

**IMPROVING STUDENTS' MEMORIZATION OF
SIMPLE PRESENT AND PRESENT CONTINUOUS
FORMULAS THROUGH MOVEMENT AND SONG
AT SEVENTH GRADE OF MTs MAMBA'UL HUDA**

SKRIPSI



Presented to
IKIP PGRI Bojonegoro
in partial fulfilment the requirements
for the degree of Sarjana in English Education

By:
INTAN NUR AISYATIN
22120008

**ENGLISH EDUCATION DEPARTMENT
FACULTY OF LANGUAGES AND ARTS EDUCATION
IKIP PGRI BOJONEGORO
2026**

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APPROVAL SHEETS

The skripsi entitled **"IMPROVING STUDENTS' MEMORIZATION OF SIMPLE PRESENT AND PRESENT CONTINUOUS FORMULAS THROUGH MOVEMENT AND SONG AT SEVENTH GRADE OF MTs MAMBA'UL HUDA"** is compiled by:

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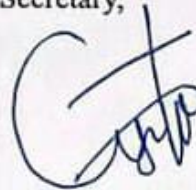
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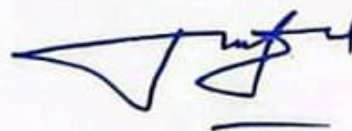
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MOTTO AND DEDICATION

MOTTO

“Every hope faces obstacles, and every goal faces trials; it’s just not easy but it’s not impossible.” -Gus Dur-

DEDICATION

No page is more meaningful than this one. With deep gratitude, respect, and love, I dedicate this work to:

1. My beloved parents, who have given me unconditional love, ceaseless prayers, and unwavering support. You are my source of strength and inspiration in every step of my life. Especially to my late father, who fought with all his love so that his daughter could earn her bachelor’s degree. May this achievement be a manifestation of the prayers and hopes you once offered.
2. The person who has always accompanied me on my journey, who has consistently offered sincere support, encouragement, and care, and who has been a source of strength and a father figure to me. Thank you for being my rock when I felt tired and for continually reassuring me not to give up.
3. My thesis advisors, Ms. Oktha Ika Rahmawati, S.Pd., M.Pd., and Ms. Ayu Fitrianingsih, S.Pd., M.Pd., for your patience, guidance, direction, knowledge, motivation, and the time you have dedicated throughout the process of writing this thesis. Thank you for guiding me with such dedication so that I was able to complete this research. May all the kindness you have shown be a valuable act of charity and be rewarded by Allah SWT.
4. To all my friends, who have been a part of this journey by sharing laughter, tears, encouragement, and unforgettable memories. Thank you for always being there, offering your support, and making every step of this process feel lighter and more meaningful.

ACKNOWLEDGEMENT

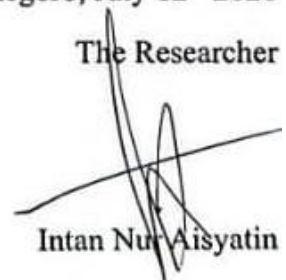
First and foremost, all praise and gratitude be to Allah SWT, the Almighty God, for His endless grace and blessings, which have enabled the researcher to complete this skripsi entitled "Improving Students' Memorization of Simple Present and Present Continuous Formulas Through Movement and Song at Seventh Grade of Mts Mamba'ul Huda" Peace and blessings are also upon Prophet Muhammad SAW, the last messenger, who has guided humanity from the darkness into the light of knowledge and truth. On this occasion, the researcher wishes to sincerely thank:

- a. Dr. Junarti, M.Pd., Rector of IKIP PGRI Bojonegoro.
- b. Dr. Cahyo Hasanudin, M.Pd., Dean of the Faculty of Language and Arts Education, IKIP PGRI Bojonegoro.
- c. Ayu Fitrianingsih, S.Pd., M.Pd., Head of the English Education Study Program, IKIP PGRI Bojonegoro.
- d. Mrs. Oktha Ika Rahmawati, S.Pd., M.Pd. as the First Advisor, for her invaluable assistance, guidance, and patience in supervising the completion of this skripsi.
- e. Mrs. Ayu Fitrianingsih, S.Pd., M.Pd., as the Second Advisor, for her continuous direction, motivation, and patient guidance during the preparation of this skripsi.

May all the kindness and support given be rewarded with the best blessings by Allah SWT. With all humility, the researcher remains open to any constructive suggestions and criticisms for the improvement and refinement of this work in the future. Finally, the researcher extends deepest gratitude to beloved parents for their endless prayers, love, guidance, and both moral and financial support. The researcher also extends thanks to all family members, friends, and everyone who has contributed to the completion of this skripsi, whose names cannot all be mentioned individually. It is the researcher's hope that this skripsi may bring benefit, not only for the researcher personally but also for readers and all concerned parties. The researcher fully entrusts all results and expectations of this work to Allah SWT.

Bojonegoro, July 12th 2026

The Researcher



Intan Nur Aisyatin

STATEMENT OF AUTHENTICITY

I, the undersigned below:

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In order to uphold academic integrity, sincerely and without coercion from any parties, I hereby declare that the thesis entitled:

IMPROVING STUDENTS' MEMORIZATION OF SIMPLE PRESENT AND PRESENT CONTINUOUS FORMULAS THROUGH MOVEMENT AND SONG AT SEVENTH GRADE OF MTs MAMBA'UL HUDA

Is the result of my own original work, and all sources of information used have been clearly cited in the reference list according to the scientific and academic code of ethics. I am aware that if any violations of scholarly ethics regarding to the authenticity of this work are found, **I personally** accept the consequences in accordance with the applicable regulations and am prepared to bear legal sanctions.

Bojonegoro, July 12th 2026



Intan Nur Aisyatin
22120008

ABSTRACT

Aisyatin, Intan Nur. 2026. Improving Students' Memorization of Simple Present And Present Continuous Formulas Through Movement and Song at Seventh Grade of MTs Mamba'ul Huda. Skripsi, English Education Department Faculty of Languages and Art Education IKIP PGRI Bojonegoro, Lecturer: 1) Mrs. Oktha Ika Rahmawati, S.Pd., M.Pd., 2) Mrs. Ayu Fitriyaningsih, S.Pd., M.Pd.

Keywords: canva, movement and song, memorization, english tenses, classroom action research.

This research aimed to improve the memorization of English tense formulas among seventh-grade students through the implementation of the Song and Movement method supported by Canva. The study employed Classroom Action Research (CAR) based on the Kemmis and McTaggart model, consisting of planning, acting, observing, and reflecting stages. The research was conducted at MTs Mamba'ul Huda during the 2025/2026 academic year and involved 27 seventh-grade students. The research was carried out in two cycles. Data were collected through pre-test and post-test, classroom observation, interviews, performance assessment, and documentation. Quantitative data were analyzed using mean scores and mastery learning percentages, while qualitative data were analyzed through data reduction, data display, and conclusion drawing. The findings showed that the implementation of the Song and Movement method successfully improved students' memorization of English tense formulas. The students' mean score increased from 61.48 in the pre-test with 29.63% mastery learning, to a higher achievement after the implementation of the actions, and finally reached 84.25 in Cycle II with 88.89% of students achieving the Minimum Mastery Criterion (KKM). Classroom observations also indicated that students became more active, enthusiastic, confident, and actively participated in the learning process. The integration of songs, physical movements, and Canva-based visual media created an enjoyable multisensory learning environment that helped students memorize tense formulas more effectively. Based on the research findings, it can be concluded that the Song and Movement method supported by Canva effectively improved students' memorization of English tense formulas and created a more engaging English learning process for seventh-grade students at MTs Mamba'ul Huda.

ABSTRAK

Aisyatin, Intan Nur. 2026. Meningkatkan Kemampuan Siswa dalam Menghafal Rumus Kalimat Simple Present dan Present Continuous Melalui Gerakan dan Lagu di Kelas VII MTs Mamba'ul Huda. Skripsi, Program Studi Pendidikan Bahasa Inggris Fakultas Pendidikan Bahasa dan Seni, IKIP PGRI Bojonegoro. Pembimbing: (1) Oktha Ika Rahmawati, S.Pd., M.Pd. (2) Ayu Fitrianingsih, S.Pd., M.Pd.

Kata Kunci: Penelitian Tindakan Kelas, Tenses Bahasa Inggris, Menghafal, Movement and Song, Canva.

Penelitian ini bertujuan untuk meningkatkan kemampuan menghafal rumus tenses Bahasa Inggris siswa kelas VII melalui penerapan metode Movement and Song yang didukung media Canva. Penelitian ini menggunakan metode Penelitian Tindakan Kelas (PTK) dengan model Kemmis dan McTaggart yang meliputi tahap perencanaan, tindakan, observasi, dan refleksi. Penelitian dilaksanakan di MTs Mamba'ul Huda pada tahun ajaran 2025/2026 dengan subjek penelitian sebanyak 27 siswa kelas VII. Penelitian dilaksanakan dalam dua siklus. Teknik pengumpulan data meliputi pre-test dan post-test, observasi, wawancara, penilaian kinerja, serta dokumentasi. Data kuantitatif dianalisis menggunakan nilai rata-rata dan persentase ketuntasan belajar, sedangkan data kualitatif dianalisis melalui reduksi data, penyajian data, dan penarikan kesimpulan. Hasil penelitian menunjukkan bahwa penerapan metode Movement and Song berhasil meningkatkan kemampuan siswa dalam menghafal rumus tenses Bahasa Inggris. Nilai rata-rata siswa meningkat dari 61,48 pada pre-test dengan persentase ketuntasan belajar sebesar 29,63%, kemudian mengalami peningkatan pada setiap siklus hingga mencapai nilai rata-rata 84,25 pada Siklus II dengan persentase ketuntasan belajar sebesar 88,89%, sehingga telah memenuhi Kriteria Ketuntasan Minimal (KKM). Hasil observasi juga menunjukkan bahwa siswa menjadi lebih aktif, antusias, percaya diri, dan berpartisipasi secara aktif selama proses pembelajaran. Kombinasi lagu, gerakan, dan media visual berbasis Canva mampu menciptakan pembelajaran multisensori yang menyenangkan sehingga membantu siswa menghafal rumus tenses dengan lebih mudah. Berdasarkan hasil penelitian tersebut, dapat disimpulkan bahwa metode Movement and Song yang didukung media Canva efektif dalam meningkatkan kemampuan menghafal rumus tenses Bahasa Inggris serta menciptakan proses pembelajaran yang lebih menarik dan bermakna bagi siswa kelas VII MTs Mamba'ul Huda.

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CHAPTER I

INTRODUCTION

A. Background of the Study

Grammar is a very important part of learning English. In grammar lessons, students are taught how to use English correctly, helping them to construct sentences in English and boosting their confidence when speaking English (Tiana et al., 2023). Grammar also plays a role in supporting students' academic achievement (Saengboon et al., 2022). Given that English is an international language that is very useful in business and technology (Selvi et al., 2023). Tenses are an important part of grammar, because they teach us about the form of a verb in relation to an event (Hasibuan et al., 2024). However, learning tenses is considered one of the most challenging aspects of learning for students, due to the many formulas that must be memorized, verb conjugations, and rules for various situations (Toni, 2025). Teaching tenses to students is not easy, considering that tenses have many formulas and different times of use. Monotonous learning methods result in low student memory of language patterns (Liparoti & Minino, 2021) Therefore, teaching grammar requires methods that are engaging and easy to understand, especially when it comes to tenses, which involve quite a lot of formulas.

However, teaching tenses to students is not easy, considering that tenses have many formulas and different times of use. Teaching grammar requires methods that are engaging and easy to understand, especially when

it comes to tenses, which involve quite a lot of formulas. To make it easier for students to remember and understand the lesson, it is best not to use methods that focus too much on theory or simply explain the material without using interesting media, as this usually makes students bored.

To help students become interested and easily understand the tenses, teachers need a method that involves students' participation, multi-sensory activities, and repetition of material. This will help students understand and remember the tenses. Methods consisting of physical activities, rhythm, and visuals are considered beneficial because they stimulate students' kinesthetic and auditory memory, as students have different learning styles (DePorter & Hernacki, 2000; Sanatil Hijriati et al., 2024). To teach tenses effectively, it is best to use fun teaching methods and involve activities for students to make it easier for them to remember (Nabilah Mokhtar et al., 2023). Research shows that physical activity, rhythm, and enjoyable learning experiences support understanding and memory. One method that can accommodate those activities is a song combined with movement. Alya Romadhona et al. (2023) state that songs and movement can make students interested in lessons and help them remember lessons because songs and movement activate students' kinesthetic and musical memory. movement and song methods are effective in teaching English to children and improving their motor skills and cooperation. Increasing children's motivation to speak English (Putri, 2022). In addition, several other studies also confirm the effectiveness of songs and movements in improving students' memory and understanding of language structures. Suyandi et al.

(2021) says that by using movement and songs, students find it easier to grasp the material and are more enthusiastic about learning. The use of fun methods helps children to digest and remember lessons easily. Furthermore, Hafidhoh et al. (2024) show that methods combining physical movement can increase student enthusiasm and help strengthen their memory during the learning process.

However, most previous studies focused on using songs only or movement only, and many were conducted at the elementary school level. This indicates a research gap in combining both movement and song specifically to help students memorize tense formulas at the junior high school level. Therefore, the novelty of this study lies in integrating movement and song supported by Canva as visual media to stimulate students' visual, auditory, and kinesthetic senses simultaneously. This combination is expected to complement the shortcomings of previous studies and provide a more multisensory and engaging learning experience. This gap also aligns with the results of interviews conducted at MTs Mamba'ul Huda, which showed that many students still have difficulty remembering the 12 tenses and their formulas when taught only through explanations without visual aids or interesting activities.

Based on interviews with the English teacher at MTs Mamba'ul Huda, students tend to get sleepy and easily forget the formulas and example sentences after being taught using conventional, explanation-focused methods. Several schools also experience the same problem because the large number of tenses that must be memorized makes students uninterested

and bored in learning (Sudirman et al., 2025). These findings reinforce that the lack of engaging and multisensory methods contributes to low retention and interest in learning tenses at the junior high school level.

This study addresses these issues by combining movement and song, aided by Canva to display visual support materials. Through this multisensory method, students are expected to remember tense formulas more easily, as songs provide rhythm and repetition, movements make learning more active, and Canva adds visual reinforcement. Unlike previous studies that used only songs or movement, this approach provides a comprehensive combination of auditory, visual, and kinesthetic elements specifically for tense material at the junior high school level.

Therefore, based on the theoretical background, research gap, and interview findings, this study focuses on examining how the integration of movement and song supported by Canva can improve students' mastery and long-term retention of English tense formulas at MTs Mamba'ul Huda. Through this approach, the study aimed to provide a creative and enjoyable learning method that enhances students' memory and engagement, while addressing limitations found in previous research.

B. Formulation of the Problem

Based on the background of the study described above, the research problem is stated as follows: How can the implementation of the Movement and Song Method improve the ability of seventh-grade students at Mamba'ul Huda Islamic Junior High School to memorize English tense formulas?

C. Objective of the Study

To explain how the Movement and Song can improve seventh-grade students' skill in remembering English tense formulas at MTs Mamba'ul Huda.

D. Significances of the Study

This study has theoretical advantages in helping classroom learning methods so that students can more easily memorize tense formulas. By applying the Movement and Song method combined with Canva visual displays, it is hoped that this study can become an alternative for students to learn grammar more easily and enjoyably.

1. Theoretical Significance

Theoretically, this research is effective as a method for learning English verb tenses by using the movement and song method. The results of this study provide further evidence that memorization involving verb tense activities helps students to remember verb tenses more easily. These findings show that learning grammar is easier when the process involves more than just reading and listening.

2. Practical Significance

a. To Teachers

With the movement and song method and the help of visual media, this research can be an alternative teaching method to prevent the classroom atmosphere from becoming boring and monotonous.

Students was more interested and find it easier to understand the material because the teacher provides a creative method.

b. To Students

By applying this method, it is hoped that students was able to memorize tenses easily and with more confidence, motivating them to learn grammar. By combining movements, music, and visual displays, students was more interested and able to easily remember tense formulas and practice them when speaking English.

c. To Researcher

This study can be used as a reference for future researcher, using movement and song methods combined with Canva to train students' multisensory skills. This study can also be an opportunity to develop methods in different contexts, such as language skills, education levels, or in other schools. This can help to learn new and creative ways to teach grammar.

E. Definition of Terminologies

1. English Tense Formulas

Tenses are a part of grammar that studies sentences in English using formulas. Generally, there are 12 tenses, but some argue that there are up to 16 (Bety Wulan Sari, 2016, as cited in Al Anis & Yaqin, 2020). Whereas, according to New Grolier Webster (1972, as cited in Al Anis & Yaqin, 2020), tenses are verb forms that indicate when an action

occurs or how a state of affairs is at present, or a set of forms that indicate a particular time.

2. Movement and Song Method

Movement and song is a teaching approach in which students sing while performing physical actions. In this context, movement refers to changes in body posture coordinated through different parts of the body, while song refers to lyrics that are sung as the accompaniment Taib et al. (2022, as cited in Subagia et al., 2024). Furthermore, learning through movement and song can be categorized as a play-based learning activity that integrates physical movement with musical accompaniment. Such activities not only create an enjoyable learning atmosphere for children, but also stimulate language growth, sensitivity to musical rhythm, motor development, self-confidence, and the courage to take risks (Palupi et al. (2019, as cited in Subagia et al., 2024). This study uses movements and songs to help students become more interested in learning tense formulas and prevent them from getting bored.