



THE EFFECT OF POCKET CHART ON WRITING ACHIEVEMENT OF THE  
FIRST YEAR STUDENTS OF SLTP NEGERI 1 GONDANGLEGI-MALANG  
IN THE 2000 / 2001 ACADEMIC YEAR

THESIS

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English Education Program of the Language and Art  
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2001

**MOTTO**

***FIRST IMPRESSIONS ARE MORE LASTING***  
( S. F Habeyb, 1997 )



**Devoted to :**

1. My beloved grandmother: Maimoenah who always loves and supports me
2. My beloved mother: Mairini L Siregar and my beloved father : Timbul Rubianto  
(In Memoriam). Thanks for your love
3. My dear brothers: Erik, Rudi, Dely
4. My relatives in Gondanglegi
5. My dearest friend: Hari
6. My friends in Blambangan Boarding House especially Anis,yeti, Yuni, Novi
7. My friends: Nining, Saif, Wiwin, Ima, Handoyo, Iskandar, and all of my friends in English Department. Thanks for your kindness. Hope Allah will always bless you

**APPROVAL OF EXAMINER TEAM**

This thesis was defended in front of the examiner team and received by the Teacher Training and Education Faculty, Jember University

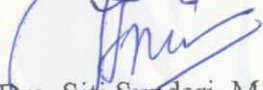
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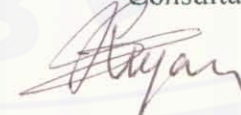
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I believe that this thesis might have some weaknesses. Therefore, criticism and suggestions are appreciated to make this thesis better.

Jember, February 2001

The writer

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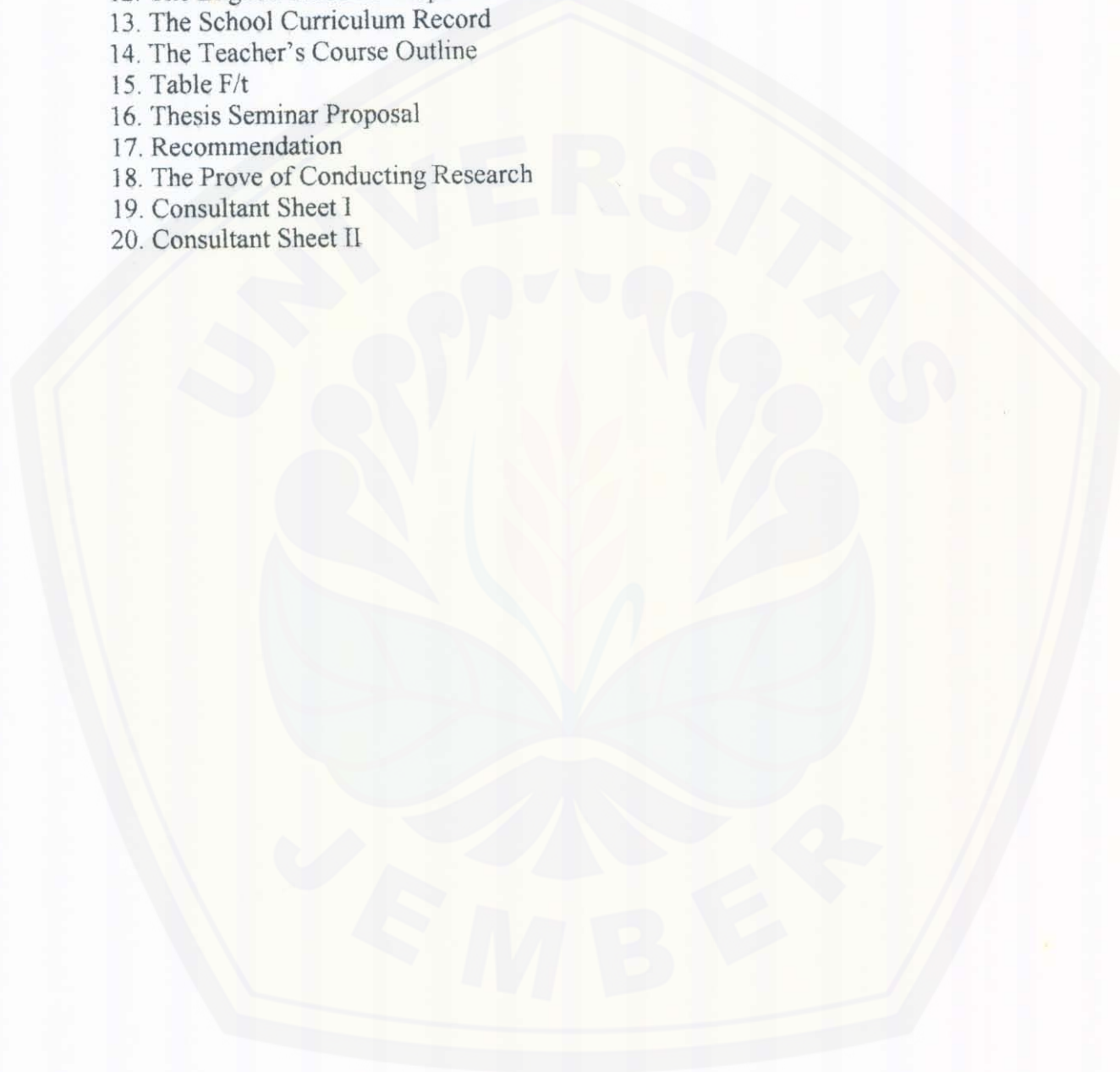
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## ABSTRACT

Mia Melani. 2001. **The Effect of Pocket Chart on Writing Achievement of the First Year Students of SLTP Negeri 1 Gondanglegi-Malang in the 2000/2001 Academic Year.**

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### Key words

: -Pocket Chart

- Writing Achievement

The English teaching and learning activities at Junior High Schools ( SLTP ) not only intended to develop the students' listening, speaking and reading skills but also their writing skills. Of the four language skills, writing is considered to be the most difficult, in fact the students still experience difficulties in writing. This condition is caused by the inappropriateness of teaching strategy. Through this quasi experimental research with Randomized Control Group Only Design, the pocket chart was used in the teaching writing to the experimental group and the result was positively effective. The objective of the research was to know whether there is a significant effect of pocket chart on writing achievement of the first year students of SLTP Negeri 1 Gondanglegi-Malang in the 2000/2001 Academic Year. The research respondents were two classes of the first year students taken by using cluster random sampling from five classes as the population. The two classes were determined to be the experimental group (44 students) and the control group (42 students). To achieve the research objective, an achievement and a teacher-made test were administered to get the main data. While, interview guide and documents were used to get the supporting data. To analyze the data, t-test formula was used with the significance level of t-table of 5 %. The result showed that the statistical computation value of t-test was higher than the critical value of t-table (  $2.274 > 2.000$  ). It means that there is a significant effect of pocket chart on writing achievement of the first year students of SLTP Negeri 1 Gondanglegi-Malang in the 2000/2001 Academic Year. Based on the result, the English teacher is suggested to consider the use of pocket chart in the English teaching, especially in teaching writing.



## I. INTRODUCTION

### 1.1 The Background of the Study

The English teaching and learning activities at Junior High Schools (SLTP) develop not only the students' listening, speaking, and reading skills but also their writing skill. However, the writing skill is integrated with the other ones, so that in one session of English lesson, the teacher may deal with one or more other skills. The teaching activities are based on the 1994 English Curriculum (Depdikbud, 1994: 12). For example, the students may write some notes on what they have read while reading English texts. Further, they speak the target language with their teacher by asking and answering the teacher's questions. In this way, they can practice their English skills that are used in integrated ways.

As regards integrated skills, Brookes and Grundy (1990: 8-9) state that the students can naturally transfer "between one mode of a skill to another without being stuck only on the capability of one skill". This means that by practicing the integrated skills of English, they can be familiar to use the target language by changing from one skill to another one. As a result, there will be no students who can only say the answer to the question orally but they cannot write it.

In addition, among the language skills writing is considered to be the most difficult one to be mastered. This is in line with Byrne's idea that in writing constructing the graphic symbols : that is letters or combination of letters is not the main purpose, but knowing how to arrange the symbols into sentences, paragraphs, or a text as well as how to make the symbols into a unity of idea. In other words, writing requires the students to master the written language and the ability of how to organize the ideas so that it can be understood by all the readers (Byrne, 1979:1).

Referring to the fact that writing is difficult, there are some factors that may influence the writing difficulty. For example, Ihsan (1999:224) shows that the teacher's inappropriate teaching strategy may cause a problem in the students' writing. Related to this idea, Byrne (1979:24) once states a phenomena that in writing

class, the teachers often give no further assistance to the students writing activity. In fact, the students are merely assigned a task in the form of a topic to write about and are expected to produce a 'composition' of some kind. As a result, the students will tend to produce a large number of errors in written work because of having lack of reality in the writing activity itself. Moreover, in the writing class the teacher should pay much attention in selecting the teaching strategy appropriately.

Most of the teachers in Indonesia apply lecturing method at all form of the teaching learning process in their class. The idea is supported by Diptoadi (1999: 163-164) who says that Junior High School and Senior High School students in this country are commonly taught by using this method. As a result, the class is dominated by teachers, whereas the students are placed as passive learners. In short, this condition might cause the difficulty to the students to understand the lesson, especially writing. This is due to the fact that the students' writing ability may not only be sufficient for listening to the teacher's explanations but also for practicing writing a lot.

To overcome the problem of teaching writing, one possible solution is to apply teaching aids in writing class. Concerning with this idea, Usman (1995:27) states that learning can be more successful if it is accompanied by using some kinds of teaching aids than without having one.

In this research, pocket chart is used as the teaching aids to help the teacher teaches the students writing. This is based on the reasons that pocket chart can bring some positive values. First, students more easily remember words because the pocket chart allows for the physical handling of word cards. Next, the pocket chart can also be used most happily in conjunction with other teaching aids, especially the flannell board, magnet board and various types of pictures therefore it makes the students interested in following the lesson. Finally, the pocket chart need not be confined to the 'whole classroom' use since it can be used equally successfully with small groups of students (Yunus,1981:32-36).

Based on all the ideas above, it is interesting to conduct a research entitled THE EFFECT OF POCKET CHART ON WRITING ACHIEVEMENT OF THE FIRST YEAR STUDENTS OF SLTP NEGERI I GONDANGLEGI-MALANG IN THE 2000/2001 ACADEMIC YEAR. The reason of choosing this title is because the pocket chart has never been used before in the classroom activity at the school, and even there are still other choices of using teaching aids. The research only concentrates on pocket chart since this kind of the teaching aid has not been used maximally in the classroom.

## **1.2 The Problem of the Study**

### **1.2.1 The General Problem**

Related to the research background, the general research problem can be formulated as follows : Is there a significant effect of pocket chart on writing achievement of the first year students of SLTP Negeri I Gondanglegi-Malang in the 2000/2001 academic year ?

### **1.2.2 The Specific Problems**

The specific problems of this research can be formulated as follows:

- a. Is there a significant effect of pocket chart on grammatical skills of the first year students of SLTP Negeri 1 Gondanglegi-Malang in the 2000/2001 academic year ?
- b. Is there a significant effect of pocket chart on mechanical skills of the first year students of SLTP Negeri 1 Gondanglegi-Malang in the 2000/2001 academic year ?

## **1.3 The operational Definitions of Terms**

To understand the concept and indicators of this study, it is necessary to describe them to an operational form.

## 1.3.1 Pocket Chart

Pocket chart in this research refers to a piece of support material which would be made 90 cm long and 120 cm high with the pockets placed for the purpose of holding word cards or pictures with the so called an individual pocket chart.

## 1.3.2 Writing Achievement

Writing achievement in this research means the students' writing scores gained from writing test covering the aspects of grammatical and mechanical skills in guided compositions.

## 1.4 The Objectives of the Research

### 1.4.1 The General Objective

Following the research problem, the general objective of the research is to know the effect of pocket chart on writing achievement of the first year students of SLTP Negeri I Gondanglegi-Malang in the 2000/2001 academic year.

### 1.4.2 The Specific Objectives

Based on the general problem, there are two kinds of specific objectives in this research. They are as follows:

- a. to know the effect of pocket chart on grammatical skills of the first year students of SLTP Negeri 1 Gondanglegi-Malang in the 2000/2001 academic year.
- b. to know the effect of pocket chart on mechanical skills of the first year students of SLTP Negeri 1 Gondanglegi-Malang in the 2000/2001 academic year.

## 1.5 The Significances of the Research

The research results are expected to give significances, they are as feedback to;

- a. The English teachers to teach their students how to write sentences in English, especially by practicing through the pocket chart about sentence patterns

## II. REVIEW OF LITERATURE

### 2.1 Pocket Chart as the Teaching Aid

There are many teaching aids that can be used to motivate the students in the classroom, such as pictures and flannel board, and they have their own strengths and weaknesses (Gagne and Briggs, 1978 :178). Chart is one kind of teaching aids and it is no longer regarded as a new thing in the teaching learning process, since it has been used for many years in language classrooms. In language learning, chart is used to help teachers increase the students' participation. According to Rohani (1997: 35-36), chart has the following advantages :

- a) simple, and easy to be viewed and read because not contain too much concepts, not necessarily being detailed, and also does not need to use many words;
- b) colours can be used to give a clarification.

Furthermore, Rohani (1997:35) notes that chart is a visual aid used to summarize, compare, and contrast the fact. Similarly, Heinich at al (1982: 92) define chart as “ graphic representations of abstract relationships such as chronologies, quantities, and hierarchy “. Based on the above ideas, it can be defined that chart is a kind of visual aid applied in graphic symbols to show abstract relationships in the form of chronologies, comparison, quantities, hierarchy, and the like.

Regarding the kind of chart, Sadiman et al (1996:36-37) classify chart into two types. The first type involves strip chart ( hidden chart ). While, the second one includes tree chart, flow chart, time line chart, and stream chart. Actually there are still other kinds of chart, such as pocket chart which is the focus of this research.

Pocket chart deals with some pockets holding some words or pictures. On this point, Yunus (1981:32) defines pocket chart as a piece of support material in which pockets have been placed for the purpose of holding word (and letter) cards or pictures. Whereas, Karim and Hasbullah (1986:5.21) define it as a piece of support material which has 60 cm long and 40 cm high on which 5 cm high pockets are placed in it for holding the word cards. In this research, pocket chart would be made 90 cm long and 120 cm high that it can hold some word cards or pictures, with the so called an individual pocket chart.

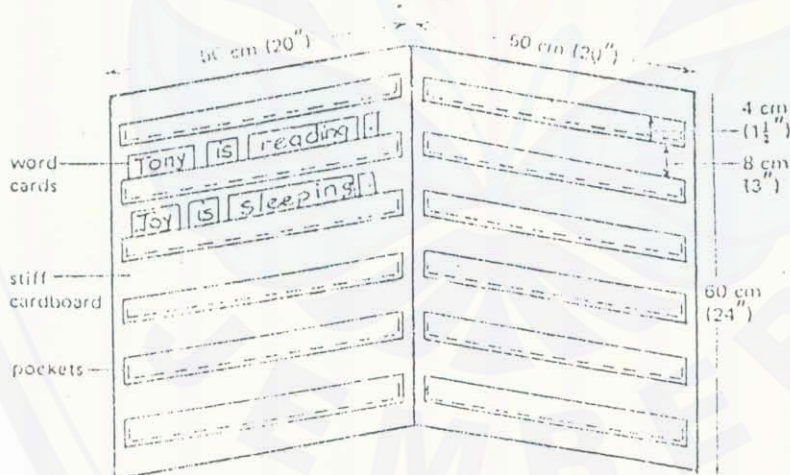


In language learning, pocket chart is easily made. Yunus (1981: 32-34) notes that there are three kinds of pocket chart -- a folded cardboard pocket chart, an accordion type of pocket chart, and a roll-up vinyl pocket chart. These three pocket charts are explained in the following section.

### 2.1.1) The Folded Cardboard Pocket Chart

A folded cardboard pocket chart is smaller than the others, and it is good for small groups or class, especially in remedial situation. Since it is small, it is better to place it on the student's table.

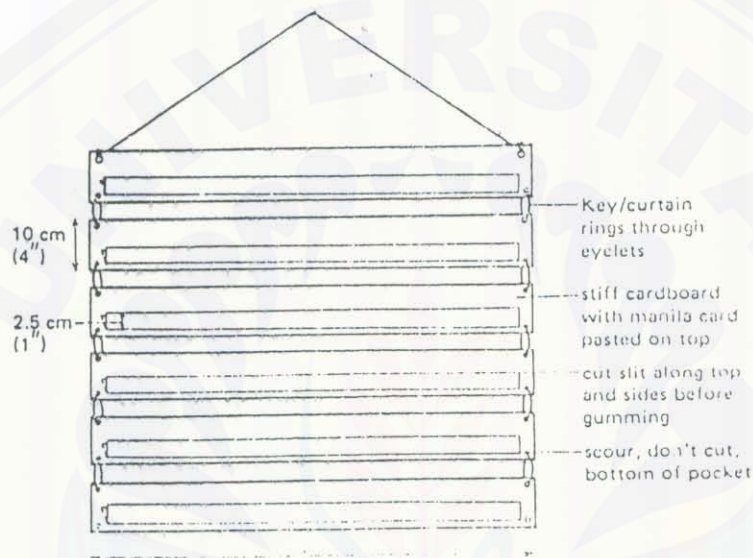
This kind of pocket chart can be made up from two very stiff pieces of cardboard, each measuring 50 cm by 60 cm for the support material, while for the pockets a sheet of thinner cardboard is required. Furthermore, strong masking tape can be used to join together the two stiff pieces of cardboard. Besides the pockets can be gummed or stapled on the board at 8 cm intervals. In addition, this pocket chart can be made as interesting as possible by combining it with a flannel board. In this way, instead of putting pockets on both sides of the board, one side can be covered with a piece of flannel (Yunus, 1981:32).



A folded cardboard pocket chart

### 2.1.2) The Accordion Type of Pocket Chart

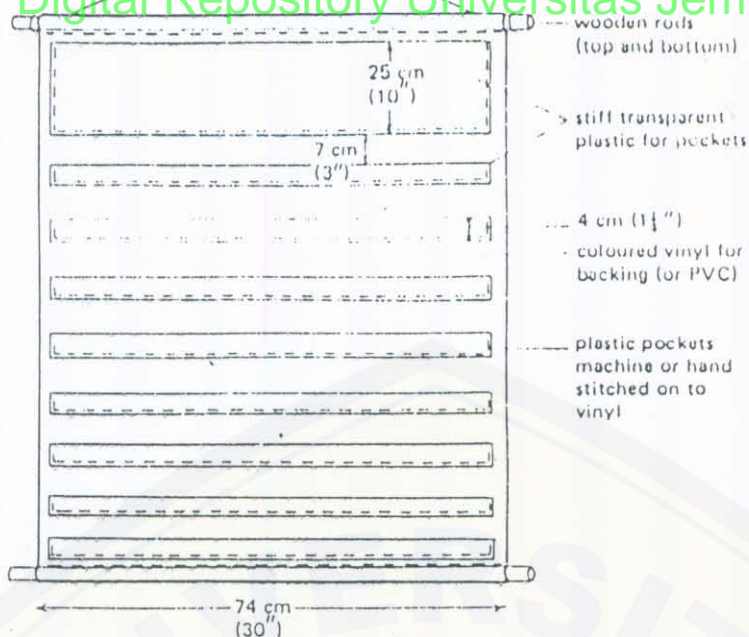
This pocket chart has the advantage of being easy to carry around and to be folded like an accordion. Furthermore, it is well known of being made from 6-8 lengthwise pieces of very stiff cardboard each 74 cm long. Then, on top of each length is a layer of lightweight cardboard which forms the pockets, while the bottom of the pocket is scoured with a compass to form a fold. Finally, the 6-8 pieces are joined together with key rings or curtain rings (Yunus, 1981:33).



An accordion type pocket chart

### 2.1.3) The Roll-Up Vinyl Pocket Chart

This pocket chart is the easiest to make and being light to carry around. Furthermore, it is easy to be kept as it resembles a roll-up chalkboard. The pocket chart is made of a sheet of vinyl or PVC (plastic) to which are attached pockets made from strips or stiff transparent plastic. Two rods (broom sticks are ideal) are inserted in folds at the bottom and top to support and give weight to the pocket chart. In addition, at the top of pocket chart, an extra large pocket can be put to hold picture cards (Yunus, 1981:33-34).



A roll up vinyl pocket chart

In the teaching and learning process, the advantages of pocket chart is suitable, since it is helpful to teach the arrangement of sentence patterns. According to Zainnudin (1984: 11), pocket chart is easy to show the changes of the position of sentences in terms of statement, interrogative sentences by moving around or adding word cards.

Example.

The man is a teacher.

Is the man - a teacher?

From the above examples, the students will learn about the declarative and interrogative sentence by examining the changing position of each word. In those sentences, like the word "is" for the interrogative is put in front of the sentence.

Therefore, pocket chart is very useful to help the students easily understand the writing lesson especially in term of transformational sentences. In this case, pocket chart allows for the physical handling of word cards so that the students can directly see the process of a sentence changes from one type of a sentence into another. As a result, it will make an impression on their minds about how the words are formed in written sentences. However, the teachers have to consider that they should not use the same teaching aids over and over again for teaching a lesson, because it might cause the students' boredom. In fact, the teachers cannot fully avoid their students' boredom even they have helped by using teaching aids.

Furthermore, boredom occurs when teachers always use the same type of pocket chart as the model shown before many times. As a result, using the teaching aids becomes

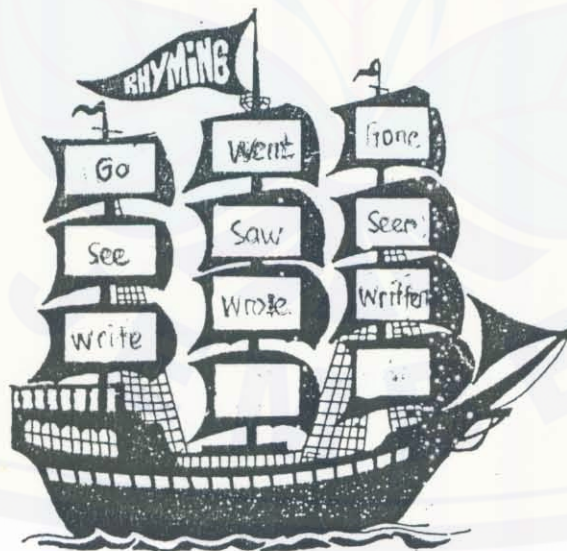
useless because probably the students' attention is decreasing that later it might cause teaching ineffective. To avoid it, a variation in using pocket chart needs to be taken. This is based on the reason that variation can release the students' boredom.

Concerning with the variation, teachers can create the pocket chart into different models. Besides the three models mentioned earlier, teachers can make it into the model of spanish boat or the clown (Karim and Hasbullah,1986:5.26-5.28).

#### a) Spanish Boat

Spanish boat is one model of pocket chart which is illustrated as a small boat with 3 long poles. Then, some pockets are put from up to the bottom of each of the poles. In addition, spanish boat is very useful for teaching pronunciation and spelling and irregular verbs. In relation to the irregular verbs, it is good to help students who are difficult to remember words of irregular verbs. By using spanish boat, the students' curiosity is increased to remember the words.

Furthermore, the three poles which consist of some pocket are inserted with the irregular verbs. And the first pole from the front left shows the first form of irregular verb.. The pole which lies on the middle is for the second form of irregular verb. The right pole from the front refers to the third form of irregular verb. The illustration of this is as follows :



Spanish Boat

Related with teaching writing, irregular verbs can be used to introduce kinds of tenses such as the simple past tense, the simple present tense, and the present perfect tense (Karim and Hasbullah, 1986 :5.27).

#### b) The Clown

It is one model of pocket chart which looks like a clown. Then, the clown's body is divided into 2 equal parts vertically. Each of the parts is placed some pockets for fulfilling the words. To make it interesting, different colours can be added to each of the parts.

The same as the spanish boat, the clown is good for teaching writing about vocabulary. It is especially in terms of synonym and antonym.(Karim and Hasbullah, 1986:5.29).



The Clown

## 2.2 Writing Achievement

Writing is the act of forming the graphic symbols : that are letters or combination of letters which they will be arranged into words, and words into sentences based on certain conventions (Byrne,1979:1). What I mean by achievement in this research is the students' writing scores gained by attending writing tests covering the aspects of grammatical and mechanical skills in guided composition.

Concerning to the writing activity, most children have learnt to write in their mother tongue at school, generally between the ages of five and seven. By this time they have a well developed command of the spoken language adequate at least to their social needs, but their experience of the written language is still very limited (Byrne,1979:5). Furthermore, whether the children will be good or not at writing it is not a guarantee that they will be able to write in other languages. It is because their language system is different from others.

Among the language skills, writing is less demanding. In fact, many children simply do not enjoy writing. So, very few of them succeed in writing and many cease to use this skill once they leave school (Byrne, 1979: 5-6).

Related to this idea, Byrne (1979:1) says that writing is the most difficult skill than that of other skill such as listening, reading, and speaking. In writing someone cannot merely produce the graphic symbols, but more than that he/she has to think of how to arrange the symbols according to certain conventions to form words, sentences, paragraphs or a text. However, the unity and coherence must also be regarded too in order to make the writing meaningful and understandable to the readers.

Based on the above ideas, writing skills are considered of being complex; therefore, they sometimes difficult to teach. In achieving writing skills, there are five general components to be mastered (Heaton,1988: 135). Those components are explained as follows.

- a) Language Use (Grammatical Skills): the ability to write correct and appropriate sentence
- b) Mechanical Skills: the ability to use those conventions peculiar to the written language-e.g. punctuation, spelling
- c) Treatment of the Content: the ability to think creatively and develop thoughts, excluding all irrelevant information
- d) Stylistic Skill: the ability to manipulate sentences and paragraphs, and use language effectively
- e) Judgement Skills: the ability to write in an appropriate manner for a particular audience in mind, together with an ability to select, organize, and order relevant information.



In relation to this research, grammatical and mechanical skills are the focus because they are the first skills of writing given to the students of the first year class which as the beginners learners before the other skills.

### 2.2.1) Grammatical Skills

Heaton (1988: 135) says that grammatical skills are the ability to write correct and appropriate sentences. For the word grammar itself, it is more defined as a set of rules to help someone to construct sentences that make sense and are in acceptable English (Fairbairn and Winch, 1996: 326). In this case, knowing how to arrange the elements of language appropriately in a sentence is considered as a sign that someone knows the grammar.

Furthermore, grammatical skills are covering the ability of using noun, adjective, adverb, conjunction, tense, agreement, word order, etc. In this study, the students' writing achievement in the aspect of grammatical skills dealing with tense and word order will be the focus, since these materials are available in the English Curriculum of SLTP 1994.

#### 1) Tense

Bramer and Sedley (1981: 415) say that tense in English is defined as a concept of form, not of meaning. Furthermore, the concept of tense often closely related to time. In relation to time, there are three tenses-present, past, and future time. However, the English verbs do not change their forms in a one to one correspondence with present, past, and future time. For example, the sentence "If I had five dollars I would be okay" certainly do not mean referring to anything in past time event though had and would are past tense forms. Instead, those past tense forms in the sentence above tell your audience that you do not in fact have five dollars at the present time. In conducting this research, the tense will be used including simple past tense and future tense.

### 1.1 Simple Past Tense

The simple past tense is a tense that indicates definite time terminating in the past, whether a time word is given or not (Frank, 1972: 73). Based on Mustriana et al (1999: 32), the pattern of simple past tense can be written as follows:

Subject + Verb 2 + Object

Further, Alter (1991:148-144) states the use of the simple past tense as follows.

a. The simple past tense is used to show an action that happened at a definite time in the past, example;

He left the house an hour ago.

b. The simple past tense is used to express a past habit. In this case, adverbs of frequency of time are used, such as always, often, etc, example;

We always visited her whenever we had the time.

c. The simple past tense in Indirect speech is used to replace the present tense in direct speech, example;

Direct : " I think it is the best way ", he replied.

Indirect : He replied that he thought it was the best way.

d. In a sentence of simple past tense, 'did' + the infinitive without to are used especially in the negative and in the interrogative forms, example;

I did not go ( NOT- I did not went )

In the simple past tense, the verb is usually added with the regular ending, that is -ed. The verbs are called as regular verb, example;

deliver \_\_\_\_\_ delivered

However, some changes in spelling sometimes influence the verb form when it is ended with- ed, such as study becomes studied (final y, preceded by a consonant is changed to i before adding ed). Whereas, the verb be has two separate forms in this tense. For the past -was for the singular, and were for the plural person, example;

I **was** a student.

They **were** students.

In addition, besides the regular verb the students can also put the irregular verb to form the simple past tense. In order to use the tense forms of these irregular verbs, the



speaker of English must know their “ principal parts “. The first principal part of a verb is the simple form of the verb (or the stem), the second principal part is the past tense, the third principal part is the past participle. The principal parts of the irregular verbs will be given below, grouped according to the type of irregularity they show;

- a. All three principal parts are different, example;

Simple Form of the Verb	Past Tense	Past Participle
begin	began	begun

- b. Second and third principal parts are alike, example;

cling	clung	clung
-------	-------	-------

- c. All three principal parts are alike, example;

cut	cut	cut
-----	-----	-----

- d. First and third principal parts are alike, example;

come	came	come
------	------	------

- e. First and second principal parts are alike, example;

beat	beat	beaten (Frank, 1972 61-66).
------	------	-----------------------------

## 1.2 Future Tense

Bramer and Sedley (1981: 412) states that English does not really have future tense format at all. In this case, people often indicate futurity not by the verb form but by using other elements in the sentence. The sentence “ He leaves tomorrow “ is thought a perfectly acceptable way to express futurity in English despite the fact that the verb is in the present tense form.

Future tense is known as a tense that indicates an activity that will exist or occur in the future. To show the tense indicates future time, the tense can use kinds of time signals, such as next, tomorrow, tonight, soon, etc. Based on Mustriana et al (1999: the pattern of future tense can be written as follows:

Subject + will + Verb1 + Object
---------------------------------

Furthermore, Alter (1991: 224-225) states that there are some uses of simple future. They are as follows.

- a. The simple future tense is used to express a future action that has not been planned.

Then, ‘shall’ is usually used with ‘I’ and ‘We’, instead of ‘will’, example;

**I shall return** the book soon.

b. The simple future tense is also used to show announcements or commands, example;

**You will do** as I tell you, do you hear ?

In coincide with the form of future tense, the 'going to' form is used instead of 'shall' or 'will'. Yet, compared the 'going to' form with simple future there are obvious differences. Alter (1991: 225) states those differences as follows.

a. As contrast with simple future, 'going to' form is used to show action that has already been planned in advance. This form can be used with or without a time expression, example;

We are **going to** the cinema tonight. (NOT- "going to go to")

b. 'Going to' form is also used to show something that is certain to happen, example;

It is **going to rain** soon.

## 2. Word Order

A sentence consists of words. The string of words: His fits perfectly coat him might not be considered as a sentence. In this point, the words are not meaningful even though the students understand the meaning of each individual word. However when they change the order of the words it becomes: His coat fits him perfectly. The sentence will be meaningful because of the order in which the words are arranged.

Tomasouw and Martini (1986: 6) note that word order plays an important role because it may result in a difference in structure as well as meaning. Usually the difference of the word order lies in the matter of emphasis.

Example :

John ran away.  
Away ran John.

Mastering the basic word order patterns is essential. There are four types of sentence word order such as statements, interrogatives/questions, imperative requests, and exclamations (Lululima et al, 1986:5.19-5.21). However, word order of statements and questions are the focus of the research.

### a. Statements (Declarative Sentence)

Since students usually make statements that declare something, most of the sentences are declarative. The declarative sentence is known ending with a period in

writing. Generally statements are classified into two kinds-affirmative and negative statements.

### 1. Affirmative Statement

The regular order of words in affirmative sentence is : Subject + Verb + Complement or Object, examples:

Subject + Verb	-----	Andi wrote
Subject + Verb + Complement	-----	He was a farmer.
Subject + Verb + Object	-----	Ita ate bananas. (Tomasouw and Martini, 1986)

In relation to the above idea, the verb may be followed by a complement and this complement may be a noun, a pronoun, an adjective, an adverb or prepositional phrase.

### 2. Negative Statements

A sentence may be made negative by using not with the verb. There are three basic principles in making sentences negative.

- With simple present and past tense forms of be, not is placed after am, is, are, was, were, example;

He **was not** a farmer.

- With simple present or past tense forms of verbs other than be, the original verb is first changed to a verb phrase composed of do (does) or did + the simple form of the verb. Then not is placed after do (does) or did, example;

He **did not eat** bananas.

- With constructions of auxiliary + principal verb, not is placed after the auxiliary, example;

He **will not be** a student. (Tomasouw and Martini, 1986: 10)

### b. Questions

In an interrogative sentence, the subject and verb often reversed. The sentence ends with a question mark. Just as affirmative, questions also may be put into two kinds. They are affirmative and negative questions.

### 1. Affirmative Questions

In affirmative questions, there are three basic principles operated in changing statements to questions.

- With the simple present and past tense forms of be, the verb is placed before the subject, example;

Was he a teacher ?

- With simple present and past tense forms other than be, the original verb is first changed to do (does) or did + simple form of the verb. Then do (does) or did is placed before the subject, example;

Did he study English ?

- With constructions of auxiliary + principal verb, the auxiliary is placed before the subject, example;

Will he be a doctor ? (Tomasouw and Martini, 1986: 11)

### 2. Negative Questions

In the negative form of questions, not may be contracted with the verb form before the subject or may be placed after the subject, example;

Didn't he speak English ?

Or

Did he not speak English ?

Won't he study English ?

Or

Will he not study English ? (Tomasouw and Martini, 1986: 10-11).

#### 2.2.2) Mechanical Skills

Mechanical skills are one of the skills in writing covering the ability to use the conventions in the written language. Further, mechanics refers to punctuations and spellings (Heaton, 1988: 135). However, the punctuation is the focus in this research, since this material is available in the 1994 English Curriculum.

#### 1. Punctuations

Punctuation is the name given to a variety of devices that the writer uses in order to help readers to understand their meaning when they write (Fairbairn and Winch, 1996:

330). Using the punctuation correctly, of course, will help readers understand what you intend to communicate. In addition, the following sentences are the examples of how the use of punctuation differently might contain many meanings.

“ The teacher “, said the girl, “ is very silly “. ( It means that the girl says about the teacher ).

The teacher said, “ The girl is very silly “. ( It means that the teacher says about the girl ).

Furthermore, punctuation devices include full stop, capital letters, question mark, exclamation mark, comma, semi-colon, colon, apostrophe, inverted commas, hyphen, and brackets. But, the focus of punctuation in this research refers to the capital letters by considering that this kind of punctuation is the first punctuation given to the students of the first year class which as the beginner learners before the other kinds of punctuations.

### 1.1 Capital Letters

Capital letters or ‘upper-case’ letters as they are often known, are the first punctuation device that children meet in school (Fairbairn and Winch, 1996: 331). Here are some important rules for capitalization that is given by Oshima and Hogue (1988: 5-7).

- Capitalize the first word of a sentence  
Example:  
We live in an apartment.
- Capitalize the pronoun I  
Example:  
Charles and I enjoy skiing.
- Capitalize all proper nouns  
Proper nouns include:
  - Names of deities  
Example:  
God  
Shiva
  - Names of people and their titles  
Example:  
John P Doe  
Princess Diana of Wales

- Names of specific places

Example:

Gary, Indiana  
Lake Victoria

- Names of days, months, and special days

Example:

Monday  
January  
Ramadhan

- Names of specific group of people ( nationalities, races, and ethnic groups ), languages and religions.

Example:

Asian  
Moslem  
Arabic

- Names of geographic areas

Example:

the Middle East  
the North

- Names of school subjects with course numbers

Example:

Chemistry 10

- Names of specific structures such as buildings and bridges

Example:

Golden Gate Bridge  
Park Plaza Hotel

- Names of specific organizations ( business, clubs, schools )

Example:

Young England Kindergarten  
The University of California

- Titles of compositions, stories, books, magazines, newspapers, plays, poems, and movies

Example:

Introduction to Academic Writing  
Star Wars

### 2.3 The Effect of Pocket Chart on Writing Achievement

There are two factors influencing language teaching and learning English as a foreign language in Indonesia. The factors can be divided into linguistic factors and non-linguistic factors. The former includes the uniqueness sound system, spelling, lexical or morphological and syntactical system. While the non-linguistic factors involve the

learners, teachers, teaching strategies, materials, objectives, time-allocation, big or small classes, facilities, and socio –cultural factors (Sadtono, 1987: 16-23).

In line with these factors, learning English especially writing requires an appropriate technique of teaching in order to make the students successfully master the writing skill (Byrne, 1979:29). In this case, a lecturing method is not effective in teaching the students writing. This is because boredom may occur since they always listen to the teacher's explanation all the time.

The teacher gives the students enough practice to write. Actually by using a teaching aid it is a good motivator of increasing the students' interest and their easily understanding of the lesson. In most activities in the class, the teaching aid can encourage the students' attention for a longer time. They are also valuable efforts in establishing the comprehension of words or sentences. In addition, by using the teaching aid, the teachers will be able to avoid a translation method because the students may directly have contact with them.

In relation to this research, one type of the teaching aid that can be used in teaching writing is pocket chart. The pocket chart is proved to be able to minimize the boredom because in its using it can be varied with other kind of teaching aids as well as be formed into a varied model so that it becomes interesting for the students, as a result it will make them quickly easily remembering words that are being taught. The pocket chart can also be able to help the students in understanding the lesson quickly (Karim and Hasbullah, 1986 :5.30).

In writing, pocket chart is very useful to help the students to learn type of sentences, for example affirmative, interrogative, request sentences, etc. Pocket chart will show them directly how the position of those sentences changed from an affirmative to interrogative sentences, for instance without necessarily to give long explanation about it (Karim and Hasbullah, 1986: 5.21).

As a result, pocket chart with its set of word cards can make the students more easily remember words because it allows for the physical handling of word cards. In this way, when the students move the cards around, using them in different contexts while they do so, the spelling of words as well as their combination in sentences makes an

impression on their minds. Students learn the importance of the order in which words occur in written sentences.

Based on the explanation above, it is clear that pocket chart is important to acquire the writing skills. In other words, if the teacher teaches writing by using pocket chart, the students will be easier to learn writing, especially of how to form sentences.

## **2.4 Writing Materials for the First Year Students of SLTP**

Based on the 1994 English Curriculum, the writing skill covers the following abilities:

- 1) to transfer simple sentences that the students have learnt in correct spelling and punctuation;
- 2) to write simple sentences that the teachers uttered, for example: The clerk was late this morning;
- 3) to complete short and simple conversation ; and
- 4) to make simple sentences (Depdikbud,1994: 10-11).

In addition, the materials of writing skills focusing the grammatical skills are shown in the functional skills of the English Basic Course Outline. Further, the functional skills for the first year students of SLTP in Catur Wulan II are as follows.

### **Catur Wulan II**

- The Expression of Willingness
- The Expression of Necessity
- The Expression of Like and Dislike
- The Expression of Someone Occupation
- The Expression of Something/Someone Existence
- The Expression of Past Event
- The Expression of Future Event
- The Expression of Total Number of Thing/Person
- The Expression of Obligation (Depdikbud, 1999: 6-7) .

## **2.5 The Hypothesis of The Research**

### **2.5.1 The General Hypothesis**

Based on the research background, research problem and the literature review above, the general hypothesis of this research can be formulated as follows : There is a significant effect of pocket chart on writing achievement of the first year students of SLTP Negeri I Gondanglegi-Malang in the 2000/2001 academic year.



### 2.5.2 The Specific Hypothesis

The specific hypothesis of this research can be formulated as follows:

- a. There is a significant effect of pocket chart on Grammatical skills of the first year students of SLTP Negeri 1 Gondanglegi-Malang in the 2000/2001 academic year.
- b. There is a significant effect of pocket chart on Mechanical skills of the first year students of SLTP Negeri 1 Gondanglegi-Malang in the 2000/2001 academic year.



## III. RESEARCH METHODS

### 3.1 Research Design

The research design in this study was quasi experimental with Randomized Control Group Only Design. This means that unlike the true experimental, this research design could not completely control or manipulate the control group of the extraneous variables, during giving the treatment, especially when the students in the group were out of the school routines (Selinger and Shohamy,1989 : 148-149). These extraneous variables could be, for example the students' motivation, the students' IQ, the environment, etc. However, in this research such variables were controlled by giving the same materials to the students of both groups, teaching the students by the same teacher, and giving the same post test to both of the groups.

The procedures of the design were as follow.

1. determine a control group and an experimental group randomly. Yet, the homogeneity of English capability from the first year students of five classes should be feasible through the English students report of 'Cawu'I. This could be done by using ANOVA. If the result of the data showed that Total Variance Estimate test was less than Total Variance Estimate table, the result was considered non significant. This means that the English capability of the students was relatively homogenous;
2. give treatment, that was teaching writing by using pocket chart to the experimental group, whereas the control group was taught by using conventional teaching that is teaching the students like what the teacher usually teaches at the school. In this case, the teacher teaches writing by using blackboard;
3. give post test to the experimental and control group;
4. analyze the data;
5. draw a conclusion;
6. write the research report (Suryabrata,1983: 43-44).

The research design could be illustrated as follow:

	Pre Test	Treatment	Post Test
Experimental Group (R)		X	T2e
Control Group (R)			T2c

Note :

X : Treatment

T2e: Post Test of the Experimental Group

T2c: Post Test of the Control Group

R : Random

### 3.2 Research Area

The area of the research was SLTP Negeri 1 Gondanglegi-Malang. This area was taken purposively by considering the following factors: 1) the location of SLTP Negeri 1 Gondanglegi-Malang was near to public transportation so it could save the time, and energy and 2) pocket chart was never been used before in the English teaching process at the school.

### 3.3 Research Respondents

The research respondents were the first year students of SLTP Negeri 1 Gondanglegi-Malang in the 2000/2001 Academic Year. The respondents were taken by cluster random sampling. Furthermore, the sample was the first year students of two of the five classes, each of which the class consisted of around 47 students. They were taken by considering that the two classes had the same quality and the same situation and they were given the same material, taught by the same teacher at the afternoon. In addition, lottery was used to choose the two classes at random with

condition that all the students in the five classes were homogenous in their English capability.

### **3.4 Research Instruments**

The instruments to collect the research data were test, interview guide, and documents.

#### **3.4.1 Test**

Test was used to get the primary data about the students' Writing achievement in using pocket chart. The achievement test was used in this research because the purpose of maintaining the test was to know how far the students mastered the writing skill after attending the writing class using pocket chart. Then, a teacher-made test was applied since the test was constructed based on the guidelines of English Curriculum of 1994, and the results of the test might reflect the students' achievement of their curricular objectives through the teaching learning process by applying pocket chart.

Then, objective test was administered in this research because this kind of objective test could produce high reliability (Hughes, 1989 : 19). For example the test items consisted of 35 items about 30 items in changing of words from simple present tense into simple past tense, the future tense of will into be going to form, and wrong capitalizations into correct ones, and 5 items in the rearrangements of sentences. The time available was 90 minutes.

Dealing with the validity and reliability. Hughes (1989:22) stated that a test was said to be valid if it measures what it was intended to measure. Then, the validity used was content validity because the test used was an achievement test which was in line with the syllabus. Hughes (1989:42) also stated that a valid test must have provided consistently results. Consequently, since this test was valid it was reliable as well. Therefore, the test reliability was not established.

### 3.4.2 Interview Guide

In this research, guided interview was used because the interview was conducted based on the questionslist related to the supporting data needed. Therefore, the data collection about the research problem could be focussed in details. The interview was conducted with the English teacher of the first year in SLTP Negeri 1 Gondanglegi-Malang, and the purpose was to get the secondary data about the teacher's method, the teaching aid, and the books used in the teaching of writing.

### 3.4.3 Documents

In this study, the documents were used to get the supporting data about the English students' report of 'Cawu'I, the school's Curriculum record, and the syllabus used by the first year English teacher. This is in line with Arikunto's idea that documents were the data dealing with notes, transcripts, books, newspapers, magazines, etc (1996: 234).

### 3.5 Data Analysis

The research data were analyzed by using statistical method since the collected data were in the form of numbers. Further, in analyzing the data, t test formula was used to know the mean differences between the experimental and control groups. The formula of t test in this study was as follow.

$$t = \frac{\bar{x}_1 - \bar{x}_2}{\sqrt{\left( \frac{\sum(x_1 - \bar{x}_1)^2 + \sum(x_2 - \bar{x}_2)^2}{N_1 + N_2 - 2} \right) \left( \frac{1}{N_1} + \frac{1}{N_2} \right)}}$$

Where :

T : The coefficient of the formula

$\bar{x}_1$  : Mean of Group x1

$\bar{x}_2$  : Mean of Group x2

$\Sigma(x_1 - \bar{x}_1)^2$  : The Total Number of Individual Scores Deviation of Group x1

$\Sigma(x_2 - \bar{x}_2)^2$  : The Total Number of Individual Scores Deviation of Group x2

N1 : The Number of Subjects in Group x1

N2 : The Number of Subjects in Group x2 (Butler, 1985 : 129-134)

Finally, the significance level of 5 % was used to know whether the result of the experimental t value was significant or not.

Further, to know the percentage of relative effectiveness between using pocket chart and without using pocket chart on writing achievement, this research used the following formula :

$$ER = \frac{\bar{x}_1 - \bar{x}_2}{\bar{x}_2} \times 100 \%$$

Notes : ER : The Degree of Relative Effectiveness

$\bar{x}_1$  : Mean of the Experimental Group

$\bar{x}_2$  : Mean of the Control Group (Masyhud, 1996 : 16).

## IV. RESEARCH RESULTS AND DISCUSSION

### 4.1 The Result of Primary Data

#### 4.1.1 The Results of Post Test

In this research, post test was administered on January 10<sup>th</sup>, 2001 and it was given to the students of experimental group ( IC ) and the students of control group ( IB )

In line with this statement, post test was given to both of the groups after the groups were received three times of treatments, the first treatment was on January 2<sup>nd</sup>, 2001, it was about future tense, the second treatment was on January 3<sup>rd</sup>, 2001, it was about simple past tense, the last treatment was on January 9<sup>th</sup>, 2001 and it was about capitalization.

In addition, post test was conducted in order to get the data about the significant difference between the two groups. Furthermore, the results of post test were analyzed by using t-test and consulted to t-table to test the hypothesis. Further information about the results of post test in each of the group could be seen in Table 2,3, and 4 in the Data Analysis and Interpretation

### 4.2 The Result of Secondary Data

#### 4.2.1 The Result of Interview

The interview was conducted on December 26<sup>th</sup>, 2000 at SLTP Negeri 1 Gondanglegi-Malang, and this was done in informal situation with the first year teacher at the school. Actually, there were 4 English teachers at the school but only one teacher who teaches the first year. He was interviewed since the research investigated the students' writing achievement in the first year level. Besides, the person had an experience in English teaching in the level almost more than 10 years than the others so he was familiar with the students' problem in writing, such as the students difficulty in making a correct sentence.

Then, the results of interview showed that the first year English teacher taught writing to the students not in isolated way, but it was taught integratedly with the other skills such as reading, listening, and speaking. In the class, writing was often taught together with reading activity that is while the students read a text. The activity of writing could be done by asking them to make notes on the main points of the reading text. Furthermore, the teacher also said that this was not the only writing activity in the class, but he had some other activities such as asking the students to rewrite the information based on the context, making a simple sentence, completing sentences with the words provided, making a list based on the picture, etc. Another result of the interview also showed that teaching aids were rarely used in the teaching of writing. Picture was the only teaching aid used in the activity.

Dealing with the English materials of writing, the teacher also informed that he used *Let's Learn English I* published in 1994 by Depdikbud as the compulsory book in the teaching of writing while *Lembar Kerja Siswa Bahasa Inggris Kelas I* published in 1999 by Intan Pariwara was the supplementary one.

#### **4.2.2 The Results of Documentary Study**

The documentary study was held on December<sup>27</sup> th, 2000, and the documents found during the research field work were the English students' report of 'Cawu' I, the school Curriculum record, and the teacher's Course Outline. The results of the discussion documentary study are discussed in the following points.

##### **a. Respondents of the Research**

There are five classes in the first year students of SLTP Negeri 1 Gondanglegi-Malang in the 2000/2001 Academic Year. In this research, two classes were taken as the sample, then they are divided into the experimental (IC) and control group (IB). The two classes should be homogenous.

The homogeneity of the students' English capability was carried in the form of the students' report of 'Cawu' I, it was conducted with the purpose to make the



respondents were in balance before the treatment given so that the research result was not bias. To analyze the result of homogeneity of the students' report of 'Cawu' I, Total Variance Estimate was used (see Appendix 12).

#### **b. The School Curriculum Record**

As discussed before, one of the documents in this research was the School Curriculum record, and the result of this document showed that the English materials stated in the 1994 English Curriculum were distributed into 3 sessions of Cawus. The Curriculum stated that the purpose of teaching the language was to make the students able to listen, speak, read and write. In addition, the teaching of the above language skills was not given in isolated but integrated ways.

In relation to the research, the Curriculum stated implicitly that the teaching and learning process is hopefully made to be interesting for the students, in this way the teaching and learning activities should be varied with the use of teaching aid. In line with the above statement, the Curriculum suggests one of the learning activities to use the teaching aid such as picture. In other words, the Curriculum relatively suggests the using of teaching aids in the teaching of four language skills to students. However, this research offered pocket chart as another kind of teaching aid besides picture and this teaching aid was not stated in Curriculum as well as was not used at the school. Therefore, doing an experimental research was in case possible.

#### **c. The Course Outline used by the First Year English Teacher at SLTP Negeri 1 Gondanglegi-Malang**

In relation to the 1994 English Curriculum, the course outline was used to give flexibility to the teachers in developing the instructional materials which might reflect their lesson plans. In this research, the first year English teacher created his own course outline which was in accordance with the English Curriculum used at the school that was the 1994 English Curriculum. The course outline itself only focused

on the materials in 'Cawu' 1. For further information about the course outline see appendix 14.

### 4.3 Data Analysis and Interpretation

As there were general and specific problems in this research, the data analysis and interpretation were focused on two sections.

#### 4.3.1 General Problem

In this research, the general problem was : Is there any significant effect of pocket chart on writing achievement of the first year students of SLTP Negeri 1 Gondanglegi-Malang in the 2000/2001 Academic Year ? To answer this problem, t-test was used as the statistical data analysis. The formula was applied in order to know the significance of mean difference of the experimental and control groups. The data analysis could be seen in the following table:

**Table 1 : Recapitulation of Post test Scores of the Experimental and Control Classes on Writing Achievement**

Experimental Group			Control Group		
The Number of Respondents	The Post Test Scores in Writing		The Number of Respondents	The Post Test Scores in Writing	
	x1	x1 <sup>2</sup>		x2	x2 <sup>2</sup>
1	78	6084	1	65	4225
2	70	4900	2	52	2704
3	78	6084	3	62	3844
4	88	7744	4	60	3600
5	73	5329	5	22	484
6	83	6889	6	58	3364

7	85	7225	7	85	7225
8	-	-	8	62	3844
9	80	6400	9	-	-
10	83	6889	10	45	2025
11	85	7225	11	60	3600
12	88	7744	12	50	2500
13	78	6084	13	62	3844
14	80	6400	14	50	2500
15	-	-	15	-	-
16	83	6889	16	60	3600
17	63	3969	17	60	3600
18	55	3025	18	40	1600
19	75	5625	19	40	1600
20	75	5625	20	65	4225
21	75	5625	21	45	2025
22	75	5625	22	55	3025
23	88	7744	23	40	1600
24	80	6400	24	85	7225
25	85	7225	25	62	3844
26	53	2809	26	48	2304
27	68	4624	27	-	-
28	85	7225	28	50	2500
29	83	6889	29	85	7225
30	85	7225	30	60	3600
31	68	4624	31	65	4225
32	75	5625	32	65	4225
33	85	7225	33	85	7225
34	90	8100	34	-	-
35	65	4225	35	50	2500
36	85	7225	36	60	3600
37	88	7744	37	42	1764
38	80	6400	38	-	-

39	80	6400	39	60	3600
40	75	5625	40	45	2025
41	80	6400	41	52	2704
42	80	6400	42	35	1225
43	80	6400	43	58	3364
44	80	6400	44	55	3025
45	-	-	45	58	3364
46	90	8100	46	67	4489
47	83	6889	47	58	3364
Total	3391	275303	Total	2383	142431

From the table above, it was known the results as follows:

$$N1=44$$

$$\begin{aligned} \bar{x}_1 &= \frac{\sum x_1}{N1} \\ &= \frac{3391}{44} \\ &= 77.07 \end{aligned}$$

$$\begin{aligned} \sum(x_1 - \bar{x}_1)^2 &= \sum x_1^2 - \frac{(\sum x_1)^2}{N1} \\ &= 275303 - \frac{(3391)^2}{44} \\ &= 275303 - 261338.21 \\ &= 13964.79 \end{aligned}$$

$$N2=42$$

$$\begin{aligned} \bar{x}_2 &= \frac{\sum x_2}{N2} \\ &= \frac{2383}{42} \\ &= 56.74 \end{aligned}$$

$$\begin{aligned} \sum(x_2 - \bar{x}_2)^2 &= \sum x_2^2 - \frac{(\sum x_2)^2}{N2} \\ &= 142431 - \frac{(2383)^2}{42} \\ &= 142431 - 135206.88 \\ &= 128910.12 \end{aligned}$$

The recapitulation of statistical computation of the value of t was as follows:

$$\begin{aligned}
 t &= \frac{\bar{x}_1 - \bar{x}_2}{\sqrt{\left( \frac{\sum(x_1 - \bar{x}_1)^2 + \sum(x_2 - \bar{x}_2)^2}{N_1 + N_2 - 2} \right) \left( \frac{1}{N_1} + \frac{1}{N_2} \right)}} \\
 &= \frac{77.07 - 56.74}{\sqrt{\left( \frac{13964.79 + 128910.12}{44 + 42 - 2} \right) \left( \frac{1}{44} + \frac{1}{42} \right)}} \\
 &= \frac{20.33}{\sqrt{\left( \frac{142874.91}{84} \right) \left( \frac{42 + 44}{1848} \right)}} \\
 &= \frac{20.33}{\sqrt{(1700.89)(0.047)}} \\
 &= \frac{20.33}{\sqrt{79.94}} \\
 &= \frac{20.33}{8.94} \\
 &= 2.274
 \end{aligned}$$

While the degree of freedom was:

$$df = N_1 + N_2 - 2 = 84$$

Note :  $\bar{x}_1$  : Mean of Group x1

$\bar{x}_2$  : Mean of Group x2

$\sum(x_1 - \bar{x}_1)^2$  : The Total Number of Individual Scores Deviation of Group x1

$\sum(x_2 - \bar{x}_2)^2$  : The total Number of Individual Scores Deviation of Group x2

$N_1$  : The Number of Subjects in Group x1

$N_2$  : The Number of Subjects in Group x2

$df$  : The degree of Freedom (Butler, 1985: 85)

The above calculation showed that the statistical value of t-test was 2.274, while the critical value of t-table with the significance level of 5 % and the degree of freedom (df) of 84 was 2.000. In sum, the statistical value of t-test was higher than the critical value of t-table. The result showed that there is a significant effect of pocket chart on writing achievement of the first year students of SLTP Negeri 1 Gondanglegi-Malang in the 2000/2001 Academic Year.

Further, the following formula was used to know the percentage of the relative effectiveness between using pocket chart and without using pocket chart in teaching writing. The formula was as follows:

$$ER = \frac{\bar{x}_1 - \bar{x}_2}{\bar{x}_2} \times 100 \%$$

Notes : ER : The Degree of Relative Effectiveness

$\bar{x}_1$  : Mean of the Experimental Group

$\bar{x}_2$  : Mean of the Control Group (Masyhud, 1996:16)

So, the calculation of ER in this research is as follows:

$$\begin{aligned} ER &= \frac{77.07 - 56.74}{56.74} \times 100 \% \\ &= \frac{20.33}{56.74} \times 100 \% \\ &= 35.8 \% \end{aligned}$$

#### 4.3.2 Specific Problems

As mentioned in the introduction ( see page 3 ) the specific problems in this research are as follows :

1. Is there a significant effect of pocket chart on grammatical skills of the first year students of SLTP Negeri 1 Gondanglegi-Malang in the 2000/2001 Academic Year ?

2. Is there a significant effect of pocket chart on mechanical skills of the first year students of SLTP Negeri 1 Gondanglegi-Malang in the 2000/2001 Academic Year ?

To answer the specific problems, the collected data were analyzed by using t-test in order to know the significance of mean difference of the experimental and control groups. The results are presented in the following table.

**Table 4 : Recapitulation of Post Test Scores of the Experimental and Control Classes on Grammatical Skills.**

Experimental Group			Control Group		
The Number of Respondents	The Post Test Scores in Grammatical Skills		The Number of Respondents	The Post Test Scores in Grammatical Skills	
	x1	x1 <sup>2</sup>		x2	x2 <sup>2</sup>
1	70	4900	1	83	6889
2	77	5929	2	53	2809
3	74	5476	3	67	4489
4	90	8100	4	77	5929
5	80	6400	5	27	729
6	84	7056	6	57	3249
7	90	8100	7	97	9409
8	84	7056	8	80	6400
9	-	-	9	-	-
10	90	8100	10	57	3249
11	80	6400	11	47	2209
12	87	7569	12	57	3249
13	84	7056	13	80	6400
14	87	7569	14	50	2500
15	-	-	15	-	-
16	77	5929	16	77	5929
17	70	4900	17	77	5929
18	70	4900	18	47	2209
19	80	6400	19	50	2500
20	80	6400	20	83	6889
21	77	5929	21	57	3249
22	80	6400	22	70	4900
23	90	8100	23	47	2209

24	80	6400	24	77	5929
25	87	7569	25	77	5929
26	67	4489	26	50	2500
27	80	6400	27	-	-
28	90	8100	28	63	3969
29	87	7569	29	77	5929
30	84	7056	30	77	5929
31	77	5929	31	83	6889
32	77	5929	32	70	4900
33	90	8100	33	83	6889
34	90	8100	34	-	-
35	67	4489	35	63	3969
36	84	7056	36	67	4489
37	90	8100	37	53	2809
38	77	5929	38	-	-
39	80	6400	39	77	5929
40	70	4900	40	57	3249
41	77	5929	41	67	4489
42	84	7056	42	47	2209
43	84	7056	43	73	5329
44	90	8100	44	70	4900
45	-	-	45	70	4900
46	97	9409	46	67	4489
47	84	7056	47	70	4900
Total	3594	289390	Total	2758	191848

From the table above, it was known that the results of the statistical computation as follows:

$$N1=44$$

$$N2=42$$

$$\begin{aligned} \bar{x}_1 &= \frac{\sum x_1}{N1} \\ &= \frac{3594}{44} \\ &= 81.68 \end{aligned}$$

$$\begin{aligned} \bar{x}_2 &= \frac{\sum x_2}{N2} \\ &= \frac{2758}{42} \\ &= 65.67 \end{aligned}$$

$$\begin{aligned} \sum (x_1 - \bar{x}_1)^2 &= \sum x_1^2 - \frac{(\sum x_1)^2}{N1} \\ &= 289390 - \frac{(3594)^2}{44} \\ &= 289390 - 293564.46 \\ &= -4174.46 \end{aligned}$$

$$\begin{aligned} \sum (x_2 - \bar{x}_2)^2 &= \sum x_2^2 - \frac{(\sum x_2)^2}{N2} \\ &= 191848 - \frac{(2758)^2}{42} \\ &= 191848 - 181108.67 \\ &= 10739.33 \end{aligned}$$



The recapitulation of the statistical computation value of t was as follows:

$$\begin{aligned}
 t &= \frac{\bar{x}_1 - \bar{x}_2}{\sqrt{\left( \frac{\sum(x_1 - \bar{x}_1)^2 + \sum(x_2 - \bar{x}_2)^2}{N_1 + N_2 - 2} \right) \left( \frac{1}{N_1} + \frac{1}{N_2} \right)}} \\
 &= \frac{81.68 - 65.67}{\sqrt{\left( \frac{-4174.46 + 10739.33}{44 + 42 - 2} \right) \left( \frac{1}{44} + \frac{1}{42} \right)}} \\
 &= \frac{16.01}{\sqrt{\left( \frac{6564.87}{84} \right) \left( \frac{42 + 44}{1848} \right)}} \\
 &= \frac{16.01}{\sqrt{(78.15)(0.047)}} \\
 &= \frac{16.01}{\sqrt{3.67}} \\
 &= \frac{16.01}{1.92} \\
 &= 8.339
 \end{aligned}$$

While the degree of freedom was;

$$df = N_1 + N_2 - 2 = 84$$

The above calculation showed that the statistical value of t-test was 8.339, while the critical value of t table with significance level of 5 % and the degree of freedom (df) of 84 was 2.000. In sum, the statistical value of t-test was higher than the critical value of t-table. The result showed that there is any significant effect of pocket chart on grammatical skills of the first year students of SLTP Negeri 1 Gondanglegi-Malang in the 2000/2001 Academic Year.

Further, the following formula was used to know the percentage of the relative effectiveness between using pocket chart and without using pocket chart in teaching writing.

$$ER = \frac{\bar{x}_1 - \bar{x}_2}{\bar{x}_2} \times 100 \%$$

So, the calculation of ER in this research becomes:

$$ER = \frac{81.68 - 65.67}{65.67} \times 100\% = 24.4\%$$

**Table 3: Recapitulation of Post Test Scores of the Experimental and Control Classes on Mechanical Skills.**

Experimental Group			Control Group		
The Number of respondents	The Post Test Scores in Mechanical Skills		The Number of respondents	The Post Test Scores in Mechanical Skills	
	x1	x1 <sup>2</sup>		x2	x2 <sup>2</sup>
1	100	10000	1	10	100
2	50	2500	2	50	2500
3	90	8100	3	50	2500
4	80	6400	4	10	100
5	50	2500	5	10	100
6	80	6400	6	60	3600
7	70	4900	7	10	100
8	70	4900	8	10	100
9	-	-	9	-	-
10	60	3600	10	10	100
11	80	6400	11	40	1600
12	90	8100	12	30	900
13	60	3600	13	10	100
14	70	4900	14	50	2500
15	-	-	15	-	-
16	80	6400	16	10	100
17	40	1600	17	10	100
18	10	100	18	20	400
19	60	3600	19	10	100
20	60	3600	20	10	100
21	70	4900	21	10	100
22	60	3600	22	10	100
23	80	6400	23	20	400
24	80	6400	24	70	4900

25	80	6400	25	20	400
26	10	100	26	40	1600
27	30	900	27	-	-
28	70	4900	28	10	100
29	70	4900	29	70	4900
30	90	8100	30	10	100
31	40	1600	31	10	100
32	70	4900	32	60	3600
33	70	4900	33	10	100
34	90	8100	34	-	-
35	60	3600	35	20	400
36	90	8100	36	40	1600
37	80	6400	37	10	100
38	90	8100	38	-	-
39	80	6400	39	10	100
40	90	8100	40	20	400
41	90	8100	41	10	100
42	70	4900	42	0	0
43	70	4900	43	10	100
44	50	2500	44	10	100
45	-	-	45	20	400
46	70	4900	46	70	4900
47	80	6400	47	10	100
Total	3030	226100	Total	980	39800

From the table above, it was known that the results of the statistical computation as follows:

$$N1=44$$

$$N2=42$$

$$\begin{aligned} \bar{x}_1 &= \frac{\sum x_1}{N1} \\ &= \frac{3030}{44} \\ &= 68.86 \end{aligned}$$

$$\begin{aligned} \bar{x}_2 &= \frac{\sum x_2}{N2} \\ &= \frac{980}{42} \\ &= 23.33 \end{aligned}$$

$$\begin{aligned} \sum(x_1 - \bar{x}_1)^2 &= \sum x_1^2 - \frac{(\sum x_1)^2}{N1} \\ &= 226100 - \frac{(3030)^2}{44} \\ &= 226100 - 208656.82 \\ &= 17443.18 \end{aligned}$$

$$\begin{aligned} \sum(x_2 - \bar{x}_2)^2 &= \sum x_2^2 - \frac{(\sum x_2)^2}{N2} \\ &= 39800 - \frac{(980)^2}{42} \\ &= 39800 - 22866.67 \\ &= 16933.33 \end{aligned}$$

The recapitulation of the statistical computation value of t was as follows:

$$\begin{aligned}
 t &= \frac{\bar{x}_1 - \bar{x}_2}{\sqrt{\left(\frac{\sum(x_1 - \bar{x}_1)^2 + \sum(x_2 - \bar{x}_2)^2}{N_1 + N_2 - 2}\right) \left(\frac{1}{N_1} + \frac{1}{N_2}\right)}} \\
 &= \frac{68.86 - 23.33}{\sqrt{\left(\frac{17443.18 + 16933.33}{44 + 42 - 2}\right) \left(\frac{1}{44} + \frac{1}{42}\right)}} \\
 &= \frac{45.53}{\sqrt{\left(\frac{34376.51}{84}\right) \left(\frac{42 + 44}{1848}\right)}} \\
 &= \frac{45.53}{\sqrt{(409.24)(0.047)}} \\
 &= \frac{45.53}{\sqrt{19.23}} \\
 &= \frac{45.53}{4.39} \\
 &= 10.371
 \end{aligned}$$

While the degree of freedom was :

$$df = N_1 + N_2 - 2 = 84$$

The above calculation showed that the statistical value of t-test was 10.371, while the critical value of t-table with significance level of 5 % and the degree of freedom (df) of 84 was 2.000. In sum, the statistical value of t-test was higher than the critical value of t-table. The result showed that there is a significant effect of pocket chart on mechanical skills of the first year students of SLTP Negeri 1 Gondanglegi-Malang in the 2000/2001 academic year.

Further, the following formula was used to know the percentage of the relative effectiveness between using pocket chart and without using pocket chart in teaching writing.

$$\begin{aligned}ER &= \frac{68.86-23.33}{23.33} \times 100 \% \\ &= 195.2 \%\end{aligned}$$

#### 4.4 Discussion

The results of data analysis in this research prove that the use of pocket chart is positively effective on the students' writing achievement. This evidence can be seen through the results of test on the experimental group. From the result, it shows that there is an improvement on the students' writing scores in the test compared with their scores in the report of the first Cawu.

In addition, the above phenomena was caused by the treatment of using pocket chart in teaching writing to the students of the experimental group. This means that the students of the experimental group enjoyed learning by the use of their teacher's pocket chart. In other words, the students became interested in the lesson so they easily remember the lesson having been taught. Besides, pocket chart can help them understand the lesson better because it can directly show the change of the sentence form in the writing class.

Furthermore, the result of documentary study in the form of the students' report of the first Cawu also supports this statement. The result showed that before the treatment given to the experimental group, there are more than three students of the group whose score is five in their report of "Cawu". However, they got better score in their test of writing after the treatment (also see the test of writing on the experimental group page 30). This might result from the fact that the teacher seldom use teaching aid in their teaching method whereas the teaching aid may be helpful for the students to comprehend the lesson easily and that it might contribute to their score.

## V. CONCLUSION AND SUGGESTIONS

### 5.1 Conclusion

The research result showed that there was a significant effect of pocket chart on writing achievement of the first year students of SLTP Negeri 1 Gondanglegi-Malang in the 2000/2001 academic year. It was supported by the result of data analysis of the indicators that search there was a significant effect of pocket chart on grammatical and mechanical skills. It means that pocket chart was an effective useful teaching aid to improve the students' writing skill. This might result from the following points. First, the use of pocket chart can arouse the students' interest. Second, pocket chart can also help the students understand the lesson easily by directly looking at the sentence changes shown on the pocket chart. The effectiveness of the use of pocket chart can be seen through the result of grammatical aspect such as tense and word order as well as the mechanical aspect of the test such as capital letters.

### 5.2 Suggestions

By considering the significant effect of pocket chart on writing achievement, some suggestions are given to the following people:

a. English Teachers

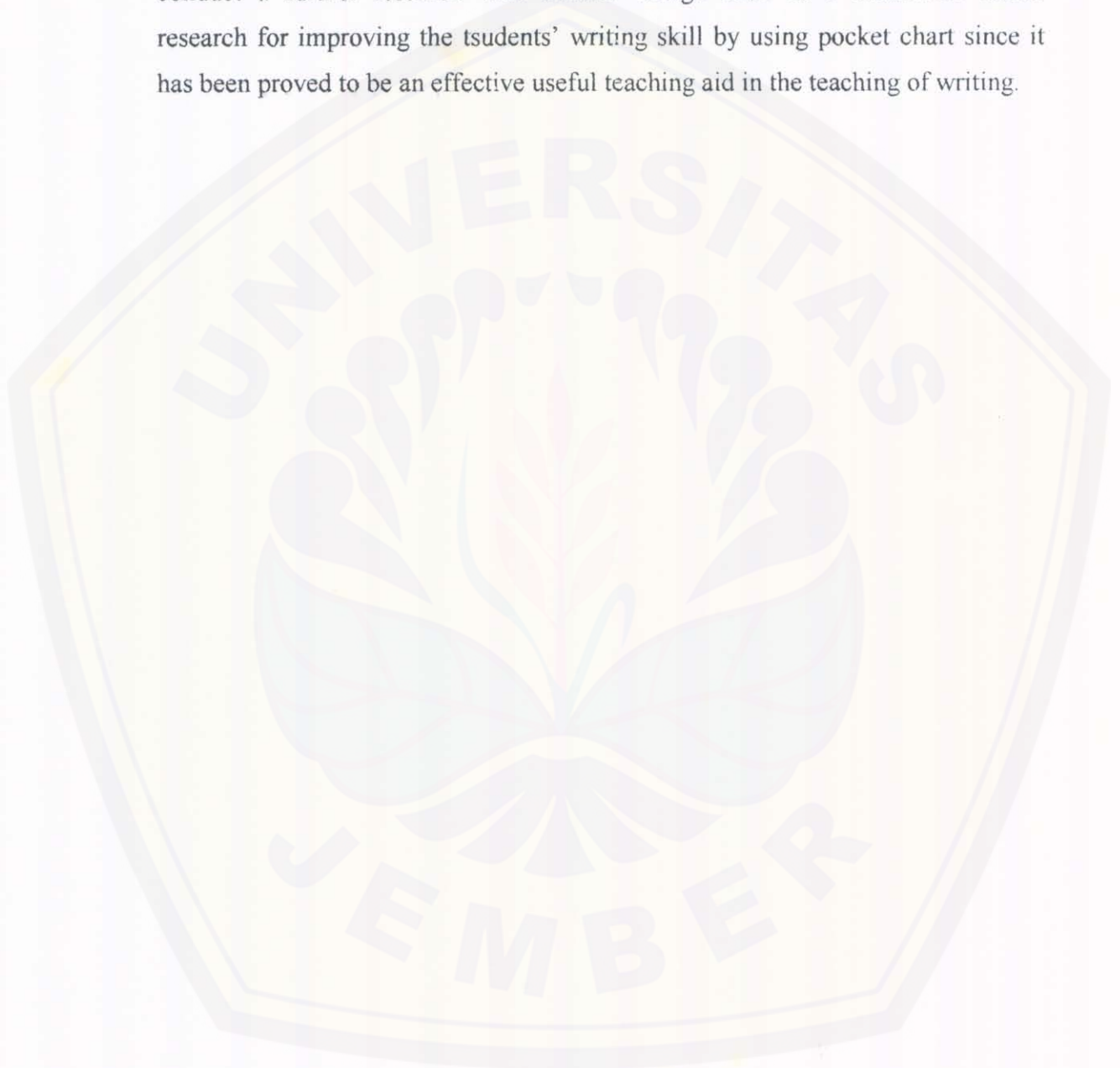
It is suggested that the English teachers use pocket chart as the alternative teaching aid in the teaching of writing to improve the students' writing skill. The pocket chart should attract the students' attention so that they will not get bored during the teaching learning process.

b. Principals

Hopefully, the result of this quasi experimental research will encourage the principals to give some facilities that may help the English teachers develop the teaching aid in the form of pocket chart.

c. Other Researchers

Other researchers are suggested to use the research result as a reference to conduct a further research with another design such as a classroom action research for improving the students' writing skill by using pocket chart since it has been proved to be an effective useful teaching aid in the teaching of writing.





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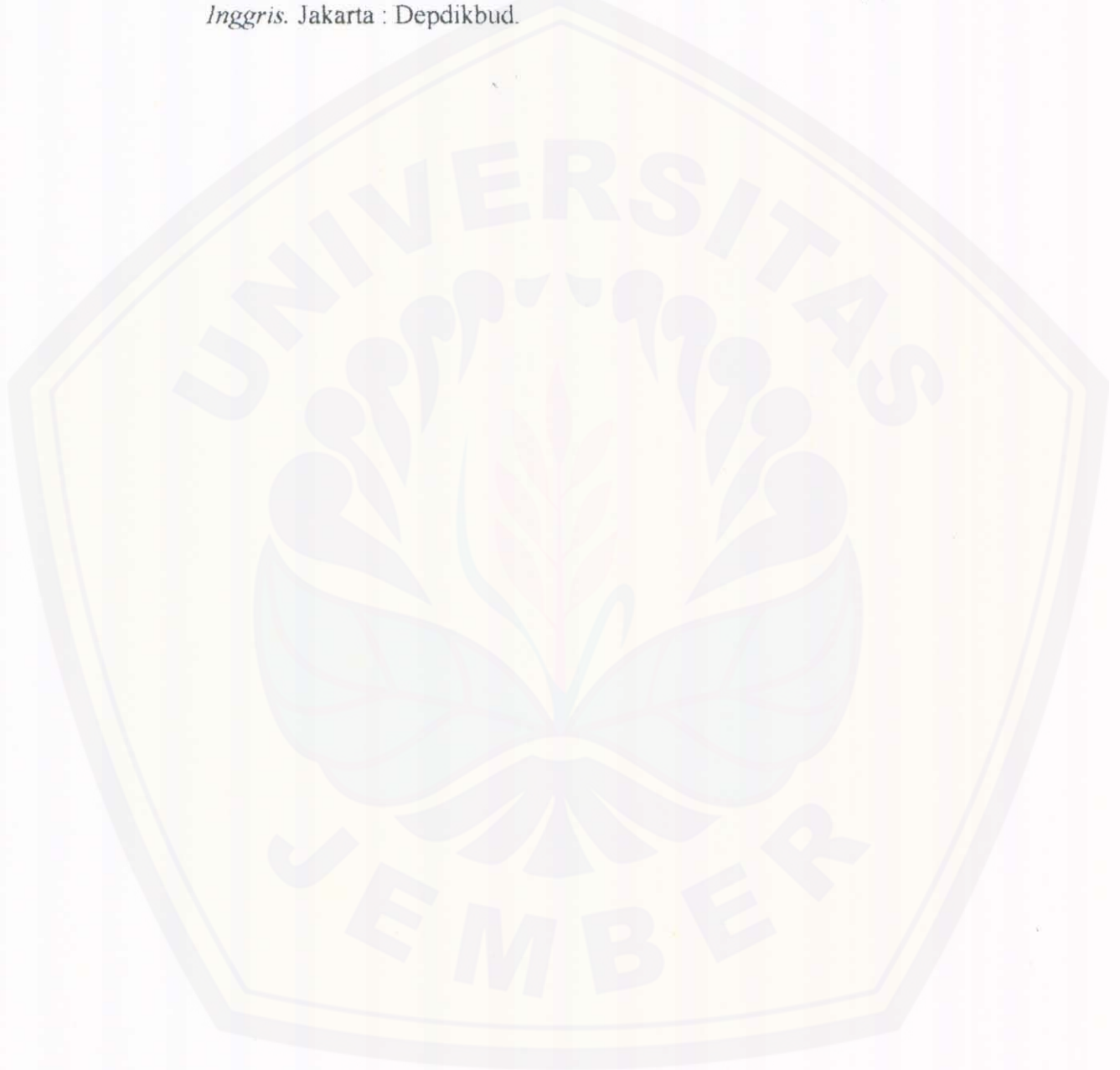
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RESEARCH MATRIX

Title	Problem	Variable	Sub-Variable	Indicator	Data resources	Research Method	Hypothesis
<p>Effect of Pocket Chart on Writing Achievement of the First Year Students of SLTP Negeri 1 Gondanglegi-Malang in the 2000/2001 Academic Year</p>	<p><b>General Problem</b> Is there a significant effect of pocket chart on writing Achievement of the first year students of SLTP Negeri 1 Gondanglegi-Malang in the 2000/2001 Academic Year?</p> <p><b>Specific Problems</b> a. Is there a significant effect of pocket chart on Grammatical Skills of the first year students of SLTP Negeri 1 Gondanglegi-Malang in the 2000/2001 Academic Year?</p> <p>b. Is there a significant effect of pocket chart on Mechanical Skills of the first year students of SLTP Negeri 1 Gondanglegi-Malang in the 2000/2001 Academic Year?</p>	<p>1. Pocket Chart</p> <p>2. Writing Achievement</p>	<p>1.1 Pocket Chart</p> <p>2.1 Grammatical Skills</p> <p>2.2 Mechanical Skills</p>	<p>1.1.1 The Folded Cardboard Pocket Chart</p> <p>1.1.2 The Accordion Type of Pocket Chart</p> <p>1.1.3 The Roll-Up Vinyl Pocket Chart</p> <p>2.1.1 Tense -Simple tense -Future tense</p> <p>2.1.2 Word Order -Statements -Questions</p> <p>2.2.1 Punctuation -Capital Letters</p>	<p><b>Respondents</b> The First Year Students of SLTP Negeri 1 Gondanglegi-Malang in the 2000/2001 Academic year</p> <p><b>Informants</b> -The First Year English Teacher -The Administration Staffs</p> <p><b>Documents</b></p>	<p><b>Research Design:</b> Randomized Control Group Only Design</p> <p><b>Research Area:</b> Purposive</p> <p>SLTP Negeri 1 Gondanglegi-Malang</p> <p><b>Research Respondents:</b> Cluster Random Sampling</p> <p><b>Research Instruments</b> -test -interview guide -documents</p> <p><b>Data Analysis</b> Using t-test formula</p> $t = \frac{\bar{y}_1 - \bar{y}_2}{\sqrt{\frac{\sum (y_1 - \bar{y}_1)^2 + \sum (y_2 - \bar{y}_2)^2}{N_1 + N_2 - 2} \left[ \frac{1}{N_1} + \frac{1}{N_2} \right]}}$	<p><b>General Hypothesis</b> There is a significant effect of pocket chart on writing Achievement of the first year students of SLTP Negeri 1 Gondanglegi-Malang in the 2000/2001 Academic Year.</p> <p><b>Specific Hypothesis</b> a. There is a significant effect of pocket chart on Grammatical Skills of the first year students of SLTP Negeri 1 Gondanglegi-Malang in the 2000/2001 Academic Year.</p> <p>b. There is a significant effect of pocket chart on Mechanical Skills of the first Year Students of SLTP Negeri 1 Gondanglegi-Malang in the 2000/2001 Academic Year.</p>

Table 4 : THE NAMES OF RESPONDENTS

No	The Name of Experimental Group	The Name of Control Group
1	Achmad Ali Sobirin	Abta Labda Fina
2	Ari Fidianto	Achmad Khoirul Anam
3	Arief Sunarto	Afif Didiansyah
4	Arriyul Al Muqoffah	Ainul Faizin
5	Dadang Sukardi	Andika Handa Galih
6	Daka Pristiawan	Andika Haris Permana
7	Dewi Milasari	Andika Putri Dewi
8	Eko Adi Setyo Nugroho	Anis ernawati
9	Eko Prasetyo	Anna Farida
10	Ellis Setyawati	Bagus Kristiawan
11	Erna Krisdiana	Deni wiyono
12	Farida	Dellis Mariyati
13	Fiji Ika Wijayanti	Desi Lia Safitri
14	Hendra Aditya Wardana	Dewi Masitoh
15	Hendra Hadi Nurwanto	Dimas Risqianda
16	Hendri Priyanto	Eka Fredianto
17	Heri Kuswanto	Elsa Agustina
18	Herman Susanto	Elsa Natalia Santi
19	Hermawan	Endik Irawan
20	Hesti Dwi Laili	Fauza Firdaus
21	Irfan Tri Wijayanto	Fauzal Amri
22	Isa Dorra	Fita Kartikasari

23	Iva Surya Inanda	Fransiska Eka Yustiana
24	Karminingsih	Hafid Bahrudin
25	Lilik Rolkawati	Harian Wulandari
26	Muhammad Hassanudin	Hendra Eko
27	M. Aris Setyawan	Heri Lukman Efendi
28	Naviana Dani Ismaya	Imrotul Hanifah
29	Nova Khaesariyah Wida II	Juwari
30	Nur Fadillah Asih	Leila Yeshica
31	Nur Farida	Maya Historika
32	Praha Setya Dani P	Melatiningsih
33	Risqiyatul Khoiriyah	Nadifah Indah Maya
34	Roy Fadli	Pramita Wulandari
35	Siska Dyah Susanti	Puguh Bayu Cahyono
36	Siti Aisyah	Riska Kusuma Setyana
37	Suci Handayani	Rizki fajar
38	Sukirno	Rudi Kurniawan
39	Syahroni	Rudi Setyawan
40	Teguh Harianto	Septian Aris Hermawan
41	Tono zakaria	Serlin anita Safitri
42	Tutik Ernawati	Sugiari
43	Ulfa Lutfiyah	Sulaiman Rohadiansyah
44	Ulfi Farodisi	Supriyanto
45	Yugas Eka Abdi	Vedelis Meilani
46	Yuli Setyowati	Vivin Noviani
47	Yuni Ernawati	Yulianti

Source : School's document in the 2000/2001 academic year

## GUIDELINE OF INSTRUMENT

## THE GUIDE OF INTERVIEW.

No	The Data Taken	Data Resources
1	What kind of method do you apply in teaching writing ?	The English teacher of First Year
2	What kind of book do you use for writing lesson ?	The English teacher of First Year
3	Do you ever try to use any teaching aids to teach writing ? What are they ?	The English teacher of First Year
4	Do you ever use pocket chart in teaching writing ?	The English teacher of First Year

## DOCUMENTS

No	The Data Required
1	The Students' Report of 'Cawu' I
2	The School Curriculum Record
3	The Course Outline used by the first year English teacher

## LESSON PLAN I

Subject	: English
Theme	: Shopping
Sub-Theme	: Supermarket
Class/Cawu	: I/2
Time	: 90 minutes
Skill	: Writing
Language	
Focus	: Future Tense ( Future Action )

### I. General Instructional Objectives

By mastering 500 new vocabularies and grammar which is suitable with the theme and sub theme that has been chosen, the students are able to read, listen, speak, and write.

#### a. Writing

- to make simple sentences
- to complete short and simple conversation

### II. Specific Instructional Objectives

#### a. Writing

- Students are able to make simple sentences in one paragraph into future tense form
- Students are able to rearrange jumble sentences into right order in future tense
- Students are able to complete the dialogue with appropriate words in the future tense.

### III. Teaching Learning Process

Approach : Meaningfulness Approach

Procedure :

Time	Control	Experiment	Time
	<b>Introduction</b>	<b>Introduction</b>	
5'	- Greeting	- Greeting	5'
7'	-Asking the students about their activity in the future	- asking the students about their activity in the future	7'
3'	-telling the students about the material that they are going to discuss	- telling the students about the material that they are going to discuss	3'
	<b>Main Activity</b>	<b>Main Activity</b>	
5'	- Asking the students to read the dialogue about supermarket ( in future tense )	-Asking the students to read the dialogue about supermarket ( in future tense )	5'
10'	-Asking the students to answer some questions based on the dialogue	-Asking the students to answer some questions based on the dialogue	10'
10'	-Asking the students to mention the expression of future action based on the dialogue	-Asking the students to mention the expression of future action based on the dialogue	10'
10'	-Explaining the expression of future action without using pocket chart	- Explaining the materials by showing pocket chart and asking the students to make the sentences in future tense	10'
10'	- Asking the students to rearrange jumble	-Asking the students to rearrange jumble	10'



10'	sentences in future tense into correct order - Asking the students to make simple sentences in one paragraph in the future tense	sentences in future tense into correct order - Asking the students to make simple sentences in one paragraph in the future tense	10'
15'	- Asking the students to complete the dialogue with the expression of future action	- Asking the students to complete the dialogue with the expression of future action	15'
3'	<b>Closing</b> - Concluding the use of expression of future action without pocket chart	<b>Closing</b> - Concluding the use of expression of future action by using pocket chart	3'
2'	- Leave taking	- Leave taking	2'

**Worksheet 1****At a Supermarket**

Laura will go to a departments store.

**Laura** : Mother, I'll go shopping. Do you need something ?

**Mother** : Yes, I need five bars of chocolate.

**Laura** : Anything else ?

**Mother** : Will you stop by at the perfume counter ?

**Laura** : Oh dear. It's too far from Dress and Wear. But never mind, I will go there.

**Mother** : Thank you. Here is the money.

**I. Answer the following questions based on the dialogue above ( Jawablah pertanyaan di bawah ini berdasarkan percakapan di atas )**

1. What will Laura do ?
2. What counters will Laura go ?
3. What will Laura's mother need ?
4. What else does Laura's mother ask her to buy ?
5. What other counters does Laura have to go ?
6. What did mother say when she asked to stop by at the perfume counter ?

**II. Rearrange the following jumble sentences into a right order ( Susunlah kalimat-kalimat di bawah ini menjadi kalimat yang benar )**

1. Trip-will-have-they-Bromo-to-a.
2. Go-you-to-books-will-borrow-?
3. Not-watch-going-the film-you-to-are.

4. I-to-an aspirin-take-am-my headache-for-going.
5. Probably-dinner-be-eating-will-I.
6. Mr. and Mrs. Carlson-next-town-be-in-will-week-?

**III. Rearrange the following sentences which express a future action into the type of be going to form ( Susun kembali kalimat di bawah ini yang menyatakan aktivitas akan datang menjadi bentuk Be going to ).**

John and Anton will go on their holiday next week. They will have a trip to Bromo. John's father has permitted him to go there. He has also given him some money. Now John and anton will look for a tent because they want to camp there. They want to rent it from their friend, Arif, because he has a good one. They will camp there for three nights.

**IV. Write the correct form of the verbs below ! ( Tulislah kata kerja di bawah ini dengan bentuknya yang sesuai )**

John's father is asking John to prepare everything before camping.

**Father** : What \_\_\_\_\_ you ( do ) now ?

**John** : I \_\_\_\_\_ ( prepare ) everything for camping.

**Father** : Where \_\_\_\_\_ you ( camp ) ?

**John** : In Bromo. I \_\_\_\_\_ ( camp ) there next week.

**Father** : Who \_\_\_\_\_ you ( go ) there with ?

**John** : My friend, Anton. He \_\_\_\_\_ ( go ) to Arif's house now. He wants to borrow a tent.

**Father** : How \_\_\_\_\_ you ( go ) to Bromo?

**John** : By train to Probolinggo, then we \_\_\_\_\_ ( go ) by taxi to Ngadisari village. \_\_\_\_\_ you ( give ) me some money ? I need it.

**Father** : O.K., but \_\_\_\_\_ you ( help ) me first. ?

**John** : Of course, Dad. What can I do for you ?

**Father** : Look ! I \_\_\_\_ ( repair ) my car now. I need your help ( Adapted from English'94 for SLTP, 1994: 25,26, 75 ).



**LESSON PLAN II**

Subject	: English
Theme	: Daily - Life
Sub-Theme	: A Saturday Night Visit
Class/Cawu	: I/2
Time	: 90 minutes
Skill	: Writing
Language	
Focus	: Simple Past Tense ( Past Action )

**I. General Instructional Objectives**

By mastering 500 new vocabularies and grammar which is suitable with the theme and sub theme that has been chosen, the students are able to read, listen, speak, and write.

**a. Writing**

- to make simple sentences
- to complete short and simple conversation

**II. Specific Instructional Objectives****a. Writing**

- Students are able to make simple sentences in future tense
- Students are able to complete the text with the appropriate words in simple past tense
- Students are able to rearrange jumble sentences in simple past tense into right order

**III. Teaching Learning Process**

Approach : Meaningfulness Approach

Procedure :

Time	Control	Experiment	Time
	<b>Introduction</b>	<b>Introduction</b>	
5'	- Greeting	- Greeting	5'
7'	-Asking the students about their fantastic experiences in the past	- asking the students about their fantastic experiences in the past.	7'
3'	-telling the students about the material that they are going to discuss	- telling the students about the material that they are going to discuss	3'
	<b>Main Activity</b>	<b>Main Activity</b>	
5'	-Asking the students to read the text about A Saturday Night Visit	-Asking the students to read the text about A Saturday Night Visit	5'
10'	- Asking the students to state whether the statements given are true or false based on the text	-Asking the students to state whether the statements given are true or false based on the text	10'
5'	- Asking the students to answer the questions based on the text	-Asking the students to answer the questions based on the text	5'
5'	-Asking the students to mention the expression of past action based on the text	-Asking the students to mention the expression of past action based on the text	5'
10'	Explaining the expression of past action without using pocket chart	-Explaining the materials by showing pocket chart	10'
		-Asking the students to make sentences in past	10'

10'	-Asking the students to make sentences in simple past tense	tense and put the sentences in pocket chart	
10'	-Asking the students to complete the text with the appropriate words in simple past tense	-Asking the students to complete the text with the appropriate words in simple past tense	10'
15'	-Asking the students to rearrange jumble sentences in simple past tense into right order	- Asking the students to rearrange jumble sentences in simple past tense into right order	15'
3'	<p><b>Closing</b></p> <p>- Concluding the use of expression of past action without pocket chart</p>	<p><b>Closing</b></p> <p>- Concluding the use of expression of past action by using pocket chart</p>	3'
2'	- Leave taking	- Leave taking	2'

**Worksheet 2****A Saturday Night Visit**

Harun visited his new friend, John on Saturday night. John and Harun watched television. They watched a movie on television. They liked the movie and they laughed a lot. The film finished at 9 o'clock, then Harun walked home. He arrived home at 9.15. His father, Mr Achmad, opened the door.

“Did you go to John’s house ? “ his father asked.

“Yes, I watched a film on television .”

“ And did you like it ? “ asked his father.

“ Yes, I did. It was a comedy. It keep me laughing all the time. “

**I. Write true or false to the following statements! ( Tulis Benar atau Salah untuk pernyataan-pernyataan di bawah ini )**

1. John went to Harun’s house on Saturday night. (.....)
2. They watched a film on television until 9 o'clock. (.....)
3. John went home at nine o'clock. (.....)
4. Harun’s house was far from John’s. (.....)
5. Mr. Achmad was not angry with Harun. (.....)

**II. Answer the following questions based on the text ( Jawablah pertanyaan-pertanyaan di bawah ini berdasarkan bacaan ).**

1. Did you watch television last night ?
2. What program did you like most ?
3. What did you do after you watched television ?



**I. Rewrite the sentences below as the examples ( Tulis kembali kalimat-kalimat di bawah ini seperti pada contoh )**

Example :

1. go to Surabaya/stay at home

A: I went to Surabaya yesterday.

Did you go to Surabaya, too ?

B: No, I didn't go to Surabaya. I stayed at home.

2. watch television/study the lesson

A : .....

B : .....

3. visit the museum/go to the theatre

A : .....

B : .....

4. walk to school/ride the bicycle

A : .....

B : .....

5. Read a magazine/sleep

A : .....

B : .....

6. sweep the floor/do my homework

A : .....

B : .....

- II. Complete the sentences below with the correct form of the verbs in the box !  
( Lengkapi kalimat-kalimat di bawah ini dengan bentuk kata kerja di dalam kotak ).**

Came-went-took-felt-got up-did not-told-remembered-read-slept

After Harun.....from John's house. He.....about the film to his father for a moment. Then he.....to bed, but he.....sleep soon. He still.....well about the film. Then he .....the book and .....it until 12 o'clock midnight. He .....very sleepy then. He.....soundly. He .....very late in the next morning.

- III. Rearrange the following jumble sentences into right order in simple past tense ( Susunlah kembali kalimat-kalimat yang acak di bawah ini menjadi kalimat yang benar dalam bentuk Simple Past Tense ).**

1. An-John-accident-got.
2. Did-always-his lectures-a joke-begin-with-he-?
3. We-there-long-stand-not-did. ( Adapted from English'94 for SLTP, 1994: 34-36 ).

### LESSON PLAN III

Subject	: English
Theme	: Hobby
Sub-Theme	: Good Books to Read
Class/Cawu	: I/2
Time	: 90 minutes
Skill	: Writing
Language	
Focus	: -

#### I. General Instructional Objectives

By mastering 500 new vocabularies and grammar which is suitable with the theme and sub theme that has been chosen, the students are able to read, listen, speak, and write.

##### a. Writing

- to make simple sentences
- to transfer simple sentences that the students have learnt in correct spelling and punctuation

#### II. Specific Instructional Objectives

##### a. Writing

- Students are able to rewrite the sentences given into correct capital letters.
- Students are able to rewrite one paragraph given into correct capital letters

#### III. Teaching Learning Process

Approach : Meaningfulness Approach

Procedure :

Time	Control	Experiment	Time
	<b>Introduction</b>	<b>Introduction</b>	
5'	- Greeting	- Greeting	5'
7'	-Asking the students what kind of books including the author, the title they like very much and writing them down in the blackboard	- Asking the students what kind of books including the author, the title they like very much and writing them down in the blackboard	7'
3'	-Telling the students about the material that they are going to discuss	- telling the students about the material that they are going to discuss	3'
	<b>Main activity</b>	<b>Main Activity</b>	
5'	-Asking the students to read the text about Good Books to Read	-Asking the students to read the text about Good Books to Read	5'
15'	-Asking the students to mention the words that use capital letters from the text	- Asking the students to mention the words that use capital letters from the text	15'
10'	-Asking the students to mention the function of the capital letters in Task I	-Asking the students to mention the function of the capital letters in Task I	10'
10'	-Explaining the use of capital letters without using pocket chart	-Showing pocket chart and ask the students to practice some sentences using	5'
15'	-Asking the students to	correct capital letters	

	✓ rewrite the sentences given into correct capital letters	-Explaining the use of capital letters through pocket chart	5'
15'	-Asking the students to rewrite the paragraph given into correct capital letters	-Asking the students to rewrite the sentences given into correct capital letters	15'
		-Asking the students to rewrite the paragraph given into correct capital letters	15'
	<b>Closing</b>	<b>Closing</b>	
3'	- Concluding the use of capital letters without pocket chart	- Concluding the use of capital letters by using pocket chart	3'
2'	- Leave taking	- Leave taking	2'

### Worksheet 3

#### Good Books to Read

Last week the boys and the girls in Mrs. Herman's class had a reading class that they enjoyed. A group of children helped Mrs. Herman pick up books to put on a table. They picked a number of books that everyone would enjoy.

Here are some books. Your teacher will help you to read the names of the books and authors. Which books do you like to read ?

1. **Freddy, the Detective by Walter B. Brooks. It's about smart boy.**
2. **Rafferty Red by Decie Marwin. It's about a clever dog.**
3. **Babbete by Clare T. Newsberry. It's about funny cat.**
4. **Sheba by George T. Franklin. It's about a bear.**
5. **Betsy and boys by Carolyn Harold. It's about a girl.**

**I. Mention which of the word in the above paragraph use capital letters !  
( Sebutkan kalimat mana pada paragraf di atas yang menggunakan huruf besar**

**II. Mention what are the functions of the capital letters in the providing words in Task I ! ( sebutkan fungsi-fungsi huruf besar pada kata kata yang ada pada task I )**

**III. Rewrite the following sentences into correct capital letters ( Tulis kembali kalimat-kalimat dibawah ini dengan bentuk huruf besar yang benar ).**

**Example :** i am studying english

**The correct one :** I am studying English.

1. Hurry up ! do you want to be late ?
2. when i saw john on tuesday i told him that arthur was taking a trip during the spring vacation.
3. is guam east or west of the hawaian islands ?
4. The university of texas is located in austin, texas.
5. Is easter sunday in march or in april this year ?
6. a buddhist temple is being built on washington street.

**IV. Rewrite the following paragraph into correct capital letters ( Tulis kembali paragraf di bawah ini dengan huruf besar yang benar ).**

This morning I met john's brazilian friend, haroldo, at the city hall. John said that haroldo was called by the nickname, harry, by most north americans. Haroldo told me that he had come to the united states because he wanted to study engineering. He is taking courses in the university in history, english, chemistry, and physical education, and he is very busy keeping up with his assignments. When he finishes his work for the b.s. degree, he will return to brazil ( Adapted from Mastering American English, 1956 : 233, 237 ).

## TEST INSTRUMENT

### POST TEST

Time : 90 minutes

**I. Rewrite the following paragraph by changing the verb into past tense form (Tulis kembali paragraf di bawah ini dengan mengubah kata kerjanya menjadi past tense)**

Last Summer, I (go) to Italy. I (visit) museums and (sit) in public gardens. A Friendly waiter (teach) me a few words of Italian. Then, he (lend) me a book. I (read) a few lines, but (not understand) a word. Everyday I (think) about postcards. My holidays (pass) quickly, but I (not send) any cards to my friends (Adapted from Practice and Progress, 1984:17).

**II. Rewrite the following paragraph by putting the form of will/shall into “is/are going to “ form of future tense (Tulis kembali paragraf di bawah ini dengan mengubah bentuk “ will “ menjadi bentuk future tense yaitu “is/are going to”)**

Our neighbour, Captain Charles Alison (will) sail from Portsmouth tomorrow. We (shall) meet at the harbour early in the morning. He (will) be in his small boat, Topsail. Topsail is a famous little boat. It has sailed across the Atlantic many times. Captain Alison (will) set out at eight o'clock, so we (shall) have plenty of time. We (shall) see his boat and then we (shall) say good-bye to him. He (will) be away for two months. We are very proud of him. He (will) take part in an important race across the Atlantic. For the moment, we (will) say good luck for this journey (Adapted from Practice and Progress, 1984:35).



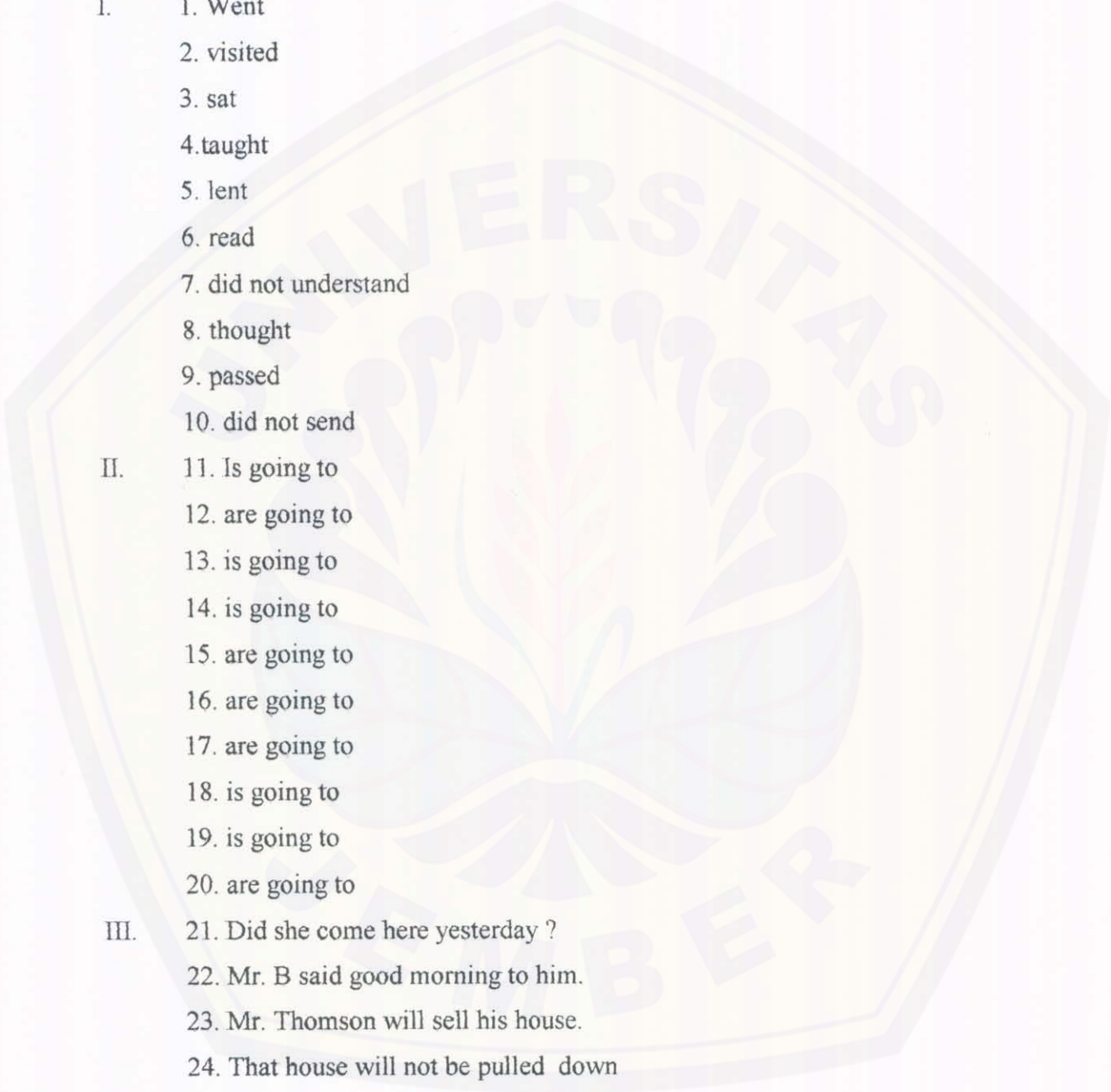
**III. Rearrange the following jumble words in the correct order (Susunlah kembali kata-kata acak di bawah ini menjadi susunan yang benar)**

21. here-she-did-come-yesterday-?
22. Mr. B-good-to-him-said-morning
23. sell-house-will-Mr.Thomson-his
24. not-house-will-that- be-pulled down
25. going-to-write-on-am-Sunday-I-letters (Adapted from Living English Structure, 1958:72).

**IV. Rewrite the following paragraph and change the small letters into the capital ones if they are necessary (Tulis kembali paragraf di bawah ini dan ubahlah huruf kecilnya menjadi huruf besar jika memang diperlukan).**

The North american girl 26, Marry Jones, whom you know, lived in Paris, france 27, from july, 1954, until May 12, 1955 28. She was very happy there and learnt to speak french very well 29. She had to return to the united States 30 to be with her aunt elsie 31. Although she has many friends in New england 32, she misses paris very much 33. at the end, she had to prepare a goodbye's party 34 in her house in this may 35 (Adapted from Mastering American English, 1956; 237).

**Answer Key**

- 
- I.
1. Went
  2. visited
  3. sat
  4. taught
  5. lent
  6. read
  7. did not understand
  8. thought
  9. passed
  10. did not send
- II.
11. Is going to
  12. are going to
  13. is going to
  14. is going to
  15. are going to
  16. are going to
  17. are going to
  18. is going to
  19. is going to
  20. are going to
- III.
21. Did she come here yesterday ?
  22. Mr. B said good morning to him.
  23. Mr. Thomson will sell his house.
  24. That house will not be pulled down
  25. I am going to write letters on Sunday

- IV. 26. American  
27. France  
28. July  
29. French  
30. United  
31. Elsie  
32. England  
33. Paris  
34. At the end  
35. May

Scoring Guide :

$$\text{No 1-10} = 10 \times 10 = 100$$

$$\text{No 11-20} = 10 \times 10 = 100$$

$$\text{No 21-25} = 5 \times 20 = 100$$

$$\text{No 26-35} = 10 \times 10 = 100$$

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$$\text{Total Score} = 400 : 4 = 100$$

**THE RESULTS AND DATA ANALYSIS OF THE HOMOGENEITY OF THE  
ENGLISH STUDENTS' REPORT OF 'CAWU' I**

Table 6 : The English Students' report of 'Cawu' I at the First Year Class in the  
2000/2001 Academic Year

NO	IA		IB		IC		ID		IE	
	XA	XA <sup>2</sup>	XB	XB <sup>2</sup>	XC	XC <sup>2</sup>	XD	XD <sup>2</sup>	XE	XE <sup>2</sup>
1.	6	36	8	64	8	64	5	25	5	25
2.	6	36	6	36	5	25	5	25	5	25
3.	5	25	6	36	7	49	6	36	5	25
4.	6	36	7	49	7	49	5	25	5	25
5.	7	49	6	36	5	25	5	25	7	49
6.	6	36	6	36	6	36	6	36	8	64
7.	5	25	7	49	6	36	5	25	5	25
8.	6	36	7	49	8	64	5	25	7	49
9.	6	36	6	36	6	36	5	25	6	36
10.	6	36	6	36	6	36	6	36	7	49
11.	8	64	7	49	6	36	6	36	7	49
12.	6	36	6	36	8	64	5	25	6	36
13.	7	49	7	49	7	49	5	25	6	36
14.	6	36	6	36	7	49	7	49	7	49
15.	8	64	8	64	5	25	6	36	5	25
16.	6	36	6	36	7	49	7	49	6	36
17.	6	36	6	36	7	49	7	49	6	36
18.	6	36	5	25	6	36	5	25	6	36
19.	6	36	6	36	6	36	6	36	5	25
20.	6	36	7	49	6	36	6	36	7	49
21.	6	36	7	49	7	49	6	36	5	25
22.	7	49	7	49	7	49	7	49	7	49
23.	7	49	7	49	7	49	8	64	6	36
24.	6	36	6	36	7	49	5	25	7	49
25.	6	36	7	49	8	64	6	36	6	36
26.	6	36	5	25	5	25	7	49	5	25
27.	5	25	5	25	8	64	6	36	6	36
28.	6	36	7	49	7	49	7	49	6	36
29.	6	36	6	36	8	64	6	36	7	49
30.	5	25	8	64	7	49	6	36	7	49
31.	6	36	7	49	8	64	5	25	7	49
32.	6	36	6	36	7	49	5	25	6	36

33.	6	36	8	64	9	81	7	49	6	36
34.	7	49	5	25	8	64	6	36	7	49
35.	6	36	5	25	9	81	5	25	7	49
36.	7	49	6	36	9	81	6	36	6	36
37.	6	36	5	25	5	25	7	49	6	36
38.	6	36	5	25	6	36	5	25	5	25
39.	8	64	5	25	7	49	5	25	5	25
40.	7	49	5	25	6	36	7	49	8	64
41.	5	25	6	36	7	49	6	36	8	64
42.	7	49	5	25	5	25	5	25	6	36
43.	7	49	6	36	7	49	8	64	5	25
44.	5	25	5	25	7	49	6	36	6	36
45.	9	81	5	25	6	36	5	25	5	25
46.	7	49	5	25	6	36	6	36	6	36
47.	6	36	6	36	5	25	6	36	6	36
48.	6	36	-	-	-	-	5	25	-	-

Source : School's Document in the 2000/2001 academic year

Table 3 : The Analysis Variant Computation

	<b>xA</b>	<b>xB</b>	<b>xC</b>	<b>xD</b>	<b>xE</b>	$\Sigma(\text{Total})$
<b>n</b>	48	47	47	48	47	237
$\Sigma X$	295	289	236	283	290	1393
$\Sigma X^2$	1846	1817	2171	1707	1828	9369
<b>x</b>	6,15	6,15	5,02	5,90	6,17	-

Notes:

- N : Number of respondents
- X : The Homogeneity Scores
- x : Mean of Group

The English students' report of 'Cawu'I were analyzed by applying ANOVA formula to know the homogeneity of the population. In addition, the following was the formula of ANOVA :

$$F = \frac{S^2b}{S^2w}$$

Where :

- F : Total Variance Estimate
- SSt : Total Sum of Squares
- SSb : Sum of Squares Between Groups
- SSw : Sum of Squares Within Groups
- Sb<sup>2</sup> : Variance Estimate Between Groups
- Sw<sup>2</sup> : Variance Estimate Within Groups
- dfb : Degree of Freedom Between Groups
- dfw : Degree of freedom Within Groups ( Butler, 1985 : 129-134 ).

Thus, the computation of the score in ANOVA was as follow:

$$\begin{aligned} (1) \text{ SSt} &= \sum x^2 - \frac{(\sum x)^2}{N} \\ &= 9369 - \frac{(1393)^2}{237} \\ &= 9369 - 8187.55 \\ &= 1181.45 \end{aligned}$$

$$\begin{aligned} (2) \text{ SSb} &= \left( \frac{(\sum xA)^2}{NA} + \frac{(\sum xB)^2}{NB} + \frac{(\sum xC)^2}{NC} + \frac{(\sum xD)^2}{ND} + \frac{(\sum xE)^2}{NE} \right) - \frac{(\sum x)^2}{N} \\ &= \left( \frac{(295)^2}{48} + \frac{(289)^2}{47} + \frac{(236)^2}{47} + \frac{(283)^2}{48} + \frac{(290)^2}{47} \right) - \frac{(1393)^2}{237} \\ &= (1813.02 + 1777.04 + 1185.02 + 1668.52 + 1789.36) - 8187.55 \\ &= 45.41 \end{aligned}$$

$$(3) SS_w = SS_t - SS_b = 1181.45 - 45.41 = 1136.04$$

$$(4) S_b^2 = \frac{SS_b}{k-1} = \frac{45.41}{5-1} = 11.35$$

$$S_w^2 = \frac{SS_w}{N-k} = \frac{1136.04}{237-5} = 4.90$$

$$(5) df_b = k-1 = 5-1 = 4$$

$$(6) df_w = N-k = 237-5 = 232$$

(7) So :

$$F = \frac{11.35}{4.90} = 2.32$$

The analysis showed that F was 2.32 whereas the F-table with significance level of 5% and dfb of 4 and dfw of 232 showed 2.41. Therefore, F was less than F table. This means that there was no significant difference of the English capability among the five classes of the first year students of SLTP Negeri 1 Gondanglegi-Malang in the 2000/2001 academic year.

In other words, the two classes could be taken as the research sample randomly by lottery. One class was the experimental (IC) and the control group (IB).



PENYEMPURNAAN/PENYESUAIAN  
KURIKULUM 1994  
( SUPLEMEN GBPP )

MATA PELAJARAN: BAHASA INGGRIS  
SATUAN PENDIDIKAN: SLTP/MTs

DEPARTEMEN PENDIDIKAN DAN KEBUDAYAAN  
JAKARTA, 1999





<p>konteks.</p> <p>8) Mendapatkan rasa senang</p> <p><u>Catatan:</u> Rumusan tujuan butir 8 dimaksudkan untuk mendorong guru dan penulis buku menciptakan rasa senang siswa dalam kegiatan membaca.</p>	<ul style="list-style-type: none"> <li>- Di kantin</li> <li>- Di laboratorium</li> <li>- Kebun sekolah</li> <li>- Kegiatan sekolah</li> <li>- Kegiatan Pramuka</li> <li>- Tata tertib sekolah</li> </ul>	<p>Ungkapan kemampuan/kecakmampuan.</p> <p>Ungkapan kepemilikan.</p>	<p>informasi dalam teks.</p> <ul style="list-style-type: none"> <li>Membuat kesimpulan dari bacaan sederhana yang tersedia.</li> <li>Mengelompokkan kata-kata yang berkaitan dari segi makna (jaringan kosakata).</li> <li>Menentukan pernyataan benar-salah.</li> <li>Mencari informasi tentang hal tertentu dalam bacaan.</li> <li>Membaca suatu teks dalam buku, majalah, atau koran yang memuat suatu peristiwa dan kemudian mencari bila dan dimana peristiwa tersebut terjadi.</li> <li>Menggunakan kamus untuk mendapatkan informasi tentang makna kata dan idiom.</li> <li>Menerka arti kata, frasa, atau kalimat berdasarkan konteksnya.</li> <li>Menentukan apakah suatu teks berisi bujukan, peringatan, undangan, informasi, arahan, and sebagainya.</li> </ul>
<p><b>b. Menyimak</b></p> <p>1) Mengidentifikasi benda-benda yang namanya disebutkan oleh guru;</p> <p>2) Melaksanakan perintah yang diberikan secara lisan;</p> <p>3) Memperoleh informasi tertentu dari teks lisan pendek (percakapan, narasi, deskripsi).</p>	<ul style="list-style-type: none"> <li>• <b>Lingkungan kehidupan keluarga</b> <ul style="list-style-type: none"> <li>- Anggota keluarga</li> <li>- Rumah dan perengkapannya</li> <li>- Kegiatan keluarga</li> <li>- Kegiatan sehari-hari</li> </ul> </li> <li>• <b>Tetangga</b></li> <li>• <b>Binatang</b> <ul style="list-style-type: none"> <li>- Binatang peliharaan</li> <li>- Harta milik</li> </ul> </li> </ul>	<p>Ungkapan tentang kebiasaan melakukan sesuatu.</p>	<p>Mr. Harun can speak English well. I can swim.</p> <p>Do you have any rulers? I have two dictionaries. Whose book is that? That's Amir's book. That's not my book.</p> <p>I need a pen and a ruler My brother and I go to the same school</p> <p>These are my sisters. Mr. Bob has two children. Women usually like cooking.</p> <p>Who are these boys? They are my brothers Are they students? Yes, they are</p>
<p><b>c. Berbicara</b></p> <p>1) Mengeja dan atau menyebutkan dengan lantang yang benar kata-kata yang telah dipelajari;</p> <p>2) Bertanya dan menjawab pertanyaan secara sederhana;</p> <p>3) Melakaukan percakapan pendek dan sederhana dengan lancar.</p>	<p>Ungkapan tentang keinginan.</p>	<p>Ungkapan kebiasaan melakukan sesuatu.</p>	<p><b>b. Menyimak</b></p> <ul style="list-style-type: none"> <li>Mengidentifikasi benda-benda yang disebutkan guru dengan menunjukkan gambar.</li> <li>Melakukan perintah yang diberikan secara lisan.</li> <li>Mengisi tabel berdasarkan informasi yang ada di dalam teks lisan pendek (percakapan, narasi, dan deskripsi).</li> <li>Menjawab pertanyaan-pertanyaan</li> </ul>
<p><b>d. Menulis</b></p> <p>1) Menyalin kalimat sederhana yang telah dipelajari dengan ejaan dan tanda baca yang benar;</p>	<p>Caturwulan 2</p> <ul style="list-style-type: none"> <li>• <b>Kebutuhan sehari-hari</b></li> </ul>	<p>Ungkapan tentang keinginan.</p>	<p>We always have breakfast at 7. My father usually goes to the office by bus. I sometimes help my mother in the kitchen.</p> <p>I want a cup of tea. I'd like an ice-cream.</p>

<p>2) Menulis kalimat sederhana yang dimilikikan.</p> <p>3) Melengkapi percakapan sederhana dan singkat (paling banyak 2 pertukaran peran, 4 baris), atau paragraf pendek yang berbentuk narasi dan deskripsi.</p> <p>4) Membuat kalimat sederhana.</p>	<ul style="list-style-type: none"> <li>- Makanan dan minuman</li> <li>- Pakaian</li> <li>- Rekreasi</li> </ul>	<ul style="list-style-type: none"> <li>- Ungkapan tentang kebutuhan.</li> <li>- Ungkapan rasa suka/tidak suka</li> </ul>	<ul style="list-style-type: none"> <li>- I need thick clothes.</li> <li>- I like orange juice</li> <li>- I don't like milk</li> <li>- I enjoy fishing</li> <li>- I hate fish and never eat any</li> </ul>	<p>yang didapat guru atau lawan bicara.</p> <p>Mendengarkan iklan/teks pendek dan menuliskan jawabansingkat atas pertanyaan yang berkaitan dengan iklan tersebut.</p>
<p>2) Menulis kalimat sederhana yang dimilikikan.</p> <p>3) Melengkapi percakapan sederhana dan singkat (paling banyak 2 pertukaran peran, 4 baris), atau paragraf pendek yang berbentuk narasi dan deskripsi.</p> <p>4) Membuat kalimat sederhana.</p>	<ul style="list-style-type: none"> <li>- Makanan dan minuman</li> <li>- Pakaian</li> <li>- Rekreasi</li> </ul>	<ul style="list-style-type: none"> <li>- Ungkapan tentang kebutuhan.</li> <li>- Ungkapan rasa suka/tidak suka</li> </ul>	<ul style="list-style-type: none"> <li>- Tom's father is a doctor.</li> <li>- I'm a student.</li> </ul>	<p>Mencari informasi pribadi dan sejumlah tema yang mempunyai pilihan, minat, atau kesukaan yang sama.</p>
<p>2) Menulis kalimat sederhana yang dimilikikan.</p> <p>3) Melengkapi percakapan sederhana dan singkat (paling banyak 2 pertukaran peran, 4 baris), atau paragraf pendek yang berbentuk narasi dan deskripsi.</p> <p>4) Membuat kalimat sederhana.</p>	<ul style="list-style-type: none"> <li>- Makanan dan minuman</li> <li>- Pakaian</li> <li>- Rekreasi</li> </ul>	<ul style="list-style-type: none"> <li>- Ungkapan tentang profesi seseorang.</li> <li>- Ungkapan tentang keberadaan sesuatu/ seseorang.</li> <li>- Ungkapan tentang kejadian/kegiatan/peristiwa pada waktu lampau.</li> </ul>	<ul style="list-style-type: none"> <li>- There are about 5 doctors in the public health service.</li> <li>- Is there a secretary in the office?</li> <li>- There are not any typists in the room.</li> <li>- The clerk was late this morning.</li> <li>- Our teacher entered the room just now.</li> <li>- The manager left the office at 3 p.m yesterday.</li> </ul>	<p>Melakukan tanya-jawab tentang kegemaran, minat, umur, keluarga.</p> <p>Membandingkan suatu pilihan dengan pilihan orang lain yang sama atau tidak sama berdasarkan gambar yang diberikan.</p> <p>Melakukan tanya-jwab untuk melengkapi tabel tentang nama-nama orang yang bertugas dalam keluarga, misalnya siapa yang berpelehanja.</p> <p>Tukar-menukar informasi tentang keluarga, misalnya mengenai jumlah anggota keluarga, tempat tinggal mereka, kapan dan dimana mereka bertemu.</p>
<p>2) Menulis kalimat sederhana yang dimilikikan.</p> <p>3) Melengkapi percakapan sederhana dan singkat (paling banyak 2 pertukaran peran, 4 baris), atau paragraf pendek yang berbentuk narasi dan deskripsi.</p> <p>4) Membuat kalimat sederhana.</p>	<ul style="list-style-type: none"> <li>- Makanan dan minuman</li> <li>- Pakaian</li> <li>- Rekreasi</li> </ul>	<ul style="list-style-type: none"> <li>- Ungkapan tentang kejadian yang akan datang</li> <li>- Ungkapan yang menyatakan jumlah benda/orang.</li> </ul>	<ul style="list-style-type: none"> <li>- Mother will go shopping this evening.</li> <li>- I will buy some fruits tomorrow.</li> <li>- There are a lot of people in the market.</li> <li>- I need a few Australian apples.</li> </ul>	<p>Melaporkan informasi tentang</p>

<p><b>Caturwulan 3</b></p> <ul style="list-style-type: none"> <li><b>Permainan</b> <ul style="list-style-type: none"> <li>- Permainan modern</li> <li>- Permainan tradisional</li> <li>- Permainan anak-anak</li> </ul> </li> </ul>	<p>Ungkapan yang menyatakan keharusan.</p>	<p>Ungkapan yang menyatakan pilihan.</p>	<ul style="list-style-type: none"> <li>• There was <u>a little money</u> left in my purse.</li> <li>• You <u>must</u> pay for the goods before leaving.</li> <li>• A: "Can I have some fruits?"</li> <li>• B: "Oh, you <u>must</u> go to the green grocer."</li> <li>• A: "Which game do you like to play, modern or traditional one?"</li> <li>• B: "Traditional one, please."</li> <li>• X: "Which one do you want?"</li> <li>• Y: "The red one, please."</li> </ul>	<p>keadaan <del>keharusan</del> seseorang kepada seluruh kelas.</p> <ul style="list-style-type: none"> <li>• Bercerita tentang suatu gambar/foto yang mengingatkan kepada seseorang.</li> <li>• Tanya-jawab berdasarkan bacaan gambar/foto/diagram tertulis.</li> <li>• Melakukan tanya-jawab tentang kegiatan yang disenangi/tidak disenangi dan daftar yang diberikan.</li> <li>• Bermain peran: (1) sebagai turis yang menanyakan arah suatu tempat, misalnya menanyakan tempat berbelanja yang terdekat; (2) dalam menyampaikan salam dan berpamitan; (3) dalam berterima-kasih; dan (4) dalam berkenalan.</li> </ul>
<ul style="list-style-type: none"> <li>• <b>Kegemaran/hobi</b> <ul style="list-style-type: none"> <li>- Berkebun</li> <li>- Koleksi perangko</li> <li>- Berkemah</li> <li>- Membaca</li> <li>- Memasak</li> <li>- Olah raga</li> <li>- Seni</li> </ul> </li> </ul>	<p>Pernyataan tentang kejadian/kegiatan yang sedang berlangsung.</p>	<p>Ungkapan yang menyatakan kuantitas benda yang tidak dapat dihitung.</p>	<ul style="list-style-type: none"> <li>• "Is Nyoman <u>playing</u> marbles?"</li> <li>• "Yes, he is."</li> <li>• "Are children <u>playing</u> hide and seek?"</li> <li>• "Yes, they are."</li> <li>• "What are the boys <u>doing</u>?"</li> <li>• "They are <u>playing</u> scrabbles."</li> <li>• Mother needs <u>a bottle of</u> cooking oil.</li> <li>• I need <u>two glasses</u> of water to boil the eggs.</li> <li>• Can you give me <u>a piece of</u> cheese?</li> <li>• Do you have <u>any</u> milk?</li> <li>• I don't have <u>any</u> milk. I have <u>some</u> creamer.</li> </ul>	<p>d. <b>Menulis</b></p> <ul style="list-style-type: none"> <li>• Menyiain paragraf pendek yang bertematik narasi atau deskripsi.</li> <li>• Menuliskan jawaban-jawaban atas pertanyaan pemahaman teks.</li> <li>• Menuliskan kalimat yang dimilikan dengan ejaan yang benar.</li> <li>• Melengkapi percakapan, forum lir, atau teks pendek.</li> </ul>

### ANALISIS MATERI PELAJARAN

**Mata Pelajaran** : Bahasa Inggris  
**Kelas/Cawu** : 1/1  
**Tahun Pelajaran** : 1999/2000

No	Tema/Anak Tema	Penjabaran	Metode	Sarana	Waktu
1	Jati Diri <sup>o</sup> -Perkenalan	Ketrampilan Berbahasa 1. Membaca -Membaca sekilas untuk mendapatkan gambaran umum tentang perkenalan diri sendiri dan orang lain -Membaca kata-kata yang tertulis pada gambar dengan tekanan intonasi yang tepat -Menjawab pertanyaan berdasarkan informasi dalam teks 2. Menyimak -Menemukan informasi tertentu dalam teks -Melakukan perintah yang dilakukan secara lisan -Mengisi tabel berdasarkan informasi yang ada dalam teks lisan pendek 3. Berbicara -Mengeja dan atau menyebutkan dengan lafal yang benar kata-kata yang telah dipelajari -Bertanya dan menjawab pertanyaan secara sederhana 4. Menulis -Menulis dengan mengisi tabel tentang biodata berdasarkan gambar -Menuliskan jawaban atas pertanyaan dalam teks	<ul style="list-style-type: none"> <li>• Thrrre Phase Technique</li> <li>• Question &amp; Answer</li> <li>• Discussion</li>   <li>• Opinion Gap</li>   <li>• Note Taking</li> </ul>	<ul style="list-style-type: none"> <li>• GBPP 1994</li> <li>• Let's Learn English I</li> <li>• LKS</li> <li>• Gambar</li> </ul>	14 x 45'
2	Kehidupan Sekolah	1. Membaca -Membaca kata-kata yang tertulis pada	<ul style="list-style-type: none"> <li>• Three Phase</li> </ul>	<ul style="list-style-type: none"> <li>• GBPP 1994</li> </ul>	6 x 45'

<p>-Di Sekolah</p>	<p>gambar dengan tekanan intonasi yang tepat</p> <p>Membaca sekilas untuk mendapatkan gambaran umum tentang perpustakaan</p> <p>2. Menyimak</p> <p>-Mengidentifikasi benda-benda yang terlihat dalam gambar</p> <p>-Mengisi tabel berdasarkan informasi dalam gambar</p> <p>-Melakukan perintah yang diberikan secara lisan</p> <p>-Menjawab pertanyaan yang diberikan guru secara lisan</p> <p>3. Berbicara</p> <p>-melakukan percakapan tentang denah sekolah</p> <p>-Bertanya dan menjawab pertanyaan secara sederhana</p> <p>4. Menulis</p> <p>-Menulis kalimat sesuai dengan gambar</p> <p>-Menuliskan kalimat sederhana mengenai denah perpustakaan</p> <p>-Menuliskan informasi secara lengkap berdasarkan katalog yang tersedia</p>	<ul style="list-style-type: none"> <li>• Question &amp; Answer</li> <li>• Discussion</li>   <li>• Opinion Gap</li>   <li>• Note Taking</li> </ul>	<p>Learn English I</p> <ul style="list-style-type: none"> <li>• LKS</li> <li>• Gambar</li> </ul>	
<p>-Kebun sekolah</p>	<p>1. Membaca</p> <p>-Menebak arti kata mengenai kebun sekolah</p> <p>-Membaca percakapan dengan memperhatikan ucapan, jeda, dan intonasi yang benar</p> <p>-Mendapatkan gambaran umum tentang teks</p> <p>2. Menyimak</p> <p>-Menyimak kata-kata yang diucapkan oleh</p>	<ul style="list-style-type: none"> <li>• Three Phase Technique</li> <li>• Role Play</li> <li>• Discussion</li> </ul>	<ul style="list-style-type: none"> <li>• GBPP 1994</li> <li>• LKS</li> </ul>	<p>6 x 45'</p>

		<p>guru kemudian menjawab pertanyaan</p> <p>-Membuat kata-kata yang bermakna dari huruf acak</p> <p>3. Berbicara</p> <p>-Mengeja dan atau menyebutkan dengan lafal yang benar kata-kata yang telah dipelajari</p> <p>4. Menulis</p> <p>-Menuliskan jawaban atas pertanyaan pemahaman teks</p> <p>-Menuliskan/ Mengelompokan kata-kata singular atau plural</p> <p>1. Membaca</p> <p>-Membaca teks keluarga Samsul</p> <p>-Mendapatkan gambaran umum tentang isi wacana</p> <p>-Menjawab pertanyaan berdasarkan informasi dalam teks</p> <p>2. Menyimak</p> <p>-Mengidentifikasi benda-benda yang disebutkan guru tentang ruang tamu, kamar tidur, dapur dan kamar mandi</p> <p>3. Berbicara</p> <p>-Melafalkan kalimat yang sesuai dengan tema dengan ucapan, jeda, dan intonasi yang benar</p> <p>4. Menulis</p> <p>-Mengisi tabel mengenai nama-nama dalam keluarga dan melengkapi kalimat</p> <p>-Membuat pertanyaan dan jawaban berdasarkan gambar tentang kegiatan sehari-hari</p>	<ul style="list-style-type: none"> <li>• Completion</li> </ul> <ul style="list-style-type: none"> <li>• Three Phase Technique</li> <li>• Question &amp; Answer</li> <li>• Discussion</li> </ul> <ul style="list-style-type: none"> <li>• Opinion Gap</li> </ul> <ul style="list-style-type: none"> <li>• Note Taking</li> </ul>	<ul style="list-style-type: none"> <li>• GBPP 1994</li> <li>• Let's Learn English I</li> <li>• LKS</li> </ul>	<p>6 x 45 '</p>
3	<p>Lingkungan Kehidupan Keluarga</p> <p>-Anggota Keluarga</p>	<p>1. Membaca</p> <p>-Menentukan pernyataan benar</p>	<ul style="list-style-type: none"> <li>• Three Phase Technique</li> </ul>	<ul style="list-style-type: none"> <li>• GBPP 1994</li> <li>• Let's</li> </ul>	<p>6 x 45 '</p>
	<p>-Kegiatan Sehari-hari</p>				

	<p>atau salah berdasarkan dialog</p> <p>-Menemukan informasi yang tersirat dalam teks</p> <p>-Membaca dialog tentang apa yang disukai dan tidak disukai dengan lafal, jeda, dan intonasi yang benar</p> <p>2. Menyimak</p> <p>-Memperoleh informasi tertentu dari gambar mengenai waktu</p> <p>-Melengkapi kalimat berdasarkan informasi yang tersirat dalam gambar</p> <p>-Melengkapi tabel berdasarkan informasi yang ada dalam dialog tentang apa yang disukai dan tidak disukai</p> <p>3. Berbicara</p> <p>-Menyebutkan kata atau kalimat yang telah dipelajari dengan lafal, jeda dan intonasi yang benar</p> <p>4. Menulis</p> <p>-Menuliskan jawaban atas pertanyaan dalam teks</p> <p>-Menyusun kembali kalimat acak menjadi kalimat yang susunannya benar berdasarkan gambar</p>	<ul style="list-style-type: none"> <li>• Question &amp; Answer</li> <li>• Discussion</li>   <li>• Opinion Gap</li>   <li>• Rewriting</li> </ul>	<p>Learn English I</p> <ul style="list-style-type: none"> <li>• LKS</li> </ul>	
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db.	T a r a f S i g n i k a n s i	
	5%	1%
1	12,706	63,657
2	4,304	9,925
3	3,182	5,841
4	2,776	4,604
5	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	2,942
16		
17	2,120	2,921
18	2,110	2,898
19	2,101	2,878
20	2,093	2,861
	2,086	2,849
21		
22	2,080	2,831
23	2,074	2,819
24	2,069	2,807
24	2,064	2,797
25	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  
Cetakan kedua; Yayasan Penerbitan Fakultas Psikologi UGM,  
 Yogyakarta, 1975. p. 272.

Kalau signifikansi dg 1% pasti signifikansi dg



**UNIVERSITAS JEMBER**  
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Alamat : Jl. Kalimantan III/3 Kampus Tegaltoto Kotak Pos 162 Telp. (0331) 334988

Nomor : 2758 /J25.1.5/PP.7/2000

08 NOV 2000

Lampiran : 1 (satu) benkul

Perihal : **SEMINAR PROPOSAL SKRIPSI**

Kepada : Yth. ....  
 Dosen FKIP. Universitas Jember  
 di-

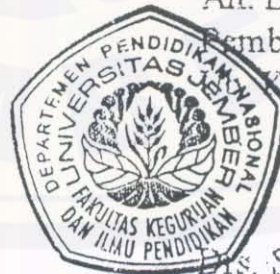
J E M B E R

Bersama ini kami mengharap dengan hormat kehadiran Bapak/Ibu besok pada :

Hari / Tanggal : Sabtu, 12-11-2000  
 Jam : 2.00-3.00  
 Acara : Ujian Seminar Proposal Skripsi  
 An. MIA MELANI  
 NIM.960210401090  
 Jurusan/Prog. : Penda. Bhs. dan Seni / Penda. Bhs. Inggris  
 Judul : THE EFFECT OF POCKET CHART ON WRITING ACHIEVEMENT OF THE FIRST YEAR STUDENTS OF SMPN GONDANGLEGI-MALANG IN THE 2000/2001 ACADEMIC YEAR  
 Tempat : Gedung JLI. Micro Teaching

Denikian atas perhatian dan kehadirannya disampaikan terima kasih.

An. DEKAN  
 Pembantu Dekan I  
 Kabag. Tata Usaha,



Drs. SUBAHAB IMAM FADILLAH  
 NIP. 130 261 669.

Tembusan Kepada Yth. :

1. Ketua Jurusan FKIP UNEJ
2. Ketua Program FKIP UNEJ
3. Dosen Pembimbing I dan II
4. Mahasiswa yang bersangkutan
5. Arsip.-



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Nomor : 2613 /J25.1.5/PL5/2000  
Lampiran : Proposal  
Perihal : Ijin Penelitian

23 OCT 2000

Kepada : Yth. Sdr. Kepala SMPN Gondanglegi -Malang

di : Malang

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

Nama : MIA MBIANI

Nim : 960210401090

Program/Jurusan : Pendidikan Bahasa Inggris/PBS

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

THE EFFECT OF POCKET CHART ON WRITING ACHIEVEMENT OF THE FIRST...  
YEAR STUDENTS OF SMP NEGERI GONDANGLEGI-MALANG IN THE 2000/2001  
ACADEMIC YEAR

Pada lembaga yang saudara pimpin.

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

Atas perkenan dan perhatiannya kami mengucapkan terima kasih.

a.n. Dekan  
Bembantu Dekan I,



DJOKO SUHUD  
130 355 407