

## THE EFFECTIVENESS OF USING ARRANGING WORD CARD BY LOOKING PICTURE IN TEACHING PRESENT CONTINUOUS TENSE AT SMPN 3 RANTEPAO SATAP

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### ABSTRACT

The purpose of this study was to find out the effectiveness media of word card by looking picture in improving students' understanding in learning Present Continuous Tense at SMPN 3 Rantepao Satap. In analyzing the data of this research, the writer employed quantitative method. The subjects of this study were 21 students of SMPN 3 Rantepao Satap. Research data were collected by providing teaching and testing. The data collected was obtained in obtained three steps namely pre-test, treatment and post-test and the analyzed using SPSS program. The results of this study prove a fact in teaching the Present Continuous Tense in grade 8 of SMPN 3 Rantepao Satap. It can be seen from the scores obtained from the pre-test and post-test. The results of the data analysis in this study showed that the t-test value was higher than the t-table with a significance level of 0.05% (0.05), namely ( $18.283 > 1.725$ ). it can also be seen from the significance of the paired sample t-test, which is 0.001 smaller than 0.05 ( $0.001 < 0.05$ ).

**Keywords:** word card, picture, Present Continuous Tense.

### Introduction

Based on the observation at SMPN 3 Rantepao Satap Some students consider the grammar language as a subject which is rather boring. When they learn the language English, they tried to avoid grammar language which according to them is confusing and difficult to understand.

In teaching the present continuous tense, the writer will provide other alternative techniques to enrich students' understanding of present continuous by using word cards by looking at pictures. Picture are not only aspects of the method but through the representation of places, objects and people are an important part of the whole experience. Because the picture can direct the student to speak, reason another is that the use of the word cards to look at the pictures in teaching the present continuous tense effective and help in the process of learning to teach, so that students find it easy to understand and learn the language English.

## METHOD

In analyzing the data of this research, the writer employed quantitative method whichn experimental design, quantitative experimental is research conducted with a scientific approach using two sets of variables. The subjects of this study were the students at SMPN 3 Rantepao Satap

## Finding Dan Discussion

### Findings

Table 1 Result of Pre-test and Posttest

Number of Students	Score of Pre-test	Score of Post-test
S1	40	65
S2	40	75
S3	20	50
S4	45	70
S5	35	65
S6	55	80
S7	50	85
S8	40	60
S9	45	65
S10	30	75
S11	40	80
S12	55	80
S13	60	90
S14	40	85
S15	35	55
S16	45	70
S17	30	65
S18	35	60
S19	40	70
S20	45	75
S21	35	60
<b>Total</b>	<b>860</b>	<b>1480</b>

**Table 2 Students Classification of Pretest and Posttest**

No	Classification	Pre-Test		Post-Test	
		Frequency	Percentage	Frequency	Percentage
1	Very Good	-	-	3	14,30
2	Good	-	-	9	42,85
3	Fair	4	19,05	9	42,85
4	Poor	17	80,95	-	-
<b>Total</b>		<b>21</b>	<b>100%</b>	<b>21</b>	<b>100%</b>

The data of percentage before and after shows that the use of arranging word card by looking picture is effective to improve the students' using arranging word card by looking picture in teaching present continuous tense of eight grade at SMPN 3 Rantepao Satap.

**Table 3 Mean Score Standard Deviation of the Students in Pre-test and Post-test**

Paired Samples Statistics					
		Mean	N	Std. Deviation	Std. Error Mean
<b>Pair 1</b>	Pre-Test	40.9524	21	9.30310	2.03010
	Post Test	<b>70.4762</b>	<b>21</b>	<b>10.59537</b>	<b>2.31210</b>

The mean score of the result of the students' pre-test was 40,95 and the mean score of the students' post-test was 70,47. The students' standard deviation of the pre-test was 9,30 and the students' standard deviation in post-test was 10,60. It means that the mean score of the post-test was higher than the mean score of pre-test and so does the standart deviation. Thus, it can be concluded that the use of arranging word card by looking picture can improve students' in present continuous tense.

**Table 4 Paired t-test**

Paired Samples Test							
		Paired Differences	T	Df	Significance		
		95% Confidence Interval of the Difference			One-Sided p		
		Upper					
<b>Pair 1</b>	PRE TEST	-	-	-	20	<.001	<.001
	POST TEST	26.15531	18.283				

From the data above, we can know that the significance value is 0,001. It means that it is lower than 0,05 ( $0,001 < 0,05$ ). That is why,  $H_0$  is rejected and  $H_a$

is accepted.

**Table 5 The t-test and t-table students' achievement**

Variable	t-test	t-table
X1-Y1	18.283	1.725

Table above indicates that the value of the t-test was higher than the value of the t-table. It indicates that there was a significant difference between the result of the students' pre-test and post-test. For the level of significance ( $p$ ) 0,05 and  $df$  20, value of the t-test was 18.283 higher than t-table was 1.725. It means that  $H_0$  is rejected and  $H_a$  is accepted. So, the writer concludes there was a significant difference between the result of the students' pre-test and post-test achievement.

## Discussion

After doing this research and analyzing the data that pre-test has a score of 40.95. Meanwhile, the score Post-test 70,47. The score indicates that the post-test is higher than the pre-test. The result of the data after analyzing by using SPSS it's shows that t-test is higher than t-table ( $18.283 > 1.725$ ) It means that the  $H_0$  is rejected and  $H_a$  is accepted. This shows that there is a significant different in students score between before and after being taught using word card by looking picture in teaching present continuous tense.

## Conclusions

We can see on the data analysis results. It shows that  $H_0$  is rejected and  $H_a$  is accepted. It can be concluded that using word card by looking pictures in teaching the present continuous tense is effective at SMPN 3 Rantepao Satap. The teacher should give motivation for students in learning English by visual aids such as word card by looking picture, because the result of study shows that teaching present continuous tense using arranging word card by looking picture is better than teaching without that media.

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