

IMPROVING STUDENTS' WRITING SKILL THROUGH  
INDIVIDUAL PICTURES

(A Study conducted to the First Year Students of SLTPN 1  
Panarukan in the Academic Year 1999-2000)

Classroom Action Research Report



By ;

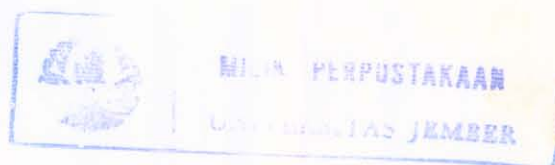
*Dwi Sukwantoro*

NIM. 990210401430



THE FACULTY OF TEACHER TRAINING AND EDUCATION  
JEMBER UNIVERSITY

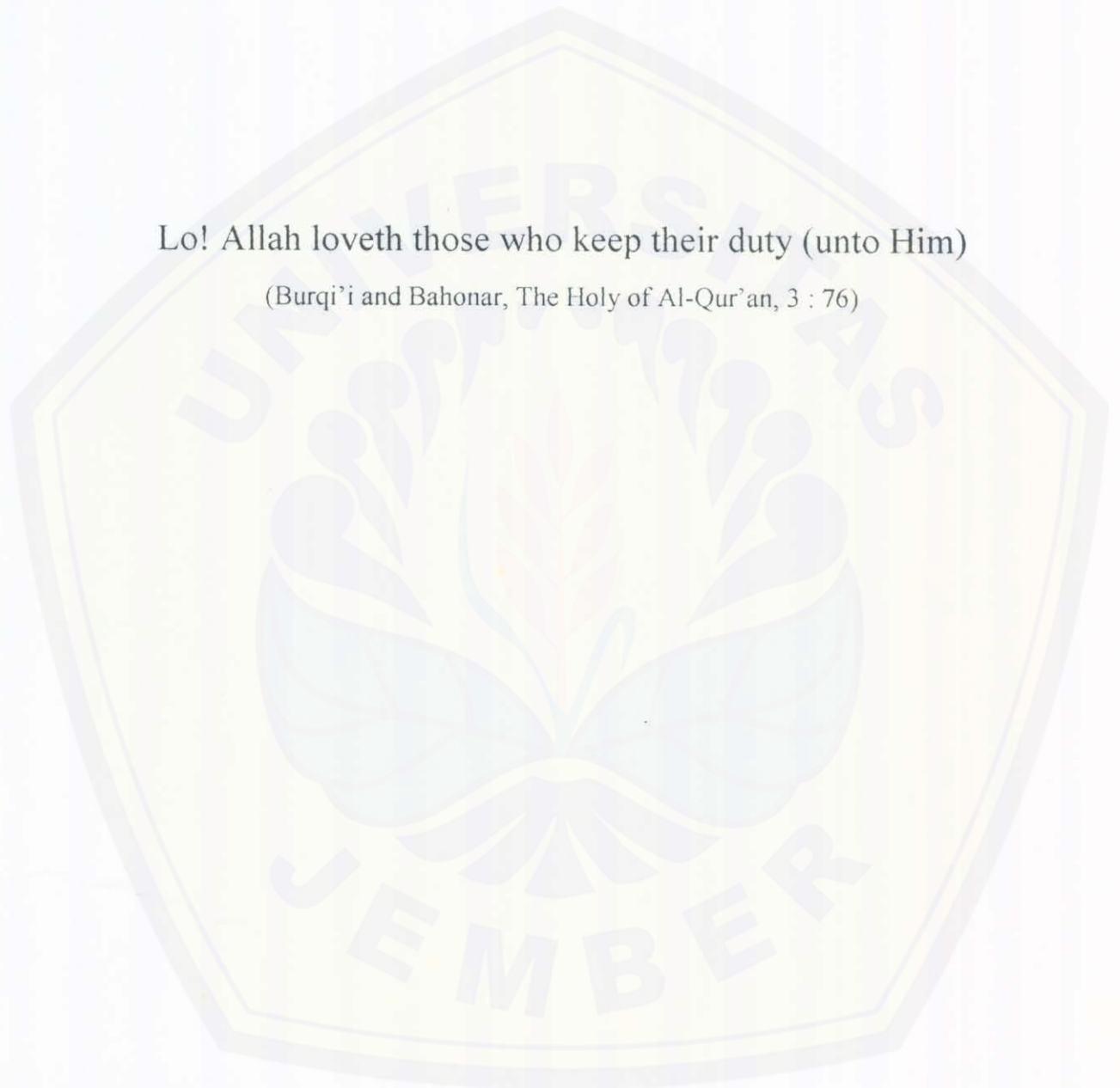
2000



**MOTTO**

Lo! Allah loveth those who keep their duty (unto Him)

(Burqi'i and Bahonar, The Holy of Al-Qur'an, 3 : 76)



## DEDICATION

This Classroom Action Research is gratefully dedicated to:

1. *My beloved PARENTS*; thanks your support for my study
2. *My beloved WIFE*; thanks for your great support and love



## IMPROVING STUDENTS' WRITING SKILL THROUGH INDIVIDUAL PICTURES

(A Study conducted to the First Year Students of SLTPN 1 Panarukan  
in the Academic Year 1999 – 2000)

A classroom action research report proposed for being defended to the examiner team  
as one of the requirements to get S1 Degree in English Education

By :

Name : **DWI SUKWANTORO**  
NIM : **990210401430**  
Level of Enrolment : **1999 – 2000**  
Department : **Language and Art**  
Specialization : **English Education**  
Place of Birth : **Situbondo**  
Data of Brith : **June 9, 1967**

Approved by :  
The Consultant



**Drs. H. SUDARSONO**  
**NIP. 131 993 442**

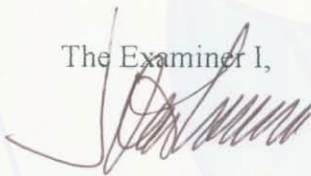
**APPROVAL OF EXAMINARIES**

The classroom action research is legalized and received by the examiner team of English Education Program of Teacher Training Faculty, Jember University

Day/Date : **Saturday, September 16, 2000**

Place : **FKIP**

The Examiner I,



**Drs. H. SUDARSONO**  
NIP. 131 993 442

The Examiner II,



**Drs. BUDI SETYONO, MA**  
NIP. 131 887 579

The Dean,



**Drs. DWI SUPARNO, M.Hum.**  
NIP. 131 274 727

## ACKNOWLEDGEMENTS

First of all, I would like to express my greatest gratitude to Allah SWT for His blessing, so that I could complete this classroom action report writing. My gratitude are also due the following persons:

2. The Dean of FKIP Jember University,
3. The Head of Language and Art Education Department of FKIP Jember University,
4. The Head of English Education Program of FKIP Jember University,
5. The Consultant who has been willing to spend his time to guide me writing this report,
6. The Principle, the teachers and the administration staffs of SLTP 1 Panarukan - Situbondo

I realize that this report is far being perfect, but it is expected to be any use for either me myself and the readers. I will be glad to have any constructive criticism as well as advice for the shake of this report improvement.

September, 2000

The Writer

TABLE OF CONTENTS

TITLE .....	i
MOTTO .....	ii
DEDICATION .....	iii
APPROVAL OF THE CONSULTANT .....	iv
APPROVAL OF THE EXAMINER TEAM .....	v
ACKNOWLEDGEMENTS .....	vi
TABLE OF CONTENTS .....	vi
CHAPTER I. INTRODUCTION .....	1
1.1. Background of the Research .....	1
1.2. Problem of the Research .....	2
1.3. Scope of the Research .....	2
1.4. Purpose of the Research .....	3
1.5. Significance of the Research .....	3
CHAPTER II. THEORETICAL FRAMEWROK .....	
2.1. Writing .....	4
2.2. Writing Skill .....	4
2.3. Teaching Writing in Junior High School .....	5
2.4. Media of Education .....	5
2.5. Pictures as the Media of Education .....	5
2.5.1. Individual Pictures .....	6
2.5.2. Composite Pictures .....	6
2.6. Action Hypothesis .....	7
CHAPTER III. RESEARCH METHOD .....	8
3.1. Research Setting .....	8

3.2. Research Procedure .....	8
3.2.1. General Descriptive of the Research .....	8
3.2.2. Detail of the Research Procedure .....	9
CHAPTER IV. RESEARCH RESULT AND DISCUSSION .....	11
4.1. Research Result .....	11
4.1.1. Description of Action Cycle 1 .....	11
4.1.2. Description of Action Cycle 2 .....	14
4.2. Discussion .....	17
4.2.1. Hypothesis and Criteria .....	17
4.2.2. Analysis and Hypothesis Testing .....	18
CHAPTER V. CONCLUSION AND SUGGESTION .....	19
5.1. Conclusion .....	19
5.2. Suggestion .....	19
BIBLIOGRAPHY .....	20
APPENDIXES	



## ABSTRACT

Dwi Sukwantoro, September 2000, **Improving Students' Writing Skill Through Individual Pictures**, (A study conducted to the First Year Students of SLTPN 1 Panarukan in the Academic Year 1999 – 2000), A classroom action research, English Education Program, Language and Art Education Department, FKIP Jember University

Consultant : **Drs. H. SUDARSONO**

Key Term : **WRITING SKILL, INDIVIDUAL PICTURES**

The success of English learning process is influenced by some factors. One of them is teaching media. This research was aimed to develop students' writing skill and improve classroom atmosphere in teaching learning process through the use of individual pictures. This research was undertaken in SLTP 1 Panarukan – Situbondo which took a month to implement two cycles. The main data of this research were gathered from the result of writing test. The collected data were analyzed by descriptive quantitative technique. The result shows that the use of individual picture could improve writing skill of the first year students of SLTP 1 Panarukan Situbondo in the academic year 1999/2000, and their learning participation could get increased at the end of cycle two.

## CHAPTER I INTRODUCTION

### 1.1. Background of the Research

English as an international language has important rules. It is used as means of communication in many fields, such as in science, technology, education and information. Thus, it is clear that the mastery of English is urgently required. Even in Indonesia English is put as an obligatory subject taught in SMU and SLTP. Recently the government has suggested the elementary school to teach English as local content begun at the fourth earth.

The objective of teaching English is to improve students' achievement in four language skills, namely listening, speaking, reading and writing. This objective is based on the need in the era of globalization and information (Depdiknas, 1992:2). Hopefully, the students graduated from SLTP should be able to read English text and understand the contents. Beside that they should also be able to communicate with other in English orally and in written.

The government is concerned very much in succeeding the English teaching objective. The Department of National Education has conducted some training programs to improve the English teacher's quality. Those programs, however, have not given satisfactory result yet. The indicator is the remained low capability of sentences. The result of writing test previously conducted proved that the mean value of the scores was 43.21. This value is still behind the Learning accomplishment value, that is 65. It means that most of the students' writing skill is still poor. This fact strongly encourages the writer to implement the media of individual pictures.

The unsuccessful English teaching above is caused by some factors. One of them is the method of teaching which is not appropriate for the students. Therefore, it is essential to find a good method since it can overcome the teaching problem.

In this research the writer tries to conduct a research which emphasis on the use of individual pictures to improve the writing skill of the students in English. The reason why the writer use individual pictures is based on the fact that the use of individual pictures English can improve students' writing skill. There are some roles of individual pictures in writing development. The roles are:

- a). individual pictures can motivate the students and make them eager to take part;
- b). individual pictures contribute to the context in which language is being used; they bring the world into the classroom, and
- c). individual pictures can be described in an objective way or interrupted or responded to subjectively. Hopefully the use of Individual pictures can help the teacher to solve the problems of teaching English

## **1.2. Problem of the Research**

The statement of research problem is essential to limit the research scope. It also helps the writer to focus the research on the specific problems. Based on the reason above, the writer formulates the problem of this research as follows:

1. Can the use of individual pictures improve the writing skill of the students?
2. Can the use of individual pictures promote a friendly environment in English classroom and ensure greater students' participation?

## **1.3. Scope of the Research**

The scopes of this research are as follows:

1. The use of Picture as teaching media is applied to improve the students' writing skill in making simple sentences or a short paragraph.
2. The respondents of this research are the first year students of SLTP 1 Panarukan in the academic year 1999-2000. While the number of respondents are 37 students.

## 1.4. Purpose of the Research

The purposes of this research are:

1. To know whether the use of Individual pictures can improve the students' writing skill, and
2. To know whether the use Individual pictures can promote a friendly environment in English classroom and ensure grater students' participation.

## 1.5. Significance of the Research

The significance expected in conducting the classroom action research are:

### 1. For the English teacher

The result of this research can encourage the English teacher to apply the teaching media especially pictures in English teaching-learning process. It can also give an input improve teacher's capability in teaching.

### 2. For the students

This classroom action research can improve students writing skill and motivate them to express ideas in writing.

### 3. For the institution

The result of this research can give an input making decision. If the result of this research proves that the use of pictures as teaching media can improve students' writing skill, the institutions issue regulation that English teacher should use pictures in their teaching learning process.

### 4. For other researchers

The result of this research can encourage other researcher to conduct the same research in other school.

## CHAPTER II THEORETICAL FRAMEWORK

### 2.1. Writing

Writing is far from being sample matter of transcribing language into written symbols. It is thinking process of its own right. Writing is process of forming ideas, information, and association into coherent linier context. In line with this Gavin (1996:31) says that writing, like speaking, is a form of communication. In any form of writing, the writer normally has someone other than herself to whom he or she intents to communicate. It is clear that writing is the way writing symbols of language used for communication. In other word writing is a means of communication.

### 2.2. Writing Skill

Writing is considered to be a difficult language skill to master since writing is dependent upon the progress of other skills. In other words the mastery of writing skill should involve the mastery of the features of language. They are grammar, vocabulary and mechanics.

Concerning with the opinion above Gavin (1996:38) states that in order to compose a good writing, a writer should draw attention to some basic aspects of writing:

- a). He should make attempt to write grammatically,
- b). He should attend closely to the use he makes of words,
- c). He must attend closely to the use he makes of punctuation,
- d). He must try make your legible.

It can be concluded that writing is a complicated skill but the mastery of features of language will make writing easier.

### **2.3. Teaching Writing in Junior High School**

The objective of teaching English in SLTP is to develop the students' ability to communicate which involves reading, speaking, listening and writing integrated (Depdikbud, 1999:2). This objective is based on the need in the era of globalization and information in the 21<sup>st</sup> century.

### **2.4. Media of Education**

Media of education is usually defined as tools of teaching. Those involve everything used by teachers to arouse stimulus and to focus attention to the students. The media of education include television, film, video, radio, photography, music, printed materials, books, magazines and press.

English and media of education are integrated each other. The media of education should be a part of English. Every English teacher uses the media of should be able to apply the media accurately. He or she should be able to define the media in relation to the need of the students so that coherence and consistency is brought to students' experience in and out school.

It clear that the use of media of education is very important in teaching English. Goodwyn (1990:1) states that the media of education can be used to develop students enjoyment and critical understanding of all text within the constrain of classroom. Therefore the teacher should develop the habit of using the media of education so that the students will be interested in learning English.

### **2.5. Pictures as the Media of Education**

Pictures will influence the students' environment. It can be used in teaching English especially writing to improve the students' writing achievement. Pictures can make an abstract to become more concrete meaningful. Wright (1984:17) states that pictures can motivates students and make them want to be a part, bring the world into the classroom, and they can be described in an objective way or

interpret or respond subjectively. According to Gerlach (1991:263) it is that pictures are inexpensive and widely available. They can also help and correct misconception.

Based on the explanation above, we can simplify that there are kinds of pictures, they are individual pictures, composite pictures and pictures series.

## 2.5.1. Individual Pictures

Individual pictures are single objects, persons or activities. The pictures of individual or individual pictures should be as simple as possible. Some of them should contain color to make more interesting. Such pictures are appropriate for the first year students of SLTP, because they are interesting so the students are eager to take a part in teaching learning process. There is enormous variety of materials available from newspapers, magazine catalogue, greeting card, advertisements, textbooks and even wrapping paper.

White (1991:35) states that the using of single pictures is good as prompt for:

- a) Static momentary description,
- b) Description of spatial relationship,
- c) Evoking and describing mood of feeling, and
- d) Conjecturing.

It is clear that individual pictures are good lead for students to begin their writing. Through pictures students are guided to write description about people, events, or anything else.

## 2.5.2. Composite Pictures

Composite pictures are also large single pictures, which shows a scene (hospital, beach, canteen, railway station, street) in which number of people can be seen doing something. The situation pictures recommended are for eliciting "real" language, "What do you see?" "What are they doing?" they enable students to see

places, people and events that they would otherwise not see because of factor like distance, time and cost.

Because of the class size, composite pictures are most appropriate for whole class teaching rather than individualized learning or group work although there is a tendency on the part of teacher to over use such pictures in their effort to use the contain to the maximum.

Although the limited number of related composite pictures linked form a series or sequence. It means a number of pictures have relationship each other to make series of sequence. Hence, its function is to tell a story or sequence or events. A wide variety of picture series is available in textbook, comics and in cartoon strip in magazines for the teacher to copy or enlarge. Sets of picture series are also available commercially.

In this research the writer will focus only to individual pictures. The reason why the writer chooses individual pictures is the kind of pictures is appropriate for the first year students of SLTP.

## **2.6. Action Hypothesis**

Based on the consideration above, the writer formulates the action hypothesis of this classroom action research as follows: "The use of individual pictures can improve the students' writing skill of the first year student of SLTP 1 Panarukan in academic year 1999-2000."



## CHAPTER III RESEARCH METHOD

### 3.1. Research Setting

This research was conducted in SLTP 1 Panarukan which is located in Jl. PB. Sudirman Panarukan. The respondent of this research were the I-D students of SLTP 1 Panarukan in the academic year 1999 – 2000. The number of respondent were thirty students with twenty female and ten male. The reason of why the research was conducted in the first D class was based on the consideration that almost all of the students are weak in writing skill. They find that writing is difficult. They are not able to build sentences that are grammatically correct and appropriate.

This classroom action research is conducted collaboratively with other English teacher, Mr. Sugiyanto, who is able to share his ideas and work together with the writer.

### 3.2. Research Procedure

#### 3.2.1. General Description of the Research

This research is designed to be implemented in two cycles. Each cycle consist of four stage of action:

- a. Planning
- b. Implementation
- c. Observation
- d. Reflection (Suyanto, 1998:15)

This cycle model enables the writer to make any remedial action in the next cycle.

## 3.2.2. Detail of The Research Procedure

### a. Preparation

Several activities to be prepared before conducting this research are:

1. Listing the themes and sub themes as the reference to present writing teaching.
2. Making individual pictures and putting them on the blackboard.
3. Preparing the instrument of observation.
4. Preparing the procedures to use the individual pictures as the teaching media.
5. Preparing the way to score the students' test.

### b. Implementation

The action cycle was implemented according to the schedule of English subject. The writer himself implemented the action plans. The action taken to improve the students' mastery of writing through individual pictures. The steps to be taken in implementation are :

1. Preparing the individual pictures to be presented putting them in front of the class.
2. Assigning the students to write sentences from the pictures.
3. Evaluating the result of the first action cycle.
4. Reflecting the results of the first action cycle.

### c. Monitoring and Evaluation

During the action implementation, the activity is focused on the situation of teaching and learning process. The data recorded was about students' activities.

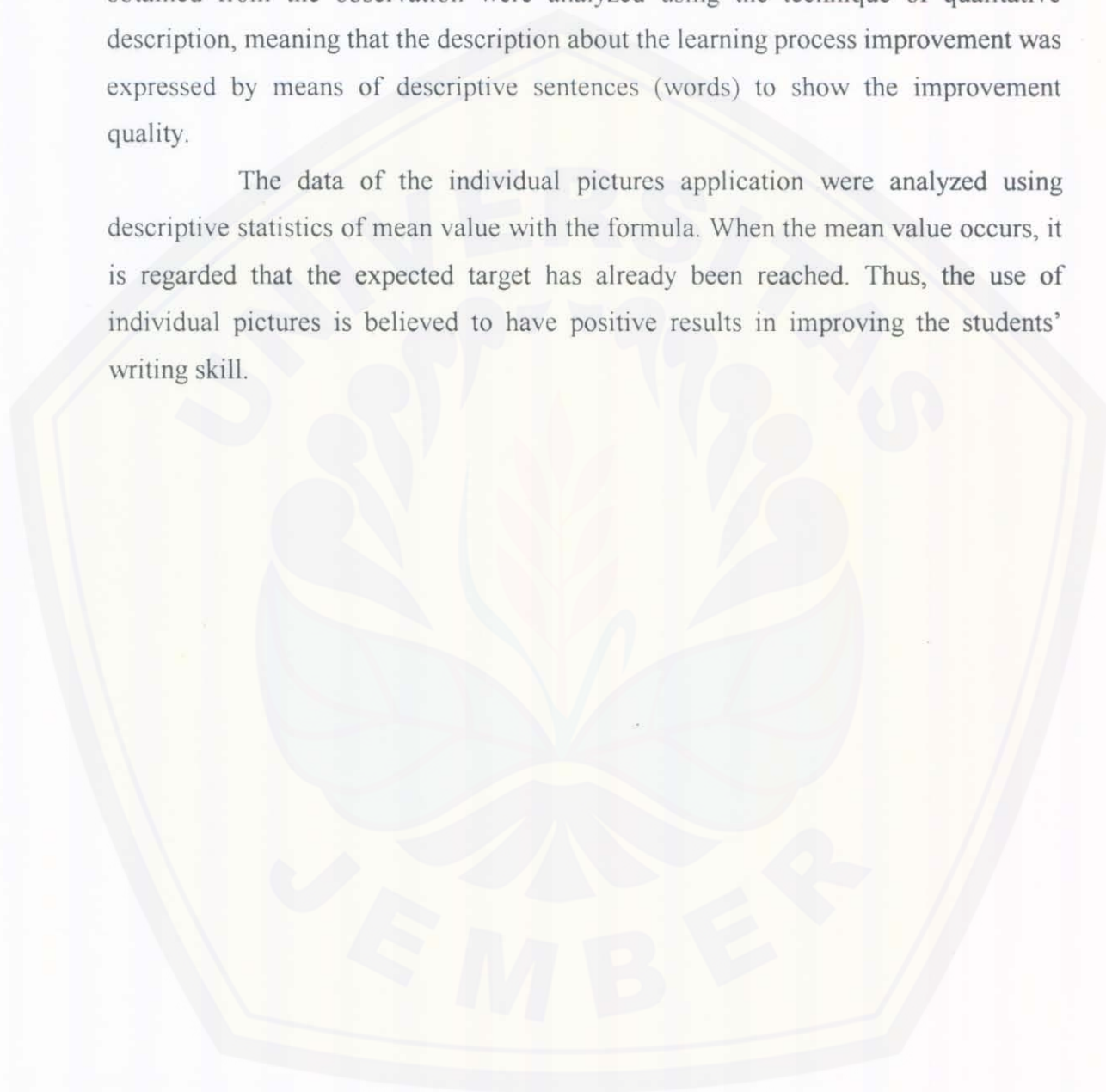
The data about condition of teaching and learning process were gathered from open observation techniques, whereas the data about students' mastery writing a sentences and a short paragraph were gathered from writing test.

The action is said to be successful if the mean score of students' writing get the minimum score of 85. This is the curriculum target of SLTP Negeri 1 Panarukan (Depdikbud, 1993:264).

## d. Analysis

The data of the learning process improvement, including the feedback obtained from the observation were analyzed using the technique of qualitative description, meaning that the description about the learning process improvement was expressed by means of descriptive sentences (words) to show the improvement quality.

The data of the individual pictures application were analyzed using descriptive statistics of mean value with the formula. When the mean value occurs, it is regarded that the expected target has already been reached. Thus, the use of individual pictures is believed to have positive results in improving the students' writing skill.



## CHAPTER IV

### RESEARCH RESULT AND DISCUSSION

#### 4.1. Research Result

As stated previously that the main purpose of this research is to improve the students' writing skill through individual pictures. The following description discuss about the result of writing test by implementing individual pictures in cycle 1 and cycle 2 actions and the result of observation on the students participation in the class.

##### 4.1.1. Description of Action Cycle 1

###### a. Result of Test

To find out how much the students' improvement in writing, a particular writing test was carried out. The first test was given after the writer had presented the topic based on the lesson plan. It is regarded as cycle 1. The score data as a result of test in cycle 1 is presented in table 2.

Table 2 : **The data about Students' scores of the first cycle**

No.	Scores
1	68
2	71
3	75
4	65
5	70
6	66
7	50
8	70
9	71
10	68

No.	Scores
11	75
12	75
13	75
14	70
15	70
16	65
17	70
18	55
19	78
20	86
21	75
22	70
23	75
24	75
25	66
26	71
27	76
28	58
29	67
30	73
31	60
32	73
33	70
$\Sigma$	2,275
<b>Mean Value</b>	68,93

The score data of the test in cycle 1 show that there is an increase of mean value in cycle 1 compared to that before the action performed. It indicates a good and positive result of cycle 1 action. The initial mean value was 43.21 and after cycle 1 it increases to 68.93. This change shows the improvement but still low. That is why it was regarded necessary to perform the next action to reach optimum result.

During implementation of cycle 1 action, there was something found especially about students' problem in learning writing, the basic problem was about motivation. They still had low motivation in learning writing as they thought that writing English is a very difficult skill to learn, so that they felt lazy to learn writing and it influenced the result their writing test. This finding encouraged the writer to continue conducting the action of the cycle 2. It was meant to improve the students' skill in writing.

#### b. Students' Participation

The main thing to give priority is how to get the students to develop their participation in teaching learning process. Without this effort the students will felt bored in learning english.

One effort to improve the students' participation in teaching learning is through the use of individual pictures By developing participation in teaching learning process the students are expected to improve their writing skill.

Table 1. The Data of Studens' Participation of Action Cycle 1

No.	Aspect of Participation	Number of Students and the Percentage
1	The students were brave to speak (rising their hands)	23 (67.85%)
2	The students gave respon to the materials.	22 (66,67%)

No.	Aspect of Participation	Number of Students and the Percentage
3	The students asked questions about the pictures.	15 (45,45%)
4	The students were brave to write sentences on the blackboard	10 (33.30%)

The data show that the students' participation is still low. This fact strongly encourages the writer to implement the more interesting individual pictures. It is hoped that the students' participation can increase.

#### 4.1.2. Description of Action Cycle 2

##### a. Result of Test

Based on the result of cycle 1, the action plans which were applied in cycle 2 consist of those in cycle 1. There are, however, some developed steps as follows:

- a. Preparing the achievement of students gained in cycle 1,
- b. Preparing the instruments of teaching learning process,
- c. Giving the students task of writing sentenced based on the pictures given,
- d. Evaluating the students' task of writing and discuss the obstacles with the students,
- e. Giving the students homework assignment, and
- f. Reflecting the result of cycle 2.

Before implementing the action of cycle 2, the students were told about the scores of their writing test in cycle 1. It was meant to reinforce the students to get more motivated and interest in joining the writing class in cycle 2.

After the application of action of cycle 2, the students were asked to tell the problem they had faced during the action. The purpose is to know whether there was still similar problem as in cycle 1.

The result of writing test in cycle 2 shows that there is an increase of mean value: 72.48, compared to that in cycle 1: 68.93 (the scores data can be seen in table 1). It means that the increase of value of cycle 2 action is significant as it can reach the expected target.

The following is the table of the test result of cycle 2.

Table 3 : **The data about Students' scores of the second cycle**

No.	Scores
1	75
2	76
3	76
4	70
5	75
6	66
7	52
8	75
9	74
10	76
11	78
12	74
13	75
14	72
15	73
16	70
17	72
18	60
19	60
20	82
21	76



No.	Scores	
23	75	
24	70	
25	65	
26	72	
27	80	
28	60	
29	70	
30	75	
31	60	
32	78	
33	78	
$\Sigma$		2,9 32
<b>Mean Value</b>		72. 48

**b. The Result of Student Participation of Action Cycle 2**

Based on the observation conducted by the collaborator, the students' participation in teaching learning looked low in the first meeting of cycle 1. So that the teaching learning process were not effective. Later the students started to get more interested when the teacher showed individual pictures as the teaching media. In cycle two the students' participation got increased. It is as the result of applying the individual pictures intensively.

The data of the students' participation can be seen in the following table:

Table 4 : The Data of Students' Participation

No.	Aspect of Participation	Number of Students and the Percentage
		Cycle 2
1.	The students were brave to speak (rising their hand)	30 (90.91%)
2.	The students gave response to the materials	29 (87.88%)
3.	The students asked questions about the pictures	17 (51.52%)
4.	The students were brave to write sentences on the blackboard	16 (48.98%)

## 4.2. Discussion

There is a criteria used to determine whether this classroom action research hypothesis can be accepted or not.

### 4.2.1. Hypothesis and Criteria

The hypothesis of this classroom action research is "The use of individual pictures can improve the students' writing skill of the first year students of SLTP Panarukan.

In connection with the hypothesis above, the proposed achievement criteria is "If the students' writing skill improves after the implementation of the classroom action, the hypothesis can be accepted.

#### 4.2.2. Analysis and Hypothesis Testing

Based on the collected data and decided criteria, the scores of this classroom action research can be described as follows:

“The use of individual picture brings a very positive impact on the students’ mastery of writing English. The Students’ poor mastery of writing English can be improved by using individual pictures”.

During the classroom action research, their tests were performed to allow the students to know their progress on the writing achievement. The students’ progress can be seen in table 1 (see appendix). The data in table 1 shows that the mean value always increases from pre action 43.21 to 68.93 in the first cycle action and to 72.48 in the second action.

Based on the above findings and the proposed achievement criteria, the hypothesis saying “The use of individual pictures can be improve students’ writing skill on the first year of SLTP Panarukan” is accepted.

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### 5.1. Conclusion

Based in the data analysis, the conclusion of the research is: The use of individual picture can improve the writing skill on the first year students of SLTP 1 Panarukan in the academic year 1999/2000; and it can increase the students' participation in the process of teaching and learning process.

#### 5.2. Suggestion

Related with the research finding, the followings are suggestion that can be proposed:

1. The English teachers are advised to apply individual pictures to develop the students' writing skill.
2. The action plan along with the application procedures in this classroom action research can be implemented to other classes with little modification, especially if the condition is similar to that of the subject of the research.

**BIBLIOGRAPHY**

Anomin, 1996, **Pedoman Penulisan Karya Ilmiah**, IKIP Malang.

Depdikbud, 1992, **Kurikulum Bahasa Inggris SLTP 1994**, Jakarta.

Gavin J., 1996, **Reading Writing and Reasoning: A Guide for Students**, Open University Press, Buckingham, Philadelphia.

Gerlach, Venon S., 1980, **Teaching and Media**, London Prentice-Hall Inc.

Goodwyn, Andrew, 1990, **English Teaching and Media Education**, Open University Press, Buckingham.

Hopkins, David S., 1993, **A Teacher's Guide to Classroom Research**, Open University Press, Buckingham, Philadelphia.

Nunan, David, 1990, **Collaborative Language Learning and Teaching**, London Cambridge University Press.

Wright, Andrew, 1990, **Pictures of Languages Learning**, London Cambridge University Press. White, Ron, 1991, **Process Writing**, Longman, London and New York.

## Appendix 2

### PROGRAM SATUAN PELAJARAN

Mata Pelajaran	: Bahasa Inggris
Tema	: Shopping
Anak Tema	: In the market In the supermarket
Satuan Pendidikan	: SLTP
Kelas/Cawu	: 1/3
Waktu	: 4 X 45'

#### I. TUJUAN PEMBELAJARAN

##### a. Membaca

- Menemukan informasi tertentu
- Mandapatkan informasi yang tersirat
- Menemukan rujukan kata

##### b. Menyimak

- Memperoleh informasi tentang berbagai hal yang berkaitan dengan tema

##### c. Menulis

- Menulis kalimat-kalimat berdasarkan gambar-gambar yang diberikan

#### II. TUJUAN PEMBELAJARAN KHUSUS

Pertemuan I : lihat RP no. 01

Pertemuan II : lihat RP no. 02

Pertemuan III : lihat RP no. 03

Pertemuan IV : lihat RP no. 04

#### III. MATERI PEMBELAJARAN

##### 1. Pertemuan I

Anak tema : In the market

- Sumber : GBPP 1994 plus supplement, Let's Learn English/Buku Paket  
Alat peraga : Gambar
2. Pertemuan II
- Anak tema : In a restaurant  
Sumber : GBPP 1994 plus supplement, Let's Learn English/Buku Paket  
Alat peraga : Gambar
3. Pertemuan III
- Anak tema : In the supermarket  
Sumber : GBPP 1994 plus supplement, Let's Learn English/Buku Paket  
Alat peraga : Gambar
4. Pertemuan IV
- Anak tema : In a book store  
Sumber : GBPP 1994 plus supplement, Let's Learn English/Buku Paket  
Alat peraga : Gambar

#### IV. KEGIATAN PEMBELAJARAN

- Pertemuan I : lihat RP no. 01  
Pertemuan II : lihat RP no. 02  
Pertemuan III : lihat RP no. 03  
Pertemuan IV : lihat RP no. 04

#### V. ALAT DAN SUMBER

- Alat : Gambar  
Sumber : GBPP, Kamus, Buku Referensi

#### VI. EVALUASI

- Prosedur : Penilaian Selama PBM  
Alat : Terlampir

## RENCANA PENGAJARAN

Mata Pelajaran : Bahasa Inggris

Tema : Shopping

Anak Tema : In the market

Kelas/Cawu : I / 3

Pertemuan : 01

### 1. TUJUAN PEMBELAJARAN KHUSUS

Siswa dapat:

1. Menjodohkan gambar dengan deskripsi tentang barang dagangan di pasar.
2. Melengkapi paragraf pendek yang berbentuk deskripsi.

### 2. BAHAN

Anak Tema : In the market

Sumber : GBPP 1994 plus supplement, Let's Learn English/Buku Paket

Alat Peraga : Gambar

### 4. KEGIATAN PEMBELAJARAN

#### a. Kegiatan Siswa

- Mengabsen Siswa
- Memberi salam
- Memberi Apersepsi

#### b. Kegiatan Inti

- Siswa mengamati gambar yang diberikan.
- Siswa memahami deskripsi tentang gambar yang diberikan.
- Siswa menjodohkan gambar dengan deskripsi yang tersedia
- Siswa melengkapi kalimat sederhana.

#### c. Kegiatan Akhir

- Memberi kesempatan siswa untuk bertanya.
- Memberi tugas



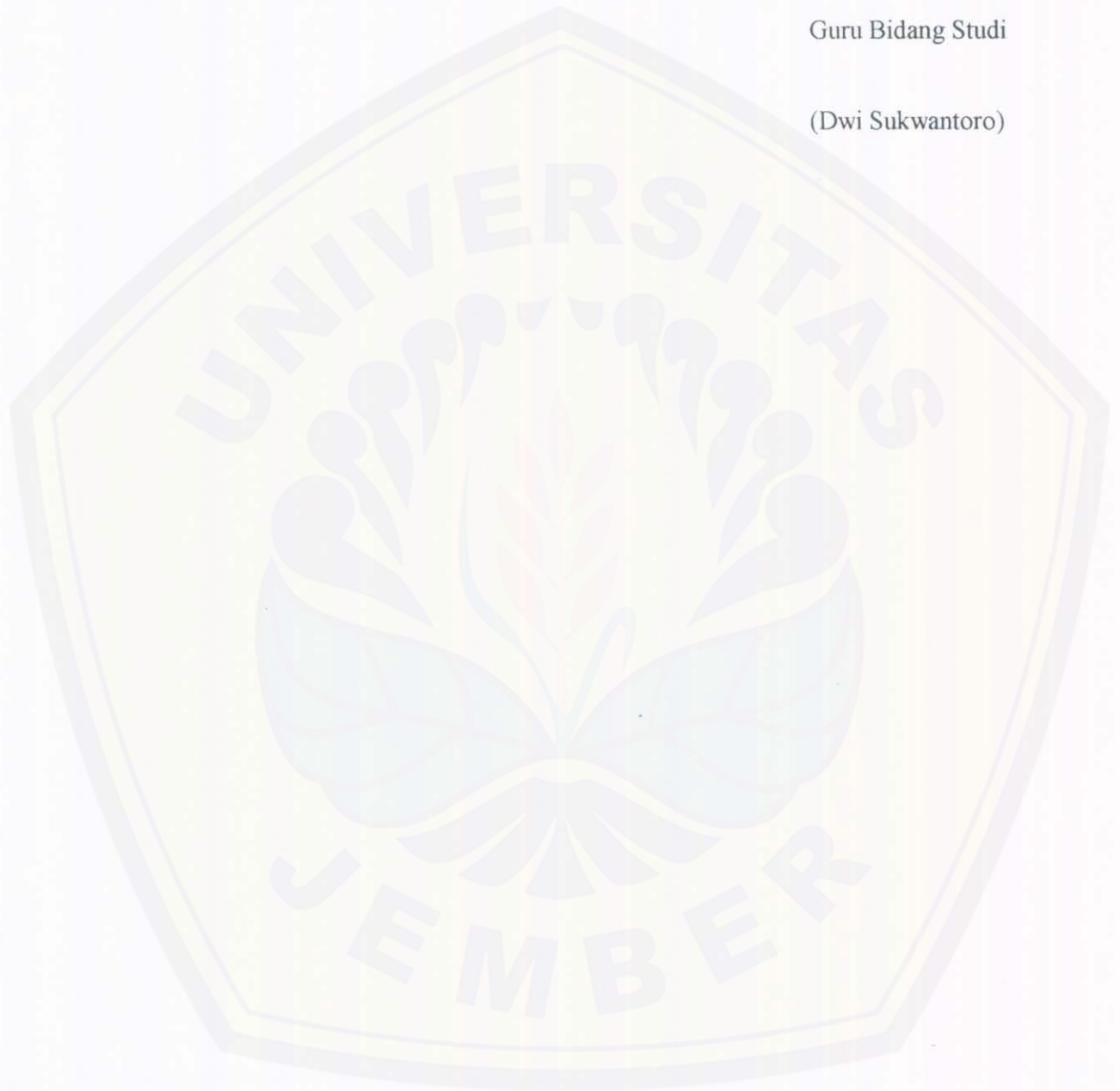
V. PENILAIAN

Prosedur Penilaian: Penilaian Proses Pembelajaran

Alat Penilaian : Tugas dan latihan

Guru Bidang Studi

(Dwi Sukwanto)



## RENCANA PENGAJARAN

Mata Pelajaran : Bahasa Inggris  
Tema : Shopping  
Anak Tema : At the restaurant  
Kelas/Cawu : I / 3  
Waktu : 2 x 45'  
Pertemuan : 02

### 1. TUJUAN PEMBELAJARAN KHUSUS

1. Secara sederhana siswa dapat menjooduhkan gambar dengan deskripsi tentang menu/barang dagangan yang ada di restaurant.
2. Siswa dapat melengkapi kalimat dengan kata-kata yang berhubungan dengan makanan di restoran.

### 2. BAHAN

Anak Tema : At the supermarket.  
Sumber : GBPP 1994 plus supplement, Let's Learn English  
Alat Peraga : Gambar

### 3. WAKTU

2 x 45 menit

### 4. KEGIATAN PEMBELAJARAN

- a. Kegiatan Siswa
  - Mengabsen Siswa
  - Memberi salam
  - Memberi Apersepsi
- b. Kegiatan Inti
  - Siswa mengamati gambar yang diberikan.
  - Siswa memahami deskripsi gambar yang diberikan.

- Siswa menjodohkan gambar dengan deskripsi yang diberikan.
  - Melengkapi kalimat berdasarkan gambar yang diberikan.
- c. Kegiatan Akhir
- Guru memberi kesempatan kepada siswa untuk bertanya.
  - Memberi tugas tindak lanjut.

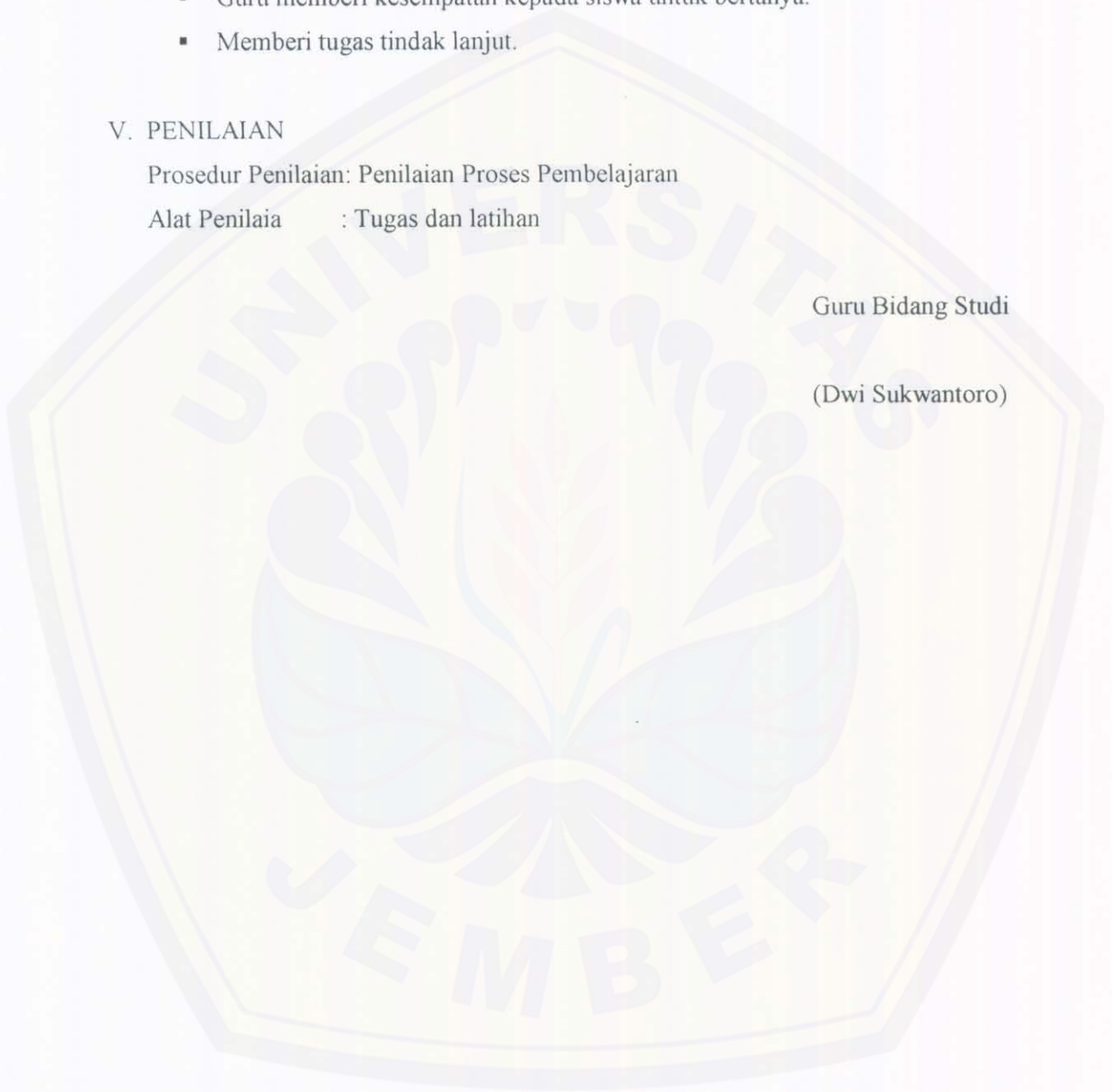
## V. PENILAIAN

Prosedur Penilaian: Penilaian Proses Pembelajaran

Alat Penilaian : Tugas dan latihan

Guru Bidang Studi

(Dwi Sukwanto)



## RENCANA PENGAJARAN

Mata Pelajaran : Bahasa Inggris

Tema : Shopping

Anak Tema : At the Supermarket

Kelas/Cawu : I / 3

Pertemuan : 03

### I. TUJUAN PEMBELAJARAN KHUSUS

- a. Secara sederhana siswa dapat menjodohkan gambar dengan deskripsi tentang barang dagangan di supermarket.
- b. Siswa dapat melengkapi paragraph pendek yang berbentuk narasi.

### 2. BAHAN

- a. Anak Tema : At the restaurant
- b. Sumber : GBPP 1994 plus supplement, Let's Learn English
- c. Alat Peraga : Gambar

### 3. WAKTU

2 x 45 menit

### 4. KEGIATAN PEMBELAJARAN

- a. Kegiatan Siswa
  - Mengabsen Siswa
  - Memberi salam
  - Memberi Apersepsi
- b. Kegiatan Inti
  - Siswa mengamati gambar yang diberikan.
  - Siswa memahami deskripsi gambar yang diberikan.
  - Siswa menjodohkan gambar dengan deskripsi yang diberikan.
  - Melengkapi kalimat berdasarkan gambar yang diberikan.

c. Kegiatan Akhir

- Memberi kesempatan pada siswa untuk bertanya.
- Memberi tugas

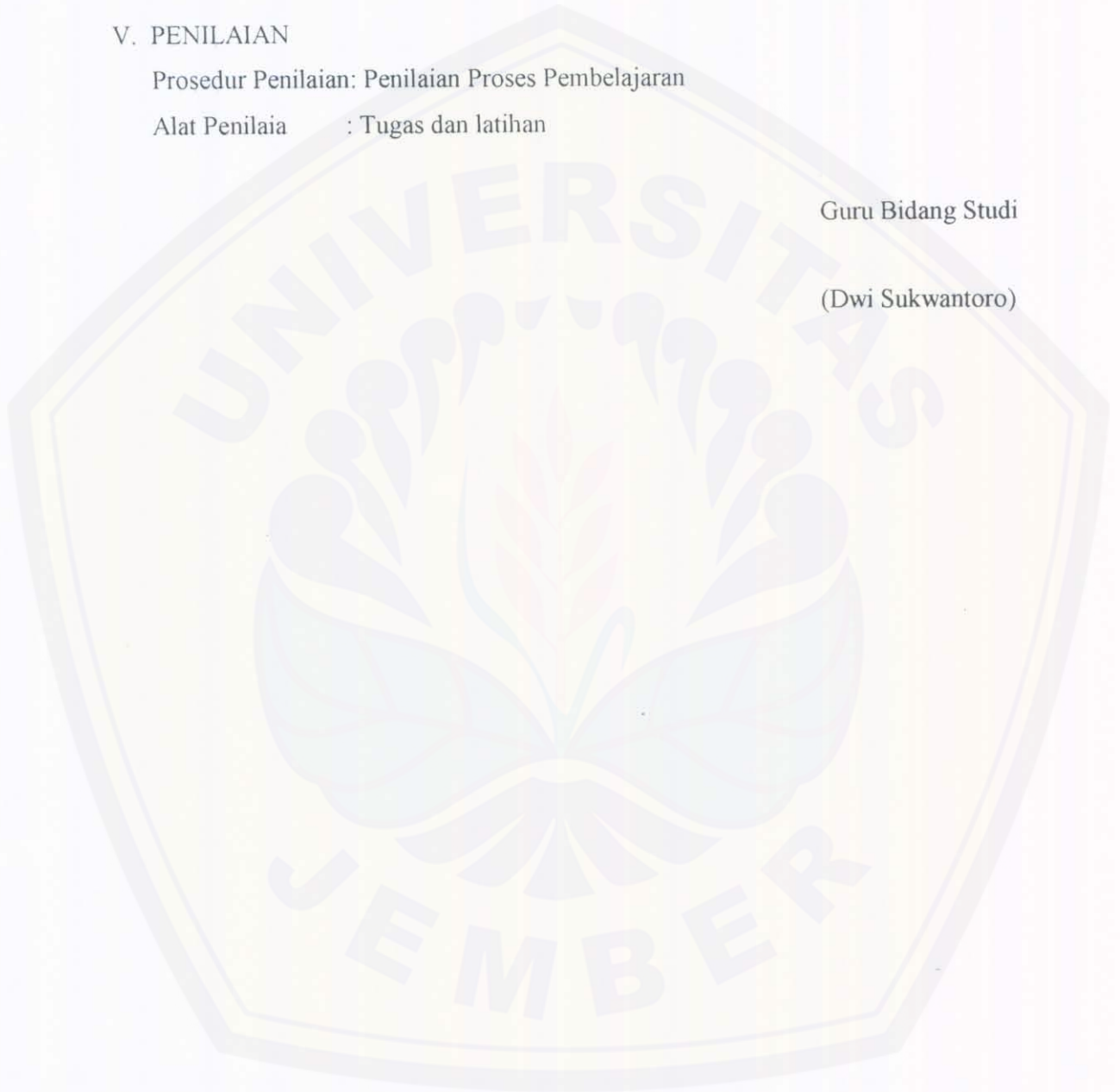
## V. PENILAIAN

Prosedur Penilaian: Penilaian Proses Pembelajaran

Alat Penilaian : Tugas dan latihan

Guru Bidang Studi

(Dwi Sukwantoro)



## RENCANA PENGAJARAN

Mata Pelajaran	: Bahasa Inggris
Tema	: Shopping
Anak Tema	: In a book store
Kelas/Cawu	: 1 / 3
Pertemuan	: 04

### I. TUJUAN PEMBELAJARAN KHUSUS

- a. Secara sederhana siswa dapat menjodohkan gambar dengan deskripsi tentang took buku dan isinya.
- b. Siswa dapat melengkapi paragraf pendek yang berbentuk deskripsi.

### 2. BAHAN

Anak Tema	: In a book store
Sumber	: GBPP, Buku Paket, English for Junior High School
Alat Peraga	: Gambar

### 3. WAKTU

2 x 45 menit

### 4. KEGIATAN PEMBELAJARAN

- a. Kegiatan Siswa
  - Mengabsen Siswa
  - Memberi salam
  - Memberi Apersepsi
- b. Kegiatan Inti
  - Siswa mengamati gambar yang diberikan.
  - Siswa memahami deskripsi tentang gambar yang diberikan.
  - Siswa menjodohkan gambar dengan deskripsi yang tersedia.
  - Menulis kalimat berdasarkan gambar yang dilihat.

c. Kegiatan Akhir

- Guru memberi kesempatan kepada siswa untuk bertanya.
- Guru memberi tugas tindak lanjut.

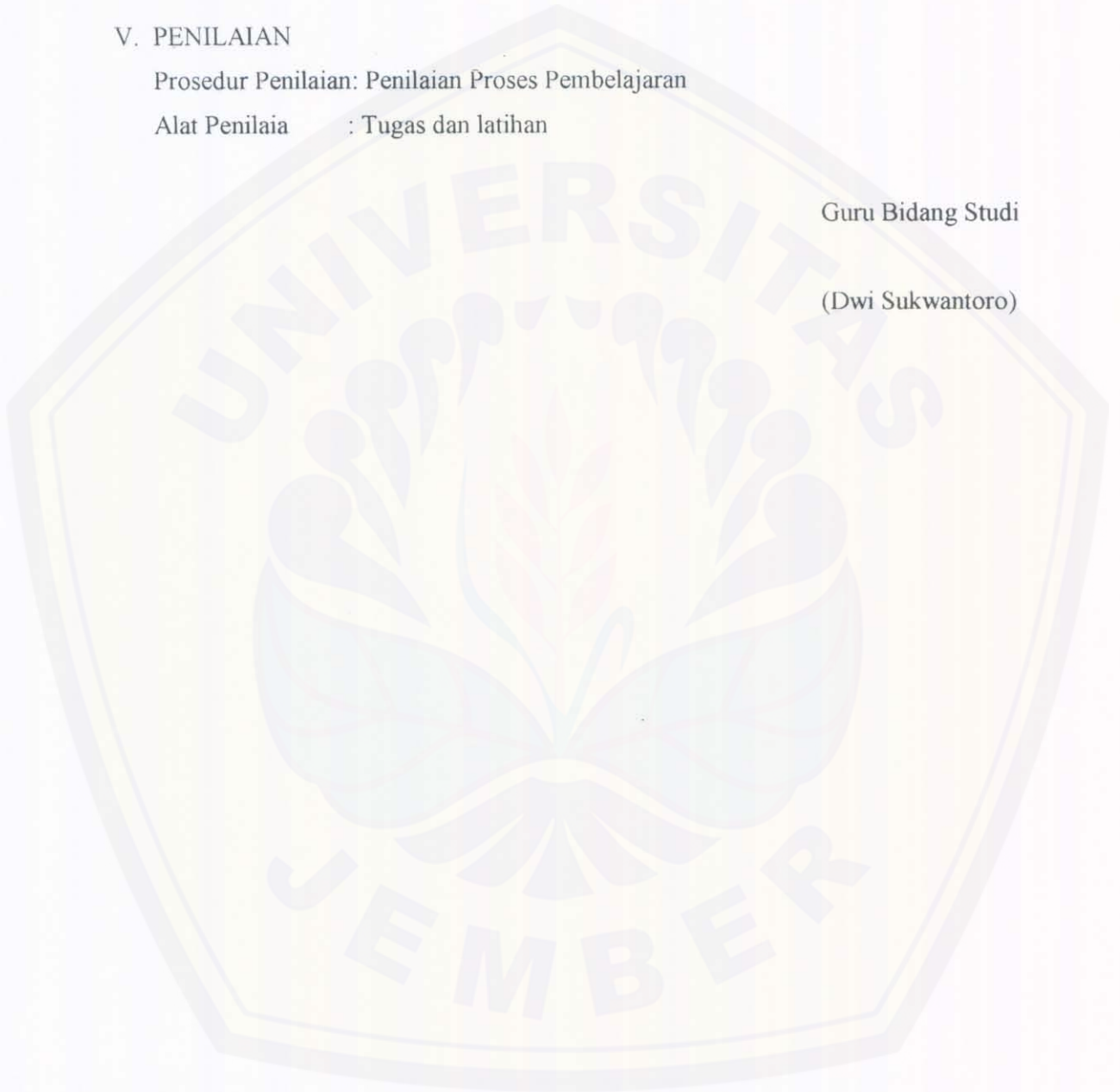
## V. PENILAIAN

Prosedur Penilaian: Penilaian Proses Pembelajaran

Alat Penilaian : Tugas dan latihan

Guru Bidang Studi

(Dwi Sukwantoro)



I. Look at this busy scene in the country. Write what the people are doing!

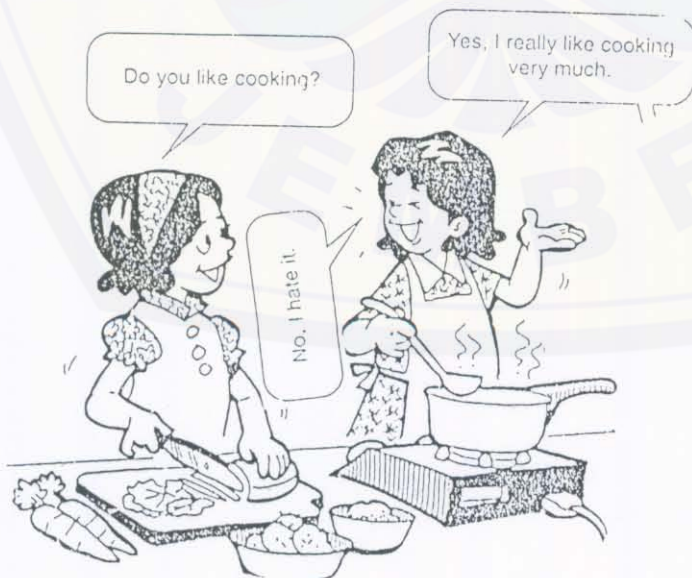


Example: Someone is climbing.

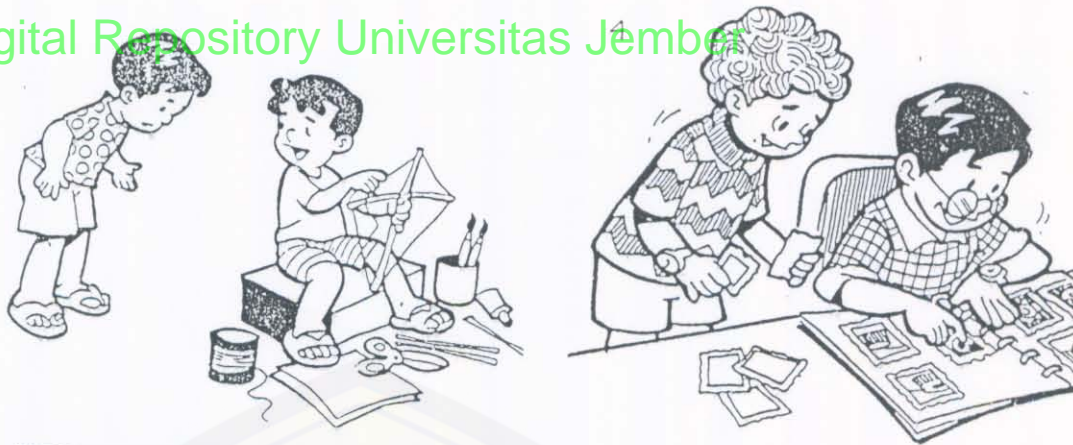
1. .... (sleep)
2. .... (watch)
3. .... (fight)
4. .... (jump)
5. .... (hide)

II. Look at these pictures, then make short dialogues about like and dislike.

Example:







III. Look at the following pictures and write sentences about their hobbies.

1



Mr. Ali

4



2

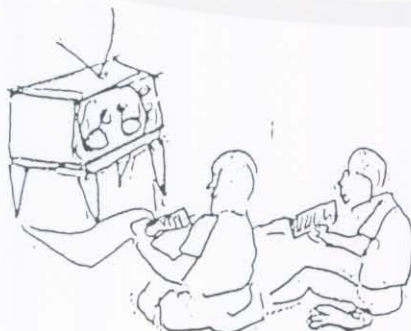


Mr. Anderson

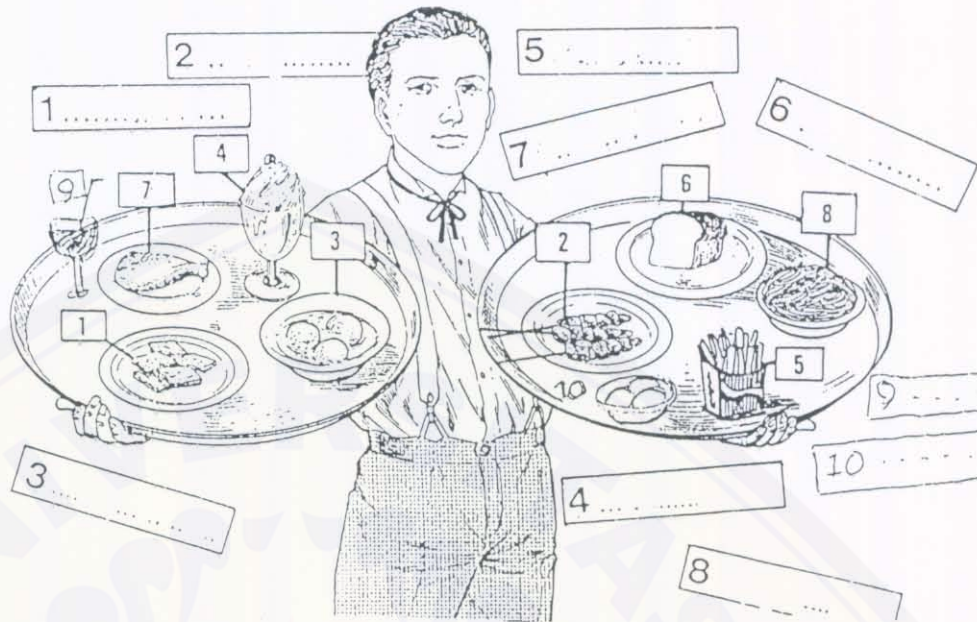
5



3



I. This waiter is carrying different dishes for different people. The number of each dish is the number of the order. Fill in the blank with suitable dishes.



II.

site	meat balls	<u>boiled egg</u>	cake	orange juice	cheese stick
ice cream	fried chicken		martabak		noodle

III. Write sentences about what she is buying :

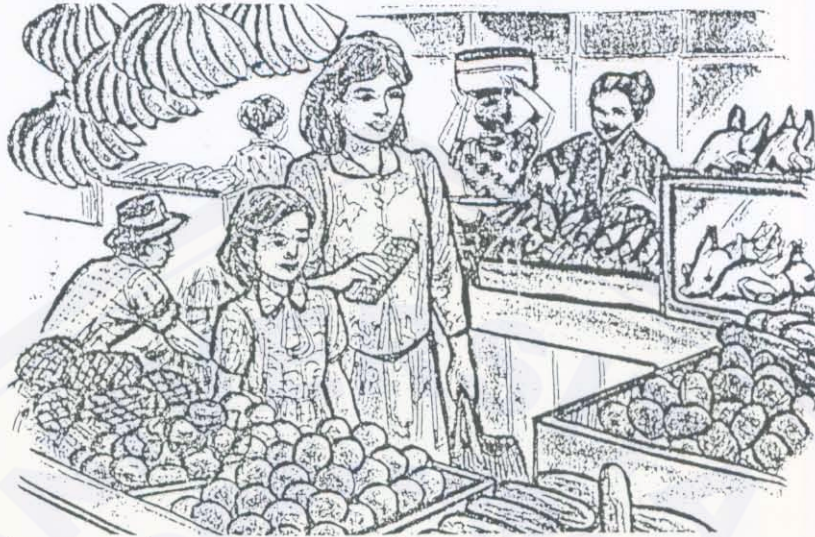


3



III. Fill in the blanks with suitable words based on the picture.

In the Market



On Sunday my mother and I go to .....(1)..... She wants to .....(2)..... various foods. My grandmother is coming to celebrate my mother's birthday. I like to help her. There are some fruits namely .....(3)..... We also buy some melon. Then we go to other parts to buy some meat, .....(4)..... Mother buys vegetables, namely .....(5)..... We leave the market at 9.00 a.m. o'clock.

In a Bookshop



Bob and Irsan like to ....(1).....books. They often go to .....(2)..... near Bob's house. In the bookshop there are many....(3).....of different sizes and shapes. There are many different topics or .....(4)..... Bob and Irsan can choose. Bob likes to read books on technology. Irsan likes to read books on human being and animals. They like ....5.... books, too. In the bookshop it is forbidden to eat or drink.

Complete the sentence based on the picture given



They like....



They don't like .....



They like...



He doesn't like .....



She likes...



He likes.....



He likes...



she doesn't like.



10

## Answer Key

### Answer key for the cycle 1 instrument

- I. 1. Someone is sleeping.
  2. Someone is watching.
  3. Someone is fighting.
  4. Someone is jumping.
  5. Someone is hiding.
- II. 1. A: Do you like gardening?  
B: Yes, I like cooking. (or No, I hate it)
  2. A: Do you camping?  
B: Yes, I like camping. (or No, I hate it)
  3. A: Do you like playing a kite?  
B: Yes, I really like camping. (or No I hate it)
  4. A: Do you like collecting stamp?  
B: Yes, I really like collecting stamp. (or No, I hate it)
  5. A: Do you like reading?  
B: Yes, I really like reading. (or No, I hate it)
- III. 1. Mr. Ali's hobby is fishing.
  2. Mr. Anderson's hobby is collecting stamp
  3. Their hobbies are playing videogames.
  4. Andy's hobby is gardening.
  5. Mike's hobby is boxing.

## Answer key for the cycle 2 instrument

- I.
- |                 |                  |
|-----------------|------------------|
| 1. martabak     | 6. cake          |
| 2. sate         | 7. fried chicken |
| 3. meatball     | 8. noodle        |
| 4. ice cream    | 9. orange juice  |
| 5. cheese stick | 10. boiled eggs  |

- II.
1. She is shopping
  2. She is buying clothes
  3. She is buying flowers
  4. She is buying ice cream
  5. She is buying a pen and a ruler.

- III.
1. the market
  2. buy
  3. banana, pineapple, oranges
  4. fishes and chicken
  5. cucumber, potatoes

- IV.
1. read
  2. a bookshop
  3. books
  4. subject
  5. comic