THE EFFECT OF USING PICTURES ON WRITING ACHIEVEMENT OF THE SECOND YEAR STUDENTS OF SLTPN X JEMBER IN THE 2001/2002 ACADEMIC YEAR

Presented as one of the requirements to obtain the degree of S-1 at the English Department Faculty of Teacher Training and Education Jember University
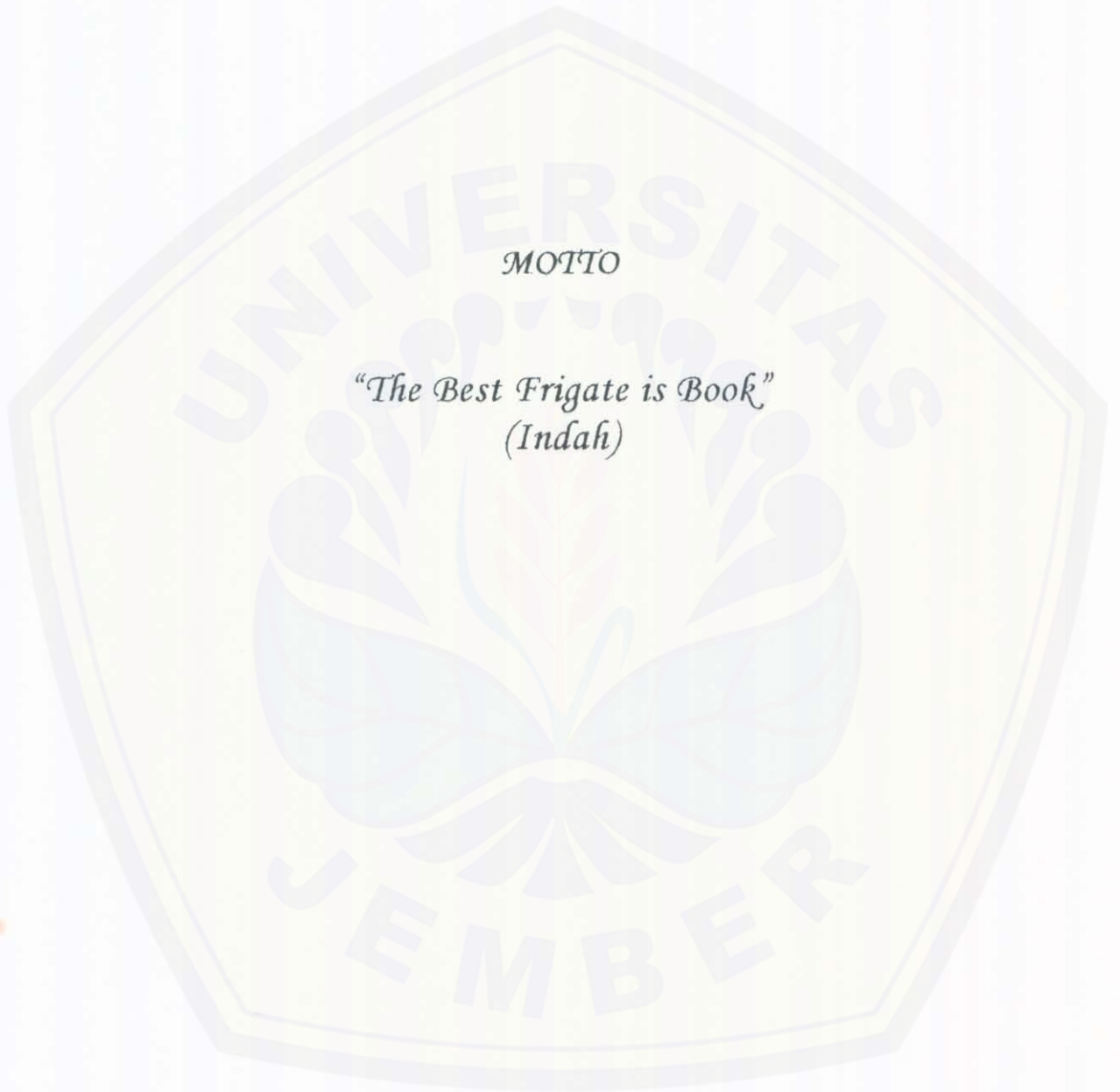
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2002

MOTTO

"The Best Frigate is Book"
(Indah)

This thesis is humbly dedicated to:

- My beloved father **"Ali Achmad Soetarmadji"** (in memoriam), who gave me a prestigious message.
- My beloved mother **"Katiyah"** who always prays, supports and loves me. I will try to make you happy.
- My beloved Brothers; **"Captain.Drs. Jaya Barata"** and **"Mujidi Wijaya"**. Thanks for your love, praying and support. I will remember your words and try to be your sweet sister.
- My **True love** that always loves, supports, prays and waits me.

THE EFFECT OF USING PICTURES ON WRITING ACHIEVEMENT OF THE SECOND YEAR STUDENTS OF SLTPN X JEMBER IN THE 2001/2002 ACADEMIC YEAR.

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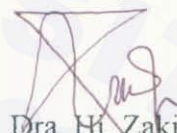   Place : The Teacher Training and Education Faculty, Jember University.

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This is a result of a hard work I have finished. However, I believe that there must be a way out of each problem, after getting difficulty, there will be a happy solution. This is because of the blessing and mercies from Alloh SWT, the Almighty. Therefore, my outmost gratitude is only for Him.

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Thank you all

January 2002   The writer

LIST OF CONTENT

LIST OF TABLE

APPENDICES

1. Research Matrix
2. The Test Item of Homogeneity Test
3. The Answer Key of Homogeneity Test
4. Lesson Plan I
5. Worksheet I
6. Lesson Plan II
7. Worksheet II
8. The Post-Test Item
9. The Answer Key of Post Test
10. The Result and Data Analysis of the Homogeneity of Test Writing
11. Data Analysis of Post –Test Score of Writing Achievement
12. Data Analysis of Post –Test Score of Grammatical Achievement
13. Data Analysis of Post –Test Score of Vocabulary Achievement
14. Research Instrument
15. The List English Teacher at SLTPN X Jember
16. The list of Respondents' name
17. The School Facilities
18. Recommendation
19. Consultation Sheet
20. English Material (Suplemen GBPP)
21. Research Schedule

ABSTRACT

Wulan Jaya Indah. 2001. The Effect of using pictures on writing achievement of the second year students of SLTPN X Jember in the 2001/2002 academic year.

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

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Key words: - Pictures
- Writing Achievement

Learning writing is not easy. One of the possible solutions is applying pictures as teaching media in teaching writing. Therefore the research was conducted with, the following problems: Is there any significant effect of using pictures on writing achievement which covers grammatical and vocabulary achievement of the second year students of SLTPN X Jember in the 2001/2002 academic year. The solution of the problem is the objective of this research. Pre-experimental with Randomized-group post-test only design was applied. The research respondents were two classes of the second year students taken by using cluster random sampling by lottery from six classes as the population. Class IIB and IIC were determined as the experimental group and the control group. Teacher made test was administered to get the main data that were analyzed by applying t-test formula with significant level of 95%. The results showed that the following: There is a significant effect of using pictures on writing achievement which covers grammatical and vocabulary achievement of the second year students of SLTPN X Jember in the 2001/2002 academic year. In addition, the relative effectiveness of using pictures on students' writing achievement is 9,17%, grammatical achievement of 9,07% and vocabulary achievement of 9,13%. Based on the result, The English teachers are suggested to use pictures in teaching English especially in teaching writing. Meanwhile, other researchers are suggested to use the research results as a reference to conduct a further research.

I. INTRODUCTION

1.1 Research Background

In this global era, English is increasingly needed not only because it is one of the international language mostly used in the world, but also because it is used to transfer science and technology. English is the main language used in some fields, such as in trading, diplomacy, cinematography and science. By mastering English, someone is able to follow the development of science, technology, culture and education in other countries all over the world. In addition, it is also possible for him to communicate easily with other people from other countries. Hadi (1997:6) says that English is mostly used in the world, about 60% of international broadcasting station use English, about 70% of letters in the world use English sign, about 80% of international telephone conversation is conducted in English and 80% of the data in computer in the world are written in English.

In Indonesia, English as the first foreign language has an important role since it can be used to help not only the students who enroll higher education but also those who look for better job or position. According to the 1994 curriculum for secondary high schools, English is a compulsory subject and a foreign language. In teaching English, teachers should emphasize the development of their students' skills in reading, listening, speaking and writing.

Writing, as one of the ways of communication, is very important. Because, through writing, we can express our ideas to thousands of people whom we can not meet. Nevertheless, writing as one of the language skills is not easy to do, especially for foreign language. In other words, writing is also considered as one of the most difficult skill to be mastered. Fadloeli (1986:11) states that writing skill is much more difficult than speaking. By speaking, we know who is receiving the message. In writing, on the other hand, we don't know who is receiving the message. In addition, Byrne (1984:4) states that writing is essentially solitary activity and the fact that we have to write on our own, without the possibility of interaction or the benefit of feedback. It makes the writing

difficult. Therefore, we have to master the written form of the language and to learn certain structures that are less used in speech, or perhaps are not used at all, but which are important for effective communication in writing. We also have to learn how to organize our ideas in such a way that reader who can't meet us can understand them.

Therefore, to gain good writing achievement is not easy. Concerning with the idea Byrne (1984:5-6) states that among the language skills, writing is less demanding. In fact many children simply do not enjoy writing class. Few of them succeed in writing and many of them cease to use this skill once they leave the course.

There are some factors that may influence the writing difficulty. For example, Ihsan (1999:224) shows that the teacher's inappropriate strategy may cause a problem in the students' writing. In Indonesia, most of the teachers apply lecturing method in the teaching learning process. As a result, teacher dominates the class, whereas the students are placed as passive learners. In short, this condition might cause the difficulty to the students to understand the lesson, including writing.

To overcome the problem of teaching writing, one possible solution is to apply teaching aids in writing class. Concerning with this idea, Usman (1995:27) notes that learning could be more effective if some kinds of teaching aids are used than without having any.

The teaching aids could be pictures. Picture is one of the useful teaching aids. This is because pictures can increase the effectiveness of learning. It helps the students take ideas in more meaningful and interesting manner. The clarification of using pictures may lead the students to understand more curiously and meaningfully than without using pictures on the writing subject given. Relevant to the idea Wright (1989:2) explains that what we see plays an enormous part in affecting and giving information. We predict, deduce and infer, not only from what we hear and read but also from what we see around us and from what we remember about what we have seen. Therefore, pictures that are used in teaching writing might have an important role, since pictures can raise students;

interest and motivation, a sense of the context of the language, and a specific reference point of stimulus.

Furthermore, there is some research result, which showed that using pictures had a positive significant effect on the students' achievement. For example, Haslida in her research with the topic of using pictures in biology class found a significant effect of using pictures on biology achievement (1997:24). In addition Ismanto (1997:25) in his research with the topic of teaching physics through pictures of physics events found a significant effect of using pictures of physics events on physics achievement. Further, he explains that teaching learning process of physics through pictures of physics event is effective. This is because; it involves students to be active. Meanwhile in English thesis, Anisah (2001:31) find that pictures give a significant effect on reading achievement.

Based on the ideas and the research result from the other subjects above, it is interesting to conduct a research in English subject with the topic of using pictures in writing class.

1.2 Research Problems

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

1.2.1 General Problem

The general problem can be formulated as follows: Is there any significant effect of using pictures on writing achievement of the second year students of SLTPN X Jember in the 2000/2001 academic year?

1.2.2 Specific Problem

a. Is there any significant effect of using pictures on grammatical achievement of the second year students of SLTPN X Jember in the 2000/2001 academic year?

b. Is there any significant effect of using pictures on vocabulary achievement of the second year students of SLTPN X Jember in the 2000/2001 academic year?

1.3 Operational Definition of the variables

An operational definition will serve a guideline to understand the variables of this study. It enables the writer and the readers get mutual understanding about the variables used in the research. There are two variables that need clarification.

1.3.1 Pictures

Pictures, in this research, are used as teaching media. They are individual pictures and composite pictures in teaching writing. Individual pictures are single pictures of animals with the size 100 cm X 150 cm. Composite pictures in this research are large single pictures, which shows a scene (for example: the zoo) in which a number of people doing something with the size 42 cm X 58 cm. Both of the pictures are not color full.

1.3.2 Writing Achievement

Writing achievement in this research is the students' writing scores gained from writing test covering the aspects of grammatical and vocabulary skill in guided writing. Further, grammatical achievement refers to students' abilities to use language form correctly and appropriately. Vocabulary achievement refers to students' abilities to use collection of words to express a particular thought or idea.

1.4 Research Objectives

Based on the research background and the research problem, the objectives of this research are as follows.

1.4.1 The General Objective

The general objective of the research is to know whether there is a significant effect of using pictures on writing achievement of the second year students of SLTPN X Jember in the 2001/2002 academic year.

1.4.2 The Specific Objectives

The specific objectives are:

a. to know whether there is a significant effect of using pictures on grammatical achievement of the second year students of SLTPN X Jember in the 2001/2002 academic year;

b. to know whether there is a significant effect of using pictures on vocabulary achievement of the second year students of SLTPN X Jember in the 2001/2002 academic year.

1.5 Research Significances

The research results are expected to give some significances to the following people:

a. the English teacher

The research results are expected to give information about the students' writing achievement. It can be used as one of the considerations to create some effective ways in teaching English, especially teaching writing using pictures to increase the students' writing achievement.

b. the other researcher

The result of this research will be useful for other researcher as information to conduct further research dealing with similar problem such as an action research on improving the students' writing achievement through pictures.

II. REVIEW OF RELATED LITERATURE

2.1 Pictures

Hornby et al (1995:631) says that picture is painting, drawing, sketch of something especially as a work of art. It can be used as media in teaching learning process. In addition, Rohani (1997:76) states that through pictures, students can pay attention on objects or other matters that have not been seen before. This is because pictures give student large experience and understandings. By looking at the pictures, recognizing and remembering on an object and then understanding and interpreting its meaning is easier than that without using pictures. Therefore pictures are one of the important instruments used in teaching-learning process.

In addition, Yunus (1981:51) states that pictures give some advantages as follows.

a. Pictures are very useful for presenting new grammatical and vocabulary item.

b. Pictures allow for meaningful practice of vocabulary and structures presented by the teacher.

c. Pictures can also provide a stimulus for using the language at the reproduction and manipulation stages-to speak, to read and to write.

d. Pictures can be used for revision from one lesson to another as well as for long-term revision of vocabulary and structures.

e. Pictures can be used to supplement whatever textbook the teacher uses or whatever courses he follows.

f. Pictures are easy to collect and to make.

In relation to the idea, Wright (1989:2) says that pictures are all right for beginners and young people in the teaching-learning process. An activity that is done in a classroom must be efficient in achieving its objectives. Therefore, pictures that have been designed for teaching language should be representative, easy to prepare, interesting and easy to organize.

Furthermore, Yunus (1981:53) explains that there are three types of pictures. They are as follows.

2.1.1 Individual Pictures

Yunus (1981:50) notes that individual pictures are single pictures of an object, a person or an activity. Such pictures vary in size pictures that are taken from newspaper and a full-page magazine picture to poster-sized pictures. The following pictures are examples of individual pictures.

1.

2.

3.

All the pictures above show persons who are doing something. For example, picture 1 tells about a boy who is playing a guitar.

Meanwhile, the materials of individual pictures are available in newspapers, magazines, catalogues, greeting cards, travel brochures, advertisements, old textbooks, and even wrapping papers. It is easy to get pictures but not all of them can be used in the classroom. Therefore, a teacher should be selective in choosing the pictures. They must be useful in the classroom.

2.1.2 Composite Pictures

Yunus (1981:49) states that composite pictures are large and single pictures, which show a scene (a hospital, a beach, a canteen, a railway, a street) in which we can see a number of people do something. The following picture is an example of composite pictures.
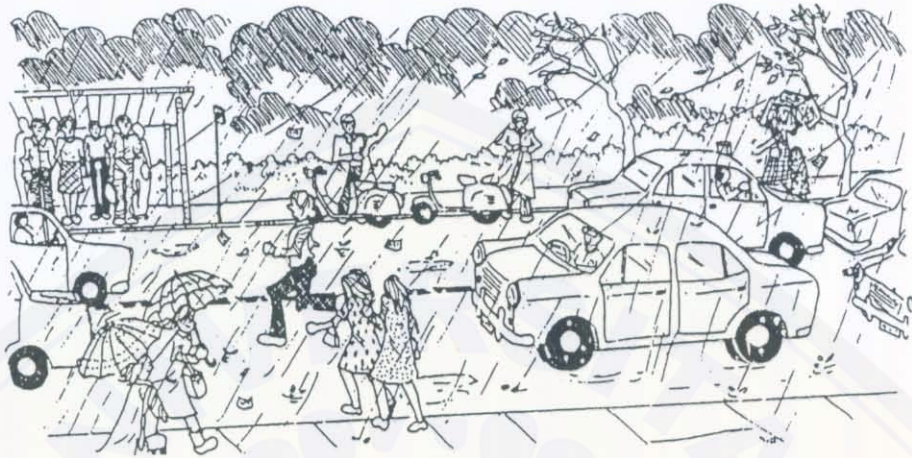
The composite pictures above tell about some activities done by people when the sky is very dark and has been starting to rain. For example, two men have stopped running their scooters in the roadside and starting to wear their raincoats. A man and two girls are running toward the bus stop. Two girls are walking quickly under their umbrellas. A woman and a child are walking briskly toward the bus stop. Many people are waiting bus at the bus stop.

Unfortunately composite pictures are rarely sold. Therefore, an English teacher should be creative to make such pictures whether they are original or not. For example, the teacher can copy and enlarge pictures from textbooks, calendars, tourist poster or newspaper.

2.1.3 Pictures in Series

Pictures in series are a number of related composites pictures that are linked to form a sequence (Yunus, 1981:51). It means that the pictures have relation each other to build up series or sequences. Hence, their main function is to tell a story or a sequence of events. The following is an example of pictures in series.
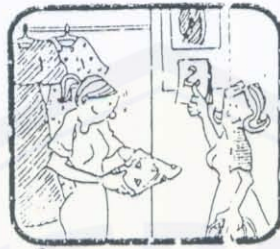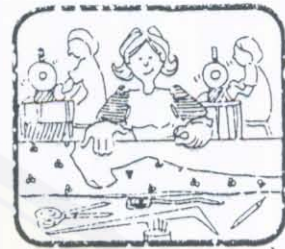
The pictures above tell about asking somebody else to make a dress. It is started by picture 1 which tells about that a tailor who is taking a customer's body-size measurement. Next, picture 2 tells that the customer gives the materials to the tailor and the tailor tells the customer that the dress will be ready on the 2nd day of next month. Then, pictures 3 shows that the tailor is designing a pattern on a paper. Picture 4 tells that she is cutting the material based on the paper pattern. Picture 5 describes that she is sewing the dress carefully. The last picture explains that the dress is ready and the customer tries on the dress for the first time.

The pictures above could be found in textbooks, comic and cartoon strips, magazines by which the teacher may copy and enlarge the pictures. The teacher can find such series in other sources, for example calendars and wrapping paper that are produced by a company and are available at large of department stores and stationery shops.

Based on the explanation above, the researcher will focus on individual pictures and composite pictures only, because those pictures are easier to collect and operate in the classroom than pictures in series.

2.2 Writing

Byrne (1984:1) states that writing is an act of using the graphic symbols, those are letters or combination of letters. They will be arranged into words and those words are arranged into sentences based on certain convention. Meanwhile, Tarigan and Tarigan (1988:5) state that writing is one of the language skills used indirectly. This is a productive and expressive activity. Furthermore, Farbman (1984:335) defines that writing is the use of language for expressions and communications. Thus, the activity of writing needs at least two participants; a writer and a reader. This is because the writers can not communicate their ideas without the existence of the readers.

In fact, we do not know who receives our messages that we have written. Therefore, we need to think of some points of writing in order to produce a clear and understandable writing for the readers. The points are how to organize what we are going to express, how to make every sentence must be correlated to each other and how to apply sentence patterns. To support the idea, Byrne (1984:1) points out that we cannot merely write one sentence or even a number of unrelated sentences. We produce a sequence of sentences arranged in correct order and linked one another, that they form coherence

In relation to the above idea, Adelstein and Pival (1976:XXI) mention some characteristics of good writing as follows.

a. The writer's ability to use appropriate voice. Even though all good writing coveys the sound of someone talking to someone else, the voice heard through the writing must also suit the purpose and audience on the writing occasion.

b. The writer's ability to organize the ideas into a coherent whole so that it moves logically from a central, dominant idea to the reader a sense of a well-though-out plan.

c. The writer's ability to clearly and unambiguously arrange and utilize sentence structure, language and examples so that the only possible meaning is the writer's intended one.

d. The writer's ability to write convincingly to interest readers and economy of using unnecessary word and repetitive phrase are eliminated and every word contributes to meaning.

e. The writer's pride in the manuscript, the willingness to spell and punctuate accurately, to check word meaning and grammatical relationships within the sentences before submitting the finish product to audiences.

Concerning with the idea above, writing can be said as a complex subject. Therefore, in teaching writing, the materials are given from simple to complex or from guided to free writing. In addition, Byrne (in Hughey et al., 1983:39) says that it is important for beginners to learn composition in the form of guided writing towards a free writing. It means that at the beginning level, writing is focused on guided writing and free writing is for advance level.

Therefore, guided writing will be the focus since this research will be conducted at Junior High School. After consulting to the curriculum for this level especially 'CAWU II' of second year of junior high school, the material will specify on grammatical and vocabulary only.

According Fadloeli (1986:1) there are three types of guided writing; completion, re-arrangement, and conversion. Completion is the correct form of the language on the sentence level. It can be the completion of sentence or paragraph. Meanwhile re-arrangement is re-constructing scrambled words into the correct order and the correct structure in sentences. Furthermore, conversion is divided into three part; transformation, substitution and modification.

Therefore, completion, re-arrangement and modification conversion will regarded in this research since the three types of guided writing are given in the "CAWU II' of the second year students of SLTPN X Jember.

2.3 Writing Achievement

Writing achievement is derived from the words writing and achievement. Achievement is the ability achieved by skills (Neufeldt and Guralnik, 1997:4). So, it can be said that writing achievement is ability in writing. Looking at the score of the writing test can see the ability. In this research, writing test covers the aspect of grammatical and vocabulary skill in guided writing.

In addition, Heaton (1988:135) describes that writing skills is complex. Furthermore Sarger (in Norton 1990:276) says that there are five components of writing that must be mastered as follows.

a. Vocabulary

It refers to the ability to use collection of the words to express a particular thought or idea.

b. Elaboration

It refers to the ability to use an abundance of related ideas that flow smoothly from one idea to the next.

c. Organization

It refers to the ability to arrange ideas in logical order.

d. Grammatical

It refers to the ability to use language form correctly and appropriately.

Dealing with this research grammatical and vocabulary achievement will be the focus because writing materials at 'CAWU II' of second year student of Junior High School focus on grammatical and vocabulary only. Further information can be seen on appendix 20.

2.3.1 Grammatical Achievement

Grammatical is derived from the word grammar. Farbairn and Winch (1996:108) explain that grammar is a set of rules to help someone construct sentences that make acceptable English. Grammatical achievement is the ability to use language form correctly and appropriately (Norton, 1990:276).

In some cases, poor grammar will mean that what we have written is unintelligible, but the readers can understand what we have written, they do not

like to make the effort to understand ungrammatical English. Therefore mastering how to arrange the elements of language appropriately in sentences is considered as the indicator that someone masters the grammar.

Further, grammatical achievement covers the ability of expressing preferences, adverbs, conjunctions, tenses, agreements, words order, etc. Dealing with the 1994 English Curriculum of SLTP, the research focused on expressing preferences without neglected words order. This is because every sentence include expressing preference consists of words, therefore it is important to clarify word order before expressing preferences.

a. Word Order

A sentence consists of words, but we cannot say that every collection of words is a sentence. For example: "Reading I like better than listening". We can understand the meaning of each individual word, but it is not meaningful. However we can change the order of the words," I like reading better than listening". This sentence is now meaningful. Therefore words order pattern is an essential step in learning step in learning language.

In addition, Tomasouw and Martini (1986:6) say that word order plays an important role because it gives result in difference meaning. Therefore, in learning English, students must concentrate a basic order until the pattern of statement, question, request and command.

1) Statements

Hayden et al (1956:1) say that there are three regulars order of words in statements as follows.

a) Affirmative Statement

Subject + Verb + Complement/Object

For example:

They are teachers.

b) Negative Statement

Subject + Verb + Not + Object/Complement

For example:

They are not teachers.

c) Affirmative Question

Verb + Subject + Object/Complement

For example:

Are they teachers?

2) Questions

Lululima et al (1986:20) say that there are two kinds of questions. They are "Yes/No Question" and "Question- Words Questions". Yes/No question start with an auxiliary verb and must be answered with Yes or No. Meanwhile question-word questions start with a question word, such as why, when, where, what, and how.

For example:

Are you sick?

What are you interested in?

2) Command Request (Imperative Sentences)

Lululima et al (1986:21) say that in imperative sentences express the predicate only and end with period and a falling intonation.

For example:

Take this fish!

Go to the class, please!

b. Expressing Preferences

There are three patterns in expressing preferences. Thomson and Martinet (1986:258) say that the patterns of expressing preferences are like............better than, prefer...... to and would .... rather than. They are clarified as follows.

1) Like .... better than

   Thomson and Martinet (1986:259) express that the pattern is used in two forms as follow.

a) S + like + Verb- ing + better than + Verb- ing

   Example:

   I like reading better than listening.

   I like swimming better than running.

b) S + like + Nouns + better than + Nouns

   Example:

   I like apple better than orange.

   I like pineapple better than banana.

2) Prefer ...... to

   Thomson and Martinet (1986:258) say that there are two pattern of prefer......... to. They are clarified as follows.

a) S + prefer + Verb-ing + to + Verb-ing

   Example:

   I prefer singing to listening.

   We prefer reading to writing.

b) S + prefer + Nouns + to Nouns

   Example:

   Anggoro prefers tea to milk.

   I prefer English to Japan.

3) Would rather .... than

   Thomson and Martinet (1986:259) say that there are two pattern of the use of would rather .... Than. They are clarified as follows.

a) S + would rather + Verb 1 + than Verb 1

   This is because the subject of would rather is the same as the subject of the following action.

   Example:

   Dina would rather read than talk.

b) S + would rather + Verb1 + Nouns + than + Nouns

Example:

I would rather visit mountain than forest.

2.3.2 Vocabulary Achievement

Vocabulary is collection of words that is known by an individual in certain language, including English. Meanwhile Neufeldt and Guralnik (1997:2560) define vocabulary as a list of word that is usually arranged alphabetically. In addition, Hornby et al (1995:1331) say that vocabulary means a total number of words which with the rule combining those words to make up a language. Vocabulary achievement is an ability to use collection of the words to express a particular thought or idea (Norton, 1990:276)

Moreover, vocabulary is one of a significant aspect of language development. There is no language exist without vocabulary. In line with this, Cameron (1994:34) says that vocabulary seem to be a basic level category in learning language and learning about language.

So, we can say that vocabulary is one of the language components that are essential for expressing thought and feeling. If there is no sufficient knowledge of mastering vocabulary, it is difficult to express idea or even in communication with others fluently.

Furthermore, in English, vocabulary includes noun, adjective, verb, adverb, preposition, pronoun, conjunction, article and interjection. In this research, noun and adjective will be the focus. This is because they are the focus materials of vocabulary in the 'Cawu II' of Second year student of Junior High school.

a. Noun

Noun is word (not pronoun), which can function as the subject or object of a verb, or the object of a preposition (Hornby et al., 1995:574). Meanwhile, Beckoff (1972:52) says that noun is a name of person, place, ideas, or thing: teacher, city, desk, love or king. It is one of the most important parts of speech.

So, we can say that noun is a word that can identify something as subject or object.

In addition, Lululima et al (1986:3) say that kinds of noun can be classified as follows.

1) Meaning

Based on the meaning, nouns can be divided into two parts, proper nouns and common nouns. A proper noun begins with a capital letter in writing, for example: Achmad, Jakarta. Meanwhile, common nouns are all nouns that do not belong to proper noun. There are two kinds of common nouns, abstract noun and concrete nouns. An abstract noun is a word for a concept. It is an idea that exists in our mind only. All abstract nouns are non-countable, for example: beauty, mankind, and justice. Meanwhile a concrete noun is a word for a physical object that can be perceived by the sense, we can see or touch the object.

Concrete nouns are divided into two types. They are countable nouns and non-countable nouns.

a) Countable nouns

Example:

Book – books

Flower – flowers

Chair – chairs

b) Non-countable nouns

A or an do not precede them. They have no plural forms.

Example: Food, sugar, milk, metal, gold, etc.

2) Form

Nouns can be divided based on their form. They are simple and compound nouns. Simple nouns, such as talk, chair, air, news. Meanwhile compound nouns, such as bathroom, flashdance. The term compound is used to refer to a group of words joined together into vocabulary unit that function as a part of speech.

b. Adjective

Adjective is word that names a quality of the person or thing referred to by a noun (Hornby, 1995:574). Usually adjective modifies a noun. For example, he is a tall man. Tall modifies man.

In addition, Lululima et al (1986:34) say that types of adjective can be classified into two groups: determiners and descriptive adjective.

1) Determiners

They consist of a small group of structure words without characteristic form such as:

a) Article

b) Demonstrative adjective

Example:

This, these, that, those

c) Possessive adjectives

Example: His, your, Ani's

d) Numeral adjectives

Example: Two, fifth, etc

e) Adjective of indefinite quantity

Example: some, few, all, more, etc.

f) Relative and interrogative adjectives

Example: whose, what, which

2) Descriptive Adjectives

They usually indicate an inherent quality, such as pretty, clever, or physical state such as age, size, and color. This type of adjective can be inflected and derived. Some descriptive adjectives take the form of proper adjectives, participle adjectives and adjectives compounds. Proper adjectives such as an American hamburger, a Catholic church. Participle adjectives, such as an interesting story, a tired student, etc. Adjective compounds are divided into three parts.

Form wider indicates that the street has a higher degree of the quality (wide) than other street.

(c) Superlative degree

It means that there are three or more things, which are compared

For example:

This is the widest street in town.

Form widest indicates that the particular street we talking about has the highest degree of the quality of all the streets in town.

2.4 The Effect of Pictures on Writing Achievement

Wright (1989:17) states that pictures have some strength as follows.

a. They can motivate the students and make them want to pay attention and to take part.

b. They can contribute to the context in which the language is being used. They bring the phenomena into the classroom. (a street scene or particular object, for example: train).

c. They can cue response to questions or substitutions through controlled practice.

d. They can stimulate and provide information.

Related to this idea, Yunus (1981:53) states that pictorial material can also provide a stimulus for using language at reproductive skills, speaking and writing.

By using the pictures, the students' creativity in writing will be developed easily, because pictures have some strength. Firstly, it can bring the events in the classroom. Since they represent real objects that are impossibly brought into the classroom, students' imagination on an object will be raising. This experience will be saved in their memory in long-time or even forever. The pictures differ from words. Students will forget the words easily, because the words are less interesting. Secondly, every person can't always see events such above directly. This is because of some factors like distance, time and cost.

they are the main key to their success. They involve many other factors including their language aptitude, motivation, attitude, dignity, memory span, emotion, age, and sex.

Based on the ideas above, some factors affecting writing achievement can be classified into two parts. The first part is the learners. It is often called as internal factors. They involve some factors including their ability, interest, language aptitude, motivation, age, sex and healthy. The ability includes ability in vocabulary skills, grammatical skills, elaboration skills, and organization skills. The second part is the outside factors such as: family, society environment, and school. Their school is the most important factors. It involves teacher, teaching strategies, materials, time allocation, size of classes and facilities.

2.6 Hypotheses

Based on the research problems, the hypotheses are formulated as follows:

a   Major hypothesis

There is a significant effect of using pictures on writing achievement of the second year students of SLTPN X Jember in the 2001/2002 academic year.

b   Minor hypotheses

Based on the major hypothesis, two minor hypotheses are formulated as follows.

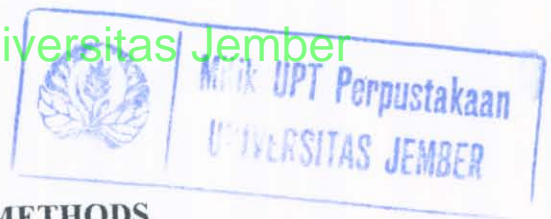1) There is a significant effect of using pictures on grammatical achievement of the second year students of SLTPN X Jember in the 2001/2002 academic year;

2) There is a significant effect of using pictures on vocabulary achievement of the second year students of SLTPN X Jember in the 2001/2002 academic year.

III. RESEARCH METHODS

3.1 Research Design

This research applied a randomized-groups posttest-only design. This design is pre-experimental design, because pretest is not administered to experimental and control group (Suryabrata, 1998:43). In addition, McMillan (1992:178) states that this design includes comparison groups that will be taken randomly in order to form experimental and control groups. This means that there are two groups in this research. The first group is the experimental group and the second group is the control group. The students of experimental group were given a treatment, taught by using pictures. Meanwhile, students of the control group were taught without pictures.

A post-test with the same test was assigned to both the experimental and control group to find out the mean difference. The following diagram presents the design:

Randomized		Groups	Treatment	Posttest
groups		A ----→	X ------→	O
posttest	R <			
design:		B ——————————————————→		O
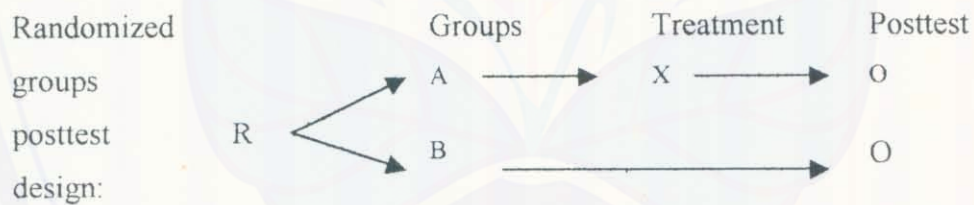
Note:
X   = Treatment
A   = Experimental group
B   = Control Group
R   = Random assignment
(McMillan, 1992:178)

The procedures of this research design are as follows:

a. Giving writing test as homogeneity test to students of six classes and the data was analyzed with anava.

$$F = \frac{S^2 a}{S^2 d}$$

F   = total variance estimate
$S^2 a$ = Variance estimate between groups
$S^2 d$ = variance estimate within groups
(Buttler, 1985:129);

The function of homogeneous test is to know whether the population is homogeneous or not, if the population is not homogeneous, the data score of post-test was analyzed with t-test for heterogeneous population.

b. Determining two classes as the subjects randomly after knowing the students' homogeneity; one class as the experimental group (A) and the other class as the control group (B).

c. Giving twice treatment (x) to the experimental group was taught by using pictures as teaching media.

d. Giving post-test with the same test to the experimental group and control group after the treatment.

e. Applying t-test in measuring and comparing the mean result of the writing achievement of both the groups, it is conducted to know whether the mean difference is significant or not. If the result is significant, furthermore, the data will be analyzed with ER. This is done to know how far the effectiveness relative of the mean difference.

3.2 Area Determination Method

Actually, there is no absolute rule on determining research area. However, determining a research area is an important step for conducting research. In order that the research can be conducted effectively and to avoid unexpected difficulty, an appropriate area must be considered. In relation to the idea Hadi (1993:66) states that research is, of course, not conducted anywhere and everywhere but in a certain place.

In this research, SLTPN X Jember is chosen as the research area. The area is taken purposively considering the following factors: first, the researcher has ever got a problem in teaching-learning process including writing at that school that the students do not interest and pay attention on the subject, finally they do not understand the subject given, so their achievement is low. Second, pictures in the textbook are never used yet in English teaching-learning process at that school.

3.3 Respondent Determination Method

In conducting the research, it is important for the researcher to obtain appropriate data. The data must be obtained from data resources, including respondents. Actually, there are two kinds of method to determine the research respondent; sampling and population method (FKIP, 1997:16).

Population method was used in determining respondents if the subjects are less than 100 persons. The subject was taken all as the respondent. Meanwhile, if the subjects are more than 100 persons, the respondent was taken through sampling method (FKIP, 1997:16).

Furthermore, McMillan (1992:71) states that there are two types of sampling method; probability sampling and non-probability sampling. Probability sampling consists of simple random, systematic, stratified and cluster.

Based on the idea above, the researcher applied cluster random sampling to determine the respondents. Borg and Gall (1983:249) state that it is more feasible or convenient to select groups of population than to select individuals from population. The situation occurs when it is impractical or impossible to obtain a list of all members of the accessible population.

The basic reason of using this method is because of technical problem. It is difficult for the researcher to select individuals as the respondents from population. This is because the second year students of SLTPN X Jember distributed into six classes; every class has about 36 students.

3.4 Data Collection Method

The data in this research must be collected by using appropriate methods. It will be used to prepare hypothesis. The data needed are primary and supporting data. Therefore, the researcher applied three data collection methods. They are test, interview and documentation. The following sections discussed about the methods.

3.4.1 Test

Rianto (1996:83) states that a test is series of questions or exercises used to measure skill, knowledge and intelligence of an individual or a group. Dealing with the idea, writing achievement test was used to get the primary data. The data are shown in the form of the students' test scores. The test was given after the students have got twice treatment.

A teacher-made-test was applied in the research. This is because the objective of giving the test is to measure the degree of students' understanding about certain material given with different treatment. The first group is taught by using pictures as media and the second one is without pictures. But, they done the same post-test that involves pictures and without pictures in order that all things being equal or fair. It means that the experimental group experienced doing test without pictures and the control group experienced doing test with pictures. The test was constructed based on the guidelines of English Curriculum of 1994 (supplement) and consulted to the English teacher. So the result of the test might reflect the students' writing achievement. The test is 28 items cover expressing preference and vocabulary. Meanwhile, the forms of items test are divided into four kinds. They are 5 items of writing sentences, 10 items of writing sentences with the jumble letters, 12 items of completing conversation and 1 item of arranging the jumble sentences.

Then, an objective test was used in this research. Hughes (1989:19) says that an objective test can produce high reliability. Dealing with the validity and reliability, Hughes (1989:22) says that there are four kinds of validity: content validity, criterion-related validity, faces validity, and construct validity. Validity of the test in this research deals with content validity. This is because the test that

was applied is an achievement test. Further Hughes (1989:42) states that a valid test must be reliable. The test of this research regards the content validity. Therefore, the reliability of the test will not be established.

3.4.2 Interview

McMillan (1992:234) states that interview is a form of data collection method in the form of questions asked orally and the subjects' responses are recorded. In addition, Kartono (1990:187) says that interview is a way of collecting data that is done by asking some questions orally to the data resources. Thus, it can be said that interview is a dialog between an interviewer and an interviewee to get information that supports the primary data in the research.

The interview method was used in this research is free guided interview. Kartono (1990:204) says that free-guided interview means that the interview was used an outline of a series of questions, but the way of asking the questions and the time of interview depend on the interviewer herself. By applying this method, the researcher expects to attain the supporting data concerning with description of the school, compulsory book, teaching aids and method used in teaching learning process of English subject. In this interview, the informant is the English teacher.

3.4.3 Documentation

Documents are written materials, which have already existed before the research is conducted (Rianto, 1996:83). Documents can be in the form of records, transcripts, books, newspaper and magazines. In this research, documents are used to obtain the supporting data about the personnel of SLTPN 10 Jember and the list of students' names and the school facilities.

3.5 Data Analysis Method

The primary data in the form of the students' scores of writing test was analyzed statistically by using the following t-test formula.

$$t = \frac{M_1 - M_2}{\sqrt{\dfrac{\sum X_1{}^2 + \sum X_2{}^2}{n(n-1)}}}$$

M_1 = Mean of experimental group.
M_2 = Mean of control group.
X_1 = Individual score deviation of M1.
X_2 = Individual score deviation of M_2.
n = The number of subject.
(Masyhud, 2000:58)

Then, if the result of data analysis is significant, the analysis was continued with an analysis to know how far the relative effectiveness of the treatment. The analysis was the following formula:

$$ER = \frac{M_1 - M_2}{M_2} \, X \, 100\%$$

ER = Relative Effectiveness.
M_1 = Mean of experimental group.
M_2 = Mean of control group.

(Masyhud, 2000:61)

IV. RESEARCH RESULTS AND DISCUSSION

4.1. The Results of Supporting Data

4.2.1 The Result of Homogeneity Test

The students' homogeneity test was analyzed by applying anava formula to know the homogeneity of the population. The following formula was used.

$$F = \frac{S^2a}{S^2d}$$

Notes:

F   = Total variance estimate
S^2a = Variance estimate between groups
S^2d = Variance estimate within groups

(Buttler, 1985:129)

Table. 1. Summary of F-test Analysis of Homogeneity Test.

Source of Variation	Sum of Squares	Degree of Freedom	Mean Squares	F-test	F-critical Table (5%)
Between Groups	3,8889	5	O,7778	0,24	2,26
Within Groups	667,9444	210	3,1807		
Total	671,8333	216			

Source: Result of analysis F-test (anava)

The analysis showed that F-test was 0,24 whereas the F-table with significant level of 5% and dfb of 5 and dfw of 210 showed 2,26. Therefore, the result F-test was less than that of F table. This means that there was no significant difference of the English ability among the six classes of the second year students of SLTPN X Jember in the 2001/2002 academic year. So, the population was homogeneous. As a result, sampling can be assigned to the population.

It has been mentioned that cluster random sampling was applied to determine research respondents (see 3.3 chapter III). Following the lottery it was

found that class IIB and class IIC were as the research sample. Class IIB was as the control group while class IIC was as the experimental group. The complete analysis result can be seen on Table 2 Appendix 10.

4.2.2 The Result of Interview

The interview was conducted on October 20th, 2001 at SLTPN X Jember. This was done in informal situation with the second year English teacher. In teaching writing, the teacher applied eclectic approach. It means that he did not apply one method only. He applied some method based on the situation and condition. In addition, in the teaching learning process of writing, pictures have never been used. Time available to create pictures was regarded as the problem.

In addition, the compulsory English book used was "Let's Learn English 2" published by PT. Eumedia. It was free of charge to use the book. In addition, all the students got the book. The supplementary English book was "Bahasa Inggris 2" published by PT. Intan Pariwara. Using "Bahasa Inggris 2 " as the supplementary book not compulsory one was because the book was expensive.

4.2.3 The Result of Documentation

Following the documents, it was found the data about the staff of SLTPN X Jember, the list of respondents' name and the school facilities.

a. The Staff of SLTPN X Jember.

Dealing with the staff of SLTPN X Jember. An English teacher of the school was the main concerned. This was because the quality of the teachers has an important role in the English teaching learning process. The complete data can be seen on table 3 appendix 15.

b. The List of Respondents' name

There were six classes of the second year students of SLTPN X Jember in the 2001/2002 academic year. In this research, two classes were taken as the research sample. The first class was treated as experimental group and the second one was as the control group. The complete data can be seen on table 4 appendix 16.

c. The School Facilities

School facilities have an important role in the teaching learning process. There are 16 rooms at SLTPN X Jember as school facilities. They are the rooms of theory, skill practice, library, teacher, canteen, laboratories, etc. The condition of the rooms was good. Therefore, the teaching learning process can run well. Further information can be seen on table 5 appendix 17.

4.2. The Result of Primary Data

In this research, the score of post-test was treated as the primary data. It was administered on November 8th, 2001 and given to the students of experimental group and the students of control group. In line with this statement, post-test was given to both of the groups after the groups had twice treatment. The first treatment was conducted on November 1^{st,} 2001. It was about expressing preferences. The second treatment was on November 5$^{th.}$ It was about vocabulary; noun and adjective.

In addition, post-test was given in order to get the data about writing achievement of the control group and the experimental group after having treatment. Furthermore, the result of post-test were analyzed by using t-test and consulted to t-critical table to test the hypotheses. Detail information of post-test results can be seen on the following table.

Table 6. Data of Post-Test Score of Writing Achievement

No	Experimental Group	Control Group
1	60	53
2	72	59
3	65	73
4	68	52
5	88	48
6	68	51
7	73	79
8	67	45
9	52	62
10	73	50
11	53	57
12	80	72
13	72	76
14	72	76
15	72	58
16	59	47
17	53	66
18	62	77
19	64	54
20	57	56
21	55	47
22	60	73
23	85	81
24	54	64
25	56	53
26	64	76
27	92	39
28	76	66
29	76	61
30	76	67
31	64	64
32	61	60
33	53	63
34	54	61
35	68	61
36	80	55

Table 7. Data of Post- Test Score of Grammatical Achievement

No	Experimental Group	Control Group
1	60	53
2	72	61
3	65	73
4	68	52
5	88	48
6	66	51
7	75	81
8	67	45
9	52	62
10	73	48
11	53	59
12	80	70
13	72	76
14	72	76
15	72	58
16	56	55
17	58	66
18	60	77
19	64	58
20	52	60
21	59	39
22	62	73
23	85	81
24	54	64
25	56	53
26	64	76
27	92	39
28	76	66
29	76	61
30	76	76
31	64	60
32	64	54
33	53	63
34	54	64
35	68	55
36	80	55

Table 8. Data of Post-Test Score of Vocabulary Achievement

No	Experimental Group	Control Group
1	60	53
2	72	59
3	65	73
4	68	52
5	88	48
6	68	51
7	73	81
8	67	45
9	52	62
10	73	50
11	53	57
12	80	72
13	72	76
14	72	76
15	72	60
16	59	53
17	55	66
18	60	77
19	64	54
20	54	56
21	57	39
22	62	73
23	85	81
24	54	64
25	56	53
26	64	76
27	92	39
28	76	66
29	76	61
30	76	67
31	64	64
32	61	60
33	53	63
34	54	61
35	68	61
36	80	55

4.3 Data Analysis and Interpretation

There were general and specific problems in this research. The data analysis and interpretation were focused on two sections.

4.3.1 General Problem

Related to the general problem (see 1.2.1 chapter I), t-test was used to analyze the data. The process of the data analysis was conducted by applying computer of Excel Program for Windows'98. The complete analysis result can be seen on table 9 appendix 11. The following is the summary of the t-test analysis results.

Table. 10. Summary of The t-test Analysis Result of Writing Achievement.

Kinds of Statistical analysis	t-test analysis result	t-critical (95%) (Two-tail)	Conclusion
t-test	2,23	1,99	Ho refused

Sources: Result of analysis t-test with two samples assuming equal variances

Based on the table above, the general problem could be answered that there is a significant effect of using pictures on writing achievement of the second year students of SLTPN X Jember in the 2001/2002 academic year. This was because t-test analysis result was higher than t-critic table (2,23>1,99). So, the null hypothesis was refused, and alternative hypothesis was accepted.

Furthermore, the following formula was used to know the relative effectiveness of the treatment between the two groups; experimental and control groups. The formula was as follows:

$$ER = \frac{MX1 - MX2}{MX2} \; X \; 100\%$$

$$= \frac{66,78 - 61,17}{61,17} \; X \; 100\%$$

$$= 9,17\%$$

Based on the analysis, it could be said that the experimental group which was taught by using pictures got better score than the control group taught without

using pictures, with the relative effectiveness of 9,17%. It means that if a respondent in the control group got score of 60, so a respondent in the experimental group would get score of 65,50. It was based on the following calculation.

$$60 + \left(\frac{9,17}{100} \ X \ 60 \right) = 65,50$$

4.3.2 Specific Problem

Related to the specific problems, t-test was also used to analyze the data. Meanwhile the process of data analysis was conducted with computer of excel program for windows'98. The complete analysis result can be seen on table 11 and 12 at appendix 12 and 13. The following is the summary of the t-test analysis result of grammatical achievement.

Table. 13. Summary of the t-test Analysis Result of Grammatical Achievement

Kinds of Statistical analysis	t-test analysis result	t-critical (95%) (Two-tail)	Conclusion
t-test	2,16	1,99	Ho refused

Sources: Result of analysis t-test with two samples assuming equal variances

The above table showed that the statistical value of t-test was 2,16 meanwhile t-critical table with the significant level of 95% and the degree of freedom (df) of 70 was 1,99. In sum, the statistical value of t-test was higher than the t-critical value (2,16>1,99). So, the null hypothesis which said that there is no significant effect of using pictures on grammatical achievement of the second year students of SLTPN Jember in the 2001/2002 academic year was refused. In addition the alternative hypothesis saying that there is a significant effect of using pictures on grammatical achievement of the second year students of SLTPN Jember in the 2001/2002 academic year was accepted. The result showed that there is a significant effect of using pictures on grammatical achievement of the second year students of SLTPN X Jember in the 2001/2002 academic year.

In addition, ER analysis was applied to know the percentage of the relative effectiveness between the two groups of grammatical achievement. It was

using pictures, with the relative effectiveness of 9,17%. It means that if a respondent in the control group got score of 60, so a respondent in the experimental group would get score of 65,50. It was based on the following calculation.

$$60 + \left(\frac{9,17}{100} \ X \ 60 \right) = 65,50$$

4.3.2 Specific Problem

Related to the specific problems, t-test was also used to analyze the data. Meanwhile the process of data analysis was conducted with computer of excel program for windows'98. The complete analysis result can be seen on table 11 and 12 at appendix 12 and 13. The following is the summary of the t-test analysis result of grammatical achievement.

Table. 13. Summary of the t-test Analysis Result of Grammatical Achievement

Kinds of Statistical analysis	t-test analysis result	t-critical (95%) (Two-tail)	Conclusion
t-test	2,16	1,99	Ho refused

Sources: Result of analysis t-test with two samples assuming equal variances

The above table showed that the statistical value of t-test was 2,16 meanwhile t-critical table with the significant level of 95% and the degree of freedom (df) of 70 was 1,99. In sum, the statistical value of t-test was higher than the t-critical value (2,16>1,99). So, the null hypothesis which said that there is no significant effect of using pictures on grammatical achievement of the second year students of SLTPN Jember in the 2001/2002 academic year was refused. In addition the alternative hypothesis saying that there is a significant effect of using pictures on grammatical achievement of the second year students of SLTPN Jember in the 2001/2002 academic year was accepted. The result showed that there is a significant effect of using pictures on grammatical achievement of the second year students of SLTPN X Jember in the 2001/2002 academic year.

In addition, ER analysis was applied to know the percentage of the relative effectiveness between the two groups of grammatical achievement. It was

done, because there is a significant effect of using pictures on grammatical achievement of the second year students of SLTPN X Jember.

The following is analysis of relative effectiveness of grammatical score.

$$ER = \frac{MX1 - MX2}{MX2} \; X \; 100\%$$

$$= \frac{66,89 - 61,33}{61,33} \; X \; 100\%$$

$$= 9,07\%$$

The analysis above showed that the experimental group got better score than the control one with the relative effectiveness of 9,07%. It means that if a respondent of the control group got grammatical score of 60, so a respondent of experimental group would get grammatical score of 65,44. The calculation is as follows.

$$60 + \left(\frac{9,07}{100} \; X \; 60 \right) = 65,44$$

Furthermore, the summary of t-test analysis result of vocabulary achievement is presented below.

Table. 14. Summary of the t-test Analysis Result of Vocabulary Achievement

Kinds of Statistical analysis	t-test analysis result	t-critical (95%) (Two-tail)	Conclusion
t-test	2.19	1,99	Ho refused

Sources: Result of analysis t-test with two samples assuming equal variances

The table above showed that the statistical value of t-test was 2,19 meanwhile the t-critical table with the significant level of 95% and degree of freedom (df) of 70 was 1,99. It means that the statistical value of t-test was higher than the t-critical table value (2,19>1,99). So, the null hypothesis saying that there is no significant effect of using pictures on vocabulary achievement of the second year students of SLTPN X Jember in the 2000/2001 academic year was refused, and the alternative hypothesis was received.

The result showed that there is a significant effect of using pictures on vocabulary achievement of the second year students of SLTPN X Jember in the 2000/2001 academic year.

Furthermore, the following formula was used to know the percentage of the relative effectiveness of vocabulary achievement between the experimental group and the control group. The formula was as follows:

$$ER = \frac{MX1 - MX2}{MX2} \; X \; 100\%$$

$$= \frac{66,81 - 61,22}{61,22} \; X \; 100\%$$

$$= 9,13\%$$

The Analysis above showed that relative effectiveness of vocabulary achievement between the two groups was 9,13%. It means that the experimental group got better vocabulary score than the control group. If a respondent of the control group got vocabulary score of 60, so a student of experimental group would get vocabulary score of 65,48. The calculation is as follows.

$$60 + \left(\frac{9,13}{100} \; X \; 60 \right) = 65,48$$

4.4 Discussion

The result of data analysis in this research proves that the use of pictures affect significantly on the students' writing achievement. This evidence can be seen from the results of t-test analysis that is higher than the value of t-critical table with significant level of 95%. In addition the results show that there is an indicator of the effectiveness of using pictures on writing achievement. It can be seen from score of the students from the two groups. The mean score of experimental group is 66,78 whereas the mean score of control group is 61,17. It means that the mean score of experimental group (66,78) is higher than the mean of the control group (61,17), 9,17%.

The research results are in line with the theories suggested by the following people. Wright (1989:17) states that pictures have some strength such

as motivating the students and making them pay attention and take part in the teaching learning process; and providing the context in which the language is being used into the classroom. In other words, by having pictures as media in the writing teaching learning process, the students will have high motivation to take part in writing class. Moreover, situation of the context provided by the pictures may help the students learn writing easily. Therefore their writing achievement can be improved.

Furthermore, in specific indicators, the research results show that there is an indicator of the effectiveness of using pictures on grammatical achievement. It can be seen from the mean score of the students from the two groups. The mean score of experimental group is 66,89 whereas the mean score of control group 61,33. It means that the mean score of experimental group (66,89) is higher than the mean score of the control group (61,33), 9,07%. In addition, the research results show that there is an indicator of the effectiveness of using pictures on vocabulary achievement. It can be seen from the mean score of the students from the two groups. The mean score of experimental group is 66,81 whereas the mean score of control group is 61,22. It means that the mean of experimental group (66,81) is higher than the mean of control group (61,22), 9,13%.

The research results are in line with the theory suggested by Yunus (1981:51) that pictures give some advantages. They are very useful and meaningful practice for presenting new grammatical and vocabulary item.

The research result above showed that pictures give a significant effect of 9,17% on writing achievement covers grammatical achievement (9,07%) and vocabulary achievement (9,13%). So there are others factors that influenced writing achievement. They influence writing achievement of (90,83%), covers grammatical achievement of (90,93%) and vocabulary achievement (90,87%). Therefore, it is very important to conduct further research to know some factors that influence writing achievement clearly.
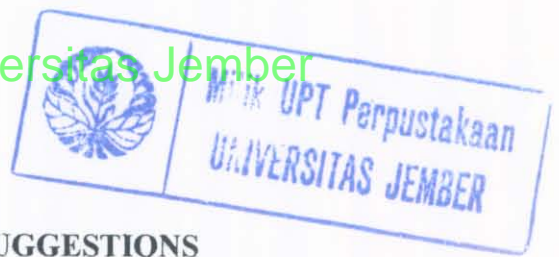
V. CONCLUSION AND SUGGESTIONS

5.1 Conclusion

Based on the data analysis, data interpretation and discussion the points conclusion can be drawn.

5.1.1 General Conclusion

There is a significant effect, that is 9,17% relative effectiveness of using pictures on writing achievement of the second year students of SLTPN X Jember in the 2001/2002 academic year.

5.1.2 Specific Conclusion

a. There is a significant effect, that is 9,07% relative effectiveness of using pictures on grammatical achievement of the second year students of SLTPN X Jember in the 2001/2002 academic year.

b. There is a significant effect, that is 9,13% relative effectiveness of using pictures on vocabulary achievement of the second year students of SLTPN X Jember in the 2001/2002 academic year.

5.2 Suggestion

By considering the significant effect of using pictures on writing achievement, some suggestions are given to the following people.

a. English Teacher

It is suggested that the English teachers use pictures that color full as an alternative of teaching writing aid. This is because pictures can reduce the students' boredom and affect their writing achievement significantly.

b. The other researcher

The other researchers are suggested to use the research results as a reference to conduct further research with another design. For example, classroom action resarch in the topic of improving the students' writing achievement by using pictures.
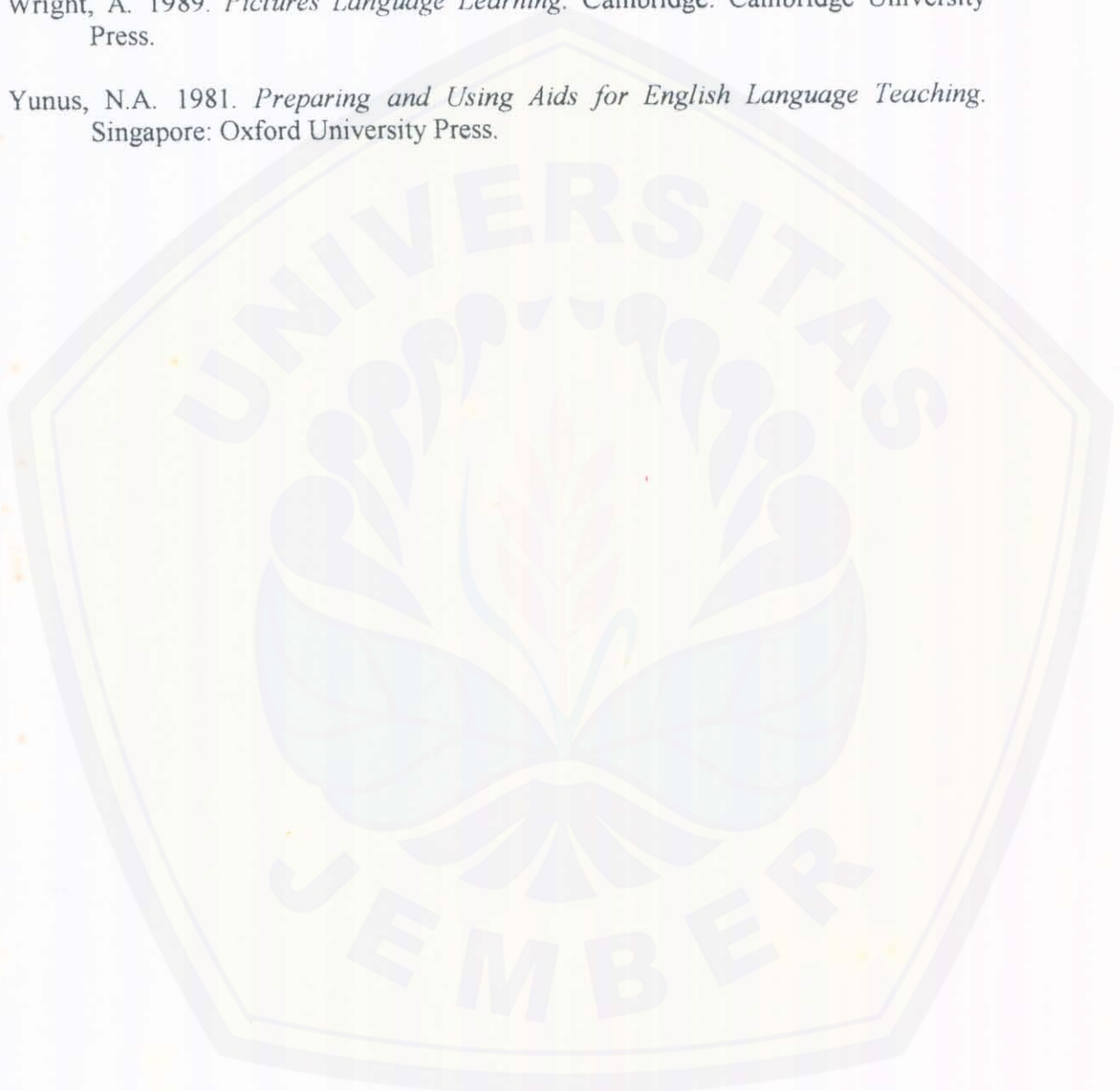
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41

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Appendix 1

RESEARCH MATRIX

TITLE	PROBLEM	VARIABLE	INDICATORS	DATA RESOURCES	RESEARCH METHODS	HYPOTHESES
The effect of using pictures on writing achievement of the second year students of SLTPN X Jember in the 2001/2002 academic year.	1. General Problem: Is there any significant effect of using pictures on writing achievement of the second year students of SLTPN X Jember in the 2001/2002 academic year? 2. Specific Problem 2.1 Is there any significant effect of using pictures on grammatical achievement of the second year students of SLTPN X Jember in the 2001/2002 academic year? 2.2 Is there any significant effect of using pictures on vocabulary achievement of the second year students of SLTPN X Jember in the 2001/2002 academic year?	1. Independent variable: Using pictures 2. Dependent variable: Writing achievement	1.1 Individual pictures 1.2 Composite pictures The test scores of writing achievement on: 2.1 Grammatical achievement 2.2 Vocabulary achievement	1. Respondents: The second year students of SLTPN X in the 2001-2002 academic year. 2. Informants: 2.1 English teacher 2.2 Administrative staff 3. Documents	1. Research design: Randomized-group posttest-only design 2. Area determination method: Purposive method 3. Respondent determination method: Cluster random sampling by lottery 4. Data collection methods: 4.1 Test 4.2 Interview 4.3 Documentation 5. Data analysis method: Statistical method of t-test Formula: $$t = \dfrac{M_1 - M_2}{\sqrt{\dfrac{\sum X_1^2 + \sum X_2^2}{n(n-1)}}}$$	1. Major hypothesis: There is a significant effect of using pictures on writing achievement of the second year students of SLTPN X Jember in the 2001/2002 academic year. 2. Minor hypotheses 2.1 There is a significant effect of using pictures on grammatical achievement of the second year students of SLTPN X Jember in the 2001/2002 academic year. 2.2 There is a significant effect of using pictures on vocabulary achievement of the second year students of SLTPN X Jember in the 2001/2002 academic year.

44

Appendix 2

Homogeneity Test
Time: 90 minutes

I. **Underlines the correct verbs in the brackets (Berilah garis bawah pada kata kerja yang benar dalam kurung).**

For example: Rama (<u>is singing</u>, are singing) a beautiful song.

1. (I, Me) want to make coffee for him.
2. (They, Them) asked me a questions last week..
3. We always (meet, meets) her.
4. (Do, Did) they see me last night?
5. She (do not, does not) want to disturb me.
6. Mother always (give, gives) us money.
7. What (do, did) she do for them last night?
8. I (will meet, meet) my friend tomorrow.
9. This book (was, were) on the table yesterday.
10. They (played, play) football last Friday.

II. **Arrange the following jumble words into correct sentences (Susunlah kata-kata acak berikut ini menjadi kalimat yang benar).**

1. goes- A-school- boy- to.
2. letter-write-Julliet-for – will-her Romeo.
3. all-questions-of-the-answered-She.
4. tired-very-yesterday-She-was.
5. newspaper-every-reads-morning-Rama- always.
6. is-our-Mrs.Ria-teacher-English.
7. Ronald-are-Tony-library-the-in-and.
8. Is-?-it-class-room-not
9. is-my-it-class-room.
10. will-together-tonight-We-dinner.

III. **Arrange the jumble letter into the correct word.**

For Example: r-u-l-o-f
               Flour

1. l-u-f-t-a-i-e-B-u
2. o-l-h-o-S-c
3. r-y-r-b-a-i-L
4. c-i-e-J-u
5. h-o-l-t-C
6. r-h-a-e-e-T-c
7. i-p-n-o-h-g-S-p
8. i-g-n-o-k-o-C

9. n-i-d-g-e-a-R
10. m-a-S-t-p

IV. Match the words on the left with their meanings on the right by writing the letter only (Jodohkanlah kata-kata dibagian kiri dengan artinya dibagian kanan dengan menulis hurufnya saja).

1. father	a. tradisional
2. dictionary	b. buku
3. book	c. renang
4. swimming	d. makan pagi
5. ketchup	e. peralatan
6. breakfast	f. mengumpulkan
7. traditional	g. harga pas
8. equipment	h. ayah
9. collect	i. Kamus
10. fixed price	j. kecap

Appendix 3

Answer Key of Homogeneity Test

I.
1. (I, Me) want to make coffee for him.
2. (They, Them) asked me a questions last week..
3. We always (meet, meets) her.
4. (Do, Did) they see me last night?
5. She (do not, does not) want to disturb me.
6. Mother always (give, gives) us money.
7. What (do, did) she do for them last night?
8. I (will meet, meet) my friend tomorrow.
9. This book (was, were) on the table yesterday.
10. They (played, play) football last Friday.

II.
1. A boy goes to school.
2. Julliet will writes letter for her Romeo.
3. She answered all of the questions.
4. She was very tired yesterday.
5. Rama always reads newspaper every morning.
6. Mrs. Ria is our English teacher.
7. Ronald and Tony are in the library.
8. Is it class room?
9. It is my class room.
10. We will dinner together tonight.

III.
1. Beautiful
2. School
3. Library
4. Juice
5. Cloth
6. Teacher
7. Shopping
8. Cooking
9. Reading
10. Stamp

IV.
1. h
2. i
3. b
4. c
5. j

Lesson Plan I

Subject   : English
Theme   : Recreation
Skill   : Writing
Language Focus   : Expressing Preferences
Class/level   : II/cawu II SLTP
Time   : 2 x 45 minutes

I. General Instructional Objectives

By mastering 250 new vocabularies in the level of 750 words and suitable structure with the theme and sub-theme chosen, the students are able to write simple sentences and complete short conversation.

II. Specific Instructional Objectives

1. Students are able to write sentences of expressing preferences.
2. Students are able to complete short conversation of expressing preferences.

III. Teaching learning activities.

a. Approach   : Communicative approach
b. Teaching procedures.

Time	Experimental Group	Control Group	Time
5' 7' 3'	**Introduction** Greeting Asking the students about tourism place, which they like. Telling the students about the material that they are going to discuss.	**Introduction** Greeting Asking the students about tourism place, which they like. Telling the students about the material that they are going to discuss.	5' 7' 3'
15' 25' 20'	**Main activity** Explain kinds of tourism place through pictures and ask the students to write their preference. Explain the use of expressing preference through pictures and then ask the students to write sentences by using three pattern of expressing preferences based on the pictures. Ask the students to complete a short conversation of	**Main activity** Explain kinds of tourism place through lecturing and ask the students to write their preference. Explain the use of expressing preference and then ask the students to write sentences by using three pattern of expressing preferences. Ask the students to	15' 25' 20'

	expressing preference based on the pictures given.	complete a short conversation of expressing preference.	
15'	Closing Concluding the use of expressing preferences.	Closing Concluding the use of expressing preferences.	15'

I.   Source and media of teaching
a. Media   : Composite and individual pictures
b. Sources   :
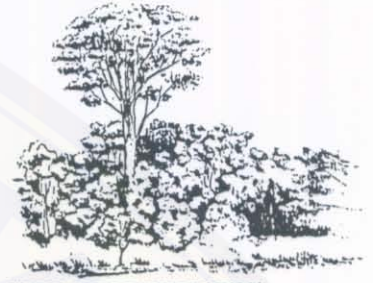1. Supplement GBPP SLTP 1999

II.   Evaluation: Written test
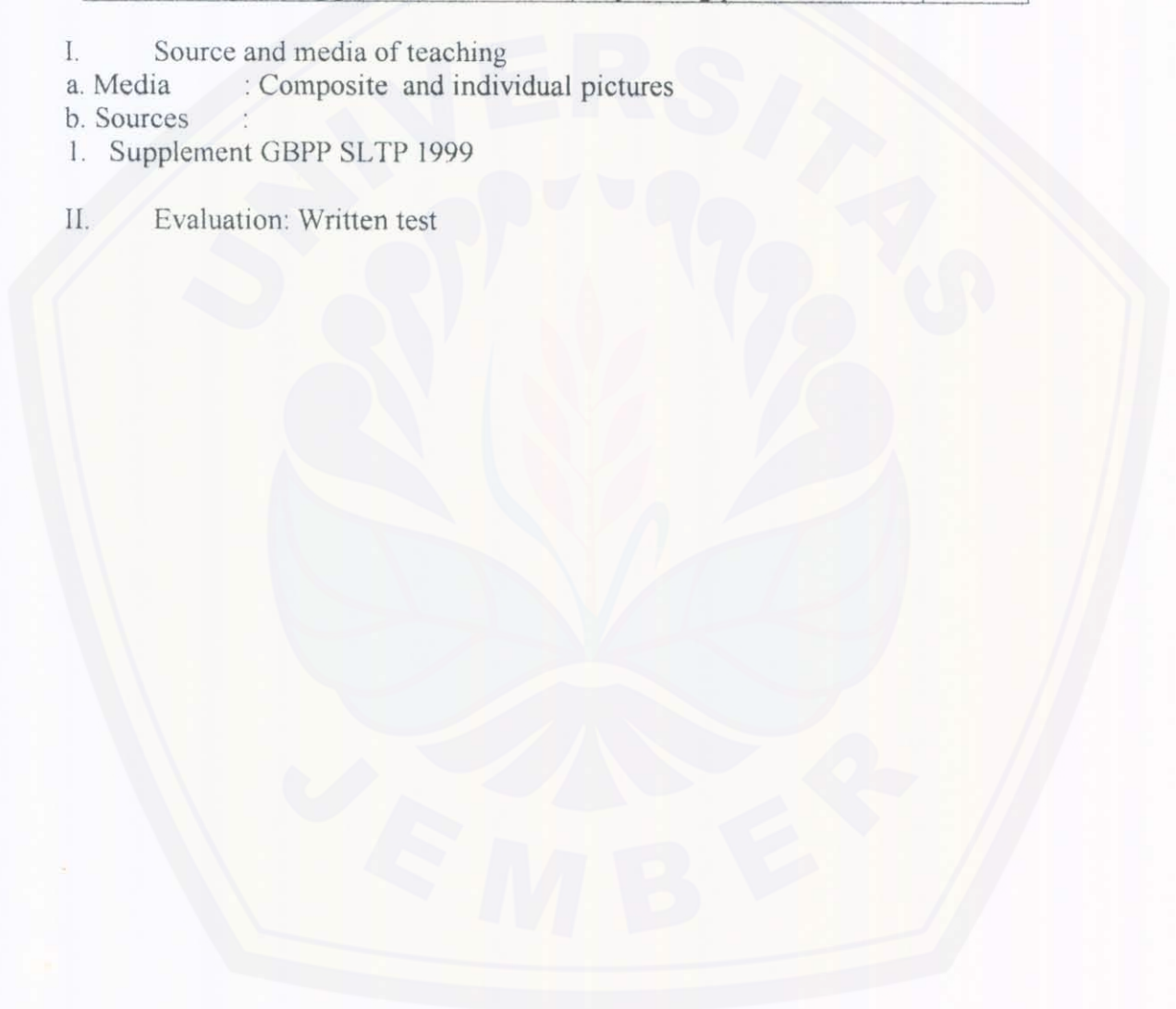
Appendix 5

Worksheet I
(For experimental group)

I.   Write three sentences of expressing preferences with different patterns based on the pictures given.

Example:

1. I like mountain better than forest.
2. I prefer mountain to forest.
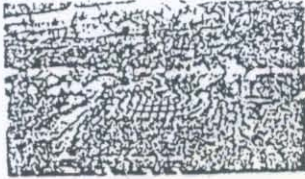3. I would rather visit mountain than forest.

1.

2.

3.

4.

II.   Complete the dialogue based on the pictures given in the exercise I.

1. A: Which do you like, lake or mountain as the best tourism place?
    B:

2. A: Next week, we will be holiday. Which tourism place do you prefer to visit,
    museum or zoo?
    B:

3. A: Next two months we will be camping, which one do you like visit beach or
    forest?
    B:

4. A: Which temple do you prefer to visit, Borobudur or Prambanan?
    B:

Worksheet I
(For control group)

I. Write three sentences of expressing preferences with different patterns.

   Example: mountain - forest

   1. I like mountain better than forest.
   2. I prefer mountain to forest.
   3. I would rather visit mountain than forest.

1. Lake -mountain
2. Museum - zoo
3. Forest - beach
4. Borobudur -Prambanan

II. Complete the dialogue based on the exercise I.

5. A: Which do you like, lake or mountain as the best tourism place?
   B:

6. A: Next week, we will be holiday. Which tourism place do you prefer to visit, museum or zoo?
   B:

7. A: Next two months we will be camping, which one do you like visit beach or forest?
   B:

8. A: Which temple do you prefer to visit, Borobudur or Prambanan?
   B:

Lesson Plan II

Subject   : English
Theme   : Recreation
Sub-theme   : In the zoo
Skill   : Writing
Language Focus   : Vocabulary (nouns and adjective)
Class/level   : II/cawu II SLTP
Time   : 2 x 45 minutes

I. General Instructional Objectives

By mastering 250 new vocabularies in the level of vocabulary of 750 words and suitable structure with the theme and sub-theme chosen, the students are able to write simple sentences.

II. Specific Instructional Objectives

Students are able to make sentences with the vocabulary of recreation.

III. Teaching learning activities.
a. Approach   : Communicative approach
b. Teaching procedures:

| Time	Experimental Group	Control Group	Time
5' 7' 3'	Introduction Greeting Asking the students about kinds of animals in the zoo. Telling the students about the materials that they are going to discuss.	Introduction Greeting Asking the students about kinds of animals in the zoo. Telling the students about the materials that they are going to discuss.	5' 7' 3'
20' 20' 20'	Main activities Explain kinds of animals in the zoo through pictures. Complete sentences with nouns (name of animals) based on the pictures provided. Explain the students about kinds of nouns and adjectives then ask the students to write comparison among animals based on the pictures.	Main activities Explain kinds of animals in the zoo through lecturing. Complete sentences with nouns (name of animals). Explain the students about kind nouns and adjectives, then ask the students to write comparison among animals.	10' 20' 20'
15'	Closing Concluding the material of vocabulary.	Closing Concluding the material of vocabulary.	15'

IV. Source and media of teaching
a. Media : Composite pictures and individual pictures
b. Sources :
1. Supplement GBPP SLTP 1999

VI. Evaluation: Written test

Worksheet II
(For experimental group)

I. **Complete sentences with suitable word (name of animal) based on the pictures!**

1. The animal with long neck is ……………
2. It looks like an eel, but it has poison. It is …………………….
3. The king of forest is………………………….
4. It has one horn or two. It is very strong. It is …………………………
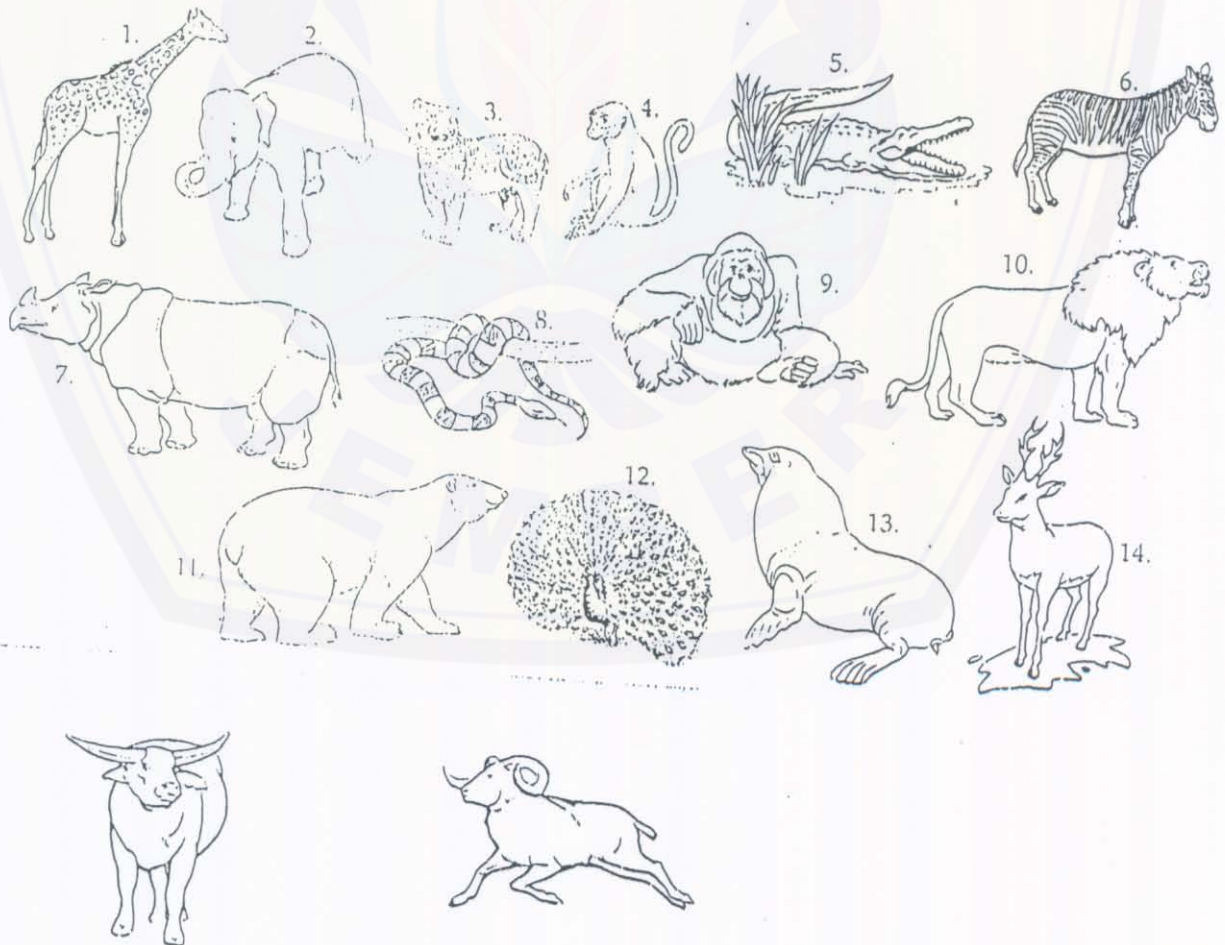5. The people hunted the animal to get the ivory ………………………..

(Adapted from Luthfy and Rojak, 1997:57)
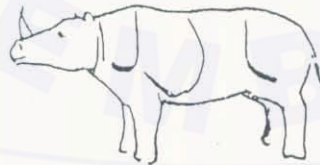
II. Write degrees comparison of adjectives of animals based on the pictures given.

Example: lion - seal (wild)
A lion is wilder than seal.

1. Elephant - tiger (dangerous)
2. Seal - crocodile (frightening)
3. Lion - tiger (big)
4. Snake - elephant (fast)
5. Rhinoceros - bear (fast)
6. Tiger - rhinoceros (dangerous)
7. Buffalo - goat (heavy)
8. Monkey - orang utan (clever)
9. Seal - rhinoceros (funny)
10. Tiger - deer (wild)

Worksheet II
(For control group)

I. **Complete sentences with suitable word (name of animal)!**

1. The animal with long neck is ....
2. It looks like an eel, but it has poison. It is ....
3. The king of forest is.............................
4. It has one horn or two. It is very strong. It is ....
5. The people hunted the animal to get the ivory ....
(Adapted from Luthfy and Rojak, 1997:57)

II. **Write degrees comparison of adjectives of animals bellow.**

Example: lion - seal (wild)
        A lion is wilder than seal.

1. Elephant - tiger (dangerous)
2. Seal - crocodile (frightening)
3. Lion - tiger (big)
4. Snake - elephant (fast)
5. Rhinoceros - bear (fast)
6. Tiger - rhinoceros (dangerous)
7. Buffalo - goat (heavy)
8. Monkey - orang utan (clever)
9. Seal - rhinoceros (funny)
10. Tiger - deer (wild)

Appendix 8
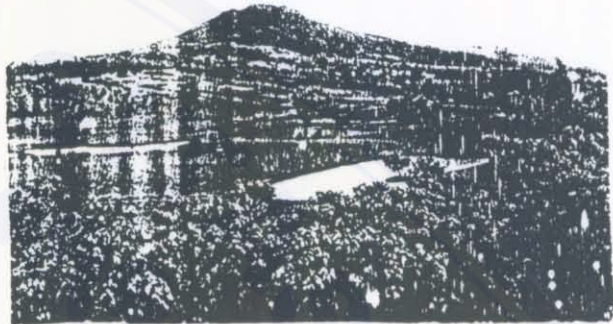
Post test
Time: 90 minutes

I. Write a sentence based on the pictures given to show which one you prefer. Look the example to guide you!

Example:
A: Which one do you like , forest or mountain? (like …… better than)
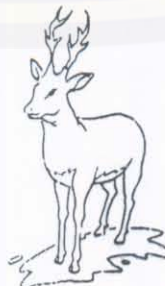B: I like forest better than mountain.
Or I like mountain better than forest.

1. A: Which one do you want to go Borobudur or Prambanan? (like …….. better than)
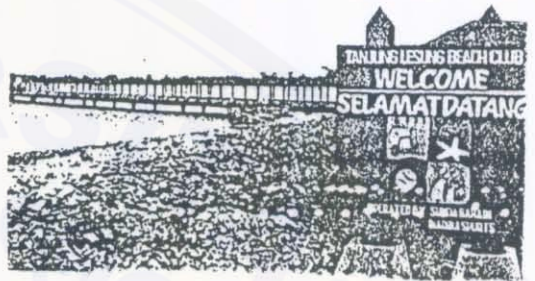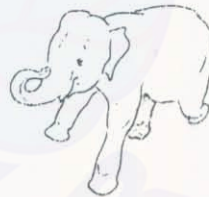   B:

2. A: Which one do you like giraffe or deer? (prefer …. to)
    B:

3. A: Tomorrow we are going to the beach. Which one do you like to visit Watu Ulo or Tanjung Lesung? (like .... better than)
   B:

4. A: What do you want to see in the zoo, 'orang utan' or elephant? (Would rather ....than)
   B:

5. A: What tourism place do you like, museum or temple? (like ... better than)
   B:

'II. Write jumble letters into correct words based on the pictures and then make a sentence to show your preference? Look the example to guide you!

Example: like .... better than
     n-l-o-i   g-i-r-e-t

     I like lion better than tiger.

1. like .... better than
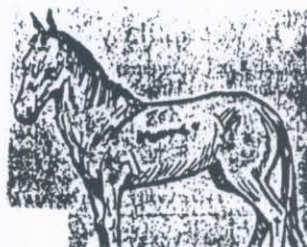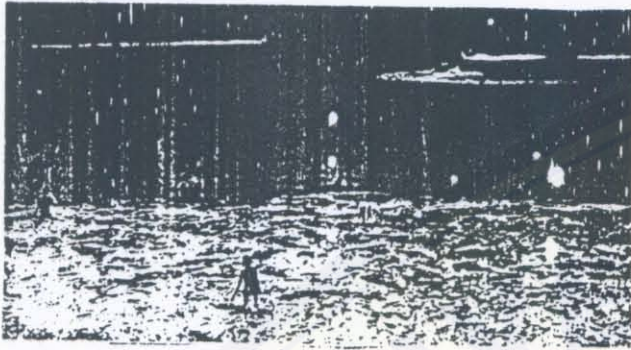   f-a-e-f-i-g-r   c-k-a-e-c-o-p

2. prefer .... to
   o-c-c-r-o-i-e-l-d   e-n-k-y-o-m
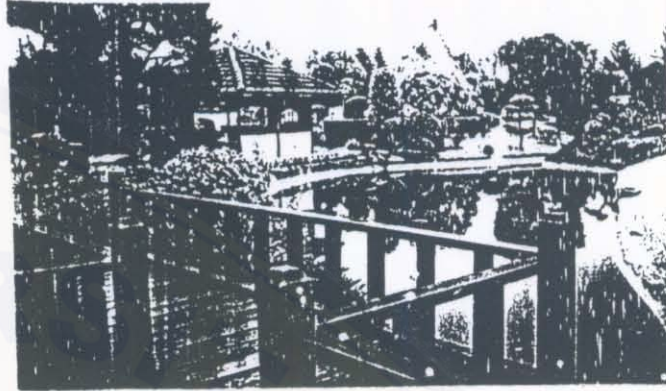
3. like .... better than
   a-r-b-e-z   r-h-s-e-o

4. prefer .... to
   c-e-a-h-b

e-d-r-n-a-g

5. like .... better than
   e-a-k-l

l-e-p-a-c-a
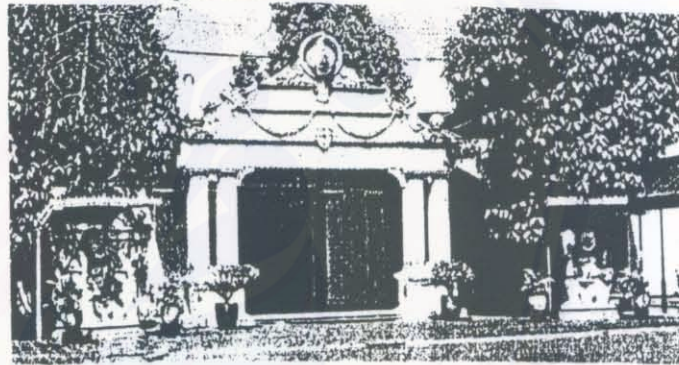
6. prefer .... to
   e-a-l-s

l-t-r-e-u-t

7. like ...... better than
   o-z-o
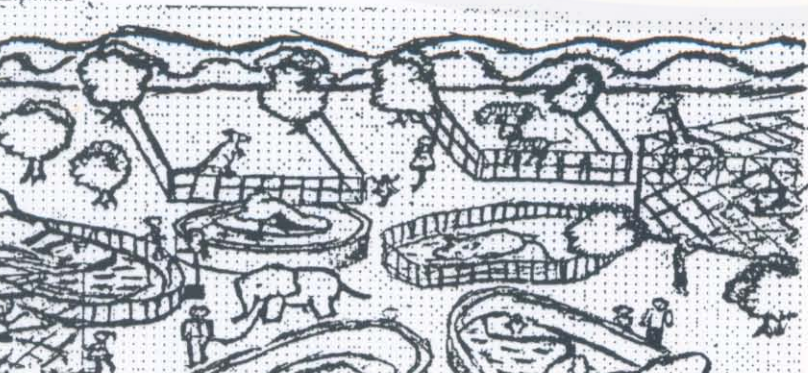
t-e-o-f-r-s

8. prefer .... to
   o-n-u-m-a-n-t-i

u-e-m-m-u-s
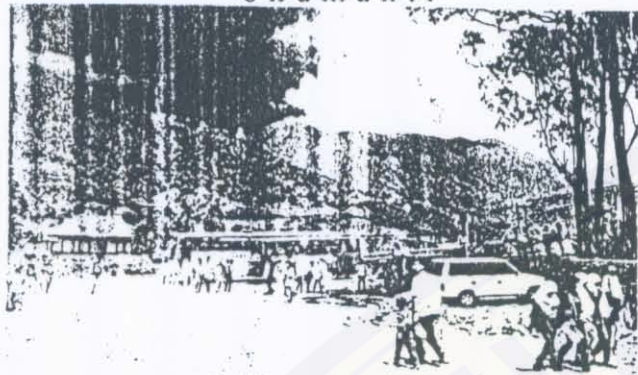
9. like .... better than
   i-r-d-b

o-s-e-r-c-o-i-n-r-h

10..prefer .... to
    r-a-b-e

a-s-k-e-n

III. Choose the suitable word in the bracket by rewriting the words to complete the following dialogue! (Pilihlah kata-kata yang tepat di dalam kurung dengan menulisnya kembali untuk melengkapi dialog sebagai berikut)

a.   A: Have you been to Surabaya Zoo?
     B: Yes, I have. It is very (1).......................(interesting, delicious).
     A: And, have you been to Gembira Loka Zoo too?
     B: Yes, it is not (2)............................. (heavy, interesting).

A: So, Surabaya Zoo is (3).............................. (more interesting, most interesting) than Gembira Loka.

B: Yes of course. By the way, what the (4)......................... (most beautiful, most diligent) animal in the zoo?

A: I think, the seal is the (5)...........................(most beautiful, more beautiful) in the zoo. How about the (6)........................... (frightening, afraid) animal.

B: I think, it is snake.

A: How about elephant?

B: I think snake is (7)................................... (more frightening, most frightening) than elephant. It is (8) .... (more wilder, wilder) than elephant.

A: That's right, but elephant is (9)...........................(stronger, more stronger) than snake. This is because elephant is (10)........................ (heavier, more heavy) than snake.

b. A: Have you gone to Jaya Wijaya Mountain?

B: Yes, I have. It is very (11)........................... (beautiful, delicious).

A: How is Kelud Mountain?

B: I think Kelud Mountain is not beautiful, but it is (12).......................... (more dangerous, dangerous) than Jaya Wijaya mountain. This is because Kelud Mountain still lives.

IV. **Arrange the jumble sentences into good conversation between Toni and Linda.**

a. I think Prambanan is more artistic and we can see Ramayana dances there. Aren't you interested in dances?

b. Why do you like Prambanan better than Borobudur?

c. I am interested in them but not the outdoor ones. I would rather see the performance indoors than outdoors.

d. Oh, I like Borobudur better than Prambanan, what about you Toni?

e. Well, I prefer Prambanan to Borobudur.

f. Which temple do you want to visit Linda, Borobudur or Prambanan?

g. You haven't told me why you prefer Borobudur?

h. I like Borobudur because it is the biggest temple in the world.

Appendix 9

Answer Key of Post Test

I.
1. I like Borobudur better than Prambanan. (or)
   I like Prambanan better than Borobudur.
2. I prefer giraffe to deer. (or)
   I prefer deer to giraffe.
3. I like Watu Ulo better than Tanjung Lesung. (or)
   I like Tanjung lesung better than Watu Ulo.
4. I would rather see 'orang utan' than elephant. (or)
   I would rather see elephant than 'orang utan'.
5. I like museum better than temple. (or)
   I like temple better than museum.

II.
1. I like giraffe better than peacoack. Or
   I like peacoack better than giraffe.
2. I prefer monkey to crocodile. Or
   I prefer crocodile to monkey.
3. I like zebra better than horse. Or
   I like horse better than zebra.
4. I prefer beach to garden. Or
   I prefer garden to beach.
5. I like lake better than palace. Or
   I like palace better than lake.
6. I prefer seal to turtle. Or
   I prefer turtle to seal.
7. I like zoo better than forest. Or
   I like forest better than zoo.
8. I prefer mountain to museum. Or
   I prefer museum to mountain.
9. I like bird better than rhinoceros. Or
   I like rhinoceros better than bird.
10. I prefer bear to snake. Or
    I prefer snake to bear.

III.
a.
1. interesting
2. interesting
3. more interesting
4. most interesting
5. most beautiful
6. frightening
7. more frightening
8. wilder

9. stronger
10. heavier

b.
1. beautiful
2. more dangerous

IV.

Toni: Which temple do you want to visit Linda, Borobudur or Prambanan?
Linda: Oh, I like Borobudur better than Prambanan, what about you Toni?
Toni: Well, I prefer Prambanan to Borobudur.
Linda: Why do you like Prambanan better than Borobudur?
Toni: I think Prambanan is more artistic and we can see Ramayana dances there. Aren't you interested in dances?
Linda: I am interested in them but not the outdoor ones. I would rather see the performance indoors than outdoors.
Toni: You haven't told me why you prefer Borobudur?
Linda: I like Borobudur because it is the biggest temple in the world.

Appendix 10

Table.2. The Result and Data Analysis of the Homegeneity Test

No	X1	X2	X3	X4	X5	X6	$X1^2$	$X2^2$	$X3^2$	$X4^2$	$X5^2$	$X6^2$
1.	65	67	67	67	67	65	4225	4489	4489	4489	4489	4225
2.	67	62	65	62	65	67	4489	3844	4225	3844	4225	4489
3.	62	62	62	62	62	62	3844	3844	3844	3844	3844	3844
4.	62	64	64	62	64	62	3844	4096	4096	3844	4096	3844
5.	64	65	62	64	62	62	4096	4225	3844	4096	3844	3844
6.	62	62	67	62	67	67	3844	3844	4489	3844	4489	4489
7.	67	67	65	62	65	64	4489	4489	4225	3844	4225	4096
8.	65	64	67	65	67	64	4225	4096	4489	4225	4489	4096
9.	65	65	64	64	62	67	4225	4225	4096	4096	3844	4489
10.	62	62	64	62	67	63	3844	3844	4096	3844	4489	3969
11.	64	65	64	67	64	62	4096	4225	4096	4489	4096	3844
12.	67	64	67	67	65	65	4489	4096	4489	4489	4225	4225
13.	67	62	63	65	62	64	4489	3844	3969	4225	3844	4096
14.	65	65	65	64	65	64	4225	4225	4225	4096	4225	4096
15.	62	64	64	62	62	65	3844	4096	4096	3844	3844	4225
16.	67	62	67	67	64	67	4489	3844	4489	4489	4096	4489
17.	65	67	62	62	67	65	4225	4489	3844	3844	4489	4225
18.	67	67	65	67	65	64	4489	4489	4225	4489	4225	4096
19.	62	65	64	64	65	67	3844	4225	4096	4096	4225	4489
20.	62	64	67	67	65	64	3844	4096	4489	4489	4225	4096
21.	65	65	65	64	67	65	4225	4225	4225	4096	4489	4225
22.	62	67	65	64	64	64	3844	4489	4225	4096	4096	4096
23.	67	67	65	67	65	62	4489	4489	4225	4489	4225	3844
24.	64	62	64	65	64	64	4096	3844	4096	4225	4096	4096
25.	67	67	67	67	62	65	4489	4489	4489	4489	3844	4225
26.	65	64	64	64	67	67	4225	4096	4096	4096	4489	4489
27.	65	65	65	65	67	64	4225	4225	4225	4225	4489	4096
28.	62	67	65	62	62	65	3844	4489	4225	3844	3844	4225
29.	64	65	67	64	67	65	4096	4225	4489	4096	4489	4225
30.	65	65	64	67	67	62	4225	4225	4096	4489	4489	3844
31.	67	64	65	62	65	67	4489	4096	4225	3844	4225	4489
32.	62	65	62	64	65	64	3844	4225	3844	4096	4225	4096
33.	65	64	65	67	64	67	4225	4096	4225	4489	4096	4489
34.	64	62	64	65	65	65	4096	3844	4096	4225	4225	4225
35.	67	67	65	65	65	64	4489	4489	4225	4225	4225	4096
36.	62	65	65	67	67	64	3844	4225	4225	4489	4489	4096
Total	2322	2326	2332	2323	2335	2324	149904	150396	151142	150033	151563	150122

The English students' homogeneity test were analyzed by applying anava formula to know the homogeneity of the population. The following was applying of the formula of anava.

1) $Jkt = \sum X^2 - \dfrac{\left(\sum X\right)^2}{N}$

$= 903160 - \dfrac{(13962)^2}{216}$

$= 671,8333$

2) $Jka = \dfrac{\left(\sum X_1\right)^2 + \left(\sum X_2\right)^2 + \left(\sum X_3\right) + \left(\sum X_4\right)^2 + \left(\sum X_5\right)^2 + \left(\sum X_6\right)^2}{n} - \dfrac{\left(\sum X\right)^2}{N}$

$= \dfrac{2322^2 + 2326^2 + 2332^2 + 2323^2 + 2335^2 + 2324^2}{36} - \dfrac{(13962)^2}{216}$

$= 3,8889$

3) $Jkd = Jkt - Jka$

$= 671,833 - 3,8889$

$= 667,9444$

4) $Sa^2 = \dfrac{Jka}{K-1}$

$= \dfrac{3,8889}{5}$

$= 0,77778$

$Sd^2 = \dfrac{Jkd}{N-K}$

$= \dfrac{667,9444}{210}$

$= 3,180687619$

5) $dfb = K-1$

$= 6-1$

$= 5$

$dfw = N-K$

$= 216 - 6$

$= 210$

6) $F = \dfrac{Sa^2}{Sd^2}$

$= \dfrac{0,77778}{3,180687619}$

$= 0,244532029$

Notes:

Jkt = Total sum of squares
Jka = Sum of squares between groups
Jkd = Sum of squares within groups
Sa^2 = Variance estimate between groups
Sd^2 = Variance estimate within groups
dfb = Degree of freedom between groups
dfw = Degree of freedom within groups
F = Total variance estimate
K= Number of group
N= Total respondent
n= Number of respondent every class

Appendix 11

Table 9. Data Analysis of Test Score of Writing Achievement

t-Test: Two-Sample Assuming Equal Variances	Variable 1	Variable 2
Mean	66.77777778	61.16666667
Variance	111.8349206	115.5142857
Observations	36	36
Pooled Variance	113.6746032	
Hypothesized Mean Difference	0	
df	70	
t Stat	2.232818377	
P(T<=t) one-tail	0.01438046	
t Critical one-tail	1.666915068	
P(T<=t) two-tail	0.028760921	
t Critical two-tail	1.994435479	

Variable1 = Experiment group
Variable 2= Control group

Appendix 12
Table 11. Data Analysis of Post-Test Score of Grammatical Achievement

t-Test: Two-Sample Assuming Equal
Variances

	Variable 1	Variable 2
Mean	66.88888889	61.33333333
Variance	111.5301587	127.0285714
Observations	36	36
Pooled Variance	119.2793651	
Hypothesized Mean Difference	0	
df	70	
t Stat	2.158147324	
P(T<=t) one-tail	0.017174211	
t Critical one-tail	1.666915068	
P(T<=t) two-tail	0.034348423	
t Critical two-tail	1.994435479	

Variable1 = Experiment group
Variable 2= Control group

Appendix 13

Table 12. Data Analysis of Test Score of Vocabulary Achievement

t-Test: Two-Sample Assuming Equal Variances

	Variable 1	Variable 2
Mean	66.80555556	61.22222222
Variance	111.0753968	121.8920635
Observations	36	36
Pooled Variance	116.4837302	
Hypothesized Mean Difference	0	
df	70	
t Stat	2.194811234	
P(T<=t) one-tail	0.015748166	
t Critical one-tail	1.666915068	
P(T<=t) two-tail	0.031496333	
t Critical two-tail	1.994435479	

Variable1 = Experiment group
Variable 2= Control group
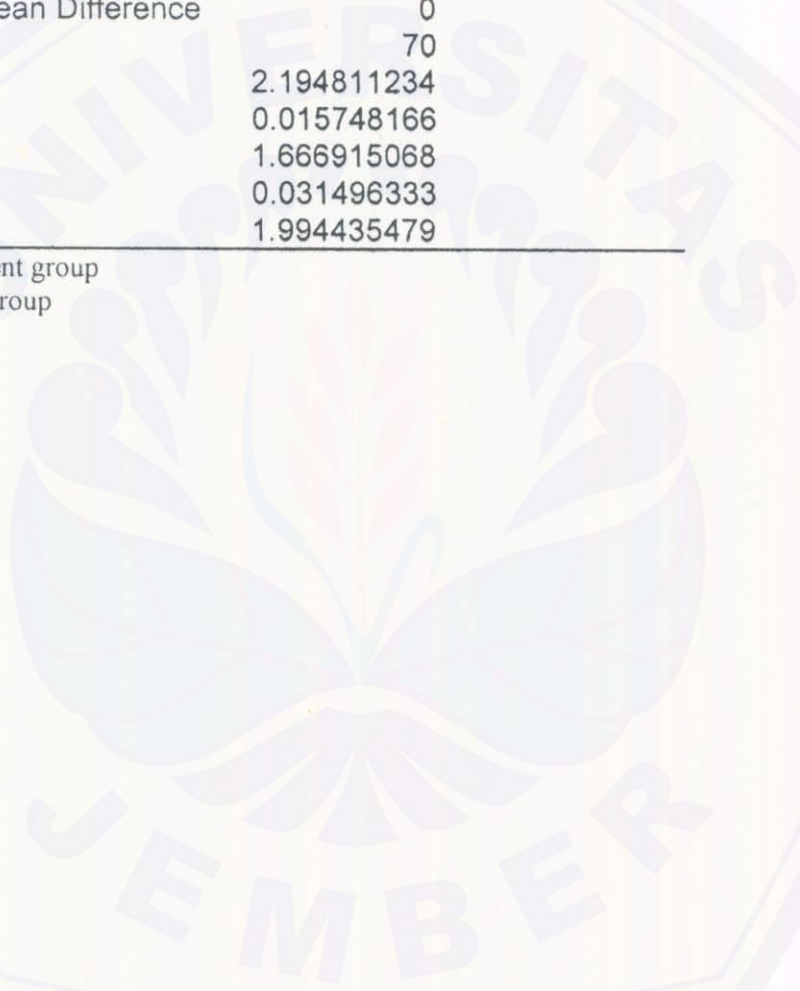
Appendix 14

Research Instrument

Interview Guide

No	Questions	Interviewee
1.	Could you tell me the approach you used in teaching writing?	English teacher
2.	What method do you use in teaching writing achievement?	English teacher
3.	What are the compulsory and supplementary English books used in teaching English?	English teacher
4.	Why do you choose those books?	English teacher
5.	What kinds of teaching aids do you use in teaching English?	English teacher

Document Analysis Guide

No	The Data Needed	Data Resources
1.	The staffs of SLTPN X Jember.	Document
2.	The list of respondents' names.	Document
3.	The school facilities.	Document

Appendix 15

Table 3. The list of English Teacher at SLTPN X Jember

Daftar guru tetap yang dikelompokkan berdasarkan ijaszah bidang studi tahun 2001/2002

No	Nama	NIP	Pendidikan			Mengajar	Pangkat Gol	Masa kerja		Penataran yang pernah diikuti		
			Ijazah	Jurusan	Th			Th	Bl	Bidang Studi	Th	Penyelenggara
1.	Sunarto, SPd	131427150	S1	B. Inggris	98	B. Inggris	III/B	11	10	P. Guru B Inggris	92	Ikip Bandung
2.	Erwan S. P, SPd	131817932	S1	B. Inggris	98	B. Inggris	III/B	08	02			
3.	Eko Budijo S, SPd	131576429	S1	B. Inggris	98	B. Inggris	III/B	09	09			
4.	Syaifuddin	1311958091	D3	B. Inggris	90	B. Inggris	III/B	05	07			

Appendix 16

Table 4. Respondents'name

No	Experimental Group	Control Group
1	Ahmad Arif Hidayat	Anggita D
2	Ajis Setiawan	Ari Wibowo
3	Angga Hermanto	Ariex S
4	Astri Dwi Retnowati	Aris Budi Kristiono
5	Candra Utama	Atik Susanti
6	Deffvi Trisna W.A	BAhari
7	Desi Kartika Sari	Dahlia W
8	Eka Trisnawati	Dewi Indah Tri A
9	Eko Suryawan	Dian Ariyadi
10	Emi Yulissiatin	Donny D.C
11	Ervan Dwi Susanto	Dwi Retno
12	Faliantono	Fabriola
13	Fresti Aditya S	Ferdiansyah
14	Frisyam Praja	Ferry S
15	Hadi Susanto	Idrus
16	Iim Cahyono	Ika P
17	Imam setyabudi	Ina D
18	Indri Oki Budiarti	Intan Mahardika
19	Kurniawati	Moh. Jenwar B
20	Lutvi Wulandari	Moh. Bram Ardiansyah
21	Mardiah	Neni Fitri diana W
22	Moh. Effendi	Novia Samin
23	Moh. Habibur R	Nuning Budi Astutik
24	Moh. Nasiruddin	Onny Aryanto
25	Muh. Hairul Anwar	Puji Wulan R
26	Musyarofah	Puri Suryaningrum
27	Nikita Dewi	Purwatiningsih
28	Riska Amalia Ulfa	Resa Feri Wahyudi
29	Risma Putri A	Saiful Anam
30	Saimatul Hikmah	Selvi Rahmawati
31	Sulastri	Sendi Rahman
32	Suyanto	Sindi Agustin
33	Ulin Nikmah Aprilia	Siti Halimatul
34	Umis hariyati	Sri Astutik
35	Viliana Nurbaya Sari	Toni Prasetyo
36	Wildatika	Winalia

Appendix 17

Table 5. School Facilities

No	Kinds of Facilities	Total	Large (m^2)
1.	Theory room	18	956
2.	Practice room	4	80
3.	Library	1	92
4.	Counsel room	1	30
5.	Teacher room	1	80
6.	Headmaster room	1	36
7.	Administration room	1	36
8.	Kitchen room	1	9
9.	OSIS room	1	28
10.	Canteen/Kopsis room	1	36
11.	UKS room	1	6
12.	Mosque	1	36
13.	Bathroom for teacher	3	9
14.	Bathroom for students	3	9
15.	Parking area	1	36
16.	Gardener room	1	36

Appendix 18

DEPARTEMEN PENDIDIKAN NASIONAL
UNIVERSITAS JEMBER
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Alamat: Jl. Kalimantan III/3 Kampus Tegalboto Kotak Pos 162 Telp./Fax. (0334) 334988

Nomor   : 1736 /J25.1.5./PL5/2001
Lampiran : -
Perihal   : **Ijin Penelitian**

16 JUL 2001

Kepada   : Yth. Kepala SLTPN X Jember
di-
JEMBER

Dengan ini Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Jember menerangkan bahwa mahasiswa yang tersebut di bawah ini :

Nama   : Wulan Jaya Indah
N I M   : 97-1043
Program/Jurusan: Pendidikan Bahasa Inggris/PBS

Berkenaan dengan penyelesaian studinya, maka mahasiswa tersebut bermaksud melaksanakan penelitian dengan judul : "THE EFFECT OF USING PICTURES ON WRITING ACHIEVEMENT OF THE SECOND YEAR STUDENTS OF SLTPN X JEMBER", pada lembaga yang Saudara pimpin.

Sehubungan dengan hal tersebut di atas kami mohon dengan hormat Saudara berkenan dan sekaligus kami mohon bantuan informasinya.

Atas perkenan dan perhatiannya kami mengucapkan terima kasih.

a.n. Dekan
Pembantu Dekan I,
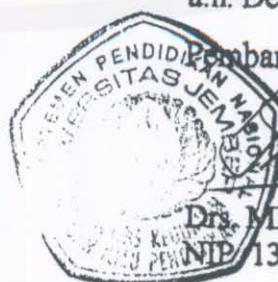
Drs. MISNO A.L., M.Pd.
NIP. 130 937 191

DEPARTEMEN PENDIDIKAN NASIONAL
Kantor Wilayah Propinsi Jawa Timur
SLTP Negeri 10 Jember
Jl. Raya Nusa Indah No. 21 Jember

Yang bertanda tangan dibawah ini:

Nama   : Maria Partini
NIP   : 130 220 225
Jabatan   : Kepala SLTPN 10 Jember
Menerangkan bahwa
Nama   : Wulan Jaya Indah
NIM   : 97-1043
JUR/PROG : Pend. Bahasa dan Seni/Pend. Bahasa Inggris

Telah selesai melaksanakan penelitian di kelas II SLTPN 10 Jember Tahun Ajaran 2001/2002 dengan judul:
" The effect of using pictures on writing achievement of the second year students of SLTPN X Jember in the 2001/2002 academic year",

Terhitung mulai tanggal 12 Oktober sampai dengan 8 November 2001.
Demikian keterangan ini kami buat untuk dapat dipergunakan   sebagaimana mestinya.

Jember,   8 November 2001
Kepala Sekolah

Maria Partini
NIP. 130 220 225

Appendix 19

DEPARTEMEN PENDIDIKAN NASIONAL
UNIVERSITAS JEMBER
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

LEMBAR KONSULTASI PENYUSUNAN SKRIPSI

N a m a   : Wulan Jaya Indah

NIM/Angkatan   : 97-1043/1997

Jurusan/Program Studi : Pend. Bahasa dan Seni/Pend. Bahasa Inggris

Judul Skripsi   : The effect of using pictures on writing achieve-
ment of the second year students of SLTPN X

Jember in the 2001/2002 academic year.

Pembimbing I   : Drs. H.M.Sulthon M,MPd
Pembimbing II   : Dra. Hj.Zakiyah T,MA

KEGIATAN KONSULTASI

No	Hari/Tanggal	Materi Konsultasi	T.T. Pembimbing
1.	10 Mei 2001	Matrik	
2.	21 Mei 2001	Chapter I	
3.	28 Mei 2001	Chapter I	
4.	1 Juni 2001	Chapter II	
5.	8 Juni 2001	Chapter II	
6.	9 Juli 2001	Chapter III	
7.	24 Agustus 2001	Chapter III & Instrument	
8.	24 September 2001	Instrument	
9.	10 Desember 2001	Chapter IV	
10.	7 Januari 2002	Chapter IV +chapter V	
11.	8 Januari 2002	Chapter V + Abstract	
12.			
13.			
14.			
15.			

CATATAN : 1. Lembar ini harus dibawa dan diisi setiap melakukan konsultasi

          2. Lembar ini harus dibawa sewaktu Seminar Proposal Skripsi dan Ujian Skripsi

DEPARTEMEN PENDIDIKAN NASIONAL

UNIVERSITAS JEMBER

FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

LEMBAR KONSULTASI PENYUSUNAN SKRIPSI

N a m a   : Wulan Jaya Indah

NIM/Angkatan : 97-1043/1997

Jurusan/Program Studi : Pend. Bahasa dan Seni/Pend. Bahasa Inggris

Judul Skripsi : The effect of using pictures on writing achievement of the second year students of SLTPN X Jember in the 2001/2002

Pembimbing I : Drs. H. M.Shulton M,MPd

Pembimbing II : Dra. Hj. Zakiyah T,MA

KEGIATAN KONSULTASI

No	Hari/Tanggal	Materi Konsultasi	T.T. Pembimbing
1.	14 Mei 2001	Matrik	
2.	21 Mei 2001	Chapter I	
3.	28 Mei 2001	Chapter II	
4.	5 Juni 2001	Chapter II	
5.	18 Juni 2001	Chapter II	
6.	16 Juli 2001	Chapter III + Instrument	
7.	24 Agustus 2001	Chapter III + Instrument	
8.	24 September 2001	Instrument	
9.	10 Desember 2001	Chapter IV	
10.	7 Januari 2002	Chapter IV + chapter V	
11.	9 Januari 2002	Chapter V + Abs tract	
12.			
13.			
14.			
15.			

CATATAN : 1. Lembar ini harus dibawa dan diisi setiap melakukan konsultasi

        2. Lembar ini harus dibawa sewaktu Seminar Proposal Skripsi dan Ujian Skripsi

PENYEMPURNAAN/PENYESUAIAN KURIKULUM 1994

(SUPLEMEN GBPP)

MATA PELAJARAN: BAHASA INGGRIS
SATUAN PENDIDIKAN: SLTP/MTs

DEPARTEMEN PENDIDIKAN DAN KEBUDAYAAN

JAKARTA, 1999

KELAS II (136 Jam Pelajaran)

Tujuan Pembelajaran Umum	Daftar Tema	Keterampilan Fungsional	Contoh Ungkapan Komunikatif	Kegiatan Pembelajaran
1	2	3	4	5
Dengan kemampuan lebih kurang 250 kosakata baru pada tingkatan kosakata lebih kurang 750 dan tata bahasa yang sesuai dengan tema dan anak tema yang telah ditentukan, siswa dapat memiliki keterampilan berbahasa sebagai berikut. **a. Membaca** Siswa dapat membaca teks yang berbentuk narasi, deskripsi, percakapan dan berbentuk khusus seperti petunjuk jadwal dan formulir yang panjangnya lebih kurang 100 kata dengan keterampilan sebagai berikut: 1) menemukan informasi tertentu; 2) mendapatkan gambaran umum tentang isi bacaan; 3) menemukan pikiran utama yang tersurat; 4) menemukan pikiran utama yang tersirat; 5) menemukan semua informasi rinci yang tersurat 6) mendapatkan informasi yang tersirat 7) menafsirkan makna kata, frasa dan kalimat berdasarkan konteks.	**Caturwulan I** • *Olahraga* - Fasilitas Olahraga - Alat Olahraga - Jenis Olahraga - Pertandingan Olahraga - Olahragawan • *Kesehatan* - Tubuh Kita - Dokter dan Paramedik - Di Rumah Sakit - Obat-Obatan - Penyakit	Cara melakukan sesuatu. Ungkapan perbandingan antara 2 atau lebih benda/ orang. Ungkapan tawaran/penolakan bantuan melakukan sesuatu. Ungkapan tentang suatu kegiatan Deskirpsi suatu keadaan/ Ungkapan rasa simpati. Ungkapan tentang harapan.	• Rani drives very carefully. • The horse runs very quickly. • Yayuk plays tennis beautifully. • Tyson is stronger than Lahova. • Hollifield is the strongest • "Can I help you?" "Lovely." • "Yes, please." / "No, thank you." • We are having exercises this Sunday • Do you always have exercises on Sundays • Tom looks healthy. He looks like an athlete. • "My mother is very seriously ill." "I'm sorry to hear that." • "I hope you are OK." "Don't worry."	**a. Membaca** • Mencbak benda yang diiklankan dengan pertolongan ungkapan bal berdasarkan iklan yang gambar bendanya dihilangkan maknanya. • Mengelompokkan kata-kata/frasa berdasarkan sejumlah data yang disediakan yang disusun secara acak. • Menjodohkan sejumlah pokok limat dengan predikatnya yang susun secara acak sehingga menjadi kalimat yang bermakna. • Memilih nama tokoh atau benda yang terdapat dalam datar berdasarkan deskripsi tentang tokoh atau benda tersebut. • Memilih diagram yang sesuai dengan isi teks berdasarkan suatu teks dan beberapa diagram. • Membuat pertanyaan benar-salah tentang isi teks oleh sebagian siswa dan selebihnya menjawab pertanyaan tersebut berdasarkan teks yang disediakan. • Menentukan kata-kata pokok utama yang ada dalam teks. • Memilih pernyataan-pernyataan yang cocok dengan isi teks berdasarkan beberapa pernyataan yang diberikan.

8) Mendapatkan rasa senang Catatan: Rumusan tujuan butir 8 dimaksudkan untuk mendorong guru dan penulis buku menciptakan rasa senang siswa dalam kegiatan membaca. b. Menyimak 1) mengidentifikasi benda-benda yang namanya disebutkan oleh guru; 2) melaksanakan perintah yang diberikan secara lisan; 3) memperoleh informasi tertentu dari teks lisan pendek (percakapan, narasi, deskripsi). c. Berbicara 1) mengeja dan atau menyebutkan lafal yang benar kata-kata yang telah dipelajari; 2) bertanya dan menjawab pertanyaan secara sederhana; 3) melakukan percakapan pendek dan sederhana dengan lancar; 4) secara sederhana mengungkapkan pikiran, pendapat dan perasaan. d. Menulis 1) menyalin kalimat sederhana yang telah dipelajari dengan	Pakaian - Jenis pakaian - Membuat pakaian - Bahan pakaian Caturwulan 2 • Kehidupan Desa/Kota - Mata Pencaharian - Transportasi - Masyarakat	• Ungkapan permohonan dan responsnya. • Ungkapan kejadian pada waktu yang akan datang. • Ungkapan kejadian yang telah berlangsung. • Ungkapan keinginan. • Ungkapan tentang suatu kegiatan. • Ungkapan yang menyatakan pilihan. • Ungkapan tawaran dan responsnya. • Ungkapan tawaran/penolak-	• "Would you post this letter for me, please?" "I'm sorry. I'm very busy right now." "Shut the door., please !" "Sure." "Can you get me an aspirin, please?" "Certainly." • The dressmaker will see you tomorrow. • My sister has bought a new dress for the party. • I need a white shirt. • She's making a dress • He's wearing a cotton shirt • I like living in the village better than in the country. • "Do you want something to eat?" "Perhaps, later." • "Would you like a drink?" "Yes, please." / "No, thanks." • "Would you like any help?" "Yes, please." / "No, thank you."	• Menghitung jumlah kata tertentu yang terdapat dalam teks dan kemudian mengidentifikasi kata-kata lain yang mempunyai makna yang berkaitan. • Memilih diagram yang sesuai berdasarkan beberapa diagram yang disediakan. • Mencari halaman topik tertentu dengan menggunakan halaman indeks. • Mencari nomor telepon perusahaan/kantor tertentu dalam halaman petunjuk telepon. • Mencari makna kata tertentu dengan menggunakan kamus. • Menentukan apakah suatu teks berisi bujukan, peringatan, undangan, informasi, arahan, dan sebagainya. b. Menyimak • Melakukan dan petunjuk yang diberikan secara lisan. • Mengidentifikasi benda/binatang dengan menunjukkan gambar. • Melengkapi suatu formulir berdasarkan informasi yang diberikan secara lisan. • Melengkapi suatu bagan berdasarkan informasi yang diberikan secara lisan. • Mendengarkan cerita guru berdasarkan gambar dan menjawab pertanyaan. • Mendengarkan suatu percakapan

dan menjawab pertanyaan-pertanyaan berdasarkan percakapan.	• "What can I do for you?" / "I'm OK." / "Nothing, thanks."	an/penerimaan melakukan sesuatu.
• Menjawab pertanyaan bentuk benar-salah berdasarkan informasi lisan.	• Villagers have enough time to rest but urbans have none. • There is no cart in the city but there are some in the village.	Ungkapan yang menyatakan jumlah.
c. Berbicara • Bercerita tentang suatu kejadian yang sangat berkesan yang pernah dialami.	• I am going to spend my school holidays in Bali. • I plan to go on a trip to Sumatra next month. • Toni is going to visit the zoo next Sunday.	*Rekreasi* - Di Pantai - Di Kebun Binatang - Di Pegunungan Ungkapan tentang rencana.
• Menyatakan kesetujuan atau ketidaksetujuan dan alasannya melalui tanya-jawab. • Menanggapi suatu tawaran. • Tanya-jawab tentang pengalaman dan pendapat mengenai sesuatu hal.	• My brother usually goes to the beach in the weekends • My father always tells the truth.	Ungkapan tentang frekuensi peristiwa atau kegiatan.
• Mengungkapkan pendapat, perasaan, pikiran melalui tanya-jawab misalnya tentang fasilitas umum yang ada. • Mengucapkan selamat pada seseorang.	• This resort is as interesting as Kuta beach. • Sengigi is more interesting	Ungkapan perbandingan antara 2 benda/orang atau lebih.
• Bermain peran dalam: (1) memohon untuk meminjam sesuatu dengan sopan: (2) menawarkan diri untuk melakukan sesuatu: (3) memberikan informasi sederhana tentang sesuatu hal: (4) mengajukan dan menanggapi permohonan izin: dan (5) meminta maaf.	• The beach is clean and beautiful.	Deskripsi tentang sesuatu/seseorang.
d. Menulis • Menyusun kata-kata yang diberikan secara acak menjadi suatu	• I feel fresh in the mountain. • The weather becomes foggy in the afternoon.	Deskripsi suatu keadaan atau perasaan.

ejaan dan tanda baca yang benar.

2) menulis kalimat sederhana yang diimlakkan;

3) melengkapi percakapan sederhana (paling banyak 2 pertukaran peran, 4 baris);

4) melengkapi paragraf pendek yang berbentuk narasi dan deskripsi;

5) membuat kalimat majemuk setara dan bertingkat.

The content is a rotated syllabus table (Indonesian).

Topik	Deskripsi	Contoh	Kegiatan
Layanan Umum - Hotel - Kantor Pos - Bank - Wartel - Tempat Hiburan - Rumah Makan - Tempat Ibadah - Klinik	Pernyataan tentang peristiwa yang telah terjadi dan peristiwa yang terjadi di masa lampau.	• Budi has posted the letter. He posted it ten minutes ago. ...	kalimat. • Melengkapi percakapan pendek. • Menuliskan jawaban-jawaban atas pertanyaan berdasarkan gambar. • Menyusun seperangkat kalimat yang diberikan secara acak menjadi di suatu paragraf berdasarkan gambar. • Menuliskan jawaban-jawaban atas pertanyaan pemahaman teks.
	Pernyataan tentang kejadian yang telah berlangsung.	• Indri has been to Bandung. • Toto has gone out to cash a cheque.	
	Tanya jawab tentang keadaan objek atau seseorang	• "How old is Hamidah?" "She is 14 years old." • "How heavy is this box?" "It's 5 kilograms." / "I'm not sure." • "How far is the bank from here?" "How good is the restaurant?"	
Caturwulan 3 • **Hiburan** - Tarian - Film - Musik - Sandiwara	Ungkapan tawaran/penolak-an bantuan.	• "What can I do for you?" • "I'm alright. Thank you." / "Turn on the radio, please."	
	Ungkapan tentang permintaan/pemberian/peno-lakan izin.	• "Could I go to the movie with my friends?" • "Yes, certainly." / "I am afraid not" • "Can I go to the theater this evening?" • "Of course." / "I am afraid you can't"	
	Ungkapan tentang harapan.	• Let's hope for the best.	

Appendix 21

Research Schedule

Date	Activities
13 October 2001	Asking for research permission
20 October 2001	Interview
29 October 2001	Giving the homogeneity test
1 November 2001	Teaching the experimental group
2 November 2001	Teaching the control group
3 November 2001	Teaching the control group
5 November 2001	Teaching the experimental group
8 November 2001	Giving the post-test
9 November 2001	Asking for research finishing letter