



**DEVELOPING THE WRITING ABILITY OF THE SECOND YEAR STUDENTS OF SMP NEGERI 2 RAMBIPUJI JEMBER IN THE 2004/2005 ACADEMIC YEAR BY USING PICTURE IN SERIES**

**CLASSROOM ACTION RESEARCH REPORT**

Presented as one of the requirements to obtain the degree of S1 at the English Education Program, Language and Arts Education Department, the Faculty of Teacher Training and Education, Jember University



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2005**



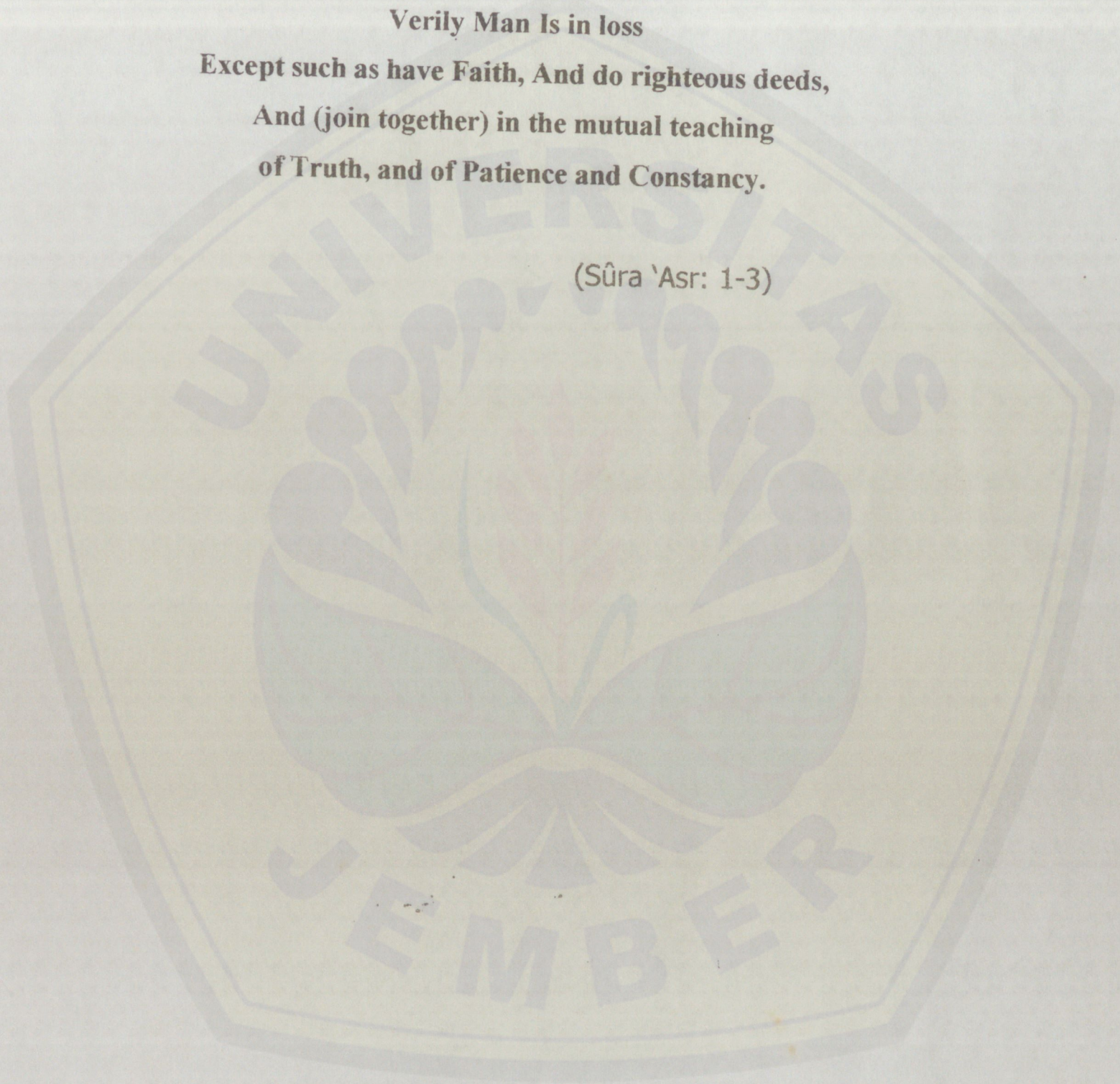
**MOTTO**

**By (the Token of) Time (through the Ages)**

**Verily Man Is in loss**

**Except such as have Faith, And do righteous deeds,  
And (join together) in the mutual teaching  
of Truth, and of Patience and Constancy.**

(Sûra 'Asr: 1-3)





## DEDICATION

**This thesis is dedicated to the following people:**

1. My honorable parents, Rachmad and Siti Nurhayati. Many thanks I cannot describe by words for your sacrifice to your daughter.
2. My consultants, Drs. Bambang Suharjito, M.Ed. and Eka Wahyuningsih, S.Pd.. I do really thank you for your time, knowledge, guidance and patience that had guided me in finishing this thesis.
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5. All 2001 level. I'll always remember our time together.
6. My Almamater.



CONSULTANT APPROVAL SHEET

DEVELOPING THE WRITING ABILITY OF THE SECOND YEAR  
STUDENTS OF SMP NEGERI 2 RAMBIPUJI JEMBER  
IN THE 2004/ 2005 ACADEMIC YEAR  
BY USING PICTURE IN SERIES

THESIS

Presented as one of the requirements to obtain the degree of S1  
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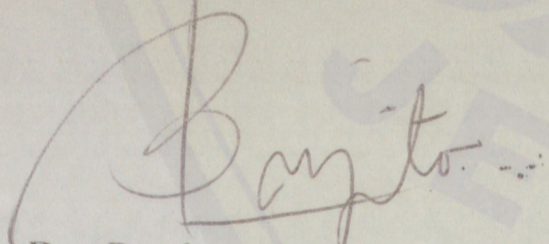
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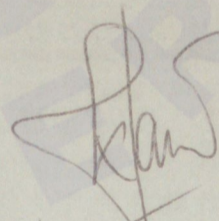
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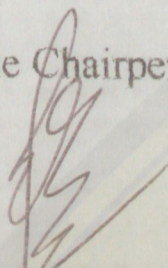
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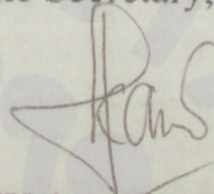
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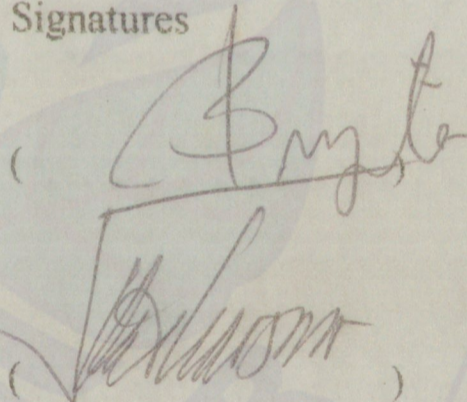
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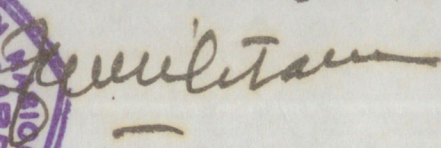
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Finally, I do expect that it will be useful not only for myself but also for the readers.

Jember, July 2005

The writer



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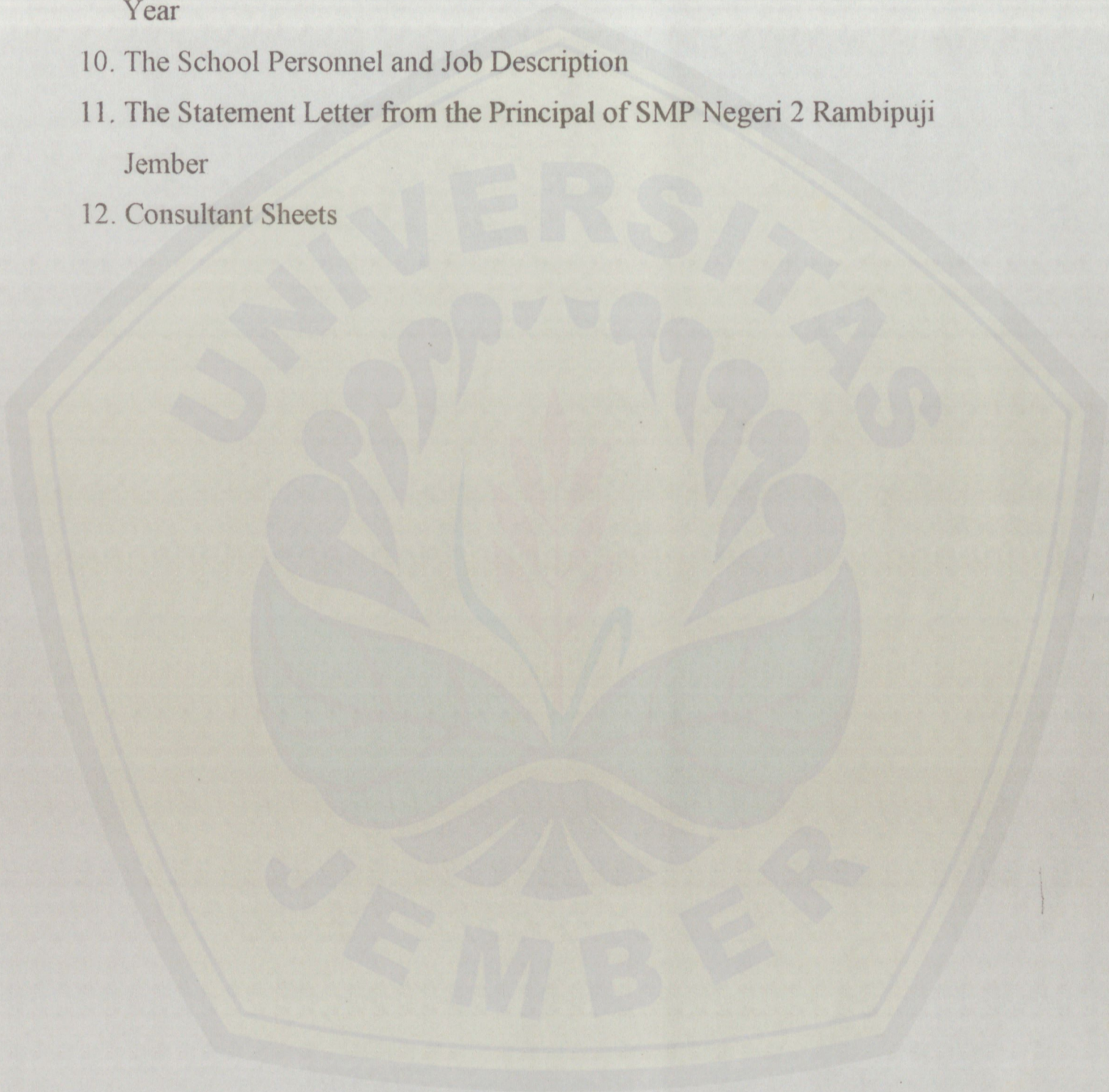
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### ABSTRACT

Emma Hidayati. 2005. *Developing the Writing Ability of the Second Year Students of SMP Negeri 2 Rambipuji Jember in the 2004/2005 Academic Year by Using Picture in Series.*

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

Consultants: 1. Drs. Bambang Suharjito, M.Ed.  
2. Eka Wahyuningsih, S.Pd.

Key Words: Writing ability, picture in series

This research was conducted to know whether picture in series can develop the writing ability of the second year students of SMP Negeri 2 Rambipuji Jember in the 2004/2005 academic year. There were two cycles in this action research. In the first cycle, the picture in series was not completed with the keywords. Meanwhile, in the second cycle, the picture in series was completed with the keywords. The respondents were the second year students (2 C) of SMP Negeri 2 Rambipuji Jember. There were 46 students and all of them were the respondents. The primary data was gathered from the students' writing results. Meanwhile, the supporting data was gained from the observation, interview, and documentation. The primary data was analyzed by the mean score formula, while the supporting data was analyzed by describing them based on the real facts. In the first cycle, the result of the action could not develop the students' writing ability because the mean score did not achieve the target score. Meanwhile, in the second cycle, picture in series could develop the students' writing ability as the target score was achieved in this cycle. The research proved that picture in series could develop the students' writing ability. Therefore, the English teachers were highly recommended to use picture in series to develop the students' writing ability. It would be more motivating and could create an interesting class to join. So, it could develop the students' writing skill.



## I. INTRODUCTION

The First Chapter highlights some aspects related to the title of the research. They are: Background of the Research, Problem of the Research, Delimitation of the Research, Operational Definition of the Terms, Objectives of the Research, and Significance of the Research.

### 1.1 Background of the Research

It is stated in the Standard of Competency for Sekolah Menengah Pertama or Madrasah Tsanawiyah published by Curriculum Center, National Education Department or Depdiknas (2003:14) that the objectives of teaching English are:

1. to develop the communication ability in English, spoken or written-form. This communication ability are *listening, speaking, reading, and writing*.
2. to raise awareness of the nature and importance of English as one of the foreign language to be the main source of learning.
3. to develop comprehension about the relation between language and culture as well as enlarge the culture horizon. Therefore, the students have a cross-culture understanding and involve themselves in the culture varieties.

From those objectives, it can be seen that writing is one of the ways to make communication that the students should master. Further, it is also stated that the competence standard of writing is that the students are able to explain all sorts of meaning (interpersonal, ideational, textual) into various written text and monolog especially in the form of descriptive, narrative, spoof/recount, procedure, report, and anecdote (Depdiknas, 2003:17). *Interpersonal* meaning is the language function to interact among people that show speaking attitude, feeling, etc., while *ideational* meaning is the language function to construct idea or information, and *textual* meaning is the language function which forms text or created language arrangement to obtain the cohesiveness and coherence in order to be understood by the listener or the reader (Depdiknas, 2003:9)

In learning to write in English, students sometimes get some problems. It is heard that the students have difficulties in communicating their thought in the written form. Byrne (1984:4-5) states some problems that make writing a difficult task are related to psychological, linguistic, and cognitive problems.



### ***1. Psychological problems***

Writing is essentially a solitary activity and the fact that we are required to write on our own, without the possibility of interaction or the benefit of feedback, in itself makes the act of writing difficult. Writing is considered to be more difficult skill rather than speaking since in writing, there is little possibility to get feedback enquired from someone whom the writer interact with.

### ***2. Linguistic problems***

In writing, we have to keep the channel of communication open through our own efforts and to ensure, both through our choice of sentence structure and by the way our sentences are linked together and sequenced, that the text we produced can be interpreted on its own. So, the communication is kept going by our own efforts in organizing sentence structure, paragraph unity and coherence in a given much time to produce the text that can be interpreted by the readers.

### ***3. Cognitive problems***

*Writing is learnt through a process of instruction:* we have to master the written form of the language and to learn certain structures which are less used in speech, or perhaps not used at all, but which are important for effective communication in writing. We also have to learn how to organize our ideas in such a way that they can be understood by the reader who is not present and perhaps by the reader who is not known to us. In other words, we have to gain a great skill about the written form of the language that are selecting, certain structure for effective communication in writing and organizing our ideas in order to be understood by unknown readers.

The English teacher of the second year students of SMP Negeri 2 Rambipuji said that the students still get problems in learning English, especially writing. What makes them have difficulties is because the students are lacking of vocabulary and tenses/ structure mastery and having difficulties in organizing their ideas.

Moreover, the teacher also got problems in teaching writing because of the students' low motivation for there is no supporting environment or good learning society. In this case, Burden and Byrd (1999:43) in Rechayana (2005:1) state that



motivating students to learn is a vital role. In this case, the English teacher can motivate the students by creating an attractive situation in the teaching learning process including in teaching writing. So, it is important to choose an applicable technique or interesting media in teaching English to motivate the students to improve their writing skill.

Previous research found out that picture as instructional media can improve the writing achievement of the students. A research conducted by Purwati (2000:21) proved that picture could improve the writing achievement of the second year students of SLTP 1 Ledokombo Jember in 1999/2000 academic year. The mean score in the first cycle is 64.31 and in the second cycle is 67.63. Therefore, in this research, the researcher was interested in conducting a classroom action research to develop the writing ability of the second year students of SMP Negeri 2 Rambipuji Jember in 2004/2005 academic year by using picture in series.

### **1.2 Problem of the Research**

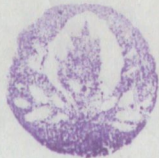
Based on the background of the study, the problem of the study is:

1. Can the use of picture in series develop the writing ability of the second year students of SMP Negeri 2 Rambipuji Jember in 2004/2005 academic year?
2. Can the use of picture in series develop the students' interest and motivation in writing class of the second year students of SMP Negeri 2 Rambipuji Jember in 2004/2005 academic year?

### **1.3 Delimitation of the Research**

Based on the problem above, the delimitation of the research was limited to the students' ability in narrating the picture in series. The materials were limited to the theme 'recreation' and 'health' presented in the fourth semester starting in May 2005.





## 1.4 Operational Definition of the Terms

### 1.4.1 Writing Ability

Writing ability involves at least six component skills. They are:

1. Grammatical ability: the ability to write English in grammatically correct sentences.
2. Lexical ability: the ability to choose words that are correct and used appropriately
3. Mechanical ability. The ability to correctly use punctuation, spelling, capitalization, etc.
4. Stylistic skills: the ability to use sentences and paragraphs appropriately.
5. Organizational skills: the ability to organize written work according to the conventions of English, including the order and selection of material.
6. Judgments of appropriacy: the ability to make judgments about what appropriate depending on the task, the purpose of writing, and the audience.

(Kitao and Kitao, p. 1)

In this research the writing ability was directed to the development of the students' lexical ability, grammatical ability and the organizational skills in writing narrative paragraph because of the difficulties faced by the students. They are vocabulary, grammar/structure, and the organization of ideas.

### 1.4.2 Picture in Series

According to Yunus (1981:50), picture in series is a number of related composite pictures linked to form a series or sequence. So, we can see the relation between one picture to the next that form a story.

### 1.4.3 Developing Writing Ability through Picture in Series

According to Wingersky et al (1999:4), writing is a process through which the writers discover, organize, and communicate their thought to the readers. In this research, the students were hoped to be able to write not only sentences but also meaningful sentences which contain a certain message.

To develop the students' writing ability (narrative paragraph), picture in series can be used as a teaching media. It is supported by Hughes (1996:84) saying that a series of pictures can be used to elicit a narrative. Moreover, Yunus (1981: 87) agreed that pictorial assistance provides the students with something to write about.



### 1.5 Objectives of the Research

Based on the problems of the research, this research was aimed at:

1. Developing the writing ability of the second year students of SMP Negeri 2 Rambipuji Jember in 2004/2005 academic year by using picture in series.
2. Developing the students' interest and motivation in the writing class of SMP Negeri 2 Rambipuji Jember in 2004/2005 academic year by using picture in series.

### 1.6 Significance of the Research

It was expected that the results of the study will be valuable for these people:

#### 1. The Researcher

The results will, hopefully, be useful as an input for the researcher-as a prospective teacher-to enhance the researcher's experience and knowledge about the use of picture in series in developing the students' writing skill.

#### 2. The teacher

The results of the study are significant for the teacher as information to develop the technique in developing the students' writing skill.

#### 3. The students

The results are useful for the students in order to maintain their motivation to develop their writing skill.

#### 4. Future researcher

The results are useful for future researcher as a reference for further research to broaden the view concerning with the use of picture in series in developing students' writing skill.



## II. RELATED LITERATURE REVIEW AND HYPOTHESIS

### 2.1 Writing Ability

In general, it is best to introduce English through listening and speaking first, then reading and writing last (Phillips; 1994:63). It is due to the fact that naturally, language acquisition begins with spoken form and further, the written form of language. It would be difficult to produce the written form of language if the spoken language has not been mastered yet. Furthermore, Scott and Ytreberg (1992:69) states that even though there are difficulties in writing the foreign language, it is still a useful, essential, integral, and enjoyable part of the foreign language lesson for the following reasons:

1. Writing activities help to consolidate learning in the other skill areas. We know that writing is not just the physical movement of our hands since there are some skills that should be done before. They are reading and listening. These skills are very useful to get much information about the topic that is going to be written and sometimes it needs discussion (speaking) with friends or teacher.
2. Particularly, as pupils' progress in the language, writing activities allow for conscious development of language. When we speak, we don't always need to use a large vocabulary because our meaning is often conveyed with the help of the situation. Thus, vocabulary or grammar mastery will affect the writing activities.
3. Writing is valuable in itself. There is a special feeling about seeing our work printed, and an enormous satisfaction in having written something that we want to say. Let's say, writing in our diary either in our agenda or Personal Computer (PC) has been part of our life. Further, writing for commercial not only give material but also give mentally satisfaction.

It can be concluded that writing itself plays an important role in learning a language and offers a great experience.

In writing skill, students are expected to be able to express their ideas/ thoughts in written form. In order to compose a good paragraph, the writer needs



some knowledge of what paragraph is, the unity, topic sentence, transitional and coherence, development, organization, and judging some paragraph (Hepburn, 1964 in Suieb, 1998). That is why they will be discussed further below:

### 2.1.1 Parts of Paragraph

There are three main parts of a paragraph; (a) topic sentence that states the main idea of the paragraph, (b) supporting sentences that develop the topic sentence by giving examples, reasons, and facts, and (c) concluding sentence that ends the paragraph by restating or summarizing the ideas in it (Muhyidin, 1988:2).

#### 2.1.1.1 Topic sentence

Since the function of topic sentence is to introduce the topic, it is a good idea to place it at or near the beginning of the paragraph. However, the topic sentence may be placed near the middle or even at the end of the paragraph, depending on the kind of paragraph. It has two essential components-the topic and the controlling idea (Muhyidin, 1988:7). For example:

I admired my friend Tiara because she is so talented, intelligent, and kind. Not only can she play most sports well, she is also a good actress. She has always been the best student in her class, and in the recent final exams, she was placed first in the entire university. Although she is so intelligent and gifted, she is not standoffish-she is not cold and distant in behavior-or boastful. Indeed, Tiara is one of the kindest people I know. If anyone has a problem, they know they can go to her for help. If anyone is ill, she always the first to visit them; and if anyone is sad, she is always very quick to cheer them up. If a person has such wonderful qualities, I think you will agree that it is impossible not to admire her.

In this paragraph, the topic sentence is "I admired my friend Tiara because she is so talented, intelligent, and kind. It has the components of a topic sentence. They are, the topic (I admired my friend Tiara) and the controlling ideas (talented, intelligent, and kind).

#### 2.1.1.2 Supporting sentences

Muhyidin, (1988:9) explains that supporting sentences should serve to back up, clarify, illustrate, explain or prove the point made in the topic sentence. For example: we are going to write a paragraph about a person whose name is



Tiara. We, then, narrow down the topic to a certain aspect, for example: talented, intelligent, and kind. The paragraph will, perhaps, be organized as follows:

I admired my friend Tiara because she is so talented, intelligent, and kind. Not only can she play most sports well, she is also a good actress. She has always been the best student in her class, and in the recent final exams, she was placed first in the entire university. Although she is so intelligent and gifted, she is not standoffish-she is not cold and distant in behavior-or boastful. Indeed, Tiara is one of the kindest people I know. If anyone has a problem, they know they can go to her for help. If anyone is ill, she always the first to visit them; and if anyone is sad, she is always very quick to cheer them up. If a person has such wonderful qualities, I think you will agree that it is impossible not to admire her.

(Muhyidin, 1988:9-10)

The first sentence is the topic sentence and the following sentences are the supporting sentences that describe Tiara as a talented, intelligent, and kind person.

For examples:

1. Not only can she play most sports well, she is also a good actress.  
(the second sentence explains that Tiara is talented. So, it supports the topic sentence).
2. She has always been the best student in her class, ..... (the third sentence shows the reader that Tiara is an intelligence girl. Again, this sentence support the topic sentence).
3. If anyone has a problem, they know they can go to her for help.  
(the sixth sentence tells the reader that she is also a kind girl. It means that this sentence also supports the topic sentence).

Those supporting sentences tend to prove the point made in the topic sentence.

### 2.1.1.3 Concluding sentence

Actually, not every paragraph needs concluding sentence. A concluding sentence has two main purposes. They are as follows:

1. It summarizes the main points of the paragraph
2. It gives a final comment on the topic and leaves the reader with the most important ideas to think about.

(Muhyidin, 1988:15)



For example:

American scientists are working hard to gather facts about sea turtles called leatherbacks. The observers work, no matter what the weather is like-on clear days or in pouring rain. They count the turtles as they come ashore. When the turtles lay their eggs, the scientists walk up and down the beaches for many hours at hatch. These biologists know that they are collecting information that will someday be important to other scientists.

(Wingersky, 1999:41-42)

The last sentence of this paragraph is the concluding paragraph as it summarizes the main points of the paragraph.

### 2.1.2 Unity

Each sentence in a paragraph should relate to and develop the controlling idea. This is called unity. For example, in explaining important reasons for loving certain person, discuss only the reasons, not discuss anything else. (Bram, 1995:13). Here is the example:

I have four specific reasons for loving you. First of all, you are gentle; you do not like shouting at others. In addition, you enjoy the same hobbies as I do, that is reading, listening to rock music, and photography. In the third place, you are intelligent. Finally, I completely admire your long, straight, and black hair. Now, I am sure that you are the girl whom I have been looking for here and there, for many, many years.

(Bram, 1995:22-23)

This paragraph has fulfilled the need of unity of a paragraph. The supporting sentences explain the reasons that make "I" love the girl. In other words, all the sentences are relevant with the topic sentence which is stated in the first sentence that is "I have four reasons for loving you".

### 2.1.3 Coherence

A coherent paragraph contains sentences that are logically arranged and flow smoothly. The logical arrangement refers to the order of the sentences and ideas. Smooth flow refers to how well one idea or sentence leads into another. Smooth flow can be achieved through sentence combining and through the ideas (Smalley and Ruetten, 1986:19-20). Moreover, to achieve coherence, the usage of transitions, such as however, although, finally, and nevertheless is needed. For example:



I have four specific reasons for loving you. First of all, you are gentle; you do not like shouting at others. In addition, you enjoy the same hobbies as I do, that is reading, listening to rock music, and photography. In the third place, you are intelligent. Finally, I completely admire your long, straight, and black hair. Now, I am sure that you are the girl whom I have been looking for here and there, for many, many years.

(Bram, 1995:22-23)

The coherence in this paragraph can be seen from the transitional signal used, such as 'In addition', 'Finally', and 'Now'.

## 2.2 Kinds of paragraph

Depdiknas (2003, 72-76) outlined the kinds of paragraph by using the term 'genre'. Some of them are as follows:

**Table 1. Kinds of Paragraph**

GENRE	SOCIAL FUNCTION	GENERIC STRUCTURE	SIGNIFICANT LEXICOGRAMMATICAL FEATURES
Recount	To retell events for the purpose of informing or entertaining	<ul style="list-style-type: none"> <li>• Orientation: provides the setting and introduces participants</li> <li>• Events: tell what happened, in what sequence</li> <li>• Re-orientation;</li> <li>• Optional-closure of events</li> </ul>	<ul style="list-style-type: none"> <li>• Focus on specific Participants</li> <li>• Use of <i>material processes</i></li> <li>• Circumstances of time and place</li> <li>• Use of past tense</li> <li>• Focus on temporal sequence</li> </ul>
Report	To describe the way things are, with reference to a range of natural, man-made and social phenomena in our environment	<ul style="list-style-type: none"> <li>• General classification: tells what the phenomenon under discussion is.</li> <li>• Description tells what the phenomenon under discussion is like in terms of (1) parts, (2) qualities, (3) habits or behaviors, if living: uses if non-natural</li> </ul>	<ul style="list-style-type: none"> <li>• Focus on <b>Generic Participants</b></li> <li>• Use of Relational Processes to state what is and that which it is.</li> <li>• Use of simple present tense (unless extinct)</li> <li>• No temporal sequence</li> </ul>
Discussion	To present (at least) two points of view about an issue	<ul style="list-style-type: none"> <li>• Issue:</li> <li>• Statement</li> <li>• Preview</li> <li>• Arguments for and against or Statement of differing points of view</li> <li>• Point</li> <li>• Elaboration</li> <li>• Conclusion or Recommendation</li> </ul>	<ul style="list-style-type: none"> <li>• Focus on <b>generic human and generic non-human Participants</b></li> <li>• Use of: <ul style="list-style-type: none"> <li>- Material Processes, e.g. has produced, have developed, to feed.</li> <li>- Relational Processes, e.g., is could have, cause, are.</li> <li>- Mental Processes, e.g.,</li> </ul> </li> </ul>



			<ul style="list-style-type: none"> <li>feel.</li> <li>• Use of Comparative: contrastive and Consequential conjunctions</li> <li>• Reasoning expressed as verbs and nouns (abstraction)</li> </ul>
Explanation	To explain the processes involved in the formation or workings of natural or sociocultural phenomena	<ul style="list-style-type: none"> <li>• A general statement to position the reader</li> <li>• A sequenced explanation of why or how something occurs.</li> </ul>	<ul style="list-style-type: none"> <li>• Focus on generic, non-human Participants</li> <li>• Use mainly of material and relational processes</li> <li>• Use mainly of temporal and causal Circumstances and conjunctions.</li> <li>• Some use of passive voice to get Theme right</li> </ul>
Description	To describe a particular person, place or thing	<ul style="list-style-type: none"> <li>• Identification; Identifies phenomenon to be described</li> <li>• Description: describes parts, qualities, and characteristics.</li> </ul>	<ul style="list-style-type: none"> <li>• Focus on specific Participants</li> <li>• Use of attributive and Identifying Processes</li> <li>• Frequent use of Epithets and Classifiers in nominal groups.</li> <li>• Use of simple present tense</li> </ul>
Narrative	To amuse, entertain and to deal with actual or various experience in different ways; narratives deal with problematic events which lead to a crisis or turning point of some kind, which in turn finds a resolution.	<ul style="list-style-type: none"> <li>• Orientation: sets the scene and introduces the participants.</li> <li>• Evaluation: a stepping back to evaluate the plight.</li> <li>• Complication: a crisis arises</li> <li>• Resolution: The crisis is resolved, for better or for worse.</li> <li>• Re-orientation: optional</li> </ul>	<ul style="list-style-type: none"> <li>• Focus on specific and usually individualized Participants</li> <li>• Used of Material Processes (and in this text, Behavioral and Verbal Processes).</li> <li>• Use of Relational Processes and Mental Processes</li> <li>• Use of temporal conjunctions and temporal Circumstances</li> <li>• Use of past tense</li> </ul>

### 2.3 Narrative paragraph

If the writers want to tell a story or relate an anecdote about something that has happened in their lives, they use narrative paragraphs. These paragraphs move from one occurrence to another, generally in chronological order (Adams, 2000: 9). In line with those statement (Polkinghorne, 1988) in (Richardson, 1990:21)



states that 'narrative is the primary way through which humans organize their experiences into temporally meaningful episodes.

For Junior High School students, narrative paragraph appears in the following guideline:

**Table 2. Narrative Paragraph**

GENRE	SOCIAL FUNCTION	GENERIC STRUCTURE	SIGNIFICANT LEXICOGRAMMATICAL FEATURES
Narrative	To amuse, entertain and to deal with actual or various experience in different ways; narratives deal with problematic events which lead to a crisis or turning point of some kind, which in turn finds a resolution.	<ul style="list-style-type: none"> <li>• <u>Orientation</u>: sets the scene and introduces the participants.</li> <li>• <u>Evaluation</u>: a stepping back to evaluate the plight.</li> <li>• <u>Complication</u>: a crisis arises</li> <li>• <u>Resolution</u>: The crisis is resolved, for better or for worse.</li> <li>• <u>Re-orientation</u>: optional</li> </ul>	Focus on <b>specific</b> and usually <b>individualized Participants</b> Used of <b>Material Processes</b> (and in this text, <b>Behavioral and Verbal Processes</b> . Use of <b>Relational Processes</b> and <b>Mental Processes</b> Use of <b>temporal conjunctions</b> and <b>temporal Circumstances</b> Use of past tense

(Depdiknas, 2003:76)

From this table, Orientation can be similar to the Topic Sentence. Evaluation, Complication, and Resolution can be the Supporting Sentences. Re-orientation could be the Concluding Sentence.

#### 2.4 Picture in Series as Media in Teaching English

In conducting the teaching learning process, the teacher needs to decide types of media/material that can increase the students' participation, in order to have enthusiasm and effective learning. There are some kinds of media, namely: visual, audio, and audio-visual media (Suhartiningsih, 2004:16). Here, only visual



media that will be explained dealing with the objective of the research. There are two kinds of visual media proposed by Yunus:

a. Pictorial

An individual picture (a single picture of objects), composite picture (a large single picture which show a scene-hospital, canteen, railway station, street-in which a number of people can be seen doing things), and picture in series (explained in 2.4.1) belong to the pictorial media. Moreover, Byrne (1984:83) remarked that picture in series (picture sequences) tend to range from four to eight pictures.

b. Non-Pictorial

Graphical numerical and tabulator, cartographic such as maps and railway routes, publicly displayed/used such as train timetable and road sign, and personally owned likes passports and shopping list are categorized as non-pictorial media. (Yunus, 1981:55)

Thus, the use of relevant media in order to improve the product of learning offers a meaningful and long lasted memory (Suhartiningsih, 2004:15). Therefore, the researcher tries to apply Picture in Series as a teaching media to develop the students' ability in writing a narrative paragraph.

#### 2.4.1 Picture in Series

Picture in Series is a number of related composite pictures linked forms a series or sequences (Yunus, 1981:50). The function of picture in series is to tell story or sequence of events. Besides, Wright (1989:201) states that picture in series consist of more than one picture that show the activities, which are related to one another.

The criteria of picture in series as teaching media are as follows:

1. Interesting

Picture in series as a teaching media can arouse the students' attention and interest in learning English (Writing Skill)

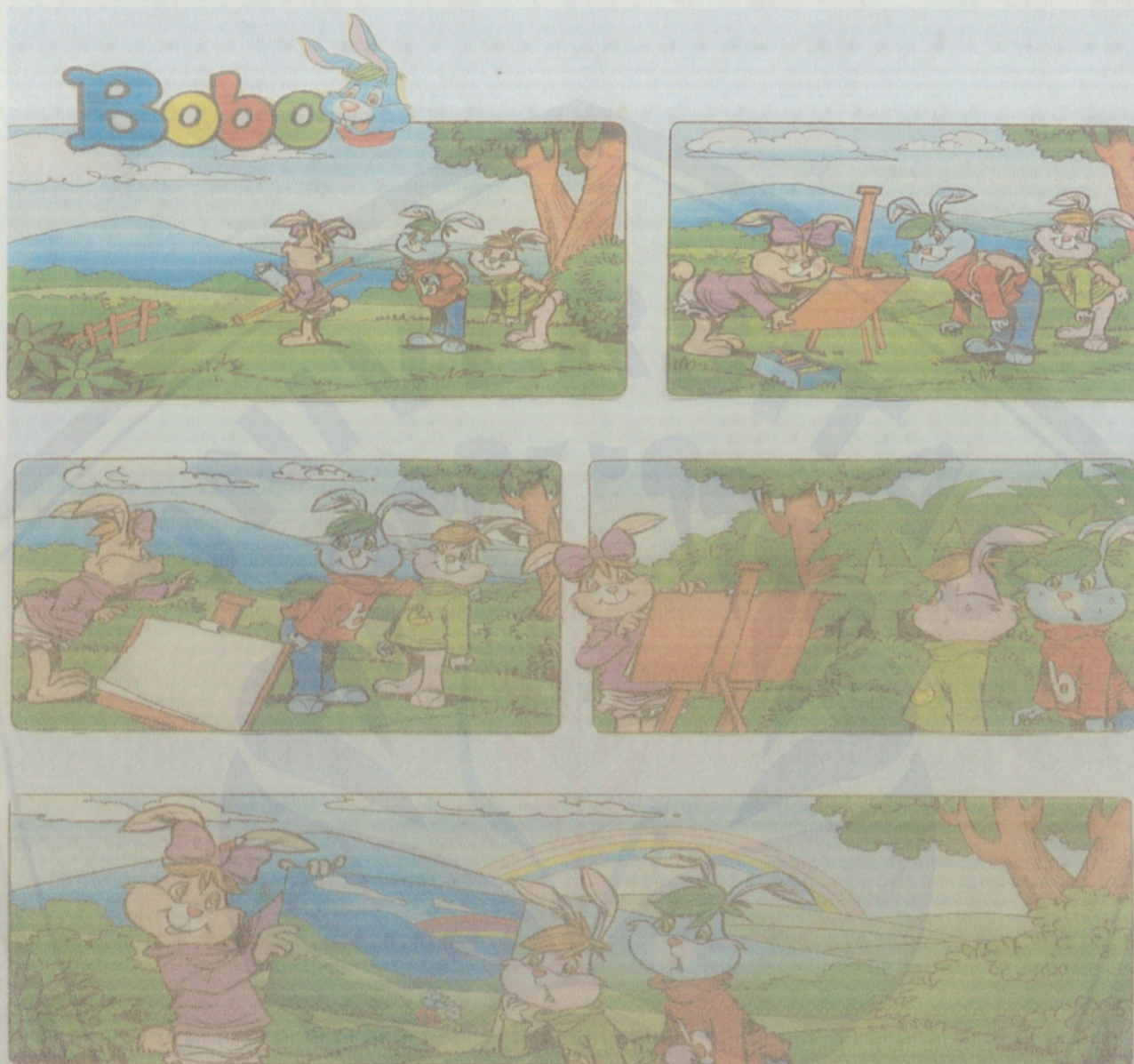
2. Authentic

Teacher should give picture in series that related to the students' real life/ experience and the picture should be authentic. It is based on the consideration that it will give students direct access to the culture and help them use the new



language authentically themselves, to communicate meaning in meaningful situations rather than for demonstrating knowledge of a grammar point or a lexical item. (Melvin and Stout in Rivers-ed., 1987:44). For example:

**Figure 1. Bobo Picture in Series**



(Bobo children magazine, No. 50/XXX/2003/p.3)

Moreover, Wright (1989:17) states that in writing, there are some roles of using picture. They are:

1. Picture can motivate the students and make them want to pay attention and want to take part. So, an interesting picture can arouse the students' attention and make them motivated in participating in the learning process.
2. Pictures contribute to the context in which the language is being used. They bring the world into the classroom (a street scene or a particular object, for example, a train). The teacher can relate to the students' real life by using the picture.



3. The pictures can be described in an objective way ('This is a train') or interpreted ('It's probably a local train'), or responded to subjectively ('I like traveling by train'). It means that we can look forward, beyond the pictures itself.

Picture can stimulate and provide information to be referred to in conversation discussion and story telling. Here, picture in series help the students to write a narrative paragraph based on the picture sequence.

### 2.5 Action Hypothesis

The action hypothesis can be formulated as follows:

1. The second year students' writing ability of SMP Negeri 2 Rambipuji Jember in the 2004/2005 academic year can be develop by using picture in series.
2. The second year students' interest and motivation in the writing class of SMP Negeri 2 Rambipuji Jember in the 2004/2005 academic year can be develop by using picture in series.



### III. RESEARCH METHOD

The research method used in this research is explained in this chapter. They are, Research Setting, Research Procedures, Area Determination Method, Respondent Determination Method, and Data Collecting Method.

#### 3.1 Research Setting

This Classroom Action Research was undertaken in SMP Negeri 2 Rambipuji. It is located at Jl. Widuri No. 1, Pecoro, Rambipuji, Jember. It was started during the fourth semester, in May the 2004/2005 academic year. It was held during the school hours especially in English subject.

#### 3.2 Research Procedures

##### 3.2.1 General Description of the Research

Classroom Action Research is a research which tries to develop or find the strategy or teaching technique to help the students mastering English (Latief, 2003:103)

The Classroom action research was conducted based on the following steps:

1. Planning
2. Acting
3. Observing
4. Reflecting

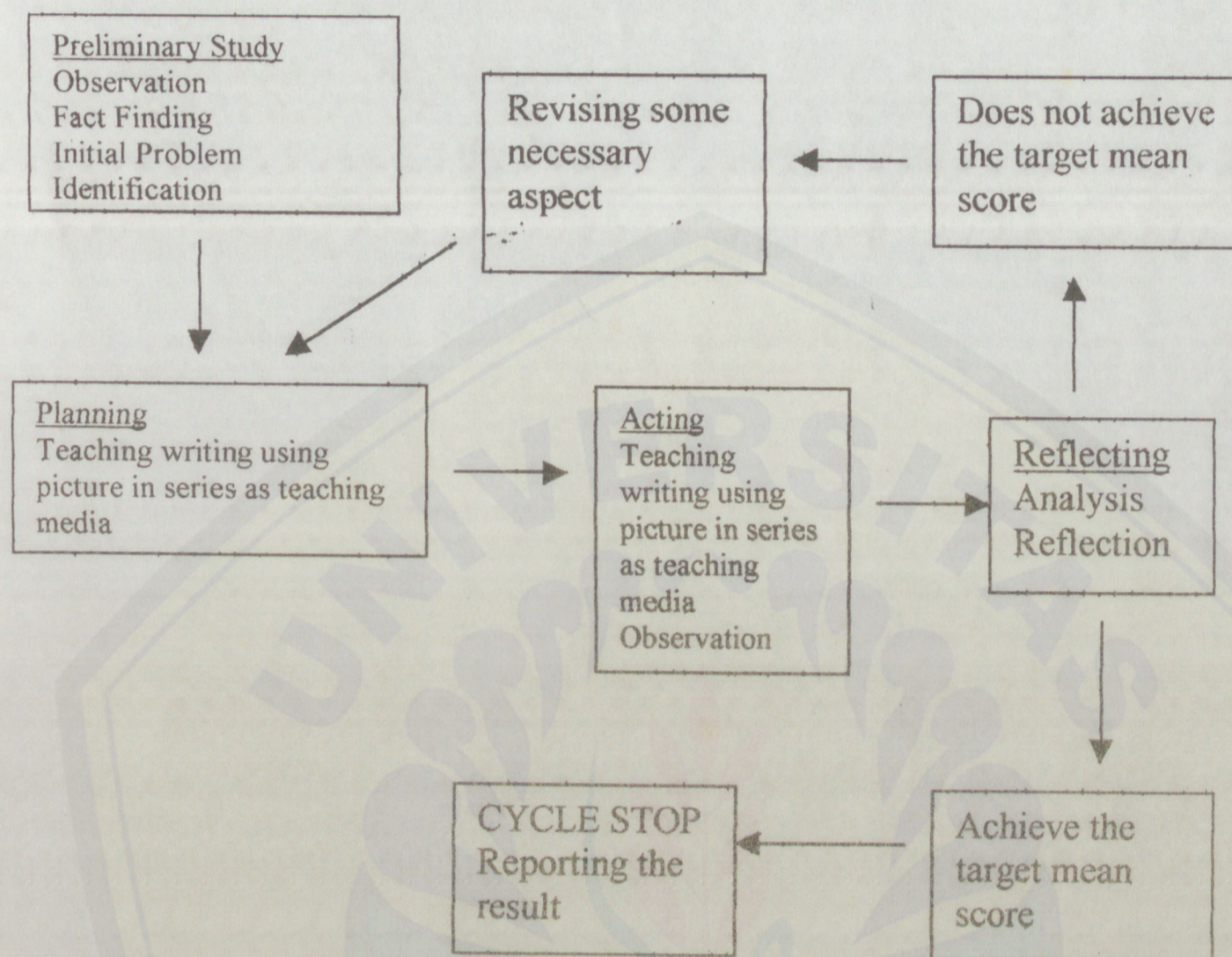
(Kemmis, 1982 in Kailin, 1997:1)

Further, this research was conducted in two cycles since the time available was limited. In the first cycle, the students were given the picture in series without any clues (keywords). Meanwhile, in the second cycle, the students were given the picture in series and some keywords. This research was conducted collaboratively. The collaborator is the second-class English teacher who had the following duties:

1. As a partner in preparing the material
2. Doing the teaching learning process
3. Doing observation
4. Doing reflection



### The Model of the Classroom Action Research



(Adapted from Kurt Lewin, 1980 in Elliot, 1993:70)

### 3.2.2 Details of the Research Procedures

#### 3.2.2.1 Planning

The planning action are shown in the following steps:

1. Preparing the lesson plan
2. Preparing the observation checklist
3. Preparing the pictures in series to be presented

#### 3.2.2.2 Acting

In this stage the strategy was being tried out. The researcher did the observation and the teacher taught the students based on the following plan:

- a. Meeting 1
  1. Reviewing the simple past tense



2. Asking the students to make sentences
3. Asking the students to compose a narrative paragraph

b. Meeting 2

1. Showing the picture in series to the students
2. Arouse the students' attention
3. Leading the students to comprehend the picture in series by asking question related to the picture and try to get responses in form of vocabulary
4. Asking the students to write a narrative paragraph based on the picture in series
5. Discussing the writing process classically

(For more details, see Appendix 4 and 5)

The result in the first cycle is not satisfying, so the second cycle was conducted. The general plan in this cycle were as follows:

1. Showing the picture in Series
2. Asking the students to pay attention
3. Asking the students to write a narrative paragraph based on the picture in series

3.2.2.3 Observing

In Classroom Action Research, the function of observation is to look at the process and effect of the teaching-learning process in order to plan the remedial actions to be more effective and efficient. (Tim Pelatih Proyek PGSM: 1999)

In this stage, the data recording of the students' interest and interaction were noted.

There are four indicators that was being observed, they are:

1. Asking question
2. Answering question
3. Writing a word or sentence on the blackboard
4. Being enthusiastic during the lesson

If the students fulfilled at least two indicators, it meant that they were active in the learning process.



### 3.2.2.4 Reflecting

#### a. Analysis

The collected data was analyzed based on the form of the data. The data in the form of observation checklist in cycle one and two was analyzed quantitative-qualitatively. It will be described based on the fact of the students' condition during the teaching learning process. Meanwhile, the data from the students' writing result in cycle one and two was analyzed by applying descriptive quantitative. The researcher used the mean score of the students' writing results in order to know the students' writing achievement. The quantitative formulation to analyze the students' writing result is as follows:

$$M = \frac{\sum X}{N}$$

*Note:*

M = Mean Score

$\sum X$  = The Total scores of the students' writing result

N = Total number of the students doing the test

(Adapted from Best (1997) in Faisal, 1982:258)

#### b. Reflection

The researcher and the English teacher was doing the reflection after analyzing the data in every cycle. The purpose of doing reflection is to know whether the actions done had weaknesses or problem. After doing the reflection, the researcher discussed them with the teacher to find another solution to handle the problem appeared.

Conclusions were drawn and the previous plan was revised based on the conclusion to improve the action on the second cycle.

### 3.3 Area Determination Method

This research was conducted by using purposive method in determining the area for the reason that in purposive method, the researcher selects particular



elements from the population that will be representative or informative about the topic of research. (McMillan, 1992:76). Moreover, the researcher must have previous knowledge about the population and is sure about the information dealing with the research such as the documentation, educators' staff, etc. It means that the purposive method is used to determine the research area under consideration that the characteristics of certain area have been known well. (Ali, 1993:57)

### 3.4 Respondent Determination Method

The respondents of this research are the students of SMP Negeri 2 Rambipuji Jember, especially the students in II C, in 2004/2005 academic year. They were chosen based on the consideration that their writing ability needed to be developed. The mean score of this class was the lowest among all the class. It is only 50.45

### 3.5 Data Collecting Method

#### 3.5.1 Writing Test

In this CAR, the test applied was achievement test. According to Heaton (1990:14), a test of achievement should be measuring the students' mastery of what have been taught (but not necessarily what has actually been taught). Generally, there are two forms of test: *essay test and objective test*. Essay test is a kind of test that demands the students to answer them in the form of essay and use their own words, while objective test needs only short answer or choose a certain code that represent the right option.

The writing test given to the students was an essay 'test' in the form of writing a narrative paragraph test. The teacher asked the students to make a narrative paragraph based on the picture in series presented. The paragraph should consist of at least 5 sentences up to 10 sentences, since the picture in series presented in this research consist of 5 pictures. There are some advantages of essay test. They are as follows:



1. The essay has traditionally been accorded high prestige as a testing technique which may explain a widespread reluctance to discard it despite the problems in marking that have been encountered
2. The topics are extremely easy to set and it is a familiar testing technique to both the candidates and the users of test results. It, thus, has a superficial face validity in particular for the lay person
3. It is a suitable vehicle for testing skills, such as the ability to develop an extended argument in a logical manner, which cannot be tested in other ways
4. The big advantage it shares with other tests of extended writing is that a sample of writing is produced which can provide a tangible point of reference for comparison in the future

(Weir, 1990:60)

In testing writing (narrative writing), those advantages of essay test agree with the objective of giving the test, that is to measure the students' achievement on writing ability because there is no other kinds of test that really reflect students' achievement but essay test (in the form of narrative writing test). In addition, one of the criteria that should be considered in making a test is validity. Hughes (1996:22) states that a valid test should measure accurately what is intended to measure. Moreover, validity in language test depends on the linguistic content of the test and on the situation or technique used to test this content (Lado, 1977:30). So, in order to fulfill the students' competence, the researcher should consult the syllabus/ curriculum in deciding the theme and the standard of competency.

The scoring method applied in scoring the students' writing test is hollistic method. Hughes (1996:86) defined holistic as a method of scoring which involves the assignment of a single score to a piece of writing on the basis of an overall impression of it.

The scoring criteria of the students' narrative writing result as follows:

**Table 3. SCORING CRITERIA**

Score	Criteria
81-100 (Excellent)	Relevant to assigned topic, fluent expression, well-organized, logical sequencing, cohesive, effective word choice and usage, few errors of tense (simple past tense)



70-80 (Good)	Mostly relevant to topic but lacks detail, loosely organized but main ideas stand out, logical but insequencing, occasional errors of word choice but meaning not obscured, several errors of tense but meaning seldom obscured
60-69 (Fair)	Inadequate development of topic, ideas confused or disconnected, lacks logical sequencing and development, frequent errors of word choice and usage, meaning confused or obscured, frequent errors of tense
26-59 (Poor)	Does not show knowledge of subject, not pertinent OR not enough to evaluate, does not communicate, no organization, little knowledge of English vocabulary, dominated by tense errors.
0-25 (Fail)	NOT ENOUGH TO EVALUATE

(Adapted from Hartfiel, V.F., et al, 1985:198)

The target mean score in this research was 65 based on the consideration that the basic score was 50.45 and the time available was at least one month.

**Table 4. The classification of the scores level**

Scores	Classification
81-100	Excellent
70-80	Good
60-69	Fair
26-59	Poor
0-25	Fail

(Adapted from Depdikbud, 1999:10 in Suyanti, 2004:28)

### 3.5.2 Observation

There are two kinds of observation; they are participant observation and stimulant observation (Djojuroto and Sumaryati, 2000:39). Participant observation means that the observer participate in the activities of getting the data.



Meanwhile, in stimulant observation, the observer can stimulate his/her respondent to give the information or data that would be taken. In this research, participant observation was used since the researcher participated in the teaching-learning process and was helped by the collaborator. In taking the data, the researcher used a checklist.

#### **3.3.4 Interview**

Interview is a purposeful conversation, usually between two persons but sometimes involving more (Morgan, 1988 in Bogdan and Biklen, 1992: 96). In doing the interview, the subjects were demanded to give their point of view at ease and talk freely, so an open-ended/unstructured interview was used in this research. The researcher had interviewed the teacher and the students.

#### **3.3.5 Documentation**

Documentation is one of data collecting method. The data is obtained in the form of printed document. Here, the documents needed were the students' names and the students' previous writing score in the first semester.



## IV. RESEARCH RESULTS AND DISCUSSION

This chapter is about the results of the two cycles in this research. It also discusses the classroom condition related to the students' activeness during the teaching learning process based on the observation checklist. Besides, it also presents the writing scores gained by the students from the results of their writing based on the picture in series presented.

### 4.1 The Result of the Action Cycle 1

The first cycle was conducted on May 11<sup>th</sup> and 14<sup>th</sup>, 2005. While the teacher was teaching the class, the researcher was observing and making notes of the students' interest and behavior during the teaching learning process by using the checklist. There were two data obtained in this action. The first was the observation of the students' activity during the teaching learning process. The second one is the students' writing score of writing results.

#### 4.1.1 The Result of Observation

The observation checklist was used to note whether the students were active or passive during the teaching learning process. Based on the observation checklist there were only 18 students or 39 % of the students who were active during the teaching learning process. They had fulfilled the indicator of being active in the class. This fact means that picture in series could not be said as an interesting medium in teaching writing, since most of the students were passive. The detailed information of the observation checklist was presented in Appendix VII.

#### 4.1.2 The Result of the Students' Writing Test

The students did the writing activity at the end of cycle one. The students wrote a paragraph based on the picture in series presented. The result of the students' writing can be seen from the following table.



**Table 5. The students' writing score cycle one**

No.	Students' Name	Students' Writing Score
1	Akhmad Baihaki	55
2	Akhmad Setyo K.	55
3	Arifudin	30
4	Ariful Maarif	35
5	Andri Ongki C.K.	65
6	Beni Teguh W.	55
7	Deki Andika	46
8	Dewi Ratnasari	65
9	Dita Prastika	69
10	Eksan Suparji	69
11	Ernawati	65
12	Eli Novi Yanti	55
13	Febi Ainur Rofik	74
14	Felawati	70
15	Haytomi Sofwan	55
16	Heru Prayitno	-
17	Hilmi Solihin	65
18	Imam Taufik H.	60
19	Jaenal Asbi J	55
20	Khoiri Walidi	60
21	Muh. Sukrismanto	45
22	Nanik Widayanti	72
23	Nanok Sismianto	60
24	Nur Azmi Yunita	70
25	Nur Khotik Alfiani	75
26	Nur Santi Putri I.	65
27	Rahmatullah	78
28	Rudi Santoso	35



29	Siti Qomari'ah	80
30	Silfiana Nofitasari	60
31	Siti Nurfaridha	70
32	Ulfatul Jannah	65
33	Umi Habibah	70
34	Umi Nurul H.	55
35	Yayan Sugianto	40
36	Yulfa Andriani	65
37	Yudi Hermanto	60
38	Yulianto	60
39	Yanuar Eka	64
40	Windi Putri H.	65
41	Zaenal Arifin	70
42	Yopi Purwanas	30
43	Riki Hardiyanto	45
44	Eko Nur Setiawan	35
45	Dayu Ratna W. N.	65
46	Babun	30
$\Sigma X$		2632
N		45
<b>Mean Score</b>		<b>58.48</b>

In cycle 1, one of the students could not follow the test because he was sick. The researcher scored the students' writing result based on the scoring criteria on chapter 3. There is much different score in the same range, especially on the range POOR. The first impression of the students' writing and handwriting have a lot influenced in scoring the students' writing result. Further, it is the scorer's decision to determine and judge the students' writing result based on the scoring criteria. The result showed that picture in series in this cycle could not develop the students' writing ability. The mean score was only 58.48. This score still did not achieve the target score, that was 65.



### 4.1.3 Reflection

Based on the process and product evaluation, the students' ability still could not be developed by using picture in series. It still could not motivate the students' learning for only 39 % of the students were active during the teaching learning process. Moreover, the mean score was only 58.48, which did not achieve the target mean score yet. These result could be caused by the following problems:

1. It is new for the students to write a paragraph on their own based on picture in series.
2. The picture in series was too complex and childish that made the students pay too much attention to the picture.
3. The picture in series was not completed with some keywords.
4. The students could not use the simple past tense correctly

Therefore, next action was needed to solve the problems found in cycle one. Here, the researcher had given some tasks to the students before they wrote a paragraph based on the picture in series. The picture in series was completed by some keywords. It was expected that this technique would assist the students in writing a paragraph.

## 4.2 The Results of the Action in Cycle 2

The second cycle was done on May 18<sup>th</sup> and 21<sup>st</sup>, 2005. They were undertaken based on the reflection of the first cycle. There were two kinds of data gathered. The first data was gained from the observation checklist and the second one was from the students' result of writing narrative paragraph based on the picture in series.

### 4.2.1 Planning for Cycle Two

1. Prepared the lesson plan discussed with the teacher.
2. Prepared the Observation Checklist
3. Prepared the picture in series to be presented (the picture was less complex and suitable with the students' age.
4. Completed the picture in series with some keywords.



#### 4.2.2 The Result of Observation

In cycle 2, the students already showed their interest and motivation. It can be seen from the checklist which noted that 64 % or 29 students were active during the teaching learning process. They were answering the teacher's questions well. They paid much attention to the teacher instruction. They also competed to write a sentence or the answers on the blackboard.

#### 4.2.3 The Result of the Students' Writing Test

The students' writing result can be seen from the following table.

**Table 6. The students' writing score in cycle two**

No.	Students' Name	Students' Writing Score
1	Akhmad Baihaki	59
2	Akhmad Setyo K.	65
3	Arifudin	55
4	Ariful Maarif	70
5	Andri Ongki C.K.	75
6	Beni Teguh W.	70
7	Deki Andika	60
8	Dewi Ratnasari	65
9	Dita Prastika	75
10	Eksan Suparji	85
11	Ernawati	80
12	Eli Novi Yanti	70
13	Febi Ainur Rofik	76
14	Felawati	70
15	Haytomi Sofwan	59
16	Heru Prayitno	-
17	Hilmi Solihin	70
18	Imam Taufik H.	65
19	Jaenal Asbi J	-
20	Khoiri Waldi	65
21	Muh. Sukrismanto	70
22	Nanik Widayanti	70
23	Nanok Sismianto	75
24	Nur Azmi Yunita	70
25	Nur Khotik Alfiani	84
26	Nur Santi Putri I.	75
27	Rahmatullah	90
28	Rudi Santoso	60



29	Siti Qomari'ah	90
30	Silfiana Nofitasari	65
31	Siti Nurfaridha	70
32	Ulfatul Jannah	70
33	Umi Habibah	80
34	Umi Nurul H.	50
35	Yayan Sugianto	65
36	Yulfa Andriani	69
37	Yudi Hermanto	58
38	Yulianto	74
39	Yanuar Eka	76
40	Windi Putri H.	75
41	Zaenal Arifin	92
42	Yopi Purwanas	50
43	Riki Hardiyanto	70
44	Eko Nur Setiawan	60
45	Dayu Ratna W. N.	80
46	Babun	40
	$\Sigma X$	3062
	N	44
	Mean Score	69.59

In cycle 2, there were two students did not follow the test. They are Heru Prayitno (he asked for permission) and Jaenal Asbi (there was no information). From the table, it can be seen that the students' writing result was 69.59. It had achieved the target mean score that was 65.

#### 4.2.3 Reflection

In cycle two the picture in series was completed with some keywords and less complex than the previous one. More exercises was given to make the students well trained before they write a paragraph based on the picture in series. The result of the action in this cycle had achieved the target score (65). It was 69.59. Moreover, 64 % of the students were active during the teaching learning process. They asked some questions to the teacher and answered the questions given by her. In addition, they also looked enthusiastic during the teaching learning process, it could be concluded as they were competed in doing the teacher's instruction. Therefore, cycle two was the end of the cycles.



### **4.3 The Results of Supporting Data**

#### **4.3.1 The Result of Interview**

The interview was directed to the teacher and the students as the interviewees. The teacher said that she usually teaches writing using jumbled word and jumbled sentences and word chart as the medium. She got problem in teaching English especially writing skill because of the students' low motivation. In addition, the students have difficulties in the aspects of vocabulary, grammar and the organization of the idea when they were asked to write in English. It was the first time for her to use picture in series. She thought that it could help the students to develop their writing ability, since the picture in series is usually in a chronological order that lead the students to organize their idea.

Meanwhile, the students were being asked some questions after they had had the actions. Most of them like to learn English since they got English subject when they were in the fifth year of elementary school. Usually, they have difficulties in the aspects of vocabulary, grammar and the organization of the idea. They were interested in doing the activity of writing a paragraph based on the picture in series. They would like to write in English with picture in series better than without picture in series because they said that it was very helpful. Moreover, if the picture in series is completed with the keywords, it would be more helpful.

#### **4.3.2 The Result of Documentation**

The documentation was gathered from the previous writing score of the students of 2C, their names, and also the school personnel of SMP Negeri 2 Rambipuji Jember in 2004/2005 academic year. They are enclosed in Appendix IX and X.

### **4.4 Discussion**

From the reflection done in each cycle, it was showed that the students' writing ability had developed from cycle one to cycle two. The mean score of the writing result had developed from 58.48 in cycle one up to 69.59 in cycle two. In the first cycle, the mean score was only 58.48 that had not achieved the target



mean score, it was 65. Therefore, it was continued to the second cycle. Further, in cycle two the mean score had achieve the target score (65), with the mean score 69.59. The following are the scores of English writing test achieved by the students in cycle one and two. The differences between their scores are obviously displayed.

**Table 7. The students' score in cycle one and two**

No.	Students' Name	Cycle One	Cycle Two
1	Akhmad Baihaki	55	59
2	Akhmad Setyo K.	55	65
3	Arifudin	30	55
4	Ariful Maarif	35	70
5	Andri Ongki C.K.	65	75
6	Beni Teguh W.	55	70
7	Deki Andika	46	60
8	Dewi Ratnasari	65	65
9	Dita Prastika	69	75
10	Eksan Suparji	69	85
11	Ernawati	65	80
12	Eli Novi Yanti	55	70
13	Febi Ainur Rofik	74	76
14	Felawati	70	70
15	Haytomi Sofwan	55	59
16	Heru Prayitno	-	-
17	Hilmi Solihin	65	70
18	Imam Taufik H.	60	65
19	Jaenal Asbi J	55	-
20	Khoiri Walidi	60	65
21	Muh. Sukrismanto	45	70
22	Nanik Widayanti	72	70
23	Nanok Sismianto	60	75
24	Nur Azmi Yunita	70	70
25	Nur Khotik Alfiani	75	84
26	Nur Santi Putri I.	65	75
27	Rahmatullah	78	90
28	Rudi Santoso	35	60
29	Siti Qomari'ah	80	90
30	Silfiana Nofitasari	60	65
31	Siti Nurfaridha	70	70
32	Ulfatul Jannah	65	70
33	Umi Habibah	70	80
34	Umi Nurul H.	55	50
35	Yayan Sugianto	40	65



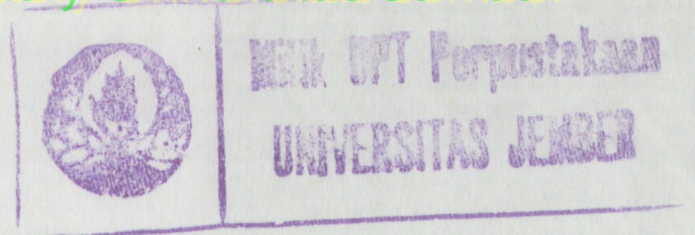
36	Yulfa Andriani	65	69
37	Yudi Hermanto	60	58
38	Yulianto	60	74
39	Yanuar Eka	64	76
40	Windi Putri H.	65	75
41	Zaenal Arifin	70	92
42	Yopi Purwanas	30	50
43	Riki Hardiyanto	45	70
44	Eko Nur Setiawan	35	60
45	Dayu Ratna W. N.	65	80
46	Babun	30	40
<b><math>\Sigma X</math></b>		<b>2632</b>	<b>3062</b>
<b>N</b>		<b>45</b>	<b>44</b>
<b>Mean Score</b>		<b>58.48</b>	<b>69.59</b>

In addition, from the observation checklist, it can be seen that the students' activeness was also higher than that in the first cycle. It was from 39 % of the students in the first cycle up to 64 % of the students in the second cycle who were active during the teaching learning process. Most of them said that picture in series with keywords give them motivation to develop their writing skill. They gave positive response and interest.

This fact proved the experts' statement that a series of pictures can be used to elicit a narrative (Hughes, 1996:84). Moreover, Yunus (1981: 87) agreed that pictorial assistance provides the students with something to write about.

Finally, it can be concluded that using picture in series can develop the students' writing ability of the second year students of SMP 2 Rambipuji Jember in the 2004/2005 academic year.





## V. CONCLUSION AND SUGGESTION

### 5.1 Conclusion

Based on the results and discussion, it can be concluded that:

1. Picture in series can develop the writing ability of the second year students of SMP Negeri 2 Rambipuji Jember in 2004/2005 academic year.
2. Picture in series can develop the students' interest and motivation in the writing class of the second year students of SMP Negeri 2 Rambipuji Jember in 2004/2005 academic year

### 5.2 Suggestions

The results were hopefully develop the students' writing ability and also improve the quality of English teaching learning process in SMP 2 Rambipuji. In this case, the suggestions were highly respected for the following people.

#### 5.2.1 The English Teacher

It is proved that the students' writing ability can be developed by using picture in series as teaching media. Therefore if the teacher wants to achieve more target score, she can apply it on the next academic year.

#### 5.2.2 The Students

The students are suggested to develop their writing skill by having more practice especially using picture in series as a guidance in writing a paragraph even a short story. It would be a good way in developing their English, especially writing skill.

#### 5.2.3 Future researcher

This research could be a valuable information for future researcher in conducting further research on the same topic. For example, a classroom action research to develop the students' ability in writing short story by using picture in series.



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RESEARCH MATRIX

TITLE	PROBLEM	VARIABLE	INDICATORS	DATA RESOURCES	RESEARCH METHOD	CYCLE 1	ACTION HYPOTHESIS
Developing the Writing Ability of the Second Year Students of SMP Negeri 2 Rambipuji Jember in the 2004/2005 Academic Year by Using Picture in Series	Can the use of picture in series develop the writing ability of the second year students of SMP Negeri 2 Rambipuji Jember in the 2004/2005 Academic Year?	1. Writing ability  2. Picture in series	<ul style="list-style-type: none"> <li>▪ Narrative Paragraph</li> <li>▪ Criteria of Picture in Series</li> <li>▪ Roles of Picture in Series</li> </ul>	1. Respondent: The Second Year Students of SMP Negeri 2 Rambipuji Jember  2. Informant: The Second Year Students English Teacher of SMP Negeri 2 Rambipuji Jember  3. Documents  The Administration Staff	1. Research Design ❖ Classroom Action Research  2. Area Determination Method ❖ Purposive  3. Respondent Determination Method ❖ Purposive Sampling  4. Data Collection Method ❖ Primary Data ▪ Writing test ❖ Supporting Data ▪ Observation ▪ Interview ▪ Documentation  5. Data Analysis Method  $M = \frac{\sum x}{N}$  M = Mean $\sum x$ = The total scores of the students' writing result N = Total number of the students (Adapted from Best (1997) in Faisal, 1982:258)	1. Planning 2. Acting 3. Observation 4. Reflection (Kemmis, 1982 in Kailin, 1997)	The second year students' writing ability of SMP Negeri 2 Rambipuji Jember in the 2004/2005 academic year can be developed by using picture in series



**THE GUIDELINE OF THE INSTRUMENT**

**A. The Interview Guide**

No.	The Data taken	Data Resources
1.	What technique do you use in teaching Writing skill?	The Second Year Students' English Teacher
2.	What are your problems in teaching writing?	
3.	What are the students' difficulties in writing?	
4.	What kind of media do you use in teaching writing?	
1.	Do you like English?	The second year students (2 C)
2.	When was the first time you learn English?	
3.	Do you like writing?	
4.	What problem(s) do you usually have in writing?	
5.	Do you think that picture in series can help you writing a paragraph?	
6.	Do you think that picture in series with keywords help you more in writing than picture in series without any keywords?	
7.	Do you feel that picture in series make you like writing better?	

**B. Documentation Guide**

No.	The Data taken	Data Resources
1.	The list of personnel of SMP Negeri 2 Rambipuji Jember.	The administration staff
2.	The name of the research respondents	



## LESSON PLAN

Subject	: English
Level	: Junior High School
Class/Semester	: 2/4
Topic	: Recreation
Time	: 2 x 45'
Meeting	: First

**I. Basic Competence**

Students are able to communicate in English orally and written form using a suitable language variety fluently and accurately in the interactional and/or monologue mainly in narrative, recount, descriptive, and anecdote text.

**II. Indicators**

- 2.1 Students are able to apply simple past tense in writing sentences.
- 2.2 Students are able to write a narrative paragraph by applying simple past tense.

**III. Material: enclosed****IV. Teaching Learning Process**

- a. Approach : CTL (Contextual Teaching Learning)
- b. Activities :

No.	Teacher' Activities	Students' Activities	Time	Method
1.	<b>Introduction</b> 1.1 Greeting 1.2 Giving Leading questions <ul style="list-style-type: none"> <li>• Did you study last night?</li> <li>• Did you sleep well last night?</li> <li>• Did you have English class yesterday?</li> </ul> 1.3 Stating the objective of the lesson	<b>Introduction</b> 1.1 Greeting 1.2 Answering the teacher questions 1.3 Paying attention	½ ' 4 ' 1 '	Question and Answer Tutorial
2.	<b>Main Activities</b> 2.1 Reviewing the past tense 2.2 Asking the students to make two sentences using simple past tense 2.3 Discussing the students' sentences classically 2.4 Showing a narrative paragraph	<b>Main Activities</b> 2.1 Paying attention 2.2 Making two sentences using simple past tense 2.3 Discussing the sentences 2.4 Paying attention	20 ' 5 ' 10 ' 1 '	Tutorial Group work Question and Answer



	2.5 Asking the students "What kind of paragraph is it?" (Mentioning kinds of paragraph: descriptive, narrative, report)	2.5 Answering the question	1 '	Question and Answer  Individual work
	2.6 Explaining the details of narrative paragraph.	2.6 Paying attention, making notes	15 '	
	2.7 Asking the students to write a narrative paragraph about their picnic experience.	2.7 Writing a narrative paragraph about their picnic experience	20 '	
	2.8. Asking the students to collect their works.	2.5 Collecting the works	1 '	
3.	<b>Closure</b>	<b>Closure</b>		
	3.1 Asking the students to mention some characteristics of narrative paragraph	3.1 Mentioning some characteristics of narrative paragraph	10 '	Question and Answer
	3.2 Asking the students to learn more about narrative paragraph and simple past tense English stories	3.2 Willing to do the teacher's suggestion	1 '	
	3.3 Leave-taking	3.3 Leave-taking	½ '	

V. Media and Sources

- a. Media : A narrative paragraph
- b. Sources : Bram, B. 1995. Write Well: Improving Writing Skill. Yogyakarta: Kanisius.

VI. Evaluation

- a. Process Evaluation : Conducted during the Teaching Learning Process
- b. Instrument : Checklist
- c. The indicators evaluated : The students' ability in narrating the picture in series

Rambipuji, May 2005

Researcher

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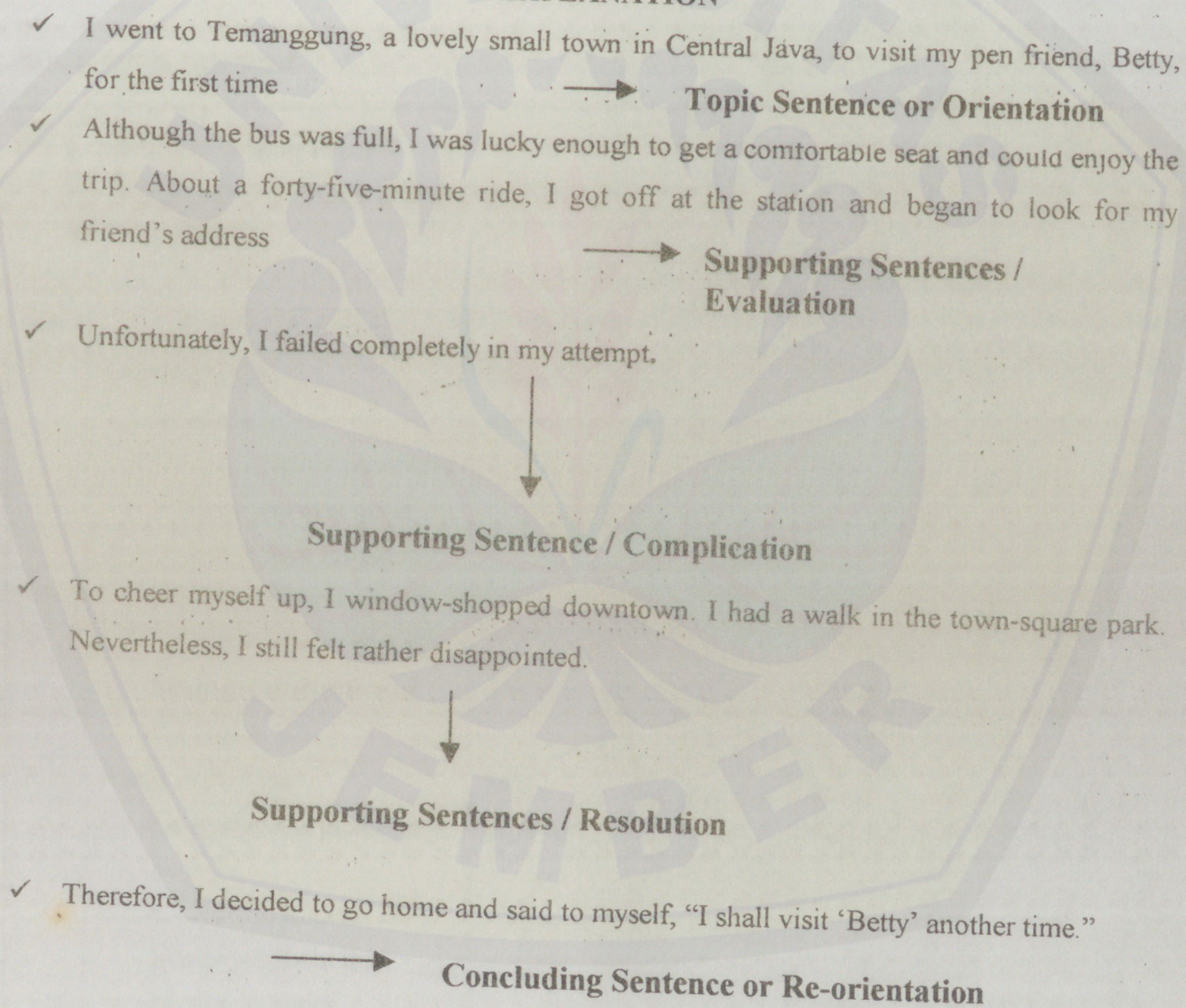
MATERIAL

EXAMPLE OF NARRATIVE PARAGRAPH

I went to Temanggung, a lovely small town in Central Java, to visit my penfriend, Betty, for the first time. Although the bus was full, I was lucky enough to get a comfortable seat and could enjoy the trip. About a forty-five-minute ride, I got off at the station and began to look for my friend's address. Unfortunately, I failed completely in my attempt. To cheer myself up, I window-shopped downtown. I had a walk in the town-square park. Nevertheless, I still felt rather disappointed. Therefore, I decided to go home and said to myself, "I shall visit 'Betty' another time."

(Bram, B. 1995. Write Well: Improving Writing Skill Yogyakarta: Kanisius.)

EXPLANATION





**LESSON PLAN**

Subject : English  
 Level : Junior High School  
 Class/Semester : 2/4  
 Topic : Recreation  
 Time : 2 x 45'  
 Meeting : Second

**I. Basic Competence**

Students are able to communicate in English orally and written form using a suitable language variety fluently and accurately in the interactional and/or monologue mainly in narrative, recount, descriptive, and anecdote text.

**II. Indicators**

- 2.1 Students are able to comprehend the picture in series
- 2.2 Students are able to write a narrative paragraph based on the picture in series

**III. Material: enclosed**

**IV. Teaching Learning Process**

- a. Approach : CTL (Contextual Teaching Learning)
- b. Activities :

No.	Teacher' Activities	Students' Activities	Time	Method
1.	<p><b>Introduction</b></p> <p>1.1 Greeting</p> <p>1.2 Giving Leading questions</p> <ul style="list-style-type: none"> <li>• Have you ever gone somewhere for picnic?</li> <li>• Where do you usually go (mountain, beach)?</li> </ul> <p>1.3 Stating the objective of the lesson</p>	<p><b>Introduction</b></p> <p>1.1 Greeting</p> <p>1.2 Answering the teacher's questions</p> <p>1.3 Paying attention</p>	<p>½ '</p> <p>6 '</p> <p>2 '</p>	<p>Question and Answer</p> <p>Tutorial</p>
2.	<p><b>Main Activities</b></p> <p>2.1 Presenting the picture in series</p> <p>2.2 Asking the students some questions about the picture in series</p> <p>2.3 Asking the students to write a narrative paragraph based on the picture in series</p>	<p><b>Main Activities</b></p> <p>2.1 Paying attention to the picture in series</p> <p>2.2 Answering some questions about the picture in series</p> <p>2.3 Writing a narrative paragraph based on the picture in series</p>	<p>5'</p> <p>10'</p> <p>45'</p>	<p>Question and Answer</p> <p>Individual work</p>



	2.4 Asking the students to collect their works	2.4 Collecting the works	5 '	
3.	<b>Closure</b> 3.1 Asking the students to mention some sentences about the picture in series 3.2 Asking the students to read more English stories 3.3 Leave-taking	<b>Closure</b> 3.1 Mentioning some sentences about the picture in series 3.2 Willing to do the teacher's suggestion 3.3 Leave-taking	15 '  1 '  ½ '	Question and Answer

V. Media and Sources

- a. Media : Picture in series
- b. Sources : Bobo children magazine. No. 50/XXX/2003/p. 3.

VI. Evaluation

- a. Process Evaluation : Conducted during the Teaching Learning Process
- b. Instrument : Checklist
- c. The indicators evaluated : The students' ability in narrating the picture in series

Rambipuji, May 2005

Researcher

Researcher's Collaborator

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Emi Sulistyowati, S.Pd.  
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**Test Cycle I**

Write a narrative paragraph based on the following Picture in Series !



JEMBER



LESSON PLAN  
(CYCLE II)

Subject : English  
 Level : Junior High School  
 Class/Semester : 2/4  
 Topic : Health  
 Time : 2 x 45'  
 Meeting : First

**I. Basic Competence**

Students are able to communicate in English orally and written form using a suitable language variety fluently and accurately in the interactional and/or monologue mainly in narrative, recount, descriptive, and anecdote text.

**II. Indicators**

- 2.1 Students are able to apply simple past tense in the paragraph.
- 2.2 Students are able to write a narrative paragraph by applying simple past tense.

**III. Material: enclosed**

**IV. Teaching Learning Process**

- a. Approach : CTL (Contextual Teaching Learning)
- b. Activities :

No.	Teacher' Activities	Students' Activities	Time	Method
1.	<b>Introduction</b> 1.1 Greeting 1.2 Giving Leading questions • Did you study last night? • Did you have English class yesterday? 1.3 Stating the objective of the lesson	<b>Introduction</b> 1.1 Greeting 1.2 Answering the teacher questions 1.3 Paying attention	½ ' 4 ' 1 '	Question and Answer Tutorial
2.	<b>Main Activities</b> 2.1 Explaining the past tense form 2.2 Asking the students to write two sentences using simple past tense 2.3 Discussing the students sentences classically 2.4 Asking the students to listen	<b>Main Activities</b> 2.1 Paying attention 2.2 Writing two sentences using simple past tense 2.3 Discussing the sentences 2.4 Paying attention	15' 5' 10' 12'	Tutorial Individual work Question and Answer

45



	to a narrative paragraph from the tape			
	2.5 Asking some questions about the paragraph heard by the students	2.5 Answering the questions	10'	Question and Answer
	2.6 Delivering the narrative paragraph consisting of some verbs to be corrected	2.6 Accepting the narrative paragraph	1'	
	2.7 Asking the students to change the verbs in the bracket into past tense form	2.7 Changing the verbs in the bracket into past tense form	10'	Pair work
	2.8 Discussing the students' answer	2.8 Discussing the answer	10'	
3.	<b>Closure</b>	<b>Closure</b>		
	3.1 Asking the students to make some sentences in past tense	3.1 Making some sentences in past tense	10	Question and Answer
	3.2 Asking the students to learn more about narrative paragraph and simple past tense	3.2 Willing to do the teacher's suggestion	1'	
	3.3 Leave-taking	3.3 Leave-taking	½'	

V. Media and Sources

- a. Media : A narrative paragraph
- b. Sources : Sawiji, et al. 2003. LKS Prestasi SLTP Bahasa Inggris. Klaten: Penerbit Agung.

VI. Evaluation

- a. Process Evaluation : Conducted during the Teaching Learning Process
- b. Instrument : Observation Checklist
- c. The indicators evaluated : The students' ability in comprehending and pplying simple past tense

Rambipuji, May 2005

Researcher

Researcher's Collaborator

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Emi Sulistyowati, S.Pd.  
NIP. 131 811 014



MATERIAL

**Listening Text**

Gunawan was sick two days ago. He had a cough and felt cold. He did not go to a doctor or hospital, but his mother, Mrs. Wijaya gave him traditional medicine. She gave "Jamu" to her son regularly. Then her son became well. Mrs. Wijaya knew Jamu from her mother. Usually Mrs. Wijaya made it herself, but in this case she bought it in the shop.

**Questions**

1. Who was sick two days ago?
2. Who is his mother's name?
3. What did she give to make him become well?
4. How did she know "Jamu"?
5. Where did she buy it?

**Change the verbs in brackets into past tense form!**

Gunawan (1. **is**) sick two days ago. He (2. **has**) a cough and (3. **feel**) cold. He (4. **not go**) to a doctor or hospital, but his mother, Mrs. Wijaya (5. **give**) him traditional medicine. She (6. **give**) "Jamu" to her son regularly. Then her son (7. **become**) well. Mrs. Wijaya (8. **know**) Jamu from her mother. Usually Mrs. Wijaya (9. **make**) it herself, but in this case she (10. **buy**) it in the shop.



**LESSON PLAN  
(CYCLE II)**

Subject : English  
 Level : Junior High School  
 Class/Semester : 2/4  
 Topic : Health  
 Time : 2 x 45'  
 Meeting : Second

**I. Basic Competence**

Students are able to communicate in English orally and written form using a suitable language variety fluently and accurately in the interactional and/or monologue mainly in narrative, recount, descriptive, and anecdote text.

**II. Indicators**

- 2.1 Students are able to comprehend the picture in series  
 2.2 Students are able to write a narrative paragraph based on the picture in series

**III. Material: enclosed**

**IV. Teaching Learning Process**

- a. Approach : CTL (Contextual Teaching Learning)  
 b. Activities :

No.	Teacher' Activities	Students' Activities	Time	Method
1.	<p><b>Introduction</b></p> <p>1.1 Greeting</p> <p>1.2 Giving Leading questions</p> <ul style="list-style-type: none"> <li>• Did you do some exercises this morning?</li> <li>• What exercise did you get in your sport's class last week?</li> <li>• How long did you stay in the hospital when you got accident last month. Yopi?</li> </ul> <p>1.3 Stating the objective of the lesson</p>	<p><b>Introduction</b></p> <p>1.1 Greeting</p> <p>1.2 Answering the teacher questions</p> <p>1.3 Paying attention</p>	<p>½'</p> <p>5'</p> <p>1'</p>	<p>Question and Answer</p> <p>Tutorial</p>
2.	<p><b>Main Activities</b></p> <p>2.1 Presenting the picture in series</p> <p>2.2 Asking the students some questions about the picture in series</p> <p>2.3 Giving some words about the picture in series</p> <p>2.4 Asking the students to write a narrative paragraph based on the picture in series</p> <p>2.5 Asking the students to collect their works</p>	<p><b>Main Activities</b></p> <p>2.1 Paying attention to the picture in series</p> <p>2.2 Answering some questions about the picture in series</p> <p>2.3 Making notes</p> <p>2.4 Writing a narrative paragraph based on the picture in series</p> <p>2.5 Collecting the works</p>	<p>5'</p> <p>10'</p> <p>15'</p> <p>45'</p> <p>3'</p>	<p>Question and Answer</p> <p>Individual work</p>



3.	<b>Closure</b> 3.1 Asking the students to mention some sentences about the picture in series 3.2 Asking the students to read more English stories 3.3 Leave-taking	<b>Closure</b> 3.1 Mentioning some sentences about the picture in series 3.2 Willing to do the teacher's suggestion 3.3 Leave-taking	5'   1'  ½'	Question and Answer
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**V. Media and Sources**

- a. Media : Picture in series
- b. Sources : English For SLTP (unidentified source).

**VI. Evaluation**

- a. Process Evaluation : Conducted during the Teaching Learning Process
- b. Instrument : Checklist
- c. The indicators evaluated : The students' ability in writing narrative paragraph based on the picture in series

Rambipuji, May 2005

Researcher

Researcher's Collaborator

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**MATERIAL**  
**(TEST CYCLE TWO)**

Write a narrative paragraph based on the following picture in series!



Waited in the waiting room



Lit on the cigarette



Disturbed



Told/ suggested/ advised



Ashtray



OBSERVATION CHECKLIST  
CYCLE ONE

NO	NAME	PARTICIPATION				ACTIVE	PASSIVE
		1	2	3	4		
1	Akhmad Baihaki	√			√	√	
2	Akhmad Setyo K.						√
3	Arifudin						√
4	Ariful Maarif						√
5	Andri Ongki C.K.	√			√	√	
6	Beni Teguh W.						√
7	Deki Andika	√					√
8	Dewi Ratnasari						√
9	Dita Prastika	√		√	√	√	
10	Eksan Suparji		√		√	√	
11	Ernawati						√
12	Eli Novi Yanti						√
13	Febi Ainur Rofik	√	√		√	√	
14	Felawati						√
15	Haytomi Sofwan						√
16	Heru Prayitno						√
17	Hilmi Solihin			√	√	√	
18	Imam Taufik H.	√		√	√	√	
19	Jaenal Asbi J	√		√	√	√	
20	Khoiri Waldi						√
21	Muh. Sukrismanto						√
22	Nanik Widayanti			√	√	√	
23	Nanok Sismianto						√
24	Nur Azmi Yunita						√
25	Nur Khotik Alfiani	√	√	√	√	√	
26	Nur Santi Putri I.						√
27	Rahmatullah	√	√	√	√	√	
28	Rudi Santoso						√
29	Siti Qomari'ah	√			√	√	
30	Silfiana Nofitasari			√	√	√	
31	Siti Nurfaridha			√	√	√	
32	Ulfatul Jannah						√
33	Umi Habibah	√			√	√	
34	Umi Nurul H.						√
35	Yayan Sugianto						√
36	Yulfa Andriani						√
37	Yudi Hermanto						√
38	Yulianto						√
39	Yanuar Eka						√
40	Windi Putri H.	√		√	√	√	
41	Zaenal Arifin		√		√	√	
42	Yopi Purwanas						√
43	Riki Hardiyanto						√
44	Eko Nur Setiawan						√
45	Dayu Ratna W. N.			√	√	√	
46	Babun						√

Notes:

1. Asking Questions
2. Answering Questions
3. Writing word or sentence on the blackboard
4. Being enthusiastic during the lesson

Active:  $18/46 \times 100\% = 39\%$

Passive:  $28/46 \times 100\% = 61\%$



## OBSERVATION CHECKLIST

## CYCLE TWO

NO	NAME	PARTICIPATION				ACTIVE	PASSIVE
		1	2	3	4		
1	Akhmad Baihaki	√			√	√	
2	Akhmad Setyo K.						√
3	Arifudin						√
4	Ariful Maarif			√	√	√	
5	Andri Ongki C.K.			√	√	√	
6	Beni Teguh W.						√
7	Deki Andika						√
8	Dewi Ratnasari	√			√	√	
9	Dita Prastika			√	√	√	
10	Eksan Suparji	√			√	√	
11	Ernawati	√			√	√	
12	Eli Novi Yanti	√	√			√	
13	Febi Ainur Rofik			√	√	√	
14	Felawati			√	√	√	
15	Haytomi Sofwan						√
16	Heru Prayitno						√
17	Hilmi Solihin		√	√	√	√	
18	Imam Taufik H.			√	√	√	
19	Jaenal Asbi J						
20	Khoiri Waldi						√
21	Muh. Sukrismanto						√
22	Nanik Widayanti	√			√	√	
23	Nanok Sismianto		√		√	√	
24	Nur Azmi Yunita			√	√	√	
25	Nur Khotik Alfiani	√		√	√	√	
26	Nur Santi Putri I.	√			√	√	
27	Rahmatullah	√	√		√	√	
28	Rudi Santoso		√				√
29	Siti Qomari'ah	√			√	√	
30	Silfiana Nofitasari						√
31	Siti Nurfaridha			√	√	√	
32	Ulfatul Jannah			√	√	√	
33	Umi Habibah		√		√	√	
34	Umi Nurul H.			√	√	√	
35	Yayan Sugianto						√
36	Yulfa Andriani			√			√
37	Yudi Hermanto						√
38	Yulianto			√	√	√	
39	Yanuar Eka	√		√	√	√	
40	Windi Putri H.	√		√	√	√	
41	Zaenal Arifin		√		√	√	
42	Yopi Purwanas		√				√
43	Riki Hardiyanto	√					√
44	Eko Nur Setiawan	√			√	√	
45	Dayu Ratna W. N.	√			√	√	
46	Babun	√					√

## Notes:

1. Asking Questions
2. Answering Questions
3. Writing word or sentence on the blackboard
4. Being enthusiastic during the lesson

Active :  $29/45 \times 100 \% = 64 \%$ Passive :  $16/45 \times 100 \% = 36 \%$







Jumlah Jam Tatap Muka : ..... jam/Minggu  
 Catur Wulan ke : .....  
 Tahun Pelajaran : .....

KEHADIRAN SISWA PADA KEGIATAN TATAP MUKA KE .....

No	Kehadiran																																				Keterangan		
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36			
1	28/11	28/11	28/11	28/11	28/11	28/11	28/11	28/11	28/11	28/11	28/11	28/11	28/11	28/11	28/11	28/11	28/11	28/11	28/11	28/11	28/11	28/11	28/11	28/11	28/11	28/11	28/11	28/11	28/11	28/11	28/11	28/11	28/11	28/11	28/11	28/11	28/11	28/11	
2	28/11	28/11	28/11	28/11	28/11	28/11	28/11	28/11	28/11	28/11	28/11	28/11	28/11	28/11	28/11	28/11	28/11	28/11	28/11	28/11	28/11	28/11	28/11	28/11	28/11	28/11	28/11	28/11	28/11	28/11	28/11	28/11	28/11	28/11	28/11	28/11	28/11	28/11	28/11

Mata Pelajaran : .....  
 Program : .....

Nilai Ulangan (NH)

Nomor Urut	Nama Siswa	Nilai Tujuan (T)				Nilai Ulangan Harian (NH)				Nilai Ulangan Umum (NU)	NH + 2NU 3 (Nilai Pecahan)	
		T1	T2	T3	T4	UH1	UH2	UH3	UH4			
26	Muhotik Alfiani	✓	78	85	83	55	79	63	71	40	63	52
27	Nur Canti Putri I	✓	24	89	55	66	76	74	75	48	71	60
28	Rahmatullah	✓	27	100	65	76	89	94	92	84	84	84
29	Rudi Santosa	✓	25	93	58	74	30	44	37	26	56	41
30	Siti Comariah	✓	25	93	55	60	79	74	77	60	73	77
31	Silfiana Nivitasari	✓	24	89	55	87	76	86	66	44	67	55
32	Siti Nurfarida	✓	19	70	55	68	29	50	40	40	52	45
33	Ulfatul Jannah	✓	16	59	63	60	56	48	52	40	57	40
34	Umi Habibah	✓	26	96	43	55	65	70	67	18	66	55
35	Umi Nurul H	✓	20	74	55	65	50	57	54	50	60	55
36	Jayan Sugianto	✓	✓	-	55	50	37	50	25	10	35	23
37	Julfa Andriani	✓	18	67	53	43	54	58	47	38	51	45
38	Judi Hermanto	✓	✓	-	63	68	44	30	35	34	40	37
39	Julianto	✓	✓	-	55	60	38	46	40	10	39	40
40	Januar Eka	✓	17	63	60	70	61	40	42	14	53	49
41	Windi Putri H	✓	✓	100	55	68	74	59	55	48	65	57
42	Raenal Anifun	✓	24	89	60	70	73	13	50	41	62	53
43	Jopi Purwanas	✓	✓	-	50	50	35	44	25	36	30	33
44	Riki	✓	✓	-	20	15	12	56	50	46	31	39
45	Eko Nur S	✓	✓	-	63	70	14	46	43	36	44	40
46	Dayu Ratna	✓										

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DAFTAR NAMA TUGAS GURU DAN KARYAWAN SMP NEGERI 2 RAMBIPUJI

No	Nama	Tugas Utama		Tugas Lain
		Utama	Mata Pelajaran	
1.	Drs. Mura'I	Guru	BK	Bend. BKM
2.	Drs. Budi Hartono	Guru	IPA/Fisika	Perawatan
3.	Drs. Sholehah	Guru	Agama Islam	
4.	Arif Sudaryo, S.Pd.	Guru	PPKn, Ket. Jasa	
5.	Didik Tricahyono, S.Pd.	Guru	Matematika	
6.	L.F Elly K.	Guru	Matematika	Pengendali Mutu
7.	Siti Aminah	Guru	Geografi	Bend. Pening. Mutu
8.	Yetti Birat Prihatin	Guru	Sejarah	
9.	Rudy Dwi Cahyo P.	Guru	KTK, BK	Bend. OSIS
10.	Rr. Wiwik Widyawati	Guru	Bhs. Indonesia	Penanggung Jawab Komputer
11.	Sih Winarti	Guru	Bhs. Indonesia	Bend. UKS
12.	Emi Sulistyowati, S.Pd.	Guru	Bhs. Inggris	Bend. Dansos
13.	Siti Julaeha	Guru	Bhs. Indonesia	Bend. UN
14.	Sri Wardhani	Guru	IPA/Biologi	Bend. Perpustakaan
15.	Jaka purwoko	Guru	Matematika	Bend. Koperasi Sekolah (SP)
16.	Drs. Edy Purwanto	Guru	PPKn, Ket. Jasa	Kurikulum
17.	Drs. Sudarmono	Guru	Bhs. Inggris	Kurikulum
18.	Drs. Joko Santoso	Guru	Penjaskes	Bend. Sekolah (BP3)
19.	Ernanton	Guru	Ekonomi	Bend. Tabungan Kelas I
20.	Ahmad Syafi' I	Guru	IPA/Fisika	Bend. Kesra
21.	Ali Fahron	Guru	Elektro	Sarpras
22.	Fajriyah Hidayati	Guru	IPA/Biologi	Pembina OSIS
23.	Suhartati	Korlak		
24.	Mulijati	Pelaksana		
25.	Yayuk	GTT	Agama Islam	Bend. Komputer, Perpustakaan
26.	Irma Furoidah	GTT	Komputer	
27.	Supriyadi	PTT		Bag. Inventaris Sekolah
28.	Suwati	PTT		Koperasi Sekolah, Penarik BP3

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PEMERINTAH KABUPATEN JEMBER  
DINAS PENDIDIKAN  
**SMP NEGERI 2 RAMBIPUJI**

Jalan Widuri No.1 Pecoro (0331) 711411 Rambipuji

**SURAT KETERANGAN**

Nomor: **670/251/436.318.20/2005**

Yang bertanda tangan dibawah ini, Kepala SMP Negeri 2 Rambipuji Jember menerangkan bahwa:

Nama : Ema Hidayati  
NIM : 010210401085  
Jurusan/Program : PBS/Pendidikan Bahasa Inggris

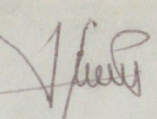
Sejak tanggal 4 sampai dengan 28 Mei 2005, telah melaksanakan penelitian untuk melengkapi tugas dan memenuhi syarat Ujian Akhir Program Sarjana (S 1) Fakultas Keguruan dan Ilmu Pendidikan pada Universitas Jember, dengan judul penelitian: DEVELOPING THE WRITING ABILITY OF THE SECOND YEAR STUDENTS OF SMP NEGERI 2 RAMBIPUJI JEMBER IN THE 2004/2005 ACADEMIC YEAR THROUGH PICTURE IN SERIES.

Demikian surat keterangan ini dibuat, untuk dipergunakan sebagaimana mestinya.

Rambipuji, 30 Mei 2005

Kepala SMP Negeri 2  
Rambipuji



  
Dra. SUNARTI  
NIP. 130 877 514



DEPARTEMEN PENDIDIKAN NASIONAL  
UNIVERSITAS JEMBER  
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

## LEMBAR KONSULTASI PENYUSUNAN SKRIPSI

Nama : EMA HIDAYATI  
 NIM/Angkatan : 010210401085 / 2001  
 Jurusan/Prog. Studi : PBS / PEND. B. INGGRIS  
 Judul Skripsi : Developing the Writing Ability of the Second Year Students of SMP Negeri 2 Rambipuji Jember in the 2004/2005 Academic Year by Using Picture in Series  
 Pembimbing I : Drs. Bambang Suharjito, MEd.  
 Pembimbing II :

### KEGIATAN KONSULTASI

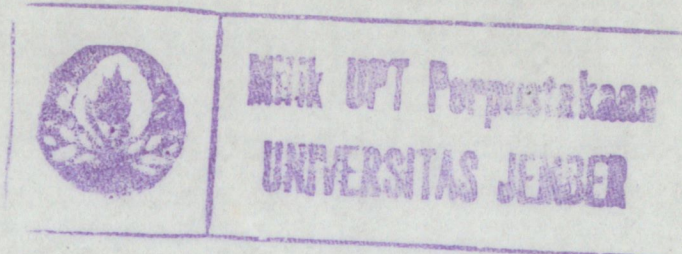
No	Hari/Tanggal	Materi Konsultasi	T.T Pembimbing
1	Senin/7-2-2005	Matriks	
2	Jumat/11-2-2005	Matriks	
3	Sabtu/12-2-2005	Matriks + Give the 1 <sup>st</sup> & 3 <sup>rd</sup> chapter (draft)	
4	Selasa/22-2-2005	Give the 2 <sup>nd</sup> chapter (draft)	
5	Rabu/6-4-2005	Revisi Bab I, II, III + instrument	
6	Sabtu/23-4-2005	SEMINAR PROPOSAL	
7	Jumat/6-5-2005	Consultasi Bab III + instrument	
8	Selasa/7-6-2005	Give Bab I - V	
9	Sabtu/11-7-2005	Revisian I - V + ABSTRACT + BIBLIOGRAPHY	
10			
11			
12			
13			
14			
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### Catatan:

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



DEPARTEMEN PENDIDIKAN NASIONAL  
UNIVERSITAS JEMBER  
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN



## LEMBAR KONSULTASI PENYUSUNAN SKRIPSI

Nama : EMA HIDAYATI  
 NIM/Angkatan : 010210401085/2001  
 Jurusan/Prog. Studi : PBS/PEND. BHS, INGERIS  
 Judul Skripsi : Developing the Writing Ability of the Second Year Students of SMP Negeri 2 Rambipuji Jember in the 2004/2005 Academic Year by Using Picture in Series  
 Pembimbing I :  
 Pembimbing II : Eka Wahyuningasih, SPd.

### KEGIATAN KONSULTASI

No	Hari/Tanggal	Materi Konsultasi	T.T Pembimbing
1	Selasa/15-2-2005	Matriks + Give the 1 <sup>st</sup> & 3 <sup>rd</sup> chapter (draft)	Ka
2	Rabu/23-2-2005	Give the 2 <sup>nd</sup> chapter (draft)	Ka
3	Sabtu/26-2-2005	Discussion on the 1 <sup>st</sup> till 3 <sup>rd</sup> chapter	Ka
4	Selasa/8-3-2005	Revisi 1-3	Ka
5	Rabu/16-3-2005	Consultasi instrument	Ka
6	Rabu/6-4-2005	Revisian 1-3 + instrument	Ka
7	Selasa/12-4-2005	Naskah untuk Seminar Proposal	Ka
8	Selasa/31-5-2005	Consultasi 4-5	Ka
9	Rabu/8-6-2005	Revisi 1-5	Ka
10	Selasa/14-6-2005	ABSTRACT	Ka
11	Rabu/22-6-2005	Revisian 1-5 + INSTRUMENT & BIBLIOGRAPHY	Ka
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