

**A SUGGESTED TECHNIQUE OF TEACHING ENGLISH TENSES
COMMUNICATIVELY BY USING PICTURE STORIES
TO THE FIRST YEAR STUDENTS OF
JUNIOR HIGH SCHOOL**

A THESIS

**In Partial Fulfilment of the Requirements
for the Sarjana Pendidikan Degree in
English Language Teaching**



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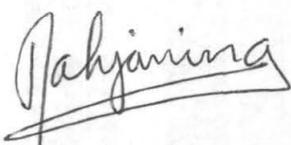
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APPROVAL SHEET

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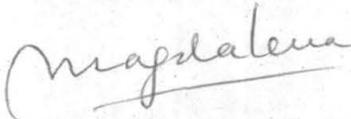
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TABLE OF CONTENTS

	Page	
APPROVAL SHEET (1)	i	
APPROVAL SHEET (2)	ii	
ACKNOWLEDGEMENTS	iii	
TABLE OF CONTENTS	iv	
ABSTRACT	v	
CHAPTER I	INTRODUCTION	1
	1.1 Background of The Study	1
	1.2 Statement of The Problem	5
	1.3 Objective of The Study	6
	1.4 Significance of The Study	6
	1.5 Scope and Limitation of The Study	7
	1.6 Assumptions	8
	1.7 Definitions of The Key Terms	8
	1.8 Methodology of The Study	10
	1.9 Organization of The Study	10
CHAPTER II	REVIEW of RELATED LITERATURE	12
	2.1 Communicative Approach	12
	2.1.1 Communicative Competence	15
	2.2 The Methods	18
	2.2.1 Deductive	18
	2.2.2 Inductive	20

2.3	Grammar	23
2.4	Tenses	24
2.4.1	Present Progressive/Continuous Tense	26
2.4.1.1	Usage	26
2.4.1.2	Use	27
2.4.2	Simple Present Tense	27
2.4.2.1	Usage	27
2.4.2.2	Use	28
2.4.3	Simple Past Tense	29
2.4.3.1	Usage	29
2.4.3.2	Use	30
2.4.4	Future Tense	31
2.4.4.1	Usage	31
2.4.4.2	Use	31
2.5	Review Related Studies	32
CHAPTER III	MEDIA AS A MEANS OF TEACHING ENGLISH TENSES COMMUNICATIVELY	36
3.1	Media	36
3.1.1	The Importance of Using Media	37
3.1.2	Kinds of Media	42
3.1.2.1	Visual Aids	42
3.1.2.2	Audio Aids	43

3.1.2.3	Audio-Visual Aids	44
3.1.2.4	Three Dimension	
	Things	44
3.1.2.5	Dramatic Expression	44
3.2	Picture Stories	45
3.2.1	Kinds of Picture	45
3.2.2	Criteria of Pictures Stories	46
3.3	Advantages of Using Picture Stories	
	in Teaching English Tenses	
	Communicatively	50
CHAPTER IV	THE APPLICATION OF USING PICTURE STORIES	
	FOR THE FIRST YEAR STUDENTS OF JUNIOR HIGH	
	SCHOOL	55
4.1	Preparation	55
4.1.1	Determining the Teaching	
	Objectives	55
4.1.2	Preparing the Materials	56
4.1.3	Preparing Picture Stories as a	
	Media	57
4.1.4	Preparing the Activities in the	
	Classroom	59
4.1.5	Preparing the Evaluation	59
4.2	Presentation	60
4.3	Evaluation	61

CHAPTER V	CONCLUSION AND SUGGESTIONS	63
	5.1 Conclusion	63
	5.2 Suggestion	64
BIBLIOGRAPHY		67
APPENDIXES	Lesson Plan I	74
	Lesson Plan II	86
	Lesson Plan III	99
	Lesson Plan IV	112
	Assignments	124

ABSTRACT

Language is used by people in the world to communicate with other people. Among languages in the world, English is an important language that should be learned. Learning English does not merely learn the sound system of the language, but the grammar must also be learned.

English grammar is important to be learned by students of foreign languages because it helps them to communicate better in either spoken and written. English grammar has many items, one of them is tenses. Tenses concern the changes of verbs in relating to times. In Indonesian, there are no tenses. Therefore, learning tenses brings some problems to Indonesian students. They tend to use their Indonesian grammar as their background knowledge. Besides, the way of teaching English tenses at school is considered to be both difficult and boring. As a result, they do not have much interest in learning English grammar, especially tenses. English teachers should, therefore, provide an interesting way of teaching.

To solve the problems, there are many ways to do, but this study suggests improving the technique of teaching English tenses communicatively by using picture stories as media while teaching English tenses for the first year students of Junior High School. Picture stories as a means of teaching English tenses have a great number of advantages. Picture stories can arouse the students' interest and motivate them to learn English tenses.

The picture used in this study is context-oriented type which is useful in introducing dialogues, practicing structural patterns, or stimulating oral and written compositions. The approach that is suggested in the 1994 Curriculum is Communicative Approach. Therefore, this study uses the Communicative Approach in teaching English tenses. And the method which is used in this study is Inductive Method.

In conducting the teaching-learning activities in the classroom by means of picture stories, the teacher should follow three basic steps. They are: (1) Preparation in which the teacher determines the teaching objectives, prepares the teaching materials, prepares picture stories as a media, prepares the teaching-learning activities, and the evaluation; (2) Presentation in which the teacher conducts the teaching-learning activities; (3) Evaluation in which the teacher evaluates the students to know how far they have understood the teaching materials given to them.

This study is the result of a library study which is based on theories only. The writer has obtained most information from books, papers, and articles to support this study, however, she believes that this study can be applied in a real classroom. Therefore, she hopes that later somebody could conduct a field research concerning this study.