

**THE APPLICATION OF PICTURE AND PICTURE MODELS  
FOR UPGRADE THE RESULT OF STUDENT LEARNING ON ENGLISH  
LANGUAGE BY USING SIMPLE PRESENT TENSES IN THE X CLASS OF  
SMA NEGERI 3 KUTACANE**

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**Abstract.**

*Destination study this for knowing the effect of picture and picture models on results study student in using tenses for the topic of daily activity material. The method of the research is quantitative with one group pretest-posttest design. The population taken from whole class X amounted to 101, while the sample used in one class is class X IPS 1 amounted to 28 students. Data collection techniques include tests, observation, and documentation. The data analysis technique uses formula percentage to evaluate observation of the picture and picture learning model, while the test uses two formulas in between average formula and n-gain. Finding the research is pretest get the average score is 23.43, posttest get the mean score was 71.7. From the score, the that occurs enhancement understanding of the simple present tenses in the context of daily activities material. Whereas n-gain gets a score of 0.63 means that the score n-gain of  $0.3 < 0.63 \geq 0.7$  is categorized as a medium, it means the level of success of the application of the picture and picture learning model on simple present tense material is categorized as medium. Results of learning model observation picture and picture get score percentage sheet teacher observation is 82.3%, while score percentage sheet student observation is 80.2%. This thing shows that for the category sheet teacher's observation is good, while on the sheet student observation is categorized as very good, which means the teacher has succeeded apply the learning model with good.*

**Keywords :** *Application of picture and picture models, tenses.*

**Background of Research**

Sometimes a ruling cannot used because the speak English with tenses very difficult. Whereas using tenses can help the speakers to know about present or past tense. It can upgrade knowledge and skills students as well as communicate with it to create good language. According Ramli (2011: 69) that inside RI Law No. 2 of 1989 contents is educating life nation and develop Indonesian people as a whole, namely man of faith and pious to Almighty God One and virtuous character sublime, or have knowledge and skills as well as solid personality and independence and sense of responsibility.

Based on the problems that occur at SMA Negeri 3 Class X Kutacane there is the problem in using formula tenses. So that, the researcher applied the teaching material The learners benefit from employing pictures and visual models, ability in English language, especially in using tenses.

Different with research the previous one research Muslika (2013) with that research that has been doing the only limited application of models *picture and picture* learning on English learning. The research is still ambiguous because it does not determined clear material so the learning model is only as an application course. The next, Zebua's journal (2019) states that English language conversation does not required high sense as memorizing the formulas, mastering the tenses, the grammar, and the system of formal English language. This thing becomes a problem in the following development era that writing should use tenses and applicable grammar rules.

According to Istarani (Jannah, 2020: 11), states that learning *pictures and pictures* could upgrade skills and analysis with compiled order pictures that have been made. Picture the in the study this is the picture the cloud inside there is writing conversation language English made by students, then cut into pieces and arranged in accordance with the topic the conversation that has been determined.

According to the statement above, the researcher is interested in doing study under the title "The Application of Picture and Picture Models for Upgrade The Result of Students Learning on English Language by Using Tenses in The X Class at SMA Negeri 3.

### **Theoretical Framework**

As mentioned by Ibrahim (2011: 29), the picture and picture cooperative learning concept that emphasizes the presence of groups, which form interactions that educate and teach one another intentionally and methodically. As per Istarani (2011: 6), the picture and picture cooperative learning models are as follows: (1) Each team work (student) is accountable for everything done in the group; (2) Each team member (student) must understand that every member of the group share similar values; (3) Also every teammate (student) should communicate its same responsibilities and duties between many team work; (4) Each team work (pupils) will be evaluated; (5) Also every team work (student) shares leadership and requires skills by learning together throughout the learning experience. (6) Each teammate (student) will be required to account for such material handled in cooperative groups separately. Furthermore, Knowles (Fatimah, 2012: 3) group learning is defined as the organizing of pupils to fulfill educational objectives, including the picture and picture learning model.

## **Picture and Picture Learning Models**

Taniredja (2013: 55) describes cooperative learning as a training strategy that allows students to cooperate with their peers in planned tasks, in groups, such that there is open communication and effective teamwork. According to Ibrahim (2011: 29), the image plus picture cooperative based learning paradigm that emphasizes the establishment of groups that consciously and systematically build connections that are mutually helpful, loving, and caring for one another. The constructivist concept underpins the cooperative learning paradigm using visuals and photographs. A having to learn model, according to Soekamto et al (Arifin, 2013: 126), is a theoretical model that describes a structured process for arranging experience for learners' specific learning goals, and it serves as a template for instructional designers and teachers when developing curriculum.

## **Principles and Objectives of The Picture and Picture Learning Model**

Istarani (2011: 6) lists the following picture and picture cooperative learning models: (1) Every team work (student) is accountable for everything done in the group; (2) Every team work (pupil) should comprehend that all team work share a common goal; (3) Either every group member (pupil) should converse the same responsibilities and duties between many members of the group; (4) Also, every team work (student) will be evaluated; (5) (6) In cooperative groups, each team work (student) would've been expected to account for the relevant major independently.

Based on the fundamental themes in the picture and picture cooperative learning method aforesaid, it is feasible to conclude that this learning model trains children to work with other peers and to learn to be responsibility for the tasks allocated to them. This kind, as the name implies, incorporates visual material into the learning process, notably by installing/sorting images into a particular progression. In order to enable students to be relevant, it is anticipated that students would be able to think clearly.

## **Picture and Picture Model Syntax**

Processes in Studying Cooperative Type Model Picture and Pictures, according to Istarani (Jannah, 2021:11) are listed below:

- a. The instructor communicates the educational targets or competences that must be attained.

- b. Before group activities, provide material.
- c. The instructor supplies the images that will be utilized (related to the material).
- d. Sort or Pair Images.
- e. Students Give Reasons.
- f. Developing Materials and Embedding Material Concepts.
- g. Summarizing / Summarizing the Materials.

### **Simple Present Tenses Concept**

Fitria (2016: 16) defines Simple Present Tenses as activities or circumstances that do not change frequently. The simple present also can relate to the future when used to express a habit or practice, convey an opinion, or make a general assertion of fact.

The researcher may infer from this description that the Simple Present Tenses are tenses that can be used to convey activities we do already or habits and facts that are made using simple verbs, excluding the third standalone treatment like him, which is expressed by adding 's' or 'ice' at the end.

### **The Pattern of Simple Present Tenses**

According to Sasmitha (2018: 7) simple present tenses patterns include:

#### **a. Non-Action Sentence**

Non-action sentences are sentences that are used to describe or describe an event that is currently happening. Because there is no 'verb' in the pattern, it is referred to as a non-action phrase.

S + To Be (is, am, are) + Complement (Adjective/Adverb/Noun)

Example: He is a Teacher

Negative:

S + To Be (is, am, are) + Not + Complement (Adjective/Adverb/Noun)

Example: He is not a teacher

Interrogative:

To Be (is, am, are) + S + Complement (Adjective/Adverb/Noun)

#### **a. Action Sentence**

Actions sentences are sentences with a purpose (verb). It's being used to define a habit or behavior that we perform on a regular basis.

Positive:

S + V1(s/es) + Object/Adverb

Example: I play football

He plays football. She studies English

Negative:

S + do/does + not + V1 + Object/Adverb

Interrogative

Do/does + S + Object/Adverb?

Example:

Do you study English?

Does He plays Football?

### **The Function of Simple Present Tenses**

Manulang believes (Sasmitha, 2018: 9), the functions of the simple present tenses include:

- a. Describe an activity or occurrence that we do on a regular basis. There are several temporal adverbs that may be employed in the simple present tense, as in every day, every week/month/year, occasionally, always, frequently, seldom, usually, generally, ordinarily, normally, rarely, and so on.
- b. Explain in generally truths.
- c. Describing the qualities of individuals or objects
- d. Describes an activity or plan that will be implemented shortly.
- e. That can be used by football commentators, etc.

There are many spelling restrictions in the simple present tenses, as according Praticia (2011: 60):

- a. The verb ending: ch, o, sh, ss, x, or, y, that begins eith a consonant, so that the verb will be added es. Example: catch-catches, search-searches, touch-touches, and others.
- b. Other verbs that do not end in a consonant will be added s  
Example: agree-agrees, arrive-arrives, build-builds, cut-cuts, dream-dreams, etc.
- c. If the simple form of the verb ends in- y, after the consonant, change-y to I and add es.  
Example: Study-studies. But Verb that have a vowel before 'y' don't change to 'I' and don't add es. Example: Buy-buys
- d. If the simple form of the verb ends in – s,-z, sh, ch, x, or, o (after consonant), add es.

Example: Go: they go to the market. Goes: he goes to the market

## **Research Design**

This research method is quantitative. Creswell (2014: 32) defines quantitative research as a method for evaluating objective ideas by investigating the connection between variables. These variables can then be measured, generally at the instrument, and the resulting numerical data can be examined statistically.

The pre-experiment approach was employed in this investigation. Sugiyono believes (Ratminingsih, 2010: 31), that Pre-experimentis research design that hasn't been categorized as experiment real experiment pseudo because on this design not yet conducted taking the sample by random or *random* as well as no conducted enough control to the variable bully who can influence variable tied.

The next explanation about pre-experimentstill in Sugiyono'sopinion (2015: 109) that researchpre-experiment result is variable dependent no solely influenced by the independent variable.

The opinion above could be defined pre-experiment that something research that takes the sample no conducted by random and no there is class control so that on pre-experimental research this focus to one class just for knowing results study student before and after given treat.

The research design employed in the study is a one-group pretest-posttest design. This concept before treatment given more formerly sample given pretest (test beginning) and at the end learning sample given posttest (test end of r). The goal is for knowing the results of study students before and after being given treatment on the topic of daily activity.

## **Population and Sample Research**

### **Population**

Arikunto argues (2013: 173) defines the population is something unity individual or subject on region and time with quality certain that will be observed/researched, or in other words all individuals who will make as object research.

The population on the research consisted of whole class X amounted to 101 studentsin SMA Negeri 3 Kutacane.

### **Sample**

According to Arikunto (2013: 174), the "sample" is a subset or representation of the investigated population. Whereas Sugiyono (2015: 118) asserts that the sample is a subset of the population and its features.

Technique withdrawal sample use technique purposive this called also judgmental sampling. Priyono (2016: 118) states that sampling determination has criteria special against samples. As for criteria special on class X IPA and IPS are they currently enter Theory conversation speak English before currently in progress teaching at SMA Negeri 3 Kutacane, then researcher enters To do research in class the with thinking that the students class X IPA and IPS are able for communicating in speak England.

The sample used for research, namely class X IPS 1 with a total of 28 students. Election class X IPS 1 are based on recommendations from the teacher too because consideration of ability that has been described above.

### **Data Collection Technique**

Data collection technique used consists of three techniques, among others thing is including test, observation, documentation. Following explanation from the third technique those:

#### **Test**

According to Sugiyono's (2015: 220) study, the test is done first and foremost of learning (pretest) and final learning (posttest). Form essay questions which about daily activity. After giving the pretest, the researcher serves material tenses with apply picture and picture learning. Final give posttest with the different questions but still about daily activity.

#### **Observation**

Sugiyono (2015: 204) states that observation is an activity loading study to something object. As for what was observed on study this is activity study students in the class like, response student, answer teacher questions and other related with activity study students in class. For observation picture and picture learning *were* conducted with use sheet teacher observation and students who have displayed on attachment.

#### **Document**

Sugiyono (2015: 329) defines documentation as a means for collecting information and information in the form of libraries, archives, papers, writings, numbers, and a picture in the form of reports, and also information that may help study. As for supporting documents in the study, this is a report or device for classroom teacher learning such as RPP and Owned syllabus by the teacher to be photocopied as documentation related to tenses learning.

### **Research Instrument**

Research instrument is sheet or grille from primary data and secondary, including show test, observation, and documentation. Following explanation from grille from instrument research.

### **Test**

Research instrument for technique data collection using test as evidenced by the table following this:

**Instrument Grid Evaluation Test**

<b>No.</b>	<b>Grid</b>	<b>Implementation</b>
1	Test daily activity	1. Simple Present tenses
		2. Time maker
		3. Sentences pattern

### **Observation**

As for grille observation instrument for research application picture and picture learning on daily activity as follows.

**Grid Instrument Observation**

<b>No</b>	<b>Grid</b>	<b>Implementation</b>
1	Syntax picture and picture learning	1. Stage Pretest
		2. Delivering learning indicators
		3. Give introduction material tenses and conversation daily activity
		4. The teacher provides an image in the form of pieces of paper, inside



		his there is the sentence about daily activity
		5. The teacher pointed students by taking turns to sort pictures and showing results picture the
		6. The teacher gives comments and his opinion on pictures that have been arranged by a number of groups
		7. teacher and student take conclusion learning for Theory daily activity
		8. Stage posttest

### Documentation

As for grille instrument documentation for study Theory daily activity in learning cooperative on Theory daily activity poetry as follows.

#### Grid Instrument Documentation

No	Grid	Data
1	Device Learning	1. Syllabus
		2. Plan Implementation Learning
		3. Material tenses and gathering Theory as well as question daily activity

## RESEARCH RESULTS AND DISCUSSION

### Research Result

The Outcomes of Using Picture And Picture Models to Improve Results Learn English with Simple Present Tenses in Class X IPS 1 at SMA Negeri 3 Kutacane, which is scheduled to begin on June 31, 2022. On that occasion, the researcher visited the school to handle the management of research permissions. The first action was to administer the pretest, which consisted of straightforward present tense essay questions. The main task is

to apply the picture and picture learning model to the simple present tenses material and perform the treatment. Finally, the activity of learning evaluation concludes.

The sequence from the beginning to the end is a pre-experimental research methodology using a one-group pretest-posttest study design. This approach employs a study design that includes a pre - test, treatments, and post - test.

### **Research Discussion**

The research discussion will be in accordance with the above-mentioned research results, namely trying to analyse and discussing the findings in the form of the picture and picture learning model, as well as the outcomes of the quantitative evaluation in line with the values acquired in the research results. The discussion that follows is based on the findings of research just on learning model.

The study's findings for the pretest get an average score of 23.43, post-test to get an average score of 71.7. From this score, there is an increase in understanding of simple present tenses in the context of daily activity material. While *the n-gain* score of 0.63 means that the *n-gain value* of  $0.3 < 0.63 \geq 0.7$  is in the medium category, meaning the success rate of implementing the picture and picture learning model on the simple present tenses material is in the medium category.

The percentage score on the teacher's observation for the picture and picture learning approach is 82.3 percent, while the percentage score of the student's observation sheet is 80.2%. This shows that the teacher's observation sheet category is good, while the student's observation sheet is a very good category, meaning that the teacher has succeeded in implementing the learning model well.

The learning process occurs when the teacher applies the learning model, when students engage, and when they solve issues in groups. The image and picture cooperative learning model, according to Ibrahim (2011: 29), is a learning paradigm that stresses the development of groups, which purposefully and methodically build relationships that are mutually beneficial, loving, and caring for each other. The constructivist philosophy underpins the picture and picture co - operative learning methodology. This learning stems from the idea that if learners interact difficult topics with their peers, they will be able to identify and grasp them more readily. Students frequently cooperate in groups to assist one another in solving challenging challenges.

The working group's problem-solving outcomes now become concepts and purposes of the image and picture model's implementation. According to Istarani (2011: 6), the key elements of the picture and picture cooperative learning paradigm are as follows: (1) Each group member (student) is accountable for everything completed in the group; (2) Each group member (pupil) must understand that all group members share a common goal; (3) Each group member (pupil) should communicate the same responsibilities and duties between many members of the group; (4) Each group member (pupil) will be evaluated; (5) Each member of the group (student) shares leadership and requires skills by learning together during the learning process. (6) Each group member (students) will be required to account for the regarding major in cooperative groups separately.

Based on the key ideas in the image and picture stad type cooperative learning below, it is possible to infer that this learning approach prepares kids to be able to collaborate with other peers and learn to be accountable for the tasks they are assigned. As the name indicates, this kind employs visual media in the learning experience, namely by trying to install photographs into a logical sequence. Students are required to be able to think rationally in order for learning to be relevant.

## **CONCLUSIONS AND RECOMMENDATIONS**

### **Conclusion**

Based on the previously disclosed formula problem concerning how the application of the image and picture model for increasing outcomes study student on Theory conversation Language English with using simple present tenses, can declare result that Results from the study for pretest get the average score is 23.43, posttest get the mean score was 71.7. From the score, the that occur enhancement understanding of the simple present tenses in the context of daily activities material. Whereas *n-gain* gets a score of 0.63 means that the score *n-gain* of  $0.3 < 0.63 \geq 0.7$  categorized medium, it means level success by use of a picture and a picture learning model on simple present tense material is categorized medium. Results learning model observation picture and picture get score percentage sheet teacher observation is 82.3 %, while score percentage sheet observation student is 80.2%. This thing shows that for the category sheet teacher's observation is good, while on the sheet observation student is categorized as very good, which means the teacher has succeeded apply the learning model with good.

### **Recommendations**

The advice that should be conducted by the researcher next is Theory For the topic of daily activity, it's better to learn several formulas, including the simple present, present continuous, present perfect, and present perfect continuous. Meeting not only once, at least two to three meetings so that the material achieved.

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