

A Systematic Review: The Use of Pictures in Teaching Simple Present Tense Sentence Construction to Junior High School Students

Agustinus Nai Aki¹, Olga A. Rorintulus²

¹SMA Katolik Frater Don Bosco, Manado, Indonesia

²English Education Department, Universitas Negeri Manado, Tondano, Indonesia

***Corresponding Author**

Email: agustinus.naiaki78@gmail.com

Received: 27 January 2023; Accepted: 20 February 2023; Published: 16 March 2023

Abstract

The research aims to show the use of pictures to teach simple present tense sentence construction to English young learners. It is important to teach sentence construction to young learners because young learners must begin to make their selves familiar with constructing sentences before they develop and improve their English to the next levels. The method used in conducting this research was Systematic Review to determine the use of pictures in teaching simple sentence construction to English young learners. There were 10 articles from year 2010 – 2022 related to the titles analyzed by the researcher by using Systematic Review. As the result of the research, it is concluded that teaching English using pictures enable young learners to construct simple sentences in English.

Keywords: Pictures, Simple Present Tense, Simple Sentence, Sentence Construction

INTRODUCTION

Writing is one of the English skills that must be gained by English learners or students. By having good writing skill English learners or students can express their ideas or thought in written form. Students will also be able to give written message to other through writing.

One important element of writing skill that students or learners must gain is constructing simple sentence especially simple sentence in “simple present tense “. Miin et al (2019, as cited in, Morty and Aziz, 2020) stated simple sentence construction is a very fundamental thing that learners need to grasp by the first three years of schooling. When they failed to do it, they tend to have more complex problems in regards to writing compound and complex sentences in the subsequent years.

To aid or enable junior high school students constructing simple sentences, the English teachers are suggested to use appropriate or suitable approach, method or technique during teaching and learning process. There are various types of techniques or approaches which can be used by English teacher in teaching simple sentence construction.

One of the useful techniques is buy using pictures as media in teaching and learning process. Ariningsih (2010, as cited in Ahmat et al, 2018) noted that the teacher should consider whether the pictures used are interesting for the students. By choosing the appropriate picture, the teacher then can show it to the students whether by sticking it to the whiteboard or by projecting it through laptop by using projector. After the students look at the picture, then the students may get some ideas because they can see the object directly instead of imagining it.

The literature reviewed by the researchers regarding picture in language teaching (Raimes, 1983; Wright, 1990; Hill, 1990; Bowen, 1991, as cited in Gutierrez et al, 2015) maintained that incorporating picture to language teaching and learning has positive effects on the improvement of learners' communicative skills. These resources help teachers to contextualize language by connecting the classroom with the world outside its walls. They also encourage students to use the target language by providing support or a reference point to write or talk about.

Joklova, (2009, as cited in Qishta, 2017) mentioned that the use of pictures in education enhances and hones the students' visual perception. Without a sharp looking that students develop when images are applied to support their learning program, then the students' creativity, especially those at a young age would be significantly impaired (Liando et al, 2022). Pictures constitute of the most plentiful, most efficient and least expensive medium of teaching. Therefore, this research focus on the use of pictures to teach simple present tense sentence construction to junior high school students. The purpose of this research was to find out whether the use of pictures as learning media in teaching and learning process can be useful for junior high school students or learners to construct simple sentence especially in simple present tense.

REVIEW OF LITERATURE

Concept of Pictures

Mee (2014) stated that pictures are printed visuals where a particular image or realities are portrayed in a vision which help to encourage or motivates students in writing. Balliro (2004, as cited in Mee, 2014) on the other hand suggested that visuals or photographs brought in by the students will enhance the ability to see the important of the visuals in writing. Educators need to guide students with corrections and have them recopy as well as understanding the word process. By using pictures or photos in the language Classroom. Balliro added that students discussed what is happening in the pictures, and then have them written a few words under each picture. This helped students to expand the words into complete sentences through modelling.

Therefore, teaching students through pictures may contribute on some learning process especially on students writing skills. Marianne and Sharon (1998, as cited in Vanesa and Setiawati, 2021) said that pictures are kinds of visual instruction materials that might be used more effectively to develop and sustain motivation in producing positive attitudes toward English and to teach or reinforce language

skills. Pictures can also be used in various configurations to enhance learning and practice.

Huang (2009, as cited in Mee) suggested the usage of wordless picture books as a way to improve English writing. He claimed that the benefits of using wordless picture books is that pupils are able to improve their visual literacy, oral and written expression, enhance their creativity in writing and thinking skills as well as making learning interesting.

Types of Pictures

Vanessa and Setiawati (2014) explained that to make the picture more specific, it must be classified according to its types. There are two kinds of pictures that useful for teaching aids: pictures of individual persons and object, and picture in which person and objects are in action.

- a. Pictures of Individuals; it may be used to introduce or test vocabulary items. Portraits, that is picture that show a person in close detail, are useful for intermediate and advanced learners, such as form of questions, for example: about the age and profession of the person, whether he/she is married, his/her interests and traits of character.
- b. Situational Pictures; situational pictures that show or suggest relationship between objects and / or people can be perfect teaching aids for introducing, practicing, or reviewing grammatical structures from the simplest to the most complex;
 - The indicative structure: there is (a) and there are (some)
 - A range of prepositional phrase: besides, towards, just behind, etc.
 - The use of tense: present Continuous, Future Simple, etc.

In addition, Mary and Michael (1973, as cited in Vanessa and Setiawati, 2021) stated that pictures can be used to give interesting, meaningful practice in the sound, structures, and vocabulary of the foreign language. there are three kinds of pictures:

- Pictures of individual persons and of individual object.
- Pictures of situations in which people do something in which the relationship of objects and or people can be seen.
- A series of pictures on one chart.

Simple Present Tense

As one the structure of Grammar, Simple Present Tense is one of the English tenses that has two types of sentences such as verbal sentences to show actions and nominal sentence to show situations. According to Azar (2002, in Pereira & Mosa, cited in Solihat and Syahrizal, 2020) in general, the simple present expresses events or situations that exist always, usually, habitually; they exist now, have existed in the past, and probably will exist in the future.

Jackson and Woodford (2003, as cited in Qomariah, 2010) defined Simple Present Tense represents any forms of a verb which refers to when the action happens. Moreover, Simple Present Tense is the tense that is used to indicate the events, actions and conditions that are happening all the time, or exist now. For instance: I live in Madrid, she does not like cheese and I think you are wrong. Those sentences are all in the Simple Present Tense. Based on Kardimin, (2004, as cited in Alimah 2015) stated that simple present tense explains about event that occurred in this time in form simple or some job or action that do it continually or habit in every day, or event or act that isn't relation with time.

Simple Sentence

Islam et al (2017) stated that simple sentence is a sentence with only one independent clause. Albeit a simple sentence doesn't have any subordinate clauses, it is often found to be big sentence. A simple sentence often contains subjects, verbs, modifiers, and it is notable that objects in simple sentences may be coordinated.

To understand simple sentence

Nigel (2005) explained that a sentence represents an eventuality. An eventuality is an action or an event or a state of affairs: something that happens or something that is. The sentence represents an eventuality by separating out the type of eventuality from the abstract or concrete things which are involved in the eventuality. The type of the eventuality is prototypically represented by the verb, and the abstract or concrete things involved in the eventuality are prototypically represented by noun phrases. 'Prototypically' here implies that this is the usual case, but other word and phrase classes can do the same job.

Sentence Construction

Mei Ling et al (2018) stated that it is crucial to be able to write correct sentences to form a meaningful writing. It is because writing is much more than the productions of graphic symbols as these symbols have to be arranged according to certain conventions to form words, and words have to be arranged to form sentences. Writing can be defined as "a way for pupils in all content areas to make meaning for themselves" and learning how to think and communicate in their particular domains. He who has done many researches on foreign pupils' writings, held that wrong and inappropriate sentence patterns might make the writing hard to understand. Therefore, good sentences are able to provide a clear meaning of the writing. In the context of this study, sentence construction encompasses basic sentence patterns.

METHOD

This method applied in this researcher was Systematic Review (SR). The researcher collected a number of articles from year 2010 – 2022 to be analyzed by using this method. It aimed to see how pictures are useful to aid junior high school students in constructing simple present tense sentence.

RESULTS AND DISCUSSION

The research data was collected from a number of published articles related to the use of pictures to teach simple present tense sentence construction to English junior high school students. The researcher then analyzed the articles by using systematic review.

The following table shows the previous researches that used pictures in teaching simple present tense sentences.

Table 1. The results of the research related to the use pictures in teaching simple present tense by using various teaching method.

No	Researcher & Year	Title	Result of the Research
1	Mee, Rita Wong Mee .2014.	Picture As Tool For Sentence Construction	Based on the research findings shows that the authentic picture is better in teaching writing skills to Malaysian students.
2	Alimah, Putri Maya. 2015	The Effectiveness of Using Hot Potatoes “To Teach Students “Simple Present Tense “At SMPN 1 Nguntut Tulung Agung.	It can be concluded that the use of hot potatoes cloze test is effective towards students’ grammar achievement and it is suggested to be used in teaching grammar, especially at the seventh grade of SMPN 1 Nguntut Tulungagung.
3	Syam, Rahmat. 2015	The Effectiveness of Using World Wall	It can be concluded that using Word Wall can increase the students’ ability in mastering

		In Teaching Simple Present Tense At The First Year Students of Junior High School 1 Parigi.	simple present tense. Word Wall can increase the students' mastering simple present tense. Therefore, Word Wall is helpful to activate the students' background knowledge that is very important to help students practice their mastering simple present tense.
4	Vanesa, Agis Putri and Setiawati, Pipih. 2021.	Using Pictures As Teaching Media In Writing Descriptive Text. (A Pre-Experimental Study at one of Junior High School in Garut, West Java, Indonesia).	The researcher concluded that the use of pictures is an appropriate medium to develop students' ability in writing. By looking the pictures, the students will be able to catch the idea of what had to be written.
5	Achmad, Diana et al. 2018	Picture This! Teaching Writing To Junior High School Students.	From the result of this study which was conducted on the class VII-4 of SMPN 16 Banda Aceh, the writers found that there was a significant improvement on the students' score from the pre - test to the post - test.
6	Uematsu, Hajime. 2012	The Use of Pictures and	The researcher s conclude that pictures

		Illustrations in Teaching English.	and illustrations bring a surprising amount of benefit into the language classroom and they are a gold mine of language teaching and learning.
7	As, Devi Agustina. 2020	The Influence of Using Pictures in Teaching English	By using pictures and visual materials, the teacher can teach the students easily and effectively, because visual materials or aids can influence the students' understanding and mastery in learning the language.
8	Styati, Erlik Widiyani. 2016	Effect of YouTube Videos and Pictures on EFL Students' Writing Performance	This article shows that there is an effect of the use of YouTube videos and pictures on EFL students' writing performance. The students who were treated by using pictures had better writing performance.
9	Gutiérrez, Katia Gregoria Contreras, Puello, Miriam Niño and Galvis, Luis Alberto Pérez. 2015	Using Pictures Series Technique to Enhance Narrative Writing among Ninth Grade Students at Institución Educativa Simón Araujo	The researcher concludes that pictures series technique applied to Process approach was a suitable strategy for EFL students from the eighth grade at Institución Educativa Simón Araujo to increase their narrative skill in English. In addition, this type of resources was a means for increasing

			students' motivation to improve and practice their narrative writing skills.
10	Wening, Rahayu Hesthi.2016	The Role of Picture Series in Improving Students' Writing Ability. International Conference on Education.	It is concluded that Picture series are chosen since they are interesting and contain chronological order in sequence that ease the students to generate and organize their ideas in written form. Therefore, teachers are suggested to be more creative in choosing and creating interesting media in order to success the teaching of writing. They are expected to conduct research to explore more about the use of picture series in improving students' writing ability.

Based on the result of the analyzing the researches listed above it shows that: Article one explains that based on the research findings shows that the authentic picture is better in teaching writing skills to Malaysian students (Mee, Rita Wong Mee. 2014). Article two explains that the use of hot potatoes cloze test is effective towards students' grammar achievement and it is suggested to be used in teaching grammar, especially at the seventh grade of SMPN 1 Ngunut Tulungagung (Alimah, Putri Maya. 2015)

Article three explains that using Word Wall can increase the students' ability in mastering simple present tense. Word Wall can increase the students' mastering simple present tense. Therefore, Word Wall is helpful to activate the students' background knowledge that is very important to help students practice their mastering simple present tense (Syam, Rahmat. 2015). Article four explains that the use of pictures is an appropriate medium to develop students' ability in writing. By looking the pictures, the students will be able to catch the idea of what had to be written (Vanesa, Agis Putri and Setiawati, Pipih, 2021).

Article five explains that from the result of this study which was conducted on the class VII-4 of SMPN 16 Banda Aceh, the writers found that there was a significant improvement on the students' score from the pre - test to the post – test

by using pictures (Achmad, Diana et al.2018). Article six explains the researcher s conclude that pictures and illustrations bring a surprising amount of benefit t into the language classroom and they are a gold mine of language teaching and learning (Uematsu, Hajime. 2012).

Article seven explains that by using pictures and visual materials, the teacher can teach the students easily and effectively, because visual materials or aids can influence the students' understanding and mastery in learning the language (As, Devi Agustina. 2020). Article eight explains that there is an effect of the use of YouTube videos and pictures on EFL students' writing performance. The students who were treated by using pictures had better writing performance (Styati, ErlikWidiyani.2016) Article nine explains pictures series technique applied to Process approach was a suitable strategy for EFL students from the eighth grade at Institución Educativa Simón Araujo to increase their narrative skill in English. In addition, this type of resources was a means for increasing students' motivation to improve and practice their narrative writing skills. (Gutiérrez, Katia Gregoria Contreras, Puello, Miriam Niño and Galvis, Luis Alberto Pérez. 2015).

Article ten explains that It is concluded that Picture series are chosen since they are interesting and contain chronological order in sequence that ease the students to generate and organize their ideas in written form. Therefore, teachers are suggested to be more creative in choosing and creating interesting media in order to success the teaching of writing. They are expected to conduct research to explore more about the use of picture series in improving students' writing ability. (Wening, Rahayu Hesthi.2016).

CONCLUSION

Based on the analyzing results above, it can be concluded that the use of pictures enables the junior high school students to construct simple sentence in simple present tense. The students also learn and understand one part of English Grammar that is simple present tense.

REFERENCES

- Alimah, Putri Maya. 2015. The Effectiveness of Using Hot Potatoes “To Teach Students “Simple Present Tense “At SMPN 1 Nguntut Tulung Agung. repo.iain-tulungagung.ac.id.
- Achmad, Diana et. al. 2018. Picture This! Teaching Writing To Junior High School Students. Proceedings of the International Conference on the Roles of Parents in Shaping Children’s Characters (ICECED).
- Gutiérrez, Katia Gregoria Contreras, Puello, Miriam Niño and Galvis, Luis Alberto. 2015. Using Pictures Series Technique to Enhance Narrative Writing Among

Ninth Grade Students at Institución Educativa Simón Araujo. Published by Canadian Center of Science and Education. English Language Teaching; Vol. 8, No. 5

Islam, Muhamad Usama, Ashraf, Faisal Bin, Abir, Ali Imam, and Mottalib, M.A. 2017. Polarity Detection Of Online News Articles Based On Sentence Structure And DynamDictionary. International, ieeexplore.ieee.org

Liando, N. V. F., Tatipang, D. P., Tamboto, G., Poluan, M., & Manuas, M. (2022). Pictures as a Learning Media in Teaching Vocabulary. *Jurnal Ilmiah Universitas Batanghari Jambi*, 22(3), 1944-1949.

Morthy, Dharshini Krishnan and Aziz, Azlina Abdul. 2020. The Use of Language Games in Enhancing ESL Learners' Sentence Construction. *International Journal of Academic Research in Business and Social Sciences*, 10(9), 16-32.

Mee, Rita Wong Mee .2014. Picture As Tool For Sentence Construction. *American Research Thought*. Volume 1, Issue 1.

Qishta, Faten, Mohammad. 2017. The Effectiveness of Using Pictures on Developing Sentence Writing Skills for the Seventh Graders in the Governmental Schools in Rafah.

Solihat, Anisa and Syahrizal, Trisnendri. 2020. The Implementation of Jigsaw Method In Teaching Simple Present Tense. *Profesional Journal of English Education*. Volume 3, Number 2.

Wang, Yen – Hui. 2010. Using Communicative Language Games in Teaching and Learning English in Taiwanese Primary Schools. *Journal of Engineering Technology and Education*, Vol. 7, No.1

Vanesa, Agis Putri and Setiawati, Pipih. 2021. Using Pictures As Teaching Media In Writing Descriptive Text. (A Pre-Experimental Study at one of Junior High School in Garut, West Java, Indonesia). *English Education and Applied Linguistics (EEAL) Journal* 58 Vol. 4 No.1.

Syam, Rahmat. 2015. The Effectiveness of Using World Wall In Teaching Simple Present Tense At The First Year Students of Junior High School 1 Parigi. ETERNAL (English, Teaching, Learning, and - journal3.uin-alauddin.ac.id

Styati, Erlik Widiyani. 2016. Effect of YouTube Videos and Pictures on EFL Students' Writing Performance. Dinamika Ilmu P-ISSN: 1411-3031; E-ISSN: 2442-9651, Vol. 16 No. 2

Uematsu, Hajime. 2012. The Use of Pictures and Illustrations in Teaching English. 21st Century Education Forum Vol. 7.

Wening , Rahayu Hesthi.2016. The Role of Picture Series in Improving Students' Writing Ability. International Conference on Education. Education in the first century.