

THE USE OF VISUAL CARD MEDIA IN TEACHING LEARNING GRAMMAR AT THE SECOND GRADE OF MADRASAH ALIYAH NEGERI (MAN) PAMEKASAN

Mohammad Muchlis Solichin; Akh.Faizin
(STAIN Pamekasan/ muchlissolichin69@gmail.com)

Abstract

This research wants to know 1) How does the teacher implement visual card media on students grammar at the second grade of MAN Pamekasan? 2. What are the problems faced by the students in teaching grammar by using visual card media on students grammar at the second grade of MAN Pamekasan 3. How does the student's response to the implementation of visual card media on students' grammar at the second grade of MAN Pamekasan. The researcher uses the qualitative approach, that has become because it provides valuable insights into the local perspectives of study population, and chooses to use non-participant observation, The finding of the research are: 1) The implementation of visual card media in teaching grammar at the second grade of MAN Pamekasan is very good. It makes students active in the class and enjoys in the learning process. 2) the student's problems in the implementation of visual card media in teaching grammar at the second grade of MAN Pamekasan are the preparation of students, less comprehension, self-confidence. 3. The student's give the positive response.

Keywords:

Visual Card Media, Teaching, Learning, Grammar

A. Introduction

Language started by people making sounds which evolved into words phrase and sentence. Spoken language is fixed. All languages change over time. What we call "grammar" is simply a reflection of a language at a particular time. Part of the process of language learning must be what is sometimes called item-learning that is the

memorization of individual items such as words and phrase. However, there is a limit to the number of items a person can both retain and retrieve. Even travelers phrase book have limited usefulness good for a three-week holiday, but there comes a point where we need to learn some pattern or rules to enable us to generate new sentences.

Grammar is a description of the regularities in a language, and knowledge of these regularities provides the learner with the means to generate a potentially enormous number of original sentences. The number of possible new sentences is constrained only by the vocabulary at the learners command and his or her creativity. Grammar is a kind of 'sentence-making machine'. It follows that the teaching of grammar offers the learner the means for potentially limitless linguistic creativity.

Teaching grammar has purpose to enable the student to written text. Many people students think that writing is difficult. Because the students have to think to write a paragraph and the students should compose or show their ideas to make it. So there are many teachers using kind of technique in order to make easier for the students to understand the material giving by the teacher

The English teachers of MAN Pamekasan use visual card media because it can help the teacher in teaching grammar ability. The student more interest and more spirit to study and then there are many students enjoy to follow the teacher class. Visual card media in active team-based strategy that can be used to teach concept, classification characteristic, or product knowledge or to review information. It

can make the student better in their grammar ability, because visual card media can make student easier to compose and in visual card media there is a word which has a purpose to give easiness for the students in order to can compose.

This research wants to know: 1) How does the teacher using visual card media on students grammar at the second grade of MAN Pamekasan? 2. What are the problems faced by the students in teaching grammar by using visual card media on students grammar at the second grade of MAN Pamekasan? 3. How do the students' response in implementation of visual card media on students' grammar at the second grade of MAN Pamekasan?

The researcher uses the qualitative approach, because it provides valuable insights into the local perspectives of study population. ¹ Qualitative research produces descriptive data in the form of written words, or oral and the behavior of the people observed, if they know little about the people and place will visit. ² The researcher tries to get close associate with the subject of research so that, the researcher can know how and what a

¹ Adnan Latief, *Research Method on language learning an Introduction* (Malang: Universitas Negeri Malang, 2015), 43.

² [http://wikipedia.org/wiki/Visual card](http://wikipedia.org/wiki/Visual_card) at 11,29,accessed on 02-12-2016.

definition which is developed by research subject in their subject in their daily life.³ It is the process of gathering open-ended, firsthand information by observing people and place at a research site.⁴

The researcher uses non-participant observation, the researcher will come to the class to know the implementation of visual card media on student grammar at the second grade of Madrasah Aliyah Negeri Pamekasan. Then the researcher observes the activity of the students when the students arrange by using visual card media and when the teacher explain and give the students any task. Besides observation, an interview can also be used to gather data on factual information. The interview is a conversation with has a certain purpose. Documents consist of public and private records that qualitative researchers obtain about a site or participants in the study, and they can include newspaper, minutes of a meeting, personal journal and letters.⁵

³ Lexy J. Moleong, *Metodologi Penelitian Kualitatif* (Bandung: Remaja Karya 1998),112.

⁴ J. W. Cresswell, *Educational Research* (University of Nebraska-Lincoln: Pearson, 2012), 213. Also, Mohammad Adnan Latief, *Research Method on Language Learning*, 204.

⁵ Cresswell, *Educational Research*, 223.

B. Theoretical Overview

1. Visual Card Media

Card is a piece of card or plastic with information on it used to identify a person to record information or as proof of membership. It means that card as media that is important to use in order to the people can remember what they write and as a record to identify a person. Besides, it can be used to express the people feeling.⁶

The visual card is a set of cards bearing information, as words or numbers, on either or both sides used in classroom drill or in private study. one writes a question on a card and an answer overleaf. The visual card can bear grammar, historical dates, formulas or any subject matter that can be learned via a question and answer format. The visual card is widely used as a learning drill to aid memorization by way of spaced repetition. When linked visual media and learning. The learning it will be interesting, effective and efficient when using visual card media as a medium of learning. Choose visual card because we must remember that the learners but especially children. On the mainly primary school students, because they still think of concrete, all the teacher express or convey should they prove it with their eyes. Later, visual

⁶ Ibid, 80.

card is as source learner that contains the message or subject matter that made it interesting as form a combination of an image. Media is the level at which the teacher is concerned with how the activities and tasks are integrated into lessons and used as the basis for teaching-learning.⁷ As teachers have to choose some media which can support in teaching learning process, thus, using some media are able to help students understanding the material.

The kinds of visual card media that will mention bellows are able to be used by the teacher in teaching learning process. Of course, using visual media in teaching activity in order to be effective and enjoyed, the teacher must adjust the use of visual card media with the subject matters. In this case, not all the visual card media can be used for all the subject matters, but must be adjusted with the subject matters will be conveyed to the students and the teaching purposes will be reached.

There are the simple and cheap visual card media, and there are also the sophisticated but not expensive to apply anywhere the teacher wants it. The kinds of visual card media are:

a. The blackboard has been rightly termed the most versatile visual card

media. It is standard equipment in every classroom. Teachers need to begin with a clean slate. The blackboard should be completely erased before beginning any new lesson or new point in the lesson. Teachers should write an attention pointer when new material is taught. Teachers at the primary level make very effective use of colored chalk. Excellent use of the blackboard can increase memorization of text.

b. Pictures, that are meant here, including photos, paintings/ drawings, realia, and sketches (line drawings). The main objective appearance of various types of picture is to visualize the concept to be conveyed to students. This media, students feel to undertake to perceive picture and at the same time train natural existence energy and their memory, and naturally student have attention to what teaching.

c. Visual card, there are various forms of visual card. The teachers can collect their own sets of visual card media from magazines, calendars, etc. There are two types of visual card media as their shapes, and they are word visual card media and picture visual card. Word visual card is a card with printed word on it. The teacher can use the card to demonstrate exactly what the teacher

⁷ Agus Suprijono, *Cooperative Learning teori dan Aplikasi Paikem* (Yogyakarta : Pustaka Pelajar, 2009), 10.

wishes. Picture visual card is card with printed picture on it. It is very useful for the representation of a single concept, such as an object or in action.

The function of visual card can be seen from the enjoyment of the students when studying the text with picture. Visual card learning arouses emotions and attitudes of the students, the students can analyze and respond to the actions of the phenomenon that is displayed. Learning media also makes students are not passive, even students also learn and practice the used of instructional media used. Instructional Visual card serves as a core which is able to attract and direct the student's attention in order to concentrate on the content of subjects related to the meaning of the displayed visual or text accompanying the subject matter. Very often found that students do not focus on learning to do, but after using instructional visual card then the students can be directed to pay attention to learning media used.

The use of visual card as media education can overcome the passivity of students. In this case, visual card technique is useful for maintaining a high level of interest and motivation, maintaining a high level of interest in language learning, giving variation,

providing a change in teaching stage, presenting ideas with clarity, and it can also stimulate student's interest.

2. Grammar Definition and its Function

Grammar is a great skill and knowledge in grammar which it is exhaustive understanding on structure or rules of language correctly. Thus, it is a part of language that must dominated in order to know and comprehend how to arrange the sentence, clause and phrase correctly. According to Jeremy harmer, grammar is the way in which words can change their forms and can be combined into sentence in that language.⁸ But as crystal states in dykes that grammar is a language to talk about language. It means that grammar is the study about the rule of language it-self and how we implement in our daily life.

Beside those definitions, grammar is partly the studies of what forms (structure) are possible in a language. In another definition state that grammar is a scientific statement of the principles of good usage which concern with the relation of word in sentence.⁹ So from those definition, the researcher

⁸ Jeremy Harmer, *The Practice of English Language Teaching* (New York: Longman Press). 12.

⁹ Patel, Praveen M Jain, *English Language Teaching* (Jaipur: sunrise publisher and distributor, 2008).141.

conclude that grammar is the study of the rule in language and the implementation in combining in sentence etc. in order to be a good usage of the language it-self, traditionally, grammar has been concerned almost exclusively with analysis at the level of the sentence.

Also, it is conventionally seen as the study of syntax and morphology of sentence. It means that grammar is the study of the way words are chained together in a particular order, and also kind of word determines into any one link in the chain. In learning grammar, most of the students face their difficulty, and willy-nilly it captures this study to be the difficult material that must be learned by the students. Because this material sometime performs the rule of the language and they did not know learning English grammar as our foreign language needs particular ability. As Thornbury states that “the ability both to recognize and to produce well-formed sentence are the essential part of learning a second language.

The language can be conveyed in two ways, which are spoken and written form. It is also occurs in grammar. Using question tag, and has sentences with two objects these are common features of spoken grammar. While written grammar is the using more syntactically complex construction such

as present perfect construction and subordinate clauses is written grammar.

The role of grammar is perhaps one of the most controversial issues in language teaching formed an essential part of language instruction, so that other aspects of language learning were either ignored or downplayed.¹⁰ Grammar is partly the study of what forms (or structure) are possible in language.

Traditionally, grammar has been concerned almost exclusively with analysis at the level of the sentence.¹¹ Grammar certainly consists of rules in the use of English to make sentence, clause and phrase. So it needs the mastery of grammar to use the English correctly. By English grammar, the students will know and understand the rules or structure the use of English, and they certainly have great skill or knowledge in the English grammar. Therefore, the use of English must be used by appropriate grammar.

Grammar is a basic aspect of. English teacher must know the concept of structure, so that the method is not only textual technique but also

¹⁰ Jack C Richards and Willy A Renandya, *Methodology In Language Teaching an Anthology of Current Practice*, (Cambridge; University press, 2002),145.

¹¹ Scott Thornbury, *How To Teach Grammar* (Pearson Education Limited,1999.) 1.

contextual technique for the students and teachers way of solving problem in teaching structure based on textual and contextual technique.¹²

Grammar is also defined as the way-word are put together to make the correct sentence. This is as well shall presently, an oversimplification, but is good starting-point (and an easy way to explain the term to the young learner).¹³ Grammar describes how we combine organize and change word and part of word to make meaning.¹⁴We can use grammar to describe part of speech, grammatical structure and how word is formed.grammar rule also can describe the grammatical structure. Grammar also defined as the rules by which change their forms and are combined into sentences.

There are two basic elements in this definition: The rules of grammar are about how word change and how they are put together into sentences. The knowledge of grammar also tells the learner what to do if he wants to put the some phrase into the sentence. Grammar should be called the way in

which word change them selves and group together to make sentences.

Teaching grammar is one of activity in language teaching learning process. Grammar teaching means teaching to a grammar syllabus and explicitly presenting the rule of grammar, using grammar terminology. As the teacher, we must know about the techniques of teaching grammar to help learners develop their grammatical knowledge in the foreign language, teaching grammar does not mean lecturing or grammatical patterns and terminologies, its mean that in teaching English grammar is not only study about grammatical patterns and terminologies, but also how to understand or implement the grammatical rules into sentence, besides that teaching grammar is how to translate a sentence appropriately based on the grammatical rules in English grammar.

So, English teachers who adopt the definition of focus on grammar as a set of forms and rules, they teach grammar by explaining the forms and rules and then drilling students on them. The purpose of teaching grammar is to enable students in using a language as tool of communication.¹⁵ It means that the students have to teach English

¹² Ibid.

¹³ Penny Ur, *A Course in Language Teaching: Practice and Theory* (Cambridge: Cambridge University Press, 1996), 75.

¹⁴ Mary Spratt, Alan Pulverness, and Melanie Williams, *The TKT Course* (Cambridge: Cambridge University Press, 2005), 5.

¹⁵ Rina Sari, *Pembelajaran Bahasa Inggris* (Malang:UIN-Malang Press 2007), 16.

grammar to complete their comprehension about how to communicate as well to other people.

Certainly, in teaching grammar the teacher has different procedure that will be conveyed to students. Bambang Setiyadi states that the procedure of teaching English is simply a combination of activities of teaching grammar and translation.¹⁶ The teaching begins with English rules, listed vocabulary items, paradigms and translation. Therefore in teaching English grammar the teachers explain the rules in students' first language and then simple words are put into slots of grammatical rules. To check students understanding, the teachers give exercise or homework, it measure students' ability.

There are three different views on what it means to 'teach' grammar. The first view is that teaching grammar entails the formal explanation of grammar rules. While learners who receive a great deal of grammatical explanation will end up knowing quite a lot about the language, they will not necessarily be able to put the language to communicative effect¹⁷.

¹⁶ Bambang Setiyadi, *Teaching English As Foreign Language* (Yogyakarta Graha Ilmu, 2003), 34.

¹⁷ David Nunan, *Language Teaching Methodology*, (UK: Prenticed Hall, 1991),154.

The second view is that the teaching grammar basically a matter of providing learners with practice in mastering common grammatical pattern through a process they have been thought. But may not be able to use them appropriately in genuine communication outside the classroom. The third view is that teaching grammar is a matter of giving students opportunity to use English in a variety of realistic situation.

The disadvantages of that approach are that the learners will not be able to provide explanations of the grammatical rules of the target language. There are four stages approach of teaching grammar items, there are:

- a. Presentation, make structure silent through an input text and which the item appears.
- b. Isolation an explanation. Ensuring that the students understand the various aspect of the structure under investigation.
- c. Practice. Getting students to absorb and master the language.
- d. Test. Getting learners to demonstrate mastery.¹⁸

Grammar is very essential knowledge in learning language. It is important to understand the meaning of the individual word in a sentence. It is

¹⁸ Ibid. 155.

not enough to understand sentence itself, we need grammatical device, such as arrangement of word in phrases, tenses, etc. Understanding grammar also will give us better communication and think skills, making us better listener, speaker, reader, and writer.

Understanding grammar will also allow us to develop our own unique personal style of communication. Grammar will enable someone to communicate effectively in any situation, allow them to form more success and meaningful relationship with our friends and family. Indeed, learning grammar can improve our life and makes us a better person in several ways. Grammar is also a mean of organizing word, phrase, and clause into meaningful communication.

Understanding grammar and being able to use it well helps us to think logically. Without logic and organization our thinking will be disorganized and so will our listening, speaking, reading, and writing skills. The more we understand grammar the more clearly meaningfully, and freely we will be able to organized and communicate our own ideas as well as comprehend the ideas of others. So grammar is important in term of it will help our sentence clearer and meaningful.

Awareness after the learners are introduced to the grammatical structure,

in this process they will be aware to the grammatical structure. The function of grammar:

- a. It will make them construct the sentence carefully.
- b. Controlled drill the learners produce example of the structure, the example is wherever. It may be predetermined by the teacher or notebook, and have to conform to very clear.
- c. It guide meaningful practice learner from sentence, but exactly what is grammatical use in the sentence.¹⁹
- d. Meaningful drills again the responses are very controlled, but learners can make a limited choice.
- e. (Structure-based), free sentence compositing.
- f. The learners are provided by visual situation clue, and learner invited to directed response structure.
- g. Structure-based discourse composition, learners hold a discussion or write a passage according to given task: they are directed to use at least some examples of the structure within the discourse.
- h. Free discourse as in type, but the learners are given no specific direction to use the structure: however the task situation is such that instances of it are likely to appear.

¹⁹ Ur, *A Course in Language Teaching*, 84.

C. The Research Findings

The teacher uses mixing language in explaining visual card media in order make the students understand clearly. There are forty students at the second grade of science class. The teacher divides them into eight groups, every group has five number based on the number of students and the topic present perfect tense.

The process of teaching and learning grammar by using visual card media can be described as follow: The first step is pre-teaching. It is the first section of teaching and learning process. Before the English teacher teach in the classroom, the first is as usual, the teacher greet the students, the second, the English teacher began the lesson by praying together. Then, they checked the students' name and immediately divide them into groups, and the teaching process began:

Teacher started from the first group this name is Bambang Prayetno to take a card and then followed by next four groups up to eight groups. After all of group get a card, the students should to arrange one by one a word who write in card and put on the paper and the teacher give a time to submitted a card who have arranged, who are group submitted first, they get plus score, after the students finished the first question,

the students should take next question card up to three time question card. After the question card finished arranged, the teacher divide to the each group to correct together, and every group asked by the teacher to read of the sentence and the students should explain about the sentence where is the subject, the tobe, the verb 3 of the words, and the object. And then, the teacher said true if they are true, but if they are false the teacher will read by correct answer.

The way of the teacher start lesson in considered in teaching and learning process, it will effect on the student's attitude during the lesson. They may feel motivated, interest or even discourage due to the way their teacher start the lesson. In teaching learning, they may feel motivated, they may feel motivated, interest or even discourage due to their way the teacher starts the lesson.

In teaching learning process the teacher used mixing languages, based on the interview the teacher said that: "I used Indonesia and English because the students still not understand English. So, the students who do not understand what the teacher said when I explained the material". The teacher found the problems in students activity, the teacher faced problem in the learning process to make a group and to choices the topic. "I

faced the problem in implementation of visual card media when the teacher will make a group.” The teacher also gives more attention and opportunity to the students who read about the sentence who have arranged by each group.²⁰

The students more understand when teaching-learning by using the card, and more happiness and to the teacher more easy to explain to the students and the teacher didn't more explain about the material, direct trainer” In teaching and learning process, the teacher should not discourage the students when they made mistake. It would reduce the student’s motivation for learning English. Instead, the teacher must pay attention and try them more than those who were considered having success in learning English.

The teacher tried to solve the students' problems in the teaching-learning process, so that the student’s always spirit and interesting in the class. The teacher said that: “To solve the students' problems in the class, I always give students motivation especially lower active students, I use by approaching, I give students more guiding to know the topic. Improvement, I show up the students' knowledge, capability by giving

them some sentences to arrange have explained²¹.

There were many responses in teaching learning process from students. The researcher found several things that can be down written from the result of the observation during the implementation of visual card media in teaching grammar. This result showed the development of the student’s grammar in the classroom.

The researcher observed what was happened in the class during the activities, based on observation and interview. The students' response is showed by the students look active during the teaching-learning process, the students were seen very enjoyable even interesting in activities of learning, the students seemed so pay attention to other which read so that active. The students are interesting in the classroom, this media make students active. Even the students are self-confident in reading the sentence, discussion. The responses are:

- a. The students enjoy the activity of implementation of visual card media.
- b. The students are interesting with the media.

²⁰ Hariri, The teacher, interview 21 April, 2017.

²¹ Khorijah Widi Astuti, The Teacher, interview, 21 April, 2017.

- c. To make the students active in the classroom.
- d. To make them understand the simple present perfect
- e. To make them fluent and learn to share their ideas in a group.
- f. To make the students improve their learning grammar

There are various responses given by the students. One of the students said "I felt easier in understanding about grammar, because my teacher using the visual card and the system of teaching-learning process, the teacher make eight groups, each group consists of five students. They are to discuss about the material, and we discuss with our group to arrange to about word become a sentence correctly, and we all felt more happiness in learning process, because the teacher teaches using visual card, this is a good technique in teaching and make me as a student more understand, we can collaboration our brain to arrange word by word be a sentence correctly".

Based on data interview to English teachers for the students' response and benefit of visual card media itself for this topic the English teacher states; I look response of student's in teaching-learning using visual card media is very positive, the students' seem to highly spirited in teaching-learning, and active when

discussing the topic. Moreover, make me know this media and as reference for me in the next meeting.

Based on data observation the researcher found out activities in implementation of visual card media from the teacher even the students. Find out about the teacher's correction, which the teacher is doing correction between one group to other groups by aim there is no misunderstanding about the topic and also the teaching-learning run effectively. And the students certainly seem to be very enjoyable in activities of learning, the students are interested in the classroom, these media make students active. Even the students are self-confident in the process of presentation, discussion, and share the opinion in one group. Implementation of visual card media in teaching grammar simple present perfect tense response from teacher and students, it makes teacher easily to deliver the topic to the students and also the teacher can know which the students understand or not so that the teacher only give clue briefly. For students can become active and very self-confident.

D. Discussion

Grammar is an important aspect of learning a foreign language, in this term is the English language. Teaching grammar is one of activity in language

teaching-learning process. Grammar teaching means teaching to a grammar syllabus and explicitly presenting the rule of grammar, using grammar terminology. Word of grammar has been used in many different ways by various when talking about language and language teaching. Grammar is the appropriate tool for describing the syntax of human languages is to assume that human language all belong syntactically to certainly limited class-which is to say that there exist syntactic universal of human language.

Without grammar, it is impossible to communicate beyond a very rudimentary level. There are many people include language teacher has opinion that grammar is a structure of words from and the rule in use. It means, the language teachers teach grammar by explaining the forms and rules and then drilling students on them, it is by giving an exercise or homework. Whereas, the most important part of grammar is giving examples. That's why the teachers need to explain the examples that they gave clearly. It means the examples have to focus on the topic that will be conveyed. As the result, students have a better comprehension of the topic to find a pattern of the examples. Grammar is the study or use of the rules about how

words change their form and combine with other words to make sentences.

People sometimes describe grammar as the "rules" of a language, but in fact, no language has rules. If we use the word "rules", we suggest that somebody who created the rules first and then spoke the language. When learning or using a language, many people find that their grammar is far from perfect, but grammar is inescapable; it is the backbone of any language and must be understood in order for one to communicate effectively, The English teacher used visual card media in teaching English grammar. Visual card media starts with some examples from which a rule is inferred. This technique was used to stimulate the learners in understanding a material that will be learned. Grammar is one of the basic components of language which must be learned by students. It is important for the student to understand more about grammar because it is the structural foundation of English ability, to express the language.

The use of visual cards is connected to the objectives of learning be achieved. Therefore, each teacher has different ways to achieve the objectives of learning. In teaching and learning process, the teacher needs some media to make the class enjoyable, In this case, the teacher

chooses visual card media to combine with the topic is simple present perfect. Which visual card media makes students enjoyable and more importantly made students be active in the class, and also visual card is one of the media in active learning which make students examine their feelings, values, and behaviors. In the implementation of visual card media the teacher divides the students into eight groups every group was five members suitable with a count of students was forty, and also the teacher divided topic of simple present perfect would be real value about the teamwork.

As the researcher found in the classroom, the teacher Madrasah has used some media in teaching grammar, and visual card media suitable for topic of simple present perfect that the teacher stated. "Visual card media is one of technique that makes learning active and interact students to be active in the class, train the students especially the students lower in topic, one important of the media can finish and read about the value team work to correct together.

The problem faced by the students in grammar visual card media on students grammar at the second grade of Madrasah Aliyah Negeri Pamekasan during the teacher implement visual card media in grammar exactly simple present perfect at second grade of science class Madrasah Aliyah

Negeri Pamekasan the students are interesting with the media, the students understand about the simple present perfect. Based on observation and interview, it is found that:

- a. The students look very enjoyable and active in the learning process and there is no problem with the material. Researcher also asks the teacher how to solve the students' problem in the class. the students didn't know about the means of English when the teacher said or explain, so when using the visual card the teacher more easy to learn English exactly grammar.
- B. Self-confidence, yes, the students' self-confidence was better, it can be seen from their bravery during the process of speaking, discussion, and sharing their opinion with their friends.

The students' response to the implementation of visual card media on students' grammar at the second grade of Madrasah Aliyah Negeri Pamekasan The students' responses are one important thing to discuss because it can be a measurement of teaching-learning success or not. Based on result previous explanation, there are many students' responses to the implementation of visual card media at the second grade of Madrasah Aliyah Negeri Pamekasan. The responses of the students are: They

enjoy in the teaching and learning activities of implementation of visual card media, the students are interesting with visual card media, make them be active in the classroom, make students more understand about simple present perfect, make students fluent in sharing ideas in a group. The doughty to the presentation and discussion, and make students improve their grammar skill after the teacher used visual card media.

From discussion above the researcher concludes that the implementation of visual card media in teaching grammar is very effective, and can attract the students to be active students, and also can create the positive response of the students exactly at the second grade of Madrasah Aliyah Negeri Pamekasan.

E. Conclusion

1. The Implementation of visual card media in teaching grammar at the second grade of Madrasah Aliyah Negeri Pamekasan is very good. It makes students active in the class. It is suitable to be implemented in the teaching about present perfect in which this topic can be categorized as a difficult topic and a confusing topic for most of the students. But, in this way, the students enjoy the learning process.

2. The students' problems in the implementation of visual card media in teaching grammar at the second grade of Madrasah Aliyah Negeri Pamekasan are the less preparation of students, less comprehension, self-confidence.

3. The students' response to visual card media in teaching grammar at the second grade of Madrasah Aliyah Negeri Pamekasan is very positive. They seem very active, enjoy the teaching and learning activities, they are so interested in studying, and they are very fluent in sharing ideas.

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