

# THESIS

Submitted to STATE INSTITUTE FOR ISLAMIC STUDIES DEPARTMENT OF ENGLISH TEACHING FACULTY OF TARBIYAH Surabaya in Partial Fulfillment of Requirements for the Degree of Sarjana Pendidikan In English Language Education



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:USING PICTURE STORIES IN TEACHING SIMPLE PAST

TENSE TO THE SIXTH GRADE STUDENTS AT SDN TLASIH

This thesis has been approved by the these advisor for further approval by the examiner.

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#### ABSTRACT

USING PICTURE STORIES IN TEACHING SIMPLE PAST TENSE TO THE GRADE STUDENTS AT SDN TLASIH.

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Now days, English is taught as a compulsory subject at the secondary level in English also introduced in the elementary school as a local subject. There fore, teacher should master English and know how to teach it to the children. There are many varies things that teacher can do or use to teach English. On of them is using picture stories. This study is intended to know how picture stories are used to teach English which emphasizes on simple past tense. This study is also conducted to know the students responses on using picture stories and the advantages of using picture stories in teaching simple past tense to the sixth grade students.

The study is conducted by using descriptive method. In this case, the study uses qualitative approach since it focuses on the process of using picture stories. The subject are the sixth grade students at SDN Tlasih for about 28 students. The using picture stories was measured by using observation checklist. The purpose is to find out how the picture stories are used in teaching simple past tense. Mean while, the students responses were measured through observation. The score of daily assessments and formative assessment were used to find out the advantages of using picture stories in teaching simple past tense.

The result of the analysis showed that picture stories encouraged students to study English because there were plenty of pictures described the text. There fore, they helped the students to interpret and analyze the content of the meaning of the vocabularies. They also gave the students clues about the sequence events.

From the students responses, we could conclude that students were pleased to be given picture stories. The picture stories helped the students in analyzing the both the content and simple past tense. They guided the students could share their ideas freely when the teaching learning occurred

There were many advantages the students could get from using picture stories. Picture stories could motivate the students to study simple past tense. They helped the students to understand the text and vocabularies in dun way. They also helped students retain meaning by only looking at the object and persons or what they were doing in the picture stories.

Based on the explanation above, it can be concluded that picture stories were very useful in teaching simple past tense to the sixth grade students at SDN. It could be presented in various kinds of activities and ways. The most important things is it could help students to acquire new language and use it in the real situation.

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#### 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

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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?

<sup>&</sup>lt;sup>4</sup> Nana Sudjana, Media Pengajaran, (Sinar Baru: Bandung, 1991)

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

<sup>&</sup>lt;sup>6</sup> Alwi, Drs, Bashori, Lets's talk in English (CV, Citra Cemara: 2006), Page 36 digilib. In Azarç Bertyi Schrampferd Understanding and justing English gramman, (Prentice Hall Regents: New Jersoy, ac.id 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 Halliwel, 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.

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.

gilib uinsby ac.id digilib uinsby ac.id Halliwell, Susan, Teaching English in the primary classroom (London: Logman, 1994) Page 3

#### 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.9

- 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.

# Teaching Language of Young Learners

Children and adults have the different characters, so teacher should know the character of children. If teacher know the characters of children, so teacher know how to teach language of young learners. The following is some categories which can help teacher teach children.<sup>10</sup>

### 1. Intellectual Stage

Children at elementary school are still in an intellectual stage. Children have intellectual development different with adults. Teacher should teach children with approached and caution. The following is rules to be followed by teacher in teaching language of young learners.

- a. Teacher should doesn't use the term like "simple past tense" to explain tenses.
- b. Teacher should doesn't give the rules straightly. For example: Teacher shouldn't have to children to make question by adding "did".
- c. Giving the certain pattern in teaching simple past tense.
- d. Teacher makes explicitly about the pattern if makes students more understand.

# 2. Attention Span

Attention span is the duration of children's attention to something. Students feel short attention if teacher can't explain the lesson well. It means that the students feel boring or the lesson is so difficult. Teacher should make the lesson interesting and make students feel fun. There are some ways to make children has long attention:

- a. The activities should be more interesting.
- b. There are some activities.
- c. Teacher should be more creative.
- d. Teacher should sometime make humor.

### 3. Sensor Input

Children like to role their five sense. Teacher should make them active. There are some ways:

- a. Teacher makes some group in their activities to do the task from the teacher.
- b. Teacher makes games in their activities.
- c. Teacher should use audio-visual aid like music, picture to teach language to the children.

#### 4 Affective Factors

Children usually need other opinion because they still doubt about what they do. Teacher should have some ways to make children to do task them selves:

- a. Be patient and supportive
- b. Teacher gives opportunities to children to participate in the class
- c. Teacher helps students to solve their mistakes.

# 5. Authentic, Meaningful Language

Teacher should make the lesson authentic and meaningful when teacher teaches language to the children. Teacher has to applied these techniques:

- 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 11. 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

<sup>11</sup> Richard, Jack C. Methodology is language teaching an anthology of current practice (USA: Cambridge lib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

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 tentences 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 grammaticallized 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.

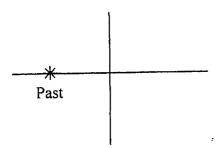
<sup>&</sup>lt;sup>12</sup> Hunan, David, Language teaching methodology a text book for teacher (UK: prentice hall international,

Cross, David, A practical hand book of language teaching (New York: prentice hall, 1992) page 26.
 Comrie, Bernard, Tense (Cambridge: Cambridge university press, 1985) page 9

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# 2.2.2. Simple Past Tense

Simple past tense is indicates that on activity or situation began and ended at a particular time in the past. Simple past tense is ruler of grammar which describe the situation prior to the present moment.



The line above can be seen that event in the past is located to the left. It means that the situation above begun and ended before the present time. Students can re-tell their experience use simple past tense because it is narrative ones. Students have to know pattern of simple past tense. There are three kinds of sentences in simple past tense.

#### a Affirmative Sentences

1). The Pattern

For example:

- Hasan was a good student in elementary school two years ago.

2). The Pattern

For example:

- Andi got bad mark in the final exam on the last semester

- b. Narrative Sentences
  - 1). The Pattern

$$S + to be (was/were) + not + C + P + T$$

For example:

- Hasan was not a good student in elementary school two years ago.
- 2). The Pattern

$$S + did not + V_1 + O + P + T$$

For example:

- Andi did not get bad mark in the final exam on the last semester.
- c. Question Sentences
  - 1). The Pattern

$$Was + S + V_1 + C + P + T$$

Example:

- Was Hasan a good student in elementary school?
- 2). The Pattern

$$Did + S + V_1 + O + P + T$$

Example:

- Did Andi get bad mark in the find 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

digilib.uins Yunus, Noor Azlina, preparing and using aids for English language teaching (oxford press, 1981) page 49.

#### 2.3.1. Kinds of Pictures

There are two kinds of picture. They are context – oriented and structure. Oriented the context - oriented is departs a situation or topic including several types and action such as party, Est. The structural oriented is picture fit into the drill of a particular grammatical point such as pictures usually depicts one action, one person or one object<sup>18</sup>.

According to Finnochiaro, there are three kinds of picture, they are 19:

# 1). Individual picture of persons and objects

Individual picture of persons and objects are the simple picture. It can be used to drill vocabularies e.9 nouns (pencil, book, bag, and table). The individual picture usually used in the first or two grade student in elementary school. It is the simple picture so the first or two grade student in elementary school can learn or remember this picture easily. It is only one picture, the teacher gave the individual picture by games or drill.

# 2). Situations picture

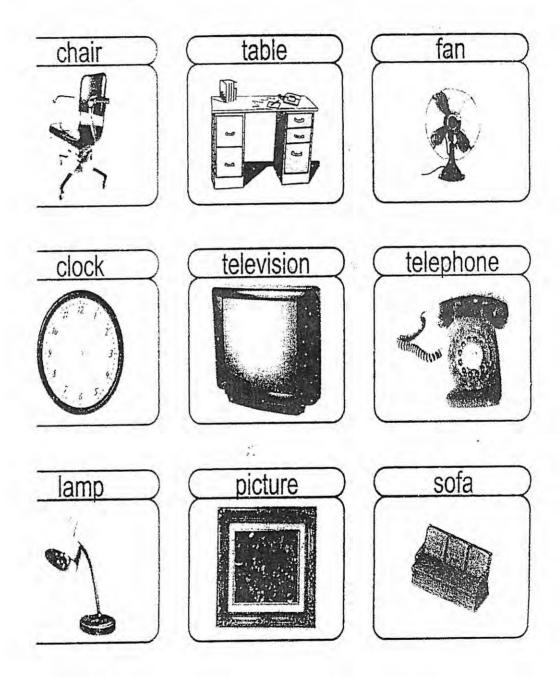
Situations picture is picture describe people are doing something with object. e.9 situation picture at school or situation picture at market. Situations picture usually used in the fifth or sixth grade students in elementary school. It is used by the teacher to teacher the activities or doing something with object. Situations picture can be given by the teacher in teaching sentence because the subject related to the object.

<sup>&</sup>lt;sup>18</sup> Kreidler, Carol J, visual aids for teaching English to speakers of other language (Washington: united states information agency, 1968) page 4. States information agency, 1968) page 4. Finnochairo, English as a second language (New York: regents publishing company, 1974) page 100

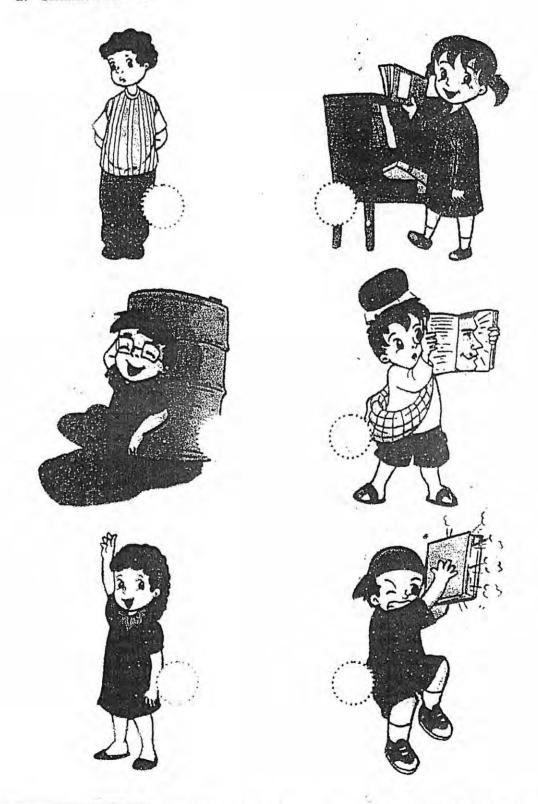
# 3). Picture series

Picture series contains a person who does the daily activity. Picture series related to form or sequence of event. It has the aim to tell a story or sequence of events. Picture series can be used in the fifth grade students because the students the theme of daily activity. The teacher can give picture series when teaching daily activity. The students can make the sentences or match the picture series with the sentences.

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

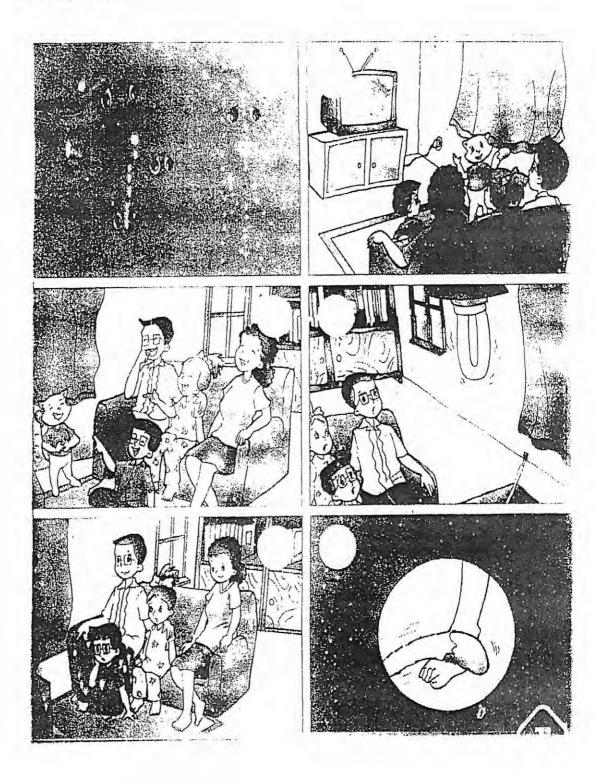


# 2. Situation Picture<sup>21</sup>



<sup>&</sup>lt;sup>21</sup> Trino, Rudy, Learn English with Tito (Central java : PT. Mutiara Pertama Bangsa, 2007) 1<sup>st</sup> edition, page digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac.id

# 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.

<sup>23</sup> Ashley Rosalid Minor, Successful techniques for teaching elementary language arts (New York: parker publishing company, 1970) page 99

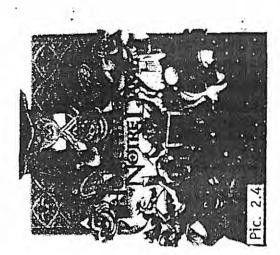
Picture stories can be found in every where. Students can find in the classroom, in the library, at home and etc. Now days, students can find picture stories from internet.

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.

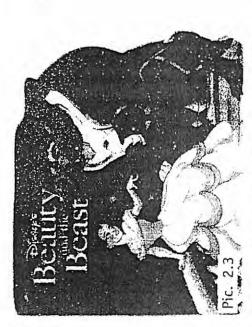
Picture stories help the teacher to teach simple past tense. The teacher uses picture stories in teaching simple past tense as the media. The picture stories make the teacher easier to teach simple past tense.

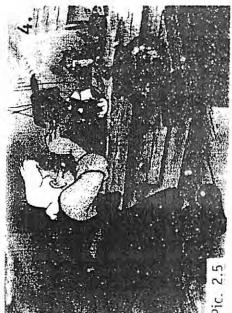
Picture stories that familiar to the students, it makes the students more interesting, fun and active in the class. The children like picture and stories so it make the students have more motivation to study simple past tense by using picture stories.

# Picture Stories<sup>24</sup>









# How to Get Picture Stories

### 1. Draw them your self

If you are a decent artist then you are sure to able to draw at least a few such simple stories. I made a number of them in the past, some I took time over, others were knocked up in a few minutes.

### 2. Get them from the internet

Google the words "Story board" and you will get leads of sequenced pictures. I have done for you in fact, just click here story board.

# 3. Get picture stories from ESL teaching book

Spend sometimes flicking through a large number of ESL course books and almost every one of them will have a picture sequenced story or two, photo copy every on you find and within the space an hour or so you will have quite a collection.

# 4. Get picture from cartoon books

It is the good source of picture sequenced stories.

# 2.3.4. The Pictures stories for teaching simple past tense

Picture story is story that is composed from the picture. Teacher selects picture stories which appropriate to student in teaching simple past tense. There are there picture stories used by teacher to teach simple past tense. They are legend of Surabaya, folk tale of Djaka Tarub and sleepy beauty those picture stories are familiar with students.

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 an 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.

# 2.3.5. The advantages on using picture stories in teaching simple past tense<sup>25</sup>

There are some advantages on using picture stories in teaching simple past tense:

- a. Picture stories can practice students in studying simple past tense. The teacher uses the picture past tense. The students can learn the sentences in the picture stories. The sentences in the picture stories are simple past tense. The students can analyze how the sentences of positive, negative and question sentences when the teacher teaches. The teacher can help to analyze the difficult vocabularies in the picture stories so the students can know from the positive, negative and question sentence in simple past tense. The students can change the sentence into the good simple past tense sentences and understand the meaning of the vocabularies and the sentences in form simple past tense.
- b. Picture stories motivate students to learn simple past tense. Picture stories are the stories that have the picture. The students like the picture, the students in elementary school are more easy to learn the knowledge by using the picture. The students like the stories too. So it is very advantage to the teacher in teaching simple past tense by using picture stories. The students get more motivation to learn simple past tense. Though the students sometimes find the difficult vocabularies but the students can see the picture so it makes the students get more motivation.
- c. Picture stories give the students imagination and make them fun in the classroom. The picture stories are the stories have the picture. The students can make imagination after see the picture stories. The teacher can make

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.

The successful of students in learning simple past tense

The students are every meeting learning the lesson, they get the success in their studying, but some of them, there are not success in their studying. There are some point to measure the successful of students in teaching simple past tense:

- The students get good mark
   The students get good mark in every daily assessment
- 2. The students be able to make the sentences of simple past tense
- 3. The students understand about the meaning of simple past tense
- 4. The students have high motivation to learn simple past tense.

# MAIN MAPPING

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

The characteristic of simple past tense Grammar on tenses Teaching simple past Students → Characteristic of young → How to teach young tense learners learners Types of picture - Intellectual stage - Interpret meaning ➤ Picture as medía - Improve their language - Attention span - The nature of picture → Kinds of pictures used - Prefer to games - Sensor input in teaching - Affective factors Fun - Meaningful language - Having imagination The picture selection Picture stories - Picture stories for teaching simple past tense. - The advantages of using picture stories. - The successful of students in learning simple past tense.

### 2.4. Previous Study

The writer found a thesis is relevant to this study in the library. The thesis entitled pengaruh pengunaan media pada pengajaran structure (present pressive) terhadap prestasi belajar bahasa Inggris.

Kelas 1 MTsN Sidoarjo, "Written by Niswatin (2001), the objectives of her study were :

- a. Untuk membuktikan ada tidaknya hubungan positif dan signifikan antara penggunaan media gambar dalam pengajaran structure terhadap prestasi bahasa Inggris siswa kelas 1 MTs Negeri Sidoarjo.
- b. Untuk membuktikan ada tidaknya hubungan fungsional positif dan signifikan antara penggunaan media gambar dalam pengajaran structure terhadap prestasi belajar bahasa Ingris siswa kelas 1 MTsN Sidoarjo.
- c. Untuk mengetahui besarnya pengaruh penggunaan media gambar dalam pengajaran structure terhadap prestasi belajar bahasa Inggris siswa kelas 1 MTsN Sidoarjo.

In that thesis, the writer used quantitative research the writer used picture as the media. She found that picture can help the students to understand present progressive easier.

This based on the previous study, the writer is interested in conducting a study based on the use of picture stories. In this case, the writer will use picture stories to help students easier in understanding simple past tense. It is different from the previous study. This study is limited to the sixth grade students at

### 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 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.

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### 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 (1-4) vocabularies and structures
- b. The material is interesting (5)
- c. The material helps the students (6) to understand the content
- d. The material helps the students to understand simple past tense (7-10) easily
- e. The students are able to tell

  the story using picture stories

  (11)

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	•	
f.	The students are activity states	(12 - 13)
	their ideas	
g.	Teacher makes the students participate	(14)
	activity in the class	
h.	Teacher dominates the class	(15)
i.	Teacher introduces picture stories	(16)
j.	Teacher guides the students to analyze	(17)
	the picture stories	
k.	Teacher helps students to understand	(18)
	the content of picture stories	
1.	Teacher current mistakes made by	(19)
	students about simple past tense	
m.	Teacher motivates the students to	(20)
	study simple past tense using picture stories	

#### 3.3.2. Observation

Observation is one of technique by doing observe to the subject directly and systematically. In this study, the writer used observation checklist. The writer had made indicators before the write observed. It was done every single meeting when teaching learning process occurred in the classroom. There were some indicators in observation checklist. They were the teaching material, the teaching technique in teaching simple past tense by using picture stories and teaching learning process. The first indicator had four points, the second indicator had four points

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.

### 3.4. Data Analysis

Data was analyzed by using the following steps:

- Preparing data in this study, the writer checked the data from the instruments. The
  objective of preparation was in order to the data was obtained easily processed and
  analyzed.
- Comparing the data resulted from in the observation questionnaire and the data resulted was taken from students daily assessment and formative assessment to support observation and questionnaire.

### The observation checklist

It was used to answer whether the picture stories were appropriate or useful teach simple past tense or not. The observation checklist was taken from the observation first until the sixth meeting. The observation is filled by using the indicators. Each indicators are filled based on the activities in the class. After the observer filled the observation, the observer makes the conclusion about the use of picture stories in teaching simple past tense based on the data observation.

❖ The scores on the students daily assessment and a formative assessment.

It was used to measure the progress o learning simple past tense and to know the advantages by using picture stories in teaching simple past tense. This was used to measure on of the advantages of the use of picture stories. It is taken by the observer from the daily assessment. The first meeting until the sixth meeting. The formative meeting is one meeting. From those, the observer could make conclusion about scores the students in teaching simple past tense by using picture stories.

Calculating the data from questionnaire uses percentage.

The questionnaire is used to measure the students respond on using picture stories in teaching simple past tense. The questionnaire is given to the students to be filled based on the students respond in teaching simple past tense by using picture stories. After the observer give the questionnaire, the observer calculates the data of the students respond by using the formulae. After the observer calculate, the observer makes the conclusion about the students respond on using picture stories in teaching simple past tense. It was used to know the student's responses in teaching simple past tense by using picture stories. Formula as follow:

$$P = \frac{F}{N} \times 100\%$$

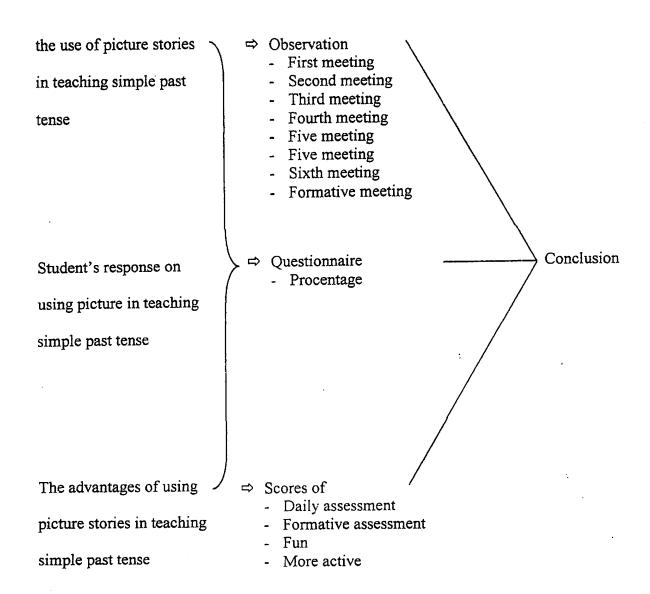
Where P = percentage

F = frequency

N = the amount of subjective

# **MAIN MAPPING**

Using picture stories in teaching simple past tense to the sixth grade student at SDN Tlasih



#### CAPTER IV

### THE RESULT AND DISCUSSION

This chapter was intended to report and analyze the data of the observation. The result and the discussion obtained from the six times observation and one time formative assessment using picture stories to help students understand simple past tense. The data were taken from the observation checklist, the questionnaire, daily assessment and formative assessment.

## 4.1. Using Picture Stories in Teaching Simple Past Tense

The data was taken by participating actively in the classroom. It mean that the observation activities was done by the researcher. The materials, assessment (daily and formative), observation checklist and questionnaire were prepared by the observer to get involved in teaching simple past tense by using picture stories. The result of the data observation obtained in the form of descriptive manner that described the activities happened during the observation.

The class consisted of 28 students. Teacher divided into 7 groups. One group consisted of 4 students. It was done because the teacher wanted to make a game. This way was easy to handling the students to study more fun.

There were six time observation. It was done to know application of picture stories in teaching simple past tense to the sixth grade students. There were three picture stories are used in teaching simple past tense. They were legend of Surabaya, Djaka Tarub and sleeping beauty.

They were chosen because these picture stories were familiar to the students. Students never are given picture stories by the teacher before. There fore, the introduction in the every meeting was done to make them familiar with the picture stories. The teacher motivated the students to be more active in the classroom and helping them to under stand the content of the material. The teacher made the students fun and gave the interesting game in teaching simple past tense by using picture stories. There were the different games to be applied in order to make the students enjoy and not boring to study simple past tense. The teacher gave daily and formative assessment to measure student's understanding about the simple past tense.

#### 4.1.1. The First Observation

#### Procedures

- 1. Prepared picture stories (Surabaya)
- 2. Greeting the students and checked the attendance list
- 3. Explainted the lesson by using picture story
- 4. Teacher made a game
- 5. Gave the task (daily assessment)
- 6. Teacher corrected the task

The first meeting, the teacher prepared picture stories. It was first the teacher used picture stories as the media in teaching simple past tense. Picture stories were used to interest students in studying English focus on simple past tense. Picture stories were in the form of past tense because the observation was intended to teach simple past tense to the students.

Before picture story was implemented, the teacher greeted the students and checked the attendance list to check each person's name. After checking the names, the teacher started the lesson by explaining that the lesson used picture story it needed about 20 minutes. Most of the students didn't know what picture stories was then, the teacher showed picture stories. The teacher in pre-activity gave some questions:

Teacher: Do you know what it is? (Teacher showed picture stories in her hand).

Students: Cerita bergambar

Teacher: Yes, that's right. In English, it is called picture stories. Do you know the title of this picture?

Students: Yes, it is legend of Surabaya

Teacher : Ok... good, now we start the first picture stories

The dialogue above was used s pre-activity to introduce the picture stories. After that, the teacher asked the students to make some group. Each group consisted of 4 students. Several minutes later, teacher distributed legend of Surabaya to the each group. The teacher asked to the students to answer the question based on the picture story. The aim was to encourage students to discuss the answer by reading the passage. The teacher gave score to each group. The students discussed the content of the picture story, the students so active in giving their opinion. It was about legend of Surabaya. Shark and crocodile decided to divide the area. Into two parts of authority, the students seemed very interesting too, the teacher's roles were to help the students to understand more about simple

past tense bay giving clues about the vocabularies especially the verb s for example: decided, broke, began; to correct the students mistakes and to control and guide students to understand the content. There was some dialogue teacher and students:

Teacher: What about the legend of Surabaya?

Students: About shark and crocodile

Teacher: What did he do?

Students: Bergelut

Teacher : Ok, you repeat after me, struggled, struggled, struggled

Students: Struggled, struggled, struggled

After making a dialogue, the teacher explained that story happened long, long time ago. There fore, the sentence should be in the form of past tense which explained the past event.

The next activity was mentioning simple past tense verb. Each group should mention one verb in simple past tense pattern based on the picture story. Each group got one point if could mention one verb correctly. After the last group (the fourth group) mentioning the verb, the turn would be back again to the first group until all the verb were mentioned, this activity was intended to. 1) Make the students recognize the verb in simple past tense and. 2) Make them understand the difference between regular (V + ed) and irregular verb. After the activity had been done, the teacher gave price to one group with the highest point. It gave them spirit to be more than every group and to compete to each other those game is done about 30 minutes.

The last activity of that day was giving a daily assessment to the students they did daily assessment about 40 minutes. The assessment was about legend of Surabaya students should answer briefly the entire question. There were ten questions which should be answered based on the picture story. This daily assessment was to measure the students understanding about content of the picture story which had been taught before.

Mostly, the students were very interesting to the use of picture story. Actually, they did not know the exact nearing of the words or sentence but felt easier to understand the content. It was because there were many pictures which could represent the objects or what people were doing. At the first meeting, they didn't quite understand or remember the simple past tense structure. There fore, the teacher gave the same picture story for the second meeting to improve their understanding about the lesson.

#### 4.1.2. The Second Observation

#### Procedures

- 1. Introduced the picture story (Surabaya)
- 2. Made group
- 3. Gave the task
- 4. Teacher gave correction
- 5. Teacher explainted grammatical errors

The second observation was done by the observer. The teacher was still using the first picture story entitled legend of Surabaya. At the first, the time was very limited so that the students could not really understand about simple past

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 writhen "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. Than, 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 of "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.

### 4.1.3. The Third Observation

#### Procedures

- 1. Prepared the different picture story (sleeping beauty)
- 2. Made a game
- 3. Teacher gave daily assessment

#### 4. Collect the answer

The third meeting which the teacher was ready with a new picture story entitled "Sleeping Beauty" it needed 20 minutes. Most of them tense "Sleeping Beauty" from watching TV or reading a book in Indonesian text. Sleeping Beauty was about beautiful princes who were cursed by the thirteenth fairy. She was not dead, but slept until a prince came to save her. One day, a prince case and saved the princess by kissing her. They were married and lived happily ever after. Teacher gave them a new picture story to avoid boredom among them.

The students were still divided into 7 groups consist of 4 students. After greeting them, the teacher gave short of explanation of what the students had to do. Then, the teacher gave a picture which had been cut into pieces. In addition, the teacher didn't tell the title briefly in front of the class but only gave them clues about it. The pictures stories that had been cut before should be arranged to make one full picture. Then the students could guess the title based on the pieces of picture which had been arranged. They could guess it easily because the story was familiar for them.

After is minutes passed, the teacher asked each group to real only a sentence of picture story. And then, the group which had been chosen pointed

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 cold easily interpret the meaning.

After doing the settle activity which required then 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 give 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 4 The Fourth Observation

#### Procedure

- 1. Teacher prepared the same picture stories
- 2. Teacher greeting and checking the attendance list
- 3. Made a game
- 4. Teacher gave correction the task

The fourth observation was done by the teacher. After preparing the seat, the students also prepared picture story given last week or in the last meeting. It needed about 15 minutes. They were still using the same picture story in order to make the students had more time to understand the whole content of the story. After greeting and checking the attendance list, the teacher reminded about the rules briefly before the started to use picture story.

The teacher then set a table in front of the class. Teacher also set a new game for the students. A number of picture presented out of sequence had been studied by the students. After listening to or reading a text, students should arrange picture story in the appropriate order. Then, the teacher prepared the picture story, put them on the table randomly. Story sequences were the most relevant for this purpose but lists of objects or actions could also be presented. The students might discuss the sequence in pairs and evolved their story. Teacher only gave scores to the picture which were put in the right place.

After all the groups had finished the game, the next activity was called "Telling a lie". First, teacher showed a piece of picture in the picture story. The same as the last activity, the students were given opportunity to make the sentence

in the form of simple past tense. The different was the students should mention sentence opposite to the fact. For example: The sentence was "The Thirteenth fairy wasn't invited to the feast" but the students should tell a line by saying "The "thirteenth fairy was invited to the feast" and so on. Those game needed about 30 minutes.

This technique was used to make them to be able to different tease between positive sentence and the negative sentence one. Next, the teacher counted the score and didn't forget to give one of the groups a reward. As a daily assessment, teacher gave 10 true – false questions. The students go the red the answers in one file and gave it to the teacher. The students did the task for 40 minutes.

Before saying goodbye, teacher spent some minutes to give explanation about the errors that the students have made. In correcting the student's error, the teacher didn't mention the student's names that have made errors. It would discourage them to speak since they were afraid of making mistakes. One of the student's errors was about the misuse in pattern. They tend to say "don't" rather than "did not in a negative sentence such as" the king and the queen (don't) invite the thirteenth fairy "for" the king and the queen did not invite the thirteenth fairy. Another errors was when the students still use past tense verb after the word "did not" for example: "one day, a prince did not (went) through the forest of thoms" for "one day, prince did not (go) through the forest of thorns", etc. the teacher corrected the students to give them contribution and knowledge about simple past

tense in order to make them, at least, did not do the same mistakes in the next meeting. It was done about 5 minutes.

#### 4.1.5. The Fifth Observation

#### Procedure

- 1. Prepare the picture story (Djaka Tarub)
- 2. Gave the picture story to the students
- 3. Discussion about picture story
- 4. Gave daily assessment
- 5. Collected the answer to the teacher

The fifth meeting was held which the teacher came up with other picture story entitled "Djaka Tarub". They knew the title of the picture story and only few of them did not recognize it. Teacher introduced picture stories about 20 minutes.

Djaka Tarub was a story about a simple farmer. He was handsome, honest and brave. His name Djaka Tarub. He got married with beautiful woman and lived happily. Then, teacher gave half pages of picture story to each group as one of varieties of technique in teaching simple past tense. First, they read the story silently and asked for difficult vocabularies. There were lost of vocabularies that they did not understand. And then, the students decided the order, the activity of analyzing the sequence was not quite difficult for the students because they have understood the meaning from the picture story.

After analyzing the meaning, both the teacher and students discussed the content of the story. They seemed very pleased to the story and the pictures in the picture story. Some students remained calm and said little thing but most of them criticized the content enthusiastically. Teacher roles were controlling and guiding them to understand the message in text.

There was a game prepared by the teacher in the next session. It was called "mentioning vocabularies". This game required the students' ability to remember the vocabularies. In each picture such as the verb (in past tense), adjective, and adverbs, and etc. memory game involved the students in make use of a fixed sentence pattern. The more they could mention the vocabularies, the more points they could get them. It was done for 30 minutes.

The teacher then gave another daily assessment for 30 minutes, the questions were in the form of paragraph, and students should fill in the blanks with the correct verbs info simple past tense. One of the examples was "He... (decide) to steal one of the cloth the students' job was to fill the blanks with the verb "decided", there were 10 blanks which should be filled by them. Then, the students collected the answers and gave them to the teacher.

#### 4.1.6. The Sixth Observation

#### Procedure

- 1. Teacher greeted and checked the attendance list
- 2. Teacher distributed the half of picture
- 3. Made game
- 4. Gave the daily assessment

#### 5 Collect the anwer

The last meeting was still the same picture story. Students sat in their own group, the teacher came and brought another half pages of the picture story about "Djaka Tarub". As always, the teacher greeted and checked the attendance list, teacher was ready with the activities. It needed about 15 minutes. Then, she distributed the half of picture story to each group. The same as the last meeting, the teacher wanted them to read the story and checked the difficult verb. After they had finished read the story, teacher asked them about the verbs. Here is the example:

Teacher : Did you find the verbs in the text page 2?

S : Yes, mom!

T : Ok good how many verbs did you find in the past form?

Group 1 : 4 mom, begged, knew, got and lived

T : Yes, that's right, what does "begged" mom? (The students were so

silent). Apa artinya?

Group 2 : Melihat (the students saw the picture and thought that Djaka Tarub

saw the beautiful woman)

Group 3 : Memanggil (they) thought that Djaka Tarub said to the beautiful

woman).

Group 4 : Berpandangan (they thought that both Djaka Tarub and beautiful

woman were seeing each other from the picture).

Teacher : No, but meminta. Djaka Tarub meminta maaf.

Teacher: What about lived?

Students : Tinggal...! (the students were so noisy).

Teacher: Ok, calm down. Yes, that's night. Now, let's find the other

meanings of the difficult words.

The conversation above was intended to measure the understanding of the content and the vocabularies, the students were interpret the pictures different students. Its interpretation was conditioned by group and individual reactions. Thus, it was important for the teacher to imagine in advance how students will interpret the pictures and help them to give the right meaning of a new vocabulary.

Then, teacher changed the activity into the physical one. Each group was asked to come forward. Teacher showed a picture of an action. After they knew the past tense verb, teacher put away and then challenged student's ability to remember it, this was immediately called for the use of a past tense form (for example, show a picture of an action or actions, and putting it away, ask, "what did he do?" thus the past tense from was illustrated not by the picture but by the way in which the picture had been used and referred to). If the answer was right, they got one point and as usual, the group with the highest point got prize from the teacher. Those game was about 30 minutes.

The teacher then, gave written daily assessment the students did this about 30 minutes, there were ten blanks which should be filled with appropriate simple past tense verb. After finishing it, the teacher announced that the next meeting would be in a formative assessment and closed it by saying goodbye.

### 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.

		Meeting												
I.	The teaching materials		[	I	I	I	[]	I.	V	1	7		VI	
	_	Y	N	Y	N	Y	N	Y	N	Y	N	Y	Ν	
1.	The material uses past tense vocabularies and structures	1		7		V		V		1		√		
2.	The material is interesting	1		√		√		√		√		V		
3.	The material helps the students to understand the content	1		7		√		1		√		√		
4.	The material helps the students to understand simple past tense easily	7		1		7		1		1		1		

		Meeting											
II.	The teaching technique		I II III • IV V					1	ΛI				
		Y	N	Y	N	Y	N	Y	N	Y	N	Y	N
1.	The students are able to tell the story using picture stories		1	√		\ \ \		1		7		\ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \	
2.	The students are actively states their ideas	7		1		1		1		V		V	
3.	Teacher makes the students participate actively in the class	1		1		1		1		1		√	
4.	Teacher dominates the class	1			1		1		1		1	1	
TTT	5 5	Meeting											
III.		I		II		III		IV		V		VI	
	process	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N
1.	Teacher introduces picture stories	<b>V</b>		√		7		√		<b>√</b>			√

2.	Teacher guides the students to analyze the picture stories	7	7	<b>√</b>	7	√ <b> </b>	7	
3.	Teacher correct mistakes made by students about simple past tense	7	<b>V</b>	7	√,	<b>√</b>	7	
4.	Teacher motivates the students to study simple past tense using picture stories	1	7	7	7	1	7	

### 4.1.8. The result of each indicator in obsevation

### I. The teaching material

- The material using past tense vocabularies and structures based into the observation, we could conclusion that the use of picture stories was very useful and interesting because each points in indicator was "Yes" answer for every meeting. The indicator of the teaching material, each point was "Yes" answer. The material uses past tense vocabularies and structures. In picture stories, it used the form of simple past tense. The picture stories were narrative text stories so the form of tense was simple past tense. Vocabularies and structure were the simple past tense, so it supported in teaching simple past tense.
- 2. The material was interesting. The teacher used the different picture stories in every two meeting. The teacher used picture stories "Surabaya, Sleeping Beauty, and Djaka Tarub". It was suitable for elementary school. Picture stories were account of imaginary too. The students have more imagination. Their imagination can improve by seeing picture

stories. The material was interesting too, because the students had long attention by doing some activities.

- 3. The material helped the students to understand to content of simple past tense. The teacher used picture stories because the teacher knew that the student's character of children was easier to understand the content of simple past tense by using picture stories than used pattern before teaching the sentence or vocabularies in simple past tense.
- 4. The material helped the students to understand simple past tense. The material related to simple past tense. Picture stories used past tense vocabularies and structures. The material was familiar too. The teacher used picture stories to make students could catch the grammar of tense "Simple Past Tense". The students could study the pattern from the sentences in picture stories. In picture stories, the students could analyze the positive, negative sentence and the student could answer by using "Simple Past Tense" when the teacher asked about picture stories.

### II. The teaching technique

1. The students told the story using picture stories

Based on observation, in the first meeting, the students weren't able to tell the story using picture stories because the students still didn't know to make sentence in simple past tense. The students can't make different between make the simple past tense and another tenses. The students had to use simple past tense because picture stories were narrative text which used the form of simple past tense. The students

weren't familiar with vocabularies. The teacher mentioned the verb in simple past tense in order to the students familiar with the verb in simple past tense. The students could study language easier if the students felt familiar with the verb.

In second meeting, the students were able to tell the story using picture stories because the students felt familiar with the verb. The second meeting was the same picture stories. The students were introduced by the sentence in pictures. It was done by the teacher in order to the students knew the sentence in simple past tense based on the picture story. The students knew each sentence in picture stories, directly the students were able to tell the story.

The third meeting, the students were able to tell the story using picture stories in form of simple past tense. The students could do it because the picture stories and the verb were familiar for the students. There are some difficult words which the students didn't know the meaning, but by seeing the picture of the stories, the students be able to tell about the stories though not the same sentence in picture stories. They used their simple sentence but the content was the same. The students be able to tell because the teacher make a game to remember the sentence. So the students directly remember the verbs and sentences. It helped to tell too.

The fourth meeting, the students were able to tell story using picture stories. The students be able to arrange the pictures and sentences

in the story in the right place. In other hand, the teacher had the students to make the positive and negative sentence. In teaching tense, the students had to know the rule of tense to make the sentences, so that the students be able to tell the story in form of simple past tense.

The fifth meeting, the teacher gave the students the different picture story. The picture story was familiar to the students. The students know the Indonesian version. In this session, the students could make or tell the story by using the verbs which were mentioned as long as the game.

The last meeting was the sixth meeting. The teacher still gave the picture stories of "Djaka Tarub". The students still felt familiar with these stories so the students be able to tell the story using picture story. The students were opportunity by the teacher to use the simple sentences to tell, but the teacher in this meeting focus on vocabularies to support the ideas to tell picture stories.

### 2. The students were actively states their ideas

The first meeting, the teacher used legend of Surabaya as the picture stories. The students gave respond actively to the picture story. The teacher could make the students actively because the picture story was suitable to the students. The picture story about the animals. It made the students fun because the students liked the animal commonly.

The second meeting, the teacher made a game. The game of card.

In this session, the students were so noisy because the students were

actively participated on the game to state their ideas. It was good because six grade students at elementary school was the young learner. They were the children that were more active if they had game activity to study.

The third meeting, the teacher used the different picture stories. In this session, the teacher made a game too. It made the students active to state their ideas. The students state the idea about what the title of the picture story. The teacher just gave the picture of the story. In other hand, the teacher made a different game. The game made the students could state their ideas when their friend forgot what the sentence heard.

The fourth meeting, the teacher gave the same picture stories. In this game, the students make the opposite sentence from the picture story, the students did grouping, the students could state their ideas when they find to make the right in rule of simple past tense. in learning simple past tense, the students not only the content of simple past tense but they had to know the rule of simple past tense.

The fifth meeting, the students got the different picture stories, the picture story was "Djaka Tarub". The students could state their ideas because the picture story was very pleased. It could influence their ideas. The students were more active if the picture stories were interesting.

The sixth meeting, the teacher still gave the same picture story. The picture story was "Djaka Tarub". In this meeting, the students could state their ideas, the teacher asked to the students about the content of picture stories. The teacher asked the meaning of the vocabularies in

picture story in form of simple past tense. The students stated their ideas to know whether the students could guess the vocabularies in Indonesian by seeing the picture stories, the picture of story supported the meaning of vocabularies in Indonesia.

### 3. Teacher made the students participate actively in the class

The first meeting, the teacher gave the picture story "Surabaya". The teacher gave opportunity to the students to participate actively about the content of picture story, the students found the verb in form of simple past tense. The teacher gives the question about the meaning of the verb to the students and the students answered in Indonesia by seeing the picture of the story. The children be able to interpret the meaning without understand the individual word. So if the students were wrong when interpreted the meaning, the teacher had to correct the meaning of verbs.

The second meeting, the teacher made a game. The teacher made grouping. The teacher gave opportunity to the students to participate actively in the class by making the sentences of simple past tense. The other group answered whether those sentences were right or not. It was done the students in order to the students could improve their ability in language by doing their school work.

The third meeting, the teacher gave opportunity to the students to ask for the difficult words. The picture story of sleeping beauty was familiar, but there were some the verbs that the students didn't know the meaning of difficult words. In effective factor, the teacher had to give

opportunities to the students to participate in the class. It had to done because the students usually needed other opinion. The students still doubt about what they did.

The fourth meeting, the teacher gave opportunities to the students to make sentence in the form of simple past tense, the students made the opposite sentence based on the picture stories. It measured ability the students in simple past tense. Teaching of tense wasn't easy to the teacher tough to the students, so the teacher should teach it simply by using picture stories.

The fifth meeting. In this session, the students got the different picture story. The teacher gave opportunity to the students to mention the verbs in the simple past tense based on the picture story. The students had to remember the verbs (simple past tense) and mention the verbs. The students felt familiar with the verbs.

The sixth meeting. In this meeting, the teacher gave opportunity to the students actively to guess the verbs meaning in the picture story. The students only looked the picture. The pictures influenced imagine the students. The students could create their imagine easily.

#### 4. Teacher dominated the class

In first meeting, the teacher dominated the class. It was done because the students still didn't know about the picture stories. The students may be had some difficult to learn English. So the teacher had to know the character of children. The teacher explained about picture

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.

### III. The teaching learning process

### 1. Teacher introduced pictures story

The first meeting, the teacher brought the picture story. The students were familiar with picture story but in Indonesia. In English, the students didn't know, so the teacher introduced picture story. The teacher introduced about the content of picture story and what related picture story in teaching simple past tense. In teaching grammar on tense, the teacher had to use suitable media to support the tense. The teacher used picture stories to support teaching simple past tense, because picture stories were the narrative one. The narrative usually used the simple past tense form.

The second meeting, the teacher introduced the picture story to remain the students about picture story. The teacher didn't explain the picture story as like before meeting. It was done by the teacher because the students had gotten the same picture story before it.

The third meeting, the teacher came by bringing the different picture stories. The teacher introduced the picture story though most of the students felt familiar with picture story. The students saw the picture story in TV or magazines. The teacher introduced in order to the students who didn't know about the story. So the other students knew about the picture story.

The fourth meeting, the teacher just remind to the students about the picture story in general because the picture story was tha same. In this session, the teacher only gave the game.

The fifth meeting, the teacher gave the different picture story. The picture story was interesting because the picture story is good. "Djaka Tarub" that the students liked. The teacher introduced the picture story.

The teacher explains the content and analyzes the difficult words.

. The sixth meeting. The teacher didn't introduce the picture stories, because the teacher directly distributes the picture story. The teacher asked to the students about the content of picture story. The students had known the picture story "Djaka Tarub" in the fifth meeting.

### 2. Teacher guided the students to analyze the picture stories

The first meeting. The students were guided by the teacher to analyze the picture story. The students still didn't know what the picture story because the students needed to analyze the difficult words to make clear meaning.

The second meeting, the teacher guided the students to analyze the sentence in simple past tense. The students analyzed the positive, negative, and interrogative sentence. The teacher guided the students in order to the students didn't add -ed to all the verbs. They had to know irregular and regular verbs.

The third meeting, the teacher gave the different picture story.

The teacher guided the students to analyze the picture. The teacher had

the students to analyze the pieces of picture. The students could arrange into the good picture, so it to be right picture stories and the students could guess the title of picture story easily because it was familiar for them

The fourth meeting, the teacher guided the students to analyze the negative and positive sentences. The students make opposite the sentence of the picture story. The students had to know the different rules to make positive sentence and changed into the negative sentence.

The fifth meeting, the students and the teacher discussed the content of the story. The teacher guided the students to analyze the meaning. The teacher helped the students to understand the message in text.

The sixth meeting, the students were helped by the teacher to analyze the content of picture story. The students read picture story and the teacher asked to the students about the content of picture story. The teacher gave opportunity to the students to guess the meaning of verb which they mentioned. If the students were wrong interpret the meaning of verb, so the teacher corrected the meaning of verb.

3. The teacher helped the students to understand the content of picture stories

The first meeting, the teacher introduced the picture stories to the students. The teacher helped the students to understand the content of

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

by students about changing the verbs, irregular and regular verb and the teacher corrected what the students guessed in the picture story.

Teacher motivated the students to study simple past tense using picture stories.

The teacher always motivated the student to study simple past tense. The teacher used picture stories. The teacher used it because picture stories were interesting. There were the pictures. The student liked the pictures. The picture stories were one of narrative picture. The narrative picture used the form of simple past tense in the sentence. So the picture stories motivated and support to study simple past tense because both of them picture stories and simple past tense related. The teacher used the picture stories in game to make studying more fun in teaching simple past tense.

Based on the data of observation, the observer could make conclusion that the picture stories were useful in teaching simple past tense. The teacher the picture stories in the different game it made the students more active and fun to learn simple past tense because picture stories related to simple past tense form in its sentences

# 4.2. The Students' Respond on Using Picture Stories in Teaching Simple Past Tense

After doing several times of observation, the teacher gave questionnaire to get the data of the students' respond on using picture stories in teaching simple past tense.

The respond were:

## 1. Question (Number 1)

The students answered	Number of Students	Percentage
Agree	28	100 %
Little agree	0	0 %
Disagree	0	0 %
Very Disagree	0	0 %

Based on the diagram, the students' respond were agree that the teacher gave material that used the vocabularies and structure in simple past tense.

## 2. Question (Number 2)

Agree = 
$$\frac{20}{28} \times 100\%$$
 = 71%  
Little Agree =  $\frac{4}{28} \times 100\%$  = 14%  
Disagree =  $\frac{3}{28} \times 100\%$  = 11%  
Very Disagree =  $\frac{1}{28} \times 100\%$  = 4%

Comment	Number of Students	Percentage
Agree	20	71 %
Little agree	4	14 %
Disagree	3	11 %
Very Disagree	sby.ac.id digilib.uinsby.ac.id digilib.uinsby.ac	4 % id digilib.uinsby.ac.id digilib.uinsby.ac

Based on the diagram, the observer wrote the students' respond were agree (71%), little agree (14%), disagree (11%), and very disagree (4%). It mean that the students were agree to analyze the verb in simple past tense because most of them said agree.

#### 3. Question (Number 3)

The students answered

Agree = 
$$\frac{20}{28} \times 100\%$$
 = 71%  
Little Agree =  $\frac{5}{28} \times 100\%$  = 19%  
Disagree =  $\frac{3}{28} \times 100\%$  = 11%

Comment	Number of Students	Percentage
Agree	20	71 %
Little agree	5	19 %
Disagree	3	11%
Very Disagree	0	0 %

Based on the diagram, the observer wrote the students' respond were agree (71%), little agree (19%), disagree (11%), and no body said very disagree. Most of them were agree that they be able to understand the sentences on picture stories in form of simple past tense.

## 4. Question (Number 4)

The students answered

Agree = 
$$\frac{2}{28} \times 100\%$$
 = 7 %

Little Agree =  $\frac{5}{28} \times 100\%$  = 8 %

Disagree =  $\frac{19}{28} \times 100\%$  = 68 %

Very Disagree =  $\frac{2}{28} \times 100\%$  = 7 %

Comment	Number of Students	Percentage
Agree	2	7 %
Little agree	5	18 %
Disagree	19	68 %
Very Disagree	2	7 %

Based on the diagram, the observer wrote the students' respond were agree (7%), little agree (18%), disagree (68%), and very disagree (7%). Most of the students said that there weren't a lot of difficult words that they found in picture stories were given by the teacher.

### 5. Question (Number 5)

The students answered

Agree = 
$$\frac{24}{28} \times 100\%$$
 = 86%

Little Agree =  $\frac{3}{28} \times 100\%$  = 10%

Disagree =  $\frac{1}{28} \times 100\%$  = 4%

Very Disagree =  $\frac{0}{28} \times 100\%$  = 0%

Comment	Number of Students	Percentage
Agree	24	86 %
Little agree	3	10 %
Disagree	1	4 %
Very Disagree	0	0 %

Based on the diagram, the students' respond were agree (86%), little agree (10%), disagree (4%), and very disagree (0%). Most of the students said agree that the picture stories were interesting for them.

#### 6. Question (Number 6)

Agree = 
$$\frac{20}{28} \times 100\%$$
 = 71%  
Little Agree =  $\frac{4}{28} \times 100\%$  = 14%

Disagree = 
$$\frac{3}{28} \times 100\%$$
 = 11%  
Very Disagree =  $\frac{1}{28} \times 100\%$  = 4%

Comment	Number of Students	Percentage
Agree	20	71 %
Little agree	4	14 %
Disagree	3	11 %
Very Disagree	1	4 % .

The observer wrote based on the diagram that the students' respond were agree (71%), little agree (14%), disagree (11%), and very disagree (4%). It meaned that the students felt that they could understand the content of picture stories by seeing the pictures in the story.

#### 7. Question (Number 7)

Agree = 
$$\frac{22}{28} \times 100\%$$
 = 79%

Little Agree =  $\frac{3}{28} \times 100\%$  = 11%

Disagree =  $\frac{2}{28} \times 100\%$  = 7%

Very Disagree =  $\frac{1}{28} \times 100\%$  = 3%

Comment	Number of Students	Percentage
Agree	22	79 %
Little agree	3	11 %
Disagree	2	7 %
Very Disagree	1	3 %

Based on the diagram, the observer wrote the students' respond were agree (79%), little agree (11%), disagree (7%), and very disagree (3%). The students said that most of them be able to understand simple past tense.

#### Question (Number 8) 8.

Agree = 
$$\frac{18}{28} \times 100\%$$
 = 64%  
Little Agree =  $\frac{3}{28} \times 100\%$  = 11%  
Disagree =  $\frac{6}{28} \times 100\%$  = 21%  
Very Disagree =  $\frac{1}{28} \times 100\%$  = 4%

Comment	Number of Students	Percentage
Agree	18	64 %
Little agree	3	11 %
Disagree	6	21 %
Very Disagree	l	4 %

The observer wrote based on the diagram that the students' respond were agree (64%), little agree (11%), disagree (21%), and very disagree (4%). It meaned that most of them be able to learn the sentences in simple past tense easily.

#### 9. Question (Number 9)

The students answered

Agree = 
$$\frac{23}{28} \times 100\%$$
 = 82%  
Little Agree =  $\frac{2}{28} \times 100\%$  = 7%  
Disagree =  $\frac{2}{28} \times 100\%$  = 7%  
Very Disagree =  $\frac{1}{28} \times 100\%$  = 4%

Comment	Number of Students	Percentage
Agree	23	82 % <sup>:</sup>
Little agree	2	7 %
Disagree	2	7 %
Very Disagree	1	4 %

According the diagram above, the observer wrote the students' respond were agree (82%), little agree (7%), disagree (7%), and very disagree (4%). The students could give the meaning of the sentence in simple past tense but not all, but most of them.

## 10. Question (Number 10)

The students answered

Agree = 
$$\frac{23}{28} \times 100\%$$
 = 82%  
Little Agree =  $\frac{3}{28} \times 100\%$  = 11%  
Disagree =  $\frac{2}{28} \times 100\%$  = 7%  
Very Disagree =  $\frac{0}{28} \times 100\%$  = 0%

Comment	Number of Students	Percentage
Agree	23	82 %
Little agree	3	11 %
Disagree	2	7 %
Very Disagree	0	0 %

Based on the diagram, the students' respond were agree (82%), little agree (11%), disagree (7%), and very disagree (0%). The students had motivation to study simple past tense by using picture stories. There were many students liked it most of them.

#### 11. Question (Number 11)

Agree = 
$$\frac{19}{28} \times 100\%$$
 = 68%

Little Agree = 
$$\frac{5}{28} \times 100\%$$
 = 18%  
Disagree =  $\frac{3}{28} \times 100\%$  = 11%

Very Disagree = 
$$\frac{1}{28} \times 100 \%$$
 = 3 %

Comment	Number of Students	Percentage
Agree	19	68 %
Little agree	5	18 %
Disagree	3	11 %
Very Disagree	1	3 %

The observer wrote that the students' weren't at all be able to tell story by using picture stories. It could be seen by the students' respond were agree (68%), little agree (18%), disagree (11%), and said very disagree (3%).

## 12. Question (Number 12)

Agree = 
$$\frac{24}{28} \times 100\%$$
 = 86%  
Little Agree =  $\frac{3}{28} \times 100\%$  = 11%  
Disagree =  $\frac{1}{28} \times 100\%$  = 3%  
Very Disagree =  $\frac{0}{28} \times 100\%$  = 0%

Comment	Number of Students	Percentage
Agree	24	86 %
Little agree	3	11 % .
Disagree	1	3 %
Very Disagree	0	0 %

The observer saw the diagram above, so the observer could write that the students' respond were agree (86%), little agree (11%), disagree (3%), and said very disagree (0%). The teacher always gave opportunity to the students to comment about the picture stories in teaching simple past tense.

## 13. Question (Number 13)

Agree = 
$$\frac{23}{28} \times 100\%$$
 = 82%  
Little Agree =  $\frac{3}{28} \times 100\%$  = 11%

Disagree = 
$$\frac{2}{28} \times 100 \%$$
 = 7 %

Very Disagree = 
$$\frac{0}{28} \times 100\%$$
 = 0 %

Comment	Number of Students	Percentage
Agree	23	82 %
Little agree	3	11 %
Disagree	2	7 %
Very Disagree	0	0 %

Based on the diagram, the observer could write that the students' respond agree (82%), little agree (11%), disagree (7%), and said very disagree (0%). Most of the students were very active to give their ideas to analyze simple past tense.

#### 14. Question (Number 14)

The students answered

Agree = 
$$\frac{25}{28} \times 100\%$$
 = 89%

Little Agree =  $\frac{3}{28} \times 100\%$  = 11%

Disagree =  $\frac{0}{28} \times 100\%$  = 0%

Very Disagree =  $\frac{0}{28} \times 100\%$  = 0%

## 15. Question (Number 15)

Agree = 
$$\frac{1}{28} \times 100\%$$
 = 4 %

Little Agree =  $\frac{3}{28} \times 100\%$  = 10 %

Disagree = 
$$\frac{24}{28} \times 100\%$$
 = 86%

Very Disagree = 
$$\frac{0}{28} \times 100\%$$
 = 0 %

Comment	Number of Students	Percentage
Agree	1	4 % ·
Little agree	3	10 %
Disagree	24	86 %
Very Disagree	0	0 %

The observer wrote based on the diagram that the students' respond were agree (4%), little agree (10%), disagree (86%), and very disagree (0%). They said that most of them disagree if the teacher dominated the class.

### 16. Question (Number 16)

Agree = 
$$\frac{25}{28} \times 100\%$$
 = 89%  
Little Agree =  $\frac{3}{28} \times 100\%$  = 11%  
Disagree =  $\frac{0}{28} \times 100\%$  = 0%  
Very Disagree =  $\frac{0}{28} \times 100\%$  = 0%

Comment	Number of Students	Percentage
Agree	25	89 %
Little agree	3	11 %
Disagree	0	0 %
Very Disagree	0	0 %

Based on the diagram, the observer wrote that the students' respond were agree (89%), little agree (11%), disagree (0%), and very disagree (0%). The teacher always introduced the picture stories in teaching simple past tense, so the students said agree.

#### 17. Question (Number 17)

Agree = 
$$\frac{20}{28} \times 100\%$$
 = 71%

Little Agree =  $\frac{5}{28} \times 100\%$  = 18%

Disagree : =  $\frac{3}{28} \times 100\%$  = 11%

Very Disagree =  $\frac{0}{28} \times 100\%$  = 0%

Comment	Number of Students	Percentage
Agree	20	71 %
Little agree	` 5	18 %
Disagree	3	11 %
Very Disagree digilib.dinsby.ac.id	O digilib.uinsby.ac.id digilib.uinsby.ac.	0 % id digilib.uinsby.ac.id digilib.uinsby.ac

The students respond about the teacher helped the students to understand the content of picture stories were agree (71%), little agree (18%), disagree (11%), and said very disagree (0%). The teacher helped the students to analyze the content of the picture stories. The teacher helped to analyze to analyze the different words related to the picture.

#### 18. Question (Number 18)

The students answered

Agree = 
$$\frac{23}{28} \times 100\%$$
 = 82%  
Little Agree =  $\frac{4}{28} \times 100\%$  = 14%  
Disagree =  $\frac{1}{28} \times 100\%$  = 4%  
Very Disagree =  $\frac{0}{28} \times 100\%$  = 0%

Comment	Number of Students	Percentage
Agree	23	82 %
Little agree	4	14 %
Disagree	1	4 %
Very Disagree	0	0 %

Based on the diagram, the observer wrote that the students respond were agree (82%), little agree (14%), disagree (4%), and said very disagree (0%). On analyze the teacher of the content in picture stories to help the students. The

#### 19. Question (Number 19)

The students answered

Agree = 
$$\frac{28}{28} \times 100\%$$
 = 100 %  
Little Agree =  $\frac{0}{28} \times 100\%$  = 0 %  
Disagree =  $\frac{0}{28} \times 100\%$  = 0 %  
Very Disagree =  $\frac{0}{28} \times 100\%$  = 0 %

Comment	Number of Students	Percentage
Agree	28	100 %
Little agree	0	0 %
Disagree	0	0 %
Very Disagree	.0	0 %

Based on the diagram above, the students respond about the teacher always corrected the mistakes in every exercises on simple past tense were agree (100%). It meaned that the teacher always corrected the students exercises every meeting. It had to do because it was done to measure their ability in simple past tense.

#### 20. Question (Number 20)

Agree = 
$$\frac{28}{28} \times 100\%$$
 = 100 %

Little Agree = 
$$\frac{0}{28} \times 100\%$$
 = 0 %

Disagree =  $\frac{0}{28} \times 100\%$  = 0 %

Very Disagree =  $\frac{0}{28} \times 100\%$  = 0 %

Comment	Number of Students	Percentage
Agree	28	100 %
Little agree	0	0 %
Disagree	0	0 %
Very Disagree	0	0 %

Based on the diagram above, the observer wrote that all the students were agreed. That their teacher always motivated them in every activities in the class. The teacher helped the students to analyze the difficult words and make games to make the students fun and more spirit to learn simple past tense by using picture stories.

The conclusion of data questionnaire that the students' respond were good that the picture stories made the students more fun, interesting, and gave more motivation. The picture stories made the students more easy to understand the simple past tense by helping their teacher to motivate the students.

## 4.3. The Advantages of Using Picture Stories to Study Simple Past Tense

In teaching learning process which use picture stories to each simple past tense, there are many advantage we can get from it one of the advantages as cited in <a href="https://www.teaching.english.org">www.teaching.english.org</a> is to give the students ideas and imagination in learning English, the picture stories are very interesting for them. There were plenty of picture which describe the situation which can be impossible to create in any other ways. Many actions such as closing the door, opening the window, and meeting friends can be demonstrated in the classroom. Many object can be brought into classroom such as food, toys, clock, etc, the classroom, how ever, is quite limited. Catching a bus, swimming in the sea, playing in the garden, riding bicycle will be quite difficult situations to create, but they are quite easy picture, there fore, the students. Can interpret and analyze the content of the picture stories easily.

Another advantage of using picture stories is to keep the classroom in the target language; the students are able to manipulate the structural pattern especially simple past tense. Mostly, they can change the verb and create sentence in the past tense from by seeing the pictures. In order to speak English very well, the students must be able to state, negative or question an idea or fact. One device for practicing these different forms is to assign a symbol to each which may represent affirmative, negative, and question, the picture stories can be one of the symbols which can help students to create those sentence.

Moreover, the picture stories can encourage or motivate the students in studying English. They provide references to which the students can make a personal response, such as expressing like or dislike. Without picture stories the students can't state their

opinions bravely since they afraid of making mistake. There fore, the picture stories give those clues in interpreting or analyzing 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 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 to the structure and appropriate to the students, thus they do not have to be worry to have difficulty in learning simple past because it suits to the young learners.

From the data which comprise observation, it is obvious that using picture stories was really effective, the picture stories present lost 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 easer. Thus, this picture story is appropriate for the students to learn English.

Another advantage which is nor explained in chapter 2 which can be see 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 few of them got less than go 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 gives positive responses toward the materials, teaching technique, and the general evaluation. Almost all the students are helped by the teaching materials to teach simple past tense, the teacher can only motivated them and explain something that they didn't know. Moreover, they technique by giving the students different activities all the

times really make the students really enjoy studying simple past tense, picture stories gives the students better understanding in improving their English.

From the explanation above, we notice that picture stories are appropriate to teach simple past tense since it makes the students improve their ability in studyng English. It brought use to the conclusion that picture story is one of useful materials in teaching English.

#### **CHAPTER V**

#### CONCLUSIONS AND SUGGESTIONS

This chapter consists of conclusions and suggestions concerning the results of the study.

#### 5.1. Conclusions

- 1) Based on the analysis from the data, there were there conclusion about the problem of study, the first problem of study was using picture stories in teaching simple past tense. Using picture stories in teaching simple past tense was very useful. The students could understand about simple past tense by using picture stories before the teacher used another media in teaching simple past tense. The students understand about content of the stories, it could be measured based on the observation meeting as long as six meeting.
- 2) From the students responses, picture stories in teaching simple past tense were very interesting, made the students be more active in learning simple past tense. The students got motivation from the picture stories so the students could be more easy to understand about simple past tense by using picture stories before the teacher used another media in teaching simple past tense. It could be measure from the data questionnaire that be given by the observer to the students at the last meeting.
- 3) There were many advantages in teaching simple past tense by using stories. The students could get the good mark. It could be measured from the mark of the students from the first daily assessment until the sixth assessment and the formative assessment. There are the another advantages on using picture stories

and students in studying simple past tense. The students could be more easy to understand about the content of picture stories and simple past tense so this material was suitable to teach simple past tense before the teacher used another media.

#### 5.2. Suggestion

There are some suggestions that come up from this study. They are:

- 1. In teaching English especially grammar, teacher should be creative, teacher should not use monotonous materials or activities but materials could be various in every situation. It will motivate the students and does not make them bored.
- 2. Teacher should select the pictures and vocabularies which appropriate to them, the picture itself should be large enough in order to be seen by all of the students. The text in the picture should be in an appropriate structure for example using past tense for narrative text, the teacher can also select the picture stories which have common vocabularies for the students.
- 3. Teacher should practice using English all the time, the students with their abilities and skills can interpret the teacher gestures, intonation, or other as well as interpret the text. There fore, it does not merely understanding the structure but also using it in the real situation.

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