



**IMPROVING THE WRITING ACHIEVEMENT BY USING PICTURE
FOR THE SECOND YEAR STUDENTS
OF SLTP 1 LEDOKOMBO-JEMBER
IN THE 1999 / 2000 ACADEMIC YEAR**

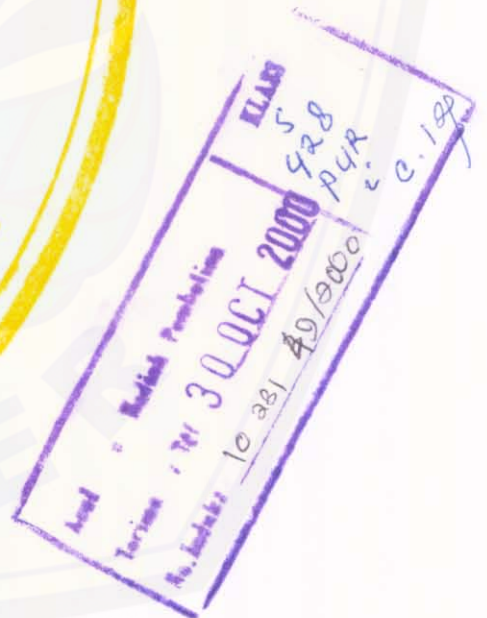
REPORT WRITING



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**FACULTY OF TEACHER TRAINING AND EDUCATION
THE UNIVERSITY OF JEMBER**

1999 / 2000

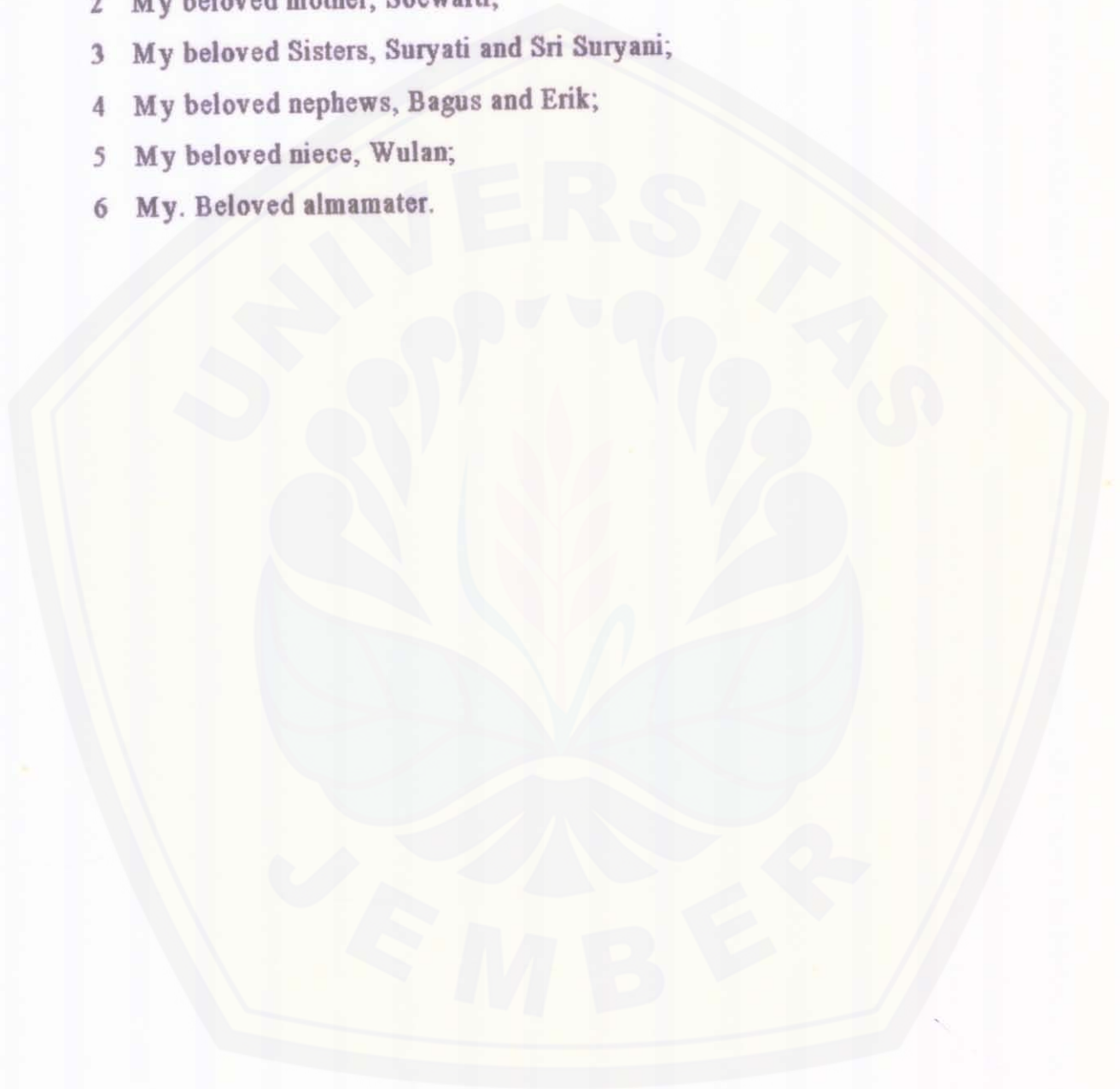
MOTTO :

**Don't pray for an easy life, but pray to be a strong person.
(Wise Words)**



Dedicated to :

- 1 My beloved father, Muhammad Djen;
- 2 My beloved mother, Soewarti;
- 3 My beloved Sisters, Suryati and Sri Suryani;
- 4 My beloved nephews, Bagus and Erik;
- 5 My beloved niece, Wulan;
- 6 My. Beloved almamater.



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REPORT WRITING

**Proposed as one of the
requirements to get S₁ degree in the English
Education at at the Faculty of Teacher Training and Education**

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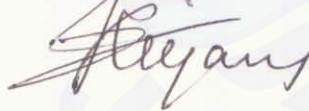
APPROVAL SHEET

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The Writer

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ABSTRACT

Purwati, Endang, 1999 A Classroom Action Research on the use of picture to improve writing achievement of the second year students of SLTP 1 Ledokombo Jember. Final project, Department of English Education, Jember University.

Consultant : Dra. Zakiyah Tasnim, M.A.

Key Words : pictures, writing achievement

This classroom action research is to improve students' writing achievement and their interest by using pictures as the teaching media. It was carried out at the second year students, especially IIA of SLTP 1 Ledokombo-Jember in the 1999/2000 academic year from May up to June 2000. The data about the students' interest and motivation development in learning writing were collected by field notes and analyzed by descriptive-qualitative method. On the other hand, the data about students' improvement in writing achievement were collected by applying tests and analyzed by descriptive-quantitative method. The test results show that mean scores of the students have increased from 64,31 in the first cycle to 67,63 in the second cycle. In other words, there is improvement of the students' writing achievement by using pictures as a teaching media. Based on this condition, it is better for the teacher to provide pictures in teaching writing in order to arouse students' interest and to improve their writing achievement.

CHAPTER I INTRODUCTION

1.1 Background of the Research

English is an international language functioning as a means of communication in the world. English also has a very important role in Indonesia. In our national development process, it is used for developing science, technology and art. Therefore, English is considered as the first foreign language that must be learnt by students beginning from junior high school up to university level.

The purpose of learning English at SLTP level is in order that the students are able to conduct a simple communication in English either in oral or written form. In achieving the purpose of learning English, there are four skills that must be taught to the students, Those are : reading, listening, speaking and writing (English curriculum for SLTP, 1996:3).

According to the basic course outline, English teaching learning process is focussed on reading. However, writing cannot be neglected because it is also very important in communication. In line to the idea, Fairbairn and Winch (1996 : 31) say that writing, like speaking, is a form of communication. Therefore writing also must be taught to the students in order that they are able to express their ideas in meaningful and grammatical correct written form.

Following the reflection, it was found that most of IIA students of SLTP 1 Ledokombo had great motivation in studying English and it was supported by the teacher who had tried hard to do her best. However, they still had some difficulties in writing. In addition, it was not easy for the students to express their ideas in meaningful and grammatical correct sentences. It was shown by the result of their writing test or their mistakes in doing exercises. Although the teacher had applied certain techniques such as jumbled words, jumbled sentences, information gap etc, it did not give a maximum result.

Based on this condition, it is necessary to provide an instructional media that might motivate the students to write the meaningful and grammatical correct sentences. An instructional media, in this case, a picture, is selected because it has some functions such as it contributes to raise interest and motivation, a sense of context of the language and a specific reference point or stimulus (Wright, 1990 : 2). In addition, Wright (1990 : 2) states that it is important to have as wide range of resources as possible in the classroom so that the students will have stimulus for this development. One of the resources is picture.

Further, there are some roles of picture in writing development. Some of them can be stated as follows.

1. Pictures can motivate the student and make him or her interest to pay attention and take part.
2. Pictures contribute to the context in which the language is being used. They bring the world into the classroom.
3. The pictures can be described in an objective way or interpreted or responded to subjectively (Wright, 1990 : 17).

1.2 Problem of the Research

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

- 1.2.1 How far is the use of picture as a teaching media able to arouse the students' interest to express their ideas in meaningful and grammatical correct sentences ?
- 1.2.2 How far is the use of picture as a teaching media able to improve the students' writing achievement ?

1.3 Scope or the Research

The scope of this research can be stated as follows :

The use of picture as a teaching media is applied for improving the students' writing achievement.

1.4 Purpose of the Research

The purpose of this research are :

- 1.4.1 To know how far the use of picture is able to arouse the students' interest to express their ideas in meaningful and grammatical correct sentences.
- 1.4.2 To know how far the use of picture is able to improve the students' writing achievement.

1.5 Significance of the Research

The research results are expected given to the following people :

1.5.1 For the English Teacher

The result of the research can give an input about an instructional media in teaching learning process. Hopefully, this contribution will be very useful for the teacher in doing his teaching learning process in the future.

1.5.2 For Students

This classroom action research can motivate the students to express their ideas in written form. It also provides a better way for students in writing meaningful and grammatical correct sentences.

1.5.3 For other researcher

The results of the research can encourage other researcher to conduct research in similar topic with different design, such as experimental research. It is expected that they can conduct research better in the future by using the results of this research as one of their references.

CHAPTER II THEORETICAL FRAMEWORK

This chapter focusses on five points : (1) the importance of writing skills in learning language, (2) teaching writing at Junior High School, (3) media, (4) using pictures in teaching writing, (5) action hypothesis.

2.1 The importance of writing skills in learning language

People learn language in order that they can use the language as a means of communication, both in oral and written form. Therefore, writing cannot be neglected if people want to master a certain language. Although writing is a language skill that is placed in the last order after reading, listening and speaking, it does not mean that writing is the easiest and unimportant with others.

Courts (1981 : 81) says that writing is concern with the actual process of recording language by means of visual symbols. Dealing with those statement, there are two points that should be kept in mind, recording language or expressing ideas in a certain language and the ability to organize visual symbols. Writing is very important as a means of expressing one's ideas.

As a productive skill, writing may be considered difficult because of some reasons as follows :

1. A lot of people find that they can speak easily in their mother tongue but they still find some difficulties in writing. It can also be found in other languages.
2. Writer will communicate into space when they write. It means that they cannot see who has been given message directly (Modul Writing II a, 1986 : 1.1).

As it is stated before, writing ability is essential in learning language. In addition, it is needed for improving learners' writing achievement. Further, in -

teaching and learning English as a foreign language, writing can be started from the lowest level of writing up to the highest one. According to Modul Writing II A (1986 : 1.1), those levels can be started as follows :

(1) dictation, (2) copying, (3) paragraph, (4) dictocomposition, (5) guided or controlled composition, (6) free composition .

2.2 Teaching writing at Junior High School

According to 1994 English curriculum, there are four language skills that must be taught to Junior High School students. Those are : reading, listening, speaking and writing. Relating to this point, writing is the last skill that must be taught and sometimes it is only given a small portion in teaching learning process. On the other hand, writing ability is much needed not only for copying English words, sentences or paragraphs but also for expressing students' ideas in simple written form.

It is stated in the basic course outline, that there are some purposes of teaching writing at Junior High School.

1. The students are able to copy simple sentences with correct spellings and punctuations.
2. The students are able to write simple sentences which are dictated.
3. The students are able to complete a simple and short dialogue (not more than two roles changing , four lines).
4. The students are able to complete a short paragraph in narration or description.
5. The students are able to make compound sentences (Suplemen GBPP, 1999 : 13)

In order to achieve the aims of teaching writing, the teacher should apply meaningful approaches which have some principles. The following are some principles deals with writing activity, those are :

1. Meaning can be expressed through different sentences both in oral and written form. A sentence may have different meanings. It depends on the situation in which the sentence is used. Therefore, the variation of utterances can be received in oral and written form.
2. Students' motivation is the main factor to support the students' learning achievement. The motivation and interest can be increased by the quality of meaningful material and teaching learning process (The basic course Outline, 1994 : 2).

In relation with the principles above, it indicates the role of media as a means of teaching is to arouse the students' interest in writing in order to improve their writing achievement.

2.3 Media

Media is very familiar in teaching learning process including foreign language learning. It can be used in presenting almost all materials. Actually, there are some ways for defining media. Hamijoyo (in Latuheru, 1988 : 11) says that media is all forms that are used to send or to distribute ideas in order that those ideas or opinions can be accepted by the receiver.

It has been known that media has a important role in language learning. Lannon (in Latuheru, 1988 : 22) states some advantages of media as follows :

1. Instructional media is used to arouse students' motivation in presented materials.
2. Instructional media is advantageous to improve students' understanding about materials given.
3. Instructional media are able to present accurate data about things or events.
4. Instructional media is used to strengthen information.
5. By using insrtuctional media, it will be easy to collect and to formulate data.

Further, teacher should think some principles that should be noticed in presenting media. Some can be mentioned as follows :

1. Pupils, regardless of age or ability have a great deal of expertise about the media.
2. Pupils' media knowledge tends to be implicit and can be made far more explicit through active approaches to the media.
3. Pupils' interest in media can be used to stimulate development in all four language modes (speaking, listening, reading, writing) (Goodwyn, 1992 : 112).

In relation to these points, providing a suitable media is necessarily needed in order to achieve certain purposes.

Furthermore, media that is very useful in presenting materials has different kinds. According to Latuheru (1998:14) there are two kinds of media : hardware and software. One of the softwares which is very easy and simple to present is picture. This kind of media has a large variation and it can be used in almost all of materials presentation for different language skills. That is why picture is very interesting to be chosen as media.

2.4 Using picture in teaching writing

As stated before, picture is one of instructional media that can be used in English teaching learning process. Picture has its own specific advantages. Wright (1990 : 3) states the advantages of picture as follows :

(1) easy to prepare, (2) easy to organize, (3) interesting, (4) meaningful and authentic, (5) sufficient amount of language

In addition, Gerlach et al (1971 : 273) that picture may not only be worth a thousand words. It may also be worth a thousand years or a thousand miles. Through pictures, learners can be shown people, places and things from areas far outside their own experiences. Picture can also represent images from

ancient times or portray future. Therefore, pictures can help students to create their imagination and to express things that may only in their deep mind before.

Sometimes, a student wants to write but he still has missing information. In this case, picture can help to provide a complete information so that it can be presented in meaningful statement in oral or written forms. Wright (1990 : 2) says that things we see play enormous part in affecting us and giving us information. We predict, deduce and infer, not only from what we remember having seen.

Teaching writing can also be done by providing pictures. Students may find some difficulties to express their ideas in written form and pictures can help them in producing what they want to write . Wright (1990 : 17) says that speaking and writing are both productive skills and pictures can often be used in similar ways to promote them. Concerning the role of pictures, the teacher should facilitate pictures so that they can improve their writing skills and it will support the improvement of their writing achievement.

2.5 Action Hypothesis

Dealing with the previous statement, the hypothesis of this classroom action research can be formulated as follows.

- 2.5.1 The use of pictures as instructional media can arouse the students' interest
- 2.5.2 The use of pictures as instructional media can improve the students' writing achievement.

CHAPTER III RESEARCH METHOD

3.1 Research Setting

This classroom action research was conducted in SLTP 1 Ledokombo. It is located on Jl. Sumberanget, Ledokombo, Jember. Further, this research was conducted during the third cawu in about two months, beginning from May up to June in the 1999/2000 academic year. It was held during the school hours especially in English lesson.

3.2 Research Procedure

3.2.1 General Description of the Research

The classroom action research conducted based on the following steps.

- a. Planning action
- b. Implementing action
- c. Observation
- d. Reflection

(Tim Pelatih Proyek PGSM, 1999 : 92-93).

In addition, this research conducted in two cycles. In the first cycle, the students were given the pictures without words while in the second one, the students were given the pictures by providing some vocabularies. Furthermore, the second cycle was conducted because writing achievement target which is required by curriculum has not been fulfilled. This research was conducted collaboratively. The collaborator was another English teacher who had the following duties : 1) as a partner in collecting data, 2) as a partner in preparing the test instrument, 3) doing observation, 4) doing reflection.

3.2.2 Details of Research Procedure

- a. Planning Action

In order to arouse the students' interest and their achievement in writing class, the following steps were done.

1. Preparing the lesson plan
2. Preparing the writing test
3. Preparing the observation guide
4. Preparing pictures to be presented
5. Deciding the job description of researchers

b. Implementation

This classroom action research has two cycles with the following steps.

1. Steps in Cycle 1

In this cycle, the teacher conducted the following steps :

- Show the pictures to the students
- Ask them to pay attention to the presented pictures
- Write one side dialogue on the board
- Ask the students to complete the dialogue based on the pictures
- Discuss the answers with the class

The collaborator had the activities to do observation and collect the questionnaires in the first cycle.

2. Steps in Cycle 2

The steps conducted in this cycle were as follows.

- Show the pictures completed with vocabularies to the students
- Ask the students to pay attention to the pictures given
- Write one side dialogue on the board
- Ask the students to complete dialogue based on the pictures
- Discuss the answers with the class

Monitoring in the second cycle was done by the researchers.

c. Monitoring and Evaluation

Monitoring is very important for controlling the activities and the application of procedures relating to the use of pictures as a teaching media to improve the students' writing achievement. There were some important things that the researcher noticed during the monitoring. They are :

1. The students' interest in the teaching learning process deals with writing materials.
2. The students' difficulties found in teaching learning process.
3. The students' progress in their learning achievement.

Furthermore, there were four data collecting methods applied.

1. Observation

Observation is the ability to notice things.

In this classroom action research, observation was applied in order to know the students' interest and their activities during the teaching learning process.

2. Questionnaire

Questionnaire is a list of questions to be answered to get information. It was applied in this research to know the students' interest in writing activity and their development in overcoming the problems.

3. Documentation

It was applied to gain the name of the research's subjects

4. Test

Test can be defined as examination of a person knowledge or ability. Test was conducted in order to know the students' achievement especially in writing. In addition, data collecting and scoring was held by the writer and -

the collaborator. The scores were gained from mean scores given by both of them. The scoring criteria is shown in the following table.

Table 1 : The scoring criteria of test items

Score	Criteria
10	The sentence is complete, grammatical correct and meaningful
7,5	The sentence is complete and meaningful but there are still some mistakes in their writing or alphabetical mistakes
5	The sentence is meaningful but it is still incomplete. In other words, the answer is in a short form.
2,5	The sentence is incomplete and grammatical incorrect. There is no relationship between the question and the answer

d. Analysis and Reflection

The data found in this classroom action research were analyzed in order to know how far the use of pictures is able to improve the students' writing achievement. The method used for analyzing data is a descriptive – qualitative method for analyzing observation results and a descriptive quantitative-method to analyze the test results.

CHAPTER IV RESEARCH RESULT AND DISCUSSION

4.1 Results

This chapter discusses about the results of the two cycles in their implementation in this research. It also discusses about the classroom's condition related to the students' interest in writing after they were given some pictures in teaching learning process according to the observation which was directly done in the classroom. Besides, this chapter also presents the writing scores gained by the students through the tests given at the end of each cycle.

4.1.1 Action Description of Cycle 1

a. Classroom condition

At the beginning of the first cycle, almost all of the students were silent and they did not give any responses when they were asked to answer some questions written on the blackboard. Then, the teacher showed the pictures which have been prepared related to the material. They looked interested and some of them came in front of the class and wrote the answer. The class looked so active and the teaching learning process ran effectively compared with the previous one in which the class were passive and the students did not have interest to participate in the discussion.

The students' activities in the first cycle showed that the students' interest are quite high. Some students who are usually silent during the lesson hours became more active. They gave proper responses needed by the teacher. They tried to answer some questions given.

Eventhough the teaching learning process had run well, there were still some mistakes made by the students in line with the chosen words and the form of the sentences. It was found that some of them used the word 'mountain' instead of 'slope' and they chose the word 'danger' for the needed

expression 'poison'. In addition, they also made some mistakes such as writing incomplete sentences related to the tense.

Based on the action done in the first cycle, the use of pictures as a teaching media can support the teaching learning process to be more efficient and effective. It can also arouse the students' interest so that they could participate the lesson actively. However, the mean score achieved in this cycle has not fulfilled the proper standard required by the curriculum. Therefore, the second cycle was carried out.

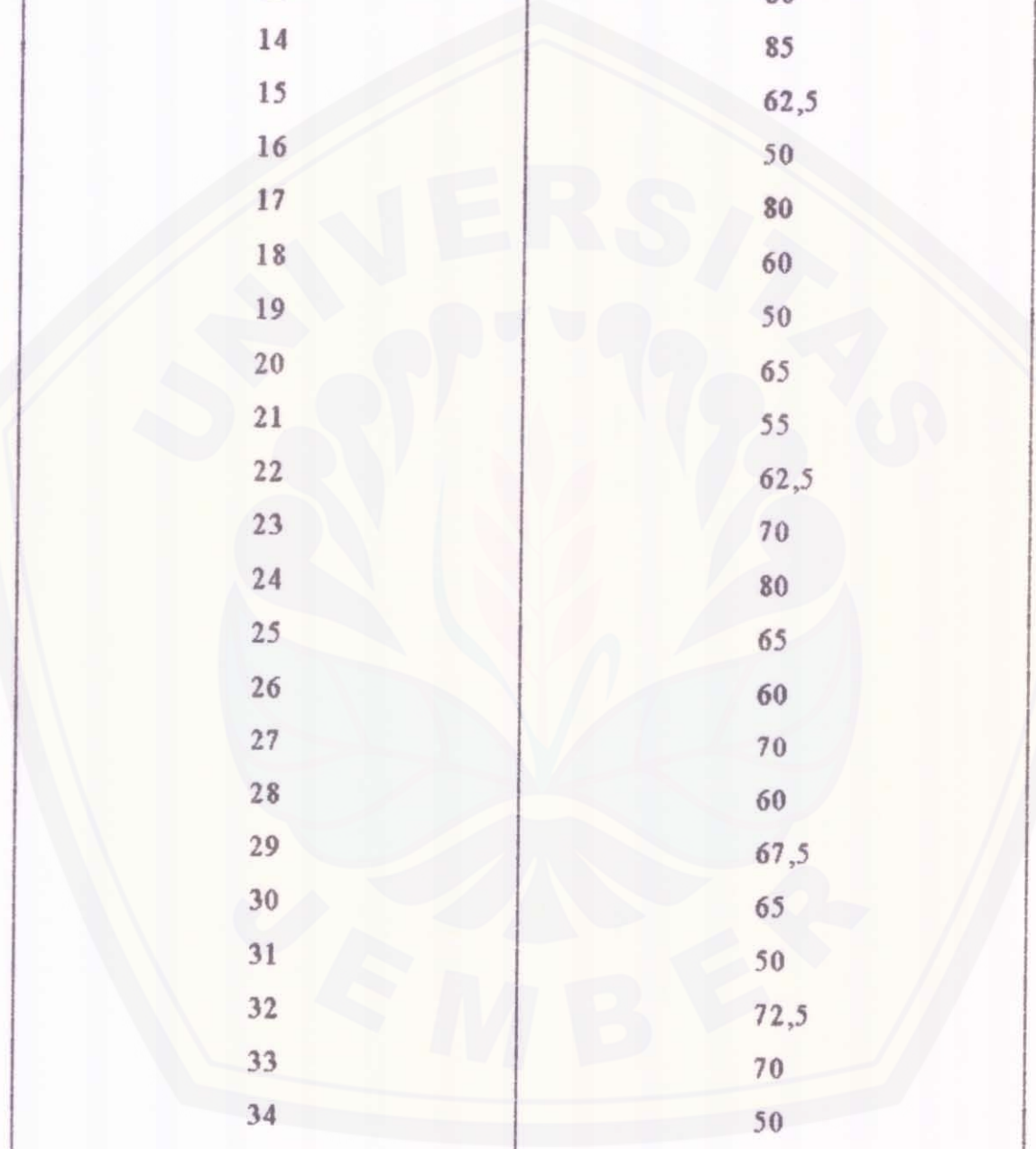
b. Writing Achievement

The writing achievement gained by the students in the first cycle is shown in the following table.

Table 2: The Data of Students Scores of writing Test
(Taken from the first cycle)

The first cycle

No. Respondent	Score
1	75
2	55
3	80
4	65
5	70
6	52,5
7	55
8	65
9	65
10	67,5



11	52,5
12	70
13	60
14	85
15	62,5
16	50
17	80
18	60
19	50
20	65
21	55
22	62,5
23	70
24	80
25	65
26	60
27	70
28	60
29	67,5
30	65
31	50
32	72,5
33	70
34	50
35	70
36	67,5
37	60
38	70

39 40	60 62,5
$N_1 = 40$	$\sum X_1 = 2572,5$
Mean = 64,31	

4.1.2 Action Description of Cycle 2

a. Classroom Condition

The action in the second cycle was the revision of the first one that was giving pictures provided by vocabularies. In this cycle, the students' interest are higher than the first one. There were some students answered the questions given by the teacher. Some students who were passive in the first cycle gave their positive responses. The teacher presented the pictures completed by vocabularies. In addition, the teacher also gave the explanation needed related to the form of the sentences.

The use pictures accompanied by vocabularies made the students write certain sentences based on the pictures more easily. It also minimized the mistakes that they have done. When they realized that they could write sentences correctly, they became enthusiastic in joining the teaching learning process, so the boredom and frustration were able to be avoided.

Besides, the teacher's explanation about the form of the sentences also helped them to construct the sentences based on the pictures given. They could write the sentences correctly. In other words, the use of pictures completed by vocabularies are able to help the students in writing.

b. Writing Achievement

The test result in this second cycle shows the improvement toward the students' writing achievement compared with the previous one gained at the first cycle. It can be seen in the following table.

**Table 3 : The Data of Students' Scores of Writing Test
(Taken from the second cycle)**

The second cycle	
No. Respondent	Score
1	82,5
2	60
3	85
4	60
5	65
6	67,5
7	60
8	70
9	67,5
10	60
11	62,5
12	75
13	70
14	80
15	65

16	55
17	75
18	65
19	62,5
20	65
21	67,5
22	65
23	75
24	85
25	72,5
26	60
27	67,5
28	60
29	65
30	65
31	60
32	75
33	72,5
34	60
35	75
36	65
37	62,5
38	75
39	60
40	65
$N_2 = 40$	$\Sigma X_2 = 2705$
Mean = 67,63	

4.2 Discussion

The following table is the writing test scores gained in the first and second cycle provided by the mean scores of each cycle.

Table 4 : The Data of the Students' Scores of Writing Test in Cycle 1 and 2

Writing Test Score		
No. Respondent	Action Cycle 1	Action cycle 2
1	75	82,5
2	55	60
3	80	85
4	65	60
5	70	65
6	52,5	67,5
7	55	60
8	65	70
9	65	67,5
10	67,5	60
11	52,5	62,5
12	70	75
13	60	70
14	85	80
15	62,5	65
16	50	55
17	80	75
18	60	65
19	50	62,5
20	65	65

21	55	67,5
22	62,5	65
23	70	75
24	80	85
25	65	72,5
26	60	60
27	70	67,5
28	60	60
29	67,5	65
30	65	65
31	50	60
32	72,5	75
33	70	72,5
34	50	60
35	70	75
36	67,5	65
37	60	62,5
38	70	75
39	60	60
40	62,5	65
N = 40	$\Sigma X_1 = 2572,5$	$\Sigma X_2 = 2705$
Mean Score	64,31	67,63

The data shows that the mean score of the students in cycle 2 is 67,63 which is higher than the first cycle's score that is, 64,31. There is an increase as much as 3,32. It shows that the use of pictures as an instructional media is able to improve the students' writing achievement.



CHAPTER V

CONCLUSION AND SUGGESTION

5.1 Conclusion

Based on the results of the research, it can be concluded :

- 5.1.1 The use of pictures as a teaching media is able to arouse the students' interest
- 5.1.2 The use of pictures as a teaching media is able to improve the students' writing achievement.

5.2 Suggestion

Based on the result of this classroom action research, the writer has the following suggestion.

5.2.1 To the English Teacher

There is an evidence that the use of picture as a teaching media can arouse the students' interest and improve their writing achievement, so it is better for the English teachers to provide pictures as a media in teaching English for other language skills and language components to develop their motivation and achievement.

5.2.2 To the Other Researchers

The pictures as a teaching media plays important roles in English teaching learning process. The writer suggests other researchers to conduct other researches based on the use of pictures to improve English language skills of the learners.

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KUESIONER SISWA

NAMA :
 KELAS :
 SIKLUS : 1

		Ya	Tidak
1.	Apakah kamu memiliki kesulitan untuk menuliskan kalimat dalam bahasa Inggris ?		
2.	Apakah mudah bagimu untuk menuliskan kalimat bahasa Inggris berdasarkan gambar ?		
3.	Apakah dengan penggunaan gambar sebagai alat bantu membuat kamu lebih senang belajar bahasa Inggris ?		

KUESIONER SISWA

NAMA :
 KELAS :
 SIKLUS : 1

		Ya	Tidak
1.	Apakah kamu memiliki kesulitan untuk menuliskan kalimat dalam bahasa Inggris ?		
2.	Apakah mudah bagimu untuk menuliskan kalimat bahasa Inggris berdasarkan gambar ?		
3.	Apakah dengan penggunaan gambar sebagai alat bantu membuat kamu lebih senang belajar bahasa Inggris ?		

KUESIONER SISWA

NAMA :
 KELAS :
 SIKLUS : 2

		Ya	Tidak
1.	Apakah kamu memiliki kesulitan untuk menuliskan kalimat dalam bahasa Inggris ?		
2.	Apakah mudah bagimu untuk menuliskan kalimat bahasa Inggris berdasarkan gambar ?		
3.	Apakah mudah bagimu untuk menuliskan kalimat bahasa Inggris berdasarkan gambar yang dilengkapi dengan kosa kata ?		
4.	Apakah dengan penggunaan gambar sebagai alat bantu membuat kamu lebih senang belajar bahasa Inggris ?		

KUESIONER SISWA

NAMA :
 KELAS :
 SIKLUS : 2

		Ya	Tidak
1.	Apakah kamu memiliki kesulitan untuk menuliskan kalimat dalam bahasa Inggris ?		
2.	Apakah mudah bagimu untuk menuliskan kalimat bahasa Inggris berdasarkan gambar ?		
3.	Apakah mudah bagimu untuk menuliskan kalimat bahasa Inggris berdasarkan gambar yang dilengkapi dengan kosa kata ?		
4.	Apakah dengan penggunaan gambar sebagai alat bantu membuat kamu lebih senang belajar bahasa Inggris ?		

LEMBAR OBSERVATION GUIDE 1

NO	N A M A	TANYA	JAWAB
1	A di Pujianto	/	//
2	Alek		/
3	Alfan Syafur Rizal	//	//
4	Ali Wafi	/	//
5	Arif Nurahman	//	
6	Denik Marvitawati AW.		
7	Dwi Puasatiningsih		/
8	Elok Rudi yuni		/
9	Fita Prjiarti	/	/
10	Fitriyatining sih	/	
11	Hadi Susianto		
12	Haerul Fajar	//	
13	Husnul Khotimah	/	/
14	Ika Dwi Safitri	//	////
15	Imam Syafii		
16	Irwan Affandi		
17	Joni Priyanto	#	/
18	Kris Sugeng Winarno		
19	Mohammad Nurul Arifin	/	/
20	M. Jaya Adi Saputra	/	/
21	M. Subaeri Herwanto		
22	Nurlaelin		/
23	Nyomi Dwi Oktaviani	/	/
24	Revi Dwi Citra Lindawati	/	//
25	Riskiyah Agustina		/

NO	N A M A	TANYA	JAWAB
26	Riski Irawati		
27	Siti Sarofa	/	/
28	Sofian Sagita		/
29	Supriyadi		
30	Supriyono		
31	Susiani Panca Widyarti	/	
32	Titin Fadilah		
33	Widya Masruroh		
34	Vitatrikodraeni Halimatus		
35	Yatimatus Sakdiyah	/	
36	Ita Puji Prastiwi		
37	Wilu Widiastuti		
38	Suryadi		/
39	Vita Afrilia Nita Susanti	/	/
40	Franki Prima	/	/

LEMBAR OBSERVATION GUIDE 2

NO	N A M A	TANYA	JAWAB
1	Adi Pujianto	/	//
2	Alek	/	/
3	Alfan Syafur Rizal	///	//
4	Ali Wafi	/	/
5	Arif Nurahman	//	/
6	Denik Marvitawati AW.	/	
7	Dwi Puasatiningsih		/
8	Elok Rudiyni	/	/
9	Fita Pujiarti	/	/
10	Fitriyatningsih	/	
11	Hadi Susianto		/
12	Haerul Fajar		//
13	Husnul Khotimah	/	
14	Ika Dwi Safitri		/
15	Imam Syafii		/
16	Irwan Affandi		/
17	Joni Priyanto	/	
18	Kris Sugeng Winarno		/
19	Mohammad Nurul Arifin		
20	M. Jaya Adi Saputra	/	
21	M. Subaeri Herwanto		//
22	Nurlaelin	/	
23	Nyomi Dwi Oktaviani		/
24	Revi Dwi Citra Lindawati	//	/
25	Riskiyah Agustina		/

NO	N A M A	TANYA	JAWAB
26	Riski Irawati	/	/
27	Siti Sarofa	//	/
28	Sofian Sagita	/	
29	Supriyadi		/
30	Supriyono	/	/
31	Susiani Panca Widyarti		//
32	Titin Fadilah		/
33	Widya Masruroh		/
34	Vitatrikodraeni Halimatus	/	
35	Yatimatus Sakdiyah		/
36	Ita Puji Prastiwi	/	
37	Wilu Widiastuti		//
38	Suryadi	/	
39	Vita Afrilia Nita Susanti	/	
40	Franki Prima		/

LESSON PLAN ON WRITING
CYCLE 1

Subject : English
Theme : Indonesian Geography
Sub Theme : Our Nature
Class : II (Two)
Cawu : 3 (Three)
Time : 2 x 45 minutes

I. Special Instructional Objective

The Students are able to complete simple and short dialogues (not more than two roles changing, four lines).

II. The Material

1. Sub Theme : Our Nature
2. Sources : - The Basic Course Outline, 1994 Curriculum
- Let's Learn English II
3. Media : Pictures

III. Teaching Learning Activities

- Steps:
1. The teacher shows the pictures to the students.
 2. The students are asked to pay attention to the presented pictures
 3. The teacher writes on side dialogue on the board
 4. The students complete the dialogue based on the pictures
 5. The teacher gives the opportunity to the students who want to write their answer on the board.
 6. The teacher and the students discuss the answers.

IV. Evaluation

1. Procedure : Evaluation conducted during the teaching learning process.
2. Instrument : Test.



LESSON PLAN ON WRITING
CYCLE 2

Subject : English
Theme : Indonesian Geography
Class : II (Two)
Cawu : 3 (Three)
Time : 2 x 45 minutes

I. Specific Instructional Objective

The Students are able to complete simple and short dialogues (not more than two roles changing, four lines).

II. The Material

1. Sub Theme : Our Nature
2. Sources : The Basic Course Outline, 1994 Curriculum
Let's Learn English II
3. Media : Pictures

III. Teaching Learning Activity

- Steps:
1. The teacher shows bigger and clearer pictures.
 2. The students are asked to answer what the pictures are about.
 3. Some students write to correct words on the board.
 4. The Teacher write one side dialogue.
 5. The students complete the dialogue based on the pictures.
 6. The students are asked to write the answers.
 7. The answers or sentences are checked with the class.

IV. Evaluation

1. Procedure : Evaluation conducted during the teaching learning process.
2. Instrument : Test.



WRITING TEST

Theme : Indonesian Geography
Sub Theme : Our Nature
Level : The second level
Time : 60 minutes
Cawu : 3 (Three)

DO AS THE INSTRUCTIONS

(Kerjakan seperti perintah)

Observe the following pictures then complete the short dialogue with the complete sentences based on the pictures.

(Lihar gambar-gambar berikut, kemudian lengkapilah percakapan-percakapan singkat dengan kalimat lengkap berdasarkan gambar).

Example :



X : What do you see in the pictures ?

Y : I see a slope

1.



Picture 1

2.



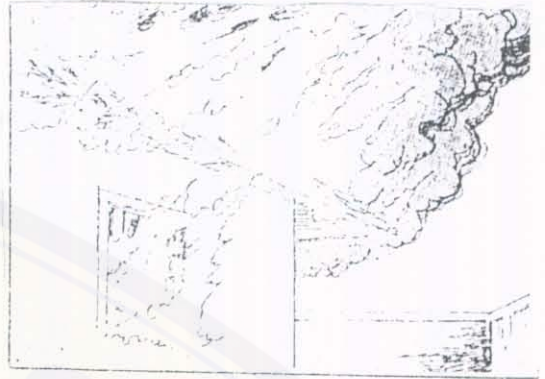
picture 2

3.



Picture 3

4.



picture 4

1. X : What do you see in picture ?

Y :

X : Are there some volcanoes in your place ?

Y :

X : What are they ?

Y :

2. X : What does picture 2 tell us ?

Y :

X : What will the people do ?

Y :

3. X : What do you see in picture 3 ?

Y :

X : Why can it happen to him ?

Y :

4. X : What does picture 4 tell us ?

Y :

X : Why did it happen ?

Y :

X : How can we extinguish the fire ?

Y :

WRITING TEST

Theme : Indonesian Geography
Sub Theme : Our Nature
Level : The second level
Time : 60 minutes
Cawu : 3 (Three)

TEST ITEMS FOR SECOND CYCLE

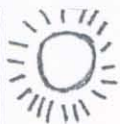
DO AS THE INSTRUCTIONS

(Kerjakan seperti petunjuk)

Let's talk about the weather. The following pictures will show you symbols about the weather in some cities. Firstly, you have to understand these symbols by using the words given.

(Mari kita berbicara mengenai cuaca. Gambar-gambar berikut akan menunjukkan padamu simbol-simbol mengenai cuaca di beberapa kota. Pertama, kamu harus memahami simbol-simbol ini menggunakan kata-kata yang diberikan).

Sunny Windy heavy rain light rain cloudy



A ▲



C ●



B ●



E ●



D ●

Complete the following dialogue based on the pictures.

(Lengkapilah percakapan-percakapan berikut berdasarkan gambar)

1. X : What will the weather be in city C ?

Y :

2. X : Will it be rainy in city B ?

Y :

3. X :

Y : It will be sunny ?

4 X : What will the weather be in city D ?

Y :

5 X : Will you need a raincoat when you are in city E ?

Y :

6 X : Why/Why not ?

Y : Because

7 X : What will you need when it is raining ?

Y :

8 X : Will you need an umbrella when you are in city D ?

Y :

9 X : What will we need when we are in city B ?

Y :

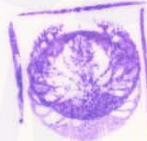
10 X : How many kinds of weather are there in the picture ?

Y :

CURRICULUM VITAE

Endang Purwati was born in Jember, East Java, Indonesia, on April 1, 1968, as the third daughter of Mohammad Djen and Soewarti. She started studying at SD Negeri Ajung I, Kecamatan Kalisat from 1975 up to 1981. She continued her study at SMP Negeri I Kalisat, Jember from 1981 to 1984. After that, she studied at SMA Negeri Kalisat, Jember between 1984 and 1987.

She was admitted at Jember University as a student of the English program at Diploma 3 in 1989. She finished the D3 program three years later, that is, in 1992. Since 1992, She has been teaching English in SLTP PGRI Kalisat, then in 1993, she teaches English in SLTP Negeri 1 Ledokombo, Jember. In 1999, she continued her study at the University of Jember to get S₁ degree at PGSM program.



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