



USING PICTURE AS TEACHING MEDIA IN TEACHING LEARNING
PROCESS TO IMPROVE THE WRITING SKILL OF THE SECOND
YEAR STUDENTS OF SLTP NEGERI I JENGGAWAH
IN THE ACADEMIC YEAR 1999/2000

CLASSROOM ACTION RESEARCH REPORT

Asal	: Hadiah	Kelas	371,33
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Presented as One of the Requirements to Get the Award of
S1 Degree at the English Education Program Language
and Arts Department Faculty of Teacher Training
and Education Jember University

Asal	: Hadiah	No. Induk :	
	: Pembelian	Terima Tgl:	
Kelas			

By

Riyadi Kadir
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THE FACULTY OF TEACHER TRAINING AND EDUCATION
JEMBER UNIVERSITY
2000

MOTTO

FALL ONE TIME AND STAND UP TWO TIMES

Tak kenal menyerah sebelum berhasil

(CONTINUOUS PRACTICE MAKES ANYTHING BECOME EASY)

(Proverb)

DEDICATION

This report writing is dedicated to :

MY BELOVED FATHER AND MOTHER, thanks for your spiritfull helps and kindness making me have a great desire to complete my study sooner

MY BELOVED WIFE, thanks for your great supports. You are the only one Iam very fond of

MY BELOVED SISTER, I am very fond of your spiritual help

MY BELOVED SON, thanks for your patience which makes me hopeful to finish my study

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Proposed as one of the requirements to get S-1 degree
in English Education at The Faculty of Teacher
Training and Education Jember University

by

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2. The Chairman of the Language and Art Education Department.
3. The Chairman of the English Education Program.
4. My Consultant who has helped me to finish this report.
5. The Principal of SLTP Negeri I Jenggawah who gave me a chance to conduct this research.

Many thanks are also due to anyone who give me useful helps to hold this research and complete its report.

At the end I expect this research gives useful information for readers, especially those involved in teacher's profession.

Jember, Juli 2000

Riyadi Kadir



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ABSTRACT

Riyadi Kadiri, 2000. Using Picture as Teaching Media in Teaching Learning Process to Improve the Writing Skill of the Second Year Students of SLTP Negeri I Jenggawah in the Academic Year 1999/2000.

Classroom Action Research, English Program, Language and Art Department, The Faculty of Teacher Training and Education, Jember University.

Consultant : Dra. Made A. Andayani T. M. Ed.

This classroom action research was aimed to develop the students' writing skill in learning English, and to improve classroom atmosphere in English speaking process. This research was carried out in SLTP Negeri I Jenggawah and conducted one month with implementing two cycles. The data about the students' progress were gathered from the results of the written field notes. The data about the improvement of students' writing skill were gathered from the results of the writing test scores. The collected data were analyzed by descriptive qualitative technique. The results showed that there was better improvement of writing skill achieved by students at the end of action cycle 2. The mean score increased from the first cycle to the second cycle, which was categorized good enough.

Key Words : Picture, Writing

CHAPTER I
INTRODUCTION

1.1 Background of the Research

Learning a foreign language in Indonesia is learning to communicate within this language. Learning to communicate in English language entails necessity to learn how to express the ideas or thought by means of this language. Here, the purpose of learning English is not only to master the system of the language itself but also to use it based on the appropriate context.

From the point of view of English language teaching in Indonesia is how to develop students' language skills, so they will be able to use English communicatively. It means that they have to be able to read the text written in English, to understand the dialogue spoken in English, to converse their ideas to the other students in acceptable English, or to write their ideas, or messages in English. It is assumed that the English learning activities should be focussed on the development of the above language skill.

In fact, many school students still have difficulty to master English language skill. It is still a big problem for them to communicate in English. It is still

difficult for English foreign language learner to communicate in English. (Gunawan, 2000:3). According to Baraja (1986:61), the English learning for Junior up to Senior High School in Indonesia, has not significantly achieved the instructional goals yet. It is said that the purpose of English learning has run unsuccessfully because there are still a lot of students can't use their English in a real communication.

Further, the purpose of English writing at Junior High School is to help the students develop their ability in order to master the writing skill. Here, the students should be able to write in acceptable English, beginning from 1) Arranging the jumbled words into more acceptable sentence, 2) Completing incomplete dialogues and 3) Arranging the jumbled sentences into more coherent short paragraph (Depdikbud, 1993:32). Based on the above explanation, the aims of the writing learning here doesn't require the students to express their own ideas in a written forms but arrange the given words, or the given sentences into correct paragraph.

On the other hand, the writing skill is considered as the most difficult one to be mastered by language learners. To be able to write a good composition, the learners are required to have a good mastery of the language grammar, or structure and so forth. According to

Harjanto (1995:4) writing skill is the most difficult language skill to be mastered than the other language skills to be mastered than the other language skills. Also, it is my own experiences as the English teacher of SLTP Negeri 1 Jenggawah that many students always face difficulty to the writing assignments at school. They seem lost their words, look uninterested to do this given test. So, they haven't achieved the instructional goals of the writing targeted by curriculum, although they have learned English at school for more than one year.

To minimize the above learning problem, it is a teacher's job to equip the students with learning media, so that they will be ready to improve their writing skill. Teacher should be aware of his students' learning problem, and he has to find out its solution, because such above learning problems usually occur at school.

As an English teacher, the writer will try to use some pictures in the teaching learning activity in the classroom. Because he believed that the use of media like pictures teaching media will improve their writing skill. Again, this learning media can arouse their learning interests, motivation toward the writing assignments given to them. He is sure that such an instructional activity will be an alternative solution to solve the learning problem faced by school students.

1.2 Problem of the Research

The problem of this research will be formulated as the following :

Does the use of picture in the teaching learning activity improve the writing skill of the second year students of SLTP Negeri I Jenggawah in the academic year 1999/2000 ?

1.3 Limitation of Research

The limitation of this action research is : the following :

1. Improving the writing skill of the students.
2. Using the pictures as media in English learning.

1.4 Purpose of the Research

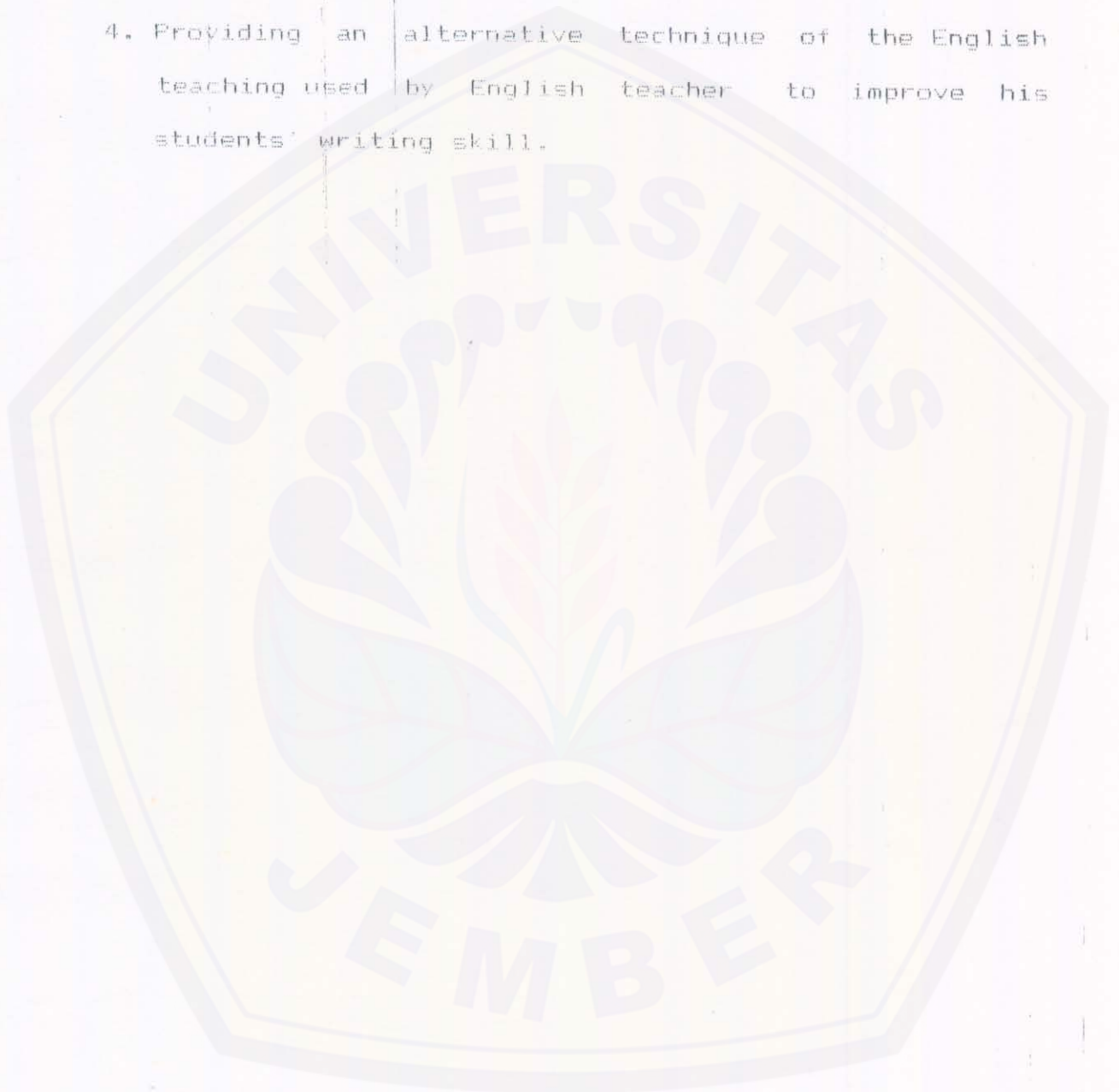
The purpose of this action research is to improve the writing skill of the second year students of SLTP Negeri I Jenggawah in the academic year 1999/2000.

1.5 Significance of the Research

The following are some important significances which may be taken from this classroom action research, such as:

1. Providing an alternative solution to overcome the learning obstacle faced by students.
2. Providing a scientific solution toward an effort of improving the students' writing skill.

3. The result of this research can be an input for English teacher, such as how to use a picture in writing teaching.
4. Providing an alternative technique of the English teaching used by English teacher to improve his students' writing skill.



CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 Media and Its Meaning

Media is considered as one of the important learning instruments used by teachers in English teaching and learning process. It can give a number of essential roles, such as to help the English teachers to be able to attract the attentions of learners in the teaching and learning process.

As it is stated by Soekartawi (1996:72) media is a learning source to motivate the students to learn. In this case, media are all of important learning instruments used by teachers in the classroom or in the other learning conditions. What is meant by media? Media as learning source is a learning instrument used by teacher as a learning source in the teaching and learning process in the classroom.

2.2 The Instructional Media Commonly Used by Teachers

Media consist of many kinds of learning instruments used in the teaching learning process in the classroom. According to Sulaiman (1985:2) the media may be audible or visible. Visible means that the media is easily seen by bare eyes, and audible means that the media can be listened easily. However, Leo (1977:124) says that a

lecture, movies, a newspaper and picture are all media by which person can transmit ideas to others. Hadi (1985:156) says that media is any instrument such as picture, model, and drawing giving a real experience to the students. It is briefly concluded that media consists of a lecture, newspaper and picture.

In relation to this classroom action research, media used in this English learning process are pictures because they are easily found out by English teachers in the teaching and learning process. They are commonly used by English teachers in the teaching and learning process because they are considered as the cheapest media. Many of them present some pictures as the learning media now because they can help the teaching and learning process running effectively and efficiently.

2.3 The Advantages of Media in Learning Process

Soekartawi et al (1996:73) states that the advantages of media are as : 1) to provide any different types of learning condition, so that it does not make the learners bored, 2) to provide more systematic learning orders, so that the teachers can present the learning materials systematically, 3) to reinforce the learners' cognitions about the learning contents.

It shows the importance of the use of media in learning process for both teachers and learners. Not only can the teachers transfer the subject contents efficiently, but also make their students be easily to do the given tasks (Hamalik:1986:104). With the help of media, the teacher can arouse the students' attention upon the provided instructional materials, and stimulate their encouragements to involve in teaching and learning activity.

2.4 The Advantages of Using Pictures in Increasing Students' Ability in Writing

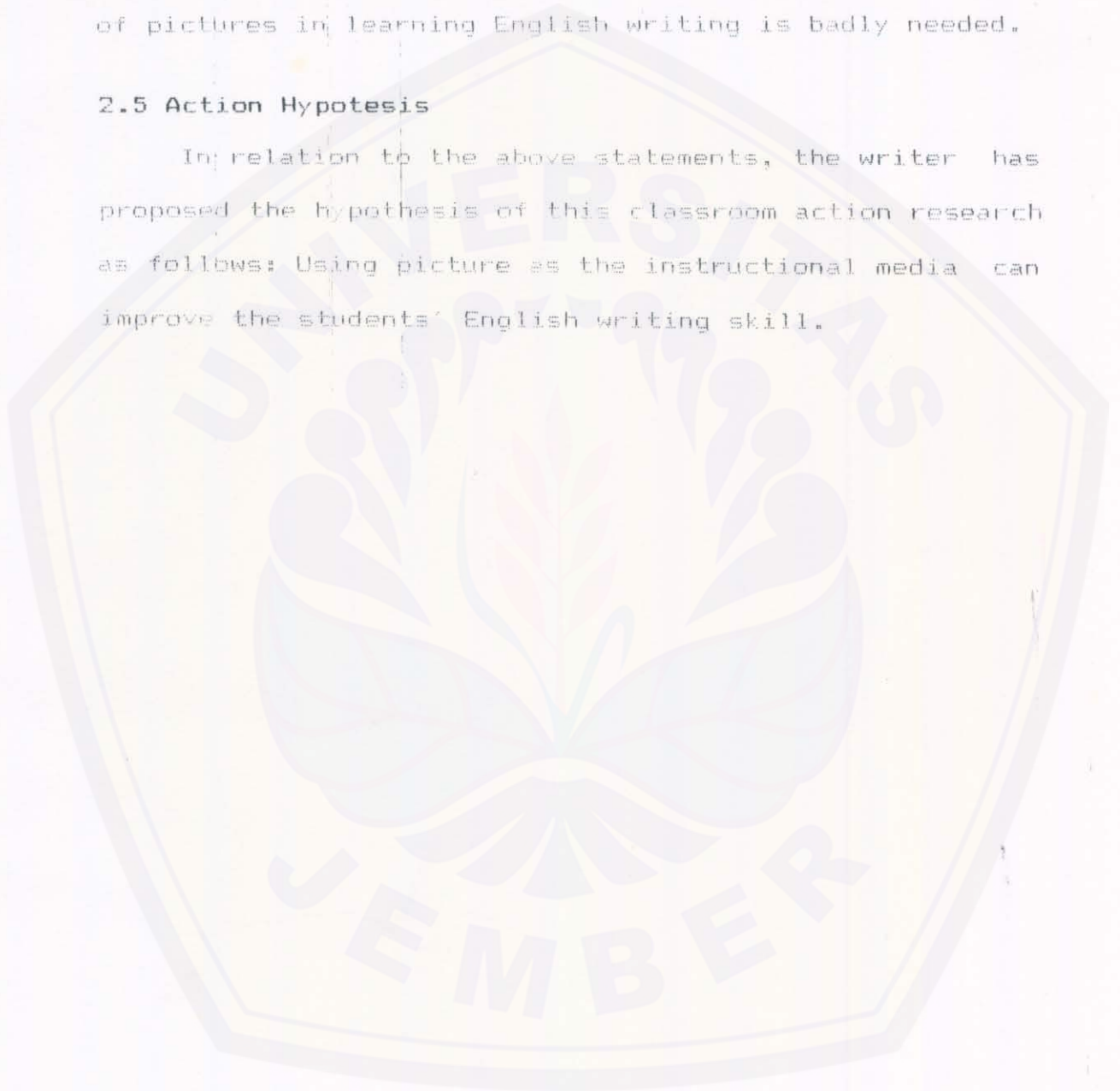
The purpose of English writing is to help students be able to communicate their thought. It helps the writer communicate his ideas or his thought to the other people, so they can understand what his thought is. Here, the writer links between his thought to his audience and to give the other reader some important information through his hand writing. This may be in the forms of entertainment, an important news, or a new information like a scientific breakthrough.

Hamalik (1986:87) says that picture is as one of the important instruments used in instructional process. The use of picture in teaching and learning process is to give the students a lot of chance to express their ideas through writing activity.

It makes them easily write the names of the cattle, such as goat, sheep as soon as I show the pictures of the above cattle. Therefore, I briefly conclude that the use of pictures in learning English writing is badly needed.

2.5 Action Hypotesis

In relation to the above statements, the writer has proposed the hypothesis of this classroom action research as follows: Using picture as the instructional media can improve the students' English writing skill.



CHAPTER III

RESEARCH METHODOLOGY

3.1 Research Setting

The area of this research was SLTP Negeri I Jenggawah Jember. The subjects were the second year students of IIA who were studying English in the third Cawu in 1999/2000 academic year. The number of the population was about forty-two students.

3.2 Research Procedure

3.2.1 General Description of the Research

This classroom action research was planned to have at least four important steps. They were : 1) Planning action, 2) Implementation, 3) Observation, and 4) Reflection. It was planned to have at least two cycles, and it was done in a collaborative team between the writer himself as the main researcher and the other English teacher. The first cycle was arranged to discuss one-theme, and the next cycle was also arranged to discuss the following one-theme required by SLTP curriculum. Again, this classroom action research was done during the third Cawu of the 1999/2000 academic year, and took about one-month beginning from April up to May.

3.2.2 Detail of Research Procedure

The following were the most important steps proposed to be done before carrying out this classroom action research.

1. Preparing the theme and the sub-theme
2. Preparing the media used in the learning process.
3. Preparing the learning procedure of the writing
4. Preparing the writing test items
5. Preparing the procedure to evaluate the the result of the test

a. Implementation

As usual, this classroom action research was conducted as soon as the lesson hours was still going on. It was hoped that this action took not more than one month. The implementation of this classroom action research was beginning by showing a picture in front of the students, then the teacher asked them to say their idea what the given picture was about, to express their ideas by means of answering some questions dealing with the given picture.

On the other hand, the students was required to express their ideas by means of answering some questions based on the given text. The picture could arouse their motivation to express their ideas, to write the answer of the given tasks.

Each action was supervised by the team in order to get more acceptable data. The team observed each of the teaching learning process, mainly focussing on the use of picture in improving the students' English writing skill. By the help of his collaborative team, the writer would be able to note the phenomena happening in the classroom.

b. Monitoring and Evaluation

In this case, the writer together with his collaborative team monitored the use of the picture toward the students' motivation, interest, and their English learning progress, though the focus was still on the improvement of the students' English writing skill. Then, the instruments used to record the improvement of their motivation, interest and their English learning progress were the field notes. Also, the team monitored the improvement of their English writing skill. But, the instruments used to monitor their English writing skill were through the English writing achievement reached by the students.

To evaluate the students' English progress was by means of a direct observation conducted by the team, and the needed data recorded by the team was written in the field notes. This data was necessary to analyze in order to know whether or not the students had better progress

in English writing. The students was considered to get better progress if they had better progress in English communication, or if they became more interested in English learning. Then, to measure their English writing achievement, the researcher gave them an English writing test. The test was a formative test consisting of ten-items. The test was given for both the first and the second cycles. It was an objective test which consisted of one-true answer and three-distractors. The test items were composed based on the given theme or sub-theme required by SLTP curriculum.

The students' motivation, interest and progress was analyzed by means of a qualitative method. The instrument used to analyze these phenomena were a filed note. Here, the students would be considered to have good motivation if they had creatively involved in English language activity. Then, the data would be categorized in the following criteria, such as excellence, good, fair, and poor, based on the criteria stated in their raport books. While the result of their writing test was analyzed by means of quantitative method based on the score-ranks in the school report.

Based on my experiences as the English teacher in SLTP Negeri 1 Jenggawah Jember, the students always faced serious difficulty how to begin writing an English word

or an English sentence whenever the English teacher asked them to write. More often, they would like to do nothing when his teacher let them compose their own experiences in the English sentence.

But such a condition had been changed whenever the writer at the first time showed the picture and asked them to write what this picture was about. They looked more enthusiastic and step by step was encouraged to write what this picture was. It had made them not so difficult again to begin writing an English sentence based on the given picture.

As soon as all of the collected data were analyzed, the team made the reflection of this cycle. Because it was necessary to decide whether or not the next cycle was still important to be carried out. Suppose, the result of this cycle couldnot fulfill the aims of English writing required by the curriculum, the following cycle should be done by the team. In this case, it was important for the team to revise the procedure, and rearrange the action treatment if possible.

c. Analysis and Reflection

The score of the given writing test was analyzed by means of descriptive-quantitative method. Then, the category of the scores was classified based on the school report ranks made up by the school. The student was con-

sidered to get better improvement of his English writing skill if he got a good score. Here, the score has to achieve the curriculum target, and the number of the score was at least 65 (Depdikbud).

To know whether or not the students had achieved better progress in their learning, the data to be analyzed were the recorded field notes made by the writer during both of those cycles.

The following cycle was needed to be implemented if most of students had not achieved the curriculum target. Therefore, the performances of the actions should be modified in order to help them increase their English writing. Briefly, the remedial program in the second cycle had to be done if the progress of their English writing was insufficient and if their scores were less than sixty-five (65).



CHAPTER IV

RESEARCH RESULT AND DISCUSSION

4.1 Results

In this chapter the writer will discuss the results of the research conducted in the first and in the second cycle. This chapter discusses the results of the observation directly taken in the classroom. Further, this chapter will present the English writing scores of English writing tests achieved by the students at the end of each cycle.

The results of these actions show significant improvements of the learners' writing skill. It means that their writing progress becomes much better than their previous achievements. Here, the students have gained better improvement in developing their writing ability in the second cycle in comparison with their previous one in the first cycle.

It may be assumed that the use of picture as the teaching media can develop the learners' writing ability and improve their progress in learning English. So, they have got better achievement toward the instructional materials targeted in the curriculum.

4.1.1 Description Action Cycle 1

During the first cycle, the students seemed more interested in their learning subject. The class always seemed more enthusiastic to get involved in the learning activity contrasted with it used to be because most of them seriously paid attention on the pictures shown in the class. So it was very helpful for the teacher to keep the class run more conductively. This was very different from the usual class condition which usually looked so boredom at the beginning of the lesson hours.

The students looked more serious to joint the lesson, and they often gave the responses to the teacher's questions based on the given pictures. With the help of pictures, the students creatively do the tasks given by the teacher. It took them not so difficult again to write an English word or an English sentence asked by the teacher, and it took them not so long to express their ideas in the written forms. By looking at the presented pictures, they could easily familiarize with what those pictures were about.

But, in the first cycle, there were still many students made misinterpretations toward the given pictures. In this case, the students could not differ among those pictures as well as possible because they were too small, and not so bright. Because those pictures were not taken from photographes, magazines, and the like.

But based on the actions done in the first cycle, the use of media has made the teaching and learning activities run more efficiently, and more effectively, because it was not necessary for the teacher to write the instructional materials on the blackboard. The learning process could run more interactively, and provided the students a lot of opportunities to share with their teacher and to arouse their encouragement.

The use of media helps the learners increase their English writing scores and get better than the scores achieved before. Though there were some students still got the same scores before the actions of the first cycle were conducted. But the mean score of the whole class members has been increasing. According to the score table, there are also some of the learners who have not achieved the significant improvement in their learning as it is required by the curriculum.

Then, the language elements to be analyzed by the writer are consisting of meaningfulness, vocabulary, structure and spelling. It is based on my own opinions that the communicative activity have become the main stressing in the process of English teaching learning process. The category used to evaluate the students' scores are as follows :

Table 1 : The Language Elements of Writing

No.	Language Element	Max-Score	Score-Rank
1.	Meaningfulness	50	0 - 50
2.	Vocabulary	25	0 - 25
3.	Structure	15	0 - 15
4.	Spelling	10	0 - 10

The following are the scores of the English writing tests achieved by students in the first cycle.

Table 2 : The Result of the First Cycle

No.	RESPONDENT	THE LANGUAGE ELEMENT				SCORE
		M	V	St	SP	
1	1	35	15	10	5	65
2	2	40	15	5	5	65
3	3	40	15	5	5	65
4	4	35	15	5	5	60
5	5	30	10	5	5	50
6	6	35	15	5	5	60
7	7	40	20	15	10	85
8	8	40	15	10	5	70
9	9	40	20	10	5	75
10	10	40	15	10	5	70
11	11	35	10	5	5	55
12	12	45	20	10	5	80
13	13	40	10	5	5	60
14	14	45	15	10	5	75
15	15	45	15	10	5	75
16	16	25	10	5	5	45
17	17	45	15	10	5	75
18	18	40	10	5	5	60
19	19	45	20	10	5	80
20	20	40	15	10	5	70
21	21	45	10	10	5	70
22	22	45	10	5	5	65
23	23	45	15	10	5	75

24	24	45	10	10	5	65
25	25	40	15	10	5	70
26	26	40	10	15	5	65
27	27	35	10	10	5	65
28	28	40	20	10	10	85
29	29	40	20	15	10	80
30	30	35	15	15	10	70
31	31	40	25	5	10	90
32	32	35	20	10	10	80
33	33	30	10	5	5	50
34	34	45	15	10	5	75
35	35	40	10	10	5	60
36	36	40	20	10	10	80
37	37	40	15	10	5	70
38	38	30	10	5	5	50
39	39	40	15	5	5	70
40	40	45	15	10	5	70

Note: M : Meaningfulness
 V : Vocabulary
 St: Structure
 Sp: Spelling

Why some of them had not got sufficient development in their English writing test they looked not so serious in their study. They rarely paid their attention upon the presented pictures, they lost their motivation to write the given tasks. Some of them didn't pay attention to the the classroom activities seriously during the school hours. They had a little interests in learning English. So, they have made a little progress in developing their English.

In order to arouse their motivations, the writer would like at first to give them some leading questions dealing with the topic to be learned. It was very important to lead them into the topic to be studied next as soon as they were given opportunities to see the pic-

tures. In this case, the teacher would like to ask some questions about 'The strongest land-animal which they have ever seen at the beginning of the lesson hours before she showed the picture of a wild animal . It is hoped that students could catch the meanings of the given pictures more quickly.

4.1.2 Description of Action Cycle 2

In the second cycle, the students looked more cooperative and more enthusiastic to get involved in the language activity. It seems not so difficult again to begin their writing activities. Almost each student was able to do the the tasks given by the teacher.

So, the use of the big pictures has helped them to be more familiar with the things which were visualized. There was no^t more misinterpretations again made by the students about the pictures, and it helps them easily understand what those pictures are about.

The use of the bright picture had motivated them to be involved in the learning process more creatively and actively. Such a condition has made them become interesting in learning English.

With the help of picture make them have better progress and skill in writing. It is easier for them to know the meaning of the given picture instead of its written word. It took them more easily describe the given pictures into their writing assignments.

The following table is the scores of English writing test achieved by students in the second cycle.

Table 3 : The Result of the Second Cycle

No.	RESPONDENT	THE LANGUAGE ELEMENT				SCORE
		M	V	St	SP	
1	1	50	20	10	5	85
2	2	40	20	10	5	75
3	3	45	20	10	5	80
4	4	50	15	10	5	80
5	5	40	15	15	10	80
6	6	35	15	10	5	70
7	7	50	25	10	5	90
8	8	40	20	15	5	80
9	9	50	20	10	10	90
10	10	40	20	10	10	80
11	11	40	15	10	5	70
12	12	40	25	15	15	90
13	13	50	15	10	5	80
14	14	45	15	10	5	80
15	15	45	20	10	10	85
16	16	50	15	10	5	80
17	17	45	20	10	10	85
18	18	50	15	10	5	70
19	19	50	20	10	10	90
20	20	45	20	10	10	80
21	21	60	20	15	10	95
22	22	40	15	10	5	70
23	23	40	20	15	10	85
24	24	50	15	10	5	80
25	25	40	15	10	5	70
26	26	45	15	10	5	75
27	27	45	15	10	10	80
28	28	50	25	10	5	90
29	29	50	20	15	10	85
30	30	50	20	10	5	80
31	31	40	25	15	10	90
32	32	45	20	15	10	80
33	33	45	15	10	5	75
34	34	40	20	15	10	80
35	35	50	15	10	5	80

36	36	50	20	15	10	90
37	37	45	15	15	10	85
38	38	35	15	15	10	75
39	39	45	15	15	10	85
40	40	35	20	15	5	75

Note: M : Meaningfulness
 V : Vocabulary
 St: Strucure
 Sp: Spelling

4.2 Discussion

Based on the results of the tests achieved by the students both in the first and in the second cycles, there was a better improvement in developing their English writing skill. It means that their writing skill in the second cycle is better in compared with they had already got in the first cycle.

Table 4. The Data of The students' scores of English Writing Tests in cycle 1 and 2

Writing score		
No. Respondent	Action Cycle 1	Action Cycle 2
1	65	85
2	65	75
3	65	80
4	60	80
5	50	80
6	60	70
7	85	90
8	70	80
9	75	90
10	70	80
11	55	70
12	80	90
13	60	80
14	75	80
15	75	85

16	45	80
17	75	85
18	60	70
19	80	90
20	70	80
21	70	95
22	65	70
23	75	85
24	65	80
25	70	70
26	65	75
27	65	80
28	85	90
29	80	85
30	70	80
31	90	90
32	80	80
33	50	75
34	75	80
35	60	80
36	80	90
37	70	85
38	50	75
39	70	85
40	70	75
$N_1 = 40$	$\Sigma = 2745$	$\Sigma = 3245$
Mean Score	68,62	81,12

The total score achieved by the students in the second cycle was higher than the previous one. It indicates that action implemented had proved to be able to improve the writing skill of the students. And the mean score of action 2 has fulfilled the criteria of minimal mean score 81,12 So the action research should be ended up to the 2nd cycle. However, it is still possible to go on to the next cycle with better modification of action in order to achieve better results.

CHAPTER V

CONCLUSION AND SUGGESTION

5.1 Conclusion

In relation to the above analysis, the writer can conclude as follows :

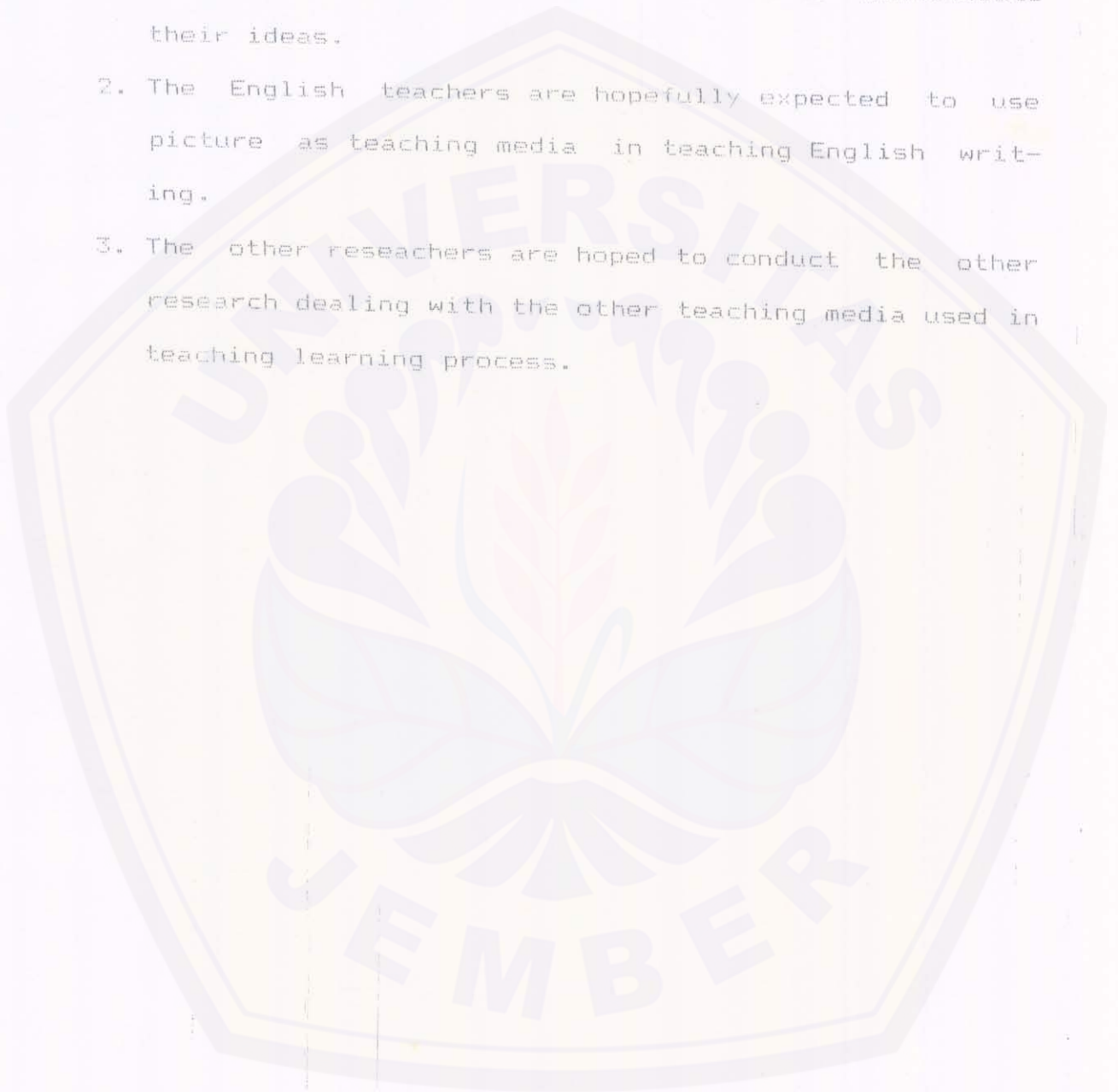
1. The Use of media can improve the students' English learning process, motivation and interests.
2. The students' English writing skill can be developed by the use of picture as teaching media in teaching and learning process as it is conducted in the first and the second cycles of this classroom action research. The mean score of the students' English writing tests has increased from 68,62 in the first cycle to 81,12 in the second cycle.

This result showed that the action, that is the use of picture as teaching media can help the students improve their English writing skill. It is believed that the use of pictures as teaching media is badly needed to increase the students' achievement in order to achieve the instructional goals.

5.2 Suggestion

Based on the above conclusion of this classroom action research, some suggestions can be made as follows:

1. The English teachers should focus their attentions on the development of students' writing skill because it is very important for them to be able to communicate their ideas.
2. The English teachers are hopefully expected to use picture as teaching media in teaching English writing.
3. The other reseachers are hoped to conduct the other research dealing with the other teaching media used in teaching learning process.



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Appendix 1

PROGRAM SATUAN PELAJARAN

Mata Pelajaran : Bahasa Inggris
T e m a : Animals
Anak Tema : Wild Animals
 Catties and Pets
Kelas/Cawu : II/3
W a k t u : 16 jam pelajaran

- I. Tujuan Pembelajaran (TP)
Lihat AMP
- II. Tujuan Pembelajaran Khusus
Lihat Rencana Pengajaran (RP)
- III. Bahan Pelajaran
 - A. Pertemuan 1 : Lihat RP I
 - B. Pertemuan 2 : Lihat RP II
 - C. Pertemuan 3 : Lihat RP III
 - D. Pertemuan 4 : Ulangan Harian
 - E. Pertemuan 5 : Lihat RP V
 - F. Pertemuan 6 : Lihat RP VI
 - G. Pertemuan 7 : Lihat RP VII
 - H. Pertemuan 8 : Ulangan Harian
- IV. Penilaian
 - A. Prosedur :
 - 1. Penilaian proses dilaksanakan semala KBM berlangsung
 - 2. Penilaian hasil belajar dilaksanakan setelah selesai satu tema / satu anak tema.

Mengetahui
Kepala SLTP 1 Jenggawah

Jenggawah, 10 Pebruari 2000

Guru Mata Pelajaran,

Drs. PRIYATMODJO
NIP. 130684161

R I Y A D I K A D I R
NIP. 131667939

Appendix 2

RENCANA PELAJARAN

Mata Pelajaran : Bahasa Inggris
T e m a : Animals
Anak Tema : Cattles and Pets
Kelas/Cawu : II/3
Alokasi Waktu : 2 x 45 menit
Pertemuan ke : 3 (tiga)

- I. Tujuan Pembelajaran (TP)
Siswa dapat :
1. Menuliskan jawaban jawaban atas pertanyaan berda sarkan gambar
 2. Menuliskan jawaban jawaban atas pertanyaan pema haman pada teks
- II. Bahan Pembelajaran
Sumber Pembelajaran :
1. GBPP Kurikulum 1994 plus suplemen
 2. Buku Paket Kelas II
 3. Sumber lain yang relevan
- III. Alat Peraga
- Gambar
- IV. Kegiatan Pembelajaran
- a. Kegiatan Awal
 1. Salam dan tegur sapa
 2. Mengabsen siswa
 3. Memberi motivasi
 - b. Kegiatan Inti
 1. Mengamati gambar yang diberikan
 2. Memahami deskripsi tentang gambar yang diberik an.
 3. Menjodohkan gambar dengan deskripsi yang tersedia.
 4. Memahami contoh dialog yang diberikan guru
 5. Melengkapi dialog yang diberikan guru dengan deskripsi yang sesuai secara lisan
 - c. Kegiatan Akhir
 1. Guru memberi kesempatan siswa untuk bertanya
 2. Guru memberi tugas tindak lanjut
- V. Penilaian
1. Prosedur : Penilaian proses
 2. Alat Penilaian : Tugas dan Latihan

Jenggawah, 10 April 2000
Guru Mata Pelajaran

Riyadi Kadir
NIP. 131667939

Appendix 3

RENCANA PELAJARAN

T e m a : Animals
Anak Tema : Wild Animals
Kelas/Cawu : II/3
Alokasi Waktu : 2 x 45 menit
Pertemuan ke : 7 (tujuh)

- I. Tujuan Pembelajaran (TP)
Siswa dapat :
1. Menuliskan jawaban jawaban atas pertanyaan berdasarkan gambar
 2. Menuliskan jawaban atas pertanyaan pemahaman pada teks.
- II. Bahan Pembelajaran
Sumber Pembelajaran :
1. GBPP Kurikulum 1994 plus suplemen
 2. Buku Paket Kelas II
 3. Sumber lain yang relevan
- III. Alat Peraga
- Gambar
- IV. Kegiatan Pembelajaran
- a. Kegiatan Awal
 1. Salam dan tegur sapa
 2. Mengabsen siswa
 3. Memberi motivasi
 - b. Kegiatan Inti
 1. Mengamati gambar yang diberikan
 2. Memahami deskripsi tentang gambar yang diberikan.
 3. Menjodohkan gambar dengan deskripsi yang tersedia.
 4. Memahami contoh dialog yang diberikan guru
 5. Melengkapi dialog yang diberikan guru dengan deskripsi yang sesuai secara lisan
 - c. Kegiatan Akhir
 1. Guru memberi kesempatan siswa untuk bertanya
 2. Guru memberi tugas tindak lanjut
- V. Penilaian
1. Prosedur : Penilaian proses
 2. Alat Penilaian : Tugas dan Latihan

Jenggawah, 30 April 2000
Guru Mata Pelajaran

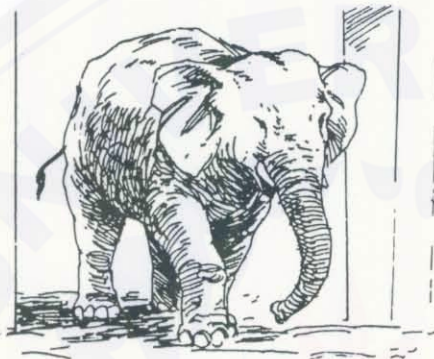
Riyadi Kadir
NIP. 131667939

ULANGAN HARIAN

KELAS/CAWU : II A/III

TEMA : ANIMAL

WAKTU : 60 MENIT



LOOK AT THE ABOVE PICTURE THEN WRITE YOUR ANSWERS IN GOOD SENTENCES

1. What kind of animal is this ?
2. Where does it live ?
3. How tall is it ?
4. What color is its skin ?
5. What does it eat ?
6. How does it eat and drink ?
7. What specialities does it have ?
8. Where does it come from ?
9. How long is it ?
10. How does it defend from its enemy ?

Appendix 5

ULANGAN HARIAN

KELAS/CAWU : II A/III
TEMA : ANIMAL
WAKTU : 45 MENIT

READ THIS TEXT

Ali has a pet. Its name is Blaki. It is a big brown dog. It does everything that Ali tells it to do.

One day, when Ali was walking at the park, a man pointed him a knife. He asked Ali for his wallet. He gave it to the man. The man then run away, and Ali called out to Blaki. Catch him, Blaki catch him.

Blaki chased after the man and bit him. The man screamed and dropped his wallet. Blaki picked up the wallet in his mouth and gave it to his master. Ali was very happy. He gave Blaki a big hug.

ANSWER THESE QUESTIONS

1. What colour is Al's pet ?
2. Where did he meet a man ?
3. What did the man ask for ?
4. Who chased the man ?
5. How dis Blaki pick it up ?
6. Why did the man scream ?
7. Look at this picture !



- a. What does it usually give to us ?
 - b. What does it eat and drink ?
8. What does a farmer use it for ?



9. What do people keep it for ?

