



UNIVERSITAS JEMBER

**A DESCRIPTIVE STUDY OF THE FIFTH GRADE STUDENTS' WRITING
ABILITY THROUGH WORD IN JUMBLED AND PICTURES
AT SDN CITRODIWANGSAN 02 LUMAJANG
IN THE 2004/2005 ACADEMIC YEAR**

THESIS

Presented as One of the Requirements to Obtain the S-1
Degree at The English Education Program of Language and Arts
Education Department of the Faculty of
Teacher Training and Education

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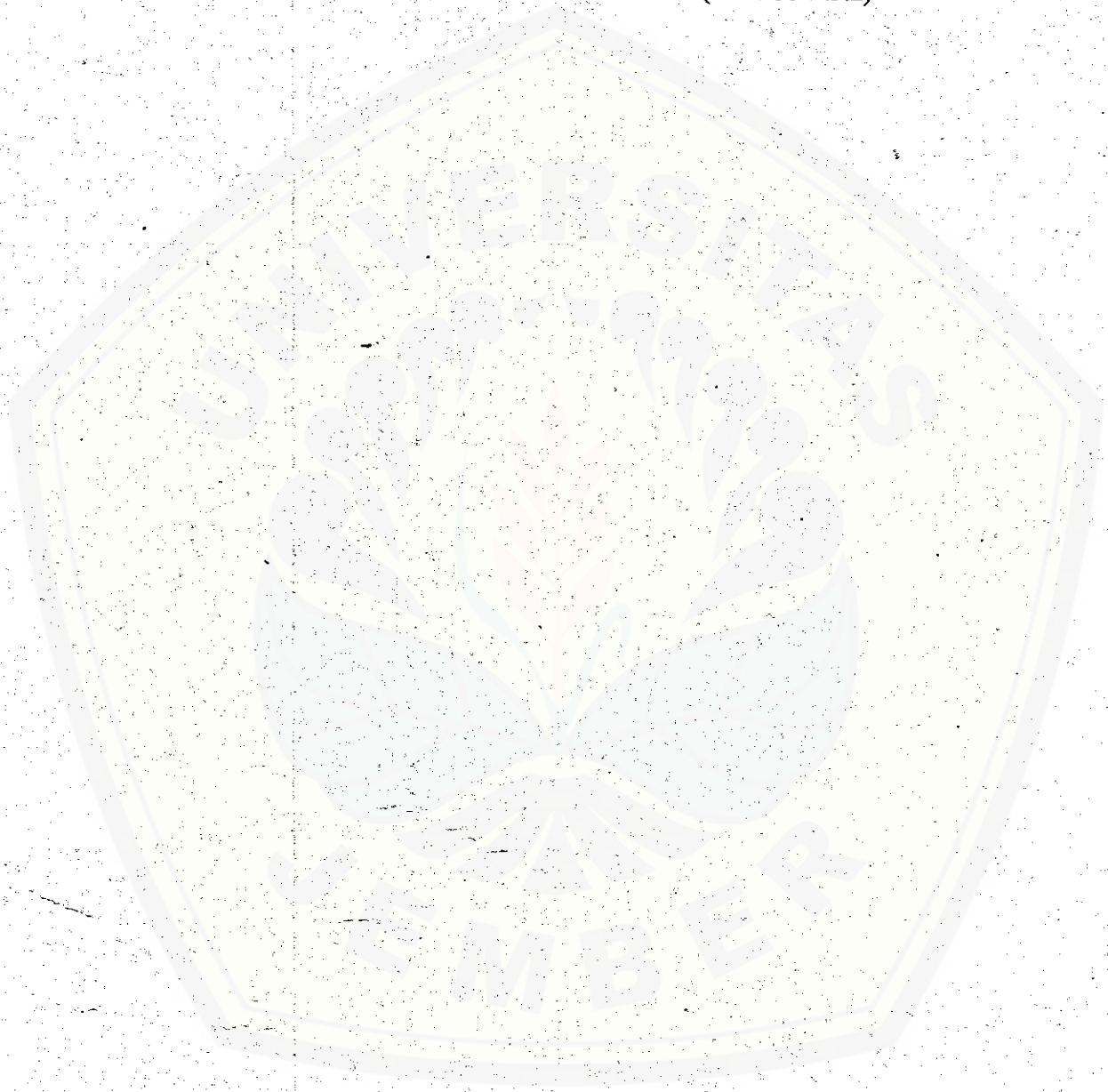
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JEMBER UNIVERSITY**

October, 2005

MOTTO

"A difficulty does not give us a new brain but it forces us to use our brain"
(D. J. Schwartz)



DEDICATION

This thesis is honorably dedicated to:

1. My beloved parents
2. My beloved brother
3. All '00 level English program
4. My almamater

CONSULTANTS' APPROVAL

**A DESCRIPTIVE STUDY OF THE FIFTH GRADE STUDENTS' WRITING ABILITY
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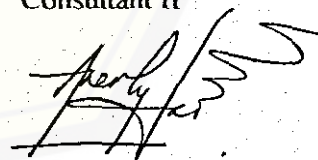
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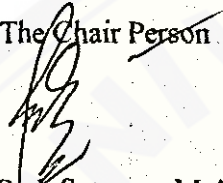
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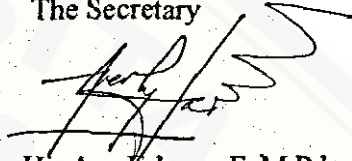
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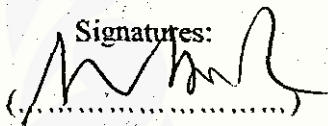

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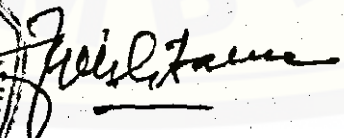

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It is only under the guidance and blessing of Allah SWT, this thesis entitled "A Descriptive Study of the Fifth Grade Students' Writing Ability through Word in Jumbled and Pictures at SDN Citrodiwangsan 02 Lumajang in the 2004/2005 Academic Year" could be completed.

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2. the Chairperson of Language and Arts Education Department, Teacher Training and Education Faculty, Jember University;
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Hopefully, this thesis will provide some advantages to readers. Any criticism, suggestions and inputs that contribute to the improvement of this thesis will be highly appreciated.

Jember, October 2005

The writer

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10. Permission Letter to Conduct a Research from FKIP UNEJ
11. Statement from the Headmaster of SDN Citrodiwangsan 02 Lumajang
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ABSTRACT

Ninik Nuraini, 2005, A Descriptive Study of the Fifth Grade Students' Writing Ability through Word in jumbled and Pictures at SDN Citrodiwangsan 02 Lumajang in the 2004/2005 Academic Year.

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

Consultants: 1. Dra. Made Adi Andayani T. MEd.
2. Dra. Hj. Aan Erlyana Fardhani, MPd.

This study was intended to describe the fifth grade students' writing ability through word in jumbled and pictures. This research was conducted at SDN Citrodiwangsan 02 Lumajang. The respondents were 30 students of the fifth grade students. They were taken by proportional random sampling by lottery. The main data were collected by using writing test while the interview and documentation were used to collect the supporting data. The collected main data were analyzed by using the percentage formula, then they were classified based on the classification of the score level. In general, the research results showed that the fifth grade students' writing ability through word in jumbled and pictures at SDN Citrodiwangsan 02 Lumajang in the 2004/2005 academic year was fair. Specifically, the fifth grade students' ability in writing words through word in jumbled and pictures was in the fair category. Next, the fifth grade students' ability in writing simple sentences through pictures was also in the fair category. Based on the results above, the English teacher is suggested to give students more exercises in writing words and simple sentences in order to increase their writing ability. In addition, the English teacher is suggested to teaching writing through word in jumbled and pictures.

Key words: writing ability, word in jumbled, pictures

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I. INTRODUCTION

This chapter presents the discussion of some issues related to the topic of the study. They are background of the study, problem of the study, operational definitions of the terms, objectives of the study and significances of the study.

1.1 Background of the Study

English plays a very important role in Indonesian education system, considering the fact that many references and scientific books are written in English. It is understandable why the government puts English as one of the compulsory subjects at schools.

As a compulsory subject at schools, English is taught from Junior High School up to university levels. In the 1994 English Curriculum for the elementary schools, English is not offered as a compulsory subject, but it is taught as a local content subject beginning from the fourth grade up to the sixth one. The decision to teach English depends on the principal's policy by considering the availability of the English teachers at the schools, facilities such as; English textbooks and teaching media (Depdikbud 1994:1). Then, when the school has provided the English teacher and enough facilities that support the appropriate atmosphere for the teaching learning process, English is ready to be introduced to the students as their local content subject.

The decision to teach English at elementary school is a good idea because it is to introduce English as a foreign language to children earlier. Dealing with this idea, Brown (1987:4) claims that learning a foreign language is better when it is done as early as possible. It means that the earlier the children learn English, the easier they may understand the language. Philips (1994:1) confirms that students between five and eleven years old, are wonderful processor of new in all education, including learning a foreign language. In relation to this, the English teacher needs to consider the level of the learners. He should be aware that the elementary school students are still young to learn English as a foreign language. Moreover, teaching English to young learners, especially in elementary school

needs variation of techniques to avoid boredom. Varieties of learning activities in the classroom are very important to get students' interest in learning English. This must be considered by the teacher in teaching English for the elementary school students.

In English teaching, there are four skills that must be mastered by students. It covers speaking, reading, listening and writing skills. Writing is one of the language skills which is often considered to be difficult to learn by the students in learning English as a second/foreign language. Cahyono (1997:63) states that writing is regarded as one of the most difficult skills to learn by language learners. This opinion is supported by Fadloeli (1986:1) who says that writing skill is regarded very difficult, because the writer communicates his thought to other person without direct interaction. It means that in writing the writer does not communicate face-to-face with the reader so that he does not know who will receive the message. Therefore, people have to ensure that what they have written can be understood easily by the reader without any further help from the writers. Moreover, Wishon and Burk (1980:v) say although the students are able to speak English well, they are not directly able to write it well without systematic training. From those statements, it can be said that writing is not an easy work.

Based on the 1994 English Local Content Curriculum, students at elementary school are introduced on how to write words and simple sentences correctly when they learn writing. They should be able to write them into meaningful context. Moreover, it is not an easy job for the English teacher to make students able in writing words and simple sentences. It needs much practice and certain teaching techniques to overcome this problem. In choosing teaching techniques, a teacher should know and understand students' characteristics well. If the teacher knows and understands students' characteristics well, it will be easier for the teacher to find the appropriate techniques to present the material. The teaching technique should not be contradicting with the students' characteristics. Furthermore, a teaching technique that is suitable with students' characteristics will make the teaching learning process run efficiently. Relating to students'

characteristics, young learners are children in the primary or elementary school who generally love to play (Scott and Ytreberg, 1992:3). It means that young learners especially elementary school like to learn something fun that invites them to involve in interesting activities such as, playing games and singing songs. These kinds of activities will create conducive atmosphere for them to learn the language in a classroom without being depressed.

One of the teaching techniques in teaching writing is by playing games. It is because games can motivate students' interest in writing class. As stated by Karim and Hasbullah (1985:5.33), games can be used to arouse the students' motivation and avoid the students' boredom in learning writing. In line with this, Retter in Walker et. al. (1992:21) says that games are fun elements creating a desire to communicate unpredictability in written activities. It means that games are useful for writing activities because the students have an enormous capacity to find and make fun through their senses. He also adds that games support the skill of writing like spelling words and grammar. On the basis of above statements, games help students arouse their interest to learn English in written form, especially in writing words and simple sentences.

From the preliminary study done by the researcher through interview on July 19th 2004, it was known that teaching writing by using games, especially word in jumbled and pictures have been applied to the fifth grade students of SDN Citrodiwangsan 02 Lumajang. Moreover, the English teacher said by applying these games the students enjoyed and felt happy when they joined the writing class.

Dealing with the explanation of the use of games and its advantages in teaching writing to the elementary school students, the researcher is interested in investigating the students' writing ability through games. The research title is "A Descriptive Study of the Fifth Grade Students' Writing Ability through Word in Jumbled and Pictures at SDN Citrodiwangsan 02 Lumajang in the 2004/2005 Academic Year."

1.2 Problems of the Study

Based on the background of the research, the problem formulations of the research can be formulated as follows:

a. General Problem

In general, the problem is formulated as follows:

"How is the fifth grade students' writing ability through word in jumbled and pictures at SDN Citrodiwangsan 02 Lumajang in the 2004/2005 academic year?"

b. Specific Problems

In specific, the problems are formulated as follows:

1. How is the fifth grade students' ability in writing words through word in jumbled and pictures at SDN Citrodiwangsan 02 Lumajang in the 2004/2005 academic year?
2. How is the fifth grade students' ability in writing simple sentences through pictures at SDN Citrodiwangsan 02 Lumajang in the 2004/2005 academic year?

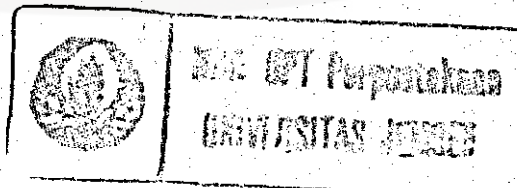
1.3 Objectives of the Study

Referring to the research problem, the objectives of this research are formulated as follows:

1.3.1 General Objective:

In general, the objective of the research is as follows:

To describe the fifth grade students' writing ability through word in jumbled and pictures at SDN Citrodiwangsan 02 Lumajang in the 2004/2005 academic year.



1.3.2 Specific Objectives:

In particular, the research objectives are as follows:

- a. To describe the fifth grade students' ability in writing words based on word in jumbled and pictures at SDN Citrodiwangsan 02 Lumajang in the 2004/2005 academic year.
- b. To describe the fifth grade students' ability in writing simple sentences based on pictures at SDN Citrodiwangsan 02 Lumajang in the 2004/2005 academic year.

1.4 Significances of the Study

The results of this research are expected to be beneficial for the following people:

1.4.1 The English teacher

The results of the research are expected to be useful for the English teacher at SDN Citrodiwangsan 02 Lumajang as information to know his/her students' writing ability.

1.4.2 The other researchers

The results of this research are expected to be useful for other researchers as a reference and the source of information to conduct further research in the similar areas of study by using different research approach or design, such as experimental research, for example, to investigate the effectiveness of using word in jumbled and pictures on the teaching of writing.

1.5 Operational Definition of the Terms

The terms to be defined operationally in this research are writing ability and games.

1.5.1 Writing Ability

Writing ability in this research deals with the students' ability to write words and simple sentences correctly on the aspects of spelling and structure. The students' writing ability is indicated by the students' scores of writing test through games.

1.5.2 Games

In this research, games are used to evaluate the students' writing ability. In this case, the students' ability in writing words through word in jumbled and pictures, and their ability in writing simple sentences based on pictures.

- a. **Word in jumbled** is constructed to find the hidden word among the jumbled letters. In this test, the students should arrange the jumbled letters into a correct word. Word in jumbled is used to test the students' ability in writing words.
- b. **Pictures** is used as media to help students in writing words and simple sentences. The pictures show things, persons or kinds of activities. They are used to test the students' ability in writing words and simple sentences.

II. REVIEW OF RELATED LITERATURE

This chapter consists of characteristics of young learners, definition of writing, teaching writing for elementary students, writing words, writing sentences, techniques in teaching writing for elementary students, games, kinds of games and the strengths of using games.

2.1 Characteristics of Young Learners

Young learners have their own characteristics that differentiate them from adults. In order to gain a satisfactory result in teaching and learning process, the teacher should realize their characteristics. The characteristics of young learners mentioned by Scott and Ytreberg (1992:3-4) are as follows:

- a. They ask questions all the time.
- b. They can tell the difference between facts and fictions.
- c. They like to play.
- d. They are able to work with others and learn from others.

The elementary school students are still young learners. They do not come to the classroom empty handed, they bring a set of instincts and characteristics. All of these things will help them in learning new language. Firstly, children ask questions all the time. They want to know everything they see. They tend to talk everything surrounds them especially something that impresses them much. For example when they see about an animal they will ask and talk about the animal all the time.

Secondly, children can tell the difference between fact and fiction. They will think that what they have seen is the fact and everything that can be imagined but cannot be seen is fiction.

Thirdly, children like to play everywhere and every time. They take great pleasure in finding and creating fun in what they do. Therefore, it seems natural for them to create something fun when they find something to play.

Fourthly, children are able to work with others especially when they cannot do something by themselves. They will ask somebody else to help them and do everything together with their friends. Children also like to learn from others, for example by imitating what somebody else does. By working together children communicate with others directly in which it is good to develop their social relationship.

All of these characteristics are important for a teacher to find out the appropriate media and technique to create a pleasant and interesting teaching situation in order to make teaching learning process run efficiently. Moreover, the teaching learning process will be more lively.

2.2 Writing

This subchapter presents the discussion of four aspects: definition of writing, teaching writing for elementary students, writing words, and writing simple sentences. The detailed explanation of each will be presented in the following parts.

2.2.1 Definition of Writing

Writing is one of the four language skills that must be mastered by the students who learn English besides speaking, reading and listening skills. According to LKGI team (1998:8), writing is the arrangement of graphic symbols into words and sentences to give meaning. It means that writing is the results of the arrangement of letters or words into sentences. Meanwhile, Cox (1999:309) says that writing is a way of knowing something discovered in the form of words or phrases. Moreover, Wingersky et al. (1994:4) state that writing is a process through which the writer discovers, organizes and communicates his or her thought to the readers. It shows that in writing a writer expresses his or her feeling, thought and ideas to readers. From the definitions above, it can be said that writing is an active process of communicating to others in which the writer sends his idea and thought in written form to the readers.

2.2.2 Teaching Writing for Elementary Students

Generally, the aim of teaching English is to enable students to use a language either in oral or written form. It means that students are not only able to use English in oral form but also in written form. In fact, many students feel hard to express their ideas in written form. It shows that teaching writing is very important for the students. Based on the 1994 English Curriculum for elementary school, the purpose of teaching writing is to enable the students to write words and simple sentences that are introduced by the teacher correctly. Therefore, teaching writing should be given to students at elementary school because it is stated in English curriculum.

As young learners or beginners in learning English, the elementary students should be introduced to simple writing rather than complex writing. In addition, teaching writing to children should be followed by some consideration, such as: the age and the level of the students. It is because they study a foreign language that is different from their mother tongue (Indonesia). So, it needs a great effort to learn writing.

In teaching writing to elementary students the teacher may begin with the simple writing. As stated by Byrne (in Hughey et al. 1983:39) it is important for beginners to learn writing in the simple form like guided writing. It is supported by Cox (1999:309) that in teaching writing to elementary school students, the teacher may ask the students to do the simple exercises such as: letter formation by arranging the letters into correct word and spelling, and combining sentences. In this case, the words or sentences are related to vocabularies, which have been learnt by the students. In teaching writing to elementary students, an English teacher may also develop the students' writing ability by asking them to write words and simple sentences. The simple writing activities for elementary students might begin from writing alphabet correctly, their own names, hobbies and writing simple sentences. Teaching writing will be more interesting if the teacher uses variations of techniques such as using games, pictures and songs. These kinds of techniques will encourage the students in learning writing, especially games. Game is a good technique in teaching English at elementary school

because the elementary students are in the age of young learners who are often happy to play and enjoy themselves. By applying games in the teaching language, particularly writing the students will have more attention and they are more active in the classroom activities because they are indirectly learning while they are playing. Consequently, the English teaching learning process will be more lively.

Considering the statement above, this research focuses on the writing words and simple sentences. In this case, the students were asked to write words and simple sentences by using games.

2.2.3 Writing Words

Based on Cameron's idea (1994:34), words are the basic level category in learning language and the students must have enough vocabulary or words to communicate in target language. In other words, someone would not be able to express his idea easily or even to communicate without mastering vocabulary or words. Moreover, Fardhani (1994:1) notes that vocabulary is an important area of language because vocabulary or words are tools to express our thought. They can assist persons to understand thought of others and communicate the ideas more clearly and effectively. In short, words are tools for the clarification of thinking and for expressing ideas.

In speaking and writing, vocabulary may help speakers and writers to express their ideas. However, being lack of vocabulary may cause students difficult to speak and to write the words or sentences. Therefore, the students cannot send the message to other people if they are lack of vocabulary or words. Dealing with writing words, students at elementary school should be introduced to write many words related to their environment by repetition, copying, etc. In writing words, they learn how to spell or how to write certain words needed based on the curriculum. Students ought to have sufficient practices of learning enough about many words to avoid misspelling when they write them.

Based on the 1994 English Curriculum as one of Local Content Curriculum, the words with the topic given in teaching learning process cover with nouns, verbs, adjectives, prepositions and adverbs. Those five elements of

vocabulary are basic words that are usually introduced in teaching learning process in the elementary level. In this research, the words investigated focus on nouns, verbs, adjectives and preposition. They were chosen because the students had learned them.

a. Nouns

According to Hornby (1995:281) a noun is defined as a word that is the name of thing, quality, person etc. and can be a subject or an object of a verb. In addition, Hatch and Brown (1995:219) say that nouns refer to a person, place or thing. Meanwhile, Frank (1972:6) classifies nouns in English into four types. They are:

1. Proper nouns are specific words that are always begin with capital letters in writing. They cover:
 - Personal names: Miss. Trie, Jono, Joni, etc.
 - Names of geographic units, such as countries (Indonesia), cities (Jakarta), rivers (Bengawan Solo).
 - Names of nationalities (for examples: Indonesian, Australian), religion (such as Islam, Christian).
 - Names of holiday, for example: Idul Fitri, Christmas.
 - Name of time units, for examples: Saturday, July.
 - Words used for personification a thing, for example: Nature, Liberty.
2. Concrete and abstract nouns. Concrete nouns are words for physical objects that can be perceived by the senses we can see, touch and smell the object (for examples: table, girls). Abstract nouns are words for concepts. It is ideas that exist in our minds only (for examples: beauty, handsome, justice).
3. Countable and uncountable nouns. Countable nouns are words for physical object that can be count. Countable nouns can usually be made plural by the addition of -s and -es (for examples: tables, cars, candies, mangoes, etc). Uncountable nouns are words for physical object that cannot be count. Uncountable nouns do not need -s in their plural forms (for examples: coffee, tea, etc.)

4. Collective nouns. They are words for a group of people, animals or objects considered as a single unit (for examples: family, committee, class, etc).

This research would concentrate on two kinds of nouns. First, countable nouns in plural form by the addition of -s and -es, such as: table-tables, jacket-jackets, candy-candies, mango-mangoes, etc. The second nouns are uncountable nouns in plural form which do not need -s, such as: tea, money, coffee, etc. This decision was based on the 1994 English Curriculum for the fifth grade students of elementary school.

b. Verbs

A verb is a word or phrase that shows what a person or thing does (Hornby, 1995:458). In relation to this, Vendler, in Hatch and Brown (1995:223) divide verbs into four classes, they are:

1. Verbs of activities. They are verbs that show the action done by the subject, for examples: drink, cook, read, drive, etc.
2. Verbs of accomplishments. They are verbs that indicate someone else to do something, for examples: paint a picture, draw a triangle, etc.
3. Verbs of achievement. They are verbs that indicate the achievement of the subjects, for examples: recognize, lose, etc.
4. Verbs of states. They are verbs that show something exists, for examples: like, love, know, etc.

In this research, verbs were limited on verbs of activities, such as: read, listen, play, cook, etc. It was based on the 1994 English Curriculum for the fifth grade students of elementary school.

c. Adjectives

Hornby (1995:15) defines an adjective as a word that indicates a quality of the person or thing referred to by a noun. Hatch and Brown (1995:228) define an adjective as a word, which is used to highlight quality or attributes a noun. Thompson and Martinet (1986:33) classify adjectives into six kinds, they are:

1. Demonstrative adjectives, for examples: this, these, that, those, etc.

2. Distributive adjectives, for examples: each, either, every, neither, etc.
3. Quantitative adjectives, for examples: some, any, many, etc.
4. Interrogative adjectives, for examples: what, who, whose, etc.
5. Possessive adjectives, for examples: my, your, her, his, etc.
6. Qualitative adjectives, for examples: clever, good, fat, heavy, etc.

In this research, the adjectives were focused on qualitative adjectives such as: clever, good, fat, heavy, etc. This consideration is based on the 1994 English Local Content Curriculum for the fifth grade students of elementary school.

d. Prepositions

Hornby (1995:111) states that preposition is a word or group of words used before a noun or pronoun to show a place, position, time or method. Moreover, Wingersky et al. (1999:61) explain that a preposition is a word used with a noun or pronoun to form a phrase that shows location, time, ownership/identification, or exclusion within the sentence. For instance: at, in, on, in front of, etc. Further explanation can be seen from the examples below:

- a. Preposition of place
 - The book is on the table
- b. Preposition of time
 - I meet her at 5 o'clock.
- c. Preposition of ownership or identification
 - He goes to school with his sister.
- d. Preposition of exclusion
 - The baby birds had nothing on their minds except food.

In this research, all of the points above would not be distributed to the students, but they are limited on the use of preposition of place, such as: in, on, near, under, behind, etc. It was based on the 1994 English Curriculum for the fifth grade students of elementary school.

2.2.4 Writing Simple Sentences

Meade et al. (1961:234) classify a sentence according to its purposes and its form or structure. In this research, the type of sentence refers to structure or form. Based on the structure or form, sentences can be classified into four types namely simple sentence, compound sentence, complex sentence and compound-complex sentence.

1. Simple sentence

A simple sentence contains at least one subject and one predicate. Meade et al. (1961:235) state that simple sentence has one subject, one predicate either or both which may be compound and sometimes its followed by an object.

For examples:

- a. Andi plays the guitar.
- b. Maria and Steve work in the office.

2. Compound sentence

According to Meade et al. (1961:241) a compound sentence consists of two or more independent clauses, closely related in thought and joined by a coordination conjunction or separated by a semi colon.

For examples:

- a. Father reads a newspaper and mother reads a magazine.
- b. We go to the picnic but Alice stays at home.

3. Complex sentence

A complex sentence is a sentence that has a dependent clause and an independent clause (Wong, 1999:261).

For examples:

- a. Everyone started to scream when the ground shook.
- b. Because it rained all day, we cancelled the picnic at the beach.

4. Compound-complex sentence

A compound-complex sentence is a sentence which consists of one or more subordinate clause and two independent clauses connected by a coordinating conjunction (Hall, 1993:9).

For examples:

- a. Peter, who is usually very quite, had a good time at the party, but Sam, who usually gets rather boisterous, was very restrained.
- b. He was hurrying because he had missed his bus, but the class still had not started when he came running in the door.

Based on the explanation above, the writer only focuses on writing simple sentences by arranging the scrambled words into the correct order based on pictures. It was based on the consideration that arranging the scrambled words into correct order was appropriate for the fifth grade students of elementary school. Besides, it has been applied in that school.

2.3 Techniques in Teaching Writing for Elementary Students

According to Scott and Ytreberg' idea (1992:68) writing is not always easy because it has certain characteristics that seem to make them difficult. However, they also say that writing is a good thing because it is useful, essential and enjoyable part of a foreign language lesson. In other words, writing can be enjoyed with the variety of the activities and techniques.

Since writing is not easy to do, the appropriate activities should be applied in the process of learning to write for children. In line with this, Scott and Ytreberg (1992:69-74) note that there are three techniques of writing. They are controlled writing activities, guided writing activities, and free writing activities.

2.3.1 Controlled Writing Activities

According to Fadloeli (1986:31), controlled activities are writing exercise with some provided key words and structure models, so that the students can produce new sentences or composition. In this case, words that can be used to generate the topic are given as an assistance. For example, they may be asked

arrange sentences to form a text or they asked to complete sentences by using some words given.

2.3.2 Guided Writing Activities

Guided writing activities are done to train the students to practice and concentrate on the language they study (Scott and Ytreberg, 1992:69). Although sometimes the students do not understand what they are writing but they can learn many things related to writing skill. This activity does not emphasize on producing the language actively but they require understanding only. One of the activities that can be applied in guided writing activity is the teacher gives only half sentence and asks the students to complete it. In this activity, the teacher may use the pictures. This activity is useful to practice the students' ability in writing words and simple sentences by using completion.

For examples:

- I like



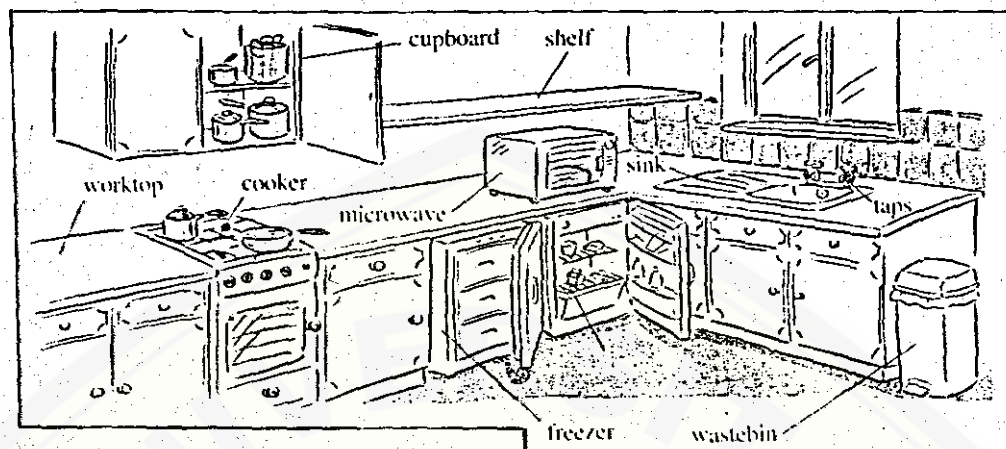
- My father goes to office by



2.3.4 Free Writing Activities

Free writing activities are given to students to practice the language as freely as possible (Scott and Ytreberg, 1992:73). It means that the students are allowed to produce a piece of writing based on the students' own language. In this activity, teacher is responsible as the initiator and helper only. Teacher has responsibility to give suitable task for each level. The task should be constructed as enjoyable as possible in order that the students can keep their work in order. The students are asked to describe the picture beginning from writing words by naming the nouns in the picture, such as: microwave, teapot, frying pan, saucepan, etc. In this activity, the students describe the picture in their own language by considering the vocabulary that they have been known.

For example:



Based on three kinds of activities in teaching writing above, guided writing activities are used in this research because they are appropriate to be applied for elementary students as the beginning level. By using this activity, the students do not feel afraid of making mistake in writing because the English teacher guides them. They will be motivated and encouraged in writing activities.

2.4 Games

Wright et al. (1996:1) define games as a set of form of play, which can help and encourage many learners to sustain their interest and work. In this case, Hadfield (1984:4) defines games as an activity with rule, a goal and element of fun. It means that games are elements of fun that supports the learners to arouse and have interests in learning English. In other words, game is one of the ways to arouse students' interest and help them comprehend the material.

According to Karim and Hasbullah (1985:5.33), game that is applied to teach language in teaching learning process is called language games. It is supported by Walker et al. (1992:19) who state that language games are a way of practicing language skills, and of drawing attention to language items and features, without boredom.

Considering the ideas above, it can be concluded that games are elements of fun that supports the learners to have interest in learning, in this case English. Learning English through games reduces tension, stress and be more relax, etc. Moreover, teaching writing by using games can draw the students' attention and avoid the students' boredom since they can learn by playing the game. Therefore, by using this technique the students can improve their writing ability.

2.4.1 Kinds of Games

Many experts classify the term "games" into various kinds. Karim and Hasbullah (1985:34) divide the kinds of games into crosswords, riddles and word in jumbled. Meanwhile, Wright et al. (1996:6) divide the kinds of games into pictures, story games, word games, memory games, magic tricks, card and board games, etc. In this research, the writer chose word in jumbled and picture games. This decision was taken based on the consideration that these games are easy to be made by the teacher herself and applied for the elementary school students.

a. Word in Jumbled

Word in jumbled is a simple word puzzle (Karim and Hasbullah, 1986:36). The students are asked to find the word hidden among the jumbled letters. David (1992:185) explains that single word can be written on word cards with the jumbled letters. This game is suitable for beginners to learn new words.

In presenting this game, the English teacher puts word cards with the jumbled letters on the blackboard. Then, the students are asked to arrange the jumbled letters into a correct word. They write the correct word on the blackboard.

The following is the example of word in jumbled taken from Language Teaching Media made by Karim and Hasbullah (1986:37):

IPENCL	RCHAI	ABTLE
1.....	2.....	3.....

Answer key: 1. Pencil 2. Chair 3. Table

In this game, the test is in forms of sentences (in context). Here are the examples:

1. I buy (ipencl) in the stationary.
2. She sits on the (rchai).
3. They put the books on the (abtle).

b. Pictures

According to Wright et al. (1996:14) the use of picture plays a major part. It means that pictures are the important thing to help students in applying this game. Moreover, picture has been appreciated well in helping the process of teaching and learning language. According to Rixon, (1986:63) pictorial information is the basis of the early communication games which the learner had to convey in words to another, and on the preservation of a visual barrier preventing one student seeing what another is looking at. It shows that learning by using picture is useful and helpful especially for early learners because picture can tell something although there is no words there.

Pictures applied in this research as that proposed by Wright et al. (1996:33-35), it was done to train students write simple sentences. The procedures of pictures could be described as follows:

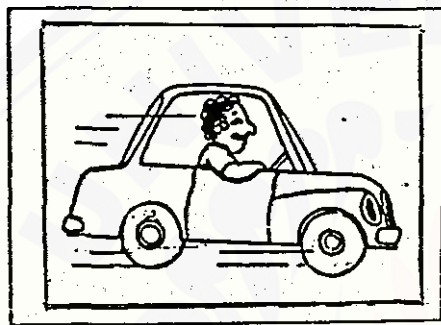
1. The teacher divides the students into eight groups, then each group is given ten pieces of picture cards and ten pieces of cards that consist of scrambled sentences.
2. Each group should arrange the scrambled sentences into a correct sentence.

3. Each member of the group should match the picture cards with scrambled sentences that they have been arranged.
4. The teacher gives reward to a group that has arranged the scrambled sentences into a correct sentence and matched them with the picture cards well.

(Adapted from Wright, 1996:33-35)

The following are the examples of pictures:

Picture Cards



Text Cards

is - a - He - driver.

kicks - the - Andi - ball.

The examples above present two kinds of cards; picture cards and text cards. The picture cards show things, persons or kind of activities. Then, the text cards consist of scrambled sentences or words in wrong order. Students should arrange them into correct order and then match with the picture cards.

2.4.2 The Strengths of Using Games

As stated before, games are interesting and fun activities and they present enjoyment for everyone. Learning through games reduce tension, stress and be

more relax. Adenan (1994:9) says that game is obvious self-motivating material that will arouse students' interest in learning language. It means that games not only motivate the students to learn and develop their abilities but also avoid boredom in teaching learning process. Dobson (1985:7) adds games are wonderful way to break the routine class activities. It shows that playing games make class more alive and break the routine activities.

According to Rixon (1986:63), there are four pedagogic aims that can also be considered as the strengths of language games in teaching and learning process. They could be set out as follows:

- a. To help presentation of new language (focus on accuracy).

In presenting a new language especially English, game can be applied. The intention in learning language is on accuracy. Accuracy focused games contribute to the improvement of the learners' command of particular items of the language such as sound, vocabulary and spelling.

- b. To help train communicative use of language (including managing the interaction) (focus on fluency).

Games may furnish the students' strong desire to communicate and express themselves. Therefore, games can be considered possible and potential alternative activities that can be employed as individual or group activities. In group activities, the students work together so they can interact with others in which it is good to practice the language.

- c. To help students achieve their own insights into how the language works (focus on the mechanism of the language).

In learning a language students study about words and sentences. They learn how to make good words and sentences. Thus, the students are able to use them correctly. By applying games learning language especially words and sentences is very interesting. For examples, by arranging jumbled word and scrambled sentences. The students are trained to arrange them into correct words and simple sentences.

Furthermore, Retter in Walker et al. (1992:21) state that games are fun elements creating a desire to communicate unpredictability in written activities. It

means, games are useful in written activities because students have enormous capacity to find and make fun through their sense.

In conclusion, games are not only interesting activities to avoid boredom, but they are also useful to help the students to learn English in written activities. It may create better attitudes to the students in learning English. As a result, the students are able to follow the teaching learning easily.



III. RESEARCH METHODOLOGY

This chapter presents research design, area determination method, respondent determination method, data collection method and data analysis. The details of each will be presented in the following parts.

3.1 Research Design

This research was intended to describe the fifth grade students' writing ability through word in jumbled and picture games at SDN Citrodiwangsan 02 Lumajang in the 2004/2005 academic year. In accordance with this purpose, the design of this research was descriptive. According to Arikunto (1998:112) the characteristics of descriptive research are: (1), it does not need an administration of controlling the treatment, (2), it does not need to have the hypothesis, but it is to describe everything occurs of real condition, and (3), the researcher works objectively and systematically for describing the content of the problems. Therefore, the procedures to conduct this research were as follows:

1. Determining the research area that was SDN Citrodiwangsan 02 Lumajang by purposive method.
2. Determining the respondents of the research by proportional random sampling.
3. Constructing the research instruments in the form of writing test.
4. Conducting try out to the fifth grade students of SDN Citrodiwangsan 02 Lumajang that were not being the respondents of the research.
5. Giving writing test to the respondents and collecting the data from written documents taken from the school.
6. Conducting an interview with the English teacher.
7. Analysing the collected data using percentage formula.
8. Classifying the results of data analysis based on the classification of the score levels.
9. Drawing conclusions to answer the research problems.

3.2 Research Area

A research area is an area where the research will be conducted. It refers to the place or location to conduct the research from the beginning activities until the ultimate objectives (Hadi, 1990:82). In this research, purposive method was used to determine the research area. The research was conducted at SDN Citrodiwangsan 02 Lumajang. The school was chosen as the research area based on the consideration that this school has applied games of word in jumbled and picture as the technique in teaching writing. The next consideration was technical reasons, such as distance, time and research permission from the headmaster.

3.3 Respondents Determination Method

The respondents of this research were the fifth grade students of SDN Citrodiwangsan 02 Lumajang in the 2004/2005 academic year. Based on the preliminary study done on July, 19th 2004, it was known that the number of population was 119 students, which was divided into 3 classes. According to Arikunto (1998:120) if the number of the population is more than 100 persons, the sampling research can be conducted and the samples can be taken 10 –15%, 20 – 25% or more of the population. Therefore, it is possible to take sample for the research. The sample was taken by using proportional random sampling by lottery. The following table will describe the number of samples from each class.

Table 1. The Number of Samples from Each Class

Class	Σ Students	Respondents
V – A	40	10
V – B	40	10
V – C	39	10
Σ	119	30

In this research, 25% of the population was taken by using proportional random sampling by lottery. It means from 119 students 30 students were taken as the respondents of this research. So, in each class, 10 students were taken randomly by lottery to be the respondents of the research.

3.4 Data Collection Method

In this research, two kinds of data were gained. They were main data and supporting data. The main data were collected by administering a writing test in a form of objective test. While an interview and a documentation were used to gain the supporting data. The details of the two data collection methods were given below.

3.4.1 Test

Test is the major method applied for obtaining the research data. As McMillan (1992:114) says that a test is an instrument that presents to each subject a standard set of questions that requires the completion of a cognitive task. According to Hughes (1996:42) a good test must fulfil some requirements: they are validity and reliability. A test is considered to be valid if it can measure what is intended to measure. This research focused on content validity. A test is said to have content validity, if its content constitutes a representatives sample of the language skill, structure, etc with which it is meant to be concerned (Hughes, 1996:22). In this case, the validity of the test was made by constructing the test items based on the indicators of the research, so the test items have covered all the indicators of the research. The test also represented the content of material found in the 1994 English Curriculum for elementary schools. Meanwhile, Hughes (1996:42) emphasises that a valid test provides consistently accurate measurement.

A valid test must be reliable because it provides consistently accurate measurement. McMillan (1992:104) defines reliability as a consistency of scores or the extent to which measures are free from error. Further, Hughes (1996:42) states that a valid test must be reliable. Since the test was valid based on its content, it was reliable as well. Therefore, the test reliability was established in this research.

Based on who constructs the tests, a teacher made test was used in this research because it was easy to arrange and fulfil the indicators. The test items

were constructed based on the 1994 English Curriculum and consulted first to the English teacher.

While according to the way in scoring the test, there were two kinds of test, namely subjective and objective tests. Hughes (1996:19) states that if no judgement is required on the part of the scorer, then the scoring is objective. However, if judgement is called for, the scoring is said to be subjective. The scoring of the test in this research was objective so the test was called objective test. The objective test in the forms of rearrangement and completion tests were chosen because they could be scored easily and objectively (Hughes, 1996:19). The number of the test items was 40 items, covering of writing words and simple sentences. The test items were divided into two parts. Part I(A) consisted of 10 items of writing words by rearranging the jumbled letters. Part I(B) consisted of 20 items of writing words by completing sentences based on pictures. Part II covered 10 items of writing simple sentences by rearranging scrambled words into correct orders based on the pictures given. The writing words items were taken more than writing simple sentences items, because the English teacher gave exercise of writing words more frequently than writing simple sentences. The score for part I(A) was 3, the score for part I(B) was 2 and for part II was 3. The score for all items was 100. The allocated time for doing the test was 90 minutes. The test was given to the respondents on the daily schedule.

Before the test given to the respondents, it was tried-out to other group of students who were not the respondents of the research of the fifth grade students of SDN Citrodiwangsan 02 Lumajang. The try out was intended to know the reliability of the test, to make sure whether the test instruction is understandable or not and the allocated time is sufficient or not. This research used split-half method to estimate the reliability of the test. The test was divided into two, odd numbered items and even numbered items. The two sets of scores were then used to obtain the reliability coefficient for the whole items. As what Hughes (1976:158) notes that corresponding scores obtained, the extent to which they correlate with each other are governing the reliability of the test as a whole. Based

on this idea, the results of the try out test were analysed by using Product Moment and Spearman Brown formulas.

The Product Moment formula was as follows:

$$r_{xy} = \frac{N \sum XY - (\sum X)(\sum Y)}{\sqrt{[N \sum X^2 - (\sum X)^2][N \sum Y^2 - (\sum Y)^2]}}$$

While, Spearman Brown formula was as follows:

$$r_{11} = \frac{2r_{xy}}{1 + r_{xy}}$$

Notes:

r_{xy} = Reliability coefficient for half of the test items

$\sum XY$ = The total number of odd items x even items

$\sum X$ = The total number of odd items

$\sum Y$ = The total number of even items

N = The total number of respondents

r_{11} = Reliability coefficient for the whole items

(Adapted from Arikunto, 1998:173)

The reliability coefficient was obtained by calculating with the above formula. Concerning to the grade of reliability estimation, Hamalik (1989:148) says that a test which has a high coefficient is at least 0.50, indicates good reliability. Thus, it enables to be tested to the students.

In addition, the try out was also to know the difficulty index of the test items. It was to know the test items were not too easy and difficult. The difficulty index of each item was calculated by using the following formula:

$$I = \frac{B}{N}$$

Notes:

I : the index of difficulty

B : the number of the correct answers

N : the number of respondents

(Adapted from Sudjana, 1990:137)

The result was consulted to the index of difficulty levels to judge the test category.

Table 2. The Index of Difficulty Levels

The Index of Difficulty	Category
< 0.20	Difficult
0.20-0.80	Sufficient
> 0.80	Easy

(Adapted from Djiwandono, 1996:141)

3.4.2 Interview

An interview is a purposive conversation, usually between two people or more. Arikunto (1998:145) defines that an interview is a dialogue done by an interviewer to obtain the information needed from an interviewee. In other words, an interview is a method used to get the data by doing the face-to-face interaction with informants. Furthermore, she divides interview into three kinds, namely:

- a. Structured interview is an interview in which the interviewer carries out the interview by using a set of questions arranged in advance.
- b. Semi-structured is an interview in which the interviewer uses a set of questions to obtain further specific information.
- c. Unstructured interview is an interview in which the interviewer carries out the interview freely without systematic plan of questions.

This research used semi-structured interview to obtain the supporting data and to get further specific information about the teaching of writing, the procedure in applying games, the students' difficulties in playing the games, the facilities supporting the success of learning with the technique and the books used by the teacher in teaching English. The interview was conducted with the English teacher of the fifth grade students of SDN Citrodiwangsan IV Lumajang. The interview had been done once before conducting this research. The interview guide is enclosed in Appendix 2.

3.4.3 Documentation

Arikunto (1998:149) says that the documentation is a method of collecting data by investigating the written material such as books, magazines, documents, daily notes, etc. In this research, document method was used to get the supporting data about the names of the research respondents and the school facilities that support teaching and learning language. Those data were collected from written document taken from the school. The documentation guide is enclosed in Appendix 2.

3.5 Data Analysis Method

Hadi (1997:121) notes that data analysis method is a way to analyse the obtained data. In this research, the main data were counted quantitatively in a form of the students' scores of the writing test through games. The main data were calculated statistically in the form of percentage by using the following formula to find the students' writing ability:

$$E = \frac{n}{N} \times 100\%$$

Notes:

- E : The students' writing ability
- n : The writing scores obtained by the students
- N : The total score of the test items

(Adapted from Ali, 1993:186)

After the obtained data were analysed quantitatively by using the formula above, then, the results of the data analysis were classified based on the table of the classification of the score levels below to indicate the students' writing ability through word in jumbled and pictures.

Table 3: The Table of Classification of Score Levels

Scores (%)	Categories
80-100	Excellent
70-79	Good
60-69	Fair
40-59	Poor
≤ 39	Failed

(Adaspted from Depdikbud, 1994:10)

IV. RESEARCH RESULTS AND DISCUSSION

The results of this research deal with the main and supporting data. The main data were taken by administering writing test, while the supporting data were collected by using interview and documentation. They were given respectively in the following parts. The additional information related to this chapter are available in appendices.

4.1 The Results of Try Out

The writing test was tried out first to the other group of students who were not the respondents of this research. The number of the students were 30. They were taken randomly by lottery. The try out was administered on Tuesday, May 31st 2005 in the class within 90 minutes. It was conducted in order to know the reliability of the test items, to make sure the test instruction is understandable or not and the allocated time is sufficient or not. Besides, it was intended to know the difficulty level of each item.

The results of the data analysis of Product Moment and Spearman Brown formulas showed that the value of r_{xy} (reliability coefficient for half of the test items) was 0.739 and the value of r_{11} (reliability coefficient for the whole items) was 0.845. As previously stated that a good test item must have the reliability coefficient at least 0.50 (Hamalik, 1989:148). Therefore it could be concluded the test was reliable. The calculation of reliability coefficient is enclosed in Appendix 5.

In analyzing the difficulty level of the test items, the first step that must be done was to count the number of the students who gave correct answer for each item (B) and divided with the total students who gave response (N). The result, then was consulted to the following categories:

The Index Difficulty	Category
< 0.20	difficult
0.20 – 0.80	sufficient
> 0.80	easy

(Adapted from Djiwandono, 1996:141)

The detailed calculation can be seen in Appendix 6.

Having been consulted to the categories, it could be seen that among 40 items, there were 8 items or 20% with the index of difficulty less than 0.20. It means that the items were categorized as difficult. There were 24 items or 60% with the index of difficulty falling between 0.20 – 0.80. It means that the items were categorized as sufficient. Then, there were 8 items or 20% with the index of difficulty more than 0.80. It means that the items were categorized as easy. The inclusion of difficult and easy items in the test was intended to motivate the students to do the test. This was based on the idea that the inclusion of difficult items may be necessary in order to motivate the good students and the inclusion of the very easy items will encourage and motivate the poor students to continue to do the test (Heaton, 1991:179). In addition, the instruction was understandable. It could be seen on the students' work sheet. When the students were doing the test, they never asked about the instruction. The time allocated for the try out was enough. Thus, the test could be used as the test instrument to investigate the students' writing ability through word in jumbled and pictures.

4.2 The Results of the Main Data

The following discussion covered the results of writing test and the analysis results of writing test. They were given in the following parts:

4.2.1 The Results of Writing Test

The writing test was conducted on Tuesday, June 7th 2005. The test was administered within 90 minutes. The test consisted of 30 items of writing

words (10 items by rearranging the jumbled letters and 20 items by completing sentences based on pictures) and 10 items of writing simple sentences by rearranging scrambled words into correct sentences. The data of the students' writing ability are presented on the following table:

Table 4. The Score of Writing Ability Test through Word in Jumbled and Pictures

No.	Writing Words through Word in Jumbled and Pictures	Writing Simple Sentences through Pictures	Total
1.	70	30	100
2.	48	18	66
3.	50	18	69
4.	45	18	63
5.	59	21	80
6.	49	27	76
7.	48	21	69
8.	56	21	77
9.	45	18	63
10.	60	18	78
11.	45	18	63
12.	50	18	68
13.	30	9	39
14.	50	27	77
15.	52	18	70
16.	54	18	72
17.	52	18	70
18.	48	21	69
19.	39	12	51
20.	53	21	74
21.	35	12	56
22.	45	21	66

24.	45	18	63
25.	46	21	67
26.	44	12	56
27.	46	15	61
28.	44	15	59
29.	45	9	53
30.	41	15	56

4.2.2 The Data Analysis Results of Writing Test

The following table is the computation results of each indicator. It was done by the researcher to analyze the main data in the form of students' scores of writing test. It covered writing words and writing simple sentences through word in jumbled and pictures. Then, it aimed to calculate the percentage of the students' writing test results. The data were analyzed by using the following formula:

$$E = \frac{n}{N} \times 100\%$$

Where:

E = The total score in percentage

n = The writing scores obtained by the students

N = the total score of the test items

(Adapted from Ali, 1978:184)

Table 5. The Analysis Results of the Students' Scores of Writing Test through Word in Jumbled and Pictures

No	Writing Words through Word in Jumbled and Pictures			Writing Simple Sentences through Pictures			T
	n	N	%	n	N	%	
1.	70	70	100	30	30	100	100
2.	48	70	69	18	30	60	64.5
3.	50	70	71	18	30	60	65.5
4.	45	70	64	18	30	60	62
5.	59	70	84	21	20	70	77

5.	59	70	84	21	20	70	77
6.	49	70	70	27	30	90	80
7.	48	70	69	21	30	70	69.5
8.	56	70	80	21	30	70	75
9.	45	70	64	18	30	60	62
10.	60	70	86	18	30	60	73
11.	45	70	64	18	30	60	62
12.	50	70	71	18	30	60	65.5
13.	30	70	43	9	30	30	36.5
14.	50	70	71	27	30	90	80.5
15.	52	70	74	18	30	60	67
16.	54	70	77	18	30	60	68.5
17.	52	70	74	24	30	60	67
18.	48	70	69	21	30	70	69.5
19.	39	70	56	12	30	40	48
20.	53	70	75	21	30	70	72.5
21.	35	70	50	12	30	40	45
22.	45	70	64	21	30	70	67
23.	24	70	34	9	30	30	32
24.	45	70	64	18	30	60	62
25.	46	70	66	21	30	70	68
26.	44	70	62	12	30	40	51
27.	46	70	66	15	30	50	58
28.	44	70	63	15	30	50	56.5
29.	45	70	64	9	30	30	47
30.	41	70	59	15	30	50	54.5
Σ	1418	2100	2023	537	900	1800	1906.5
M			67.43			60	63.55

Notes:

- No : The numbers of the respondents
 n : The scores obtained by each respondent
 N : The total scores of each indicator obtained by each respondent
 % : the percentage obtained by each respondent

After analyzing the students' writing score the next step was finding the students' score frequency achieved by the students based on the classification of the score level proposed by Depdikbud in 1994 English Curriculum. The following sections present the score frequencies of the students' writing ability through word in jumbled and pictures. More clearly, the results are presented in the following table:

Table 6. The Score Frequencies and Classifications of Students' Writing Ability through Word in Jumbled and Pictures

No.	Score	Frequencies	%	Score Classification
1.	80 - 100	2	6.67	Excellent
2.	70 - 79	8	26.67	Good
3.	60 - 69	12	40	Fair
4.	40 - 59	6	20	Poor
5.	≤ 39	2	6.67	Failed
	Total	30	100	

Based on Table 6 above, it was found that the highest percentage of the students' writing ability through word in jumbled and pictures was 40% or classified into *fair*. In contrast, the lowest percentage (13.34%) was the students who had both *excellent* and *failed* category. While, the rest of the percentage (46.67%) was those who had both *good* and *poor* category.

The following table presents the mean score of each indicator of the students' writing based on the data in Table 5.

Table 7. The Mean Score and Classification of Students' Writing Ability through Word in Jumbled and Pictures

No.	The Students' Writing Ability	Mean Score	Score Classification
1.	Writing words through word in jumbled and pictures	67.43	Fair
2.	Writing simple sentences through pictures	60	Fair
	The students' writing ability through word in jumbled and pictures	63.55	Fair

Based on Table 9 above, it was found that the students had fair category in writing words through word in jumbled and pictures ($M= 67.43$) and writing simple sentences through pictures ($M= 60$). Then, the students' writing ability through word in jumbled and pictures was also categorized fair ($M= 63.55$).

4.3 The Results of Supporting Data

The supporting data in this research were intended to support the primary data so that the results would be complete. The supporting data were obtained from the results of interview and documentation.

4.3.1 The Results of Interview

It has been stated at the previous chapter that this research chose semi-structured interview to avoid useless information. The interview was conducted with the English teacher of the fifth grade students of SDN Citrodiwangsan 02 Lumajang in the 2004/2005 academic year on the 14th June 2005. The results of the interview are as follows.

Firstly, the English book used by the teacher in teaching English was "Grow with English Book 5". This book was published by Erlangga.

Secondly, according to the English teacher, teaching English at Elementary school was based on the 1994 Local Content Curriculum. It

mentioned that teaching writing for the fifth grade students covers writing words and writing simple sentences.

Thirdly, in teaching writing, the English teacher applied the lecturing method and sometimes using word in jumbled and pictures. In lecturing method, the teacher read the words and sentences then asked the students to write the words and sentences on the blackboard. Besides lecturing method, the English teacher applied games in teaching writing. He gave word in jumbled and pictures to the students for teaching writing words and simple sentences.

Fourthly, the teacher's procedures of teaching writing through word in jumbled and pictures refer to the teacher's ways to apply word in jumbled and pictures in teaching writing. Based on the result of interview, it was known that the procedures of teaching writing through word in jumbled and pictures are described as follows: First, the English teacher gave cards with jumbled letters and asked them to arrange them into correct word. After that, the teacher asked them to write to rewrite the words on the blackboard. The students discussed the answer together. In applying pictures, the English teacher divided the students into eight groups. Each group got ten pieces of picture cards and ten pieces of cards that consisting of scrambled sentences. Then, the teacher asked them to arrange the scrambled sentences into correct order. After arranging the scrambled sentences the students should match the picture cards with scrambled sentences that they have been arranged. A group that has arranged the scrambled sentences into correct orders and matched them with the picture cards well became the winner.

Fifthly, in general the students had no problem in applying word in jumbled and pictures because the procedures are simple and easy to be applied. The students felt happy and enjoyed the lesson when the teacher gave those games as the teaching techniques in writing.

In accordance with duration of the lesson, it was known that English was taught once a week with the time allocation 90 minutes for the fifth grade students of SDN Citrodiwangsan 02 Lumajang.

4.3.2 The Results of Documentation

The research was conducted at SDN Citrodiwangsan 02 Lumajang, located at Jl. Kapten Kyai Ilyas no. 155 Lumajang. The respondents of this research were students of the fifth grade of SDN Citrodiwangsan 02 Lumajang in the 2004/2005 academic year. There were three classes of the fifth grade students of SDN Citrodiwangsan 02 Lumajang in the 2004/2005 academic year, namely class V-A consisting of 40 students, class V-B consisting of 40 students and class V-C consisting of 39 students. Therefore, the total number of the fifth grade students of SDN Citrodiwangsan 02 Lumajang in the 2004/2005 academic year was 119 students. The numbers of respondents taken were 30 students. The detail information about the names of respondents can be seen in Appendix 7.

The school facilities of SDN Citrodiwangsan 02 Lumajang that support the teaching and learning process consisted of 14 classroom, the headmaster's room, the teachers' room, an administration room, a library, a school yard, a parking area, a mosque, three toilets, a school canteen and sport aids room. The conditions of the rooms are good. Thus, the teaching and learning process can run well. The names of school facilities can be seen in Appendix 8.

4.4 Discussion of the Research Results

Based on the results of the data analysis, the students' writing ability through word in jumbled and picture games can be described as follows:

The general problem of this research was "How is the fifth grade students writing ability through word in jumbled and pictures at SDN Citrodiwangsan 02 Lumajang in the 2004/2005 academic year?" Based on the results of the data analysis, the students' writing ability through word in jumbled and pictures was categorized fair (Mean= 63.55).

Based on the results, most of the students still had difficulties in writing simple sentences. It was proved by the percentage of students' ability in writing simple sentences that classified into failed classification, which was higher than the students' ability in writing words (10%). It means there were 3 students who had scores between ≤ 39 . It was because the English teacher only gave plenty of

practices in doing exercises dealing with writing words. For that reason, it was very important for the teacher to give more exercises in writing simple sentences.

However, the percentage of students' ability in writing words who were classified into failed classification were lower than the students' ability in writing simple sentences (3.33% for writing words and 10% for writing simple sentences). This fact might be caused by the frequencies of teaching writing words were higher than teaching writing simple sentences. Consequently, the students were familiar with the words. If they were familiar with these words they would not find difficulties in understanding it and then put them all in the right orders. (The students' worksheet can be seen in Appendix 10).

In general, most of the respondents have enough ability in writing words and simple sentences through word in jumbled and pictures. Therefore, the English teacher should keep continuing to teach writing through word in jumbled and pictures. Besides, the English teacher could increase students' writing ability by giving more exercises in writing words and simple sentences.

V. CONCLUSIONS AND SUGGESTIONS

5.1 Conclusions

Based on the results of the data analysis and interpretation in Chapter IV, the conclusions of this research could be drawn. They covered the general and the specific conclusions.

5.1.1 General Conclusion

Based on the results of the data analysis in general, it can be concluded that the writing ability of the fifth grade students of SDN Citrodiwangsan Lumajang through word in jumbled and pictures in the 2004/2005 academic year was fair.

5.1.2 Specific Conclusions

In particular, the conclusions of this research were as follows:

1. The students' ability in writing words through word in jumbled and pictures of the fifth grade students of SDN Citrodiwangsan 02 Lumajang in the 2004/2005 academic year was fair.
2. The students' ability in writing simple sentences through pictures of the fifth grade students of SDN Citrodiwangsan 02 Lumajang in the 2004/2005 academic year was fair.

5.2 SUGGESTIONS

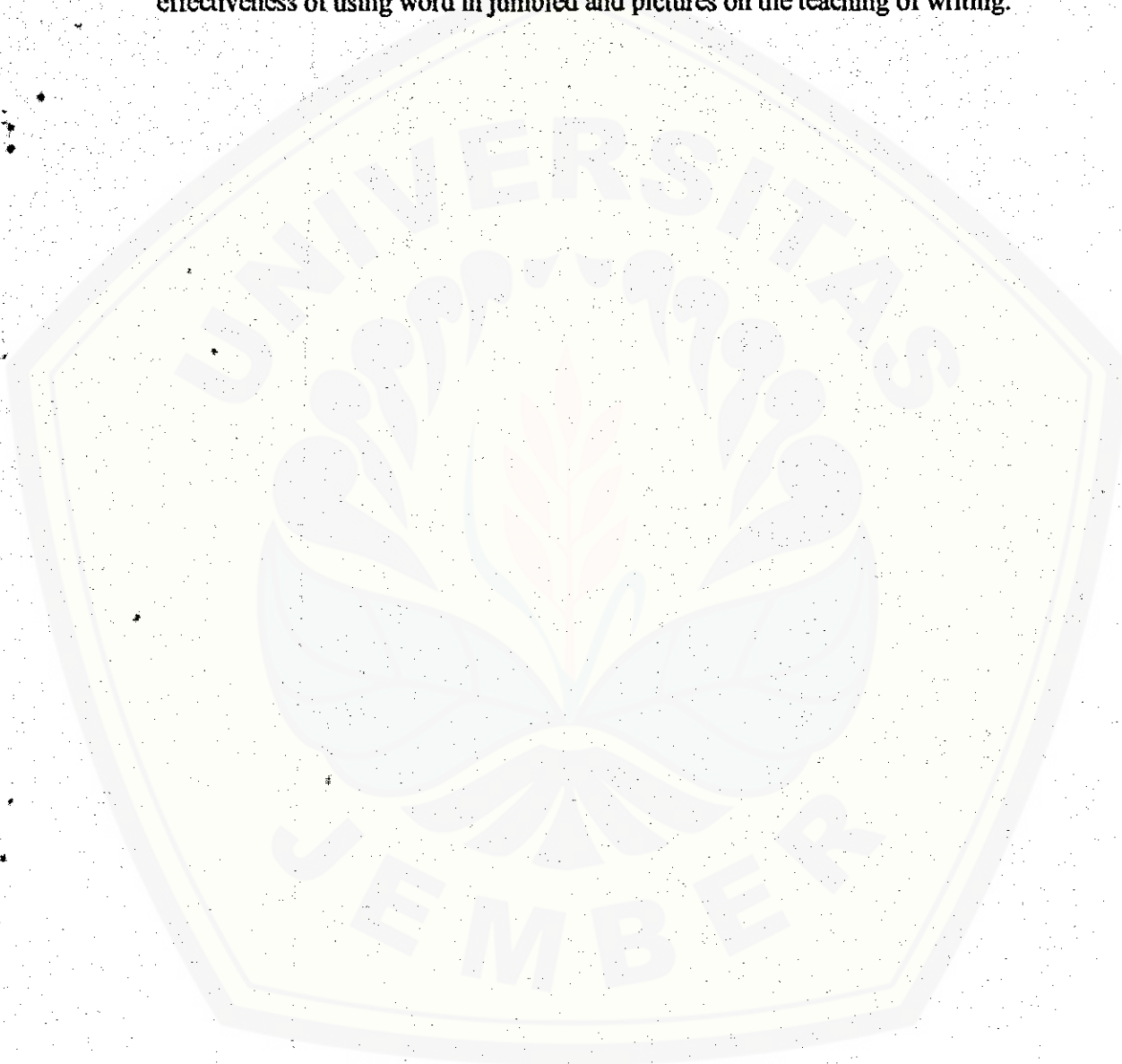
Considering the results of this research, some suggestions are necessary to the following people:

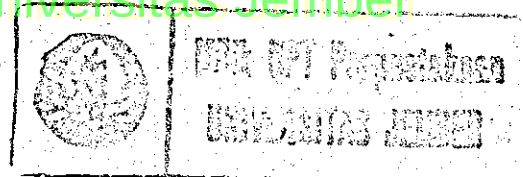
1. The English Teacher

In order to develop the students' ability in writing especially in writing words and simple sentences, the English teacher is suggested to give students more exercises in writing words and simple sentences. In addition, the English is teacher suggested to continue teaching writing through word in jumbled and pictures.

2. The Other Researchers

Other researchers are suggested to conduct further research dealing with a different research design, such as an experimental research dealing with the effectiveness of using word in jumbled and pictures on the teaching of writing.





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