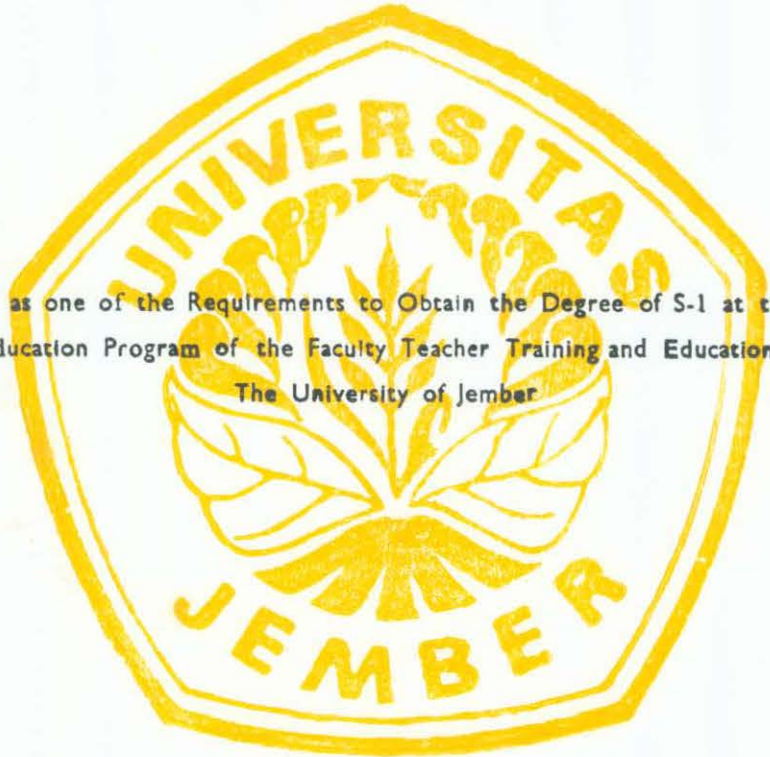




THE EFFECT OF USING PICTURE GAMES ON STRUCTURE  
ACHIEVEMENT OF THE SECOND YEAR STUDENTS OF  
SLTPN 11 JEMBER IN THE 2000/2001  
ACADEMIC YEAR

**THESIS**



Presented as one of the Requirements to Obtain the Degree of S-1 at the English  
Education Program of the Faculty Teacher Training and Education  
The University of Jember

by :

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Motto :

فَاِذَا عَزَمْتَ فَتَوَكَّلْ عَلَى اللّٰهِ

“ Then, when thou hast taken a decision, put thy trust  
in Allah.”

(QS. Ali Imran :159)

## DEDICATION

I dedicate this thesis to honorable persons :

- ❖ My beloved parents, **Drs. N. Soedarso and Bunda Soehartini**, thank you for your eternal love to me. I'll keep you forever in my deepest love.
- ❖ My dear husband, '**Mamas' Ali Sobana**, you're very great for me, I have no words for your spirit, kindness, and great care to me in finishing this thesis.
- ❖ My 'big five' family, **Mas David, Mbak Hetty, Mbak Hesy, and Dani**, thanks for all your support to me.
- ❖ **Ustadz Ainur Rofiq, mbak Zahra**, and their '**Shibghatallah Mujahid Al-Islam**', I never forget every single thing that you've ever given to me.
- ❖ My beloved **ikhwan** and **akhwat** in '**AZ-ZAHRA**', keep in Dienulloh, we still have a big job for this. Keep our togetherness forever.
- ❖ For those who labelled '**EPRO-95**', special **Engkus, Tiwi, Santi and Yenni M.** I won't forget our memories, friends.
- ❖ My **almamater**.

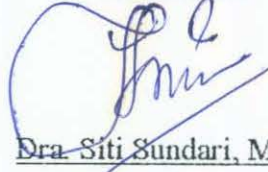
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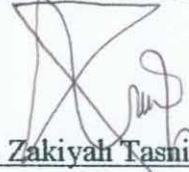
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3. All who helped me during finishing writing this thesis.

I realize that this thesis is still not perfect, but I expect it will be useful not only for myself but also for readers.

Finally, any constructive criticisms and suggestions will be fully appreciated in order to improve this thesis.

Jember, May 2001

The writer

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## ABSTRACT

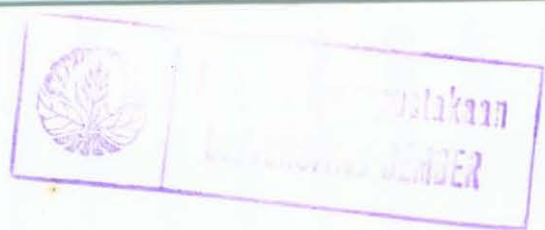
Emi Yuli Esti, May 2001, The Effect of Using Picture Games on Structure Achievement of the Second Year Students of SLTPN 11 Jember in the 2000/2001 Academic Year

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The key words: Picture games, structure achievement

This research is intended to know whether there is a significant effect of using picture games in teaching structure on students' structure achievement. Related to this problem, the research problem was formulated as follows: Is there any significant effect of using picture games on structure achievement of the second year students of SLTPN 11 Jember in the 2000/2001 academic year? Based on the research problem, the hypothesis was formulated as follows: There is a significant effect of using picture games on structure achievement of the second year students of SLTPN 11 Jember in the 2000/2001 academic year. In relation to this, the respondents were the class II-A and class II-D of SLTPN 11 Jember in the 2000/2001 academic year. They were selected by using cluster random sampling with lottery. The method used to get the primary data was an achievement test in the form of objective type. Interview and documentation were used to collect the secondary data. The primary data were analyzed by using t-test formula with significant level of 5%. Based on the result of the data analysis, it was found that the statistical value of t-test was 6.12, while critical value of t-test table with the degree of freedom 81 was 1,987. It means that the statistical value of t-test was higher than the critical value of t-test table. In short, alternative hypothesis was accepted. So, it can be concluded that there is a significant effect of using picture games on structure achievement of the second year students of SLTPN 11 Jember in the 2000/2001 academic year. It means that the results show that the students who were taught structure by using picture games got better scores of structure than those who were not. They suggest that the use of picture games in teaching structure are effective to improve the students' structure achievement



## I. INTRODUCTION

### 1.1 Background of the Research

As the first foreign language, English is taught as a compulsory subject at Junior and Senior High Schools in Indonesia. Even, the Government has already introduced it to the Elementary Schools since the 1994 English Curriculum has been implemented. In Junior High School, the objective of teaching English is to develop the students' English skills that cover the four language skills, namely listening, speaking, reading and writing. In line with this, Widdowson (1984; 1) says that the learners are expected to understand, speak, read, and write in learning a language. Therefore, those four skills are considered as the main point of view in teaching and learning English.

However, like all languages, English is full of problems for the foreign learners (Swan : ix). One of the problems deals with the structure mastery. Moreover, the ability of producing grammatically correct sentences becomes an essential aspect in learning language. Both, oral and written languages need sentences in order to make the language understandable as a means of communication. Hence, in teaching and learning a language, it is not enough to focus on the four language skills only, but the elements of the language also have an important role in improving the English skill

Structure is the basic concept of a language that is supposed to be one of the important elements that should be mastered by the students, as a means of learning the four English language skills. By mastering the English structure or the rules of English, students can produce grammatically correct sentences. The fact shows that many students have problems with the structure. It cannot be denied that students who are not able to speak English often face problems in structure. Therefore, teaching structure to the students should not be neglected; moreover, structure can be taught integrately with the four English skills. In other words, structure is still necessary

needed for the students to learn. That is why ongoing effort is very important to do for teaching structure.

Related to the problem of structure, games can be taken into account as an alternative in teaching structure. A game in language teaching provides a joyful situation for the students who often feel under pressure and get boredom when they have structure class. Considering the nature of human beings, they like to play games because of its fun. In this case, Wright (1996; 2) states that games are not restricted by age. It means that games can be applied for all levels (young learners or adult learners). Further, Mukarto (1989; 47), notes that games furnish the students' strong desire to communicate and expressing themselves. Therefore, games can be considered as possible and potential alternative activities that can be employed as individual or group work activities.

The flexibility of games has inspired Rinvoluceri (1989; 1) to employ games in teaching grammar in all sort of grammar. Picture games as a type of language games might be applied in teaching structure, for the reason that pictures have been well acceptable as an effective way to convey an idea more vividly, directly and fully than words (Kerr, 1972; 5). The pictorial information becomes the main focus during the activity and it will be more interesting for the students to have communication guided by the picture in the form of games.

Based on the explanations above, it is necessary to conduct a research with the title, The Effect of Using Picture Games on Structure Achievement of the Second Year Students of SLTPN 11 Jember in the 2000/2001 Academic Year.

## **1.2 Research Problem**

Based on the background of the research, the research problem is formulated as follows:

Is there any significant effect of using picture games on structure achievement of the Second Year Students of SLTP Negeri 11 Jember in the 2000/2001 Academic Year?

### **1.3 Operational Definition of the Variables**

To avoid misunderstanding of ideas and concepts between the readers and the writer about the meaning of the variables used in the research, they need to be defined operationally as follows.

#### **1.3.1 The Use of Picture Games**

The term "picture games" in this research refers to a way of making students encouraged in learning structure through amusing activity, in which pictures become the main part of the activity. In this case, picture cards are considered as the main ingredient in the game. Picture cards in this game are cards that have a picture on it. It can be drawing picture, photograph, or copy picture.

#### **1.3.2 Structure Achievement**

In this research, structure achievement means achievement gained by the students in the structure test in the form of scores. Since the word "achievement" is used, the items of the structure test are made based on the material given by the researcher during the treatment, that is teaching tenses that cover Simple Present tense, Present Continuous Tense, Simple Future Tense.

### **1.4 Research Objective**

The objective of this research is to know whether there is a significant effect of using picture games on structure achievement of the second year students of SLTPN 11 Jember in the 2000/2001 Academic Year.

### **1.5 Research Significances**

The research results are expected to be significant for the following persons:

**a. The English Teacher**

The results are significant for the English teacher as information to know the effectiveness of picture games in teaching structure. Hopefully, the information can be used as consideration to develop the teaching of structure through picture games or another type of game in order to improve the students' structure achievement.

**b. The Future Researchers**

The results of this research can be used as information or a reference to conduct a further research to improve the students' structure achievement by using another type of games, such as card and board games. It is a kind of games that use cards (many kinds of cards) and board, such in Monopoly or Snake and Ladder games.

## II. LITERATURE REVIEW AND HYPOTHESIS

### 2.1 Games in Language Teaching

The successful teaching and learning process is the main goal for all teachers. However, teaching learning language is not an easy task to do. Wright (1996:1) says that learning a language is hard work in which it requires effort every moment that must be maintained over a long period of time. For this reason, some experts recommend that games are used in order to help the teachers create their language class. In this case, Wright also says :

“Games help the teacher to create context in which the language is useful and meaningful. The learners want to take a part and in order to do so must understand what others are saying or have written, and they must speak or write in order to express their own point of view or give information.” (1996; 1)

Meanwhile, Rixon (1986, 62) states that language games are simply games in which language provides either the major content or else the means through which the game is played. In addition, Mukarto (1989:51) states that human beings like to play games because games are fun and they also can be used to release tension. In addition, Wright (1996; 1-2) states that games cannot be restricted by age and they can be applied for all skills that covers listening, reading, speaking, and writing. He also says that games are appropriate for all stages of the teaching/learning sequence and for many types of communication.

On the basis of the theories above, it can be concluded that games have to be taken into account as a good alternative for teaching a language.

### 2.2 Kinds of Games

Many game designers have defined the sort of games for language learning based on their own criteria. Wright (1996; 4) has thirteen games based on the general characters and spirit. Some of them are Psychology games, Card and Board games, Miscellaneous games, Sharing and Caring games, Picture games, Sound games, Story

games and so on. Meanwhile, Rinvoluceri (1989; 4) describes explicitly about what should have to do in his games. He divides games into five sections, they are competitive games, collaborative sentence - making games, awareness activities, grammar through drama, and miscellany games.

Since there are lot of sorts of language games that can be used by the teachers who want to set up a game for their class, it is very important to be critical in selecting the suitable games for the students. Supporting this idea, Rixon (1986, 64) argues that game designers' categories in setting up their games are inconsistent and overlapping to some extent. So, it is a must for the teachers who are interested in employing games to get the information in finding their way around the games collection.

### **2.2.1 Picture Games**

According to Wright (1996, 14) picture games are games in which the use of pictures plays a major part. Moreover, picture has been appreciated well in giving many contributions in the process of teaching and learning language. According to Rixon (1986, 63) pictorial information is the basis of the early communication games which the learner had to convey in words to another, and on the preservation of a visual barrier preventing one student seeing what another is looking at.

On the basis of pictures as the major part during the activity of picture games, there is a lot of sorts of picture that can be used in the games. They may be in the form of drawings of photographs, in colour or black-and-white, or picture cue cards. For a certain purpose, Soesinto (1989, 36) argues that magazines and newspapers periodically issue pictures in the form of drawing, and in the hand of a creative teacher they may prove useful and effective tools to introduce things, people and events in the classroom. However, all available pictures are subjected to analysis before being used in class.



Wright (1996, 14) further divides the picture games into some sections. Broadly, they involve: comparing and contrasting pictures, considering differences or similarities, considering possible relationships between pictures, such as narrative sequence, describing key features so that someone else may identify them or represent them in a similar way. Each section still has its variations in which teachers might use it freely based on their needs for all levels and proficiency.

### 2.2.2 The Ways to Present the Games

In general, Wright (1996; 6) gives five practical points in preparing the language-teaching games. They are as follows:

1. The games must be familiar with the students, the teacher is the key role in familiarizing the games to the class.
2. The games must be appropriate to the class in terms of language and type of participation. The use of mother tongue is not "taboo" in language teaching, if the students are unclear about what they have to do.
3. Challenge is a valuable aspect to be considered in the teaching learning process.
4. It is advisable to stop a game and change to something else before the students become tired.
5. The teacher should never interrupt a game, which is flowing successfully in order to correct a mistake in language use. (It is better to give comments later)

In relation to picture games, selecting pictures that will be used in the games is the part of preparation that has to be paid attention. Teachers' creativity will be very valuable in this activity. In this research, picture cards are the main ingredients of the games. While, the procedures of the games can be described as follows:

1. Divide the students into eight groups, then the groups will be separated again into two. The first four groups will be given eight pieces of picture cards and the second four groups will get eight pieces of text cards.

2. The group that has the picture cards must be able to find the appropriate text from the group that has the text cards. So, each group with picture cards will get its partner from the group with text cards.
3. Each member of the group has to compare the picture and the text. They have to match whether the text has been appropriate with the picture or not. Besides, the group has to be able to solve the problem given in each card.
4. The teacher gives chance to each group to present the result of their discussion, and the other groups have to check the answers together.
5. There is a reward for the group that can solve the problem of pictures card and texts card as many as they can.

(Adapted from Wright; 1996, 33-35)

However, the procedures are not too strict, the teacher may change into the most suitable activities and materials. The most important thing for the students is that they can have the games as their structure drills.

### **2.2.3 The Strength of Using Picture Games**

It has been well appreciated that games are supposed to give many contributions in the teaching and learning process. In general, Mukarto (1989; 56) says that games provide creating and enjoyable situation in language class. Further, he states that games also help the students to build their acquired competence. In addition, Rixon (1986; 63) presents four pedagogic aims that can also be considered as the strength of language games in teaching and learning process.

They could be set out as follows:

1. to help presentation of new language (focus on accuracy)
2. to help controlled practise of language (focus on accuracy)
3. to help train communicative use of language (including managing the interaction) (focus on fluency)

4. to help students achieve their own insights into how the language works (focus on the mechanism of the language).

Meanwhile, pictures as the major part of games will make the activities become more interesting. As the previous explanations, pictures have an important role in teaching and learning language. Kerr (1972; 5) states that picture often conveys an idea more vividly, directly and fully than words and it is an effective way in focusing students' attention. In addition, Wright (1989; 10) says that pictures are not only an aspect of method but through their representation of places, objects, and people, they are an essential part of the overall experiences. So, the students must be helped to cope with. Furthermore, Wright (1989;15) also states that pictures can play a key role in motivating students contextualising the language they are using, giving them a reference and helping to discipline the activity.

On the basis of the theories, it can be concluded that picture games are very valuable and flexible to use. That is why, it should be considered not only for an ice-breaker situation but also for the serious/central activity.

#### **2.2.4 Teaching Structure by Using Picture Games.**

English teachers might be spent more time and effort to find the most appropriate way in teaching structure for their students. Related to the problem, Rinvoluceri (1990; 1) argues that games could act as adequate frames for the teaching of any grammar under the sun. In addition, Wright (1996; 2) states that one of the advantages of using games is they are very flexible to use for all skills, stages and any types of communication.

In teaching structure, picture games could be chosen as one of the way in encouraging the students in learning structure in order to increase their structure achievement. Based on the previous explanation, picture games has strength in guiding students' idea and bringing the class atmosphere into joyful situation. Besides, having structural exercises in the form of picture games will provide

communicative activities for the students. Bernaus (1987,45) brings teachers' ideas up that setting up the students structure exercises by using pictures is one of the ways to increase students' output in learning structure. Therefore, having structural exercises and natural communicative activities by using picture games should be considered by the teachers who have a goal to motivate and increase the students' structure achievement.

### **2.3 Structure Achievement**

It has been accepted that structure is considered as an important part in learning a foreign language. Some experts note that the point of practical grammar teaching is closely related to the grammatical structure. Paulston (1976; 1) states that the simply mean of grammar is the possible form and arrangements of words in phrases and sentences. In line with this idea, Hornby (1988; 628) clearly states that structure is the way words (etc.) are put together to form meaningful statements.

Supporting this idea, Rybowski (1986; 24) states that a student must know for certain that he uses correct and good English. Once he is sure of his structures, he will use them willingly and unhesitatingly. As a result, his language will become disciplined. It can be concluded that learning structure has an important role in learning a language because it is the foundation to make communication confident.

After getting the structure materials, students will have a test, which describes their abilities in structure and the results of the test are the students' structure achievement. So, the effort of the students to their structure ability in the form of structure test scores is what is meant by the students' structure achievement.

#### **2.3.1 The Meaning of Tense and Kinds of Tense**

The structure materials chosen in this research are based on the 1994 English curriculum for the second year students, especially for the first cawu. However, this research focused on the using of tense in English. Rusli, et.al (1998; 2) say that

mastering tenses will be useful for the students to understand the English text. It is relevant to the main goal of the teaching and learning process at SLTP, that is, emphasizing on reading skill. Besides, tenses do not appear in Indonesian; therefore, students commonly find difficulties in understanding the tenses.

In English grammatical structure, tense principally is related to the word 'time'. Hornby (1988; 650) states that tense means a verb form that shows time. In line with this, Roberts (1984; 23) says that tense is the verb change form to indicate a change of time. It is clear that there is a correlation between a verb and a tense. In this view, Frank (1972; 52) says that the grammatical form of a verb is usually discussed in connection with tense. Meanwhile, Turner (1976; 107) states that tense means time. Further, he explains that as its main function, a verb describes an action or a state of being on the part of the subject, but a verb also tells when the action took place or when the state existed. This property of the verb is called tense.

Dealing with the tenses, Turner (1976; 108) classifies the English tense into six, three simple tenses (present, past, future) in which an action may be considered as completed (to be perfected means to be completed). According to Frank (1972; 52), there are six-tense time system that are commonly found in English textbooks for non-native speakers and they are familiar with them. Further, she says that they offer the most practical approach for learning the verb forms of English.

The six kinds of tenses are as follows:

|                              |  |
|------------------------------|--|
| <b>Present tense</b>         | : I walk every morning.                        |
| <b>Present Perfect Tense</b> | : I have walked for an hour.                   |
| <b>Past tense</b>            | : I walked yesterday                           |
| <b>Past perfect tense</b>    | : I had walked for an hour before you came.    |
| <b>Future tense</b>          | : I am going to walk tomorrow.                 |
| <b>Future perfect tense</b>  | : I will have walked by the time he gets home. |

Each of six tenses has a companion form, that is, the progressive form. The progressive denotes that the action named by the verb is a continuing or progressive

action. The progressive consists of the present participle (the “ing” form of the verb, that is, walking) plus the proper form of the verb “to be”, for example the *progressive forms* of the verb “to walk” are:

|                              |  |
|------------------------------|--|
| <b>Present tense</b>         | : I am walking                                       |
| <b>Present Perfect Tense</b> | : I have been walking/He has been walking            |
| <b>Past tense</b>            | : I was walking                                      |
| <b>Past perfect tense</b>    | : I had been walking                                 |
| <b>Future tense</b>          | : I will be walking                                  |
| <b>Future perfect tense</b>  | : I will have been walking by the time he gets home. |

Turner (1976; 108) also states that tense is indicated by changing the verb itself or by combining certain forms of the verbs with auxiliary verbs. Further, he explains that the verb tenses from which is derived every form of a verb are called the “principal parts”.

Dealing with the verbs, they are classified as regular and irregular verbs according to the ways in which their principal parts are formed. Regular verbs form their past tense and present perfect tense by the addition of “ed” to the infinitive.

For example:

| <b>Present tense</b> | <b>Past tense</b> | <b>Present Perfect tense</b> |
|----------------------|-------------------|------------------------------|
| talk                 | talked            | have/has talked              |
| write                | wrote             | have/has written             |
| etc.                 |                   |                              |

The principal parts of irregular verbs are formed by changing the forms of the verbs. For examples:

| <b>Present tense</b> | <b>Past tense</b> | <b>Present Perfect tense</b> |
|----------------------|-------------------|------------------------------|
| See                  | saw               | have/has seen                |
| Say                  | said              | have/has said                |
| Go                   | went              | have/has gone                |

However, a standard dictionary may be needed to make sure the changing of a verb. Sometimes, the area of usage is changing, a verb that was irregular yesterday may regular (or both regular and irregular) today. From the three principal parts, all parts of verbs are got.

The other three tenses come from the principal parts. Future tense is derived from the present tense. For example:

**Future tense**                      **Present tense**  
*You will go*      ←              *You go*

The future perfect tense and the past perfect tense are both derived from present perfect tense.

**Present Perfect tense**  
*You have/has gone*

↙                      ↘

**Future Perfect**                      **Past Perfect**  
*You will have gone*                      *You had gone*

### 2.3.2 The Uses of Tense

#### A. Simple Present Tense

**Pattern** : **Subject + auxiliary/verb (s/es)**

The simple present tense has the same form as the 'infinitive' but adds an 's' or 'es' (i.e: writes, washes, etc.), for the third singular person (she, he , it, etc.), whereas, auxiliary do or does is used to express negative and interrogative sentences.

#### **The Uses of Simple Present Tense:**

1. To express habitual action

for example: a. He smokes, but his wife does not.

b. We study English twice a week.

2. To express general truth

for example : a. The sun rises in the east.

b. The Water boils in 100<sup>0</sup> C





### C. Simple Past Tense

**Pattern: Subject + Verb II (ed/past form)**

This tense is formed by adding "ed" to the infinitive of regular verb (studied, closed) or considerable in their past form of irregular verbs (saw, went, etc.).

**The Uses of Simple Past Tense:**

This tense is normally used for the relation of past events, they are as follow:

1. For actions happened in the past at a definite time, for examples:
  - a. I went to his house yesterday.
  - b. When did you meet him?
2. For past habits, for examples:
  - a. He never drank wine ten years ago.
  - b. I used to smoke cigars last year.
3. In conditional sentence, type 2, for example:
  - a. If I had enough money, I would buy it.

**Time expressions:** yesterday, last night/week, two years ago, the day before, just now, etc.

### D. Past Perfect Tense

**Pattern: Subject + had + past participle/ V3**

**The Uses of Past Perfect Tense:**

1. To express an action, which is completed in the past and which occurs before another in the past or before a point of time in the past.

For examples: A. When did you write it?

B. I had written it before you came.

After I had written it, you came.

**Time expressions:** they usually occur in a clause introduced by *when* or *before*, the following clause must be in the Simple Past Tense.

### E. Future Tense

**Pattern : a. shall/will + infinitive (without to)**

**(the premeditated intention)**

**b. to be + going to + infinitive**

**(the unpremeditated intention)**

**The Uses of Future Tense:**

1. To express an action that will occur in the future.

For example: A : What are you doing with that spade?

B : I am going to plant some apple trees.

A : This is a terribly heavy box.

B : I will help you to carry it.

**Time expressions:** tonight, this afternoon, tomorrow, next Sunday/week etc.,

### F. Future Perfect Tense

**Pattern : shall/will + have + V3**

**The Uses of Future Perfect Tense:**

1. For actions, which occur and are completed before another activity or point of time in the future.

For example: A : What will you have done by then?

B : I will have studied by ten tonight.

**Time expression:** ..... by ...../.....by ten o'clock.

As the previous explanation (see page 15) that each tenses has its companion form called progressive/continuous action; therefore, there are four companion forms for each tenses, they are:

#### A. Present Continuous Tense.

**Pattern: to be + infinitive + ing**

**The Uses of Present Continuous Tense:**

The usage of this tense is mostly related to the moment of speaking and having some duration (needs time for action).

1. Progressive acts at the moment of speaking  
for example : a. We are studying English at present.  
b. What is the boy doing now?
2. Exception, for future acts as definite plans, agreements, and arrangements  
for example: a. They are going to the theatre tonight.  
b. She is coming soon.  
c. We are getting married next May 10 th.
3. Active form but in passive meaning  
for example : a. Where is the new film showing?  
b. The book is reprinting.

**Time expressions:** now, right now, at present, at the moment, etc.

### **B. Present Perfect Continuous Tense**

**Pattern:** have/has + been + V-ing.

**The Uses of Present Perfect Continuous Tense:**

1. for an action which began in the past and still continuing, or has only just finished, related to the moment of speaking.

For example: A : How long have you been making it ?

B : I have been making it for two hours.

**Time expressions:** for a week/two years/ an hour/ three months, since yesterday/October 1988/last month, 1975, etc.

### **C. Past Continuous Tense.**

**Pattern:** was/were + present participle (V-ing)

**The Uses of Past Continuous Tense:**

This tense is purposed into several uses:

1. To indicate gradual development

For example: a. He was getting tired

b. The wind was rising

2. To indicate continuous acts at a point of time

For example: At eight o'clock this morning he was having breakfast (=he had started it before eight).

3. To indicate two past events, whereas on of them placing time clause

For example: Tom was talking on the telephone when I arrived.

4. To describe events with past narrative

For example: A wood fire was burning on the earth, and a cat was sleeping in front of it.

5. In indirect speech:

For example: He said he was living (the direct speech: He said, "I am leaving.")

6. For a definite future in the past

For example: He was busy parking, for he was leaving.

**Time expressions:** when ....., while....., just as ....., at the time.....

#### D. Past Perfect Continuous Tense

**Pattern:** had + been + V-ing.

**The Uses of Past Perfect Continuous tense:**

It is used to express an action or state which continued up too the time of some other event in the past. It emphasizes the continuousness of the action of the main verb or the duration of the action throughout a period of time.

For example: A: How long had you been writing then?

B : I had been writing for a minute before you came.

**Time expression:** for five years; after.....for..... simple past tense; before ....

Simple past tense, ..... for .....(indicate duration).

#### **2.4 The Teaching Material of Structure for the Second Year Students of SLTP**

Dealing with the tenses in the 1999 English Curriculum, kinds of the tenses taught to the second year students of SLTP include (1) Simple Present Tense, (2) Present Continuous, (3) Simple Past, (4) Present Perfect, (5) Future tense.

Then, the teaching materials of structure at the first quarter (cawu 1) cover the following topics:

- a. Adverbial
- b. Comparative Degree
- c. Offering/Refusing
- d. Simple Present Tense
- e. Request
- f. Future Tense
- g. Present Perfect Tense
- h. Present Continuous Tense

Since the 1999 English Curriculum is implemented integrately, the structure is taught when it is needed. However, the condition among the students will differ under different circumstances; therefore the teaching of structure in Junior High School is very flexible based on the curriculum and the students' need.

Dealing with this research, three types of tenses will be taught to the students in this research, they are Simple Present Tense, Present Continuous Tense, and Future Tense. Considering that tense is the foundation of a language and it does not exist in Indonesian language, this research only focus on teaching structure in which tenses as the main material.

#### **2.5 The Effect of Using Picture Games on Students' Structure Achievement.**

It has been accepted that games are supposed to be a flexible way in language teaching. According to Rinvoluceri (1989; 3), one way of focusing the energy of mastering and internalising grammar is through games. As the previous explanation,

picture games is one of the games type that could be applied in structure class in order to improve students' structure achievement

However, having a nice structure class to the students still needs hard efforts. The teachers not only must be able to have sufficient knowledge about the material but also have a higher sense in releasing from the under-pressured situation, which common appear in a structure class. In this point, Rinvoluceri (1989; 3) states that students are emerged as subjects. They are delighted to be asked to do something that feels like an out-of-class activity and in which they control what is going on in the classroom. Further, Rinvoluceri (1989; 3) says that games generate energy for the achievement of the serious goal. Based on the statements, it is clear that learning structure through picture games might have a positive effect on the students' structure achievement.

In conclusion, it can be restated that using picture games in teaching structure might be helpful in the process of teaching and learning language, especially in encouraging and improving the students' ability in structure.

## **2.6 Hypothesis**

The alternative hypothesis of this research is:

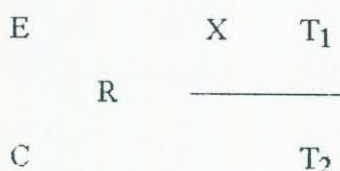
There is a significant effect of using picture games on the structure achievement of the second year students of SLTPN 11 Jember in the 2000/2001 Academic Year.

### III. RESEARCH METHODS

#### 3.1 The Research Design

This research used an experimental design, because it was intended to investigate cause-effect relationship. This kind of research is much more quantitative than qualitative and the emphasis is on numbers, deductive logic, control, and experiments (Millan, 1992; 9)

Since there are lots of types of the experimental research design, the design used in this research was Randomize, post-test only control group design. The diagram of this design is as follows:



(Adapted from Arikunto, 1998; 86)

Notes :

E : the experimental group

C : the control group

T<sub>1</sub> = T<sub>2</sub> : post-test

R : random

X : treatment for the experimental group

The procedures of this research design were as follows:

- a. Determining two classes as the subjects randomly by lottery after knowing the students' homogeneity, one class as the experimental group (E) and another class as the control group (C).
- b. Giving the treatment (X) to the experimental group by teaching structure through games and without games for the control group. Each group was taught three times.

- c. Giving post-test to the experimental group and the control group after the treatment.
- d. Analyzing the data by applying t-test formula in order to know whether the mean difference was significant or not.

### **3.2 Area Determination Method**

The research area refers to the place or the location where the research is conducted. This research used the purposive method to determine the research area and it was conducted at SLTPN 11 Jember for practical reasons. First, the location of the school is near from the researcher's home. It is about one kilometer. Second, the researcher knows the school well, so the research permission was obtained easily, and the data needed could be gained as well.

### **3.3 Respondent Determination Method**

The purpose of respondent determination method is to determine the subjects that will be examined in a research (Arikunto, 1998; 120). The respondents of this research were the second year students of SLTPN 11 Jember in the 2000/2001 academic year, which consisted of more than 100 students. The subjects can be taken between 10% up to 15% or 20% up to 25% or more of the population as the sample if the number of the subject is more than 100. Based on the theory, this research took 50 % of 166 subject as the sample. After that, this research took two classes of four classes by using cluster random sampling. The first class was determined as the experimental class, and the second one was determined as the control class.

### **3.4 Data Collection Methods**

The data collected in this research consisted of two kinds of data, namely primary data and supporting data. The primary data were collected by using test, and the supporting data were collected by using interview and documentation



### 3.4.1 Test

In this research, structure test was used to collect the primary data. The kind of test used was achievement test to measure the students' structure achievement. In this case, Hughes (1994; 10) states that achievement test is a test used to know the individual achievement after being taught certain material. Therefore, the students in the experimental class and the control class were given structure test after they were taught certain structure material.

According to Arikunto (1993; 192), there are two kinds of test, namely standardized test and teacher made test. This research used teacher made test that was given to the respondents (the experimental and the control class) as post-test. Considering the functions post test, that is, to know the students' abilities in structure after being taught the material. Further, the test was constructed based on the 1999 English Curriculum and the form of the test was objective because it had more consistent result and high reliability. The function of pre-test, that was given in this research was in order to know the students' homogeneity before the treatment.

Dealing with the test, there are two requirements of a good test, namely validity and reliability. The valid test measures what is intended to measure and the reliable test can give consistency results of the test. This research concentrated on content validity since the research objective was to measure students' achievement on the material given. Supporting this idea, Hughes (1994; 22) says that a test is said to have content validity if its content constitutes a representative sample of the language skill which is to be measured.

In relation to the reliability, Hughes (1994; 29) defines that reliability refers to the test result consistency. Further, he states valid test must provide consistency accurate measurement. It means the valid test must be reliable. On the basis of the idea, the reliability test was not established because it had content validity. Thus, the test was valid and reliable.

Dealing with the test items, the test consisted of 40 items, which covered the use of three tenses (present simple tense =13 items, present continuous tense =13 items, and simple future tense =14 items). In relation to the scoring, the total scores of the items are 100, in which each item was scored 2 for multiple choice, 2,5 for matching verbs, 2,5 for completion items, and 3 for jumble words items. The test was done for 90 minutes.

### **3.4.2 Interview**

In this research, interview was used to get the supporting data dealing with the teaching of structure for the second year students of SLTPN 11 Jember. The interview was conducted with the English teacher.

According to Arikunto (1998; 145) interview is classified into three kinds, they are as follow:

- a. Unstructured interview is interview, in which the interviewer carries out the interview freely without systematic plan of questions.
- b. Structured interview is interview, in which the interviewer carries out the interview by using a set of questions arranged in advance.
- c. Free-structured interview is interview, in which the interviewer uses a set of questions and the questions that can be developed to obtain further specific information.

This research used free-structured interview in conducting the interview with the English teacher of the second year students of SLTPN 11 Jember, in which a list of questions were prepared by the interviewer and the questions were developed to get specific information needed.

### **3.4.3 Documentation**

Arikunto (1998; 149) states that documentation is written material such as books, magazines, documents, agenda, and so on. Documentation, in this research,

was used to collect some supplementary data dealing with the school personnel and the names of respondents.

### 3.5 Data Analysis Method

The collected primary data in the form of the students' scores of structure were analyzed statistically by using the following t-test formula:

$$t = \frac{Mx - My}{\sqrt{\left\{ \frac{\sum x^2 + \sum y^2}{Nx + Ny - 2} \right\} \left\{ \frac{1}{Nx} + \frac{1}{Ny} \right\}}}$$

(Adapted from Arikunto; 1998, 306)

Notes :

Mx = mean of the experimental group

My = mean of the control group

$x^2$  = individual score deviation of group X

$y^2$  = individual score deviation of group Y

Nx = total number of subjects in group X (the experimental class)

Ny = total number of subjects in group Y (the control class)

After the results of the test were analysed by using t-test, the results was consulted to the critical table of the significance level of 5%.

## IV. RESEARCH RESULTS AND DATA ANALYSIS

This chapter presents the research results that consist of the results of the secondary data and the primary data and the data analysis.

### 4.1 The Results of Secondary Data

The secondary data were obtained from interview and documentation. They were as follows :

#### 4.1.1 The Results of Interview

According to the English teacher, the curriculum used in the English teaching learning process of the second year students of SLTPN 11 Jember in the 2000/2001 academic year is the 1999 English curriculum. Then, the compulsory books used is "Let's Learn English" published by Depdikbud and LKS (Latihan Kerja Siswa) published by Intan Pariwara.

Related to the teaching of structure, the teacher said that it depends on the students' need. It means that structure was taught in detail if the material is new or the curriculum states that it needs to be emphasized in explanation. That is why, teacher will give the explanation and the material more detail if it is needed. However, teacher should consult the students' need with the guidelines of teaching English.

Dealing with the use of game, the teacher said that she had ever been used a game as a warming up in teaching structure. Meanwhile, the picture games have never been used. However, the most teaching technique used was a traditional way, that is, by explaining a lot about the structure and then give some exercises to the students. In addition, the teacher stated that she sometimes teaches the structure separately from the English skill, and sometimes integrated with the English skill.

#### **4.1.2 The Results of the Documents**

##### **a. The Names of Respondents**

The respondents of the research were the two classes of the second year students of SLTPN 11 Jember, in the first 'cawu' of the 2000/2001 academic year. The names of the respondents of the research could be seen on Appendix 3.

##### **b. The Personnel List of SLTPN 11 Jember**

Based on the document of SLTPN 11 Jember in the 2000/2001 academic year, the personnel who work at this school consist of the teachers and administration staff. The description of the school personnel could be seen on Appendix 4.

#### **4.2 The Results of Test**

##### **4.2.1 The result of Pre-test**

The pre-test was given before the treatment in order to know the students' homogeneity, to the existing classes (II-A up to II-D) of the second year students of SLTPN 11 Jember, in the first 'cawu' of the 2000/2001 academic year. The data were analyzed by using F-test to know whether the mean difference of the existing classes was significant or not.

In order to know whether the computation result is significant or not, it is consulted with the F-table with 5% significance level. Meanwhile, the score of F table is found by calculating the  $df_b$  and  $df_w$ . On the basis of the calculation process above, it can be known that the result of F test is 0.10,  $df_b = 3$ ;  $df_w = 162$ , so the score of F table with 5% of the significance level is 2.67. It means the structure achievement of the population, that is class II-A up to II-D was not significantly different. From the data analyzing, it can be stated that the students structure achievement of the population was homogeneous before the treatment. The results of the homogeneity test are presented in Appendix 14.

#### 4.2.2 The Results of Post-Test

The post-test of structure was given to the two classes, of the four classes that had been chosen by cluster random sampling by lottery. The first class (II-A), as the experimental group was treated by using picture games, while the second class (II-D), as the control group was taught without picture games. The results of the post-test were analysed by using t-test and consulted to t-table to test the hypothesis.

#### 4.3 Data Analysis and Interpretation

In chapter I, it has been stated that the problem was: Is there any significant effect of using picture games on the structure achievement of the Second Year Students of SLTP Negeri 11 Jember in the 2000/2001 Academic Year?

To answer the problem, the data were analyzed by using t-test to know the significance of mean difference of the two groups. The results of the post-test were analysed by using t-test and the results of the data analysis are presented in table 1 below:

Table 1. The Tabulation of Structure Achievement Post-test Scores of the Control and Experimental Classes.

| Experimental Class |      |        |        | Control Class |      |          |        |
|--------------------|------|--------|--------|---------------|------|----------|--------|
| No.                | X    | $x'$   | $x'^2$ | No.           | Y    | $y'$     | $y'^2$ |
| 1                  | 88   | 8.81   | 78.33  | 1             | 89   | 30.31    | 918.69 |
| 2                  | 57.5 | -21.69 | 561.69 | 2             | 40   | -18.69   | 349.32 |
| 3                  | 90   | 10.81  | 78.33  | 3             | 55.5 | -3.19    | 10.18  |
| 4                  | 80.5 | 1.31   | 1.82   | 4             | 60   | 1.31     | 1.72   |
| 5                  | 93   | 13.81  | 117.72 | 5             | 55   | -3.73.69 | 13.62  |
| 6                  | 81   | 1.81   | 0.42   | 6             | 63   | 4.31     | 18.58  |
| 7                  | 72   | -7.19  | 83.72  | 7             | 50   | -8.69    | 75.52  |
| 8                  | 83.5 | 4.31   | 220.52 | 8             | 88.5 | 29.81    | 888.64 |
| 9                  | 91   | 11.81  | 87.42  | 9             | 45.5 | -13.19   | 173.98 |
| 10                 | 68   | -11.19 | 1.82   | 10            | 45   | -13.69   | 187.42 |
| 11                 | 90   | 10.81  | 78.32  | 11            | 76   | 17.31    | 299.64 |
| 12                 | 91   | 11.81  | 97.02  | 12            | 67.5 | 8.81     | 77.62  |
| 13                 | 55.5 | -23.69 | 657.92 | 13            | 76   | 17.31    | 299.64 |

|              |       |        |         |    |        |        |         |
|--------------|-------|--------|---------|----|--------|--------|---------|
| 14           | 87.5  | 8.31   | 40.32   | 14 | 60     | 1.31   | 1.72    |
| 15           | 81    | 1.81   | 97.02   | 15 | 81.5   | 22.81  | 520.29  |
| 16           | 93    | 13.81  | 140.42  | 16 | 43     | -15.69 | 246.18  |
| 17           | 90.5  | 11.31  | 97.02   | 17 | 55     | -3.69  | 13.62   |
| 18           | 85    | 5.81   | 14.82   | 18 | 40.5   | -18.19 | 330.88  |
| 19           | 70    | -9.19  | 426.42  | 19 | 50     | -8.69  | 75.52   |
| 20           | 75.5  | -3.69  | 31.92   | 20 | 61.5   | 2.81   | 7.89    |
| 21           | 75.5  | -3.69  | 31.92   | 21 | 75.5   | 16.81  | 282.58  |
| 22           | 93    | 13.81  | 78.32   | 22 | 48     | -10.69 | 114.28  |
| 23           | 87.5  | 8.31   | 40.32   | 23 | 61.5   | 2.81   | 7.89    |
| 24           | 90.5  | 11.31  | 140.42  | 24 | 70.5   | 11.81  | 139.48  |
| 25           | 85    | 5.81   | 14.82   | 25 | 40.5   | -18.19 | 330.88  |
| 26           | 90    | 10.81  | 78.32   | 26 | 48     | -10.69 | 114.28  |
| 27           | 83.5  | 4.31   | 5.52    | 27 | 55.5   | -3.19  | 10.18   |
| 28           | 83    | 3.81   | 3.42    | 28 | 50     | -8.69  | 75.52   |
| 29           | 87    | 7.81   | 78.32   | 29 | 54.5   | -4.19  | 17.56   |
| 30           | 78    | -1.19  | 4.62    | 30 | 60.5   | 1.81   | 3.2761  |
| 31           | 90.5  | 11.31  | 87.42   | 31 | 49.5   | -9.219 | 84.46   |
| 32           | 85    | 5.81   | 1.32    | 32 | 75.5   | 16.81  | 282.58  |
| 33           | 93    | 13.81  | 40.32   | 33 | 60.5   | 1.81   | 3.28    |
| 34           | 65    | -14.19 | 172.92  | 34 | 57.5   | -1.19  | 1.42    |
| 35           | 87.5  | 8.31   | 251.22  | 35 | 60     | 1.31   | 1.72    |
| 36           | 72    | -7.19  | 83.72   | 36 | 38     | -20.69 | 428.08  |
| 37           | 80    | 0.81   | 267.32  | 37 | 65.5   | 6.81   | 46.38   |
| 38           | 75.5  | -3.69  | 18.92   | 38 | 91     | 32.31  | 1043.94 |
| 39           | 75    | -4.19  | 191.82  | 39 | 61.5   | 2.81   | 7.89    |
| 40           | 61    | -18.19 | 426.42  | 40 | 50.5   | -8.19  | 67.08   |
| 41           | 41    | -38.19 | 1612.02 | 41 | 30     | -28.69 | 823.12  |
| 42           | 24    | -55.19 | 3266.12 |    |        |        |         |
|              |       |        |         |    |        |        |         |
| $\Sigma X$   | 3326  |        |         |    | 2406.5 |        |         |
|              |       | 0      |         |    |        | 0      |         |
| M            | 79.19 |        |         |    | 58.69  |        |         |
| $\Sigma x^2$ |       |        | 9806.36 |    |        |        | 8396.44 |

From the table above, the data analysis can be done as follows:

$$Mx = \frac{\sum X}{N} = \frac{3326}{42} = 79.19$$

$$\sum x^2 = 9808.36$$

$$My = \frac{\sum y}{N} = \frac{2406.5}{41} = 58.69$$

$$\sum y^2 = 8396.44$$

$$t = \frac{Mx - My}{\sqrt{\left[ \frac{\sum x^2 + \sum y^2}{Nx + Ny - 2} \right] \left[ \frac{1}{Nx} + \frac{1}{Ny} \right]}}$$

$$t = \frac{79.19 - 58.69}{\sqrt{\left[ \frac{9808.36 + 8396.44}{41} \right] \left[ \frac{1}{42} + \frac{1}{41} \right]}}$$

$$t = \frac{20.5}{\sqrt{(224.73)(0.05)}}$$

$$t = \frac{20.5}{3.35} = 6.12$$



From the calculation, it is known that the statistical value of t-test is 6.12 while the critical value of t-table with significance level of 5% and degree of freedom (df) 81 is 1,987. It means that the statistical value of t-test is higher than the value of t-table. Therefore, the alternative hypothesis which says, that there is a significant effect of using picture games on structure achievement of the second year students of SLTPN 11 Jember is accepted. So, it can be concluded there is a significant effect of using picture games on structure achievement of the second year students of SLTPN 11 Jember in the 2000/2001 academic year.

#### **4.4 Discussion**

Based on the data analysis, it is apparently that teaching structure by using picture games has positive contribution to the teaching and learning process, especially to the teaching of structure. The research finding is relevant to the idea that language games bring up enjoyable situation in language class and help students to build their acquired competence (Mukarto, 1989; 56). Further, this idea also supports Wright's theory (1996; 2) that explains games give many advantages because they are very flexible to use for all skills, stages and types of communication.

Considering the theories and the research finding, it can be stated that teaching structure by applying language games through pictures for the experimental class in this research has brought the students to the new atmosphere that they have never seen before and made them to grasp the material easily. As a matter of fact, the picture games used in this research has made the teaching learning process run well, because they help the teachers' ideas up in setting up the students' structure exercises. And the students' enthusiasm made the situation between the teacher and the class became more communicative.

## V. CONCLUSION AND SUGGESTIONS

### 5.1 Conclusion

There is one point which can be concluded based on the results of the data analysis and discussion in chapter IV. The conclusion was as follows:

There is a significant effect of using picture games on structure achievement of the second year students of SLTPN 11 Jember in the 2000/2001 academic year. It means that the use of picture games in teaching structure was effective to improve the students' structure achievement.

### 5.2 Suggestions

The results suggests that the use of picture games in teaching structure are effective and useful to improve the students' structure achievement. Based on the research result, some suggestions are given to the following people:

1. The English teacher should consider the picture games in teaching structure to improve the students' structure achievement.
2. The students should be actively involved and enjoy their structure class.
3. The future researchers may use the result as a reference to search another type of games by conducting a further research in developing the English language teaching.



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| TITLE   | PROBLEM   | VARIABLES   | INDICATORS   | DATA RESOURCES   | RESEARCH METHOD  | HYPOTHESIS   |
|---|---|---|--|--|--|--|
| The Effect of Using Picture Games on Structure Achievement of the Second Year Students of SLTPN 11 Jember in the 2000/2001 Academic Year. | Problem: Is there any significant effect of using picture games on structure achievement of the second year students of SLTPN 11 Jember in the 2000/2001 academic year? | Independent variable: The use of picture games in teaching structure<br>Dependent variable: Students' structure achievement | a. Picture games<br>- Picture/text matching game.<br><br>a. The uses of tenses in sentences :<br>• Simple Present Tense<br>• Present Continuous Tense<br>• Simple Future Tense | 1. Respondents: The second year students of SLTPN 11 Jember in the 2000/2001 Academic Year.<br><br>2. Informant: The English teacher<br><br>3. Documents | 1. Research Design: Randomize Post-test Only Control Group Design<br><br>2. Area Determination Method: Purposive method<br><br>3. Respondent Determination Method: Cluster Random Sampling<br><br>4. Data Collection Methods:<br>a. Primary data : Structure test<br>b. Secondary data: Interview<br>- Documentation<br><br>5. Data Analysis Method: By using t-test:<br>$t = \frac{Mx - My}{\sqrt{\frac{\sum x^2 + \sum y^2}{Mx + Ny - 2} \left\{ \frac{1}{Mx} + \frac{1}{Ny} \right\}}}$ | Hypothesis: There is a significant effect of using picture games on structure achievement of the second year students of SLTPN 11 Jember in the 2000/2001 academic year. |

Notes:  
M = mean score of each group  
N = number of the subject  
 $\bar{X}$  = score deviation of group X  
 $\bar{Y}$  = score deviation of group Y

(Adapted from:  
Arikunto, 1998:306)

## Appendix 2

### SUPPLEMENTARY DATA

#### The Guide of Interview

| No.                  | Interview Questions  | Data Resources  |
|----------------------|--|-----------------|
| 1.<br>2.<br>3.<br>4. | What kind of technique do you use in teaching structure?<br>Do you teach structure integratedly?<br>Do you teach structure by using picture games?<br>What English books do you use in teaching English? Why do you use the books? | English teacher |

#### The Guide of Documentation

| No. | Supporting Data Required         | Data Resources |
|-----|----------------------------------|----------------|
| 1.  | The names of respondents         | Document       |
| 2.  | The personnel of SLTPN 11 Jember | Document       |

## Appendix 3

**The Personnel of SLTPN 11 Jember****a. The list of teachers of SLTPN 11 Jember**

| No | NAME                           | OCCUPATION         | SUBJECT           |
|----|--------------------------------|--------------------|-------------------|
| 1  | Drs. Kadim                     | Principal          | Conceling         |
| 2  | Dra. Indana Hardiani           | Vice Principal     | Indonesians       |
| 3  | Susi Ariani, SPd               | VPF Students care  | English           |
| 4  | Drs. Setyono                   | VPF Curriculum     | Geography         |
| 5  | Drs. Sunarko                   | VPF Facilities     | Religion          |
| 6  | Wasis                          | VPF Human Relation | Indonesians       |
| 7  | Siti Aminah                    | Teacher            | Arts              |
| 8  | Hariani, SPd                   | Teacher            | History           |
| 9  | <u>Yuni Setyaningsih</u> , SPd | Teacher            | Physics           |
| 10 | T. Luxiningrum, B.A            | Teacher            | PPKN              |
| 11 | Soehartini                     | Teacher            | Arts              |
| 12 | Eriyani Purwanti, SPd          | Teacher            | English, Religion |
| 13 | Lukita Damayanti, SPd          | Teacher            | Physics           |
| 14 | Pudji Astuti                   | Teacher            | Language          |
| 15 | Eko Setia Budi                 | Teacher            | Mathematics       |
| 16 | Woro Marhaeni                  | Teacher            | Mathematics, arts |
| 17 | Sujono                         | Teacher            | Mathematics       |
| 18 | Mustangin, SPd                 | Teacher            | Biology           |
| 19 | Tri Lisiyani                   | Teacher            | Indonesians       |
| 20 | Nurmaida Tambun                | Teacher            | English, Religion |
| 21 | Endah Setyo Hastuti            | Teacher            | Indonesians       |
| 22 | Dra. Fetriyanti                | Teacher            | Biology           |
| 23 | Kayitno, SPd                   | Teacher            | Economic          |
| 24 | Farid Wadji, SPd               | Teacher            | Mathematics       |



|    |                     |         |            |
|----|---------------------|---------|------------|
| 25 | ST. Irianang        | Teacher | Concelling |
| 26 | Surachmad           | Teacher | Economic   |
| 27 | Hadi Prayitno       | Teacher | Sport      |
| 28 | Dra. Fatmi Himawati | Teacher | Economic   |
| 29 | Handoko Mulyo       | Teacher | Sport      |

School Document

**b. The List of Administration Staff**

| NO | NAME                | POSITIONS              |
|----|---------------------|------------------------|
| 1  | Suratno             | Head of Administration |
| 2  | Bompi Yulianto      | Administration Staff   |
| 3  | Tubagus Jayamartono | Administration Staff   |
| 4  | Aryo                | Administration Staff   |
| 5  | Suwarno             | Administration Staff   |
| 6  | Vera Yunita         | Administration Staff   |

School Document

**The names of Respondents**

| No | The names of Control Group Students | The names of Experimental Group Students |
|----|-------------------------------------|--|
| 1  | Adhie Karisma H.                    | Aji Seto A.                              |
| 2  | Ahmad Wahyu S.                      | Ardie Widarta                            |
| 3  | Andika Surya B.                     | Arif Kurniawan                           |
| 4  | Dayu Yusti W.                       | Bayu Hariyanto                           |
| 5  | Dewi Aprilia                        | Betty Dwi Azizah                         |
| 6  | Dian Novikawati                     | Debby Catur W.                           |
| 7  | Dwi Anggraeni                       | Deni Rizkito                             |
| 8  | Dwi Hari Wibowo                     | Devy Rosaria M.A.                        |
| 9  | Edi Prasetyo                        | Dewi Karlina                             |
| 10 | Edi Suprayitno                      | Dewi Pramita A.B.                        |
| 11 | Eka Setyowati                       | Doni Pristiyantono                       |
| 12 | Erna Aprilia                        | Elang Perdana Kusuma                     |
| 13 | Endang Wahyuni                      | Eliyanah                                 |
| 14 | Fathiyah                            | Eka Aprilia                              |
| 15 | Faris Kurniawan                     | Erwin Dwi P.                             |
| 16 | Fatoni C.H.                         | Fajar Ferdianto                          |
| 17 | Feni Ratna W.                       | Farid Setiawan R.                        |
| 18 | Galih Suluh H.                      | Fernadhita O.                            |
| 19 | Galih Bagus                         | Gunawan Eko S.                           |
| 20 | Hendrik H.                          | Hale Ramiya Aditya P.                    |
| 21 | Ika Wulandari                       | Handayani                                |
| 22 | Miftakhul Arifin                    | Ida Ayu Fatmawati                        |
| 23 | Mochamad Fatoni                     | Kristian S.                              |
| 24 | Moh. Fajar A.                       | Lina Setyawati                           |
| 25 | Monica Vita A.                      | M. Alfin                                 |
| 26 | Mohammad Deni A.                    | Murti Wulandari                          |
| 27 | Nia Wardhani                        | Putri Nur                                |
| 28 | Risca Sufiati                       | Rahmadi                                  |
| 29 | Riska Yuliana                       | Raditya Meriza P.                        |
| 30 | Rizat Agung W.                      | Ratih Pramita                            |
| 31 | Rizka Dewi Suci P.                  | Rayi Fasilia D.                          |
| 32 | Ridwan Hadi W.                      | Rendy Fauzia I.                          |
| 33 | Roby Irawan                         | Rensi Widyanto                           |
| 34 | Setia Mayasari                      | Retno Wulan C.                           |
| 35 | Suryana                             | Rima Amalia                              |
| 36 | Yoki Mardianto                      | Rindang Puspita S.                       |
| 37 | Yuni Ana Puspita R.                 | Rizki Novianti                           |

|    |                  |                  |
|----|------------------|------------------|
| 38 | Yonathan Utut P. | Th. Dianasari    |
| 39 | Yunita Amilasari | Watiningsih      |
| 40 | Yario            | Widya Dananjaya  |
| 41 | Fandi Ahmad      | Yunizar Brama K. |
| 42 |                  | Zuhrotul Jannah  |

School Document

## RESEARCH SCHEDULE

| DATE              | TIME             | ACTIVITIES  |
|-------------------|------------------|---|
| 6 September 2000  | 10.15 – 11.15 am | Interview   |
| 7 September 2000  | 10.15 – 11.45 am | Pre-test in class II-D                                |
| 9 September 2000  | 10.15 – 11.45 am | Pre-test in class II-A                                |
| 12 September 2000 | 08.30 – 10.00 am | Pre-test in class II-C                                |
| 13 September 2000 | 08.30 – 10.00 am | Pre-test in class II-B                                |
| 14 September 2000 | 10.15 – 11.45 am | Teaching in control class for the first meeting       |
| 16 September 2000 | 10.15 – 11.15 am | Teaching in experimental class for the first meeting  |
| 21 September 2000 | 10.15 – 11.45 am | Teaching in control class for the second meeting      |
| 23 September 2000 | 0.15 – 11.45 am  | Teaching in experimental class for the second meeting |
| 26 September 2000 | 07.30 – 08.30 am | Teaching in control class for the third meeting       |
| 27 September 2000 | 07.30 – 08.30 am | Teaching in experimental class for the third meeting  |
| 28 September 2000 | 10.15 – 11.45    | Post test in control class                            |
| 30 September 2000 | 10.15 – 11.45    | Post test in experimental class                       |

## LESSON PLAN 1

|                   |  |
|-------------------|--|
| <b>Subject</b>    | : English                                |
| <b>Theme</b>      | : Healthy                                |
| <b>Sub Theme</b>  | : Keeping Healthy                        |
| <b>Class/cawu</b> | : II/1                                   |
| <b>Skill</b>      | : Structure (simple present, continuous) |

**I. General Instructional Objective**

By mastering 250 new vocabularies in the level of vocabularies about 750 and grammar, which is suitable with a theme and sub theme that has been chosen, the students are able to read, to listen, to speak, and to write.

**II. Specific Instructional Objective**

1. Students are able to identify the use of tenses (simple present, continuous).
2. Students are able to correct verbs in sentences into the appropriate tenses.
3. Students are able to arrange jumble sentences into correct sentences.

**III. Teaching Learning Process**

| Experimental Class  | Time | Control Class  | Time |
|---|------|--|------|
| A. Introduction   | 10'  | A. Introduction  | 10'  |
| 1. Greeting   |      | 1. Greeting  |      |
| 2. Motivation/ leading question                               |      | 2. Motivation/leading question.                              |      |
| - Ask some questions about the activity showed by the picture |      | - Teacher asks some questions about their healthy activities |      |

|  |     |   |     |
|--|-----|---|-----|
| <p>B. Main Activities</p> <ol style="list-style-type: none"> <li>1. Explain the students about the rule of the game that they are going to have and demonstrate it.</li> <li>2. Divide the class into eight groups and give for the first four groups, picture cards, and the others are given text cards.</li> <li>3. Students play the game under teacher's control.</li> <li>4. Give chance to the group to present the result of their discussion during the game.</li> <li>5. Stop the game and select the winner, the group that is able to solve the problem most.</li> <li>6. Leads and explains the class to discuss the most difficult problem for the students</li> </ol> | 65' | <p>B. Main Activities</p> <ol style="list-style-type: none"> <li>1. Ask the students to pay attention to the text they have.</li> <li>2. Ask some students to find some sentences that have correlation with the tenses given</li> <li>3. Teacher explains about the tenses</li> <li>4. Students do the exercises given on the blackboard</li> <li>5. Students answer the problem by writing it down on the blackboard.</li> <li>6. Discuss and correct the answer together.</li> </ol> | 65  |
| <p>C. Closing</p> <ol style="list-style-type: none"> <li>1. Teacher and students conclude the material together.</li> <li>2. Give reward to the groups (based on their achievement in doing the exercises)</li> <li>3. Parting</li> </ol>  | 15' | <p>C. Closing</p> <ol style="list-style-type: none"> <li>1. Teacher and students conclude the material together.</li> <li>2. Give reward to the students who are able to do the problems given.</li> <li>3. Parting</li> </ol>  | 15' |

## LESSON PLAN 2

|                   |  |
|-------------------|--|
| <b>Subject</b>    | <b>: English</b>                                   |
| <b>Theme</b>      | <b>: Healthy</b>                                   |
| <b>Sub Theme</b>  | <b>: Keeping Healthy</b>                           |
| <b>Class/cawu</b> | <b>: II/1</b>                                      |
| <b>Skill</b>      | <b>: Structure (simple future, simple present)</b> |

### I. General Instructional Objective

By mastering 250 new vocabularies in the level of vocabularies about 750 and grammar, which is suitable with a theme and sub theme that has been chosen, the students are able to read, to listen, to speak, and to write.

### II. Specific Instructional Objective

1. Students are able to identify the use of tenses (simple future, simple present).
2. Students are able to correct verbs in sentences into the appropriate tenses.
3. Students are able to arrange jumble sentences into correct sentences.

### III. Teaching Learning Process

| Experimental Class  | Time | Control Class  | Time |
|---|------|--|------|
| A. Introduction   | 10'  | A. Introduction  | 10'  |
| 1. Greeting   |      | 1. Greeting  |      |
| 2. Motivation/ leading question                               |      | 2. Motivation/leading question.                              |      |
| - Ask some questions about the activity showed by the picture |      | - Teacher asks some questions about their healthy activities |      |

B. Main Activities

65'

1. Explain the students about the rule of the game that they are going to have.
2. Demonstrate the games for a while to the class.
3. Divide the class into eight groups and give for the first four groups, picture cards, and the others are given text cards.
4. Students play the game under teacher's control.
5. Give chance to the group to present the result of their discussion during the game.
6. Stop the game and select the winner, the group that is able to solve the problem most.
7. Teacher leads and explains the class to discuss the most difficult problem for the students

C. Closing

1. Teacher and students conclude the material together.
2. Give reward to the groups (based on their achievement in doing the exercises)
3. Parting

15'

B. Main Activities

65'

1. Ask the students to pay attention to the text they have.
2. Ask some students to find some sentences that have correlation with the tenses given
3. Teacher explains about the tenses
4. Students do the exercises given on the blackboard
5. Students answer the problem by writing it down on the blackboard.
6. Discuss and correct the answer together.

C. Closing

1. Teacher and students conclude the material together.
2. Give reward to the students who are able to do the problems given.
3. Parting

15'



### LESSON PLAN 3

**Subject** : English  
**Theme** : Sport  
**Sub Theme** : Kinds of Sport  
**Class/cawu** : II/1  
**Skill** : Structure

#### I. General Instructional Objective

By mastering 250 new vocabularies in the level of vocabularies about 750 and grammar, which is suitable with a theme and sub theme that has been chosen, the students are able to read, to listen, to speak, and to write.

#### II. Specific Instructional Objective

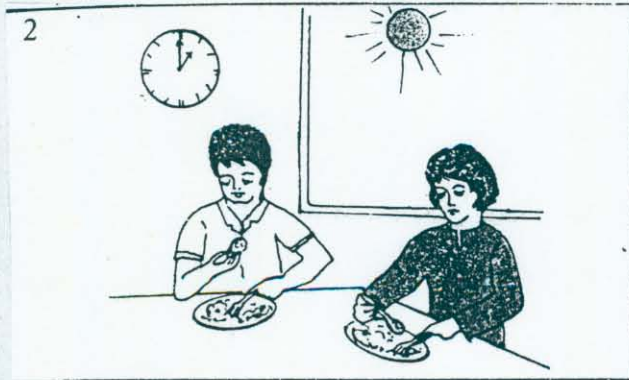
1. Students are able to identify the use of tenses (simple present, present continuous, simple future).
2. Students are able to correct verbs in sentences into the appropriate tenses.
3. Students are able to arrange jumble sentences into correct sentences.

#### III. Teaching Learning Process

| Experimental Class  | Time | Control Class  | Time |
|---|------|--|------|
| A. Introduction   | 10'  | A. Introduction  | 10'  |
| 1. Greeting   |      | 1. Greeting  |      |
| 2. Motivation/ leading question                               |      | 2. Motivation/leading question.                              |      |
| - Ask some questions about the activity showed by the picture |      | - Teacher asks some questions about their healthy activities |      |

|  |     |   |     |
|--|-----|---|-----|
| <p>B. Main Activities</p> <ol style="list-style-type: none"> <li>1. Explain the students about the rule of the game that they are going to have and demonstrate it.</li> <li>2. Divide the class into eight groups and give for the first four groups, picture cards, and the others are given text cards.</li> <li>3. Students play the game under teacher's control.</li> <li>4. Give chance to the group to present the result of their discussion during the game.</li> <li>5. Stop the game and select the winner, the group that is able to solve the problem most.</li> <li>6. Leads and explains the class to discuss the most difficult problem for the students</li> </ol> | 65' | <p>B. Main Activities</p> <ol style="list-style-type: none"> <li>1. Ask the students to pay attention to the text they have.</li> <li>2. Ask some students to find some sentences that have correlation with the tenses given</li> <li>3. Teacher explains about the tenses</li> <li>4. Students do the exercises given on the blackboard</li> <li>5. Students answer the problem by writing it down on the blackboard.</li> <li>6. Discuss and correct the answer together.</li> </ol> | 65  |
| <p>C. Closing</p> <ol style="list-style-type: none"> <li>1. Teacher and students conclude the material together.</li> <li>2. Give reward to the groups (based on their achievement in doing the exercises)</li> <li>3. Parting</li> </ol>  | 15' | <p>C. Closing</p> <ol style="list-style-type: none"> <li>1. Teacher and students conclude the material together.</li> <li>2. Give reward to the students who are able to do the problems given.</li> <li>3. Parting</li> </ol>  | 15' |

Some Example of Picture Games Material



My mother cook breakfast right now. It is six o'clock. It is morning. What does she do at six o'clock in the morning?

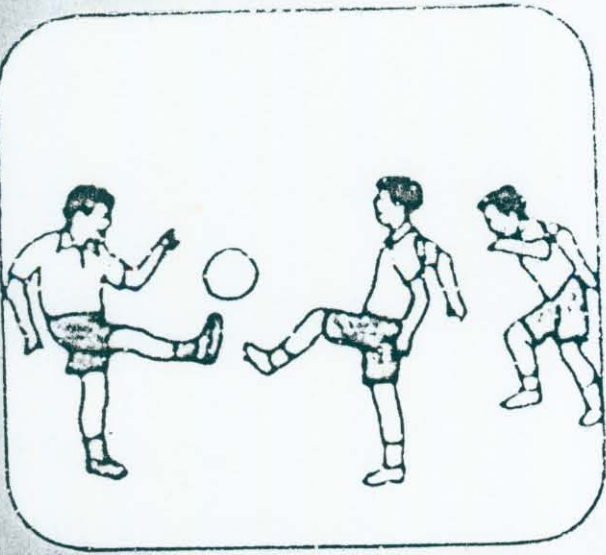
.....



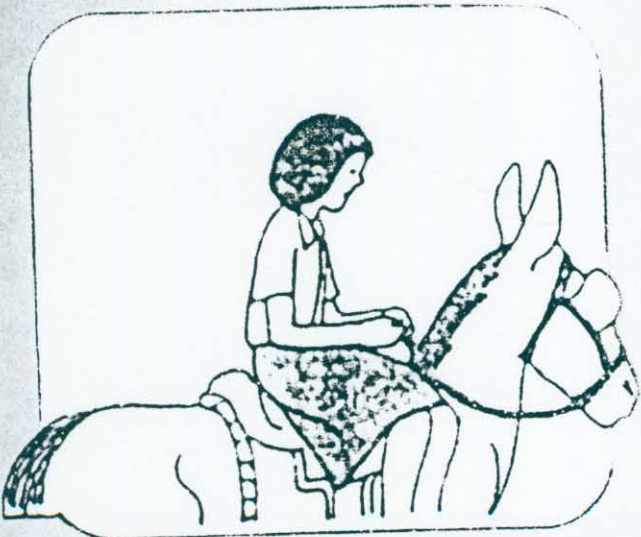
It is one o'clock. The sun is shining. It is afternoon. The children are having lunch. They always (have) lunch at one o'clock in the afternoon. When do you have your lunch in the afternoon?

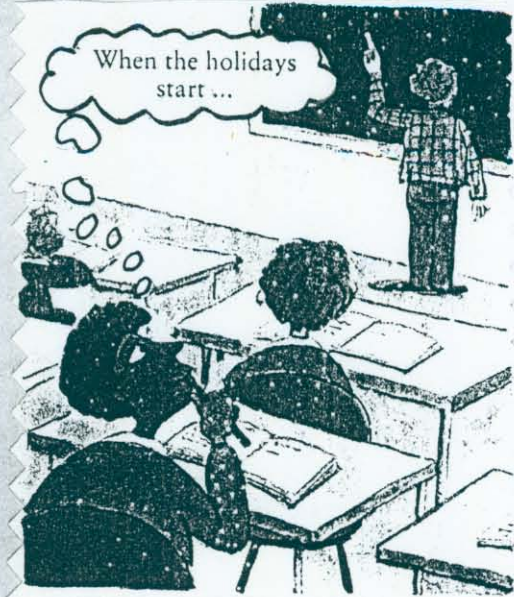
.....

sport is very useful in keeping your health. Football is their favorite sport. That is why, they often playing football every Sunday morning. Now, what are they doing?



Ups ..... look at the girl!  
She is going to learn how to ride a horse. Now, she is riding her horse.  
Likes - riding - she - a - horse - riding.





B

... I'm going to take the whole family out. We're going to drive right into the country, and have a picnic by a lake. And in the evening we're going to see a drive-in movie.

A

... I'm going to wear comfortable old clothes, and I'm not going to shave. I'm going to see my girlfriend, and I'm going to go to lots of parties. I'm going to eat lots of good home cooking.

PRE-TEST/POST-TEST

Subject : English  
Level : SLTP  
Class/Cawu : II/1  
Time : 90'

I. Choose the correct answer by crossing a, b, c, or d on the answer sheet provided! (Score: 20)

1.



What is the boy going to do with the ball?

- a. He will catch the ball.
- b. He catches the ball.
- c. He is catching the ball.
- d. He has caught the ball.

2.



Every morning, Budi .....

- a. is going to get up at five o'clock.
- b. gets up at five o'clock.
- c. is getting up at five o'clock.
- d. has got up at five o'clock.

3.



What is he doing now?

- a. He is going to jump now.
- b. He jumps now.
- c. He is jumping now.
- d. He has jumped now.

4.



It is time for work. The man .....

- a. is going to work.
- b. works.
- c. worked
- d. has been worked.

5.



What do you do after you get up every morning?

- a. I am going to take a bath every morning.
- b. I take a bath after I get up every morning.
- c. I am taking a bath every morning.
- d. I have taken a bath every morning.

6.



He is going to have lunch. Now.....

- a. He is going to wash his hands
- b. He is washing his hands.
- c. He washes his hands.
- d. He has washed his hands.

7.



It is time for bed. He is wearing his clothes. He ...  
.....bed.

- a. goes
- b. went
- c. is going to
- d. has gone

8. Mike's uncle is knocking the door.

a.



b.



b.



d.



9.



The boys ..... football every afternoon.

- a. are going to
- b. play
- c. are playing
- d. have played

10. Mike is going to wash his hands in the water.

a.



b.



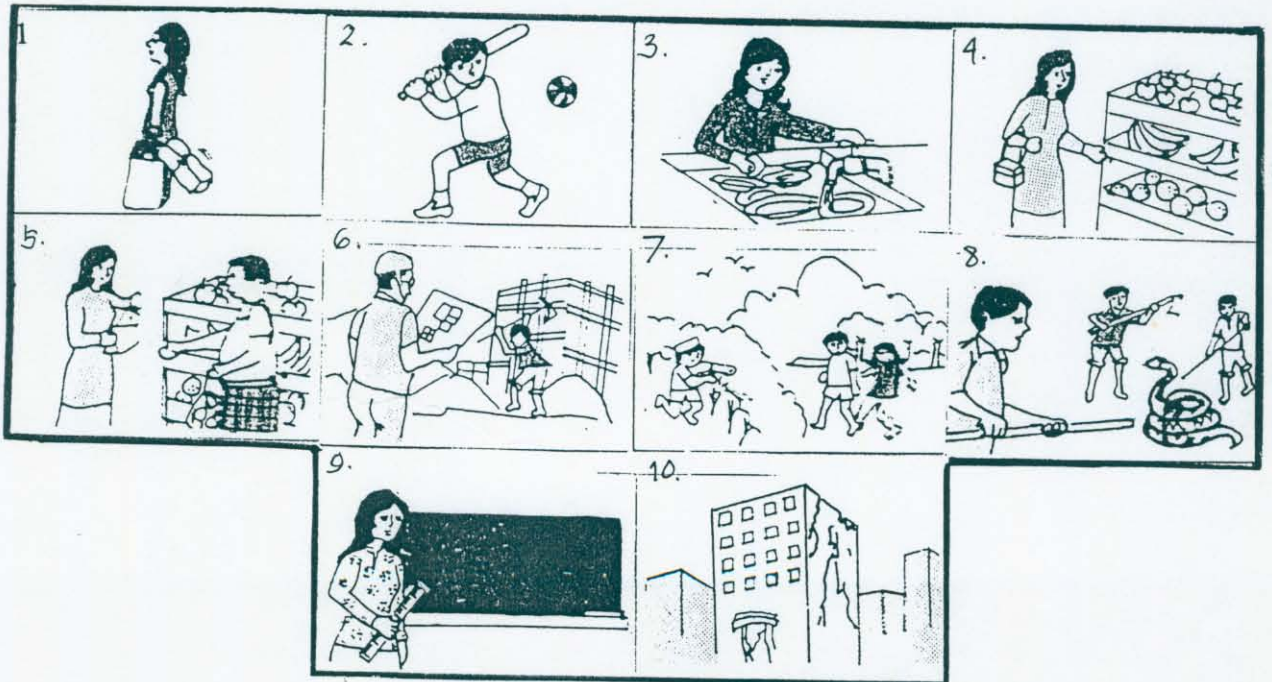
b.



d.



PICTURE A:



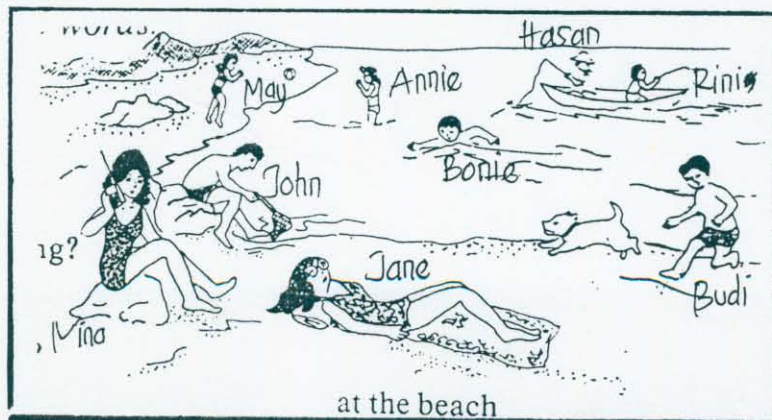


II. Complete the sentences below with the appropriate verbs in the box based on picture A by using *Present Future Tense*. Use the answer sheet provided. Number one has been done for you! (Score: 25)

|                 |                  |                |             |              |             |
|-----------------|------------------|----------------|-------------|--------------|-------------|
| <i>wash up</i>  | <i>hit</i>       | <i>buy</i>     | <i>pay</i>  | <i>build</i> | <i>lose</i> |
| <i>frighten</i> | <i>fall down</i> | <i>measure</i> | <i>kill</i> |              |             |

1. The parcel is falling out of the bag. She is going to lose it.
2. John is holding a bat. He \_\_\_\_\_ the ball.
3. Mary is turning on the tap. She \_\_\_\_\_ the dishes.
4. Mrs. Paat is looking at the fruit. She \_\_\_\_\_ some oranges.
5. Mrs. Paat is opening her purse. She \_\_\_\_\_ the man.
6. The men are digging. Look at the heap of earth. They \_\_\_\_\_ a big building.
7. Peter is naughty. He is hiding behind the bush. He \_\_\_\_\_ the children.
8. The snake is dangerous. The boys \_\_\_\_\_ it.
9. Ann is holding a ruler. She \_\_\_\_\_ the blackboard.
10. The building is dangerous. It is not safe. It \_\_\_\_\_.

**PICTURE B**

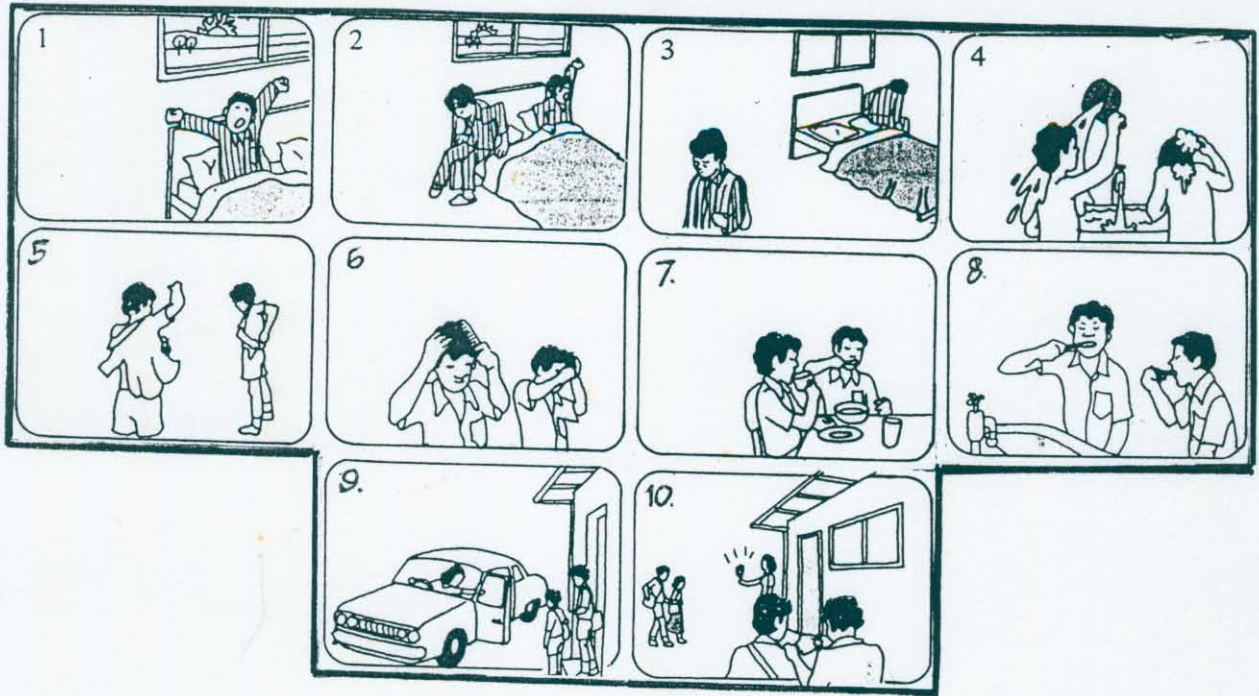


III. Complete the sentences below by using verbs in the box based on picture B on the answer sheet provided. Number one has been done for you.  
(Score : 25)

*Holding a fishing net - fishing - listening to a radio - running  
Swimming - running after the dog - sleeping - throwing a ball.*

1. What is the dog doing on the sand?  
The dog is running on the sand.
2. What is Nina doing on the rock?  
Nina .....
3. What is John doing on the rock?  
John .....
4. What is Hasan doing on the boat?  
Hasan .....
5. What is Rini doing on the boat?  
Rini .....
6. What is Bonie doing in the water?  
Bonie .....
7. What is Budi doing on the sand?  
Budi .....
8. What is Jane doing on the sand?  
Jane .....
9. What is May doing on the sand?  
May .....
10. What is Annie doing in the water?  
Annie .....

PICTURE C



IV. Arrange these words into the correct sentences based on picture C on the answer sheet provided. (Score: 30)

**Peter's Activities**

1. wakes up – Peter – always – early -- every morning
2. gets out of bed– He – at five o'clock
3. His brother – and – wakes up -- gets out of bed – too.
4. have a bath – They – at five thirty
5. They – clothes – put on – their – always – together.
6. comb – They – hair – their – every day
7. eat – They – their – breakfast – at six o'clock
8. teeth – their – clean – They – always – every morning.
9. school -- go to – They – at six thirty – in the morning.
10. They – at school – arrive – at seven o'clock – every morning

**Answer Keys**

**Pre-test/Post-test**

**I.**

1. a
2. b
3. c
4. a
5. b
6. b
7. c
8. a
9. b
10. c

**III.**

1. is running
2. is listening to the radio
3. is holding a fishing net
4. is fishing
5. is fishing
6. is swimming
7. is running after the dog
8. is sleeping
9. is throwing a ball.
10. is throwing a ball.

**II.**

1. is going to lose
2. is going to hit
3. is going to wash
4. is going to buy
5. is going to pay
6. are going to build
7. is going to frighten
8. are going to kill
9. is going to measure
10. is going to fall down

**IV.**

1. Peter always wakes up early every morning.
2. He gets out of bed at five o'clock in the morning.
3. His brother gets out of bed and wakes up too.
4. They have bath at five thirty.
5. They always put on their clothes together.
6. They comb their hair every day.
7. They eat their breakfast at six o'clock.
8. They always clean their teeth every morning.
9. They go to school at six thirty.
10. They arrive at school at seven every morning.



DEPARTEMEN PENDIDIKAN NASIONAL  
UNIVERSITAS JEMBER  
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

Alamat : Jl. Kalimantan III/3 Kampus Tegalloto Kotak Pos 162 Telp. (0331) 334983

Nomor : 229 /125.1.5/PL5/2000  
Lampiran : Proposal  
Perihal : Ijin Penelitian

105 Ser 2000

Kepada : Yth. Sdr. Drs. KADIM.....

di

.....  
.....SLTPN 11 JEMBER.....

Dengan ini Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Jember menerangkan bahwa Mahasiswa yang tersebut dibawah ini :

Nama : EMI YULI ESTI.....

Nim : B1G1-95306.....

Program/Jurusan : PEND. BHS. INGGRIS/PEND. BHS. DAN SENI.....

Berknaan dengan penyelesaian studinya, maka mahasiswa tersebut bermaksud melaksanakan penelitian dengan Judul :

.....  
THE EFFECT OF USING PICTURE GAMES ON STRUCTURE  
ACHIEVEMENT OF THE SECOND YEAR STUDENTS OF SLTPN 11  
JEMBER IN THE "2000/2001 ACADEMIC YEAR.....  
.....

Pada lembaga yang saudara pimpin.

Schubungan dengan hal tersebut diatas kami mohon dengan hormat saudara berkenan dan sekaligus kami mohon bantuan informasinya.

Atas perkenan dan perhatiannya kami mengucapkan terima kasih.

a.p. Dekan  
Pembantu Dekan I,



Em. IYORO SUHLD  
NIP. 130 355 407



**DEPARTEMEN PENDIDIKAN NASIONAL  
KANTOR WILAYAH PROPINSI JAWA TIMUR  
SLTP NEGERI 11 JEMBER**

**Jl. Letjen. Suprpto 110 Jember, Telp. 336992**

SURAT KETERANGAN

Nomor : 094/I04.32/SLTP.11/KP/2000

Yang bertanda tangan dibawah ini :

Nama : Drs. Kadim  
NIP : 130 355 225  
Pangkat / Golongan : Pembina (IV A)  
Jabatan : Kepala Sekolah

Menerangkan bahwa :

Nama : EMI YULI ESTI  
NIM : B1G195306  
Jabatan / status : Mahasiswa  
Fakultas / Jurusan : KIP / Pendidikan Bahasa dan Seni /  
Bahasa Inggris - Universitas Jember  
Alamat rumah : Jl. Letjen Suprpto IV/ 157 Jember

Telah melaksanakan kegiatan Penelitian di SLTPN 11 Jember, mulai tanggal 6 September sampai dengan 30 September 2000 dengan judul penelitian :

THE EFFECT OF USING PICTURE GAMES ON STRUCTURE  
ACHIEVEMENT OF THE SECOND YEAR STUDENTS OF SLTPN 11  
JEMBER IN THE 2000/2001 ACADEMIC YEAR

Demikian surat keterangan ini kami buat, agar dapat dipergunakan seperlunya.



Jember, 10 Oktober 2000  
Kepala Sekolah

*(Signature)*  
Drs. Kadim  
NIP. 130 355 225

TABEL F  
Nilai F dengan taraf Signifikansi 5% (deretkan atas) dan 1% (deretkan bawah)

| d.b. untuk KR Pembayi | d.b. untuk Kuadrat Rerata Pembayang |      |      |      |      |      |      |      |
|-----------------------|-------------------------------------|------|------|------|------|------|------|------|
|                       | 1                                   | 2    | 3    | 4    | 5    | 6    | 7    | 8    |
| 100                   | 3,94                                | 3,09 | 2,70 | 2,46 | 2,30 | 2,19 | 2,10 | 2,03 |
| 6,90                  | 4,82                                | 3,98 | 3,51 | 3,20 | 3,20 | 2,99 | 2,92 | 2,89 |
| 125                   | 3,92                                | 3,07 | 2,68 | 2,44 | 2,29 | 2,17 | 2,08 | 2,01 |
| 6,84                  | 4,78                                | 3,94 | 3,47 | 3,17 | 2,95 | 2,79 | 2,65 | 2,61 |
| 150                   | 3,91                                | 3,06 | 2,67 | 2,43 | 2,27 | 2,16 | 2,07 | 2,00 |
| 6,81                  | 4,75                                | 3,91 | 3,44 | 3,14 | 2,92 | 2,76 | 2,62 | 2,57 |
| 200                   | 3,89                                | 3,04 | 2,65 | 2,41 | 2,26 | 2,14 | 2,05 | 1,98 |
| 6,76                  | 4,71                                | 3,88 | 3,41 | 3,11 | 2,90 | 2,73 | 2,60 | 2,55 |
| 400                   | 3,85                                | 3,02 | 2,62 | 2,39 | 2,23 | 2,12 | 2,03 | 1,96 |
| 6,70                  | 4,66                                | 3,83 | 3,36 | 3,06 | 2,85 | 2,69 | 2,55 | 2,51 |
| 1.000                 | 3,85                                | 3,00 | 2,61 | 2,38 | 2,22 | 2,10 | 2,02 | 1,95 |
| 6,66                  | 4,62                                | 3,80 | 3,34 | 3,04 | 2,82 | 2,66 | 2,53 | 2,51 |
| ∞                     | 3,84                                | 2,99 | 2,60 | 2,37 | 2,21 | 2,09 | 2,01 | 1,94 |
| 6,64                  | 4,60                                | 3,78 | 3,32 | 3,02 | 2,80 | 2,64 | 2,51 | 2,51 |

(bersambung)

TABEL F  
Nilai-nilai F dengan taraf Signifikansi 5% (deretkan atas) dan 1% (deretkan bawah)

| d.b. untuk KR Pembayi | d.b. untuk Kuadrat Rerata Pembayang |       |       |       |       |       |       |       |  |  |  |  |
|-----------------------|-------------------------------------|-------|-------|-------|-------|-------|-------|-------|--|--|--|--|
|                       | 9                                   | 10    | 11    | 12    | 14    | 16    | 20    | 24    |  |  |  |  |
| 1                     | 2,41                                | 2,42  | 2,43  | 2,44  | 2,45  | 2,46  | 2,48  | 2,49  |  |  |  |  |
| 60,32                 | 6,056                               | 5,082 | 6,106 | 6,142 | 6,169 | 6,208 | 6,234 | 6,254 |  |  |  |  |
| 2                     | 19,13                               | 19,39 | 19,40 | 19,41 | 19,42 | 19,43 | 19,44 | 19,45 |  |  |  |  |
| 99,13                 | 99,40                               | 99,41 | 99,42 | 99,43 | 99,44 | 99,45 | 99,45 | 99,45 |  |  |  |  |
| 3                     | 8,81                                | 8,78  | 8,76  | 8,74  | 8,71  | 8,69  | 8,66  | 8,64  |  |  |  |  |
| 62,00                 | 27,23                               | 27,13 | 27,05 | 26,92 | 26,83 | 26,69 | 26,60 | 26,50 |  |  |  |  |
| 4                     | 6,00                                | 5,96  | 5,93  | 5,91  | 5,87  | 5,84  | 5,80  | 5,77  |  |  |  |  |
| 14,66                 | 14,54                               | 14,55 | 14,37 | 14,24 | 14,15 | 14,02 | 13,99 | 13,99 |  |  |  |  |
| 5                     | 4,72                                | 4,74  | 4,70  | 4,68  | 4,64  | 4,60  | 4,56  | 4,51  |  |  |  |  |
| 10,15                 | 10,05                               | 9,96  | 9,89  | 9,77  | 9,68  | 9,55  | 9,47  | 9,34  |  |  |  |  |
| 6                     | 4,10                                | 4,06  | 4,03  | 4,00  | 3,96  | 3,92  | 3,87  | 3,84  |  |  |  |  |
| 7,98                  | 7,87                                | 7,79  | 7,72  | 7,60  | 7,52  | 7,39  | 7,31  | 7,21  |  |  |  |  |
| 7                     | 3,68                                | 3,63  | 3,60  | 3,57  | 3,52  | 3,49  | 3,44  | 3,41  |  |  |  |  |
| 6,71                  | 6,62                                | 6,54  | 6,47  | 6,35  | 6,27  | 6,15  | 6,07  | 6,07  |  |  |  |  |
| 8                     | 3,39                                | 3,34  | 3,31  | 3,28  | 3,23  | 3,20  | 3,15  | 3,12  |  |  |  |  |
| 5,91                  | 5,82                                | 5,74  | 5,67  | 5,56  | 5,48  | 5,36  | 5,28  | 5,28  |  |  |  |  |
| 9                     | 3,18                                | 3,13  | 3,10  | 3,07  | 3,02  | 2,98  | 2,93  | 2,90  |  |  |  |  |
| 5,35                  | 5,26                                | 5,18  | 5,11  | 5,00  | 4,92  | 4,80  | 4,73  | 4,73  |  |  |  |  |
| 10                    | 3,02                                | 2,97  | 2,94  | 2,91  | 2,86  | 2,82  | 2,77  | 2,74  |  |  |  |  |
| 4,95                  | 4,85                                | 4,78  | 4,71  | 4,60  | 4,52  | 4,41  | 4,33  | 4,33  |  |  |  |  |
| 11                    | 2,90                                | 2,86  | 2,82  | 2,79  | 2,74  | 2,70  | 2,65  | 2,61  |  |  |  |  |
| 4,63                  | 4,54                                | 4,46  | 4,40  | 4,29  | 4,21  | 4,10  | 4,02  | 4,02  |  |  |  |  |
| 12                    | 2,80                                | 2,76  | 2,72  | 2,69  | 2,64  | 2,60  | 2,54  | 2,50  |  |  |  |  |
| 4,39                  | 4,30                                | 4,22  | 4,16  | 4,05  | 3,98  | 3,86  | 3,78  | 3,78  |  |  |  |  |
| 13                    | 2,72                                | 2,67  | 2,63  | 2,60  | 2,55  | 2,51  | 2,46  | 2,42  |  |  |  |  |
| 4,19                  | 4,10                                | 4,02  | 3,96  | 3,85  | 3,78  | 3,67  | 3,59  | 3,59  |  |  |  |  |
| 14                    | 2,65                                | 2,60  | 2,56  | 2,53  | 2,48  | 2,44  | 2,39  | 2,35  |  |  |  |  |
| 4,03                  | 3,94                                | 3,86  | 3,80  | 3,70  | 3,62  | 3,51  | 3,43  | 3,43  |  |  |  |  |
| 15                    | 2,59                                | 2,55  | 2,51  | 2,48  | 2,43  | 2,39  | 2,33  | 2,29  |  |  |  |  |
| 3,89                  | 3,80                                | 3,73  | 3,67  | 3,56  | 3,48  | 3,35  | 3,29  | 3,29  |  |  |  |  |
| 16                    | 2,54                                | 2,49  | 2,45  | 2,42  | 2,37  | 2,33  | 2,28  | 2,24  |  |  |  |  |
| 3,78                  | 3,69                                | 3,61  | 3,55  | 3,45  | 3,37  | 3,25  | 3,18  | 3,18  |  |  |  |  |

(bersambung)

Table B: Critical values for  $t$ 

| $df$     | Confidence level for one-tailed test |        |        |        |
|----------|--------------------------------------|--------|--------|--------|
|          | .05                                  | .025   | .01    | .005   |
|          | Confidence level for two-tailed test |        |        |        |
|          | .10                                  | .05    | .02    | .01    |
| 1        | 6.314                                | 12.706 | 31.821 | 63.657 |
| 2        | 2.920                                | 4.303  | 6.965  | 9.925  |
| 3        | 2.353                                | 3.182  | 4.541  | 5.841  |
| 4        | 2.132                                | 2.776  | 3.747  | 4.604  |
| 5        | 2.015                                | 2.571  | 3.365  | 4.032  |
| 6        | 1.943                                | 2.447  | 3.143  | 3.707  |
| 7        | 1.895                                | 2.365  | 2.998  | 3.499  |
| 8        | 1.860                                | 2.306  | 2.896  | 3.355  |
| 9        | 1.833                                | 2.262  | 2.821  | 3.250  |
| 10       | 1.812                                | 2.228  | 2.764  | 3.169  |
| 11       | 1.796                                | 2.201  | 2.718  | 3.106  |
| 12       | 1.782                                | 2.179  | 2.681  | 3.055  |
| 13       | 1.771                                | 2.160  | 2.650  | 3.012  |
| 14       | 1.761                                | 2.145  | 2.624  | 2.977  |
| 15       | 1.753                                | 2.131  | 2.602  | 2.947  |
| 16       | 1.746                                | 2.120  | 2.583  | 2.921  |
| 17       | 1.740                                | 2.110  | 2.567  | 2.898  |
| 18       | 1.734                                | 2.101  | 2.552  | 2.878  |
| 19       | 1.729                                | 2.093  | 2.539  | 2.861  |
| 20       | 1.725                                | 2.086  | 2.528  | 2.845  |
| 21       | 1.721                                | 2.080  | 2.518  | 2.831  |
| 22       | 1.717                                | 2.074  | 2.508  | 2.819  |
| 23       | 1.714                                | 2.069  | 2.500  | 2.807  |
| 24       | 1.711                                | 2.064  | 2.492  | 2.797  |
| 25       | 1.708                                | 2.060  | 2.485  | 2.787  |
| 26       | 1.706                                | 2.056  | 2.479  | 2.779  |
| 27       | 1.703                                | 2.052  | 2.473  | 2.771  |
| 28       | 1.701                                | 2.048  | 2.467  | 2.763  |
| 29       | 1.699                                | 2.045  | 2.462  | 2.756  |
| 30       | 1.697                                | 2.042  | 2.457  | 2.750  |
| 35       | 1.687                                | 2.030  | 2.438  | 2.724  |
| 40       | 1.684                                | 2.021  | 2.423  | 2.704  |
| 45       | 1.679                                | 2.014  | 2.412  | 2.690  |
| 50       | 1.676                                | 2.009  | 2.403  | 2.678  |
| 60       | 1.671                                | 2.000  | 2.390  | 2.660  |
| 90       | 1.662                                | 1.987  | 2.369  | 2.632  |
| 120      | 1.658                                | 1.980  | 2.358  | 2.617  |
| $\infty$ | 1.645                                | 1.960  | 2.326  | 2.576  |

Table B is taken from Table III: Distribution of  $t$ , of Fisher and Yates: *Statistical Tables for Biological, Agricultural and Medical Research*, published by Longman Group Ltd, London (previously published by Oliver & Boyd Ltd, Edinburgh) and by permission of the authors and publishers.

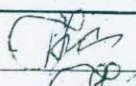
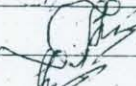

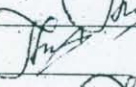
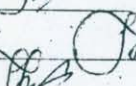

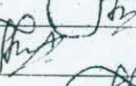
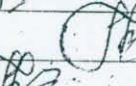
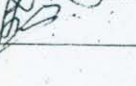
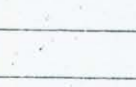



DEPARTEMEN PENDIDIKAN DAN KEBUDAYAAN RI.  
**UNIVERSITAS JEMBER**  
 FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

**LEMBAR KONSULTASI PENYUSUNAN SKRIPSI**

N a m a : Emi YULI ESTI  
 Nim / Jurusan / Angkatan : B1G195306/PBS/Pend. Bahasa Inggris  
 Judul Skripsi : THE EFFECT OF USING PICTURE GAMES ON  
 STRUCTURE ACHIEVEMENT OF THE SECOND YEAR STUDENTS OF SLTPN 11  
 JEMBER IN THE 2000/2001 ACADEMIC YEAR  
 Pembimbing I : Dra. Siti Sundari, M.A.  
 Pembimbing II : \_\_\_\_\_

KEGIATAN KONSULTASI :

| No. | Hari tanggal     | Materi Konsultasi       | Tt. Pembimbing  |
|-----|------------------|-------------------------|---|
| 1.  | 27 Nopember 1999 | Judul, matrix           |    |
| 2.  | 2 Februari 2000  | Matrix, (Revisi), Bab I |   |
| 3.  | 15 Februari 2000 | Bab I (Revisi)          |  |
| 4.  | 10 April 2000    | Bab II, III             |  |
| 5.  | 27 Mei 2000      | Bab II, III (Revisi)    |  |
| 6.  | 5 Juli 2000      | Bab I, II, III          |  |
| 7.  | 28 Agustus 2000  | Seminar                 |  |
| 8.  | 24 Desember 2000 | Bab I, II, III, IV, v,  |  |
| 9.  |                  | Abstract                |  |
| 10. | 25 April 2001    | Bab I, II, III, IV, v,  |  |
| 11. |                  | Abstract (Revisi)       |  |
| 12. |                  |                         |   |
| 13. |                  |                         |   |
| 14. |                  |                         |   |
| 15. |                  |                         |   |

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

2. Lembar ini harus dibawa sewaktu ujian PRA SKRIPSI dan UJIAN SKRIPSI.

DEPARTEMEN PENDIDIKAN DAN KEBUDAYAAN RI.  
**UNIVERSITAS JEMBER**  
 FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

**LEMBAR KONSULTASI PENYUSUNAN SKRIPSI**

N a m a : EMI YULI ESTI  
 Nim / Jurusan / Angkatan : B1G195306/PBS/Pend. Bahasa Inggris  
 Judul Skripsi : THE EFFECT OF USING PICTURE GAMES ON STRUCTURE  
ACHIEVEMENT OF THE SECOND YEAR STUDENTS OF SLTPN 11  
JEMBER IN THE 2000/2001 ACADEMIC YEAR.  
 Pembimbing I : \_\_\_\_\_  
 Pembimbing II : Dra. Zakiyah Masnita, MA.

KEGIATAN KONSULTASI :

| No. | Hari tanggal     | Materi Konsultasi         | Tt. Pembimbing  |
|-----|------------------|---------------------------|---|
| 1.  | 10 Desember 1999 | Judul, Matrik             | <input checked="" type="checkbox"/>                                     |
| 2.  | 7 Februari 2000  | Matrix (Revisi), Bab I    | <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> |
| 3.  | 25 April 2000    | Bab I (Revisi), Bab I, I, | <input checked="" type="checkbox"/>                                     |
| 4.  |                  | Bab III                   | <input checked="" type="checkbox"/>                                     |
| 5.  | 25 Mei 2000      | Bab II, III (Revisi)      | <input checked="" type="checkbox"/>                                     |
| 6.  | 29 Juli 2000     | Bab I, II, III            | <input checked="" type="checkbox"/>                                     |
| 7.  | 28 Agustus 2000  | Seminar                   | <input checked="" type="checkbox"/>                                     |
| 8.  | 24 Desember 2000 | Bab I, II, III, IV, V,    | <input checked="" type="checkbox"/>                                     |
| 9.  |                  | Abstract                  | <input checked="" type="checkbox"/>                                     |
| 10. | 5 Mei 2001       | Bab I, II, III, IV, V     | <input checked="" type="checkbox"/>                                     |
| 11. |                  | Abstract (Revisi)         | <input checked="" type="checkbox"/>                                     |
| 12. |                  |                           |   |
| 13. |                  |                           |   |
| 14. |                  |                           |   |
| 15. |                  |                           |   |

CATATAN : 1. Lembar ini harus dibawa dan diisi setiap melakukan konsultasi  
 2. Lembar ini harus dibawa sewaktu ujian PRA SKRIPSI dan UJIAN SKRIPSI.

The Pre-test Scores of Class II-A up to II-D

| No. | Class II-A            |         | Class II-B            |         | Class II-C            |         | Class II-D            |         |
|-----|-----------------------|---------|-----------------------|---------|-----------------------|---------|-----------------------|---------|
|     | Pre-test<br>( $\pi$ ) | $\pi^2$ | Pre-test<br>( $\pi$ ) | $\pi^2$ | Pre-test<br>( $\pi$ ) | $\pi^2$ | Pre-test<br>( $\pi$ ) | $\pi^2$ |
| 1   | 2                     | 3       | 4                     | 5       | 6                     | 7       | 8                     | 9       |
| 1   | 60                    | 3600    | 36                    | 1296    | 53                    | 2809    | 70                    | 4900    |
| 2   | 45.5                  | 2070.25 | 37                    | 1369    | 55                    | 3025    | 30                    | 900     |
| 3   | 45                    | 2025    | 35.5                  | 1260.25 | 38                    | 1444    | 44.5                  | 1980.25 |
| 4   | 47.5                  | 2256.25 | 38                    | 1444    | 40                    | 1600    | 35                    | 1225    |
| 5   | 45                    | 2025    | 50.5                  | 2550.25 | 41                    | 1681    | 25                    | 625     |
| 6   | 45.5                  | 2070.25 | 45                    | 2025    | 40                    | 1600    | 30                    | 900     |
| 7   | 40                    | 1600    | 37                    | 1369    | 33                    | 1089    | 45.5                  | 2070.25 |
| 8   | 50                    | 2500    | 44                    | 1936    | 47.5                  | 2256.25 | 35.5                  | 1260.25 |
| 9   | 47                    | 2209    | 44                    | 1936    | 36.5                  | 1332.25 | 65.5                  | 4290.25 |
| 10  | 47                    | 2209    | 48                    | 2304    | 42                    | 1764    | 57.5                  | 3306.25 |
| 11  | 43                    | 1849    | 43                    | 1849    | 39.5                  | 1560.25 | 35                    | 1225    |
| 12  | 45.5                  | 2070.25 | 57                    | 3249    | 39                    | 1521    | 30                    | 900     |
| 13  | 43                    | 1849    | 41                    | 1681    | 43                    | 1849    | 55.5                  | 3080.25 |
| 14  | 55                    | 3025    | 40                    | 1600    | 35                    | 1225    | 65.5                  | 4290.25 |
| 15  | 47                    | 2209    | 37                    | 1369    | 39                    | 1521    | 20                    | 400     |
| 16  | 51                    | 2601    | 42                    | 1764    | 50                    | 2500    | 55                    | 3025    |
| 17  | 53                    | 2809    | 39                    | 1521    | 37                    | 1369    | 45.5                  | 2070.25 |
| 18  | 50.5                  | 2550.25 | 47                    | 2209    | 39                    | 1521    | 40.5                  | 1640.25 |
| 19  | 51                    | 2601    | 53                    | 2809    | 39                    | 1521    | 50                    | 2500    |
| 20  | 51                    | 2601    | 38                    | 1444    | 42                    | 1764    | 25                    | 625     |
| 21  | 25                    | 625     | 39                    | 1521    | 46                    | 2116    | 65                    | 4225    |
| 22  | 51.5                  | 2652.25 | 50                    | 2500    | 53                    | 2809    | 30.5                  | 930.25  |
| 23  | 20                    | 400     | 45                    | 2025    | 57                    | 3249    | 40.5                  | 1640.25 |
| 24  | 50                    | 2500    | 55                    | 3025    | 53                    | 2809    | 85                    | 7225    |
| 25  | 51                    | 2601    | 50                    | 2500    | 45                    | 2025    | 27.5                  | 756.25  |
| 26  | 47.5                  | 2256.25 | 43                    | 1849    | 43                    | 1849    | 30                    | 900     |
| 27  | 45.5                  | 2070.25 | 39                    | 1521    | 43                    | 1849    | 47.5                  | 2256.25 |
| 28  | 50                    | 2500    | 33                    | 1089    | 33                    | 1089    | 25                    | 625     |
| 29  | 40                    | 1600    | 47                    | 2209    | 53                    | 2809    | 30.5                  | 930.25  |
| 30  | 42                    | 1764    | 45                    | 2025    | 53                    | 2809    | 30                    | 900     |
| 31  | 50                    | 2500    | 37                    | 1369    | 51                    | 2601    | 40                    | 1600    |
| 32  | 51.5                  | 2652.25 | 45.5                  | 2070.25 | 54.5                  | 2970.25 | 45.5                  | 2070.25 |
| 33  | 45                    | 2025    | 40                    | 1600    | 45                    | 2025    | 51.5                  | 2652.25 |

|    |      |         |      |         |      |         |      |         |
|----|------|---------|------|---------|------|---------|------|---------|
| 34 | 30   | 900     | 40   | 1600    | 48   | 2304    | 30   | 900     |
| 35 | 43   | 1849    | 45   | 2025    | 34   | 1156    | 47.5 | 2256.25 |
| 36 | 48   | 2304    | 58   | 3364    | 40.5 | 1640.25 | 45.5 | 2070.25 |
| 37 | 60   | 3600    | 49   | 2401    | 42   | 1764    | 47   | 2209    |
| 38 | 32.5 | 1056.25 | 47   | 2209    | 37   | 1369    | 89   | 7921    |
| 39 | 30   | 900     | 47.5 | 2256.25 | 50   | 2500    | 30.5 | 930.25  |
| 40 | 40.5 | 1640.25 | 57   | 3249    | 32.5 | 1056.25 | 45.5 | 2070.25 |
| 41 | 46   | 2116    | 50   | 2500    | 50.5 | 2550.25 | 65   | 4225    |
| 42 | 23   | 529     | 35   | 1225    |      |         |      |         |
|    |      |         |      |         |      |         |      |         |

#### The Analysis Variant Computation

|              | II - A   | II - B | II - C   | II - D | TOTAL    |
|--------------|----------|--------|----------|--------|----------|
| N            | 42       | 42     | 41       | 41     | 166      |
| $\Sigma x$   | 1886.5   | 1849   | 1792.5   | 1809   | 7337     |
| $\Sigma x^2$ | 87769.75 | 83117  | 80300.75 | 90506  | 341693.5 |
| M            | 44.91    | 44.02  | 43.72    | 44.12  | 176.77   |

Notes:

$\Sigma x$  : the sum of each set of scores

$\Sigma x^2$  : the sum of square of each score

N : the number of score in each group

M : mean for each group

Calculating the pre-test scores of the class II-A up to II-D using F-test

$$F_0 = \frac{MSb}{MSw}$$

The stages of the calculation are as follows:

a. Calculating the Sum of square between groups (SSb):

$$\begin{aligned}SSb &= \frac{(\sum x_1)^2}{N_1} + \frac{(\sum x_2)^2}{N_2} + \frac{(\sum x_3)^2}{N_3} + \frac{(\sum x_4)^2}{N_4} \\ &\quad - \frac{(\sum x)^2}{N} \\ &= \frac{(1886.5)^2}{42} + \frac{(1849)^2}{42} + \frac{(1792.5)^2}{41} + \frac{(1809)^2}{41} \\ &\quad - \frac{(7337)^2}{166} \\ &= 84735.29 + 81400.02 + 78367.23 + 79816.61 - 324286.56 \\ &= 324319.15 - 324286.56 \\ SSb &= 32.59\end{aligned}$$

b. Calculating the degree of freedom between groups (dfb)

$$\begin{aligned}dfb &= k - 1 \\ &= 4 - 1 \\ &= 3\end{aligned}$$

c. Calculating the Mean of Square between groups (MSb)

$$MSb = \frac{SSb}{dfb}$$

$$\begin{aligned}
 MSb &= \frac{\quad}{dfb} \\
 &= \frac{32.59}{3} \\
 &= 10.86
 \end{aligned}$$

d. Calculating the Sum of Square total (SStot)

$$\begin{aligned}
 SStot &= \sum x^2 - \frac{(\sum x)^2}{N} \\
 &= 341693.5 - 324286.56 \\
 &= 17406.94
 \end{aligned}$$

e. Calculating the Sum of Square within groups (SSw)

$$\begin{aligned}
 SSw &= SStot - SSb \\
 &= 17406.94 - 32.59 \\
 &= 17374.35
 \end{aligned}$$

f. Calculating the degree of freedom within groups (dfw)

$$\begin{aligned}
 dfw &= N - k \\
 &= 166 - 4 = 162
 \end{aligned}$$

g. Calculating the Mean of Square within groups (MSw)

$$MSw = \frac{SSw}{dfw} = \frac{17374.35}{162} = 107.25$$



h. Calculating the F-test

$$F_o = \frac{MS_b}{MS_w}$$

$$F_o = \frac{10.86}{107.25} = 0.10$$

Notes :

$SS_{tot}$  : Sum of square

$SS_b$  : Sum of square between groups

$SS_w$  : Sum of square within groups

$df_t$  : Total degree of freedom

$df_b$  : Degree of freedom between groups

$df_w$  : Degree of freedom within groups

$MS_b$  : Mean square between groups

$MS_w$  : Mean square within groups