

**THE TENTH-GRADE STUDENTS' ABILITY TO WRITE SIMPLE
SENTENCES USING SIMPLE PRESENT TENSE ABOUT PICTURES OF
DAILY ACTIVITIES AT SMKN 6 PADANG**

THESIS



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BUNG HATTA UNIVERSITY
PADANG**

2025

UNIVERSITAS BUNG HATTA

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*Submitted to Fulfill a Partial Requirement for getting an S-1 Degree at English
Department the Faculty of Teacher Training and Education Bung Hatta
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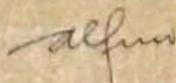
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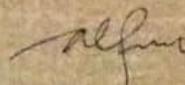
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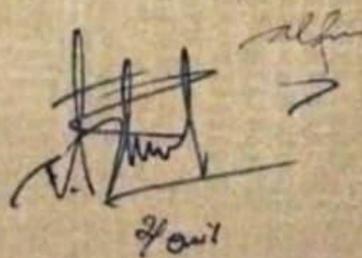
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The image shows three handwritten signatures in black ink. The first signature is on the left, the second is in the middle, and the third is on the right. The signatures are somewhat stylized and cursive.

ACKNOWLEDGEMENT



Alhamdulillahirabbil'amin. First of all, the researcher would like to express her deepest gratitude to the Almighty God – Allah SWT, for giving this thesis, and she also would like to send Sholawat and Salam to Prophet Muhammad SAW. Finally, the researcher could finish her thesis, entitled ” **Tenth Grade Students’Ability to Write Simple Sentences Using Simple Present Tense about Pictures of Daily Activities**”. The primary aim of this thesis is to fulfill a partial requirement for getting strata one (S1) degree from the English Department, the Faculty of Teacher Training and Education, Bung Hatta University.

There are a lot of people who have helped and given motivation, advice, and support to the researcher in writing this thesis. Therefore, the researcher would like to express her gratitude to her advisor, Dr. Joni Alfino S.Pd, M.Pd who had given her guidance, time, input, and expertise so that the researcher could finish writing this thesis. The writer also would like to thank her supervisors, Dr. Lely Refnita, M.Pd and Drs Adzanil Prima Septy, Phd who have given a lot of advices and correction in writing this thesis.

The writer also would like to express sincere appreciation to Dr. Hj. Yetty Morelent, M.Hum as the Dean and Dra. Hj. Zulfa Amrina, M.Pd as Vice Dean of the Faculty of Teacher Training and Education of Bung Hatta University, to Dr. Joni Alfino S.Pd, M.Pd as the Head of English Department, and also to all of the lecturers who have taught and guided her during her study at this department.

The writer also would like to express gratitude to her beloved parents, Mashuri, S.Pd, and Teti Farida, S.Pd. The writer also would like to express gratitude for all the sacrifices, love, support, and endless prayers. This thesis is dedicated to her father and mother, who have filled her world with so much happiness, always providing motivation and advice. May Allah SWT grant them good health, reward their kindness, and ease their path to happiness in this world and the hereafter.

The writer also would like to thank her extended family, such as siblings, grandparents, and great-grandparents, who have always provided support, love, and attention that cannot be measured by any material wealth in this world.. She also would like to express thanks to Radiyah Joan Afriliyani S.Pd as a second scorer for her help, motivation, and supports to finish this thesis. The writer also would like to thank her fellow students, who have always provided encouragement, moral support, and entertainment during their studies. The writer also would like to apologize if this thesis is still far from perfect due to the limitations of the knowledge possessed, therefore constructive suggestions and criticism are greatly appreciated. May this thesis provide benefits, positive contributions, and broaden the horizons of readers and the wider community, With humility, the writer apologizes for any shortcomings in this thesis. Finally, the writer hopes this thesis is going to be useful and can add insight to the readers, especially to herself.

Padang, 5th October 2025
The Researcher

Nurul Hifzil Latifah Masfar

ABSTRACT

Masfar, N.H.L. (2025) *“The Tenth-Grade Students’ Ability to Write Simple Sentences Using Simple Present Tense about Pictures of Daily Activities at SKMN 6 Padang”*.

Advisor: Dr. Joni Alfino, S.Pd, M.Pd

This descriptive research aimed to analyze the tenth grade students' ability to write simple sentences using simple present tense about picture of daily activities at SMKN 6. The study was specifically conducted using daily activity pictures as a visual stimulus. Student performance was evaluated across four criteria: Content (relevance to the picture), Grammar, Vocabulary, and Mechanics. A writing test was administered to a cluster random sample of 32 students, and the instrument's reliability was confirmed by an inter rater technique with a coefficient of 0.88 (very high correlation).

The overall results indicated that the students' writing ability was moderate (62.5% of students). While students demonstrated superior ability in Content (87.5% very high) and Vocabulary (78% very high), a severe deficiency was found in Grammar, which was rated very low (53.13% of students). Similarly, Mechanics was rated low to very low (40.5% each).

Consequently, the study concludes that teachers must prioritize structured and intensive practice focused strictly on the rules of the Simple Present Tense, ensuring students master the use of the s or es suffix on singular verbs and the proper application of the auxiliaries 'do' or 'does' in negative and interrogative forms. Furthermore, consistent correction of capitalization and punctuation errors is essential. The researcher strongly recommends that future studies conduct a detailed qualitative error analysis or interviews to accurately diagnose the specific underlying causes, such as issues with current teaching methods or difficulties in conceptual understanding, that contribute to the persistent low scores in Grammar and Mechanics.

Keywords: writing ability, simple sentence, daily activity pictures, language features, and mechanics

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CHAPTER 1

INTRODUCTION

This chapter contains the background of the problem, the identification of the problem, the limitation of the problem, the formulation of the problem, the research questions, the significance of the study, and the definition of key terms.

1.1 The Background of the Problem

English is a foreign language in Indonesia. English is not a common language in Indonesian daily life since it is a foreign language. It is only used by specific individuals, groups, and scholar in particular subjects. Anastassiou & Andreou (2020) state that English as a foreign language in the first foreign language is usually taught in most schools and, in that sense, English has become a medium of international communication and a medium of development of intercultural skills. It indicates that English is not used very day and it is only used in specific locations, such as offices, universities, and schools.

One language ability that is crucial to our daily lives is writing, which allows students to express their ideas, emotions, and opinions in written form. Writing requires the proper use of grammar, the construction of strong sentences from the combination of words and textual linguistic elements, and so forth. Because of this, educators must carefully analyze how to teach writing skills in light of each student's unique needs, capabilities, and abilities.

According to Ur (1996), in book with the title “A Course in Language Teaching: Practice in Theory it was hoped that students would be able to master four language skills (listening, speaking, reading, and writing) to enable students

to convey their ideas both in oral and written forms”. In Indonesia, English is a subject that the students should master.

Writing is one of four skills that have to be mastered when learning English. Writing is also a tool that is mostly used by people nowadays for communication like messages, chatting, letters, notes, and others. Different from speaking where the speaker and the listener can ask and correct the sentence directly but in writing, the writer cannot correct the sentences directly. Brown and Abeywickrama (2010:259) says that writing is the most complicated and difficult skill because the students have to master rules such as the choice of words or vocabulary, spelling, grammar and punctuation . Therefore students need a lot of practices to apply their writing ability. Writing is an effective way to communicate and express our thoughts, feelings, and opinions to others.

When teaching children how to write simple sentences, the teacher models this skill for them by using various media. Using a variety of media will increase the likelihood that students will learn more and retain it better, which will help them develop the performance or ability they are expected to improve, Pictures are a type of media, which is very interesting to study especially the various pictures; and pictures that the students like are the colorful and amusing pictures (Hornby, 1980:629).

Based on the researcher's experience in teaching practice in SMK N 6 Padang from August 2023 - November 2023, the researcher discovered that the students had difficulty with writing for some reasons from their own. First, students struggle with developing an idea. They struggle to come up with ideas for

basic sentences to write. Second, we need to address grammar. The students still don't understand how to construct a strong statement with proper grammar. Third, there is still confusion among the students regarding the right vocabulary to employ and vocabulary gaps. The final skill is mechanics, which tests the students' proficiency with capitalization, proper spelling, and punctuation. So the students still have many problems in writing simple sentences. The students also have low motivation to write something using the English language and they are not confident with their words.

Based on the fact above, the researcher is interested in above, the researcher is interested in researching "The Tenth Grade Students' Ability to Write Simple Sentences with Simple Present Tense Using Pictures daily Activities at SMKN 6 Padang".

1.2 Identification of the Problem

Based on the background of the problem above, there may be some problems in writing simple sentences using simple present tense. There are many problems faced by students in writing, especially writing sentences, such as not having a lot of vocabulary, do not know generic structure of how to make simple sentences correct, not understanding the use of mechanics and punctuation.

1.3 The Limitation of the Problem

Based on the identification of the problem above, the researcher limited the research to the student's ability to write a simple sentence with simple present tense focusing on vocabulary, and mechanics using picture daily activities. The

researcher chose the tenth-grade students because they have studied simple sentences with simple present tense.

1.4 The Formulation of The Problem

Based on the limitation of the problem above, the researcher formulated the problem of the researcher as the following general question " How is the tenth-grade student's ability to write simple sentences using simple present tense about picture of daily activities at SMK N 6 Padang?

1.5 Research Questions

Based on the formulation of the problem above, the research questions of this research were as follows:

1. How is the tenth-grade students' ability to write simple sentences using simple present tense using pictures of daily activity at SMK N 6 Padang?
2. How is the tenth-grade students' ability in writing the content of simple sentences in simple present tense using pictures of daily activity at SMK N 6 Padang?
3. How is the tenth-grade students' ability in using the language features or grammar of simple sentences in simple present tense using pictures of daily activity at SMK N 6 Padang?
4. How is the tenth-grade students' ability in choosing the appropriate vocabulary of simple sentences in simple present tense using pictures of daily activity at SMK N 6 Padang?

5. How is the tenth-grade students' ability in using the correct mechanics of simple sentences in simple present tense using pictures of daily activity at SMK N 6 Padang?

1.6 Purposes of the Study

In general, the purpose of this study was to find out the tenth grade students ability to write simple sentence using simple present tense about picture of daily activity at SMKN 6 Padang. Specifically, the purposes of the research are:

1. To find out the tenth-grade students' ability to write simple sentences using simple present tense using pictures of daily activity at SMK N 6 Padang.
2. To find out the tenth-grade students' ability in writing the content of simple sentences in simple present tense using pictures of daily activity at SMK N 6 Padang.
3. To find out the tenth-grade students' ability in using the language features or grammar of simple sentences in simple present tense using pictures of daily activity at SMK N 6 Padang.
4. To find out the tenth-grade students' ability in choosing the appropriate vocabulary of simple sentences in simple present tense using pictures of daily activity at SMK N 6 Padang.
5. To find out the tenth-grade students' ability in using the correct mechanics of simple sentences in simple present tense using pictures of daily activity at SMK N 6 Padang.

1.7 Significance of the Study

The results of this research were expected to give a significant contribution theoretically and practically. Theoretically, the result of this study can be one of practically significant about students' ability to write simple sentences. Practically the teacher can use the result of this study to develop students' ability to write simple sentences.

1.8 Definition of Key Terms

To avoid misunderstanding and misinterpretation about some conceptual terms, the researcher defined the key terms as follows:

1. A picture is a visual aid designed to stimulate students' imagination and support their ability to construct sentences or describe situations.
2. A simple sentence is a sentence that consists of a single independent clause containing one subject and one predicate.
3. The simple present tense is a tense used to express habitual actions, general truths, repeated events, and facts.
4. Content in writing is the substance or material that makes up the text. It refers to the ideas, information, thoughts, facts, opinions, or arguments that the writer conveys to the audience.
5. Simple Present Tense grammar is the set of rules that dictates how verbs are used, primarily by adding '-s' or '-es' to the verb for singular subjects (he, she, it), to describe routines, habits, or general facts.

6. Vocabulary is the selection of specific, precise words a writer uses to communicate their exact meaning, enhance the style, and make the text engaging for the reader.
7. Mechanics is just the correct way to use capital letters and punctuation marks to make sure your writing is clear and easy to read.