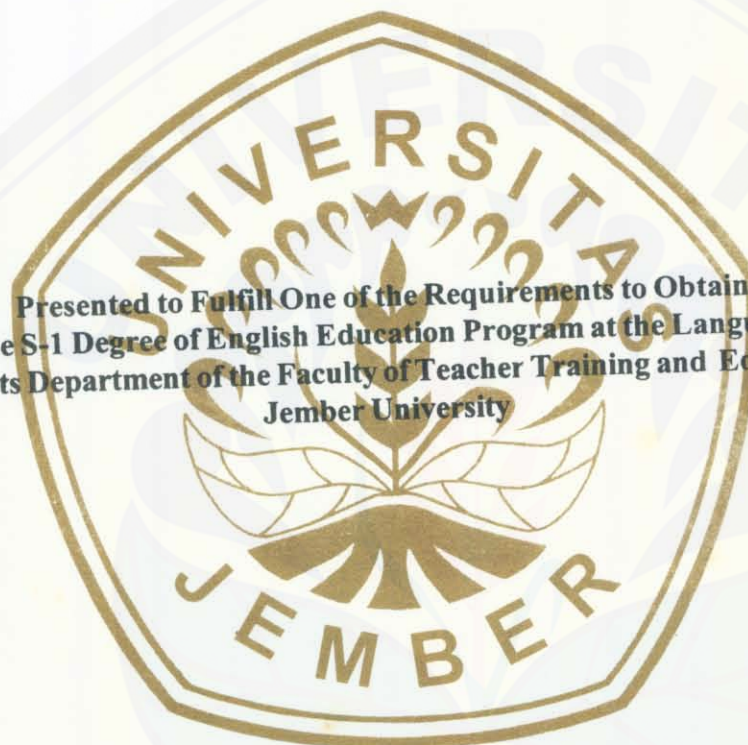


**A DESCRIPTIVE STUDY OF THE SECOND YEAR  
STUDENTS' ABILITIES IN WRITING SENTENCES  
BY USING PICTURES AT SLTPN 1 PONOROGO  
IN THE 2000/2001 ACADEMIC YEAR**

**THESIS**

Presented to Fulfill One of the Requirements to Obtain  
The S-1 Degree of English Education Program at the Language  
and Arts Department of the Faculty of Teacher Training and Education,  
Jember University



By:

Asal : ...

Klass

Terima : ... 5 JUL 2001

No. Induk : 60 236 249

428  
MAR  
a

**HANIATI MAR'AH**

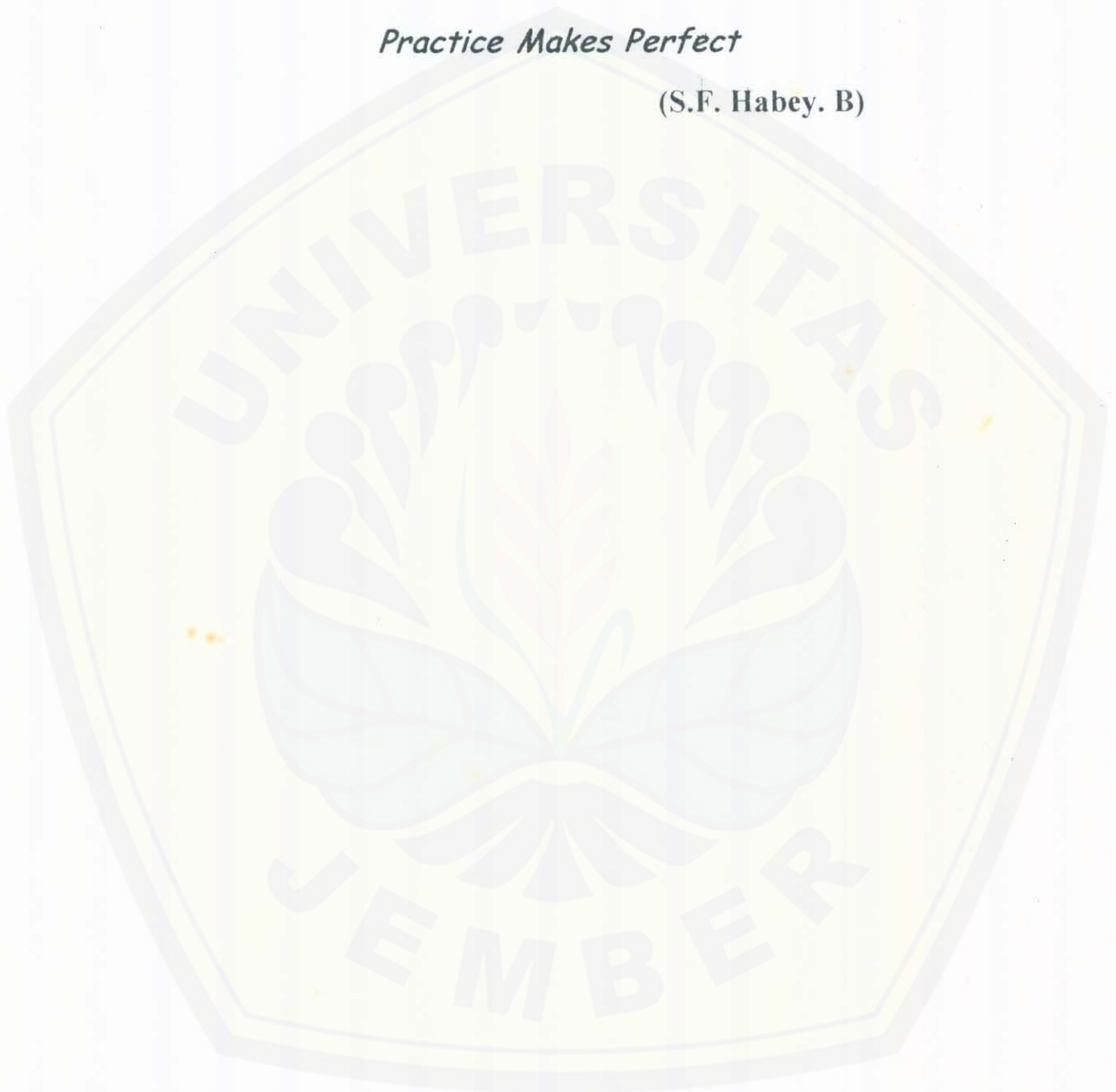
NIM. 960210401139

**ENGLISH EDUCATION PROGRAM  
FACULTY OF TEACHER TRAINING AND EDUCATION  
JEMBER UNIVERSITY  
JUNE, 2001**

**MOTTO :**

*Practice Makes Perfect*

(S.F. Habey. B)



## DEDICATION

This thesis is honorably dedicated to :

1. My beloved Dad, Isnaini and my beloved Mom, Munjayanah. I truly appreciate your affection, unconditional love and everything you give me. I do love you more than words I can say.
2. My beloved grand mother, Hj. Fatimah. Thanks for your love. I will pray for you.
3. My beloved brother, Mas Ali and my sister , Mbak Nurul. We have many loves to pass our long days. I love you so much.
4. My beloved “brothers”, N'tox and Zlamet , and my beloved “sisters”, Aning, N'tix and Titin, thanks for everything given to me. I will always be your sister forever. I'm very proud of being a part of you.
5. My Friends at Sumatra 155, 157, and 159, Yulis, Nirma, Ifa, Ujik ,Bagus et al, thank you very much for your help and your inspiration along this time.
6. My Friends in the 95 and 96' level, Iin, Dyah, Ima, Tyas, Ifa, and Etik. Mbak dhani , Mbak Bibit, and Mas yoyok.
7. Tidar crew ( 2UT, 2 IT, Rendra, etc), thanks for your kindness along this time. You will in my heart forever.
8. My Almamater

**MAY GOD BLESS YOU**



**CONSULTANTS APPROVAL**

**A DESCRIPTIVE STUDY OF THE SECOND YEAR STUDENTS'  
ABILITY IN WRITING SENTENCES BY USING PICTURE AT SLTP N 1  
PONOROGO IN THE 2000/2001 ACADEMIC YEAR**

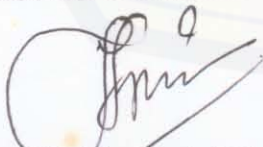
**T H E S I S**

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

Name : Haniati mar'ah  
Identification Number : 960210401139  
Level : 1996  
Program : English Education  
Department : Language and Arts  
Place of Birth : Ponorogo  
Date of Birth : March, 13<sup>rd</sup> 1978

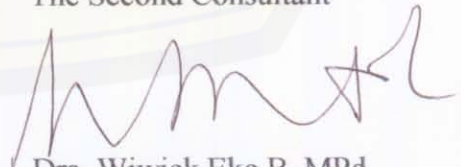
**Approved by :**

The First Consultant



Dra. Siti Sundari, MA  
NIP. 131 759 842

The Second Consultant



Dra. Wiwiek Eko B. MPd.  
NIP. 131 475 844



**APPROVAL OF EXAMINER TEAM**

This thesis is approved and received by the examination committee of the Faculty of Teacher Training and Education.

Examined on : Friday, June, 22<sup>nd</sup> 2001

Place : Faculty of Teacher Training and Education, Jember University

The Committee

The Chairperson

  
Drs. Budi Setyono, MA

NIP. 131 832 333

The Secretary

  
Dra. Wiwiek Eko B. MPd

NIP. 131 475 844

The Members :

1. Drs. Bambang Suharjito, MEd


NIP. 131 832 333

2. Dra. Siti Sundari, MA

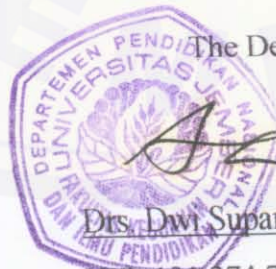
NIP. 131 759 842


The Dean

  
Drs. Dwi Suparno, MHum

NIP. 131 274 727



## ACKNOWLEDGEMENTS

First, I would like to express my greatest gratitude to Allah swt who always gives me His mercy, invaluable guidance and blessing to finish this thesis. I am also deeply grateful to the following people:

1. The Dean of the Faculty of Teacher Training and Education, Jember University
2. The Chairwoman of the Language and Arts Department
3. The Chairman of the English Education Program
4. My First consultant who has encouraged and guided me how to write a good thesis
5. My Second consultant who has guided me during the process of finishing this thesis
6. All lecturers at the English Education Program of the Faculty of Teacher Training and Education
7. The Headmaster of SLTP N 1 Ponorogo, the English teacher, the administration staff and the students who helped me obtain the research data
8. All who helped me finish this thesis

I believe that this thesis is still far from being perfect, however it is expected to be useful either for the readers or my self. At last, I hope constructive criticism as well as advice from the reader to improve the writing of this thesis.

Jember, June 2001

Writer

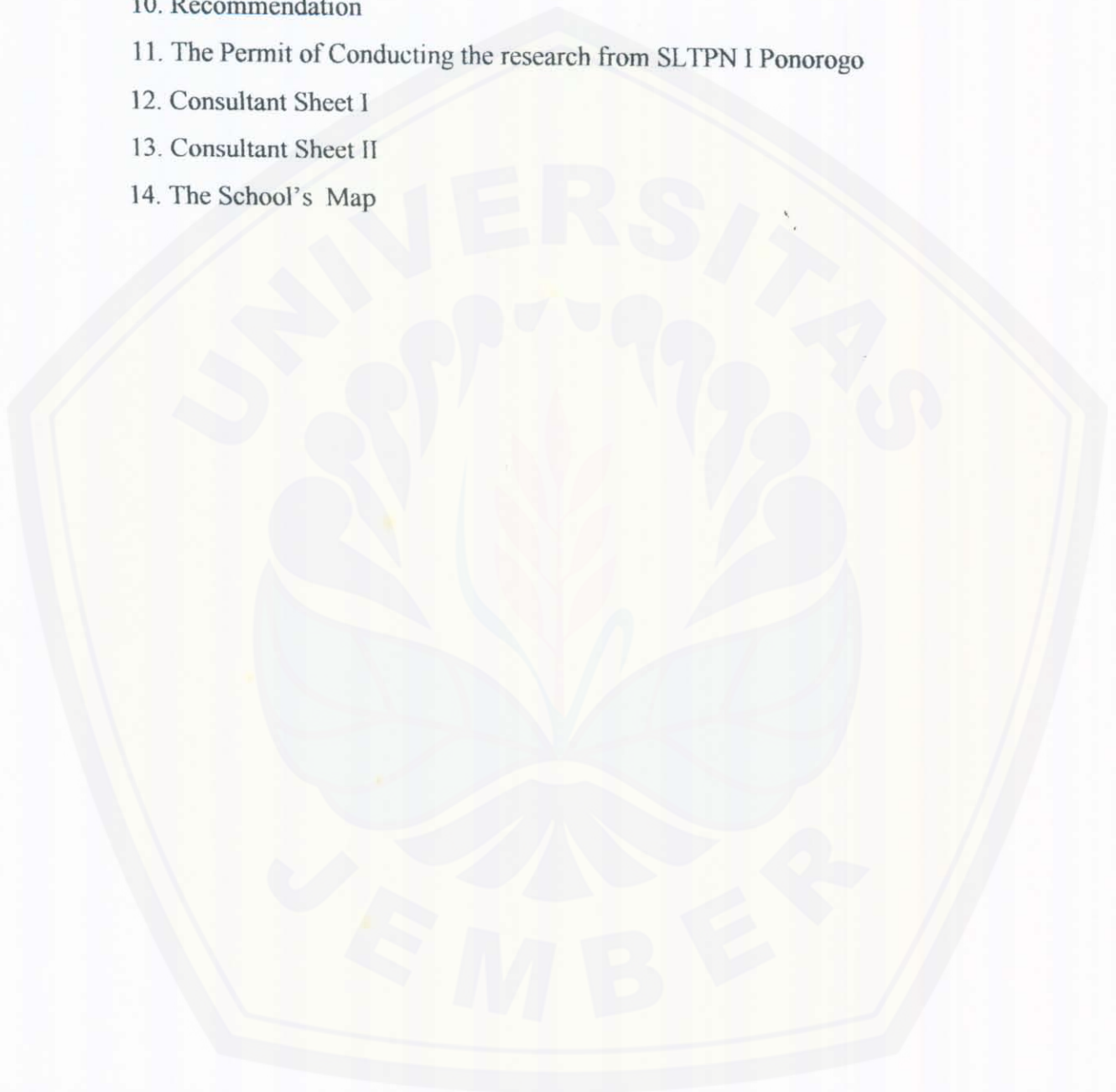
TABLE OF CONTENTS

	Page
<b>TITLE</b> .....	i
<b>MOTTO</b> .....	ii
<b>DEDICATION</b> .....	iii
<b>APPROVAL OF EXAMINER TEAM</b> .....	iv
<b>CONSULTANTS APPROVAL</b> .....	v
<b>ACKNOWLEDGEMENTS</b> .....	vi
<b>TABLE OF CONTENTS</b> .....	vii
<b>LIST OF TABLES</b> .....	x
<b>ABSTRACT</b> .....	xi
<b>I. INTRODUCTION</b> .....	1
1.1 Background of the Research .....	1
1.2 Research Problem .....	2
1.3 The Operational Definition of Variables .....	2
1.3.1 The Students' Writing Ability .....	2
1.3.2 Writing Sentences by Using Pictures .....	3
1.4 Research Objective.....	3
1.5 Research Significances .....	3
<b>II. REVIEW OF RELATED LITERATURE</b> .....	4
2.1 Writing Ability .....	4
2.1.1 Vocabulary .....	5
2.1.2 Structure .....	7
Mechanics.....	12
2.2 Pictures .....	13
2.2.1 The Advantages of Using Pictures.....	14
2.2.2 Kinds of Pictures.....	15
2.2.3 The Use of Pictures in the Teaching and Testing of the	



Writing Skill .....	16
<b>III. RESEARCH METHODS .....</b>	<b>18</b>
3.1 Research Design .....	18
3.2 Area Determination Method.....	18
3.3 Respondents Determination .....	19
3.4 Data Collection Methods.....	19
3.4.1 Test .....	19
3.4.2 Interview .....	20
3.5.3 Documentation .....	21
3.5 Data Analysis Method .....	21
<b>IV. RESEARCH RESULTS AND DISCUSSION .....</b>	<b>23</b>
4.1 Results of Writing Test through Pictures .....	23
4.2 Result of Interview .....	26
4.3 Result of Documents .....	27
4.4 Discussion .....	27
<b>V. CONCLUSIONS AND SUGGESTIONS .....</b>	<b>29</b>
5.1 Conclusions .....	29
5.2 Suggestions .....	29
<b>REFERENCES</b>	
<b>APPENDICES</b>	
1. Research Matrix	
2. Bibliography	
3. Guideline of Supporting data	
4. The List of Respondents	
5. The School's Facilities	
6. Writing Test Instrument	

7. Students Worksheet
8. Answer key
9. Thesis Seminar Proposal
10. Recommendation
11. The Permit of Conducting the research from SLTPN I Ponorogo
12. Consultant Sheet I
13. Consultant Sheet II
14. The School's Map



**LIST OF TABLES**

<b>Number of Table</b>	<b>Names of Tables</b>	<b>Page</b>
1.	The Number of Samples Taken from each Class	18
2.	The Classification of the Score Level	21
3.	The Students' Writing Scores	22
4.	The Categories of the Students' Writing Abilities	24
5.	The List of Respondents	Appendix 4



**ABSTRACT**

Haniati Mar'ah, June 2001. A DESCRIPTIVE STUDY OF THE SECOND YEAR STUDENTS' ABILITIES IN WRITING SENTENCES BY USING PICTURES AT SLTP N 1 PNOROGO IN THE 2000/2001 ACADEMIC YEAR.

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

Consultants: 1. Dra. Siti Sundari ,MA  
2. Drs. Wiwiek Eko Bindarti, MPd

**Key Words:** Writing Abilities, Pictures

In learning English, the writing skill is one of the English skills that should be owned by the Junior High School students. This was a descriptive study which was intended to describe the second year students' abilities in writing sentences by using pictures at SLTPN I PONOROGO. The respondent were 72 students of the second grade who were taken by proportional random sampling. The primary data were collected by writing test. While the supporting data were collected by using interview and documentation. The collected primary data were analyzed quantitatively in presentage. The research result showed that the second year students' abilities in writing sentences by using pictures at SLTP N I PONOROGO were categorized as good (M= 77,61). It is suggested that the use of pictures in evaluating the students' writing abilities be useful and efficient to improve the writing skill.

## I. INTRODUCTION

### 1.1 Background of the Research

In fact, writing English sentences is not easy for the students. In other words, the students have problems in writing English sentences. This is because they have problems with some aspects of writing English, such as structure, word choice, articles, and mechanics.

English as an International language is used by many people in the world as a means of communication. In Indonesia, English is a required subject at Junior and Senior High Schools. The objective of learning English at Junior High School is to enable the students to communicate in English both actively and passively. In addition, they are expected to have four English skills, namely: reading, listening, speaking and writing. Writing is one of the four English skills that is learned by the second year students of Junior High School.

In the 1994 English curriculum, it is stated that the objective of the teaching of writing is to enable the students to have the writing skill. Mastering the aspects of writing is very important. It will help the writer express his/her ideas clearly and effectively. Besides, it helps the reader understand the writer's ideas easily.

Writing in a foreign language is not easy, especially for foreign language learners. Among the four language skills, writing is considered to be the most difficult one to master. Many students may get good marks in English speaking test, but when they are asked to write, they make many errors. Fadloeli (1986:71) says that writing competence is regarded very difficult. It is because the writer has to be able to communicate with the reader indirectly. So, the writer has to be able to write his/ her ideas clearly and effectively.

The problem that is often faced by the students of Junior High School is they cannot express their ideas in the written form. The success of teaching – learning English, especially writing depends on many factors such as the teacher, methods, media, etc. The use of media is one of the possible solutions to overcome the problem in writing. 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.

Visual aids as media play an important role in learning a foreign language, including the learning of writing, because they increase the effectiveness of learning by helping the students assimilate the ideas more meaningfully since they can relate between concepts and the things. Besides, they give an interesting learning process. Besides, they can also make the teaching learning process and the teacher-students interaction more alive.

As one of the visual aids, pictures can be used to assess the teaching learning process. They cannot only make the teaching learning process interesting, but also help the students express their ideas in the written form more easily.

Based on the students' problem in writing, it is necessary to conduct a descriptive research entitled "A Descriptive Study of the Second Year Students' Abilities in Writing Sentences by Using Pictures at SLTPN 1 Ponorogo in the 2000/2001 Academic Year".

## **1.2 Research Problem**

The problem of this research is formulated as follows:

"How is the second year students' ability in writing sentences by using pictures at SLTPN 1 Ponorogo in the 2000/2001 academic year?"

## **1.3 The Operational Definitions of the Terms**

To avoid misinterpretation between the writer and the readers about the meaning of the terms used in the title, it is necessary to define them operationally. The term that is necessarily to be defined operationally is the students' abilities in writing sentences by using pictures.

### **1.3.1 The Students' Writing Abilities**

In this research, the students' writing abilities means the students' potential or capacity to express their ideas in sentences in the form of writing English sentences.



### 1.3.2 Writing Sentences by Using Pictures

The term 'writing sentences by using pictures' means any sentences that are written by the students by looking at the pictures given. The pictures used in this research are individual pictures and composite pictures.

Based on the ideas above, the students' abilities in writing sentences by using pictures means the students' potential or capacity to express their ideas in the sentences in the form of writing English sentences by looking at the pictures given.

### 1.4 Research Objective

The objective of this research is to describe the second year students' abilities in writing sentences by using pictures at SLTPN 1 Ponorogo in the 2000/2001 academic year.

### 1.5 Research Significances

The results of this research are expected to be significant for the following people:

a The English teacher

The results of this research are significant for the English teacher as information to know her/his students' writing abilities. Then, it can be used as an input to improve the teaching of writing and the students' writing skill.

b The students

The students' work given to them is useful for them as information to know their writing abilities and motivate them to improve their writing skill.

c Other researchers

The research results can be used by other researchers as an input or a reference to conduct a further research dealing with the same topic by using another research design, such as an experimental research on the effect of pictures on students' writing achievement or a classroom action research to improve students' writing achievement through pictures.

## II. REVIEW OF RELATED LITERATURE

### 2.1 Writing Ability

In Webster International Dictionary (1974:1542), the word 'writing' is defined as to communicate or describe in writing. The deeper definition is given by Byrne (1979:1) says that 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.. The word 'ability' means a potential, capacity or power to do something physic or mental (Hornby:1986:2).

Based on the ideas above, the term writing ability in this research means the students' power or potential to express their ideas in written form in the form of grammatically correct sentences.

Hendrickson (1979:13) divides writing ability into two categories: The linguistics and the communicative ability. The former refers to the students' ability in using the correct grammar, vocabulary and mechanics. The latter refers to the students' ability in using the particular purpose with a particular audience in mind together with the ability to select, organize and other relevant information. Based on the ideas, in this research, students' writing ability refers to students' linguistic ability.

In writing a sentence, the student not only arranges the words into a sentence, but also considers some aspects in writing. Heaton (1988:135) states that there are five general components to master in writing. Those components are explained as follows:

- a). Language use: the ability to write correct and appropriate sentences.
- b). Mechanical skills: the ability to use those conventions particular to the written language e g, punctuations and spellings.
- 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

Based on the ideas, the components evaluated in writing are:

1. The use of vocabulary or word choice in writing sentences. It is because the word chosen will influence the meaning of the sentence written. In other words, the words choice is the central thing in building sentences.
2. Language use or structure, that is the students' ability in writing grammatically correct sentences with the help of pictures, (the use of tenses, and the use of article). In this study, simple past tense and present continuous tense are focused because both of the tenses are taught in the second year students of Junior High School. The use of grammatical errors in sentences will has different meaning, So in this study, the use of structure is analyzed.
3. Mechanical skill that is spelling. In this study, spelling is analyzed because spelling can not separated in written sentences. The error of spelling in writing sentence will confusing the reader to understand the sentence written, and will appear different meaning of the sentence.

In this research, the use of vocabulary or words choice, language use or structure and the use of mechanic are analyzed because the three aspects are very important in writing sentences. The stylistic still and judgement skill are more important in writing paragraph, paper, etc.

### **2.1.1. Vocabulary**

Vocabulary is one of the language components that plays an important role in learning. Napa (1991:6) explains that vocabulary is one of the language components and there is no sentence without words. In other words, we can say that vocabulary is a central thing in writing sentences. In this study, the students' abilities in using vocabulary or word choice in writing English sentences are evaluated.



### The Use of Words

In writing sentences, the first thing to do by the writer is choosing the subject, selecting the material and choosing appropriate words.. The students must be able to decide what words that will be used in writing sentences because the words used can influence the meaning of the sentence. Many students get difficulty in choosing the appropriate words when they are asked to make sentence. In this case, Hatch and Brown (1995:378) says that beginning students are particularly likely to make mistakes that are obviously related to confusions of the form of other words. In writing sentences, the writer should use accurate words, employ exact shades of meaning. In other words, the writer should make a decision in choosing specific and accurate words to write good sentences.

Paulston and Bruder (1976:169) explains that the most important criterion for selecting vocabulary should be semantic saliency. The higher the semantic saliency of word, the easier it is learned. So in selecting the vocabulary in writing, the meaning of the word is very important to avoid the ambiguous meaning of the sentence written. Furthermore, Paulston and Bruder (1976:173) mentions some kinds of difficult words, they are as follows:

1. Deceptive cognates that are the word that have been influence by many factor, but it have different meaning.  
Example: English–family, Indonesian – famili
2. Words with different connotations or values. The word that have the same form, but it have difference sense.  
Example: Pussy
3. Words which are the exact equivalent but have different meanings  
Many people often have different interpretation about term, so they often misunderstand.  
Example: the first floor, ( it can have meaning the second floor)
4. Words with different contribution. The student usually make mistake in using the word that almost have the same meaning.  
example: the use of ‘take’ and ‘bring’

From the ideas above, it is clear that the writer must be careful in choosing words in writing. The words chosen should be appropriate to express the meaning of the sentences. Therefore, the choice of words is an important aspect in writing sentences to make the meaning of the sentences easy to understand.

### **2.1.2. Structure**

In learning English, structure is very essential because it is a foundation to develop English skills. Especially in writing skill, structure helps the reader and the writer understand the sentences written.

Structure deals with how to form and to use words, phrase, and sentence correctly. Hornby (1989:1276) defines structure as a way in which something is put together, and organized. Paul (1978:1107) defines structure as the way in which each part related to another. What is meant by structure here is the way in which parts of sentence are formed, in order that they have a correct meaning. So, the sentence arranged must be structurally.

In this study, structure is used as one of the indicators of the students' writing. It means that the students' writing abilities are evaluated from their abilities in applying structure, especially the use of tenses (simple past tense and present continuous tense.)

#### **1. The Use of Tenses**

The word tense deals with the sentence – structure and the sentence – pattern. The sentence – structure means the structure of the sentence and how it is structured. The sentence pattern means any particular pattern dealing with the form of the sentence. Bramer and Sedley (1981:415) say that tense in English is a concept of a form not of a meaning. Hornby (1974:891) defines the word “tense” as a form taken by a verb to show the time of the action. The word “tense” stands for a verb form or a sense of verb form used to express a time relation. Tense may indicate whether an action, activity or state is present, past, future or in progress over a period of time.



Based on the 1994 English curriculum, it is stated that the form of past tense and present continuous tense are focused for the second year students of Junior High School.

So, in this study, the use of simple past tense and present continuous tense are focused in this research.

#### a. Simple Past Tense

Frank (1972:73) says that simple past tense is a tense that indicates definite time terminating in the past whether a time word is given or not.

The formula of the simple past tense is:

Positive sentence : **S + V 2 + O**

Examples : a. She studied English last night  
b. He bought some apples

The negative sentence : **S + DID + NOT + V 1 + O**

Examples : a. She did not study English last night  
b. He did not buy some apples

The interrogative sentence: **Did + S + V 1 + O**

Examples: a. Did she study English last night?  
b. Did he buy some apples?

Alter (1991:148) explains the use of the simple past tense as follows :

- 1 The simple past tense is used to show an action that happened at a definite time in the past.

Examples: a. She left the campus an hour ago  
b. They made these bags by themselves  
c. She spoke to me just now.

- 2 The simple past is used to express a past habit. In this case, adverbs of frequency of time are used, such as always, often, sometimes, never, usually, etc.

Examples: a. She always came here whenever she had time



b. We always bought some apples when they went to Malang.

c. I often fished in this river

3 The simple past tense in indirect speech is used to replace the present tense in direct speech,

Example: Direct : 'She asked,' Where is Peter?'

Indirect : She asked where Peter was.

The use of irregular verbs in the simple past tense is quite difficult for the students. They must memorize the past form of the verbs. In order to use the tense form of these irregular verbs, it is necessary to know the principal part of the verbs.

There are two kinds of verb forms used in the simple past tense. They are regular verb, and irregular verb forms. The past tense of regular verbs are simple form of the verbs (V1) added by -ed or -d.

For examples are as follows:

Help	+	ed	=	helped	Admire	+	ed	=	admired
Call	+	ed	=	called	Manage	+	ed	=	managed

Many past tense forms of irregular verbs change the internal vowels of the simple form of verbs (V1). Examples: 'eat - ate', 'do-did', 'write-wrote', 'find-found', 'sing-sang', etc.

Some past tense forms of the verbs are the same as the simple form of the verbs. Examples: 'cut-cut', 'read-read', 'put-put', 'hit-hit', etc.

#### **b. Present Continuous Tense**

The present continuous form of the verb is used when the writer views the event as occurring within a limited period of time. The use of this form includes some ideas of duration and clearly indicates that time is an important consideration. In other words, present continuous tense is used to describe events that are happening at the moment of speech. In this study, the present continuous tense are used to describe the seen activities.

The pattern of the present continuous tense is :

Positive sentence : **S + be ( is , am, are) + V1 + ing + C**

- Examples :
- a. She is crying loudly.
  - b. He is reading the magazine
  - c. They are studying in the classroom

Negative sentence : **S + be ( is, am, are ) + NOT + V1 + ing +C**

- Examples :
- a. She is not crying loudly.
  - b. He is not reading the magazine
  - c. They are not studying in the classroom

Interrogative sentence: **Be ( is, am, are ) + S +V1 + ing + C**

- Examples:
- a. Is she crying hard loudly?
  - b. Is he reading a magazine?
  - c. Are they studying in the classroom?

Alter (1991:28) explains the use of the present continuous tense as follows:

1. The present continuous tense is used to show an action that is happening at the moment of speaking.

- Examples:
- a). I am writing a letter now
  - b). She is not studying now
  - c). Andi is waiting for his brother in the classroom

2. The present continuous tense is used to show a future action that has been planned. A time expression is usually shown in such a case.

- Examples :
- a). He is not coming to the meeting tomorrow
  - b). She is leaving for Europe next week
  - c). We are visiting Borobudur on Sunday.

3. The present continuous tense is sometimes used to show an action that is performed so often that becomes a habit.

- Examples:
- a). He is always eating ice-cream
  - b). He is often writing a letter



In addition, Alter (1991: 29) explains there are some verbs that are not usually used in the continuous form. They are :

- Some verbs, such as 'hear' and 'see' are not usually used in the continuous form.

Examples :        a). I hear them singing in that room (NOT –hearing)  
                          b). I see a girl playing with a hitter (NOT- seeing)

- Some verbs indicating mental state are not used in the continuous form, such as : 'want', 'wish', 'like', 'dislike', 'desire', 'remember', 'recognize', 'believe', love, know, mean, etc.

Example :        a). I want to have my bag now (NOT- wanting)  
                          b). He hates to get bad score. (NOT- hating)

In some case, there are some verbs that indicating mental state can be used in the continuous tense if we know about the process of the action.

For example : I am thinking of my father

## 2. The Use of Articles

The articles are the members of a group of word determiners that are used before nouns. The articles are sometimes classified as modifiers, but sometimes as function words. There are two kinds of articles, namely: definite and indefinite articles. The definite article is 'the' and the indefinite articles are 'a' and 'an' (Swan, 1988:65). "A" is used before words beginning with consonant sounds, for examples, a rabbit, a book. "An" is used before words beginning with vowel sound, for examples; an elephant, an apple. The use of articles are closely related to the form of nouns whether they are countable singular or plural nouns or uncountable nouns. The use of the articles, 'a', 'an', and 'the' are presented in the following parts.

### a. Indefinite Articles

Frank (1972:175) states that indefinite article is generally used with a singular countable noun. The articles 'a' and 'an' have meaning the numeral one. Furthermore, he divides the three distinctive sense of indefinite articles as follows:



- The actual numeral one  
For example: He waited for an hour
- One undifferentiated specimen in class  
For example: He ate an apple
- One specimen that representing a class  
For example: Jack is a teacher

#### **b. Definite Article**

The definite article is 'the'. According to Frank(1972:128), the definite article 'the' is developed historically from a word meaning 'this' and still retains some of the basic meanings of the pointing demonstrative. Furthermore, he says that the article 'the' is generally used with a singular or plural noun.

The definite article is used before a noun of which there is only one or which one is considered as one. The main use of definite article is used before a noun which has become definite as a result of being mentioned a second time (Thompson,1994:3).

- For examples :
- a. I want the book on the table.
  - b. He took the money in the wallet.
  - c. He bought the apples from Canada

#### **2.1.3. Mechanics**

Mechanics is concern with convention particular to the written language. In this case, Heaton (1988:135) says that the mechanical skill is the skill to use correctly those convention peculiar to the written language . Further, mechanics refer to punctuation and spelling. In this research, the mechanics investigated is spellings. While the punctuation is not investigated because in this study, the students are asked to write sentence based on the pictures given. So if the students make any mistake in punctuation, the sentences are still understandable.

## Spellings

There are some rules to spell the words, (Frank,1972:17-18), they are as follows :

- a. Double the final consonant before a noun suffix beginning with a vowel.

Examples: Run + er = runner

Occur + ence = occurrence

- b. Change the final 'y' to 'i' before a noun suffix beginning with a vowel or consonant.

Examples: Carry + age = carriage

Happy + ness = happiness

Study + es = studies

Try + es = tries

- c. Drop the final silent 'e' before a suffix beginning with a vowel.

Example: Admire + ation = admiration

Insure + ance = insurance

Serve + ant = servant

- d. Retain the final silent 'e', before a suffix beginning with a consonant

Examples: Arrange + ment = arrangement

Strange + ness = strangeness

Safe + ty = safety

Furthermore, Frank adds that there are some words that the form of the original words change when noun suffixes are added.

Examples: Maintain + ance = maintenance

Describe + ion = description

Curious + ity = curiosity

## 2.2 Pictures

A picture is one of the important media that can be used in the teaching learning process, especially in teaching writing. Pictures can help the students express their ideas in the written form. By looking at the pictures, the students are encouraged to express their ideas in writing sentences.



In Webster Dictionary, a picture is a representation of objects or scenes on paper, canvas, etc by drawing, painting, photography, etc (1983:279). It means that the picture may be in the form of painting or drawing as an art of painting. The picture can represent human life, such as people, animals, things and activities. In this case, Suleiman (1979:27) says a picture is one of visual aids that can make someone more understand about the ideas than use the words.

Pictures used in the teaching learning process should show representative objects and should be familiar with the students. So, the students will be easy to use and understand the pictures

### 2.2.1 The Advantages of Pictures

Pictures used as media are useful in the teaching learning process. They can develop the students' ability to use the foreign language. According to Wright (1989:10), pictures can play a key role in motivating the students, contextualizing the language they are using, giving them a reference and helping to manage the activity. It means that pictures have some advantages in the classroom activities.

According to Yunus (1981:5), there are six advantages of using pictures in the teaching learning process as follows :

- 1 Pictures are very useful for presenting new grammatical and vocabulary items
- 2 Pictures provide meaningful practice of vocabulary and structure presented by the teacher.
- 3 Pictures can also provide a stimulus for using the language at the production and manipulation stages to speak, to read and to write.
- 4 Pictures are easy to collect and to make
- 5 Pictures can be used for revision from one lesson to another
- 6 Pictures can be used to supplement whatever textbooks.

Based on the ideas above, it is clear that pictures have some advantages in the teaching learning process. It can also help the students express their ideas by looking at the pictures in the written form.



### 2.2.2 Kinds of Pictures

There are many kinds of pictures that can be used in the teaching learning process, especially in the teaching of writing. Yunus (1981:50) divides pictures into three kinds namely: individual picture, composite picture and picture series. Each kind of picture has each characteristic. Individual pictures have small size, composite pictures have large pictures, while picture series contain a number of related events or stories. So picture series is not appropriate to use in writing a single sentence. In this study, individual pictures and composite pictures are used as media in evaluating the students' writing skill. It is because both kinds of pictures are appropriate used to measure the students' abilities in writing sentences.

#### a. Individual Pictures

Individual pictures are pictures of objects, persons and activities. They can help the students create their ideas and feeling in the written form. Yunus (1981:50) states that individual pictures are single objects, persons, or activities. In this research, Individual pictures more focused on the single activities. Meanwhile Wright (1989:193) explains that there are many general things that can be described by using pictures of single objects, namely:

- a. food : preference, kind of food
- b. clothes :fashions, suitability
- c. cars : cost, comparison, performance
- d. animal ; habitat, characteristics
- e. everyday object : usefulness, purpose
- f. gift : appropriate

#### b. Composite Pictures

A composite picture is a picture that shows scenes, for example, an activity that occurs in hospital, beach, railway station, street, etc. In this picture, it can be seen the member of people who are doing their activity (Yunus,1987:49). Moreover, Wright(1989:197)says that a composite picture is a picture which shows different information. It means that composite pictures can give different activities or information. They enable the students to see place, people, and event that they

would otherwise not see because of factors like distance, time and cost. They do not only contain local subject matter, but also foreign subject matter.

Besides, there are some considerations in using pictures in the teaching learning process, especially in the writing skill, they are as follows:

1. The pictures used must be appropriate with the theme discussed.
2. The pictures must be interesting for the students
3. The pictures are easy for the students to understand.

### **2.2.3 The Use of Pictures in the Teaching and Testing of the Writing Skill**

Pictures have functions as teaching media which play a very important role to increase the effectiveness of the teaching and learning process. This is because pictures can help the students assimilate their ideas in more meaningful and interesting manner. Hence, it is said the pictures when used appropriately in language teaching can be expected to make the teaching more interesting. Besides, it can be used to vary their teaching activities.

Using pictures as media for writing class gives opportunity to develop not merely a wide variety of task, but also sequence of the task. This is because when the pictures are selected carefully, the students can be motivated in mastering the material from the simple to difficult materials gathering with more vocabulary, knowledge and sentence structure and organizational skill.

According to Hamalik (1994:67), there are some reasons of using pictures in writing. They are as follows:

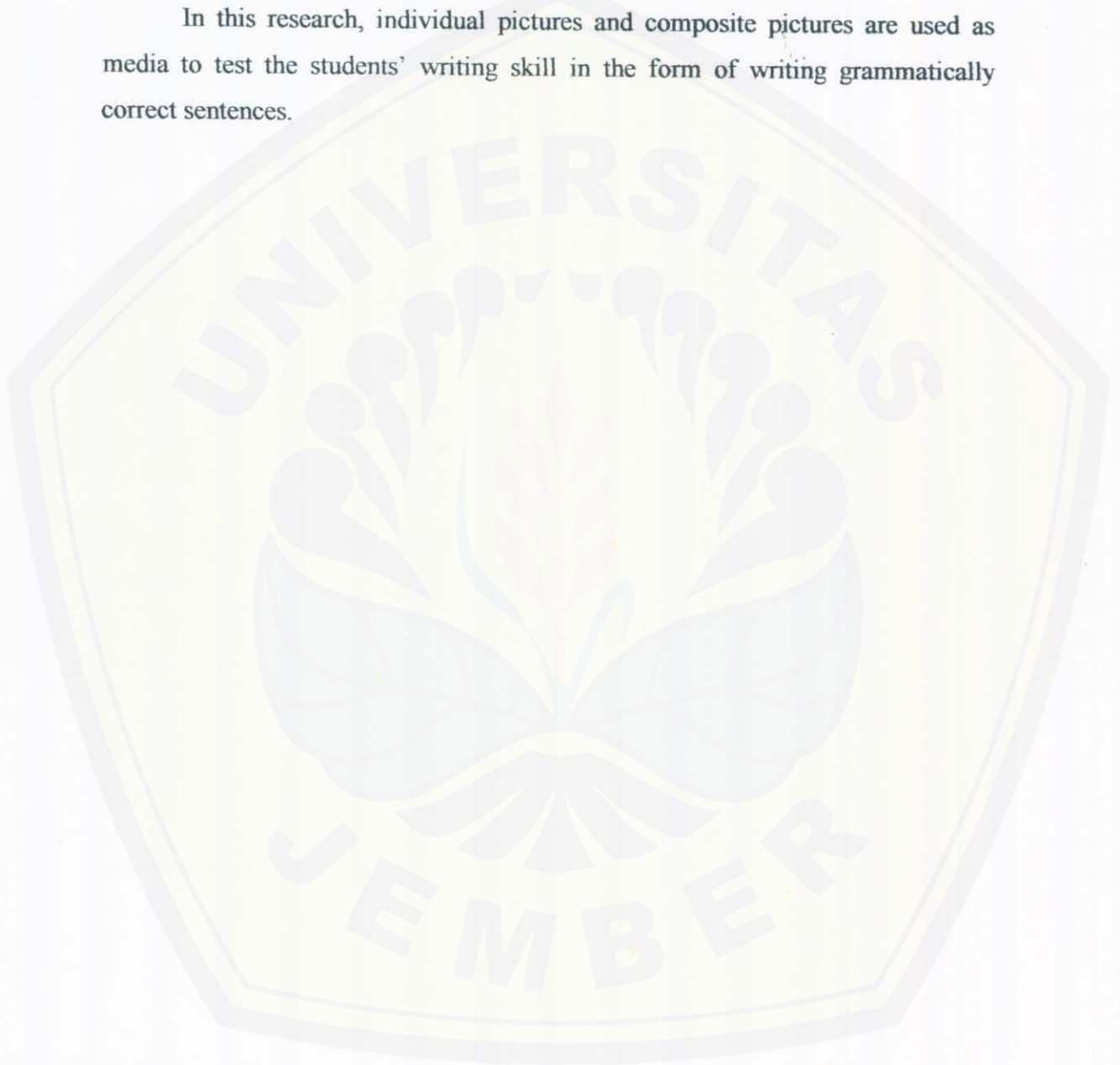
1. Pictures are concrete. The students can see what is being discussed by using pictures clearly.
2. Pictures solve the delimitation of time and room. It can expand about something that cannot be seen because of the distance and time.
3. Pictures can be used to represent the very small things that cannot be seen.

Based on the ideas, it is clear that pictures are helpful for the teacher and the students to make the teaching learning process more effective and communicative. Ernestova (1981:9) explains that the use of pictures in teaching a foreign language, including teaching writing is practically unlimited and success



comes to the teacher with foresight and imagination. He adds what pictures used should provide a high degree of interest. Besides, pictures can be used to test the students' writing abilities in writing sentences. We can measure how far the students can express their ideas by looking at the pictures in the written form.

In this research, individual pictures and composite pictures are used as media to test the students' writing skill in the form of writing grammatically correct sentences.





## III. RESEARCH METHODS

### 3.1 Research Design

This was a descriptive research. It was not intended to prove a hypothesis, but to describe the students' abilities in writing sentences by using pictures. The data of the students' abilities in writing sentences by using pictures were taken by using writing test.

The procedures used in this research were as follows:

1. Determining the respondent of this research, that are the second year students at SLTP N I Ponorogo
2. Giving writing test to the respondent to get the main data.
3. Analyzing the result of the test quantitatively
4. Classifying the result of the data analysis qualitatively
5. Collecting the supporting data through interview and documentation
6. Concluding the results to answer the research problem
7. Writing the research report

### 3.2 Area Determination Method

In this research, purposive method was used to determine the area. As Arikunto (1993:113) says that purposive method is a method based on the certain purpose and reasons.

This research was purposively conducted at SLTPN 1 Ponorogo. This school was chosen for some technical reasons. First, the school is located in the researcher's hometown. Second, the researcher was easy to get the permission. Third, this school is one of the favorite schools in Ponorogo. In addition, the English teacher at the school uses pictures in teaching writing, and guided writing is taught regularly.

### 3.3 Respondent Determination

The population of this research was all of the second year students of SLTPN 1 Ponorogo in the 2000/2001 academic year. The number of the population was 363 students divided into 8 parallel classes. To take the samples, the proportional random sampling was used. The samples were taken proportionally and randomly from 20% of the number of the students of each class of the second year students (Arikunto, 1993:103). Thus the number of the samples taken were 72 students of the second year students that were taken proportionally and randomly of each class as follows:

**Table 1. The Number of Samples Taken from Each Class.**

Class	The Number of Students	The Number of Samples
2A	45	9
2B	45	9
2C	46	9
2D	45	9
2E	46	9
2F	46	9
2G	45	9
2H	45	9
TOTAL	363	72

### 3.4 Data collection Methods

There were two kinds of data in this research, namely primary data and supporting data. The primary data were collected by using writing test through pictures. Then, documentation and interview were used to get the supporting data.

#### 3.4.1 Test

In this research, the writing test was used to measure the students' abilities in writing sentences by using pictures. It was guided writing and the form of the test was subjective. The subjective test was chosen in this research because it



could measure the students' abilities in writing sentences based on the pictures with the indicators used.

The test was a teacher made test consisting of 20 pictures. The pictures were given to the students to make sentences that cover three indicators, namely; vocabulary (word choice), structure (the use of the tenses and the use of article), and mechanics (spelling).

Dealing with scoring, each item or each sentence is scored based on the three indicators, namely (1) the vocabulary (word choice) was scored 5, (2) the structure (the use of tenses and articles) was scored 5, and (3) mechanic (spelling) was scored 5. Thus the total score of each indicator was 300 that was then converted into 100.

A test should be valid and reliable. A test is said to be valid if it can measure what is intended to measure. According to Hughes (1989:22), the validity of the test can be classified into content validity, criterion validity, construct validity, and face validity. Further, he states that the test has content validity if it contains a proper sample of things that will be measured. In this research, the test has content validity because the test items covered the themes chosen (animals, entertainment, geography) and the indicators used (word choice, structure, and mechanics). Besides, the test was constructed based on the guideline of the English curriculum of 1994, specific instructional objectives and general instructional objectives. The test was also consulted with the English teacher.

Dealing with test reliability, Hughes (1989:22) says that a valid test must provide consistently results. Consequently, since this test was valid, it was reliable as well. Therefore, the test reliability was not established.

Since the limited time, the researcher did not enable the research to conduct the try out.

### **3.4.2 Interview**

In this research, structured interview (Arikunto, 1993:229) was used to obtain the supporting data about the approach and the techniques used by the English teacher in teaching writing, the textbooks used, and the way how to



evaluate the students' writing abilities, the media used, in teaching writing, the type of writing taught to the students, the problem faced by the students in writing English. The interview was done by preparing a set of questions before the process of interviewing. The interview was conducted with the English teacher of SLTPN 1 Ponorogo to get the information needed to complete the primary data. The interview questions are enclosed on Appendix 3.

### 3.4.3 Documentation

In this research, documentation was used to get the information about the map, the school facilities, and the names of respondent. This is in line with Arikunto's idea that documentation was the data dealing with notes, transcripts, books, newspapers, magazine, etc (1996:230)

### 3.5 Data Analysis Method

Data analysis is one of the important steps in a research activity. It was presented to analyze and interpret the research data to have meaningful information. In this research, the main data were quantitative in the form of the students' scores of writing test.

The collected data were analyzed quantitatively in the percentage by using the following formula:

$$E = \frac{n}{N} \times 100\%$$

Note:

E = the percentage of the students' abilities in writing sentences by using pictures.

n = the scores obtained by the students

N = the total score of test items.

(Adapted from Ali,1993:186)

Then, the results of the data analysis were classified based on the following classification of the score level presented in Table 2.

**Table 2. The Classification of the Score Level.**

Scores	Level
96 – 100	Excellent
86 – 95	Very good
76 – 85	Good
66 – 75	More than enough
56 – 65	Enough
46 – 55	Bad
36 – 45	Very bad
< 25	Poor

(Adapted from Depdikbud,1990:10)

The steps to analyze the data of this research were as follows:

1. Scoring the results of the writing test.
2. Analyzing the students' scores of writing statistically in the percentage by using the formula above.
3. Classifying the results of the data analysis based on the score level (using the Table 1).
4. Describing the results to answer the research problems.

#### IV. RESULTS AND DISCUSSION

This chapter presents the results of writing test and data analysis, the results of interview and documentation, and discussion.

##### 4.1 Results of Writing Test through Pictures

The test was conducted on 2<sup>nd</sup> May 2001 to get the main data about the students' writing abilities by using pictures. The test was given to the respondents (72 students) of the second year students of SLTPN I Ponorogo at the third Cawu in the 2000/ 2001 academic year.

The test consisted of 20 items in which each item was scored from three (3) indicators, and each indicator was scored 5. So the score of each item was 15. Thus, the total score of the test items was 300, that was then converted into 100. The results of the test and data analysis are presented in the following table.

**Table. 3 The Students' Writing Scores**

NR	n	N	E (%)
1.	246	300	82
2.	216	300	72
3.	240	300	80
4.	258	300	86
5.	204	300	68
6.	276	300	92
7.	192	300	64
8.	240	300	80
9.	228	300	76
10.	264	300	88
11.	216	300	72
12.	288	300	96
13.	240	300	80
14.	204	300	68
15.	216	300	72
16.	252	300	84
17.	240	300	80
18.	246	300	82
19.	228	300	76
20.	192	300	64
21.	204	300	68
22.	258	300	86
23.	210	300	70
24.	198	300	66
25.	252	300	84



26.	240	300	80
27.	264	300	88
28.	228	300	76
29.	234	300	78
30.	216	300	72
31.	234	300	78
32.	216	300	72
33.	240	300	80
34.	252	300	84
35.	198	300	66
36.	204	300	68
37.	240	300	80
38.	210	300	70
39.	282	300	94
40.	204	300	68
41.	228	300	76
42.	270	300	90
43.	192	300	64
44.	246	300	82
45.	204	300	68
46.	234	300	78
47.	186	300	62
48.	240	300	80
49.	270	300	90
50.	228	300	76
51.	216	300	72
52.	270	300	90
53.	264	300	88
54.	258	300	86
55.	234	300	78
56.	186	300	62
57.	246	300	82
58.	252	300	84
59.	204	300	68
60.	222	300	74
61.	228	300	76
62.	240	300	80
63.	198	300	66
64.	192	300	64
65.	234	300	78
66.	252	300	84
67.	270	300	90
68.	264	300	88
69.	228	300	76
70.	252	300	84
71.	240	300	80
72.	246	300	82
$\Sigma$	16764	21600	5588

Notes:

NR : The number of the respondents

n : The scores obtained by the students

N : The total score of the test items.

E : The percentage of the students' writing scores

Based on the results of the test presented in the table above, the mean score of the students' writing is as follows:

$$\begin{aligned} \text{Mean} &= \frac{\sum X}{N} \\ &= \frac{5588}{72} \\ &= 77,61 \end{aligned}$$

Notes:

$\sum X$  = The total score obtained by the students

N = The number of the respondents

Then, from the table above, the students' writing scores were categorized based on the classification of score levels, frequencies, and ranks that are presented in table 4.

**Table.4 The Categories of the Students' Writing Abilities**

Classification	Score %	Frequency	%	Rank
Excellent	96 - 100	1	1,39	V
Very Good	86 - 95	13	18,06	III
Good	76 - 85	33	45,83	I
More than enough	66 - 75	19	26,39	II
Enough	56 - 65	6	8,33	IV
Bad	46 - 55	-	-	-
Very Bad	36 - 45	-	-	-
Poor	< 25			
$\Sigma$		72	100	



From the results of the statistical analysis, it was found that the mean of the students' writing score was 77,61. Based on the table above, the mean of the students' ability in writing sentences by using pictures was categorized as *good*. In detail, the students' writing scores were categorized as excellent for 1 student (1,39%), very good for 13 students (18,06%), good for 33 students (45,83%), more than enough for 19 students (26,39%) and enough for 6 students (8,33%).

#### 4.2 Results of Interview

The interview was conducted on 2<sup>nd</sup> May 2001 to get the supporting data about the English teaching, especially the teaching and testing of writing. From the interview, it was known that the English teaching was based on the 1994 English curriculum using Meaningfulness Approach. In teaching English, the teacher applied various techniques, such as lecturing, discussion, and question-answer.

In the teaching of English, the teacher often used media such as pictures and real objects to teach reading and vocabulary to help the students to understand the materials easier. According to the English teacher, both kinds of media were used because they were easy to manage. The pictures were usually used for testing the students' writing skill. Dealing with the evaluation of the students' abilities in writing sentences, the teacher used guided writing in the form of completion and arrangement, and writing with the help of pictures.

Dealing with the students' problem on writing, the students often got difficulties in grammar or structure. They often made grammatical errors in writing sentences, mainly the second verb form.

Dealing with the books, the teacher used the English books that had been adjusted with the 1994 English Curriculum. The required book used was 'Lets learn English for SLTP 2' by Sofia Nurbaya, et al, published by PT. Edumedia and the supplementary book was 'Komunikasi Aktif, Bahasa Inggris 2B' by Sugeng and Sri Mulyono published by PT. Tiga Serangkai.



### 4.3 Results of Documents

The documentary study was taken from 1<sup>st</sup> to 3<sup>rd</sup> May 2001, and the available documents were the map of the school, the school facilities and the record of the respondents' names.

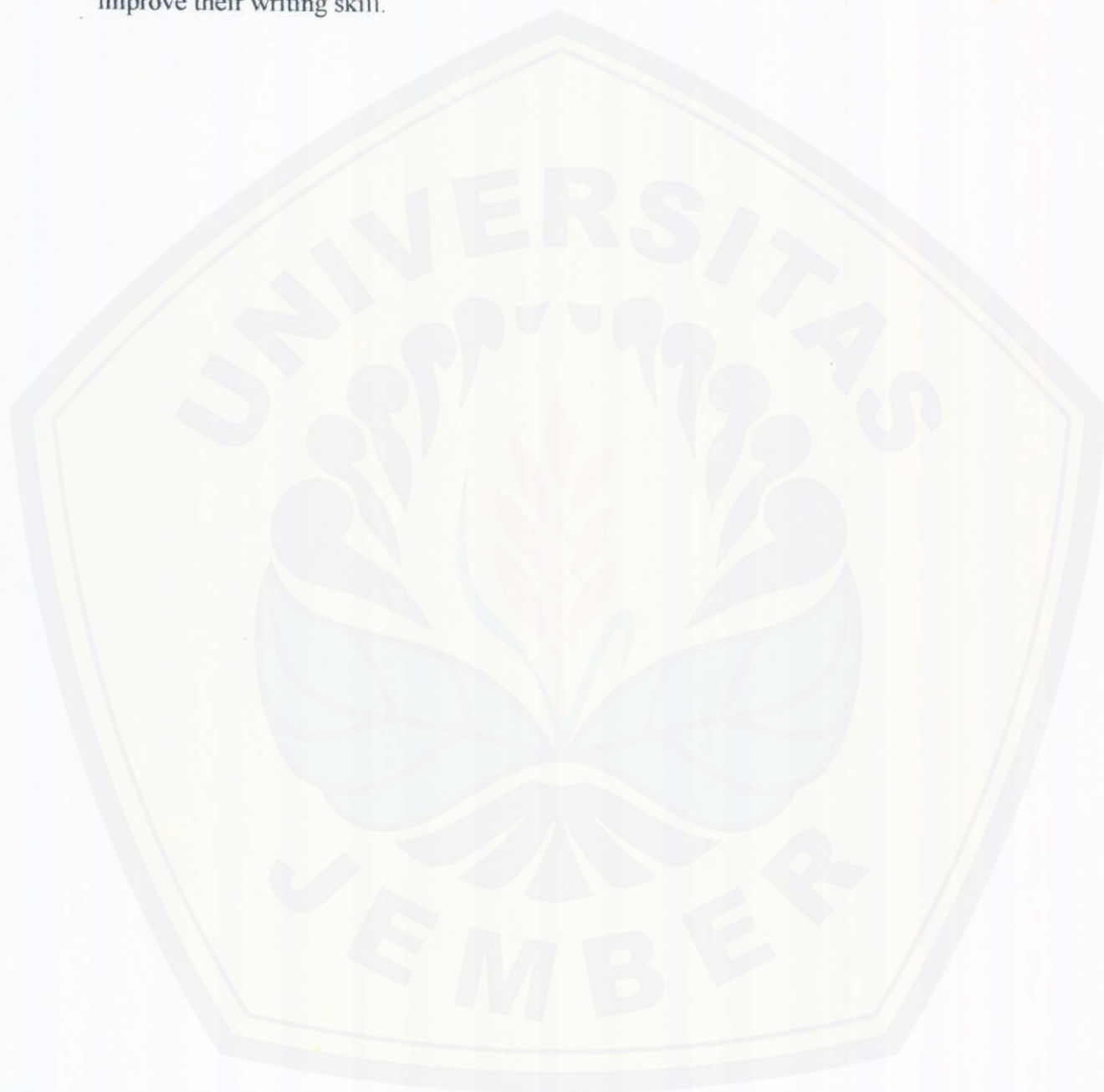
Dealing with the facilities, the school has 24 classes divided into 8 parallel classes for the first year students, 8 parallel classes for the second year students and 8 parallel classes for the third year students. The school also has a library, a mosque, a teacher room, a headmaster room, an administration room, a guidance and counselling room, a store room, a computer room, an Osis room, and a rest room. The detail information about the school facilities could be seen on Appendix 5.

The second year students were taken as the respondents of this research by proportional random sampling. The names of the respondent could be seen on Appendix 4.

### 4.5 Discussion

Based on the results of the data analysis, it was found that the use of pictures in testing writing gave positive contribution to the students' writing abilities at SLTP N 1 Ponorogo. It can be seen from the students' average score of the writing test result that is categorized as good (77.61). This result shows that most students could express their ideas in the written form grammatically correct sentences by looking at the pictures provided. Although the students writing test results is categorized as good, but it has a weakness. There is a possibility that the test is easy for the students, because the test was not tried out to the other students that were not as respondents. The detailed information about the results are as follows: excellent for 1 student (1.39%), very good for 13 students (18.06%), good for 33 students (45.83%), more than enough for 19 students (26.39%), and enough for 6 students (8.33%). The results show that the use of pictures in the writing test is helpful for the students to express their ideas in the written form. This is because the students can look at the recognized pictures when they write sentences. Thus, the result is in accordance with Yunus' idea stating that pictures

can motivate the students to write sentences. They are interesting for the students and they help them express their ideas in the written form (1981:5). In short, the result suggests that the use of pictures in testing writing can help the students improve their writing skill.





## V. CONCLUSION AND SUGGESTIONS

### 5.1 Conclusion

Based on the results of the data analysis, it could be concluded that in general the second year students' abilities in writing sentences by using pictures was categorized as good (77.61). This result is supported by the following results of the data analysis of the students' writing score frequencies as follows:

- a. There was 1.39% of the respondents or one student got score between 96-100 that was classified as excellent.
- b. There was 18.06% of the respondents or 13 students got scores between 86-95 that was classified as very good.
- c. There was 45.83% of the respondents or 33 students got score between 76-85 that was categorized as good.
- d. There was 26.39% of the respondents or 19 students got score between 66-75 that was categorized as more than enough.
- e. There was 8.33% of the respondents or 6 students got score between 56-65% that was categorized as enough.

### 5.2 Suggestions

Based on the result of this research, some suggestions are given to the English teacher, and further researchers.

For the English teacher, the result can be used as information to develop the English teaching as well as English testing by using pictures as the teaching media in teaching writing in order to improve the students' writing abilities.

For the other researchers, the results can be used as a reference to conduct a further research dealing with writing by using a different design such as an experimental research by using the test reliability see the effectiveness of the use of pictures in teaching writing or a classroom action research to develop the students' writing skill through pictures. Exactly the same research design by using try out first.



## RESEARCH MATRIX

TITLE	PROBLEM	VARIABLE	INDICATORS	DATA RESOURCES	RESEARCH METHOD
A Descriptive Study of the Second Year Students' Abilities in Writing Sentences By Using Pictures at SLTPN 1 Ponorogo in the 2000/2001 Academic Year.	How are the second year students' abilities in writing sentences by using pictures at SLTPN 1 Ponorogo in the 2000/2001 Academic Year?	The students' writing abilities by using picture	<p>Vocabulary</p> <ul style="list-style-type: none"> <li>- The choice of words</li> </ul> <p>Structure</p> <ul style="list-style-type: none"> <li>- The use of tenses</li> <li>- The use of article</li> </ul> <p>Mechanics</p> <ul style="list-style-type: none"> <li>- Spelling</li> </ul>	<p>1. Respondents :</p> <ul style="list-style-type: none"> <li>- The second year students of SLTPN 1 Ponorogo in the 2000/2001 academic year</li> </ul> <p>2. Informant:</p> <ul style="list-style-type: none"> <li>- The English teacher</li> </ul> <p>3. Documents</p>	<p>1. Research Design</p> <ul style="list-style-type: none"> <li>- Descriptive study</li> </ul> <p>2. Research Area Determination :</p> <ul style="list-style-type: none"> <li>- Proportional Random Sampling</li> </ul> <p>3. Data Collection Methods</p> <p>Primary data :</p> <p>Test</p> <p>Supporting data:</p> <p>Interview</p> <p>Documentation</p> <p>5. Data Analysis Methods :</p> $E = \frac{n}{N} \times 100 \%$ <p>Notes :</p> <p>E = the percentage of the students' abilities in writing sentences by using pictures</p> <p>n = the scores obtained by the students</p> <p>N = the total scores of the items</p>

**BIBLIOGRAPHY**

- Ali, M. 1993. *Strategi Penelitian Pendidikan*. Bandung: Angkasa.
- Alter, J.B. 1991. *Essential English Usage and Grammar 3*. Jakarta: Binarupa Aksara.
- Arikunto, S. 1993. *Prosedur Penelitian Suatu Pendekatan Praktek*. Jakarta: PT. Rineka Cipta.
- Brammer, G.R. & D. Sedley. 1981. *Writing for Readers*. London: Bell & Howell Company.
- Byrne, D. 1979. *Teaching Writing Skills*. New York: Oxford University Press
- ✓Depdikbud. 1994. *Kurikulum Sekolah Menengah Pertama : Mata Pelajaran Bahasa Inggris*. Jakarta : Depdikbud.
- Ernestova, M. 1981. *How to Use Ready Made Picture*. English Teaching Forum, Volume XIX/Number 4/October 1981
- ✓Fadloeli, O. 1986. *Buku Materi Pokok Writing IIA Modul 1-3*. Jakarta: Universitas Terbuka.
- Frank, M. 1972. *Modern English : A practical Reference Guide*. New Jersey: Prentice Hall Inc.
- Hamalik, O. 1994. *Media Pendidikan*. Bandung: PT Citra Aditya Bakti.
- Hatch, E & C Brown. 1995. *Vocabulary, Semantic and Language Education*. New York : Cambridge University Press.
- Heaton, J.B. 1988. *Writing English Language Testing*. New York: Longman Inc.
- Hornby, A.S. 1989. *Oxford Advance Learner's Dictionary*. London: Current English, Oxford University Press
- Hughes, A. 1984. *Testing for Language Teacher*. New York: Cambridge University Press.
- Lado, R. 1986. *Language Teaching*. New York: MC. Graw-Hill Book Company.
- ✓Napa, P.A. 1991. *Vocabulary Developing Skills*. Yogyakarta: Kanisius
- Paul, P. 1981. *Longman Dictionary of Comtemporary*. Boston: Almen Press.

Paulston, C.B & M. Bruder. 1976. *Teaching English as a Second Language : Techniques dan Procedures*. Toronto : Little, Brown Company.

Suleiman, A. H. 1979. *Media Audio-Visual*. Bandung: PT. Gramedia

Swan, M. 1988. *Practical English Usage*. New York: Oxford University Press

Usman, M.V. 1995. *Menjadi Guru Profesional*. Bandung: CV Remaja Rosdakarya.

Wright, A. 1989. *Pictures for Language Learning*. New York: Cambridge University Press.

Yunus, N.A. 1981. *Preparing and Using Aids for English Language Teaching*. Kuala Lumpur: Oxford University Press.



## THE GUIDE OF SUPPORTING DATA

### A. THE INTERVIEW GUIDE

NO	INTERVIEW QUESTIONS	DATA RESOURCES
1.	What approach do you apply in teaching English?	English teacher
2.	Could you explain to me about the technique You use in teaching writing?	“
3.	Do you use media in teaching writing?	“
4.	What kinds of media do you usually use in teaching writing?	“
5.	What kinds of writing have you taught to the students?	“
6.	What problems do you have in teaching writing ?	
7.	What problems do the students have in writing English?	“
8.	What books do you use in teaching English, especially in writing?	

### B. THE DOCUMENTATION GUIDE

NO	THE SUPPORTING DATA TAKEN	DATA RESOURCES
1.	The names of the respondents	Document
2.	The list of the school's personnel	Document

## Appendix

### THE NAMES OF RESPONDENT

NO	NAME	L/P	CLASS
1	Laili Dyah E	P	2A
2	Ade Syahfutan	L	2A
3	Aida Ratna	P	2A
4	Deni Sutanto	L	2A
5	Dhita Sylfia	P	2A
6	Riska Ferdiansah	L	2A
7	Widiana Bekti W	P	2A
8	Alfa Setya Permana	L	2A
9	Ruruh Lestari	P	2A
10	Angga Cahya Septian	P	2B
11	Defia Listiana	P	2B
12	Yuan Noviandi P	L	2B
13	Alif Gustakhiat	L	2B
14	Irwan Gustiantoro	L	2B
15	Nawang Widarti	P	2B
16	Tatas Lukito	P	2B
17	Apriyana Handayani	P	2B
18	Hanif Antoko Mulyo	L	2B
19	Rudiono	L	2C
20	Dian Nurhayati	P	2C
21	Ema Yuliana	P	2C
22	Nurma Yunita	P	2C
23	Yeni Prasasti	P	2C
24	Ika Karyana	P	2C
25	Dika Ratnasari	P	2C
26	Rangga Sukma W	L	2C
27	Erika Prima Dewi	P	2C
28	Sugeng hari Mukti	L	2D
29	Dini Pelita Sari	P	2D
30	Dian Nita Safitri	P	2D
32	Ridwan Fanani	L	2D
33	Sri Rejeki	P	2D
34	Danang Alfari	L	2D
35	Peri Kurniawan	L	2D
36	Lukman Efendi	L	2D
37	Fajar Rahardi	L	2E
38	Defi Ratnahidayati	P	2E
39	Marlina	P	2E

## Digital Repository Universitas Jember

40	Ristiana	P	2E
41	Nanang Yuda C	L	2E
42	Tutik Wijjati	P	2E
43	Sigit Wahyudi Aji	L	2E
44	Endah Suryani	P	2E
45	Agung Susanto	L	2E
46	Dian Nita Ernata	P	2F
47	Didit Pamungkas	L	2F
48	Angga Fitra Yanti	P	2F
49	Indrias Prasetya	L	2F
50	Novan Setianto	L	2F
51	Dian Nur Hayati	P	2F
52	Impron wahyudi	L	2F
53	Iyuda Dika Amardani	L	2F
54	Agun Ariwibowo	L	2F
55	Ika Karyana	P	2G
56	Nur Kholif	L	2G
57	Fadil Agung S	L	2G
58	Yuan Noviandi P	L	2G
59	Ari Yunita	P	2G
60	Agus Supendi	L	2G
61	Diah Maharani	P	2G
62	Didik Kuswanto	L	2G
63	Resti Trisma H	P	2G
64	Yulistyowati	P	2H
65	Yanuar Abidin	L	2H
66	Yulista afianti	P	2H
67	Risa Dwi Setyowati	P	2H
68	Uung Dian Irwanari	P	2H
69	Aning Nawangsari	P	2H
70	Slamet	L	2H
71	Uut Karyadi	L	2H
72	Muhammad Afandi	L	2H



Appendix 5

THE FACILITIES OF SLTP N I PONOROGO

No.	Facilities	Total
1.	Class Room	24
2.	Teachers' Room	1
3.	Headmaster's Room	1
4.	Administration Room	1
5.	Guidance and Concelling Room	1
6.	Store Room	1
7.	Computers' Room	1
8.	OSIS Room	1
9.	Mosque	1
10.	Toilet	4
11.	Library	1

ENGLISH TEST

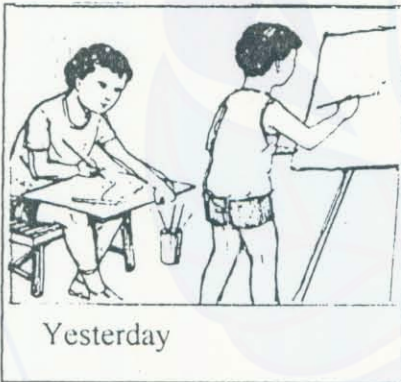
SKILL : WRITING  
CLASS / LEVEL : II / SLTP  
TIME : 90' minutes

1. Write your name and class number on the place prepared !  
(Tulis nama dan kelas di tempat yang tersedia)
2. Write the sentences based on the pictures provided !  
(Buat kalimat berdasarkan gambar yang disediakan)
3. Use Simple Past Tense and Present Continuous Tense based on the time signals given !  
(Gunakan Simple Past Tense dan Present Continuous Tense berdasarkan keterangan waktu yang diberikan !)

Name :

Class no :

1.

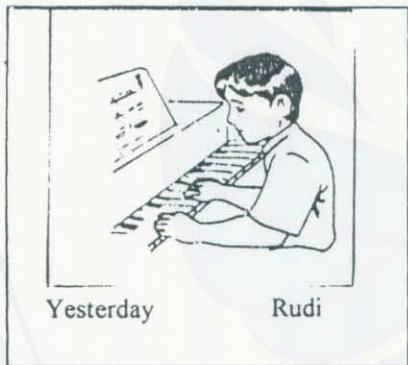


.....  
.....  
.....

2.



.....  
.....  
.....



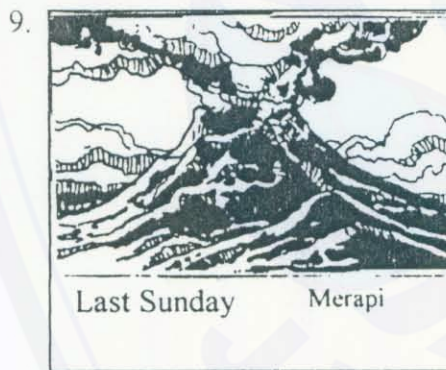




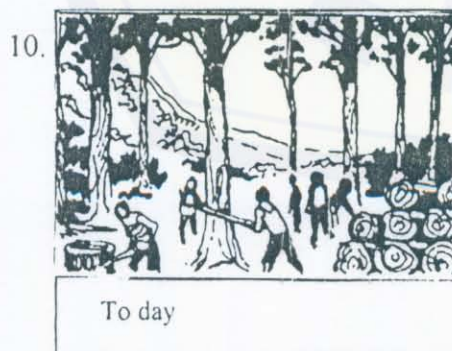
.....  
.....  
.....



.....  
.....  
.....



.....  
.....  
.....



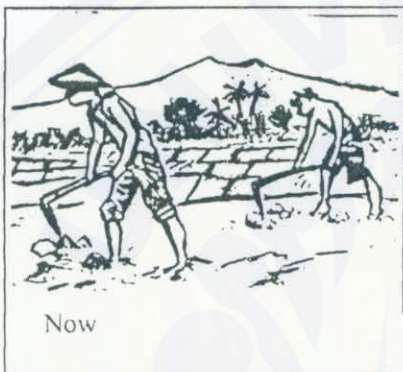
.....  
.....  
.....

11.



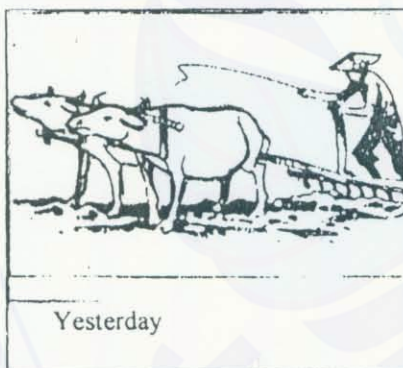
.....  
.....  
.....

12.



.....  
.....  
.....

13.



.....  
.....  
.....

14.



.....  
.....  
.....

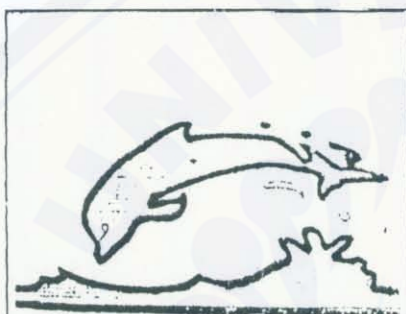
15.



Yesterday

.....  
.....  
.....

16.



Now

.....  
.....  
.....

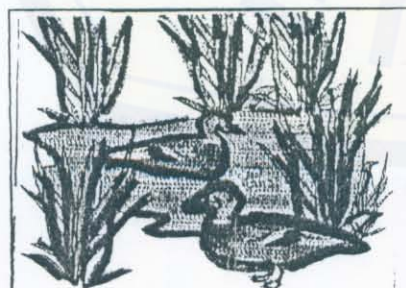
17.



Last Sunday

.....  
.....  
.....

18.

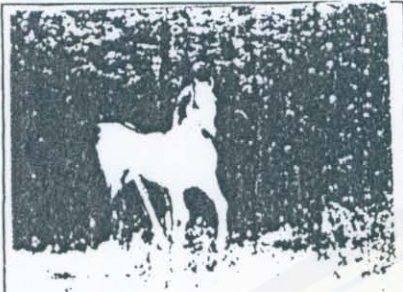


Now

.....  
.....  
.....



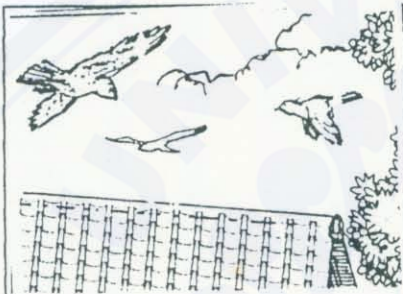
19.



At present

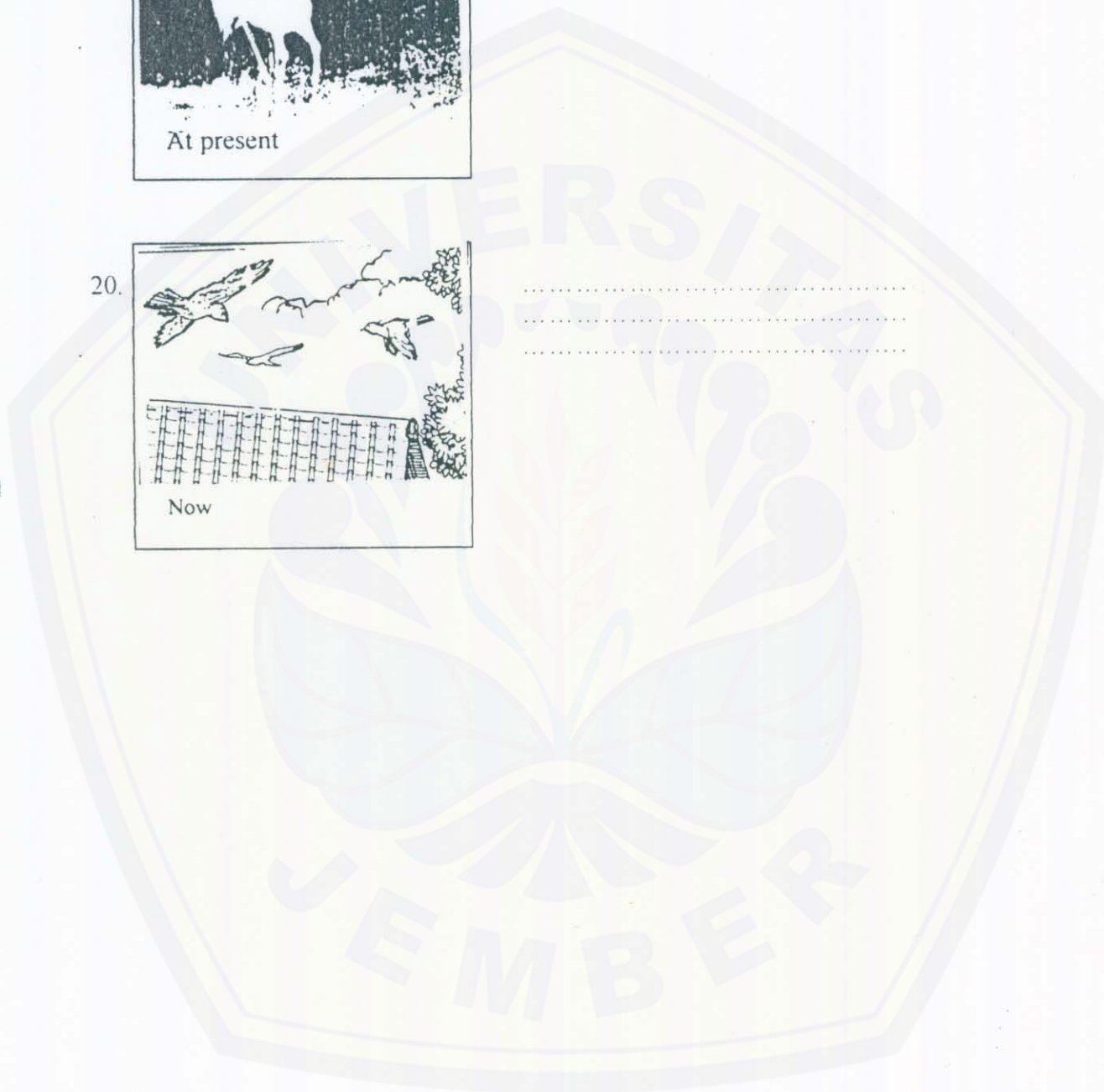
.....  
.....  
.....

20.



Now

.....  
.....  
.....



**ANSWER KEY**

This answer key is not absolutely. There are other possible answer can be used , but it should appropriate with the picture given to the students.

1. They painted a picture on the canvas yesterday.
2. Andi is singing a song now.
3. They danced *jaipong* last week
4. Wati is listening to the radio now.
5. Rudi played the piano at home yesterday.
6. Ali is playing guitar now.
7. They watched cartoons on television yesterday (They watched the television yesterday).
8. The men are sitting on the roof to avoid the flood now.
9. The *Merapi* Mountain exploded (erupted) last Sunday.
10. The people are cutting the trees in the forest today.
11. The sailed on the sea last Friday.
12. The farmers are hoeing their field now.
13. The farmer ploughed his field yesterday.
14. The farmers are harvesting the rice now.
15. The child fed his chicken behind the house yesterday.
16. The dolphin is jumping out from the sea now.
17. The man fed his cow last Sunday.
18. The ducks are swimming in the pool now
19. The horse is running out of the forest (in the forest) now.
20. The birds are flying over my house (the house) now.



Nomor : 1145 /J25.1.5/PP.7/2000

Lampiran : 1 (satu) bendel

Perihal : SEMINAR PROPOSAL SKRIPSI

21 APR 2001

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 : ..Selasa / 24 April 2001.....

J a m : ..08.00.....

A c a r a : Ujian Seminar Proposal Skripsi  
An. Eaniati Mar'ah  
NIM. 960210401139

Jurusan/Prog. : ..PBS / Bahasa Inggris /.....

J u d u l : ..A Descriptive Study of the Second Year...  
..Students' Abilities in Writing Sentences...  
..by Using Pictures at SLTP N.1. Ponorogo....  
..in the Academic Year 2000/2001.....

T e m p a t : ..Gedung. III. FKIP.....

Demikian 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.-





DEPARTEMEN PENDIDIKAN NASIONAL  
UNIVERSITAS JEMBER

FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

Alamat : Jl. Kalimantan III/3 Kampus Tegalboto Kotak Pos 162 Telp./ Fax (0331) 334988 Jember 68121

25 APR 2001

Nomor : 1181 /J25.1.5/PL5/2000  
Lampiran : Proposal  
Perihal : Ijin Penelitian

Kepada : Yth. Sdr. Bpk. Kepala Sekolah SLTP N I  
Ponorogo  
di.  
Ponorogo

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

Nama : Haniati Mar'ah  
Nim : 960210401139  
Program/Jurusan : PBS / Bahasa Inggris

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

A Descriptive Study of the Second Year Students' Abilities  
in Writing Sentences by Using Picture at SLTP N I Ponorogo  
in the Academic Year 2000/2001

Pada lembaga yang saudara pimpin.

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

Atas perkenan dan perhatiannya kami mengucapkan terima kasih.

a.n. Dekan  
Pembantu Dekan I,



DIKOKO SUHUD  
130 355 407



SURAT KETERANGAN

Nomor : 082/I04.19.01/SITP 1/KM.2001

Yang bertanda tangan di bawah ini :

N a m a : Drs. Asisno, S.Pd.  
N I P : 130324848  
Fangkat, golongan ruang : Pembina, IV/a  
J a b a t a n : Kepala Sekolah

Menerangkan dengan sebenarnya, bahwa :

N a m a : Haniati Mar'ah  
N I M : 960210401139  
F a k u l t a s : Keguruan dan Ilmu Pendidikan  
Universitas Jember ( UNEJ ).  
Alamat rumah : Jl. Kyai Mojo 46, Ponorogo

Telah melakukan penelitian di SITP 1 Ponorogo, dengan Judul  
" Descriptive Study of Second Year Students' Abilities in  
Writing Sentences by Using Pictures at SITP 1 Ponorogo in  
the 2000/2001 Academic Year ".

Demikian surat ini dibuat, agar dapat dipergunakan sepenuhnya.



Ponorogo, 3 Mei 2001

Drs. Asisno, S.Pd.

NIP. 130324848



LEMBAR KONSULTASI PENYUSUNAN SKRIPSI

Nama : Haniati Mar'ah  
 NIM/Angkatan : 1996 / 960210401139  
 Jurusan/Program Studi : PBS / Bhs. Inggris  
 Judul Skripsi : A Descriptive Study of the Second Year Students' Abilities in Writing Sentences by Using Pictures at SLTP N I Ponorogo in the 2000/2001 Academic Year  
 Pembimbing I : Dra. Siti Sundari, MA  
 Pembimbing II : ----

KEGIATAN KONSULTASI

No	Hari/Tanggal	Materi Konsultasi	T.T. Pembimbing
1.	Sabtu/23 Desember'00	Judul	[Signature]
2.	Selasa/2-01 - 2001	Judul dan Matrik	[Signature]
3.	Sabtu/ 13 - 01-2001	Matrik dan Bab I	[Signature]
4.	Minggu/ 21-01-2001	Bab I	[Signature]
5.	Senin/ 5 -02 - 2001	Bab II	[Signature]
6.	Sabtu/17 - 02-2001	Bab II	[Signature]
7.	Rabu/ 21 - 02 - 2001	Bab II dan Bab III	[Signature]
8.	Sabtu/ 3 - 03- 2001	Bab I, II dan III	[Signature]
9.	Minggu/ 18-3-2001	Bab I, II , III	[Signature]
10.	Minggu/12 -5-2001	Bab IV dan V	[Signature]
11.	Jum'at/25- 5-2001	Bab IV, V	[Signature]
12.			
13.			
14.			
15.			

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



**LEMBAR KONSULTASI PENYUSUNAN SKRIPSI**

N a m a : Haniati Mar'ah  
 NIM/Angkatan : 960210401139 / 1996  
 Jurusan/Program Studi : PBS / Bhs. Inggris  
 Judul Skripsi : A Descriptive Study of the Second Year Students' Abilities in Writing Sentences by Using Pictures at SLTP N I Pohorogo in the 2000/2001 Academic Year  
 Pembimbing I :  
 Pembimbing II : Dra. Wiwiek Eko B, MPd

**KEGIATAN KONSULTASI**

No	Hari/Tanggal	Materi Konsultasi	T.T. Pembimbing
1.	Selasa / 26-12- 2000	Judul	
2.	Kamis/4 - 2 - 2001	Judul , Matrix	
3.	Selasa/ 23 -2-2001	Bab I	
4.	Senin / 29 - 2-2001	Bab I	
5.	Sabtu/ 24-2-2001	Bab II, III	
6.	Rabu/ 7 - 3 - 2001	Bab I, II, III	
7.	Selasa/14 -5 - 2001	Bab IV, V	
8.	Jumat/ 25 -5 -2001	Bab Iv, V	
9.			
10.			
11.			
12.			
13.			
14.			
15.			

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

$= 7925 \text{ m}^2$   
 $= 2893 \text{ m}^2$   
 $= 900 \text{ m}^2$

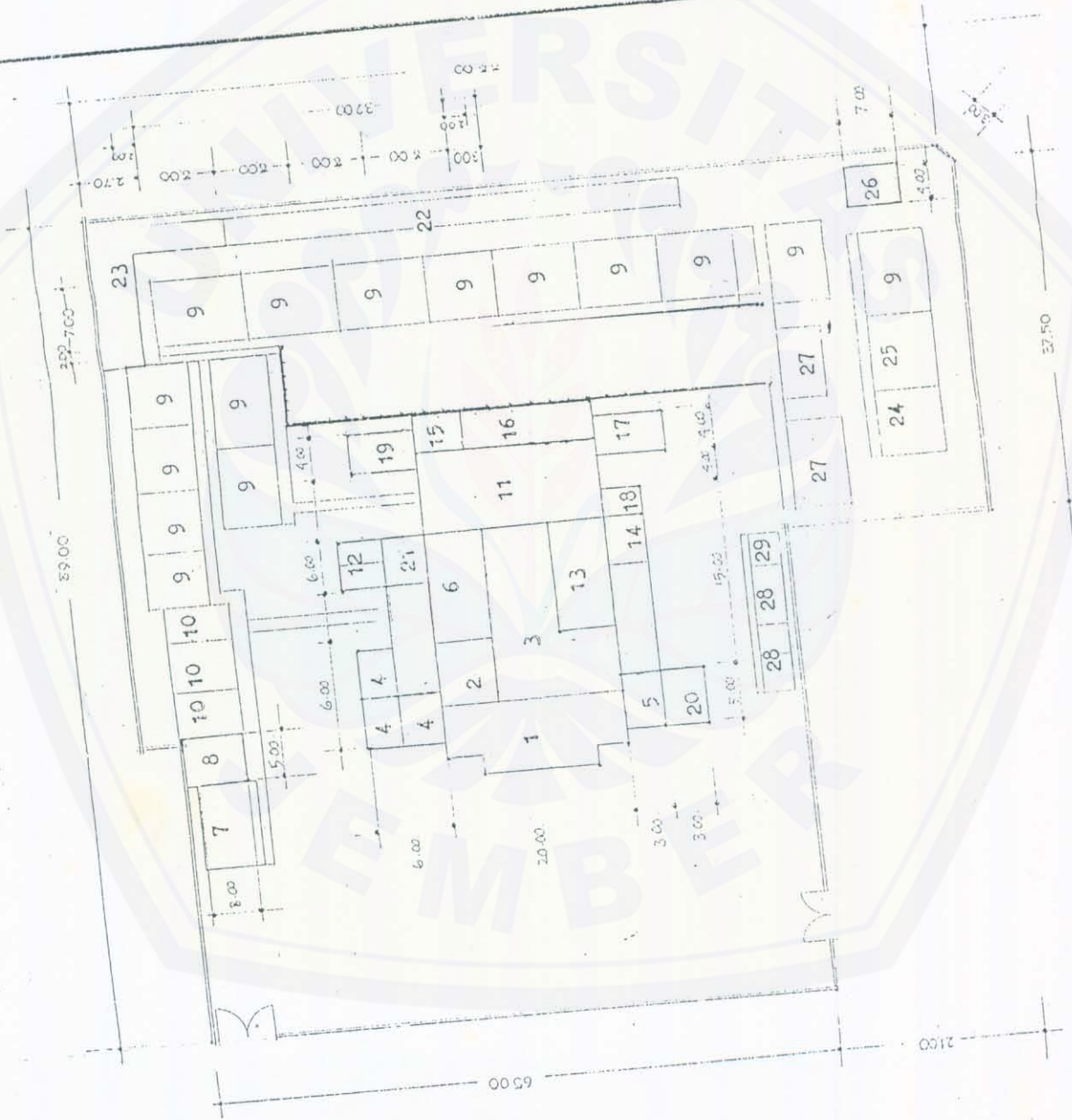
**KETERANGAN :**

- a. Luas tanah
- b. Luas bangunan
- c. Tanda diarsir



- R. belajar yang diusulkan ber-tingkat : 12 ruang.

1. Pendopo
2. R. Kepala Sekolah
3. R. Guru
4. R. T U
5. R. HF/BK
6. R. Lemari/UKS
7. R. Laboratorium
8. R. Sanggar Pramuka
9. R. Kelas
9. R. SIPP-T (tidak memenuhi syarat, ka-ukuranya tidak sesuai)
10. R. SIPP-T
11. R. Aula
12. KM / WC
13. R. Gamelas
14. Gudang ATK
15. R. Stenail
15. Gudang SIPP-T
16. R. Kafetaria
- 17.
18. KM/WC
19. R. Ganti Pembantu
20. R. KPN Tunas
20. R. Dapur
- 21.
22. Tempat sepeda
22. Rumah darurat Penjaga
23. R. Ketrampil. Elektro
24. R. Perpustakaan
- 25.
26. KM/WC
27. R. Mushola
28. R. Kopsis
29. R. Komputer



12 - 1999  
 Kepala SIPP 1 Ponorogo  
 SEKOLAH LAMKUN  
 TINGKAT PERTAMA  
 PERANGS  
 A B I B D O  
 130324848  
 NOKAN  
 DEPARTEMEN PENDIDIKAN PONTOROGO