

**THESIS**

**A STUDY ON THE USE OF PICTURES TO IMPROVE  
THE MASTERY OF PRESENT PROGRESSIVE  
OF ELEVENTH GRADE STUDENTS OF SMA KRISTEN 1 KUPANG  
IN THE SCHOOL YEAR 2017/2018**



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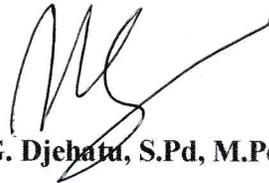
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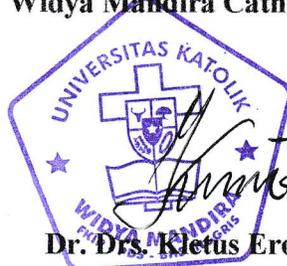
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## TABLE OF CONTENTS

|   |            |
|---|------------|
| <b>COVER .....</b>  | <b>i</b>   |
| <b>APPROVAL SHEET .....</b>   | <b>ii</b>  |
| <b>TABLE OF CONTENTS.....</b>                                       | <b>iii</b> |
| <b>BOARDS OF EXAMINERS .....</b>                                    |            |
| <b>DEDICATION.....</b>  |            |
| <b>MOTTO .....</b>  |            |
| <b>ABSTRACT.....</b>  |            |
| <b>ACKNOWLEDGEMENT.....</b>   |            |
| <b>CHAPTER I INTRODUCTION.....</b>                                  | <b>1</b>   |
| 1.1 Background of the Study.....                                    | 1          |
| 1.2 Problem Statement .....   | 3          |
| 1.3 Objective of the Study.....                                     | 3          |
| 1.4 Significance of the Study .....                                 | 3          |
| 1.5 Scope and Limitation .....                                      | 4          |
| 1.6 Definition of the Terms.....                                    | 4          |
| <b>CHAPTER II REVIEW OF RELATED LITERATURE .....</b>                | <b>7</b>   |
| 2.1 Theory .....  | 7          |
| 2.1.1 Concepts of English Grammar .....                             | 8          |
| 2.1.2 Concepts of Present Progressive .....                         | 8          |
| 2.1.3 The Meaning of Present Progressive.....                       | 8          |
| 2.1.4 The Form of Present Progressive .....                         | 9          |
| 2.1.5 The Use of Present Progressive.....                           | 12         |
| 2.1.6 Teaching of English Grammar .....                             | 14         |
| 2.1.7 Concepts of Pictures.....                                     | 17         |
| 2.1.8 Procedures of Teaching English Grammar by Using Pictures..... | 18         |
| 2.1.9 Classroom Action Research .....                               | 21         |
| 2.2 Previous Study .....  | 22         |
| 2.3 Research Model.....   | 23         |
| <b>CHAPTER III RESEARCH METHOD .....</b>                            | <b>25</b>  |
| 3.1 Research Design.....  | 25         |
| 3.2 Subject of the Study .....                                      | 29         |
| 3.3 Research Instruments .....                                      | 30         |
| 3.4 Procedures of Data Gathering .....                              | 30         |
| 3.5 Procedures of Data Analysis .....                               | 31         |

|  |           |
|--|-----------|
| <b>CHAPTER IV DATA ANALYSIS AND DISCUSSION .....</b> | <b>33</b> |
| 4.1 Pre – test .....                                 | 33        |
| 4.2 Cycle I .....                                    | 35        |
| 4.3 Cycle II.....                                    | 45        |
| 4.4 Discussion .....                                 | 50        |
| <br>   |           |
| <b>CHAPTER V CONCLUSION AND SUGGESTION .....</b>     | <b>51</b> |
| 5.1 Conclusion.....                                  | 51        |
| 5.2 Suggestion .....                                 | 52        |
| <br>   |           |
| <b>BIBLIOGRAPHY .....</b>                            | <b>53</b> |
| <br>   |           |
| <b>APPENDICES .....</b>                              | <b>54</b> |
| Appendix 1 Lesson Plan .....                         | 55        |
| Appendix 2 Teaching Material.....                    | 60        |
| Appendix 3 Pre-test.....                             | 63        |
| Appendix 4 Post-test I.....                          |           |
| Appendix 5 Post-test II .....                        |           |
| Appendix 6 Students Work Sheet .....                 |           |

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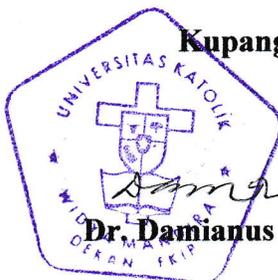
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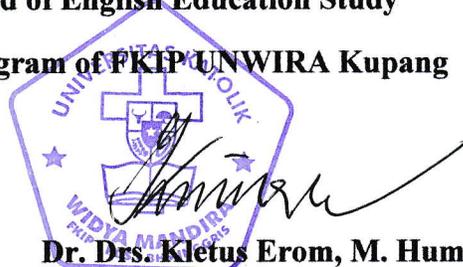
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## **DEDICATION**

This thesis is dedicated to :

- Her beloved parents : Yoseph Duli Lamablawa and Magdalena Teniban  
Leton
- Her beloved sisters : Selvy Lamablawa and Leno Lamablawa
- Her beloved brother : Allan Lamablawa
- Her beloved Almamater Widya Mandira Catholic University especially  
English Study Program

**MOTTO**

**“SUCCESS BELONGS TO PEOPLE WHO ARE  
WILLING TO WORK HARD AND ALWAYS BE  
GRATEFUL FOR WHAT THEY HAVE”**

**( Retty Charolyna )**

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The Writer

## ABSTRACT

This study is entitled : **A STUDY ON THE USE OF PICTURES TO IMPROVE THE MASTERY OF PRESENT PROGRESSIVE TENSE OF THE ELEVENTH GRADE STUUDENTS OF SMA KRISTEN 1 KUPANG IN THE SCHOOL YEAR 2017/2018**. The study was conducted in order to answer the following questions: (1) Are the pictures effective or not to improve the mastery of present progressive of the eleventh grade students of SMA Kristen 1 Kupang in the school year 2017/2018? (2) How are pictures implemented to improve the mastery of present progressive tense of the eleventh grade studenets of SMA Kristen 1 Kupang in the school year 2017/2018?. The objectives of this study are: (1) To find out whether the pictures are effective to iprove the mastery of present progressive of the eleventh grade students of SMA Kristen 1 Kupang in the school year 2017/2018 (2) To describe how pictures are implemented to improve the mastery of present progressive of the eleventh grade students of SMA Kristen 1 Kupang in the school year 2017/2018. This study focused on the students' grammar acquisition using pictures in which the writer has chosen from people pictures. The respondents of this study were 18 students. The instruments used in this study were pre – test and post – test. Based on the analysis of the data, the writer concluded that (1) the pictures were effective in teaching present progressive for eleventh grade students at SMA Kristen 1 Kupang. There were some significant differences in research of teaching present progressive by using pictures. The students level of present progressive in the pre – test was **BELOW AVERAGE** (48.89) while the post test I was **GOOD** (80.89) and the post – test II was **VERY GOOD** (93.88). The average improvement was 32 points from pre-test to post-test I and 12.99 from post-test I to post-test II. The pre – test was given before they have been taught using pictures and the post – test I and post-test II was given after the teacher implementing and taught the students using pictures. (2) The use of pictures to improve the mastery of present progressive tense was implemented in two cycles. In the **first cycle**, pictures were used to elicit students' knowledge about the formula of present progressive tense. From this, the writer started to teach definition and formula of present progressive tense. And for example of sentences, the writer used pictures so the students could make present progressive sentences. Post-test I was given at the end of cycle I. In **second cycle**, the same steps were used to strengthen students' mastery of present progressive tense. Explanation and exercise were accompanied with pictures. Then, post-test II was given at the end of cycle II. From the result of post-test I and post-test II, there was an improvement of the mastery of present progressive tense by using pictures. In teaching present progressive without the technique or games especially pictures, the students had low motivation in the classroom interaction, but when applying pictures, the students was so active and enjoy in the class interaction and had highest motivation in teaching learning process especially in present progressive. Based on the result of the study, the writer would like to propose some suggestions as follow: (1) The English teacher of the researched school should pay attention to the students' need and characteristics by giving them some techniques to make them easier to learn English (2) The English teacher should be more serious in helping the students to develop their skill in English especially about present progressive (3) Pictures technique can be make an alternative to overcome students' boredom in learning English.