

THE USE OF PICTURE IN TEACHING THE PRESENT CONTINUOUS TENSE

Agus Kusnandar, Adinda Eka Permatasari

ABSTRACT

This paper entitled "The Use of Picture in Teaching The Present Continuous Tense". It is about use of pictures in teaching verb-ing in present continuous tense. It is written as a partial fulfillment of the requirements for taking *Sarjana Pendidikan Degree*. This pre-experimental research is done in the eighth grade of SMP Muhammadiyah 6 Baleendah, With $df = N-1 = 27-1 = 26$, at $p = 0.05$ of two tailed, the value of t-table = 2.056. As the derived t is bigger than that of the t-table ($2.257 > 2.056$), H_0 is rejected and H_a is accepted, stating that there is significant difference in students' mean scores before and the after the treatment using pictures in the eighth grade of SMP Muhammadiyah 6. The mean of post-test is significantly higher than the mean of pre-test. This means that the picture in teaching the present continuous tense to eight grade of SMP Muhammadiyah 6 is effective. Students of SMP Muhammadiyah 6 Baleendah give a positive response toward use of picture. Therefore the writer concluded that eighth grade of SMP Muhammadiyah 6 Baleendah like learning verb-ing using pictures.

Keyword :Picture, Present Continuous

ABSTRAKSI

Makalah ini berjudul "Penggunaan Gambar dalam Mengajar Present Continuous Tense". Ini adalah tentang penggunaan gambar dalam mengajar verb-ing dalam bentuk berkelanjutan saat ini. Ini ditulis sebagai pemenuhan sebagian persyaratan untuk mengambil Sarjana Pendidikan. Penelitian pra-eksperimental ini dilakukan di kelas delapan SMP Muhammadiyah 6 Baleendah, dengan $df = N-1 = 27-1 = 26$, pada $p = 0,05$ dua ekor, nilai t-tabel = 2,056. Karena t yang diturunkan lebih besar dari t-tabel ($2,257 > 2,056$), H_0 ditolak dan H_a diterima, menyatakan bahwa ada perbedaan yang signifikan dalam nilai rata-rata siswa sebelum dan sesudah perlakuan menggunakan gambar di kelas delapan SMP Muhammadiyah 6. Rata-rata post-test secara signifikan lebih tinggi dari rata-rata pre-test. Ini berarti bahwa gambaran dalam mengajar present tense berkelanjutan untuk kelas delapan SMP Muhammadiyah 6 efektif. Siswa SMP Muhammadiyah 6 Baleendah memberikan respons positif terhadap penggunaan gambar. Oleh karena itu penulis menyimpulkan bahwa siswa kelas VIII SMP Muhammadiyah 6 Baleendah suka belajar verbal menggunakan gambar.

Kata kunci: Gambar, Present Continuous

THE BACKGROUND OF THE RESEARCH

English language is one of the most important things in communication and it is used as a way of communication among the nations in the world. English is the international language that has been used all over the world. In Indonesia, English is learned and taught as a foreign language, because Indonesian people do not speak English in everyday life. However, it is included into the most important language to be learned.

The Present Continuous expresses an activity that is in progress at the moment of speaking (Schramfer&Hagen, 2002:14). It is a temporary activity that began in the past, is continuing at present, and will probably end at some point in the future.

Picture is one of the tools that is usually used by the teacher in teaching language, and it helps the learners to improve vocabulary, sentences, and many other aspects in learning foreign language. According to Hamalik (in Arsyad, 1994:6) a teacher at least used a simple media or tool to achieve the purposes of teaching, one of the functions of media is as a tool of communication for more effective learning and teaching process.

Based on the description above, the writer in this study is interested in investigating "the use of Picture in Teaching The Present Continuous Tense".

LITERARY REVIEW

Definition of Tense

Tense is different forms, which a verb assumes to indicate the time of action or state. According to Hornby (1987:891), "tense is verb forms that show time; the present/past". Meanwhile, Schamper (2002:3) said "the tense says that an action *begins before, is in progress during, and continuous after* another time or action"

From the definition above the writer concludes that tense is a verb that could be changed according to the time that is shown. There are many kinds of tense in grammar; one of them is the Present Continuous Tense that will be discussed in this paper.

Understanding the Present Continuous Tense

The Present Continuous is also known as the Present Progressive Tense. Harmer (2005:40) said "Continuous verb (also called progressive)

are formed by adding ‘-ing’ to the base form and using it with the verb ‘to be’, e.g. ‘she is writing a letter’.

The continuous forms represent action or events, or series of action or events, viewed at some point between their beginning and end. They imply that an action or series of action has already begun but is not yet completed. At the same time, they indicate that the duration of action or series of action is limited (Graver, 1997:56).

From the definition above indeed the present continuous tense is the same form of the progressive tense which is its use applying for to be +verb +ing form and the period of time is limited.

Picture

wright (1989:1), Picture is non verbal source of information. The non-verbal information helps us to predict what the next might be about, and this ability to predict help us to recognize meaning more quickly than if we had to sort it out solely from what we hear and read. Picture can represent this non verbal sources of information. Indeed, they and what they represent are centrally bound up with the nature of communication itself.

From description above, it can be said that picture has a lot of meanings. Picture is defined as a drawing, a painting or photograph, an image of someone or something. The meaning of picture can motivate presenting a sequent of even, a story and thing like the real life.

RESEARCH METHODOLOGY

Research Method

This research was conducted in an experimental design using quantitative approach with One-Group Pretest-Posttest design. According to Hatch and Farhadi (1990), research is an approach to finding answer to question.

The research method in this study is Pre-Experimental in nature. The writer used Pre-Experimental method with one group Pretest and Posttest design. Experimental research is unique in two very important respects, It is the only type of research that directly attempts to influence a particular variable. An experimental usually involves two groups of subjects, an experimental group and a comparison group, although it is possible to conduct an experiment with one group (by providing all treatments to the same subjects) or with three or more groups (Frankle and Wallen, 1996:264).

Population and Sample

1. Population: The population is in the Eighth grade of Junior High school of SMP Muhammadiyah 6 that consist of 4 classes. Each class has 30 students, so the populations are 120 students.

2. Sample: One class would be taken randomly from the population. The choice falls into VII C that has 30 students. So, the sample is 30 students.

Test

1. Instrument is used to gather the data. In quantitative research the researcher used instruments for gathering the data, Hatch&Farhady (1982:22) said that the pre-test is given before instruction or treatment begins.
2. Post-test is done in the last program of this research after giving some treatments or exercises in a certain period. Post-test is then compared to the pre-test score in order to see whether or not there are score differences after giving some treatments.

From the kinds of test above, the writer use the test that is made by the writer. The writer uses pre-test that is given to the students to measure their ability before the treatment and posttest that is given to the students after the treatment.

Questionnaire: Questionnaire is used to know what students response toward the use of picture in teaching Present Continuous Tense In constructing the questionnaire, the researcher used closed questionnaire. It means that the respondents answer the questions by choosing one of the options that was given by the researcher.

$$\text{(The score of students response: Ideal score) x 100\%}$$

FINDING and DISCUSSION

The treatment was conducted for 4 times on September, 16th, 2019 until September, 20st , 2019 by using pictures media, those are: The first treatment was carried out on September,16th , 2019. The first was introduction. The teacher needed 15 minutes to make the appreciation such as opening the class and checking absent. After that, the writer introduced and explained about the present continuous tense by using pictures as media for example: the writer showed pictures in front of the class and the students were ordered to describe the pictures about what is being done by the pictures?. After that, the writer ordered students to mention appropriate verb-ing with the pictures for example: sleeping, eating, singing, reading, flying etc. then the writer described that verb-ing can be used in the present continuous tense. At the first meeting the students looked interested.

The second treatment was carried out on September, 17th, 2019. The second treatment the writer checked absent of students. After that, the writer asked students to review the material that was learn yesterday. The writer introduced and explained new verb-ing by using pictures for example: watching, running, dancing, fighting. Then the writer described the structure of present continuous tense. After

that the writer gave the sentence example of present continuous tense by using verb-ing was introduced. The writer ordered the students to make present continuous tense sentences by using verb-ing was introduced is like the example. After that the writer ordered students to collect their tasks.

The third treatment was carried out on September, 18th, 2019. The third treatment the writer checked absent of students. After that, the writer asked students to review the material that was learn yesterday. The writer introduced and explained new verb-ing by using pictures for example: catching, teaching, talking, sitting. Then the writer described form sentences such as positive form, negative form and interrogative form and gave the example. In the third treatment, the writer gave many tasks as preparation to do the post-test in the next meeting. The last, the writer took the conclusion about the material which was studied and the writer gave the students home work. Next day the teacher gave questionnaire to the students. The post-test was conducted in the end of the study after the writer gave the treatment to the students. It was done on Friday, 20th, 2019. This activity was done to find out the result of significant difference after treatment.

With $df = N - 1 = 27 - 1 = 26$, at $p = 0.05$ of two tailed, the value of t-table = 2.056. As the derived t is bigger than that of the t-table ($2.257 > 2.056$), H_0 is rejected and H_a is accepted, stating that there is significant difference in students' mean scores before and the after the treatment using pictures in the eighth grade of SMP Muhammadiyah 6. The mean of post-test is significantly higher than the mean of pre-test. This means that the picture in teaching the present continuous tense to eighth grade of SMP Muhammadiyah 6 is effective.

shows the students' responses toward the use of picture in teaching the present continuous tense. From the first question, the writer got the result that about 24 students (88.8%) answer agree with the question. It can be seen from the good enthusiasm of the students when students are studying English subject in the treatment.

The second question, the writer got 13 (48,1%) answer yes, it means half of students felt hard to understand the material of the present continuous, and half of them understand the material. Some students are stil do not understand about the material so that the students look like confuse.

The third question, the writer got 26 or (96.2%) yes answer, it means the students are agree with the question. The fourth question the writer got 24 or (88.8%) yes answer from the students it means the students interested when the teacher shows interesting pictures.

The fifth question, all students answer yes for the question, and the students understand while the teacher give the treatment to the students. The sixth question, about 25 students or (92.5%) answer yes for the question. Almost of the students more active in learning English process by using media pictures than without using media.

The seventh question, about 26 students answer, it means (96,2%) the students agree study grammar/tenses especially verb-ing by using pictures are more grafity.

The eighth question, about (96.2%) or 26 students can understand present continuous tense after the teacher used media pictures in teaching and learning

process. It can be seen from the result of the post-test that showed the increase that is significant.

The ninth question, about 24 of students or (88.8%) can master many verb-ing after the teacher used media pictures in teaching and learning process. It can be seen from the result of before and after treatment.

Finally from the result of the questionnaire above the writer takes a conclusion that most of eight grade students of junior high school like media pictures in teaching and learning process. In other words they give positive responses toward the use picture in teaching present continuous tense

CONCLUSIONS

The study was conducted on the 16th of September 2019 until 20th of August 2019. The objectives of the study were to find out whether or not the picture are effective used for teaching Present Continuous and find out what are students response toward the use of picture. The method was used in this research was pre-experimental design. There was only one group to be researched. The sample was the first grade students of SMP Muhammadiyah 6 that consist of 27 students. The instruments were test and questionnaire. The research findings were the score of posttest was higher that the score of pre-test. It could be put forward that songs were useful to teach narrative text writing. The Null Hypotheses (Ho) was rejected and The Alternative Hypotheses (Ha) was accepted, stating that there was significant difference in the result of students' scores before and after the treatment using songs.

Then the writer found out from the result of questionnaire that the students liked being taught narrative text writing by using songs. It was shown by the result of the questionnaires that 97% of the students answered they like being taught learning present continuous by using picture. And 82% of the students answered that learning Present continuous by using pictures are effective.

Based on the research findings it can be concluded that picture was effective used for teaching present continuous tense. And almost all of the students gave positive responses toward the use of picture in teaching present continuous tense. Through picture they were motivated and learnt to be better.

BIBLIOGRAPHY

Andrew Wright. 1989. *Picture for Language Learning*.UK: Cambridge University Press.

Betty Azar. 2003. *Fundamentals of English Grammar Third Edition*. USA: Prentice-Hall Inc.

Betty Azar. 1998. *Understanding and Using English Grammar*.USA: Prentice Hall Inc.

Brown, H.D. 1994. *Principle of Language Teaching and Learning*. London: Prentice-Hall Inc.

Brown, H.D. 2000. *Principle of Language Learning and Teaching Fourth Edition*. San

Fransisco: Addison Wesley Longman Inc.

Bull, Victoria. 2008. Oxford Learner's Pocket Dictionary Fourth Edition, Oxford: Oxford

University Press.

Hatch, farhady. 1982. *Research Design and Systematic Approach Englewood*. Prentice-Hall Inc.

Karsidi. 2006. *Standar Isi dan Standar Kompetensi Bahasa Inggris*. Solo:Tiga Serangkai Pusaka

Mandiri.

Murphy, Raymond. 1989. *Grammar in Use*. Australia: Cambridge University Press.

Sudjana, N. 1989. *Media Pembelajaran*. Bandung: Penerbit CV Sinar Baru Bandung.

Setiawan. 2003. *Upaya Optimalisasi Kegiatan Belajar Mengajar*. Bandung: Remaja Rosdakary.

Russel, H.M 1985. *Instructional Media*. New York: McMillan Publishing Company

Gairns, Ruth and redman, Stuart. 1986. *Working with Words: A Guide to Teaching and Learning*

Vocabulary. New York: Cambridge University.

Gerlach and Ely. 1980. *Teaching and Media: A Systematic Approach Englewood*. Prentice-Hall

Inc.