

THE EFFECTIVENESS OF USING PICTURE IN TEACHING PRESENT CONTINUS TENSE

(An Experimental Research at the Second Grade of SMP DAARUNNAJAH Jawilan
Serang- Banten)

A PAPER

Submit to the Faculty of Education and Teacher Training As a Partial Fulfillment
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BANTEN**

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STATEMENT OF ORIGINALITY

I here with declare that the research paper I wrote as a partial fulfillment of the requirements for the degree and submitted to the English Education Department, the faculty of Education and Teacher Training wholly constitutes my own original scientific writing.

As for the other persons' works whose ideas are quoted in this paper have been referred to appropriately in accordance to the prevailing legal and intellectual ethic in the word of scientific writing tradition.

However, if the originality of this paper either partially or wholly is, later on. proved or it falls under convincing plagiarism, I would be prepared to receive any consequences in the form of any sanction such as losing my related academic degree obtained from the institution as well as other rules prevailing in Indonesia.

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ABSTRACT

Nani Selpiah, SRN: 122301371, *The Effectiveness of Using Picture in Teaching Present Continues Tense (An Experimental Research at the Second Grade of Junior High School SMP DAARUNNAJAH Jawilan Serang Banten).*

This research investigated about Present continues tense by using picture and the objective of the research is “ The Effectiveness of Using Picture in Teaching Present Continues Tense” at the second grade of Junior High School SMP DAARUNNAJAH Jawilan. The research is conducted based on the main problems.1) How is the use picture in teaching present continues tense in the classroom? 2) Is there any significant difference in the achievement of the student English Grammar especially in present continues tense taught by using picture and without using picture? In reference to the afro mentioned research of this research problems, this research is aimed at 1) to describe pictures in teaching present continues tense in the classroom 2) to know the achievement of student English grammar especially in present continues tense taught by using pictures and without using pictures.

To answer question, the researcher used test design in the form of quantitative research. The research took 40 students spread in two classes, one class as the experimental group an another one is as the control group. The population is the second grade of junior high school of SMP DAARUNNAJAH Jawilan year 2016, while class VIII A as the experimental group and class VIII B as the control group are taken as the samples.

The result of the calculation of the research namely $t_{\text{observation}}$ is 6.68 and df is 38. According to t_{table} at significance level of 5% and 1% with $df = 40$ is 2.2 and 2.70. since the writer got t_o is higher than $t_t = 2.02 < 6.68 > 2.70$, it means that H_a (alternative hypothesis) of research is accepted and H_o (null hypothesis) is rejected. Since post test score from experimental class got higher than control class and t_o is higher than t_t , it means that using picture in teaching present continues tense using picture is better than those who do not it.

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DEDICATION

This paper is dedicated to:

This paper I sincerely to : My beloved parents (Slamet and Murtapiah),
For all love, prayer, advice, sacrifice, strength and every single thing you give me.

Thank you very much to My brother A. Mahensur sandi and My sister
Devi selpiah thanks for support and motivation. And also all my beloved friends (Tita, Alvi,Ana, Pipih,) who always support and inspire me, thank you for all the
thing that you give me. I am really proud be part of you.

MOTTO

o...my lord! Expend me my breast, ease my task for me. And remove the impediment from my speech. So, they may understand what I say
(Q.S. Thaha:25-28)

A BRIEF BIOGRAPHY

The writer, Nani Selpiah, was born in Serang, the place in Kp. Tepok, Kec. Kopo Prov. Banten on February 24, 1994. She is first daughter, out of three, of Slamet Father and Murtapiah Mother. She finished her Elementary education at SDN Gabus II in 2006, whereas her Junior high School at SMPN 1 Jawilan in 2009 and Senior High School at SMA PGRI 1 Balaraja in 2012,. Three years later, i.e. in 2012, she continued her study in the State Institute for Islamic Studies Sultan Maulana Hasanuddin Banten at Education and Letter Faculty which over status to Education and Teacher Training Faculty Program S1 degree of English Education Department until now.

During his time of student she was active at internal and external college organization, She was active at Association Of English Student (ASSES) and she was active at Himpunan Mahasiswa Serang (HAMAS).

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In the name of Allah, the most Gracious, the most Merciful

There is no valuable words to be said but all praises be to Allah, the almighty God, who has sent Muhammad, peace be upon him, to be his prophet and messenger for people all over the world. The writer realizes and feels very sure that without His blessing, mercy, and guidance, it would be possible for me myself to finish the paper. The title: *The Effectiveness Of Using Picture In Teaching Present Continues Tense (An Experiment Research at the Second Grade of SMP DAARUNNAJAH Jawilan*”

On this occasion the writer would like to give his gratitude, respect as well appreciation to all the people who have given great contribution, assistance and support, have indebted to, and have been involved either directly or indirectly. Especially to the followings:

1. Dr. H. Subhan, M.Ed the Head Faculty of Education and teacher training , for giving permission to write this paper.
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The researcher hopes this paper will be useful for English teacher and students as well as for those read this paper.

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CHAPTER I

INTRODUCTION

A. Background of Study

English is one of the international language that has an important role in the world. It is widely studied and used as a tool of communication among people all over the world.

According to Jack C. Richards and Theodore S. Rodgers, today English is the world's most widely studied foreign language, 500 years ago it was Latin, for it was the dominant language of education, commerce, religion, and government in the western world.¹

Mastering English is a communication and transferring information in this global era. To face globalization era, people must be able to use English both oral and written for communication in various fields. Moreover, grammar itself is one of the language components that should be taught to support for the mastering of the language skills integrated. It is the system by which words combine into larger units to convey ideas and information.

Mastering grammar can give self-confidence for students to communicate and interact in the target language. They will feel confident to speak if they know that they can use the right expression when they talk. Therefore, the knowledge of correct grammatical forms and the way the forms are used is necessary to facilitate communication.

¹Jack C. Richards and Theodore S. Rodgers, *Approaches and Method in language teaching*, (New York: Cambridge University Press, 2001),3

The present continuous tense is one of the grammar rules that have to be mastered by the junior high school students. It is used to express an action in progress at the time of speaking. For Indonesia students, it is not easy to learn English grammar because there are many differences between English language system and Indonesian language system, included the present continuous tense. Besides, many factors caused the students' comprehension about the present continuous tense low, whether it comes from themselves or from the outside of them, such as students' motivation, school curriculum, the teacher, material, teaching method, and etc.

Asking the children to memorize formula of grammar with their usage is usually ineffective method, sometimes children remember their meaning for a short period of time and more over they forgot the meaning. To solve the problem in teaching present continues tense the teacher can use suitable and interesting method or techniques that are suitable to the student. Techniques depend on the teacher, the imagination, his creativity and the condition of class, a certain problem can be solved with the various techniques.²

Teacher can use various visual sources in teaching language, for instance: teaching language by using tape recorders, pictures-flashcard and television, by using a suitable method, because the method determines what and how much is taught (gradation) how the meaning and form are conveyed (presentation) and what is done to make the use of the language unconscious repetition. The writer will give another alternative technique to enrich student's comprehension by

²MulyantoSoemardi,*PengajaranBahasaAsingsebuahinjauandarisegimetodologi*,(Jakarta: Bulan Bintang,1975),14

using pictures. Pictures are not just an aspect of method but through their representation of place, object and people essential part of the overall experiences.³ Because pictures can direct the student to speak, another reason is that using pictures in teaching present continues tense is effective and helpful in teaching learning process, so the student feel easy in understanding and studying English.

In teaching present continues tense the student are taught pattern of verb to be, structure, etc. in this paper the writer tries to use picture in developing their knowledge of present continues tense . Visual aids are important in teaching. Pictures can be used as teaching aids that can help the student communicate in English. The aids are needed develop their language skill included Grammar skill especially in present continues tense.

Finally based on the background above, the writer would like to carry out the research under title “**The Effectiveness of using Pictures in teaching Present Continues Tense**”(An Experimental Research At the Second Grade of SMP DAARUNNAJAH Jawilan Serang - Banten)

B. Focus of the Study

The writer focused her study on the problem in using picture for writing present continues tense Second Grade of SMP DAARUNNAJAH Jawilan Serang-Banten.

³Andrew Wright, *Picture for Language Learning*,(Cambridge: Cambridge University press,1989), 2

C. Statement Of the Problem

Based on the explanation above, the writer formulated the main problem of this research as follows:

1. How is the use of pictures in teaching the present continues tense in the classroom?
2. Is there any significant difference in the achievement of the student English Grammar especially in present continues tense taught by using pictures and without using pictures?

D. The Purpose Of the Study

Based on the statement of the problem, the writer purpose of this study as follows:

1. To describe how is the apply pictures in teaching the present continues tense in the classroom.
2. To know the achievement of student English Grammar especially in present continues tense taught by using pictures and without using pictures.

E. Significance of the Study

The result of this study are expected to give useful information about the use picture in teaching present continuous tense, besides these finding can contribute to all people who are involved in improving the quality of English education such as the school principal, the teacher and the student:

1. For the teacher

The result of this research is expected to be a useful for the English as information about various teaching strategies to improve the student's present continues tense using visual media such as pictures.

2. For the students

The students will know their weakness and be able to study grammar easily especially on the use of present continues tense on using picture.

F. Hypothesis

Hypothesis is an estimate assumption from the research that we will execute. ⁴ In this study hypothesis on the theory and above thinking can be formulated as follows:

1. Experimental hypothesis (Ha) is : there is significant the influence of using pictures in teaching present continues tense at Second Grade of SMP DAARUNNAJAH Jawilan Kopo-Serang.
2. The Null Hypothesis (Ho) is : There is no significant influence in teaching English at second grade at SMP DAARUNNAJAH Jawilan Kopo-Serang.

G. The Organization of Writing

In the wording in this study is divided into five chapters; as follows

1. Chapter I is an introduction: consists of the background of the Study, Focus of Study, statement of the problem, purpose of study ,Significant of Study, Hypothesis, and the organization of writing.

⁴Darwyansyah, Et Al., *Pengantar Statistik Pendidikan, (2nd .Ed)* (Ciputat: Haja Mandiri, 2011), 60

2. Chapter II is discusses about research finding, which consist general concept of picture, definition of picture, the type of picture, criteria for good teacher, instructional media, present continues tense, how to teach present continues tense using picture.
3. Chapter III is discussing about research method: location and time ,population and sample, the research instrument and technique of collecting data.
4. Chapter IV is the result of study which shows description of data, hypothesis of testing and interpretation of data.
5. Chapter V is conclusion, the content of closing are conclusion and suggestions.

CHAPTER II

THEORITICAL FOUNDATION

A. PICTURE

1. The concept of Picture

One of visual instructional media that is going to be used in this research is picture. Pictures are aids that can help the teachers in the teaching learning process. The teachers to use pictures effectively because the media are very useful for the teaching. Many interpretations can be made in a picture. It can be an excellent tool and can illustrate what teachers wish to teach. It is also used to add interest of the topic for the students. Specifically, pictures contribute to: Interest and motivation, a sense of the context of the language and specific reference point or stimulus.⁵

Picture is something drawn or painted: a shape or set of shapes and lines drawn, painted, or printed on paper, canvas, or some other flat surface, especially shapes that represent a recognizable form or object. That pictures have important role in learning they can improve students' motivation in teaching learning process so that a successful teaching can be accomplished by the teacher.

2. Definition of Picture

Picture is one of the instructional media that has been widely used for centuries to help students understand various aspects of foreign language. To have

⁵ Andrew Wright, *Op.Cit*, 2

a clear understanding, let see some enlightenment about the definitions of pictures that have been given by some experts.

According to Marianne Celce Murcia and Sharon Hills the meaning of picture is that pictures are kind of visual instruction materials that might be used more effectively to develop and sustain motivation in producing positive attitudes toward English and to teach or reinforce language skills. Picture can also be used in various configurations to enhance learning and practice. ⁶

Based on Webster New World Dictionary of American English pictures are imagines or likeliness of an object, person or scenes on a flat surface, especially by painting, drawing or photography. ⁷

Andrew Wright said picture is: Picture is the non-verbal source of information. The non-verbal information helps us to predict what the next might be about, and this ability to predict helps us to recognize meaning more quickly than if we had to sort it out solely from what we hear or read. Picture can represent these nonverbal sources of information. Indeed, they and what they represent are centrally bound up with the nature of communication itself. What we see affects how we interpret what we hear and vice versa.

From descriptions 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, story and thing like the real life.

⁶ Marianne Celce and Sharon Hills, *Technique and Resources in Teaching Grammar*, (New York; Oxford University Press, 1998).73

⁷ Simon and Schutcher, *Webster's New twentieth Century dictionary: Second Edition*, (London: William Collin's Publisher inc, 1979).1352

Picture plays an important role as an alternative teaching aid in teaching English. The teacher gives a picture, then he/she asks the students about them. By using pictures in teaching present continuous tense, the students are expected to use it to communicate. Picture is easy to be found by all people. Through picture the student can practice to develop their ideas. We can make picture on the whiteboard, cartoon etc.

Picture have motivated the student made the subject clearer and illustrated the general idea and forms of an object or action which is particular to a culture. Pictures are versatile and useful for teaching aspect of grammar that require a structure-meaning match .they can be used in all phrase of grammar lesson for example in presentation , focused practice, communicative practice and for feedback and correction. Interesting or entertaining picture motivate student to respond in ways that more routine teaching aids. Such as a textbook or a sentence on the board cannot. Although they can be used to advantages at all levels of proficiency they are especially use full with beginning and low intermediate learners, who sometimes have trouble understanding long or complicated verbal cues.

3. The Types of Pictures

There are many types of pictures can be used as visual aids and help the teacher bring the material easier for the student to understand. One of them is pictures of situational pictures that show or suggest relationship between object and or people can be perfect teaching aid, for introducing, practicing or reviewing grammatical structure.

In general, pictures are divided into several types. According to Grazyna Szyke, there are two kinds of pictures that are useful in teaching learning process as teaching aids: pictures of individual person and objects and pictures of situations in which persons and objects are “in action”.⁸

a. Pictures of individuals

Pictures of individual persons or things may be used, mainly at the elementary level, to introduce or test vocabulary items, for example; a man, a car. Portraits, that is, pictures that show a person in close detail, are useful for intermediate and advanced learners. The students can be asked questions about the age and profession of the person, whether he/she is married, his/her interests and traits of character.

b. Situational pictures

Situational pictures that show or suggest relationships between objects and/or people can be perfect teaching aids for introducing, practicing, or reviewing grammatical structures, from the simplest to the most complex;

- 1) The indicative structure: *there is (a) and there are (some)*
- 2) A range of prepositional phrases: *beside, towards, in front of*, etc.
- 3) The use of tenses: *the present continuous, past simple*, etc.

Mary and Michael state that pictures can be used to give interesting, meaningful practice in the sound, structures, and vocabulary of the foreign language.

Meanwhile, Mackey (1978) stated that there are three types of language teaching pictures:

⁸ Grazyna Szyke, *Using Pictures as Teaching Aids*, (English Teaching Forum, XIX. 4. October, 1981), p. 45

1. **Thematic pictures:** Thematic pictures are those used simply to illustrate a theme or a text. They family leaving on a holiday, the countryside, in winter, etc.
2. **Mnemonic Pictures:** Mnemonic pictures are those designed to remind the learner of certain words or sentences. They may be pictures of situations, presented simultaneously with sentences about these situations, and used later to remind the learner of these sentences.
3. **Semantic pictures:** Semantic pictures are those whose sole function is to get a specific meaning across.

In addition, Finnochiaro (1975) said that pictures should contain at least three types of illustration:

- a. Pictures of persons and single objects.
- b. Pictures of people engaged in activities presenting the relationship between individuals and objects.
- c. A series of six to ten pictures mounted on one chart of count nouns (as pieces of furniture) or mass nouns (as foods) or of sports or work activities.

4. **Criteria for Good Pictures**

In applying pictures in teaching learning process, there are some criteria that should be considered by the teacher. According to Andrew Wright, there are five basics consideration that need to be considered before applying pictures for the students in the teaching-learning process, such as;

- a. It should be easy to prepare.

- b. It should be easy to organize.
- c. It should be interesting for the students and teachers.
- d. The language and the way teacher wants the students to use the media will be authentic to the activity.
- e. The activity should give rise to a sufficient amount of language in order to justify its conclusion in the language lesson.⁹

Moreover, Hamalik gave some criteria to be considered in choosing the good pictures, likes; authenticity of pictures, simplicity, item types, performance, photography and artistic value.¹⁰

Besides that, Ernestova (1981) said that when selecting a picture, the teacher should always keep the following essentials in mind: grammatical structures which can be practiced with it, items of vocabulary which can be taught with it, size, clarity, appeal to the eye, entertainment value.¹¹

Finally, it can be concluded that in preparing the use of pictures in teaching learning process the teacher must pay attention to several considerations, such as the pictures must be good, clear, interesting and big enough to show details. They also must be authentic and appropriate with the problem discussed.

5. The Advantages of using Pictures

There are some advantages and disadvantages using picture as media in teaching learning English that are

⁹Andrew Wright,*Loc. Cit.* 3

¹⁰Oemar Hamalik, *Media Pendidikan*, (Bandung: PT. Citra Aditya Bakti, 1994), 67

¹¹ Marie Ernestova, *How to Use Ready-Made Pictures*, (English Teaching Forum, XIX.4. October, 1981). 6

a. The advantages of using pictures

Picture is all right for beginner and for young people and also to advanced students. There are many benefits of pictures in a teaching process, that are; giving material by using picture it can stimulate and motivate students to become more observant and express themselves. Picture is inexpensive medium, many even be free, and fairly easy to locate and can be used by individual or in groups. Picture also can be displayed for as long as necessary so pupils can work at their own rate. Picture as up-to-date media can bring reality into the classroom, beside picture can be used to introduce, supplement, or summarize at unit. At last, by giving picture in the classroom can enriches reading and can help clarify misunderstanding.

b. The disadvantages of using picture

Besides giving advantages to use in class teaching, picture or photography have also disadvantages are; picture not depict motion as film does. Picture can seem uninteresting to pupils if the picture is not unique. The other disadvantage of using picture is depicting a specific purpose that may be difficult to locate.¹²

In an article Edmundo j Mora stated that "The pictures could be used to give students of English as a foreign language an opportunity to practice the language

¹² <http://www.shvoong.com/writing-and-speaking-advantages-disadvantages-using-picturemedia>,retrived on 8th October 2011.

in the real context or in situations which they can use it to communicate their ideas.¹³

A.j. Romiszowski said that the used of pictures are:

- 1) It is convenient to use the real thing
- 2) A model or chart can better explain the principle being taught
- 3) The real thing can be seen any way.¹⁴

A good picture can be the stimulus that generates the confidence speak and a flow conversation. If this is its purpose, the picture can be abandoned as soon as this warming up has been achieved.¹⁵

Beside the advantages, pictures as teaching aids have disadvantages or limitation, the writer assumed that it is difficult to make picture that explained an abstract condition and the teacher has to prepare herself to make a picture or to find a good picture. Because the students do not always know how to read pictures and the pictures often limits students' interpretation.

From the theories above the writer synthesizes that the teacher should make gradation in choosing the right pictures to convey the material in the classroom because besides there are many advantages of teaching through pictures, cannot be avoided a case which the students sometimes find them difficult to read the picture so they can miss the point and have a little to say.

B. THE PRESENT CONTINUES TENSE

¹³ Edmundo J.Mora, "Using Pictures Creatively". *English Teaching Forum*, Vol XXVI, (Washington DC: Forum, October ,1988). 55

¹⁴ A. J. Romiszowski, *The Selection and Use of Instructional Media: for Improved Classroom Teaching and Interactive, Individualized Instruction*, (London: Kogen Page, 1988). 103

¹⁵ Nick Underhill, *Testing Spoken Language*, (Cambridge: Cambridge University Press, 1993).76

1. The Concept of The Present Continuous Tense

Present continuous tense is also known as present progressive tense. Many linguists give different meaning to the present continuous tense. The first theory derived from Betty S. Azar who stated in her book that the present progressive expresses an activity that is in progress at the moment of speaking. It began in the recent past, is continuing at present, and will probably end at some point in the future. Besides, it often expresses the activity of general nature.¹⁶

Meanwhile, B.D Graver defined; the continuous forms represent actions or events, or series of actions or events, viewed at some points between their beginning and end. They imply that an action or series of actions has already begun but it is not yet completed. At the same time, they indicate that the duration of the action or series of actions is limited.¹⁷

Based on the statements of two proponents above, it can be concluded that the present continuous tense expresses an activity at this moment that begins before and it probably continues and ends at sometimes in the future.

2. Present Continues Tense

The present continues tense is formed from the present tense of the verb be and the present participle (ing-form) of a verb.

The present continuous tense is formed with the auxiliary verb + the present participle.¹⁸ The present continuous tense consists of four forms, they are:

¹⁶ Betty Schramper Azar, *Understanding and Using English Grammar: Second Edition*, (New Jersey: Prentice Hall Regents Englewood Clifts, 1989), p. 11

¹⁷ B.D. Graver, *Advanced English Practice Second Edition*, (Oxford: Oxford University Press, 1979).56

¹⁸ A.J Thompson and A.V. Martinet, *A Practical English Grammar: fourth edition*, (New York:Oxford University Press, 1986).153

a. Affirmative

It is formed with the present tense of the auxiliary verb to be + the present participle.

Subject + To be (am, are, is) + Simple Participle (V1 + Ing)+...
--

For Example

Subject	To Be	Present Participle
I	Am	Watching	Television
You We They	Are	Watching	Television
He She It	Is	Watching	Television

b. Negative

The negative is formed by putting *not* after the auxiliary be

Subject + To Be (am, are,is) + Not +Present participle (V1 + -ing) +

For example:

Subject	To Be + not	Present Participle
I	Am not	Watching	Television
You We	Are not	Watching	Television
They			
He			

She It	Is not	Watching	Television
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c. Interrogative

To make an interrogative statement, we put the form of be before the subject.

To Be (am, are,is) + Subject + Present participle (V1 + -ing) +

For example:

To be	S	Present Participle
Am	I	Watching	Television
Are	You We They	Watching	Television
Is	He She It	Watching	Television

d. Negative Interrogative

To make negative interrogative statement we put contractive form of be + not before the subject.

Contractive form of To Be (am, are,is) + Not + Subject + Present participle (V1 + -ing) +

For Example

To Be + not	Subject	Present Participle
Aren't	I	Watching	Television
Aren't	You We They	Watching	Television
Isn't	He She It	Watching	Television

If they are not contracted, the formula of the negative interrogative form is like below:

To be (am, are, is) + subject + not + present participle (-ing form)
--

For Example

To Be	Subject	Not	Present Participle
Am	I	Not	Watching	Television
Are	You We They	Not	Watching	Television
It	He She It	Not	Watching	Television

Something must be noticed with form of the Present Continues Tense that is the process of forming the infinitive form into ing-form because each verb has different forms. So process adding to infinitive will undergo different.

There are some ways to spelling the present participle, like in a practical English Grammar book, written by A.J Thomson and A.V Martinet as Follow :¹⁹

- a. When a verb ends in a single *e*, this *e* is dropped before ing.

¹⁹A.J Thomson and A.V Martinet, *ibid*, 154

Example: argue-arguing, love-loving, hate-hating, make-making, come-coming, mistake-mistaking, take-taking.

Except after verb : age-ageing, dye-dyeing, singe-singeing

And verb ending by *ee*:

Example: agree-agreeing, see-seeing,

- b. When a verb of one syllable has one vowel and ends in a single consonant, this consonant is doubled before ing,

Example: hit-hitting, run-running, stop-stopping, swim-swimming.

- c. Verbs of two or more syllables whose last syllable contains only one vowel and ends in a single consonant, double this consonant if the stress falls on the last syllable.

Example: admit-admitting, begin-beginning, prefer-preferring.

- d. A final *l* after a single vowel is however always doubled

Example: travel-travelling, signal-signalling.

- e. The *-ing* can be added to a verb ended by *y* without affecting the spelling of the verb.

Example: carry-carrying, enjoy-enjoying, hurry-hurrying.

- f. The verb ended by vowel *e* preceded by vowel *i*, the *ie* substituted with *y*, and then added ing.

Example: die-dying, lie-lying, tie-tying, vie-vying,

3. Usage of Present Continues Tense

- 1. We use the Present Continuous Tense to talk about activities happening now.

Examples

1. *The kids are watching TV.*
 2. *I am sitting down, because I am tired.*
 3. *I am not learning German, because this is an English class.*
 4. *Who are you writing to?*
2. We can also use the Present Continuous Tense to talk about activities happening around now, and not necessarily this very moment.

Examples

1. *Sally is studying really hard for her exams this week.*
 2. *I am reading a really interesting book now.*
 3. *How are you brushing up on your English for the trip?*
 4. *We aren't working hard these days.*
3. The Present Continuous Tense is also used to talk about activities happening in the near future, especially for planned future events.

Examples

1. *I am seeing my dentist on Wednesday.*
2. *Polly is coming for dinner tomorrow.*
3. *Are you doing anything tonight?*
4. *We aren't going on holiday next week.*

Based on Raymond Murphy said, there are some usages of Present continues Tense, as Follow :²⁰

- a. We often use Present continues tense when we talk about a period around the present, Example today, this week, this season, etc.
“you are working hard today,” Yes I have a lot to do”
- b. We use Present continues tense when we talk about changing situation.
 1. The population of the world is rising very fast.
 2. Is your English getting better?
- c. With always to criticize or complain about someone does:
 1. You are always interrupting me!
 2. My father is always losing his car keys

4. Teaching Present Continues Tense by Using Pictures

Pictures are versatile and useful resources for teaching aspect of grammar that require a structure meaning match. Picture can motivate students to respond in ways that more routine aid, such as textbook or a sentence on the board. Picture can also be used in various configuration to enhance learning and practice.

Teaching picture in MTS/SMP is an important role as alternative teaching aids in teaching English because most student like reading magazine or comic. By picture student are practiced to use their imagination and able to describe a picture is easy to be found anywhere. So that teaching using picture is attractive for student.

²⁰Raymond Murphy, *Grammar in Use*, (New York: Cambridge University Press, 1989), 2

Teaching present continues tense using picture has some purpose that can be understood by the student easily. Picture introduced to the student is hoped to be simple, clear, unambiguous, so the student can recognize to identify what word in English can be introduced through pictures. The student are hoped to be more interested in learning present continues tense the teacher show the pictures about activities as subject sentences.

CHAPTER III

METHODOLOGY OF RESEARCH

A. The Method of Research

In this research the research will use experimental. Experimental are carried out in order to explore the strength of relationship between variable, a variable as the term is self suggest, is anything which does not remain constant.²¹

Experimental research is a research method that tests the hypothesis which has the form of cause and effect relation by manipulating which is not caused by other variable. In this study, the researcher uses true experiment because the research take a random respondent. True experiment will carry out in order to know the correlation between variable. Here will use two class, the first class is an experimental research and the last one is as the control class, in order the research can see the point of there is or no the influence of using picture. To get data, the researcher will used pre test and post test toward the subject of research.

B. Place and Time of Research

The data needed of this research will be taken from the student scores from the first grade of SMP DAARUNNAJAH Jawilan Serang- Banten. This research has done from Augustus in academic year of 2016-2017. The writer chooses this school because the writer believe that the school will give more information that are really needed and it will be used as a place to get valid data.

C. Population and Sample

1. Population

²¹ David Nunan, *Research Method in Language Learning*, (New York: Cambridge University Press, 1992),24-25

Population is all the cases, situation, or individuals who shares one or more characteristics.²² The target population of this study is the second grade at SMP DAARUNNAJAH Jawilan in academic 2016-2017, Jl.Babakan Jaya Kp.Pasir lame Ds.Pasir buyut Kec.jawilan Kab.Serang,Banten 42177.

The research divided them two group, 20 student of (class A) and 20 student of (class B) as control class. In the experiment class the research using picture to know the effectiveness of present continues tense using picture and in control class the researcher not use picture.

2. Sample

Sample is Getting sample is very important in specific research because the total number of popular too may. Because of the large number of population, the writer takes samples as the representative of the population.

According to Arikunto” if the population is less than 100, the writer must take the population as sample” so the research is the population research. From this statement, the writer takes the sample namely 40 student as the respondent of the research. It will be divided into two groups. The class VIII A is the experimental group consist of 20 student and the class VIII B is the control group consist of 20 student.

²² *Ibid*,231

D. Technique of Data Collecting

One important thing in this research is to collect the class that can determine the result of the research. The procedures of data collecting used in this research are:

1. Observation

Observations is data collection thought observing of writing systematically toward phenomena will be researched. Before doing the research, the researcher observed first to the location where the research was carried out. The purpose of this step is asking the permission to headmaster of SMP DAARUNNAJAH Jawilan academic year 2016-2017, to do the research at this place and how to know whether the population and sample area valid or not.

2. Test

The writer got the data by collecting the students score from both of Experimental class and control class. The scores were the result of learning present continues tense using pictures and without pictures. To get data of student, the writer carries out Pre-Test before giving treatment and post test after giving treatment the type of the test that is given to student is present continues tense by using picture. The researcher makes 20 question of Present continues tense by using picture.

- For pre-test and post test the correct answer is given score 1 and incorrect answer is 0

- Result of the data
- Student's final score : $\frac{\text{Correct answer} \times 100}{20}$

E. Technique of data analyzing

The target of this research is the comparison between variable X and variable Y. in this research the researcher takes technique of comparison bivariate because has two variable and use t-test the researcher to do quantification of the data from the result of the test is qualified. The researcher uses step as follow :

- 1) The result of post test is experiment class is named variable X_1
- 2) The result of post test in control class is named variable X_2

After getting data from pre test and post test, the researcher analyzes it by using statistic calculation of t-test formula with the degree of significance 5% and 1% the formula as follow :

1. Determine mean of variable X_1 with formula:

$$M_1 = \frac{\sum X_1}{N}$$

2. Determine mean of variable X_2 with formula:

$$M_2 = \frac{\sum X^2}{N}$$

3. Determine deviation score variable X_1 with formula:

$$X_1 = X_1 - M_1$$

4. The conclusion from this researcher can be seen from the result of the t_0 :

$$t = \frac{M_1 - M_2}{\sqrt{\left(\frac{\sum x_1^2}{N_1 + N_2 - 2} + \frac{\sum x_2^2}{N_1 + N_2 - 2} \right) \left(\frac{N_1 + N_2}{N_1 \cdot N_2} \right)}}$$

Note :

M_1 = Gained score of the data experiment class

M_2 = Gained score of the data control class

$\sum x_1^2$ = Sum of square deviation of experiment class

$\sum x_2^2$ = Sum of square deviation of control class

N_1 = Sample of student of experiment class

N_2 = Sample of student of control class

Df = degree of freedom

Df = $N_1 + N_2 - 2$

CHAPTER IV

RESULT OF THE RESEARCH

A. Description of Data

In this chapter the researcher will attempt to submit the data as outcomes research that has hold in Junior High School SMP DAARUNNAJAH Jawilan.

To get data the research used test as instrument, for this case pretest and posttest applied. This research divides the student into two group, one group was called experiment class and other group was called control class.

The research gives pre-test before teaching in the class. The research also gives post-test in the experiment class after teaching by using picture and gives posttest in control class after teaching without picture.

The Score of pre-test and post-test in Experimental Class VIII A

Table 1

No	Name	Pre-test	Post-test
1	AS	70	85
2	CH	60	90
3	DRF	60	75
4	DR	65	80
5	HR	60	75
6	HY	65	75
7	IN	70	90
8	MD	60	80
9	MS	50	80
10	MU	45	90
11	PU	50	65
12	PD	55	85
13	RJL	70	90
14	SL	60	90

15	SPI	65	80
16	SN	55	70
17	SNA	75	85
18	SW	60	90
19	SJ	65	85
20	TH	45	80
Σ		1205	1640
	$M_1 = \frac{\Sigma x_1}{N_1}$	60.25	82

Based on the calculation in the table 1 of pre – test and post-test of experiment class above it shows that the cumulative value of assessment result before applying picture is 1205. The mean of pre-test (M_2) result is 60.25. Meanwhile the cumulative of assessment result after applying picture is 1640 the mean of post-test (M_1) result is 82.

Determine mean by formula:

$$\begin{aligned}
 M &= M_1 - M_2 \\
 &= 82 - 60.25 \\
 &= 21.75
 \end{aligned}$$

Note : M = mean

M_1 = Mean of post test

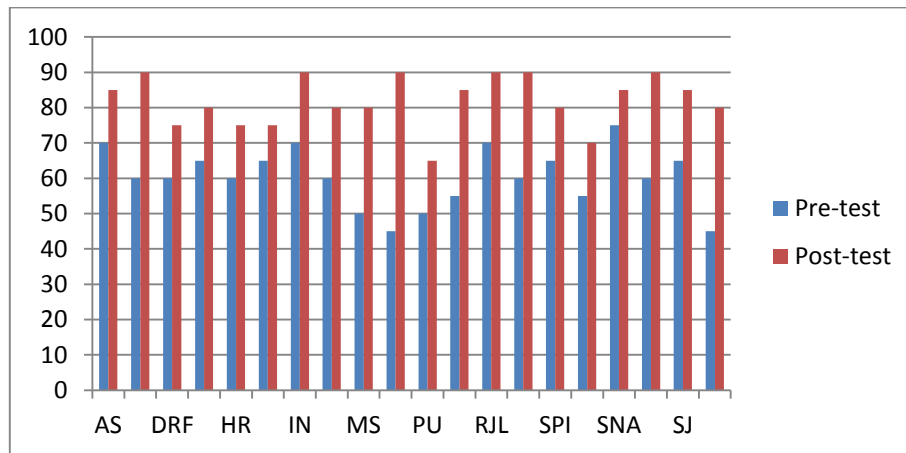
M_2 = Mean of pre-test

From the calculation of determine mean above the research have known that the average of pre-test at experiment class increase in amount of 21.75 points.

This is comparison graphic of pre-test and post-test at the experimental class.

The score of pre-test and post-test Experiment class

Graphic 1



The graphic above it is showed that the result of the experiment class got the significant improvement after giving treatment, it seen from the average score of posttest is better than the average score of pre-test, that is $82 > 60.25$.

The score pre-test and post-test in control class VIII B

Table 2

No	Initial Name	Pre-test	Post-test
1	AR	60	70
2	AM	56	60
3	AS	40	60
4	BLT	60	60
5	DHP	60	70
6	IR	50	60
7	JS	55	70
8	MA	50	65

9	MJ	75	80
10	MA	60	70
11	NH	65	70
12	NS	40	60
13	NV	75	80
14	RL	40	65
15	RF	50	60
16	RFL	55	70
17	SA	60	65
18	SR	60	60
19	SI	45	60
20	UT	70	80
Σ		1126	1335
	$M_1 = \frac{\Sigma x^2}{N_1}$	56.3	66.75

Based on the calculation on the table 2 of pre test and post test assessment of control class above, it shows that the cumulative value of assessment result is 1126. The mean of pre test (M_2) result is 56.3. Meanwhile the cumulative of assessment result after teaching is 1335. The mean of post test (M_1) result is 66.75.

Determine mean by formula :

$$\begin{aligned}
 M &= M_1 - M_2 \\
 &= 66.75 - 56.3 \\
 &= 10.45
 \end{aligned}$$

From the calculation of determine mean above the research have known that the average of pre-test and post- test at control class increase amount 10.45 points.

This is comparison graphic of pre-test and post-test at the experimental class.

The score of pre-test and post-test in control class

Graphic 2



The graphic above it is showed that the result of the control class got the significant improvement after giving treatment, it seen from the average score of post – test is better than the average score of pre-test, that is $66.75 > 56.3$.

B. Analysis of the data

After getting the data the research analyzed it by using statistic calculation of the determine data. Analysis was done to know the differences between the post test result of experiment class and control and find out how is the significant differences in the achievement of the student in present continues tense by using picture.

Standard Deviation

Table 3

No	Score		X1 (Deviation Score variable X1 (X1-M1)	X2 (Deviation Score variable X2 (X2-M1)	X1	X2
	X1 (Post Test X)	X2 (Post Test Y)				
1	85	70	3	3.25	9	10.5625
2	90	60	8	-6.75	64	45.5625
3	75	60	-7	-6.75	49	45.5625
4	80	60	-2	-6.75	4	45.5625
5	75	70	-7	3.25	49	10.5625
6	75	60	-7	-6.75	49	45.5625
7	90	70	8	3.25	64	10.5625
8	80	65	-2	-1.75	4	3.0625
9	80	80	-2	13.25	4	175.5625
10	90	70	8	3.25	64	10.5625
11	65	70	-17	3.25	289	10.5625
12	85	60	3	-6.75	9	45.5625
13	90	80	8	13.25	64	175.5625
14	90	65	8	-1.75	64	3.0625
15	80	60	-2	-6.75	4	45.5625
16	70	70	-12	3.25	144	10.5625
17	85	65	3	-1.75	9	3.0625
18	90	60	8	-6.75	64	45.5625
19	85	60	3	-6.75	9	45.5625
20	80	80	-2	13.25	4	175.5625
Σ	1640	1335			1020	963.75
	82	66.75				

The conclusion from this research can be seen from the result of the to

$$t = \frac{M^1 - M^2}{\sqrt{\frac{\sum x_1^2 + \sum x_2^2 (N_1 + N_2)}{(N_1 + N_2) N_1 \cdot N_2}}}$$

$$t = \frac{82 - 66.75}{\sqrt{\frac{(1020 + 963.75)(20 + 20)}{(20 + 20 - 2) \cdot 20 \cdot 20}}}$$

$$t = \frac{15.25}{\sqrt{\frac{(1983.75)(40)}{(38) \cdot 400}}}$$

$$t = \frac{15.25}{\sqrt{52.20 \cdot 0.1}} = \frac{15.25}{\sqrt{5.22}} = \frac{15.25}{2.28} = 6.68$$

Note :

x_1 = Score of post test (experiment class)

x_2 = Score of post test (Control class)

X_1 = Deviation score variable x_1 ($x_1 = X_1 - M_1$)

X_2 = Deviation score variable x_2 ($x_2 = X_1 - M_1$)

M_1 = Mean of post test variable x_1

M_2 = Mean of post test variable x_2

X_1^2 = the squared value of X_1

X_2^2 = the squared value of X_2

Df = $N_1 + N_2 - 2$

$$= 20 + 20 - 2 = 38$$

$$= 2.02$$

Generally, score of post test in experiment class was better than post test score in control class. It can be seen from total amount of the score of post test in

experiment class was 1640 and pre test was 1205 and average of post test was 82 and pre test 60.25 . In control class the score of post test was 1335 and pre test 1126 and average of post test was 66.75 and pre test was 56.3.

Based on the result of the statistic calculation it is obtained that score of t_o is 6.68 of freedom is 5%. The value of 38 is mentioned in table about 2.02 (as degree of significance)

C. Hypothesis Testing

To prove the writer's hypothesis which is submitted before the data obtained from experimental and control class are formulated by assumption as follow :

If $t_o > t_t$ alternative hypothesis is accepted. It means that there is significant difference of teaching present continues tense using picture and without picture.

If $t_o > t_t$: Null hypothesis is rejected. It means is rejected it means that are is no significance difference of teaching present continues tense using picture and without picture.

From the result calculation above the research got the value the t_o is 6.68 and df is 38. According to t_{table} at significance level 5% with $df = 38$ is 2.02, since the research got t_o is higher than $t_{table} = 2.02$, it means that H_a (alternative hypothesis) of reseach is accepted and H_o (null hypothesis) is rejected. It means that teaching present continues tense using picture has significant effect on student.

D. Interpretation Data

According to the research observation at the SMP DAARUNNAJAH Jawilan the research describe how is the apply picture in teaching present continues tense in classroom as follows: The research prepared some pictures to the students, the research explained function and form of present continuous tense based on action picture provided, the research ordered students to look at and pay attention to the pictures, the research ordered students to say the name or an activity of the pictures that seen. The research asked the students in pair work to discuss about the activity of the picture given and write some sentences in present continuous tense form. In the final step the teacher concluded what she had taught and asked the students about their difficulties in learning present continuous tense.

From the result of the data the value of $t_{\text{observation}}$ is bigger than $t_{\text{table}} = 6.68 > t_{\text{table}} = 2.02$ (5%) on the $t_{\text{observation}} = 6.68 > t_{\text{table}} = 2.70$ (1%). So H_0 is rejected and H_a is accepted. Based on the data obtained from control class and experiment class among average score percentage and $t_{\text{observation}}$ the research summarize picture has significance effect on student grammar especially present continues tense.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the research problem about “ the effectiveness of using picture in teaching present continues tense at the second grade of SMP DAARUNNAJAH Jawilan”, the research describe the conclusion as follows :

In general, the real condition of student at the second grade of SMP DAARUNNAJAH Jawilan, before student given treatment is low. It can be seen the result of pre-test and post-test in experiment class, the lowest score is 45 and the highest score is 75. The result after the student given treatment it can be see from the result of post-test in experiment class. The lowest score is 65 and the highest 90.

The result of the data analysis of the research show the value of $t_{\text{observation}}$ is higher than t_{table} $t_{\text{observation}} = 6.68 > t_{\text{table}} = 2.02$ (5%) on $t_{\text{observation}} = 6.68 > t_{\text{table}} = 2.70$ (1%). It mens that H_a (alternative hypothesis) of the result is accepted and H_0 (null hypothesis) is rejected. It means that there is significant influence in sung picture in teaching present continues tense at the secobd grade of SMP DAARUNNAJAH Jawilan.

B. Suggestion

Based on the conclusion above the research gives suggestion about teaching present continues tense by using picture, the research is going to show

some suggestion related with teaching learning proses. These suggestion are for the teacher, student, and future researcher.

a. For the teacher.

1. The teacher who directly involved to the teaching learning process suggested chooses the variation of teaching learning
2. The teacher should be able to use various and interesting technique in teaching grammar to arouse students motivation in joining his/her class.
3. The teacher should give the explanation of material as details as possible in order to the student understand clearly.

b. For the student.

1. The students have more spirit and more motivated in teaching learning process.
2. The student should be more practice in learning activity of English subject and created group for discussion with peer and more be active in learning activity.

c. For the future researcher.

1. For the next researcher the research hopes they would conduct the investigation of other teaching methods or technique that can be applied by teacher to encourage their student's in teaching grammar.

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