

**The Use Picture Series In Teaching Simple Present Tense At The First  
Semester Of The Eighth Grade Of SMP Taman Siswa  
Teluk Betung In 2020/ 2021**

**A Thesis**

Submitted as a Partial Fulfillment of the Requirements for S1-Degree

By:

**Riki Putri Kharisma**  
1311040199

Study Program: English Education

Advisor : Iwan Kurniawan, M.Pd  
Co-Advisor : Yulan Puspita Rini, MA



**TARBIYAH AND TEACHER TRAINING FACULTY  
THE STATE ISLAMIC UNIVERSITY OF  
RADEN INTAN LAMPUNG  
2021**

## ABSTRACT

### THE USE OF PICTURE SERIES IN TEACHING SIMPLE PRESENT TENSES AT THE FIRST SEMESTER OF THE EIGHTH GRADE OF SMP TAMAN SISWA TELUK BETUNG IN 2020/2021

By:  
**RIKI PUTRI KHARISMA**

The research aims to certain the students' simple present tense mastery by using picture series. To generate data this research used qualitative research. Qualitative method is used to collect and analyze the data of eighth grade students' present tense mastery. The researcher will obtain the information about the students' simple present tense mastery in using picture series.

This research was produced by the participants of the research, they were the English teacher and the students of VIII B class of SMP Taman Siswa Teluk Betung in the first semester in academic year 2020/2021 that had been observed. The researcher employed an observation to know how the process of teaching and learning simple present tense by using picture series. The researcher was conducted in three times including observing the teaching and learning process, interviewing English teacher and documentations the students' task to know the problems faced by them.

In this research, the research observed the teaching and learning simple present tense by using picture series process that was done by the teacher in two meetings. Based on the notes which were taken by the researcher, the teacher started the lesson activity by greeting the whole class, then the teacher checked the students' attendance and built good relationship or made small talk with students before starting the lesson.

**Keyword:** *Picture Series, Qualitative Study, and Simple Present Tense,*

## **DECLARATION**

I hereby state that this thesis entitled: The Use Picture Series In Teaching Simple Present Tense At The First Semester Of The Eighth Grade Of SMP Taman Siswa Teluk Betung In 2020/ 2021 is completely my own work. I am fully aware that I have quoted some statements and ideas from various sources and those are properly acknowledged in the text.

Bandar Lampung,

2020

Declared by,

**Riki Putri Kharisma**





**KEMENTERIAN AGAMA RI**  
**UNIVERSITAS ISLAM NEGERI RADEN INTAN LAMPUNG**  
**FAKULTAS TARBIYAH DAN KEGURUAN**

Alamat : Jl. Letkol Endro Suratmin Sukarame Bandar Lampung Telp. (0721)703289

**APPROVAL**

**Title : "THE USE OF PICTURE SERIES IN TEACHING  
SIMPLE PRESENT TENSE AT THE FIRST  
SEMESTER OF EIGHTH GRADE OF SMP TAMAN  
SISWA TELUK BETUNG IN 2020/2021",**

**Student's Name : Riki Putri Kharisma**

**Student's Number : 1311040199**

**Study Program : English Education**

**Faculty : Tarbiyah and Teacher Training**

**APPROVED**

**was tested and defended in the examination session  
at Tarbiyah and Teacher Training Faculty, the State Islamic University,  
Raden Intan Lampung**

**Advisor,**

**Iwan Kurniawan, M.Pd**  
**NIP. 197405202000031002**

**Co-advisor,**

**Yulan Puspita Rini, M.A**  
**NIP. 198607112015032003**

**The Chairperson of  
English Educational Program**

**Meisuri, M.Pd**  
**NIP. 198005152003122004**



KEMENTERIAN AGAMA RI

UNIVERSITAS ISLAM NEGERI RADEN INTAN LAMPUNG  
FAKULTAS TARBIYAH DAN KEGURUAN

Alamat : Jl. Letkol Endro Suratmin Sukarame Bandar Lampung Telp. (0721)703289

**ADMISSION**

A thesis entitled: **“THE USE OF PICTURE SERIES IN TEACHING SIMPLE PRESENT TENSE AT THE FIRST SEMETER OF THE EIGHTH GRADE OF SMP TAMAN SISWA TELUK BETUNG”** by : **RIKI PUTRI KHARISMA, NPM: 1311040199, Study Program: English Education,** was tested and defended in the examination session held on: **Friday, December 18<sup>th</sup> 2020.**

**Board of Examiners:**

**Chairperson : Meisuri, M.Pd**

**Secretary : Sri Suci Suryawati, M.Pd**

**First Examiner : Dewi Kurniawati, M.Pd**

**Second Examiner : Iwan Kurniawan, M.Pd**

**Tertiary Examiner : Yulan Puspita Rini, M.A**

(.....)  
(.....)  
(.....)  
(.....)  
(.....)

The Dean of  
Tarbiyah and Teacher Training Faculty



**Prof. Dr. H. Nirva Diana, M.Pd**  
NPM. 196408281988032002

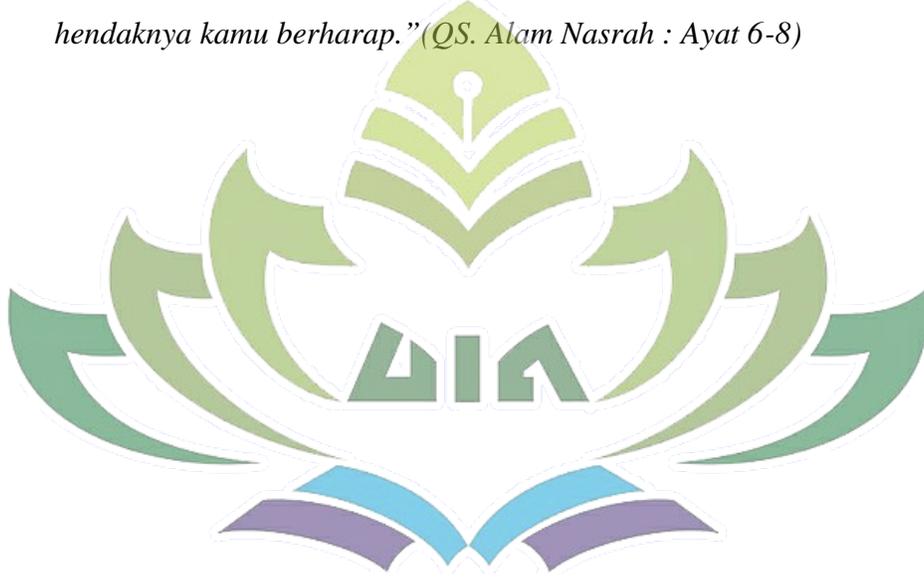
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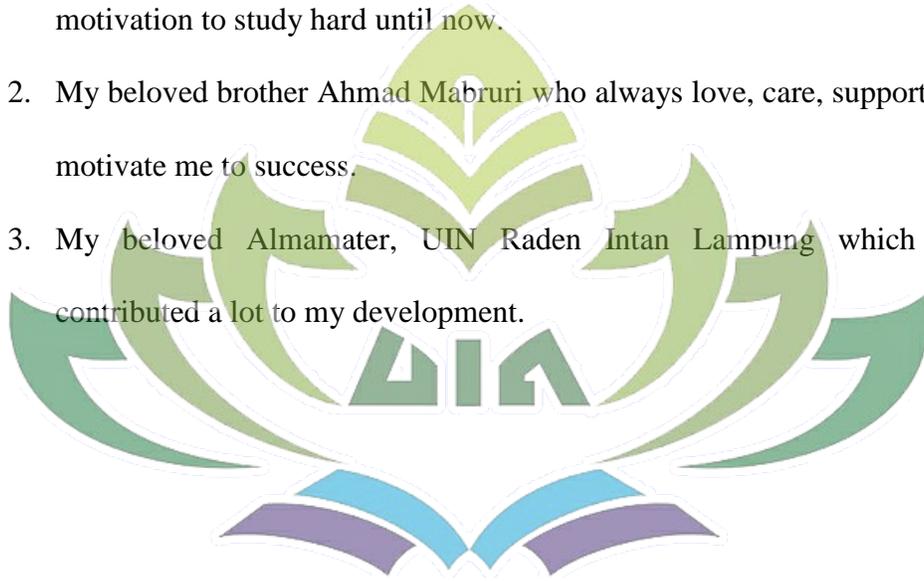
Artinya : “*Sesungguhnya sesudah kesulitan itu ada kemudahan. Maka apabila kamu Telah selesai (dari sesuatu urusan), kerjakanlah dengan sungguh-sungguh (urusan) yang lain, Dan Hanya kepada Tuhanmulah hendaknya kamu berharap.*” (QS. Alam Nasrah : Ayat 6-8)



## DEDICATION

From the depth of my heart, this thesis is dedicated to everyone who care and loves me. I would like to dedicated this thesis to:

1. My beloved parents, my father Mr. Wiyono. My mother Mrs. Nurhandayani who always inspire, support, prays and give me motivation to study hard until now.
2. My beloved brother Ahmad Mabruri who always love, care, support and motivate me to success.
3. My beloved Almamater, UIN Raden Intan Lampung which has contributed a lot to my development.



## **CURRICULUM VITAE**

The name of the researcher is Riki Putri Kharisma. She was born in Gunung Pasir Jaya on January, 21<sup>st</sup> 1996. She lives on Gunung Pasir Jaya, East Lampung. She is the first child of two children of Mr. Wiyono and Mrs. Nurhandayani. She has only one brother, his name is Ahmad Mabruuri.

She accomplished her formal education at Kindergarten at Al-Azhar 3 and finished in 2002. Then, the researcher entered Elementary School at SDN 1 Gunung Pasir Jaya and finished in 2007. After that, she continued her school, at junior high school at SMPN 01 Sekampung Udik and graduated in 2010. After that, she attended again at SMAN 1 Sekampung Udik and graduated in 2013. Then, she registered her study in State Islamic University of English study Program of Tarbiyah and Teacher Training Faculty.

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10. Any other person who cannot be mentioned one by one for their contribution to the researcher during finishing her thesis.

Finally, the researcher is fully aware that there are still a lot of weaknesses in this undergraduate thesis. For this the researcher truthfully expect criticizes and suggestion from the reader to enhance the quality of the thesis.

Bandar Lampung,  
The researcher,

2020

**Riki Putri Kharisma**  
**NPM.1311040199**

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# CHAPTER I

## INTRODUCTION

### A. Background of the Study

Writing is one of skill which has to master by the eighth grade students of junior high school. Writing is viewed as the most difficult skill to teach, requiring mastery not only grammatical and rhetorical devices but also of conceptual and judgemental elements. People often think that the success of language learning is seen generally through the speaking ability as the primary skill while writing is slighted. That is because they felt that writing is so difficult to do.<sup>1</sup> This case has led to the idea that learning to write or to communicate certain idea clearly and comprehensively is need time, effort, and concentration.

On the other hand, the objectives of writing for the students in junior high school are required to learn and master English grammar as well as four skill in English language, to support all of those skills. By using those English skills, students are supposed to get informational skills which can help them to explore themselves in accessing many kinds information source such as article, novel, magazine, etc.

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<sup>1</sup> Asmal Wafa, Muh.Syafei, Ahdi Riyono, *Keeping Journal Writing To Improve the Writing Ability*, Journal, 2009, p.2

To evolve students' ability in spreading information in English, writing can be used as a media.

Harmer states "students could be successful in mastering a language which they have been studying with doing more practice through writing because it can help students to convey and share ideas and opinions"<sup>2</sup> furthermore, people today communicate in writing by using various ways such as email, chatting in social media and short message service (sms). These activities can be considered as good media to build students' writing habits and encourage them to sharpen their writing skill, so students can freely share and convey their ideas.

However, "writing is considered to be difficult rather than other basic language skills."<sup>3</sup> Moreover, students must master at least the aspect of grammar and vocabulary which is different from our first language, in this case bahasa Indonesia. Without a good grammar, a sentence might not have any meaning and the interlocutors cannot catch the point of a sentence.

Just like the other grammar rules, the simple present tense is also important for students. In the simple present tense there are also some rules that help people to indicate that the case happen in present time. By using the simple present tense people can express something that exist in present time.

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<sup>2</sup> Jeremy Harmer, *How to Teach English New Edition*, (New York: Pearson Education Limited. 2007), p. 112

<sup>3</sup> Audrey L. Reynolds, *Exploring Written English, A Guide for Basic Writers*, (Boston: Little, Brown and Company, 1983), p. 3.

In fact, based on the preliminary on March 29<sup>th</sup> 2020 in SMP Taman Siswa Teluk Betung and by interviewing the English teacher, since she thought in that school till now most of the students in grade eighth have many problems to make a sentences or paragraph by using simple present tense, because they have many factors to face it. Like they are lazy to learn English vocabulary. Then, the students still do not realize the importance of learning English. They still ignore the teaching and learning process. Most of students do not understand the use of the simple present tense. When the students did not pay attention to the lesson, they will get stuck in using it. This situation makes students afraid to make mistake in speaking or even in writing and it will be hard for students in listening and reading.

Next problem comes from the teacher. The teacher's method in teach grammar cannot catch the students' attention. It is because, teacher does not use an interesting media in teaching. The students were asked by their English teacher to make a descriptive text, they have learned about descriptive text and the language features of the text. That is simple present tense. But, only there are many students got score that fulfilled the standard.

The English teacher of SMP Taman Siswa Teluk Betung said that criteria minimum mastery (KKM) in English lesson is 75. From the data above, it can be seen that 79% of 139 got score that is below the specified standard that has been set. It means only 21% students write well.

Even based on interview were done to the students of SMP Taman Siswa Teluk Betung of eighth grade.

It is found some factors of students' problems in learning English. There are several factors that caused students had difficulty in simple present tense mastery. The first factor, the students are not interested in the learning process. Second factor, students consider simple present tense is a difficult subject, it means that not only a few students who do not like the lesson. Therefore, if it happens continuously this will affect the spirit of student learning and impact on student achievement to be under average. From the fact above, the researcher argues that teachers need media for teaching that are not boring. Media can be one way in reducing students' difficulties as well as create fun learning atmosphere so as to foster interest and motivation in teaching and learning activities.

Media is an object that can be touched, seen, heard, and observed. One of media which is used to help the students in learning present tense is series picture.

Picture can be used to help the students in making cohesive and systematic sentences to be the series of their writing skill. Picture series have a number of related composite pictures linked to form a series or sequence. The pictures inspire the students in imagination their idea into paragraph.

Pictures series will be effective towards students' writing skill in teaching present tense, because the students have motivation to write after they imagine the pictures. From the explanations above, it is hoped this media will help teacher to teach simple present tense and catch students' attention to learn English, because most of students enjoy the picture.

In additions, there are some researchers that used Picture Series. The first study was taken from Mansur (2011) who studied the teaching English entitled "*Improving the Students Ability in Writing Narrative Text through Series Picture at the Tenth Grade of SMA PGRI I Tuban*". The research was a classroom action research that dealt with the use of picture series to improve the student's ability in writing narrative text at the tenth grade of SMA PGRI I Tuban. The writer analyzed the data in a descriptive way. The result of the study showed that the implementation of picture series in teaching narrative text is effective to use because it can attract the students and motivate them in writing. It is also mentioned that through picture series, the students can get enough stimuli. The students also could show their opinion about the picture so they can express their ideas. The student's writing ability in narrative text after using picture series was improved in each aspect. The students could develop the content of the story and organized it based on the generic structure. They also used the proper vocabularies. It made the reader understood with the whole of the story.

The second was taken from Sarinten (2010) which entitled *“Improving Students’ Skill in Writing Narrative Text through Picture Series at the Eighth Grade of SMP Negeri 1 Cawas, Klaten in the Academic Year of 2009/2010”*. The study was a classroom action research. It aimed at finding out whether or not picture series can improve the student’s skill and motivation in writing narrative text. The result of the study, the writer found that picture series can improve student’s motivation and student’s skill in writing narrative text. Picture series can improve student’s skill in writing narrative text and it became one of appropriate ways in teaching writing.

The third was taken from Lihnawati (2012) which entitled *“The Use of Picture Series to Improve the Writing Ability in Writing Narrative Text of the Eleventh Students of MA. Mathalibul Huda Mlonggo”*. The study was action research which consisted of two cycles. Each cycle consisted of one meeting. Every learning process of these cycles consisted of three stages: pre-teaching, whilst teaching, and post-teaching. The result shows the effectiveness of picture series in improving writing ability in narrative. It is suggested that English teachers can use picture series as an alternative media to teach writing narrative. They also should pay attention to size, color and attractiveness of picture series which are used.

Based on the the discussion in background of the problem, the writer conducted a research entitled *"The Use Of Picture Series As A Media In Teaching Simple Present Tense At At The Seventh Grade Of SMP Taman Siswa Teluk Betung In 2020/ 2021"*

## **B. Identification of the Problem**

Considering the important of identification of the problem, the writer identifies the problem as follows:

1. Some students find difficulties in writing a sentences or paragraph.
2. The students structure and grammar mastery is still low, especially the simple present tense.
3. The teacher only gives the students the explanation based on textbook shortly without using media or realia.
4. The students is not intersteded enough to make a paragraph because of their lack idea.

## **C. Limitation of The problem**

Based on the identification of the problem above, this research only focuses on the use Picture Series in teaching simple present tense and its effectiveness towards students' present tense mastery.

## **D. Formulation of The Problem**

Based on the identification and limitation of the problem above, it formulas some problems of the statement as follows:

1. How is the teaching learning process by applying picture series as media in teaching simple present tense at the Eighth Grade of First semester of SMP Taman Siswa Teluk Betung in 2020/2021.
2. What are the teachers' problems in teaching simple present tense by using picture series at the Eighth Grade of First semester of SMP Taman Siswa Teluk Betung in 2020/2021.
3. What are the students' problems in learning simple present tense by using picture series at the Eighth Grade of First semester of SMP Taman Siswa Teluk Betung in 2020/2021.
4. How is the results of learning simple present tense by using series picture?

#### **E. Objective of The Research**

Considering the problems above, The writer has four purposes on conducting this research in order to make it appropriate with the research. The purposes are:

1. To find out the procedure of teaching simple present tense using series pictures as a media;
2. To find out the role of the teacher and the students in the class when learning simple present tense by using series pictures;
3. To find out the result of learning simple present tense by using series pictures;
4. To find out the students opinion about learning simple present tense by using series pictures.

## F. The Use of The Research

The researcher expected that the result of this research will be useful and worthwhile information and contribution for the students, educators, English teachers and English academicians to know more about series picture as a media to teach simple present tense.

### 1. Theoritically

- a. Giving some contribution to enlarge and enrich the English language methodologies especially the knowledge about Series Picture as a media which is hope after reading this research, the readers will have more understanding about Series Picture as a media to teach English.
- b. Giving more informations about Series Picture as a media for further researchers to conduct further researchers with the similar problem of teaching simple present tense.

### 2. Practically

#### a. The Researcher

The Researcher hopes this reaserch can expand her theory of learning English, especially for learning tenses. As reference for the next researcher to develop the theory for future.

#### b. The Students

The Researchers hopes this research can increase the comprehension of student about tenses mastery.

c. The English Teacher

The Researchers hopes this research can increase the ability of teachers in teaching tenses

d. The Institution

The result of this research can contribute to the institution to develop and create English curriculum appropriate with the students' need. Thus, students are able to get satisfactory achievement.

## **G. Scope of the Research**

### **1. Subject of the Research**

The subject of the research is the students at the first semester of the seventh grade of SMP Taman Siswa Teluk Betung in the Academic Year of 2020/2021.

### **2. Object of the Research**

The object of the reasearch is the use of picture series in teaching present tense.

### **3. Time of the Research**

The research will be conducted at the first semester of SMP Taman Siswa Teluk Betung in the Academic Year 2020/2021.

### **4. Place of the Research**

The research will be conducted at SMP Taman Siswa Teluk Betung.

## CHAPTER V

### CONCLUSION AND SUGGESTION

After collecting data and analyzing the result of the research, the researcher drew some conclusion and suggestion in teaching and learning simple present tense through picture series.

#### A. Conclusion

Based on the data analysis, it can be concluded that:

1. The process of teaching and learning simple present tense by using picture series was not running well. Although the teacher applied all the steps of teaching and learning vocabulary by using picture sequence technique. The classroom atmosphere in teaching and learning vocabulary by using picture sequence technique was noisy because they were busy with their own activity like chatting and having noisy , so the teacher of difficulties to manage class. It caused some of the students were not serious and having noisy.
2. The teacher's problem in teaching and learning simple present tense by using picture series were difficulties to calm and control the classes because some students were quite noisy because they were busy with their own activity like chatting and having noisy, the teacher taught that he needed much time to do this technique.

It occurred because the teacher must show those pictures one by one and must explain it, and student's laziness was one of the complex problems faced by the teacher, because this problem came from students characteristics. So, the teacher could not impose the students to be diligent directly. The teacher had to find the problem solve that could make the students became diligent by their self.

3. The student's problem in learning simple present tense through picture series was too hard to express their ideas and opinions in accordance with the picture series. The students hard to express their ideas, so the students were difficult to arrange sentences into a good paragraph if they never hear the vocabulary before, also the students afraid of making mistake.

#### **B. Suggestion**

Considering the result of the research, the researcher would like to give some suggestions:

1. For the teacher
  - a. The teacher should give more chances to the students to be more active that they able to do those activities by themselves.
  - b. The teacher should be creative in teaching technique to make students Interaction in the classroom.
2. For the students
  - a. The students should learn and be more seriously in learning English in order to develop their English, especially vocabulary.

b. The students should be more creative to look for the way to learn English easier at school and have a good motivation in learning and try to practice day by day with friends at school and out of the school.

3. For the school

The school should provide much more English book to be read by the students so that they can increase their knowledge in learning English.



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