















# CHAPTER I

## INTRODUCTION

### 1.1. Background Of The Study

Students learn English as second language as target language. English is one of the international languages that take an essential role in globalization era. It is used as a mean of commutation not only that many science and technology books are written in English. Now, teaching English is introduced in the elementary level as a local subject. The goal of teaching English in the elementary school is that the students are expected to be able to listen, write, speak and read. The students learn simple structure in order to get involve and survive in English speaking.

In learning English, sometimes students get many difficulties. But the students have a set of instincts, skill and characteristic that helps them to learn English. The students have their own well-established sense that can support them learning a language.

Teaching children and adults are different. Children like to move actively and tend to modify their mood every time. Children have big motivation to learn language.<sup>1</sup>

Children are more interesting to play and fun, so, in teaching English, games have a central rule to control them to be more active. Children also need imaginative thinking when doing some activities in the language classroom. The teacher should concern about the children's characteristics to develop the student's



language ability by giving them suitable activities that children can create their imagination and creativity. Children always think spontaneously but lack of language forms rather than adults clear attention and awareness to those forms. Adults can reach large vocabulary and learn faster than the children because they can utilize their intellectual to help them learn foreign language. The teacher should also be able to differentiate in teaching children so that they can acquire English well.

There are four components in English teaching. They are listening, Reading, writing and speaking. In elementary school, students should learn simple structure the teacher has to have techniques and ability to teach structure. The teacher can use picture stories as the media. The teacher can use a sentence with suitable pattern to teach English about structure.

Students should also master some other components such as vocabulary pronunciation grammar is one of English element is that the most difficult one. Words without being arranged into the rules including English.

The students must be aware of the use of English grammar. The purpose of teaching English is to enable students to create English text both speaking and writing. Grammar can't be neglected because it can help the language learners understand the message contained in target language. Grammar is a set of rules from the arrangement or pattern of words in a sentence<sup>2</sup>.

Teacher should encourage students to learn grammar well. There are some ways to learn pattern of language. They can acquire them as much as a child acquires them out of the give and take of every day communication interaction. They can meet them in activities which are in some sense communicative but which have been

contrives by us to provide many example of a particular pattern. They can focus very sharply on the relationships, if activities which don't acquire communication about matters outside the language.

Teacher can give some communicative interactions of everyday life situation to make it more comprehensible and natural. Those interactions should focus on particular pattern and dive short rules so as to make it easier to learn.

In elementary school, the teacher teaches tense. Tense is a part of grammar, express structure concerning action accrued in the present, past and future<sup>3</sup>.

In this study, it will be focused on the structure of past tense. It concentrates on an activity began and ended in the past.

There is media that have been used by the teacher. The teacher uses picture stories to teach simple past tense. Picture story is visual aids that can support in teaching simple past tense. Picture stories can motivate the students to be more active in teaching simple past tense.

The teacher uses picture stories because picture stories can be found every where. We can fins in the book, magazines, mews paper, photos and etc. teacher uses pictures because it is very interesting for the students. The students fell happy when the teacher uses pictures stories in teaching simple past tense.

Students can create their imagination about the picture and students feel fun if they can create something imagination. The lesson will be more attractive if uses the picture.

Picture stories can help students to understand the text<sup>4</sup>. The picture stories consist of a particular tense which is given by the author in clouding simple past tense. Picture stories are also used as the materials in language skills. Picture stories can help them visualize ideas so they can be more motivated to study simple past tense. This, picture stories can be used in language skills picture stories are used only to teach simple past tense.

Based on the statement above, the writer concerns in teaching simple past tense by using picture stories to the sixth grade students. This study is used to investigated, using picture stories the advantages of using picture stories and students responses toward the use of picture stories in teaching simple past tense.

## **1.2. Problem of the study**

On the basis of the background of the study above, the main problem are formulated as follows :

1. How are picture stories used in teaching simple past tense before using another media to the sixth grade students at SDN Tlasih ?
2. What are the student's responses on using picture stories in teaching simple past tense before using another media to the six the grade students at SDN Tlasih ?
3. What are the advantages of using picture stories in teaching simple past tense before using another media to the sixth grade students at SDN Tlasih ?

### **1.3. The Objective Of The Study**

In line with research problem, the main objective of the study are :

1. To describe how picture stories are used in teaching simple past tense before using another media to the sixth grade students at SDN Tlasih.
2. To describe the student's responses on using picture stories in teaching simple past tense before using another media to the sixth grade students at SDN Tlasih.
3. To find the advantages of using picture stories in teaching simple past tense before using another media to the sixth grade students at SDN Tlasih.

### **1.4. The Significance Of The Study**

This research will get data about using picture stories in teaching simple past tense to the sixth grade students at SDN Tlasih. This study is conducted to give some benefit to the teaching learning. It includes teacher and students. It is also expected that the sixth grade students can study tense simple past tense by using picture stories. The students are hoped can be more active to learn simple past tense. It is hoped that the picture stories can interest and give motivation students to develop and comprehend their understanding about simple past tense easily before teacher use another media to teach simple past tense.

### **1.5. Scope Limitation Of The Study**

This study discusses about using picture stories in teaching simple past tense. In order to get clear describing about this, this study is limited only on using picture stories in teaching simple past tense to the sixth grade students at SDN

## 1.6. Definition Of Key Term

### a. Picture

Painting, drawing, photograph, are used the teacher teaches as the media to stimulate the students in study<sup>5</sup>.

### b. Story

Account of past events picture narrative it include legend, folk tale<sup>6</sup>

### c. Picture Stories

Stories in clued the narrative stories. It means that the stories which there are the picture to support the stories. It makes clearly the stories and more interest. For example stories of legend, folk tale and etc.

### d. Simple Past Tense

The simple past indicates that an activity or situation began and ended at a particular time in the past<sup>7</sup>. It is used to describe an action that occurred in the past, sometimes before the moment of speaking. The picture stories used the tenses of simple past tense.

### e. The Sixth Grade Students

The sixth grade students are the population of the research. They are the object of this study. There are twenty-eight students in the sixth grade students at SDN Tlasih.

<sup>5</sup> Manser, Martin, Oxford Learner, (Oxford University press : 1991) second, P. 305

<sup>6</sup> Alwi, Drs, Bashori, Lets's talk in English (CV, Citra Cemara : 2006), Page 36

<sup>7</sup> Azar, Betty Schramper, Understanding and using English grammar (Prentice Hall Regents, New Jersey, 1989), 2<sup>nd</sup>, page. 24.

## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### 2.1. The Characteristics Of Young Learners

Every student has the different characteristic, the six grades students at elementary school are the young learners. Teacher should look at their ages when teacher teaches them language. Teacher has to identify the characteristic of students. According to Halliwell, teacher has to know the characteristic of students. Teacher knows the characteristic of children, so teacher be able to teacher them well. Teacher should look at the characteristic of children<sup>8</sup> :

1. Children be able to interpret meaning without understand the individual word.

Children be able to understand what teacher says without understand individual word, sentences. The ways of expressing language are very helpful. For example, the teacher is sitting so students will say teacher is sitting. Teacher be more easy to understand. It is done by the teacher in order to students misunderstood what teacher expresses.

2. The young learners ability to improve their language.

Children enter to the elementary school are not blank ability, but children have ability which can help them to improve their ability at elementary school. Children can improve their ability in language by doing their school work.

### 3. Children Prefer To Games

Children prefer to game in teaching English. They are not boring, they can active. Children can explore their ability with their friends, children are more easy to understand the aim of the material which is given to the students. This activity can help them improve their language.

### 4. Children Prefer To Preparing Fun

Children are young learners. The young learners always create fun. Children like to do more activities and move. Teacher has to find the activities which make students fun. If students feel fun, so they can absorb the English lesson well.

### 5. Children Have Imagination

Children have more imagination. Their imaginative can improve and teacher should not give some pattern which can make them confused. Teacher can give example in sentences every daily assessment, so children can make imagination about the sentences without prepare pattern before writing sentence.

According to Brown, there are some characters of children.<sup>9</sup>

1. Children have spontaneous, peripheral attention to language form are different with the adult.
2. Children may be have some difficult to learn English.

Teacher should give attention to children by giving children the different skill from adults. Teacher gives children suitable activities and material which can improve their ability and skill in English.







- a. Teacher use simple sentences
- b. Refer to four skills (listening, reading, speaking, and writing).
- c. Teacher should teach children familiar situation, and daily activities conversation.

All of them can help teacher to teach language to children. Teacher can be easier to teach children because teacher knows the characteristic of children.

## 2.2. Teaching Of Grammar

Now days, teaching of grammar are less. Students focus on how learn speaking. Students don't know whether their sentences are correct or not. Occasionally, there are a lot of mistakes from the grammar that they said when they are speaking<sup>11</sup>. So teacher shouldn't let them learn grammar by themselves while they are talking in English.

Related to those, grammar is important. Teacher should teach grammar in the classroom. Grammar should be given more attention because without a good knowledge of grammar, so students can't make the good sentences based on the rules of grammar.

Teaching of grammar is not easy to teacher teaches to students. Sometimes, students can't catch what the teacher explained. In teaching grammar, teacher should teach it simply.

Teacher should teach grammar by using many ways. It depends on teacher's creativity to make students can catch the grammar subject well. Teacher

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<sup>11</sup> Richard, Jack C, *Methodology is language teaching an anthology of current practice* (USA : Cambridge university press, 2005) page 15

can use picture to teach grammar as the media but it is not at all grammar can use picture as the media.

In teaching grammar, teacher should know how student's respond to media is used to teach grammar. Student's respond influence their achievement. Their achievement can be known from test. There are four stage approaches to teach grammar<sup>12</sup>.

### 2.2.1. Grammar on Tense

Grammar in clues rules that govern the structure of words, clauses or sentences that are acceptable to educated native speaker<sup>13</sup>. In this study, the problem concern with the location of time called tenses.

Tenses are defined as grammaticalized expression of location in time. It can be linked with sequence of time in particular situations. According to Comrie, there are three basic tense. They are present tense, past tense and future tense<sup>14</sup>.

In this study about past tense, past tense indicates that an activity or situation began and ended at a particular time in the past<sup>15</sup>. The study is only limited to the past tense. This study explains about how to teach simple pat tense by using picture stories to the six grade students at elementary school.

<sup>12</sup> Hunan, David, Language teaching methodology a text book for teacher (UK : prentice hall international, 1991)

<sup>13</sup> Cross, David, A practical hand book of language teaching (New York : prentice hall, 1992) page 26.

<sup>14</sup> Comrie, Bernard, Tense (Cambridge : Cambridge university press, 1985) page 9

<sup>15</sup> Azar, Betty Schramfer, understanding and using English grammar (new jersey : prentice hall, 1989) page



## b. Narrative Sentences

## 1). The Pattern

$S + \text{to be (was/were)} + \text{not} + C + P + T$
--

For example :

- Hasan was not a good student in elementary school two years ago.

## 2). The Pattern

$S + \text{did not} + V_1 + O + P + T$
--

For example :

- Andi did not get bad mark in the final exam on the last semester.

## c. Question Sentences

## 1). The Pattern

$\text{Was} + S + V_1 + C + P + T$
------------------------------------

Example :

- Was Hasan a good student in elementary school?

## 2). The Pattern

$\text{Did} + S + V_1 + O + P + T$
------------------------------------

Example :

- Did Andi get bad mark in the final exam on the last semester

### 2.2.3. Teaching simple past tense

Teacher should apply some techniques in then classroom when teaching simple past tense<sup>16</sup>, they are :

- a. Teacher should not explain simple past tense by using the term like “Affirmative” sentence or “Irregular verb”.
- b. Teacher should avoid explaining the rules that are stated in the abstract term.
- c. Teacher should repeat the vocabularies for several times to make students familiar with them.

### 2.3. The Nature Of Picture

Picture is something useful in every body’s life. Picture can be found in library, at the office, at the school on the street, etc. teacher can use pictures to teach children in the classroom because picture make children to be more active.

Picture can help students to study language, children be able to understand the meaning of word when they look at picture. Pictures make children to be more fun and active to teach language<sup>17</sup>.

Teacher should select suitable pictures with the term and students. The size of picture is large to all of students and small picture for group work. If picture suitable with the term so students will be more easy to catch the term. Students will be more familiar with the daily activities pictures.

<sup>16</sup> Brown, H. Doughlas, Teaching by principles (How jersey : prentice hall, 1994) page 92

<sup>17</sup> Yunus, Noor Azlina, preparing and using aids for English language teaching (oxford : oxford university press, 1981). page 49.







1. The Individual pictures<sup>20</sup>

chair



table



fan



clock



television



telephone



lamp



picture



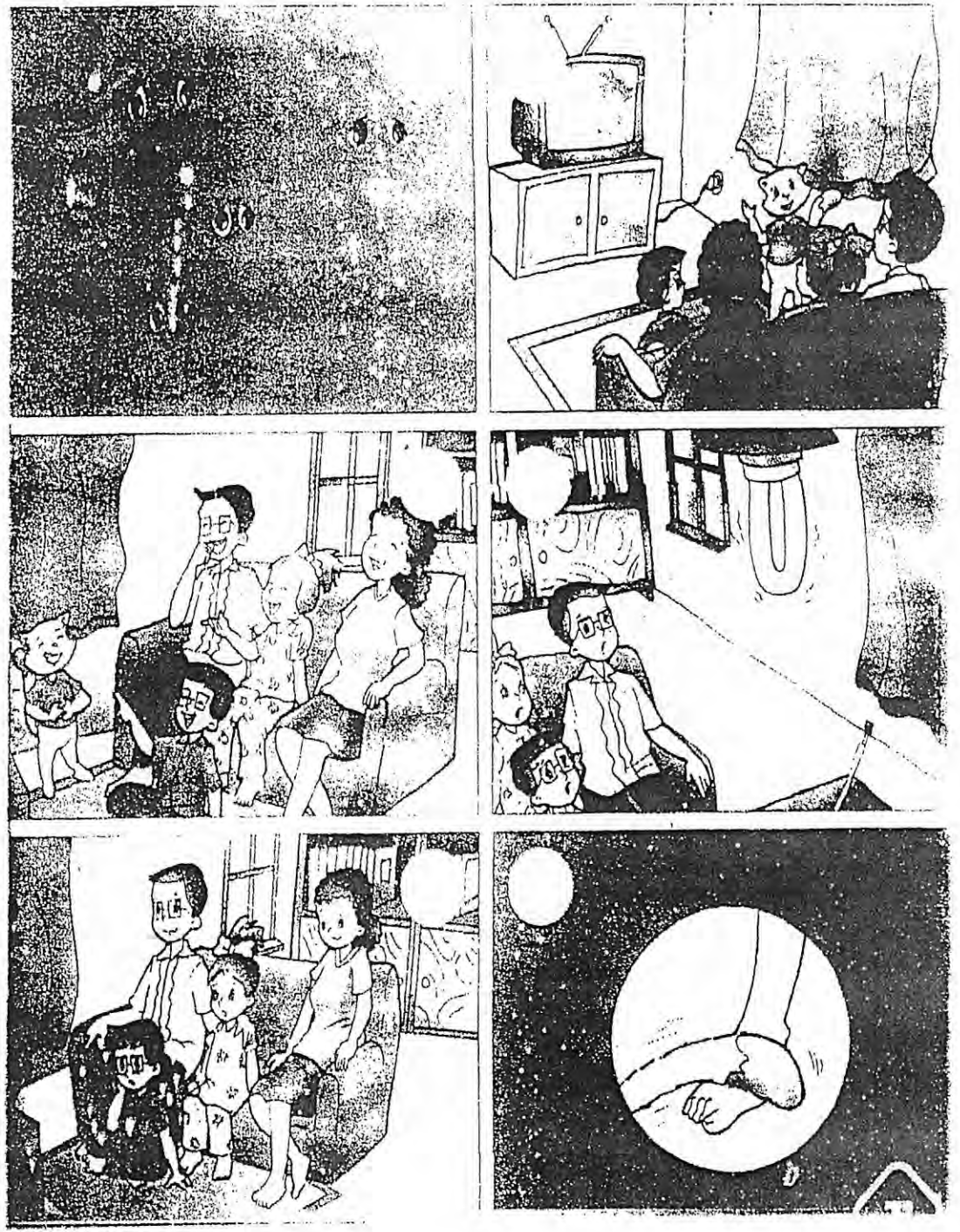
sofa



2. Situation Picture<sup>21</sup>



3. Series Picture<sup>22</sup>



### 2.3.2. Picture Selection

Teacher should select picture story suitable and consider main goal on using. Teacher should give picture story that make students more fun and active<sup>23</sup>. Students be able to catch the main goal of the study.

Picture stories will motivate students to study language. Students like to read story because it is interesting to students. There are three part a good story, they are :

a. The beginning a story

It sets the scene and describe the characters.

b. Climax

The problem seem in this part

c. Solution

This part is set ending of the problem.

There are two kinds of story; those are fiction and non fiction. Fiction is a not true story or the author's imagination. Non fiction is a true story. Picture stories are fiction. It consists imagination sometime doesn't exist in the real situation.

### 2.3.3. Picture Stories

Picture stories are fiction story. It consists imagination sometimes doesn't exist in the real situation. Picture stories are suitable for elementary school students.

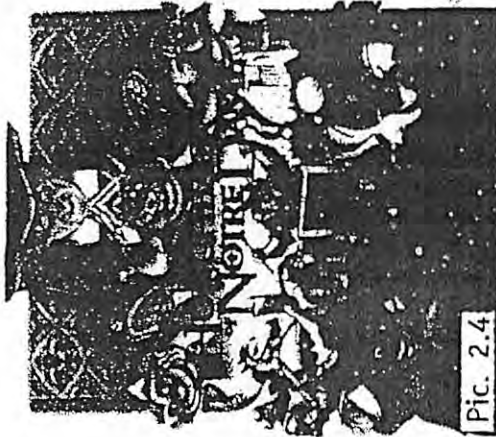
Picture stories can be found in every where. Students can find in the classroom, in the library, at home and etc. Now days, students can find picture stories from internet.

Picture stories are the narrative one so the picture stories use the form of simple past tense in the sentences. The picture stories use simple past tense in the sentences because picture stories are the stories a long ago or just stories imagination.

Picture stories help the teacher to teach simple past tense. The teacher uses picture stories in teaching simple past tense as the media. The picture stories make the teacher easier to teach simple past tense.

Picture stories that familiar to the students, it makes the students more interesting, fun and active in the class. The children like picture and stories so it make the students have more motivation to study simple past tense by using picture stories.

❖ Picture Stories<sup>24</sup>



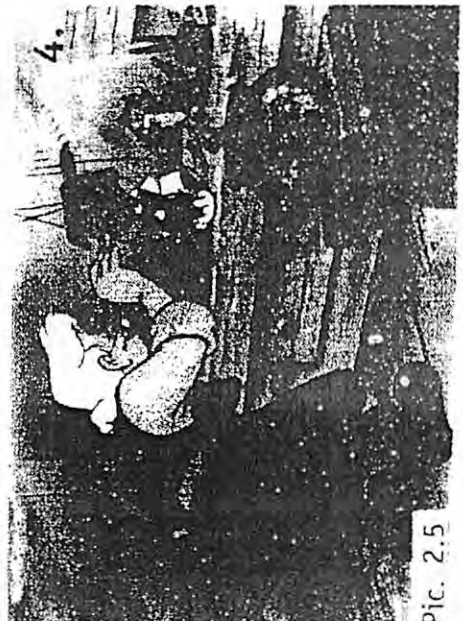
Pic. 2.4



Pic. 2.6



Pic. 2.3



Pic. 2.5



The picture stories of Surabaya, Djaka Tarub and sleeping beauty are the narrative stories. The stories about legend, folk tale and imagination stories so the picture stories are suitable to teach simple past tense.

The students can study the positive, negative and question sentences in the picture stories. The picture stories are the narrative stories. The narrative stories use the simple past tense form, the teacher can help the students to analyze the difficult vocabularies in the picture stories.

It is done by the teacher because the students have to know the different irregular and regular verb, regular verb (add – ed) in the end word. The irregular verb, the students can see in the dictionary. If the verbs aren't in the irregular verb, so it means that the verbs (add – ed) in the end word.

The teacher uses picture stories in teaching simple past tense in order to the students understand about the meaning and the usage of simple past tense. The meaning of simple past tense indicates that an activity or situation began and ended at particular time in the past. The usage of simple past tense is the activity or situation is done that began and ended in the past. Imagination stories are on of kinds the past situation too.

On the other hand, the picture stories make the students get more motivation, fun and feel enjoy to make imagination by seeing the picture stories, the students sometimes find the difficult words, but they can see to the picture of stories, it makes them get guess about the meaning of difficult verb. The teacher correct the meaning of the verb if the students can understand between the sentences and the picture of stories, the picture relates to the sentences.





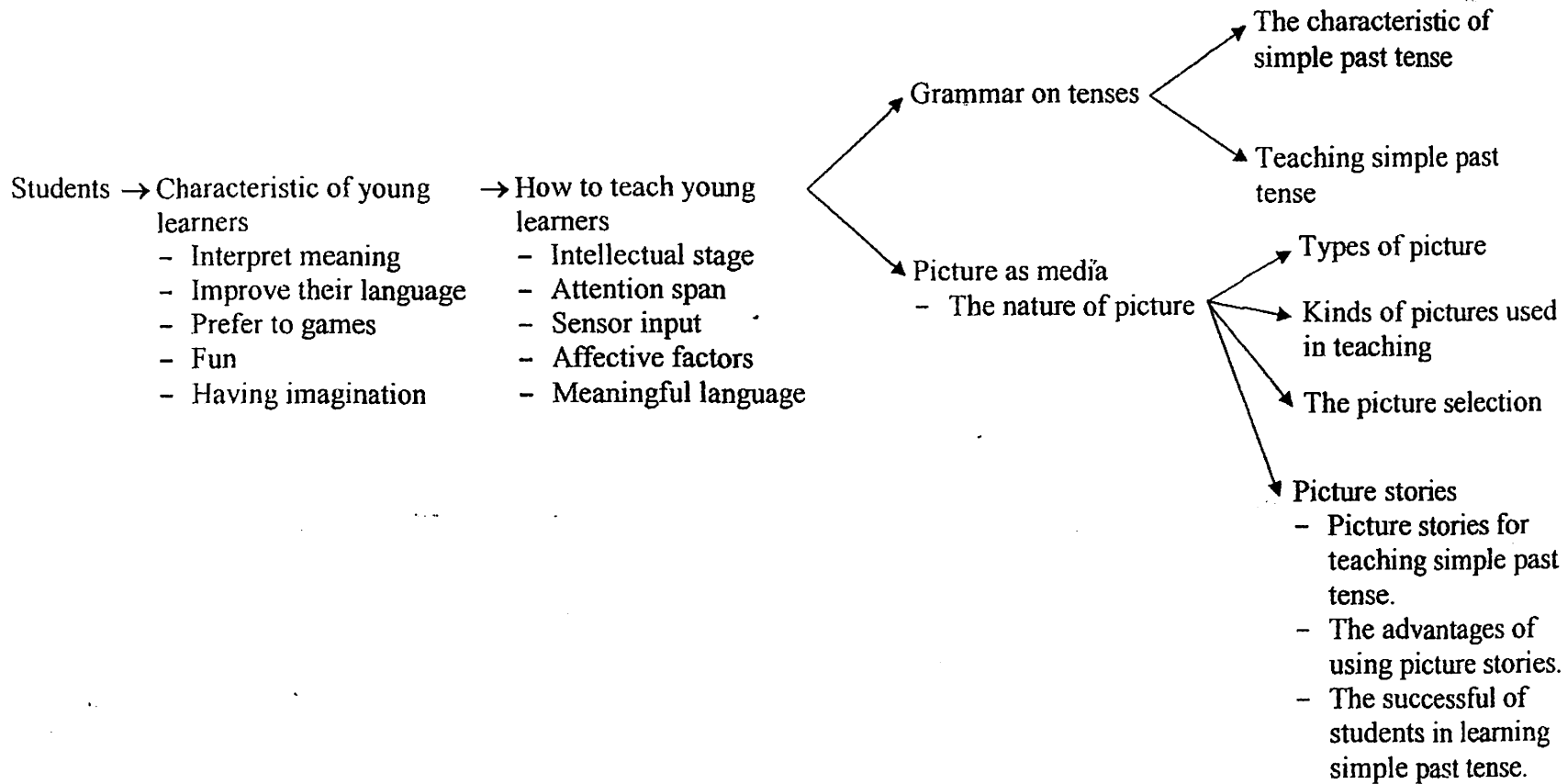
games to make the different activity. The different activity makes the students feel fun in the class. The students feel fun because of the picture stories. The picture stories give motivation to make imagination about the content of picture stories. If the students feel fun in learning the simple past tense so it makes the student more easy to understand the simple past tense.

- d. Picture stories are very enjoyable. The students feel very enjoyable to learn simple past tense because the students can practice in studying simple past tense. They can get more motivation, give imagination, and make them fun in the classroom. So the students are very enjoyable. The students aren't boring in learning simple past tense. On the other hand, the teacher can make games about picture stories. The students can join and share about the content and simple past tense with their friends. The students aren't monotone to the explanation of the teacher. It makes the students enjoyable too.



# MAIN MAPPING

Teaching simple past tense by using picture stories to the sixth grade students





## CHAPTER III

### RESEACRH METHODOLOGY

This chapter was devoted to a description of research methodology. Research methodology is one of the way to do something by using the mind to get the certain aim. In this study, research methodology consisting of research design, the subject of the study, technique and instrument of data collection and data analysis. It will be describe of each subheading as the following :

#### **3.1. Design Of The Research**

To apply the method in the research so it need design of the research. It had to suitable with the condition. Design of the research is process of the planning and doing the condition. Design of the research is process of the planning and doing the research it means that collects the data and analyzes the data. This study belongs to qualitative. Descriptive research. Qualitative descriptive research is a research procedure that obtains descriptive data in a from of written or oral words taken from people and their behaviors<sup>26</sup>. The description was concerning using picture stories in teaching simple past tense to the sixth grade students at SDN Tlasih. In term on using pictures stories in teaching simple past tense to the sixth grade students. The students response in teaching simple past tense by using picture stories to the sixth grade students and the advantages of

using picture stories in teaching simple past tense to the sixth grade students at SDN Tlasih.

### **3.2. The Subject Of The Study**

The subject of the study was the sixth grade students at SDN Tlasih. There was twenty seven students in the sixth grade. The writer did this study in the sixth grade students because they got learn simple past tense. The teacher tough it without mixing with other topics on materials.

### **3.3. Technique and Instrument of Data Collection**

Technique of data collection is the way to collect the data based on the instrument. Data was obtained through the instrument which had been given by the writer to the subject of the study. Instrument is tool to measure the qualitative research<sup>27</sup>. In this study, the writer used research question. The writer gave questionnaire to the twenty seven students. The answered depend on them then the writer calculated by using percentage and the result was described. The writer then, had to collect the data from other instruments.

In this study the writer also used observation and documentation techniques. The writer took the mark from daily assessment and formative assessment as long as the writer observed the students. It was done because the writer just to know the mark of the student from the first meeting until the last meeting in teaching simple past tense by using picture stories.

### 3.3.1. Questionnaire

The questionnaire is a technique used to see on using picture stories in teaching simple past tense to the sixth grade students at SDN Tlasih. The instrument was used questionnaire. Questionnaire is a list which contain questions about something a level or subject. It was done by the writer to know or to get the information about the research<sup>28</sup>. The writer given the question in questionnaire to the students in writing. The writer made questionnaire had to suitable with the aim of the research the aim was to find out the student's responses in teaching simple past tense by using picture stories.

There were twenty eight students who asked to answer the questions based on their own opinion. The students should choose one of the answers about the uses of picture stories in teaching simple past tense. There were some the indicators to measure and elaborate in the question, they were:

- a. The material uses past tense  
vocalularies and structures (1 – 4)
- b. The material is interesting (5)
- c. The material helps the students  
to understand the content (6)
- d. The material helps the students to understand simple past tense  
easily (7 – 10)
- e. The students are able to tell  
the story using picture stories (11)





and the last indicator had five points. Observation was used to support the questionnaire answer. It was suitable or not both of them observation and questionnaire.

The data were also obtained from the observation checklist as a supporting data to describe the activities happened in the classroom the observation was done by the writer. It was used as a technique.

On the other, the writer took the mark of the students from the student's daily assessment and formative assessment. It done to measure student's understanding about the simple past tense by using picture stories. It was also used to know wither picture stories was on of the good material to teach simple past tense.

The observation is done by the observer to measure the use of picture stories in teaching simple past tense. The observer gave the observation to the students every meeting in the class.

The observation has three indicator. Each indicators had some points. The first indicator was last about teaching and learning process. The observer filled those based on those criteria. These indicators were suitable or not based on the activities in the class.



















tense. Thus, the picture story was given twice to give more input to the students. Before starting the lesson, for the second time, the picture story that the teacher had been used at the first meeting was introduced. Teacher, then, reviewed the last meeting material by explaining again the technique it needed about 15 minutes.

As usual, the students made a group of students. After that, the teacher gave two cards to each group. The first card was written "T" or true and "F" or false. The teacher asked the students to collect the picture story first because she didn't want them to cheat and explained that they will get one point if their answer was right. After that, the teacher showed the picture story to all over the class and hid the sentence. Then, the teacher read the sentence in a loud voice in order to be heard clearly by them. Teacher did not always read the sentence right away. Sometimes, the sentence was given from another text in the picture story. The entire group, then, evaluated the answer the statements by showing "T" card if it true or "F" card if it was false.

The students were very curious when the activity happened. They were wondering whether the sentence was suitable for the picture or not. A few of groups had wrong answers but most of them answer it correctly. In addition, the teacher gave opportunity to each group to make a sentence using simple past tense. As the teacher did before, picture story was showed a next; one of the groups raised their hands and made a sentence based on the picture in simple past tense. The rest of the groups were still holding the cards and giving their opinion whether the sentence was true or not which were described by the picture.

After making a positive and negative sentence using picture story, the teacher requested each group to make question by using simple past tense. And the rest of the group guessed the answer from the questions still by showing “T” card if it was true or “F” card if it was false. The discussion was so noisy at that moment because the students were actively participated on the game. At the end of game, teacher gave a prize to group which had the highest point. Students did game for 30 minutes.

As the settle activity, the teacher as usual asked them to do the daily assessment. It was so true – false questions. Students had to finish for 30 minutes. The students should choose “T” if the statement was right or “F” if the answer was wrong based on the picture story.

After all activities were done, the teacher gave comment and correction on the student’s grammatical errors, mispronunciation, and etc. the teacher should not correct the student’s mistakes directly when they were speaking. Correcting students in direct way would break their concentration, disturb, and discourage them to speak. The common grammatical errors were made when making positive, negative, and interrogative sentence. Mostly, the students added – ed to the verb since they wanted to change the verb into past tense form for instance : they bit, hit, and stabbed each other. They kept fighting for a long time.

They didn’t pay attention to the irregular and regular verb. Therefore, the teacher explained the verbs belong to regular and which were described as irregular ones. Beside, they were lack of vocabularies in English. They tend to use Indonesian rather than English to state their minds.



another group to read. After finishing the activity, teacher gave opportunity to them to ask for the difficult words. Most of them could not give the meaning of the verb, and also adjective. But with the help of the pictures, they could easily interpret the meaning.

After doing the settle activity which required them to think, teacher stirred them to do another activity physically. Here, each group should come up to the front of the class. They had to stand in a line and closed their ears. The first students from the back were whispered one sentence in the form of simple past tense in the picture story by the teacher. Next, the first students should touch the second students in front of him and passed the sentence. The second students should also pass it to the next student. For the last student, he had to mention the sentence told by his friend in a loud voice. The other group decided whether the sentence was right or wrong. One point was given to the correct sentence uttered by the last student. It was very interesting game for the students. This activity was used to make them master both the simple past tense and the content of the picture story. It also helped the students to remember and enrich the vocabularies. After all the groups did the game, as usual, the prize was given to the group which got the highest point. Those game was did by the students for 30 minutes.

After all the students did the activities, teacher gave daily assessment in written questions for 30 minutes. They had to answer it individually. There were ten questions which should be answered in a brief one in order to recollect their memory about the content of picture story. The end of meeting, the students collected the answers and gave it to the teacher.















## 4.1.7. The result of observation

After doing several times of observation, there were some data we could get from the observation checklist. There were three indicators.

I. The teaching materials	Meeting											
	I		II		III		IV		V		VI	
	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N
1. The material uses past tense vocabularies and structures	√		√		√		√		√		√	
2. The material is interesting	√		√		√		√		√		√	
3. The material helps the students to understand the content	√		√		√		√		√		√	
4. The material helps the students to understand simple past tense easily	√		√		√		√		√		√	

II. The teaching technique	Meeting											
	I		II		III		IV		V		VI	
	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N
1. The students are able to tell the story using picture stories		√	√		√		√		√		√	
2. The students are actively states their ideas	√		√		√		√		√		√	
3. Teacher makes the students participate actively in the class	√		√		√		√		√		√	
4. Teacher dominates the class	√			√		√		√		√	√	

III. The teaching learning process	Meeting											
	I		II		III		IV		V		VI	
	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N
1. Teacher introduces picture stories	√		√		√		√		√			√

















stories thought the students were familiar about the story, but it was in English.

The second meeting, the teacher didn't dominate the class. The students worked in grouping, but the teacher still control the student's activity.

The fourth meeting, the teacher used the same picture stories. The teacher made a game. The game was the students had to make opposite of the sentences in picture story. In that moment, the teacher didn't dominate the class because the teacher just controlled the activity in the class.

The fifth meeting, the teacher used different picture stories. The teacher rules were controlling and guiding them to understand the message in text. The teacher made a game, so the teacher didn't dominate the class. The teacher let the students to be more active in the class.

The sixth meeting. The teacher dominates the class, because in this session the teacher asked to the students about contents of pictures story. But the students worked in grouping to do or answer the teacher's question.









picture story by analyzing the verb and sentences. If the students knew the meaning of them so they understood about the content.

The second meeting, the teacher had the students to make sentences using simple present tense based on the picture story. As the teacher did before, the teacher helped the students to understand the content of picture story because the students be able to make sentences in simple past tense so it meaner that the students understood about the content picture story.

The third meeting, the teacher helped the students to understand the content of picture story. The teacher gave opportunity to the student to ask for difficult words. If the students knew the meaning of difficult words so the students understand content of picture story.

The fourth meeting, the teacher was still using the same picture story in order to make the student had more time to understand the content of picture story. It was one way to make the students understand about the content picture story easily. It was done to make familiar if repeated for several times.

The fifth meeting, the teacher and the students discussed the content of the story. The teacher helped the students to understand the content. The teacher helped the students to analyze the difficult verbs in order to the students be able to understand the content well.

The sixth, the teacher helped the students to understand the content of the story. The teacher asked to the students about the meaning of sentences in picture story by seeing the picture.

4. The teacher corrected the mistakes made by students about simple past tense

The first meeting, the teacher let the students to do the game, but the teacher always corrected the mistakes made by students about simple past tense. The teacher explained the different between regular and irregular verb because in simple past tense, there was the rule of regular verb and irregular verb.

The second meeting, the student's mode the sentences based on the picture story. The students who made mistake in simple past tense, the teacher corrected their mistakes whether their sentences suitable or not in picture story.

The third and fourth meeting, the teacher always corrected mistakes made by students about simple past tense. After the students did the game in grouping, the teacher corrected what they did. The teacher spent some minutes to give explanation about the errors that the students have made.

The fifth and sixth meeting, the teacher let opportunity to the students to change the verbs in to the simple past tense and tried give the meaning the verbs in picture story. The teacher corrected mistakes made









































opinions bravely since they are afraid of making a mistake. Therefore, the picture stories give those clues in interpreting or analyzing a sentence in the form of simple past tense. In addition, it guides the students to be active in the classroom.

We have noticed that picture stories can be useful in teaching past tense. More productive is the use of pictures to practice the language structures systematically. The teacher should select picture stories which fit the structure and are appropriate to the students, thus they do not have to worry to have difficulty in learning simple past because it suits the young learners.

From the data which comprise observation, it is obvious that using picture stories was really effective, the picture stories present lots of interesting pictures with memorable vocabularies which can improve their imagination. The materials can make the students understand the content and the simple past tense easier. Thus, this picture story is appropriate for the students to learn English.

Another advantage which is not explained in chapter 2 which can be seen from the scores of the daily assessment is the students' understanding about the content are increasing, the table shows that most of the students have good marks and only a few of them got less than good from the table, we know that the picture stories were successful to make the students get high points.

Based on the data taken from the questionnaire, it also notices that most of the students give positive responses toward the materials, teaching technique, and the general evaluation. Almost all the students are helped by the teaching materials to learn simple past tense, the teacher can only motivate them and explain something that they didn't know. Moreover, the technique by giving the students different activities all the











