THE EFFECT OF USING POCKET CHART ON THE SEVENTH YEAR STUDENTS' TENSE ABILITY IN THE CONTEXT OF DESCRITIVE AT SMNPN 3 BANGSALSARI, JEMBER TEXT IN THE 2012/2013 ACADEMIC YEAR

Nurul Febri Sugiarti, Sugeng Ariyanto

Language and Arts Department, Faculty of Teacher Training and Education, Jember University

(UNEJ)

Jln. Kalimantan 37, Jember 68121

E-mail :

Abstrak

This article presents research findings on the effect of using Pocket Chart on the seventh year students' tense ability in the context of descriptive text at SMPN 3 Bangsalsari-Jember in the 2012/2013 academic year. It was conducted in SMPN 3 Bangsasari-Jember.The population of this research was all of the seventh year students of SMPN 3 Bangsalsari-Jember in the 2012/2013 academic year. The research respondents were determined by homogeneity test (a tense test covering Simple Present Tense). The number of the respondents was 66 students, consisting of 32 students of grade VII-C as the experimental groupand 34 students of VII-B as the control group.The homogeneity test and post test have been used to determine the class homogeneity and the students' tenses ability. The research data were analyzed by using independent sample T-Test (SPSS).The result of this research showed that there was a significant effect of using Pocket Chart on the seventh year students' tense ability in the context of descriptive text. This means that the null hypothesis (H_0) of this research was rejected.This means the alternative hypothesis: "Pocket Chart has a significant effect on the seventh year students' tense ability in the context of descriptive text at SMPN 3 Bangsalsari-Jemberon the 2012/2013 academic year" was accepted.

Key words: *pocket chart, tense ability*

Pendahuluan

Language as a means of communication plays an important role in our life because it is mostly used as the medium of transferring information between speakers and listeners.English has been regarded as one of international languages and is used by most people around the world to communicate each other. Therefore, it is necessary to learn English in this modern era. In Indonesia, English is taught as a foreign language.

Structure is one of the language components that is very important to master. By mastering structure, the students can produce correct English utterances easily. Ur (1995:5) points out that some foreign language structures have fairly simple forms, but it may be difficult to learn where to use them and where not. It means that the students might experience difficulties in learning English because the structure of the foreign language is different from that of students' native language.

In reality, there are many students who experience difficulties in learning English. According to Nababan

(1986:4), one of the problems the students face in learning English is the use of tenses. English as a foreign language in Indonesia has a different structure from the Indonesian structure. One of the differences is that Indonesian structures do not recognize any verb changes as what applies in English. It often leads the students into confusion and mistakes whenever the learners attempt to produce English sentences. This condition causes the loss of students' interest in learning tenses. This is supported by the fact that using teaching techniquefails to attract the students' interest in learning English tenses.

This research concerned on the students' tense ability as a part of structure mastery. The students' tense ability in this research covered the students' achievement on Simple Present Tense. This is based on the interview result with the English teacher of SMPN 3 Bangsalsari, Jember, saying that he used the teacher commonly teaches the tenses by using lecturing technique.

To solve this problem, it is recommended that the English teachersselect the appropriate and the best way for teaching tenses. As Tarigan (1987:9) stated that a teacher must be able to select, combine and practice various ways of presenting teaching materials.

Pocket charts were used in this research as the teaching and learning media to teaching English tense. Usman (1996:31) states that learning can be more effective if it is accompanied by using some kinds of teaching aids than those without using them. The researcher believed pocket chart can give positive effects on the students' tense achievement because it is interactive and efficient (Ken and Karen:2010). Interactive means pocket charts allow the students to interact with the teacher while efficient means the teacher can use the pocket charts several times. The students can interact with the teacher by doing the exercise and changing the sentences by using pocket charts.

The objective of the research was to know whether or not there is a significant effect of using of pocket chart on students' tense ability in the context of descriptive text on the seventh year students of SMPN 3 Bangsalsari, Jemberin the 2012/2013 academic year.

RELATED RESEARCH FINDINGS

There are a number of research findings on Pocket charts as teaching aids that can be used to motivate the students in teaching learning process in the classroom.Mohammed and Mahmoud (in Zohry, 1999:318)notes that, the pocket chart attracted the pupils' attention and aroused their interest. This means that pocket chart is used to help teachers get students' attention and make teaching and learning process more interested. It is very useful for teachers in teaching English, especially tenses.

Similarly Ken and Karen (February, 21st 2010) states that a pocket chart is a clever way to display letters, words, sentences as well as using pictures and other items where the cards can be placed and it is an easy way to make a portable and interactive display. Beam (2011) defines a pocketchart as a specific type of storage system with plastic pockets that many teachers use in their classrooms for

organization and lesson planning.

Levie and Lentz in Arsyad (1996:16) confirm that there are four functions of visual media, including the pocket chart. They are attention function, affection function, cognitive function and compensation function. In this research, the researcher applied all functions because the researcher believed all functions were important and interrelated each other, so we could not choose one or some of them.

In language learning, the pocket chart is very easy to make. A teacher can make it by himself as simple or as complex as the teacher's talents and imagination. Karim and Hasbullah (1986:5.25) note that there are three kinds of pocket chart.They are the spanish boat, the clown, and carton Pocket chart.Beside the models mentioned earlier, the teacher could make the other three kinds of pocket charts; they are a folded cardboard pocket chart, an accordion type of pocket chart, and a roll-up vinyl pocket chart (Yunus, in Praptika 2011).The pocket chart used in this research was the last type of pocket chart that the researcher mentioned above. It was made of thick vinyl with 90 cm long and 120 cm wide to which were attached pockets made of stiff transparent plastic. This type of pocket was chosen by the researcher because it was the simplest and the easiest Pocket Chart to make and to hang on (in front of the class) than the other types. More important was that, it was suitable to teach the tense patterns because it had longer pockets, so the teacher could easily teach the tense patterns and put the example of a sentence in the pocket. In addition, every card of the sentence had different color to make the students easily recognize which subject, verb, or adverb was of the sentence.

The use of pocket chart in English language teaching learning process should follow certain procedures. The procedures that were used in this research were modifies the steps of Karim and Hasbullah and Kenneth Beare (2011) to teach tenses by using the pocket chart. They are:
a)   Hang on the roll pocket chart.
b)   Put prepared word cards in the pocket and introduce the Simple Present using Pocket Charts.
c)   Introduce negative and interrogative forms.
d)   Ask the students to change another new sentence.
e)   Ask the students to come up with examples of the Simple Present.

In English, there are sixteen types of tenses that should be mastered by the learners. In this research, the English tense that was taught using the pocket charts was Simple Present Tense because it is taught to the seventh year students of Junior High School. In teaching Simple Present Tense, the researcher used a descriptive text as a context because it consisted of sentences in the form of Simple Present Tense.At junior high schools, teaching tenses is integrated with the English skills, namely listening, speaking, reading, and writing. The main objective of teaching structure is to enable the students to master the structure that is used as a means of learning the English skills.

From the explanation above, the research hypothesis can be formulated as follows: There is a significant effect of using the pocket chart on the seventh year students' tense ability

in the context of descriptive text at SMPN 3 Bangsalsari, Jember in the 2012/2013 Academic Year.

RESEARCH DESIGN

The research design that was in this research was quasi experimental research, in particular Nonequivalent-Groups Posttest-Only Design. This design was chosen because the researcher wanted to know whether there was a significant effect of using pocket chart on the seventh years students' tense ability in the context of descriptive text at SMPN 3 Bangsalsari-Jember. Nonequivalent-Group Posttest-Only Design was chosen because the term non-equivalent indicates that the experimental and control groups had not been equated by randomization (Cohen *et al.* 2007:283). It affirms that there is no random assignment and random selection in this research.

In this research, the experimental group was given a grammar teaching treatment (simple present) using thepocket chart as the media, while the control group received treatment without using pocket chart, but the group was taught Simple Present Tense by the lecturing technique. Both classes were given post-test. The results of the post-test were analyzed using t-Test formula.

SMPN 3 Bangsalsari, Jember purposively was chosen as the research area because the English teachers at SMPN 3Bangsalsari, Jember never used the pocket chart as the teaching aid to teach grammar, especially tenses.

Respondents in this research were determined by cluster random sampling, in which the researcher took two classes of the four classes randomly. The researcher did not need to randomize the students of the experimental and the control groups. The respondents of this research were the seventh year students of SMPN 3 Bangsalsari, Jember in the 2012/2013 academic year. The researcher needed two classes as the research samples. In taking the research samples, the researcher conducted a homogeneity test to the population (the seventh year students of SMPN 3 Bangsalsari, Jember in the 2012/2013 academic year).

There were two variables namelyan independent variable and a dependent variable as the operational definition of the term in this research. The independent variable was the use of pocket chart in teaching Simple Present tense and the dependent variable was the seventh year students' tense achievement. Both variables needed to be operationally defined in order to avoid misunderstanding between the writer and the readers.

There were two kinds of data that were used in this research, namely the primary data and the supporting data. The primary data were collected from the scores of the achievement test on the students' tense achievement while the supporting data were collected by using interview and documentation.

The achievement test was made based on the *KTSP 2006* for Junior High Schools to meet its content validity and reliability. As what Arikunto (26;1680) states that it should have validity anf reliability to be a good test.Beside, a test is said to be valid if it measures accurately what is intended to measure (Hughes, 2003:26).

In this research, there were three kinds of tests used to get the data. The tests were homogeneity test, try out test, and post test. All of the tests were objective tests in the form of multiple choices,because the scoring was perfectly easyand managed the result was reliable (Hughes, 1989: 60).

The primary data were collected from the post test which were analyzed statistically by using t-test formula in SPSS software to know wether or not there was significant mean difference between the experimental group and the control group.

RESEARCH FINDINGS

Based on the result of homogeneity test that was analyzed by using ANOVA, it showed that the population was heteregenous. Thus, two classes which had the closest mean were chosen as the subjects of the research. The calculation revealed that two classes which had the closest mean score were VII-Band VII-C. Both classes had nearly the same mean score, they were 59.31 and 59.26. It indicated that they had similar ability in English. According to the calculation above, VII-C class was treated as the experimental group and VII-B as the control group.

After giving treatment to the both group, try out test was given to one class of the existing four classes of grade seventh which was selected as neither the experimental group nor the control group but had almost the same ability with the both groups. Based on the result of the homogeneity test, it was known that VII A class had almost the same ability with VII B and VII C classes. Therefore, the try out test was given to the VII A class.The analysis of the try out was important to know whether or not the research instrument was valid and reliable. The analysis was focused on establishing test validity, difficulty index, reliability coefficient, the instruction, and the time allocation of the test.

Regarding the validity of the test, content validity was established in this test since the test materials were constructed by considering the indicators to be measured covering expressing meaning in simple transactional and interpersonal texts by using simple written texts based on school-based curriculum.

The analysis of difficulty index of the try out test showed that the proportion of test items fulfilled the requirement because 6 items of 40 items were categorized as easy item (15%), 7 items were categorized as difficult items (17,5%), and the rest of the items were categorized as sufficient items (67,5%).

The try out test was also intended to know whether the test instruction was clear or not and the time allocation was enough or not. Dealing with the test instruction, the test instruction was understandable as all students understood the test instruction well. Dealing with the time, the researcher found that the time allocation for the try out was appropriate because the students were able to do all the test items within the available time. From the clarification above, it could be concluded that the test items did not need to be revised. Thus, the test for the post test administered to the participants was the same as the test of the try out.

The analysis of coefficient reliability in this research used split half odd-even technique. The value of the whole items

reliability (☐) was obtained by estimating the correlation of the two halves using the Spearman-Brown formula (Sudijono, 1988:219).From the estimation, the result of the full score reliability was 0.80. It was considered reliable because the standard of the reliability coefficient of teacher made test is ☐ 0.70 (Sudijono, 1998:209). It means that the researcher did not need to make any changes of the test items, and the test items of the post test could be administered.

The results of the main data were the results of the post test. They were administered to obtain the data about the significant difference between the two groups.The post test result was analysed statistically by using SPSS (*Statistical Package for the Social Sciences*) especially with Independent sample t-test formula to know whether the mean difference between the experimental group and the control group was significant or not.Then, it was consulted to the t-table significant level of 5% to test the hypothesis.

Based on the output of Independent sample t-test by using SPSS program, the value of significant column of Lavene's test was 0.008 and that was lower than 0.05 (confidence interval 95%). It meant that the variability of the experimental and control groups was not equal. Consequently, the row that had to be read was the second row of t-test column table and ignored the first row.

In the t-test column showed that the t-value with 61.290 degrees of freedom was 2.051 and the value of sig (2-tailed) column was 0.045. The value of sig (2-tailed) column was lower than 0.05 ($p<0.05$). The sig (2-tailed) found to be significant at the level of $p< 0.05$ (confidence interval 95%). Thus, it could be concluded that there was statistically significant difference between the experimental and control groups or there was a significant effect between those two groups. It meant that the null hypothesis (H_0) formulated: "Pocket Chart does not have a significant effect on the seventh year students' tense abilityon the context of descriptive text at SMPN 3 Bangsalsari-Jember in the 2012/2013 academic year" was rejected. On the other hand, the formulated alternative hypothesis: "Pocket Chart has a significant effect on the seventh year students' tense abilityon the context of descriptive text at SMPN 3 Bangsalsari-Jember in the 2012/2013 academic year" was accepted.

PEDAGOGIC IMPLICATIONS

The result of data analysis in this research proved that using Pocket Chart significantly affected the seventh year students' tense achievement at SMPN 3 Bangsalsari -Jemberin the 2012/2013 academic year. This could be seen from the value of significance (2-tailed) that was less than 0.05 (confidence interval 95%) that was 0.045. It indicated that the result of t-test analysis was significant. From the scores of the post test, it could be seen that the experimental group who was taught tenses by using Pocket Chartgot better score compared to the control group who was taught tenses by using lecturing and giving exercise technique only.

The result of this research was in line with Zohry's idea

(1999) that the pocket chart attracted the pupils' attention and aroused their interest.Further,Zainudin (1984) says that pocket chart is easy to show the changes of the position of the sentences in term of statement, interrogative sentences by moving around or adding word card.

The result in this research was also in line with Yunita (2010) who reported that Pocket chart could improve students' score in tense mastery. In other words, the result of this research supported Yunita's research. Besides, the result of this research also supported Praptika's research (2011) which showed that the application of pocket chart gave significant effect on the students' writing achievement. In her research result, the experimental group got better score than the control group.

From the above discussion, the research showed that the application of Pocket Chart affected the students' tense ability. The statistical value proved that there was a significant effect of using Pocket chart on students' tense achievement at SMPN 3 Bangsalsari -Jember.

Dealing with the homogeneity test, the researcher committed error. The researcher should have constructed the test items which were not directly related to Simple Present tense because it could effect their score in the post test. The test items sould have been about the lesson that have been taught by the teacher, for instance, because the students were going to be taught Simple Present tense through descriptive text as the context. However, the result of the homogeneity test still reflected the homogeneity of the population. Therefore, the researcher used the result of the homogeneity test to determine the classes used as the research subject.

CONCLUSION

The result of the data analysis showed that the statistical value of significant column was lower than 0.05 (0.045). It could be concluded that the use of Pocket Charthad a significant effect on the seventh year students' tense ability at SMPN 3 Bangsalsari - Jember. It was shown by the result of the data analysis of the statistical computation value of the t-test which was higher than that of the t-table. This means that the students who were taught Simple Present Tense by using Pocket Chart on the experimental group had better achievement than the students who were taught Simple Present Tenseby using lecturing and giving exercises techniques in the control group. Considering the results of the research, some suggestions are given to the following people, they are:the English teachers of SMPN 3 Bangsalsari - Jember are suggested to use Pocket Chart as an effective mediain teaching English language components, such as grammar. The students of SMPN 3 Bangsalsari - Jemberare suggested to be actively involved in the teaching learning process. They can practice their ability in producing grammatically correct sentences by using Pocket Chartto improve their tense ability.Based on the results, the future researchers are suggested to conduct a similar research with different language skills or components, such as the reading skill or listening skill.

Daftar Pustaka

Books

1) Arikunto, S. 2006. *ProsedurPenelitianSuatuPendekatanPraktek*. Jakarta : PT RinekaCipta.

2) Arsyad, A. 2006.*Media pembelajaran*. Jakarta: PT. Raya GrafindoPersada.

3) Cohen, L, Manion, L, and Morrison, K. 2007. *Research Methods in Education.(Sixth edition).*New York: Taylor & Francis e-Library.

4) Comrie, B. 1985.*Tense*. Cambridge: Cambridge University Press.

5) Depdiknas. 2006. *Kurikulum Tingkat SatuanPendidikan (KTSP) Mata PelajaranBahasaInggrisuntuk SMP/MTS*. Jakarta: PusatKurikulumBalitbang. Depdiknas.

6) Hughes, A. 2003.*Testing for Language Teachers*. Cambridge: Cambridge University Press.

7) Karim , M and Hasbullah, F.A. 1986. *Language Teaching Media*. Jakarta: Karunika.

8) Nababan, P. W. 1986. *BukuMateriPokok Structure IV A*. Jakarta: Karunia.

9) Sudijono. A. 1996. *PengantarStatistikPendidikan*. Jakarta: Rajawali Press.

10) Ur, P. 1996. *Grammar Practice Activities: A Practical Guide for Teachers*. Cambridge: Cambridge University Press.

11) Usman, M.U. 1996. *Menjadi Guru Professional*. Bandung: PT. RemajaRosdakarya.

12) Yunus, N.A. 1981 (in Praptika: 2011). *Preparing and Using Aids for English Language Teaching*. Kuala Lumpur: Oxford University Press.

13) Zainudin, H,R.L. 1984. *Media Visual dan Audio DalamPengajaranBahasaInggris*. Jakarta: Depdikbud.

Website

1) Beam, J. 2011.*What is Pocket Chart?*.Available at http://www.wisegeek.com/what-is-a-pocket-chart.htm.Retrived on October 3rd 2011.
2) Beare, K. 2011. *Tips and Procedure to Teach Simple Present Tense*.Available at http://myenglishpages.com/blog/how-to-teach-the-simple-present-tense). Retrieved on february 15th 2013.
3) ...., 2005. *What are the strengths and weaknesses of methods which can be used for investigation and action planning?*Available at www.irc.ni/page/7728.retrieved on february 10th 2013
4) Ken and Karen. 2010. *Pocket Chart in the EFL Class*. Available at http://kenandkaren.wordpress.com/2010/02/21/pocket-charts-in-the-efl-classes/.Retrieved on January 23th 2013.
5) Zohry, I.B. 1999. *Creating and Using Low-Tech Teaching Aids*. Available at http://www.ifayed.net/Main_Folders/Resources/SPEER_02/TEASCH18.PDF.retrived on October 3rd 2011.

Thesis

1) Khoiriyah, Y.D. 2010. The Use of Pocket Chart to Improve The VII D Students' Tense Mastery at SMPN 1 Rambipuji In The 2008/2009 Academic Year. Jember.Jemberuniversity.
2) Praptika, S.F. 2011.*The Effect of using Pocket Chart on the seventh grade students' tenses mastery in Writing English Sentences at SMPN 3 TanggulJember*. (Unpublished S1 Thesis) Jember: Jember University