



**IMPROVING THE FIFTH GRADE STUDENTS' SENTENCE WRITING  
ACHIEVEMENT BY USING PICTURES AT SD AL – BAITUL AMIEN  
JEMBER IN THE 2010/2011 ACADEMIC YEAR**

**THESIS**

**By:**

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LANGUAGE AND ARTS DEPARTMENT  
FACULTY OF TEACHER TRAINING AND EDUCATION  
JEMBER UNIVERSITY  
2011**



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**CONSULTANT'S APPROVAL**

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Consultant II : Drs. Sugeng Ariyanto, M.A.

## APPROVAL

The thesis entitled “Improving the Fifth Grade Students’ Writing Sentence Achievement by Using Pictures at SD Al – Baitul Amien Jember in the 2010/2011” is approved and accepted by the Faculty of Teacher Training and Education, Jember University on:

Date : June 20<sup>th</sup>, 2011

Place : The Faculty of Teacher Training and Education, Jember University

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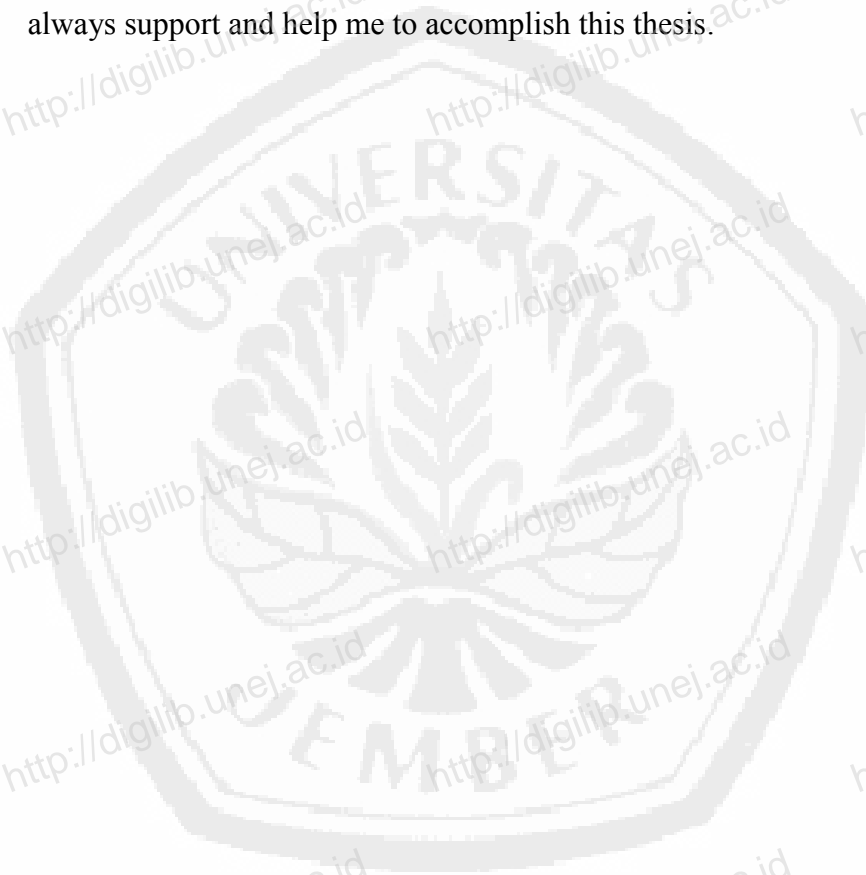
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## DEDICATION

This thesis is honorably dedicated to:

1. My beloved father, Drs. Misrawi, M.M and my beloved mother, Uswatil Hasanah.
2. My beloved sisters Dr. Maria Belgis, S.Tp and Luluk Setiono, S.T who always support and help me to accomplish this thesis.



## ACKNOWLEDGEMENT

First and foremost, I would like to express my greatest gratitude to Allah SWT, the most Gracious and the most Merciful. Because of His countless Blessing, Mercy and Grace, I can accomplish the writing of this thesis.

I also would like to express my great appreciation and sincerest gratitude to the following people:

1. The Dean of the Faculty of Teacher Training and Education Jember University.
2. The Chair person of the Language and Arts Education Department.
3. The Chair person of the English Education Program.
4. My academic advisor, Dra. Made Adi Andayani T., M.Ed.
5. My first consultant, Dra. Made Adi Andayani T., M.Ed. and my second consultant, Drs. Sugeng Ariyanto, M.A. for giving me guidance and valuable suggestions in writing this thesis.
6. The Headmaster, the English teacher and the students of class V-B of SD Al – Baitul Amien Jember of 2010/2011 Academic Year.

Finally, I hope this thesis will provide some advantages for the writer as well as the readers. Any constructive suggestions or criticisms will be respectfully welcomed and appreciated to make this thesis better.

Jember, June 2011

The writer

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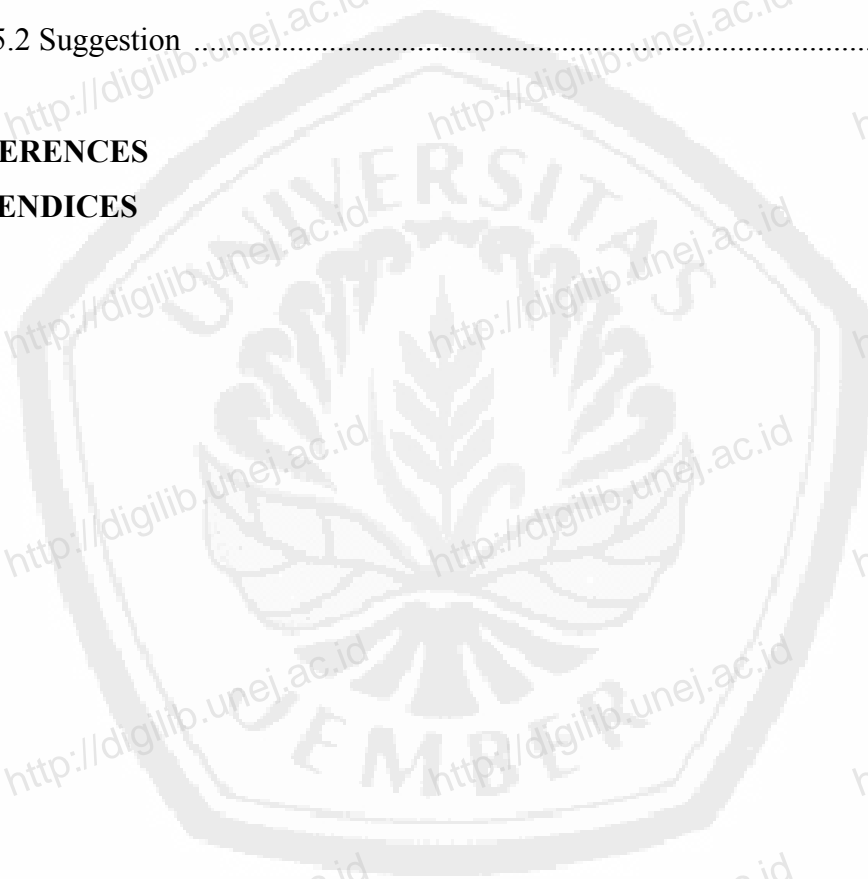
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14. Research Permission from the Principal of SD Al Baitul Amien Jember
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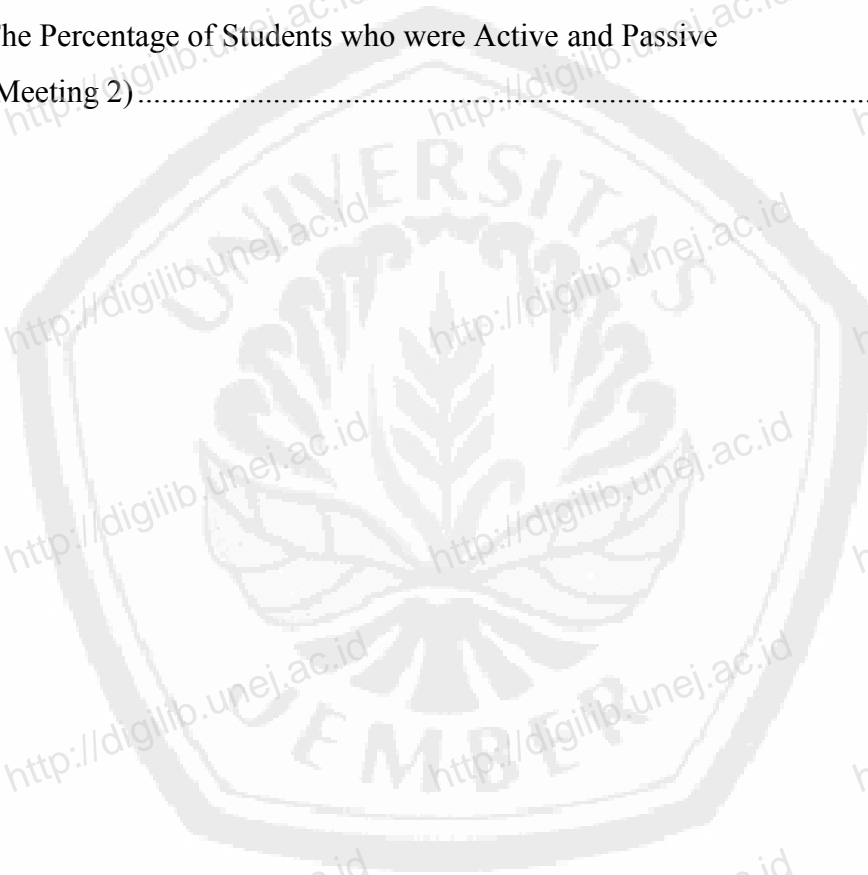
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## SUMMARY

Dwi Rekto Yulianto. 2011. *Improving the Fifth Grade Students' sentence Writing Achievement by Using Pictures at SD Al – Baitul Amien Jember in the 2010/2011 Academic Year.*

Thesis, English Education Program, Language and Arts Department, Faculty of Teacher Training and Education, Jember University.

Consultants : 1. Dra. Made Adi Andayani T., M.Ed  
2. Drs. Sugeng Ariyanto, M.A

Key words : Writing Achievement, Pictures

This classroom action research was intended to improve the fifth grade students' writing achievement and active participation at SD Al – Baitul Amien Jember 2010/2011 academic year by using pictures. The subjects of this research were the students of class V B which were determined purposively. The research subjects were chosen because the average score of writing achievement in this class was 67.40 while the minimum standard scores (SKM / Standard Kelulusan Minimal) for writing was 70. The students still experienced difficulties in applying the verb form that was suitable for a certain tense required, for example "Ann goes to school every day". The verb form of simple present tense as ' goes' was still rarely found in students' answers. They tended to use verb of Present Continuous Tense like 'is going'. They could not differentiate between Simple Present and Present Continuous Tense. In addition, they always forgot to use a capital letter in the first sentence and for the name of people. The English teacher said that the English teacher did not use any teaching aids in the teaching and learning process. Because of that, it was found that the students felt bored easily and did not concentrate on the English lesson.

This classroom action research was done in cycle. The cycle covered four stages of activities namely; planning of the action, implementing of the action classroom observation and evaluation, and reflection of the action. The cycle was conducted in three meetings. The data about the students' sentence writing

achievement were collected from writing test and observation. Observation was used to observe the students' activities during the writing teaching and learning process by using pictures.

Writing test was used to measure the students' ability in writing sentences. The result of this writing test was used to decide whether the students had achieved the target minimum or not. The students' writing was evaluated based on the writing aspects they are grammar, mechanics, and organization. The cycle of this research was considered successful if the mean score of the students achieved the standard score that was 70.

The mean score of the students' sentence writing achievement had improved compared with the previous score from 67.40 to 76.46. Moreover, the percentage of the students who were actively involved in the teaching and learning process by using pictures in this cycle improved from 50% in before being given the action to 73% in the first and 77% second meeting. In conclusion, the action was stopped because the first cycle had achieved the target minimum requirement and the limitation of the time from the school. It means that the action of teaching writing through pictures could improve the students' sentence writing achievement.