Design

1. Research Type

In this study, the researcher employed a quantitative research approach**.** According to Sugiyono (2013)**,** quantitative research is grounded in positivist philosophy, emphasizing the use of numerical data to examine specific populations or samples. Data in this approach is collected through structured research instruments**,** and the analysis is conducted statistically to test predefined hypotheses. Specifically, this study utilized a quasiexperimental design, one of the quantitative research methods, to investigate the effectiveness of the Spaced Repetition Method in improving students' understanding of the Present Continuous Tense**.**

2. Research Design

This study employed a quasi-experimental research design, specifically a nonequivalent control group design. In this approach, participants were not randomly assigned to either the experimental or control group. Both groups underwent a pretest, received the treatment, and then took a posttest to evaluate the intervention's effectiveness. The layout of the nonequivalent control group design is shown in the table below:

Table 3.1 Design nonequivalent control group design

Group	Pretest	Treatment	Posttest
Experimental	O_1	X	O_2
Control	O_3		O_4

(Sugiyono, 2013)

Information:

O_1: Pretest for experimental group

O_2 : Posttest for experimental group

O_3 : Pretest for control group

O_4 : Posttest for control group

X : Treatment of learning model examples non examples.

B. Research Schedule and Location

In this study, the research was conducted over a period of approximately two months, covering 14 meetings at SMP Negeri 5 Tinambung. The research took place from March 10 to April 21, 2025. The reason this school was selected as the research site is based on the researcher's observations during a prior assignment at the location. During that period, the researcher identified that many students faced challenges in understanding English tenses, particularly the Present Continuous Tense. In response to this issue, the researcher decided to conduct the study at this school to address the observed learning difficulties.

C. Population and Sample.

1. Population

According to the statement from Creswell (2018) population is a group of individuals who have the same characteristic. The population used in this research are all students of class VIII at SMP Negeri 5 Tinambung, which included 3 classes, namely A, B & C In one class there are 23, 23 and 22 students so the total population in this study was 68 students.

Table 3.2 Population of Research

No.	Class	Male	Female	Amount
1.	A	8	15	23
2.	B	9	14	23
3.	C	8	14	22
Total		25	43	68

(Source of Data : Class VIII of SMP Negeri 5 Tinambung)

2. Sample

According to Sugiyono (2013), a sample is a portion of the population's size and characteristics. When the population is large, it becomes impractical for the researcher to examine the entire population. Therefore, a sample serves as a smaller subgroup selected from the population for the purpose of the study. In this research, two existing classes were chosen as

the experimental and control groups using purposive sampling based on class availability and similarity in characteristics.

Table 3.3 Sample of Research

No.	Class	Male	Female	Amount
1.	A	8	15	23
2.	B	9	14	23
Total		17	29	46

(Source of Data : Class VIII of SMP Negeri 5 Tinambung)

D. Operational Definition of Variables

1. Independent Variable: Spaced Repetition Method

Spaced repetition is to increase long-term retention and reduce forgetting. By strategically arranging repetition intervals, students can remember information longer and more effectively, which makes them better prepared for exams or the practical implementation of learned knowledge.

2. Dependent Variable: Understanding of Present Continuous Tense

Understanding of Present Continuous Tense is the ability to understand how to use this tense to show ongoing activities. This includes knowing the sentence structure, such as Subject + To Be + Verb-ing, and being able to use it appropriately in various situations.

E. Research Procedure

The steps taken by the researcher in implementing the Spaced Repetition Method in the experimental class for teaching the Present Continuous Tense were adapted from an approach introduced by Ahyadi and Jabu (2021). Their study on instructional materials and strategies for Buginese learners in a crash course program at Neroa School highlighted the importance of structured repetition and contextual reinforcement in language learning. According to Ahyadi and Jabu (2021), effective grammar instruction, including the Present Continuous Tense, required repeated exposure and gradual reinforcement over

time. They emphasized that students learned more effectively through progressive practice, starting with guided exercises, followed by semi-controlled practice, and eventually independent application in writing or speaking tasks. This step-by-step reinforcement aligned with the principles of Spaced Repetition, which involves review sessions at increasingly spaced intervals to promote long-term retention.

In this study, the experimental class was taught using a Spaced Repetition-based approach, which consisted of short, frequent practice sessions combined with gradual reinforcement of the Present Continuous Tense over an extended period. This method was intended to help students internalize grammatical structures and apply them accurately in written tasks. In contrast, the control class received instruction using the conventional method typically employed by the classroom teacher, which mainly consisted of direct explanation followed by practice exercises, without a structured review strategy. By comparing the learning outcomes between these two groups, the researcher aimed to determine the effectiveness of the Spaced Repetition Method in enhancing students' mastery of the Present Continuous Tense.

1. Activities for the experimental group

a. Pre-Test

At the beginning of the first meeting, all students from both the experimental and control groups were given a pre-test consisting of 30 written questions aimed at measuring their understanding of the Present Continuous Tense, particularly in constructing sentences using the correct auxiliary verbs (am, is, are). The primary objective of this pre-test was to assess the students' initial level of comprehension before the treatment was implemented, thereby providing a baseline for evaluating their subsequent progress.

b. Treatment

After administering the pre-test, the researcher introduced and implemented the treatment using the Spaced Repetition strategy. The treatment was carried out over the course of five meetings.

1. First Meeting

After the pre-test, the researcher began delivering instructional material on the Present Continuous Tense by first explaining its meaning and usage. The lesson then focused on the use of the auxiliary verbs "am," "is," and "are," which form the foundation of the Present Continuous Tense structure. The researcher introduced each subject pronoun along with its corresponding auxiliary verb, ensuring that students understood the correct pairings (e.g., I – am; he/she/it – is; you/we/they – are). This stage marked the initial step in the Spaced Repetition cycle, providing brief and targeted practice to reinforce students' understanding of subject–verb agreement in the Present Continuous Tense.

Subject + To Be	
I	Am
He	Is
She	Is
It	Is
We	Are
You	Are
They	Are

After presenting the concept, the researcher provided an example of how to gradually memorize the sequence of the material before increasing the pace. The students were then instructed to repeat the material as demonstrated by the researcher, with a focus on memorizing the subject pronouns along with their corresponding forms of the verb "to be." A practice period of approximately 10 minutes was provided to reinforce this learning. The objective of this activity was to strengthen students' recognition and recall of subject–verb agreement in the Present Continuous Tense.

2. Second Meeting

After the students demonstrated sufficient confidence, the researcher proceeded to the next step by introducing the -ing forms of verbs in connection with the previously taught concepts related

to constructing positive sentences in the Present Continuous Tense. Prior to this, the students were asked to review and repeat the earlier material in unison to reinforce their understanding. The researcher then selected individual students to recite their memorization of the subject–verb "to be" pairings. Once the students had shown mastery of the basic structure involving the verb "to be," the researcher formally introduced the structure of positive sentences in the Present Continuous Tense.

Positive Sentence (+)

Subject + To Be + Verb-ing		
I	Am	Learning
He	Is	Learning
She	Is	Learning
It	Is	Learning
We	Are	Learning
You	Are	Learning
They	Are	Learning

After presenting the material, the researcher provided another model by slowly pronouncing the target sentences, gradually increasing the speed. The students were then asked to repeat the pronunciation and memorize the material as demonstrated by the researcher. They were given approximately 15 minutes to complete this task. This activity was intended to help improve students' memory and understanding of the material. Next, the researcher gave the students a verb, and they were instructed to write positive sentences in the Present Continuous Tense using each subject pronoun in relation to the given verb.

3. Third Meeting

After the students felt confident, the researcher proceeded to the next step by introducing the use of the -ing verb form in constructing negative sentences in the Present Continuous Tense. Prior to this, the researcher asked the students to repeat the previously taught material aloud together to reinforce their

understanding. The researcher then invited individual students to recite their memorization of the earlier material. Once the students had mastered the positive form of the Present Continuous Tense, the researcher introduced the structure of negative sentences in the Present Continuous Tense.

Negative Sentence (-)

Subject +	To Be + Not +	Verb-ing
I	Am not	Learning
He	Is not	Learning
She	Is not	Learning
It	Is not	Learning
We	Are not	Learning
You	Are not	Learning
They	Are not	Learning

After presenting the material, the researcher provided another model by slowly pronouncing the concept and gradually increasing the speed. The students were then asked to repeat the pronunciation and memorize the material as demonstrated by the researcher. They were given approximately 15 minutes to complete this task. This activity was intended to help students improve their memory and understanding of the material. Following this, the researcher provided a verb, and the students were instructed to write negative sentences in the Present Continuous Tense using each subject pronoun in relation to the given verb.

4. Fourth Meeting

After the students demonstrated confidence, the researcher proceeded to the next step by introducing the use of verb-ing in constructing interrogative sentences in the Present Continuous Tense. Before this, the researcher asked the students to review and repeat the previously taught material aloud together. Then, the researcher called on individual students to recite their memorization of the earlier material. Once the students had mastered the negative sentence form of the Present Continuous Tense, the researcher

introduced the structure of interrogative sentences in the Present Continuous Tense.

Interrogative Sentence (?)

To Be	+ Subject	+ Verb-ing
Am	I	Learning ?
Is	He	Learning ?
Is	She	Learning ?
Is	It	Learning ?
Are	We	Learning ?
Are	You	Learning ?
Are	They	Learning?

After presenting the material, the researcher modeled the pronunciation of the concepts again—first slowly, then more quickly. The students were then asked to repeat the pronunciation and memorize the material, as previously demonstrated by the researcher. They were given 15 minutes for this activity. This step was intended to help students improve their memory and understanding of the material. Next, the researcher provided a verb, and the students were instructed to write interrogative sentences in the Present Continuous Tense using each subject pronoun in relation to the given verb.

5. Fifth Meeting.

Before the exercise, the researcher asked the students to review and repeat the previously taught material, which had been practiced together in class. The researcher then called on several students individually to recite their memorized material. After the students had demonstrated an understanding of the positive, negative, and interrogative sentence forms of the Present Continuous Tense, the researcher proceeded to the next step. In this phase, the students were given a sentence writing exercise in which they received one verb and were asked to construct positive, negative, and interrogative sentences using the Present Continuous Tense.

After the students finished writing, the researcher instructed them to exchange their answer sheets for peer checking. Once the results were reviewed, it was found that some students had not shown improvement in their scores. The researcher then discussed with those students to identify the areas where they experienced difficulties in completing the exercise. Following this, the researcher repeated the material from the beginning, covering the basics of the Present Continuous Tense and its use in positive, negative, and interrogative sentences. The students were then asked once again to recite the previously memorized concepts of the Present Continuous Tense together. This activity was intended to reinforce the material for long-term retention.

c. Post-Test

1. Last Meeting

The post-test was administered by giving a total of 30 questions to the students, consisting of 15 multiple-choice questions and 15 fill-in-the-blank questions. The purpose of this test was to assess the students' understanding of the material after the implementation of the Spaced Repetition Method. The students were given 60 minutes to complete the test. After the post-test was completed, the researcher compared the students' pre-test and post-test results to measure the effectiveness of the method.

2. Activities for the control group

a. Pre-Test

At the beginning of the first meeting, all students in both the experimental and control groups were administered a written pre-test consisting of 30 questions. The test was designed to assess their understanding of the Present Continuous Tense, with particular emphasis on constructing sentences using the correct forms of the verb "to be" (am, is, are). The purpose of this pre-test was to establish the students' initial level of comprehension prior to the implementation of the instructional treatment.

b. Treatment

1. First Meeting

In the first meeting, the teacher introduced the Present Continuous Tense by explaining its meaning and function in English. It was clarified that the Present Continuous Tense is used to describe actions or events that are occurring at the moment of speaking. Following the explanation, the teacher presented the basic structure of the Present Continuous Tense:

Subject + To Be (am, is, are) + Verb-ing

The teacher wrote some example sentences on the board and explained the usage of each:

I am learning English.
She is cooking in the kitchen.

They are playing football.

Then, the teacher assigned the students to write three Present Continuous Tense sentences based on the examples provided.

2. Second Meeting

In the second meeting, the teacher directly continued the discussion about the negative form in Present Continuous Tense. The teacher explained that the negative form is formed by adding "not" after the auxiliary verb (to be). The formula given was:

Subject + To Be + Not + Verb-ing

The teacher gave example sentences on the board:

I am not sleeping now.

He is not watching TV.

We are not going to school.

After the explanation, the teacher asked the students to make five negative sentences using Present Continuous Tense based on the examples given.

3. Third Meeting

In this meeting, the teacher taught the question form in Present Continuous Tense. The teacher explained that to form a question,

the auxiliary verb (to be) must be placed at the beginning of the sentence, with the following formula:

To Be + Subject + Verb-ing?

The teacher gave some example sentences on the board:

Are you reading a book?
Is she studying for the exam?

Am I speaking too fast?

Then, the teacher distributed worksheets containing exercises in which students had to convert several statement sentences into question form.

4. Fourth Meeting

In this meeting, the teacher provided various written exercises related to the Present Continuous Tense. The students were given some fill-in-the-blank questions in which they had to complete the sentences using the correct Present Continuous Tense form.

Example of exercise:

She ___ (write) a letter now.

They ___ (not watch) TV at the moment.

___ you (read) a novel?

After the exercise was finished, the teacher directly corrected the students' answers in class without giving them a chance to revise their own mistakes.

5. Fifth Meeting

In the last meeting, the teacher gave an exercise test to the students to measure their understanding of the Present Continuous Tense.

The test consisted of short fill-in.

c. Post-Test

In the final meeting, the post-test was administered by giving a total of 30 questions to the students, consisting of 15 multiple-choice questions and 15 fill-in-the-blank questions. The test aimed to assess students' understanding after the implementation of the learning process using the Spaced Repetition Method. The students were given 60

minutes to complete the test. After the post-test was completed, the researcher compared the students' pre-test and post-test results. Furthermore, a comparison of the post-test results between the experimental and control classes was conducted to evaluate the effectiveness of the treatment.

F. Research Instruments

According to Sugiyono (2013), research instruments are tools used to measure observed natural and social phenomena. These instruments are employed to collect data that are relevant to the research problem. In this study, the researcher used tests and questionnaires as the primary instruments for data collection.

a. Test

According to Sugiyono (2013), a test is a data collection method used to assess an individual's ability or potential in specific areas. In this study, tests were used to evaluate the effectiveness of the Spaced Repetition Method in enhancing students' comprehension of the Present Continuous Tense. The tests functioned as both pre-tests and post-tests, aiming to measure the difference in students' understanding before and after the implementation of the method.

The pre-test was designed to determine the extent of the students' understanding of the Present Continuous Tense before the intervention, while the post-test aimed to assess their understanding after the intervention. The test consisted of 30 questions: 15 multiple-choice questions and 15 short-answer questions. The multiple-choice questions were worth a total of 15 points (1 point per question), while the short-answer questions were worth a total of 60 points (4 points per question). This scoring distribution was applied to reflect the deeper level of analysis required in the short-answer section, which assessed the students' ability to construct positive, negative, and interrogative sentences in the Present Continuous Tense.

This study used an assessment rubric based on Heaton (1998), who emphasized that in language skills testing, aspects such as grammatical

accuracy, sentence structure, and appropriate verb usage are key factors in evaluating students' understanding. Therefore, scores were assigned based on the accuracy of to be usage and verb-ing formation in accordance with the Present Continuous Tense structure.

Table 3.4 Scoring of student understanding present continuous tense in positive sentence

Classification	Score	Criteria
Very Good	4	Positive sentences are correct, using the subject + to be + verb-ing structure correctly.
Good	3	The sentence structure is correct, with minor errors in –ing verbs, while to be and word order are correct.
Fair	2	There is an error in sentence structure, not using verb-ing and to be or the incorrect use of to be.
Poor	1	The sentence does not use present continuous tense.

Adapted from J.B Heaton (1998) in Writing English Language

Table 3.5 Scoring of student understanding present continuous tense in negative sentence

Classification	Score	Criteria
Very Good	4	The negative sentence is correct, using the subject + to be + not + verb-ing structure correctly.
Good	3	The sentence structure is correct, with minor errors in –ing verbs or the
Fair	2	placement of not, while to be and word order are correct.
Poor	1	There is an error in sentence structure, not using verb-ing and to be + not or the incorrect use of to be + not.

Adapted from J.B Heaton (1998) in Writing English Language

Table 3.6 Scoring of student understanding present continuous tense in interrogative sentence

Classification	Score	Criteria
Very Good	4	Interrogative sentences are correct, using the to be + subject + verb-ing structure correctly.
Good	3	The sentence structure is correct, with minor errors in –ing verbs, while to be and word order are correct.
Fair	2	There is an error in sentence structure, not using verb-ing and to be or the incorrect use of to be.
Poor	1	The sentence does not use present continuous tense.

Adapted from J.B Heaton (1998) in Writing English Language

In this research, the researcher scored the students' answers to assess their understanding of the Present Continuous Tense in writing positive, negative, and interrogative sentences. The scoring was applied to both the pre-test and post-test using the following formula:

$$\text{Score} = \frac{\text{Total Student Score}}{\text{Total Maximum Score}} \times 100$$

b. Questionnaire

According to Sugiyono (2013), a questionnaire is one of the data collection techniques conducted by providing a set of written questions or statements to respondents for them to answer. In this study, the questionnaire was used to determine students' perceptions of the use of the Spaced Repetition Method in improving their understanding of the Present Continuous Tense in writing.

The questionnaire employed in this research used a Likert scale format. This scale was chosen because it allowed the researcher to systematically measure students' perceptions by offering a structured way to analyze their responses. Through the Likert scale, students could indicate their level of agreement or disagreement regarding the effectiveness of the Spaced

Repetition Method, thus providing a clearer picture of their attitudes and learning experiences.

To ensure a comprehensive analysis, the questionnaire was designed based on several indicators representing different aspects of students' perceptions. These indicators served as a framework for categorizing the questionnaire items, making it easier to assess how students perceived the effectiveness of the method in learning the Present Continuous Tense. The indicators used in this study are presented in the following table:

This questionnaire uses indicators as shown in the table below:

Table 3.7 Indicator of questionnaires

No	Indicator	No Item
1	Effectiveness of Spaced Repetition Method	1,2,3,4,5
2	Understanding of Present Continuous Tense	6,7,8,9,10
3	Engagement in Learning Process	11,12,13,14,15
4	Writing Accuracy Improvement	16,17,18,19,20

(Adapted from Sukendra, 2020)

G. Data Analysis Technique

1. Test

a. Data Analysis

1. Descriptive Quantitative Data

This descriptive analysis was conducted to examine the students' pronunciation achievement before and after the treatment. The description of students' abilities in this study is based on the results of the pre-test and post-test. The data were analyzed using SPSS 25 (Statistical Package for the Social Sciences). Several statistical formulas were applied in the analysis, including the mean, mode, minimum score, maximum score, and standard deviation. In the final stage, a comparison between the experimental class and the control class was made to determine the effectiveness of the treatment.

The researcher used the following formula to score the students' pre-test and post-test results:

$$\text{Score} = \frac{\text{Total Student Score}}{\text{Total Maximum Score}} \times 100$$

Classification of students' scores :

Table 3.8 Students' Classification Scores

No.	Classification	Score
1.	Excellent	86-100
2.	Good	68-85
3.	Fair	47-67
4.	Very Poor	>46

Adapted from J.B Heaton (1998) in Writing English Language

a. Mean (M)

The mean is the average value of a data set, obtained by summing all data points and dividing by the total number of data points.

To calculate the mean, the formula is :

$$Me = \frac{\sum(fi\ xi)}{\sum fi}$$

Information :

$\sum fi$= frequency of xi

Xi = value of the data point

b. Median (Me)

The median is the middle value in an ordered data set. When the number of data points is odd, the median is the value located exactly at the center. If the number of data points is even, the median is calculated as the average of the two middle values.

To calculate the median, the formula is :

$Md = + \ b \ p(\ f \ n - f \ )$

Information:

b = The lower limit of the median class, is the class where it used be located

p = Median class length n = Sample size or amount of data

f = The sum of all frequencies with a class sign less than the median class sign

c. Mode (Mo)

The mode is the value that appears most frequently in a dataset. If there is more than one value with the highest frequency, the data set is called bimodal or multimodal. To calculate the mode, the formula is :

$Mo = b + p \ (b1+b1b2 \ )$

Information :

b = The lower limit of the mode class, is the highest frequency

p = Modal class length

b_1= The frequency of the modal class is reduced by the frequency of the class interval that has the smaller frequency adjacent to the modal class.

b_2= The modal class frequency is subtracted from the larger class mark interval before the modal class sign.

d. Standard Deviation

The standard deviation measures how much data points deviate from the mean.

To calculate the standard deviation, the formula is :

$$SD = \frac{\sum fi \ xi_2 - (fi \ xi)_2}{n \ (n - 1)}$$

Information :

f = Median class frequency

x = Interval class middle values

n = Number of samples

2. Prerequisite Test Analysis

a. Normality Test

The normality test is useful for determining data that has been collected in a normal distribution or taken from a normal population. The normality test used the Shapiro-Wilk statistical test at the 5% significance (α = 0.05).

According to Sugiyono (2013), the choice of normality test depends on the number of samples used:

1) If the sample size is < 50, the appropriate test is ShapiroWilk.
2) If the sample size is > 50, the Kolmogorov-Smirnov test can be used**.**

The hypothesis formulation for the normality test is as follow:

H0: The data follow a normal distribution

Ha: The data do not follow a normal distribution

According Sugiyono (2013) in the data normality testing criteriaas follows :

1) If the significance value < 0.05 then it is rejected. This means that the distribution of data scores is not normally distributed. 2) If the significance value > 0.05, I tis accapted. This means that the distribution of data scores is normally dustributed.

b. Paired Sample t-Test

The Paired Sample t-Test is a statistical method used to assess if there is a meaningful difference between two sets of scores obtained from the same group of subjects, measured at different times (such as before and after an intervention). This test is also referred to as the dependent sample t-test.

According to Sugiyono (2013), the paired sample t-test is used when:

1) The data are paired (e.g., pre-test and post-test from the same group).
2) The scale of measurement is interval or ratio.
3) The data are normally distributed.

The hypotheses in a paired sample t-test are:

H_0: There is no significant difference between the mean of the first and second measurements (pre-test and post-test).

H_a: There is a significant difference between the mean of the first and second measurements.

Decision criteria (Sugiyono, 2013):

1) If significance value (p-value) < 0.05, then H_0 is rejected → there is a significant difference.
2) If significance value (p-value) > 0.05, then H_0 is accepted → there is no significant difference.

c. Homogeneity Test

When the data is normally distributed, it is followed by a homogeneity test. The homogeneity test is carried out to determine whether the variabels X and Y have homogeneous characteristics or not. The homogeneity test calculation uses SPSS. The conditions for the homogeneity test are as follows:

a) If the count sig ≥ the reference sig,it can be attributed that the variants of the two data groups are the same
b) If the count sig ≤ the reference sig is 0.05, it can be attributed that the variants of the two data groups are not the same size.

d. Hypothesis Test

Every hypotesis can be true or not and therefore it is necessary to conduct research before it is accepted or rejected. The step or procedure for determining whether to accept or reject the hypothesis is called the independent t-test by using Gain score t-test.

e. N-Gain Score Test

The N-Gain Score Test (Normalized Gain) is a method used to measure the effectiveness of a learning process or treatment by evaluating the increase in scores from a pre-test to a posttest. The following tables to asses the effectiveness of a learning process based on the N-Gain Score:

Table 3.9 N-Gain Score Category Table

Limitation	Category
g > 0.7	High
0.3 < g < 0.7	Medium
g < 0.3	Low

Hake (1999)

Table 3.10 N-Gain Percentage Category Table

Percentage (%)	Category
g < 40	Ineffective
40 - 50	Less effective
56 - 55	Quite effective
> 76	Effective

Hake (1999)

2. Questionnaire

The analysis of the questionnaire results was conducted after completing the data processing. The data processing was carried out only after obtaining the results of the validity and reliability tests, in accordance with established procedures. This process aimed to measure student responses for the purpose of quantitative research analysis. The questionnaire consisted of five response options: strongly disagree, disagree, uncertain, agree, and strongly agree.

Then, the researcher calculated the percentage of each response.

a. Indicator

This questionnaire uses indicators as shown in the table below:

Table 3.11 Indicator of questionnaires

No	Indicator	No Item
1	Effectiveness of Spaced Repetition Method	1,2,3,4,5
2	Understanding of Present Continuous Tense	6,7,8,9,10
3	Engagement in Learning Process	11,12,13,14,15
4	Writing Accuracy Improvement	16,17,18,19,20

(Adapted from Sukendra, 2020)

b. Scoring

Several steps were taken to determine the questionnaire responses using the Likert scale, as shown in the table below:

Table 3.12 Likert Scale Measurement Criteria

Score	Answer Criteria
1	Strongly Disagree
2	Disagree
3	Neutral
4	Agree
5	Strongly Agree

(Sukendra,2020)

c. Rating Scale

Then, the data obtained were converted into success categories, as presented in the table below:

Table 3.13 Success Category Table

Percentage (%)	Category
<20	Very Unsuccessful
21-40	It didn't work
41-60	Quite Successful
61-80	Successful
81-100	Very successful

(Sukendra, 2020)

Formula :

Total Option Score $n = T\ x\ Pn$

Information :

n = total option score

T = the number of all respondents who chose option

Pn = the score for option

d. Percentage

The percentage calculation was carried out to determine the proportion of each questionnaire response analyzed by the researcher in this study.

Formula : $P^{f}{}_{n}\ x\ 100\%$

Information :

P = Percentage

f = frequency of each questionnaire answer

n = the ideal number of scores

100 = a fixed number

CHAPTER IV
FINDINGS AND DISSCUSION

This chapter presents both the research findings and their corresponding discussion. The findings section outlines all the data collected throughout the study, while the discussion section offers interpretations and analyses of the data in relation to the research objectives and relevant theoretical frameworks.

A. Research Finding

The findings of this research consisted of data obtained through tests and questionnaires. These findings are presented and discussed in detail in the following sections.

1. The effectiveness of spaced repetition method in improving Students' understanding of present continuous tense

This study took place from March 10 to April 21, 2025, at SMPN 5 Tinambung, located in Kec. Tinambung, Kab. Polewali Mandar, Sulawesi Barat. The research was carried out over 14 sessions. It involved administering both a pretest and a post-test, each containing 30 questions in multiple-choice and fillin-the-blank formats. The participants included 23 students from class VIIA as the control group and 23 students from class VIIB as the experimental group.

a. Control Class

1) Pre-test and Post-test

The control class received instruction through conventional teaching methods. To evaluate the students' prior knowledge of the Present Continuous Tense, a pre-test was administered. This group, consisting of Class VIII A with a total of 23 students, was given a test comprising 30 items requiring the construction of positive, negative, and interrogative sentences using the appropriate Present Continuous Tense structure. Following five instructional sessions using the conventional approach, a post-test was conducted to assess any improvement in student performance. The results of the pre-test and post-test were subsequently compared to determine the effectiveness of the conventional method. The data obtained are presented as follows:

Table 4.1 Comparison Data between Pre-Test and Post-Test of Control Class

No	Name	Pre-Test	Post-Test
1	AR	48	60
2	AM	56	68
3	AN	52	60
4	AR	44	60
5	AD	52	64
6	FK	48	60
7	IY	48	64
8	MR	56	60
9	MI	56	76
10	MS	48	60
11	MA	52	68
12	MF	48	64
13	MR	52	64
14	NM	56	72
15	NA	52	68
16	NF	52	60
17	NU	44	68
18	PH	44	64
19	PQ	56	68
20	SF	60	76
21	ZA	52	72
22	MM	52	68
23	MF	44	60

a) Statistic Descriptive of Pre-test and Post-test of control class Table 4.2 Pre-test Statistic of Class Control

Statistics

PreTest Control

N	Valid	23
	Missing	0
Mean		50.96
Std. Error of Mean		.948
Median		52.00
Mode		52
Std. Deviation		4.548
Variance		20.680
Range		16
Minimum		44
Maximum		60
Sum		1172
Percentiles	25	48.00
	50	52.00
	75	56.00

Based on the table above, the highest score recorded is 60, which falls into the fair category, indicating that none of the students achieved an excellent or good performance. The lowest score is 44, categorized as very poor, suggesting that some students still struggle significantly with the material. The score range of 16 reflects a moderate level of variability among student performances. The mean score of 50.96 shows that, on average, students performed at a poor level, indicating a general lack of understanding or mastery of the topic. The median variance of 20.680 implies that the distribution of scores is not highly dispersed, while the mode of 52 being the most frequently

occurring score reinforces the concentration of student achievement around the poor level. Lastly, the standard deviation of 4.548 shows a relatively small spread of scores around the mean, suggesting that most students' performance clustered closely near the average.

Tablet 4.3 Post-Test Statistic of Class Control

Statistics

PostTest Control

N	Valid	23
	Missing	0
Mean		65.39
Std. Error of Mean		1.085
Median		64.00
Mode		60
Std. Deviation		5.203
Variance		27.067
Range		16
Minimum		60
Maximum		76
Sum		1504
Percentiles	25	60.00
	50	64.00
	75	68.00

Based on the table above, the highest score achieved is 76, which falls into the very good category, indicating that at least one student demonstrated a strong understanding of the material. In contrast, the lowest score is 60, which is categorized as very poor, showing that some students are still struggling significantly. The score range of 16 reflects a moderate gap between the lowest and highest scores, suggesting varied levels of student performance. The mean score of 65.39 places the overall class performance in the fair to poor range,

implying that most students have an average or below-average grasp of the subject. The median variance of 27.067 and a standard deviation of 5.203 indicate a noticeable spread in the data, meaning that students' scores differ quite a bit from one another. The mode of 60, being the most frequently occurring score, further highlights that a significant number of students are still performing at a very low level.

Comparison of Pre-Test and Post-Test Scores in the Control Class: Table 4.7 illustrates the differences between the pre-test and post-test scores of the control group in relation to their understanding of the Present Continuous Tense in writing. As shown in Tables 4.1 and 4.4, the average pre-test score for the control class was 50.96, which increased to 65.39 in the post-test. This indicates a noticeable improvement in students' performance, even without the implementation of the Spaced Repetition Method.

Table 4.4 Comparison Data between Pre-Test and Post-Test Control class

No	Data	Pre-Test	Post-Test
1	Number of students	23	23
2	Mean	50,96	65,39
3	SD	4.548	5.203
4	Low category of frequency	44	60
5	High Category of frequency	60	76

Based on the table above, the comparison of pre-test and post-test results in the control class specifically in terms of mean and standard deviation shows an increase in student scores. This suggests that although the control group did not receive the Spaced Repetition treatment, some improvement in their understanding of the Present Continuous Tense still occurred.

b) The Frequency of Pre-test and Post-test of Control Class

Table 4.5 Pre-Test Score of Class Control

PreTest Control

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	44	4	17.4	17.4	17.4
	48	5	21.7	21.7	39.1
	52	8	34.8	34.8	73.9
	56	5	21.7	21.7	95.7
	60	1	4.3	4.3	100.0
	Total	23	100.0	100.0	

Based on the table above, it can be concluded that the lowest pre-test score in the control class was 44, obtained by 4 students (17.4%), placing them in the very poor category. In contrast, the highest score was 60, achieved by 1 student (4.3%), which falls into the good category. The most frequent score was 52, recorded by 8 students (34.8%), indicating that a significant portion of the class performed at a similar level. This score distribution shows that most students in the control class scored between 48 and 56, suggesting that their overall understanding of the Present Continuous Tense prior to the treatment was moderate, with room for improvement.

Table 4.6 Categories Data Pre-Test of class Control

No	Interval	Category	F	%
1	47- 67	Fair	19	82,6 %
2	< 46	Very Poor	4	17,4 %

Based on the classification in the table above, the pre-test results of the control class revealed that 19 students (82.6%) were categorized as Fair, with scores ranging from 47 to 67. Meanwhile, 4 students (17.4%) fell into the Very Poor category, having scores below 46. This indicates that the majority of students in the control group had a moderate level of understanding of the material before the treatment, while a smaller portion demonstrated a significant lack of comprehension.

Table 4.7 Post-Test Score of Control Class

PostTest Control

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	60	8	34.8	34.8	34.8
	64	5	21.7	21.7	56.5
	68	6	26.1	26.1	82.6
	72	2	8.7	8.7	91.3
	76	2	8.7	8.7	100.0
	Total	23	100.0	100.0	

Based on the table above, it can be concluded that the lowest score in the post-test of the control class was 60, obtained by 8 students (34.8%), which falls into the Fair category. In contrast, the highest score was 76, achieved by 2 students (8.7%), and is categorized as Very Good. The most frequent score was also 60, recorded by the same 8 students (34.8%). This distribution suggests that while a small number of students showed significant improvement, a considerable portion of the class remained at a moderate level of understanding following the learning process.

4.8 Categories Data Post-Test of class Control

No	Interval	Category	F	%
1	68-85	Good	10	43,5%
2	47-67	Fair	13	56,5%

Based on the table above, the post-test results for the control class indicate that the majority of students 13 students (56.5%) fell into the Fair category, while 10 students (43.5%) were classified as Good. Notably, no students were categorized as Poor in the post-test results. This suggests a general improvement in students' performance compared to the pre-test, with all students reaching at least a moderate level of understanding after the learning period.

b. Experimental Class (By Using Spaced Repetition Method in Improving Students' Understanding of Present Continuous Tense)

1) Pre-Test and Post-test

The experimental class received instruction through the Spaced Repetition Method to enhance students' understanding of the Present Continuous Tense. This group, consisting of Class VIII B with a total of 23 students, participated in five instructional sessions designed to reinforce the structure and usage of positive, negative, and interrogative forms through spaced, repetitive practice. To evaluate the students' initial understanding, a pre-test comprising 30 items was administered prior to the intervention. After the completion of the learning sessions, a post-test was conducted to measure any improvement in student achievement. The results from both the pre-test and post-test were then analyzed and compared to determine the effectiveness of the Spaced Repetition Method. The data obtained are presented as follows:

Table 4.9 Comparison Data between Pre-Test and Post-Test Experimental Class

No	Name	Pre-Test	Post-Test
1	AF	52	80
2	AS	60	84
3	AN	56	76
4	BA	56	80
5	FE	60	84
6	HA	48	68
7	JU	52	72
8	MR	56	72
9	MS	52	76
10	MM	52	72
11	MZ	56	68
12	MI	48	68
13	MN	52	72
14	NA	48	64
15	NP	44	60
16	NY	52	72
17	RR	52	68
18	RU	52	76
19	RI	48	68
20	SR	48	68
21	WA	56	72
22	AA	48	68
23	CN	56	72

a) Statistic Descriptive of Pre-test and Post-test of Experimental Class

Table 4.10 Pre-Test Statistic of class Experimental

Statistics

PreTest Experiment

N	Valid	23
	Missing	0
Mean		52.35
Std. Error of Mean		.868
Median		52.00
Mode		52
Std. Deviation		4.163
Variance		17.328
Range		16
Minimum		44
Maximum		60
Sum		1204
Percentiles	25	48.00
	50	52.00
	75	56.00

Based on the table above, the highest score recorded is 60, which falls into the Fair category, while the lowest score is 44, categorized as Very Poor. The range of 16 indicates a moderate spread between the lowest and highest scores. The mean score of 52.35 suggests that, on average, students performed at a low to moderate level. The median variance of 17.328 and a standard deviation of 4.163 indicate that most students' scores were relatively close to the mean, showing limited variation in performance. The mode of 52, being the most frequently occurring score, reinforces that a significant number of students clustered around the lower-middle performance level.

The post-test administered to the experimental class aims to assess the effectiveness of the Spaced Repetition Method in improving students' understanding of the Present Continuous Tense. This evaluation is conducted after the students have undergone a series of learning sessions utilizing the Spaced Repetition approach, which is designed to enhance retention and mastery of the material through structured and repeated review over spaced intervals.

Table 4.11 Post Test Statistic of Experimental Class

Statistics

PostTest Experiment

N	Valid	23
	Missing	0
Mean		72.17
Std. Error of Mean		1.244
Median		72.00
Mode		68[a]
Std. Deviation		5.967
Variance		35.605
Range		24
Minimum		60
Maximum		84
Sum		1660
Percentiles	25	68.00
	50	72.00
	75	76.00

a. Multiple modes exist. The smallest value is shown

Based on the data presented in the table, the highest score achieved was 84, which falls into the Good category, while the lowest score was 60, categorized as Poor. The score range of 24 reflects a relatively wide spread in student performance. The mean score of 72.17 suggests that, on average, students performed at a fairly good level, indicating a reasonable

understanding of the material. The variance of 35.605 and the standard deviation of 5.967 show a moderate degree of variation in scores, meaning there were noticeable differences in individual student performance. The mode of 68, being the most frequently occurring score, indicates that several students scored slightly below the mean. Although the median is not explicitly stated, the data distribution suggests that it likely falls within the fair to good range.

Comparison of Pre-Test and Post-Test Data in the Experimental Class Table 4.15 displays the variation between the Pre-Test and Post-Test scores of the experimental class aimed at enhancing students' reading comprehension. Referring to Tables 4.9 and 4.12, the mean score of the Pre-Test was 52.35, while the PostTest average rose to 72.17. This indicates an improvement in students' performance after the implementation of the treatment, as reflected by the higher Post-Test mean.

Table 4.12 Comparison Data between Pre-Test and Post-Test Class Experimental

No	Data	Pre-Test	Post-Test
1	Number of students	23	23
2	Mean	52,35	72,17
3	SD	4.163	5.967
4	Low category of frequency	44	60
5	High Category of frequency	60	84

Based on the table above, the comparison of pre-test and post-test results in the experimental class particularly in terms of median, mean, and standard deviation shows a clear improvement in students' scores. This indicates that

students performed better after receiving instruction using the Spaced Repetition Method.

b) The Frequency of Pre-test and Post-test of Experimental class

Table 4.13 Pre-Test Score of Experimental Class

PreTest Experiment

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	44	1	4.3	4.3	4.3
	48	6	26.1	26.1	30.4
	52	8	34.8	34.8	65.2
	56	6	26.1	26.1	91.3
	60	2	8.7	8.7	100.0
	Total	23	100.0	100.0	

Based on the table above, it can be concluded that the lowest score in the pretest of the experimental class was 44, obtained by 1 student (4.3%), which is categorized as very poor. Meanwhile, the highest score was 60, achieved by 2 students (8.7%), which falls into the fair category. The most frequent score was 52, achieved by 8 students (34.8%).

Table 4.14 Categories Data Pre-Test of class experimental

No	Interval	Category	F	%
1	47-67	Fair	22	95,7%
2	< 46	Poor	1	4,3%

Based on the table above, the pre-test results of the experimental class show that the majority of students (22 students or 95.7%) were in the Fair category, and only 1 student (4.3%) was in the Poor category.

Table 4.15 Post-Test Score of Class Experimental

PostTest Experiment

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	60	1	4.3	4.3	4.3
	64	1	4.3	4.3	8.7
	68	7	30.4	30.4	39.1
	72	7	30.4	30.4	69.6
	76	3	13.0	13.0	82.6
	80	2	8.7	8.7	91.3
	84	2	8.7	8.7	100.0
	Total	23	100.0	100.0	

Based on the table above, it can be concluded that the lowest score in the post-test of the experimental class was 60, achieved by 1 student (4.3%), which is categorized as Fair. Meanwhile, the highest score was 84, obtained by 2 students (8.7%), which falls into the Very Good category. The most frequent scores were 68 and 72, each achieved by 7 students (30.4%).

Table 4.16 Categories data Post-Test of Class Experimental

No	Interval	Category	F	%
1	68-85	Good	21	91,3%
2	47-67	Fair	2	8,7%

Based on the table above, the post-test results of the experimental class indicate that the majority of students 21 students (91.3%) were categorized as Good, while the remaining 2 students (8.7%) fell into the Fair category. These results suggest a significant improvement in students' understanding of the material, with nearly all students reaching a high level of performance after the treatment.

Table 4.17 Data Descriptive Statistics Pre-Test and Post-Test of Class Experimental and Class Control

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Pre-Test Experiment	23	44	60	52.35	4.163
Post-Test Experiment	23	60	84	72.17	5.967
Pre-Test Control	23	44	60	50.96	4.548
Post-Test Control	23	60	76	65.39	5.203
Valid N (listwise)	23				

Based on Table 4.16, which presents the descriptive statistics of the pretest and post-test scores for both the experimental and control classes, an initial decision regarding the effectiveness of the learning treatment can be made. The increase in mean scores between the pre-test and post-test can serve as a preliminary indicator of the success of the learning intervention. In the experimental class, the mean score increased from 52.35 to 72.17. Meanwhile, the control class showed an increase from 50.96 to 65.39. The higher average gain in the experimental class suggests that the instructional method or treatment applied in that group had a more positive impact on students' learning outcomes compared to the control group. Therefore, it can be indicated descriptively that the learning method used in the experimental class was more effective. However, to confirm whether this difference is statistically significant, further analysis such as a t-test or N-Gain analysis is required.

2. Prerequisite Testing Result

a. Test of normality

The test of normality was a test carried out with the aim of assessing the distribution of data in a class of data variables, whether the data distribution was normally distributed or not. The normality test was carried out on the data obtained from the pre-test and posttest for both the control and experiment class.

Tabel 4.18 Data of Normality Test

Tests of Normality

		Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Class	Statistic	df	Sig.	Statistic	df	Sig.
Students Learning Results	Pre-Test Experiment	.185	23	.039	.920	23	.068
	Post-Test Experiment	.207	23	.012	.933	23	.127
	Pre-Test Control	.199	23	.018	.915	23	.052
	Post-Test Control	.198	23	.020	.866	23	.105

a. Lilliefors Significance Correction

According to the results of the normality test mentioned above, the significance value in the Kolmogorov-Smirnov test for the experimental group is 0.039 (Pre-Test Experiment) and 0.012 (Post Test Experiment) < (0.05) and for the control group is 0.018 (Pre-Test Control) and 0.020 (Post-Test Control), which indicates that the data is not normally distributed. However, as explained by Sugiyono (2013), for the number of samples (n) < 50, the more appropriate test to use is Shapiro-Wilk. The Shapiro-Wilk test results show a significance value of 0.068 (Pre-Test Experiment) dan 0.127 (Post-Test Experiment) > (0.05) for the experimental group. 0.052 (Pre-Test Control) and 0.105 (PostTest Control) > (0.05) for the control group. Since both values are greater than 0.05, it indicated that the students learning result data in both groups are normally distributed.

b. Paired Sample t-Test

Tabel 4.19 Data of Paired Sample t-Test

Paired Samples Test

	Paired Differences					t	df	Sig. (2tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference Lower	Upper			
Pair 1 PreTest Experiment - PostTest Experiment	-19.826	3.713	.774	-21.432	-18.220	-25.608	22	.000
Pair 2 PreTest Control - PostTest Control	-14.435	4.470	.932	-16.368	-12.502	-15.486	22	.000

Based on the results of the Paired Sample t-Test test analyzed using SPSS, a significance value (Sig. 2-tailed) of 0.000 (<0.05) was obtained for both groups, namely the experimental group and the control group. This shows that there is a statistically significant difference between the pre-test and post-test scores in each group.

For the experimental group, the mean difference was -19.826 with a 95% confidence interval between -21.432 to -18.220, indicating that the use of the Spaced Repetition Method was able to significantly improve students' understanding of the Present Continuous Tense.

The control group also showed improvement (mean difference = 14.435), but the improvement was lower than that of the experimental group, which reinforced that the method given in the experimental group was more effective.Homogeneity test was carried out after the normality test. The data was said to be homogeneous if the significance values was Sig > 0.05 (significance level) variant homogeneity test was used to test homogeneity . The homogeneity test result were were presented as follows.

c. Test of Homogeneity

Tabel 4.20 Data of Homogeneity Test

Test of Homogeneity of Variance

		Levene Statistic	df1	df2	Sig.
Students Learning Results	Based on Mean	1.207	1	44	.278
	Based on Median	.661	1	44	.421
	Based on Median and with adjusted df	.661	1	41.492	.421
	Based on trimmed mean	1.169	1	44	.286

Homogeneity of Variance Analysis of Levene's Test results show that the significance levels for all the methods examined based on mean, median, and trimmed mean are above the 0.05 threshold, with values of 0.278, 0.421, 0.421, and 0.286, respectively. Given that these significance values exceed 0.05, it suggests that there is no statistically significant difference in the variance between the control and experimental groups. This finding confirms that the variances are homogeneous, indicating a similar data distribution across both groups. As a result, the assumption of variance homogeneity is satisfied, and further statistical testing can be conducted without concerns of variance inequality.

d. Hypothesis Testing Result

Tabel 4.21 Data of Independent Samples Test Hypothesis

Independent Samples Test

		Levene's Test Equality Variances		t-test for Equality of Means						
								Std.	95% Confidence	
							Mean	Error	Interval of the	
						Sig. (2-	Differen	Differen	Difference	
		F	Sig.	t	df	tailed)	ce	ce	Lower	Upper
Students Learning Results	Equal variances assumed	1.207	.278	4.432	44	.000	5.37739	1.21343	2.93188	7.82290
	Equal variances not assumed			4.432	42.492	.000	5.37739	1.21343	2.92943	7.82536

Based on the table, the results of the independent samples t-test analyzed using SPSS showed that the significance value (Sig. 2-tailed) was 0.000 < 0.05. Therefore, the alternative hypothesis (H1) is accepted. This indicates that there is a significant effectiveness of using the Spaced Repetition Method in improving students' understanding of the Present Continuous Tense in writing for Class VIII B students at SMPN 5 TINAMBUNG.

e. N-Gain Score Test

Table 4.22 N-Gain Score

Descriptives

	Class			Statistic	Std. Error
NGain_Percentage	Experiment	Mean		42.0150	1.97259
		95% Confidence Interval for Mean	Lower Bound	37.9241	
			Upper Bound	46.1059	
		5% Trimmed Mean		41.8255	
		Median		38.4615	
		Variance		89.496	
		Std. Deviation		9.46023	
		Minimum		27.27	
		Maximum		60.00	
		Range		32.73	
		Interquartile Range		13.64	
		Skewness		.619	.481
		Kurtosis		-.336	.935
	Control	Mean		29.4321	1.85758
		95% Confidence Interval for Mean	Lower Bound	25.5797	
			Upper Bound	33.2845	
		5% Trimmed Mean		29.6359	
		Median		28.5714	
		Variance		79.364	
		Std. Deviation		8.90862	
		Minimum		9.09	
		Maximum		45.45	
		Range		36.36	
		Interquartile Range		12.64	
		Skewness		-.228	.481
		Kurtosis		.032	.935

Based on the results of the N-Gain score analysis presented in Table 4.22, it is known that the average N-Gain percentage for the experimental class using the Spaced Repetition method was 42.02%, with a minimum score of

27.27% and a maximum of 60.00%. According to the N-Gain effectiveness category by Hake (1999), this result falls into the “less effective” category. Meanwhile, the control class that used conventional learning methods achieved an average N-Gain score of 29.43%, with the lowest score being 9.09% and the highest 45.45%, which is categorized as “ineffective.”

Thus, it can be indicated that the use of the Spaced Repetition method had a relatively better impact on improving students’ learning outcomes compared to the conventional method. However, overall, the method is still considered less effective in significantly enhancing students’ understanding of the Present Continuous Tense among the students of Class VIII B at SMP Negeri 5 Tinambung. Meanwhile, the conventional learning method was proven to be ineffective in the same learning context.

Table 4.23 Tests of Normality N-Gain Score

Tests of Normality

		Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Class	Statistic	df	Sig.	Statistic	df	Sig.
NGain_Percentage	Experiment	.210	23	.010	.921	23	.071
	Control	.107	23	.200*	.981	23	.925

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Based on the results of the normality test presented in Table 4.23, the NGain Percentage data for both the experimental and control classes were tested using two methods: Kolmogorov-Smirnov and Shapiro-Wilk. However, since the number of samples in each class is 23 students (which is less than 50), the ShapiroWilk test is used as the main reference for decision making, as it is more appropriate for small sample sizes.

For the experimental class, the significance value (Sig.) in the Shapiro-Wilk test is 0.071, and for the control class, it is 0.925. Since both significance values are greater than 0.05, it can be concluded that the N-Gain Percentage data in both

classes are normally distributed. Therefore, the data meet one of the assumptions required for conducting a parametric test, such as the independent samples t-test.

Table 4.24 Independent Sample Test of N-Gain Score

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means					
								95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2tailed)	Mean Difference	Std. Error Difference	Lower	Upper
NGain_Percentage	Equal variances assumed	.054	.818	4.644	44	.000	12.58292	2.70956	7.12217	18.04368
	Equal variances not assumed			4.644	43.842	.000	12.58292	2.70956	7.12161	18.04424

Based on the results of Levene's Test for Equality of Variances, the significance value (Sig.) is 0.818, which is greater than 0.05 (0.818 > 0.05). This indicates that the variance of the N-Gain scores (%) for the experimental class and the control class is homogeneous or equal. Therefore, the independent t-test analysis was conducted using the assumption of Equal variances assumed.

From the "Independent Samples Test" table, the Sig. (2-tailed) value for the t-test is 0.000, which is less than 0.05 (0.000 < 0.05). Thus, it can be concluded that there is a statistically significant difference in effectiveness between the use of the Spaced Repetition method and the conventional learning method in improving students' understanding of the present continuous tense in class VIII at SMP NEGERI 5 TINAMBUNG.

Table 4.25 Mean of N-Gain Score

Group Statistics

	Class	N	Mean	Std. Deviation	Std. Error Mean
NGain_Percentage	Experiment	23	42.0150	9.46023	1.97259
	Control	23	29.4321	8.90862	1.85758

Based on the data in Table 4.24, it is known that the average N-Gain percentage for the experimental class using the spaced repetition method is 42.02%. According to the N-Gain effectiveness category, this score falls into the "less effective" category for improving student learning outcomes. Meanwhile, the control class using the conventional learning method has an average N-Gain percentage of 29.43%. This value is categorized as "ineffective" based on the NGain effectiveness interpretation table.

Therefore, descriptively, it can be concluded that there is a difference in the effectiveness of applying the spaced repetition method compared to the conventional learning method in improving students' learning outcomes. Although the spaced repetition method shows better results than the conventional method, both methods are still considered not fully effective in enhancing student learning outcomes.

2. Students perceptions of using spaced repetition method in improving students' understanding of present continuous tense

To enhance the quantitative results obtained in this research, a questionnaire was distributed to explore students' perceptions of the application of the Spaced Repetition Method in mastering the Present Continuous Tense. The perceptual data were intended to shed light on students' experiences throughout the learning process, especially in relation to their comprehension, active participation, and progress in writing accuracy. The questionnaire contained 20 items, categorized into four key indicators: the perceived effectiveness of the method, students' understanding of the tense, their engagement during the learning activities, and improvements in the accuracy of their writing. Each item was assessed using a five point Likert scale: 1 (strongly disagree), 2 (disagree), 3 (neutral), 4 (agree), and 5 (strongly agree). The analysis and interpretation of these questionnaire results serve to complement the outcomes of the pre-test and post-test scores.

Table 4.26 Data of questionnaire of the First Statement

Statement 1

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	12	52.2	52.2	52.2
	Strongly Agree	11	47.8	47.8	100.0
	Total	23	100.0	100.0	

The first questionnaire item stated, "The Spaced Repetition Method helps me remember the Present Continuous Tense better." A total of 11 students (47.8%) strongly agreed, while 12 students (52.2%) agreed with the statement. This indicates that 100% of the students responded positively, suggesting that the majority found the method effective in improving their retention of the Present Continuous Tense.

Table 4.27 Data of questionnaire of the Second Statement

Statement 2

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	13	56.5	56.5	56.5
	Strongly Agree	10	43.5	43.5	100.0
	Total	23	100.0	100.0	

The second questionnaire item stated, “I find it easier to understand grammar due to the repeated practice provided.” A total of 10 students (43.5%) strongly agreed, while 13 students (56.5%) agreed. This shows that all students responded positively, indicating that the repeated practice offered by the Spaced Repetition Method was perceived as helpful in improving their understanding of grammar concepts.

Table 4.28 Data of questionnaire of the Third Statement

Statement 3

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	13	56.5	56.5	56.5
	Strongly Agree	10	43.5	43.5	100.0
	Total	23	100.0	100.0	

The third questionnaire item stated, “Repeating the material using this method helps me avoid mistakes in sentence construction.” A total of 10 students (43.5%) strongly agreed, while 13 students (56.5%) agreed. This indicates that all students perceived the repetition aspect of the method as beneficial, particularly in reducing errors during sentence construction, which reflects improved grammatical accuracy through consistent practice.

Table 4.29 Data of questionnaire of the Fourth Statement

Statement 4

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	10	43.5	43.5	43.5
	Strongly Agree	13	56.5	56.5	100.0
	Total	23	100.0	100.0	

The fourth questionnaire item stated, “Learning with Spaced Repetition is more effective than traditional learning methods.” A total of 13 students (56.5%) strongly agreed, while 10 students (43.5%) agreed. These results indicate that all students viewed the Spaced Repetition Method as more effective compared to traditional learning approaches, highlighting its perceived impact on enhancing comprehension and retention.

Table 4.30 Data of questionnaire of the Fifth Statement

Statement 5

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	11	47.8	47.8	47.8
	Strongly Agree	12	52.2	52.2	100.0
	Total	23	100.0	100.0	

The fifth questionnaire item stated, “I feel more confident in using the Present Continuous Tense after learning with this method.” A total of 12 students (52.2%) strongly agreed, while 11 students (47.8%) agreed. This indicates that all students experienced a boost in confidence when using the Present Continuous Tense, suggesting that the Spaced Repetition Method positively influenced both their understanding and self-assurance in applying the tense correctly.

Table 4.31 Data of questionnaire of the Sixth Statement

Statement 6

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	12	52.2	52.2	52.2
	Strongly Agree	11	47.8	47.8	100.0
	Total	23	100.0	100.0	

The sixth questionnaire item stated, "I understand when to use the Present Continuous Tense in a sentence." A total of 11 students (47.8%) strongly agreed, while 12 students (52.2%) agreed. This shows that all students felt confident in identifying the correct usage of the Present Continuous Tense, indicating that the method effectively supported their grammatical understanding and practical application.

Table 4.32 Data of questionnaire of the Seventh Statement

Statement 7

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	8	34.8	34.8	34.8
	Strongly Agree	15	65.2	65.2	100.0
	Total	23	100.0	100.0	

The seventh questionnaire item stated, "I can distinguish the use of the Present Continuous Tense from other tenses." A total of 15 students (65.2%) strongly agreed, while 8 students (34.8%) agreed. These results suggest that all students were able to clearly differentiate the Present Continuous Tense from other tenses, indicating that the method was effective in reinforcing tense recognition and deepening their grammatical awareness.

Table 4.33 Data of questionnaire of the Eight Statement

Statement 8

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	11	47.8	47.8	47.8
	Strongly Agree	12	52.2	52.2	100.0
	Total	23	100.0	100.0	

The eighth questionnaire item stated, “I can create positive, negative, and interrogative sentences using the Present Continuous Tense.” A total of 12 students (52.2%) strongly agreed, while 11 students (47.8%) agreed. This indicates that all students felt confident in constructing various sentence forms using the Present Continuous Tense, demonstrating the method’s effectiveness in enhancing their sentence structure skills and practical grammar usage.

Table 4.34 Data of questionnaire of the Ninth Statement

Statement 9

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	6	26.1	26.1	26.1
	Strongly Agree	17	73.9	73.9	100.0
	Total	23	100.0	100.0	

The ninth questionnaire item stated, “I understand that the Present Continuous Tense is used to describe ongoing activities.” A total of 17 students (73.9%) strongly agreed, while 6 students (26.1%) agreed. These results indicate that all students demonstrated a clear conceptual understanding of the function of the Present Continuous Tense, showing that the method effectively reinforced the core meaning and usage of this grammatical structure.

Table 4.35 Data of questionnaire of the Tenth Statement

Statement 10

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	9	39.1	39.1	39.1
	Strongly Agree	14	60.9	60.9	100.0
	Total	23	100.0	100.0	

The tenth questionnaire item stated, “I can identify errors in sentences using the Present Continuous Tense.” A total of 14 students (60.9%) strongly agreed, while 9 students (39.1%) agreed. This indicates that all students felt capable of recognizing mistakes in the use of the Present Continuous Tense, reflecting a solid understanding of the tense's structure and rules as a result of the learning method applied.

Table 4.36 Data of questionnaire of the Eleventh Statement

Statement 11

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	6	26.1	26.1	26.1
	Strongly Agree	17	73.9	73.9	100.0
	Total	23	100.0	100.0	

The eleventh questionnaire item stated, “I feel more motivated to learn the Present Continuous Tense with the Spaced Repetition Method.” A total of 17 students (73.9%) strongly agreed, while 6 students (26.1%) agreed. These results suggest that the majority of students felt highly motivated when learning through the Spaced Repetition Method, indicating that the approach not only enhanced understanding but also increased student engagement and enthusiasm toward grammar learning.

Table 4.37 Data of questionnaire of the Twelfth Statement

Statement 12

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	10	43.5	43.5	43.5
	Strongly Agree	13	56.5	56.5	100.0
	Total	23	100.0	100.0	

The twelfth questionnaire item stated, “I actively participate in exercises provided during learning with this method.” A total of 13 students (56.5%) strongly agreed, while 10 students (43.5%) agreed. This indicates that all students were actively engaged in the learning process when using the Spaced Repetition Method, reflecting the method's effectiveness in encouraging participation and maintaining student involvement during grammar instruction.

Table 4.38 Data of questionnaire of the Thirteenth Statement

Statement 13

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	14	60.9	60.9	60.9
	Strongly Agree	9	39.1	39.1	100.0
	Total	23	100.0	100.0	

The thirteenth questionnaire item stated, “I enjoy the learning process with the Spaced Repetition Method.” A total of 9 students (39.1%) strongly agreed, while 14 students (60.9%) agreed. These results indicate that all students had a positive learning experience, suggesting that the Spaced Repetition Method not only improved their understanding but also made the learning process more enjoyable and engaging.

Table 4.39 Data of questionnaire of the Fourteenth Statement

Statement 14

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	8	34.8	34.8	34.8
	Strongly Agree	15	65.2	65.2	100.0
	Total	23	100.0	100.0	

The fourteenth questionnaire item stated, “I concentrate better on understanding the Present Continuous Tense when using this method.” A total of 15 students (65.2%) strongly agreed, while 8 students (34.8%) agreed. This indicates that all students experienced improved concentration during the learning process, suggesting that the Spaced Repetition Method helped maintain focus and supported deeper comprehension of the Present Continuous Tense.

Table 4.40 Data of questionnaire of the Fifteenth Statement

Statement 15

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	10	43.5	43.5	43.5
	Strongly Agree	13	56.5	56.5	100.0
	Total	23	100.0	100.0	

The fifteenth questionnaire item stated, “I feel my study time is more effective because of the repeated exercises provided.” A total of 13 students (56.5%) strongly agreed, while 10 students (43.5%) agreed. This indicates that all students perceived their study time as more efficient and productive, suggesting that the repetition strategy within the Spaced Repetition Method helped maximize their learning outcomes within a limited time frame.

Table 4.41 Data of questionnaire of the Sixteenth Statement

Statement 16

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	7	30.4	30.4	30.4
	Strongly Agree	16	69.6	69.6	100.0
	Total	23	100.0	100.0	

The sixteenth questionnaire item stated, “I can write sentences using the Present Continuous Tense with minimal mistakes.” A total of 16 students (69.6%) strongly agreed, while 7 students (30.4%) agreed. These results indicate that all students felt confident in their ability to accurately construct sentences, suggesting that the Spaced Repetition Method effectively improved their writing accuracy in using the Present Continuous Tense.

Table 4.42 Data of questionnaire of the Seventeenth Statement

Statement 17

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	10	43.5	43.5	43.5
	Strongly Agree	13	56.5	56.5	100.0
	Total	23	100.0	100.0	

The seventeenth questionnaire item stated, “My mistakes in writing the Present Continuous Tense have decreased after using this method.” A total of 13 students (56.5%) strongly agreed, while 10 students (43.5%) agreed. This indicates that all students perceived a reduction in their writing errors, suggesting that the Spaced Repetition Method contributed positively to improving their grammatical accuracy in using the Present Continuous Tense.

Table 4.43 Data of questionnaire of the Eighteenth Statement

Statement 18

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	10	43.5	43.5	43.5
	Strongly Agree	13	56.5	56.5	100.0
	Total	23	100.0	100.0	

The eighteenth questionnaire item stated, “I pay more attention to the structure of the Present Continuous Tense when writing a sentence.” A total of 13 students (56.5%) strongly agreed, while 10 students (43.5%) agreed. This suggests that all students became more aware of sentence structure, indicating that the Spaced Repetition Method helped reinforce attention to grammatical form during the writing process.

Table 4.44 Data of questionnaire of the Ninteenth Statement

Statement 19

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	8	34.8	34.8	34.8
	Strongly Agree	15	65.2	65.2	100.0
	Total	23	100.0	100.0	

The nineteenth questionnaire item stated, “I can use the correct verb form in the Present Continuous Tense when writing.” A total of 15 students (65.2%) strongly agreed, while 8 students (34.8%) agreed. These results indicate that all students felt confident in selecting and applying the correct verb forms, showing that the Spaced Repetition Method effectively supported their grammatical accuracy in written expression.

Table 4.45 Data of questionnaire of the Twentieth Statement

Statement 20

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	4	17.4	17.4	17.4
	Strongly Agree	19	82.6	82.6	100.0
	Total	23	100.0	100.0	

The twentieth questionnaire item stated, “I feel more confident in writing using the Present Continuous Tense after practicing with this method.” A total of 19 students (82.6%) strongly agreed, while 4 students (17.4%) agreed. These results indicate that nearly all students experienced a significant boost in confidence when writing with the Present Continuous Tense, demonstrating the positive impact of the Spaced Repetition Method on both skill development and self-assurance.

Overall, the questionnaire results indicate a positive perception among students regarding the use of the Spaced Repetition method in learning the Present Continuous Tense. The majority of respondents showed a high level of agreement with statements related to the method's effectiveness, understanding of the material, engagement in the learning process, and improved writing accuracy. The average score for each statement is above 4.00, which can also be seen in the table 4.46 below.

Table 4.46 Students' Perception by Statements

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Statement 1	23	4	5	4.48	.511
Statement 2	23	4	5	4.43	.507
Statement 3	23	4	5	4.43	.507
Statement 4	23	4	5	4.57	.507
Statement 5	23	4	5	4.52	.511
Statement 6	23	4	5	4.48	.511
Statement 7	23	4	5	4.65	.487
Statement 8	23	4	5	4.52	.511
Statement 9	23	4	5	4.74	.449
Statement 10	23	4	5	4.61	.499
Statement 11	23	4	5	4.74	.449
Statement 12	23	4	5	4.57	.507
Statement 13	23	4	5	4.39	.499
Statement 14	23	4	5	4.65	.487
Statement 15	23	4	5	4.57	.507
Statement 16	23	4	5	4.70	.470
Statement 17	23	4	5	4.57	.507
Statement 18	23	4	5	4.57	.507
Statement 19	23	4	5	4.65	.487
Statement 20	23	4	5	4.83	.388
Valid N (listwise)	23				

Based on the table students' perception by statements, presents the perceptions of 23 respondents regarding 20 statements related to the use of Spaced Repetition Method in learning the Present Continuous Tense. The average score for each statement is above 4.00, indicating that the majority of students gave positive feedback on this method. This reflects that students find the Spaced Repetition Method effective in helping them understand the material, as well as enhancing their engagement in the learning process and writing accuracy.

Table 4.47 Students' Perception by Indicators

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Indicator1	23	4	5	4.49	.294
Indicator2	23	4	5	4.60	.295
Indicator3	23	4	5	4.58	.307
Indicator4	23	4	5	4.66	.316
Indicator1_Percentage	23	80	100	89.74	5.887
Indicator2_Percentage	23	80	100	92.00	5.908
Indicator3_Percentage	23	80	100	91.65	6.139
Indicator4_Percentage	23	80	100	93.22	6.317
Valid N (listwise)	23				

The descriptive statistics results show students' perceptions of the four indicators analyzed in this study. The total number of respondents was 23 students. Each indicator consisted of five statements measured using a Likert scale (1–5). The analysis includes the minimum value, maximum value, average value (mean), standard deviation, and percentage.

a. Indicator 1 (Effectiveness of the Spaced Repetition Method) has an average score of 4.49 with a percentage of 89.74%, it falls into the Very Successful category.

b. Indicator 2 (Understanding of Present Continuous Tense) has an average score of 4.60 and a percentage of 92.00%, it is also categorized as Very Successful.

c. Indicator 3 (Engagement in the Learning Process) received an average score of

4.58 with a percentage of 91.65%, also classified as Very Successful.

d. Indicator 4 (Improvement in Writing Accuracy) shows the highest average score of 4.66, with a percentage of 93.22%, classified as Very Successful.

These results indicate that students have a very positive perception of using the Spaced Repetition Method in learning the Present Continuous Tense. All four indicators fall into the "Very Successful" category, reflecting high levels of understanding, engagement, and improvement in writing skills throughout the learning process.

B. Discussion

Grammar plays a vital role in forming coherent and meaningful communication, both in spoken and written language. One of the key elements of grammar is the use of tenses, which indicate the timing of an action. Among various tenses, the Present Continuous Tense is commonly used in everyday communication to express actions that are currently taking place or are in progress. However, based on the researcher's teaching experience, many students encounter difficulties in accurately applying the Present Continuous Tense in their writing. These challenges stem not only from the tense's structural complexity but also from the fundamental differences between Indonesian and English sentence patterns**.** Such differences often lead to confusion, particularly in the use of auxiliary verbs (am, is, are) and the correct formation of verb endings (-ing).

This is in line with Rahman (2019), who found that many junior high school students in Indonesia frequently make errors in applying verb forms when writing Present Continuous Tense sentences. Similarly, Nguyen & Pham (2020) also reported that secondary school students in Vietnam often confuse Present Continuous with Present Simple, especially in writing contexts.

Therefore, there is a need for an effective method that can help students remember and apply the correct structure over time.

To overcome this problem, the Spaced Repetition Method was implemented in this research as a learning strategy. Spaced Repetition is a memory based technique grounded in Ebbinghaus' Forgetting Curve theory, which emphasizes the importance of reviewing material at increasing intervals to strengthen long term memory. The method is particularly useful in language learning, as it helps learners repeatedly practice target forms until they are fully internalized.

This research was conducted at SMP Negeri 5 Tinambung with the aim of measuring the effectiveness of Spaced Repetition in improving students' understanding of Present Continuous Tense and also to find out students' perceptions towards the method. There are two key findings obtained from the field:

1. **The use of spaced repetition method in improving students' understanding of present continuous tense**

The Spaced Repetition method is a learning strategy designed to enhance long term memory retention by reviewing material at gradually increasing intervals. This approach is based on Hermann Ebbinghaus' Forgetting Curve theory, which shows that information tends to fade over time if it is not reinforced periodically. The method aligns with findings by Cepeda et al. (2008), who stated that Spaced Repetition allows learners to retain information more effectively through spaced review sessions compared to massed practice or cramming.

Spaced Repetition is widely used in language learning because it helps students internalize grammar structures and vocabulary more effectively. Kang (2016) notes that this technique not only strengthens memory but also enhances students' ability to apply language forms in real contexts. In this study, Spaced Repetition was applied to help junior high school students understand the Present Continuous Tense, particularly in forming correct sentence patterns using auxiliary verbs (am, is, are) and verb forms ending in -ing.

The role of Spaced Repetition in this study was to provide consistent and repeated grammar exercises through scheduled review sessions, aiming to gradually help students master the Present Continuous Tense structure. Based on the findings, the pre-test and post-test results in the experimental class showed an improvement from 52.35 to 72.27, indicating an increase in students' grammar proficiency after being taught using this method. However, according to the N-Gain score analysis, the effectiveness of the Spaced Repetition method was categorized as "less effective" (42.02%) in the experimental class. Even though it yielded better results compared to the conventional method categorized as “ineffective” (29.43%) in the control class Spaced Repetition has not yet achieved optimal outcomes in improving students’ grammar mastery.

Thus, although this method showed a positive impact on students’ understanding of the Present Continuous Tense, the overall improvement was considered moderate. The statistical significance test ($p < 0.05$) supports the conclusion that there is a meaningful difference between the experimental and control groups. However, the level of effectiveness suggests that the method still needs enhancement or combination with other strategies to maximize learning outcomes.

Before being treated with the Spaced Repetition method, students frequently made grammatical errors, such as omitting auxiliary verbs or misusing the -ing form, for example: “He play football” instead of “He is playing football.” After receiving repeated and structured exercises, students became able to use the Present Continuous structure correctly, such as: “She is dancing in the hall” and “They are studying English.” This indicates an improvement in grammatical accuracy.

The study also revealed that although this method helped increase students’ focus and motivation, particularly during repeated practice sessions, its effectiveness remained limited in producing high learning outcomes. This suggests that Spaced Repetition is a promising approach, but it still requires further optimization such as regular feedback, integration with collaborative tasks, or the use of technology to make its impact more significant.

In conclusion, this study recommends that teachers consider using the Spaced Repetition method as a supplementary technique in teaching English grammar. Although categorized as “less effective,” it remains more effective than conventional learning methods and can serve as a foundation for deeper understanding. Further development and refinement are needed to enable this method to contribute more significantly to improving grammar competence among students at SMP Negeri 5 Tinambung.

2. Students perceptions by using spaced repetition method

There are four indicators used by researcher, namely Effectiveness of Spaced Repetition Method, Understanding of Present Continuous Tense, Engagement in Learning Process and Writing Accuracy Improvement.

a) Effectiveness of Spaced Repetition Method

The effectiveness of the Spaced Repetition Method refers to how well this technique helps students improve their retention and understanding of material over time. Spaced Repetition is a learning method where information is reviewed at increasing intervals, allowing students to retain and apply knowledge more effectively (Ebbinghaus, 1885). This method not only improves memory but also facilitates long term learning by helping students actively recall and apply previously learned information. In line with this, the Spaced Repetition Method allows students to grasp concepts more deeply by revisiting material at optimal intervals, ensuring better retention and understanding.

In this study, the effectiveness of the Spaced Repetition Method is assessed through five statements related to students' perceptions of how well they can retain information and understand the Present Continuous Tense after using the method. These statements focus on how students feel about the impact of the method on their learning progress.

To find out students' perceptions, the researcher measured their responses based on the results presented below. The following breakdown presents each statement along with the corresponding data, score calculations, and interpretation to assess students' perceptions of effectiveness of spaced repetition Method:

1) First Statement: "Spaced repetition method helps me remember the present continuous tense better."

Table 4.46 shows that the statement received a mean score of 4.48 from 23 respondens, indicating that most students strongly agree that the Spaced Repetition Method enhances their memory of the Present Continuous Tense. This aligns with the core principle of the method strengthening memory through timely repetition.

2) Second Statement: "I find it easier to understand grammar due to the repeated practice provided."

Table 4.46 shows that the statement received a mean score of 4.43 from 23 respondents, indicating that most students strongly agree that the Spaced Repetition Method helps them understand grammar more easily, particularly in the Present Continuous Tense. This aligns with the core principle of the method, which strengthens understanding through repeated practice at optimal intervals.

3) Third Statement: "Repeating the material using this method helps me avoid mistakes in sentence construction."

Table 4.46 shows that the statement received a mean score of 4.43 from 23 respondents, indicating that most students strongly agree that the Spaced Repetition Method helps them avoid mistakes in sentence construction. This reflects the method's effectiveness in reinforcing correct grammar and sentence structure through repeated practice, contributing to improved accuracy in writing.

4) Fourth Statement: "Learning with spaced repetition is more effective than conventional learning methods."

Table 4.46 shows that the statement received a mean score of 4.57 from 23 respondents, indicating that most students strongly agree that the Spaced Repetition Method is more effective than conventional learning methods. This suggests that students perceive spaced repetition as a more powerful tool for enhancing their understanding and retention of the Present Continuous Tense, likely due to its emphasis on reviewing material at strategic intervals, which helps consolidate learning over time.

5) Fifth Statement: "I feel more confident in using the Present Continuous Tense after learning with this method."

Table 4.46 shows that the statement received a mean score of 4.52 from 23 respondents, indicating that most students strongly agree that the Spaced Repetition Method has increased their confidence in using the Present Continuous Tense. This suggests that through repeated practice and review, students not only improve their memory but also gain a greater sense of mastery and self assurance in applying the tense correctly.

Based on Table 4.47, the analysis of Indicator 1 shows that the average score of 4.49 or 89.74% falls into the "Very Successful" category, indicating that students perceive the Spaced Repetition Method as highly effective in helping them remember, understand, and confidently use the Present Continuous Tense. This finding reflects consistent improvement and suggests that the repeated exposure to material contributes to reducing errors and boosting students' confidence. This aligns with Sukendra & Atmaja (2020), who emphasized that perception instruments should reflect the cognitive, affective, and behavioral aspects of learners toward a learning method. Therefore, the perception results are not only statistically valid but also demonstrate students' active engagement and the real impact of the method applied.

b) Understanding of Present Continuous Tense

The Present Continuous Tense is a vital part of English grammar that indicates actions that are occurring at the moment of speaking or actions that are temporary in nature. Mastering of tense is essential for effective communication. In the context of language learning, Spaced Repetition is a method that optimizes learning by reviewing material at increasing intervals, which helps improve retention and understanding over time. Ebbinghaus (1885) highlighted the significance of repeated exposure to information at spaced intervals to enhance memory retention, and this principle has been applied in this study to assess how students improve their grasp of the Present Continuous Tense.

In this study, students' understanding of the Present Continuous Tense is assessed through their perceptions, gathered via several statements that evaluate how well they comprehend and apply the tense after practicing with the Spaced Repetition method.

To find out students' perceptions, the researcher measured their responses based on the results presented below. The following breakdown presents each statement along with the corresponding data, score calculations, and interpretation to assess students' perceptions of understanding of present continuous tense:

1) Sixth Statement: "I understand when to use the Present Continuous Tense in a sentence."

   Table 4.46 shows that the statement received a mean score of 4.48 from 23 respondents, indicating that most students strongly agree with the statement. This suggests that the Spaced Repetition Method is effective in helping students understand the appropriate context for using the Present Continuous Tense. This finding supports the principle of the method, which reinforces comprehension through consistent and well timed review sessions.

2) Seventh Statement: "I can distinguish the use of the Present Continuous Tense from other tenses."

   Table 4.46 shows that the statement received a mean score of 4.65 from 23 respondents. This indicates that most students strongly agree that the Spaced Repetition Method has helped them differentiate the Present Continuous Tense from other grammatical tenses. This supports the effectiveness of the method in reinforcing grammatical understanding through repeated and structured exposure.

3) Eighth Statement: "I can create positive, negative, and interrogative sentences using the Present Continuous Tense."

   Table 4.46 shows that the statement received a mean score of 4.52 from 23 respondents. This indicates that most students strongly agree that the Spaced Repetition Method helped them in constructing various sentence forms using the Present Continuous Tense. This result suggests that the

method not only supports memory retention but also reinforces students' ability to apply grammatical structures in writing through consistent and repeated practice.

4) Ninth Statement: "I understand that the Present Continuous Tense is used to describe ongoing activities."

Table 4.46 shows that the statement received a mean score of 4.74 from 23 respondents, indicating that most students strongly agree with this understanding. The high score suggests that the Spaced Repetition Method has effectively supported students' comprehension of the function and use of the Present Continuous Tense. This aligns with the method's goal of reinforcing learning through consistent and repeated exposure to the material.

5) Tenth Statement: "I can identify errors in sentences using the Present Continuous Tense."

Table 4.46 shows that the statement received a mean score of 4.61 from 23 respondents. This indicates that most students strongly agree that the Spaced Repetition Method has helped them recognize and correct errors in the use of the Present Continuous Tense. This finding is consistent with the method's focus on reinforcing understanding through regular practice and review, enabling learners to internalize grammar rules more effectively.

Based on Table 4.47, the analysis of Indicator 2 reveals an average score of 4.60 or 92.00%, which falls into the "Very Successful" category. This indicates that students perceive the Spaced Repetition Method as highly effective in supporting their ability to understand and apply the Present Continuous Tense with confidence. The consistently high scores across all related perception items suggest that this method enables students to accurately identify the correct usage of the tense, distinguish it from other grammatical forms, and construct positive, negative, and interrogative sentences appropriately. Additionally, the method appears to enhance students' ability to detect errors and comprehend the function of the tense in expressing ongoing activities. These findings reinforce the conclusion that repeated exposure to material at strategic intervals plays a crucial role in deepening grammatical

understanding, minimizing errors, and increasing overall learning satisfaction, aligning with Sukendra & Atmaja's (2020) emphasis on the importance of instruments that reflect cognitive, affective, and behavioral learning outcomes.

c) Engagement in Learning Process

Engagement in the learning process refers to the degree to which students are actively involved, interested, and motivated to participate in the activities and tasks provided during instruction. Student engagement is a multidimensional construct that includes behavioral, emotional, and cognitive aspects. The Spaced Repetition Method has been shown to enhance engagement by promoting active recall, increasing motivation, and offering structured opportunities for meaningful practice.

In this study, students' engagement in the learning process was assessed through five statements that reflect their motivation, participation, enjoyment, focus, and perceived efficiency during lessons using the Spaced Repetition Method. These statements aim to evaluate how well the method encourages students to actively engage in learning the Present Continuous Tense

To find out students' perceptions, the researcher measured their responses based on the results presented below. The following breakdown presents each statement along with the corresponding data, score calculations, and interpretation to assess students' perceptions of their engagement in the learning process:

1) Eleventh Statement: "I feel more motivated to learn the Present Continuous Tense with Spaced Repetition Method."

   Table 4.46 shows that the statement received a mean score of 4.74 from 23 respondents. This indicates that most students strongly agree that the use of the Spaced Repetition Method increases their motivation to learn the Present Continuous Tense. This result supports the idea that well structured repetition not only aids memory retention but also fosters greater enthusiasm and engagement in the learning process.

2) Twelfth Statement: "I actively participate in exercises provided during learning with this method."

Table 4.46 shows that the statement received a mean score of 4.57 from 23 respondents, indicating that most students strongly agree that they actively engage in the exercises provided during lessons with the Spaced Repetition Method. This suggests that the method not only enhances memory retention but also encourages student participation in the learning process, which aligns with the core principle of Spaced Repetition reinforcing learning through active engagement and timely repetition.

3) Thirteenth Statement: "I enjoy the learning process with Spaced Repetition Method."

Table 4.46 shows that the statement received a mean score of 4.39 from 23 respondents, indicating that most students strongly agree that they enjoy the learning process when using the Spaced Repetition Method. This result highlights the positive engagement and enjoyment students experience, which aligns with the core principle of the method reinforcing learning and enhancing retention through timely and repeated exposure.

4) Fourteenth Statement: "I concentrate better on understanding the Present Continuous Tense when using this method."

Table 4.46 shows that the statement received a mean score of 4.65 from 23 respondents, indicating that most students strongly agree that the Spaced Repetition Method helps them focus better on understanding the Present Continuous Tense. This aligns with the core principle of the method, which strengthens concentration and memory retention through timely and repeated exposure to the material.

5) Fifteenth Statement: "I feel my study time is more effective because of the repeated exercises provided."

Table 4.46 shows that the statement received a mean score of 4.57 from 23 respondents, indicating that most students strongly agree that the Spaced Repetition Method makes their study time more effective by providing repeated exercises. This supports the core principle of the method, which emphasizes the importance of repeated exposure and practice to enhance memory retention and improve learning efficiency.

Based on Table 4.47, the analysis of Indicator 3 shows that the average score of 4.58 or 91.65% falls into the "Very Successful" category, indicating that students perceive the Spaced Repetition Method as highly effective in increasing their motivation, participation, concentration, and overall engagement in learning the Present Continuous Tense. The consistently high scores across all related statements suggest that the method promotes active involvement and creates a more focused and enjoyable learning experience. This finding aligns with Sukendra & Atmaja (2020), who emphasized that perception instruments must reflect the cognitive, affective, and behavioral aspects of students toward the applied learning method. Therefore, the high level of engagement demonstrated through this method not only enhances students' grammar mastery but also contributes to greater learning satisfaction and effectiveness compared to conventional approaches.

d) Writing Accuracy Improvement

Writing Accuracy Improvement refers to the extent to which students can produce grammatically correct and meaningful sentences when applying the Present Continuous Tense. The Spaced Repetition Method plays a crucial role in supporting writing development by reinforcing grammatical rules through consistent and timely repetition. Accuracy in writing is achieved when learners internalize correct forms through exposure and deliberate practice. In line with this, Spaced Repetition helps learners revisit previously learned grammatical structures, enabling them to construct sentences with minimal errors and greater fluency.

In this study, writing accuracy improvement is assessed through five statements that measure students' perceptions regarding their writing progress after being taught using the Spaced Repetition Method. These statements aim to evaluate how the method influenced students' ability to write accurately and confidently using the Present Continuous Tense.

To find out students' perceptions, the researcher measured their responses based on the results presented below. The following breakdown presents each statement along with the corresponding data, score calculations,

and interpretation to assess students' perceptions of writing accuracy improvement:

1) Sixteenth Statement: “I can write sentences using the Present Continuous Tense with minimal mistakes.”

   Table 4.46 shows that the statement received a mean score of 4.70 from 23 respondents, indicating that most students strongly agree that the Spaced Repetition Method helps them write sentences using the Present Continuous Tense with minimal mistakes. This reflects the core principle of the method, which strengthens students' understanding and retention of grammatical structures through timely and repeated practice.

2) Seventeenth Statement: “My mistakes in writing the Present Continuous Tense have decreased after using this method.”

   Table 4.46 shows that the statement received a mean score of 4.57 from 23 respondents, indicating that most students strongly agree that the Spaced Repetition Method has helped decrease their mistakes in writing the Present Continuous Tense. This supports the core principle of the method, which aims to reduce errors and improve accuracy through consistent and repeated practice over time.

3) Eighteenth Statement: “I pay more attention to the structure of the Present Continuous Tense when writing a sentence.”

   Table 4.46 shows that the statement received a mean score of 4.57 from 23 respondents, indicating that most students strongly agree that the Spaced Repetition Method has helped them pay more attention to the structure of the Present Continuous Tense when writing sentences. This aligns with the core principle of the method, which promotes careful attention to language structure through repeated and timely practice.

4) Nineteenth Statement: “I can use the correct verb form in the Present Continuous Tense when writing.”

   Table 4.46 shows that the statement received a mean score of 4.65 from 23 respondents, indicating that most students strongly agree that the Spaced Repetition Method has helped them use the correct verb form in the Present Continuous Tense when writing. This aligns with the core principle of the

method, which reinforces accurate language use through repeated and timely practice.

5) Twentieth Statement: “I feel more confident in writing using the Present Continuous Tense after practicing with this method.”

Table 4.46 shows that the statement received a mean score of 4.83 from 23 respondents, indicating that the majority of students strongly agreed that the Spaced Repetition Method increased their confidence in writing using the Present Continuous Tense. This finding aligns with the core principle of the method, which enhances both memory retention and learner confidence through systematic and timely repetition.

Based on Table 4.47, the analysis of Indicator 4 shows that the average score of 4.66 or 93.22% falls into the "Very Successful" category, indicating that students perceive the Spaced Repetition Method as highly effective in improving their ability to write grammatically correct and meaningful sentences using the Present Continuous Tense. The consistently high scores across all relevant perception statements suggest that this method significantly contributes to enhancing students’ writing accuracy, minimizing grammatical errors, and increasing their confidence in using the tense appropriately. This finding supports the view that structured repetition reinforces long-term retention and grammar application, which aligns with Sukendra & Atmaja (2020), who emphasized that effective learning instruments should reflect improvements in cognitive understanding, behavioral performance, and affective engagement. Therefore, the Spaced Repetition Method proves to be not only pedagogically sound but also practically beneficial in strengthening students’ writing skills in English grammar.

CHAPTER V
CONCLUSION AND SUGGESTION

A. Conclusion

Based on the results of the research entitled "Improving Students' Understanding of Present Continuous Tense By Using Spaced Repetition Method", the researcher draws the following conclusions:

1. The Spaced Repetition Method has been proven to have a statistically significant positive impact on students' understanding and use of the Present Continuous Tense in writing, as indicated by the hypothesis test result with a significance value of 0.000 ($p < 0.05$) and a higher post-test mean score in the experimental class compared to the control class. However, based on the N-Gain score analysis, the effectiveness of this method is still categorized as "less effective" (42.02%) and has not yet reached an optimal level of improvement, although it is better than the conventional method, which was categorized as "ineffective" (29.43%). Therefore, while promising, this method still requires further development to achieve more substantial learning outcomes.
2. Students' Students' responses to the implementation of the Spaced Repetition Method in learning the Present Continuous Tense were measured using a questionnaire covering four indicators: effectiveness of the method, understanding of the tense, learning engagement, and writing accuracy. Descriptive statistics showed that students' perceptions across all indicators were highly positive. From the 23 student respondents, each indicator comprising five statements received high average scores, all categorized as "Very Successful": effectiveness of the Spaced Repetition Method (89.74%), understanding of the Present Continuous Tense (92.00%), engagement in the learning process (91.65%), and improvement in writing accuracy (93.22%). These results demonstrate that the Spaced Repetition Method was well received and perceived as highly beneficial in enhancing students' learning of the Present Continuous Tense.
3. This research has the strength of addressing a relevant problem in learning tenses by implementation an appropriate Spaced Repetition Method. The quasi-experimental design, specifically the nonequivalent control group

design, allowed for the comparison between the experimental and control groups in an authentic classroom setting. The selection of both groups was conducted through purposive sampling, with the primary consideration being the equal number of students in each class 23 students, in order to ensure balance and comparability. Although the participants were not randomly assigned, the structured use of pre-tests, post-tests, and questionnaires, along with thorough data analysis, provided a strong foundation for evaluating the effectiveness of this method.

4. The main limitations of this study are the relatively short duration of the research and the less than optimal N-Gain score. Although there was a significant difference favoring the experimental group compared to the control group, these results indicate that the effectiveness of the Spaced Repetition method can still be further improved.

B. Suggestion

The results of the study indicate that the use of the Spaced Repetition method is still less effective in improving students' understanding of the Present Continuous Tense. Therefore, the authors provide several suggestions addressed to teachers, students, and future researchers as follows:

1. For Teachers

   Teachers are advised to consider the Spaced Repetition method as a supportive strategy in grammar instruction. Although its effectiveness in this study was still moderate, the method showed significant improvement compared to conventional methods. Teachers should design structured repetition schedules and ensure students regularly review exercises to strengthen retention. Additionally, spaced learning techniques can help teachers improve the implementation of this method and adapt it to students' needs.

2. For Students

   Students are encouraged to continue applying the Spaced Repetition method independently by regularly reviewing the lesson material according to the given schedule. Consistency in reviewing and actively correcting

mistakes help deepen their understanding over time. This ongoing practice is especially important for mastering grammar concepts like the will Present Continuous Tense, making learning stronger and easier to remember.

3. For Future Researchers

   This study opens opportunities for further research. Future researchers are encouraged to apply the Spaced Repetition method to other language skills like speaking or writing, and to extend the treatment duration for more optimal results. Incorporating engaging, technology based tools such as flashcard apps may also enhance its effectiveness. Additionally, testing the method on larger or more diverse student groups can help assess its broader applicability. Comparative studies with other learning strategies may offer deeper insights into improving grammar instruction.

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Appendix 1

INSTRUMENT PRE-TEST AND POST-TEST
IN UNDERSTANDING OF PRESENT CONTINUOUS TENSE

Name :

Class :

A. INSTRUCTIONS (PETUNJUK PELAKSANAAN)

Sebelum memulai tes, harap membaca petunjuk pelaksanaan berikut dengan seksama agar dapat mengerjakan tes dengan baik:

a. Jangan lupa tuliskan nama anda di lembar kerja.
b. Baca soal dengan teliti, tetap fokus pada penggunaan Present Continuos Tense yang telah diajarkan.
c. Waktu pengerjaan anda memiliki waktu sebanyak 60 menit.
d. Berikan tanda O lingkaran pada jawaban yang anda pilih dengan benar.
e. Kerjakan semua soal dan tulis dengan jelas, jangan lupa periksa kembali jawaban anda.

Selamat Mengerjakan!

A. Choose the correct answer by marking a, b, c, or d!

1. Which of the following sentences is in the Present Continuous Tense?
   a. She writes a letter.
   b. She wrote a letter.
   c. She is writing a letter.
   d. She has written a letter.

2. Which sentence is incorrect in Present Continuous Tense?
   a. He is eating lunch.
   b. She are reading a book.
   c. They are playing soccer.
   d. I am doing my homework.

3. Choose the correct negative sentence:
   a. We No. are studying English.
   b. We not studying English.
   c. We aren’t studying English.
   d. We doesn’t studying English.

4. Which sentence is an interrogative form of Present Continuous Tense?
   a. He is cooking dinner.
   b. Is he cooking dinner?
   c. He cooks dinner every day.
   d. Did he cook dinner? nnn

5. Choose the correct negative sentence:
   a. They don't playing soccer.
   b. They isn't playing soccer.
   c. They aren't playing soccer.
   d. They doesn't playing soccer.

6. Which of the following is not in the Present Continuous Tense?
   a. She is drinking coffee.
   b. They are going to school.
   c. He goes to the gym every Saturday.
   d. I am writing a letter.

7. Which question is grammatically correct?
   a. He is working now?
   b. Is he working now?
   c. Does he working now?
   d. He does working now?

8. "She _____ (not / sleep) at the moment." The correct form is:
   a. Is not sleeping
   b. Are not sleeping
   c. Am not sleeping
   d. Not sleeping

9. "They _____ (watch) a movie right now." The correct form of the verb is:
   a. Watches
   b. Are watching
   c. Watching
   d. Watched

10. "_____ he _____ (work) on a new project now?" Complete the question correctly.
    a. Do – working
    b. Does – working
    c. Is – working
    d. Are – working

11. “The children _____ (play) in the park at the moment.” The correct verb form is:
    a. Are playing
    b. Is playing
    c. Am playing
    d. Playing

12. “_____ you _____ (wait) for the bus?” The correct question form is:
    a. Is – waiting
    b. Are – waiting
    c. Do – waiting
    d. Does – waiting

13. “She _____ (have) lunch with her friends now.” The correct verb form is:
    a. Is having
    b. Are having
    c. Has
    d. Having

14. “I _____ (not / read) a book right now.” The correct sentence is:
    a. I No. reading a book.
    b. I not reading a book.
    c. I am not reading a book.
    d. I aren’t reading a book.

15. “My mother _____ (cook) dinner in the kitchen.” The correct form is:
    a. Are cooking
    b. Is cooking
    c. Am cooking
    d. Cooks
    e.

B. Fill in the blank exercises below using positive, negative, and interrogative sentences in the Present Continuous Tense.

a. Positive Sentence

Fill in the blanks with the correct present continuous form of the verb.

16. I _____ (talk) to my friend on the phone right now.
17. They _____ (read) a new book for the class project.
18. We _____ (walk) to school together this morning.
19. She _____ (make) a cake for her mother’s birthday.
20. The children _____ (sing) today in the school.

b. Negative Sentence

Write the sentence in the negative form and correct of the verb.

21. He is (play) the guitar.
22. I am (write) an email.
23. They are (listen) to music.
24. We are (study) for the test.
25. She is (watch) a TV show.

c. Interrogative Sentence

Form questions using the present continuous tense.

26. (they / play) basketball right now?
27. (you / work) on your homework?
28. (she / talk) to her friend?
29. (we / study) for the final exam?
30. (he / run) in the race?

Answer Key

A. Choose the correct answer by marking a, b, c, or d!

1. **c. She is writing a letter.**
2. **b. She are reading a book.**
3. **c. We aren't studying English.**
4. **b. Is he cooking dinner?**
5. **c. They aren't playing soccer.**
6. **c. He goes to the gym every Saturday.**
7. **b. Is he working now?**
8. **a. Is not sleeping** 9. **b. Are watching**
10. **c. Is – working** 11. **a. Are playing** 12. **b. Are – waiting** 13. **a. Is having**
14. **c. I am not reading a book.**
15. **b. Is cooking**

B. Fill in the blank exercises below

a. Positive Sentence

16. I **am talking** to my friend on the phone right now.
17. They **are reading** a new book for the class project.
18. We **are walking** to school together this morning.

19. She **is making** a cake for her mother's birthday.
20. The children **are singing** today in the school.

b. Negative Sentence

21. He **is not playing** the guitar.
22. I **am not writing** an email.
23. They **are not listening** to music.
24. We **are not studying** for the test.
25. She **is not watching** a TV show.

c. Interrogative Sentence

26. **Are they playing** basketball right now?
27. **Are you working** on your homework?
28. **Is she talking** to her friend?
29. **Are we studying** for the final exam?
30. **Is he running** in the race?

Appendix 2 Questionnaire

INSTRUMENT SPACED REPETITION METHOD

IN UNDERSTANDING OF PRESENT CONTINUOUS TENSE

Name :

Class :

A. FILLING INSTRUCTIONS (*PETUNJUK PENGISIAN*)

Please write your name and class first. There are 20 statements in the second column from the left. Then, based on these questions, please put a check mark (√) in one of the columns on the right side of the question column. There are 5 columns each containing : **Strongly Agree (SA), Agree (A), Neutral (N), Disagree (D), Strongly Disagree (SD)**. Happy filling. (*Tulislah identitas kalian yakni nama dan kelas terlebih dahulu. Terdapat 9 pernyataan pada kolom kedua dari sebelah kiri. Kemudian, berdasarkan pertanyaan-pertanyaan tersebut, silahkan berikan tanda centang (√) pada salah satu kolom yang ada pada sebelah kanan kolom pertanyaan. Terdapat 5 kolom yang masing-masing berisi :* ***Sangat Setuju (SA), Setuju (A), Netra (N), Tidak Setuju (D), Sangat Tidak Setuju (SD)****. Selamat mengisi*)

No.	Statement (*Pernyataan*)	Answer (*Jawaban*)				
		SA	A	N	D	SD
1.	Spaced Repetition Method helps me remember the Present Continuous Tense better. (*Metode Spaced Repetition membantu saya mengingat Present Continuous Tense dengan lebih baik.*)					
2.	I find it easier to understand grammar due to the repeated practice provided. (*Saya merasa lebih mudah memahami tata bahasa karena latihan berulang yang*					

	diberikan.)					
3.	Repeating the material using this method helps me avoid mistakes in sentence construction. (*Pengulangan materi dengan metode ini membantu saya menghindari kesalahan dalam membuat kalimat*.)					
4.	Learning with Spaced Repetition is more effective than conventional learning methods. (*Belajar dengan Spaced Repetition lebih efektif dibandingkan dengan metode belajar biasa.*)					
5.	I feel more confident in using the Present Continuous Tense after learning with this method. (*Saya merasa lebih percaya diri dalam menggunakan Present Continuous Tense setelah belajar dengan metode ini.*)					
6.	I understand when to use the Present Continuous Tense in a sentence. (*Saya memahami kapan harus menggunakan Present Continuous Tense dalam sebuah kalimat*.)					
7.	I can distinguish the use of the Present Continuous Tense from other tenses. (*Saya bisa membedakan penggunaan Present Continuous Tense dengan tenses lainnya.*)					

8.	I can create positive, negative, and interrogative sentences using the Present Continuous Tense. (*Saya dapat membuat kalimat positif, negatif, dan interogatif dengan Present Continuous Tense.*)					
9.	I understand that the Present Continuous Tense is used to describe ongoing activities. *(Saya memahami bahwa Present Continuous Tense digunakan untuk menyatakan aktivitas yang sedang berlangsung.)*					
10.	I can identify errors in sentences using the Present Continuous Tense. *(Saya dapat mengidentifikasi kesalahan dalam kalimat yang menggunakan Present Continuous Tense.)*					
11.	I feel more motivated to learn the Present Continuous Tense with Spaced Repetition Method. *(Saya merasa lebih termotivasi untuk belajar Present Continuous Tense dengan metode Spaced Repetition.)*					
12.	I actively participate in exercises provided during learning with this method. *(Saya aktif dalam latihan yang diberikan selama pembelajaran menggunakan metode ini.)*					
13.	I enjoy the learning process with Spaced Repetition Method.					

	(Saya menikmati proses belajar dengan metode Spaced Repetition.)					
14.	I concentrate better on understanding the Present Continuous Tense when using this method. *(Saya lebih fokus dalam memahami Present Continuous Tense ketika menggunakan metode ini.)*					
15.	I feel my study time is more effective because of the repeated exercises provided. *(Saya merasa waktu belajar saya lebih efektif karena latihan yang diberikan secara berulang.)*					
16.	I can write sentences using the Present Continuous Tense with minimal mistakes. *(Saya dapat menulis kalimat dengan Present Continuous Tense tanpa banyak kesalahan.)*					
17.	My mistakes in writing the Present Continuous Tense have decreased after using this method. *(Kesalahan saya dalam menulis Present Continuous Tense semakin berkurang setelah menggunakan metode ini.)*					
18.	I pay more attention to the structure of the Present Continuous Tense when writing a sentence. *(Saya lebih teliti dalam menulis struktur Present Continuous Tense dalam sebuah kalimat.)*					

19.	I can use the correct verb form in the Present Continuous Tense when writing. *(Saya dapat menggunakan bentuk kata kerja yang benar dalam Present Continuous Tense saat menulis.)*					
20.	I feel more confident in writing using the Present Continuous Tense after practicing with this method. *(Saya merasa lebih percaya diri dalam menulis menggunakan Present Continuous Tense setelah latihan dengan metode ini.)*					

(Adapted from Sukendra, 2020)

Appendix 3 Modul Ajar

MODUL AJAR

(BAHASA INGGRIS KELAS VIII)

Satuan Pendidikan : SMP Negeri 5 Tinambung
Kelas : VIII B
Mata Pelajaran : Bahasa Inggris
Materi Pokok : Present Continuous Tense
Alokasi Waktu : 7 x 60 menit
Pertemuan : 1 - Pre-Test, Pertemuan 2-6 Treatment, Pertemuan 7 - Post-Test

A. Kompetensi Dasar

1. Menjelaskan penggunaan Present Continuous Tense dalam kalimat positif, negatif, dan interogatif dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang sesuai konteks.
2. Menggunakan Present Continuous Tense secara lisan dan tulisan dalam kalimat positif, negatif, dan interogatif untuk menyatakan kegiatan yang sedang berlangsung pada saat berbicara.

B. Tujuan Pembelajaran

1. Siswa dapat memahami dan menjelasakan makna dan penggunaan Present Continuous Tense dalam kalimat positif, negatif, dan interogatif.
2. Siswa dapat membuat dan menyusun kalimat dengan Present Continuous Tense (positif, negatif, dan interogatif).

C. Materi Pembelajaran

1. Present Continuous Tense
   - Fungsi : Menyatakan kegiatan yang sedang berlangsung pada saat berbicara.
   - Struktur :
     a. Kalimat Positif : Subject + To Be (am/is/are) + Verb-ing
     Contoh: I am reading a book.
     b. Kalimat Negatif : Subject + To Be (am/is/are) + Not + Verb-ing
     Contoh: I am not reading a book.
     c. Kalimat Interogatif : To Be (am/is/are) + Subject + Verb-ing?
     Contoh: Are you reading a book?

D. Model Pembelajaran

1. Metode : Spaced Repetition
2. Strategi : Praktik berulang dengan interval waktu yang semakin panjang untuk memperkuat ingatan siswa.

E. Sumber dan Media Pembelajaran

1. Sumber : Buku Paket Siswa, Buku Guru, dan materi tambahan lainnya.
2. Media : Gambar, video, dan slide presentasi.
3. Alat : Whiteboard, marker, dan handout.

F. Kegiatan Pembelajaran

1. Pertemuan 1 - Pre-Test (60 menit)

- Pendahuluan
- Menyapa siswa dan memotivasi untuk mengikuti pelajaran.
- Menjelaskan tujuan pembelajaran dan materi yang akan dipelajari. - Berdoa lalu Siswa mengerjakan soal pre-test yang terdiri dari 30 soal. 15 soal pilihan ganda dan 15 soal isian untuk mengukur pemahaman mereka tentang Present Continuous Tense.

2. Treatment 1. Pertemuan 2 - Treatment 1 (60 menit) - Pendahuluan(10 menit)

- Menyapa siswa dan memotivasi untuk mengikuti pelajaran.
- Meminta Ketua Kelas Menyiapkan Kelas.
- Absen kehadiran siswa.
- Mengingatkan kembali tujuan pembelajaran tentang materi Present Continuous Tense.
- Memperkenalkan penggunaan to be (am, is, are).

- Inti (30 menit)

- Menjelaskan present continuous tense
- Menjelaskan setiap pasangan subject + to be present continuous Tense.
- Memberikan contoh pengucapan setiap pasangan subject + to be present continuous secara perlahan lalu di percepat.
- Memberikan kesempatan kepada siswa mengucapkan ulang subject + to be yang dipraktekan secara perlahan lalu dipercepat.
- Memberikan tantangan menghapal setiap pasangan subject + to be kepadasiswa lalu dipraktekan secara perlahan dan dipercepat.

-Evaluasi (10 menit)

- Siswa akan diberikan latihan dengan menulis subject + to be dikertas selembar tanpa melihat catatan.
- Setelah itu siswa diminta mengucapkan kembali subject + to be tanpa melihat catatan.

-Refleksi (10 menit)

- Mengulang Materi Presents Continuous tense Subject + to be.
- Mengucapkan secara bersama subject + to be.

2. Pertemuan 3 - Treatment 2 (60 menit)
- Pendahuluan(10 menit)

- Menyapa siswa dan memotivasi untuk mengikuti pelajaran.
- Meminta Ketua Kelas Menyiapkan Kelas.
- Absen kehadiran siswa.
- Mengingatkan kembali tujuan pembelajaran tentang materi Present Continuous Tense.
- Mengingatkan kembali tentang materi Present Continuous Tense subject + to be di pertemuan sebelumnya.
- Memperkenalkan penggunaan subjcet + to be (am, is, are) + verb-ing pada kalimat positif.

- Inti (30 menit)

- Menjelaskan present continuous tense subject + tobe (am, is, are) + verb-ing pada kalimat positif.
- Memberikan contoh kalimat subject + tobe (am, is, are) + verb- ing pada kalimat positif.
- Memberikan contoh pengucapan kalimat subject + tobe (am, is, are) + verb- ing pada kalimat positif.
- Memberikan kesempatan kepada siswa mengucapkan ulang kalimat subject+ tobe (am, is, are) + verb-ing pada kalimat positif.
- Memberikan tantangan menghapal kalimat subject + tobe (am, is, are) + verb-ing pada kalimat positif.

- Evaluasi (10 menit)

- Siswa akan diberikan latihan dengan menulis kalimat subject + tobe (am, is, are) + verb-ing pada kalimat positif dikertas selembar tanpa melihat catatan.
- Setelah itu siswa diminta mengucapkan kembali kalimat subject + tobe (am, is, are) + verb-ing pada kalimat positif. tanpa melihat catatan.

- Refleksi (10 menit)

- Mengulang Materi Present Continuous tense Subject + to be (am, is, are) + verb-ing pada kalimat positif.
- Mengucapkan secara bersama subject + to be (am,is are) + verbing pada kalimat positif.

3. Pertemuan 4 - Treatment 3 (60 menit)
- Pendahuluan(10 menit)

- Menyapa siswa dan memotivasi untuk mengikuti pelajaran.
- Meminta Ketua Kelas Menyiapkan Kelas.
- Absen kehadiran siswa.
- Mengingatkan kembali tujuan pembelajaran tentang materi Present Continuous Tense.

- Mengingatkan kembali tentang materi Present Continuous Tense subject + to be + verb-ing pada kalimat positif di pertemuan sebelumnya.
- Memperkenalkan penggunaan subjcet + to be (am, is, are) + not + verb-ing pada kalimat negatif.

- Inti (30 menit)

- Menjelaskan present continuous tense subject + tobe (am, is, are) + not + verb-ing pada kalimat negatif.
- Memberikan contoh kalimat subject + tobe (am, is, are) + not + verb-ing pada kalimat negatif.
- Memberikan contoh pengucapan kalimat subject + tobe (am, is, are) + not + verb-ing pada kalimat negatif.
- Memberikan kesempatan kepada siswa mengucapkan ulang kalimat subject+ tobe (am, is, are) + not + verb-ing pada kalimat negatif.
- Memberikan tantangan menghapal kalimat subject + tobe (am, is, are) + not+ verb-ing pada kalimat negatif.

- Evaluasi (10 menit)

- Siswa akan diberikan latihan dengan menulis kalimat subject + tobe (am, is, are) + not + verb-ing pada kalimat negatif dikertas selembar tanpa melihat catatan.
- Setelah itu siswa diminta mengucapkan kembali kalimat subject + tobe (am, is, are) + not + verb-ing pada kalimat negatif. tanpa melihat catatan.

- Refleksi (10 menit)

- Mengulang Materi Present Continuous tense Subject + to be (am, is, are) + not + verb-ing pada kalimat negatif.
- Mengucapkan secara bersama subject + to be (am,is are) + not + verb-ing pada kalimat negatif.

4. Pertemuan 5 - Treatment 4 (60 menit)

- Pendahuluan(10 menit)

- Menyapa siswa dan memotivasi untuk mengikuti pelajaran.
- Meminta Ketua Kelas Menyiapkan Kelas.
- Absen kehadiran siswa.
- Mengingatkan kembali tujuan pembelajaran tentang materi Present Continuous Tense.
- Mengingatkan kembali tentang materi Present Continuous Tense subject + to be + not + verb-ing pada kalimat negatif di pertemuan sebelumnya.
- Memperkenalkan penggunaan to be (am, is, are) + subject + verb-ing pada kalimat interrogative / kalimat pertanyaan.

- Inti (30 menit)

- Menjelaskan present continuous tense to be (am, is, are) + subject + verb-ing pada kalimat interrogative / kalimat pertanyaan.
- Memberikan contoh kalimat to be (am, is, are) + subject + verb- ing pada kalimat interrogative / kalimat pertanyaan.
- Memberikan contoh pengucapan to be (am, is, are) + subject + verb-ing pada kalimat interrogative / kalimat pertanyaan.
- Memberikan kesempatan kepada siswa mengucapkan ulang to be (am, is, are) + subject + verb-ing pada kalimat interrogative / kalimat pertanyaan.
- Memberikan tantangan menghapal to be (am, is, are) + subject + verb-ing pada kalimat interrogative / kalimat pertanyaan..

- Evaluasi (10 menit)

- Siswa akan diberikan latihan dengan menulis to be (am, is, are) + subject +verb-ing pada kalimat interrogative / kalimat pertanyaan dikertas selembar tanpa melihat catatan.
- Setelah itu siswa diminta mengucapkan kembali to be (am, is, are) + subject + verb-ing pada kalimat interrogative / kalimat pertanyaan tanpa melihat catatan.

- Refleksi (10 menit)

- Mengulang Materi Present Continuous tense to be (am, is, are) + subject + verb-ing pada kalimat interrogative / kalimat pertanyaan.
- Mengucapkan secara bersama to be (am, is, are) + subject + verb-ing pada kalimat interrogative / kalimat pertanyaan.

5. Pertemuan 6 - Treatment 5 (60 menit)

- Pendahuluan(10 menit)

- Menyapa siswa dan memotivasi untuk mengikuti pelajaran.
- Meminta Ketua Kelas Menyiapkan Kelas.
- Absen kehadiran siswa.
- Mengingatkan kembali tujuan pembelajaran tentang materi Present Continuous Tense.
- Mengingatkan kembali tentang materi Present Continuous dari subject+ to Be + verb ing dan kalimat positif, negatif dan interrogative atau kalimat pertanyaan. **- Inti (30 menit)**
- Memberikan soal present continuous tense dari subject + to be + verb-ing dan kalimat positif , kalimat negatif dan kalimat interrogative atau kalimat pertanyaan untuk menguji sejauh mana pemahaman siswa.

- Evaluasi (10 menit)

- Memeriksa soal secara bersama agar siswa mengetahui sejauh mana pemahaman terkait present continuous tense.

- Refleksi (10 menit)

- Mengulang Materi Present Continuous tense to be (am, is, are) + subject + verb-ing pada kakimat positif, kalimat negatif dan kalimat interrogative / kalimat pertanyaan.
- Meminta siswa mempelajari materi present continuous dari awal hingga akhir karena akan dilakukan post-test.

3. Pertemuan 7 - Post-Test (60 menit)

- Pendahuluan
- Menyapa siswa dan memotivasi untuk mengikuti pelajaran.
- Meminta Ketua Kelas Menyiapkan Kelas.
- Absen kehadiran siswa.
- Mengingatkan kembali tujuan pembelajaran tentang materi Present Continuous Tense.
- Berdoa lalu Siswa mengerjakan soal post-test yang terdiri dari 30 soal. 15 soal pilihan ganda dan 15 soal isian untuk mengukur pemahaman mereka tentang Present Continuous Tense.

Appendix 4 Validation sheet instrument test and questionnaire

VALIDATION SHEET

Name of Validator : **Dr. Adi Isma, S.Pd., M.Pd.**
Name of Student : Nur Hamida
NIM : H0121363
Instrument Type/ Test/ ~~Questionnaire~~ / ~~Interview Guidelines~~*
Research Title : IMPROVING STUDENTS' UNDERSTANDING OF PRESENT CONTINUOUS TENSE BY USING SPACED REPETITION METHOD

Dear honorable instrument validator, please check the appropriate box of your ratings.
Scale 5= Excellent, 4= Very Good, 3= Good, 2= Fair, 1= Poor

No.	Aspects of Validation	5	4	3	2	1
1.	**Clarity and Direction of Items** The vocabulary level, language, structure, conceptual level of participants, the manual instruction, and the items are written clearly and comprehensively.		✓			
2.	**Presentation and Organization of Items** The items are presented and organized in a logical manner.		✓			
3.	**Suitability of Items** The items appropriately presented the substance of the research. The questions are designed to determine the research questions that are supposed to be measured.		✓			
4.	**Adequateness of the Content** The number of the questions per area is a representative enough of all the questions needed for the research.		✓			
5.	**Attainment of Purpose** The instrument as a whole fulfils the objective needed for the research.		✓			
6.	**Objective** Each item question requires only one specific answer or measures only one behaviour and no aspect of the instruments suggests ambiguous interpretation.		✓			

Comment and recommendation
Based on the above evaluation the research instruments of this undergraduate thesis is:

- ☐ Appropriate without any revision
- ☐ Not appropriate
- ☑ Appropriate with some revision, as follows:

Tambah kan multiple - Choice

Majene, 6 Feb 2025
Validator,

Dr. Adi Isma, S.Pd., M.Pd.

*) Coret yang tidak perlu

Validation Sheet | V.1.2.1224

VALIDATION SHEET

Name of Validator : **Dr. Adi Isma, S.Pd., M.Pd.**
Name of Student : Nur Hamida
NIM : H0121363
Instrument Type: ~~Test~~, Questionnaire / ~~Interview Guidelines~~*
Research Title : IMPROVING STUDENTS' UNDERSTANDING OF PRESENT CONTINUOUS TENSE BY USING SPACED REPETITION METHOD
Dear honorable instrument validator, please check the appropriate box of your ratings.
Scale 5= Excellent, 4= Very Good, 3= Good, 2= Fair, 1= Poor

No.	Aspects of Validation	5	4	3	2	1
1.	**Clarity and Direction of Items** The vocabulary level, language, structure, conceptual level of participants, the manual instruction, and the items are written clearly and comprehensively.		✓			
2.	**Presentation and Organization of Items** The items are presented and organized in a logical manner.		✓			
3.	**Suitability of Items** The items appropriately presented the substance of the research. The questions are designed to determine the research questions that are supposed to be measured.		✓			
4.	**Adequateness of the Content** The number of the questions per area is a representative enough of all the questions needed for the research.		✓			
5.	**Attainment of Purpose** The instrument as a whole fulfils the objective needed for the research.		✓			
6.	**Objective** Each item question requires only one specific answer or measures only one behaviour and no aspect of the instruments suggests ambiguous interpretation.		✓			

Comment and recommendation
Based on the above evaluation the research instruments of this undergraduate thesis is:

- ☐ Appropriate without any revision
- ☐ Not appropriate
- ☑ Appropriate with some revision, as follows:

Masukkan indikator di chapter 3

Majene, 6 Feb 2025
Validator,

Dr. Adi Isma, S.Pd., M.Pd.

*) Coret yang tidak perlu

Validation Sheet | V.1.2.1224

VALIDATION SHEET

Name of Validator : Dr. Rusdiah, S.Pd., M.Pd.
Name of Student : Nur Hamida
NIM : H0121363
Instrument Type: Test / ~~Questionnaire~~ / Interview Guidelines*
Research Title : IMPROVING STUDENTS' UNDERSTANDING OF PRESENT CONTINUOUS TENSE BY USING SPACED REPETITION METHOD
Dear honorable instrument validator, please check the appropriate box of your ratings.
Scale 5= Excellent, 4= Very Good, 3= Good, 2= Fair, 1= Poor

No.	Aspects of Validation	5	4	3	2	1
1.	**Clarity and Direction of Items** The vocabulary level, language, structure, conceptual level of participants, the manual instruction, and the items are written clearly and comprehensively.		✓			
2.	**Presentation and Organization of Items** The items are presented and organized in a logical manner.		✓			
3.	**Suitability of Items** The items appropriately presented the substance of the research. The questions are designed to determine the research questions that are supposed to be measured.			✓		
4.	**Adequateness of the Content** The number of the questions per area is a representative enough of all the questions needed for the research.		✓			
5.	**Attainment of Purpose** The instrument as a whole fulfils the objective needed for the research.	✓				
6.	**Objective** Each item question requires only one specific answer or measures only one behaviour and no aspect of the instruments suggests ambiguous interpretation.		✓			

Comment and recommendation
Based on the above evaluation the research instruments of this undergraduate thesis is:

- ❑ Appropriate without any revision
- ❑ Not appropriate
- ❑ Appropriate with some revision, as follows:

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Majene, 6 Feb 2025
Validator,

Dr. Rusdiah, S.Pd., M.Pd.

*) Coret yang tidak perlu

Validation Sheet | V.1.2.1224

VALIDATION SHEET

Name of Validator : Dr. Rusdiah, S.Pd., M.Pd.
Name of Student : Nur Hamida
NIM : H0121363
Instrument Type: ~~Test~~/ Questionnaire / ~~Interview Guidelines~~*
Research Title : IMPROVING STUDENTS' UNDERSTANDING OF PRESENT CONTINUOUS TENSE BY USING SPACED REPETITION METHOD
Dear honorable instrument validator, please check the appropriate box of your ratings.
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4.	**Adequateness of the Content** The number of the questions per area is a representative enough of all the questions needed for the research.		✓			
5.	**Attainment of Purpose** The instrument as a whole fulfils the objective needed for the research.		✓			
6.	**Objective** Each item question requires only one specific answer or measures only one behaviour and no aspect of the instruments suggests ambiguous interpretation.		✓			

Comment and recommendation
Based on the above evaluation the research instruments of this undergraduate thesis is:

- ❑ Appropriate without any revision
- ❑ Not appropriate
- ❑ Appropriate with some revision, as follows:

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.....

Majene, 6 Feb 2025
Validator,

Dr. Rusdiah, S.Pd., M.Pd.

*) Coret yang tidak perlu

Validation Sheet | V.1.2.1224

Appendix 5 Documentation of class experimental

Instrument Test (Pretest) Experimental Class VIII B

Implemented Spaced Repetition Method, Experimental Class VIII B

Instrument Test (Posttest) Experimental Class VIII B

Instrument Questionnaire (Questionnaire) Experimental Class VIII B

Appendix 6 Documentation of class control

Instrument Test (Pretest) Control Class VIII A

Implemented Conventional Method, Control Class VIII A

Instrument Test (PostTest) Control Class VIII A

Appendix 7 The letter permission of the research

PEMERINTAH KABUPATEN POLEWALI MANDAR
DINAS PENDIDIKAN DAN KEBUDAYAAN
SMP NEGERI 5 TINAMBUNG
ALamat : Jl. Poros Karama Desa Karama, Kec. Tinambung, Kode Pos 91354
e-mail:smpn5tinambung@gmail.com website:smpn5tinambung.sch.id

SURAT KETERANGAN
NO :400.3.12.2/88/SMPN5Tnb/IV/2025.

Yang bertanda tangan dibawah ini :

Nama	: SAPYUDDIN, S Pd
NIP	: 19780606 200502 1 007
Pangkat/Gol	: Pembina Tk.I/ IV b
Jabatan	: Kepala SMP NEGERI 5 TINAMBUNG

Menerangkan bahwa:

Nama	: NURHAMIDA
NIM	: H0121363
Pekerjaan	: MAHASISWA UNSULBAR FKIP JURUSAN PENDIDIKAN BAHASA INGGRIS
Alamat	: Desa Sabang Subik Kec. Balanipa Kabupaten Polewali Mandar.

Nama yang tersebut adalah benar telah melaksanakan Penelitian Skripsi dengan judul "***IMPROVING STUDENTS' UNDERSTANDING OF PRESENT CONTINUOUS TENSE BY USING SPACED REPETITION METHOD***" pada bulan Maret s/d April 2025 di SMP Negeri 5 Tinambung.
Demikian surat keterangan ini dibuat agar dapat dipergunakan sebagaimana mestinya.

Tinambung, 28 April 2025
Kepala Sekolah

SAPYUDDIN, S Pd
NIP.19780606 200502 1 007

PEMERINTAH KABUPATEN POLEWALI MANDAR
DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU
Jalan ManunggalNomor 11 Pekkabata Polewali, Kode Pos 91315
Website: dpmptsp.polmankab.go.id Email: dpmptsp@polmankab.go.id

IZINPENELITIAN
NOMOR: 500.16.7.2 /0113/IPL/DPMPTSP/II/2025

Dasar :
1. PeraturanMenteriDalamNegeriIndonesiaNomor7Tahun2014atas perubahan Peraturan Menteri Dalam Negeri Republik Indonesia Nomor 64 Tahun 2011 tentang Pedoman Penerbitan Rekomendasi Penelitian;
2. PeraturanDaerah Kabupaten Polewali Mandar Nomor 2 Tahun 2016 Tentang Perubahan atas Peraturan Daerah Nomor 9 Tahun 2009 tentang Organisasi dan Tata Kerja Inspektorat Bappeda dan Lembaga Teknis Daerah Kabupaten Polewali Mandar;
3. Memperhatikan:
   a. Surat permohonansdr. NUR HAMIDA
   b. Surat rekomendasi dari Badan Kesatuan Bangsa dan Politik Nomor: B-0113/Kesbangpol/B.1/410.7/II/2025,Tgl. 27-02-2025

MEMBERIKAN IZIN

Kepada:

Nama	:	**NURHAMIDA**
NIM/NIDN/NIP/NPn	:	**H0121363**
Asal Perguruan Tinggi	:	**UNIVERSITAS SULAWESI BARAT**
Fakultas	:	**KEGURUAN DAN ILMU PENDIDIKAN**
Jurusan	:	**PENDIDIKAN BAHASA INGGRIS**
Alamat	:	**SABANGSUBIK KEC. BALANIPA KAB. POLEWALI MANDAR**

Untuk melakukan penelitian di SMP Negeri 5 Tinambung Kabupaten Polewali Mandar yang dilaksanakan Pada bulan s/d Maret s/d Mei 2025 dengan Proposal berjudul **"IMPROVING STUDENTS' UNDRSTANDING OF PRESENT CONTINUOUS TENSE BY USING SPACED REPETITION METHOD"**
Adapunizinpenelitianinidibuatdenganketentuansebagaiberikut:
1. Sebelumdansesudahmelaksanakankegiatan,harusmelaporkandirikepada Pemerintah setempat;
2. Penelitiantidakmenyimpangdariizinyangdiberikan;
3. Mentaati semua peraturan perundang-undangan yang berlaku danmengindahkan adat istiadat setempat;
4. Menyerahkan 1 (satu) berkas copy hasil penelitian kepada Bupati Polewali Mandarup.KepalaDinasPenanamanModaldanPelayananTerpaduSatuPintu;
5. Surat izin penelitian akan dicabut dan dinyatakan tidak berlaku apabila ternyata pemegang surat izin penelitian tidak mentaati ketentuan-ketentuan tersebut di atas.
6. Izin penelitian ini hanya berlaku 6 bulan sejak diterbitkan.

Demikian izin penelitian ini dikeluarkan untuk dipergunakan sebagaimana mestinya.

Ditetapkan di Polewali Mandar,
Pada tanggal 3 Maret 2025
Kepala Dinas Penanaman Modal Dan Pelayanan Terpadu Satu Pintu,

I NENGAH TRI SUMADANA, AP, M.Si
Pangkat : Pembina Utama Muda
NIP : 197605221994121001

Tembusan :
1.Unsur forkopin di tempat

Dokumen ini telah ditandatangani secara elektronik menggunakan sertifikat elektronik yang diterbitkan oleh Balai Besar Sertifikasi Elektronik (BSrE), Badan Siber dan Sandi Negara

KEMENTERIAN PENDIDIKAN TINGGI,
SAINS DAN TEKNOLOGI
UNIVERSITAS SULAWESI BARAT
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jl. Prof. Dr, H. Baharuddin Lopa, SH, Talumung, Majene Sulawesi Barat
Telp.085143724832. Email: humas@unsulbar.ac.id Website:www.unsulbar.ac.id

Nomor : 261/ UN55.10.a/PT.01.04/2025 Majene, 27 Februari 2025
Lampiran : 1 (satu) Rangkap Proposal
Hal : **Permohonan Rekomendasi Izin penelitian**

Yth. **Bupati Kab. Polman**
Cq. Kepala Badan KESBANGPOL Kab. Polewali Mandar
Di -Tempat

Dengan Hormat,
Sehubungan dengan Penulisan Karya Tulis Ilmiah (Skripsi), maka dengan ini kami mohon kepada Bapak/Ibu untuk memberikan izin melaksanakan penelitian di daerah yang Bapak/Ibu pimpin. Adapun nama Mahasiswa yang dimaksud adalah sebagai berikut:

Nama	:	**Nur Hamida**
Nim	:	H0121363
Program Studi	:	Pendidikan Bahasa Inggris
Tempat Penelitian	:	SMP Negeri 5 Tinambung
Waktu Penelitian	:	Maret 2025 s.d Mei 2025

Dosen Pembimbing :

1. **Fajriani, S.S., M.A.**
2. **Nirma Paris, S.Pd.I., M. A.**

Judul Penelitian :

"Improving Students' Understanding Of Present Continuous Tense By Using Spaced Repetition Method"

Kemudian pengurusan segala sesuatunya yang berkaitan dengan penelitian tersebut akan diselesaikan oleh mahasiswa yang bersangkutan.
Demikian permohonan ini kami sampaikan, atas perhatian dan kerjasamanya diucapkan terimakasih.

An. Dekan,
Wakil Dekan Bidang Akademik,

Dr. Nur Aisyah Humairah, S.Si., M.Si
NIP. 19841010 200902 2 006

Tembusan Yth :
1. Kepala DPMPTSP Kabupaten Polewali Mandar
2. Dekan Sebagai Laporan
3. Pertinggal / Arsip

AUTHOR BIOGRAPHY

Nur Hamida is the name of the author of this thesis, The author is the first daughter of seven siblings born to two very great parents. The author was born in Sabang Subik on November 24, 2002. The author studied from elementary school (SD) at SDN 007 Sabang Subik (graduated in 2015), Continued with Junior High School (SMP) at Mts Nuhiyah Pambusuang (graduated in 2018), Continued with Senior High School (SMA) at SMAN 1 Majene (graduated in 2021). Continued with college at Universitas Sulawesi Barat majoring in English Language Education.

With the help of God Almighty, as well as efforts, prayers and support from the family in studying at the Universitas Sulawesi Barat, the author can complete this thesis entitled "Improving Students' Understanding of Present Continuous Tense By Using Spaced Repetition Method".