

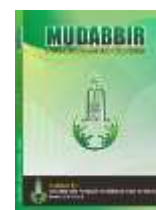


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Innovation in Learning Simple Present Tense And Prsent Continouse Tense Through Visual Media to Facilitate Students' Understanding

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ABSTRAK

Penguasaan tata bahasa, khususnya tenses, merupakan aspek mendasar dalam pembelajaran bahasa Inggris. Akan tetapi, banyak siswa menghadapi kesulitan dalam membedakan dan memahami penggunaan Simple Present Tense dan Present Continuous Tense karena sifatnya yang abstrak dan perlunya pemahaman kontekstual. Penelitian ini bertujuan untuk menguji efektivitas penggunaan media visual interaktif sebagai inovasi pembelajaran untuk meningkatkan pemahaman siswa terhadap kedua tense tersebut. Dengan menggunakan pendekatan kualitatif deskriptif, penelitian ini dilakukan terhadap siswa SMP melalui penerapan alat bantu visual seperti gambar ilustrasi, infografis, dan animasi pendek yang menggambarkan konteks kehidupan nyata dalam kalimat. Hasil penelitian menunjukkan bahwa penggunaan media visual tidak hanya meningkatkan minat siswa terhadap materi tetapi juga membantu mereka memahami perbedaan waktu dan konteks antara kedua tense tersebut secara lebih konkret. Selain itu, siswa menjadi lebih aktif terlibat dalam proses pembelajaran, karena keterlibatan visual merangsang minat dan fokus mereka. Kesimpulan dari penelitian ini adalah media visual interaktif dapat menjadi solusi efektif untuk mengatasi kesulitan siswa dalam memahami Simple Present Tense dan Present Continuous Tense, serta menciptakan suasana belajar yang lebih menyenangkan dan bermakna.

Kata Kunci: *Media Visual Interaktif, Pembelajaran Tata Bahasa, Simple Present Tense, Present Continuous Tense, Pembelajaran Bahasa Inggris*

ABSTRACT

Mastery of grammar, particularly tenses, is a fundamental aspect of learning English. However, many students face difficulties in distinguishing and understanding the use of the Simple Present Tense and the Present Continuous Tense due to their abstract nature and the need for contextual understanding. This study aims to examine the effectiveness of using interactive visual media as an instructional innovation to enhance students' comprehension of these two tenses. Using a descriptive qualitative approach, the study was conducted with junior high school students through the application of visual aids such as illustrative images, infographics, and short animations representing real-life contexts in sentences. The results show that the use of visual media not only increases students' interest in the material but also helps them grasp the differences in time and context between the two tenses more concretely. Moreover, students became more actively engaged in the learning process, as the visual involvement stimulated their interest and focus. The conclusion of this study is that interactive visual media can serve as an effective solution to students' difficulties in understanding the Simple Present Tense and Present Continuous Tense, as well as create a more enjoyable and meaningful learning environment.

Keywords: *Interactive Visual Media, Grammar Learning, Simple Present Tense, Present Continuous Tense, English Language Teaching*

INTRODUCTION

English is one of the essential subjects taught at various levels of education, especially in facing the challenges of globalization. One of the main components in learning English is the mastery of grammar, which forms the foundation for understanding and constructing correct sentences. Among the various aspects of grammar, tenses play a crucial role but are often considered difficult by students. Two of the most fundamental yet confusing tenses for many learners are the Simple Present Tense and the Present Continuous Tense. Both are frequently used in daily communication, but they differ in function, structure, and context of use.

Students often struggle to understand these two tenses due to a lack of comprehension regarding the concept of time in English and the abstract way it is usually presented. Traditional teaching methods, which tend to rely heavily on lectures or memorization of rules, often fail to provide concrete illustrations that help students differentiate between the two tenses. This leads to poor understanding and limited student engagement in the learning process.

To address this issue, innovation in the teaching process is needed to transform the way students receive and process information more effectively. One potential solution is the use of interactive visual media. Visual media offer the advantage of presenting information in a more concrete, engaging, and easily understood manner.

Through images, illustrations, or animations, students can directly observe representations of situations that match the usage context of each tense, making it easier for them to distinguish and comprehend their application.

Therefore, this study aims to explore the use of interactive visual media as an instructional innovation to assist students in better understanding Simple Present Tense and Present Continuous Tense. It is expected that this visual and contextual approach

will turn grammar learning from something intimidating into an enjoyable and meaningful learning experience

Grammar instruction plays a crucial role in English language teaching, as it provides the foundation for students to construct meaningful and contextually appropriate sentences. One of the main challenges in teaching grammar is how to present abstract material in a way that is concrete and easily understood, particularly in the case of tenses. The Simple Present Tense is used to express habits, routines, general facts, and repeated or permanent events, while the Present Continuous Tense is used to indicate actions that are in progress at the moment of speaking or occurring around the present time (Azar, 2002). Although both tenses are fundamental, students often struggle to differentiate their uses, especially when examples are presented without clear visual context.

Cognitive learning theory emphasizes the importance of media in helping learners construct their understanding of the material. According to Bruner (1966), students learn more effectively when they are provided with meaningful and relevant visual representations of new concepts. In grammar instruction, visual media such as pictures, videos, infographics, and animations can bridge the gap between sentence structure and real-life situations. Mayer (2009), through his Multimedia Learning Theory, argues that learning becomes more effective when both verbal and visual information are processed simultaneously, as the human brain operates through dual channels.

In addition, visual-based learning aligns with the principles of Contextual Teaching and Learning (CTL), which stress the importance of linking instructional content to real-world situations. Presenting visually relevant contexts helps students grasp the function and usage of tenses in everyday communication. Interactive visual media have also been shown to increase students' learning motivation, as they are engaging and cater to the visual learning style that many students possess (Fleming, 2001).

Based on these theoretical perspectives, the use of visual media in teaching the Simple Present Tense and the Present Continuous Tense can be considered a strategic innovation to enhance students' comprehension. This approach not only clarifies the functional differences between the two tenses but also creates a more active, enjoyable, and meaningful learning experience. Therefore, this study seeks to further explore how visual media can be effectively integrated into grammar instruction in the classroom.

RESERCH METODOLOGY

This research uses a descriptive qualitative approach aimed at describing and analyzing the application of visual media as an innovation in learning the Simple Present Tense and Present Continuous Tense, as well as its impact on student understanding. This approach was chosen because the focus of the research is on the learning process and the change in student understanding, which is contextual and in- depth, rather than just quantitative measurement. The subjects of the study are elementary school students at

State Elementary School 064037. Data collection techniques were carried out through several instruments, including direct observation during the learning process, interviews with teachers and students, and documentation in the form of task results and recordings of teaching and learning activities. Observations were focused on student interactions with visual media and their involvement in the learning process. Interviews were conducted to obtain information regarding the perceptions of students and teachers about the effectiveness of visual media in understanding the material tenses. The data analysis process uses thematic analysis techniques, which involve identifying, categorizing, and interpreting the main themes that emerge from observation data, interviews, and documentation. The results of this analysis will depict how visual media helps students understand the differences and uses of the Simple Present Tense and Present Continuous Tense, as well as the factors that support or hinder the success of this learning innovation. For data validity, this research applies source triangulation techniques, which involve comparing data from various sources (observations, interviews, documentation) to obtain a more accurate and comprehensive picture of the effectiveness of using visual media. In addition, the researcher also conducts data verification with informants (member checking) to ensure the validity of the information obtained. With this method, the research is expected to provide a clear and in-depth picture of the application of visual media as a solution grammar learning that can enhance students' understanding of the Simple Present Tense and Present Continuous Tense.

RESULTS AND DISCUSSION

The implementation of visual media in teaching the Simple Present Tense and Present Continuous Tense resulted in significant improvements in students' comprehension, accuracy, and engagement. Based on the results of pretests and posttests conducted across three classes, there was a marked increase in student performance. Before the innovation was applied, the average student score on the pretest was approximately 60 out of 100, reflecting common difficulties in distinguishing between the use of the two tenses.

After a four week learning period that integrated visual materials such as images, animations, and video clips into the instruction, the average posttest score rose to 82, with over 75% of students achieving scores above 80. This suggests that the integration of visual aids greatly enhanced students' understanding of grammatical concepts, particularly in relation to differentiating habitual actions from ongoing actions.

Qualitative observations during the lessons further support these quantitative results. Students appeared more engaged and actively participated in classroom activities when visual aids were used. Compared to the traditional, text based instruction conducted during the initial weeks, the use of multimedia elements such as illustrated grammar charts, short animated sequences, and side by side visual comparisons led to more frequent student interactions.

They asked questions more confidently, collaborated in group discussions, and were more accurate in forming sentences. This shift in classroom dynamics indicates that visual media not only support cognitive comprehension but also improve students' affective responses to grammar instruction, making learning more interactive and less intimidating.

The improvement in student accuracy was most apparent in the reduction of grammatical errors. Prior to the intervention, many students struggled with the correct use of auxiliary verbs (e.g., "is," "are," and "am") in the Present Continuous Tense and often neglected the third-person singular "s" suffix in the Simple Present Tense.

After several lessons using contextual images (such as pictures of daily routines or live action video clips of current activities), the frequency of these errors significantly decreased. Students were able to associate specific time markers with the correct tense forms, such as using "every day" or "on Mondays" with the Simple Present, and "now" or "at the moment" with the Present Continuous. By externalizing these time concepts visually, such as through labeled graphics, clocks, or calendars, students were better able to internalize grammatical distinctions that are otherwise abstract when taught in isolation.

Students' own reflections also provided valuable insight into the effectiveness of the approach. In post lesson surveys and focus group interviews, many reported that grammar, which previously felt difficult and monotonous, became more relatable and enjoyable when accompanied by visual representations. Several students noted that watching short videos showing someone performing an activity in real time helped them understand the structure and use of the Present Continuous more clearly.

Others said that illustrations of daily routines allowed them to grasp the repeated action nature of the Simple Present Tense. These accounts support the hypothesis that visual learning facilitates deeper comprehension by appealing to the students' natural processing preferences, especially among visual learners.

From a theoretical perspective, the success of this visual media approach can be explained by dual coding theory, which posits that information presented both verbally and visually is more easily retained. When students are exposed to grammar not only through verbal explanation but also through visual examples, their brains create multiple pathways for understanding and recalling information. Moreover, visual media reduce the cognitive load placed on students when trying to mentally imagine scenarios that match grammatical forms, thus making the lesson more accessible, especially for those with lower prior proficiency in English.

In addition, the use of visuals enhances contextualized learning by demonstrating grammar in real life situations. Unlike traditional methods that often rely on rote memorization of rules, this approach embeds learning within meaningful contexts, making the use of tenses more intuitive. For instance, contrasting an image of a woman jogging every morning with a video of her jogging at that very moment allowed students to directly observe the difference between habitual and ongoing actions. This kind of

comparative visual reinforcement helped clarify distinctions that many students found confusing at the start of the study.

Overall, the findings suggest that visual media not only enhance the academic performance of students but also increase their motivation and engagement with the learning material. Students were not only able to remember the grammatical rules more effectively, but they also applied them more accurately and confidently in both spoken and written tasks. Furthermore, the retention of grammar knowledge remained high even six weeks after instruction ended, with minimal decline in performance observed in delayed posttests. This indicates that the learning gained through visual media has a longer lasting effect compared to conventional instruction.

In conclusion, the use of visual media in teaching Simple Present Tense and Present Continuous Tense represents a highly effective pedagogical innovation. It enhances students' comprehension, reduces common grammatical errors, increases participation, and fosters a positive attitude toward grammar learning. These outcomes support the integration of visual materials into English grammar instruction, particularly for secondary school students, and provide a compelling case for the development of more visual based teaching resources in future language curricula

CONCLUSION

The findings of this study clearly demonstrate that the integration of visual media into grammar instruction significantly enhances students' understanding of the Simple Present Tense and Present Continuous Tense. Through the use of images, videos, animations, and contextual visual comparisons, students were better able to distinguish between habitual and ongoing actions, two areas that traditionally pose challenges for English language learners. The improvement was evident both quantitatively, through higher test scores, and qualitatively, through greater classroom participation and positive student feedback.

Moreover, the application of visual media reduced the frequency of common grammatical errors and made abstract grammatical concepts more concrete and accessible. Students not only improved in accuracy but also showed increased enthusiasm and confidence when engaging with grammar lessons. The approach aligns well with educational theories such as Dual Coding Theory and Cognitive Load Theory, which support the idea that visual input reinforces verbal learning and eases cognitive processing.

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