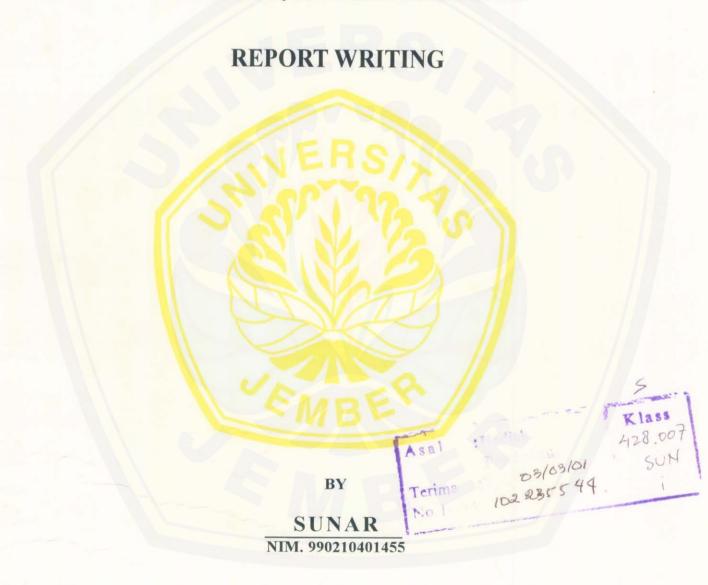
IMPROVING THE THIRD YEAR STUDENTS' WRITING SKILL THROUGH A SERIES OF PICTURES AT SLTP NEGERI 1 TLOGOSARI BONDOWOSO IN THE 1999/2000 ACADEMIC YEAR



FACULTY OF TEACHER TRAINING AND EDUCATION
JEMBER UNIVERSITY
2000

MOTTO

- "Dan apabila dibacakan Al-Quran , maka dengarkanlah baik-baik, dan perhatikanlah dengan t enang agar kamu mendapat rahmat " (QS.Al-A'raaf:204).
- Boleh jadi kamu membenci sesuatu, padahal ia amat baik bagimu " (QS Al-Baqorab: 216).



DEDICATION

This Report writing is honorably dedicated to:

1.My beloved parents : Mr. Saeian and Mrs. Suminah, thanks for your

affectionate love

2. My beloved wife : Hasanah Nur, thanks for your pretty love given to

me

3. My beloved daughters : Tyas and Anggraeni, thanks for your praying to

your dad.

My beloved brother : Hadi and Yud, you are good motivators.

5. All of my friends : thanks for your cooperation.

My almamater : I will keep your good name wherever I go.

IMPROVING THE THIRD YEAR STUDENTS' WRITING SKILL THROUGH A SERIES OF PICTURES AT SLTP NEGERII TLOGOSARI BONDOWOSO IN THE 1999 / 2000 ACADEMIC YEAR

REPORT WRITING

Presented as one of the requirenments to obtain the degree of S₁ at the English Education Program of the Language and Arts Departement Jember University

By

Name : Sunar

Identification Number : 990210401455

The Level Class : 1999

Departement : Language and Arts Education

Program : English Education

Place of birth : Nganjuk

Date of birth : September 7, 1965

Approved by

The Consultant

Dra. Shi Sundari, MA

NIP. 131 759 842

APROVAL

This report writing is approved and received by the examination committee of the Faculty of Teacher Training and Education of Jember University.

Examined on

Day

: Thursday

Date

: August 31st , 2000

Place

: Faculty of Teacher Training and Education , Jember University

The Committee

Examiner I

Dra. Sai Sundari, MA

Nip. 131 759 842

Examiner II

Drs. Erfan

Nip. 132 094 128

The Dean

OFTAS JA

OFTAS

ACKNOWLEDGEMENT

First of ail, I would like to express my great gratitude to Allah SWT who blesses and gives me health and clear thought, so that I am able to finish this report writing.

My deep gratitude is also due to:

- 1. The Dean of Faculty of Teacher Training and Education
- 2. The chairwoman of the Language and Arts Departement.
- 3. The chairman of the English Education Program.
- Dra. Siti Sundari, MA, my consultant who has willing to spend much time to guide and advice me during the preparation until the completion of this research report writing.
- Drs. Tawardi, M.Sc. my headmaster of SLTP Negeri 1 Tlogosari Bondowoso who gave me an opportunity to conduct this Classroom Action Research.
- 6. All of my friends who always encourage me for everything.

Finally, the writer hopes that this report writing will be useful for myself and the readers. Any critics and suggestions are expected to improve this report writing.

Jember, August 2000

Sunar

TABLE OF CONTENTS

	Pag	8
DEDICATION	T APPROVAL	i
ACKNOWLEG TABLE OF CO LIST OF TABL	EMENT ONTENTS	iv vi vii ix
ABSTRACE	***************************************	X
CHAPTER I	TO THE OWNER OF THE AMERICAL	
	1.1. Background of the Research	i
	1.2. Problem formulation	3
	1.3. Scope of the Research	3
	1.4. Objective of the Research	3
	1.5. Significance of the Research	4
CHAPTER II	THEORETICAL PRAMEWORK	
	2,1Visual Aids	5
	2,2Kinds of Visual Aids	5
	2.2.1. Pictures	- 5
	2.2.1.1. Composite Picture	6
	2.2.1.2. Picture Series	7
	4.3. Writing Achtevement	7
	2.3.1. Grunnar	8
	2.3.2. Vocabulary	8
	2.3.3. Mechanica	9
	2.4. Research Hypothesis	9
CHAPTER III	RESEARCH METHODS	
	1.1. Research Setting	10
	i.Z. Research Procedures	10
	3.2.1. General Descriptions of the Research	10
	3.2.2. Details of the Research Procedure	11
	a. Preparation	11
	b. Implementation	11
	c. Monitoring and Evaluation	11
	A	12

	RESEARCH RESULTS AND DISCUSSION 4.1. Results 4.1.1. Description of the Action Cycle 1 4.1.1.1. Results of observation 4.1.1.2 Results of writing test in the cycle 1 4.1.2. Description of the Action Cycle 2 4.1.2.1. Results of observation 4.1.2.2. Results of writing test in the cycle 2 4.2.2. Discussion	13
CHAPTER V	CONCLUSIONS AND SUGGESTIONS 5.1. Conclution 5.2. Suggestions	19

BIBLIOGRAPHY

APPENDICES

- 1. Lesson plan before the action.
- 2 Writing test before the action
- 3. Lesson plan cycle 1
- 4. Writing test cycle 1
- 5. Lesson plan cycle 2
- 6. Writing test cycle 2
- 7. List of the Respondents.

LIST OF TABLES

Tables	Names of Tables	Page
2	The List of the Students' Score of the First Cycle	14
2	The List of the Students: Score of the Second Cycle	15
3.	The list of the Students' Score before the Action the Action Cycle 1, and the Action Cycle 2	17

ABSTRACT

Summ August 2000, Improving the third year students writing skill through a series of pictures at SLTP Negeri 1 Tlogosari Bondowoso in the 1999/2000 academic year

Report Writing, English Education Program, Language and Arts Departement, Faculty of Teacher Training and Education, Jember University.

Consultant: Dra, Siti Sundari, MA

Keywords : A Series of Pictures Writing Skill

Writing is one of the English skills that has an important role in learning English. One of the factors that can effect the students' writing skill is the use of educational aids. The main purpose of this Classroom Action Research is to know how a series of pictures can improve the third year students' writing skill and can help the third year students express their idea in the written form at SUIP Negeri 1 Tlogosari Bondowoso in the 1999/2000 academic year.

This research was carried out at SLTP Negeri 1 Tlogosari Bondowoso by implementing two cycles. Ech cycle consisted of four stages of action namely planning the the action implementing the action, conducting observation, and conducting reflection. The data of this research were obtained by using observation and writing test. The subjects of this research were the students of class III A SLTP Negeri Tlogosari Bondowoso in 1999/2000 academic year. To analyze the main data, the technique of quantitative description was used.

The results showed that the students' writing skill can be improved through a series of pictures. The improvement could be seen from the mean of the students' writing scores from the mean of the students' writing score before the action } was 61,9, the mean of their writing scores in the cycle 1 was 69,1, and the mean of their writing scores in the cycle 2 was 73,6. The results suggest that the use of a series of picture could improve the students' writing skill.

CHAPTER 1 INTRODUCTION

1.1. Background of the Research

English is an international language that is used by people to communicate with others in the world. As the international language, English always grows and develops as the world development. In accordance with the development of the world, many kinds of science books are written in English. In other words, English functions not only as a means of communication but also as a means to get information needed in our life. Consequently, the people have to acquire the foreign languages, especially English in order to get information as much as possible.

English has been taught in Indonesia for a long time. The objective of teaching English at Junior High School is to make the students be able to communicate in English, both actively and passively. In addition the students are expected to have four English skills namely listening, speaking, reading, and writing. However writing as a productive skills has a very important role in written communication.

Writing is consider to very difficult by the students. Many students may get good marks in speaking test, but when they are asked to write, they make many errors. As it is said by Fadloch that writing competence is very difficult if we write as if we were communicating into space. However, if we are communicating verbally we know to whom we are talking to (1986:71). In addition, Wishob and Bark stated that although the students are able to speak English well, they are not able to write it well without systematic training (1980:v). From those statements it can be concluded that writing is not an easy work.

In learning a foreign language, the use of media is very important, including in writing because it can increase the students' interest, motivation, eagerness to the lesson being learned. In the writing teaching process, the students feel bored because of lack of variation or uninteresting. That is why, the teacher should choose appropriate methods and techniques to make the teaching of writing fresh and interesting so that the students enjoy learning writing. In this case, the teachers should have enough knowledge in using aids in order to support the way to teaching language, especially writing and to make the teaching learning process more effective and interesting.

Visual aids play a very important role in the English teaching process, as they increase the effectiveness of learning by helping the students assumilate ideas in a more meaningful and interesting manner. In this case Wright explains that all teaching from the first grade of Junior High School can be greatly improved by visual aids because they can make learning experiences more concrete and memorable [1976:9]. Meanwhile Sadirman says that the teaching learning activity can run smoothly since it provides effective tearning activity among the learners [1986:48]. It is believed that visual aids make the teaching learning process and the teacher-students interaction more efficient.

Picture series as one of the visual aids can be used to asses the teaching learning process. They can help not only to improve all language skills but also to promote a friendly environment in the classroom and to ensure greater students' participation. They can also help the students to communicate, that is to speak, to read, and to write English.

The students' problem with writing in English as described above should be solved. One of the techniques that can be used to solve the students' problem with writing is by using a series of pictures in the teaching of writing by conducting a classroom action research.

1.1. Problem Fermulation

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

- How can a series of pictures improve the third year students' writing skill at SLTP Negeri 1 Tlogosari in the 1999/2000 academic year 7.
- 2. How can the use of a series of pictures help the students to express their ideas in the written form at SLTP Negeri I Tlogosari in the 1999/2000 academic year?

1.3. Scope of the Research.

The 1994 English curriculum for SLTP expects the students to have skills of writing, reading, listeningh and speaking in English through themes chosen based on the students' interest, need, and mastery of certain vocabularies. Meanwhile the specific objective of the the 1994 English curriculum in teaching writing for the third grade at the third cawn is to enable the students to have the writing skill on the form of paragraph writing. The themes which are presented are flora and fanna and world geography.

In this research, the problem was limited to the use of a series of picture in teaching writing as the action to improve the students' writing skill. This action was given to the third year students of SLTP Negeri 1 Tlogosari Bondowoso. The theme was limited to world geography—and the sub-themes chosen were national resources and mountain. They were presented using a series of pictures. The respondents of this research were limited to the students of class III A at SLTP Negeri 1 Tlogosari Bondowoso in the 1999/2000 academic year.

1.3. Objective of the Research .

Related to the research problem, the objective of this classroom action research are as follows:

a. To improve the third year students' writing skill at SLAP Negeri 1 Tłogosari Bondowose through a series of picare.

b. To help the third year students express their ideas in the written form through a series of pictures at SLTP Negeri 1 Tlogosari Bondowoso.

1.4. Significances of the Research.

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

a. The English teacher.

The research results are useful for the English teacher as information or a reference to improve the students' writing skill through a series of pictures.

b. The students.

The results are useful for the students to improve their writing skill through a series of picture.

c. The other researchers

The results of this action research are significant for the other researchers to conduct a further research with similar problems dealing with the use of a series of pictures to develop the students' reading or speaking skill.

c. For the school,

The results of the action research may be used as an input to provide visual aids such as pictures to improve the English teaching learning process.

CHAPTER II THEORETICAL FRAMEWORK

2.1. Visual Aids

According to Hadi, visual aids are any instruments, such as pictures, models, or drawing which always give the students real experiences [1990:9].

Visual aids are usually used by many teachers in doing the instructional activities because they are devices that are very useful to keep the teaching learning activities running smoothly and effectively. By using visual aids the teacher will be able to arouse his students' interest, motivation, eagerness to the lesson being discussed. This situation will occur when the students are taught a certain topic which is consider to be very difficult. They usually will feel easier to understand the topic being discussed if it is explained in the form of visual aids. In this case Sukurtiwi [1995:73] shows the advantages of using visual aids in the teaching learning process as follows

- a. To improve the learners, motivation
- b. To provide some various types of the learning atmosphere, so that it make them not feel bered.
- c. To provide a more systematic learning order.
- d. To provide more comprehensible instructional materials.
- e. To strengthen their cognition about the subject content

2.2. Kinds of Visual Aids.

Visual Aids are generally used by the teacher in the effort to keep the successful, effective teaching learning process. It is important both to the students and the teacher to reach the learning objective successfully. Visual aids will make the students easy to understand the instructional material.

2.1.1. Pictures

In Webster, Merrian states that a picture is a representation of objects, scenes on the paper, canvas, or the like by drawing or painting [1983;179]. It may represent a human life, such as people, animals, and things which are formulated in the form of painting or drawing. In brief, a picture is a drawing or painting which represents any kinds of objects.

Pictures designed for teaching language should show representative objects such as objects that are not recognized by the students. The teacher should never forget that the direct experience of objects and situation at the fist hand is found to be more effective for entering into situation through language than the second hand experience that can be achieved with the help of pictures.

A teacher may take pictures from books, magazines, or newspapers. Very often the pictures are designed by the teacher himself. It is believed that the teacher - made pictures are considered as the most appropriate ones used in the class activity because it can be arranged in line with the instructional materials which have already been planned. In this case, he can be more creative to decide what sort of pictures he has to choose.

2.2.1.1. Composite pictore.

Noor AY states that composite pictures are large single pictures which show scene in which a number of people can be seen doing something (1981:49). They enable the students to see places, people, and events that they would not see be cause of many factors like distance, time, and cost. They not only contain local subject matter but also foreign subject matter.

Because of their size, composite pictures are most appropriate for the whole class teaching rater than individual learning or group work although there is a tendency in his effort to use kind of pictures with maximum.

2. 2. 1. 2. Picture Series

Noor A.Y. state that a picture series is number of related composite pictures linked to form a series of sequences (1981:50). It means a number of pictures have relationship each other. Make a series or a sequence, function of it is to tell a story or a sequence of events. A wide variety of picture series is available in text books, magazines, newspaper, so it will help the teacher prepare the material easily.

2.3. Writing Achievement

Writing is considered as a difficult language skill to master since writing is dependent upon the progress of other skills. Lado states that writing a foreign language needs power and skills to use vocabularies, structure, and their conditional representation in usual writing situation (1986:248). Further Guth (1969:3) say that the characteristic of a good writing are as follow:

- Good writing is authentic. It means that it proceeds from accurate observation and careful study of evidence, and it does not take second hand ideas.
- 2) Good writing is thoughtful. It reflects the writer's desire to think.
- Good writing is organized. It shows the writer's ability to express to idea in a good order.
- 4) Good writing is effective. It means that the writer is aware of his audiences and respects its standard expectation and needs.
- 5) Good writing is well written. It reflects the writer's ability in using language, his sense of its power, richness of vocabulary and variety of stiles.

In order to have the ability to compose a good writing, the writer must have a great store of words that the meanings of those words have been understood. Besides, the writer's has to able to use them appropriately in his writing. Angelo gives three rules to use a word in writing appropriately, they are:

- The writer must be sure to understand s it basic meaning. If he is not sure
 about it, he should look it up in the dictionary.
- The writer must consider its context of a word is also an important determination of its meaning.
- The writer must consider the associate meaning of the words (1977:276-278).

Based of the explanations above, in composing a good writing in choosing words and how to use them and know how the characteristics of a good writing are. This means that writing needs experience including facts, opinion or ideas which must be selected and organized in a good order. There are at least three thing to remember concerning with composition, they are choice of words, form and construction. In the research the writing skill means the students' writing scores that include vocabulary, grammar, and mechanics through a guided composition by providing a series of pictures.

2.3.1. Grammar

Grammar is a description of certain organizing aspects of a particular language (Hall, 1993:3). Grammatical skill has close relationship with ability in writing a correct sentence. It deals with the mastery of a certain suncture, such as the use of nouns, verbs, auxiliaries, adjectives, articles, adverbs, prepositional phrases and so on.

2.3.2. Vocabulary

According to Webster (1983:521), vecabulary is the collection of words a person knows and uses in speaking, writing and reading. The ability in choosing and selecting the words which are appropriate to the context in writing is very important. If the write ignores the word choosing factor, his writing may be misinterpreted. Vecabulary in this research is words that are expressed into a paragraph by the students.

2.3.3. Mechanics

Mechanic refers to punctuation, spelling, and capitalization. They have relation with the ability to use those particular conventions to the written language (Heaton, 1978:38). Punctuation and spelling are important in writing. Without them, the sentences will be vague or even not understandable. In this action research mechanics investigated are spelling, the use of full stop, comma and capitalization.

24 Research Hypothesis.

Based on the problems, the objectives , and the literature review dissensed above, the hypothesis of this classroom action research is as follow:

- The use of a serries of pictures can improve the third year students'writing skill at SLTP Negeri 1 Tlogosari in the 1999/2000 academic year
- The use of a series of pictures can help the third year students express their idea in the written form at SLTP Negeri Tiogosari Bondowoso in the 1999/2000 academic year.

CHAPTER HI RESEARCH METHODS

3.1. Research Setting

This classroom action research was carried out for about three months at SLTP Negeri 1 Thogosari Bondoweso which is located on Jalan Raya Pakisan Thogosari Bondoweso. This school was chosen based on the consideration that the writer is a teacher at the school and be expects that the results of this research can improve the teaching learning process directly at the school.

The subjects of this research were the students of class III A of SLTP Negeri Tiogosari Bondowoso in the academic years of 1999/2000. The choice of the class because they tend to be passive and have difficulties in writing English.

3.2. Research Procedures

3.2.1. General Descriptions of the Research

The classroom action research was designed by means of a cyclical model, as stated by Kemiss and Taggat (in Hopkin, 1993:48). Every cycle of the model consisted of four stages of action, they are:

- 1) Planing the action.
- 2) Implementing the action.
- 3) Conducting observation.
- Conducting reflection.

In order to achieve this goal of this research, the actions were implemented in two cycles, in which each cycle consisted of the four stages. Both of them were urranged to be held at the third cawu of the third year students in the 1999/2000 academic year.

In this research, the teacher was as a researcher. It means that the teacher conducted the actions and the three other activities. The form of the action was teaching the writing to the students through a series of pictures conducted by the researcher.

3.2.2. Details of the Research Procedures

a. Preparation

The activities which were prepared before conducting the action in the cycle 1 and the cycle 2 were as follows:

- Choose the themes and sub themes from the 1994 GBPP for the teaching of writing in the cycle land the cycle 2
- Prepare a series of pictures used as the media of teaching writing in both cycles.
- 3. Make the lessen plans for teaching writing in both cycles

a Implementation

This classroom action research was implemented by the writer in two cycles in which each cycle consisted of four stages of activities as stated by Kemmis and Taggat namely (1) planning the action, (2) implementing the action, (3) observing or monitoring the students' activities, and (4) reflecting the results of the observation. One cycle of the action was carried out in one meeting for one half hour, so the two cycles of the meeting were carried out in two meetings.

The form of the action here was the teaching of writing through a series of pictures for the purpose of improving the students' writing. The action was implemented by the teacher based on the lesson plans prepared The lesson plans for implementing the actions of the cycle 1 and the cycle 2 could be seen on Appendix.

b. Monitoring and evaluation

The monitoring was done by the writer during the implementation of the action or charing the teaching learning process of writing. To conduct monitoring, the instrument of monitoring in the form of field notes was used to record the students' motivation and activities in the teaching learning process of writing. The



monitoring was focused on the students' activities in their writing skill when they were being taught writing through a series of pictures. Then the results of observation were evaluated descriptively and qualitatively. The evaluation was carried out to know whether or not the use of a series of pictures can improve the students' writing skill. The data about the students' writing scores were collected from the writing test through a series of pictures. The action was said to be successful if the mean score of the students' writing test was good or at leat 70.

d. Analysis and Reflection

The information obtained from observation in the form of the field notes from every cycle was analyzed and reflected by using the technique of qualitative descriptive to show the quality of the students' improvement of writing English.

The data about students' writing skill through a series of pictures in the cycle 1 and the cycle 2 were analyzed statistically by using the technique of quantitative description.

The results of reflection were used as a guide to revise the lesson plan to conduct the action in the next cycle to achieve the objective of the research.

- CHAPTER IV

RESEARCH RESULTS AND DISCUSSION

4.1 Results.

As stated in chapter I that the main objective of this research is to know the improvement of the students' writing skill after having been taught writing by using a series of pictures. The following parts present the results of the actions carried out in two cycles, namely action cycle 1 and action cycle 2. Then the results of the two actions are discussed. Further the results of writing test in the cycle 1 and the cycle 2 are presented.

4.1.1. Descriptions of the action cycle 1.

4.1.1.1 Results of observation.

The general observation reveals that this classroom action research can be conducted in line with the action design set up in the first cycle as well as the second cycle. Every action has been consistently performed without disturbing the process of teaching and learning.

During the implementation of the action cycle 1, the writer conducted observation to observe the students' activities on learning writing a paragraph through a series of pictures. The results of observation showed that the students stuil had problem with structure, spelling of the words, and punctuation. Having learned those problems, the writer tried to improve the action plan and to develop into the action plan of cycle 2.

4.1.1.2 Results of writing test in the cycle 1.

The writing test through a series of pictures were given to the subjects at the end of the teaching of writing. After the action on the first cycle, the results of the students' writing test in the form of scores in the first cycle are presented in the following table.

Table 1 The list of the students' sceres of the first cycle

Student Numbers	Sceres
7	
1	73
2	70
3	85
4	80
3 4 5 6	50
6	55
7	68
8	74
9	76
10	58
11	66
12	78
13	70
14	65
15	72
16	64
17	. 54
18	63
19	75
20	67
21	64
22	75
23	69
24	47
25	73
26	77
37	69
28	70
29	85
30	66
31	75
32	76
33	72
34	65
35	66
36	
37	68 70
38	
39	55
	79 2693
Total	Commercial Section Commercial Com
Mean	69,1

Before stepping into a further disscusion about the results of writing test in the cycle 1, the writer need to describe the students' writing skill before the action given or before the action cycle 1. From a writing test given before the action, it was found that the mean score of the students' scores was 61,9. This value was far behind the learning accomplishement value, that was 70.

From the data in the table 3.1 above showed that the mean score of the first cycle was 69,1. It mean that there was an increase value after the cycle 1. However this score was not been fulfilled the targetted score that was 70. In other word this score still needed improvement.

4.1.2 . Descriptions of the action cycle 2

4.1.2.1 Results of Observation

During the implementation of the action cycle 2, the writer conducted observation to observe the students' activities on learning writing a paragraph through a series of pictures. The result of observation in the action cycle 2 showed that the students still had problem with the structure especially in using the past form in irregular verb and spelling of words. Having learned the problems, the writer tried to correct their error by disacussing in class and gave homeworks and disacussing in class in the next meeting.

4.1.2,2. Results of the action cycle 2

In the second cycle, it was necessary for the writer to inform the students' results obtained during the cycle 2. So that the students knew their writing scores. Then they could compare the results they got in the cycle 1 with those in the cycle 2.

The following table presents the students' writing test results on the cycle 2.

Table 2. The list of the students' writing scores on the cycle 2.

Student Numbers	Seores
X	75
2	75
3	90
4	86
5	65
6	70
7	72
8	80
9	78

10	78
11	69
12	84
13	75
14	70
15	80
16	72
17	63
18	66
19	82
20	73
21	72
22	77
23	70
24 25	55
25	74
26	76
27	72
28	70
29	90
30	64
31	82
32	79
33	81
34	65
34 35	70
36	65
37	68
39	
Total	2872
Mean	73.6
37 38 39 Total	65 68 63 82 2872 73.6

Based on the table 2 above, it was known that the mean of the scores in the action cycle 2 was 73,6. Compared with the results of the writing test on the cycle 1, there was an increase mean score from 69,1 to 73,6. It means that the students writing scores on the cycle 2 had reached the expected results of this classroom action research.

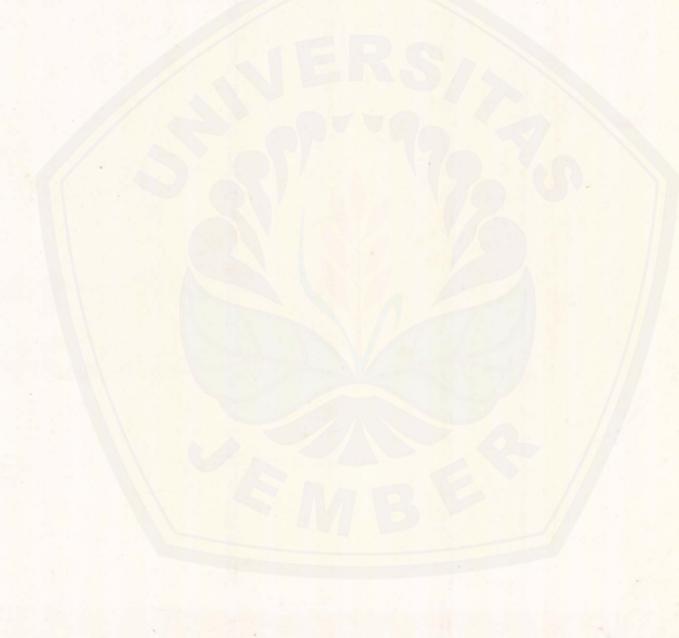
4.2. Discussion

If the results of the students' writing scores before the action, on the first cycle and the second cycle were compared, there was an increase scores. It could be seen in the following table,

Table 3. The lists of the students scores of pre-test, the cycle 1, and the cycle 2.

Students Number	Scores		
Searches landings	Pre-test	Cycle 1	Cycle 2
90.	72	73	75
2	66	70	75
3	78	85	90
4	75	80	86
5	50	50	65
6	45	55	70
7	68	68	72
8	70	74	80
9	70	76	78
10	66	68	78
11	54	66	69
12	70	78	84
13	68	70	75
14	63	65	70
15	64	72	80
16	52	64	
17	42	54	72
18	50		63
19	70	63	66
20	60	75	82
21	50	67 64	73
22	69		72
23	65	75	77
24	36	69 47	70
25	65		55
26	67	73 77	74
27	55	69	76
28	60	70	72
29	80	85	70 90
30	48	66	
31	75	75	64
32	68	76	82 79
33	68	72	81
34	57	65	65
35	62	66	70
36	63	68	65
37	64	70	68
38	40	55	63
39	67	79	82
Total	2412	2693	2872
Mean	61.9	69.1	73.6

Based on the table above, the students' mean score of the action cycle 1 was 69,1 that was classified as more than enough. Compare with the students' mean score ibefore the action there was an icrease score but this score had not fullfilled the targetted score. Therefore, the action was continued to the second cycle. In the cycle 2 the mean score of the students' score was 73,6 that was classified as good. These scores had achieved the targeted score there was 70. Therefore the action cycle was not continued or stopped.



CHAPTER V

CONCLUSIONS AND SUGGESTIONS

5.1. Conclusions .

Based on the results the data analysis of the two cycles of the action given, the results could be concluded as follows

- A series of pictures can improve the third year students' writing skill at SLTP Negeri 1 Tlogosari Bondowoso in the 1999/2000 Academic Year.
- 2 A series of pictures can help the third year students express their ideas in writing a paragraph at SLTP Negeri 1 Tlogosari Bondowoso in the 1999/2000 Academic Year.

5.2. Surgestions.

Based on these research results, some suggestions are given to the English teachers and other researchers.

1. English Toachers.

The English teachers are suggested to use a series of pictures to help the students express their ideas in writing a paragraph composition for the purpose of improving the students' writing skill.

2. Other Reseachers.

It is suggested that the other researchers carry out the classroom action research by using other visual media in the teaching of writing to develop the students' writing skill.

BIBLIOGRAPHY

- Angelo Frank D., 1977, Process and Taught in Composition, Winthrop Publishers, inc., Cambridge, Massachutsotts.
- Guth, Huns P., 1969, Words and Idea A Handbook for college Writing, Wadsworth Publishing Company, Inc., California.
- Heaton J.B , 1978, Writing English Language, Longman Group Ltd, London. .
- Hall, J Eugene, 1983, Grammar fer Use, Binarupa Aksara, Gregol Jakarta Barai.
- Lade, Robert, 1986, Language Teaching: A Scientific Approach, Tata MC Graw-Hill Publishing
- Noor A. Y , 1981, Preparing and Using Aids for English Language Teaching, . Oxford
 - Co,Ltd., New Delhi University Press, Singapore.
- Odlo Fadioeli, 1986, Buku Materi Pokok Writing II A Modul 1-3, Penerbit Karunia

 Jakarta, Universitas Terbuka.
- Sadirman, Arief S., 1986, Media Pendidikan, Penerbit Pustekom Dikbud dan CV Rajawali, Jakarta.
- Sutrimo Hadi, 1990, Metodologi Penelitian IV , Andi Offeser , Jakarta.
- Webster, Merriam, 1983, Webster's Third New International Dictionary, Massachussetts, USA.
- Wishon, George E., Burks, 1980, Let's Write English, Litton Educational Inc., New York USA.
- Wright, Andrew, 1976, Visual Material for The Language Teacher, Longman Group Ltd., London.

Appendix I

LESSON PLAN (BEFORE THE ACTION)

Theme\Sub-theme: Flora and Fauna

Class\cavvi

: III \ 3

Time

: 2 X 45 minutes

LSpecific Instructional Objective.

 The students are able to write a short paragraph based on the topic that is given by the teacher.

H. Toaching Materials .

1. Source: The 94 GBPP and Let's Learn English 3

2. Skill : Writing a short paragraph

3. Media : Blackboard

III. Teaching Learning Activities.

- 1. Pro-activity:
- Greeting
- The teacher gives some questions related to the material.
- 2 Main-activity.
 - The teacher asks the students to write a short paragraph based on the topic that is given by the teacher
- 3. Post-activity
- The teacher gives chance to the students to ask their problem about the material that has been discussed.

IV. Kvaknation.

Result evalution Paragraph writing test.

The English Teacher

SUNAR

Appendic 2

WRITING TEST BEFORE THE ACTION

Theme \Sub-theme : Flora and Fauna

Class : III

Time : 1 X 45 minutes

Instruction:

Write down a short paragraph of at least six sentences about the students' activities when they went to Surabaya Zoo last year.

Key sentences:

- I. Where did the students go last year?
- 2. How did they go there ?
- 3. What did they see there?
- 4. What did the feel after going there?

All of the questions will lead you to write the paragraph.

Appendix 3

LESSON PLAN (CYCLE 1)

Theme\Sub-theme World Geography \ National Resources.

Class\cavu : III\3

Time 2 X 45 minutes

LSpecific Instructional Objective.

1. The students are able to write a short paragraph based on the topic that is given by the teacher.

II. Teaching Materials

1. Source : The 94 GRPP and Let's Learn English 3

Skill : Writing a short paragraph
 Media : A series of pictures

III. Teaching Learning Activities.

I. Pre-activity:

- Greeting

- The teacher gives some questions related to the material.

2. Main-activity.

The teacher explains to the students how to write agood paragraph.

The teacher gives an example to write a paragraph writing through a series
of pictures.

The teacher asks the students to write a short paragraph based on the topic that is given by the teacher by using a series of pictures.

3. Post-activity

 The teacher gives chance to the students to ask their problem about the material that has been discussed.

IV. Evaluation

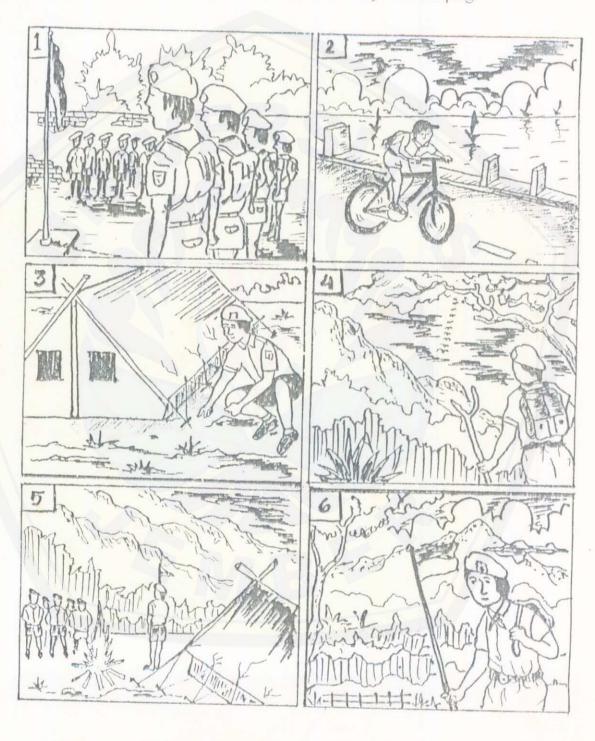
Evaluation procedure is done during the teaching-learning process.

The English Teacher

SUNAR

WRITING TEST CYCLE 1

Study the sequence of these pictures. Based on them write down a short paragraph descibing the students' activities when they went camping.



Appendix 5

LESSON PLAN (CYCLE 2)

Theme\Sub-theme: World Geography \ Mountain

Class \ cawu : III \ 3

Time : 2X 45 minutes

L.Specific Instructional Objective.

1. The students are able to write a short paragraph based on the topic that is given by the teacher

II. Teaching Materials

1. Source: The 94 GBPP and Let's Learn English 3

2. Skill : Writing a short paragraph

3. Media: A series of pictures.

III. Teaching Learning Activities.

- 1. Pre-activity:
 - Greeting
- The teacher gives some questions related to the material.

2. Main-activity.

- The teacher explains the verb that must be used in the past activities.
- The teacher explains regular and irregular verbs.
- The teacher asks the students to write a short paragraph based on the topic that is given by the teacher by using a series of pictures.
- 3. Post-activity
- The teacher gives chance to the students to ask their problem about the material that has been discused.

IV. Evaluation.

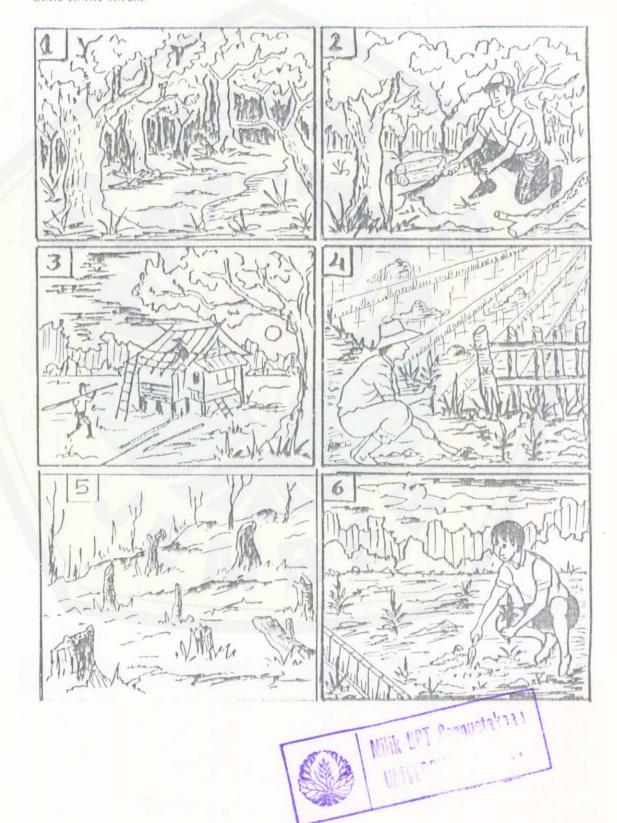
Result evaluation : paragraph writing test.

The English Teacher

SUNAR

WRITING TEST CYCLE 2

Study a series of pictures below. Based on the series of pictures write down a short paragraph about the condition of our forest and what have the people done to the forest.



Appendic 7

List of the Respondents

No.	Name	Gender
I	Abdus Saiam	Male
2	Agus Dwi Nugroho	Male
3	Agustian Fathur Rizal	Male
4	Ali Syafi'I	Male
5	Andi Hidayah	Male
6	Andi Rizal	Male
7	Andivanto	Maie
8	Andriani	Female
9	Baini	Male
10	Budi Haryanto	Male
11	Didik Darmadi	Male
12	Didik Haryante	Male
13	Eti Sukarsih	Female
14	Fitriyatul Janah	Female
15	Hasan waliyudi	Male
16	Indah Fatmawati	Female
17	Irmawati	Female
18	Ishak Sugianto	Male
19	Ita Sulistiowati	Female
20	Jamai	Male
21	Kholiz Zainuri	Male
22	Kiptish	Female
23	Misbahui Munir	Male
24	Munif Mujianto	Male
25	Munif Saifullah	Male
26	Novi Rena Yuliana	Female
27	Nuris	Male
28	Rela Sandrawati	Female
29	Ruwiyahil Aliyah	Female
30	Sasmita Suraida	Female
31	Satip	Male
32	Siti Holidah	Female
33	Sulistiowati	Female
14	Tamam Firdaus	Male
35	Usnul Fauzen	Male
6	Wahyudi	Maje
17	Yudi Fatharuna	Male
8	Yulia Rahman	Female
9	Yuli Yantini	Female

(Document SLTP: 2000)