



**THE USE OF COMPOSITE PICTURES TO IMPROVE THE EIGHTH
GRADE STUDENTS' ACTIVE PARTICIPATION AND THEIR
SENTENCE WRITING ACHIEVEMENT
AT MTs NEGERI GENTENG**

THESIS

By

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**ENGLISH EDUCATION PROGRAM LANGUAGE AND
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TEACHER TRAINING AND EDUCATION JEMBER
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2015**



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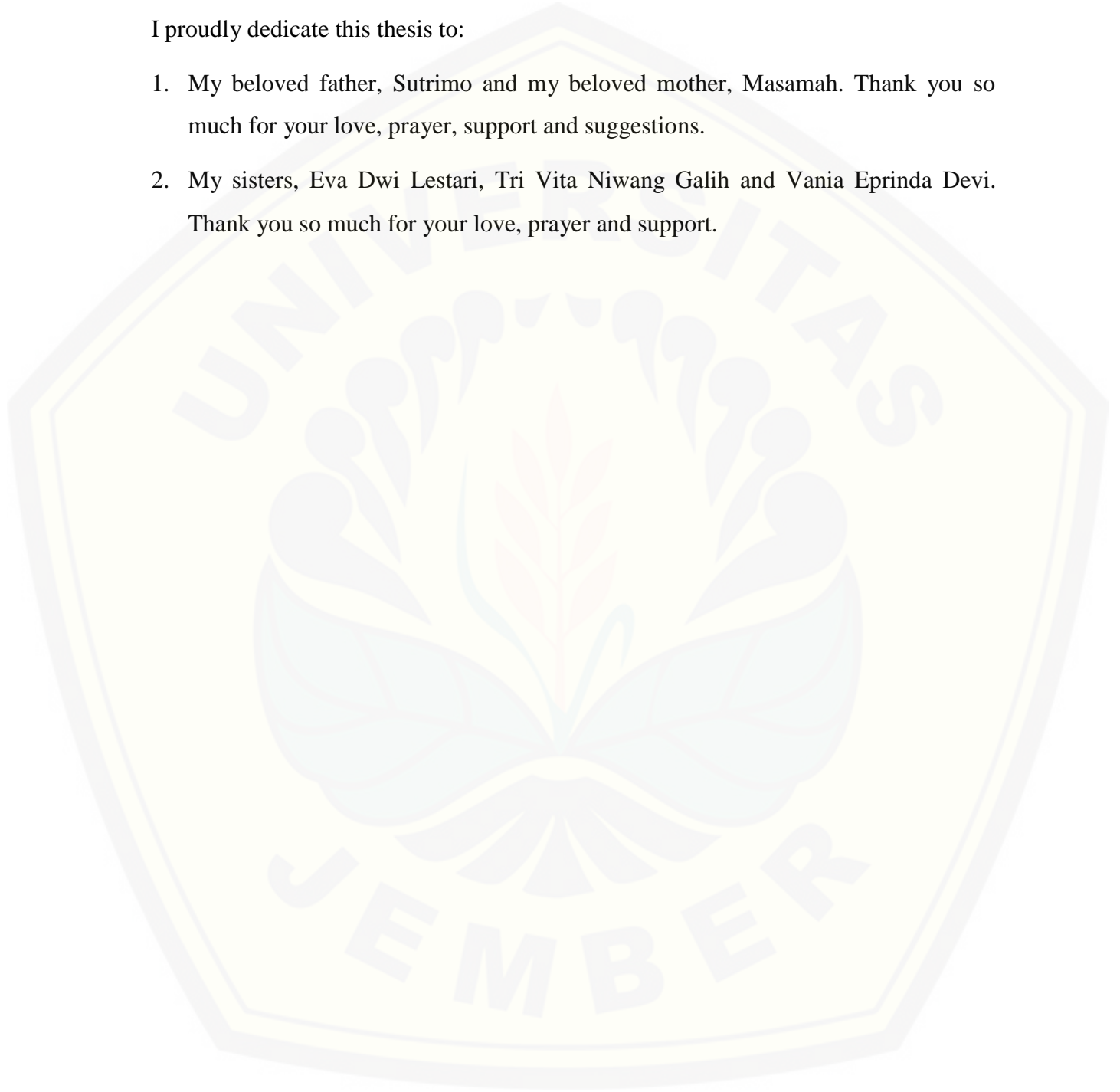
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DEDICATION

I proudly dedicate this thesis to:

1. My beloved father, Sutrimo and my beloved mother, Masamah. Thank you so much for your love, prayer, support and suggestions.
2. My sisters, Eva Dwi Lestari, Tri Vita Niwang Galih and Vania Eprinda Devi. Thank you so much for your love, prayer and support.



MOTTO

Writing is the painting of the voice.¹

(Voltaire)

¹<https://www.pinterest.com/miabotha/happiness-and-other-good-stuff/>

STATEMENT OF THESIS AUTHENTICITY

I certify that this thesis is an original and authentic piece of work by the author herself. Hence, all materials incorporated from secondary sources have been fully acknowledged and referenced.

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CONSULTANT'S APPROVAL

**THE USE OF COMPOSITE PICTURES TO IMPROVE THE EIGHTH
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THESIS

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Jember, September 14th, 2015
The writer

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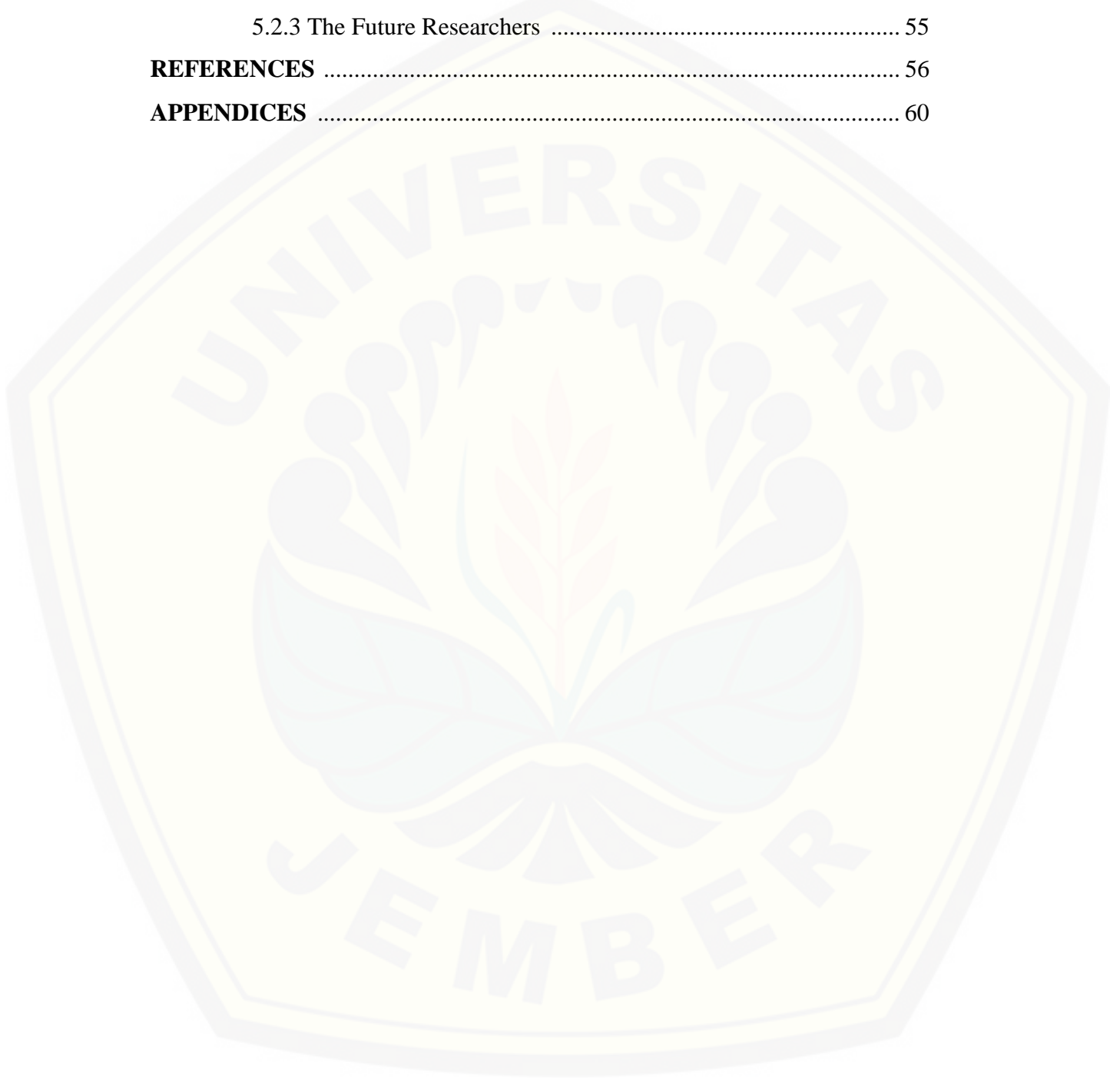
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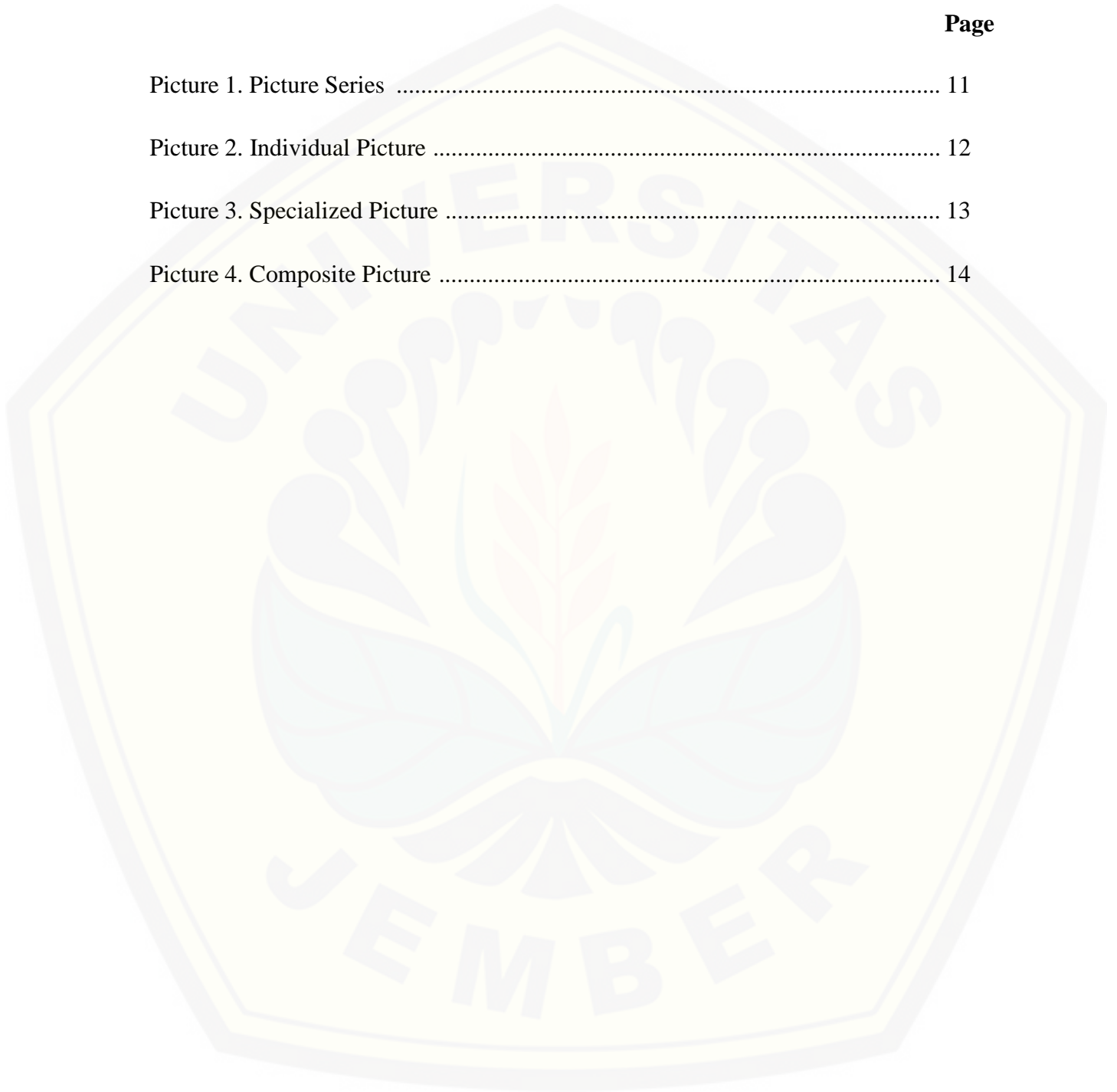


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SUMMARY

The Use of Composite Pictures to Improve the Eighth Grade Students' Active Participation and Their Sentence Writing Achievement at MTs Negeri Genteng, Puput Oktaria, 100210401019; 161 pages; English Education Study Program, Language and Arts Education Department, Teacher Training and Education Faculty, Jember University.

This classroom action research was intended to improve the eighth grade students' active participation and their sentence writing achievement at MTs Negeri Genteng. Based on the preliminary study at MTs Negeri Genteng, it was known that the students in class VIII H had the lowest mean score compared with the other eighth grade classes. There were only 23 (64%) students of 36 students who got score 75 and higher. There were some problems that made the students get difficulties. They were lack of vocabulary, they had difficulty in mastering grammar, the teacher never used media and they were less active in the teaching learning process.

To solve those problems, the researcher used composite pictures to improve the students' active participation and their sentence writing achievement. The researcher believed that composite pictures could motivate the students and made them pay attention in teaching learning process. Composite pictures were used as media in teaching sentence writing of simple past tense.

The research was conducted on March 5th- April 2nd, 2015. There were two cycles in conducting this research. Each cycle consist of two meetings and a sentence writing achievement test. This classroom action research was done collaboratively with the English teacher. The criteria of success of this research was 75% or more of the students could fulfill at least 3 indicators of 4 indicators of observation checklist and 75 % or more of the students can reach the standard score requirement of 75 or more in the sentence writing test.

There were two kinds of data in the research. They were primary data which collected through observation and sentence writing achievement test, and supporting data which collected through interview and documentation.

Based on the observations, it was known that the average of students' active participation in Cycle 1 was 58.5%. It showed that the actions did not achieve the criteria of success of the research. In Cycle 2, the average of students' active participation was 77%. The improvement of students' active participation from Cycle 1 and Cycle 2 was 18.5%. It means that the successful criteria of the research was achieved.

Meanwhile, the results of the students' sentence writing achievement test achieved the target criteria both in the first and in the second cycle. In other words, the results showed consistency. In Cycle 1, the percentage of the students' sentence writing test was 75%. In Cycle 2, the percentage of the students' sentence writing test was 80%. The improvement of students' sentence writing achievement by using composite picture from Cycle 1 and Cycle 2 was 5%.

Based on the result above, it could be concluded that the use of composite pictures could improve the students' active participation and their sentence writing achievement at MTs Negeri Genteng.

CHAPTER 1. INTRODUCTION

This chapter presents some aspects related to the topics of the study. Those aspects are background of the research, research problems, research objectives and research significance.

1.1 Background of the Research

English is a popular language that people use in the world as an international language. Barber (1993:236) states that English is used by more than four hundred million people as a second language and as a foreign language for various purposes. For example: education, science, technology, medicine, etc. There are some countries that use English as the first language (USA and UK), the second language (Malaysia and Philippine) and the foreign language (Indonesia). The English subject has been taught in Indonesia since the students in the elementary school until in the university level. In elementary school, English is taught as a local content subject but in junior high school up to university level, English is taught as a compulsory subject. English is also used for National Examination.

Based on KTSP 2006, there are 4 important skills in English namely writing, speaking, listening and reading skills that must be taught to the students in junior high school from the seventh until the ninth grade students. Those skills must be taught integratedly with the language components consisting of grammar, vocabulary, and pronunciation. Writing is one of the important skills among them. Writing includes some elements, such as grammar, mechanics, content, vocabulary and organization. Writing must be taught in school because it is very useful to transfer the students' thoughts into language (Depdiknas, 2006:3). The teacher can teach the students from the simple thing such as writing simple sentences to the more difficult one. From the simple sentence, the students can make a complex paragraph. Langan (2004:xiii)

states that sentence writing skill will help students learn to write effectively. Sentence writing skill is an ability to write correct sentences.

Based on the informal interview with the English teacher at MTs Negeri Genteng on Tuesday, September, 2nd 2014, it was known that almost all the students of class VIII H had difficulties in writing some sentences. Based on the students' previous scores in sentence writing, the students of class VIII H had the lowest mean score compared with the other classes. There were only 23 (64%) students of 36 students who got score 75 and higher. There were some problems that made the students get difficulties. The first problem was they lack of vocabulary. It could be understood that English is not the first language in Indonesia but it is as a foreign language. So, it made them difficult to write. Sometimes the students got difficulties to choose the appropriate words that match with the context. Bram (1995:25) says that for most beginning writers whose mother tongue is not English, to express what they intend to say is sometimes difficult, since most of them, are lack of vocabulary. Then, the second problem was the students had difficulty in mastering grammar. The third problem was the teacher has never used media in teaching writing, especially composite pictures. The last problem was the students' participation was still passive. The students less motivate in the teaching learning process. Based on those problems, a classroom action research was conducted in class VIII H.

Based on the problem above, there should be an alternative to solve those problems. An English teacher must be creative in teaching writing. Media is very useful for teaching because it is interesting enough for the students. Goodwyn (1992:23) states that media provide a starting point for the subject and it can encourage the students' motivation. Media can improve the students' curiosity so that they will pay attention more to the teacher's explanation and they will participate in the class. According to Rohani (1997:76), using media in teaching learning process is more impressive because in conveying the idea, information, and message, it doesn't need much verbal language. So, the teacher is not necessary to explain everything to the students.

There are many kinds of media for teaching English. One of them for teaching writing is pictures. Yunus (1981) states that pictures are the most widely available of all teaching materials. Pictures are effective media for teaching because they give many benefits for students. Wright (1989:17) says that pictures can motivate the students and make them want to pay attention and want to take a part. One of those pictures is composite picture. Yunus (1981) states that composite picture is a large single picture which shows a scene (hospital, beach, canteen, etc.) in which a number of people can be seen doing things. Based on Wright (1989:4-6), pictures can be used to improve some aspects of language such as structure, vocabulary, function, situation and four language skills.

In teaching sentence writing, the researcher focused on four writing aspects. They are grammar, mechanics, vocabulary and content. Those aspects are chosen because of the following reasons. The students are taught about grammar because grammar is the basic rule to make sentences. The students are expected to master the sentence patterns so they can write good sentences. In this research, Simple Past Tense was chosen because it was appropriate with the curriculum in the even semester for the eighth grade students. The second aspect was mechanics. In this research, the aspect of mechanic that was used was spelling. By mastering the mechanics, the students are expected to spell the words correctly. The third aspect was content. In order to be able to write good writing, the writer should have an ability to express and develop their ideas. The last aspect was vocabulary. Vocabulary plays an important role too because the idea or feeling can be expressed through words or vocabulary (Bram, 1995:48).

Nistina (2012) conducted an action research with entitled “The Use of Composite Pictures to Improve Class VIII D Students’ Recount Text Writing Achievement at SMP Negeri 1 Krejengan Probolinggo in the 2011/ 2012 Academic Year.” This action research showed that the use of composite pictures could improve the students’ writing achievement. Another research was conducted by Mahmudi (2013) entitled “Improving Class VIII D Students’ Recount Text Writing

Achievement by Using Composite Pictures at SMP Negeri 3 Lumajang in the 2012/2013 Academic Year". This action research showed that the use of composite pictures could improve the students' writing achievement. From both of the research, it showed that the use of composite pictures in writing class was very useful to develop the students' writing skill. The differences between this research and the previous research are the material that was taught to the students in the research. In their research, Nistina and Mahmudi used a recount text for teaching writing. The researcher here, however, taught sentence writing in simple past tense by using composite pictures.

To overcome the students' problems in the sentence writing, the researcher conducted a Classroom Action Research entitled *The Use of Composite Pictures to Improve the Eighth Grade Students' Active Participation and Their Sentence Writing Achievement at MTs Negeri Genteng in the 2014/2015 academic year*.

1.2 Problems of the Research

Based on the background of the research above, the problems of the research could be formulated as follows.

1. How can the use of composite pictures improve VIII H students' active participation at MTs Negeri Genteng?
2. How can the use of composite pictures improve VIII H students' sentence writing achievement at MTs Negeri Genteng?

1.3 Objectives of the Research

Based on the research problems above, the objectives of the research could be formulated as follows.

1. To improve the VIII H students' active participation in the teaching learning process of sentence writing by using composite pictures at MTs Negeri Genteng.

2. To improve the VIII H students' sentence writing achievement by using composite pictures at MTs Negeri Genteng.

1.4 Significance of the Research

It is expected that the results of the research could give benefits to the following people.

1.4.1 The Students

The actions given to the students are expected to give an experience to the students about the use of composite pictures in writing sentences to improve the students' active participation and their sentence writing achievement.

1.4.2 The English Teacher

The results of the research are expected to give information to the English teacher. They can learn how important to use media in teaching writing. The teacher could use the composite pictures to improve the students' active participation and their sentence writing achievement.

1.4.3 The Other Researchers

The research results are hopefully useful for the other researchers as information or a reference to conduct a further research with different or the same research design to investigate the students' active participation and sentence writing achievement by using composite pictures with different research subjects and schools.

CHAPTER 2. REVIEW OF RELATED LITERATURE

This chapter presents the theories related to the research problems. They are definitions of writing, the meaning of a sentence, pictures as media in language learning, the students' participation and action hypothesis.

2.1 Definitions of Writing

Writing is a form of communication. Fairbairn and Winch (1996:32) state that writing is about conveying meaning by selecting words and putting them together in a written or printed form. Writing is one of the important skills in English Language Teaching. Writing must be taught in school because it is very useful to transfer the students' thoughts into language (Depdiknas, 2006:3). The teacher can teach the students from the simple thing such as writing simple sentences to the more difficult one. From the simple sentence, the students can make a complex paragraph. In this research, the researcher focused on writing simple sentences by using simple past tense because it is the basic tense that the students' should master and it is appropriate with the English materials taught in the second semester.

2.2 The Meaning of Sentence Writing

A sentence is a group of words that expresses a complete thought (Lindner, 2005:63). To make a complete sentence, each sentence must contain at least a subject and a predicate. The subject can be a single word or a group of words. The subject explains who or what the sentence is about. The predicate asks something about the subject or tells the subject to act and it must contain to be or a verb. To write a simple sentence, the students should be taught about the elements of writing. Brown (2003:243) mentions some elements of writing, such as grammar, vocabulary, mechanics, organization and content. In this research, the elements of writing scored were grammar, vocabulary, content and mechanics because the researcher taught the

students how to write sentences in the simple past tense. Organization was not used because it was used in writing a paragraph or a text. The aspects of sentence writing about grammar, vocabulary, content and mechanic will be reviewed in the following parts.

2.2.1 Grammar

Fairbairn and Winch (1996:109) define grammar as a set of rules to construct sentences that make sense and acceptable in English. Grammar here means the sentence structure. Heaton (1990:135) states that grammatical skill is the ability to write correct and appropriate sentences.

According to Fairbairn and Winch (1996:109), there are some basic points that the teacher can use to teach the students to construct sentences as follows.

1. All of the sentences must contain a main verb.
Example: “Anita TV now”. This sentence is grammatically wrong. It should be added by verb “is watching”. So the correct sentence is “Anita is watching TV now”.
2. Make sure that verbs and nouns, or pronouns, agree; that is, that plural nouns have a plural verb and singular nouns have singular verbs.
Example: “We buy some book.” It is a wrong sentence. It should be “We buy some books”.
3. The tenses of verbs are consistent.
Example: “They go to the cinema last night.” This sentence is grammatically wrong because the time is last night. So, the tense that should be used is past tense. It should be “They went to the cinema last night.”
4. There is no crucial or grammatically significant words are missing.
Example: “Students should strive ensure that sentences they write make sense.” It is wrong sentence. It should be “Students should strive to ensure that sentences they write make sense.”

In this research, the researcher focused on writing the sentences simple past tense. The uses of simple past tense will be explained below.

Simple Past Tense

Based on Eastwood (2012:59), the uses of simple past tense will be explained as follows.

1. Simple past tense is used when the action happened in the past.

For example: I **bought** this coat yesterday.

I **saw** the film three weeks ago.

2. Past tense is also used for states.

For example: That party last week **was** great.

The Romans **had** a huge empire.

(Eastwood, 2012:59)

The time signals for simple past tense are:

Yesterday, last (week/ year/ day/ month, etc), (week, day, month, etc) ago, once, the day before yesterday.

In writing sentences, simple past tense was used because it was appropriate with the curriculum in the even semester for the eighth grade students. The students were taught to write positive sentences, negative sentences and interrogative sentences in past tense form.

2.2.2 Mechanics

Capitalization, punctuations and spellings are the mechanics of writing. Heaton (1991:135) says that mechanical skill is the ability to use correctly specific rules to the written language. They are not simply rules that we must memorize and follow; they are specific signals to the reader. The uses of mechanics are to determine meaning and to clarify meaning. However, in this research, the mechanics was spellings because punctuation and capitalization were too easy for the students to write the simple sentences. In punctuation, the students only need a full stop and a question mark in writing a sentence. In capitalization, the students only need a capital letter at the beginning of sentence. It's too simple for the students. But in spelling, the students have to know how to write word correctly. If they write a wrong word, it will change the meaning of sentence. Spelling will be explained bellow.

Spelling

Some of the common spelling mistakes happen because the English words have the same sounds but different spellings and meanings. Fairbairn and Winch (1996:100) say that poor spellings can make meaning ambiguous and non sense sentences. These are the examples of words that the students often have misspellings:

hole - whole
know - no
sea - see, etc.

In this research, spelling was used because the students were hoped to write words correctly. It could make the students more careful in writing sentences.

2.2.3 Content

Content is the students' ability to think creatively and develop thoughts, excluding all irrelevant information (Heaton, 1991:135). In order to be able to compose a good writing, the writers should have an ability to express and develop their ideas. It was expected the students could write the sentences appropriately with the material or topic given by the teacher because sometimes the students got difficulties to choose the appropriate words matching with the context.

2.2.4 Vocabulary

Vocabulary is a list or set of words for a particular language that individual speakers of a language might use (Hatch and Brown, 1995:1). In language, people use words to express their thoughts and ideas. Bram (1995:48) states that words give meanings; wrong words will make the reader or listener misunderstands. So, he/ she can't understand what the writer or speaker means. Vocabulary often has more than one meaning. So, it can make the students confused. The context plays an important role because the meaning of a word depends on the context.

Vocabulary is used as one of writing aspects in this research because it could make the students more careful in choosing the correct and appropriate word.

2.3 Pictures as Media in Language Learning

Media plays an important role in teaching. A teacher must be creative to find media to teach because media give many benefits in the teaching learning process. There are many kinds of media that a teacher can use. One of them is pictures. Yunus (1981) states that pictures are the most widely available of all teaching materials. Based on Wright (1989:4-6), the composite picture can be used to improve some aspects of language such as structure, vocabulary, function, situation and four language skills. Through pictures, the students can understand more about the material because pictures give concrete models for the students so it is not easy to be forgotten (Rohani, 1997:76).

2.3.1 Kinds of Pictures

There are many kinds of pictures that can be used in teaching writing. Based on Yunus (1981), there are 4 kinds of pictures. They are composite pictures, picture series, individual pictures and specialized pictures. Those four kinds of pictures will be reviewed in the following parts.

A. Picture Series

Yunus (1981) defines picture series as a number of pictures linked to form a series or a sequence. Hence, its main function is to tell a story or a sequence of events. Wright (1989:201) states that picture in series are a set of pictures that makes a sequence of events. Picture series are available in comics, in cartoon strips and in textbooks. Pictures in series make the students easier to understand about the chronological events.

Picture 1. Picture Series

(Taken from: <https://www.youtube.com/watch?v=TzyvmCIFAt0>)

The picture in series above shows about the sequence of events.

One day, there was a lion slept in the forest and a little mouse climbed up his body. Then, the lion wake up from his sleep, and caught the little mouse. The little mouse was very afraid so the lion let him free. One day, the lion was trapped in a net. After that, the little mouse bitted the net to help the lion. Finally, the lion was free and they became friends.

B. Individual Pictures

An individual picture is a single picture of object, person or activity (Yunus: 1981). Wright (1989:193) says that an individual picture is a picture of a single object

such as a person, a place, and an action. Sometimes, an individual picture is used to teach a descriptive text. The students are asked to describe an object.

The following picture is an example of an individual picture.

Picture 2. Individual Picture



(Taken from: <http://www.ajnn.net/wp-content/uploads/2013/10/presiden-sby1.jpg>)

The description of the picture above is as follows.

He is Mr. Susilo Bambang Yudhoyono. He is an ex-Indonesian President. His hair is short and straight. He has tan skin. He is big and tall. His nose is pointed. He has slanted eyes.

C. Specialized Pictures

Specialized pictures can be used to illustrate topics and provide motivation for discussion (Yunus: 1981). Posters, charts, advertisements, pamphlets and brochures are kinds of specialized pictures. They are also useful for training students to read quickly for information.

Picture 3. Specialized Picture



(Taken from: <http://www.hha.org.au/UserFiles/image/Tarban%20Poster%.jpg>)

The picture above is a kind of a specialized picture. It is a poster. The words in the poster should be short and clear. Although it has just some words in the poster, the students are expected to understand about the information given. From the example above, the poster means that we must wash our hands in order to make our hands clean. If we seldom wash our hands, they will be dirty and there are many bacteria on them.

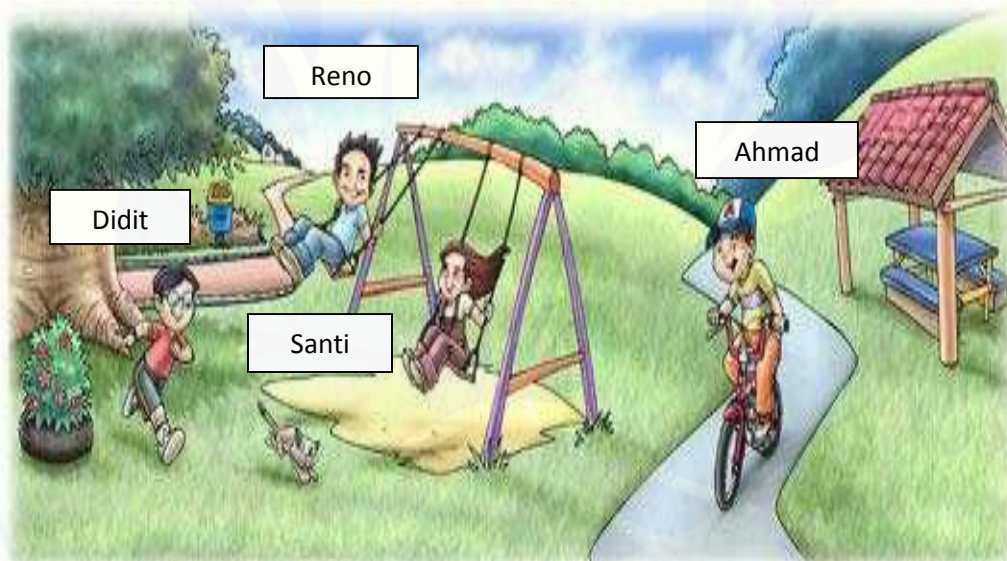
D. Composite Pictures

Wright (1989:198) states that a composite picture is a picture that has a lot of information in it. There may be a lot of people doing different things, or it may be a landscape or a cityscape showing lots of object, buildings, etc. According to Yunus (1981), a composite picture is a large single picture that shows a scene (hospital,

beach, canteen, railway station, street) in which a number of people can be seen doing things. It enables students to see places, people and events that they would otherwise not see because of factors like distance, time and cost. Composite picture also provided much information that could be used in the teaching learning process. Because of their size, the composite picture was appropriate to be seen by the whole-class. The composite pictures can be found in books, internet, a wallpaper or magazines, etc.

In this research, the researcher used a composite picture as media in the teaching learning process of sentence writing. The composite picture here is not as the material. But it is as media to teach the students to write some sentences in simple past tense.

Picture 4. Composite Picture



Taken from: (<http://lamanmultimedia.dbp.my/wordpress/wp-content/uploads/2010/08/bermainditaman.jpg/>)

The picture above is an example of the composite picture. It shows many activities in it. For examples:

- 1) Didit chased a cat in the park yesterday.
- 2) Ahmad rode a bicycle in the park yesterday.

- 3) Reno and Santi played swings in the park yesterday.

2.3.2 Composite Pictures as Media in Teaching Writing: Strengths and Weaknesses.

As media in the teaching learning process, pictures have many benefits. Rohani (1997:76) states that pictures can make the students get many experiences and it can make the students understand material better. Pictures give concrete model to the students and it is not easy to be forgotten.

According to Wright (1989:17), pictures have some strengths for the students as follows.

1. Pictures can motivate students and make them want to pay attention and want to take a part in the teaching learning process.
2. Pictures contribute the context in which the language is being used. They bring the world into the classroom (a street scene or a particular object, for example, a train).
3. Pictures can be described in an objective way ('This is a train.') or interpreted ('It's probably a local train.') or responded to subjectively ('I like travelling by train.').
4. Pictures can cue responses to questions or cue substitutions through controlled practice.
5. Pictures can stimulate and provide information to be referred to in conversation, discussion and storytelling.

(Wright, 1989:17)

Based on Yunus (1989), the strengths of composite pictures are as follows.

1. They enable students to see places, people and events that they would otherwise not see because of factors like distance, time and cost.
2. In composite pictures, there is a lot of information that the students can get.
3. Because of their size, composite pictures are appropriate for the whole class teaching rather than individualized learning or group work.
4. Composite pictures provide clues to the meaning of details, either introducing it to the learners for the first time or reminding them of it.

(Yunus, 1989)

In addition, the weaknesses of composite pictures based on Yunus (1989) are limited available commercially and generally prepared by the teacher.

2.3.3 Some Procedures of Teaching Sentence Writing by Using the Composite Pictures

According to Wright (1989:24,25,41), some procedures to teach sentence writing by using composite pictures are as follows.

1. The teacher shows a composite picture to the students.
2. The students say anything about it.
3. The teacher introduces a sentence pattern.
4. The students take the pattern.

(Wright, 1989:24,25,41)

From the explanation above, the researcher will adapt the procedure to teach sentence writing by using the composite picture from Wright (1989:24,25,41) as follows.

1. The teacher shows a composite picture to the students.
2. The students say anything about it.
3. The teacher introduces a sentence pattern of simple past tense.
4. The teacher gives example of sentence in simple past tense.
5. The students follow the pattern of simple past tense.
6. The students make the sentence based on the pattern.

2.4 The Students' Participation

In the teaching learning process, the success of teaching learning process can be seen by the students' active participation in the class. Cohen says (1991:699) as quoted in Rocca (2010:188), participation is a way to bring students actively into the educational process and to assist in enhancing our teaching and bringing life to the classroom. According to Dancer & Kamvounias (2005), participation can be seen as an active engagement process which can be divided into five categories: preparation, contribution to discussion, group skills, communication skills and attendance.

Based on Bean & Peterson (2014), there are some benefits of students' participation in the teaching learning process as follows.

1. Increasing motivation, as students need to take a responsibility for their own learning.
2. Encouraging students to be active participants in classrooms activities.
3. Encouraging students to think and reflect on issues and problems that relate to the class.
4. Fostering the development of a student's communication and presentation skills in individual and group presentations.
5. Encouraging participation and social interaction in the sharing ideas and concepts.
6. Developing respect for others' point of view in cooperative and collaborative learning environment.
7. Developing group and team skill.

The students' participation in the class is very important. In fact, the teacher often finds the students less active. Bean & Peterson (2014) state that the students do not participate in the teaching learning process may be because they are not prepared; they may be shy, or classroom dynamics may be problematic. For example, other students dominate or it may be because of the language problems.

2.5 Action Hypothesis

Based on the literature review and the research problems, the action hypotheses of this research are as follows.

1. The use of composite pictures can improve the VIII H students' active participation in the teaching learning process of sentence writing at MTs Negeri Genteng.
2. The use of composite pictures can improve the VIII H students' sentence writing achievement at MTs Negeri Genteng.

CHAPTER 3. RESEARCH METHOD

This chapter presents the research methods used in the research. It includes research design, operational definitions of key terms, area determination method, respondent determination method, data collections method and research procedures.

3.1 Research Design

The design of this research was a Classroom Action Research (CAR). It was designed to improve the eighth grade students' active participation and their sentence writing achievement at MTs Negeri Genteng by using composite pictures. Gay *et al.* (2011:508) define an action research as any systematic research conducted by teachers, principals, school counselor, or other stakeholders in the teaching learning environment that involves gathering information about the ways in which their particular schools operate, the teachers teach, and the students learn. According to McMillan (1992:12), a classroom action research is a specific type of applied research with the purpose to solve a specific classroom problem or to make a decision at a single local site. In this research, the researcher solved the problems of the VIII H grade students' active participation and their sentence writing achievement that happened in the classroom by using composite pictures.

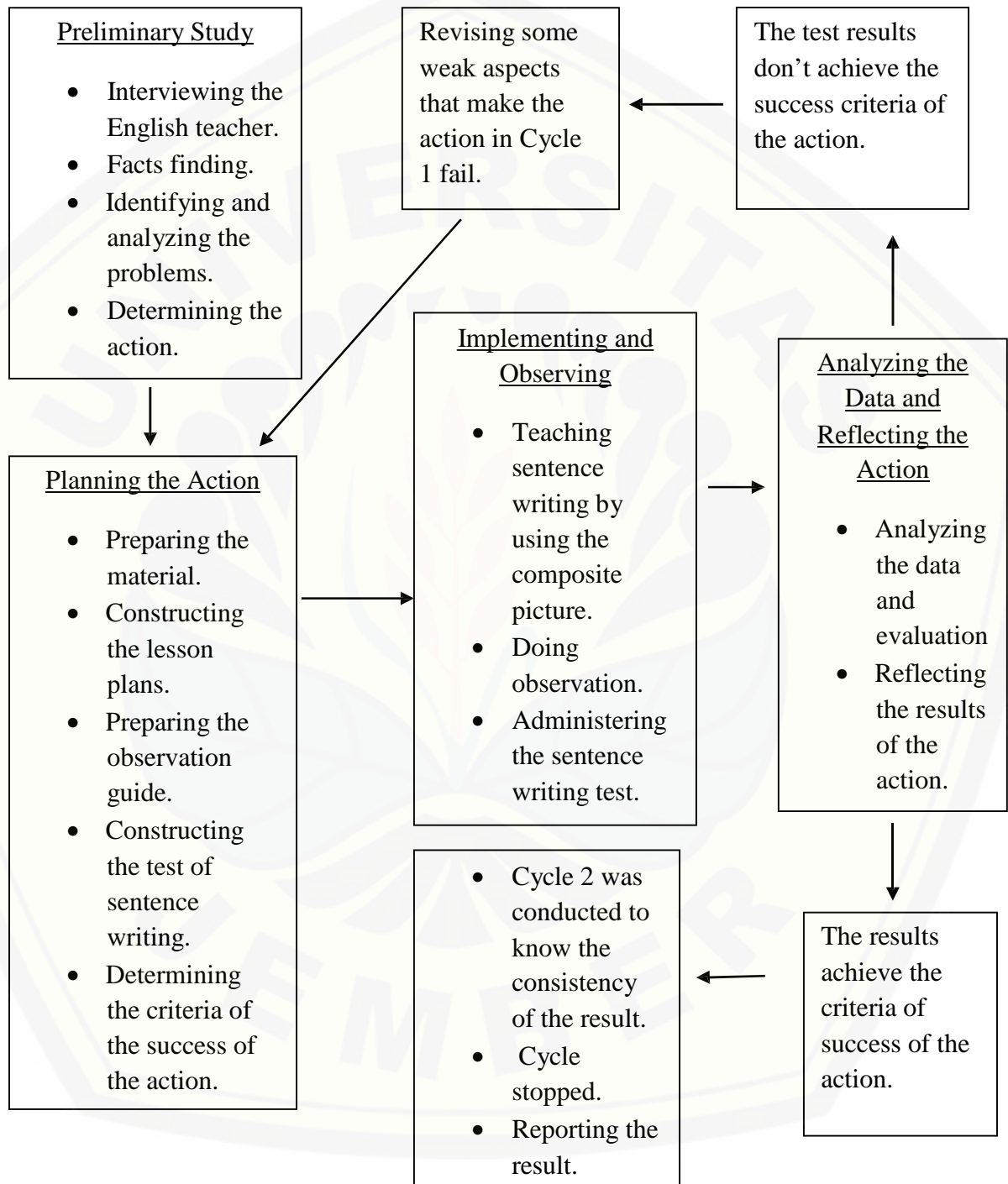
The research was conducted at MTs Negeri Genteng. In conducting this action research, the cycle model was used in which each cycle covered four activities. They were (1) planning the action, (2) implementing the action, (3) observing and evaluating, (4) analyzing the data and reflecting the action (Elliot, 2001:70). In this research, the researcher collaborated with the English teacher. The collaboration in this research focused on identifying and defining research problem, planning the action, carrying out the action, class observation and doing the reflection of the results of the actions in each cycle.

The criteria of success of this research were at least 75% of the students could fulfill at least 3 indicators of 4 indicators stated in the checklist and 75 % or more of the students could reach the standard score requirement of 75 or more in the sentence writing test.

The action here was conducted in the cycles. If 75% of the students couldn't fulfill at least 3 indicators of 4 indicators in the observation checklist and if 75% of the students couldn't achieve the standard score requirement of 75 in the writing test, the action was continued to the second Cycle. Although the students could fulfill the indicators of active participation and could achieve the standard score requirement, the action was continued to the second Cycle in order to see the consistency of the students' scores in the sentence writing test and their active participation in the teaching learning process of sentence writing by using composite pictures in the second Cycle.

The design of this classroom action research is illustrated in the following diagram.

Figure 3.1 The Design of the Classroom Action Research



(Adapted from Lewin, 1980 in Elliott, 2001:70)

The detailed procedures of the research design were as follows.

1. Interviewing the eighth grade English teacher to get the information related to the current condition in teaching learning process and finding the students' problems in learning English.
2. Finding out some documents about the students' writing scores to get the supporting data to know the students' problems in writing English.
3. Finding out the class that has the lowest mean score in writing and has less active participation in the class based on the information from the English teacher. This class will be chosen as the research subjects.
4. Planning the actions by designing the lesson plans for Cycle 1.
5. Finding the materials from the internet.
6. Implementing the actions in the first cycle. The researcher taught sentence writing by using composite picture in the first meeting and the teacher taught it in the second meeting.
7. Observing the classroom activities based on the observation checklist while implementing the actions in Cycle 1 in meeting 1 done by the teacher and in the second meeting, the researcher did the observation.
8. Administering the sentence writing test after the actions in Cycle 1 finish.
9. Analyzing the results of sentence writing test and the results of observation statistically in the percentage.
10. Reflecting the results of the actions, namely the results of observation and the results of sentence writing test to see whether they can reach the research target or not. Since the result of observation and the results of sentence writing test had not achieved the research target, the research was continued to the second cycle.
11. Planning the actions by designing the lesson plans for Cycle 2 and revise some weak aspects.

12. Implementing the actions in the second Cycle. The researcher taught sentence writing by using composite picture in the first meeting and the teacher taught it in the second meeting.
13. Observing the classroom activities based on the observation checklist while implementing the actions in Cycle 2 in the first meeting done by the teacher and in the second meeting, the researcher did the observation.
14. Administering the sentence writing test after the actions in Cycle 2 finish.
15. Analyzing the results of sentence writing test and the results of observation statistically in the percentage. The actions stopped in the second Cycle.
16. Drawing a conclusion to answer the research problems.

3.2 Operational Definitions of the Key Terms

The operational definition served as the guideline to understand the terms used in the title. It enabled the readers and the writers to get mutual understanding of the terms used in this research. The terms defined operationally were composite pictures, the students' active participation and the students' sentence writing achievement.

3.2.1 Composite Pictures

A composite picture is a single picture that showed a scene (beach, hospital, bus station, etc) in which some people doing some activities. Composite pictures provided much information. It enabled the students to see places, people and events that they would otherwise not see because of factors like distance, time and cost. So, the composite pictures, in this research were used as the media in the teaching of the sentence writing.

3.2.2 The Students' Active Participation

The students' active participation means the students involved actively in the teaching learning process of sentence writing. The indicators of active students in the teaching learning process were as follows.

1. Listening to the teacher's explanation and making notes.
2. Asking the questions about the lesson they did not understand to the teacher.
3. Answering the teacher's questions based on the composite picture showed.
4. Doing the exercises of the sentence writing based on the composite pictures.

3.2.3 The Students' Sentence Writing Achievement

The students' sentence writing achievement, in this research referred to the students' sentence writing test scores in writing 15 sentences in the simple past tense based on the composite picture given. Their sentence writing was scored based on the aspects of grammar, vocabulary, content and mechanic (spelling).

3.3 Area Determination Method

The area of this research was determined by purposive method. Arikunto (2006:139) states that the purposive method is the method to take the area based on the certain purposes. The research was conducted at MTs Negeri Genteng because of some reasons as follows.

1. The teacher has never used the composite pictures in the teaching learning process.
2. The class VIII H students were less active in the teaching learning process and their mean scores in the writing test was lower than the other classes.
3. The headmaster and the teacher gave the researcher permission to do the action research in this school.

3.4 Research Subject Determination Method

Arikunto (2006:139) says that the purposive method can be used to determine the research subjects in the research. There are eight classes of the eighth grade students of MTs Negeri Genteng in the 2014/ 2015 academic year. Those classes are VIII A, VIII B, VIII C, VIII D, VIII E, VIII F, VIII G and VIII H. The researcher took class VIII H as the research subjects because of some reasons. Based on the information from the English teacher, the students of class VIII H had low motivation in writing. So, they were less active in the class. Their mean scores in writing sentences were lower than the others classes. Only 64% of the students gained the standard score of 75 in the sentence writing test. So, the researcher conducted the research in this class to solve sentence writing problem.

3.5 Data Collection Methods

In this research, the researcher collected the primary data and the supporting data. The primary data were collected by using a writing test and a classroom observation, while the supporting data were gathered by interview and documentation. The data collection methods were explained in the following parts.

3.5.1 Test

The test of sentence writing was done in each cycle after the actions were given. It was used to measure the students' sentence writing achievement. McMillan (1992: 114) states that a test is an instrument that presents to each subject covering a set of questions that requires the completion of a cognitive task. It means that a test is an instrument consisting of questions which are constructed based on the students' cognitive task. In this research, the sentence writing test was constructed by the researcher by using the composite picture.

Hughes (2003: 11) mentions there are four kinds of tests. They are proficiency test, achievement test, diagnostic test and placement test. In this research, the

researcher used achievement test because it was directly related to language courses and its purpose was to establish how successful individual students, groups of students, or the courses themselves have been in achieving objectives (Hughes, 2003: 13).

Based on Hughes (2003: 26), there are two criteria to conduct a good test. They are validity and reliability. A test is said to be valid if it measures what is intended to be measured. In this research, content validity was applied because the test materials were constructed based on KTSP 2006/ Institutional Level Curriculum and the aspects of sentence writing will be measured. They are grammar, vocabulary, content and mechanic. Then, valid test must be reliable. It means that the test has consistent results.

After the implementation of the actions, the sentence writing test was given to the research subjects. The test was conducted in each cycle after the actions given. Dealing with the scoring method, there are two methods of scoring. They are holistic scoring and analytic scoring. A holistic scoring method is a method to give scores based on the scorer's impression (Hughes, 2003:85). This scoring has an advantage of being very rapid. Experienced scorers can judge a one-page piece of writing in just a couple of minutes or even less. The disadvantage of this scoring is the teacher will not know in which aspects the students have strengths and weaknesses in writing. Another method of scoring is analytic scoring. In this research, the researcher used the analytic scoring method. Hughes (2003:100) says that an analytic scoring method is a method of scoring which requires a separate score for each number of aspects of a task. Analytic scoring includes some elements, such as content, organization, vocabulary, grammar and mechanics. However, in this research, four aspects of writing were scored. They were grammar, mechanic, content and vocabulary. Based on Hughes (2003:102), the analytic scoring method has some advantages. The teacher is compelled to consider aspects of performance which they might otherwise ignore, and the teacher has to give a number of scores that tend to make the scoring more reliable. The disadvantage of this scoring method is it will take much time in giving

the score because the teacher must evaluate each aspect of writing (Hughes, 2003:103). These were the aspects of the sentence writing scoring.

Table 3.1 The Aspects in Scoring the Sentence Writing Test

a.	Grammar	5	No errors of grammar or word order.
		4	Few errors of grammar or word order.
		3	Some errors of grammar or word order which do not interfere comprehension.
		2	Errors of grammar or word order, readers need own interpretation.
		1	Errors of grammar or word order as severe as to make comprehension.
b.	Vocabulary	5	Use appropriate words.
		4	Use some inappropriate words but do not interfere comprehension.
		3	Use wrong or inappropriate words, expression of ideas limited.
		2	Use wrong or inappropriate word, readers need own interpretation.
		1	Vocabulary so limited as to make comprehension impossible.
c.	Mechanics	5	Use correct spelling.
		4	Few wrong spelling but do not interfere comprehension.
		3	Some wrong spelling frequent, re-reading is necessary for full comprehension.
		2	Wrong spelling frequent, readers need own interpretation.
		1	Errors in spelling so the reader must often rely on own interpretation.
d.	Content	5	Knowledgeable, through development of topic sentence.
		4	Some knowledgeable of subject, some development of topic sentence but supporting sentence relevant to assigned topic.
		3	Some knowledgeable of subject, limited development of topic sentence.
		2	Limited knowledgeable of subject, inadequate development of topic sentence, supporting sentence relevant to the topic but lacks detail.
		1	Does not show knowledgeable of subject, inadequate development of topic sentence, and supporting sentence does not relate to assigned topic, or not enough to evaluate.

(Adapted from Hughes, 2003:101)

3.5.2 Observation

Ali (1993:72) states that observation is a research that is done with observes the object directly or indirectly. Observation has a goal to observe the students' activeness and responses during the implementation of the action. Based on Gay *et al.* (2011:382), there are two common types of observation. They are participant observation and nonparticipant observation. Participant observation is an observation that the researcher becomes a part of and a participant in the situation being observed. Meanwhile, nonparticipant observation is an observation that the observer is not directly involved in the situation being observed. In this research, the researcher applied the participant observation. It means that the researcher and the English teacher collaborated to observe the students participation in the class. In detail, it will explain in the research procedures (page 28).

3.5.3 Interview

McMillan (1992:132) defines interview as a form of data collection in which questions are asked orally and the subjects' responses are recorded. This research was used to get the supporting data about the students' sentence writing achievement, the students' problem in sentence writing and the media that the teacher usually use in teaching writing. In the interview process, the researcher used the interview guide in the form of a list of questions to gain the supporting data. The data from the interview was used as the information in the background of the study. Interview was done orally with the English teacher at MTs Negeri Genteng. The researcher interviewed the second grade English teacher.

3.5.4 Documentation

According to Arikunto (2006:206), documentation is also an important method in collecting data. In this research, documentation was used to get the supporting data about the names of the respondents and their previous score of the

VIII H grade students of MTs Negeri Genteng in the 2014/ 2015 academic year. The supporting data were used to complete the main data. The results of documents are enclosed on appendix 3 and 4.

3.6 Research Procedures

The classroom action research was done in a cycle model. Each cycle consisted of four activities. Those activities were 1) The planning of the action, 2) The implementation of the action, 3) Class observation and evaluation, 4) Data analysis and reflection of the action (Lewin in Elliott 2001: 70).

3.6.1 The Planning of the Action

The planning of the action is a preparation before the actions are done. In planning the action, the researcher collaborated with the English teacher to prepare some activities as follows.

Cycle 1

1. Constructing the lesson plans for the first Cycle (meeting 1 and meeting 2).
2. Preparing the material and the media of composite picture.
3. Constructing the observation guide in the form of checklist containing the indicators of the students' participation.
4. Constructing the sentence writing test in Cycle 1.
5. Setting the criteria of the success of the action.

Cycle 2

1. Constructing the lesson plans for the second Cycle (meeting 1 and meeting 2) by revising some weaknesses in Cycle 1.
2. Preparing the material and the media of composite picture.
3. Constructing the observation guide in the form of checklist containing the indicators of the students' participation.
4. Constructing the sentence writing test in Cycle 2.

5. Setting the criteria of the success of the action.

3.6.2 Implementation of the Action

Cycle 1

The research implemented the actions during the school hours. The time allocation was 2x40 minutes. Cycle 1 was done in two meetings and in the third meeting after the actions, sentence writing test was given to the subjects. The researcher collaborated with the English teacher in teaching sentence writing. In the first meeting, the researcher taught sentence writing by using composite picture to the students and the English teacher became the observer to observe the students' participation in the teaching learning process. In the second meeting, the English teacher taught sentence writing by using composite picture to the students and the researcher became the observer. Then, sentence writing test was administered in the third meeting.

Cycle 2

The action in the second Cycle was done the same as the action in the first cycle. Cycle 2 was done in two meetings and in the third meeting after the actions, sentence writing test was given to the subjects. The actions in Cycle 2 were done by revising some weaknesses aspects in Cycle 1. The researcher collaborated with the English teacher in teaching sentence writing. In the first meeting, the researcher taught sentence writing by using composite picture to the students and the English teacher became the observer to observe the students' participation in the teaching learning process. In the second meeting, the English teacher taught sentence writing by using composite picture to the students and the researcher became the observer. The sentence writing test was administered in the third meeting.

3.6.3 Classroom Observation and Evaluation

The classroom observation was done by the researcher and the English teacher during the teaching learning process of sentence writing by using composite picture. It was intended to observe the students' participation in the sentence writing teaching learning process.

In Cycle 1, in the first meeting, the researcher taught the students and the English teacher became observer to observe the students' participation in the teaching learning process. In the second meeting, the teacher taught the students and the English teacher became the observer. The observations in Cycle 2 were done the same as the observations in Cycle 1.

According to Arikunto (2006: 157), observation can be done in two ways. They are systematic observation and nonsystematic observation. In systematic observation, the observer uses guidance as the instrument while in nonsystematic observation the observer doesn't use any instrument. In this research, the researcher applied systematic observation by using observation checklist. In line with this idea, Arikunto (2006: 204) states that the most effective way in observation is by using a blank or a checklist as the instrument. This is the format of observation checklist.

Table 3.2 The Observation Guide (Checklist)

No	The Students' Name	Indicators				Categories	
		1	2	3	4	Active	Passive
1	AM						
2	BG						
3	CO						
4	DR						
5	EW						

Notes:

1. Asking the questions about the lesson they don't understand to the teacher.
2. Listening to the teacher's explanation and making notes.
3. Answering the teacher's questions based on the composite picture showed.
4. Doing the exercises of the sentence writing based on the composite pictures.

Active : The students were considered active if they could do three or four indicators of observation checklist.

Passive : The students were considered passive if they did less than three indicators of observation checklist.

Evaluation was used to get the main data. There are two types of the evaluation used in this research. They were process evaluation that was used to evaluate the students' participation during the teaching learning process of sentence writing by using composite picture and product evaluation was used to evaluate the students' sentence writing achievement by using composite picture that was done in the third meeting after the actions in the first and the second Cycle.

The criteria of the success of the action are as follows.

1. The use of composite picture could improve the students' sentence writing achievement if at least 75% of the students could reach the standard score of 75 or more in the sentence writing test.
2. The use of composite picture could improve the students' active participation if at least 75% of the students were active in the teaching learning process of the sentence writing.

3.6.4 Analysis and Reflection of the Action**3.6.4.1 Data Analysis**

In this research, the data collected from observation in each meeting were analyzed quantitatively in the percentage by using the following formula.

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

Notes:

E : The percentage of the students who were active in the teaching learning process of sentence writing by using composite picture.

n : the number of the students who were categorized as active students.

N : the number of students in the writing class (the research subjects).

(Adapted from Ali, 1993:186)

Then, the results of the sentence writing test in each cycle were analyzed quantitatively by using the following formula.

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

Notes:

E : the percentage of the students who reach the targeted score of 75 or more in the sentence writing test.

n : the number of the students who reach the targeted score of 75 or more in the sentence writing test.

N : the number of students doing the test (the research subjects).

(Adapted from Ali, 1993:186)

3.6.4.2 Reflection

Reflection was conducted based on the results of observation and the result of the sentence writing test. The reflection of the sentence writing test was intended to know whether the actions given could achieve the research objectives or not. It was also to know the strengths and the weaknesses of the actions given in each cycle. The researcher and the English teacher collaborated to do the reflection. If there were some weaknesses in the first Cycle, they were used as a guide to revise the implementation of the actions in the first Cycle and revised them to produce the lesson plans for the second Cycle.

CHAPTER 4. RESEARCH RESULTS AND DISCUSSION

This chapter presents the results of the classroom action research of Cycle 1 and Cycle 2. Each cycle consists of the result of observations, the result of sentence writing test by using composite pictures, the result of reflections and the discussion of research results.

4.1 The Result of the Actions in Cycle 1

This sub chapter will discuss the implementation of the actions in Cycle 1, the result of observations in Cycle 1 (meeting 1 and meeting 2), the result of sentence writing test and the result of reflection. They will be explained in the following parts.

4.1.1 The Implementation of the Actions in Cycle 1

The actions in Cycle 1 were conducted in two meetings and in the third meeting was sentence writing test. The actions were done based on the lesson plans which were constructed by the researcher and the English teacher. The first meeting was conducted on March 5th, 2015. In the first meeting, the researcher taught the students writing sentences by using composite pictures in the past tense form and the English teacher observed the students' active participation. The second meeting was conducted on March 7th, 2015. In the second meeting, the English teacher taught the students writing sentences by using composite pictures in the past tense and the researcher observed the students' active participation. In the first meeting, the researcher showed the composite picture to the students and asked them to mention some verbs based on the picture given. Then, the researcher explained them how to write the sentences based on the composite pictures given. In this research, simple past tense was used in writing the sentences. The teacher wrote some sentences based on the composite pictures given in the past tense to give them some examples. For the

exercises, the students were asked to write 5 positive sentences in groups, 5 negative sentences in pairs and 5 interrogative sentences individually based on the composite pictures given in the simple past tense. In the third meeting, the students' sentence writing test was administered on March 11th, 2015. The test was used to know the students' achievement in writing sentences in the past tense after they were given the actions in Cycle 1.

4.1.2 The Result of Observations in Cycle 1

Observations were done during the teaching learning process. Observation had a function to know the students' participation during the teaching learning process of sentence writing by using composite pictures. The researcher and the English teacher did the observations collaboratively. In the first meeting, when the researcher taught the students, the English teacher was the observer. In the second meeting, when the English teacher taught the students, the researcher was the observer.

In this research, an observation checklist was used while observing the students' participation in joining the teaching learning process of sentence writing by using composite pictures. There were four indicators observed: 1) asking the questions about the lesson they did not understand to the teacher, 2) listening to the teacher's explanation and making notes, 3) answering the teacher's questions based on the composite pictures showed, 4) doing the exercises of the sentence writing based on the composite pictures. The students were considered active if they could do three or four indicators observed. The results of observation in Cycle 1 will be reported in the following table.

Table 4.1 The Results of Observations in Cycle 1

No.	The Students' Initial Name	Meeting 1				Categories		Meeting 2				Categories	
		Indicators				A	P	Indicators				A	P
		1	2	3	4			1	2	3	4		
1	APA	-					-						-
2	AAS	-		-		-		-	-				-
3	AVA	-					-						-
4	AH	-					-	-					-
5	ALY		-				-	-					-
6	ABZ	-		-		-			-				-
7	AT	-					-	-					-
8	AN						-			-			-
9	DFD	-			-	-		-	-				-
10	DM	-					-	-					-
11	DNH	-	-			-		-	-				-
12	FZ	-					-	-					-
13	FT	-	-			-		-					-
14	IN	-			-	-		-	-				-
15	JNA						-	-					-
16	LNA	-					-	-					-
17	MFA	-	-			-				-			-
18	MSZ	-		-		-		-	-				-
19	MH	-					-	-					-
20	MK	-	-			-		-		-			-
21	MR	-					-	-					-
22	MI	-			-	-		-					-
23	MH	-					-						-
24	NA	-	-			-		-		-			-
25	PA	-	-			-		-		-			-
26	PLA	-	-			-		-		-			-
27	RW	-			-	-			-				-
28	RA	-		-		-		-	-				-
29	RC	-					-	-	-				-
30	RK	-					-						-
31	RM	-	-			-		-	-				-
32	SI	-					-	-					-
33	SL						-						-
34	SNJ	-					-	-					-
35	WA	-					-	-					-
36	WW	-			-	-		-	-				-
Total		Meeting 1				19	17	Meeting 2				23	13
Percentage						53%	47%					64%	36%

Based on Table 4.1 above, in the first meeting there were 19 (53%) students of 36 students who were categorized as active students and there were 17 (47%) students out of 36 students who were categorized as passive students. In the second meeting, there were 23 (64%) students of 36 students who were categorized as active students and there were 13 (36%) students of 36 students who were categorized as passive students.

The results of observation in each meeting were analyzed quantitatively in the percentage by using the following formula.

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

- Meeting 1 (Cycle 1)

$$E = \frac{19}{36} \times 100\%$$

$$E = 53\%$$

- Meeting 2 (Cycle 1)

$$E = \frac{23}{36} \times 100\%$$

$$E = 64\%$$

Notes:

E : The percentage of the students who were active in the teaching learning process of sentence writing by using composite picture.

n : the number of the students who were categorized as active students.

N : the number of students in the writing class (the research subjects).

(Adapted from Ali, 1993:186)

To make it clear, the results of the analysis are presented in the following table.

Table 4.2 The Average of Students' Participation in Cycle 1

No.	Meeting	Percentage	
		Active	Passive
1	Meeting 1	53%	47%
2	Meeting 2	64%	36%
	Average	58.5%	41.5%

From the calculation, the percentage of the students in meeting 1 and meeting 2 showed that the students' active participation were still low. The percentage was below 75% in each meeting. In the first meeting, it was 53% of the students who were active and in the second meeting, it was 64%. On the average, the percentage of the students in joining sentence writing class by using composite pictures was 58.5%. It means that the actions in Cycle 1 had not achieved the target percentage of the requirement that was 75%.

4.1.3 The Result of Sentence Writing Test in Cycle 1

The sentence writing test was conducted on March 11th, 2015. The test was administered in the third meeting after the actions in Cycle 1. The test was used to measure the students' sentence writing achievement by using composite pictures. In this test, the students were asked to write 15 sentences based on the composite pictures given. It consisted of 5 positive sentences, 5 negative sentences and 5 interrogative sentences in simple past tense. Each correct sentence was score 20, so the total score was 300. The final score was calculated by using scale 1-100. Therefore, when a student got raw score 250, his final score was $\frac{250}{300} \times 100 = 83$. The aspects of writing concerned in this test were grammar, vocabulary, mechanic and content. The test was done in 80 minutes. In scoring, the researcher was helped by the researcher's colleague. Inter-rater scoring was used to ensure whether the test result was reliable or not. The result of the sentence writing test in Cycle 1 is presented in the following table.

Table 4.3 The Result of Sentence Writing Test in Cycle 1

No.	The Students' Initial Name	Scorer 1	Scorer 2	Average	Categories	
					Achieved	Not Achieved
1	APA	90	92	91		-
2	AAS	76	78	77		-
3	AVA	94	98	96		-
4	AH	88	83	85.5		-
5	ALY	80	81	80.5		-
6	ABZ	83	80	81.5		-
7	AT	76	80	78		-
8	AN	82	84	83		-
9	DFD	69	67	68	-	
10	DM	80	83	81.5		-
11	DNH	66	68	67	-	
12	FZ	85	90	87.5		-
13	FT	72	74	73	-	
14	IN	70	75	72.5	-	
15	JNA	77	79	78		-
16	LNA	82	87	84.5		-
17	MFA	80	85	82.5		-
18	MSZ	67	64	65.5	-	
19	MH	73	72	72.5	-	
20	MK	82	80	81		-
21	MR	91	88	89.5		-
22	MI	80	88	84		-
23	MH	94	92	93		-
24	NA	83	83	83		-
25	PA	70	71	70.5	-	
26	PLA	52	57	54.5	-	
27	RW	83	85	84		-
28	RA	75	76	75.5		-

29	RC	81	85	83		-
30	RK	90	88	89		-
31	RM	82	85	83.5		-
32	SI	82	83	82.5		-
33	SL	84	87	85.5		-
34	SNJ	80	85	82.5		-
35	WA	89	86	87.5		-
36	WW	68	69	68.5	-	
Total				2882	27	9
Mean Score				80		
Percentage					75%	25%

From Table 4.3 above, it was known that there were 27 (75%) students of 36 students who could reach the standard score of 75 or more in the sentence writing test. The data were analyzed as follows.

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

$$E = \frac{27}{36} \times 100\%$$

$$E = 75\%$$

Notes:

E : the percentage of the students who reach the targeted score of 75 or more in the sentence writing test.

n : the number of the students who reach the targeted score of 75 or more in the sentence writing test.

N : the number of students doing the test (the research subjects).

From the calculation above, it was known that the percentage of the students who could reach the standard score of 75 or higher in sentence writing test by using composite pictures was 75% in the first Cycle. It means that the percentage of the students who could reach the standard score of 75 or higher in sentence writing achievement by using composite pictures achieved the successful criteria of the action.

4.1.4 The Result of the Reflection in Cycle 1

The reflection was done after knowing the results of observations in the teaching learning process and the result of sentence writing test in Cycle 1. In the first meeting, the percentage of students' active participation was 53% and in the second meeting, the percentage of students' active participation was 64%. The average percentage of the students' active participation was 58.5%. It means that the students' active participation didn't achieve the successful criteria.

Meanwhile, the percentage of the students' sentence writing achievement by using the composite pictures was 75%. It means that the percentage of the students who could reach the standard score of 75 or higher in the sentence writing test by using composite pictures achieved the research successful criteria.

From the observations in meeting 1 and meeting 2, there were some problems found in the teaching learning process of sentence writing by using composite pictures. The first problem was the students had limited vocabulary. When the researcher asked them about the activities in the composite pictures, they answered the researcher's questions in Indonesian or Javanese. Sometimes, the students also got difficulty in changing verb 1 into verb 2. The second problem was sometimes some of the students could not see the composite picture clearly in the LCD because the classroom had much sunlight. The class was not dark enough. The students sometimes asked their friends about the activities in the picture. So, it made the class noisy. The third problem was the students sometimes made mistakes to recognize the people's names in the picture because sometimes there was a picture that had many names and people in it. So, it made the students confused. The last problem was the students felt afraid and shy in answering the researcher's or the teacher's questions.

The actions in the first Cycle needed some revisions in order to make the actions better in the second Cycle. For the first problem, the researcher and the English teacher asked the students to always bring the English dictionary during the teaching learning process of sentence writing by using composite pictures. For the second problem, the researcher gave the students the printed pictures. When the

students did the exercise in groups, in pairs and individually, the researcher gave the students pictures in printed form. This solution had a purpose to make the students look at the picture more clearly. So, they did not need to ask their friends and make a noise in the class. The solution for the third problem was giving an arrow mark to connect the person and his/ her name in the composite pictures. For the last solution of the fourth problem was the researcher guided the students to answer the questions and asked them to come forward more often to write their answers in the white board. This solution was hoped to make the students braver and were not shy again. To make it clear, the problems and the solutions in the teaching learning process of the sentence writing by using composite pictures are presented in the following table.

Table 4.4 The Problems and the Solutions in the Teaching Learning Process of Sentence Writing by Using Composite Pictures

No.	The Problems	The Solutions
1	The students had limited vocabulary. The students also got difficulty in changing verb 1 into verb 2.	The students were asked to bring the English dictionary.
2	The students could not see the composite pictures clearly.	The students were given composite pictures in the printed form beside in the slide.
3	The students made mistakes to recognize the people's names in the picture.	Giving an arrow mark to connect the person and his/ her name in the composite pictures.
4	The students felt shy and afraid of answering the researcher's or the teacher's questions.	The researcher guided the students to answer the questions and asked them to come forward more often to write their answers on the white board.

From the observations, it was known that the percentage of the students' active participation was below 75% in each meeting. In the first meeting, the percentage of students' active participation was 53% and in the second meeting, that was 64%. The average percentage of the students' active participation was 58.5%. It

means that the students' active participation still did not achieve the criteria of success of the actions. Meanwhile, the percentage of the students who could reach the standard score of 75 or higher in sentence writing test by using composite pictures was 75% in the first Cycle. It means that the percentage of the students who could reach the standard score of 75 or higher in the sentence writing test by using the composite pictures achieved the successful criteria of the actions. Therefore, the actions were still continued to the second Cycle to improve the students' active participation and to see the consistency of the students' result of the sentence writing achievement test.

4.2 The Results of the Actions in Cycle 2

This sub chapter reported the implementation of the actions in Cycle 2, the result of observations in Cycle 2 (meeting 1 and meeting 2), the students' result in the sentence writing test and the result of reflection.

4.2.1 The Implementation of the Actions in Cycle 2

The actions were conducted on March 26th, 2015 and March 28th, 2015. In the third meeting, the sentence writing test was conducted on April 2nd, 2015. The test was used to know whether 75 % or more of the students could reach the standard score requirement or not and it was used to see the consistency of the students' result of the sentence writing achievement test.

The material that was taught was the same as that in Cycle 1. In the second Cycle, both of the researcher and the English teacher did not explain about the simple past tense again. The researcher and the English teacher only reviewed the material. For the exercises, the students didn't need guidance because they had already known what they had to do. The exercises were the same as those in the first Cycle. In the first meeting, the researcher taught the students or gave the action and the English

teacher became the observer. In the second meeting, the English teacher taught the students or gave the action and the researcher became the observer.

4.2.2 The Result of Observations in Cycle 2

The researcher and the English teacher conducted observations during the writing teaching learning process. The observation had a function to know the students' participation during the teaching learning process of sentence writing by using the composite pictures. The researcher and the English teacher did the observations collaboratively.

In this research, an observation checklist in the form of table was used. In addition, the observer gave check marks in the observation checklist while observing in the classroom based on the categories in the indicators. There were four indicators observed. They were 1) listening to the teacher's explanation and making notes, 2) asking the questions about the lesson they did not understand to the teacher, 3) answering the teacher's questions based on the composite pictures showed, 4) doing the exercises of the sentence writing based on the composite pictures. The students' were considered active if they could do three or four indicators of observation checklist. The results of observations are presented in the following table.

Table 4.5 The Results of Observations in Cycle 2

No.	The Students' Initial Name	Meeting 1				Categories		Meeting 2				Categories	
		Indicators				A	P	Indicators				A	P
		1	2	3	4			1	2	3	4		
1	APA					-				-			-
2	AAS	-	-			-		-		-			-
3	AVA	-						-					-
4	AH	-						-					-
5	ALY	-						-					-
6	ABZ	-						-					-
7	AT	-						-					-
8	AN		-					-					-
9	DFD	-	-			-		-		-			-
10	DM			-				-					-
11	DNH	-			-	-		-		-			-
12	FZ	-						-		-			-
13	FT							-					-
14	IN	-	-			-		-		-			-
15	JNA		-					-		-			-
16	LNA	-						-		-			-
17	MFA	-						-		-			-
18	MSZ	-			-	-		-		-			-
19	MH	-						-		-			-
20	MK	-						-		-			-
21	MR							-					-
22	MI	-						-		-			-
23	MH		-					-		-			-
24	NA	-						-		-			-
25	PA	-						-		-			-
26	PLA	-			-	-		-		-			-
27	RW	Absent						-					-
28	RA	-		-		-		-					-
29	RC	-						-		-			-
30	RK	-						-		-			-
31	RM	-		-		-		-		-			-
32	SI							-		-			-
33	SL	-						-		-			-
34	SNJ							-					-
35	WA	-						-		-			-
36	WW	-			-	-		-		-			-
Total		Meeting 1				26	9	Meeting 2				29	7
Percentage						74%	26%					80%	20%

Based on Table 4.5 above, in the first meeting, there were 26 (74%) students of 35 students who were categorized as active students. There was a student who was absent. So, there were only 35 students joining the class, and 9 (26%) students who were categorized as passive students. In the second meeting, there were 29 (80%) students of 36 students who were categorized as active students and there were 7 (20%) students of 36 students who were categorized as passive students. In this research, the results of observation in each meeting were analyzed quantitatively in the percentage by using the following formula.

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

- Meeting 1 (Cycle 2)

$$E = \frac{26}{35} \times 100\%$$

$$E = 74\%$$

- Meeting 2 (Cycle 2)

$$E = \frac{29}{36} \times 100\%$$

$$E = 80\%$$

Notes:

E : The percentage of the students who were active in the teaching learning process of sentence writing by using the composite picture.

n : the number of the students who were categorized as active students.

N : the number of students in the writing class (the research subjects).

(Adapted from Ali, 1993:186)

To make it clear, the results of the analysis are presented in the following table.

Table 4.6 The Average of Students' Participation in Cycle 2

No.	Meeting	Percentage	
		Active	Passive
1	Meeting 1	74%	26%
2	Meeting 2	80%	20%
	Average	77%	23%

From the calculation, the percentage of the students who were active in the first meeting was 74%. In the second meeting, the percentage of the students' active participation was 80%. On the average, the students' active participation in joining the sentence writing class by using composite pictures was 77%. It means that the successful criteria of this research was achieved.

4.2.3 The Results of Sentence Writing Test in Cycle 2

Sentence writing test was conducted on April 2nd, 2015. The test was administered in the third meeting of the action in cycle 2. The test was used to measure the students' sentence writing achievement by using composite pictures after the actions given. In this test, the students were asked to write 15 sentences. It consisted of 5 positive sentences, 5 negative sentences and 5 interrogative sentences in simple past tense. Each correct sentence was score 20, so the total score was 300. The final score was calculated by using scale 1-100. Therefore, when a student got raw score 250, his final score was $\frac{250}{300} \times 100 = 83$. The aspects of writing that scored in this test were grammar, vocabulary, mechanic and content. The test was done in 80 minutes. In scoring, the researcher was helped by the researcher's colleague. Inter-rater scoring was used to ensure whether the test result was reliable. The result of the sentence writing test in Cycle 2 is presented in the following table.

Table 4.7 The Results of Sentence Writing Test in Cycle 2

No.	The Students' Initial Name	Scorer 1	Scorer 2	Average	Categories	
					Achieved	Not Achieved
1	APA	86	81	83.5		-
2	AAS	81	80	80.5		-
3	AVA	97	94	95.5		-
4	AH	91	88	89.5		-
5	ALY	82	83	82.5		-
6	ABZ	85	82	83.5		-
7	AT	78	80	79		-
8	AN	84	88	86		-
9	DFD	74	71	72.5	-	
10	DM	87	85	86		-
11	DNH	76	72	74	-	
12	FZ	87	86	86.5		-
13	FT	75	73	74	-	
14	IN	78	77	77.5		-
15	JNA	81	82	81.5		-
16	LNA	83	82	82.5		-
17	MFA	80	83	81.5		-
18	MSZ	75	73	74	-	
19	MH	78	76	77		-
20	MK	83	84	83.5		-
21	MR	92	91	91.5		-
22	MI	81	84	82.5		-
23	MH	91	93	92		-
24	NA	84	80	82		-
25	PA	75	73	74	-	
26	PLA	63	64	63.5	-	
27	RW	80	82	81		-
28	RA	83	80	81.5		-

29	RC	88	84	86		-
30	RK	90	92	91		-
31	RM	85	82	83.5		-
32	SI	88	84	86		-
33	SL	87	89	88		-
34	SNJ	81	85	83		-
35	WA	89	85	87		-
36	WW	77	72	74.5	-	
Total				2957.5	29	7
Mean Score				82		
Percentage					80%	20%

From Table 4.7 above, it could be known that there were 29 (80%) students' of 36 students who could reach the standard score of 75 or more in the sentence writing test. The data were analyzed as follows.

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

$$E = \frac{29}{36} \times 100\%$$

$$E = 80\%$$

Notes:

E : the percentage of the students who reach the targeted score of 75 or more in the sentence writing test.

n : the number of the students who reach the targeted score of 75 or more in the sentence writing test.

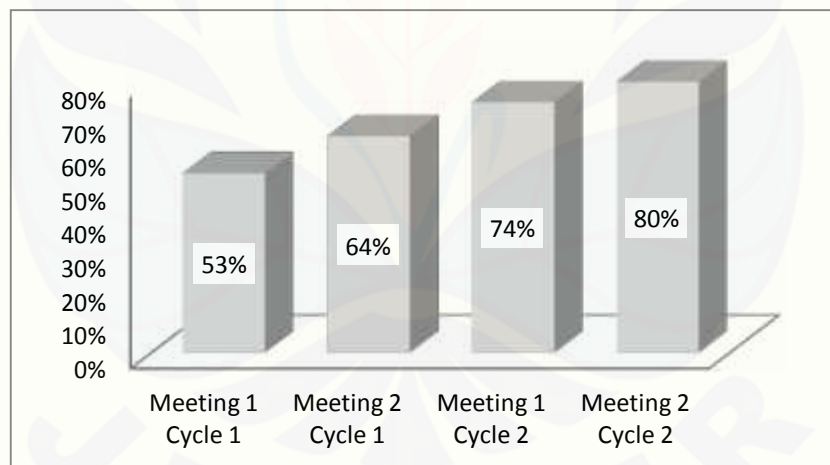
N : the number of students doing the test (the research subjects).

From the explanation above, it was known that the percentage of the students who could reach the standard score of 75 or higher in sentence writing test by using composite pictures was 80% in the second Cycle. It means that the percentage of the students who could reach the standard score of requirement showed the consistency with the result in the first Cycle.

4.2.4 The Results of the Reflection in Cycle 2

The reflection was done after knowing the results of observations in the teaching learning process and the result of sentence writing test in Cycle 2. The result of the students' active participation showed improvement from Cycle 1 to Cycle 2. In Cycle 1, the average percentage of students' active participation was 58.5%. In Cycle 1 meeting 1, the students' active participation was 53% and in meeting 2 was 64%. It means that the actions in Cycle 1 had not achieved the target percentage of the requirement that was 75%. Meanwhile, in Cycle 2 meeting 1, the students' active participation was 74% and in meeting 2 was 80%. The average percentage of students' active participation was 77%. It means 75% or more of the students could achieve the successful criteria of the research. To make it clear, the results of the students' active participation are presented in the following graph.

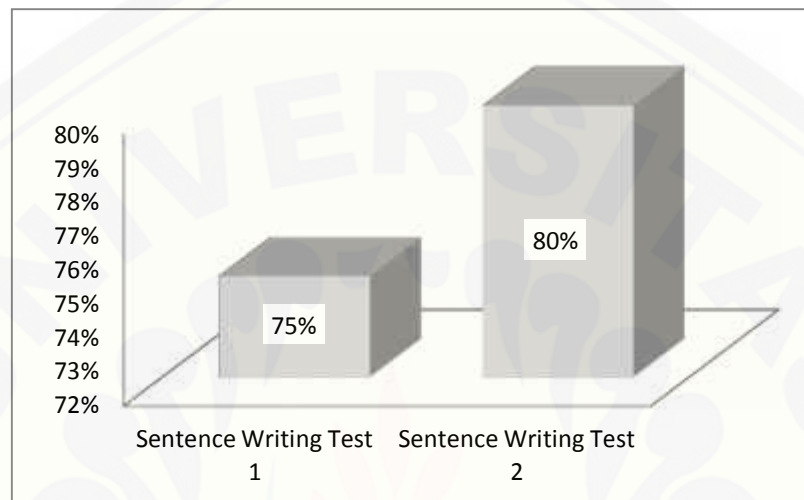
Graph 4.1 The Improvement of the Students' Active Participation from Cycle 1 to Cycle 2



The result of students' sentence writing showed improvement too or it showed consistency of the result. In Cycle 1, the percentage of the students' who got score 75 or more in the sentence writing test by using composite pictures was 75%. Meanwhile in Cycle 2, the percentage of the students' who got score 75 or more in the sentence

writing test by using composite pictures was 80%. The students' improvement in sentence writing test is presented in the following graph.

**Graph 4.2 The Improvement of the Students who got Score 75
in Sentence Writing Test from Cycle 1 to Cycle 2**



The results of the actions in Cycle 2 were better than those in Cycle 1. Almost all the students brought the English dictionary. They could find the words in the dictionary. If they were confused about the meaning of the words and the appropriate word that matched with the context, they asked the researcher or the English teacher. They could find verb 2 in the English dictionary. The class was conducive. The students did not make a noise again because they got the pictures in the printed form besides watching the pictures on the slide. It was clear enough. The students also did not make mistakes in writing the person's name and his/ her activity because there were arrow marks in the picture. The students were braver and felt usual to come forward. Almost all of them were not shy again.

Based on the results of the students' observations and the results of the students' sentence writing test in Cycle 2, it could be concluded that the use of composite pictures could improve the students' active participation and their sentence writing achievement. The students could write some sentences in simple past tense by using composite pictures as media and the composite pictures could improve the

students' active participation in the teaching learning process. So, it was not necessary to conduct the classroom action research in Cycle 3. The actions were stopped in Cycle 2.

4.3 Discussion

Related to the use of composite pictures in the teaching learning process of sentence writing, it could be found that it could improve the students' active participation and their sentence writing achievement. Before the actions were implemented, the students' of class VIII H had the lowest mean score compare with the other classes in teaching learning process of sentence writing. Only 64% students who got score 75 or more. Then, the actions were given in Cycle 1. Based on the observations were done in Cycle 1, it was known that the average percentage of students' active participation in joining sentence writing class by using composite picture was 58.5%. It showed that the actions did not achieve the criteria of the success of the research objectives. Meanwhile, the result of students' sentence writing achievement in Cycle 1 was 75%. It means that the actions could achieve the criteria of the success of the research objectives. Therefore, the actions were continued to the second Cycle to improve the students' active participation and to know the consistency result of the test.

In conducting the actions in Cycle 1, there were some problems faced. The first problem was the students had limited vocabulary. The second problem was sometimes some of the students could not see the composite picture clearly in the LCD because the classroom had much sunlight. The third problem was the students sometimes made mistakes to recognize the people's names in the picture because sometimes there was a picture that had many names and people in it. The last problem was the students felt afraid and shy in answering the researcher's or the teacher's questions. Therefore, in conducting Cycle 2, the actions needed some revisions to solve the problem. For the first problem, the researcher and the English

teacher asked the students to always bring the English dictionary during the teaching learning process of sentence writing by using composite pictures. For the second problem, the researcher gave the students the printed pictures. The solution for the third problem was giving an arrow mark to connect the person and his/ her name in the composite pictures. For the last solution of the fourth problem was the researcher guided the students to answer the questions and asked them to come forward more often to write their answers in the white board. This solution was hoped to make the students braver and were not shy again.

In Cycle 2, the result of observations showed the students' improvement. The average percentage of students' participation was 77%. It means that the students' active participation had achieved the criteria of the success of the research objectives. Meanwhile, the result of sentence writing test showed the consistency. The result was 80%. It means that the successful criteria of this research was achieved or another word, it showed the consistency.

The actions in Cycle 2 were better because the actions were revised. Almost all the students brought the English dictionary. They could find the words in the dictionary. If they were confused about the meaning of the words and the appropriate word that matched with the context, they asked the researcher or the English teacher. They could find verb 2 in the English dictionary. The class was conducive. The students did not make a noise again because they got the pictures in the printed form besides watching the pictures on the slide. It was clear enough. The students also did not make mistakes in writing the person's name and his/ her activity because there were arrow marks in the picture. The students were braver and felt usual to come forward. Almost all of them did not feel shy.

The previous research was conducted by Nistina (2012) entitled "The Use of Composite Pictures to Improve Class VIII D Students' Recount Text Writing Achievement at SMP Negeri 1 Krejengan Probolinggo in the 2011/ 2012 Academic Year." Her research proved that the use of composite pictures could improve the students' writing achievement. Another research was conducted by Mahmudi (2013)

entitled “Improving Class VIII D Students’ Recount Text Writing Achievement by Using Composite Pictures at SMP Negeri 3 Lumajang in the 2012/ 2013 Academic Year”. In his research also showed that the use of composite pictures could improve the students’ writing achievement.

Those results proved the theory from Wright (1989:17). He says that pictures can motivate students and make them want to pay attention and want to take a part in the teaching learning process. It can be seen that the students’ active participation improved from Cycle 1 to Cycle 2. It can be said that composite pictures could motivate them to be interested and active during the teaching and learning process. Besides that, the results of students’ sentence writing in cycle 1 and cycle 2 showed the improvement too. Those results were in line with the theory from Wright (1989:4-6), the pictures can be used to improve some aspects of language such as structure, vocabulary, function, situation and four language skills.

From the discussion above, it was proven that the use of composite pictures can improve the eighth grade students’ active participation and their sentence writing achievement at MTs Negeri Genteng.

CHAPTER 5. CONCLUSION AND SUGGESTION

This chapter presents the conclusion and suggestion of this classroom action research. The conclusion and suggestion will be presented as follows.

5.1 Conclusion

Based on the results of the data analysis and discussion, it could be concluded the following points.

1. The use of composite pictures could improve class VIII-H students' active participation in the teaching learning process of sentence writing at MTs Negeri Genteng in the 2014/ 2015 academic year. The percentage of students' active participation improved 18.5% from 58.5% in Cycle 1 to 77% in Cycle 2.
2. The use of composite pictures could improve class VIII-H students' sentence writing achievement at MTs Negeri Genteng in the 2014/ 2015 academic year. The percentage of students' sentence writing achievement improved 5% from 75% in Cycle 1 to 80% in Cycle 2.

5.2 Suggestions

As the results of the research showed that the use of composite pictures could improve the students' active participation and their sentence writing achievement, some suggestions are given to the following people.

5.2.1 The English Teacher

Based on the results of the research, the English teacher is suggested to use the composite pictures to improve the students' active participation and their sentence writing achievement. Even though writing is not used for national examination, but

writing is useful to transfer the students' thoughts into language. Composite pictures can be used as an alternative media in teaching learning process. The English teacher can also use composite pictures in different teaching learning activities, such as in teaching speaking and vocabulary because composite picture has a lot of information in it.

5.2.2 The Students

The students are suggested to use composite pictures to practice their writing. Through picture, they will memorize the new words easily and it will make them easier to write some sentences.

5.2.3 The Future Researchers

For the future researchers are suggested to use these results of the research as information or a reference to conduct a further research with different or the same research design to investigate the students' active participation and sentence writing achievement by using composite pictures with different subjects and schools.

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- <http://www.google.com/imgres?imgurl=http://waverunnersfastpitch.net/pictures-of-children-playing-in-the-park-30.jpg&imgrefurl> [Retrieved on September 2nd, 2014]
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- <http://www.pasirpantai.com/jawa/jawa-timur/pantai-wisidi-kutanya-gresik/> [Retrieved on September 14th, 2014]
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RESEARCH MATRIX

Title	Problem	Variable	Indicators	Data Resources	Research Method	Action Hypothesis
<p>The Use of Composite Pictures to Improve the Eighth Grade Students' Active Participation and Their Sentence Writing Achievement at MTs Negeri Genteng</p>	<p>1. Can the use of composite pictures improve the eighth grade students' active participation at MTs Negeri Genteng?</p> <p>2. Can the use of composite pictures improve the eighth grade students' sentence writing achievement at MTs Negeri Genteng?</p>	<p>1. Independent Variable: The use of composite pictures for teaching sentence writing.</p> <p>2. Dependent Variable: a. The students' active participation.</p>	<p>A large single picture that shows people doing many activities as the basis of teaching sentence writing in past tense.</p> <ul style="list-style-type: none"> • Asking questions about the lesson they don't understand. • Answering the teacher's questions based on the composite pictures 	<p>1. Research subjects: The eighth grade students of MTs Negeri Genteng in the 2014/ 2015 academic year.</p> <p>2. Informant: The English teacher of MTs Negeri Genteng</p> <p>3. Documents: - The names of the respondents. - The scores of sentence writing test given by the teacher.</p>	<p>1. Research Design: Classroom Action Research with the cycle model: 1) The planning of the action 2) The implementation of the action 3) Class Observation and evaluation. 4) Reflection of the action. (Elliott, 1991:70)</p> <p>2. Area Determination Method: Purposive method</p> <p>3. Respondent Determination Method: Purposive Method</p> <p>4. Data Collection Method: Primary data: - Sentence writing test - Observation Supporting data: - Documentation - Interview</p> <p>5. Data Analysis Method Descriptive statistics: a. $E = \frac{n}{N} \times 100\%$ E: the percentage of the students</p>	<p>1. The use of composite pictures can improve the eighth grade students' active participation in teaching learning process at MTs Negeri Genteng.</p> <p>2. The use of composite pictures can improve the eighth grade students' sentence writing achievement at MTs Negeri Genteng.</p>

		<p>b. Students' sentence writing achievement.</p>	<p>given.</p> <ul style="list-style-type: none"> • Listening to the teacher's explanation and making notes. • Doing the exercises of the sentence writing based on the composite picture. <p>b. The students' scores in sentence writing achievement test evaluated based on the aspects of:</p> <ul style="list-style-type: none"> • Grammar • Vocabulary • Mechanics • Content 		<p>who are active.</p> <p>N: the total number of students. n: the total number of the students who are categorized as active students. (Adapted from Ali, 1993: 186)</p> <p>b. $E = \frac{n}{N} \times 100\%$ E: the percentage of the students who reach the targeted score of 75 or more in the sentence writing test. N: the number of students. n: the number of the students who reach the targeted score of 75 or more in the sentence writing test. (Adapted from Ali, 1993:186)</p> <p>The criteria of success of this research is 75% or more of the students can fulfill at least 3 indicators of 4 indicators of observation checklist and 75 % or more of the students can reach the standard score requirement of 75 or more in the sentence writing test.</p>	
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Appendix 2

The Result of Interview

A. Interview

No.	Questions	The English Teacher's Answers
1	What curriculum do you use at MTs Negeri Genteng?	KTSP 2006
2	How often do you teach English in a week, especially teaching English in the eighth grade?	Four times in a week
3	What English book do you use in teaching English?	Intan Pariwara book
4	Do you teach sentence writing to the students?	Yes, I do
5	Do the students find some difficulties in writing sentences?	Yes, they do
6	What are the students' problems in writing?	They lack vocabulary, grammar mastery and practice in writing.
7	Have you ever used media in teaching English especially composite picture?	No, I have not.
8	Do the students show active participation in the classroom?	No, they don't. Most of the students are passive.
9	How do you solve the students' problems in writing?	I ask the students to open the dictionary. If they find some difficulties to find the appropriate word, I will help them.

B. The Documentation Guide

No.	Document	Data
1	The names of the research subjects	School document
2	The scores of the students' writing test	The English teacher's document


Appendix 3

THE NAMES OF RESEARCH RESPONDENTS

No.	Names	Gender
1	Adi Prasetyo Aji	Male
2	Ahmad Agung Setiawan	Male
3	Aisyah Vika Aulia	Female
4	Akbar Hanafi	Male
5	Anisa Lutfia Yasmin	Female
6	Arif Bijak Zakaria	Male
7	Arin Tantra	Female
8	Azza Nurliza	Female
9	Desi Fitriana Dewi	Female
10	Dewi Masithoh	Female
11	Dzikri Nur Hidayatulloh	Male
12	Faidatu Zulfa	Female
13	Fita Tafrikhatun Haniya	Female
14	Irma Niatus Sholehah	Female
15	Junda Nissa Alfina Hanum	Female
16	Laily Nur Azizah	Female
17	M. Fajar Arifki	Male
18	M. Syaifudin Zuhri	Male
19	Mahdi Hasan Nasrullah	Male
20	Mochammad Khoirul Majid	Male
21	Mohammad Rizal Ardiansyah	Male
22	Muhamad Idris Marbawi	Male
23	Muhimatul Hanisah	Female
24	Kabila Afief	Female
25	Pradiska Ari Kurniawati	Female
26	Putri Lia Agustin	Female
27	Rety Wulandari	Female
28	Risa Anggraini	Female
29	Rizqi Catur Risnandi	Male
30	Robith Khilma Dwi Febrianti	Female
31	Rofi'atul Maulidiah	Female
32	Saidatul Ilmi	Female
33	Septiani Lailiyah	Female
34	Siti Nur Jannah	Female
35	Wilda Aulin Nuha	Female
36	Windi Widiya Agustin	Female

Appendix 4

The Students' Previous Score

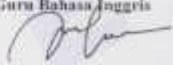


**KEMENTERIAN AGAMA
MADRASAH TSANAWIYAH NEGERI
GENTENG - BANYUWANGI**
Jln. Jember 18A Telp (0333) 844829 Genteng

**FORM NILAI BAHASA INGGRIS
MTs NEGERI GENTENG TAHUN PELAJARAN 2014/ 2015**

Mata Pelajaran : Bahasa Inggris (Sentence Writing)
Kelas : VIII-H
Semester : Genap

Nomor		Nama	Nilai
Urt	Induk		
1	7298	Adi Prasetyo Aji	80
2	7301	Ahmad Agung Setiawan	71
3	7309	Aisyah Vika Aulia	85
4	7311	Akhar Hafid	78
5	7322	Amia Lutha Yamin	75
6	7328	Arif Bijak Zakaria	75
7	7330	Arin Lantia	71
8	7339	Azra Nurliana	70
9	7352	Desti Firmata Dewi	67
10	7355	Dewi Mawlah	76
11	7371	Dzikri Nur Hidayatulloh	60
12	7382	Faidatu Zulfah	81
13	7396	Fita Tafrikhatun Husyia	68
14	7418	Irena Nisus Sholehab	65
15	7421	Junda Nissa Alfira Hanum	72
16	7435	Laili Nur Azizah	76
17	7452	M. Fajar Arifki	78
18	7456	M. Syaifulin Zuhri	62
19	7459	Mahdi Hasan Nasrullah	64
20	7465	Mochammad Khairul Majid	75
21	7479	Mohammad Rizal Arifanyah	82
22	7484	Mohamad Idris Marhadi	75
23	7492	Muhammad Hanisah	84
24	7494	Nabila Afief	76
25	7519	Pradioka Ari Kurniasari	62
26	7522	Patri Lia Agustini	60
27	7526	Rety Wulandari	76
28	7532	Risa Angraini	67
29	7541	Rizap Cahya Ramadani	75
30	7542	Roboh Khalma Dwi Febrianti	81
31	7544	Rof'auli Maulidiah	75
32	7547	Saidatul Irfi	75
33	7551	Septiani Lailiyah	82
34	7564	Siti Nur Jannah	77
35	7586	Widia Aulia Nofa	80
36	7587	Windi Widya Agustini	67
		Total	2642
		Rata-rata	73

Guru Bahasa Inggris

Ali Mahrus Efendi, S.Pd.

Appendix 5

LESSON PLAN 1

(Meeting 1, Cycle 1)

School	: Junior High School
Subject	: Bahasa Inggris
Class/Semester	: VIII/ 2
Language Skill	: Writing
Tense	: Simple Past Tense
Time Allocation	: 2x40 menit

A. STANDARD OF COMPETENCE

Menulis (writing)

12. Mengungkapkan makna dalam teks tulis fungsional dan esei pendek sederhana berbentuk *recount* dan *narrative* untuk berinteraksi dengan lingkungan sekitar.

B. BASIC COMPETENCE

Menulis (writing)

12.1 Mengungkapkan makna dalam bentuk teks tulis fungsional pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar.

C. INDICATORS

1. Cognitive

➤ **Cognitive process**

12.1.1 Mentioning some verbs used in the picture.

12.1.2 Changing verb 1 into verb 2 based on the picture.

➤ **Cognitive product**

12.1.3 Writing five positive sentences based on the picture given by using simple past tense.

12.1.4 Writing five negative sentences based on the picture given by using simple past tense.

12.1.5 Writing five interrogative sentences based on the picture given by using simple past tense.

D. LEARNING OBJECTIVES

1. Cognitive

➤ **Cognitive process**

12.1.6 The students are able to mention some verbs used in the picture.

12.1.7 The students are able to change verb 1 into verb 2 based on the picture.

➤ **Cognitive product**

12.1.8 The students are able to write five positive sentences based on the picture given by using simple past tense.

12.1.9 The students are able to write five negative sentences based on the picture given by using simple past tense.

12.1.10 The students are able to write five interrogative sentences based on the picture given by using simple past tense.

E. APPROACH/ METHOD

a. Approach: Student Centred Learning

b. Method: Discussion.

F. TEACHING LEARNING ACTIVITIES

No	Teacher's activities	Students' activities	Technique	Time (minutes)
1.	Set induction			
	a) Greeting the students	• Greeting the teacher.	Question and answer	1 minute
	b) Asking some leading questions	• Answering the leading question	Question and answer	3 minutes
	c) Stating the teaching objectives	• Listening to the teacher and making notes	Tutorial	1 minute
2	Main activities			
	a) Explaining about the uses of simple past tense.	• Listening to the teacher and making notes.	Tutorial	10 minutes
	b) Asking the students to mention some verbs based on pictures 1 given (Exercise 1)		Question-answer	2 minutes
	c) Asking the students to change verbs 1 into verbs 2 in groups of four.	• Doing the exercise in groups.		3 minutes
	d) Asking the students to write five positive sentences based on the picture given by using simple past tense in groups of four.	• Doing the exercise in groups.		10 minutes
	e) Checking the answers with the class.		Question-answer	5 minutes

	<p>f) Asking the students to mention some verbs based on pictures 2 given (Exercise 2)</p> <p>g) Asking the students to change verbs 1 into verbs 2 in pairs.</p> <p>h) Asking the students to write five negative sentences based on the picture given by using simple past tense in pairs.</p> <p>i) Checking the answers with the class.</p> <p>j) Asking the students to mention some verbs based on pictures 3 given. (Exercise 3)</p> <p>k) Asking the students to change verbs 1 into verbs 2 individually.</p> <p>l) Asking the students to write five interrogative sentences based on the picture given by using simple past tense individually.</p>	<ul style="list-style-type: none"> • Doing the exercise in pairs. • Doing the exercise in pairs. • Doing the exercise individually • Doing the exercise individually 	<p>Question-answer</p> <p>Question-answer</p> <p>Question-answer</p>	<p>2 minutes</p> <p>3 minutes</p> <p>10 minutes</p> <p>5 minutes</p> <p>2 minutes</p> <p>3 minutes</p> <p>10 minutes</p>
--	--	--	--	--

	m) Checking the answers with the class.		Question-answer	5 minutes
3	Closure a) Guiding the students to draw a conclusion by question-answer. b) Parting the students.	<ul style="list-style-type: none"> • Answering the teacher's questions. • Responding to the parting. 	Question-answer	3 minutes 2 minutes

G. MEDIA AND SOURCES

Media: composite pictures.

Sources:

- <http://lamanmultimedia.dbp.my/wordpress/wpcontent/uploads/2010/08/bermainditaman.jpg/>
- <http://www.google.com/imgres?imgurl=http://waverunnersfastpitch.net/pictures-of-children-playing-in-the-park-30.jpg&imgrefurl>
- <http://www.google.com/url?sa=i&rct=j&q=&esrc=s&source=images&cd=&ved=0CAcQjRw&url=http%3A%2F%2FError!%2F05%2Fanak-sekarang-terlalu-dini-masuk-sd.html>
Error! Hyperlink reference not valid.
- http://www.google.com/imgres?imgurl=http://epkhas.ses.usm.my/sites/default/files/imagecache/picture_preview/pictures/09/35/Bermain_bersama_kwn.jpg

H. EVALUATION

1. Process Evaluation (done during the teaching learning process)

Instrument: observation checklist

The Observation Guide (Checklist)

No	The Students' Names	Indicators				Categories	
		1	2	3	4	Active	Passive

Indicators:

1. Listening to the teacher's explanation and making notes.
2. Asking the questions about the lesson they did not understand to the teacher.
3. Answering the teacher's questions based on the composite picture showed.
4. Doing the exercises of the sentence writing based on the composite pictures.

Active : The students were considered active if they could do three or four indicators of the observation checklist.

Passive : The students were considered passive if they did less than three indicators of the observation checklist.

2. Product Evaluation (done after teaching learning process)

Instrument : written test in the form of writing some sentences based on the composite picture given.

The scoring guide of the students' sentence writing based on the aspects.

a.	Grammar	5	No errors of grammar or word order.
		4	Few errors of grammar or word order.
		3	Some errors of grammar or word order which do not interfere comprehension.
		2	Errors of grammar or word order, readers need own interpretation.
		1	Errors of grammar or word order as severe as to make comprehension.
b.	Vocabulary	5	Use appropriate words.
		4	Use some inappropriate words but do not interfere comprehension.
		3	Use wrong or inappropriate words, expression of ideas limited.
		2	Use wrong or inappropriate word, readers need own

			interpretation.
		1	Vocabulary so limited as to make comprehension impossible.
c.	Mechanics	5	Use correct spelling.
		4	Few wrong spelling but do not interfere comprehension.
		3	Some wrong spelling frequent, re-reading is necessary for full comprehension.
		2	Wrong spelling frequent, readers need own interpretation.
		1	Errors in spelling so the reader must often rely on own interpretation.
d.	Content	5	Knowledgeable, through development of topic sentence.
		4	Some knowledgeable of subject, some development of topic sentence but supporting sentence relevant to assigned topic.
		3	Some knowledgeable of subject, limited development of topic sentence.
		2	Limited knowledgeable of subject, inadequate development of topic sentence, supporting sentence relevant to the topic but lacks detail.
		1	Does not show knowledgeable of subject, inadequate development of topic sentence, and supporting sentence does not relate to assigned topic, or not enough to evaluate.

(Adapted from Hughes, 2003:101)

The successful criteria: The use of composite picture can improve the students' sentence writing achievement if at least 75% of the students can reach the standard score requirement of 75 or more in the sentence writing test.

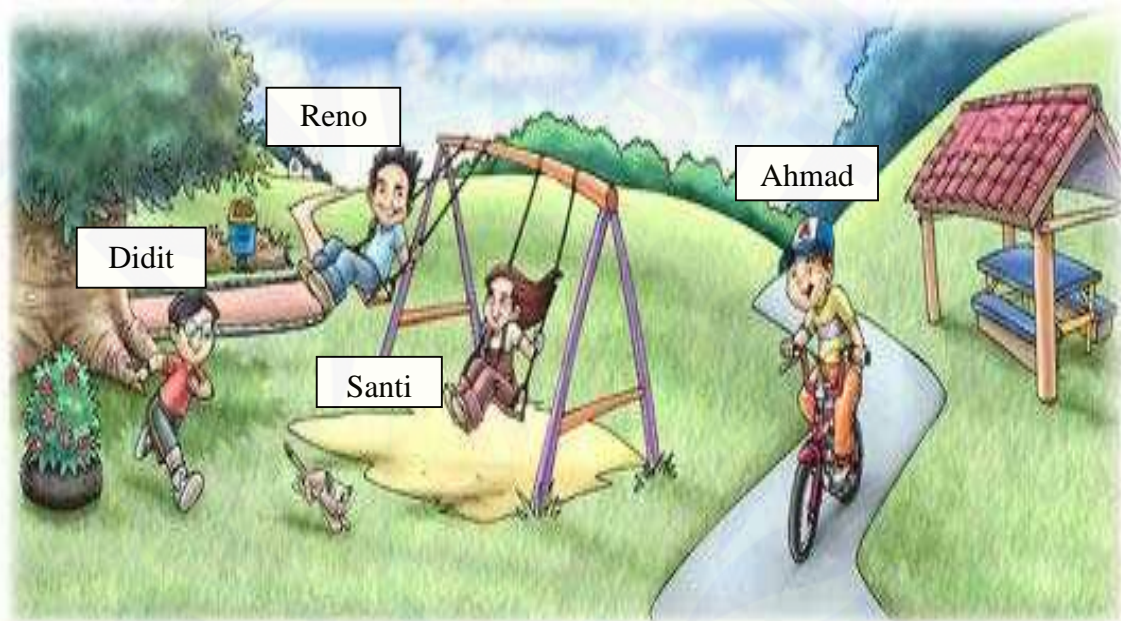
Jember, ,2015

The English Teacher

Ali Mahrus Efendi, S.Pd.

The Researcher

**Puput Oktaria
NIM. 100210401019**

INSTRUCTIONAL MATERIAL**Simple Past Tense****Showing a picture****Leading Questions:**

1. What did Didit do in the park yesterday?
2. What did Ahmad do in the park yesterday?
3. What did Reno and Santi do in the park yesterday?

Possible Answers:

1. Didit chased a cat in the park yesterday.
2. Ahmad rode a bicycle in the park yesterday.
3. Reno and Santi played swings in the park yesterday.

Material

Simple past tense is used when the action happened in the past.

The pattern of simple past tense is:

Verbal:

(+) S + V2 + O

(-) S + did + not + V1 + O

(?) Did + S + V1 + O ?

Yes, S + did.

No, S + did + not.

Example:

(+) Didit chased a cat in the park yesterday.

(-) Didit did not chase a dog in the park yesterday.

(?) Did Didit chase a cat in the park yesterday?

Yes, he did.

No, he didn't.

Nominal:

(+) S + was/were + noun/ adjective/ adverb.

(-) S + was/ were + not + noun/ adjective/ adverb.

(?) Was/ were + S + noun/ adjective/ adverb?

Yes, S + was/ were.

No, S + was/ were + not.

Example:

(+) They were in the park yesterday.

(-) They were not in the swimming pool yesterday.

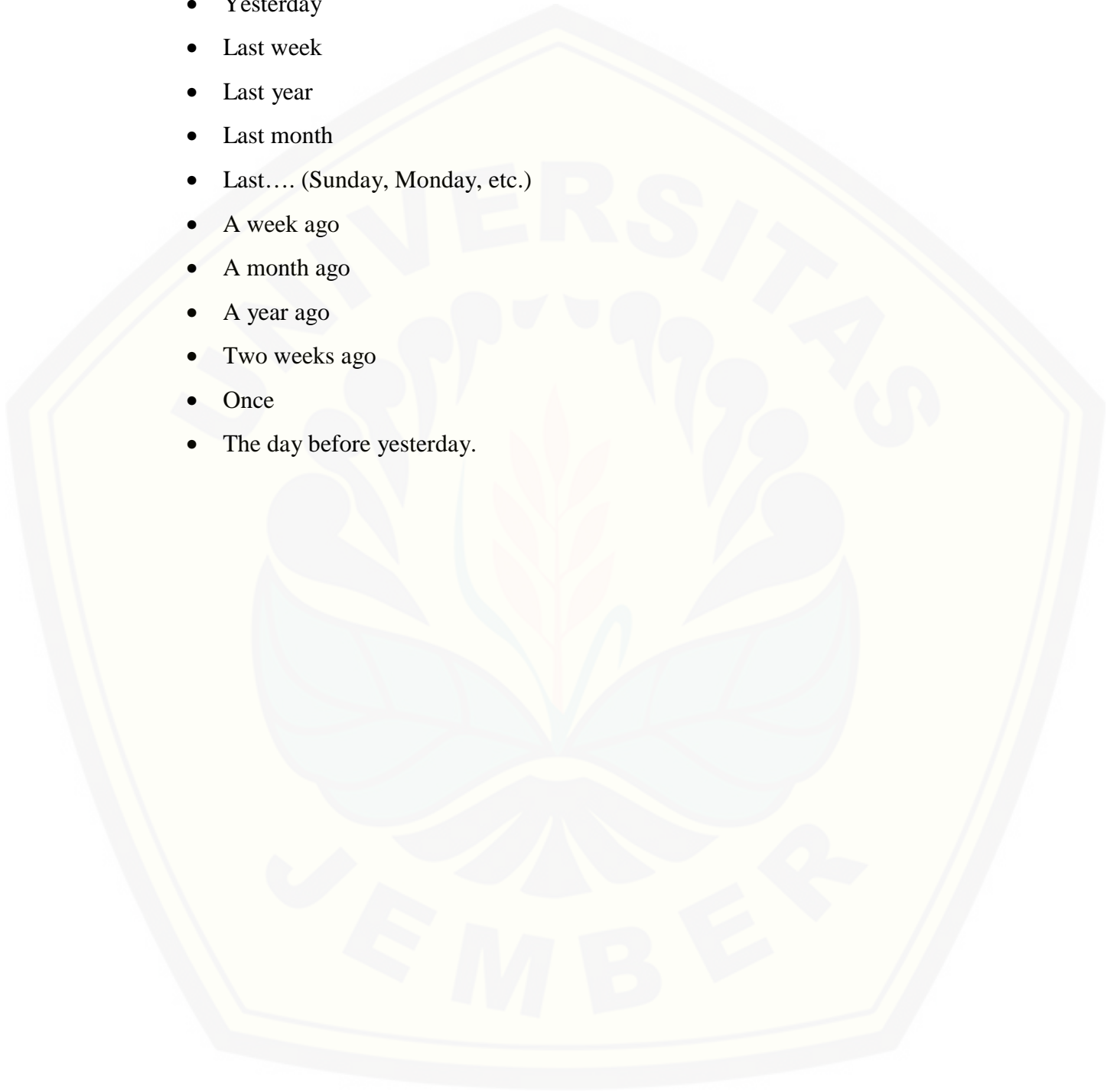
(?) Were they in the park yesterday?

Yes, they were.

No, they were not.

The time expressions used in the past tense are:

- Yesterday
- Last week
- Last year
- Last month
- Last.... (Sunday, Monday, etc.)
- A week ago
- A month ago
- A year ago
- Two weeks ago
- Once
- The day before yesterday.



The Students' Worksheet

Exercise 1:

Time: last week

A. Mention five verbs that can be used in picture 1 below!

Example: push, smell, etc.

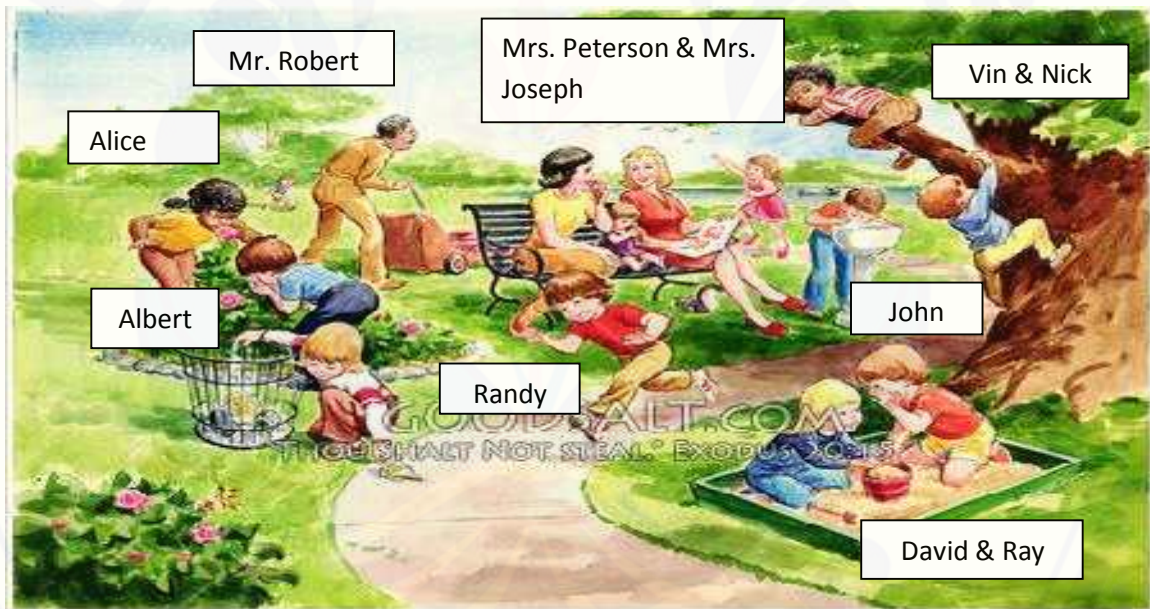
B. Change those verbs from verb 1 into verb 2!

Example: pushed, smelt, etc.

C. Write five positive sentences based on the picture given by using simple past tense!

Example: Vin and Nick climbed a tree in the park last week.

Picture 1



Exercise 2:

Time: a week ago

A. Mention five verbs that can be used in picture 2!

Example: play a slide, chat, etc.

B. Change those verbs from verb 1 into verb 2!

Example: played a slide, chatted, etc.

C. Write five negative sentences based on the picture given by using simple past tense!

Example: Lana didn't sit on the swing a week ago.

Picture 2



Exercise 3:

Time: yesterday

A. Mention five verbs that can be used in picture 3!

Example: play a slide, ride, etc.

B. Change those verbs from verb 1 into verb 2!

Example: played a slide, rode, etc.

C. Write five interrogative sentences based on the picture given by using simple past tense!

Example: Did Mrs. Yana keep her daughter yesterday?

Picture 3



Possible Answers

Exercise 1

A. Verbs: push, smell, chat, wash, climb.

B. Verbs 2: pushed, smelt, chatted, washed, climbed.

C. Positive sentences:

1. Mr. Robert pushed a stroller in the park last week.
2. Alice smelt the flower in the park last week.
3. Mrs. Peterson and Mrs. Joseph chatted in the park last week.
4. John washed his face last week.
5. David and Ray played sand in the park last week.

Exercise 2

A. Verbs: play a swing, sit, play a seesaw, chat, crawl.

B. Verbs 2: played a swing, sat, played a seesaw, chatted, crawled.

C. Negative sentences:

1. Jim and Jam didn't play swings in the park a week ago.
2. Melanie didn't push the swing in the park a week ago.
3. Anna and Bella didn't play a slide in the park a week ago.
4. Brian and Adam didn't play a seesaw in the park a week ago.
5. Tom didn't climb a ladder in the park a week ago.

Exercise 3

A. Verbs: ride, run, play a swing, walk, sit.

B. Verbs 2: rode, ran, played a swing, walked, sat.

C. Interrogative sentences:

1. Did Mila ride a bicycle in the park yesterday?
2. Did Reina run in the park yesterday?
3. Did Adit and Maya play swings in the park yesterday?
4. Did Riki walk beside the slide yesterday?
5. Did Lisa play toys in the park yesterday?

Appendix 6

LESSON PLAN 2

(Meeting 2, Cycle 1)

School	: Junior High School
Subject	: Bahasa Inggris
Class/Semester	: VIII/ 2
Language Skill	: Writing
Tense	: Simple Past Tense
Time Allocation	: 2x40 menit

A. STANDARD OF COMPETENCE

Menulis (writing)

12. Mengungkapkan makna dalam teks tulis fungsional dan esei pendek sederhana berbentuk *recount* dan *narrative* untuk berinteraksi dengan lingkungan sekitar.

B. BASIC COMPETENCE

Menulis (writing)

12.1 Mengungkapkan makna dalam bentuk teks tulis fungsional pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar.

C. INDICATORS

1. Cognitive

➤ **Cognitive process**

12.1.1 Mentioning some verbs used in the picture.

12.1.2 Changing verb 1 into verb 2 based on the picture.

➤ **Cognitive product**

12.1.3 Writing five positive sentences based on the picture given by using simple past tense.

12.1.4 Writing five negative sentences based on the picture given by using simple past tense.

12.1.5 Writing five interrogative sentences based on the picture given by using simple past tense.

D. LEARNING OBJECTIVES

1. Cognitive

➤ **Cognitive process**

12.1.6 The students are able to mention some verbs used in the picture.

12.1.7 The students are able to change verb 1 into verb 2 based on the picture.

➤ **Cognitive product**

12.1.8 The students are able to write five positive sentences based on the picture given by using simple past tense.

12.1.9 The students are able to write five negative sentences based on the picture given by using simple past tense.

12.1.10 The students are able to write five interrogative sentences based on the picture given by using simple past tense.

E. APPROACH/ METHOD

a. Approach: Student Centred Learning

b. Method: Discussion.

F. TEACHING LEARNING ACTIVITIES

No	Teacher's activities	Students' activities	Technique	Time (minutes)
1.	Set induction a) Greeting the students b) Asking some leading questions c) Stating the teaching objectives	<ul style="list-style-type: none"> • Greeting the teacher. • Answering the leading question • Listening to the teacher and making notes 	Question and answer Question and answer Tutorial	1 minute 3 minutes 1 minute
2	Main activities a) Explaining about the uses of simple past tense. b) Asking the students to mention some verbs based on pictures 1 given (Exercise 1) c) Asking the students to change verbs 1 into verbs 2 in groups of four. d) Asking the students to write five positive sentences based on the picture given by using simple past tense in groups of four. e) Checking the answers with the class.	<ul style="list-style-type: none"> • Listening to the teacher and making notes. • Doing the exercise in groups. • Doing the exercise in groups. 	Tutorial Question-answer Question-answer	10 minutes 2 minutes 3 minutes 10 minutes 5 minutes

	m) Checking the answers with the class.		Question-answer	5 minutes
3	Closure a) Guiding the students to draw a conclusion by question-answer. b) Parting the students.	<ul style="list-style-type: none"> • Answering the teacher's questions. • Responding to the parting. 	Question-answer	3 minutes 2 minutes

G. MEDIA AND SOURCES

Media: composite pictures.

Source:

- <http://photos1.blogger.com/img/230/1779/640/natsepa1.jpg>
- <http://www.pasirpantai.com/jawa/jawa-timur/pantai-wisidi-kutanya-gresik/>
- <http://www.infokids.gr/wp-content/uploads/2011/07/kids-playing-on-the-beach.jpg>
- <http://1.bp.blogspot.com/-dQLUGEDaRyY/UOmWyHCkEfI/AAAAAAAAACG0/jNrXIIft-8k/s1600/12287888.jpg>

H. EVALUATION

1. Process Evaluation (done during the teaching learning process)

Instrument: observation checklist

The Observation Guide (Checklist)

No	The Students' Names	Indicators				Categories	
		1	2	3	4	Active	Passive

Indicators:

1. Listening to the teacher's explanation and making notes.
2. Asking the questions about the lesson they did not understand to the teacher.
3. Answering the teacher's questions based on the composite picture showed.
4. Doing the exercises of the sentence writing based on the composite pictures.

Active : The students were considered active if they could do three or four indicators of observation checklist.

Passive : The students were considered passive if they did less than three indicators of observation checklist.

2. Product Evaluation (done after teaching learning process)

Instrument : written test in the form of writing some sentences based on the composite picture given.

The scoring guide of the students' sentence writing based on the aspects.

a.	Grammar	5	No errors of grammar or word order.
		4	Few errors of grammar or word order.
		3	Some errors of grammar or word order which do not interfere comprehension.
		2	Errors of grammar or word order, readers need own interpretation.
		1	Errors of grammar or word order as severe as to make comprehension.
b.	Vocabulary	5	Use appropriate words.
		4	Use some inappropriate words but do not interfere comprehension.
		3	Use wrong or inappropriate words, expression of ideas limited.

		2	Use wrong or inappropriate word, readers need own interpretation.
		1	Vocabulary so limited as to make comprehension impossible.
c.	Mechanic	5	Use correct spelling.
		4	Few wrong spelling but do not interfere comprehension.
		3	Some wrong spelling frequent, re-reading is necessary for full comprehension.
		2	Wrong spelling frequent, readers need own interpretation.
		1	Errors in spelling so the reader must often rely on own interpretation.
d.	Content	5	Knowledgeable, through development of topic sentence.
		4	Some knowledgeable of subject, some development of topic sentence but supporting sentence relevant to assigned topic.
		3	Some knowledgeable of subject, limited development of topic sentence.
		2	Limited knowledgeable of subject, inadequate development of topic sentence, supporting sentence relevant to the topic but lacks detail.
		1	Does not show knowledgeable of subject, inadequate development of topic sentence, and supporting sentence does not relate to assigned topic, or not enough to evaluate.

(Adapted from Hughes, 2003:101)

The successful criteria: The use of composite picture can improve the students' sentence writing achievement at least 75% of the students can reach the standard score requirement of 75 or more in the sentence writing test.

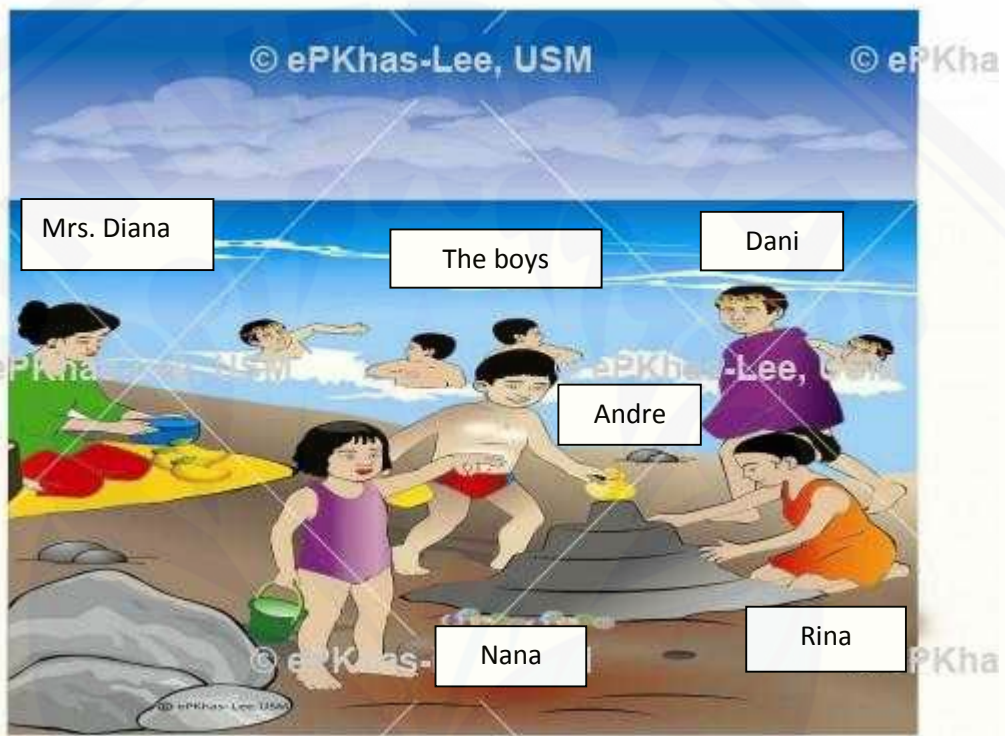
Jember, ,2015

English Teacher

Ali Mahrus Efendi, S.Pd.

The Researcher

Puput Oktaria
NIM. 100210401019

INSTRUCTIONAL MATERIAL**Simple Past Tense****Showing a picture****Leading Questions:**

- 1) What did Mrs. Diana do at the beach last Sunday?
- 2) What did Andre do at the beach last Sunday?
- 3) What did Nana do at the beach last Sunday?
- 4) What did Rina do at the beach last Sunday?
- 5) What did Dani do at the beach last Sunday?
- 6) What did the boys do in the sea last Sunday?

Possible Answers:

- 1) Mrs. Diana prepared the food at the beach last Sunday.
- 2) Andre put the toy on the sand castle last Sunday.
- 3) Nana brought a green bucket at the beach last Sunday.
- 4) Rina built a sand castle at the beach last Sunday.
- 5) Dani walked at the beach last Sunday.
- 6) The boys swam in the sea last Sunday.

Material

Simple past tense is used when the action happened in the past.

The pattern of simple past tense is:

Verbal:

(+) S + V2 + O

(-) S + did + not + V1 + O

(?) Did + S + V1 + O ?

Yes, S + did.

No, S + did + not.

Example:

(+) Rina built a sand castle at the beach last Sunday.

(-) Rina did not bring a green bucket at the beach last Sunday.

(?) Did Rina build a sand castle at the beach last Sunday?

Yes, she did.

No, she didn't.

Nominal:

(+) S + was/were + noun/ adjective/ adverb.

(-) S + was/ were + not + noun/ adjective/ adverb.

(?) Was/ were + S + noun/ adjective/ adverb?

Yes, S + was/ were.

No, S + was/ were + not.

Example:

(+) They were at the beach last Sunday.

(-) They were not in the swimming pool last Sunday.

(?) Were they at the beach yesterday?

Yes, they were.

No, they were not.

The time expressions used in the past tense are:

- Yesterday
- Last week
- Last year
- Last month
- Last.... (Sunday, Monday, etc.)
- A week ago
- A month ago
- A year ago
- Two weeks ago
- Once
- The day before yesterday.

The Students' Worksheet

Exercise 1:

Time: last week

A. Mention five verbs that can be used in picture 1!

Example: walk, take, etc.

B. Change those verbs from verb 1 into verb 2!

Example: walked, took, etc.

C. Write five positive sentences based on the picture given by using simple past tense!

Example: Surya walked to his friends at the beach last week.

Picture 1



Exercise 2:

Time: yesterday

A. Mention five verbs that can be used in picture 2!

Example: swim, row, etc.

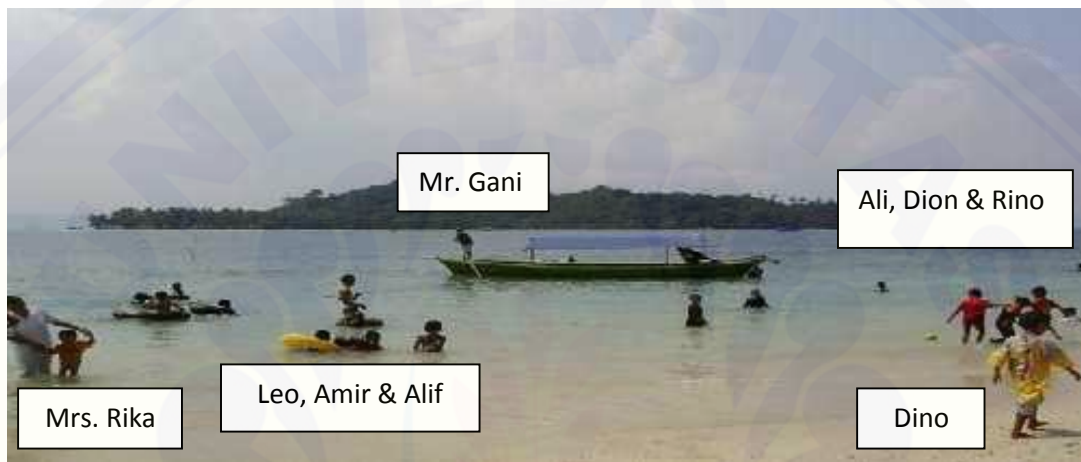
B. Change those verbs from verb 1 into verb 2!

Example: swam, rowed, etc.

C. Write five negative sentences based on the picture given by using simple past tense!

Example: Mr. Gani didn't swim in the sea yesterday.

Picture 2



Exercise 3:

Time: a week ago

A. Mention five verbs that can be used in picture 3!

Example: chase, play sand, etc.

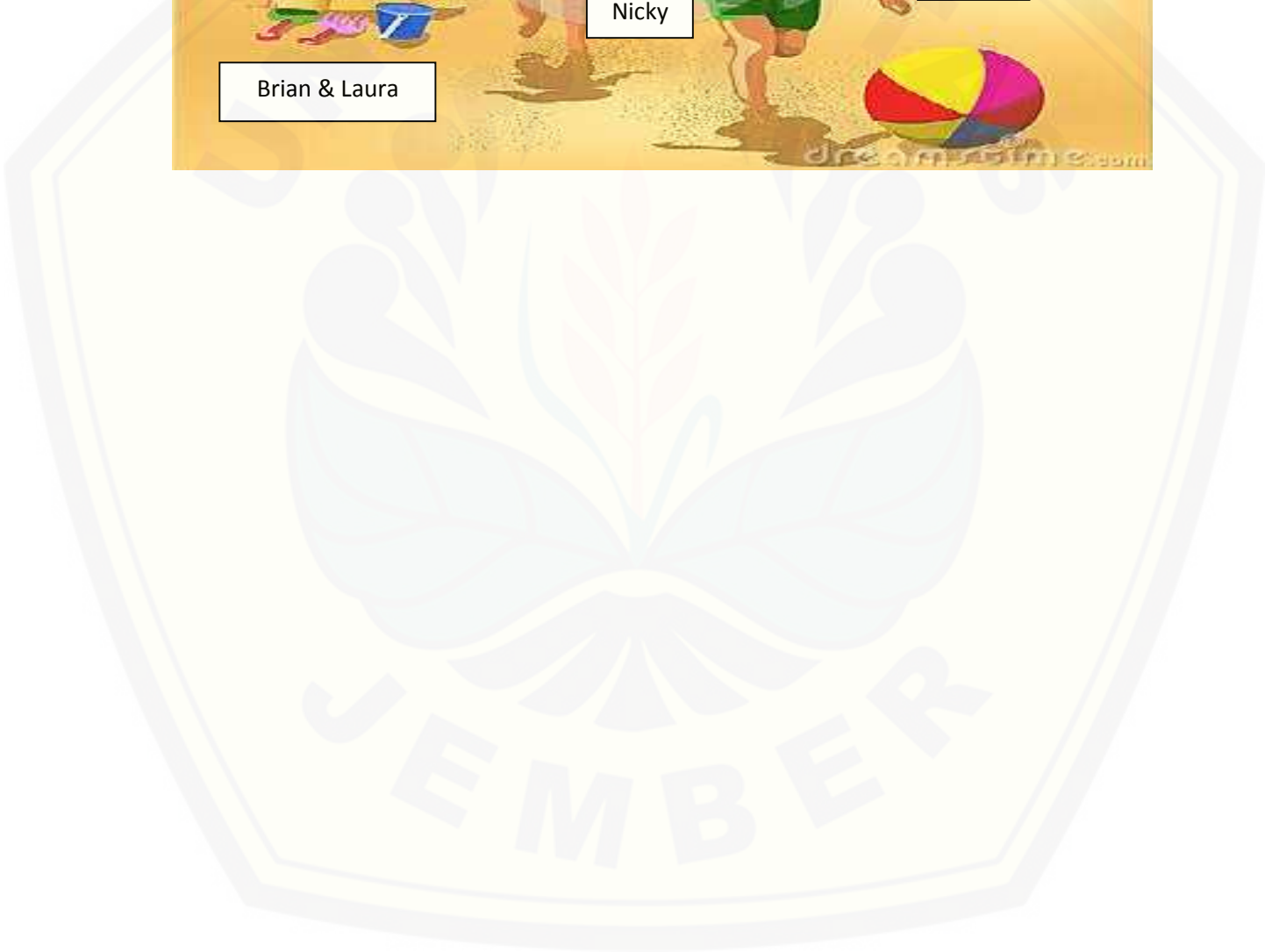
B. Change those verbs from verb 1 into verb 2!

Example: chased, played sand, etc.

C. Write five interrogative sentences based on the picture given by using simple past tense!

Example: Did Nick play the ball at the beach a week ago?

Picture 3



Possible Answers

Exercise 1

A. Verbs: take, pose, push, look, walk.

B. Verbs 2: took, posed, pushed, looked, walked.

C. Positive sentences:

- 1) Tomi took his friends' picture at the beach last week.
- 2) Anton, Vita, Dira and Sita posed in front of the camera last week.
- 3) Mr. Hermanto pushed his boat to the sea last week.
- 4) Dicky looked at the sea last week.
- 5) Mr. Rahmat walked at the beach last week.

Exercise 2

A. Verbs: row, play football, walk, guide, swim.

B. Verbs 2: rowed, played football, walked, guided, swam.

C. Negative sentences:

1. Mrs. Rika didn't row the boat yesterday.
2. Dino didn't play football yesterday.
3. Mr. Gani didn't walk to the beach yesterday.
4. Ali, Dion and Rino didn't swim in the sea yesterday.
5. Leo, Amir and Alif didn't play football yesterday.

Exercise 3

A. Verbs: chase, play sand, swim, row, fly.

B. Verbs 2: chased, played sand, swam, rowed, flew.

C. Interrogative sentences:

1. Did Nicky chase the ball at the beach a week ago?
2. Did Brian and Laura play sand at the beach a week ago?
3. Did Chris and Donna swim in the sea a week ago?
4. Did Bobby row a boat in the sea a week ago?
5. Did the bird fly above the sea a week ago?

Appendix 7

SENTENCE WRITING TEST 1

School : MTs Negeri Genteng
Subject : English
Class/Semester : VIII/2
Time : 1 x 40 minutes

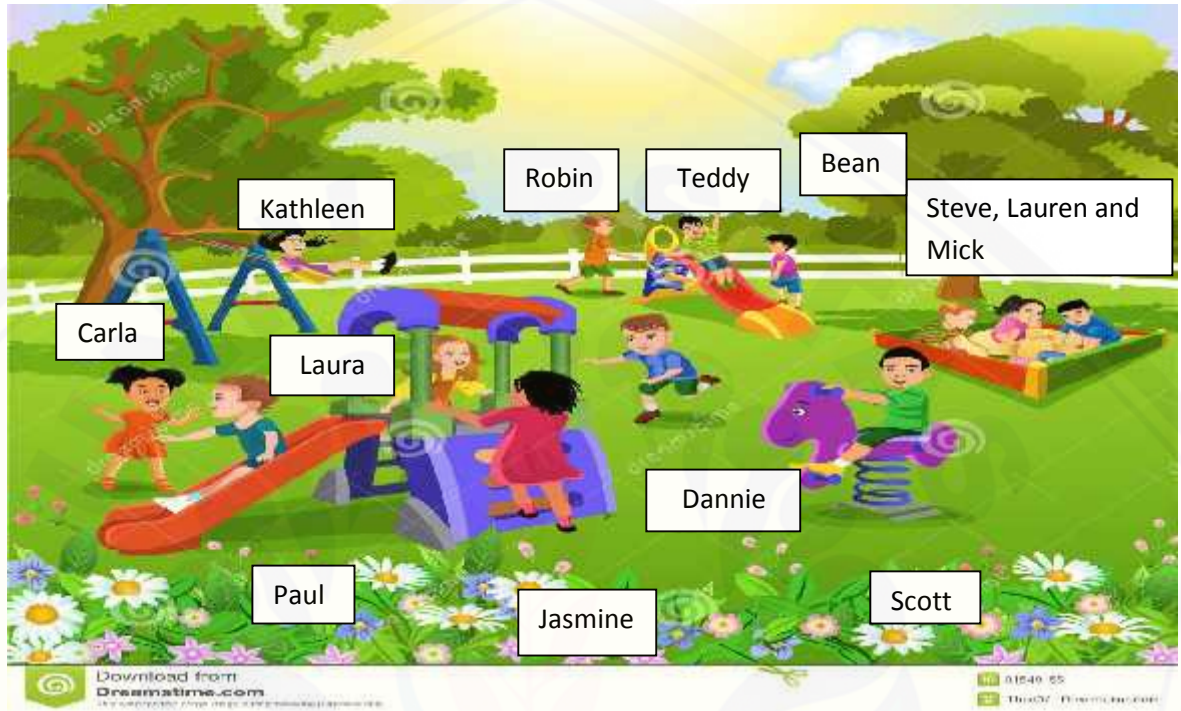
A. Write five sentences in positive forms in simple past tense based on the picture given!



B. Write five sentences in negative forms in simple past tense based on the picture given!



C. Write five sentences in interrogative forms in simple past tense based on the picture given!



JEMBER

Possible Answers

A. Positive Sentences:

1. Peter played a swing at the beach yesterday.
2. The cat ran at the beach yesterday.
3. Shelly played a slide at the beach yesterday.
4. The birds flew in the sky yesterday.
5. Mario, Kimy, Theo and Tris played a ball at the beach yesterday.

B. Negative Sentences:

6. Monica didn't play a swing a week ago.
7. Jimmy didn't play a slide a week ago.
8. Thomas didn't chase the cat a week ago.
9. Monica didn't hold a ball a week ago.
10. Alex didn't play with a cat a week ago.

C. Interrogative Sentences:

11. Did Scott ride a hobbyhorse in the park last Sunday?
12. Did Kathleen play a swing in the park last Sunday?
13. Did Paul play a slide in the park last Sunday?
14. Did Jasmine climb the ladder last Sunday?
15. Did Carla stand beside the slide last Sunday?

These are the indicators in sentence writing test scoring.

a.	Grammar	5	No errors of grammar or word order.
		4	Few errors of grammar or word order.
		3	Some errors of grammar or word order which do not interfere comprehension.
		2	Errors of grammar or word order, readers need own interpretation.
		1	Errors of grammar or word order as severe as to make comprehension.
b.	Vocabulary	5	Use appropriate words.
		4	Use some inappropriate words but do not interfere comprehension.
		3	Use wrong or inappropriate words, expression of ideas limited.
		2	Use wrong or inappropriate word, readers need own interpretation.
		1	Vocabulary so limited as to make comprehension impossible.
c.	Mechanic	5	Use correct spelling.
		4	Few wrong spelling but do not interfere comprehension.
		3	Some wrong spelling frequent, re-reading is necessary for full comprehension.
		2	Wrong spelling frequent, readers need own interpretation.
		1	Errors in spelling so the reader must often rely on own interpretation.
d.	Content	5	Knowledgeable, through development of topic sentence.
		4	Some knowledgeable of subject, some development of topic sentence but supporting sentence relevant to assigned topic.
		3	Some knowledgeable of subject, limited development of topic sentence.
		2	Limited knowledgeable of subject, inadequate development of topic sentence, supporting sentence relevant to the topic but lacks detail.
		1	Does not show knowledgeable of subject, inadequate development of topic sentence, and supporting sentence does not relate to assigned topic, or not enough to evaluate.

The students' score = $\frac{\text{the score obtained by the student}}{\text{The maximum score}} \times 100$

Appendix 8

LESSON PLAN 1

(Meeting 1, Cycle 2)

School	: Junior High School
Subject	: Bahasa Inggris
Class/Semester	: VIII/ 2
Language Skill	: Writing
Tense	: Simple Past Tense
Time Allocation	: 2x40 menit

A. STANDARD OF COMPETENCE

Menulis (writing)

12. Mengungkapkan makna dalam teks tulis fungsional dan esei pendek sederhana berbentuk *recount* dan *narrative* untuk berinteraksi dengan lingkungan sekitar.

B. BASIC COMPETENCE

Menulis (writing)

12.1 Mengungkapkan makna dalam bentuk teks tulis fungsional pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar.

C. INDICATORS

1. Cognitive

➤ **Cognitive process**

12.1.1 Mentioning some verbs used in the picture.

12.1.2 Changing verb 1 into verb 2 based on the picture.

➤ **Cognitive product**

12.1.3 Writing five positive sentences based on the picture given by using simple past tense.

12.1.4 Writing five negative sentences based on the picture given by using simple past tense.

12.1.5 Writing five interrogative sentences based on the picture given by using simple past tense.

D. LEARNING OBJECTIVES

1. Cognitive

➤ **Cognitive process**

12.1.6 The students are able to mention some verbs used in the picture.

12.1.7 The students are able to change verb 1 into verb 2 based on the picture.

➤ **Cognitive product**

12.1.8 The students are able to write five positive sentences based on the picture given by using simple past tense.

12.1.9 The students are able to write five negative sentences based on the picture given by using simple past tense.

12.1.10 The students are able to write five interrogative sentences based on the picture given by using simple past tense.

E. APPROACH/ METHOD

a. Approach: Student Centred Learning

b. Method: Discussion.

F. TEACHING LEARNING ACTIVITIES

No	Teacher's activities	Students' activities	Technique	Time (minutes)
1.	Set induction a) Greeting the students b) Asking some leading questions c) Stating the teaching objectives	<ul style="list-style-type: none"> • Greeting the teacher. • Answering the leading question • Listening to the teacher and making notes 	Question and answer Question and answer Tutorial	1 minute 3 minutes 1 minute
2	Main activities a) Explaining about the uses of simple past tense. b) Asking the students to mention some verbs based on pictures 1 given (Exercise 1) c) Asking the students to change verbs 1 into verbs 2 in groups of four. d) Asking the students to write five positive sentences based on the picture given by using simple past tense in groups of four. e) Checking the answers with the class.	<ul style="list-style-type: none"> • Listening to the teacher and making notes. • Doing the exercise in groups. • Doing the exercise in groups. 	Tutorial Question-answer Question-answer	10 minutes 2 minutes 3 minutes 10 minutes 5 minutes

	<p>f) Asking the students to mention some verbs based on pictures 2 given (Exercise 2)</p> <p>g) Asking the students to change verbs 1 into verbs 2 in pairs.</p> <p>h) Asking the students to write five negative sentences based on the picture given by using simple past tense in pairs.</p> <p>i) Checking the answers with the class.</p> <p>j) Asking the students to mention some verbs based on pictures 3 given. (Exercise 3)</p> <p>k) Asking the students to change verbs 1 into verbs 2 individually.</p> <p>l) Asking the students to write five interrogative sentences based on the picture given by using simple past tense individually.</p>	<ul style="list-style-type: none"> • Doing the exercise in pairs. • Doing the exercise in pairs. • Doing the exercise individually • Doing the exercise individually 	<p>Question-answer</p> <p>Question-answer</p> <p>Question-answer</p>	<p>2 minutes</p> <p>3 minutes</p> <p>10 minutes</p> <p>5 minutes</p> <p>2 minutes</p> <p>3 minutes</p> <p>10 minutes</p>
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	m) Checking the answers with the class.		Question-answer	5 minutes
3	Closure a) Guiding the students to draw a conclusion by question-answer. b) Parting the students.	<ul style="list-style-type: none"> • Answering the teacher's questions. • Responding to the parting. 	Question-answer	3 minutes 2 minutes

G. MEDIA AND SOURCES

Media: composite pictures.

Source:

- http://thumb9.shutterstock.com/display_pic_with_logo/614839/105761276/stock-vector-group-of-kids-happily-together-at-the-seaside-some-are-playing-with-a-ball-and-some-at-the-105761276.jpg
- http://thumb10.shutterstock.com/display_pic_with_logo/1031614/111410267/stock-photo-the-kids-on-the-playground-illustration-for-the-children-111410267.jpg
- http://thumb9.shutterstock.com/photos/display_pic_with_logo/451552/451552,1320007526,2.jpg
- http://st.depositphotos.com/1719108/1207/i/950/depositphotos_12071709.jpg

H. EVALUATION

1. Process Evaluation (done during the teaching learning process)

Instrument: observation checklist

The Observation Guide (Checklist)

No	The Students' Names	Indicators				Categories	
		1	2	3	4	Active	Passive

Indicators:

1. Listening to the teacher's explanation and making notes.
2. Asking the questions about the lesson they did not understand to the teacher.
3. Answering the teacher's questions based on the composite picture showed.
4. Doing the exercises of the sentence writing based on the composite pictures.

Active : The students were considered active if they could do three or four indicators of observation checklist.

Passive : The students were considered passive if they did less than three indicators of observation checklist.

2. Product Evaluation (done after teaching learning process)

Instrument : written test in the form of writing some sentences based on the composite picture given.

The scoring guide of the students' sentence writing based on the aspects.

a.	Grammar	5	No errors of grammar or word order.
		4	Few errors of grammar or word order.
		3	Some errors of grammar or word order which do not interfere comprehension.
		2	Errors of grammar or word order, readers need own interpretation.
		1	Errors of grammar or word order as severe as to make comprehension.
b.	Vocabulary	5	Use appropriate words.
		4	Use some inappropriate words but do not interfere comprehension.
		3	Use wrong or inappropriate words, expression of ideas limited.

		2	Use wrong or inappropriate word, readers need own interpretation.
		1	Vocabulary so limited as to make comprehension impossible.
c.	Mechanic	5	Use correct spelling.
		4	Few wrong spelling but do not interfere comprehension.
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		1	Errors in spelling so the reader must often rely on own interpretation.
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		4	Some knowledgeable of subject, some development of topic sentence but supporting sentence relevant to assigned topic.
		3	Some knowledgeable of subject, limited development of topic sentence.
		2	Limited knowledgeable of subject, inadequate development of topic sentence, supporting sentence relevant to the topic but lacks detail.
		1	Does not show knowledgeable of subject, inadequate development of topic sentence, and supporting sentence does not relate to assigned topic, or not enough to evaluate.

(Adapted from Hughes, 2003:101)

The successful criteria: The use of composite picture can improve the students' sentence writing achievement at least 75% of the students can reach the standard score requirement of 75 or more in the sentence writing test.

Jember, ,2015

English Teacher

Ali Mahrus Efendi, S.Pd.

Trainee Teacher

Puput Oktaria

NIM. 100210401019

INSTRUCTIONAL MATERIAL**Simple Past Tense****Showing a picture****Leading Questions:**

- 1) What did Erick do in the park last week?
- 2) What did Sam do in the park last week?
- 3) What did Kate do in the park last week?
- 4) What did Britney do in the park last week?

Possible Answers:

- 1) Erick played basketball in the park last week.
- 2) Sam rode a bicycle in the park last week.
- 3) Kate played a hula-hoop in the park last week.
- 4) Britney ran in the park last week.

Material

Simple past tense is used when the action happened in the past.

The pattern of simple past tense:

Verbal:

(+) S + V2 + O

(-) S + did + not + V1 + O

(?) Did + S + V1 + O ?

Yes, S + did.

No, S + did + not.

Example:

(+) Erick played basketball in the park last week.

(-) Erick didn't play a hula-hoop in the park last week.

(?) Did Erick play basketball in the park last week?

Yes, he did.

No, he didn't.

Nominal:

(+) S + was/were + O

(-) S + was/ were + not + O

(?) Was/ were + S + O?

Yes, S + was/ were.

No, S + was/ were + not.

Example:

(+) They were in the park yesterday.

(-) They were not in the beach yesterday.

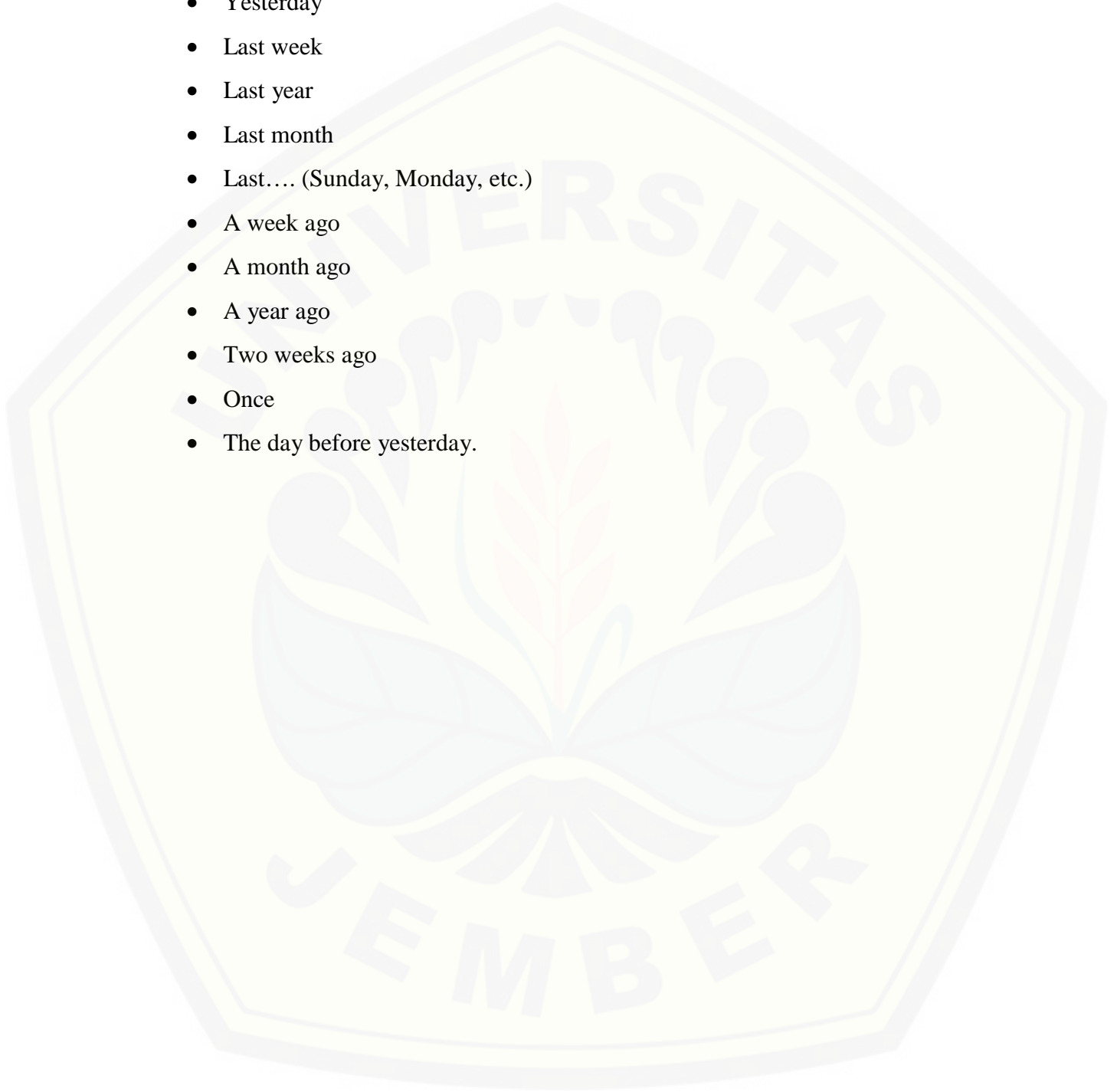
(?) Were they in the park yesterday?

Yes, they were.

No, they were not.

The time expressions used in the past tense are:

- Yesterday
- Last week
- Last year
- Last month
- Last.... (Sunday, Monday, etc.)
- A week ago
- A month ago
- A year ago
- Two weeks ago
- Once
- The day before yesterday.



The Students' Worksheet

Exercise 1:

Time: two weeks ago

A. Mention five verbs that can be used in picture 1!

Example: ride, play, etc.

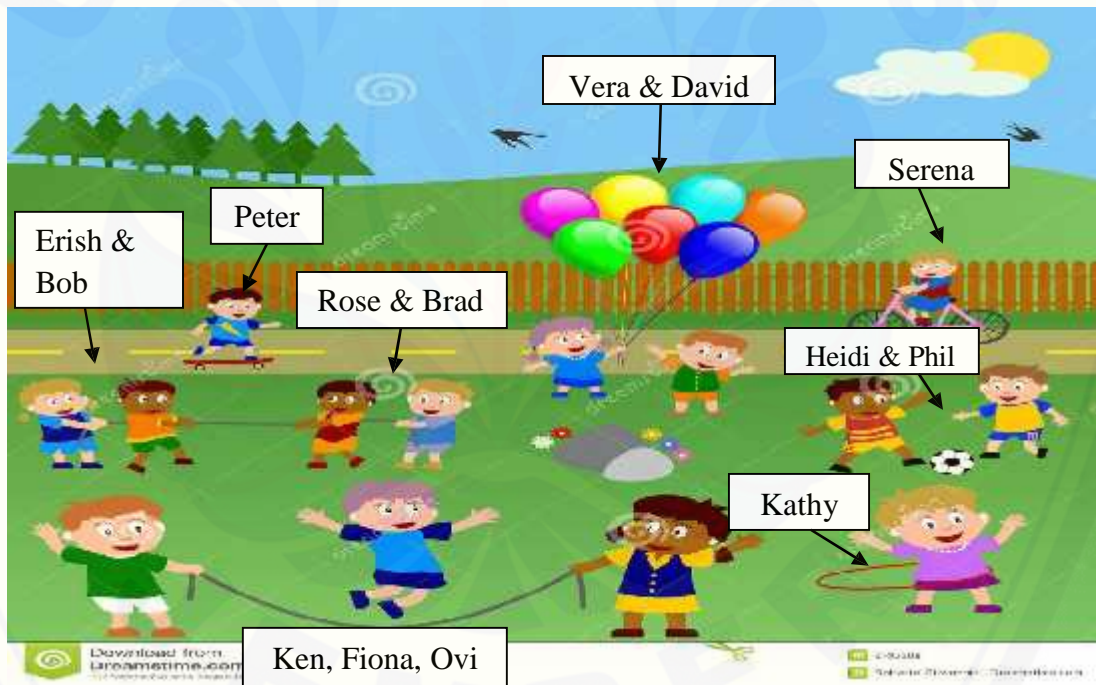
B. Change those verbs from verb 1 into verb 2!

Example: rode, played, etc.

C. Write five positive sentences based on the picture given by using simple past tense!

Example: Serena rode a bicycle in the park two weeks ago.

Picture 1



Exercise 2:

Time: yesterday

A. Mention five verbs that can be used in picture 2!

Example: climb, sit, etc.

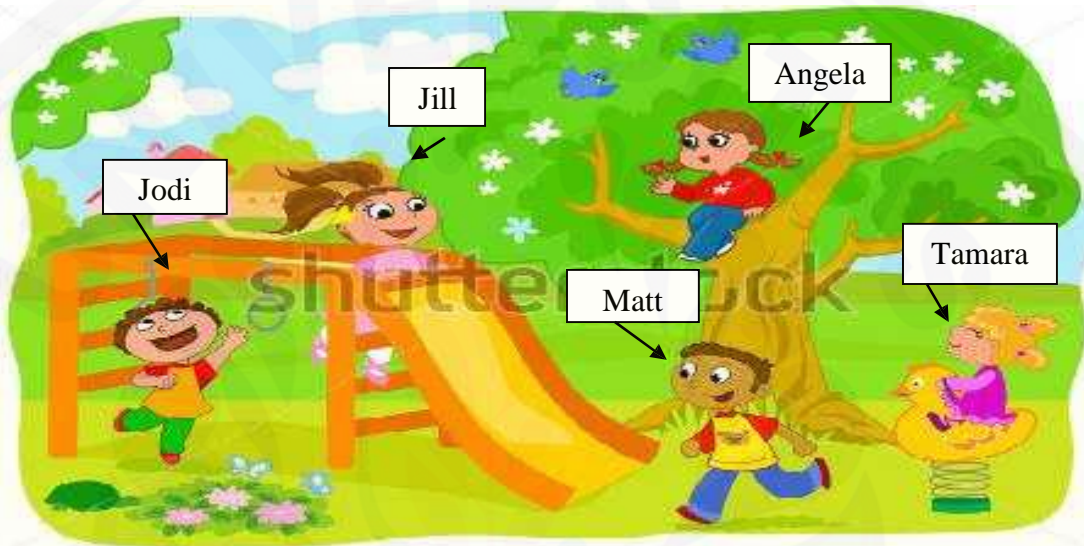
B. Change those verbs from verb 1 into verb 2!

Example: climbed, sat, etc.

C. Write five negative sentences based on the picture given by using simple past tense!

Example: Tamara didn't climb a ladder in the park yesterday.

Picture 2



www.shutterstock.com · 106733774

Exercise 3:

Time: a week ago

A. Mention five verbs that can be used in picture 3!

Example: walk, play, etc.

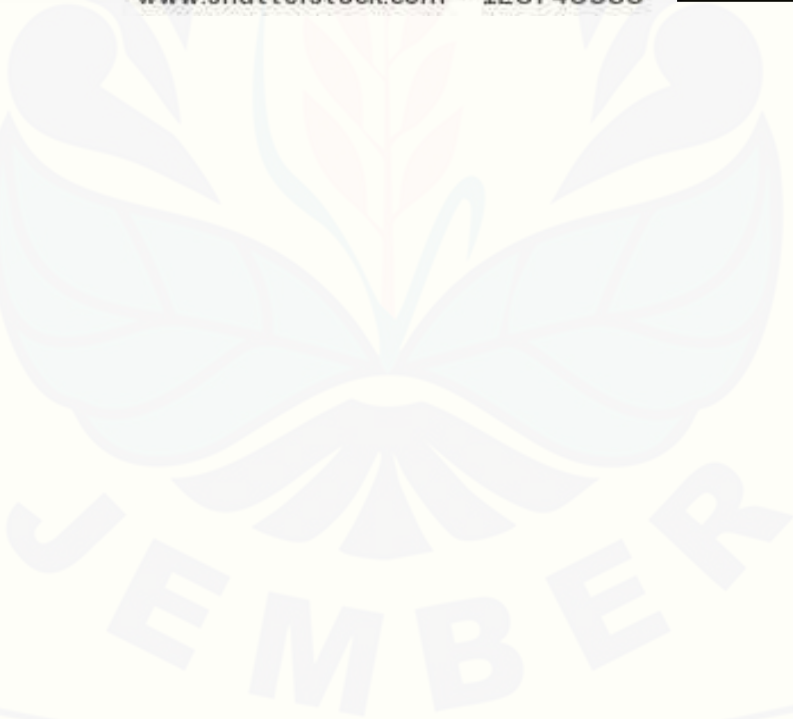
B. Change those verbs from verb 1 into verb 2!

Example: walked, played, etc.

C. Write five interrogative sentences based on the picture given by using simple past tense!

Example: Did Emily walk in the park a week ago?

Picture 3



Possible Answers

Exercise 1

A. Verbs: ride, play a skateboard, play a hula-hoop, play football, hold.

B. Verbs 2: rode, played a skateboard, played a hula-hoop, played football, held.

C. Positive sentences:

- 1) Serena rode a bicycle on the road two weeks ago.
- 2) Peter played a skateboard on the road two weeks ago.
- 3) Vera held some balloons in the park two weeks ago.
- 4) Kathy played a hula-hoop in the park two weeks ago.
- 5) Heidi and Phil played football in the park two weeks ago.

Exercise 2

A. Verbs: climb, sit, run, ride, play.

B. Verbs 2: climbed, sat, ran, rode, played.

C. Negative sentences:

- 1) Tamara didn't climb the ladder in the park yesterday.
- 2) Angela didn't run in the park yesterday.
- 3) Jill didn't sit on the tree yesterday.
- 4) Jodi didn't ride a hobbyhorse yesterday.
- 5) Matt didn't play a jungle gym in the park yesterday.

Exercise 3

A. Verbs: walk, play, run, ride, bring.

B. Verbs 2: walked, played, ran, rode, brought.

C. Interrogative sentences:

- 1) Did Ben ride a bicycle in the park a week ago?
- 2) Did Andrew and Jason play kites in the park a week ago?
- 3) Did Sarah bring a ball in the park a week ago?
- 4) Did Tim play a slide in the park a week ago?
- 5) Did Zack and Nicole run in the park a week ago?

Appendix 9

LESSON PLAN 2

(Meeting 2, Cycle 2)

School	: Junior High School
Subject	: Bahasa Inggris
Class/Semester	: VIII/ 2
Language Skill	: Writing
Tense	: Simple Past Tense
Time Allocation	: 2x40 menit

A. STANDARD OF COMPETENCE

Menulis (writing)

12. Mengungkapkan makna dalam teks tulis fungsional dan esei pendek sederhana berbentuk *recount* dan *narrative* untuk berinteraksi dengan lingkungan sekitar.

B. BASIC COMPETENCE

Menulis (writing)

12.1 Mengungkapkan makna dalam bentuk teks tulis fungsional pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar.

C. INDICATORS

1. Cognitive

➤ **Cognitive process**

12.1.1 Mentioning some verbs used in the picture.

12.1.2 Changing verb 1 into verb 2 based on the picture.

➤ **Cognitive product**

12.1.3 Writing five positive sentences based on the picture given by using simple past tense.

12.1.4 Writing five negative sentences based on the picture given by using simple past tense.

12.1.5 Writing five interrogative sentences based on the picture given by using simple past tense.

D. LEARNING OBJECTIVES

1. Cognitive

➤ **Cognitive process**

12.1.6 The students are able to mention some verbs used in the picture.

12.1.7 The students are able to change verb 1 into verb 2 based on the picture.

➤ **Cognitive product**

12.1.8 The students are able to write five positive sentences based on the picture given by using simple past tense.

12.1.9 The students are able to write five negative sentences based on the picture given by using simple past tense.

12.1.10 The students are able to write five interrogative sentences based on the picture given by using simple past tense.

E. APPROACH/ METHOD

a. Approach: Student Centred Learning

b. Method: Discussion.

F. TEACHING LEARNING ACTIVITIES

No	Teacher's activities	Students' activities	Technique	Time (minutes)
1.	Set induction a) Greeting the students b) Asking some leading questions c) Stating the teaching objectives	<ul style="list-style-type: none"> • Greeting the teacher. • Answering the leading question • Listening to the teacher and making notes 	Question and answer Question and answer Tutorial	1 minute 3 minutes 1 minute
2	Main activities a) Explaining about the uses of simple past tense. b) Asking the students to mention some verbs based on pictures 1 given (Exercise 1) c) Asking the students to change verbs 1 into verbs 2 in groups of four. d) Asking the students to write five positive sentences based on the picture given by using simple past tense in groups of four. e) Checking the answers with the class.	<ul style="list-style-type: none"> • Listening to the teacher and making notes. • Doing the exercise in groups. • Doing the exercise in groups. 	Tutorial Question-answer Question-answer	10 minutes 2 minutes 3 minutes 10 minutes 5 minutes

	<p>f) Asking the students to mention some verbs based on pictures 2 given (Exercise 2)</p> <p>g) Asking the students to change verbs 1 into verbs 2 in pairs.</p> <p>h) Asking the students to write five negative sentences based on the picture given by using simple past tense in pairs.</p> <p>i) Checking the answers with the class.</p> <p>j) Asking the students to mention some verbs based on pictures 3 given. (Exercise 3)</p> <p>k) Asking the students to change verbs 1 into verbs 2 individually.</p> <p>l) Asking the students to write five interrogative sentences based on the picture given by using simple past tense individually.</p>	<ul style="list-style-type: none"> • Doing the exercise in pairs. • Doing the exercise in pairs. • Doing the exercise individually • Doing the exercise individually 	<p>Question-answer</p> <p>Question-answer</p> <p>Question-answer</p>	<p>2 minutes</p> <p>3 minutes</p> <p>10 minutes</p> <p>5 minutes</p> <p>2 minutes</p> <p>3 minutes</p> <p>10 minutes</p>
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The Observation Guide (Checklist)

No	The Students' Names	Indicators				Categories	
		1	2	3	4	Active	Passive

Indicators:

1. Listening to the teacher's explanation and making notes.
2. Asking the questions about the lesson they did not understand to the teacher.
3. Answering the teacher's questions based on the composite picture showed.
4. Doing the exercises of the sentence writing based on the composite pictures.

Active : The students were considered active if they could do three or four indicators of observation checklist.

Passive : The students were considered passive if they did less than three indicators of observation checklist.

2. Product Evaluation (done after teaching learning process)

Instrument : written test in the form of writing some sentences based on the composite picture given.

The scoring guide of the students' sentence writing based on the aspects.

a.	Grammar	5	No errors of grammar or word order.
		4	Few errors of grammar or word order.
		3	Some errors of grammar or word order which do not interfere comprehension.
		2	Errors of grammar or word order, readers need own interpretation.
		1	Errors of grammar or word order as severe as to make comprehension.
b.	Vocabulary	5	Use appropriate words.
		4	Use some inappropriate words but do not interfere comprehension.
		3	Use wrong or inappropriate words, expression of ideas

			limited.
		2	Use wrong or inappropriate word, readers need own interpretation.
		1	Vocabulary so limited as to make comprehension impossible.
c.	Mechanic	5	Use correct spelling.
		4	Few wrong spelling but do not interfere comprehension.
		3	Some wrong spelling frequent, re-reading is necessary for full comprehension.
		2	Wrong spelling frequent, readers need own interpretation.
		1	Errors in spelling so the reader must often rely on own interpretation.
d.	Content	5	Knowledgeable, through development of topic sentence.
		4	Some knowledgeable of subject, some development of topic sentence but supporting sentence relevant to assigned topic.
		3	Some knowledgeable of subject, limited development of topic sentence.
		2	Limited knowledgeable of subject, inadequate development of topic sentence, supporting sentence relevant to the topic but lacks detail.
		1	Does not show knowledgeable of subject, inadequate development of topic sentence, and supporting sentence does not relate to assigned topic, or not enough to evaluate.

(Adapted from Hughes, 2003:101)

The successful criteria: The use of composite picture can improve the students' sentence writing achievement if at least 75% of the students can reach the standard score requirement of 75 or more in the sentence writing test.

Jember, ,2015

English Teacher

Ali Mahrus Efendi, S.Pd.

Trainee Teacher

Puput Oktaria

NIM. 100210401019

INSTRUCTIONAL MATERIAL**Simple Past Tense****Showing a picture****Leading Questions:**

- 1) What did Gary do on birthday party last night?
- 2) What did Neil do on birthday party last night?
- 3) What did Nelly do on birthday party last night?
- 4) What did Amanda do on birthday party last night?

Possible Answers:

- 1) Gary held a glass of orange juice on birthday party last night.
- 2) Neil blew a whistle on birthday party last night.
- 3) Nelly put a birthday hat on her head last night.
- 4) Amanda drank a glass of orange juice on birthday party last night.

Material

Simple past tense is used when the action happened in the past.

The pattern of simple past tense:

Verbal:

(+) S + V2 + O

(-) S + did + not + V1 + O

(?) Did + S + V1 + O ?

Yes, S + did.

No, S + did + not.

Example:

(+) Amanda drank a glass of orange juice on birthday party last night.

(-) Amanda did not blow a whistle on birthday party last night.

(?) Did Amanda drink a glass of orange juice on birthday party last night?

Yes, she did.

No, she didn't.

Nominal:

(+) S + was/were + O

(-) S + was/ were + not + O

(?) Was/ were + S + O?

Yes, S + was/ were.

No, S + was/ were + not.

Example:

(+) They were on birthday party last night.

(-) They were not on wedding party last night.

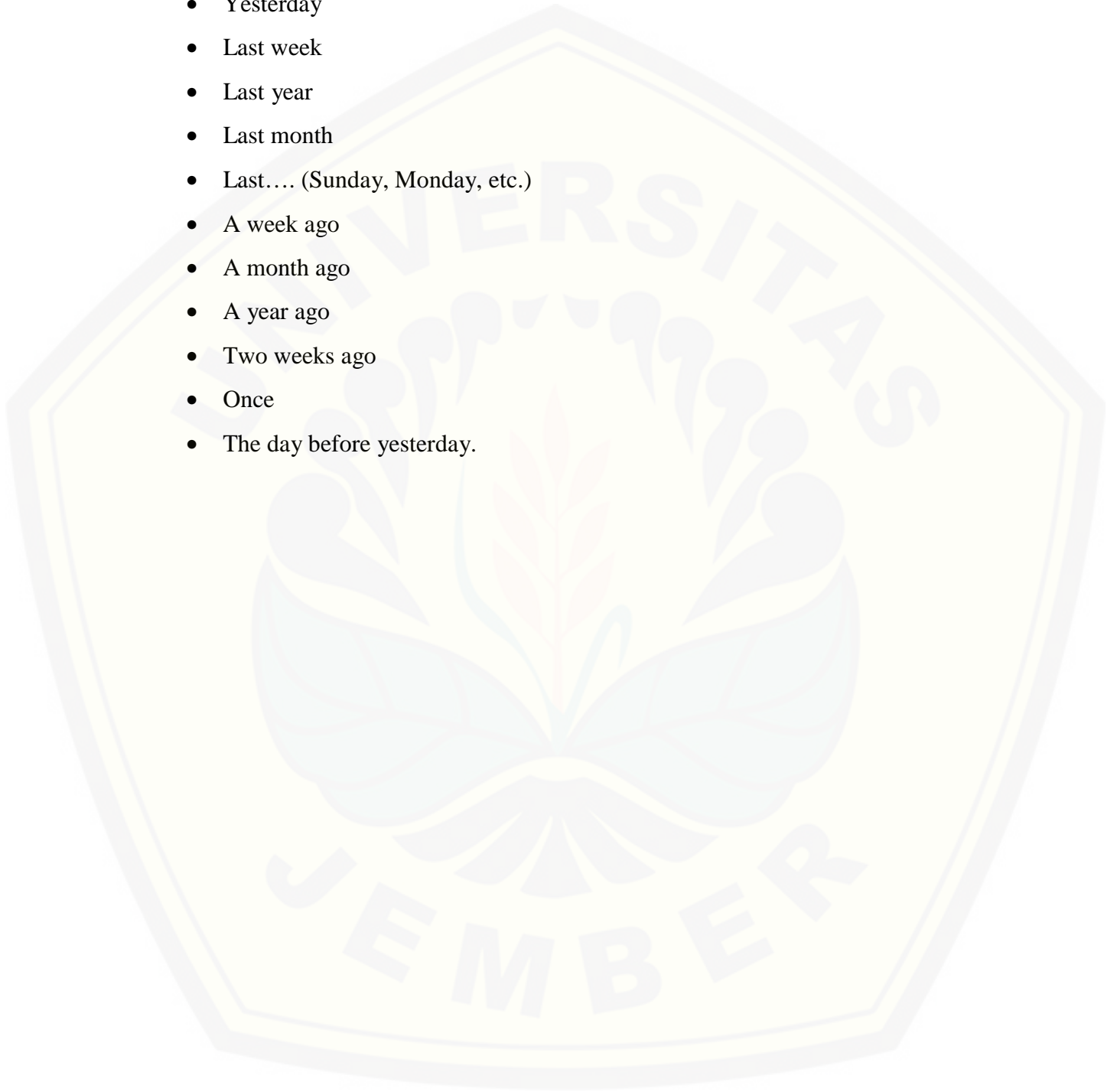
(?) Were they on birthday party last night?

Yes, they were.

No, they were not.

The time expressions used in the past tense are:

- Yesterday
- Last week
- Last year
- Last month
- Last.... (Sunday, Monday, etc.)
- A week ago
- A month ago
- A year ago
- Two weeks ago
- Once
- The day before yesterday.



The Students' Worksheet**Exercise 1:**

Time: two days ago

A. Mention five verbs that can be used in picture 1!

Example: put, hold, etc.

B. Change those verbs from verb 1 into verb 2!

Example: put, held, etc.

C. Write five positive sentences based on the picture given by using simple past tense!

Example: James put the cookies on the plate two days ago.

Picture 1

**Exercise 2:**

Time: last night

A. Mention five verbs that can be used in picture 1!

Example: play, eat, etc.

B. Change those verbs from verb 1 into verb 2!

Example: played, ate, etc.

C. Write five negative sentences based on the picture given by using simple past tense!

Example: Clara didn't play a guitar in the party last night.

Picture 2

**Exercise 3:**

Time: last Saturday

A. Mention five verbs that can be used in picture 1!

Example: blow, eat, etc.

B. Change those verbs from verb 1 into verb 2!

Example: blew, ate, etc.

C. Write five interrogative sentences based on the picture given by using simple past tense!

Example: Lusy blow the candles in her birthday party last Saturday.

Picture 3



Jimmy & Jennie

Annie

Don

Bella

Lucy

Josh

JEMBER

Possible Answers

Exercise 1

A. Verbs: put, bring, give, cut, eat, play.

B. Verbs 2: put, brought, gave, cut, ate, played.

C. Positive sentences:

- 1) Marie gave the scissors to Mrs. Smith two days ago.
- 2) James put the cookies on the plate two days ago.
- 3) Laura brought a plate two days ago.
- 4) Christina cut the paper two days ago.
- 5) Collin ate the pop corn two days ago.

Exercise 2

A. Verbs: play, eat, hold, roast, bring.

B. Verbs 2: played, ate, held, roasted, brought.

C. Negative sentences:

- 1) Andrea didn't play a guitar in the party last night.
- 2) Charlie didn't hold a glass of orange juice in the party last night.
- 3) Frank didn't bring a tray in the party last night.
- 4) Nico didn't grill the beef in the party last night.
- 5) Clara didn't eat the roasted beef in the party last night.

Exercise 3

A. Verbs: blow, eat, bring, look, hold.

B. Verbs 2: blew, ate, brought, look, held.

C. Interrogative sentences:

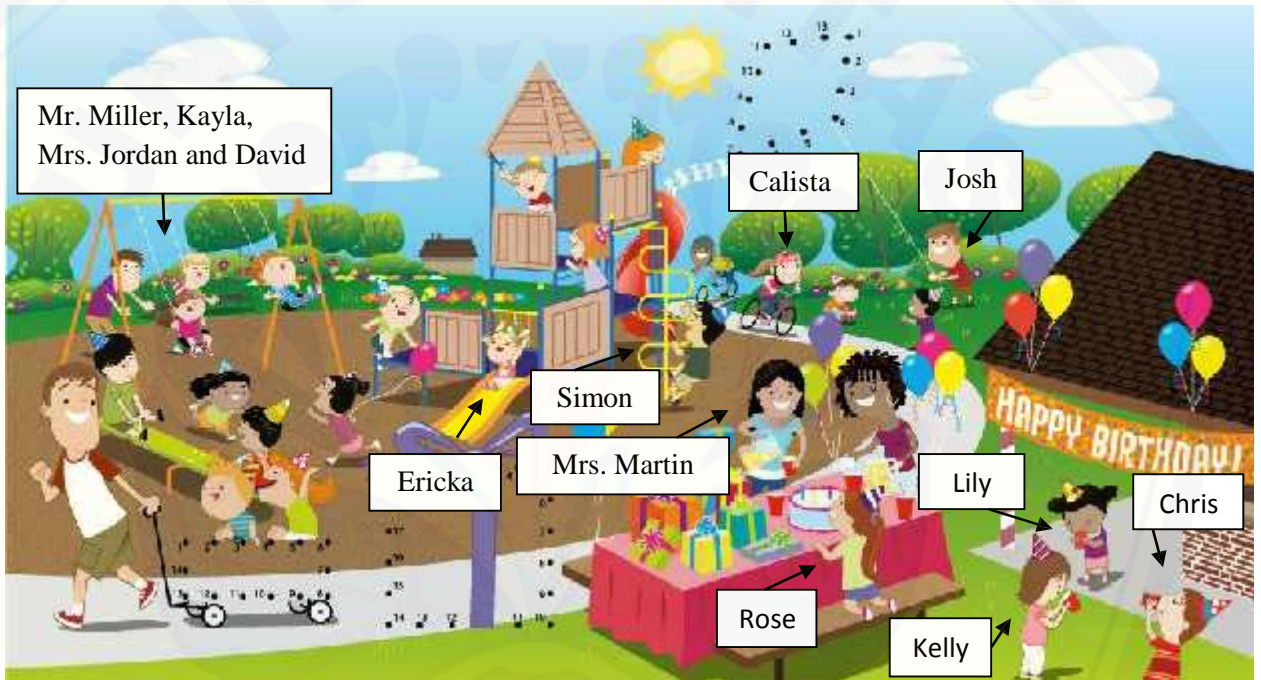
- 1) Did Lucy blow the candles in her birthday party last Saturday?
- 2) Did Don eat under the tree in birthday party last Saturday?
- 3) Did Josh sit on the chair in Lucy's birthday party last Saturday?
- 4) Did Bella hold a glass of orange juice in birthday party last Saturday?
- 5) Did Annie bring a blue bag in birthday party last Saturday?

Appendix 10

SENTENCE WRITING TEST 2

School : MTs Negeri Genteng
Subject : English
Class/Semester : VIII/2
Time : 1 x 40 minutes

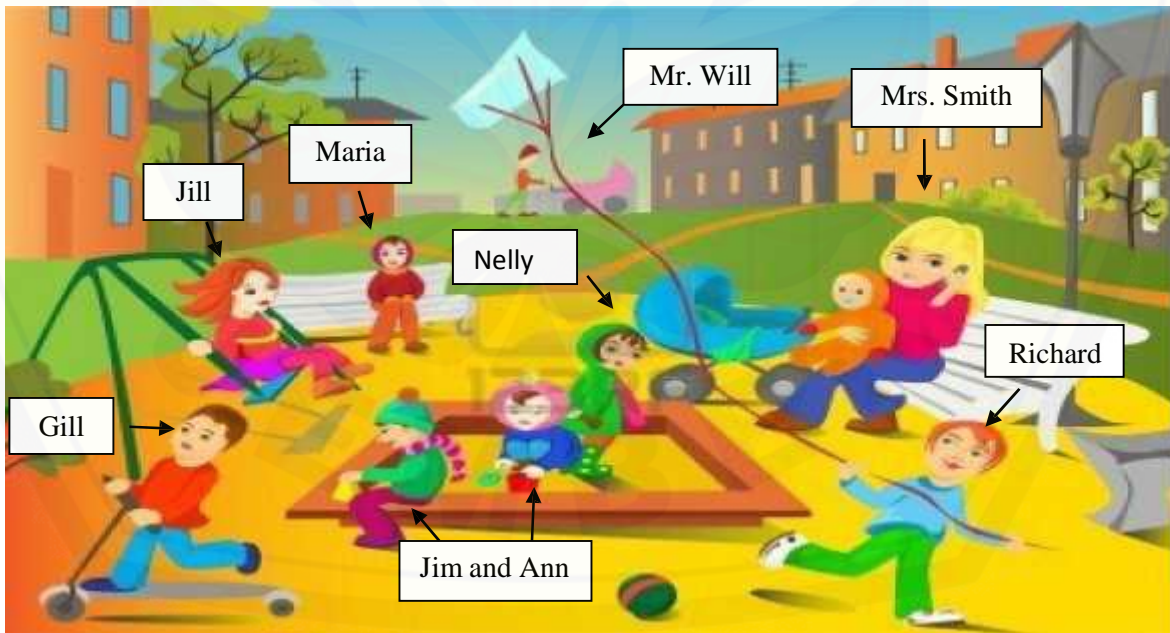
A. Write Five Sentences in Positive Forms in Simple Past Tense based on the Picture Given!



B. Write Five Sentences in Negative Forms in Simple Past Tense based on the Picture Given!



C. Write Five Sentences in Interrogative Forms in Simple Past Tense based on the Picture Given!



Possible Answers

A. Positive Sentences:

- 1) Chris drank a glass of orange juice in birthday party last week.
- 2) Ericka played a slide in birthday party last week.
- 3) Calista rode a bicycle last week.
- 4) Simon climbed the ladder last week.
- 5) Josh played a kite last week.

B. Negative Sentences:

- 1) Andrew didn't ride a bicycle in the park last Sunday.
- 2) Jason didn't play the roller skates in the park last Sunday.
- 3) Sonia didn't play the skateboard in the park last Sunday.
- 4) Mr. Hanson didn't read the story to her son in the park last Sunday.
- 5) Maria didn't chat with Bill in the park last Sunday.

C. Interrogative Sentences

- 1) Did Mr. Will push the stroller in the park two days ago?
- 2) Did Maria sit on the bench two days ago?
- 3) Did Richard play a kite in the park two days ago?
- 4) Did Ann play sand in the park two days ago?
- 5) Did Gill play a scooter in the park two days ago?

These are the indicators in sentence writing test scoring.

a.	Grammar	5	No errors of grammar or word order.
		4	Few errors of grammar or word order.
		3	Some errors of grammar or word order which do not interfere comprehension.
		2	Errors of grammar or word order, readers need own interpretation.
		1	Errors of grammar or word order as severe as to make comprehension.
b.	Vocabulary	5	Use appropriate words.
		4	Use some inappropriate words but do not interfere comprehension.
		3	Use wrong or inappropriate words, expression of ideas limited.
		2	Use wrong or inappropriate word, readers need own interpretation.
		1	Vocabulary so limited as to make comprehension impossible.
c.	Mechanic	5	Use correct spelling.
		4	Few wrong spelling but do not interfere comprehension.
		3	Some wrong spelling frequent, re-reading is necessary for full comprehension.
		2	Wrong spelling frequent, readers need own interpretation.
		1	Errors in spelling so the reader must often rely on own interpretation.
d.	Content	5	Knowledgeable, through development of topic sentence.
		4	Some knowledgeable of subject, some development of topic sentence but supporting sentence relevant to assigned topic.
		3	Some knowledgeable of subject, limited development of topic sentence.
		2	Limited knowledgeable of subject, inadequate development of topic sentence, supporting sentence relevant to the topic but lacks detail.
		1	Does not show knowledgeable of subject, inadequate development of topic sentence, and supporting sentence does not relate to assigned topic, or not enough to evaluate.

The students' score = $\frac{\text{the score obtained by the student}}{\text{The maximum score}} \times 100$

The maximum score

Appendix 11

The Result of Observations in Cycle 1

No.	The Students' Initial Name	Meeting 1				Categories		Meeting 2				Categories	
		Indicators				A	P	Indicators				A	P
		1	2	3	4			1	2	3	4		
1	APA	-					-						-
2	AAS	-		-		-		-	-			-	
3	AVA	-					-						-
4	AH	-					-	-					-
5	ALY		-				-	-					-
6	ABZ	-		-		-			-				-
7	AT	-					-	-					-
8	AN						-			-			-
9	DFD	-			-	-		-	-			-	
10	DM	-					-	-					-
11	DNH	-	-			-		-	-			-	
12	FZ	-					-	-					-
13	FT	-	-			-		-					-
14	IN	-			-	-		-	-			-	
15	JNA	-					-	-					-
16	LNA	-					-	-					-
17	MFA	-	-			-				-			-
18	MSZ	-		-		-		-	-			-	
19	MH	-					-	-					-
20	MK	-	-			-		-		-			-
21	MR	-					-	-					-
22	MI	-			-	-		-					-
23	MH	-					-	-					-
24	NA	-	-			-		-		-			-
25	PA	-	-			-		-		-			-
26	PLA	-	-			-		-		-			-
27	RW	-			-	-			-				-
28	RA	-		-		-		-	-				-
29	RC	-					-	-	-				-
30	RK	-					-	-					-
31	RM	-	-			-		-	-				-
32	SI	-					-	-					-
33	SL						-	-					-
34	SNJ	-					-	-					-
35	WA	-					-	-					-
36	WW	-			-	-		-	-				-
Total		Meeting 1				19	17	Meeting 2				23	13
Percentage						53%	47%					64%	36%

Appendix 12

The Result of Observations in Cycle 2

No.	The Students' Initial Name	Meeting 1				Categories		Meeting 2				Categories	
		Indicators				A	P	Indicators				A	P
		1	2	3	4			1	2	3	4		
1	APA						-			-			-
2	AAS	-	-			-		-		-		-	-
3	AVA	-					-	-					-
4	AH	-					-	-					-
5	ALY	-					-	-					-
6	ABZ	-					-	-					-
7	AT	-					-	-					-
8	AN	-	-				-	-					-
9	DFD	-	-			-		-		-		-	-
10	DM			-			-	-					-
11	DNH	-			-	-		-	-			-	-
12	FZ	-					-	-					-
13	FT	-					-	-					-
14	IN	-	-			-		-		-		-	-
15	JNA	-	-				-	-					-
16	LNA	-					-	-					-
17	MFA	-					-	-					-
18	MSZ	-			-	-		-					-
19	MH	-					-	-					-
20	MK	-					-	-					-
21	MR	-					-	-					-
22	MI	-					-	-					-
23	MH	-	-				-	-					-
24	NA	-					-	-					-
25	PA	-					-	-					-
26	PLA	-			-	-		-	-			-	-
27	RW	Absent						-					-
28	RA	-		-		-		-					-
29	RC	-					-	-					-
30	RK	-					-	-					-
31	RM	-		-		-		-		-		-	-
32	SI	-					-	-					-
33	SL	-					-	-					-
34	SNJ	-					-	-					-
35	WA	-					-	-					-
36	WW	-			-	-		-	-			-	-
Total		Meeting 1				26	9	Meeting 2				29	7
Percentage						74%	26%					80%	20%

Appendix 13

The Result of Sentence Writing Test in Cycle 1

No.	The Students' Initial Name	Scorer 1	Scorer 2	Average	Categories	
					Achieved	Not Achieved
1	APA	90	92	91		-
2	AAS	76	78	77		-
3	AVA	94	98	96		-
4	AH	88	83	85.5		-
5	ALY	80	81	80.5		-
6	ABZ	83	80	81.5		-
7	AT	76	80	78		-
8	AN	82	84	83		-
9	DFD	69	67	68	-	
10	DM	80	83	81.5		-
11	DNH	66	68	67	-	
12	FZ	85	90	87.5		-
13	FT	72	74	73	-	
14	IN	70	75	72.5	-	
15	JNA	77	79	78		-
16	LNA	82	87	84.5		-
17	MFA	80	85	82.5		-
18	MSZ	67	64	65.5	-	
19	MH	73	72	72.5	-	
20	MK	82	80	81		-
21	MR	91	88	89.5		-
22	MI	80	88	84		-
23	MH	94	92	93		-
24	NA	83	83	83		-
25	PA	70	71	70.5	-	
26	PLA	52	57	54.5	-	
27	RW	83	85	84		-
28	RA	75	76	75.5		-
29	RC	81	85	83		-

30	RK	90	88	89		-
31	RM	82	85	83.5		-
32	SI	82	83	82.5		-
33	SL	84	87	85.5		-
34	SNJ	80	85	82.5		-
35	WA	89	86	87.5		-
36	WW	68	69	68.5	-	
Total				2882	27	9
Mean Score				80		
Percentage					75%	25%

Appendix 14

The Result of Sentence Writing Test in Cycle 2

No.	The Students' Initial Name	Scorer 1	Scorer 2	Average	Categories	
					Achieved	Not Achieved
1	APA	86	81	83.5		-
2	AAS	81	80	80.5		-
3	AVA	97	94	95.5		-
4	AH	91	88	89.5		-
5	ALY	82	83	82.5		-
6	ABZ	85	82	83.5		-
7	AT	78	80	79		-
8	AN	84	88	86		-
9	DFD	74	71	72.5	-	
10	DM	87	85	86		-
11	DNH	76	72	74	-	
12	FZ	87	86	86.5		-
13	FT	75	73	74	-	
14	IN	78	77	77.5		-
15	JNA	81	82	81.5		-
16	LNA	83	82	82.5		-
17	MFA	80	83	81.5		-
18	MSZ	75	73	74	-	
19	MH	78	76	77		-
20	MK	83	84	83.5		-
21	MR	92	91	91.5		-
22	MI	81	84	82.5		-
23	MH	91	93	92		-
24	NA	84	80	82		-
25	PA	75	73	74	-	
26	PLA	63	64	63.5	-	
27	RW	80	82	81		-
28	RA	83	80	81.5		-
29	RC	88	84	86		-

30	RK	90	92	91		-
31	RM	85	82	83.5		-
32	SI	88	84	86		-
33	SL	87	89	88		-
34	SNJ	81	85	83		-
35	WA	89	85	87		-
36	WW	77	72	74.5	-	
	Total			2957.5	29	7
	Mean Score			82		
	Percentage				80%	20%

Appendix 15

The Sample of Students' Sentence Writing Test in Cycle 1 from Scorer 1

The Highest Score

Nama: Aisyah Vika Aulia
 kelas: VIII H
 Absen: 03

No: _____
 Date: _____

A

- 1 Cat played a ball last week G=5, V=5, M=5, C=5
- 2 Tris, Kimy, Theo and Mario played volly balls
 in the beach last week G=4, V=5, M=4, C=5
- 3 Peter played a swing yesterday G=5, M=5, V=5, C=5
- 4 Birds flew in the sky yesterday G=5, M=5, V=5, C=5
- 5 Shelly played a slide yesterday G=5, V=5, M=5, C=5

$20 + 18 + 20 + 20 + 20 = 98$

B

- 1 Monica didn't play a swing last week G=5, V=5, M=5, C=5
- 2 Thomas didn't play a slide yesterday G=5, V=5, M=5, C=5
- 3 Alex didn't play a ball yesterday G=5, V=5, M=5, C=5
- 4 Cat didn't play a horse low last week G=5, V=2, M=5, C=1
- 5 Jimmy didn't play a slide yesterday G=5, V=5, M=5, C=5

$20 + 20 + 20 + 13 + 20 = 93$
 $G=4, V=5, M=5, C=5$

C

- 1 Did Steve, Lauren and Mick play sand yesterday?
- 2 Did Paul play a slide last week? G=5, V=5, M=5, C=5
- 3 Did Kathleen play a swing yesterday? G=5, M=5, V=5, C=5
- 4 Did Teddy, Bean and Robin play slides yesterday? G=5, M=5, V=5, C=5
- 5 Did Scott play a ride pickback last week?
 G=4, V=2, M=5, C=1

$18 + 20 + 20 + 20 + 12 = 91$

$\frac{231}{300} \times 100 = 94$

94

To prevent is better than to cure

Appendix 16

Scorer 1

The Lowest Score

Nama : Putri Lia Agustia
 Alas : VIII^M
 No. Abs : 26

No. _____
 Date : _____

A

1. Peter playing a ball $G=2, M=5, V=1, C=1$
2. Shelly playing slip of $G=2, M=5, V=1, C=1$
3. Mario, Tris, Kimy and Theo playing's a ball $G=2, M=5, V=1, C=1$
4. Bird fly's on the sky $G=2, M=5, V=1, C=1$
5. Cat chase a ball $G=4, M=5, V=5, C=2$

$8 + 8 + 8 + 9 + 16 = 52$

B

1. Alex driven't a shaky duck $G=1, V=2, M=5, C=1$
2. Monica not playing slip of $G=1, V=1, M=5, C=1$
3. Cat chosen't jimmy $G=1, V=1, M=5, C=1$
4. Thomas not play a swing $G=4, V=5, M=5, C=1$
5. Jimmy stand'n't a ball $G=1, V=1, M=1, C=1$

C. $8 + 8 + 8 + 15 + 4 = 43$


1. Does kathleen playing a swing? $G=3, V=5, M=5, C=1$
2. Do Dannie running in park? $G=3, V=5, M=5, C=1$
3. Does Laura and Jasmine playing together? $G=3, V=4, M=5, C=1$
4. Do Schott drive a shaky horse? $G=3, V=2, M=5, C=1$
5. Does Steve, Lauren, and Mick playing send something? $G=3, V=2, M=3, C=1$

$14 + 14 + 13 + 11 + 9 = 61$

$\frac{152}{300} \times 100 = 52$

52

You'll never know till you have tried



Appendix 17

The Sample of Students' Sentence Writing Test in Cycle 1 from Scorer 2

The Highest Score

Nama: Arsyah Vika Aulia
 Kelas: VIII F1
 Absen: 03

Ma: _____
 Date: _____

A 1 Cat played a ball last week G=5, V=5, M=5, C=5
 2 Tris, Kimy, Theo and Mario played volly balls in the beach last week G=5, V=5, M=5, C=5
 3 Peter played a swing yesterday G=5, M=5, V=5, C=5
 4 Birds flew in the sky yesterday G=5, M=5, V=5, C=5
 5 Shelly played a slide yesterday G=5, V=5, M=4, C=5
 $20 + 20 + 20 + 20 + 20 = 100$

B 1 Monica didn't play a swing last week G=5, V=5, M=5, C=5
 2 Thomas didn't play a slide yesterday G=5, V=5, M=5, C=5
 3 Alex didn't play a ball yesterday G=5, V=5, M=5, C=5
 4 Cat didn't play a horse toy last week G=5, V=4, M=5, C=4
 5 Jimmy didn't play a slide yesterday G=5, V=5, M=5, C=5
 $20 + 20 + 20 + 18 + 20 = 98$

C 1 Did Steve, Lauren and Mick play sands yesterday? G=5, V=5, M=4, C=5
 2 Did Paul play a slide last week? G=5, V=5, M=5, C=5
 3 Did Kathleen play a swing yesterday? G=5, M=5, V=5, C=5
 4 Did Teddy, Bean and Robin play slides yesterday? G=5, M=5, V=5, C=5
 5 Did Scott play a ride pick-back last week?
 G=5, V=4, M=5, C=4
 $19 + 20 + 20 + 20 + 18 = 97$

$\frac{295}{300} \times 100 = 98$

98

To prevent is better than to cure

Appendix 18

Scorer 2

The Lowest Score

Nama : Putri Lita Agustinia
 No. : VIII^A
 No. AB : 26

A.

1. Peter playing a ball $G=2, M=5, V=2, C=1$
2. Shelly playing slip of $G=1, M=2, V=2, C=1$
3. Mario, Iris, Kimy and Theo playing's a ball $G=2, M=5, V=3, C=2$
4. Bird fly's on the sky $G=2, M=2, V=2, C=2$
5. Cat chase a ball $G=4, M=5, V=5, C=2$

$10 + 6 + 12 + 8 + 16 = 52$

B.

1. Alex driven't a shaky duck $G=4, V=2, M=4, C=3$
2. Monica not playing slip of $G=2, V=2, M=2, C=2$
3. Cat Chosen't Jimmy $G=2, V=2, M=2, C=2$
4. Thomas not play a swing $G=2, V=5, M=5, C=5$
5. Jimmy stand't a ball $G=2, V=3, M=4, C=2$

C. $13 + 8 + 8 + 17 + 11 = 57$

1. Does Kathleen playing a swing? $G=3, V=5, M=5, C=1$
2. Do Dannie running in park? $G=2, V=5, M=5, C=1$
3. Does Laura and Jasmine playing together? $G=3, V=4, M=4, C=1$
4. Do Schatt drive a shaky horse? $G=4, V=5, M=5, C=1$
5. Does Steve, Lauren, and Mick playing send something? $G=3, V=2, M=3, C=1$

$14 + 13 + 12 + 13 + 9 = 61$

$\frac{170}{300} \times 100 = 57$

57

You'll never know till you have tried

Appendix 19

The Sample of Students' Sentence Writing Test in Cycle 2 from Scorer 1

The Highest Score

Nama: Aisyah Vika Aulia
 kelas: VIII H
 Absen: 03

No. _____
 Date: _____

$\frac{291}{300} \times 100 = 97$ 97

A

1 Mr. Miller, Kayla, Mrs. Jordan and David played swings in the park yesterday $G=5, V=5, M=5, C=5$

2 Calista ride a bicycle in the park last week $G=4, V=5, M=5, C=5$

3 Josh played a kite in the park yesterday $G=5, V=5, M=5, C=5$

4 Ericka played a slide in the park two weeks ago $G=5, V=5, M=5, C=5$

5 Lily, Chris, and Kelly drank orange juice in the park last week $C=19+20+20+20=99$

$20+19+20+20+20=99$

B

1 Tony not play a skate board in the park yesterday $G=4, V=5, M=5, C=5$

2 Andrew not drive bicycle in the park last week $G=4, V=4, M=5, C=5$

3 Maria not read a book on the chair yesterday $G=4, V=5, M=5, C=5$

4 Jason not play foot ball in the park yesterday $G=4, V=5, M=5, C=5$

5 Sonia not play badminton in the park two weeks ago. $19+18+19+19+19=94$

C

1 Did Richard play a kite in the park last week? $G=5, V=5, M=5, C=5$

2 Did Jill play a swing in the park yesterday? $G=5, V=5, M=5, C=5$

3 Did Gill play a skateboard in the park two weeks ago? $G=5, V=4, M=5, C=5$

4 Did Maria sit on the chair two weeks ago? $G=5, V=5, M=5, C=5$

5 Did Jim and Ann play sands in the park yesterday? $G=4, V=5, M=5, C=5$

$20+20+19+20+19=98$

When there is a will there is a way

Appendix 20

Scorer 1

The Lowest Score

Nama : Putri Lia Agustin
 kis : VIII^M
 No. Abs : 26

No. _____
 Date : _____

A

$G=2, M=5, V=2, C=1$

1). Chris, Lily and Kelly drinking juice's in the park festival
 $G=2, M=5, V=1, C=2$

2). Mrs. Martin pouring juice's to glass in the park festival
 $G=2, M=3, V=3, C=1$

3). Calista drove bicycle in the park festival
 $G=2, M=1, V=3, C=1$

4). Mr. Miller and Mrs. Jolian pushing swing's they children
 $G=1, M=5, V=5, C=6$

5). Kayla and David played swing's in the park festival

B

$11 + 13 + 9 + 10 + 13 = 62$
 $G=1, M=5, V=5, C=2$

1). Sonia not playing badminton in the park yesterday
 $G=1, M=2, V=2, C=1$

2). Maria not gymnastic in the park yesterday
 $G=1, M=5, V=5, C=2$

3). Jason not playing foot ball in the park yesterday
 $G=1, M=5, V=5, C=2$

4). Billy and Melly not driving bicycle in the park yesterday
 $G=1, M=5, V=5, C=2$

5). Tony not reading book in the park yesterday

C

$13 + 6 + 13 + 13 + 13 = 58$ yesterday

1). Did Richard playing a kite in the park? $G=4, M=5, V=5, C=9$ yesterday

2). Did Maria siting on the chair in the park? $G=4, M=4, V=5, C=2$ yesterday

3). Did Gill driving scott board in the park? $G=5, M=4, V=2, C=2$ yesterday

4). Did Jill playing a swing in the park? $G=4, M=5, V=5, C=2$ yesterday

5). Did Mr. Smith telephoning with her son on the chair in the park? $G=4, M=5, V=2, C=9$

$16 + 15 + 11 + 16 + 12 = 70$

$\frac{190}{300} \times 100 =$

63

You'll never know till you have tried

EINAR DUNIA

Appendix 21

The Sample of Students' Sentence Writing Test in Cycle 2 from Scorer 2

The Highest Score

Nama: Aisyah Vika Aulia
 kelas: VIII H
 Absen: 03

$\frac{282}{300} \times 100 = 94$ **94**

A

1) Mr. Miller, Kayla, Mrs. Jordan and David played swings in the park yesterday $G=5, V=5, M=5, C=5$

2) Costa ride a bicycle in the park last week $G=4, V=5, M=4, C=5$

3) Josh played a kite in the park yesterday $G=5, V=5, M=5, C=5$

4) Ericka played a slide in the park two weeks ago $G=5, V=5, M=5, C=5$

5) Lily, Chris and Kelly drink orange juice in the park last week $G=4, V=5, M=3, C=5$

$20 + 18 + 20 + 20 + 17 = 95$

B

1) Tony not play a skate board in the park yesterday $G=4, V=9, M=5, C=5$

2) Andrew not drive bicycle in the park last week $G=4, V=3, M=3, C=5$

3) Maria not read a book on the chair yesterday $G=4, V=9, M=5, C=5$

4) Jason not play foot ball in the park yesterday $G=4, V=4, M=5, C=5$

5) Sonia not play badminton in the park two weeks ago. $18 + 17 + 18 + 18 + 18 = 89$

C

1) Did Richard play a kite in the park last week? $G=5, V=5, M=5, C=5$

2) Did Jill play a swing in the park yesterday? $G=5, V=5, M=5, C=5$

3) Did Gill play a skate board in the park two weeks ago? $G=4, V=9, M=5, C=5$

4) Did Maria sit on the chair two weeks ago? $G=5, V=5, M=5, C=5$

5) Did Jim and Ann play sands in the park yesterday? $G=5, V=5, M=5, C=5$

$20 + 20 + 18 + 20 + 20 = 98$

When there is a will there is a way

Appendix 22

Scorer 2

The Lowest Score

Nama : Rizki Lia Agustina
 KIR : VIII^M
 No. Ab : 26

No. KIR :
 Date : 03-03-2015

A $G=2, M=4, V=4, C=1$

1). Chris, Lily and Kelly drinking juice's in the park festival
 $G=3, M=5, V=4, C=1$

2). Mrs. Martin pouring juice's to glass in the park festival
 $G=2, M=4, V=4, C=1$

3). Calista drove bicycle in the park festival
 $G=3, M=3, V=4, C=1$

4). Mr. Miller and Mrs. Johnson pushing swing's they children
 $G=4, M=3, V=4, C=4$

5). Kayla and David played swing's in the park festival

B $11 + 13 + 11 + 13 + 17 = 65$
 $G=2, M=5, V=4, C=1$

1). Sonia not playing badminton in the park yesterday
 $G=1, M=2, V=2, C=1$

2). Maria not gymnasticing in the park yesterday
 $G=2, M=5, V=4, C=1$

3). Jason not playing foot ball in the park yesterday
 $G=2, M=5, V=4, C=1$

4). Billy and Melly not driving's bicycle in the park yesterday
 $G=2, M=5, V=4, C=1$

5). Tony not reading book in the park yesterday

C $12 + 6 + 12 + 12 + 12 = 54$

1). Did Richard playing a kite in the park ? $G=4, M=5, V=5, C=2$

2). Did Maria siting on the chair in the park ? $G=4, M=4, V=5, C=2$

3). Did Gill driving scott board in the park ? $G=3, M=4, V=3, C=2$

4). Did Jill playing a swing in the park ? $G=4, M=5, V=5, C=2$


5). Did Mr. Smith telephoning with her son on the chair in the park ? $G=4, M=5, V=4, C=2$

$16 + 15 + 12 + 16 + 15 = 74$

$\frac{193}{300} \times 100 = 64$

64

You'll never know till you have tried




Appendix 23

The Research Permission Letter from the Faculty



Appendix 24

The Statement Letter of Accomplishing the Research from the School


**KEMENTERIAN AGAMA
MADRASAH TSANAWIYAH NEGERI
GENTENG - BANYUWANGI**
Jln. Jember 18A Telp (0333) 844829 Genteng

SURAT KETERANGAN
Nomor : Mts.15.30.8 / PP.01.2 / 433 / 2015

Yang bertanda tangan di bawah ini, Kepala Madrasah Tsanawiyah Negeri Genteng Banyuwangi menerangkan :

N a m a : PUPUT OKTARIA
Tempat, tgl lahir : Banyuwangi, 21 Oktober 1992
NIM : 100210401019
Jurusan : Pendidikan Bahasa dan seni
Program Studi : Pendidikan Bahasa Inggris

Nama tersebut di atas benar-benar telah melaksanakan penelitian di Madrasah Tsanawiyah Negeri Genteng dengan judul "The Use of Composite Pictures to Improve the Eight Grade Students Active Participation and Their Sentence Writing Achievement at MTs Negeri Genteng" mulai tanggal 5 Maret 2015 s.d 2 April 2015.
Demikian Surat Keterangan ini kami buat untuk dapat digunakan sebagaimana mestinya.

Genteng, 4 April 2015
Kepala,

Drs. BASHORI, M.Pd.Iq
NIP. 196003041993031002