



THE EFFECT OF PICTURES ON THE SECOND YEAR STUDENTS' STRUCTURE ACHIEVEMENT AT SLTP NEGERI 3 JEMBER IN THE 2001/2002 ACADEMIC YEAR

THESIS



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

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MOTTO :

“ If you are in the evening, don't wait the coming of the next morning, and if you are in the morning, don't wait the coming of the next evening, take your health for your sickness, take your life for your death. (means; don't lengthen the fantasy, don't delay the job)
(Narrated by Bukhori)

DEDICATION :

1. ***My beloved parents***, thank you very much for your care, guidance, affection and patience. May God bless you. I do love you forever.
2. ***My beloved sisters, Kusnul Kamidah and Yuniarti Lailatul Qomsiatin***, you are my great sisters, you are my supporters and my great inspirations.
3. ***My beloved "██████████"***, I have been waiting for you. I do love you forever.
4. ***All my friends in Astra and Astri, especially the 1995 level***, may God bless you all.
5. ***My good roommates, Eko Isri, Hendro, Harmadi, Hasan, Bambang and Anton***, thanks for being the part of my life. I can't forget you all.
6. ***All my friends in EPRO 95***, I do love being together with you all.
7. ***My Almamater***

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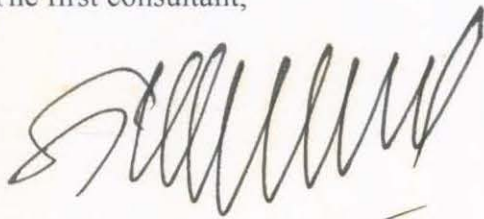
THESIS

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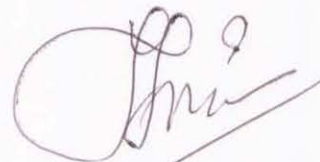
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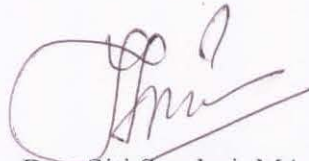
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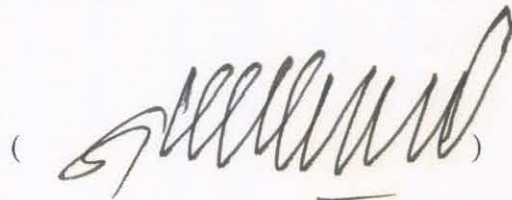
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3. The first consultant who has spent his time in guiding me to conduct this thesis,
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6. The English teacher of the second year class of SLTP Negeri 3 Jember,
7. My family who has given their care to me,
8. All my friends.

Finally, I hope that this thesis will give some advantages to the readers.

Jember, October 2001

The writer

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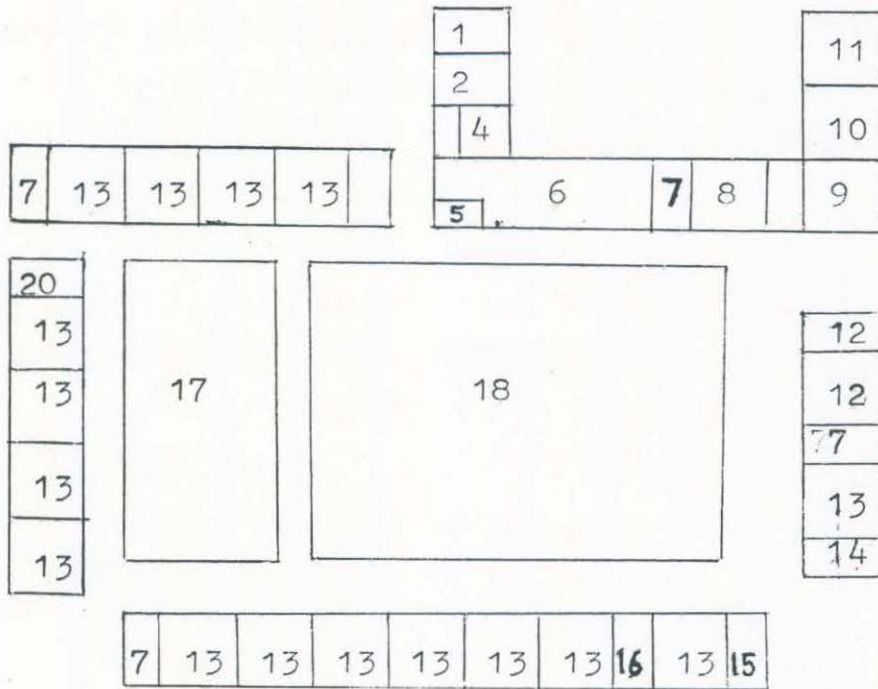
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THE MAP OF SLTP NEGERI 3 JEMBER



Notes:

- | | |
|-------------------------|---------------------------------|
| 1. Stencil | 11. English language laboratory |
| 2. Administration room | 12. Basic science laboratory |
| 3. Guest room | 13. Classroom |
| 4. Principal's room | 14. OSIS room |
| 5. Concelling room | 15. KOPSIS room |
| 6. Teachers' room | 16. UKS room |
| 7. Lavatories | 17. Volleyball court |
| 8. Library | 18. Basketball court |
| 9. Typing laboratory | 19. Curriculum room |
| 10. Computer laboratory | 20. Musholla |

ABSTRACT

Nur Khamdan, October 2001, The Effect of Pictures on the Second Year Students' Structure Achievement at SLTP Negeri 3 Jember in the 2001/2002 Academic Year.

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

The Consultants: (1) Drs. H. M. Sulthon, M.Pd

(2) Dra. Siti Sundari, MA

Structure is one of the English components that is necessary for the students of Junior High School to master, because it can be used as a means of learning and developing the four English skills. This was an experimental research with subject design or pre-test and post-test that was conducted at SLTP Negeri 3 Jember. The problem of this research is "Is there a significant effect of pictures on the second year students' structure achievement at SLTP negeri 3 Jember in the 2001/2002 academic year. Dealing with the problem stated above, the goal of this research is to know whether or not there is a significant effect of pictures on the second year students' Structure achievement at SLTP Negeri 3 Jember in the 2001/2002 academic year. The hypothesis is "there is a significant effect of pictures on the second year students' Structure achievement at SLTP Negeri 3 Jember in the 2001/2002 academic year. The sample was one class, class IIE that was taken by purposive cluster sampling. The class was given pre-test of Structure before the treatment and it was given post-test after the treatment. The treatment was teaching structure by using pictures to the class. The primary data were collected by structure test (pre-test and post-test). The supporting data were obtained from interview and documentation. The collected primary data were analyzed by using t-test formula to prove the hypothesis. The result of the data analysis of t-test showed that the statistical value of t was 6,06 that was higher than the critical value of t with db 42 that was (2,021). It means that the result was significant. In other words, there was a significant effect of pictures on the second year students' Structure achievement at SLTP Negeri 3 Jember in the 2001/2002 academic year. Therefore, it is suggested that the English teachers use pictures as teaching media to improve the students' Structure achievement.

Key words : Pictures, Structure achievements



INTRODUCTION

1.1 Background of the Study

English as the first foreign language in Indonesia has become one of obligatory subjects taught from the beginning of Junior High School to the University. Even, it is examined in the national final examination (Ebtanas) both in Junior High School and Senior High School. Now English is taught at elementary schools as a local content subject. It is stated in the 1994 English curriculum (Depdikbud, 1994:2) that the main objective of teaching English at Junior High School is to enable the students to have four English skills, namely listening, speaking, reading, and writing skills. In other words, the students are expected to use English either in oral or written form. In the teaching of English, the four English skills and the components; such as structure and vocabulary are taught integratedly. Structure as one of the English components is necessary for the students of Junior High School to master because it can be used as a means of learning and developing the four English skills.

The facts show that many students have problems with structure. Murdibjono and Arwijati (1987:7) say that many Indonesian students have studied English as a foreign language for years, but they still make mistakes in speaking and writing in English. It needs the right structure to write good sentences. Generally, the students of SLTP still find some difficulties in understanding and applying structure. The research result shows that the average of grammar achievement of the second year students at SLTP Negeri 4 Bondowoso is poor (Kumala, 1999:20). In learning structure, most of them do not know how to apply the structure in English. Therefore, most of the structure they compose are not grammatically correct. It can happened, according to Johnson (1988:89) because the students do not have good knowledge of structure or they lack of structure mastery.

It means that structure that studies the rules of English is not easy for the students to master. There are many English rules to be learned by the students. Since

English is a foreign language, many students have problems with it, mainly structure. It can be seen when they are asked to write English sentences, they make grammatical errors in their sentences. Their grammatical errors in writing show that they still have problem with structure.

To overcome the students' problem with structure, the teacher should use the appropriate teaching technique and select the suitable materials, and use the interesting media in the teaching of English to improve the students' knowledge of structure.

In the teaching of English, one of the visual aids, such as pictures are useful to be used because (1) they can stimulate the students in learning English; (2) they help them express their ideas to write sentences; (3) they provide help to the students to understand structure through concrete things pictures (Yunus, 1981:55).

Rivers (1964:32) states that pictures make the lesson seem real and alive and attract more attention to a certain event, and it is easier to acquire a clear understanding of it. In this case, pictures play a great deal in structure acquisition since pictures present the real and alive forms of structure that attract more attention.

The result of a study shows that the students of SLTP get good marks in vocabulary after they are taught using pictures as the English teaching media (Widayati, 1999:35). It shows pictures are useful media used in teaching English. They can stimulate the students to be active and make the English teaching-learning process alive.

Based on the descriptions above, it is necessary to do a research to know the effect of pictures on students' structure achievement. The title of the research is " The Effect of Pictures on the Second Year Students' Structure Achievement at SLTP Negeri 3 Jember in the 2001/2002 Academic Year."

1.2 Problems of The Research

Based on the background above, the research problems are:

1. Is there a significant effect of pictures on the second year students' Structure achievement at SLTP Negeri 3 Jember in the 2001/2002 academic year?

2. How far is the degree of relative effectiveness of the use of pictures on the second year students' Structure achievement at SLTP Negeri 3 Jember in the 2001/2002 academic year?

1.3 Operational Definitions of the Terms

It is necessary to define the terms used in the title operationally to avoid misunderstanding of the concept between the writer and the readers. In this research, the concepts that need to be defined operationally are "pictures" and "the students' Structure achievement".

1.3.1 Pictures

The term "pictures" mean painting, drawing, sketch of something, object or person, especially the work of art (Hornby, 1987:631). In this research, there are three kinds of pictures used as media in teaching structure. They are individual pictures, composite pictures and picture series. Individual pictures mean single objects, persons or activities. Composite pictures are large single pictures which show a scene (hospital, beach, canteen, railway station, street) in which a number of people can be seen doing something. While picture series mean a number of related composite pictures linked to form a scene or sequence (Yunus, 1981:49).

1.3.2 The Students' Structure achievement

The students' Structure achievement in this research means the second year students' structure achievement in mastering Structure materials taught especially dealing with degrees comparison of adverbs, degrees comparison of adjectives, and tenses covering simple present tense, simple past tense, and simple future tense. Their structure achievement are indicated by the scores of structure test through pictures.

1.4 Objectives of the Research

Based on the title and the problems of this research, the objectives of this research are:

1. to know whether or not there is a significant effect of pictures on the second year students' Structure achievement at SLTP Negeri 3 Jember in the 2001/2002 academic year.
2. to know how far the degree of relative effectiveness of the use of pictures on the second year students' Structure achievement at SLTP Negeri 3 Jember in the 2001/2002 academic year is.

1.5 Significances of the Research

The research results are expected to be significant for the following people.

1. The English teacher

The results of this research are useful for the English teacher as information or an input to improve the students' structure achievement, especially their achievement of degrees comparison of adjectives, degrees comparison of adverbs and the tenses covering simple present tense, simple past tense and simple future tense. The information might be used as consideration to develop the English teaching, mainly in teaching structure by using pictures to increase the students' Structure mastery.

2. The Principal

The results are useful for the principal to help the teacher prepare more visual aids, especially pictures as the English teaching media.

3. The other researchers

The research results can be used by other researchers as information or a reference to conduct a further research dealing with structure with another research design such as a classroom action research for improving the students' structure achievement through pictures.



II. REVIEW OF RELATED LITERATURE AND HYPOTHESIS

The review of related literature in this chapter is concerned with the discussion related to the research problem, mainly pictures and their effect on the students' Structure achievement. The discussion is divided into two main sub chapter, that is pictures and the students' Structure achievement.

2.1 Pictures

2.1.1 Pictures as Media of Teaching Structure

According to Webster, picture is the act or art recording event or expressing message by pictures representing the action or fact (1986:1711). Pictures are very useful for presenting new grammatical and vocabulary items. They help to provide situation and context which refer to the meaning of words or utterances and indirectly help the teacher to avoid resorting to translation or to lengthy-explanation of meaning and they provide the students with information, objects, actions, events to use (Yunus, 1981:53).

Pictures designed for teaching language should show representative objects, such as objects are not likely to be familiar to the students, which he can hardly confront and sample through any other medium. Yunus (1981:49) states that pictures are the most widely available of all teaching materials. There are a lot of suitable pictures in newspapers, magazines, old text books, catalogues, brochures, calendars, that can be used as media in teaching English. Every classroom should contain a file of pictures which can be used to give interesting, meaningful practice in sounds, structure, writing and vocabulary of the foreign language.

According to Finnochiaro (1973:164), there are three kinds of pictures.

1. Pictures of individual persons and of individual objects,
2. Pictures of situations in which persons are doing some things with objects and which the relationship of objects and people can be seen. They are also called composite pictures.

3. A series of pictures (six to ten) on one chart.

1. Individual pictures

Yunus (1981:49) states that individual pictures are single objects, persons or activities. The pictures of individual objects, or people should be as simple as possible. Some of them should contain color for later used in teaching adjectives or colors or in writing a dialogue or composition. Such pictures vary in size from small newspaper pictures and full page magazines pictures to poster-size pictures, and can be mounted singly or in sets. There is an enormous variety of pictures available from newspapers, magazines, catalogue, greeting cards, travel brochures, advertisements, old text books, and even wrapping papers. The following pictures are the examples of individual pictures that are used for degrees comparison of an adjective.



Anita

1st champion



Poppy

3rd champion

Anita is more beautiful than Poppy.

2. Composite pictures

Yunus (1981:49) states that composite pictures are large single pictures which show a scene (hospital, beach, canteen, railway station, street) in which a number of people can be seen doing something. In addition, Finnochiaro says that the situation pictures recommended are for eliciting "real" language, "what do you see?", " what are they doing?", "would you like to that?" and any other structure(of

age, weather, clothing, action) to which the picture should be used to stimulate ideas for compositions (1973:166).

Pictures enable students to see places, people and events that they would otherwise not see because of factors like distance, time and cost. They not only contain local subject matters but also foreign ones, thereby it is necessary to expose students to the differences that exist among countries and cultures.

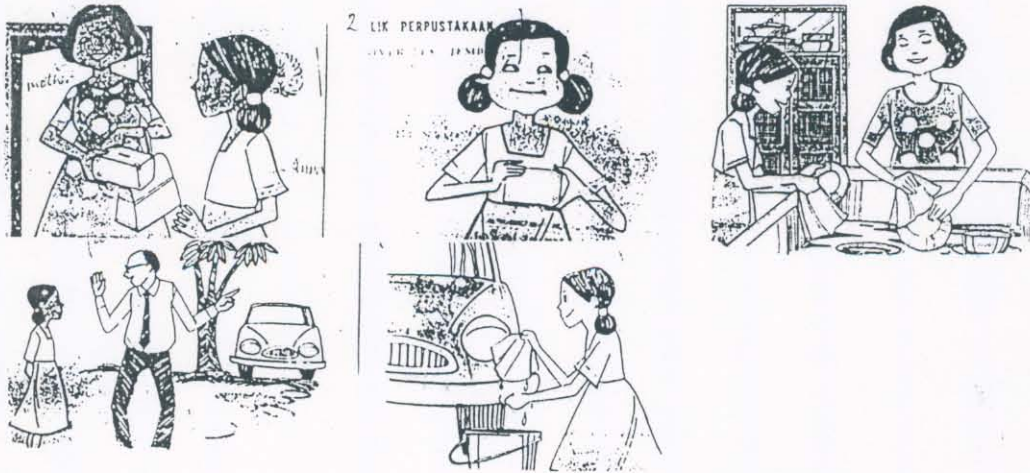
The picture below is the example of the composite picture. From this picture, we can see some people doing activities. For examples:

- a. Anto bought ice cream just now.
- b. A family takes a rest in the zoo.
- c. The Cleaning service is cleaning the zoo.
- d. Some children look at giraffes, and some look at elephants in the zoo.



3. Picture Series

Yunus (1981:50) states that picture series is a number of related composite pictures linked to form a series or sequences. It means that a number of pictures are related to one another to make a series or sequence of events. Hence, its main function is to tell a story or sequence of events. A wide variety of picture series is available in text books, comics, and magazines for the teacher to copy or enlarge. The following series of pictures tell a series of events that happened in the past.



One day mother bought a money-box for Anna. Anna liked the money -box. " But I have no money to put in it!" she said. She thought for a while. Then she said, " I know! I'll work for people. They will give me money to put in my money-box." First Anna went to her father. "Father," she said, "do you have any work for me?" Father looked at his car. It was dirty. "Yes," he said, "you can wash my car." So Anna washed the car. Father gave her fifty cents. Anna put the money in her money -box. The next day Anna helped her mother to wash the dishes. Her mother gave her fifty cents too. Again Anna put the money in her money-box.

2.1.2 The Advantages of Pictures as Media in the Structure Teaching

The pictures in teaching and learning process, according to Wittich and Schuluer (1967:48), will be helpful to start class by considering the use of pictures themselves. Pictures can enlarge or reduce scenes that cannot, otherwise, be seen by the unaided. In addition, they have certain distinct advantages of their own. Pictures are ideas for individual use as well.

By looking at a picture, the students are easier to recognize and remember the object and then understand and interpret meaning. Pictures are useful in helping students to recognize and remember visual patterns (Kennedy, 1981:137).

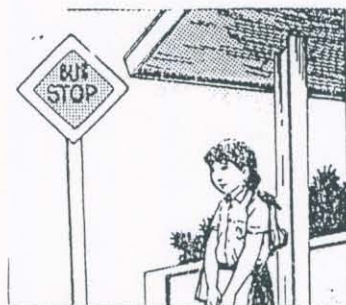
Meanwhile, Yunus (1981:50) states that the pictorial material are chosen as the teaching media because of some reasons as follows :

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

They help the teacher to provide the situation and contexts which refer to the

meaning of words or utterances and indirectly help him/her avoid resorting to translation or to lengthy explanations of meaning contexts which are difficult to recreate words alone, can be explained by pictures.

By showing the pictures, the students are motivated to pay more attention to the structure that is taught by the teacher. For example is the picture below that shows about future tense.



By showing the picture above, the students are asked to think about the picture. Then the teacher asks the student to answer the question. For example, "What will the girl do at the bus stop?". The students guess the answer based on the picture and answer the question. After that, the teacher explains about future tense to the students based on the picture. So, it is clear that the pictures can be helpful for the students to understand the structure easier and it also make a sense to the students' mind .

- b) Pictures allow for meaningful practice of vocabulary and structure presented by the teacher rather than have students repeat words or utterances whose meanings maybe unknown. The teacher can use pictures as cues or prompts.
- c) Pictures can also provide a stimulus for using the language at the reproduction and manipulation stages to speak, to read, and to write. They provide the students with information -objects, actions, events -to use.

Based on the statements above, it is clear that the use of pictures in the teaching learning process is necessary since pictures have some advantages described above. However, the teacher should be creative and selective in using the pictures, so the objective of the teaching of English can be achieved and the students are motivated in learning English.

2.2 The Teaching of Structure

In the 1994 English Curriculum for SLTP (1994:2), it is stated that structure or language focus is taught integratedly with the English skills. The main objective of teaching structure is to enable the students to master structure that is used as a means of learning English skills, namely listening, speaking, reading and writing.

Structure is very essential part of learning English for it is foundation to develop English skills. In other words, structure is a means of learning four English skills, namely speaking, listening, reading, and writing. Learning English is like building a house, where the foundation must be very strong in order that the next part can be constructed.

Halliday (1972:112) states that language is essentially a system of meaning, which can be expressed by means of words (morphemes) and grammatical structure which in turn can be realized either in speech or in writing. It means that by mastering the structure first, it can be used in speaking and writing skills better, even it will be easier for the learners to master other skills, such as listening and reading.

According to Frank (1972:16), structure is the description of words, such as nouns, adjectives, adverbs, degrees of comparison, conjunctions, what else under the part of speech where they have been traditionally classified. He also states that structure at least consists of word orders, agreement, conjunctions, and tenses. In the 1994 English curriculum for SLTP, the materials of structure of language focus learned by the second year students cover the following language focus: present perfect tense, simple present tense, present continuous tense, simple past tense, simple future tense, adverbs, adjectives, modals, verbs, degrees comparison of adverbs, and degrees comparison of adjective.

According to Karim and Hasbulloh (1986:4.4) the pictures can be used in teaching structure. Some of structure that is easy to be taught by using pictures are tenses, adjectives, adverbs, degrees comparison, verbs, nouns, articles, prepositions and conjunctions.

Based on the English Curriculum, the degrees comparison of adjectives, degrees comparison of adverbs, and the use of tenses covering simple present tense, simple past tense, and simple future tense are investigated in this research.

Below is the descriptions of degrees comparison of adjectives, degrees comparison of adverbs and tenses that covers simple present tense, simple past tense, and simple future tense.

2.2.1 Degrees Comparison of Adjectives

According to Procter (1981:98), adjectives have three different degrees for use in making comparisons. These degrees are called positive, comparative, and superlative.

Positive degree is used to compare two equal things or persons. Such adjectives are in their base forms. If a comparison is being made, the expression " as + adjective + as " is used.

For examples :

- a) Your secretary is as capable as Miss Yuli.
- b) Septi is as beautiful as Ningrum.

Comparative degree is used for making comparison involving two items, in which one is said to be superior or inferior to the other in some respect. The comparative degree of adjective is formed in one of two ways:

1. By adding the ending *-r* or *-er* to the base form of one syllable adjectives and of many two - syllable adjectives (ie; longer , wiser, cleverer, happier, etc).

For examples:

- a) A grape is smaller than an apple.
- b) It is hotter today than it was yesterday.
- c) Tuti is cleverer than her sister.

2. By using comparative, the helping word " more " followed by the base form of the adjective and "than" is used to introduce the second item in the comparison. Three or more syllable adjectives and which end in "ful", form their comparative degree with "more."

For examples:

- a) Galatasaray is more aggressive than AC Milan.
- b) This book is more difficult to understand than that one.
- c) Kusuma is more beautiful than Ratna.

Superlative degree is used for making comparisons involving three or more items in which one is said to be the best (or worst) of all.

The superlative degree of descriptive adjectives is formed in one of two ways:

1. By adding the ending *-st* or *-est* to the base form of one syllable adjectives (ie, wisest, longest) and preceded by "the".

For examples :

- a) Mohammed is the wisest man in the world.
 - b) Mississippi is the longest river in the world.
 - c) Niagara is the highest water fall in the world.
2. By using superlative, the helping word " most " followed by the base form of the adjective is used. Three or more syllable adjectives and adjectives which end in "ful", form their superlative degree with most and preceded by "the".

For examples:

- a) Diana is the most beautiful woman in the world.
- b) Habibie is the most diligent people in this country.
- c) Soeharto is the most powerful man in Indonesia.

The second item in the comparison is usually introduced by "of" or "in" or "on". For examples:

- a) Pat is the fastest typist of all secretaries in the office.
- b) Roger is the most effective report writer on our staff (Procter,1981: 98).

2.2.2 Degrees Comparison of Adverbs

According to Kon (1997:45), there are three degrees comparison of adverbs.

They are :

1. Positive degree

It is used to show that one thing is approximately the same degree as the other.

The form is : as + adverb +as

Examples :

- a) Three years ago, I run as fast as Anton.
 - b) The baby is asleep, so try to talk as softly as you can.
2. Comparative degree

It is used to show that one thing is in a higher / greater degree in one person or thing than another two different form of comparative degree.

The form is : adverb + er + than (for one syllable adverb)

more + adverb + ly + than (for more than one syllable)

Examples:

- a) Three years ago I could run as fast as he, but now he runs faster than I do.
- b) I get up early but my sister gets up earlier than I do.
- c) The boy walks more quickly than his father does.

3. Superlative degree

It indicates that one thing is the highest / greatest of the other.

The form is : the + most + adverb + ly (for more than one syllable adverb)

The + adverb + est (for one syllable adverb)

Examples :

- a) The tornado wind is blowing the most strongly in the world.
- b) My brother gets up the earliest but leave the house the latest every morning.
- c) He knew the most of all his friends.

Some adverbs have irregular comparative and superlative forms.

For examples : adverb comparative superlative

well	better	best
Badly	worse	worst
Late	later	latest
Little	less	least
Much	more	most, etc

- a) You work better than me.
- b) The students come later than the teachers.
- c) Soekarno speaks the best in United Nations forum.
- d) Anto runs the latest in the school.

2.2.3 Tenses

Frank (1972:47) says that a general tense is a special verb ending or accompanying an auxiliary verb that signals the time an event takes place. Hornby (1980:78) says that tense stands for a verb form or a series of verb forms used to express a time relation. Meanwhile, Comrie (1993:12) says that tense is indicated by the verb, either by the verb morphology (as English past "liked" versus non past "like"). It means that tense is grammatical structure that assigns to the verb to express time relation.

Veit (1986:149) says that in traditional grammar, verbs in English take 12 tenses. They are simple present tense, simple past tense, present future tense, present perfect tense, past perfect tense, future perfect tense, present progressive tense, past progressive tense, future progressive tense, present perfect progressive tense, past perfect progressive tense, future progressive tense.

Based on the opinion above and the teaching materials stated in the Basic Course Outline of the 1994 English Curriculum (GBPP 1994) used at SLTP 3 Jember, three tenses are chosen in this research. Therefore, the following three tenses will be discussed. They are: the simple present tense, the simple past tense and the simple future tense.

2.2.3.1. Simple Present Tense

According to Hayden et. al (1980:59) the simple present tense of all verbs except "be" is based on the simple form. The present tense form of all verbs (except "be") is the simple form.

For examples :

See	I see You see (He, she, it) sees	We see You see They see
Be	I am You are (He, she, it) is	We are You are They are

Pass	I pass You pass (He, she, it) passes	We pass You pass They pass
------	--	----------------------------------

Wishon and Burks (1980:193) say that the simple present is a construction made of subject followed by the simple form of the verb.

The pattern is :

(+) S + V1(s/es) + O

(-) S + do/does + not + V1 + O

(?) Do/does + S + V1 + O

The examples :

- a) She works everyday.
- b) She does not work everyday
- c) Does she work everyday?

There are some usages of the simple present tense. Alter (1991: 30) distributes the usages of the simple present tense as follows :

a) To show habitual actions that is often used with adverbs of frequency, such as : often, usually, never, always, etc.

- Examples :
- a) He often comes late to school.
 - b) They usually walk up this way.
 - c) I drink a glass of milk everyday.

b) To state a general truth

- Examples :
- a) Light moves faster than sound.
 - b) The earth travels round the sun.

c) To show future actions

In this case, it is often used in connection with travel.

- Examples :
- a) The train leaves the station at a quarter to one.
 - b) The football game begins at 8.30.

d) To show " historic present"

Pass	I pass You pass (He, she, it) passes	We pass You pass They pass
------	--	----------------------------------

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 - c) I drink a glass of milk everyday.

b) To state a general truth

- Examples :
- a) Light moves faster than sound.
 - b) The earth travels round the sun.

c) To show future actions

In this case, it is often used in connection with travel.

- Examples :
- a) The train leaves the station at a quarter to one.
 - b) The football game begins at 8.30.

d) To show " historic present"

This occurs in commentaries on games or plays. The commentator uses the simple present tense in an effort to show the action as though it were taking place at the moment of speaking.

Example:

Tony dashes out with the ball. It is snatched away by Pepe. Pepe runs all the way down the field. He passes the ball to Max

- e) To express future time in sentences that concern with events that are on definite schedule or timetable. This sentence usually contains future time words. Only a few verbs are used in this way. For examples open, close, begin, end, start, finish, arrive, leave, come, return.

Examples :a) The museum opens at ten tomorrow morning.

b) Classes begin next week.

2.2.3.2 Simple Past Tense

According to Hayden et. al (1980: 61) the simple past tense is the same as the past form of a verb. The form is the same for all person, singular and plural. Be is an exception.

For examples :

Want	I wanted	You wanted	We wanted
	He wanted		They wanted
Sing	I sang	You sang	We sang
	He sang		They sang
Be	I was	You were	We were
	He was		They were

Then, according to Krohn (1986:23),

- Was and were are the past form of be.
- Was is used with the first and third person singular, were is used with the other persons.

Meanwhile, Wishon and Burk (1980: 194) say that the simple past tense in regular verbs is formed by adding -ed or -d to the infinitive.

Examples : <u>Present</u>	<u>Past</u>
work	worked
Love	loved

The pattern of the simple past tense :

(+) S + V2 + O

(-) S + did not + V1 + O

(?) Did + S + V1 + O

For examples : a) They studied yesterday.

b) They did not study yesterday.

c) Where did they study yesterday?

Hayden et. al (1980: 81) say that the simple past tense has some usages as follows :

1. The simple past expresses activities that existed or occurred in the past. Modifiers indicating time often specify a definite time in the past, but in some situations the time is not specified.

For examples :

Questions

Answers

a) When did he leave?

He left yesterday.

b) Where were you last night?

I was at the movie.

c) Did you see the fire?

Yes, I did.

2. The simple past expresses activities that existed or occurred over a period of time in the past. In some situations, modifiers indicating time specify the period of the activity.

For examples :

Questions

Answers

a) When were you in Cape Town?

I was there during the summer of 1954.

b) How many years did he sell insurance?

He sold insurance for ten years.

c) How long were you in the army?

I was in from 1943 to 1946.

2. The simple past expresses activities that existed or occurred at intervals in the past time. Modifiers indicating frequency often indicate the interval of the activity.

For examples :

Questions

Answers

a) Did he come to see you often?

Yes, he came everyday.

b) Was the professor always on time for his lectures?

No, he was usually a few minutes late.

c) When did you see him?

I saw him from time to time.

Wishon and Burks (1980:195) say that there are two past tense auxiliaries in English :

1. The past tense of the verb use combines with to to form an auxiliary which is used to describe a customary or habitual action in the past.

Examples : a) I used to be a boy scout.

b) I used to get up at 5: 30 every morning.

2. The past form of do, as an auxiliaries is used with the simple form of verb to express emphasis.

Examples :a) I did study for the examination.

b) No matter what Lisa send, he did finish the work.

2.2.3.3 The Simple Future Tense

Hayden et. al (1980:62) say that the future tense is a verb phrase composed of the auxiliary "will" (sometimes "shall") followed by the simple form of the verb.

For examples :

I will go	You will go	We will go
He will go		They will go

The verb phrase "be going to" followed by the simple form of the verb is an equally important construction and may be considered and equivalent to the future tense.

For examples :

I am going to go	You are going to go	We are going to go
He is going to go		They are going to go

Azar (1993:44) says that the use of shall with I or We to express future time is possible but uncommon in American English. Shall is used much more frequently in British than in America.

There are several ways to indicate future tense in English. Wishon and Burks (1980:197) describe that the two most common future constructions are "will" or "shall" followed by the simple form of the verb and "be going to" followed by the simple form of the verb.

The pattern of the simple future tense is as follows:

(+) S + will/shall + V1 + O

(-) S + will/shall + not + V1 + O

(?) Will/shall + S + V1 + O

Or

(+) S + be (am,is,are) + going to + V1 + O

(-) S + be (am,is,are) + not + going to + V1 + O

(?) Be (am,is,are) + S + going to +V1 + O

Wishon and Burks (1980:197) explain that the future tense shows that an action or state will occur in the future. It can be said that the future tense is the tense to express an activity or action that will occur in the future.

Examples : a) I will telephone you next Friday.

b) Will you answer my letter?

c) Is he going to ask for a raise ?

Azar (1993: 44) describes some usages of will and be going to as follows :

1. To express a prediction either will or be going to is used.

Examples :

a) According to the weather report, it will be cloudy tomorrow.

b) According to the weather report, it is going to be cloudy tomorrow.

When the speaker is making a prediction (a statement about something he/she thinks will be true or will occur in the future), either will or be going to is possible.

2. To express a prior plan only be going to is used.

Examples :

A : Why did you buy this paint ?

B : I am going to paint my bedroom tomorrow.

When the speaker is expressing a prior plan (something the speaker intends to do in the future because in the past she/ he has made a plan or decision to do it), only be going to is used.

3. To express willingness, only will is used.

Examples : A: The phone's ringing

B : I will get it.

In the example number 3 above, the speaker B is saying : " I am willing. I am happy to get the phone. He is not making a prediction. He has made no prior plan to answer the phone. He is instead, volunteering to answer the phone and use "will" to show his willingness.

2.3 The Effect of Pictures on Structure Achievement

Many research studies have been conducted to determine the effectiveness of media (or audio visual materials) in the English teaching and learning. The results of these studies reveal that a series of values derives from the use of media in teaching English. For example, Wittich and Schuluer (1967:59) conducted an experiment research on the effectiveness of visual aids in teaching English. The result shows that the pupils taught with pictures have higher motivation than those taught without pictures.

Another research is conducted by Dale. The result of this study reveal that a series of value derives from the audio visual materials in teaching. Dale (1980:2) mentions the values of pictures as follows:

1. Visual aids stimulate high degree of interest in students and interest in an important factor in learning.
2. They provide a concrete basic for the development of understanding and thought pattern, thereby reducing the number of purely verbalistic responses made by students.
3. They supply the basic for developmental learning and thereby make learning more permanent.

4. They provide experiences not easily secured in other ways and hence contributed to the depth and variety of learning.
5. They contribute to the growth of understanding.
6. They offer a reality of experiences which stimulate individual activity on the part of the learner.
7. They motivate students to investigate, thereby increasing voluntary reading.

Based on the explanations above, it is stated clearly that the use of media especially visual media are useful for the teacher to use, mainly in teaching English so that the students get the advantages mentioned above.

2.4 Hypothesis

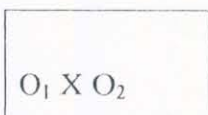
Based on the problem and the literature review explained above, the hypothesis of this research is : “There is a significant effect of pictures on the second year students’ structure achievement at SLTP Negeri 3 Jember in the 2001/2002 academic year”.

III. RESEARCH METHODS

3.1 Research Design

Research design is a strategy to arrange the setting of a research in order to get the valid data that are suitable with the variable and the objective of the research. A pre-experimental research is applied in this research. There are three designs of pre-experimental research (Arikunto, 1996:83). They are (1) one shot case study, (2) pre-test and post-test, and (3) static group comparison. The design in this research is pre-test and post-test or experiment by subject design. The sample taken was one class of five existing classes by purposive cluster sampling. This class was as the experimental group and the control group. Pre-test was given before the treatment and post-test was given after the treatment (Arikunto, 1996:84).

The design is as follows :



Note :

O_1 = pre-test

X = treatment/experiment

O_2 = post-test

The procedures of the design were as follows:

1. Choose one class of the five existing classes by purposive cluster sampling.
2. Give pre-test of structure to the chosen class to know the students' structure achievement before the treatment is administered.
3. Give treatment (X) by teaching structure using pictures as media.
4. Give post-test to the class to know the students' structure achievement after the treatment.
5. Determine the mean of pre-test and post-test and measure the mean difference of both means.

6. Use the t – test formula to test whether the difference is significant or not.
7. Use ER (effectiveness Relative) formula to know the grade of difference of ER

3.2 Area Determination Method

The research area is the place or location where the research is conducted. This research used the purposive method to determine the place to conduct the research. Purposive method is used by a researcher when he directly decides the research area in a certain place not in other places (Tim FKIP UNEJ, 1994:14). This research was conducted at SLTP 3 Jember. The school was chosen as the research location based on some considerations. First, the researcher has been familiar with the school condition because he once did practice teaching or PPL (Praktek Pengalaman Lapangan) at the school. Second, it was easy to get the permission to conduct the research at the school, so the data needed can be obtained. Third, structure has been taught regularly to the students, so the research data can be obtained.

3.3 Respondent Determination Method

This research used purposive cluster sampling, because a part of the number of population was taken (Arikunto, 1996:129). The respondents were the second year students of SLTP Negeri 3 Jember. This research design used was $O_1 \times O_2$, so only one class was taken from five class as the sample by purposive cluster sampling. Hadi (1988:229) says that cluster sampling is the sample that is determined based on groups or clusters. Arikunto said that purposive sampling is done by taking the subjects based on the strata, random or area beside there is a certain purpose. This technique was used to take the sample because of some reasons such as: the limited time, energy, and fund, so only one class was taken as the sample, that was class IIE.

3.4 Data Collection Methods

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

supporting data were obtained from interview and documentation. The following parts discuss the research methods used.

3.4.1 Interview

In this research, interview was conducted with the English teacher to obtain the supporting data about the technique used by the English teacher in teaching structure and the English books used in teaching English to the second year students. Arikunto (1996:144) states that there are three methods of interview, they are as follows :

- 1). Unstructured interview is interview in which the interviewer carries out the interview without any systematic plan of questions.
- 2). Structured interview is the interview in which the interviewer carries out the interview by using a set of questions that are planned systematically in advance.
- 3). Free structured interview is the interview in which the interviewer uses a set of questions and then the questions are developed to gain detailed information.

The interview method used in this research was free structured interview. In this research, the interviewer used a list of questions prepared and they were developed to get the information needed. The interview guide could be seen on Appendix 2.

3.4.2 Documentation

Arikunto (1996:148) says that documentation is a method to find out data in the form of notes, transcripts, books, newspapers, magazines, daily notes, etc. In this research, documentation was used to get the supporting data about the list of respondents, and the facilities of the school. The guide of documentation could be seen on Appendix 2.

3.4.3 Test

Arikunto (1996: 138) says that test is a series of questions or exercises, or other instruments used to measure skill, knowledge, intelligence, capability or talent possessed by an individual or a group.

Concerning with the form of the test, there are two kinds of test, namely subjective and objective test. According to Nurkancana (1983:27) objective test is also called "short answer test". It consists of many items answered by choosing the correct answer from some alternatives provided. Subjective test contains some questions that ask the answer in the form of relatively long essay.

Whiterington (in Nurkancana; 1983:29) states that there are many varieties of the new type of test, but four kinds are often used namely; true false, multiple choice, completion, and matching. Students will decide which one is the right statement from the wrong ones in true-false test. In the multiple choice form, students should choose the correct answer from the options provided. From the options, some of the wrong alternatives are called distracters. The other type is matching form. Here, students are asked to match a certain column to another one as the answer. The last form is completion. The item of completion is a statement or uncompleted sentence. The students should complete it with the appropriate answer

In this study, achievement test was used. Hughes (1996:10) says that achievement test is directly related to language courses, and its purpose is to establish how successful individual students or groups of students, or the courses themselves have been in achieving the objectives. In this study, achievement test was used to know the students structure' achievement after they were taught structure by using pictures. It was constructed based on the materials that had been learned by the students. The form of the test used was objective in the forms of completion and multiple choice. These forms of objective test are chosen because:

- a. Objective test can be answered quickly. So it is possible for the students to answer a lot of questions in one test period. The effect is the material of the test cover most of the teaching materials.
- b. The reliability of the test is full guaranteed. The test items only contain one answer. So whoever and whenever they are scored, the same result will be obtained.
- c. The objective answers are corrected easily and quickly using the answer key.

The number of the test items was 40 items with equal contribution of each indicator. The indicators are degrees comparisons of adjectives and degrees comparison of

adverbs and tenses. Each item was scored 2,5 if the students answer it correctly. If the students make a wrong answer, they get null. Thus, the total score of the items is 100.

The test was constructed to fulfill certain criteria, such as validity and reliability. According to Hughes (1996:22), a test is said to be valid if it measures accurately what it is intended to measure. He also says that a test is reliable if it measures consistently. To know the content validity of the test, the test items are made by considering the indicators used and the structure material stated in the 1994 English curriculum. If the test is valid, it must be reliable. In this research, the test had content validity in which it measured accurately the indicators used in this research, so it was reliable. Since the test used content validity, the test of reliability was not necessary to be used.

3.5 Data Analysis Method

In this research, the main data were the second year students' structure achievement in the form of scores. Therefore, the data were quantitative. Since the data were quantitative, they were analyzed statistically by using t-test whose subject has related to each other to find the significance of mean difference of the two test, pre-test and post-test. The formula was as follows:

$$t = \frac{Md}{\sqrt{\frac{\sum x^2 d}{N(N-1)}}$$

Notes:

Md : Mean of deviation of pre-test and post-test (post test - pre test)

xd : Deviation of each subject (d-Md)

$\sum x^2 d$: The sum of squared deviation

N : The subjects (as the samples)

Db : N-1

(Adapted from Arikunto,1996:298)

The level of significance used in this study is 5 % because the problem of the study deals with social science, that is linguistics (Hadi, 1990:430).

Then, to know how far is the grade difference of relative effectiveness in the structure achievement between two groups, the following formula was used :

$$ER = \frac{MX_1 - MX_2}{MX_2} \times 100\%$$

ER = Relative Effectiveness

MX_1 = Mean of post test (after the treatment)

MX_2 = Mean of pre test (before the treatment) (Adapted from Sulthon,1996:16)

IV. RESULTS AND DISCUSSION

4.1 The Results of Secondary Data

4.1.1 The Result of Interview

According to the English teacher, the approach used in teaching English to the second year students at SLTP Negeri 3 Jember is communicative approach. In this technique, the students are given much chance in using English as a means of communication. The English teaching learning activities are centered on the students. It means that the students are active in learning English. In this case, the students must express their ideas by using English as well as they can.

The media that are used by the teacher in teaching English are a blackboard, pictures, and real things. The teacher usually uses pictures in the book in teaching English skills namely listening, speaking, reading and writing. Their skills are taught integratedly with the emphasis on the reading skills. Then structure is taught integratedly with the English skills, usually reading and writing skills, The teacher sometimes asks the students to answer the questions in the book orally, and she sometimes asks the students to write the answers on the blackboard. When explaining the topic, the teacher sometimes uses real things, for example, when explaining comparison degrees, she gives some examples by comparing the body (the height, weight) of the students in the class.

In learning structure, the teacher says that the students have difficulties in using the appropriate verbs in the sentences.. They get difficulties in learning the use of tenses because they lack of the tenses mastery. The English teaching materials are based on the 1994 Curriculum. The English book used by the teacher is " Let's Learn English 2 " written by Dra.Sofia Nurbaya, Dra. Lasminingsih, Dra. Lilik Endang published by PT. Edumedia, anggota IKAPI. Besides, the teacher uses two additional books "Bahasa Inggris Kelas 2 " written by Drs. Abdul Rojak and Teny Luthfy,BA published by PT. Intan Pariwara and LKS (lembar kerja siswa) published by PT. Intan Pariwara.

4.1.2 The Result of Documentation

In this research, documentation was used to get the supporting data about the respondents of the research and the facilities of the school. The respondents of this research were the second year students of SLTP Negeri 3 Jember in the 2001/2002 academic year. The names of the respondents could be seen on Appendix 5. The facilities of the school that support the teaching learning process at SLTP Negeri 3 Jember are enclosed on Appendix 3.

4.2 The Results of Primary Data

The research was conducted on 21st July, 2001 until 26th July, 2001. The research schedule was as follows:

Table 1

No	The schedule	Time
1	Pre-test	21 st July 2001
2	Treatment	24 th and 25 th July 2001
3	Post-test	26 th July 2001

4.2.1 The Results of Test

In this research, there were two kinds of test, namely pre-test and post test. The results of the test are presented in the following table 2:

Table 2. The Results of Pre-test and Post-test of Structure

No	Names	Pre-test scores	Post-test scores
1	Ach. Nurholis W	47,5	60
2	Adhi Budi S	62,5	60
3	Ariani Pravita S	45	67,5
4	Arie Prahastutiningsih	60	72,5
5	Asih Wulan A	50	47,5
6	Bella Sanisca P	70	80

7	Chandra Setiawan T	60	47,5
8	Clin Devan Y	55	72,5
9	Dewi Zuhaida W	80	87,5
10	Diah Kurnia F	57,5	70
11	Dwi Hidayati	50	60
12	Eka Prasetyawan	57,5	70
13	Eka Widiati A.	55	77,5
14	Erma Nirmala	72,5	80
15	Faiqoh Aliyatul	77,5	65
16	Fany Rosyta S	52,5	70
17	Febian Mukhlis P	50	60
18	Firdhaus M	60	67,5
19	Fitria L	70	60
20	Hairul H	50	57,5
21	Hani Yolanda P	60	87,5
22	Happy Y	70	80
23	Hogi K	42,5	70
24	Ida Ayu M	60	77,5
25	Iko Radita C	60	67,5
26	Imaniar S	67,5	60
27	Joko Wahyudi	65	70
28	Kartika R	60	80
29	Martini A	50	80
30	Medika S	62,5	87,5
31	Nia D	75	80
32	Nisrin J	52,5	65
33	Nurul L	60	60
34	Rachmad U	55	75

35	Rendy E	50	70
36	Rio D	77,5	90
37	Rizal A	50	67,5
38	Sapto H	50	70
39	Septyan A	60	55
40	Teguh Prasetyo	52,5	55
41	Willy B	60	70
42	Yuni Mega	55	72,5
43	Yunita Rahmawati	65	55

4.3 Data Analysis

Based on the data above presented in the table 2, the simplification of the analysis of the test results of pre-test and post-test of structure are presented in the table 3.

Table 3. The Simplification of Pre-test and Post-test Results of Structure

No	Names	Pre-Test	Post-Test	(d)	Xd(d-Md)	X ² d
1	Ach. Nurholis W	47,5	60	12,5	2,38	5,6644
2	Adhi Budi S	62,5	60	-2,5	-12,62	159,2644
3	Ariani Pravita S	45	67,5	22,5	12,38	153,2644
4	Arie Prahastutiningsih	60	72,5	12,5	2,38	5,6644
5	Asih Wulan A	50	47,5	-2,5	-12,62	159,2644
6	Bella Sanisca P	70	80	10	-0,12	0,0144
7	Chandra Setiawan T	60	47,5	-12,5	-22,62	511,6644
8	Clin Devan Y	55	72,5	17,5	7,38	54,4644
9	Dewi Zuhaida W	80	87,5	7,5	-2,62	6,8644
10	Diah Kurnia F	57,5	70	12,5	2,38	5,6644
11	Dwi Hidayati	50	60	10	-0,12	0,0144
12	Eka Prasetyawan	57,5	70	12,5	2,38	5,6644
13	Eka Widiati A	55	77,5	22,5	12,38	153,2644
14	Erma Nirmala	72,5	80	7,5	-2,62	6,8644
15	Faiqoh Aliyatul	77,5	65	-12,5	-22,62	511,6644
16	Fany Rosyta S	52,5	70	17,5	7,38	54,4644
17	Febian Mukhlis P	50	60	10	-0,12	0,0144
18	Firdhaus M	60	67,5	7,5	-2,62	6,8644
19	Fitria L	70	60	-10	-20,12	404,8144
20	Hairul H	50	57,5	7,5	-2,62	6,8644
21	Hani Yolanda P	60	87,5	27,5	17,38	302,0644
22	Happy Y	70	80	10	-0,12	0,0144
23	Hogi K	42,5	70	27,5	17,38	302,0644

24	Ida Ayu M	60	77,5	17,5	7,38	54,4644
25	Iko Radita C	60	67,5	7,5	-2,62	6,8644
26	Imaniar	67,5	60	-7,5	-17,62	310,4644
27	Joko Wahyudi	65	70	5	-5,12	26,2144
28	Kartika R	60	80	20	9,88	97,6144
29	Martini A	50	80	30	19,88	395,2144
30	Medika	62,5	87,5	25	14,88	221,4144
31	Nia D	75	80	5	-5,12	26,2144
32	Nisrin J	52,5	65	12,5	2,38	5,6644
33	Nurul L	60	60	0	0	0
34	Rachmad U	55	75	20	9,88	97,6144
35	Rendy E	50	70	20	9,88	97,6144
36	Rio D	77,5	90	12,5	2,38	5,6644
37	Rizal A	50	67,5	17,5	7,38	54,4644
38	Sapto H	50	70	20	9,88	97,6144
39	Septyan A	60	55	-5	-15,12	228,6144
40	Teguh Prasetyo	52,5	55	2,5	-7,62	58,0644
41	Willy	60	70	10	-0,12	0,0144
42	Yuni Mega	55	72,5	17,5	7,38	54,4644
43	Yunita Rahmawati	65	55	-10	-20,12	404,8144
		2542,5	2977,5	435		5059,5048
		$Mx_2 =$	$Mx_1 =$			
		59,59	69,24			

Based on the data presented in Table 3, then the data are analyzed by using t-test to find the significant mean differences of the results of pre-test and post-test.

The formula of t-test is as follows:

$$Md = \frac{\sum d}{N} = \frac{435}{43} = 10,12$$

$$t = \frac{Md}{\sqrt{\frac{\sum X^2 d}{N(N-1)}}}$$

$$= \frac{10,12}{\sqrt{\frac{5059,5048}{43(42)}}}$$

$$= \frac{10,12}{\sqrt{\frac{5059,5048}{1806}}}$$

$$= \frac{10,12}{\sqrt{2,80}}$$

$$= \frac{10,12}{1,67}$$

$$= 6,06$$

4.4 Hypothesis Verification

After the data had been analyzed statistically by using t-test formula, it was found that the value of t was 6,06. The alternative hypothesis of this research is there is a significant effect of pictures on the second year students' Structure achievement at

SLTP Negeri 3 Jember in the 2001/2002 academic year. Since this research uses statistical analysis, the alternative hypothesis is changed into null hypothesis (H_0), then it is rechanged into alternative hypothesis (H_a). The result of t-computation is consulted with the value of t-table with the degree of freedom 5%. If the value of t-computation is higher than the value of t-table, the null hypothesis (H_0) is rejected and the alternative hypothesis (H_a) is accepted. If the value of t-computation is lower than the value of t-table the null hypothesis (H_0) is accepted and the alternative hypothesis (H_a) is rejected.

The steps to test the hypothesis were as follows:

- a. Analyze the data collected by using t-test.
- b. Calculate the degree of freedom (df).
- c. Find the value of t-critic with the significance level of 5% with df calculated (point b)
- d. Match the data analysis result of t-test with t-table.
- e. Draw a conclusion of the results of the data analysis.

Based on the result of the data analysis above, it was found that the value of t was 6,06.. To prove whether the result of statistical computation is significant or not, this value of t was consulted to the critic value of t- table with the degree of freedom 42 and the level of significance 5%. The critic value of t- table was 2,021. Having been compared, the result of statistical value of t was higher than the critic value of t- table or $6,06 > 2,021$. It means that this result was significant. That is why, the null hypothesis was rejected and the alternative hypothesis was accepted.

Based on the result, the relative effectiveness can be counted as follows:

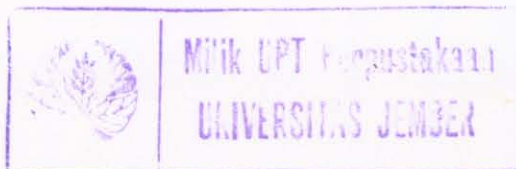
$$\begin{aligned}
 ER &= \frac{MX_1 - MX_2}{MX_2} \times 100\% \\
 &= \frac{69,24 - 59,59}{69,24} \times 100\% \\
 &= \frac{9,65}{69,24} \times 100\% \\
 &= 0,14 \times 100\% \\
 &= 14\%
 \end{aligned}$$

4.4 Discussion

Based on the result of data analysis, it is known that the statistical value of t-test is 6,06, while the critical value of t-table with the significance level of 5% and degree of freedom (df) 42 is 2,021. It means that the statistical value of t-test is higher than the critical value of t-table. The result proves that the null hypothesis is rejected and the alternative hypothesis is accepted. It can be concluded that there is a significant effect of pictures on the second year students' Structure achievement at SLTP Negeri 3 Jember in 2001/2002 academic year.

The result of the data analysis above points out that after the students (participants) are taught structure by using pictures (after the treatment) their structure achievement becomes better 14% compared to that before the treatment. This result is relevant to the theory that says pictures as teaching media are effective and help the students understand the structure more easily (Kennedy, 1981:137). Pictures are useful for presenting structure. They help provide situation and contexts which refer to the meaning of words or utterances and indirectly help the teacher to avoid resorting to translation or to lengthy explanations of meanings and it provides the students with the information, objects, actions and events to use. The pictures also stimulate students' curiosity in comprehending the subject, so it will also stimulate their thought and the learning target meaningfully and memorably. So it is evident, as Yunus has suggested (1981:50) that pictures attract the students' interest in learning English, make the teaching learning process interesting and make the students more easily understand the lesson.

Based on the result of the degree of relative effectiveness (DRE), it is found that DRE of the use of pictures as teaching media of structure is not big, that is 14%. It means that the teacher needs to create interesting pictures and increase the students' motivation in learning structure to improve the students' knowledge of structure or their structure mastery.



V. CONCLUSIONS AND SUGGESTIONS

5.1 Conclusions

Based on the results of data analysis, it could be concluded that :

1. There was a significant effect of pictures on the second year students' structure achievement at SLTP Negeri 3 Jember in the 2001/2002 academic year.
2. The degree of relative effectiveness of the use of pictures in teaching structure was 14%. It means that the students who were taught structure by using pictures, got better scores 14% than before treatment.

5.2 Suggestions

Based on the research results, some suggestions are proposed to the following people:

a. The English Teacher

The English teacher is suggested to use pictures as media in teaching English to motivate the students in learning English, to create the English teaching interesting, and to make the students understand the lesson more easily.

b. The Principal

The principal is suggested to give fund to the English teacher to buy or make the English teaching media to support the English teaching learning process in order to achieve the successful English teaching.

c. The Other Researchers

This research results can be used by other researchers as information or a reference to conduct a further research dealing with structure with another research design, for example, a classroom action research for improving the students' structure achievement by using pictures.

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SUPPORTING DATA INSTRUMENS

THE GUIDE OF INTERVIEW

NO	Interview Questions	Informant
1	Could you please explain to me about the approach used in teaching structure?	English Teacher
2	Could you please explain to me about the media used in teaching structure?	
3	Do the students have a problem in learning structure? Could you explain to me about the students' problem with structure?	
4	What skills do you teach integratedly with structure?	
5	Could you please explain to me about the English books used in teaching English? Why do you used those books?	

THE GUIDE OF DOCUMENTATION

NO	Supporting Data needed	The data resources
1	The list of respondents	Document
2	The personnel of SLTP 3 Jember	Document
3	The facilities of SLTP 3 Jember	Document

THE LIST OF TEACHING MEDIA AT SLTP 3 JEMBER

No	Kinds of Media	Quantity
1	Tape recorder	1
2	Language laboratory equipments	48
3	Computer	48

PEMERINTAH KABUPATEN JEMBER
DINAS PENDIDIKAN
SEKOLAH LANJUTAN TINGKAT PERTAMA
S L T P NEGERI 3
Alamat : Jl. Jawa No. 8. Telp. 85334 Jember

Lampiran VI A: Keputusan Kep. SLTP 3
Nomor : 683/104.32/SLTP.03/KP/2001
Tanggal : 17 Juli 2001

6. PEMBAGIAN TUGAS PERSONIL DALAM MENUNJANG PROSES BELAJAR MENGAJAR
DAN TUGAS-TUGAS LAIN
TAHUN PELAJARAN 2001/2002

: NO. :	TUGAS YANG DIBEBAHKAN	: N A M A :
: 1. :	Wakil Kepala Sekolah	: Dra. Eko Suparwanti :
: 2. :	Urusan-urusan :	: :
: :	2.1. Urusan Sarana Prasarana	: Drs. Pulet Purwenodadi :
: :	2.2. Urusan Keribulum :	: :
: :	- Koordinator	: Manik Adiah Lasranni, SPd :
: :	- Anggota	: Fr. Sri Indiyati, SPd :
: :		: Dra. Marnik Soesarni :
: :		: :
: :	2.3. Urusan Humas	: Drs. Mulyono :
: :	2.4. Urusan Keasiswaan :	: :
: :	- Koordinator	: Siti Romalish, SPd :
: :	Anggota :	: :
: :	a. Sekbid 1	: Drs. Joko Suswoko :
: :	b. Sekbid 2	: Sugihartoko :
: :	c. Sekbid 3	: S i s w o k o, SPd :
: :	d. Sekbid 4	: Dra. Rahayu Sudarwanti :
: :	e. Sekbid 5	: Siti Romalish, SPd :
: :	f. Sekbid 6	: Dra. Sukarti :
: :	g. Sekbid 7	: Drs. Farhan Zaki :
: :	h. Sekbid 8	: Dra. Ni Wayan Padhiwiyani :
: 3. :	Bimbingan Belajar dan Konseling	: :
: :	- Koordinator	: Drs. Joko Suswoko :
: :	- Anggota	: Drs. Mulyono :
: :		: Dra. Ni Wayan Padhiwiyani :
: :		: Dra. Wwik F.S. Hani Seno :
: 4. :	Pengelola Perpustakaan	: :
: :	- Koordinator	: Sri Supatmawati :
: :	- Anggota	: Y a r m e i :
: :	Anggota	: Drs. Susanto :
: 5. :	Pengelola Lab. IPA/Alat Elektronika:	: :
: :	-Koordinator	: Sugihartoko :
: :	Anggota	: Achmad Fitrianti SPd :
: 6. :	Pengelola Lab. Bhs. Inggris	: Yuda Siagawati, SPd :
: 7. :	Pengelola Lab. Komputer	: Prayitno, SPd :
: 8. :	Pengelola Lab. Mengetik	: Dra. Nining Indri :
: 9. :	Pengelola UKS	: :
: :	-Koordinator	: Diah Kertati Suprihatin :
: :	-Anggota	: Drs. T a r n a :

NO.:	TUGAS YANG DIBEBAHKAN	N A M A
:10. :	Pengelola Koperasi Siswa	:
:	-Koordinator	: Dra. Sukarti
:	-Anggota	: H a r t i a n i
:	:	: Heny Subijanti
:	:	:
:11. :	Pengelola Angka Kredit	: Drs. Putut Purwonodadi
:	:	: Drs. M u l y o n o
:	:	:
:12. :	Pengelola Keuangan :	:
:	11.1. Bendahara UYHD/OPF	: S a r m i n
:	11.2. Bendahara BOMM / MPMES	: Drs. Putut Purwonodadi
:	11.3. Bendahara EP3	: Yuda Siagawati, SPd
:	11.4. Bendahara Tabungan Siswa	: Dra. Puji Wahyuni
:	11.5. Bendahara Iuran Mulok	: Fr. Sri Indiyati, SPd
:	11.6. Penarik Iuran Bulanan	:
:	(BP-3, Mulok, Tabungan)	:
:	a. Kelas I	: Ani Winarsih
:	b. Kelas II	: Dra. Kusna'u I.C.
:	c. Kelas III	: Rodiah, Spd
:	11.7. Pramuka dan PMR	: Drs. M u l y o n o
:	11.8. O S I S	: Siti Romaliah, SPd
:	11.9. Perpustakaan	: Sri Supatminingsih, SPd
:	:	:
:13. :	Tata Usaha	:
:	12.1. Administrasi Kepegawaian,	: Slamet Yuli Purwanto
:	Inventarisasi, Adm. Kesiswaan	:
:	12.2. Administrasi BP3/RT. Sekolah	: Mujiani
:	Administrasi Kesiswaan	:
:	12.3. Persuratan	: S o e s e l o
:	:	:
:14. :	Pengelola Bea Siswa dan DBO	: Drs. Mulyono
:	:	: Dra. Ni Wayan Budhiwiyani
:	:	:
:15. :	Pengelola Mushola	: H. Hosien,
:	:	: Hj. Suparmi
:	:	:
:16. :	Pembantu Pelaksana	: S a r i j a n
:	:	: R a h m a d
:	:	: A s m i n
:	:	: Yudi Iskandar
:17. :	Penjaga Sekolah / Malam	: Abdul Rifa'i

Mengetahui,
 Pengawas Bidang Dikmenum
 Wil. Jember

Drs. BAMBANG SUJATIM, MPsi
 NIP: 130 359 239



17 Juli 2001
 Kepala,

WIK E.S. HAMI SENO
 NIP: 131 093 158

DAFTAR NAMA SISWA
KELAS : II - E
TAHUN PELAJARAN 2001/2002

NOMOR		L/P	NAMA SISWA			
URUT	INDUK					
1	4777	L	ACH NURHOLIS WIJAYA			
2	4688	L	ADHI BUDI SUWEL0			
3	4650	P	ARIANI PRAVITA SARI			
4	4826	P	ARIE PRAHASTUTININGTIAS			
5	4828	P	ASIH WULAN AGUSTINA P			
6	4726	P	BELLA SANISCA PANDE			
7	4654	L	CHANDRA SETIAWAN TRI Y			
8	4739	L	CLINT DEVAN YOGAMA			
9	4697	P	DEWI ZUHaida WIDYASTUTI			
10	4836	P	DIAH KURNIA FITRI LESTARI			
11	4660	P	DWI HIDAYATI			
12	4661	L	EKA PRASETYAWAN			
13	4793	P	FKA WIDIATI ADI N.			
14	4662	P	ERMA NIRMALA			
15	4663	P	FAIQOH ALIYATUL HIMMAH			
16	4665	P	FANY ROSYTA SEPTIANDAYANI			
17	4838	L	FEBIAN MUKHLIS PERMADI			
18	4839	L	FIRDHAUS MIFTHAHUL R			
19	4753	P	FITRIA LUSIANIK			
20	4801	L	HAIRUL HASAN			
21	4707	P	HANI YOLANDA P			
22	4843	P	HAPPY YANUARRISTA			
23	4669	L	HOGI KURNIAWAN			
24	4845	P	IDA AYU MADE WINASISTA			
25	4710	L	IKO RADITYA CAHYUDI			
26	4846	P	IMANIAR SARAS			
27	4758	L	JOKO WAHYUDI ABDILLAH			
28	4759	P	KARTIKA RACHMA DINI			
29	4762	P	MARTINI ASRIELLA			
30	4855	L	IMEDIKA SILVYDA HIDAYAT			
31	4675	P	INIA DANIATI			
32	4807	P	INISRIN JAMILAH			
33	4767	P	NURUL LAILI FADHILAH			
34	4808	L	RACHMAD UDHI PRABOWO			
35	4720	L	RENDI EDITYA DARMAWAN			
36	4721	L	RIO DWI PRAYOGA			
37	4859	L	RIZAL ADITYA			
38	4770	L	SAPTO HARYO AGUNG			
39	4724	L	SEPTYAN ASHFADIEN			
40	4728	L	TEGUH PRASETYO TUGAS I			
41	4817	L	WILLY BAGUS P			
42	4774	P	YUNI MEGA FATMAWATI			
43	4776	P	YUNITA RAHMAWATI			
44						
45						

LESSON PLAN I

Subject	: English
Level/cawu	: II/I SLTP
Theme	: Study tour
Language focus	: Structure
Time	: 2x45'

1. General Instructional Objective

By mastering 250 new vocabularies with the vocabulary level 750 words and grammar which are suitable with the theme and sub theme that have been chosen, the students are able to read, to speak, to listen and to write.

II. Specific Instructional Objective

1. The students are able to identify the use of tenses
2. The students are able to correct verb in the sentences into the appropriate tenses
3. The students are able to make correct sentences
4. The students are able to guess the appropriate tenses

III. Teaching Learning Process

Approach: Meaningfulness Approach

Time	Teachers' activity	Students' activity
5'	I. Introduction a. Greeting b. Giving leading questions	I. Introduction a. Answer the greeting b. Answer the leading questions
75'	II. Main Activity a. Explain the tenses by using pictures b. Ask the students to identify the	II. Main Activity a. Listening, understanding, and noting the explanation b. Identify the correct tenses

	<p>correct tenses based on the pictures given</p> <p>c. Ask the students to do the tasks</p> <p>d. Ask the students to answer the tasks and discuss it.</p> <p>e. Summarize the explanation</p>	<p>c. Do the tasks</p> <p>d. Answer the tasks and discuss</p> <p>e. Listening, understanding and noting</p>
10'	<p>III. Closing</p> <p>a. Giving homework</p> <p>b. Parting</p>	<p>III. Closing</p> <p>a. Note the homework</p> <p>b. Parting</p>

LESSON PLAN II

Subject	: English
Level/cawu	: II/I SLTP
Theme	: Sports
L:anguage focus	: Structure
Time	: 2x45'

I. General Instructional Objective

By mastering 250 new vocabularies with the vocabulary level about 750 words and grammar which are suitable with the theme and sub theme that have been chosen, the students are able to read, to listen, to speak and to write.

II. Specific Instructional Objectives

1. The students are able to make comparisons.
2. The students are able to understand the comparisons.
3. The students are able to guess the correct comparisons.
4. The students are able to know about comparisons.
5. The students are able to complete the sentences with the correct comparisons.

III. Teaching Learning Activity

Approach : Meaningfulness Approach

Time	Teacher's Activity	Students' Activity
5'	I. Introduction a. Greeting b. Giving leading questions II. Main Activity a. Explain degrees comparison by using pictures	I. Introduction a. Answer the greeting b. Answer the questions II. Main Activity a. Listening and writing

<ul style="list-style-type: none"> b. Showing the pictures about degrees comparison to the students c. Ask the students to answer the teacher questions based on the pictures d. Ask the students to do the tasks e. Discuss the answers <p>III. Closing</p> <ul style="list-style-type: none"> a. Summarize the explanation b. Parting 	<ul style="list-style-type: none"> b. Watching the pictures c. Answer the questions d. Do the tasks e. Discuss the answer <p>III. Closing</p> <ul style="list-style-type: none"> a. Listening and noting the explanation b. Parting
---	---

STRUCTURE TEST

Class : II

Time : 2X45 minutes

Choose the correct answer of degrees comparison of adjectives among the options provided (number 1-10)!

1. Jakarta is(crowded) than Surabaya.
a. more crowded b. most crowded c. crowded d. The crowded
2. Kalimantan is(big) than Sulawesi.
a. more big b. bigger c. more bigger d. big
3. Tono's house is(large) than dedi's.
a. large b. more large c. larger d. the largest
4. Tini's shoes are(expensive) than titin's.
a. expensiver b. expensive c. the most expensive d. more expensive
5. Dewi is(tall) than Rina.
a. the tallest b. tall c. taller d. more tall
6. A badminton racket is(cheap) than a tennis racket.
a. cheap b. the cheapest c. more cheap d. cheaper
7. Anita is(beautiful) than poppy.
a. beautiful b. more beautiful c. most beautiful d. beautifully
8. Rina's mark is(bad) than Tuti's.
a. bad b. worst c. badder d. worse
9. Diana's hair is(long) than Leni's.
a. longer b. more long c. long d. the longest
10. Born 1975 born 1980
Yana is(old) than Dedi.
a. old b. older c. more old d. more older

Choose the correct answer of degrees comparison of adverbs among the options provided!

1. Eagle flies(high) than hen.
a. more highly b. highly c. higher d. high
2. A tiger runs(fast) than an elephant.
a. fastly b. faster c. more fast d. fast
3. A fish swims(deep) than a goose.
a. more deeply b. deeper c. more deep d. most deeply
4. A snake bites(wild) than a crocodile.
a. more wild b. wildly c. wilder d. more wildly
5. The Ostrich walks(slow) than the pig.
a. slower b. more slow c. slowly d. slow
6. A monkey acts(beautiful) than a dog.
a. beautifully b. beautiful c. more beautifully d. more beautiful
7. The horse jumps(long) than the rabbit.
a. more long b. longer c. more longer d. long
8. Mrs Tatang looks(sad) than Mrs Budinan.
a. sad b. more sad c. more sadly d. sadly
9. Rudi Eman
Mr. Rudi works(hard) than Me. Eman.
a. harder b. hard c. hardly d. more hardly
10. An eagle fight(Strong) than a parrot.
a. strongly b. more strongly c. more strong d. the strongest

Choose the correct answer of tenses that cover simple present tense, simple past tense and simple future tense below!

1. Mother.....(buy) vegetables everyday.
a. bought b. buys c. will buy d. buy
2. Eini is sleeping in the class because she(do) her homework until 02.00 a.m.
a. did b. do c. does d. will do
3. Yana(get) a lot of presents on his birthday last week.

- a. get b. gets c. will get d. got
4. Father(read) newspaper every morning.
a. reads b. read c. will read d. will reads
5. She (go) by bus to school.
a. go b. will go c. goes d. went
6. Tuti(swim) twice a week.
a. swim b. swims c. swam d. will swim
7. Denny(listen) to a funny story yesterday.
a. listen b. listens c. will listen d. listened
8. They(feel) sleepy.
a. feel b. feels c. felt d. will feel
9. Wait here! I(be) back in a minute.
a. am b. was c. am be d. will be
10. She(look) tired yesterday.
a. look b. will look c. looks d. looked
11. My dress is torn. I(mend) it tomorrow.
a. mends b. ment c. mend d. will mend
12. It is cloudy. It(rain) in Malang and in Surabaya.
a. rain b. will rain c. rains d. will rains

Choose the correct answer of tenses that cover simple present tense, simple past tense and simple future tense below!

13. Anto(buy) ice cream just now.
a. buy b. will buy c. buys d. bought
14. A family(take) a rest in the zoo.
a. take b. will take c. takes d. took
15. Cleaning service(clean) the zoo soon.
a. clean b. will clean c. cleans d. cleaned

Fill in the blank with the correct form of simple present tense, simple past tense or simple future tense based on the picture above!

Charlie The Cake - Seller

"Cakes! Cakes!" called Charlie. "Come and buy my cakes!" Everyday Charlie walked from house to house to16(sell) his cakes.

Some people17(buy) the cakes. Sometimes Charlie was very tired, but he liked his work. He18(be) happy when they bought his cakes.

Who made the cakes for Charlie to sell? Charlie's wife made them. She made many kinds of cakes. They liked to eat the cakes because they were sweet.

One day Charlie met his friends Tommy. "Hello, Charlie," said Tommy. " I have opened a coffe shop. Come and19(sell) your cakes at my shop."

Charlie was very happy. " Thank you, Tommy. I20(do) that," he said."Now I won't have to walk from house to house to sell my cakes. And I won't be so tired any more."

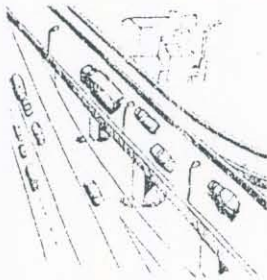
STRUCTURE TEST

Class : II

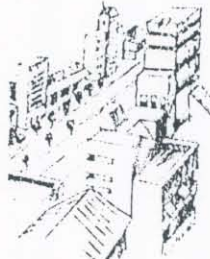
Time : 2X45 minutes

Choose the correct answer of degrees comparison of adjectives among the options provided (number 1-10)!

1.



Jakarta



Surabaya

Jakarta is(crowded) than Surabaya.

a. more crowded b. most crowded c. crowded d. The crowded

2.



Kalimantan



Sulawesi

Kalimantan is(big) than Sulawesi.

a. more big b. bigger c. more bigger d. big

3.



Dedi's



Tono's

Tono's house is(large) than dedi's.

a. large b. more large c. larger d. the largest

4.



Rp 25,000.00
Titi's shoes



Rp 35,000.00
Tini's shoes

Tini's shoes are(expensive) than titin's.

- a. expensiver b. expensive c. the most expensive d. more expensive

5.



Dewi



Fira

Dewi is(tall) than Rina.

- a. the tallest b. tall c. taller d. more tall

6.



Rp 20,000.00



Rp 100,000.00

A badminton racket is(cheap) than a tennis racket.

- a. cheap b. the cheapest c. more cheap d. cheaper

7.



Anita 1st Champ.

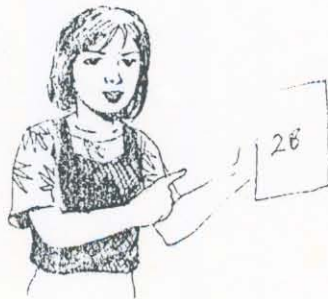


Poppy
2nd Champ.

Anita is(beautiful) than poppy.

- a. beautiful b. more beautiful c. most beautiful! d. beautifully

8.



Rina



Tuti

Rina's mark is(bad) than Tuti's.

- a. bad
- b. worst
- c. badder
- d. worse

9.



Leni



Diana

Diana's hair is(long) than Leni's.

- a. longer
- b. more long
- c. long
- d. the longest

10.



Yana

Born 1975



Dedi

born 1980

Yana is(old) than Dedi.

- a. old
- b. older
- c. more old
- d. more older

Choose the correct answer of degrees comparison of adverbs among the options provided!

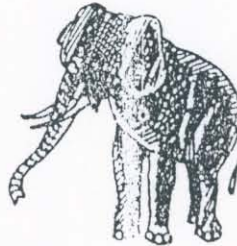
1.



Eagle flies(high) than hen.

a. more highly b. highly c. higher d. high

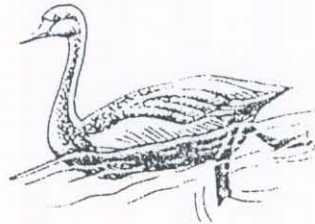
2.



A tiger runs(fast) than an elephant.

a. fastly b. faster c. more fast d. fast

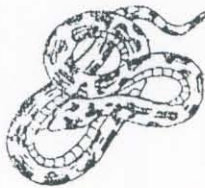
3.



A fish swims(deep) than a goose.

a. more deeply b. deeper c. more deep d. most deeply

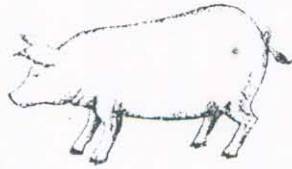
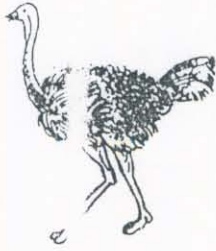
4.



A snake bites(wild) than a crocodile.

a. more wild b. wildly c. wilder d. more wildly

5.



The Ostrich walks(slow) than the pig.

- a. slower b. more slow c. slowly d. slow

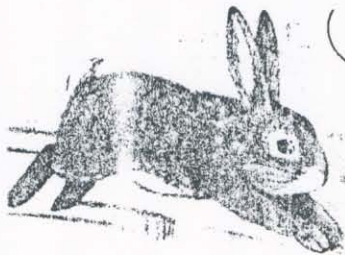
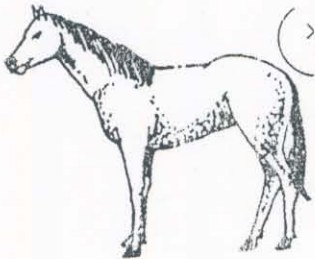
6.



A monkey acts(beautiful) than a dog.

- a. beautifully b. beautiful c. more beautifully d. more beautiful

7.



The horse jumps(long) than the rabbit.

- a. more long b. longer c. more longer d. long

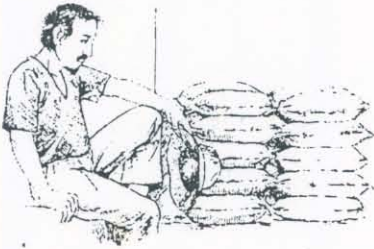
8.



Mrs Tatang looks(sad) than Mrs Budiman.

- a. sad b. more sad c. more sadly d. sadly

9.



Rudi

Eman

Mr. Rudi works(hard) than Mr. Eman.

- a. harder b. hard c. hardly d. more hardly

10.



An eagle fight(Strong) than a parrot.

- a. strongly b. more strongly c. more strong d. the strongest

Choose the correct answer of tenses that cover simple present tense, simple past tense and simple future tense below!

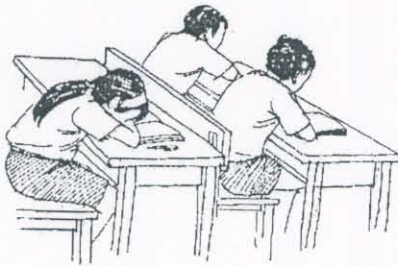
1.



Mother.....(buy) vegetables everyday.

a. bought b. buys c. will buy d. buy

2.



Eini is sleeping in the class because she (do) her homework until 02.00 a.m.

a. did b. do c. does d. will do

3



Yana(get) a lot of presents on his birthday last week.

a. get b. gets c. will get d. got

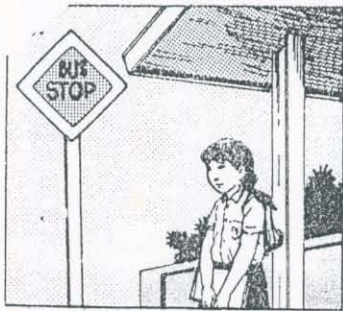
4.



Father(read) newspaper every morning.

- a. reads b. read c. will read d. will reads

5.



She (go) by bus to school.

- a. go b. will go c. goes d. went

6.



Tuti(swim) twice a week.

- a. swim b. swims c. swam d. will swim

7.



Denny(listen) to a funny story yesterday.

- a. listen b. listens c. will listen d. listened

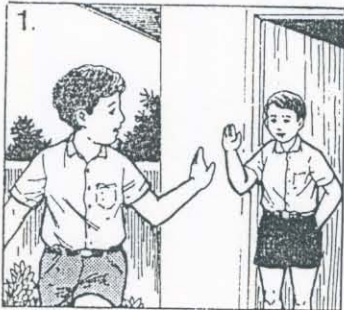
8.



They(feel) sleepy.

- a. feel b. feels c. felt d. will feel

9.



Wait here! I(be) back in a minute.

- a. am b. was c. lam be d. will be

10.



She(look) tired yesterday.

- a. look b. will look c. looks d. looked

11.



My dress is torn. I(mend) it tomorrow.

- a. mends b. ment c. mend d. will mend

12.



It is cloudy. It(rain) in Malang and in Surabaya.

- a. rain b. will rain c. rains d. will rains

Choose the correct answer of tenses that cover simple present tense, simple past tense and simple future tense below!

13. Anto(buy) ice cream just now.

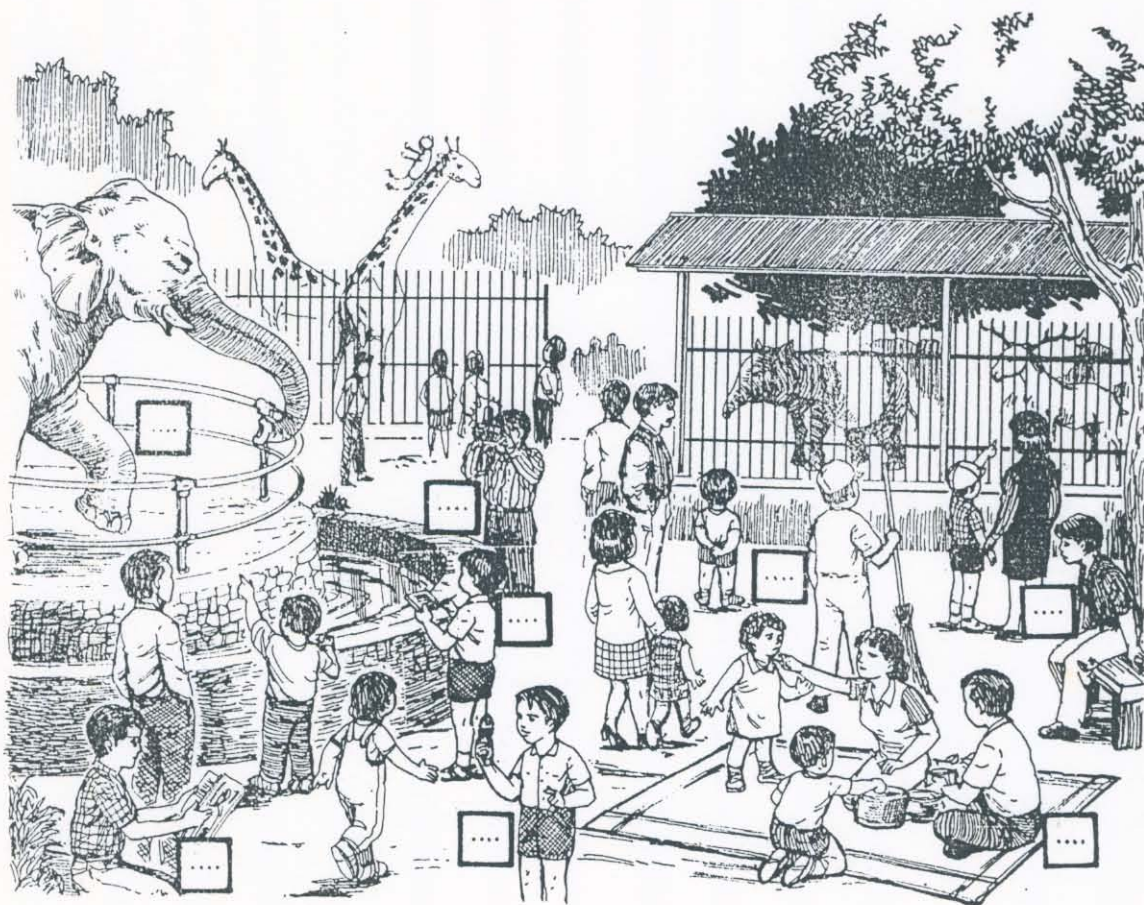
a. buy b. will buy c. buys d. bought

14. A family(take) a rest in the zoo.

a. take b. will take c. takes d. took

15. Cleaning service(clean) the zoo soon.

a. clean b. will clean c. cleans d. cleaned



Fill in the blank with the correct form of simple present tense, simple past tense or simple future tense based on the picture above!

Charlie The Cake - Seller

"Cakes! Cakes!" called Charlie. "Come and buy my cakes!" Everyday Charlie walked from house to house to16(sell) his cakes.

Some people17(buy) the cakes. Sometimes Charlie was very tired, but he liked his work. He18(be) happy when they bought his cakes.

Who made the cakes for Charlie to sell? Charlie's wife made them. She made many kinds of cakes. They liked to eat the cakes because they were sweet.

One day Charlie met his friends Tommy. "Hello, Charlie," said Tommy. " I have opened a coffe shop. Come and19(sell) your cakes at my shop."

Charlie was very happy. " Thank you, Tommy. I20(do) that," he said."Now I won't have to walk from house to house to sell my cakes. And I won't be so tired any more."



ANSWERS KEY**ADJECTIVES**

1. a. more crowded
2. b. bigger
3. c. larger
4. d. more expensive
5. c. taller
6. d. cheaper
7. c. more beautiful
8. d. worse
9. a. longer
10. b. older

ADVERB

1. a. more highly

2. b. faster
3. a. more deeply
4. d. more wildly
5. a. longer
6. c. more beautifully
7. b. longer
8. c. more sadly
9. a. harder
10. b. more strongly

TENSES

1. b. Buys
2. a. did
3. d. got
4. a. reads
5. b. will go

6. b. swims
7. d. listened
8. a. feel
9. d. will be
10. d. looked
11. d. will mend
12. b. will rain
13. d. bought
14. c. takes
15. b. will clean

16. sell
17. bought
18. was
19. sell
20. will do



DEPARTEMEN PENDIDIKAN NASIONAL
UNIVERSITAS JEMBER

FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

Alamat : Jl. Kalimantan III/3 Kampus Tegulboto Kotak Pos 162 Telp./ Fax (0331) 334988 Jember 69121

Nomor : 1694 /J25.1.5/PL5/2001

Lampiran : Proposal

Perihal : Ijin Penelitian

Kepada : Yth Sdr Kepala Sekolah

SLTP Negeri 3 Jember

di. -

Jember

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

Nama : Nur Khamdan

Nim : B1G195308

Program/Jurusan : Bahasa Inggris/ PBS

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

The effect of pictures on the second year students' structure achievement at SLTP Negeri 3 Jember in the 2001/2002 academic year.

Pada lembaga yang saudara pimpin.

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

Aias perkenan dan perhatiannya kami mengucapkan terima kasih.

Departemen Pendidikan dan Kebudayaan
Universitas Jember
Dekan I

Drs. H. Misno A. Latif, M.Pd

NIP : 130 937 191

DEPARTEMEN PENDIDIKAN NASIONAL
KANTOR WILAYAH PROPINSI JAWA TIMUR
SLTP Negeri 3 Jember
Alamat : Jalan Jawa no. 8 Telp. 335334 Jember

SURAT KETERANGAN

Nomor : 695/[04.32/SLTP 03/PP/2001

Yang bertanda tangan di bawah ini:

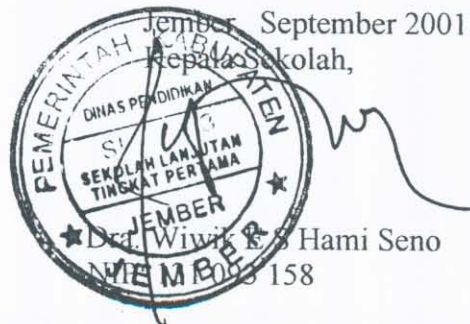
Nama : Dra. Wiwik E.S Hami Seno
NIP : 131093158
Pangkat/Gol/Ruang : Pembina/IV/a
Jabatan : Kepala Sekolah
Unit Kerja : SLTP Negeri 3 Jember

Dengan ini menerangkan bahwa :

Nama : Nur Khamdan
Tempat/tgl lahir : Madiun/ 21 maret 1976
NIM : B1G195308
Fakultas/Program : KIP/ Pendidikan Bahasa Inggris

Bahwa yang bersangkutan telah melaksanakan penelitian pada SLTP Negeri 3 Jember dengan judul " The Effect of Pictures On the Second Year Students' Structure Achievement at SLTP Negeri 3 Jember in the 2001/2002 academic year.

Demikian surat keterangan ini dibuat agar dipergunakan sebagaimana mestinya.



TABEL NILAI t DENGAN
TARAF SIGNIFIKANSI 5% DAN 1%.

db.	T a r a f S i g n i k a n s i	
	5%	1%
1		
2	12,706	63,657
3	4,304	9,925
4	3,182	5,841
5	2,776	4,604
	2,571	4,032
6		
7	2,447	3,707
8	2,365	3,499
9	2,306	3,355
10	2,262	3,250
	2,228	3,169
11		
12	2,201	3,106
13	2,179	3,055
14	2,160	3,012
15	2,145	2,977
	2,131	2,947
16		
17	2,120	2,921
18	2,110	2,898
19	2,101	2,878
20	2,093	2,861
	2,086	2,845
21		
22	2,080	2,831
23	2,074	2,819
24	2,069	2,807
25	2,064	2,797
	2,060	2,787
26		
27	2,056	2,779
28	2,052	2,771
29	2,048	2,763
30	2,045	2,756
	2,042	2,750
40		
	2,021	2,704
60		
	2,000	2,660
120		
	1,980	2,617
	1,960	2,576.

3). Prof. Drs. Sutrisno Hadi MA. ; Statistik, Jilid II
Cetakan kedua, Yayasan Penerbitan Fakultas Psikologi UGM, -
Yogyakarta, 1975, p. 272.

DEPARTEMEN PENDIDIKAN NASIONAL
UNIVERSITAS JEMBER
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

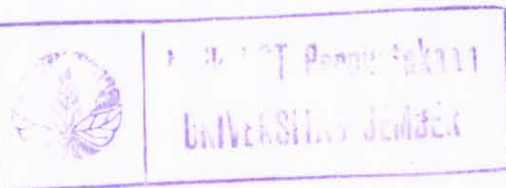
LEMBAR KONSULTASI PENYUSUNAN SKRIPSI

N a m a : Nur Khamdan
 NIM/Angkatan : B1G195308/1995
 Jurusan/Program Studi : PBS/Pendidikan Bahasa Inggris
 Judul Skripsi : The effect of pictures on the second year
 Students' structure achievement at SLTP Negeri 3
 Jember in the 2001/2002 academic year.
 Pembimbing I : Drs. H.M. Sulthon, M.Pd
 Pembimbing II :

KEGIATAN KONSULTASI

No	Hari/Tanggal	Materi Konsultasi	T.T. Pembimbing
1.	Selasa/1-8-2000	Judul	
2.	Jumat/8-9-2000	Matrix	
3.	Sabtu/7-10-2000	Revisi matrix	
4.	Jumat/24-11-2000	Bab 1	
5.	Senin/18-12-2000	Revisi bab 1	
6.	Senin/14-2-2001	Bab 2	
7.	Jumat/18-3-2001	Revisi bab 2	
8.	Jumat/8-5-2001	Bab 3	
9.	Senin/11-6-2001	Revisi bab 3	
10.	Jumat/13-7-2001	Revisi bab 1,2,3	
11.	Selasa/7-8-2001	Bab IV & V	
12.	Senin/13-8-2001	Revisi bab IV & V	
13.			
14.			
15.			

- CATATAN : 1. Lembar ini harus dibawa dan diisi setiap melakukan konsultasi
 2. Lembar ini harus dibawa sewaktu Seminar Proposal Skripsi dan Ujian Skripsi



LEMBAR KONSULTASI PENYUSUNAN SKRIPSI

N a m a : .. Nur. Khamdan.....
 NIM/Angkatan : .. B1G195308/1995.....
 Jurusan/Program Studi : .. PBS/Pendidikan Bahasa Inggris.....
 Judul Skripsi : .. The effect of pictures on the second year
 ..students' structure achievement at SLTP Negeri 3
 ..Jember in the 2001/2002 academic year.....
 Pembimbing I :
 Pembimbing II : .. Dra. Siti Sundari, MA.....

KEGIATAN KONSULTASI

No	Hari/Tanggal	Materi Konsultasi	T.T. Pembimbing
1.	Kamis /13-8-2001	Judul	
2.	Senin/11-9-2000	Matrix	
3.	Senin/27-11-2001	Bab 1	
4.	Sabtu/30-12-2000	Revisi Bab 1	
5.	Selasa/20-2-2001	Bab 2	
6.	Sabtu/24-3-2001	Revisi bab 2	
7.	Senin/14-5-2001	Bab 3	
8.	Rabu/20-6-2001	Revisi bab 3	
9.	Kamis/19-7-2001	Revisi bab 1, 2, 3	
10.	Kamis/16-8-2001	Bab IV & V	
11.	Kamis/23-8-2001	Revisi bab IV & V	
12.			
13.			
14.			
15.			

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