THE EFFECT OF PICTURES ON THE SECOND YEAR STUDENTS' STRUCTURE ACHIEVEMENT AT SLTP NEGERI 3 JEMBER IN THE 2001/2002 ACADEMIC YEAR

THESIS

Presented as one of the Requirements to Obtain the Degree of S-1 at the English Department of Teacher Training and Education Faculty Jember University

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OCTOBER 2001
MOTTO:

"If you are in the evening, don't wait the coming of the next morning, and if you are in the morning, don't wait the coming of the next evening, take your health for your sickness, take your life for your death. (means; don't lengthen the fantasy, don't delay the job) (Narrated by Bukhori)
DEDICATION:

1. My beloved parents, thank you very much for your care, guidance, affection and patience. May God bless you. I do love you forever.

2. My beloved sisters, Kusnul Kamidah and Yuniarti Lailatul Qomsiatin, you are my great sisters, you are my supporters and my great inspirations.

3. My beloved "—", I have been waiting for you. I do love you forever.

4. All my friends in Astra and Astri, especially the 1995 level, may God bless you all.

5. My good roommates, Eko Isri, Hendro, Harmadi, Hasan, Bambang and Anton, thanks for being the part of my life. I can't forget you all.

6. All my friends in EPRO 95, I do love being together with you all.

7. My Almamater
THE EFFECT OF PICTURES ON THE SECOND YEAR STUDENTS' STRUCTURE ACHIEVEMENT AT SLTP NEGERI 3 JEMBER IN THE 2001/2002 ACADEMIC YEAR

THESIS

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ACKNOWLEDGMENTS

First of all, the writer would like to express thanks to Alloh SWT. for His guidance, so that the writer is able to finish this thesis. My gratitude is also due to the following persons:

1. The dean of the Faculty of Teacher Training and Education of Jember University,
2. The chairwoman of the Language and Art Department of the Faculty of Teacher Training and Education, Jember University,
3. The first consultant who has spent his time in guiding me to conduct this thesis,
4. The second consultant who has given me her guidance and suggestions in the writing of this thesis,
5. The headmaster of SLTP Negeri 3 Jember,
6. The English teacher of the second year class of SLTP Negeri 3 Jember,
7. My family who has given their care to me,
8. All my friends.

Finally, I hope that this thesis will give some advantages to the readers.

Jember, October 2001

The writer
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ABSTRACT


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Structure is one of the English components that is necessary for the students of Junior High School to master, because it can be used as a means of learning and developing the four English skills. This was an experimental research with subject design or pre-test and post-test that was conducted at SLTP Negeri 3 Jember. The problem of this research is "Is there a significant effect of pictures on the second year students' structure achievement at SLTP Negeri 3 Jember in the 2001/2002 academic year. Dealing with the problem stated above, the goal of this research is to know whether or not there is a significant effect of pictures on the second year students' Structure achievement at SLTP Negeri 3 Jember in the 2001/2002 academic year. The hypothesis is "there is a significant effect of pictures on the second year students' Structure achievement at SLTP Negeri 3 Jember in the 2001/2002 academic year. The sample was one class, class IIE that was taken by purposive cluster sampling. The class was given pre-test of Structure before the treatment and it was given post-test after the treatment. The treatment was teaching structure by using pictures to the class. The primary data were collected by structure test (pre-test and post-test). The supporting data were obtained from interview and documentation. The collected primary data were analyzed by using t-test formula to prove the hypothesis. The result of the data analysis of t-test showed that the statistical value of t was 6.06 that was higher than the critical value of t with db 42 that was (2.021). It means that the result was significant. In other words, there was a significant effect of pictures on the second year students' Structure achievement at SLTP Negeri 3 Jember in the 2001/2002 academic year. Therefore, it is suggested that the English teachers use pictures as teaching media to improve the students' Structure achievement.

Key words: Pictures, Structure achievements
INTRODUCTION

1.1 Background of the Study

English as the first foreign language in Indonesia has become one of obligatory subjects taught from the beginning of Junior High School to the University. Even, it is examined in the national final examination (Ebtanas) both in Junior High School and Senior High School. Now English is taught at elementary schools as a local content subject. It is stated in the 1994 English curriculum (Depdikbud, 1994:2) that the main objective of teaching English at Junior High School is to enable the students to have four English skills, namely listening, speaking, reading, and writing skills. In other words, the students are expected to use English either in oral or written form. In the teaching of English, the four English skills and the components; such as structure and vocabulary are taught integratedly. Structure as one of the English components is necessary for the students of Junior High School to master because it can be used as a means of learning and developing the four English skills.

The facts show that many students have problems with structure. Murdibjono and Arwijati (1987:7) say that many Indonesian students have studied English as a foreign language for years, but they still make mistakes in speaking and writing in English. It needs the right structure to write good sentences. Generally, the students of SLTP still find some difficulties in understanding and applying structure. The research result shows that the average of grammar achievement of the second year students at SLTP Negeri 4 Bondowoso is poor (Kumala, 1999:20). In learning structure, most of them do not know how to apply the structure in English. Therefore, most of the structure they compose are not grammatically correct. It can happened, according to Johnson (1988:89) because the students do not have good knowledge of structure or they lack of structure mastery.

It means that structure that studies the rules of English is not easy for the students to master. There are many English rules to be learned by the students. Since
English is a foreign language, many students have problems with it, mainly structure. It can be seen when they are asked to write English sentences, they make grammatical errors in their sentences. Their grammatical errors in writing show that they still have problem with structure.

To overcome the students' problem with structure, the teacher should use the appropriate teaching technique and select the suitable materials, and use the interesting media in the teaching of English to improve the students' knowledge of structure.

In the teaching of English, one of the visual aids, such as pictures are useful to be used because (1) they can stimulate the students in learning English; (2) they help them express their ideas to write sentences; (3) they provide help to the students to understand structure through concrete things pictures (Yunus, 1981:55).

Rivers (1964:32) states that pictures make the lesson seem real and alive and attract more attention to a certain event, and it is easier to acquire a clear understanding of it. In this case, pictures play a great deal in structure acquisition since pictures present the real and alive forms of structure that attract more attention.

The result of a study shows that the students of SLTP get good marks in vocabulary after they are taught using pictures as the English teaching media (Widayati, 1999:35). It shows pictures are useful media used in teaching English. They can stimulate the students to be active and make the English teaching-learning process alive.

Based on the descriptions above, it is necessary to do a research to know the effect of pictures on students' structure achievement. The title of the research is "The Effect of Pictures on the Second Year Students' Structure Achievement at SLTP Negeri 3 Jember in the 2001/2002 Academic Year."

1.2 Problems of The Research

Based on the background above, the research problems are:

1. Is there a significant effect of pictures on the second year students' Structure achievement at SLTP Negeri 3 Jember in the 2001/2002 academic year?
2. How far is the degree of relative effectiveness of the use of pictures on the second year students' Structure achievement at SLTP Negeri 3 Jember in the 2001/2002 academic year?

1.3 Operational Definitions of the Terms

It is necessary to define the terms used in the title operationally to avoid misunderstanding of the concept between the writer and the readers. In this research, the concepts that need to be defined operationally are "pictures" and "the students' Structure achievement".

1.3.1 Pictures

The term "pictures" mean painting, drawing, sketch of something, object or person, especially the work of art (Hornby, 1987:631). In this research, there are three kinds of pictures used as media in teaching structure. They are individual pictures, composite pictures and picture series. Individual pictures mean single objects, persons or activities. Composite pictures are large single pictures which show a scene (hospital, beach, canteen, railway station, street) in which a number of people can be seen doing something. While picture series mean a number of related composite pictures linked to form a scene or sequence (Yunus, 1981:49).

1.3.2 The Students' Structure achievement

The students' Structure achievement in this research means the second year students' structure achievement in mastering Structure materials taught especially dealing with degrees comparison of adverbs, degrees comparison of adjectives, and tenses covering simple present tense, simple past tense, and simple future tense. Their structure achievement are indicated by the scores of structure test through pictures.

1.4 Objectives of the Research

Based on the title and the problems of this research, the objectives of this research are:
1. to know whether or not there is a significant effect of pictures on the second year students' Structure achievement at SLTP Negeri 3 Jember in the 2001/2002 academic year.
2. to know how far the degree of relative effectiveness of the use of pictures on the second year students' Structure achievement at SLTP Negeri 3 Jember in the 2001/2002 academic year is.

1.5 Significances of the Research

The research results are expected to be significant for the following people.

1. The English teacher
   The results of this research are useful for the English teacher as information or an input to improve the students' structure achievement, especially their achievement of degrees comparison of adjectives, degrees comparison of adverbs and the tenses covering simple present tense, simple past tense and simple future tense. The information might be used as consideration to develop the English teaching, mainly in teaching structure by using pictures to increase the students' Structure mastery.

2. The Principal
   The results are useful for the principal to help the teacher prepare more visual aids, especially pictures as the English teaching media.

3. The other researchers
   The research results can be used by other researchers as information or a reference to conduct a further research dealing with structure with another research design such as a classroom action research for improving the students' structure achievement through pictures.
II. REVIEW OF RELATED LITERATURE AND HYPOTHESIS

The review of related literature in this chapter is concerned with the discussion related to the research problem, mainly pictures and their effect on the students' Structure achievement. The discussion is divided into two main sub chapter, that is pictures and the students' Structure achievement.

2.1 Pictures
2.1.1 Pictures as Media of Teaching Structure

According to Webster, picture is the act or art recording event or expressing message by pictures representing the action or fact (1986:1711). Pictures are very useful for presenting new grammatical and vocabulary items. They help to provide situation and context which refer to the meaning of words or utterances and indirectly help the teacher to avoid resorting to translation or to lengthy explanation of meaning and they provide the students with information, objects, actions, events to use (Yunus, 1981:53).

Pictures designed for teaching language should show representative objects, such as objects are not likely to be familiar to the students, which he can hardly confront and sample through any other medium. Yunus (1981:49) states that pictures are the most widely available of all teaching materials. There are a lot of suitable pictures in newspapers, magazines, old text books, catalogues, brochures, calendars, that can be used as media in teaching English. Every classroom should contain a file of pictures which can be used to give interesting, meaningful practice in sounds, structure, writing and vocabulary of the foreign language.

According to Finnochiaro (1973:164), there are three kinds of pictures.
1. Pictures of individual persons and of individual objects,
2. Pictures of situations in which persons are doing some things with objects and which the relationship of objects and people can be seen. They are also called composite pictures.
3. A series of pictures (six to ten) on one chart.

1. Individual pictures

Yunus (1981:49) states that individual pictures are single objects, persons or activities. The pictures of individual objects, or people should be as simple as possible. Some of them should contain color for later used in teaching adjectives or colors or in writing a dialogue or composition. Such pictures vary in size from small newspaper pictures and full page magazines pictures to poster-size pictures, and can be mounted singly or in sets. There is an enormous variety of pictures available from newspapers, magazines, catalogue, greeting cards, travel brochures, advertisements, old text books, and even wrapping papers. The following pictures are the examples of individual pictures that are used for degrees comparison of an adjective.

1st champion

Anita is more beautiful than Fopy.

2. Composite pictures

Yunus (1981:49) states that composite pictures are large single pictures which show a scene (hospital, beach, canteen, railway station, street) in which a number of people can be seen doing something. In addition, Finnochiaro says that the situation pictures recommended are for eliciting "real" language, "what do you see?", "what are they doing?", "would you like to that?" and any other structure of
age, weather, clothing, action) to which the picture should be used to stimulate ideas for compositions (1973:166).

Pictures enable students to see places, people and events that they would otherwise not see because of factors like distance, time and cost. They not only contain local subject matters but also foreign ones, thereby it is necessary to expose students to the differences that exist among countries and cultures.

The picture below is the example of the composite picture. From this picture, we can see some people doing activities. For examples:
a. Anto bought ice cream just now.
b. A family takes a rest in the zoo.
c. The Cleaning service is cleaning the zoo.
d. Some children look at giraffes, and some look at elephants in the zoo.

3. Picture Series

Yunus (1981:50) states that picture series is a number of related composite pictures linked to form a series or sequences. It means that a number of pictures are related to one another to make a series or sequence of events. Hence, its main function is to tell a story or sequence of events. A wide variety of picture series is available in text books, comics, and magazines for the teacher to copy or enlarge. The following series of pictures tell a series of events that happened in the past.
One day mother bought a money-box for Anna. Anna liked the money-box.
"But I have no money to put in it" she said. She thought for a while. Then she said,
"I know! I'll work for people. They will give me money to put in my money-box."
First Anna went to her father. "Father," she said, "do you have any work for me?"
Father looked at his car. It was dirty. "Yes," he said, "you can wash my car." So
Anna washed the car. Father gave her fifty cents. Anna put the money in her money-box.
The next day Anna helped her mother to wash the dishes. Her mother gave her
fifty cents too. Again Anna put the money in her money-box.

2.1.2 The Advantages of Pictures as Media in the Structure Teaching

The pictures in teaching and learning process, according to Wittich and
Schulker (1967:48), will be helpful to start class by considering the use of pictures
themselves. Pictures can enlarge or reduce scenes that cannot, otherwise, be seen by
the unaided. In addition, they have certain distinct advantages of their own. Pictures
are ideas for individual use as well.

By looking at a picture, the students are easier to recognize and remember
the object and then understand and interpret meaning. Pictures are useful in helping
students to recognize and remember visual patterns (Kennedy, 1981:137).

Meanwhile, Yunus (1981:50) states that the pictorial material are chosen as
the teaching media because of some reasons as follows:

a) Pictures are very useful for presenting new grammatical and vocabulary items.

They help the teacher to provide the situation and contexts which refer to the
meaning of words or utterances and indirectly help him/her avoid resorting to translation or to lengthy explanations of meaning contexts which are difficult to recreate words alone, can be explained by pictures.

By showing the pictures, the students are motivated to pay more attention to the structure that is taught by the teacher. For example is the picture below that shows about future tense.

By showing the picture above, the students are asked to think about the picture. Then the teacher asks the student to answer the question. For example, “What will the girl do at the bus stop?” The students guess the answer based on the picture and answer the question. After that, the teacher explains about future tense to the students based on the picture. So, it is clear that the pictures can be helpful for the students to understand the structure easier and it also make a sense to the students’ mind.

b) Pictures allow for meaningful practice of vocabulary and structure presented by the teacher rather than have students repeat words or utterances whose meanings maybe unknown. The teacher can use pictures as cues or prompts.

c) Pictures can also provide a stimulus for using the language at the reproduction and manipulation stages to speak, to read, and to write. They provide the students with information - objects, actions, events - to use.

Based on the statements above, it is clear that the use of pictures in the teaching learning process is necessary since pictures have some advantages described above. However, the teacher should be creative and selective in using the pictures, so the objective of the teaching of English can be achieved and the students are motivated in learning English.
2.2 The Teaching of Structure

In the 1994 English Curriculum for SLTP (1994:2), it is stated that structure or language focus is taught integratedly with the English skills. The main objective of teaching structure is to enable the students to master structure that is used as a means of learning English skills, namely listening, speaking, reading, and writing.

Structure is very essential part of learning English for it is foundation to develop English skills. In other words, structure is a means of learning four English skills, namely speaking, listening, reading, and writing. Learning English is like building a house, where the foundation must be very strong in order that the next part can be constructed.

Halliday (1972:112) states that language is essentially a system of meaning, which can be expressed by means of words (morphemes) and grammatical structure which in turn can be realized either in speech or in writing. It means that by mastering the structure first, it can be used in speaking and writing skills better, even it will be easier for the learners to master other skills, such as listening and reading.

According to Frank (1972:16), structure is the description of words, such as nouns, adjectives, adverbs, degrees of comparison, conjunctions, what else under the part of speech where they have been traditionally classified. He also states that structure at least consists of word orders, agreement, conjunctions, and tenses. In the 1994 English curriculum for SLTP, the materials of structure of language focus learned by the second year students cover the following language focus: present perfect tense, simple present tense, present continuous tense, simple past tense, simple future tense, adverbs, adjectives, modal verbs, degrees comparison of adverbs, and degrees comparison of adjective.

According to Karim and Hasbulloh (1986:4.4) the pictures can be used in teaching structure. Some of structure that is easy to be taught by using pictures are tenses, adjectives, adverbs, degrees comparison, verbs, nouns, articles, prepositions and conjunctions.

Based on the English Curriculum, the degrees comparison of adjectives, degrees comparison of adverbs, and the use of tenses covering simple present tense, simple past tense, and simple future tense are investigated in this research.
Below is the descriptions of degrees comparison of adjectives, degrees comparison of adverbs and tenses that covers simple present tense, simple past tense, and simple future tense.

2.2.1 Degrees Comparison of Adjectives

According to Procter (1981-98), adjectives have three different degrees for use in making comparisons. These degrees are called positive, comparative, and superlative.

Positive degree is used to compare two equal things or persons. Such adjectives are in their base forms. If a comparison is being made, the expression "as + adjective + as" is used.

For examples:

a) Your secretary is as capable as Miss Yuli.
b) Septi is as beautiful as Ningrum.

Comparative degree is used for making comparison involving two items, in which one is said to be superior or inferior to the other in some respect. The comparative degree of adjective is formed in one of two ways:

1. By adding the ending -er or -er to the base form of one syllable adjectives and of many two-syllable adjectives (ie, longer, wiser, cleverer, happier, etc).

For examples:

a) A grape is smaller than an apple.
b) It is hotter today than it was yesterday.
c) Tutu is cleverer than her sister.

2. By using comparative, the helping word "more" followed by the base form of the adjective and "than" is used to introduce the second item in the comparison.

Three or more syllable adjectives and which end in "ful", form their comparative degree with "more."

For examples:

a) Galatasaray is more aggressive than AC Milan.
b) This book is more difficult to understand than that one.
c) Kusuma is more beautiful than Ratna.
Superlative degree is used for making comparisons involving three or more items in which one is said to be the best (or worst) of all. The superlative degree of descriptive adjectives is formed in one of two ways:

1. By adding the ending -est or -est to the base form of one syllable adjectives (ie, wisest, longest) and preceded by “the”.
   For examples:
   a) Mohammed is the wisest man in the world.
   b) Mississippi is the longest river in the world.
   c) Niagara is the highest waterfall in the world.

2. By using superlative, the helping word " most " followed by the base form of the adjective is used. Three or more syllable adjectives and adjectives which end in "fall", form their superlative degree with most and preceded by “the”.
   For examples:
   a) Diana is the most beautiful woman in the world.
   b) Habibie is the most diligent people in this country.
   c) Soeharto is the most powerful man in Indonesia.

The second item in the comparison is usually introduced by "of" or "in" or "on". For examples:
   a) Pat is the fastest typist of all secretaries in the office.
   b) Roger is the most effective report writer on our staff (Procter, 1981: 98).

2.2.2 Degrees Comparison of Adverbs

According to Kon (1997:45), there are three degrees comparison of adverbs.

They are:

1. Positive degree
   It is used to show that one thing is approximately the same degree as the other.
   The form is: as + adverb + as
   Examples:
   a) Three years ago, I run as fast as Anton.
   b) The baby is asleep, so try to talk as softly as you can.

2. Comparative degree
It is used to show that one thing is in a higher / greater degree in one person or thing than another two different form of comparative degree.
The form is: adverb + er + than (for one syllable adverb)
more + adverb + ly + than (for more than one syllable)

Examples:
a) Three years ago I could run as fast as he, but now he runs faster than I do.
b) I get up early but my sister gets up earlier than I do.
c) The boy walks more quickly than his father does.

3. Superlative degree
It indicates that one thing is the highest / greatest of the other.
The form is: the + most + adverb + ly (for more than one syllable adverb)
The + adverb + est (for one syllable adverb)

Examples:
a) The tornado wind is blowing the most strongly in the world.
b) My brother gets up the earliest but leave the house the latest every morning.
c) He knew the most of all his friends.

Some adverbs have irregular comparative and superlative forms.

For examples: adverb comparative superlative
well better best
Badly worse worst
Late later latest
Little less least
Much more most, etc

a) You work better than me.
b) The students come later than the teachers.
c) Soekarno speaks the best in United Nations forum.
d) Anto runs the latest in the school.
2.2.3 Tenses

Frank (1972:47) says that a general tense is a special verb ending or accompanying an auxiliary verb that signals the time an event takes place. Hornby (1980:78) says that tense stands for a verb form or a series of verb forms used to express a time relation. Meanwhile, Comrie (1993:12) says that tense is indicated by the verb, either by the verb morphology (as English past "liked" versus non past "like"). It means that tense is grammatical structure that assigns to the verb to express time relation.

Veit (1986:149) says that in traditional grammar, verbs in English take 12 tenses. They are simple present tense, simple past tense, present future tense, present perfect tense, past perfect tense, future perfect tense, present progressive tense, past progressive tense, future progressive tense, present perfect progressive tense, past perfect progressive tense, future progressive tense.

Based on the opinion above and the teaching materials stated in the Basic Course Outline of the 1994 English Curriculum (GBPP 1994) used at SLTP 3 Jember, three tenses are chosen in this research. Therefore, the following three tenses will be discussed. They are: the simple present tense, the simple past tense and the simple future tense.

2.2.3.1. Simple Present Tense

According to Hayden et al (1980:59) the simple present tense of all verbs except "be" is based on the simple form. The present tense form of all verbs (except "be") is the simple form.

For examples:

<table>
<thead>
<tr>
<th>See</th>
<th>I see</th>
<th>We see</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>You see</td>
<td>You see</td>
</tr>
<tr>
<td></td>
<td>(He, she, it) sees</td>
<td>They see</td>
</tr>
<tr>
<td>Be</td>
<td>I am</td>
<td>We are</td>
</tr>
<tr>
<td></td>
<td>You are</td>
<td>You are</td>
</tr>
<tr>
<td></td>
<td>(He, she, it) is</td>
<td>They are</td>
</tr>
<tr>
<td>Pass</td>
<td>I pass</td>
<td>You pass</td>
</tr>
<tr>
<td>--------------</td>
<td>--------</td>
<td>----------</td>
</tr>
<tr>
<td>(He, she, it) passes</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Wislon and Burks (1980:193) say that the simple present is a construction made of subject followed by the simple form of the verb.

The pattern is:

(+) \( S + V1(s/es) + O \)

(-) \( S + do/does + not + V1 + O \)

(?) \( Do/does + S + V1 + O \)

The examples:

a) She works everyday.

b) She does not work everyday.

c) Does she work everyday?

There are some usages of the simple present tense. Alter (1991: 30) distributes the usages of the simple present tense as follows:

a) To show habitual actions that is often used with adverbs of frequency, such as:

   Examples: a) He often comes late to school.

   b) They usually walk up this way.

   c) I drink a glass of milk everyday.

b) To state a general truth

   Examples: a) Light moves faster than sound.

   b) The earth travels round the sun.

c) To show future actions

   In this case, it is often used in connection with travel.

   Examples: a) The train leaves the station at a quarter to one.

   b) The football game begins at 8.30.

d) To show "historic present"
<table>
<thead>
<tr>
<th>Pass</th>
<th>I pass</th>
<th>We pass</th>
</tr>
</thead>
<tbody>
<tr>
<td>You pass</td>
<td>You pass</td>
<td>They pass</td>
</tr>
<tr>
<td>(He, she, it) passes</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Wishon and Burks (1980:193) say that the simple present is a construction made of subject followed by the simple form of the verb.

The pattern is:

(+) $S + V1(s/es) + O$

(−) $S + do/does + not + V1 + O$

(?) $Do/does + S + V1 + O$

The examples:

a) She works everyday.

b) She does not work everyday

c) Does she work everyday?

There are some usages of the simple present tense. Alter (1991:30) distributes the usages of the simple present tense as follows:

a) To show habitual actions that is often used with adverbs of frequency, such as:

Examples: a) He often comes late to school.

b) They usually walk up this way.

c) I drink a glass of milk everyday.

b) To state a general truth

Examples: a) Light moves faster than sound.

b) The earth travels round the sun.

c) To show future actions

In this case, it is often used in connection with travel.

Examples: a) The train leaves the station at a quarter to one.

b) The football game begins at 8.30.

d) To show "historic present"
This occurs in commentaries on games or plays. The commentator uses the simple present tense in an effort to show the action as though it were taking place at the moment of speaking.

Example:
Tony dashes out with the ball. It is snatched away by Pepe. Pepe runs all the way down the field. He passes the ball to Max …

c) To express future time in sentences that concern with events that are on definite schedule or timetable. This sentence usually contains future time words. Only a few verbs are used in this way. For examples open, close, begin, end, start, finish, arrive, leave, come, return.

Examples a) The museum opens at ten tomorrow morning.
               b) Classes begin next week.

2.2.3.2 Simple Past Tense

According to Hayden et. al (1980: 61) the simple past tense is the same as the past form of a verb. The form is the same for all person, singular and plural. Be is an exception.

For examples:

<table>
<thead>
<tr>
<th>Want</th>
<th>I wanted</th>
<th>You wanted</th>
<th>We wanted</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>He wanted</td>
<td></td>
<td>They wanted</td>
</tr>
<tr>
<td>Sing</td>
<td>I sang</td>
<td>You sang</td>
<td>We sang</td>
</tr>
<tr>
<td></td>
<td>He sang</td>
<td></td>
<td>They sang</td>
</tr>
<tr>
<td>Be</td>
<td>I was</td>
<td>You were</td>
<td>We were</td>
</tr>
<tr>
<td></td>
<td>He was</td>
<td></td>
<td>They were</td>
</tr>
</tbody>
</table>

Then, according to Krohn (1986:23),
a. **Was** and **were** are the past form of **be**.
b. **Was** is used with the first and third person singular, **were** is used with the other persons.

Meanwhile, Wishon and Burk (1980: 194) say that the simple past tense in regular verbs is formed by adding **-ed** or **-ed** to the infinitive.
Examples: Present  Past
work       worked
Love      loved

The pattern of the simple past tense:
(+) S + V2 + O
(-) S + did not + V1 + O
(?) Did + S + V1 + O

For examples:
a) They studied yesterday.
b) They did not study yesterday.
c) Where did they study yesterday?

Hayden et al (1980: 81) say that the simple past tense has some usages as follows:

1. The simple past expresses activities that existed or occurred in the past. Modifiers indicating time often specify a definite time in the past, but in some situations the time is not specified.

   For examples:
   
   Questions  Answers
   a) When did he leave?  He left yesterday.
b) Where were you last night?  I was at the movie.
c) Did you see the fire?  Yes, I did.

2. The simple past expresses activities that existed or occurred over a period of time in the past. In some situations, modifiers indicating time specify the period of the activity.

   For examples:
   
   Questions  Answers
   a) When were you in Cape Town?  I was there during the summer of 1954.
b) How many years did he sell insurance?  He sold insurance for ten years.
c) How long were you in the army?  I was in from 1943 to 1946.

2. The simple past expresses activities that existed or occurred at intervals in the past time. Modifiers indicating frequency often indicate the interval of the activity.
For examples:

**Questions**  
\(a\) Did he come to see you often?  
\(b\) Was the professor always on time for his lectures?  
\(c\) When did you see him?

**Answers**  
Yes, he came everyday.  
No, he was usually a few minutes late.  
I saw him from time to time.

Wishon and Burks (1980:195) say that there are two past tense auxiliaries in English:

1. The past tense of the verb **use** combines with *be* to form an auxiliary which is used to describe a customary or habitual action in the past.
   
   Examples:  
   
   \(a\) I used to be a boy scout.  
   \(b\) I used to get up at 5:30 every morning.

2. The past form of *do* as an auxiliaries is used with the simple form of verb to express emphasis.
   
   Examples:  
   
   \(a\) I did study for the examination.  
   \(b\) No matter what Lisa sent, he did finish the work.

### 2.2.3.3 The Simple Future Tense

Hayden et al (1980:62) say that the future tense is a verb phrase composed of the auxiliary "will" (sometimes "shall") followed by the simple form of the verb.

For examples:

<table>
<thead>
<tr>
<th>I will go</th>
<th>You will go</th>
<th>We will go</th>
</tr>
</thead>
<tbody>
<tr>
<td>He will go</td>
<td></td>
<td>They will go</td>
</tr>
</tbody>
</table>

The verb phrase "be going to" followed by the simple form of the verb is an equally important construction and may be considered and equivalent to the future tense.

For examples:

<table>
<thead>
<tr>
<th>I am going to go</th>
<th>You are going to go</th>
<th>We are going to go</th>
</tr>
</thead>
<tbody>
<tr>
<td>He is going to go</td>
<td></td>
<td>They are going to go</td>
</tr>
</tbody>
</table>
Azar (1993: 44) says that the use of shall with I or We to express future time is possible but uncommon in American English. Shall is used much more frequently in British than in America.

There are several ways to indicate future tense in English. Wishon and Burks (1980: 197) describe that the two most common future constructions are "will" or "shall" followed by the simple form of the verb and "be going to" followed by the simple form of the verb.
The pattern of the simple future tense is as follows:

(+) S + will/shall + V1 + O
(-) S + will/shall + not + V1 + O
(?) Will/shall + S + V1 + O

Or

(+) S + be (am,is,are) + going to + V1 + O
(-) S + be (am,is,are) + not + going to + V1 + O
(?) Be (am,is,are) + S + going to + V1 + O

Wishon and Burks (1980: 197) explain that the future tense shows that an action or state will occur in the future. It can be said that the future tense is the tense to express an activity or action that will occur in the future.

Examples: a) I will telephone you next Friday
b) Will you answer my letter?
c) Is he going to ask for a raise?

Azar (1993: 44) describes some usages of will and be going to as follows:

1. To express a prediction either will or be going to is used.
   Examples: 
   a) According to the weather report, it will be cloudy tomorrow.
   b) According to the weather report, it is going to be cloudy tomorrow.

   When the speaker is making a prediction (a statement about something he/she thinks will be true or will occur in the future), either will or be going to is possible.

2. To express a prior plan only be going to is used.
   Examples:
A: Why did you buy this paint?
B: I am going to paint my bedroom tomorrow.

When the speaker is expressing a prior plan (something the speaker intends to do in the future because in the past she/he has made a plan or decision to do it), only be going to is used.

3. To express willingness, only will is used.

Examples: A: The phone’s ringing.
           B: I will get it.

In the example number 3 above, the speaker B is saying: “I am willing I am happy to get the phone. He is not making a prediction. He has made no prior plan to answer the phone. He is instead, volunteering to answer the phone and use “will” to show his willingness.

2.3 The Effect of Pictures on Structure Achievement

Many research studies have been conducted to determine the effectiveness of media (or audio visual materials) in the English teaching and learning. The results of these studies reveal that a series of values derives from the use of media in teaching English. For example, Wittich and Schulter (1967:59) conducted an experiment research on the effectiveness of visual aids in teaching English. The result shows that the pupils taught with pictures have higher motivation than those taught without pictures.

Another research is conducted by Dale. The result of this study reveal that a series of value derives from the audio visual materials in teaching. Dale (1980:2) mentions the values of pictures as follows:

1. Visual aids stimulate high degree of interest in students and interest in an important factor in learning.
2. They provide a concrete basis for the development of understanding and thought pattern, thereby reducing the number of purely verbalistic responses made by students.
3. They supply the basic for developmental learning and thereby make learning more permanent.
4. They provide experiences not easily secured in other ways and hence contributed to the depth and variety of learning.

5. They contribute to the growth of understanding.

6. They offer a reality of experiences which stimulate individual activity on the part of the learner.

7. They motivate students to investigate, thereby increasing voluntary reading.

Based on the explanations above, it is stated clearly that the use of media especially visual media are useful for the teacher to use, mainly in teaching English so that the students get the advantages mentioned above.

2.4 Hypothesis

Based on the problem and the literature review explained above, the hypothesis of this research is: "There is a significant effect of pictures on the second year students' structure achievement at SLTP Negeri 3 Jember in the 2001/2002 academic year."
III. RESEARCH METHODS

3.1 Research Design

Research design is a strategy to arrange the setting of a research in order to get the valid data that are suitable with the variable and the objective of the research. A pre-experimental research is applied in this research. There are three designs of pre-experimental research (Arikunto, 1996:83). They are (1) one shot case study, (2) pre-test and post-test, and (3) static group comparison. The design in this research is pre-test and post-test or experiment by subject design. The sample taken was one class of five existing classes by purposive cluster sampling. This class was as the experimental group and the control group. Pre-test was given before the treatment and post-test was given after the treatment (Arikunto, 1996:84).

The design is as follows:

\[ O_1 \times O_2 \]

Note:
- \( O_1 \) = pre-test
- \( X \) = treatment/experiment
- \( O_2 \) = post-test

The procedures of the design were as follows:

1. Choose one class of the five existing classes by purposive cluster sampling.
2. Give pre-test of structure to the chosen class to know the students' structure achievement before the treatment is administered.
3. Give treatment (X) by teaching structure using pictures as media.
4. Give post-test to the class to know the students' structure achievement after the treatment.
5. Determine the mean of pre-test and post-test and measure the mean difference of both means.
6. Use the t-test formula to test whether the difference is significant or not.
7. Use ER (effectiveness Relative) formula to know the grade of difference of ER

3.2 Area Determination Method

The research area is the place or location where the research is conducted. This research used the purposive method to determine the place to conduct the research. Purposive method is used by a researcher when he directly decides the research area in a certain place not in other places (Tim FKIP UNEJ, 1994:14). This research was conducted at SLTP 3 Jember. The school was chosen as the research location based on some considerations. First, the researcher has been familiar with the school condition because he once did practice teaching or PPL (Praktek Pengalaman Lapangan) at the school. Second, it was easy to get the permission to conduct the research at the school, so the data needed can be obtained. Third, structure has been taught regularly to the students, so the research data can be obtained.

3.3 Respondent Determination Method

This research used purposive cluster sampling, because a part of the number of population was taken (Arikunto, 1996:129). The respondents were the second year students of SLTP Negeri 3 Jember. This research design used was O1 X O2, so only one class was taken from five class as the sample by purposive cluster sampling. Hadi (1988:229) says that cluster sampling is the sample that is determined based on groups or clusters. Arikunto said that purposive sampling is done by taking the subjects based on the strata, random or area beside there is a certain purpose. This technique was used to take the sample because of some reasons such as: the limited time, energy, and fund, so only one class was taken as the sample, that was class IIIE.

3.4 Data Collection Methods

There were two kinds of data in this research, namely primary data and supporting data. The primary data were collected by using structure test, and the
supporting data were obtained from interview and documentation. The following parts discuss the research methods used.

3.4.1 Interview

In this research, interview was conducted with the English teacher to obtain the supporting data about the technique used by the English teacher in teaching structure and the English books used in teaching English to the second year students. Arikunto (1996:144) states that there are three methods of interview; they are as follows:

1. Unstructured interview is interview in which the interviewer carries out the interview without any systematic plan of questions.

2. Structured interview is the interview in which the interviewer carries out the interview by using a set of questions that are planned systematically in advance.

3. Free structured interview is the interview in which the interviewer uses a set of questions and then the questions are developed to gain detailed information.

The interview method used in this research was free structured interview. In this research, the interviewer used a list of questions prepared and they were developed to get the information needed. The interview guide could be seen on Appendix 2.

3.4.2 Documentation

Arikunto (1996:148) says that documentation is a method to find out data in the form of notes, transcripts, books, newspapers, magazines, daily notes, etc. In this research, documentation was used to get the supporting data about the list of respondents, and the facilities of the school. The guide of documentation could be seen on Appendix 2.

3.4.3 Test

Arikunto (1996:138) says that test is a series of questions or exercises, or other instruments used to measure skill, knowledge, intelligence, capability or talent possessed by an individual or a group.
Concerning with the form of the test, there are two kinds of test, namely subjective and objective test. According to Nurkancana (1983:27) objective test is also called "short answer test". It consists of many items answered by choosing the correct answer from some alternatives provided. Subjective test contains some questions that ask the answer in the form of relatively long essay.

Whiterington (in Nurkancana; 1983:29) states that there are many varieties of the new type of test, but four kinds are often used namely: true false, multiple choice, completion, and matching. Students will decide which one is the right statement from the wrong ones in true-false test. In the multiple choice form, students should choose the correct answer from the options provided. From the options, some of the wrong alternatives are called distracters. The other type is matching form. Here, students are asked to match a certain column to another one as the answer. The last form is completion. The item of completion is a statement or uncompleted sentence. The students should complete it with the appropriate answer.

In this study, achievement test was used. Hughes (1996:10) says that achievement test is directly related to language courses, and its purpose is to establish how successful individual students or groups of students, or the courses themselves have been in achieving the objectives. In this study, achievement test was used to know the students structure' achievement after they were taught structure by using pictures. It was constructed based on the materials that had been learned by the students. The form of the test used was objective in the forms of completion and multiple choice. These forms of objective test are chosen because:

a. Objective test can be answered quickly. So it is possible for the students to answer a lot of questions in one test period. The effect is the material of the test cover most of the teaching materials.

b. The reliability of the test is full guaranteed. The test items only contain one answer. So whoever and whenever they are scored, the same result will be obtained.

c. The objective answers are corrected easily and quickly using the answer key.

The number of the test items was 40 items with equal contribution of each indicator. The indicators are degrees comparisons of adjectives and degrees comparison of
adverbs and tenses. Each item was scored 2.5 if the students answer it correctly. If the students make a wrong answer, they get null. Thus, the total score of the items is 100.

The test was constructed to fulfill certain criteria, such as validity and reliability. According to Hughes (1996:22), a test is said to be valid if it measures accurately what it is intended to measure. He also says that a test is reliable if it measures consistently. To know the content validity of the test, the test items are made by considering the indicators used and the structure material stated in the 1994 English curriculum. If the test is valid, it must be reliable. In this research, the test had content validity in which it measured accurately the indicators used in this research, so it was reliable. Since the test used content validity, the test of reliability was not necessary to be used.

3.5 Data Analysis Method

In this research, the main data were the second year students' structure achievement in the form of scores. Therefore, the data were quantitative. Since the data were quantitative, they were analyzed statistically by using t-test whose subject has related to each other to find the significance of mean difference of the two test, pre-test and post-test. The formula was as follows:

\[ t = \frac{Md}{\sqrt{\frac{\sum x_d^2 d}{N(N-1)}}} \]

Notes:

- \( Md \): Mean of deviation of pre-test and post-test (post test - pre test)
- \( xd \): Deviation of each subject (d-Md)
- \( \sum x_d^2 \): The sum of squared deviation
- \( N \): The subjects (as the samples)
- \( Db \): N-1

(Adapted from Arikunto,1996:298)
The level of significance used in this study is 5% because the problem of the study deals with social science, that is linguistics (Hadi, 1990:430).

Then, to know how far is the grade difference of relative effectiveness in the structure achievement between two groups, the following formula was used:

\[ ER = \frac{\bar{M}_{Y_1} - \bar{M}_{Y_2}}{\bar{M}_{Y_2}} \times 100\% \]

ER = Relative Effectiveness
MX1= Mean of post test (after the treatment)
MX2= Mean of pre test (before the treatment)  (Adapted from Sulthon, 1996:16)
IV. RESULTS AND DISCUSSION

4.1 The Results of Secondary Data
4.1.1 The Result of Interview

According to the English teacher, the approach used in teaching English to the second year students at SLTP Negeri 3 Jember is communicative approach. In this technique, the students are given much chance in using English as a means of communication. The English teaching learning activities are centered on the students. It means that the students are active in learning English. In this case, the students must express their ideas by using English as well as they can.

The media that are used by the teacher in teaching English are a blackboard, pictures, and real things. The teacher usually uses pictures in the book in teaching English skills namely listening, speaking, reading and writing. Their skills are taught integratedly with the emphasis on the reading skills. Then structure is taught integratedly with the English skills, usually reading and writing skills. The teacher sometimes asks the students to answer the questions in the book orally, and she sometimes asks the students to write the answers on the blackboard. When explaining the topic, the teacher sometimes uses real things, for example, when explaining comparison degrees, she gives some examples by comparing the body (the height, weight) of the students in the class.

In learning structure, the teacher says that the students have difficulties in using the appropriate verbs in the sentences. They get difficulties in learning the use of tenses because they lack of the tenses mastery. The English teaching materials are based on the 1994 Curriculum. The English book used by the teacher is "Let's Learn English 2" written by Dra.Sofia Nurhayati, Dra. Lasminingsih, Dra. Lilik Endang published by PT. Edumedia, anggota IKAPI. Besides, the teacher uses two additional books "Bahasa Inggris Kelas 2" written by Drs. Abdul Rojak and Teny Luthfiy,BA published by PT. Intan Pariwara and LKS (lembar kerja siswa) published by PT. Intan Pariwara.
4.1.2 The Result of Documentation

In this research, documentation was used to get the supporting data about the respondents of the research and the facilities of the school. The respondents of this research were the second year students of SLTP Negeri 3 Jember in the 2001/2002 academic year. The names of the respondents could be seen on Appendix 5. The facilities of the school that support the teaching learning process at SLTP Negeri 3 Jember are enclosed on Appendix 3.

4.2 The Results of Primary Data

The research was conducted on 21st July, 2001 until 26th July, 2001. The research schedule was as follows:

<table>
<thead>
<tr>
<th>No</th>
<th>The schedule</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Pre-test</td>
<td>21st July 2001</td>
</tr>
<tr>
<td>2</td>
<td>Treatment</td>
<td>24th and 25th July 2001</td>
</tr>
<tr>
<td>3</td>
<td>Post-test</td>
<td>26th July 2001</td>
</tr>
</tbody>
</table>

4.2.1 The Results of Test

In this research, there were two kinds of test, namely pre-test and post test.

The results of the test are presented in the following table 2:

<table>
<thead>
<tr>
<th>No</th>
<th>Names</th>
<th>Pre-test scores</th>
<th>Post-test scores</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Ach Nurholis W</td>
<td>47,5</td>
<td>60</td>
</tr>
<tr>
<td>2</td>
<td>Adhi Budi S</td>
<td>62,5</td>
<td>60</td>
</tr>
<tr>
<td>3</td>
<td>Ariani Pravita S</td>
<td>45</td>
<td>67,5</td>
</tr>
<tr>
<td>4</td>
<td>Arie Prahastutininggih</td>
<td>60</td>
<td>72,5</td>
</tr>
<tr>
<td>5</td>
<td>Asih Wulan A</td>
<td>50</td>
<td>47,5</td>
</tr>
<tr>
<td>6</td>
<td>Bella Sanipta P</td>
<td>70</td>
<td>80</td>
</tr>
<tr>
<td></td>
<td>Name</td>
<td>Score</td>
<td>Percentage</td>
</tr>
<tr>
<td>---</td>
<td>----------------------</td>
<td>-------</td>
<td>------------</td>
</tr>
<tr>
<td>7</td>
<td>Chandra Setiaswan T</td>
<td>60</td>
<td>47.5</td>
</tr>
<tr>
<td>8</td>
<td>Clin Devan Y</td>
<td>55</td>
<td>72.5</td>
</tr>
<tr>
<td>9</td>
<td>Dewi Zaihida W</td>
<td>80</td>
<td>87.5</td>
</tr>
<tr>
<td>10</td>
<td>Diyah Kurnia F</td>
<td>57.5</td>
<td>70</td>
</tr>
<tr>
<td>11</td>
<td>Dwi Hidayati</td>
<td>50</td>
<td>60</td>
</tr>
<tr>
<td>12</td>
<td>Eka Prasetyawan</td>
<td>57.5</td>
<td>70</td>
</tr>
<tr>
<td>13</td>
<td>Eka Widianti A</td>
<td>55</td>
<td>77.5</td>
</tr>
<tr>
<td>14</td>
<td>Erma Nirmala</td>
<td>72.5</td>
<td>80</td>
</tr>
<tr>
<td>15</td>
<td>Faizoh Aliyatul</td>
<td>77.5</td>
<td>65</td>
</tr>
<tr>
<td>16</td>
<td>Fany Rosyta S</td>
<td>52.5</td>
<td>70</td>
</tr>
<tr>
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### 4.3 Data Analysis

Based on the data above presented in the table 2, the simplification of the analysis of the test results of pre-test and post-test of structure are presented in the table 3.

**Table 3. The Simplification of Pre-test and Post-test Results of Structure**

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Mx₁ = 59,59
Mx₂ = 69,24
Mx₃ = 435
Mx₄ = 5059,5048
Based on the data presented in Table 3, then the data are analyzed by using t-test to find the significant mean differences of the results of pre-test and post-test.

The formula of t-test is as follows:

\[ Md = \frac{\sum d}{N} = \frac{435}{43} = 10.12 \]

\[
t = \frac{Md}{\sqrt{\frac{\sum X^2 d}{N (N - 1)}}}
\]

\[
= \frac{10.12}{\sqrt{\frac{5059.5048}{43 (42)}}}
\]

\[
= \frac{10.12}{\sqrt{\frac{5059.5048}{1806}}}
\]

\[
= \frac{10.12}{\sqrt{2.80}}
\]

\[
= \frac{10.12}{1.67}
\]

\[
= 6.06
\]

4.4 Hypothesis Verification

After the data had been analyzed statistically by using t-test formula, it was found that the value of t was 6.06. The alternative hypothesis of this research is there is a significant effect of pictures on the second year students' Structure achievement at
SLTP Negeri 3 Jember in the 2001/2002 academic year. Since this research uses statistical analysis, the alternative hypothesis is changed into null hypothesis (H0), then it is rechanged into alternative hypothesis (Ha). The result of t-computation is consulted with the value of t-table with the degree of freedom 5%. If the value of t-computation is higher than the value of t-table, the null hypothesis (H0) is rejected and the alternative hypothesis (Ha) is accepted. If the value of t-computation is lower than the value of t-table, the null hypothesis (H0) is accepted and the alternative hypothesis (Ha) is rejected.

The steps to test the hypothesis were as follows:

a. Analyze the data collected by using t-test.
b. Calculate the degree of freedom (df).
c. Find the value of t-critic with the significance level of 5% with df calculated (point b)
d. Match the data analysis result of t-test with t-table.
e. Draw a conclusion of the results of the data analysis.

Based on the result of the data analysis above, it was found that the value of t was 6.06. To prove whether the result of statistical computation is significant or not, this value of t was consulted to the critic value of t-table with the degree of freedom 42 and the level of significance 5%. The critic value of t-table was 2.021. Having been compared, the result of statistical value of t was higher than the critic value of t-table or 6.06 > 2.021. It means that this result was significant. That is why, the null hypothesis was rejected and the alternative hypothesis was accepted.

Based on the result, the relative effectiveness can be counted as follows:

\[ ER = \frac{M_X_1 - M_X_2}{M_X_2} \times 100\% \]
\[ = \frac{69.24 - 59.59}{69.24} \times 100\% \]
\[ = \frac{9.65}{69.24} \times 100\% \]
\[ = 0.14 \times 100\% \]
\[ = 14\% \]
4.4 Discussion

Based on the result of data analysis, it is known that the statistical value of \( t \)-test is 6.06, while the critical value of \( t \)-table with the significance level of 5% and degree of freedom \((df)\) 42 is 2.021. It means that the statistical value of \( t \)-test is higher than the critical value of \( t \)-table. The result proves that the null hypothesis is rejected and the alternative hypothesis is accepted. It can be concluded that there is a significant effect of pictures on the second year students' Structure achievement at SLTP Negeri 3 Jember in 2001/2002 academic year.

The result of the data analysis above points out that after the students (participants) are taught structure by using pictures (after the treatment) their structure achievement becomes better 14\% compared to that before the treatment. This result is relevant to the theory that says pictures as teaching media are effective and help the students understand the structure more easily (Kennedy, 1981:137). Pictures are useful for presenting structure. They help provide situation and contexts which refer to the meaning of words or utterances and indirectly help the teacher to avoid resorting to translation or to lengthy explanations of meanings and it provides the students with the information, objects, actions and events to use. The pictures also stimulate students' curiosity in comprehending the subject, so it will also stimulate their thought and the learning target meaningfully and memorably. So it is evident, as Yunus has suggested (1981:50) that pictures attract the students' interest in learning English, make the teaching learning process interesting and make the students more easily understand the lesson.

Based on the result of the degree of relative effectiveness (DRE), it is found that DRE of the use of pictures as teaching media of structure is not big, that is 14\%. It means that the teacher needs to create interesting pictures and increase the students' motivation in learning structure to improve the students' knowledge of structure or their structure mastery.
V. CONCLUSIONS AND SUGGESTIONS

5.1 Conclusions

Based on the results of data analysis, it could be concluded that:

1. There was a significant effect of pictures on the second year students' structure achievement at SLTP Negeri 3 Jember in the 2001/2002 academic year.

2. The degree of relative effectiveness of the use of pictures in teaching structure was 14%. It means that the students who were taught structure by using pictures, got better scores 14% than before treatment.

5.2 Suggestions

Based on the research results, some suggestions are proposed to the following people:

a. The English Teacher

The English teacher is suggested to use pictures as media in teaching English to motivate the students in learning English, to create the English teaching interesting, and to make the students understand the lesson more easily.

b. The Principal

The principal is suggested to give fund to the English teacher to buy or make the English teaching media to support the English teaching learning process in order to achieve the successful English teaching.

c. The Other Researchers

This research results can be used by other researchers as information or a reference to conduct a further research dealing with structure with another research design, for example, a classroom action research for improving the students' structure achievement by using pictures.
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# Supporting Data Instruments

## The Guide of Interview

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<td>Anggota</td>
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</tbody>
</table>

Tanggal: 17 Juli 2001
NO.

10. Pengelola Koperasi Siswa
   - Koordinator
   - Asisten

11. Pengelola Angka Kredit

12. Pengelola Keuangan
   - 11.1. Bendahara UYTHD/GPF
   - 11.2. Bendahara RKM / MPKES
   - 11.3. Bendahara EFJ
   - 11.4. Bendahara Tabungan Siswa
   - 11.5. Bendahara Juran Mulok
   - 11.6. Penarik Juran Bulanan
     a. Kelas I
     b. Kelas II
     c. Kelas III
   - 11.7. Pencatatan dan PMK
   - 11.8. O S I S
   - 11.9. Perpustakaan

13. Tata Usaha
   - 12.1. Administrasi Kepegawaian
     - Inventarisasi, Adm. Kesiswaan
   - 12.2. Administrasi BPJSTK, Sekolah
   - 12.3. Persyaratan

14. Pengelola Ben Siswa dan DPO

15. Pengelola Mushola

16. Pembantu Pelaksana

17. Penjaga Sekolah / Malam

NAMA

Dra. Sukarti
H. T. I. I. I
H. Gubrianty
Drs. Putri Purwomodadi
Drs. Wiyono
S. R. J.
Drs. Putri Purwomodadi
Yodi Bsiagwati, SPd
Dra. Fujti Wahyuni
Fr. Sri Indiyati, SPd
Ain Winarsih
Dra. Kusnati, I.C.
Rodiah, SPd
Drs. H. Wiyono
Siti Romaijah, SPd
Gri Suparminingsih, SPd
Smaret Yuli Purwanto
Mujiani
Boeselo
Drs. H. Wiyono
Dra. M. Wijan Budhiwijayani
H. Nasir, Mj. Suparmi
S. R. J.
Kahmad
Asmian
Yudi Iskandar
Abdul Rifa'i

Mengetahui,
Pengawas Bidang Peningkatan
Wil. Jember

Drs. RANJANG SUJATI, MPH
NIP. 120333229

17 July 2005

Pemenang Kompetisi E.S. Bambang Singo
NIP. 131053148

14
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<td>3</td>
<td>ARIANI PRAVITA SARI</td>
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<td>4</td>
<td>LARIE PRAYASTUTINGHTIAR</td>
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<td>ASRIWULAN AGUSTINA F</td>
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<td>CHANDRA SEPTEMBER TRAVY</td>
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<td>ERFA WIDATI ADIN</td>
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</table>
LESSON PLAN I

Subject: English
Level/cawu: II/1 SLTP
Theme: Study tour
Language focus: Structure
Time: 2x45'

1. General Instructional Objective

By mastering 250 new vocabularies with the vocabulary level 750 words and grammar which are suitable with the theme and sub theme that have been chosen, the students are able to read, to speak, to listen and to write.

II. Specific Instructional Objective

1. The students are able to identify the use of tenses
2. The students are able to correct verb in the sentences into the appropriate tenses
3. The students are able to make correct sentences
4. The students are able to guess the appropriate tenses

III. Teaching Learning Process

Approach: Meaningfulness Approach

<table>
<thead>
<tr>
<th>Time</th>
<th>Teachers' activity</th>
<th>Students' activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>5'</td>
<td>I. Introduction</td>
<td>I. Introduction</td>
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<tr>
<td></td>
<td>a. Greeting</td>
<td>a. Answer the greeting</td>
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<td></td>
<td>b. Giving leading questions</td>
<td>b. Answer the leading questions</td>
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<tr>
<td>75'</td>
<td>II. Main Activity</td>
<td>II. Main Activity</td>
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<tr>
<td></td>
<td>a. Explain the tenses by using pictures</td>
<td>a. Listening, understanding, and noting the explanation</td>
</tr>
<tr>
<td></td>
<td>b. Ask the students to identify the</td>
<td>b. Identify the correct tenses</td>
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<tr>
<td>Time</td>
<td>Activity</td>
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<td></td>
<td>Correct tenses based on the pictures given</td>
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<td></td>
<td>c. Ask the students to do the tasks</td>
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<td>d. Ask the students to answer the tasks and discuss it</td>
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<td></td>
<td>e. Summarize the explanation</td>
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<tr>
<td>10'</td>
<td>III. Closing</td>
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<tr>
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<td>a. Giving homework</td>
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<td>b. Parting</td>
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<td></td>
<td>c. Do the tasks</td>
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<td>d. Answer the tasks and discuss</td>
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<td>e. Listening, understanding and noting</td>
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<td>III. Closing</td>
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<tr>
<td></td>
<td>a. Note the homework</td>
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<td></td>
<td>b. Parting</td>
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</tbody>
</table>
LESSON PLAN II

Subject: English
Level: II/1 SLTP
Theme: Sports
Language focus: Structure
Time: 2x45'

I. General Instructional Objective
By mastering 250 new vocabularies with the vocabulary level about 750 words and grammar which are suitable with the theme and sub theme that have been chosen, the students are able to read, to listen, to speak and to write.

II. Specific Instructional Objectives
1. The students are able to make comparisons.
2. The students are able to understand the comparisons.
3. The students are able to guess the correct comparisons.
4. The students are able to know about comparisons.
5. The students are able to complete the sentences with the correct comparisons.

III. Teaching Learning Activity
Approach: Meaningfulness Approach

<table>
<thead>
<tr>
<th>Time</th>
<th>Teacher’s Activity</th>
<th>Students’ Activity</th>
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<tbody>
<tr>
<td>5'</td>
<td>I. Introduction</td>
<td>I. Introduction</td>
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<tr>
<td></td>
<td>a. Greeting</td>
<td>a. Answer the greeting</td>
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<td>b. Giving leading questions</td>
<td>b. Answer the questions</td>
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<tr>
<td></td>
<td>II. Main Activity</td>
<td>II. Main Activity</td>
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<tr>
<td></td>
<td>a. Explain degrees comparison by using pictures</td>
<td>a. Listening and writing</td>
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<td></td>
<td>b. Showing the pictures about degrees comparison to the students</td>
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<td></td>
<td>c. Ask the students to answer the teacher questions based on the pictures</td>
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<td></td>
<td>d. Ask the students to do the tasks</td>
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<td></td>
<td>e. Discuss the answers</td>
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<td>III. Closing</td>
<td>b. Watching the pictures</td>
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<td></td>
<td>c. Answer the questions</td>
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<td>d. Do the tasks</td>
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<td></td>
<td>e. Discuss the answer</td>
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<th>III. Closing</th>
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<tr>
<td></td>
<td>a. Listening and noting the explanation</td>
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<td></td>
<td>b. Parting</td>
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</table>

|   | b. Parting |
STRUCTURE TEST

Class : II
Time : 2x45 minutes

Choose the correct answer of degrees comparison of adjectives among the options provided (number 1-10):

1. Jakarta is ............(crowded) than Surabaya.
   a. more crowded b. most crowded c. crowded d. The crowded

2. Kalimantan is ............(big) than Sulawesi.
   a. more big b. bigger c. more bigger d. big

3. Tono’s house is ............(large) than Dedhi’s.
   a. large b. more large c. larger d. the largest

4. Tini’s shoes are ............(expensive) than Titin’s.
   a. expensiver b. expensive c. the most expensive d. more expensive

5. Dewi is ............(tall) than Rina.
   a. the tallest b. tall c. taller d. more tall

6. A badminton racket is ............(cheap) than a tennis racket.
   a. cheap b. the cheapest c. more cheap d. cheaper

7. Anita is ............(beautiful) than Popy.
   a. beautiful b. more beautiful c. most beautiful d. beautifully

8. Rina’s mark is ............(bad) than Tuti’s.
   a. bad b. worst c. badder d. worse

9. Diana’s hair is ............(long) than Lenti’s.
   a. longer b. more long c. long d. the longest

    Yana is ............(old) than Dedhi.
    a. old b. older c. more old d. more older
Choose the correct answer of degrees comparison of adverbs among the options provided:

1. Eagle flies ............... (high) than hen.
   a. more highly  b. highly  c. higher  d. high

2. A tiger runs ............... (fast) than an elephant.
   a. fastly  b. faster  c. more fast  d. fast

3. A fish swims ............... (deep) than a goose.
   a. more deeply  b. deeper  c. more deep  d. most deeply

4. A snake bites ............... (wild) than a crocodile.
   a. more wild  b. wildly  c. wilder  d. more wildly

5. The Ostrich walks ............... (slow) than the pig.
   a. slower  b. more slow  c. slowly  d. slow

6. A monkey acts ............... (beautiful) than a dog.
   a. beautifully  b. beautiful  c. more beautifully  d. more beautiful

7. The horse jumps ............... (long) than the rabbit.
   a. more long  b. longer  c. more longer  d. long

8. Mrs Tatang looks ............... (sad) than Mrs Budiman.
   a. sad  b. more sad  c. more sadly  d. sadly

9. Rudi ............... (Eman)

Mr Rudi works ............... (hard) than Me. Eman.
   a. harder  b. hard  c. hardly  d. more hardly

10. An eagle flies ............... (Strong) than a parrot.
    a. strongly  b. more strongly  c. more strong  d. the strongest

Choose the correct answer of tenses that cover simple present tense, simple past tense and simple future tense below:

1. Mother ............... (buy) vegetables everyday.
   a. bought  b. buys  c. will buy  d. buy

2. Fini is sleeping in the class because she ............... (do) her homework until 02.00 a.m.
   a. did  b. do  c. does  d. will do

3. Yana ............... (get) a lot of presents on his birthday last week.
a. get b. gets c. will get d. got
4. Father .......... (read) newspaper every morning.
a. reads b. read c. will read d. will read
5. She ...... (go) by bus to school.
a. go b. will go c. goes d. went
6. Tuti .......... (swim) twice a week.
a. swim b. swims c. swam d. will swim
7. Denny .......... (listen) to a funny story yesterday.
a. listen b. listens c. will listen d. listened
8. They ...... (feel) sleepy.
a. feel b. feels c. felt d. will feel
9. Wait here! I .......... (be) back in a minute.
a. am b. was c. am be d. will be
10. She .......... (look) tired yesterday.
a. look b. will look c. looks d. looked
11. My dress is torn. I .......... (mend) it tomorrow.
a. mends b. ment c. mend d. will mend
12. It is cloudy. It .......... (rain) in Malang and in Surabaya.
a. rain b. will rain c. rains d. will rains

Choose the correct answer of tenses that cover simple present tense, simple past tense and simple future tense below:

13. Anto .......... (buy) ice cream just now.
a. buy b. will buy c. buys d. bought
a. take b. will take c. takes d. took
15. Cleaning service .......... (clean) the zoo soon.
a. clean b. will clean c. cleans d. cleaned
Fill in the blank with the correct form of simple present tense, simple past tense or simple future tense based on the picture above!

Charlie The Cake - Seller

"Cakes! Cakes!" called Charlie, "Come and buy my cakes!" Everyday Charlie walked from house to house to ......16(sell) his cakes.

Some people ..........17(buy) the cakes. Sometimes Charlie was very tired, but he liked his work. He ..........18(be) happy when they bought his cakes.

Who made the cakes for Charlie to sell? Charlie's wife made them. She made many kinds of cakes. They liked to eat the cakes because they were sweet.

One day Charlie met his friends Tommy. "Hello, Charlie," said Tommy. " I have opened a coffee shop. Come and ......19(sell) your cakes at my shop."

Charlie was very happy. " Thank you, Tommy. I ..........20(do) that," he said. "Now I won't have to walk from house to house to sell my cakes. And I won't be so tired any more."
STRUCTURE TEST

Class : II
Time : 2X45 minutes

Choose the correct answer of degrees comparison of adjectives among the options provided (number 1-10)!

1. Jakarta is ...... (crowded) than Surabaya.
   a. more crowded  b. most crowded  c. crowded  d. The crowded

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3. Tono's house is ...... (large) than dedi's.
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4. Tim's shoes are .......... (expensive) than Triji's.
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6. A badminton racket is .......... (cheap) than a tennis racket.
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 a. bad  b. worst  c. badder  d. worse

9.

Diana's hair is ........ (long) than Leni's.
 a. longer  b. more long  c. long  d. the longest

10.

Born 1975
Yana is ........ (old) than Dedi.
 a. old  b. older  c. more old  d. more older
Choose the correct answer of degrees comparison of adverbs among the options provided.

1. Eagle flies ......... (high) than hen.
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Choose the correct answer of tenses that cover simple present tense, simple past tense and simple future tense below!

1. Mother buys vegetables everyday.
   a. bought  b. buys  c. will buy  d. buy

2. Eini is sleeping in the class because she .............. (do) her homework until 02.00 a.m.
   a. did  b. do  c. does  d. will do

3. Yana ........... (get) a lot of presents on his birthday last week.
   a. get  b. gets  c. will get  d. got
4. Father ...........(read) newspaper every morning.
a. reads  b. read  c. will read  d. will reads

5. She ........ (go) by bus to school.
a. go  b. will go  c. goes  d. went

6. Tuti ..........(swim) twice a week.
a. swim  b. swims  c. swam  d. will swim
7.

Denny .............(listen) to a funny story yesterday.
a. listen b. listens c. will listen d. listened

8.

They ......(feel) sleepy.
a. feel b. feels c. felt d. will feel

9.

Wait here! I ...........(be) back in a minute.
a. am b. was c. am be d. will be
10. She .......(look) tired yesterday.
   a. look   b. will look   c. looks   d. looked

11. My dress is torn. I ......(mend) it tomorrow.
   a. mends   b. ment   c. mend   d. will mend

12. It is cloudy. It ......(rain) in Malang and in Surabaya.
   a. rain   b. will rain   c. rains   d. will rains
Choose the correct answer of tenses that cover simple present tense, simple past tense and simple future tense below!

13. Anto ...... (buy) ice cream just now.
   a. buy  b. will buy  c. buys  d. bought
   a. take  b. will take  c. takes  d. took
15. Cleaning service ..... (clean) the zoo soon.
   a. clean  b. will clean  c. cleans  d. cleaned
Fill in the blank with the correct form of simple present tense, simple past tense or simple future tense based on the picture above!

Charlie The Cake - Seller

"Cakes! Cakes!" called Charlie. "Come and buy my cakes!" Everyday Charlie walked from house to house to ________16(sell) his cakes.
Some people ________17(buy) the cakes. Sometimes Charlie was very tired, but he liked his work. He ________18(be) happy when they bought his cakes.
Who made the cakes for Charlie to sell? Charlie's wife made them. She made many kinds of cakes. They liked to eat the cakes because they were sweet.
One day Charlie met his friends Tommy. "Hello, Charlie," said Tommy. "I have opened a coffee shop. Come and ________19(sell) your cakes at my shop."
Charlie was very happy. "Thank you, Tommy. I ________20(do) that," he said. "Now I won't have to walk from house to house to sell my cakes. And I won't be so tired any more."
ADJECTIVES
1. a. more crowded
2. b. bigger
3. c. larger
4. d. more expensive
5. c. taller
6. d. cheaper
7. c. more beautiful
8. d. worse
9. a. longer
10. b. older

ADVERB
1. a. more highly

ANSWERS KEY
2. b. faster
3. a. more deeply
4. d. more wildly
5. a. longer
6. c. more beautifully
7. b. longer
8. c. more sadly
9. a. harder
10. b. more strongly

TENSES
1. b. Buys
2. a. did
3. d. got
4. a. reads
5. b. will go
6. b. swims
7. d. listened
8. a. feel
9. d. will be
10. d. looked
11. d. will mend
12. b. will rain
13. d. bought
14. e. takes
15. b. will clean
16. sell
17. bought
18. was
19. sell
20. will do
DEPARTEMEN PENDIDIKAN NASIONAL
UNIVERSITAS JEMBER

FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

Nomor : 1694 / II/1.5/PJ/LS/2001
Lamparan : Proposal
Perihal : Ijin Penelitian

Kepada : Yth. Sdr. Kepala Sekolah
SLTP Negeri 3 Jember
di Jember

Dengan ini Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Jember
mendengarkan bahwa Mahasiswa yang terdapat dibawah ini:
Nama : Nur Khamdan
NIM : B101953208
Program/Jurusan : Bahasa Inggris/ PIE

Berkenaan dengan penyelesaian studinya, maka mahasiswa tersebut bermaksud
melaksanakan penelitian dengan judul:
The effect of pictures on the second year students' structure achievement at SLTP Negeri 3 Jember in the 2009/2010 academic year.

Pada lembaga yang Saudara pimpin.
Semoga dengan hal tersebut diatas kami mohon dengan hormat saudara
berkenan dan sekigus kami mohon bantuan informasinya.
Arias perkenan dan pengucapan terima kasih.

Drs. H. Misno A Latif, M.Pd
NIP : 1950937191
DEPARTEMEN PENDIDIKAN NASIONAL
KANTOR WILAYAH PROPINSI JAWA TIMUR
SLTP Negeri 3 Jember
Alamat : Jalan Jawa no. 8 Telp. 335334 Jember

SURAT KETERANGAN

Nomor : 695/ECY.32/SLTP 03/PP/2001

Yang bertanda tangan di bawah ini:
Nama : Dra. Wiwik E.S Hami Seno
NIP : 131093158
Pangkat/Gol/Ruang : Pembrina/IV/a
Jabatan : Kepala Sekolah
Unit Kerja : SLTP Negeri 3 Jember

Dengan ini menerangkan bahwa:
Nama : Nur Khamsdan
Tempat/lgl lahir : Madiun/ 21 maret 1976
NIM : B1G195308
Fakultas/Program : KIP/ Pendidikan Bahasa Inggris

Bahwa yang bersangkutan telah melaksanakan penelitian pada SLTP Negeri 3 Jember
dengan judul "The Effect of Pictures On the Second Year Students’ Structure
Achievement at SLTP Negeri 3 Jember in the 2001/2002 academic year.

Demikian surat keterangan ini dibuat agar dipergunakan sebagaimana mestinya.

Jember, September 2001

Kepala Sekolah,

Hami Seno

158
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# LEMBAR KONSULTASI PENYUSUNAN SKRIPSI

**Nama** : Nur Khodidin  
**NIM/Angkatan** : BI3193206/1995  
**Jurusan/Program Studi** : PEB/Pendidikan Bahasa Inggris  
**Judul Skripsi** : The effect of pictures on the second year Students’ structure achievement at SLTP Negeri 3 Jember in the 2001/2002 academic year.

**Pembimbing I** : Drs. H.M. Sulthon, M.Pd  
**Pembimbing II** :

## KEGIATAN KONSULTASI

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**CATATAN** :  
1. Lembar ini harus dibawa dan disi setiap melakukan konsultasi  
2. Lembar ini harus dibawa sewaktu Seminar Proposal Skripsi dan Ujian Skripsi
DEPARTEMEN PENDIDIKAN NASIONAL
UNIVERSITAS JEMBER
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

LEMBAR KONSULTASI PENYUSUNAN SKRIPSI

Nama : Juri Khamdan
NIM/Angkatan : B1G195209/1995
Jurusan/Program Studi : PBS/Pendidikan Bahasa Inggris
Judul Skripsi : The effect of pictures on the second year student's achievement at SLTP Negeri 2 Jember in the 2001/2002 academic year

Pembimbing I : Drs. Siti Sandari, MA
Pembimbing II :

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CATATAN : 1. Lembar ini harus dibawa dan diisi setiap melakukan konsultasi
2. Lembar ini harus dibawa sewaktu Seminar Proposal Skripsi dan Ujian Skripsi