Uncovering Students' Ability in Writing Simple Sentences Using Pictures

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ABSTRACT

The development of technology affects the education sector in urban and rural areas. Teachers-students in rural areas find it difficult to apply it for some reasons. Therefore, teachers must be more creative and innovative in the learning-teaching process besides using technology, such as pictures. This research describes students' ability to write simple English sentences using pictures. The type of this research is descriptive quantitative. The respondents were tenth-grade students of SMA Negeri 29 Halmahera Selatan, which consisted of 13 males and seven females. The data were collected through an English simple sentence test consisting of 4 pictures. Each student wrote five sentences in a picture. This research showed that the mean score of students' ability to write simple English sentences using pictures is 2.95, referring to the good category. This research recommends that future research investigate the effectiveness of pictures as media used in rural and urban areas' learning-teaching process.

Keywords: ability, writing, simple sentence, pictures, rural area.

1. INTRODUCTION

1.1. Research Background

English is the language people use in English-speaking countries or in international activities between countries. Ramelan (1992, p. 23) noted that "English as an international language is used to communicate, strengthen and strengthen relations between countries of the world in various

fields, for example, tourism, business, science, and technology." Taking English into account, people in all non-English-speaking countries, including Indonesia, are learning English. With proficiency in English, people will be able to cope with this when the world changes rapidly. Therefore, it is not surprising that the number of people interested in learning English increases from time to time. In Indonesia, English is taught as a foreign language. Ramelan (1992, p. 1) stated that "English has been taught as the first foreign language since the proclamation in Indonesia on August 17th, 1945." It is a compulsory subject in junior high school and senior high school and universities or institutes for several terms.

Some people even try to teach English to some elementary school students. Many education and social experts have made many efforts to improve English teaching. They also considered the urgent role of English in world communication. The Indonesian government has made significant progress in English teaching by updating the curriculum to a new competency-based curriculum to keep up with the pace of global exchanges. This new course will enable students to have better methods and materials to learn English. When learning English, there are about four skills that need to be well understood: reading, writing, listening and speaking.

Writing is a necessary aspect of English for students. Writing is the process of thinking and putting forward ideas, thinking about how to express yourself with good writing, and organizing ideas in statements and paragraphs (Lestari, 2022; Saputro et al., 2022; Utami et al., 2018). The aspect of writing demands us to write a sentence grammatically. Grammar consists of several major topics such as nouns, pronouns, adjectives, adverbs, and verbs. Verbs are words in a sentence that describe the sentence's action or introduce the condition or state of someone or something in the sentence (Simonova, 2019; Zhong & Yue, 2022; Zhou & Liu, 2021). The condition and state here are closely related to tense.

Tense is generally divided into past, present, and future. The use of those tenses is always found in several texts. A story that an author will write should be based on a context of a condition and state. A context of a condition and state showed when an event in a text occurred. An event probably occurred in the past, present, and future. An event in a story will be written using sentences influenced by language features and text structure depending on the context of a condition stated in the story. Therefore, the context of a condition and state of the story will decide what type of tense will be used. From the definition, students claim that achieving these goals if they have the knowledge and writing skills following the goals that have been formulated. The picture is the media that researchers will use to determine the students' ability to write simple sentences grammatically.

A sentence is a series of words, beginning with a capital letter and ending with a period, usually used to express the state of affairs in the world (Potsdam & Aarts, 1998; Swiqtek, 2002). The same thing about the sentence conveyed by Jacobs (1995, p. 49)is that "a clause is a structure made up of a phrase, usually a noun phrase with a subject relationship and another verb phrase with a predicate relationship." Another opinion states that a sentence is a syntactic unit composed of primary constituents, usually clauses, equipped with conjunctions if needed and accompanied by a final intonation (Saputro et al., 2022). Those experts' statements showed that the meaning of a sentence is a series of words to express a situation that begins with a capital letter, such as subjects, verbs, nouns, and related information. A simple sentence is not affixed to any other clauses and is, therefore. Known as sentences that stand alone. As we know, simple sentences contain both a subject and a verb. Researchers asked students to write simple sentences using pictures. The media can attract students' interest and confidence.

Most of the students still have difficulty mastering English. The interest in mastering English is even more urgent because it is considered in all aspects. In Indonesia, it has not achieved the goals regarding capabilities and competencies formulated according to the curriculum in that country. Especially their proficiency in the language is still far from expectations because many of them find it difficult to write sentences correctly according to grammatical. The difficulty commonly encountered is the placement of the wrong sentence pattern without paying attention to the elements of the subject, predicate, object, and description. If there are direct, indirect, single, compound types in Indonesia, etc. Of course, this is different from English, which only has two types of sentences: nominal and verbal. Those who still have difficulty understanding English can make simple sentences from predetermined sentence patterns that can be practiced in everyday life.

To write simple sentences in English, students can use a picture as media in writing simple sentences. By practicing writing simple sentences in English, students learn tenses and see many vocabularies. Pictures are media that combine facts and ideas (Zhong & Yue, 2022). The image media will help students receive lessons and help them think creatively and express their ideas through pictures. Composing sentences in English is undoubtedly different from Indonesian. It requires an understanding of the explanation of sentences in English, but the patterns or elements contained in these sentences can change according to conditions. By studying a series of essential foundations of sentences in sequence, the sentence structure in English will be easy to understand. Using tenses also needs to be studied to interpret a series of sentences functionally. The combination of sentences and tenses can be arranged if supported by a grammatical system that is

easy to understand for students and students. Students need to be introduced to suitable media to refresh the learning activities' atmosphere in class. Researchers use the media to make simple sentences using the learning model pictures.

In this study, the researchers summarize the above existing discussions on several factors that make it difficult for students to write simple sentences and often have difficulty determining the tense in writing simple sentences in English. Students also lack vocabulary knowledge, word organization, creativity, and understanding of grammar patterns. Therefore, this makes students experience difficulties in writing meaningful sentences.

1.2. Research Question

This present study is going to answer the question on what is students' ability in writing a simple sentence using pictures at SMA Negeri 29 Halmahera Selatan.

1.3. Significance of the Research

This research is expected to make a constructive contribution, both theoretical and practical, to English teachers, students, and future researchers. Theoretically, teachers can solve problems for students by writing simple sentences using pictures. In addition, this research is expected to be the reference for further researchers in researching writing simple sentences and pictures media. Meanwhile, the practical use of image media can provide information for students and teachers in conducting learning-teach writing simple English sentences and is completely useful for future researchers to research writing simple sentences using pictures can make students feel more interested in writing English.

2. METHOD

2.1. Research Design

Cohen et al. (2017, p. 32) explained that a research design is a conceptual structure that contains a plan of collection, measurement, and analysis of data in research. He also summarized that research design must involve a research problem, procedures and techniques for collecting information, the population studied, and methods to process and analyze data. From the definition, the research design is an essential strategy for research because it underlies the method, instruments, subject, technique of collecting data, and technique of analyzing data. Matias (2021) mentioned that research design is an investigation type including qualitative, quantitative, and mixed-method approaches with specific procedure directions.

Each approach facilitates researchers to answer research questions or solve research problems based on research needs. The researchers used a quantitative descriptive approach as the research design. This research design constitutes managing quantitative information for enabling researchers to describe and summarize data. The selected research design corresponds with the data about the achievement of tenth-grade students of the SMA Negeri 29 Halmahera Selatan in writing simple sentences using pictures.

2.2. Samples/Participants

According to Matta (2021), the population is the prominent group. Furthermore, Jack (2021) stated that respondents are people who play a role in the research process, especially quantitative research, by responding to the researchers' questions. The respondents of this research were tenth-grade students of SMA Negeri 29 Halmahera Selatan in the academic year of 2021/2022. The tenth-grade students consisted of 23 students, but only 20 students participated in this research since the other three students could not participate for some reason. The respondents consist of thirteen (13) males and seven (7) females.

2.3. Research Procedures

Bist (2015) stated that a research procedure is a sequence of actions to conduct research and effectively solve the research problems. Furthermore, Avella (2016) stated that a research procedure is a description that explains the process and practice to execute the research or collect the data using the appropriate method to answer the research questions. To get the data, the researchers made a procedure. In this study, the researchers used one instrument, an English writing test, to determine students' writing simple sentences ability. However, this research was carried out online due to the Covid 19 pandemic, which makes researchers unable to meet directly with participants to avoid the spread of Covid 19 (Pabbajah et al., 2020). In conducting the research, the English teacher at SMA Negeri 29 Halmahera and the staves also helped the researchers due to the limited internet network or access, such as sharing the link to students who have signaling difficulties.

The research was conducted in four steps. First, the researchers created an online group, WhatsApp Group, and invited all participants to be in. Second, the researchers distributed PowerPoint into WhatsApp Group containing simple sentences to help students recall simple sentences' grammatical and mechanism aspects. Third, researchers shared a test link containing Google Form pictures to write simple sentences. Fourth, the researchers explain how to do the test;

each student is asked to write simple sentences using pictures on Google Form. Students wrote five-sentence for each picture, and pictures consisted of four items. Each student must write 20 simple sentences covering grammatical and mechanical aspects of simple English sentences. The time allocated for respondents in writing simple sentences was 70 minutes. After they finish writing simple sentences, they must submit the work to the researchers by sending it directly in the Form of Google-From. Furthermore, these writings will be examined by researchers.

2.4. Data Collecting Technique

Braun et al., (2017) mentioned that technique is the way of doing something. The data collecting technique means that the researchers get the data using the instruments. The method used by researchers to obtain data uses one instrument, namely test; a test of simple sentence English writing. In collecting the data for measuring students' ability in writing a simple sentence, the researchers provided a test using pictures and distributed it to students via Google Form. Before the students did the test, the researchers recalled the students' memory about simple sentence materials by summarizing the material on PowerPoint via WhatsApp Group. Recalling students' memory was only 10 minutes, followed by questions and answers if students found difficulties. After recalling simple sentence understanding, students did the test for 60 minutes.

2.5 Data Analysis

Data analysis as systematically searching for and compiling interview transcripts, field notes, and other materials to increase your understanding and present what you have found to others (Chazal & Michel, 2021; Sechelski & Onwuegbuzie, 2019). Therefore, data analysis after data collection is needed. The researchers used the following scoring rubrics and formulas to analyze the data to provide a systematic analysis of tenth-grade students' SMA Negeri 29 Halmahera Selatan's ability to write simple sentences using picture media.

The simple sentence writing test used in this research consists of twenty simple sentences from four pictures; each picture produces five sentences which include two things, namely Grammar and Mechanism. It means that each sentence must consider indicators such as (Subject + Verb; Subject + Verb + Object; Subject + Verb + Object + Adjective / Adverb), and (Capitalization, Punctuation, Spelling) based on those two things. First, the researchers calculated the students' ability to write certain simple sentences in English. Therefore, the researchers calculated two students' abilities in Grammar and Mechanism. Researchers apply this formula to calculate the students' ability in each indicator.

2.5.1 Scoring Rubrics

Table 1 Scoring Rubric of English Writing Simple Sentence

Aspects	Classification	Score	Category
Grammar (G)	Very Good	4	The grammar is **very good** (all items are correct): - Correct word order - The use of the correct verb - The use of correct object or pronoun or adverb or adjective.
	Good	3	The grammar is **good**: (one of three items is incorrect) - Correct word order - The use of the correct verb - The use of correct object or pronoun or adverb or adjective.
	Average	2	The grammar is **average**: (two of three items are incorrect) - Correct word order - The use of the correct verb - The use of correct object or pronoun or adverb or adjective.
	Poor	1	The grammar is **poor**: (all items are incorrect) - Correct word order - The use of the correct verb - The use of correct object or pronoun or adverb or adjective.
Mechanics (M)	Very Good	4	The writing is **very good:** capitalization, punctuation, and spelling accurately.
	Good	3	The writing is **good**: using capitalization and punctuation accurately, but misspellings.
	Average	2	The writing is **average:** using capitalization correctly but incorrect punctuation and spelling.
	Poor	1	The writing is **poor**: using capitalization, punctuation, and spelling incorrectly.

To get the mean of students' ability in writing simple sentences using picture media, the researchers use a formula adopted from Kothari (2004). Furthermore, the researchers measured the students' ability, either through each student's score or overall mean score, by adjusting the students' scores and overall mean score with the level of achievement as in table 2.

Table 2 Scoring Conversion of Students' Ability

Test Score	Letter Grades	Level of Ability
3,50 - 4,0	A	Very Good
2,50 - 3,49	B	Good
1,50 - 2,49	C	Average
0 - 1,49	D	Poor

3. FINDINGS AND DISCUSSION

3.1. Findings

This part presents the findings of the research. The findings of this research were the students' ability to write simple sentences in English using picture media. In this part, the researchers explicitly present the results initially, then close with a discussion by elaborating the findings with other related studies. Before presenting the discussion part of this study, the researchers explore the results of students' grammar and mechanism ability in writing simple English sentences using pictures. Before presenting the findings and discussion of this study, the researchers explore some of the results as follows: part of the findings related to students' ability to write simple sentences. There are two kinds of things tested through 20 simple sentences, such as Grammar and Mechanics as indicators. Results related to students' learning ability show the difference in the percentage of each indicator. The result was gained from the test that 20 students did. The findings of student achievement in writing simple sentences using pictures, researchers are interested in knowing the students' ability to use pictures. Then, the researchers presented the findings based on the data. To get data about students' ability to write simple sentences in English, the researchers conducted the test through the media pictures as in figure 1 below:

Figure 1 A Picture: An Example Medium to Write Simple English Sentence

The test questions consist of 4 pictures. Each student writes five sentences for a picture. This present study focuses on writing simple sentences in English from the perspective of Grammar (G) and Mechanics (M). From a grammar perspective, several indicators were used to measure students' ability: subject-verb, subject-verb-object, and subject-verb-object-adverb/ adjective. In the Mechanics (M) aspect, this research deals with capitalization, punctuation, and spelling. The researchers identified the frequency of correct answers from each sentence and concluded them. The researchers calculate the percentage of students' abilities in writing particular tenses in simple sentences based on each frequency.

In the family activity picture as seen in figure 2, student number 437 got 13 in grammar and an 18 score in the mechanism. This student could write subject, verb, and object, but sometimes the student forgot to put s/es in the verb.
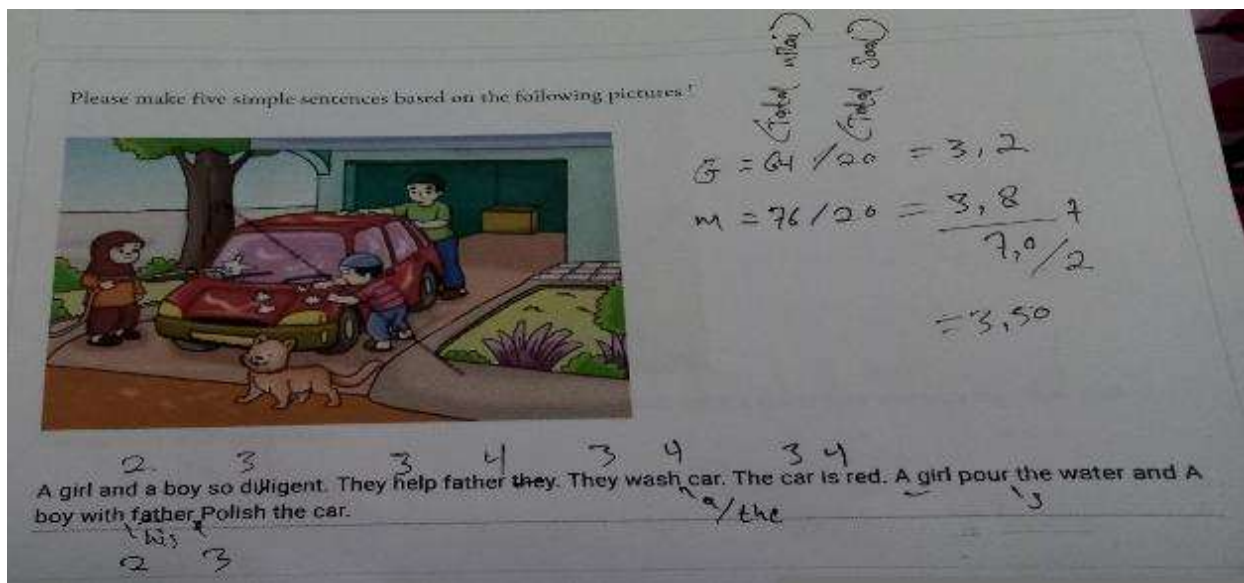

Figure 2 The Example of a Student's Work

Student number 441 got 13 in grammar and 14 in a mechanism in the family activity picture. This student could write subject, verb, and object, but the student used double verbs.

Figure 3 The Example of a Student's Work

Student number 437 got 17 in grammar and 18 in a mechanism in the neighborhood activity picture. This student could write subject, verb, and object, but the students' used incorrect verbs and made wrong spelling.

Figure 4 The Example of a Student's Work

Student number 441 got 11 in grammar and 16 in a mechanism in the classroom activity picture. This student could write subject, verb, and object, but the student did not put adverb/adjective correctly.
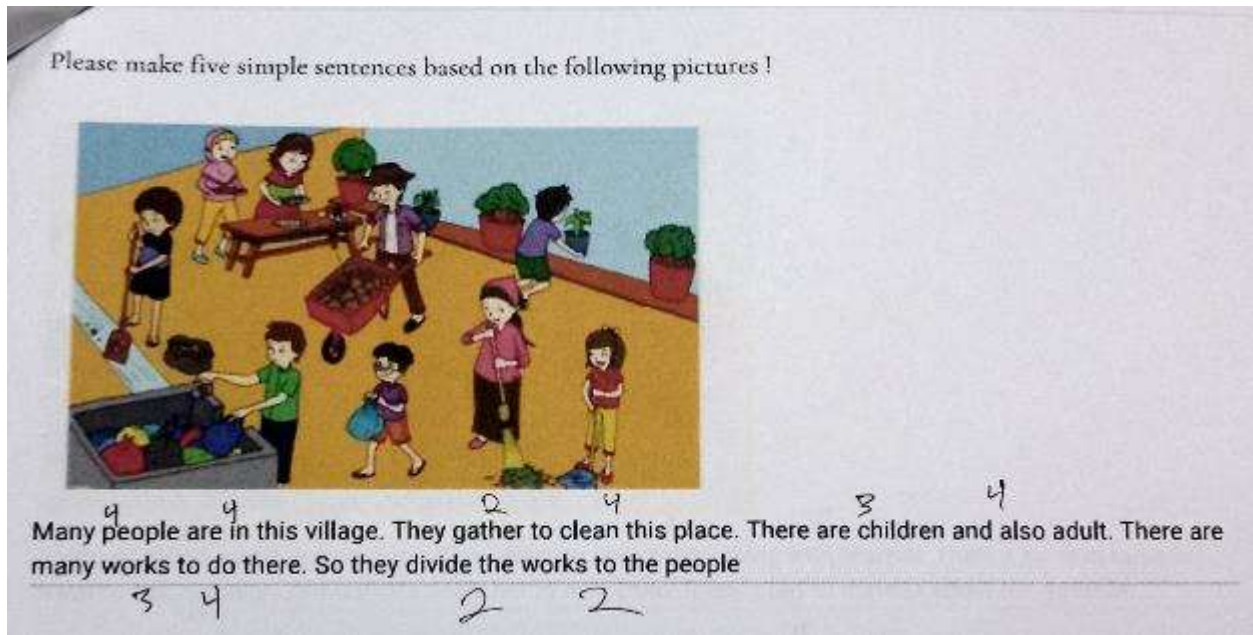
Figure 5 The Example of a Student's Work

Student number 437 got 16 in grammar and 20 in a mechanism in the family activity picture. This student could correctly write subject, verb, object, and adverb/adjective.
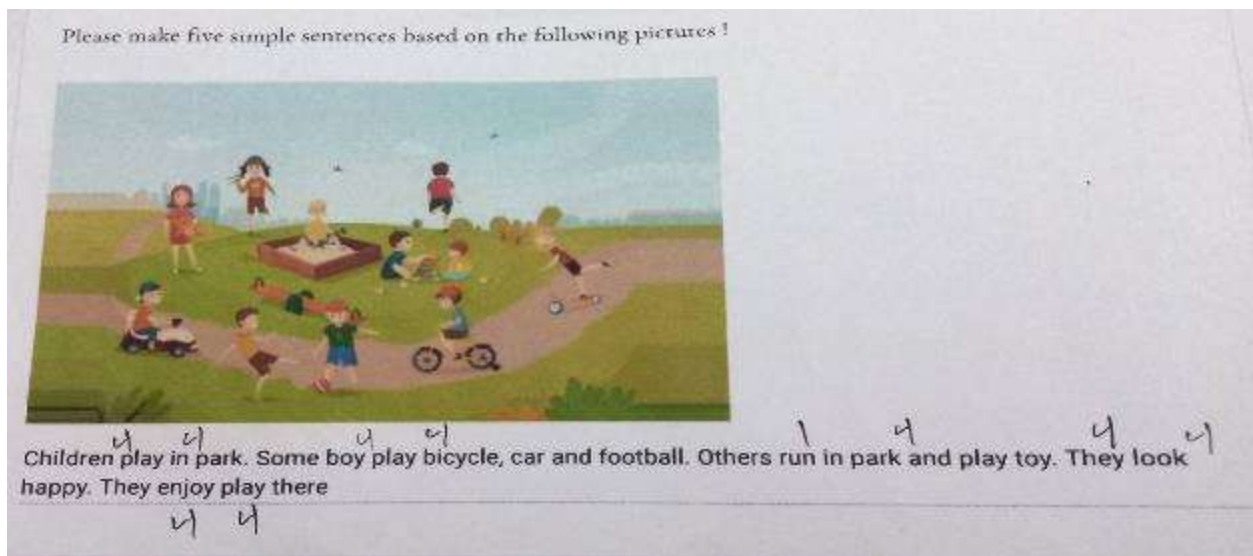

Figure 6 The Example of a Student's Work

Student number 441 got 14 in grammar and 16 in a mechanism in the family activity picture. This student could correctly write subject, verb, object, and adverb/adjective. The students are also good at the mechanism.

Figure 7 The Example of a Student's Work

In the classroom activity picture, student number 437 got 13 in grammar and 20 in the mechanism. This student could correctly write subject, object, and adverb/adjective, but the students wrote the incorrect verb.
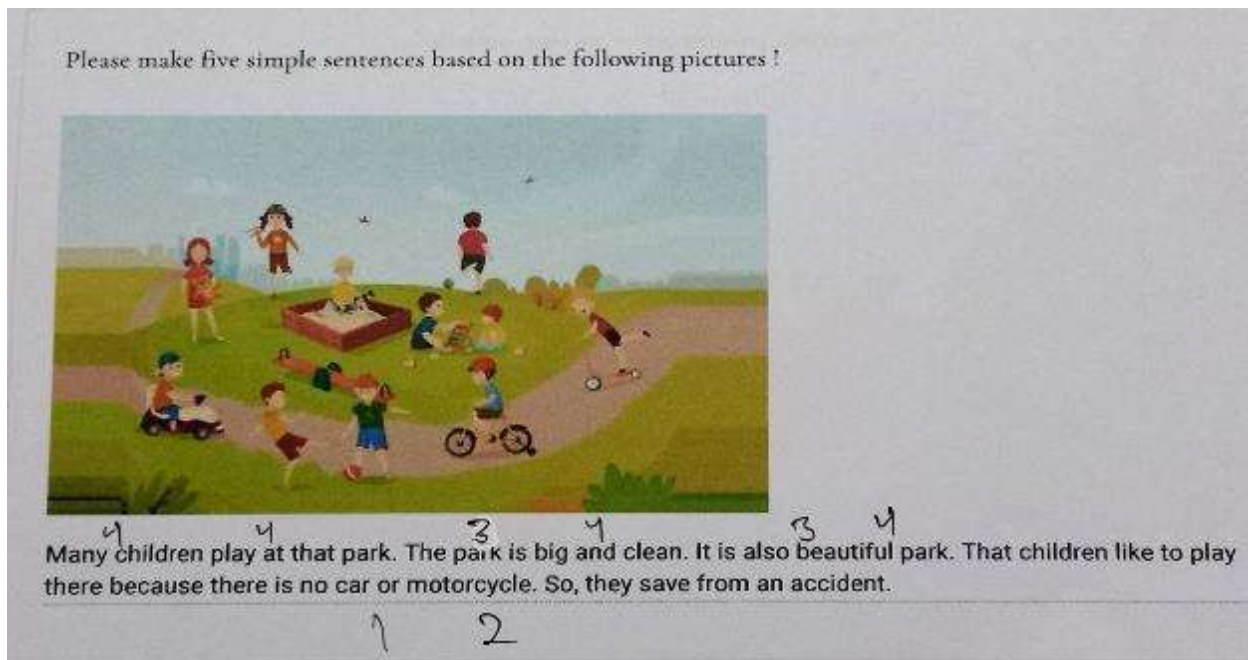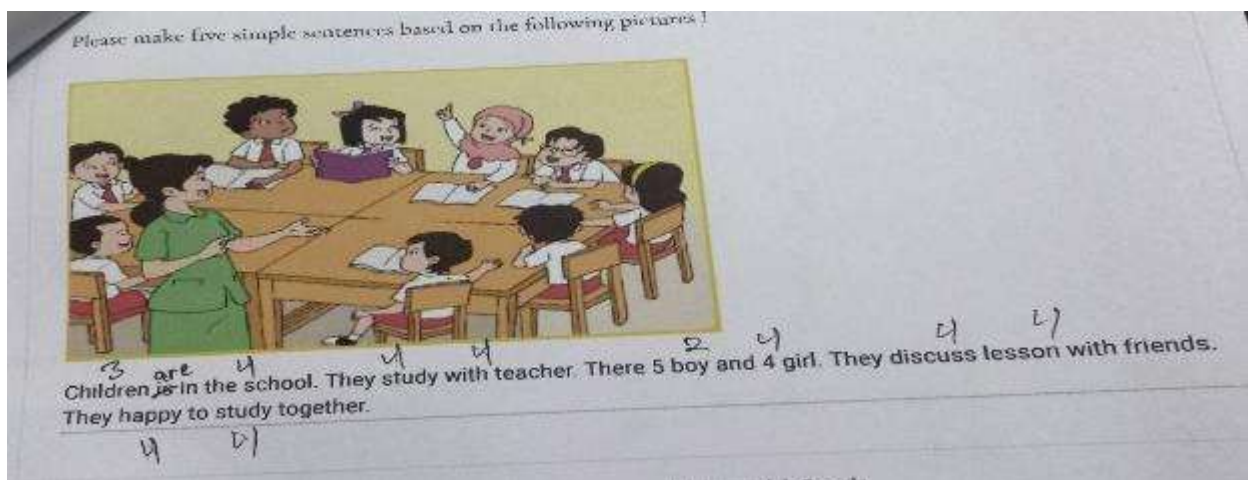

Figure 8 The Example of a Student's Work

In the classroom activity picture, student number 441 got 9 in grammar and 10 in the mechanism. This student could correctly write subject, verb, object, and adverb/adjective.
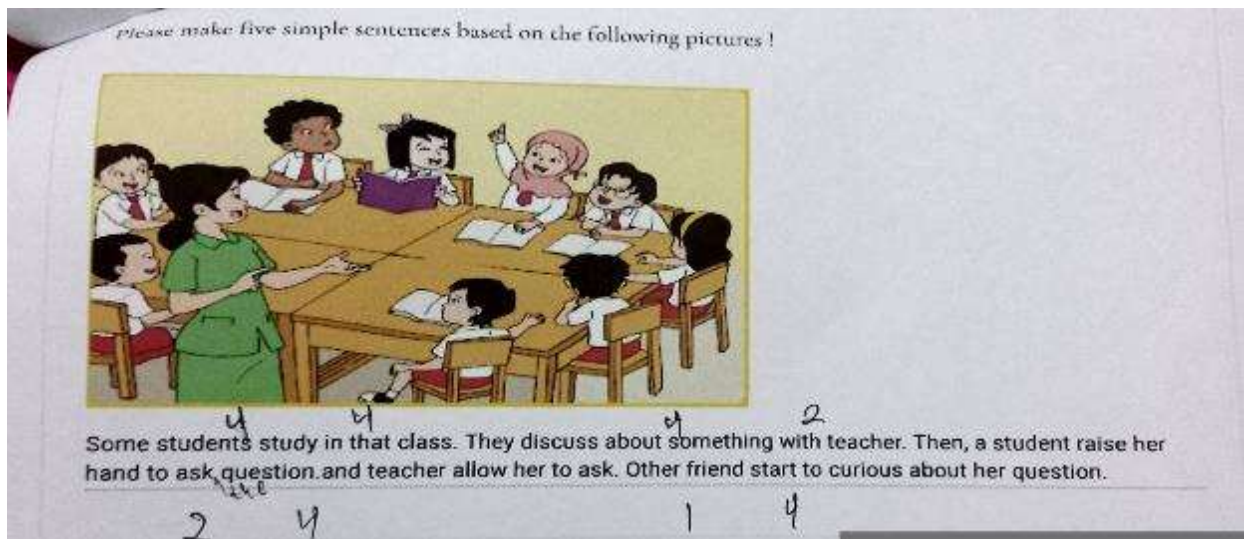
Figure 9 The Example of a Student's Work

According to the percentage of students' ability to write simple sentences seen from each indicator, the researchers also measured the mean of students' ability to write a simple sentence. Table 3 shows the students' ability in writing a simple sentence:

Table 3 The Score of the Students Writing Simple Sentence Test

No	Students ID	Grammar (G)				Mechanics (M)				G	M	TS	Mean
		G1	G2	G3	∑	M1	M2	M3	∑				
1	437	30	22	11	64	20	36	20	76	3.20	3.8	7,0	3.50
2	438	20	10	11	41	15	15	25	55	2.5	2.75	5.25	2.62
3	439	26	13	14	53	15	17	20	52	2.65	2.6	5.25	2.62
4	440	20	10	10	40	24	30	20	74	2	3.7	5.7	2.85
5	441	17	20	10	47	25	15	16	56	2.35	2.8	5.15	2.57
6	442	30	19	19	68	20	20	24	64	3.4	3.2	6.6	3.3
7	443	20	19	10	49	20	17	20	57	2.45	2.85	5.3	2.65
8	444	25	15	16	56	20	18	20	58	2.8	2.9	5.7	2.85
9	445	30	9	9	48	15	25	12	52	2.4	2.6	5	2.5
10	446	10	20	10	40	20	13	10	43	2	2.15	4.15	2.07
11	447	20	10	10	40	26	24	28	78	2	3.9	5.9	2.95
12	448	30	15	10	55	22	19	18	59	2.75	2.95	5.7	2.85
13	449	20	9	6	35	10	25	8	43	1.75	2.15	3.9	1.95
14	450	18	6	7	33	20	18	20	58	1.56	2.9	4.55	2.27
15	451	20	19	20	59	18	20	25	63	2.95	3.15	6.1	3.05
16	452	20	19	15	54	10	19	26	55	2.7	2.75	5.45	2.72
17	456	22	20	20	62	23	23	25	69	3.1	3.45	6.55	3.27
18	457	20	20	17	57	20	25	19	74	2.85	3.7	6.55	3.27
19	458	18	20	10	48	20	25	31	76	2.4	3.8	5.9	2.95
20	459	33	15	15	63	25	20	30	75	3.15	3.75	6.9	3.45
	Total	449	310	250	**1012**	388	427	417	**1237**	**50.96**	**61.85**		

Table 3 shows the number of correct grammatical answers obtained by students in the test. It can be seen that subject + verb (G1) got 449, subject + verb + object (G2) got 310, and subject + verb + object + adjective/adverb (G3) gets 250. The table also shows that the highest percentage of 44% is occupied by the subject + verb. That is, from the three items, most students can master the material by using photos or pictures. Based on the previous explanation, students have good ability in a sentence because students can understand the use of subject + verb. Students have good ability in a sentence because students can understand the use of subject + verb.

The number of correct answers to the mechanism obtained by students in the test. It could be seen that capitalization (M1) got 388, punctuation (M2) got 427, and spelling (M3) got 417. The table also shows that a good percentage of 34% is occupied by capitalization. Of the three items, most students can master punctuation and spelling using photos or pictures of the three items. Based on the previous explanation, students have a low percentage related to Grammar because students do not understand the use of subject + verb + object + adjective/adverb in describing a photo or picture.

Table 4 The Work of Table 3: Students Writing Simple Sentence Test

No	Ability Classification	Score (X)	G	M	G (X)	M (X)
1	Very Good	4	1	6	4	24
2	Good	3	9	12	30	36
3	Average	2	10	2	20	4
4	Poor	1	-	-	-	-
Total					**54**	**64**

Table 4 shows that one student had "very good" ability in grammar indicators, 10 students had "good" ability in grammar indicators, and 10 students had "average" ability in grammar indicators. Meanwhile, 6 students had "very good" ability in mechanism, 12 students had "good" ability in mechanism, and 2 students had "average" ability in the mechanism. After getting this result, the researchers measured the students' abilities by counting their scores. The result showed that "good" and "average" grammar indicators had 20 and 30 scores. Meanwhile, "very good," "good," and "average" in mechanism indicators had 24 scores, 36 scores, and 4 scores. The researchers created the figure below to show students' ability classification to make it clear.
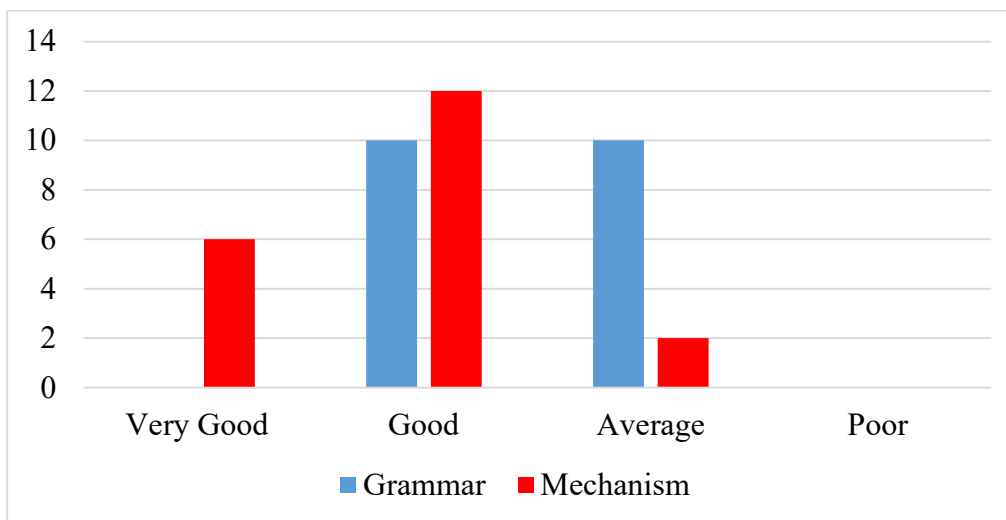
Figure 10 Students' Ability Classification

The researchers divide the classification into Very Good, good, average, and poor. From the graphic, it shows that out of 20 students, 1 student had "very good" ability in grammar indicators with a score range of 3.50 - 4.0, 10 students had "good" ability in grammar indicators with a score range of 2.50-3.49, and 10 students had "average" ability in grammar indicators with a score range of 1.50-2.49. Meanwhile, 6 students had "very good" ability in mechanism whit a score range of 3.50 - 4.0, 12 students had "good" ability in mechanism with a score range of 2.50-3.49, and 2 students had "average" ability in mechanism with a score range of 1.50-2.49.

After getting this result, the researchers measured the students' abilities by counting their scores. The result showed that "very good," "good," and "average" in grammar indicators had 4 scores, 30 scores, and 20 scores. Meanwhile, "very good," "good," and "average" in mechanism indicators had 24 scores, 36 scores, and 4 scores. From table 4, the researchers calculated how many students and their ability levels. Furthermore, the mean students' ability in writing simple sentences is presented in the following table 5.

Table 5 The Mean Score of Students Writing Simple Sentence Test

No	Aspects	X	N	$\bar{x}$
1	Grammar (G)	54	20	2.70
2	Mechanics (M)	64	20	3.20
			Total	**5.9**
			Overall Mean Score	**2.95**

Table 5 is the result of the mean score. It showed that the mean score of Grammar (G) score was 2.50 and mechanic (M) was 3.20. The average score was 2.95, or good. The researchers concluded

that twenty (20) tenth-grade students SMA Negeri 29 Halmahera Selatan for the academic year 2021/2022 in writing simple sentences in English using pictures was 2.95, which means "Good" category.

3.2. Discussion

The percentage of students' grammar ability shows that subject + verb got 44%, subject + verb + object got 31%, and subject + verb + object + adjective/adverb got 25% as seen in the following figure 11.
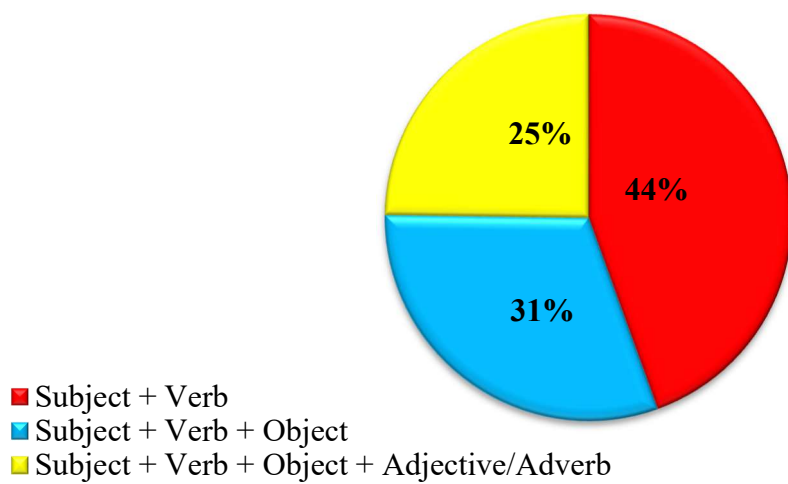

25%

44%

31%

■ Subject + Verb
■ Subject + Verb + Object
□ Subject + Verb + Object + Adjective/Adverb

Figure 11 The Percentage of Students' Ability in Grammar

The lowest percentage is subject + verb + object + adjective/adverb percentage. Based on the analysis, it happened because the students found it hard to write long sentences even though it is simple sentences. The more complicated sentence, the more students find it difficult to write (Lestari, 2022; Nainggolan, 2021; Nanning et al., 2020; Saputro et al., 2022). Meanwhile, the highest percentage is the subject + verb percentage. It happened because the students can differentiate between subject and verb, then arrange the correct sentence into simple sentences based on the context. Therefore, the simplest sentence would be easiest for students in English writing (Utami et al., 2018).

Furthermore, students could write the subject and verb about 44% based on the test. The students could identify which are the subject and verb. The students knew how to use them to be of each subject. The students wrote the correct form of the verb used in the sentences. An example of students' correct answer was, "They help each other." The subject of this was "they." Therefore,

the verb used "help" without s/es. The other example of students' correct answer was "People work together." The subject of this sentence was "people." Therefore, the verb used "work" without s/es. In addition, the use of the picture helped students to identify the subject of each sentence. It is in line with Joklova (2009) stated that the picture uses a more meaningful and real-life communicative way than just being displayed for students to say what they can see. Meanwhile, some students found it hard to write a correct sentence with subject and verb because they did not know which "to be" should be used and paired with the subject.

The students could write the subject, verb, and object about 31% based on the test. The students could identify which are the subject, verb, and object. The students knew how to use them to be of each subject and the classification of the noun used as the object. The students wrote the correct form of the verb and object used in the sentences. An example of students' correct answer was "The student study in a class." The subject of this sentence was "student." Therefore, the verb used "study" without s/es. The students also understood that the setting of the place is in a class because of the help of a picture. The other example of students' correct answer was "Children play in a park." The subject of this sentence was "children." Therefore, the verb used "play" without s/es. In addition, the use of the picture gave direction to the students to identify the object of each sentence. Meanwhile, some students found it hard to write a correct sentence with subject, verb, and object because they did not know the name of an object in English that should be used and paired with the subject and verb to write a simple sentence.

Based on the findings, the students could write the subject, verb, object, and adjective/adverb about 25%. Some students could identify the subject, verb, object, and adjective/adverb. The students knew how to use the adjective/adverb to complete the subject. The students wrote the correct form of the verb, object, and adjective/adverb used in the sentences. An example of students' correct answer was, "They look so happy in a park." The subject of this sentence was "they." Therefore, the verb used "look" without s/es. Some students wrote a simple sentence with the correct object and adjective in the picture's context. The other example of students' correct answer was "Fatimah is a diligent child at home." The subject of this sentence is "Fatimah." Therefore, the to be "is" is used. In addition, the use of the picture helped students to identify the object of each sentence. With the picture, students can write easily because they know the setting of the place. Some students could also identify the characters' expressions in the picture and then figure them out in the sentence. It is in line with Saputro et al. (2022) stated that the media have an equal position with teachers because the media is an integral part of teaching; meanwhile, some students found it hard to write a correct sentence with subject, verb, object, and adverb/adjective

because they did not know much about adjective and adverb. The lack of vocabulary was the other factor in the low score got by students in writing a simple sentence. The mechanism percentage that students got in the test showed that capitalization got 32%, punctuation got 31%, and spelling got 25%. The following figure 12 was the explanation and example of each indicator:
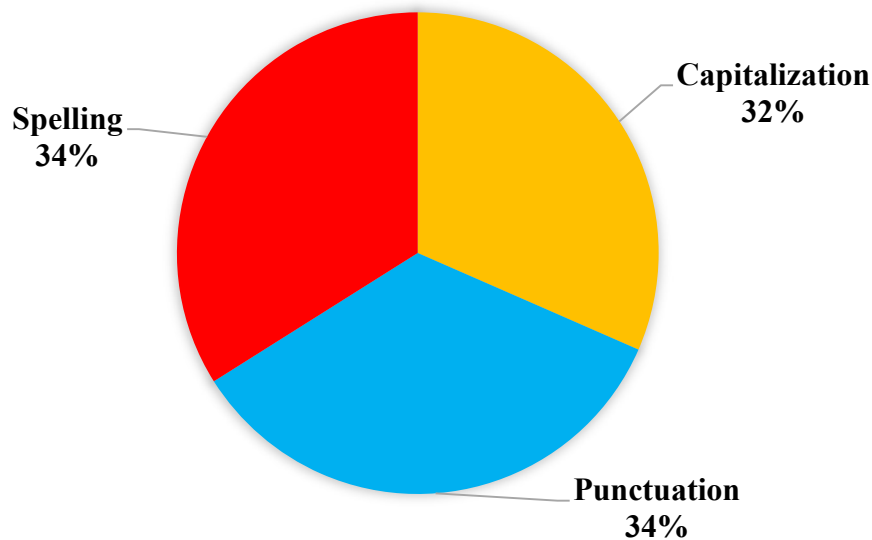

Figure 12 The Percentage of Students' Ability in Mechanism

The lowest percentage is the capitalization percentage. Based on the analysis, it happens because the students forgot to put a capital letter in each sentence. The students forgot to capitalize the first letter of a sentence, names and the title preceding the name, names of racial and ethnic groups, names of specific places (countries, states, cities, rivers, streets, and mountains), days of the week, months, and holidays, names of religions, nationalities, and languages, and all words in titles excluding prepositions, articles, and conjunction (Johnson, 2005). Meanwhile, the punctuation and spelling have the same percentage. This thing happened because the students forgot to put five prominent punctuation marks such as full stop (.), comma (,), question mark (?), colon (:), and quotation marks ('…') and ("…").

Students could write correct capitalization with about 32%, and some could not identify capitalization. The students could not distinguish a person's name and the capital letter in the first letter. Students wrote the wrong form of capitalization used in the sentence. An example of a student's incorrect answer was, "aska is a young chef, he is cooking a delicious meal ."The capitalization of this sentence was "aska." Therefore the correct capitalization is "Aska." Another example of a student's incorrect answer was "a lot of trash on the lawn ."The capitalization of this

sentence was "a." Therefore, the correct capitalization was "A," which was where every beginning of a sentence or a person's name, etc., must be capitalized. It was in line with Rayner & Schotter (2014); Sermsook et al. (2017); Siddiqui (2015) stated that capitalize the first letter of a sentence, names and the title preceding the name, names of racial and ethnic groups, names of specific places (countries, states, cities, rivers, streets, and mountains), and all words in titles excluding prepositions, articles, and conjunction unless they were the first word.

Students can write Punctuation for about 34%. Students cannot still identify punctuation. The students still cannot tell the reader how the sentences are structured. Students wrote the wrong form of Punctuation used in the sentence. An example of an incorrect student answer is "Someone wants to ask, so she raises her hand.". One of the comma functions is to separate two independent clauses (Barranco, 2019; Criado-Peña, 2020; Mikhailovskaia & Sapunova, 2021). No comma is placed before the coordinator in the sentence, so a comma must be placed after the first independent clause. Therefore, the correct sentence is "Someone wants to ask, so she raises her hand.". Another example of a student's incorrect answer is, "Aska is a young chef. He is cooking a delicious meal." The punctuation of this sentence is the full stop at the end of the sentence "meal"; therefore, the correct punctuation is "meal.", which is where students still make mistakes in composing the correct sentence.

In addition, students could write spelling about 34%. Students still could not identify spelling; therefore, students were wrong in determining words, excess letters, and lacked cursive in a word. Students wrote incorrectly the form of spelling used in the sentence. Examples of wrong student answers are "This student is so dilligent"; therefore, the correct spelling of the sentence was "This student is so diligent." In addition, an example of a student's incorrect answer was, "Some people prepare cakes, lift stones and sweep leaves." The correct spelling was "Some people prepare cakes, lift stones and sweep leaf."

4. CONCLUSION AND SUGGESTIONS

4.1. Conclusion

Based on the data analysis of students' mean scores that have been presented and discussed before, it was found that the mean of Grammar (G) is 2.70 and Mechanism (M) is 3.20, both included in the good category. The mean average overall score for writing students' simple sentences is 2.95 or equal to good. The researchers concluded that the ability of tenth graders, SMA Negeri 29 Halmahera Selatan 2021/2022, in writing simple sentence English using pictures are good or equal to 3.1. Furthermore, the researchers conclude students can understand most items

in Subject + Verb. It is proven by the same highest percentage of 44% with 449 correct answers. Then, the highest percentage of writing ability is in punctuation and spelling with 34%. Even though the two percentages are similar, the frequency of correct answers from the second item. Based on the second item, the highest frequency of correct answers was 427 on punctuation marks. Meanwhile, the lowest true answer on the use of subject + verb + object + adjective/ adverb is 250 on item number 19. The third percentage shows that capitalization writing ability is 32%. Then the lowest proportion is on subject + verb + object + adjective/ adverb 25%.

4.2. Suggestion

The researchers recommend teachers, students, and the next researchers regarding the conclusion above. First, for teachers, he can teach material about writing simple sentences, such as using the correct tense so that a series of sentences can be interpreted functionally supported by a grammatical system that is easy to understand for students. For the students, (1) students must practice writing sentences well so that the purpose of a sentence can be achieved, especially in writing simple sentences; (2) students must be able to describe pictures so that they can make correct sentences according to pictures or topics; and (3) it is better to use pictures as a medium to practice writing simple sentences, not only use them as entertainment but with pictures, students can know many vocabularies. The next researchers are expected to seek other media to support students' ability to write simple sentences. Besides, further researchers can also see picture media's effectiveness in writing simple sentences and the factors students can write simple sentences.

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