

## CHAPTER I INTRODUCTION

### 1.1 Background

English is an international language. Almost every country in this world have English as a subject in their schools. Mappiasse and Sihas (2014) state English language has been seen as a defacto standard medium of communication all over the world and Indonesia cannot be left out. English in Indonesia is a foreign language. English is taught in schools. Learning English means learn many grammatical rules.

Ain (2010) states that grammar in clues rules that govern the structure of words, clauses or sentences that are acceptable to educated native speaker. There are 16 tenses in English grammar; one of those is simple past tense. Simple past is the form of sentences which describes or reports a state or an activity to a definite past time. For example “She *finished* her university studies at th age of twenty”. In all other instances, it is necessary to use one or more auxiliaries with the simple present participle, or past participle form of the verb. Many grammarians prefer to treat English as having only two tenses, present and past, with numerous so called tense constructions dealing with various aspects of these two tenses (Wishon&Burks, 1980).

Mastering grammar is not easy for learners. Students often make errors of it in their writing. The errors can happen because of some factors, based on Norrish(in Kusumawardhani, P. 2015) there are some factors that can cause the errors. First is the carelessness from the foreign learners. The second thing is interferences from the learners' mother tongue which was believed as one of the aspects that caused the errors. Third is translation from their mother tongue to another language causes the difficulty where there are not any equal translation for both languages and the last is learners couldn't translate the materials which were given to them based on what was expected by the native speaker.

Simple past tense are rough for manys students. Many students just recognize simple present tense and present continuous tense. They thought that learning English is finish when they know about those simple structure of

sentence. They do not know what is simple past tense and what it is for. At SMA 6 Palopo many of its students know some words in English and can make simple word as well. For example, at X MIA the researcher for many times heard them say sentences in simple present form. The researcher asked them to write a sentence with a past activity. They were confused and do not know how to write it.

The standard classroom is usually not a very suitable environment for learning languages. That is why teachers search for various aids and stimuli to improve this situation. Pictures are one of these valuable aids. They bring “images of reality into the unnatural world of the language classroom.” Pictures bring not only images of reality, but can also function as a fun element in the class. Sometimes it is surprising, how pictures may change a lesson, even if only employed in additional exercises or just to create the atmosphere (Hill in Joklova, 2009).

Teaching grammar is not easy for teachers. Teachers have to provide an interesting media to attract students’ attention and improve their comprehension in using tenses since grammar is the important material in learning English. The researcher has done teaching in the class using individual picture and find out that students give more attention to the learning process. Furthermore, picture series related to students’ daily activities so it can make the students to understand the material in a easy way. Based on the explanation above researcher decides to using picture series in conducting this research to teach the students simple past tenses.

## **1.2 Problem Statement**

According to the explanation above the researcher the problem statement of this research is : does using picture series can improve students’ ability in using simple past tense ?

## **1.3 Objective of the Research**

Related to the problem statement above, the objective of this research is : to find out the effectiveness of using picture series in teaching to improve students’ ability in using simple past tense.

### **1.4 Significance of the Research**

Researchers hope that this research will be useful for:

- a. For students  
The students have a new experience and new knowledge in learning English.
- b. For teachers  
The result of the research can be used as a reference for teacher to teach English in the class.
- c. For readers  
The research can be used as a new reference in the future days in conducting a research.

### **1.5 Scope of the Research**

The researcher conducted the research to find out the using of picture series in teaching simple past tense.

### **1.6 Operational Definition**

Operational definition are as follows:

1. Simple past tense is a tense which state or describe a past activity. An activity that begin and end before present time.
2. Picture is a visual media that repretantion things. For example : scenery, event, activity, or painting. Picture is divided into two type : situational picture and picture series. Situational picture describe the situation of a person while picture series is some pictures that show daily activities.
3. Picture series is a sequence of picture which shows daily activities of a person.

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

#### **2.1 Some Pertinent Ideas**

##### **1. Simple Past Tense**

###### **a) Definition of Simple Past Tense**

Gupta (in Mahmudah and Izzah, 2019) states that tense is derived from the Latin word 'tempus' meaning 'time'. 'Tenses' is defined as any of the forms of a verb that may be used to indicate the time of the action or state expressed by verb. There are three kinds of tenses: present tense, past tense, and future tense.

According to Anjarani and Indahwati (2019) simple past tense is one of sixteen tenses in English grammar. The simple past expresses the idea that an action started and finished at a specific time in the past. Uchiyama (in Anjarani and Indahwati, 2019) states simple past can be used for most past actions; we can use it for actions that happened quickly, actions that happened over time, or actions that were habits in the past. Simple past tense can be used in kinds of text such as recount text which tells about events in the past and narrative text which contains conflict in a story. Furthermore, Bradeley (in Mahmudah and Izzah, 2019) states simple past tense as a tense that is used to describe an action started and finished in the past.

According to Azar (in Candra, 2015), the simple past tense describes an action or situation that began and ended in the past. The use of simple past tense refers to definite time in the past such as:

- a. The event past is used with dynamic verb sense to refer to a single definite event in the past;
- b. The habitual past is used with dynamic verb senses to refer to past events that repeatedly occur;
- c. The state past is used with stative verb senses to refer to a single unbroken state of affairs in the past

Based on the explanation above the researcher concludes that simple past tense is a tense which describe or express an action or event or habit that is done in the past time.

## b) Characteristic of Simple Past Tense

Azar (1989) states most simple past verbs are formed by adding *-ed* to a verb and some verbs have irregular past forms. The past simple past tense talk about activities or situations that began and ended in the past (e.g. yesterday, last night, two days ago, in 1990).

According to Bastedo (2017.p.12) if a past form ends with a single consonant preceded by a short vowel sound before it, the final consonant is doubled before adding the 'ed' (tap-tapped, jog-jogged but peel-peeled). If a past form ends with a silent 'e', the 'e' is removed before adding 'ed' (like-liked). If a past form ends with a 'y' preceded by a consonant, the 'y' is changed into an 'i' before adding 'ed' (study-studied *but* play-played).

Quirk and Greenbaum (1973) state in the simple past tense the form auxiliary *do* is *did* and the negative form is *did not*. Then the form of *be* for 1st and 3rd person singular is *was* and the negative form is *was not*. For 2nd person, 1st and 3rd person plural the form of auxiliary *be* is *were* and the negative form is *were not*.

Candra (2015) state simple past tense is classified into two types; those are simple past in regular verb and simple past in irregular verb. Each type consists of three parts, affirmative, negative and interrogative. The explanation as follows:

### 1. Simple Past in Regular Verb

The form of all regular verbs take an *-ed* ending in the past tense. Moreover, there are some spelling rules of regular verbs. Those are as following:

- a. If the simple form of verb ends in *-y* after a consonant, change the *-y* to *i* and add *-ed*. Examples: try/tried;
- b. If the simple form of one syllable verb ends in consonant +a vowel +a consonant, double the final consonant and add *-ed*. Examples plan/planned;
- c. If the simple form of a two syllable verb end in a consonant +a vowel +a consonant, double the final consonant only if the syllable is stressed. Examples occur/occurred.

- d. If the simple form of a verb ends in –e add only –d example change/changed. Add –ed to simple form of all other regular verbs, example want/wanted

## 2. Simple Past in Irregular Verb

Verbs that have irregular past tense form follow the sample pattern in affirmative, negative and interrogative. Here is the example of irregular verb as following :

- a. The simple and the past form of some verbs are the same. For example, *cut* and *hit* in the past tense form are *cut* and *hit*
- b. Some verbs the simple form end in –d and the past form end in –t. For example *build* and *spend* in the past form are *built* and *spent*.
- c. Some verbs have other consonant changes or add a consonant in the past tense. For example *have* and *hear* in the pst form are *had* and *heard*.
- d. Many verbs have vowel changes in the past tense. For example *begin* and *drink* in the past form are *began* and *drank*.

Based on the explanation above the researcher concludes that characteristic of simple past tense are the form of verb in simple past tense are most formed by adding –ed and some irregular verb. The *be* form in the simple past tense are *was* for *I, she, he, it* and *were* for *you, we* and *they*.

### c) The Using of Simple Past Tense

Below are the formulas to make simple past tense sentence according to Candra (2015) :

- 1) Formula of positive sentence uses formula as following:

S+V2+O+Adverb

Example: She helped her mother in the kitchen this morning.

- 2) Formula of negative sentence uses formula as following:

S+ did not+V1+O+Adverb

Example: She did not help her mother in the kitchen this morning.

- 3) Formula of interrogative sentence uses formula as following:

Did/didn't+S+V1+O+adverb

Example: did she help her mother in the kitchen this morning?

According to Wishon and Burks (1980), the form of simple past tense is I, we, you, they, he, she, it + worked. Swan (1980) states that simple past tense does not always have past meaning. This happens in several different cases :

- a. After *if*, and other words with similar conditional meanings. (*if* I had the money now I'd buy a car.
- b. After *it's time*, *would rather* and *wish* (I wish I had a better memory)
- c. In a subordinate clause depending on a conditional (if only she would say what she thought, things would be easier)

Swan also states that simple past tense often used to talk about past situations which still exist. This happens in reported speech, and in some other cases. For example : I'm sorry we left Chester. It was such a nice place.

## **2. Picture**

### **a) Definition of Picture**

According to Hornby (1989), picture is a painting, drawing, sketch, portrait, beautiful object or scene. Yusnita, Sada & Novita, (2011) state picture is two-dimensional visual representation of person, place, or things. It can be painted or drawn. Pratiwi (2016) states a picture is an illustration that can be used as two dimensional representation of person, place or thing.

Sukmahidayanti (2015) states pictures and images are one of graphic materials examples. Graphic materials refer to "non-photo-graphic" or "two dimensional materials" designed to convey messages and information which combines "symbolic visual" and verbal information. Drawings, charts, graphics and also cartoons are kinds of this media. Pictures can be used for several purposes, such as drills, communication, understanding, ornamentation, prediction and discussion

Based on the explanation above the researcher concludes that picture is a visual image of things. Picture represent events, person, things, scenery, drawings which contains messages also present beauty in it.

## b) Kinds of Picture

According to Crimmon (in Yusnita, Sada&Novita 2011), there are many kinds of picture could be used in teaching and learning of writing in the classroom. These kinds of pictures namely individual picture, situational picture, and picture series.

Yunus( inApsari, 2017) classifies pictures into three types such as composite picture, picture series and individual picture. According to Finnocchiaro (in Ain, 2010) there are three types of picture, they are:

- a. Individual picture of persons and objects.

Individual picture of persons and objects are the simple picture. It can be used to drill vocabularies. It is only one picture.

- b. Situations picture

Situation picture describe what people do with object.

- c. Picture series

Picture series contains a person who does the daily activities. Picture series related to form or sequence of event. It has the aim to tell a story or sequence of events.

## c) Example of Kinds of Picture

Below are the of example of kinds of picture :

- a. Individual picture



Picture 2.1 Individual Picture

Source : <https://pin.it/5u8Wfu0>

b. Situation picture



Picture 2.2 Situation Picture

Source : <https://pin.it/4khCYSS>

c. Picture series



Picture 2.3 Picture Series

Source : <https://pin.it/6jIaNFC>

**d) Pictures as Media of Teaching**

Media in the classroom are appropriate for triggering ideas, making difficult subjects more understandable, and for holding attention on important ideas. It should lead students to remember ideas by becoming more involved with them. (Hart and Hicks in Yusnita, Sada&Novita 2011)

According to Wening (2016) states that pictures as the visual media are very useful for teaching writing. The use of pictures as visual media in the

teaching learning process is intended to make teaching learning more effective and sufficient so that the students' writing ability can be improved. Nurdini (in Liando,*et al*, 2022) mentioned that picture as a learning media including the type of visual media that does not move. To optimize children's exploration power, using picture media can present detailed images.

Raimes (in Gutiérrez, Puello &Galvis, 2015) states that incorporating picture to language teaching and learning has positive effects on the improvement of learners' communicative skills. This resource help teachers to contextualize language by connecting the classroom with the world outside its walls. They also encourage students to use the target language by providing support or a reference point to write or talk about.

Schwartz (in Yusnita, Sada&Novita 2011) stated pictures are a great incentive for language production and can be used in many ways in the classroom. "Specifically, pictures contribute to: interest and motivation; a sense of the context of the language; a specific reference point or stimulus".

Gerlach (in Yusnita, Sada&Novita 2011) stated that there are six reasons of using pictorial material; they are:

- a. Pictures are very useful for presenting new grammatical and vocabulary items
- b. Pictorial material allows for meaningful practice of vocabulary and structures presented by the teacher
- c. Pictorial material can also provide a stimulus for using the language at the reproduction and manipulation stages to speak, to read, and to write
- d. Pictures can be used for revision from one lesson to another as well as for long- term revision of vocabulary and stucture
- e. Pictorial material can be used to supplement whatever textbook the teacher is using or whatever course he is following. Pictures can be used to provide more practice of the exercise that student have done using the textbook
- f. Pictorial material is easy to collect, to make and to transport.

Based on the explanation above the researcher concludes that media in teaching is very important. Teacher must provide and give an interesting media to attract students' attention and make the material in the learning process more

easier to understand. Picture is a media that can be used by teacher. Picture can attract students' interest in learning process.

### **3. Picture Series**

Harmer (in Pratiwi, 2016) states that there are various number of writing tasks that students can be asked to undertake and one of them is students can be given a series of pictures which tell story and they have to write story based on the pictures. He then adds that giving the students sequence picture as the writing task will incite them to be creative writers.

Wright (in Wening, 2016) argues that picture series are pictures which show some actions or events in a chronological order. Furthermore, he states that picture series can be used as one of the stimulus in the learning activity to the students. When picture series are used as media of teaching writing, it can help the students in generate the idea in terms of deciding the theme and the information they want to write.

Yunus (in Wening, 2016) explain picture series as numbers of linked pictures which form series of sequences in order tell a sequence of events or a story. The use of picture series can help the students to write types of text that require sequences like procedure, recount, and narrative.

According to Bozapalidis & Grammatikopoulou (2005) picture series are functions which associate numbers to pictures. Pratiwi (2016) states picture series are one of the solutions to cope the problems in teaching writing. The use of picture series is intended to make the writing process easier. Furthermore, Pratiwi states the picture series are good teaching aids.

Based on the explanation above, the researcher concludes picture series is a numbers of picture that shows many activities and can be used to teach language.

#### **a. Using Picture Series in Teaching**

Crimmon (in Yusnita, Sada & Novita, 2011) states picture series could be used as a support to teach writing since they could motivate students in making

composition and also brought a difference situation and a new variation of teaching learning activity at the classroom. .

Harmer (in Wening,2016) proposes some ways to have pictures as media to teach writing. They are describing pictures, writing postcards, story tasks and so on. Pictures bring the outside world into the classroom in a vividly concrete way.

Wright ( in Apsari,2017) recommends some considerations that must be emphasized in selecting a picture in teaching:

- a. Appeal. The content of the picture should capture the interest and imagination of the class members.
- b. Relevance. The picture should be appropriate for the purpose of the lesson. However fascinating the picture might be to the students, it is of no use to the teacher in that particular lesson if it does not contribute directly to the aim of the lesson.
- c. Recognition. The significant features of the picture should be within the students' knowledge and cultural understanding
- d. Size a picture to be held up before the class should be large enough to be seen clearly by all. The detail of picture should be visible from the back of the room.
- e. Clarity a crowded picture can confuse and distract. Student should be able to see the relevant details clearly. Strong outlines and contrast in tone and color are important in avoiding ambiguity

Ariningsih states ( in Ahmad, *et al*, 2018) there are some procedures that should be considered by the teacher. The teacher should consider whether the pictures used are interesting for the students. By choosing the appropriate picture, the teacher then can show it to the students whether by sticking it to the whiteboard or by projecting it through laptop by using projector. After the students look at the picture, then the students may get some ideas because they can see the object directly instead of imagining it

Below are the steps teaching with picture series according to Gutiérrez, Puello & Galvis (2015) :

1. The researcher introduces a text along with the picture portraying the action.

2. Participants read the text and identified those elements in the picture that helped in the structure like verbs, adjectives, nouns.
3. The researcher explained grammar and vocabulary used

#### **b. Advantageous of Using Picture Series**

According to Apsari (2017) below are some advantageous of picture series:

- a. Students developed their writing ability
- b. Picture series created fun learning atmosphere
- c. Students are motivated to write

Smaldino (in Pratiwi, 2016) says that picture series is recommended for it has many benefit in the writing learning process.

- a. The first benefit of using picture series is that it will make the students interested in writing English because picture series is one of the visual teaching media.
- b. The second benefit is picture series will stimulate the students to develop and use their imagination so that they will be able to write well.
- c. The third benefit is it also help students in expressing the ideas they have in mind become more readable.
- d. The fourth benefit is that picture series will improve the students' motivation in writing

## **2.2 Previous Studies**

Some researchers have conducted research related to the using of picture in teaching simple past tense. Below are some of their result :

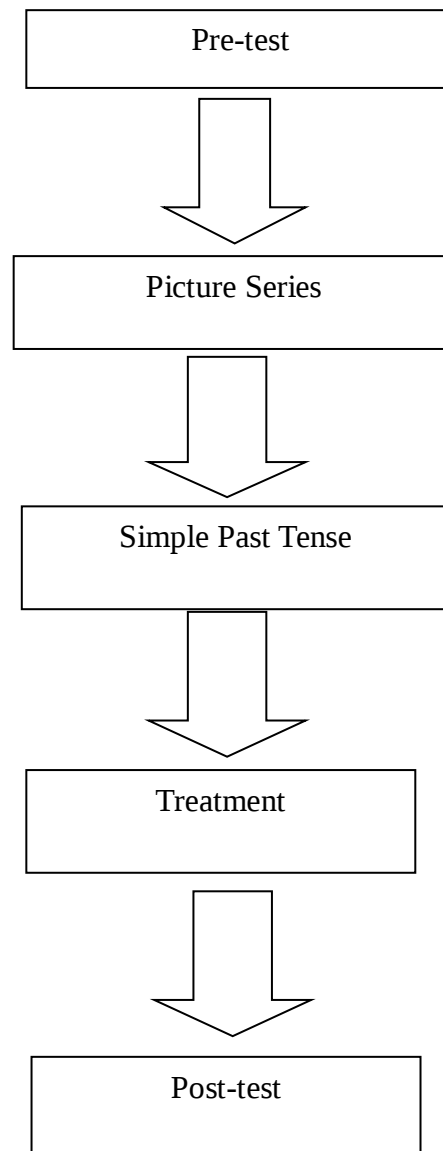
1. Apsari (2017) in her research "The use of picture series in teaching recount text" used the descriptive qualitative method in conducting her research. She states that by using picture series, the students can write easier. It could be seen from the activity that all the groups were able to finish the task in thirty minutes. In addition, the students also were able to write a text that has schematic structure, linguistic features and knowledge of the field in accordance with recount text.

2. Ahmad, Syamaun, Fadhila and Bahri (2018) in their research "Picture this! teaching writing by using pictures to junior high school students" used quantitative method in the form of experimental study. They state that they saw that the students wanted to learn English and were enthusiastic to follow the English lesson. By giving the treatment using picture the students wanted to try to correct their mistakes from the. Because of doing so, the students' scores from the pretest to post-test improved. It is proven by the increase of the students' mean score in their research. Since the improvement was significant, the researchers believed that the students were feeling more comfortable when learning by using pictures especially in writing descriptive text.
3. Gutiérrez, Puella & Galvis (2015) in their research "Using pictures series technique to enhance narrative writing among ninth grade students at Institución Educativa Simón Araujo" used the experimental study in their research. They found that the use of pictures series technique effective in the process of teaching narrative text. The implementation are more effective by working in the groups. There was a marked improvement in the overall writing skills of the targeted population using picture series technique. Their participants improved their sequencing skills by writing stories in chronological order with details and consistent use of time-order words.
4. Yusnita, Sada & Novita (2011) in their research entitled "Improving students' recount text writing by using picture series" used CAR (classroom action research) in conducting their research. They found that the students showed good progress after giving treatments using picture series in improving the students' recount text writing. Based on the indicator of success in their research, their result was satisfying. They proved it by looking on the students' achievement score of KKM was better than before their research was conducted.

This research has similarities with previous researchs. The similarity are on the media for teaching students, which is media visual in the form of picture series and also in the used of pre-experimental method. This research has

differences with the previous studies as well. The differences are on the level of research's object. Most of the researcher on the previous studies did their research at junior high school and used picture as the media to teach students how to be able to write one type of text. While on this research, the researcher focus to teach the students how to write sentences in the form of simple past tense.

### 2.3 Conceptual Framework



Based on the conceptual framework above, the researcher did pre-test as the first step in this research to know the ability of students in using simple past tense. On the second step the researcher did treatments to students. The treatments

were done in four meetings. The researcher used picture series to teach simple past tense to students. The last step was post test. Post-test was done on the sixth meeting,

## **2.4 Hypothesis**

The researcher formulated the hypothesis as follow :

$H_0$  : The use of picture series cannot improve the students' ability in using simple past tense

$H_1$  : The use of picture series can improve the students' ability in using simple past tense

To test the hypothesis above the researcher used the t-test and the significant used is ( $\alpha$ ) 0,05. The test rules are as follows:

1.  $H_0$  is accepted if the probability value  $\geq 0,05$
2.  $H_0$  is rejected if the probability value  $\leq 0,05$