

The Implementation of Using Picture Media on Teaching Present Continuous Tense

Mezia Kemala Sari
Muhammadiyah University of West
Sumatera, Indonesia
meziakemalasari@umsb.ac.id

Yulyana Putri
Pascasarjana Universitas Andalas,
Indonesia
Yulyana.putri.yp@gmail.com

ABSTRACT

The research is about the implementation of using picture as the media in teaching Present Continuous tense. The purpose is to see is there any significant implementation of using media in teaching Present Continuous Tense. This research conducts three steps (pre-test, treatment and post-test) and held in four meetings. The participants are 21 students of class VIIA of MTs Muhammadiyah Padangpanjang by using purposive sampling. This pre-experimental research is quantitative and the data taken from pre-test and post-test and test sheet is used as the instrumentation. The result showed that the using of picture as media has implementation in teaching Present Continuous Tense. It can be seen from the student's scores' improvements taken from all indicators. Generally, total mean of students' score of pre-test is 43.24 meanwhile the mean score of post-test is 71.62. The effectiveness of using this media is implemented from students' scores which are increased after learning Present Continuous Tense by using picture. While the most significant improvement is in the use of *-ing* form as the core of the Present Continuous Tense.

Keyword: picture media; present continuous tense

INTRODUCTION

Generally, English language has two tenses that consisting eight parts and they have different meaning depending on such things as the time and length of an action, and how the speaker sees it (Eastwood, 2002, p. 82). It seems complicated and caused several problems for Indonesian learners to learn English tense. Widagsa, et.al (2017) stated the study of English as foreign language for Indonesian regional language is still underrated. It possibly can be caused by tense because the Indonesian language itself does not recognize the tense. Commonly, the students have problem in understanding some tenses such as students hard to distinguish between Simple Present Tense, Present Continuous Tense and gerund because the form "V + ing". Sometime, they are confused

when they should use Simple Present Tense and Present Continuous Tense. Tense problem is one thing that commonly occur in students' English learning in all aspects beside grammatical, spelling, vocabulary and so on (Sari, 2017, p.19). So, teacher has to be creative in teaching this material and make the students totally understand it.

As a teacher, it is necessary to find the new teaching media to overcome the problems and not to forget to motivate the students. Teachers have used games, pictures, songs, real object, cartoon and movie as their teaching media to grow the student creativity in learning process. However, in teaching process, the using of media and teaching material should be suitable. There are many media can be used in teaching Present Continuous Tense such as two and three

dimensions media. Mackey (2005) mentioned media likes picture, movies or song lyric are usually most often used as a tool to learn. It means tool that teacher used in classroom can be able to manipulate to seen, to hear and to read in order to facilitate teaching in the class. According to Sabri (2010) the kinds of two and three dimension media are draft, graph, poster, picture, flat map and relief map. There are several benefits of using media in teaching process. First, clarified the instruction so that not to verbalize. Second, Superintend limited of room, time and senses. Third, using appropriate and have variations media can decrease students passive. The last, teacher will be able to give equal motivation, experience and perception.

In this research, picture is chosen as a media in teaching present continuous tense. Picture is a number of pictures, photos, and painting from book, newspaper or another source that can be used as teaching aids (Sabri, 2010, p. 110). Using picture in teaching present continuous tense is one of the way how alternative teaching aids in teaching English, because most of students like to read comics that has interest picture. Students are practiced to use their imagination by the picture and able to describe the picture everywhere. Then, student will remember about the material.

There are some similar research has been conducted by another researchers. Kateřina Joklová (2009) observed about using pictures in teaching vocabulary. In her research, she found the main goal of this thesis was to show how pictures can be put to use in English classes in a few ways and to answer the questions how and why this works and in what way exactly they help the learner remember the words he or she studies. The similar Joklova research with this research is the using picture media. In Joklova research picture used in teaching vocabulary, but in this research researcher using picture media in teaching present continuous tense.

Second, the research was observed by Gallis Nawang Ginusti (2014). She observed about improving the speaking skills of grade VIII students of SMP Negeri 2 Godean through pictures. The result of her research that the implementation of pictures in the teaching and learning process of speaking is believed to be effective to improve the students' speaking skills. The similar Gallis research with this research is the using picture media. In Gallis research picture used to improve students speaking skill, but in this research researcher using picture media in teaching present continuous tense.

The last, the research was observed by Arum Wahyuningsih (2011). She describes about Students' Writing Skill through Picture Media in Grade X of office Administration 2 of SMK Negeri 1 Tempel. The result of her study indicated that the process of teaching and learning accompanied with pictures could lead the students' motivation in writing and their skill improvement. The similar Wahyuningsih research with this research is the using picture media. In Wahyuningsih research picture used to Improving Students' Writing Skill, but in this research researcher using picture media in teaching present continuous tense.

Related to the review of related finding above, this research is more focus in using picture media in order to know the implementation of the media in teaching continuous tense. Even though, There are number of studies discuss on some using picture media in teaching, but the researcher consider conducting a research, especially on the implementation of using picture media in teaching present continuous tense at VIII grade students of MTs Muhammadiyah Padangpanjang.

METHODOLOGY

The study is pre-experimental as one of models experimental research. Sukardi (2007) stated that pre-experimental research was the

simple research that used singular variable used individual or group as object of study. This research is used to know the implementation of using picture media in teaching present continuous tense.

Population is the students of VIII grade students of MTs Muhammadiyah Padangpanjang which consist of Class A and B. In this research, the researcher take the sample by using purposive sampling technique and the sample taken is VIII.A class which has 21 students.

The instrument of this research is test sheet. A test or exam (short for examination) is a tool or technique intended to measure students' expression of knowledge, skills and/or abilities. In completing this study the test should be based on an achievement test which was the result later use as data. In order to get an enough data researcher will divide the test into two: pre-test and post-test. The purpose of giving the classroom tests was to measuring the skills, knowledge of intelligence, ability or talent possessed by individuals or groups (Arikunto, 2010, p.193). The media is a picture which consists of daily activities that are familiar and it will be given during the treatment.

Technique of data collections is preparation and doing pre-test, treatment and post-test. After all completed, then data analysis is conducted and describe it in order to get the purpose of this research based on the three indicators of Present Continuous Tense, they are: Subject, *to be* and V+ing.

According to Malla (in Copland and Garton, 2012: 8), the procedure of using picture in teaching Present Continuous Tense, as follows. First, divide the class into groups of two or three. Each group decides who will mime and who will guess. Decide which group will go first and say that each group will have two minutes to guess as many actions as they can. Second, bring the first group to the front of the class. Ask the child who mime to stand so all the children in the class can see. Give the child the first card. They mime the action on the card. The group has to guess what the mime by calling out. Third, after two minutes, the group counts the number of cards it has collected and records the number on the board. The cards are given back to the teacher and the second group comes to the front to guess. Last, the winning group is the one with most points recorded on the board.

RESULTS AND DISCUSSION

These are the main results as the finding of this research explained in several tables based on their categories.

Pre-Test and Post-Test Distribution Score based on Indicator

The following is the pre-test and post-test distribution score based on the three indicators that conducted in this research about Present Continuous Tense. The results are in tables and figure form.

Indicator 1 ('Subject' of Present Continuous Tense)

Table 1 The Students' Score of Indicator (1)

No	Item	Pre-Test			Post-Test		
		Correct (%)	Incorrect (%)	Total	Correct (%)	Incorrect (%)	Total
1	1	10 (47.6)	11 (52.4)		17 (80.9)	4 (19.1)	
2	2	14 (66.6)	7 (33.4)		12 (57.1)	9 (42.9)	

3	3	16 (76.1)	5 (23.9)	35.34 %	16 (76.1)	5 (23.9)	62.54 %
4	4	6 (28.5)	15 (71.5)		12 (57.1)	9 (42.9)	
5	5	11 (52.3)	10 (47.7)		13 (61.9)	8 (38.1)	
6	6	12 (57.1)	9 (42.9)		13 (61.9)	8 (38.1)	
7	7	9 (42.8)	12 (57.2)		9 (42.8)	12 (57.2)	

Based on the table above, it can be seen the percentage of students' pre-test score in indicator 1 (Subject) is still low in the pre-test. Total percentage of the indicator is 53.34%. The students still not comprehend yet about the uses of 'Subject' in present continuous tense. But, in the post-test, it can be seen that there is increasing score after the

students receive the treatment. The percentage is 62.54%. It means there is an improving here although not too significant. It seems, the 'Subject' problems still become a confusing thing for students and make it match and suitable with the present continuous tense requirements in sentence.

Indicator 2 ('To be' of Present Continuous Tense)

Table 2 The Students' Score of Indicator (2)

No	Item	Pre-Test			Post-Test		
		Correct (%)	Incorrect (%)	Total	Correct (%)	Incorrect (%)	Total
1	8	11 (52.3)	10 (47.7)	55.06 %	12 (57.1)	9 (42.9)	71.39 %
2	9	9 (42.8)	12 (57.2)		14 (66.6)	7 (33.4)	
3	10	7 (33.3)	14 (66.7)		13 (61.9)	8 (38.1)	
4	11	13 (61.9)	8 (38.1)		15 (71.4)	6 (28.6)	
5	12	14 (66.6)	7 (33.4)		17 (80.9)	4 (19.1)	
6	13	12 (57.1)	9 (42.9)		16 (76.1)	5 (23.9)	
7	14	15 (71.4)	6 (28.6)		18 (85.7)	3 (14.3)	

Based on the description above, it can be seen the percentage of students' score in indicator two is still low. Total percentage this indicator is 55.06 %. The students still not understood yet about the use of 'to be' in present continuous tense. But in the post-test,

it can be seen that there is the effectiveness of using picture media teaching present continuous tense in this indicator. The total percentage of this indicator is increase from 55.06 % to 71.39 %.

'V+ing' of Present Continuous Tense

Table 3 The Students' Scores of Indicator (3)

No	Item	Pre-Test			Post-Test		
		Cor-rect (%)	Incorrect (%)	Total	Correct (%)	Incorrect (%)	Total
1	15	9 (42.8)	12 (57.2)		17 (80.9)	4 (19.1)	
2	16	7 (33.3)	14 (66.7)		18 (85.7)	3 (14.3)	
3	17	10 (47.6)	11 (52.4)		17 (80.9)	4 (19.1)	

4	18	5 (23.8)	16 (76.2)		15 (71.4)	6 (28.6)	
5	19	6 (28.5)	15 (71.5)		15 (71.4)	6 (28.6)	
6	20	7 (33.3)	14 (66.7)		17 (80.9)	4 (19.1)	
7	21	8 (38.1)	13 (61.9)	35.34 %	19 (90.4)	2 (9.6)	80.23 %

The use of ‘V+ing’ is the main point in Present Continuous Tense. It can be constraint when student forget to use *-ing* form in their sentence beside the gerund function. So, in this indicator, as seen in table 3 above, it can be seen there is significant improvement of students’ score where the pre-test only 35.34% then after treatment improved become 80.23%. This significant improvement is the implementation of using media in teaching

this tense to the students. The can suddenly remember if the Present Continuous Tense, then the ‘*-ing*’ form should be conducted and picture media plays the important role here.

For comparison the percentage of indicator of Present Continuous Tense, before and after using picture media on teaching. It can be seen as follows.

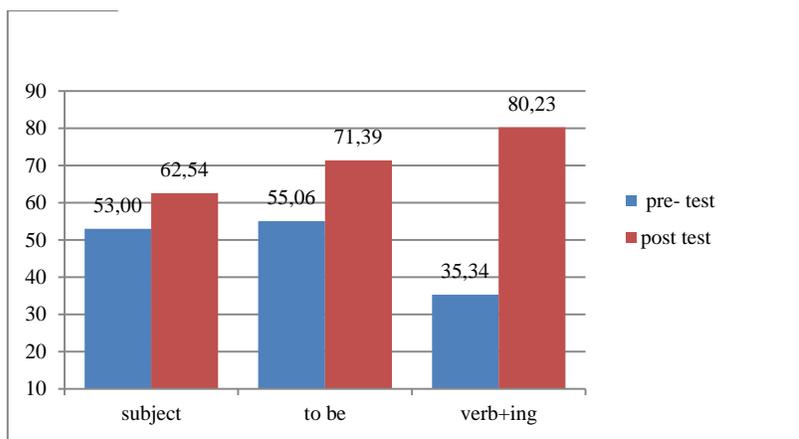


Figure 1 The Comparison Percentage of Each Indicator in Pre-test and Post-test

Based on the figure above, it can be seen the whole improvement of students’ score. The difference between pre-test and post-test mean is 28.38. The difference between pre-test and post-test in indicator 1 (subject) is 9.54 %. The difference between

pre-test and post-test in indicator 2 (to be) is 16.33 %. The difference between pre-test and post-test in indicator 3 (V+ing) is 44.89 %.

In order to finding the mean score of whole pre-test and post-test, it can be concluded in the table below.

Table 4 The Mean Table of Pre-test and Post-test

No.	Code of Samples	Score	
		Pre-test	Post-test
1	01	48	84
2	02	60	68
3	03	28	60

No.	Code of Samples	Score	
		Pre-test	Post-test
4	04	52	76
5	05	52	72
6	06	16	80
7	07	28	60
8	08	56	72
9	09	40	68
10	10	28	72
11	11	56	64
12	12	56	72
13	13	48	60
14	14	28	72
15	15	60	84
16	16	28	60
17	17	40	72
18	18	64	68
19	19	56	84
20	20	52	76
21	21	12	80
	Σ	908	1504
	\bar{X}	43.24	71.62

It can be seen that total mean of pre-test is 43.24 and the total mean of post-test is 71.62 which is quite significant and effective.

There is significant implementation that can be seen in the final score of students. In other hand, the using of picture media on Teaching Present Continuous is effective. It can be proved on pre-test and post-test. Picture as the interesting visual thing for student can stimulate them to remember the formula of Present Continuous Tense which consist of Subject, 'to-be' and V+ing that has been indicators in this research, Picture of activity that occur in the treatment is succeed to attract the students become more active and understand the tense material easily instead of just remembering the formula. Moreover, they can easily improve their vocabulary too by seeing the picture.

On teaching grammar, especially Present Continuous Tense, teacher must be

creative to choose teaching media. This media was quite suitable when used on teaching present continuous tense at VIII grade students. Teacher can create the picture based on their students' knowledge and environment. So that, the students quite understand what the teacher means and remember the lesson. Based on the result of research, it showed that the using picture media on teaching present continuous tense was effective. For the next lesson teacher can use this media when teaching Present Continuous Tense.

CONCLUSIONS

The main concern in this pre-experimental research is the discussion of any implementation of using picture media on teaching Present Continuous Tense at VIII grade students of MT's Muhammadiyah Padangpanjang.

Based on the research findings, it can be concluded that there is implementation of using picture as the media in teaching Present Continuous Tense research at VIII grade students of MTs Muhammadiyah Padangpanjang. It can be proved by the improvement of student's score between pre-test and post-test. The significant increase occurred mostly in indicator Verb 'ing' form but the others also show the increasing score.

In general, the total mean of pre-test is 43.24 and the total mean of post-test is 71.62 which is quite significant and effective.

So, after getting the result of research it can be emphasized that the using of picture as media has implementation in teaching Present Continuous Tense.

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