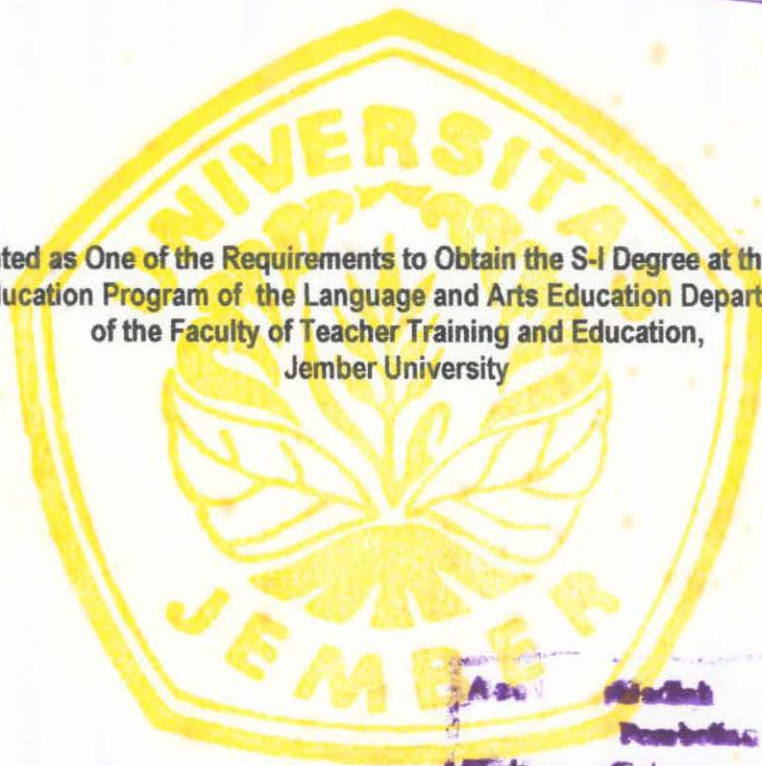


THE EFFECT OF USING PICTURES ON STRUCTURE ACHIEVEMENT AT THE
SECOND YEAR STUDENTS OF SLTPN 6 JEMBER
IN THE 2003/2004 ACADEMIC YEAR

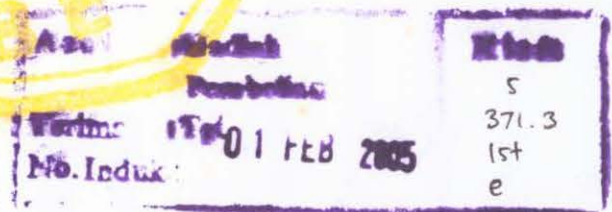
THESIS



Presented as One of the Requirements to Obtain the S-I Degree at the English
Education Program of the Language and Arts Education Department
of the Faculty of Teacher Training and Education,
Jember University



By :



ISTIYANI
NIM. 990210401229

ENGLISH EDUCATION PROGRAM
FACULTY OF TEACHER TRAINING AND EDUCATION
JEMBER UNIVERSITY
November, 2003

MOTTO

Life as if you were to die tomorrow. Learn as if you were to live forever.

(Mahatma Gandhi)

Learn from yesterday, live for today, hope for tomorrow.

(Anonymous)

Action may not bring happiness, but there is no happiness without action.

(Benjamin Disraeli)

DEDICATION

This thesis is honorably dedicated to:

1. My beloved parents, who always give me great motivation, assistance, prayer, endless love and everlasting affection. Nothing can be compared for everything that you have given to me.
2. My beloved brother and sister, mas Budik and mbak Muji.
Thanks for everything you have given for my success. The word is not enough to say my greatest thanks.
3. Someone in my heart "Hariest". Thanks for your support and love. You are the meaning of my life. I love you so much.
4. My lovely friends in Mastrip ; Upik, Hestin, and Lulut. Our friendship is too sweet to be forgotten. Keep smile friends !
5. My friends in '99 level, Yatie, Inay, MU, Andrey, Brian, Ruly, Dyah, Anis, Hani', Nang, Ebied and Osaka crew. Thanks for helping me !
6. My friends in "KALEM", Mbak Na, Ren, Rek, Ayik, Tinok, Ida biofis, Eka, Siti, Nani, Zul, Dewi, Ratna, Dyah, Rien, Tyo, Rosi, Cien, Iza, Eny, Andrey, Ata'. Your support bring my success.
7. My almamater.

CONSULTANT APPROVAL

**THE EFFECT OF USING PICTURES ON STRUCTURE ACHIEVEMENT
AT THE SECOND YEAR STUDENTS OF SLTPN 6 JEMBER
IN THE 2003/2004 ACADEMIC YEAR**

**Presented as One of the Requirements to Obtain the S1 Degree at the English
Education Program of the Language and Arts Education Department
of the Faculty of Teacher Training and Education,
Jember University**

By.

Name : Istiyani
Identification Number : 990210401229
Level : 1999
Department : Language and Arts
Program : English
Place of Birth : Trenggalek
Date of Birth : January, 20th 1979

Approved By:

Consultant I



Dra. Wiwiek Eko Bindarti, M.Pd
NIP. 131 475 844

Consultant II



Dra. Made Adi Andayani T, M.Ed
NIP. 131 832 325

APPROVAL OF EXAMINERS' TEAM

This thesis has been approved and received by the Faculty of Teacher Training and Education, Jember University

On : Tuesday

Date : 11th November 2003

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

Examiners' Team

Chair Person



Dra. Zakiyah Tasnim, M.A
NIP. 131 660 789

Secretary



Dra. Made Adi Andayani T, M.Ed
NIP. 131 832 325

The Members:

1. Dra. Aan Erlyana Fardhani, M.Pd
NIP. 131 759 842

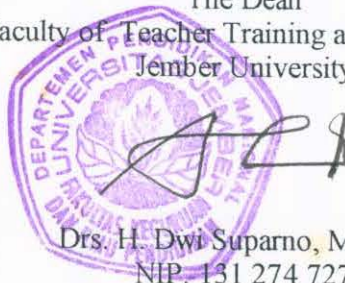
2. Dra. Wiwiek Eko Bindarti, M.Pd
NIP. 131 475 844

Signatures :

1 

2 

The Dean
Faculty of Teacher Training and Education
Jember University



Drs. H. Dwi Suparno, M. Hum
NIP. 131 274 727

ACKNOWLEDGEMENT

First of all, I would like to express my grateful to Allah Swt, who always provides me strength and guidance to accomplish my thesis.

Besides, I would like to express my formal acknowledgement to:

1. The Dean of the Faculty of Teacher Training and Education, Jember University.
2. The Chairperson of the Language and Arts Department of Teacher Training and Education, Jember University.
3. The Chair Person of English Department of Teacher Training and Education, Jember University.
4. Dra. Wiwiek Eko Bindarti, M.Pd as the first consultant and Dra. Made Adi Andayani T., M.Ed, as the second consultant who have given me courteous advice and any great assistance in finishing my thesis.
5. All my lectures of the English Department, and the staff.
6. The principal of SLTPN 6 Jember, who has given me permission for conducting this research.

Finally, I expect any constructive criticism and positive comments for the improvement of this thesis.

Jember, November 2003

The Writer

TABLE OF CONTENTS

	Page
TITLE	i
MOTTO	ii
DEDICATION	iii
CONSULTANT APPROVAL	iv
APPROVAL SHEET	v
ACKNOWLEDGEMENT	vi
TABLE OF CONTENTS	vii
THE LIST OF TABLES	viii
ABSTRACT	ix
I. INTRODUCTION	
1.1. Research Background.....	1
1.2. Problem Formulation.....	2
1.2.1. Major Problem	2
1.2.2. Minor Problems.....	2
1.3. Operational Definition of the Research	
1.3.1. Pictures	3
1.3.2. Structure Achievement	4
1.4. Area of the Research	4
1.5. Objectives of the Research	
1.5.1. Major Objective.....	4
1.5.2. Minor Objectives.....	4
1.6. Significances of the Research.....	5
II. REVIEW OF RELATED LITERATURE	
2.1. Pictures as Teaching Media.....	6
2.2. Kinds of Pictures	7

2.2.1. Individual Pictures	7
2.2.2. Composite Pictures	8
2.2.3. Picture in Series	9
2.3. Structure	
2.3.1. Adjective Degrees of Comparison	10
2.3.2. Adverbs Degrees of Comparison	11
2.3.3. Simple Present Tense	13
2.3.4. Simple Past Tense	14
2.4. Techniques in Teaching Structure	16
2.5. The Advantages of Using Pictures in Teaching Structure	17
2.6. The Effect of Using Pictures on Structure Achievement.....	18
2.7. Hypothesis of the Research.....	19

III. RESEARCH METHOD

3.1. Research Design.....	20
3.2. Research Area Determination Method	21
3.3. Respondent Determination Method.....	21
3.4. Data Collection Method	
3.4.1. Test.....	22
3.4.2. Interview	23
3.4.3. Documentation.....	23
3.5. Data Analysis Method.....	24

IV. RESEARCH RESULTS AND DISCUSSION

4.1. The Results of Supporting Data	
4.1.1. The Results of Interview.....	25
4.1.2. The Results of Documentation	25
4.1.2.1. The list of the School Personnel of SLTPN 6 Jember.....	25

4.1.2. 2. The Respondents of the Research.....	26
4.1.2.3. The Facilities of SLTPN 6 Jember.....	26
4.1.3. The Results of Pre-test.....	26
4.2. The Results of Primary Data.....	27
4.3. Data Analysis and Hypothesis Verification.....	27
4.3.1. Major Hypothesis.....	39
4.3.2. Minor Hypothesis.....	39
4.4. Discussion.....	40

V. CONCLUSIONS AND SUGGESTIONS

5.1. Conclusions.....	42
5.2. Suggestions.....	42

BIBLIOGRAPHY

APPENDICES

1. Matrix
2. Interview Guide
3. Documentation Guide
4. List of School Personnel of SLTPN 6 Jember
5. Respondents of the Research
6. Facilities of SLTPN 6 Jember
7. Pre-test
8. Lesson Plan I
9. Lesson Plan II
10. Students' Worksheet I for Control Group
11. Students' Worksheet I for Experimental Group
12. Students' Worksheet II for Control Group
13. Students' Worksheet II for Experiment Group
14. Post-test

15. Answer Key of Pre-test
16. Answer Key of Post-test
17. Data Analysis of Pre-test
18. T-test Table
19. List of F-table
20. Permit of Conducting the Research of the Faculty
21. Permit of Conducting the Research at SLTPN 6 Jember
22. Consultation Sheets

List of Table

No.	Name of Table	Page
1.	The Results of Anova	26
2.	The Tabulation of the Post-test Scores on Structure Achievement of the Experimental and the Control Group	28
3.	The Tabulation of the Students' Structure Achievement of the Control Group of Each Indicators	31
4.	The Tabulation of the Students' Structure Achievement Scores of the Experimental Group of Each Indicators	33

ABSTRACT

Istiyani, November 2003. The Effect of Using Pictures on Structure Achievement of the Second Year Students of SLTPN 6 Jember in the 2003/2004 Academic Year.

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

Consultants: (1) The first consultant : Dra. Wiwiek Eko Bindarti, M.Pd
(2) The second consultant : Dra. Made A.Andayani T, M.Ed

Key words : Pictures, Structure Achievement

This research was conducted to investigate whether there was a significant effect of using pictures on structure achievement of the second year students of SLTPN 6 Jember in the 2003/2004 academic year. The hypothesis of the research was "There is a significant effect of using pictures on structure achievement of the second year students of SLTPN 6 Jember in the 2003/2004 academic year". Randomized post-test only control group design was used as the design of this research. The respondents of this research were the second year students of SLTPN 6 Jember in the 2003/2004 academic year, consisting of 100 students, out of the total population which consists of 200 students. Regarding that the population was homogeneous, then, two of four classes were chosen as the respondents of the research by using cluster random sampling. They were determined as the experimental group and the control group by lottery. The treatment was given to the experimental group that was teaching structure using pictures. Meanwhile, the control group was taught structure without using pictures that was using lecturing method. T-test formula was administered to analyze the primary data with the significant level of 5 %. The result showed that the statistical computation value of the t-test was higher than that of t-table ($5.41 > 1.980$). It means that there was a significant effect of using pictures on structure achievement of the second year students of SLTPN 6 Jember in the 2003/2004 academic year. Based on the result of the research, the English teachers are suggested to use pictures in teaching structure in order to conduct the teaching learning process more effectively.

References

- Arikunto, S. 1998. *Prosedur penelitian : Suatu Pendekatan Praktek*. Jakarta : PT. Rineka Cipta.
- Azar, B.S. 1989. *Understanding and Using English Grammar*. London : Prentice Hall.
- Azar, B.S. 1992. *Fundamental of English Grammar*. London : Prentice Hall.
- Comrie, B. 1998. *Tense*. Cambridge : Cambridge University Press.
- Depdikbud. 1994. *Garis-Garis Besar Program Pengajaran (GBPP) Bahasa Inggris, SLTP*. Surabaya : Depdikbud
- Fraenkel, J.R. and N.E. Wallen. 2000. *How to Design and Evaluate Research in Education*. Boston : MC. Graw Hill.
- Goodwyn, A. 1992. *English Teaching and Media Education*. Philadelphia : Open University Press.
- Hadi, S. 2002. *Methodology Research*. Fourth Edition. Yogyakarta : Andi Offset
- Hamalik, O. 1994. *Media Pendidikan*. Fourth Edition. Bandung : Citra Aditya Bakti.
- Haycraft, J. 1983. *An Introduction to English Language Teaching*. London : Longman.
- Hodge, B. 1981. *Communication and the Teacher*. New York : Oxford University Press.
- Hornby, A.S. 1987. *Oxford Advance Learner's Dictionary of Current English*. Oxford : Oxford University Press.
- Hughes, A. 1989. *Testing for Language Teacher*. New York : Cambridge University Press.
- Karim, M. and F.A. Hasbullah. 1986. *Language Teaching media*. Jakarta : Universitas Terbuka.
- Kon, T.S. 1991. *Practical English Usage. English as a Second Language*. Jakarta : Binarupa Aksara.

- Margono, S. 1997. *Metodologi Penelitian Pendidikan*. Jakarta : Rineka Cipta.
- Murphy, R. 1987. *English Grammar in Use*. New York : Cambridge University Press.
- Raimes, A. 1983. *Techniques in Teaching Writing*. New York : Oxford University Press.
- Rohani, A.H.M. 1997. *Media Instruksional Edukatif*. Jakarta : Rineka Cipta.
- Swan, M. 1996. *Practical English Usage*. New York : Oxford University Press.
- Ur, Penny. 1999. *Grammar Practice Activities. A Practical guide for Teachers*. Cambridge : Cambridge University Press.
- Weir, C.J. 1990. *Communicative Language Testing*. New York : Prentice Hall.
- Wright, A. 1989. *Pictures for Language Learning*. New York : Cambridge University Press.
- Yunus, N.A. 1981. *Preparing and Using Aids for English Language Teaching*. Kuala Lumpur : Oxford University Press.