THE USE OF THE PICTURE SERIES TO IMPROVE WRITING SKILL
OF THE 8TH GRADE STUDENTS OF MTs NEGERI SUCEN, SIMO,
BOYOLALI IN THE ACADEMIC YEAR OF 2011/2012.

GRADUATING PAPER

Submitted to the board of Examiners in Partial fulfilment of the requirement for
the degree of Sarjana Pendidikan Islam (S. Pd. I)
In the English and educational Department

By: AGUS SETIYABUDI
12307002

ENGLISH DEPARTMENT OF EDUCATION FACULTY STATE ISLAMIC
STUDIES INSTITUTE (STAIN)
SALATIGA
2011/2012
DEKLARASI

Bismillahirrahmanirrahim

Dengan penuh kejujuran dan tanggung jawab, peneliti menyatakan bahwa skripsi ini tidak berisi materi yang pernah ditulis oleh orang lain atau pernah diterbitkan. Demikian juga skripsi ini tidak berisi satupun pikiran-pikiran orang lain, kecuali informasi yang terdapat dalam referensi yang dijadikan bahan rujukan.

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Demikian deklarasi ini dibuat oleh peneliti untuk dapat dimaklumi.

Salatiga, 22 Oktober 2011

Peneliti

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M. Faizal Risdianto, S.S, M.Hum

The Lecturer of Educational Faculty

State Islamic Studies Institute of Salatiga

ATTENTIVE COUNSELOR NOTES

Salatiga, October 18th 2011

Case: Agus Setiyabudi

Dear

The Head of State Islamic

Studies Institute of Salatiga

Assalamu’alaikum Wr. Wb.

After reading and correcting Agus Setiyabudi’s thesis entitled “THE USE OF PICTURE SERIES TO IMPROVE WRITING SKILL OF 8th GRADE STUDENTS OF MTs NEGERI SUCEN SIMO BOYOLALI IN THE ACADEMIC YEAR 2011/2012”. I have decided and would like to propose that if it could be accepted by educational faculty I hope it would be examined as soon as possible.

Wassalamu’alaikum Wr. Wb.

Consultant

M. Faizal Risdianto, S.S,M.Hum

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SKRIPSI

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OF THE 8TH GRADE STUDENTS OF MTs NEGERI SUCEN, SIMO,
BOYOLALI IN THE ACADEMIC YEAR OF 2011/2012.

AGUS SETYABUDI
NIM: 12307002

Telah dipertahankan di depan Panitia Dewan Penguji Skripsi Jurusan Tadris
Bahasa Inggris Sekolah Tinggi Agama Islam (STAIN) Salatiga, pada tanggal 22
November 2011 dan telah dinyatakan memenuhi syarat guna memperoleh gelar
Sarjana S1 Kependidikan Islam.

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Salatiga, ................. 2011.

Ketua STAIN Salatiga

[Signature]

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NIP. 19580827198303 1 002
MOTTO

“(Believers), if you help Allah, He will help you, and make you strong”

(Surat Muhammad: 7)

“life with faith, effort and pray”

Where there is a will, there is a way
DEDICATION

This graduating paper dedicated to:

- My highly valued parents, my mother Sri Wardati and my father M. Sjukri, E.H.
- My elder sister, Titik Nurhidayati and Dewi Widiyawati
- My younger sister, Susi Susanti and Aulia Yumna Devi
- All my friends who have helped me in finishing this graduating paper.
ACKNOWLEDGMENT

Assalamu'alaikum Wr. Wb.

Alhamdulillahorobbil'alamin, firstly the writer said as praise and thanks to Allah SWT with His blessing, finally this graduating paper can be completed.

However, this succes would not be achieved without the support, guidance, advice, help and encouragement from individuals and institutions. Therefore, let her say thanks to:

1. Mr. Dr. Imam Sutomo, M.Ag. As the Rector of State Islamic Studies Institute (STAIN) Salatiga.

2. Mr. Faizal Risdianto, S.S., M.Hum.. As the consultant of this thesis, thanks for her careful guidance, wisdom, and suggestion during the completion of this graduating paper.

3. Mrs. Maslihatul Umami, S.PdI., M.A. As the head of the English Departement, thanks for your knowledge, suggestion, motivation and attention.

4. All lecturers of English in EnglishDepartement, who have given the knowledge patiently.

5. All of friend in “HMI”. Ibnu, Wuri Handayani, Siwi Handayani, Asri, Prayuni, Muhammad Arifin and those who cannot be mentioned one by one.
Finally, this graduating paper is expected to be able to provide useful information to the readers.

Wassalamu'alaikum Wr. Wb.

Salatiga, October 17th 2011

The writer

[Signature]

Agus Saliyabudi
Name : Agus Setiyabudi
NIM : 12307002

ABSTRACT

The use of picture series to improve writing skill of the 8th grade students of MTs Negeri Sucen Simo Boyolali in the academic year 2011/2012.

The purposes of this research are to know the result of the use of picture series on the writing class of the 8th grade students can improve interest and motivation and also to know whether the result of the use of picture series can be used to improve the writing skill of the 8th grade students of MTs Negeri Sucen, Simo, Boyolali in the academic year of 2011/2012.

These researchs form a class action research (CAR). The data in this research is action, events, words, and documents that occur when learning to write by using of picture series media. Sources of data in this research are a place and event that is of MTs Negeri Sucen Simo, Boyolali. Informant namely: English teacher of 8th grade students, documents, and observations. Technique collection data’s taken by using the method those are: observation, interviews, and tests. Data analyzes in this research by using comparative techniques and critical analysis techniques.

Based on the research results can be concluded that learning by using picture series media can increase interest and motivation and skill of students. In the cycle I students who are interested and motivated during the activity amounted to 47% (16 students), shown from 27% (9 students) who want to ask a question and 20% (7 students) who answered questions posed by the teacher, while the rest did not pay attention to the explanation of teachers and have not dared to respond to the information given by the teacher. In the cycle II students who are interested during the learning activity by 86% (30 students), which is intended from 34% (12 students) who enthusiastically asking questions, 21% (7 students) who responded to the information given by teachers, while students who answered questions from teachers reached 32% (11 students).

The use of picture series media can increase students' skills in writing. Students who have reached the limit of completeness learning targets have increased by 65. In cycle I 45% or about 15 students, on the cycle II 68% or about 23 students.

Key words: improvement, interest and motivation, skill, picture series media.
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CHAPTER I
INTRODUCTION

A. The Background of research

In this world, people have language as a mean to communicate. It has great variations. Before knowing the language human beings used symbols and codes in communication. Now, people know that language is the way to communicate and continues to develop dynamically over time in all corners of the earth. The past time people only use spoken language to communicate but over time; people began to use written language. Language is a system, which is a symbol of speech sounds used to communicate with the others. Good language develops based on a system and users obey a set of rules. A Language is a purely and non-instinctive method of communicating ideas, emotions, and desire by means of a system of voluntarily produced symbol (Sapir, 1921, 8).

Teaching language is one means of students to have sufficient ability in using English properly and correctly. In learning process, teacher plays an important role as a center of all activities and teacher is a director and an actor. That is, teachers hold a duty and responsibility for the development of students’ competence in school. Professional teachers must be able to use his ability in applying the learning methods to support educational achievement.

Language learning has the goal in order to the students has the ability in many ways, one of them is writing. Writing is one of ability to have owned by
students. Through writing students can express all the thoughts and experiences without any restriction. Every student has different competence of writing skill during the learning process, for example: writing poetry, essays, letters and others.

The use of a teacher’s method in the learning process greatly affects the way students learn and the results will be achieved. Therefore, teachers should determine the appropriate method for his students. Weaknesses are often owned by a teacher it is usually a less variable result student’s experience burnout, especially in terms of writing. It requires an appropriate solution to overcome this problem, so that students can improve writing skills. The alternative solution is determined by using the series picture. The usage of this media has expected to make students easier in expressing ideas logically and sequentially. From the beginning to the end of writing, students can use language well and correctly. With this media student have expected to be motivated, feel excited and interested, so the results of their writing can get better improvement.

The picture series media are included, namely: picture sequence, one picture and the other interconnected and stated in one story. The usage of this medium can stimulate students thinking to able to pour ideas in writing.

The appropriate method can help teachers when conduct in learning process. With the picture series media is expected to enhance students' skills in writing which is still relatively low through the usage of the picture series
so that it can inspire student with sequential and systematical ideas. Furthermore the students are able to produce a story.

Based on this phenomenon, the writer is interested in writing the thesis under the title: THE USE OF THE PICTURE SERIES TO IMPROVE WRITING SKILL OF THE 8TH GRADE STUDENTS OF MTs NEGERI SUCEN, SIMO, BOYOLALI IN THE ACADEMIC YEAR OF 2011/2012.

B. Research Review

This research employs many previous studies to support this research. The first research is conducted by Muhammad Nuruddin (2004) who conducted the research entitled “A Study on the Effectiveness of Using Picture Media in Teaching Present Continues Tense at SMP Islam BinaInsani, Ketapang, Susukan, Semarang, in the Academic Year 2004/2005”. He had focused to know what is the contribution of picture media in teaching present continues tense material.

The second, the research is conducted by Rahmawatiningsih (2008) who conducted the research entitled “pemanfaatan Media gambar Berseri untuk Meningkatkan Kemampuan menulis Narasi Siswa Kelas V SD Negeri I Gebang Nguntoronadi Wonogiri”. She had focused on how is the using of the series picture to improve students’ writing ability, especially in narrative.

The last is written by Ahmad Tumidi (2009) who conducted the research entitled “Study of the Effectiveness of Picture Media for Teaching English Noun in SD Integral HidayatullahSalatiga in the Academic Year
"English Noun in SD Integral Hidayatullah Salatiga in the Academic Year 2007/2008". He had focused to find the differences and comparison of student English noun mastery between those who used picture media and those who did not use such media in teaching vocabulary and to find how picture to helps teacher in teaching English nouns.

C. Statement of Problems

Based on the above phenomenon, this research is aimed to answer the following problems:

1. What is the result of the use of the pictureseries can improve interest and motivation of the 8th grade students of MTs Negeri Sucen, Simo, Boyolali in the academic year of 2011/2012?

2. Can the result of the use of the pictureseries to improve the writing skill of the 8th grade students of MTs Negeri Sucen, Simo, Boyolali in the academic year of 2011/2012?

D. Objective of research

The objectives of this research are:

1. To know the result of the use of the pictureseries can improve interest and motivation of the 8th grade students of MTs Negeri Sucen, Simo, Boyolali in the academic year of 2011/2012.
E. Benefit of research

This research is conducted in order to give theoretical and practical benefits.

1. Theoretical benefit

The research’s finding can be used to enrich the theory and the method in the teaching writing using the picture series.

2. Practical benefit

The research’s finding can be used by the students, teacher, school and the writer himself and it will be useful to the other researches who are interested in analyzing teaching learning writing:

a. For the Students

1) It can improve the mastery of writing subject.

2) The student will be able to write better, especially in arranging the English story by using picture series.

b. For the Teachers

1) The teachers know the level of students’ mastery in writing ability.

2) The result can become an input to determine the step and strategy for teaching writing. Furthermore, we can reach the maximal teaching as a feed-back to improve in the process of English teaching learning especially in writing, and it can be as the important information in using media to improve the quality of teaching writing.
STUDENTS OF MTS NEGERI SUCEN, SIMO, BOYOLALI IN THE ACADEMIC YEAR OF 2011/2012”. The definitions of key terms are as follow

1. Picture Series

The picture is the things we see play enormous part in affecting us and in giving information. (Wright, 1989: 2). Picture series is one of techniques that appropriate to use in teaching writing. The teacher can help the student to make a good writing by some picture with fun and easy.

2. Writing

Writing is clearly a system of human intercommunication by means of conventional visible marks, but it is evident from what has been said that what the primitives understood as writing is not the same thing as what we do. (Gelh, 1962: 12)

H. Paper Organization

To facilitate the reader in understanding this paper, the researcher will describe the parts in this paper are:

Chapter I is Introduction that consists of background of the research, research review, statement of problems, Objective of research, benefit of the research, limitation of research, clarification of key terms, and also research paper organization.
Chapter II is the theoretical framework. It consists of the underlying theories that include writing ability, notion of writing, teaching writing, notion of good writing, writing strategies, notion of picture series, the source of picture, some role for pictures in writing.

Chapter III is the methodology of research, the setting of the research, Subject the Research, Type of the Research, Procedures of the Research, Data and Source of the Data, Technique of Collecting Data, and Technique of Analyzing Data.

Chapter IV is the result and discussion of the study it’s contain pre-dialog, Pre condition, Process and result of research, comparision of cycle I and cycle II

Chapter V is closure that consists of conclusion, implication and suggestions.

The last part is bibliography and appendix.
CHAPTER II
THE THEORETICAL FRAMEWORK
A. Underlying Theory

1. Writing Ability

Writing skill for the present has been a bone of contention and everyone trying to able to play a role in the world of writing. Many people try to improve writing skills in hopes to become a powerful writer. Writing skill is the skill to express ideas, thoughts, and feelings to other people in written symbols to make other people or readers understand the ideas conveyed.

a. Notion of Writing

There are some experts who define writing. According to Jack C. Richard (1997:100), writing is used either as evidence of successful learning or as a means of learning. Writing is process of thinking; it means that writing is an activity to express ideas, issues, events, feeling or thinking to the others through written form. Yet good writing skills are essential to academic success and a requirement for many occupation and profession (Richard, 1997:100). By writing we can tell about people, remember the facts and ideas.

Writing, one of the product skills, is considered difficult, especially in foreign language writing. According to Burhan Nurgiyantoro (1988:273) writing is an activity to explain idea through
language media. The first activity is hammered at language element, whereas the second is an idea.

According to Endang Fauziati (2010:45) writing is the most difficult skill to master for foreign language learner. Therefore, students have difficulties transferring ideas from their native language (i.e. Indonesian) into the target language (i.e. English).

Gould (1989: 30) defines “writing is an effort to create a dialogue with the readers”. It’s a way or process of discovering and developing our responses to an event, test or situation. Writing is the most self-conscious human activities and writing is a process of meaning making, and its process to get product. It shapes out thought. It opens up our new ideas. Gould (1988: ix) states that writing is a way of finding out what our ideas and even our intentions really are. According to Masri (2008: 26) Writing is skill not talent. Cleverness of writing can be obtained from the learning continuous and diligent process.

To express their idea, the writer usually uses certain writing types they need that able to give clear information to the reader. Pardiyono (2008: 1-4) states that every form of written text should have clear objectives that all information, messages or ideas must be packaged in one particular type of text. The types intended are narration, description, exposition, recount, procedure, anecdote, news item, and discussion:
1. Narration

Narration is a story told to make a point. The purpose of narrative is to amuse the reader and give a moral message to the reader. It consists of conflict, climax and resolution (Pardiyono, 2008:93).

2. Description

It is type of writing in which the objective is to describe a certain object, especially about, person, place, or thing.

3. Exposition

Exposition is a method that explains or clarifies someone purpose by presenting examples. Exposition is the common method of development whether of his evokes specific sensory detail. For a description or compiles pertinent evidence foe an argument, he argument, he must provide example to illustrate the purpose.

4. Recount

Recount is a text created to provide information about past activities, for example about vacation, week end activities, and other information.

5. Procedure

Procedure is type of writing that used to explain an activity or a way to do something in sequent steps (Pardiyono, 2008:125)
6. Anecdote

Anecdote is a story about funny or silly events that have occurred in order to invite readers to share or share your emotions with the reader. Because it is ridiculous, basically has a funny character.

7. News item

News item is a type of writing that has the main function or communicative purpose is to inform readers or listener about events of the day that are considered newsworthy or important (Pardiyono, 2008:246).

8. Discussion

Discussion is type of writing that used to inform the ideas or opinion of the writer. Through this discussion text, the writer offer ideas neutrally and impartial to anyone but the side with the accuracy of insight or idea itself (Pardiyono, 2008:185)

b. Teaching Writing

In the past, most teachers focused on student’s final product when they thought about writing. The main purpose of teaching writing is product oriented including content, organization, vocabulary use, grammar use, spelling, and punctuation errors. But paradigmatic pattern has changed in the teaching of writing. The teachers play more attention the process of students writing. So the students can express what they
really want to communicate with someone else without scary punishment when they conduct the grammatical errors.

Meanwhile, there has been a paradigmatic change in the teaching of writing and we may combine the product approach and process approach to get maximal result in writing.

c. Notion of Good writing

Some elements in good writing are content, form, grammar, style and mechanic (Haris 2001: 306). A good writing must express good characteristics as follow:

1. Content: writing must convey the main idea or an attentive reader should be able to grasp the writer purpose. The substances of the writing; the ideas expressed (Haris, 1969: 68)

2. Form: writing should contain logical or associative connection and transition which clearly express the relationship of the idea described. The organization of the content (Haris, 1969: 38)

3. Grammar: writing should adhere to the rules of grammar related to the tenses with sequence of time, the employment of grammatical forms and syntactic pattern (Haris, 1969: 69)

4. Style: writing should engage its reader through original insight and precise. Haris (1969: 69) say that style: the choice of structures and lexical items to give a particular tone or flavor to the writing.

5. Mechanic: writing must use good spelling, punctuation, and tidy and clean writing.
According to Reid (1993: 235) the evaluation which using analytic method elaborates writing product into five components. They are: content, form/organization, vocabulary/style, language use/grammar, and mechanics.

<table>
<thead>
<tr>
<th>Component</th>
<th>Score</th>
<th>Criteria</th>
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<tr>
<td>Content</td>
<td>30-27</td>
<td>Knowledgeable, substantive, development of thesis, relevant to assigned topic</td>
</tr>
<tr>
<td></td>
<td>Excellent to very good</td>
<td></td>
</tr>
<tr>
<td></td>
<td>26-22</td>
<td>Sure knowledge of subject, adequate range, limited development of thesis, mostly relevant to topic but lacks detail.</td>
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<tr>
<td></td>
<td>Good to Average</td>
<td></td>
</tr>
<tr>
<td></td>
<td>21-17</td>
<td>Limited knowledge of subject, little substance, inadequate development of topic</td>
</tr>
<tr>
<td></td>
<td>Fair to poor</td>
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<tr>
<td>Form/Organization</td>
<td>16-13</td>
<td>Does enough to evaluate not show knowledge of subject, non-substantive, pertinent, or not enough to evaluate</td>
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<tr>
<td></td>
<td>Very poor</td>
<td>Fluent expression, ideas, clearly stated/supported, succinct, well-organized, logical sequencing, cohesive</td>
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<tr>
<td></td>
<td>20-18</td>
<td>Somewhat choppy, loosely organized but main ideas stand out, limited support, logical but incomplete sequencing</td>
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<td>17-14</td>
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<td>12-10</td>
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</tr>
<tr>
<td></td>
<td>Excellent to very good</td>
<td>Good to Average</td>
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<tr>
<td></td>
<td>Sophisticated range, effective word/idiom choice and usage, word from mastery, appropriate register</td>
<td>Adequate range, occasional errors of word/idiom form, choice, usage but meaning not obscured.</td>
</tr>
<tr>
<td>Grammar</td>
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<td>Effective, complex constructions, few errors of agreement, tense, number, word, order/function, articles, pronouns, preposition.</td>
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<td>Major problems in simple/complex construction, frequent error of negation, agreement, tense, number, word, order/function, articles, pronouns, preposition</td>
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<td>Fair to poor</td>
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<tr>
<td>Mechanic</td>
<td>Description</td>
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<td></td>
<td>and/or fragments, run-ons, deletions, meaning confused or obscured</td>
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<tr>
<td>10-5</td>
<td>Virtually no mastery of sentence construction rule, dominated by errors, does not communicate, or not enough to evaluate</td>
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<td>Very poor</td>
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<tr>
<td>5</td>
<td>Demonstrates mastery of Conventions, few error of spelling, punctuation, capitalization, paragraphing</td>
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<td>Excellent to very good</td>
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<td>Occasional errors of spelling, punctuation, capitalization, paragraphing, but meaning not obscured</td>
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<tr>
<td>No</td>
<td>Score</td>
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</tr>
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<tr>
<td>5.</td>
<td>0-45</td>
<td>Very poor</td>
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Table 2.2

From the explanation above the researcher conclude that the criteria of scoring are:

Frequent errors of spelling, punctuation, capitalization, paragraphing, poor handwriting, meaning confused or obscured

No mastery of conventions, dominated by errors of spelling, punctuation, capitalization, paragraphing, handwriting illegible, or not enough to evaluate
d. Writing Strategies

According to Muray (1980) in Richard (1997: 108) "there are three stages in writing: prewriting, drafting and revising". And more detailed account of stages of writing has been proposed by White and Ardnt (1991) in Fauziati (2008: 144) who argue that stages in process writing include generating ideas, focusing, structuring, drafting, evaluating, and reviewing, which all interact recursively. The first three stages are classified as the pre-writing stages.

1. Prewriting strategy

Brown (1994) in Fauziati (2008: 144) states that prewriting, drafting, revising and editing take place throughout the process writing. Rewritings strategies are used in generate and classify ideas. According to Gould (1989: 106) "prewriting is the complex network of initial mental sequences we undergo when we write a paper".

2. Drafting

According to Richards (1997: 109) "drafting involves getting ideas into paper in rough form. By drafting the writer can make the design of his writing". It makes the writer easy to sketch out their idea in writing.

3. Revising

Revising involves evaluating what has been written and making deletion or addition as necessary (Richard, 1997: 109). It means that a writer needs to examine what they have written.
2. The Picture Series

a. Notion of Picture Series

Student can construct their knowledge during learning writing easily by using media. One of the media is picture series which draws a story. Picture is the general medium used by teacher. It is because picture is easier to understand than using explanation. Picture is something which has full meaning part of the object. According to Sadiman (2009:29) picture is the most commonly is used. Picture is a common language, which can be understood and enjoyed everywhere. Therefore, there is a Chinese proverb saying that “a picture speaks more than a thousand of words” (sadiman: 2009: 29)

According to Sadiman (2009: 29-31) there are benefits of pictures compared to other media:

1. Concrete: picture more realistic to show the subject matter than are just verbal media.

2. Picture can overcome the limitation of space and time.

3. To clarify a problem or issue.

According to OemarHamalik (1976: 87), picture is one important tool for teaching and education. Therefore, the picture will be used must meet certain criteria. Picture as a medium of education will work effectively, when adjusted to factor maturity of the students, the objectives to be achieved and the techniques of use in learning
situations. According to Andrew Wright (1989: 2), pictures contribute to:

1. Interest and motivation

2. A sense of the context of the language

3. A specific reference point or stimulus

b. Source of Picture

According to Andrew Wright (1989: 182-187) there are some sources of pictures:

1. Newspaper

   Picture in newspapers are not reproduced very well. However, old newspapers are available everywhere and in some counties are the main source of free picture material.

2. Magazines

   In many countries these are the major source of useful picture material of high quality, though they are rarely free.

3. Advertisement and Publicity

   These include direct mail leaflets, posters, and advertisements in magazines and newspapers.
4. Holiday brochures

These brochures are usually richly illustrated. Most of pictures are of hotels, but many are of places, historical sites or places of great beauty.

5. Business brochures

Many businesses produce brochures so their costumers and the public know about the services they offer. Banks and post offices can be a good source of publicity picture.

6. Catalogues

In some countries catalogues are an amazingly rich source of picture material. In Britain, there are catalogues with literally thousands of pictures of every sort of object which a big store can sell, from beds and bicycles.

7. Calendar

Calendars usually illustrated and, furthermore, the pictures are usually big enough for class use.

8. Greetings cards

Most greetings cards are illustrated. The range of subjects is very wide, and in every case the illustration has been chosen to 'say' something to the receiver. It is often worth keeping the text and the picture together. There are greeting cards for: various
seasonal celebrations, wishing people well if they are ill, congratulating them on a success, etc.

9. Postcards

Every possible subject is illustrated on postcards. Postcards are associated with writing and thus postcards are not just pictures.

10. Reproduction of art

Painting, drawing, and art photographs are reproduced on postcards, greetings cards, calendars, in books and as separate reproduction available in shops and galleries.

11. Posters

Posters are designed to be big enough to be seen from a distance and they are thus ideal for class use.

12. Wall charts

Wall charts are produced by some institutions to explain what is done in or by institution: how steel is made, how a firm exports around the world, how to grow rice, how to deal with a road accident, the journey of a letter.

13. Instruction

Instructions for carrying out a process such as cooking or putting on a life jacket are often illustrated.
14. Old books

It is same to throw away a book if it contains illustrations. Old children's books are a particularly good source of illustrations which can often charm older student. Old books are often too decrepit or dated to keep, but they may contain unique illustrations.

15. Comics and cartoon strips

These are heavily illustrated. They are sequences of pictures which are closely related to narrative text. The stories in some publications are illustrated by hundreds of photographs.

16. Family photograph and slides

Sometime family photograph can be brought to the lesson, shown and talked about. We all have photographs and slides which we do not really want to kept and never look at (and that applies to our students as well).

17. Stamps

Most stamps have pictures of them. The most obvious way of using stamps is to talk about them as stamps: where they come from, why the designs were chosen, how much they are worth, etc. However, they can also be stuck into separate cards and used as "playing" cards for group work.
18. Playing cards

Many playing cards have illustrations. The cards can be used for their original purpose and the students asked to play the game in the target language. However, the cards can also be used for the pictures that are on them.

19. Wrapping papers

Wrapping paper is often decorated with pictures. The repetition of the design means that pairs of pictures are available.

20. Course book

There are usually illustrations in the course book. These illustrations can often be used in ways which the author does not suggest.

21. The teacher's and students' own drawings

Of course, it is very useful if the teacher is a talented artist or if there is a talented artist in the class. However, it is not necessary to be artistically talented in order to produce pictures. Pictures can be drawn on the board, the overhead projector, large paper, flashcards, group playing cards, handout sheets, or college sheets.

22. Photocopying

Pictures can be photocopied but, if they are in copyright, only by permission. Some countries have schemes whereby schools can acquire a blanket license for photocopying. In other countries
permission should be obtained from the copyright holder. However, the photocopying machine may be used by the teacher to make pictures, for example, by photocopying objects such as keys, ticket, etc.

c. Some Roles for Pictures in Writing

According to Andrew Wright (1989: 17) there are some roles for pictures in writing that are:

1. Pictures can motivate the student and make him or her want to pay attention and want to take part.

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).

3. The pictures can be described in an objective way ('This is train.') or interpreted ('It's probably a local a train.') or responded to subjectively ('I like travelling by train.')

4. Pictures can cue responses to questions or cue substitutions through controlled practice.

5. Pictures can stimulate and provide information to be referred to in conversation, discussion and storytelling.
CHAPTER III

METHOD OF RESEARCH

A. Setting of the Research

The research was carried out in MTs Negeri Sucen, Simo, Boyolali. This school is located in Joho village, Kedunglengkong, Simo, Boyolali. The place selection was based on the consideration that it's near the place of researcher and the institution has never conducted research about writing by using picture series.

MTs Negeri Sucen, Simo, Boyolali is a junior high school which still consists of 3\textsuperscript{rd} grade of the students. There are two classes of 7\textsuperscript{th} grade students, one class in 8\textsuperscript{th} grade students, and also two of 9\textsuperscript{th} grade students. Beside the classroom, there are other rooms that facilitate the teaching learning process, such as laboratory and library rooms.

The research was done at first semester in 2011/2012 academic year. It was conducted on July 2011
B. Subject of Research

1. Subject of the Research

The subject of the research is 8th gradestudents of MTs Negeri Sucen, Simo, Boyolali. This class was chosen because it has low ability in writing. It can be seen when teacher ask to make a free writing, the pupils hard to get a good an idea. Sometimes they make a vocabulary error.

C. Type of the Research

In this research, the writer applied classroom action research (CAR). It is used to increase education quality by an action and reflection (Dave Ebbut (1993) in Suwandi (2009: 9). According to Kemmis and Mc Taggart (1991) in Suwandi (2009: 9), action research is a study which is used in self-improvement, work experience, but it is done by systematic and it is planned. The classroom action research is given by the teacher or the guidance of teachers and is done by students (Arikunto, 2007: 3). According to Suharsimi in Arikunto (2007: 58), classroom action researches are coming from three words they are:

1. Research: an activity to find out accuracy some object using methodology to get data or information which benefit to improve something which interest and important for researcher.

2. Action: Some activities deliberately done by having several aims, in the research in form activities cycles.
3. Class: a group of student in same time, have same lesson from teacher.

Classroom action research is the action research conducted with the aim of improving the quality of classroom practices (Suharjono in Arikunto, 2007: 58).

The classroom action research conducted in MTs Negeri Sucen, Simo, Boyolali which aims to increase interest, motivation and ability in writing learning by using picture series.

D. Procedures of the Research

In the action research, classroom action research activities carried out in a series of activity cycles. CAR implemented in the form of recurrent cycles of which there are four main stages of activities:

1. Planning
2. Action
3. Observation
4. Reflection

The all stages are the element to form cycles that are one round of successive events that go back to the original stage. Thus, one cycle is of arranging the design stage up to reflection. If known the location of the successes and obstacles of the actions undertaken in the first cycle. Teachers determine the design for the second cycle. Activities undertaken in the second
cycle has a range of additional improvements from previous of learning action aimed in improving the various barriers or difficulties that are found in the first cycle (Arikunto, 2007:74). Four main activities are in the cycle can be described as follows.

Chart 1

Classroom Action Activities
The procedures of the study include the following stages:

a. Planning

Activities that researchers are doing at this stage are: doing the initial survey about the learning writing in eight grades MTs Negeri Sucen, Simo, Boyolali.

Another activity is to analyze the issue in depth with reference to relevant theories, to develop appropriate actions and class to overcome the problems found by utilizing a picture series media on the first and second cycle, schedule and plan the implementation of action research, and evaluation student’s worksheet.

b. Acting

This stage is done by carrying out lesson plans on teaching writing of the eight grades of MTs N Sucen, Simo, Boyolali planned. In cycle I and II are planned one meeting with 2x45 minute of time allocation. This stage is performed in conjunction with the observation stage.

c. Observing and evaluating

This stage is done by observing and interpreting the activity of media use picture series in the learning process and on writing learning outcomes that have been conducted to obtain data about the advantages and disadvantages of the implementation of the action.

Observations focused on the implementation of the learning situation, the activities carried out teachers, and students in learning activities. In this activity, researchers act as a passive participant who
makes observations from the bench at the rear through the observation that's been made.

Occasionally, researchers stand in front of a classroom to take pictures as documentation. After that, the researcher does discussion with the teacher about the outcomes of action and makes the draft to next action.

d. Reflecting

This stage is done by analysis and interpretation of observation so that the conclusion things need to be repaired or improved and who has met the target. The analysis was done by reviewing the results of observations and interpretations of the actions taken. Reflections are done to find out some deficiencies that arise in the implementation of the act. After that, teachers and researchers discuss to determine what actions to take to overcome the shortcomings that arise as well as steps to improve the next lesson.

E. Data and Source of the Data

1. Data

Data is essentially the raw material collected from the world of researcher who studied (Sutopo, 2002:73). According to Alex MA in the Kamus Populer Internasional pages 74, Data is a group of facts which contains information which is the basic reference in order to make a certain decision or to organize conclusion. The data in the form of action includes
the activities of teacher and students during the learning process by using
the picture series, event, the words include in the story (the result of
writing), and document includes field notes, learning process plans,
photographs, and student work.

Picture series used has been approved by the English teacher of the
eight classes. Picture series obtained from the work of researchers who have
consulted with an English teacher.

2. Source of Data

Sources of data in qualitative research can be a resource person
(informant), events (activities), place (location), various photographs object,
and recordings, as well as documents and archives (Sutopo, 2002: 50-54).

Arikunto (2002: 114) argues that if researchers using observation
techniques, the data of sources usually in the form of objects, motion, or any
process. From the above opinions, it can be concluded that the data source
in a form of human subjects, objects, motion, or process in which something
of the process can be obtained the necessary data. As for the data sources
used in this study are:

a. Place and events, including teaching and learning to write process of the
8th grade students of MTs Negeri Sucen, Simo, Boyolali.

b. Informants, including students and teachers English of the 8th grade
students of MTs Negeri Sucen, Simo, Boyolali.

c. Documents, including the implementation of the lesson plans, stories of
students, and assessment books.
d. Observation is an activity that teachers do in teaching and learning.

F. Technique of Collecting Data

The techniques of collecting data’s are ways to acquire data in a classroom action research. The act of collecting data will be presented as follows:

1. Observation

Observations will be carried out to get information about human behavior which occurs in reality. Observation method is a conscious effort to get data in a systematic and standard procedure (Arikunto, 1992: 189). Nasution (1991: 144). By having observation it can be obtained a clearer picture of social life, investigating of the problems, and perhaps clues on how to solve it.

Observations carried out to observe directly in learning writing activities using media picture of the eight grades of MTs Negeri Sucen, Simo, Boyolali. Based on the observations can be known interest, motivation and ability of students that occurred in the learning. In conducting the observation, researchers using field notes.

2. Document

Document is the eraser of written material or film is used as a source of data in the study that used to test, interpret and even predict (Guba and
Document is the written material from the research results.

Document is a technique in research conducted by recording and collecting data sourced from the archives and documents whose content is related to the interest, motivation, and students' abilities in writing by using a picture series media.

The technique is to search for data about things that are in the form of notes during the learning-related material such as the identity of student writing in the form of names of students, the initial value of the initial ability of students to know the students, lesson plans, and values of students after extensive action.

3. Interview

Interview is a form of verbal communication so a kind of conversation that aims to obtain information (Nasution, 1991: 153). Interviews are used to determine students' interest and motivation in writing by using a picture series media. As well as retrieve data about the obstacles that teachers face when teaching writing and teacher preparation before teaching takes place. In an interview researchers used field notes.

4. Test

Test are generally prepared, administered, and scored by one teacher (Harris, 1969: 1). The test is a way to make an assessment in the form of'
tasks to be done to obtain data on students' values and student achievement is comparable to that achieved his friends or the standards set (Nurgiyantoro, 1988: 56). According to Arikunto (1996: 138), test is a series of questions or exercises or other device used to measure the skills, knowledge, intelligence, ability or talent possessed by individuals groups.

**G. Techniques of Analyzing Data**

The writer conducts the action research of teaching writing using picture series at 8th grade students of MTs N Sucen, Simo, Boyolali.

In analyzing data, the writer uses two techniques, namely comparative analysis and critical analysis. Comparative technique used to analyze quantitative data. It is done by comparing the result of score of writing in each circle (Suwandi, 2009: 61). The writer compare the students score on cycle I and cycle II, it is known as descriptive statistics. To find the significant differences between the students before and after the action, the researcher uses the formula:

\[
Me: \frac{\sum xi}{n}
\]

Where:

- \(Me\) : Mean
- \(\Sigma\) : Epsilon
- \(Xi\) : score x to i up to n
- \(N\) : number of subject
While critical analytic technique is related with qualitative data, critical analysis techniques include activities to uncover weaknesses and strengths of students and teachers performance in teaching and learning based on normative criteria derived from theoretical studies and from existing regulations. The results are used as basis in drafting the action plan for the next stage in accordance with the existing cycle. Data analysis was carried out simultaneously and/or after data collection (Suwandhi, 2009:61).
CHAPTER IV
RESULT AND DISCUSSION

In this chapter described the results of research and discussion to be used as a deduction. The results of this study include the students write a story using picture series media of 8th grade students in MTs Negeri Sucen, Simo, Boyolali. The results of this study can be described as below.

A. The pre-dialogue

This observation was made on 18 July 2011, beginning with the pre-dialogue between the researchers with the Headmaster. Pre-dialogue was held on at 07:30 in the headmaster office. Researchers carry permit research and proposals. Researchers expressed the intent and purpose of the research that will be implemented.

Furthermore, the first dialogue is carried out between the researcher with the English teacher at 09.00 o'clock in teachers' room. Researcher and teachers held a discussion to find out the problems faced by students in eighth grade, how the constraints faced by teachers, the media what is often used in English language learning, and how the students' interest and motivation during the learning process.

Based on the experience of teachers in teaching learning, then it can be concluded that the existing problems in the classroom, among others: students are lack of exercise in writing, students had difficulty in determining ideas, and
methods or media used less attracted the attention of students, so students' skills in writing are still low.

B. Pre-condition.

After find out the problems above is continued by identifying the factors that cause the problem. Result of cooperation between teachers and researchers can be concluded that the factors causing the above problems are:

<table>
<thead>
<tr>
<th>No</th>
<th>Factor</th>
<th>Cause</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Teacher</td>
<td>a. Teacher does not motivate students in writing</td>
</tr>
<tr>
<td></td>
<td></td>
<td>b. Teacher did not use the media in the learning process</td>
</tr>
<tr>
<td></td>
<td></td>
<td>c. Teacher has difficulty in determining the proper techniques to teach the material more interesting to write.</td>
</tr>
<tr>
<td>2.</td>
<td>Student</td>
<td>a. Students Less interested in learning to write</td>
</tr>
<tr>
<td></td>
<td></td>
<td>b. The lack of vocabulary possessed by students</td>
</tr>
</tbody>
</table>
Based on the above causes of problems that have been agreed upon by teacher and researcher, and then proceed with the planning of problem solving. For that researchers held discussions with teachers to plan the next step.

C. Process and result of research

1. The cycle I.

This section describes the process of the research in improving the students' writing ability. In this process there were the resource persons of the research some stages, namely: planning, action, observation, and reflection.

a. Planning

Action planning activities carried out on Tuesday, July 19, 2011 in planning action in this class, researchers and teacher had discussions
about the steps to be performed on the implementation of the action cycle.

1. Matters discussed include:
   a. Researchers aim to equate with teacher about class research to be conducted.
   b. Researchers and teachers agree on the use of picture series media in an effort to increase interest and motivation as well as students' skills in writing.
   c. Researchers and teachers prepare lesson plan to be used in learning process.
   d. Researchers and teachers prepare of learning scenarios.
   e. Researchers and teachers prepare assessment instruments, namely in the form of tests and non-test. The test results of student work in making paper by using of a picture series media. Evaluation of non-test based on the observation made by researchers and teachers to observe students' interest and motivation for learning activities.
   f. Determining the schedule for implementing the action. Learning implemented has been compiled by researcher and approved by the English teacher. 2x45 minute time allocation and distributed in one session.

The action plan is implemented on a cycle I, the teachers and a researcher designing learning scenario writing, with a standard of competence is to
write the essay based on picture series. Learning scenarios are planned are as follows:

1) First activities
   a. Teachers is conditioning of class.
   b. Teacher conveys the intent and purpose of education in general.
   c. Teachers are doing apperception of the student experience in writing through questioning.

2) Main activities
   a. The teacher explains the subject matter to write appropriate
   b. The teacher assigning students to write based on picture series that have been provided.
   c. Students are given the opportunity to ask questions about material that has not been clear or tasks assigned.
   d. Teachers collect students' writing.

3) Final activities
   a. Teachers conclude of learning and asking that the difficulties experienced by students.
   b. Teacher closes the lesson.

From the discussions it was agreed that action on the cycle I performed in one session.
b. Implementation of cycle 1

As planned, the action of cycle 1 carried out in one meeting that brackish respective meetings lasted for 2×45 minutes. Held from 09:30 to 11:00 o'clock on Friday, July 22, 2011.

The steps that the teacher in writing on action learning cycle these are:

1) First activities

a. Teacher opened the lesson by saying a greeting, greet students, and perform Presence.

b. Teacher introduces researchers to the students.

c. Teacher conveys the intent and purpose of education in general. Teachers are doing apperception of the student experience in writing through questioning. 20% (7 students) of students answered questions from the teacher.

2) Main activity.

a. The teacher explained the learning materials according to subject matter.

b. The teacher is assigning students to write based on the picture series.

c. The teacher share picture series of cycle I and worksheets that have been provided to the students.

d. The teacher briefly explained to the students, the contents of the picture series that has been distributed.
c. Students are given the opportunity to ask questions about material that has not been clear or tasks assigned. 27% (9 students) of students are asking questions to the teacher.

f. Students are working on writing assignments based on the picture series.

g. The teacher collects the students' writing.

3) Final activity

a. Teachers conclude of learning and asking that the difficulties experienced by students.

b. The teacher closes the lesson and told to study diligently.

The sequence of these activities is a sequence of learning activities planned by teachers and researchers in learning activities that occur in class eight. In this case the researcher is only acting as a passive participant.

c. Observation and evaluation of cycle I

Observations made at the time of learning to write by using of picture series media that took place on Friday, July 22, 2011. Observations focused on students' interest and motivation in learning writing. Researchers act as a passive participant and sat on the bench at the back.

In the results of observations made, researcher obtained the following results: Teacher opens lesson with a greeting, greet students, ask how the students, and perform presence. The numbers in attendances
at that time are 34 students. Then, teachers conditioning the class. Teacher conditioned classroom with asks the students to prepare textbooks.

The next step, the teacher conveys the intent and purpose of education in general, and then teachers are doing apperception of writing by giving students questions about their experience of writing. Some students showed the expression like to read the story but does not like to write a story because it's difficult. Then the teacher asked again, why they had difficulty in writing a story. Some students responded that the most difficult thing in writing is to find ideas to make the story. There are also difficulties in developing an idea. From the observation of researcher, the enthusiasm students in answering the questions from teachers only 20%.

The teacher explains the learning materials in accordance with the subject. The next step is the teacher shares a picture series that has been provided. Then the teacher assigns students to write a story based on the picture series, picture series is used as an outline of the activities of students' writing. Picture series is used was prepared by previous researchers, as well as worksheets for the students to write a story. Students shown interest in setting up story writing using of picture series media, this is look busy when students prepare a paper that will be used to write stories, but after being told by teachers that the paper sheets to be
used has been provided, students concentration again, then 37% or 13 students seemed enthusiastic to frame of stories based on picture series.

In addition there are 27% or 9 students who ask about the name of the character in the story. Then, the teacher told the students to immediately write the story. At the time of writing the story, the student saw working on seriously. However, the situation only lasted about 40 minutes, after that, students begin no concentration; students discuss the results of each story with a friend. Before the results gathered from writing, there are some students who already completed. Before the lesson ended, the teachers conclude the lesson and ask the difficulties faced by students. teacher closed the lesson by saying greet.

Based on the observations above, it can be concluded that interest, motivation and also skills of students' in writing with the picture series has not been sufficiently increased. To determine the interest and motivation of students, teachers observe students based on students' activeness in asking, answering questions, giving feedback, and prepare writing story. Observations of interest and motivation of students is as follows:

1) Students who are interested and motivated during the activity amounted to 47% (16 students), shown from 27% (9 students) who want to ask a question and 20% (7 students) who answered questions posed by the teacher, while the rest did not pay attention to the explanation of teachers and have not dared to respond to the
information given by the teacher, although the interest and motivation to prepare students in the story writing is high at 37% (13 students), but not all students are enthusiastic to do these preparations.

**Chart I**

**Cycle I**

<table>
<thead>
<tr>
<th>%</th>
<th>Type</th>
</tr>
</thead>
<tbody>
<tr>
<td>30</td>
<td>asking question</td>
</tr>
<tr>
<td>25</td>
<td>answered question</td>
</tr>
<tr>
<td>20</td>
<td>giving responded</td>
</tr>
</tbody>
</table>

**Table 5**

List of active students in asking and answering in cycle I

<table>
<thead>
<tr>
<th>No</th>
<th>Name</th>
<th>Cycle I</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>ADININGSIH WARDANI</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>ALLI HIDAYAT</td>
<td>✓</td>
</tr>
<tr>
<td>3</td>
<td>AMBARWATI</td>
<td>✓</td>
</tr>
<tr>
<td>4</td>
<td>ANDI SULISTIAWAN</td>
<td>✓</td>
</tr>
<tr>
<td>5</td>
<td>ANIK LESTARI</td>
<td>✓</td>
</tr>
<tr>
<td>6</td>
<td>AULIA NUR AINI</td>
<td>✓</td>
</tr>
<tr>
<td>7</td>
<td>AYU WULANDARI</td>
<td>✓</td>
</tr>
<tr>
<td>8</td>
<td>DWI ARNYANI</td>
<td>✓</td>
</tr>
<tr>
<td>9</td>
<td>FAISAL DWI A</td>
<td>✓</td>
</tr>
<tr>
<td>10</td>
<td>FEBRIANA WULANDARI</td>
<td>✓</td>
</tr>
<tr>
<td>11</td>
<td>FEBRIYANTI</td>
<td>✓</td>
</tr>
<tr>
<td>12</td>
<td>FERIYANTO</td>
<td>✓</td>
</tr>
<tr>
<td>13</td>
<td>FITRI IKA SAFITRI</td>
<td>✓</td>
</tr>
<tr>
<td>14</td>
<td>GURUH MUTTAQIN</td>
<td>✓</td>
</tr>
<tr>
<td></td>
<td>Name</td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>-----------------------------</td>
<td>---</td>
</tr>
<tr>
<td>15.</td>
<td>HIDAYATUL NUR, R</td>
<td>✓</td>
</tr>
<tr>
<td>16.</td>
<td>KUKUJI TRI WIBOWO</td>
<td>✓</td>
</tr>
<tr>
<td>17.</td>
<td>MAIMUNAH TRI C</td>
<td></td>
</tr>
<tr>
<td>18.</td>
<td>MUHAMAD NGASRI</td>
<td></td>
</tr>
<tr>
<td>19.</td>
<td>MUHAMAD NUR KHALIS</td>
<td>✓</td>
</tr>
<tr>
<td>20.</td>
<td>MUHAMAD SIDIK</td>
<td></td>
</tr>
<tr>
<td>21.</td>
<td>MUHAMAMAD TOHA H</td>
<td></td>
</tr>
<tr>
<td>22.</td>
<td>NOOR CAHYA WENING</td>
<td></td>
</tr>
<tr>
<td>23.</td>
<td>NOVITASARI</td>
<td></td>
</tr>
<tr>
<td>24.</td>
<td>NURAHFIDHATUN NAIM</td>
<td>✓</td>
</tr>
<tr>
<td>25.</td>
<td>RAKA TRIYANTO</td>
<td>✓</td>
</tr>
<tr>
<td>26.</td>
<td>RENDI SUPRIVANTO</td>
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</tr>
<tr>
<td>27.</td>
<td>RETNO WULANDARI</td>
<td>✓</td>
</tr>
<tr>
<td>28.</td>
<td>RIKHA DAROJAH</td>
<td>✓</td>
</tr>
<tr>
<td>29.</td>
<td>RINI KUSWANTI</td>
<td>✓</td>
</tr>
<tr>
<td>30.</td>
<td>SIGIT TRIYANTO</td>
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</tr>
<tr>
<td>31.</td>
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</tr>
<tr>
<td>32.</td>
<td>VINDA AGUSTI</td>
<td>✓</td>
</tr>
<tr>
<td>33.</td>
<td>WAHYUNINGSIH</td>
<td>✓</td>
</tr>
<tr>
<td>34.</td>
<td>WAKHIID AMIN</td>
<td>✓</td>
</tr>
</tbody>
</table>

In the present study is not based on tests, but based on the observations of researcher and teachers at the teaching learning takes place. Students are said to be active if they dared to ask a question on the teacher and respond to teachers' notes, enough is mean students only answer questions from teachers, and less is mean students do not ask and just passively.

2) To determine students' skills in writing, teachers give students assignments to create a story based on a picture series. students Story are assessed based on the selection of idea, the selection point of view, characters and storyline.

Based on a story written assessment of students on the cycle I, known to students' writing skills are still less. Shown to students who
achieve the target limit of exhaustiveness learn as much as 65 to only 45% (15 students), whereas 55% (19 students) score below 65.

The following student scores on the cycle 1:

**Table 6**

<table>
<thead>
<tr>
<th>No</th>
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<th>Scores</th>
</tr>
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<tbody>
<tr>
<td>1</td>
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</tr>
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<td>6</td>
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<td>9</td>
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<td>15</td>
<td>HIDAYATUL NUR. R</td>
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<td>16</td>
<td>KUKUH TRI WIBOWO</td>
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<td>MAIMUNAH TRI C</td>
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<td>19</td>
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</tr>
<tr>
<td>34</td>
<td>WAKHID AMIN</td>
<td>30</td>
</tr>
</tbody>
</table>
d. Analysis and reflection of cycle I

Based on the results of observation and evaluation, the researchers conducted an analysis and reflection as follows:

1. In learning process teacher not only stand in front of class but also teacher have to go.

2. In presenting the material the teacher should not be in having.

3. Students should be active in giving the opinion, asking questions and commenting.

4. Students are expected to have more interest and motivation in learning process.

5. To encourage students to be more interested and motivated teachers should not hesitate in giving praise or reward

6. To create a deterrent effect to the student, teachers do not hesitate to impose educating punishment.

2. The Cycle II

a. Planning

The activity action planning cycle II was held on Saturday, July 23, 2011. In planning a class action of cycle II, researchers and teachers held discussions on measures to be taken in the implementation of cycle II. The action on cycle II based on analysis and reflection on cycles I. Actions taken to improve students' writing by using pictures series.
In this second cycle of planning, it is planned that the action research will be conducted in one session. In this cycle II of planning, the things that are planned include:

➢ Teachers should be moving, do not just stand in front of class.
➢ In presenting the material the teacher should not be having.
➢ To increase interest and motivation of teachers should provide rewards and punishments.

As for the scenario of learning to write in this cycle II will be implemented in the following order:

1) The first activities
   a. Teacher conditioning class
   b. The teacher gives more motivation to student
   c. Teacher shared stories of students on the cycle I
   d. Teacher reflects the story of students in front of the class
   e. Teacher asks the difficulties faced by students in cycle I.

2) The main activities
   a. Teacher repeat material that has been submitted
   b. Teacher assigning students to create stories by drawing series
   c. Teacher collects students’ stories

3) The final activities
   a. Teacher concludes lesson.
   b. Teacher closes the lesson.
b. Implementation of cycle II

As planned, the actions of cycle II carried out in one meeting that brackish each meeting lasts for 2x45 minutes. Held from 09:30 to 11:00 o'clock on Monday, July 25, 2011.

The steps that teachers do in teaching writing of the cycle II in this action are:

1. The first activities
   a. The teacher opened the lesson by saying a greeting, greet students, and perform presence.
   b. The teacher explained the purpose of learning generally.
   c. The teacher gives students motivation by explaining the benefits and advantages of writing.
   d. Teachers share the stories of students on a cycle I
   e. The teacher students reflecting on the story in front of the class
   f. The teacher asks students about the difficulty in cycle I.

2. The main activities
   a. The teacher repeats the learning materials that have been delivered in the cycle I to refresh students' memories.
   b. The teacher assigns students to write based on the picture series.
   c. Teachers share the pictures series of cycles II and worksheets that have been provided to the students.
d. The teacher share picture series of cycle II and worksheets that have been provided to the students.

e. The teacher briefly explained to the students, the contents of the picture series that has been distributed.

f. Students are given the opportunity to ask questions about material that has not been clear or tasks assigned.

g. Students work on writing assignments based on the picture series.

h. Teacher collects the students' writing.

3. The Final activities

   a. Students collect stories that have been made

   b. The teacher concludes the lesson.

   c. The teacher closes the lesson by saying greeting.

c. Observation and evaluation of cycle II

Observations made at the time of learning to write by using of picture series media that took place. Observations focused on students' interest and motivation in learning writing. Researchers act as a passive participant and sat on the bench at the back.

Action of cycle II in one meeting on Monday, July 25, 2011 at 07:00 - 8:35 in classroom of eight grade in MTs Negeri, Sucen, Simo, Boyolali. In this activity, teachers apply the solutions that have been agreed with the researchers to overcome the shortcomings in the process of learning to write in cycle I. The observations of researchers in the learning process that was conducted on the cycle II is as follows.
Action of cycle II was held on Monday, July 25, 2011 7:00 - 8:35 pm. Teacher opened the lesson by saying a greeting, greet students, and perform presence.

On that day the students who enter as many as 34 students. Furthermore, teachers motivate the students by describing the benefits of writing. Some students interested in apperception that delivered by the teacher held, especially when the teacher explained that writing can bring a lot of money if the stories are posted and published in the magazine or newspaper. This is evident from the emergence of student responses to the information conveyed by the teacher. In these activities, look about of 10% (4 students) active giving response. Furthermore, teachers share the story of the cycle I. The class became a little crowded as the students discuss the results writing by their friends. Then the students listened to the result of reflection by teachers on students' work. This activity aims to enable students to obtain a picture of a good story and in order to develop their stories. This activity continued with questions and answers about student difficulties writing in the cycle I. As previously agreed, to increase interest and motivation of students, the teacher gives reward to students. How to successfully make the students, as evidenced by 35% of students or about 12 students to answer questions from the teacher. Then, the teacher repeats material of cycle I to refresh memory of students, when the teacher was explaining, there are some students who make a
noisy classroom. As already agreed, the teacher punishes the students who make noise.

The punishment is given to students that are questions about the material being described, because students could not answer, eventually student reintroduction calm. In presenting the material position of teachers had to move, not only in front of the class.

The teacher returned to give students assignments to create a story based on a picture series that has been provided. The teacher gives a paper and picture series to students. Students come at that time as many as 34 students. In the cycle II, the students seemed more interested in preparing for the writing of the story. Students who are in the cycle I have not seen interested in preparing for the writing of the story now seems prepared well. It is known that students who are interested in preparing for the writing of the story reached 68% (23 students). The teacher go rounds the classroom and provide direction to students who ask and students who ask reached 34% (12 students). Stories of students gathered ten minutes before the bell rang. The teacher gives conclusions about the learning that takes place. The teacher closed the lesson with a greeting.

Based on the observations above, it can be concluded and the interest, motivation of students and also skills in writing a story using picture series has experienced an increase when compared with the cycle I. Teacher have tried to better enable the students gave the stimulus and
with sufficient time to work out how to write good. To determine the interest and motivation of students, teachers observe students based on students' enthusiasm in asking, answering questions, and prepare a story writing. Teachers provide a check on students who are keen on the factors above.

a. Students are interested during the learning activity by 86% (30 students), which is, intended from 34% (12 students) who enthusiastically asking questions, 21% (7 students) who responded to the information given by teachers, while students who answered questions from teachers reached 32% (11 students).

Interest and motivation of the students in preparing the writing on the cycle II are 68% (23 students).

Chart 2
Interest and motivation of students in cycle II

![Chart 2]
Table 8

List of active students in asking and answering in cycle II

<table>
<thead>
<tr>
<th>No</th>
<th>Name</th>
<th>Cycle I</th>
</tr>
</thead>
<tbody>
<tr>
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<td></td>
<td>Active</td>
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</tr>
<tr>
<td>2.</td>
<td>ALLI HIDAYAT</td>
<td>✓</td>
</tr>
<tr>
<td>3.</td>
<td>AMBARWATI</td>
<td>✓</td>
</tr>
<tr>
<td>4.</td>
<td>ANDI SULISTIAWAN</td>
<td>✓</td>
</tr>
<tr>
<td>5.</td>
<td>ANIK LESTARI</td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td>AULIA NUR AINI</td>
<td>✓</td>
</tr>
<tr>
<td>7.</td>
<td>AYU WULANDARI</td>
<td>✓</td>
</tr>
<tr>
<td>8.</td>
<td>DWI ARIYANI</td>
<td>✓</td>
</tr>
<tr>
<td>9.</td>
<td>FAISAL DWI A</td>
<td>✓</td>
</tr>
<tr>
<td>10.</td>
<td>FEBRIANA WULANDARI</td>
<td>✓</td>
</tr>
<tr>
<td>11.</td>
<td>FEBRIYANTI</td>
<td>✓</td>
</tr>
<tr>
<td>12.</td>
<td>FERIYANTO</td>
<td>✓</td>
</tr>
<tr>
<td>13.</td>
<td>FITRI IKA SAFITRI</td>
<td>✓</td>
</tr>
<tr>
<td>14.</td>
<td>GURUJI MUTTAQIN</td>
<td>✓</td>
</tr>
<tr>
<td>15.</td>
<td>HIDAYATUL NUR. R</td>
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</tr>
<tr>
<td>16.</td>
<td>KUKUH TRI WIBOWO</td>
<td>✓</td>
</tr>
<tr>
<td>17.</td>
<td>MAIMUNAH TRI C</td>
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</tr>
<tr>
<td>18.</td>
<td>MUHAMAD NGASRI</td>
<td>✓</td>
</tr>
<tr>
<td>19.</td>
<td>MUHAMAD NUR KHOlis</td>
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</tr>
<tr>
<td>20.</td>
<td>MUHAMAD SIDIK</td>
<td>✓</td>
</tr>
<tr>
<td>21.</td>
<td>MUHAMAMAD TOHA H</td>
<td>✓</td>
</tr>
<tr>
<td>22.</td>
<td>NOOR CAHYA WENING</td>
<td>✓</td>
</tr>
<tr>
<td>23.</td>
<td>NOVITASARI</td>
<td>✓</td>
</tr>
<tr>
<td>24.</td>
<td>NUR HAFIDHATUN NAIM</td>
<td>✓</td>
</tr>
<tr>
<td>25.</td>
<td>RAKA TRIYANTO</td>
<td>✓</td>
</tr>
<tr>
<td>26.</td>
<td>RENDI SUPRIYANTO</td>
<td>✓</td>
</tr>
<tr>
<td>27.</td>
<td>RETNO WULANDARI</td>
<td>✓</td>
</tr>
<tr>
<td>28.</td>
<td>RIKHA DAROJAH</td>
<td>✓</td>
</tr>
<tr>
<td>29.</td>
<td>RINI KUSWANTI</td>
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</tr>
<tr>
<td>30.</td>
<td>SIGIT TRIYANTO</td>
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<tr>
<td>31.</td>
<td>SITI NUR JANAH</td>
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<td>32.</td>
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<td>33.</td>
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<td>✓</td>
</tr>
<tr>
<td>34.</td>
<td>WAKHID AMIN</td>
<td>✓</td>
</tr>
</tbody>
</table>
In this assessment is not based on tests, but based on the observations of researchers and teachers at the learning takes place. Students are said to be active when students dare to ask a question on the teacher and respond to teachers' notes, while the intention is quite simply answered student questions the teacher diaries, and less mean students do not ask nor answer questions from the teacher.

b. To determine students' skills in writing, teachers give students assignments to create a story based on a picture series that has been provided. Students story is assessed based on selection of ideas, the selection point of view, plot development, characterizations. Based on stories written by students in cycle II, known to students' writing. Students who achieve completeness limit learning by 68% (23 students). The following student scores on the cycle II

Table 9

<table>
<thead>
<tr>
<th>No</th>
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<tr>
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</tr>
<tr>
<td>15.</td>
<td>HIDAYATUL NUR. R</td>
<td>45</td>
</tr>
</tbody>
</table>
In this cycle II, the deficits seen in the cycle I had pretty well resolved.

This is apparent from the following indicators.

➢ At the time of the teacher teach, teacher positions are evenly distributed in class and can master classes with well.

➢ In presenting the material, teachers do not be having.

➢ Teachers have been giving rewards to students who are active.

➢ The teacher has provided punishment on students who make noise in class.
d. Analysis and Reflection of cycle II

Based on the results of observation and evaluation, the researchers conducted the analysis and reflection. From the results of observation and evaluation on the cycle II, it can be argued that students' interest and motivation in participating in learning to write is on the increase.

Tray giving rewards was shown to increase interest and motivation of students to express their opinions, answer questions or ask questions.

Based on the analysis and reflection, action on the cycle II was successful. In cycle II has demonstrated increased interest and motivation of students in following the learning process. In cycle II the success indicators have been achieved. Data can be viewed at the description of the comparison cycle I and cycle II below:

D. The Comparison of cycle I and cycle II

Based on the analysis of the cycle I and II can be seen an increased interest and motivation of students and writing skills of students by using picture series media.

a) Interest and motivation of students

Based on the analysis of cycles I and II, interest and motivation of students was increasing. The following students' interest and motivation.
Students' interest and motivation in asking questions has increased by 7%. Compared to cycle I, in this cycle II has been more and more students want to ask questions. In cycle I only 27% (9 students), in this cycle II to 34% (12 students).

Interest and motivation of students in answering the questions increased by 12% compared to cycle I. In the interest of students in the cycle I answer questions only reached 20% (7 students), the cycle II to 32% (11 students).

In cycle II, students were beginning to dare to respond to the information given by the teacher. In cycle I have not been any students who dare to respond. Students who responded in the cycle II by 20% (7 students).

Interest and motivation of students in preparing for the writing of stories increased by 31%. In cycle I interest and motivation of students in preparing for the writing of 37%, while in the cycle II increased to 68%.

b) The ability of students

Based on stories written by students in cycle I and cycle II, are known in writing ability of 8th grade students' has increased. Students are said to increase its ability to write its score when the cycle II has reached the target limit of 65 learning exhaustiveness.

The following student scores on the cycles I and II
Table 11

Student scores of cycles I and II

<table>
<thead>
<tr>
<th>No</th>
<th>Name</th>
<th>Scores of cycle I</th>
<th>Scores of cycle II</th>
<th>Description</th>
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<td>DWI ARIYANI</td>
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Students who achieve the target by 65 exhaustiveness study, an increase of 23%. In cycle I students who achieve the target limit of score in learning process only by 45% (15 students), the cycle II students who achieve the target exhaustiveness learning increases to 68% (23 students). This amount has exceeded the indicators of success that only 65%, so the picture series of media used can be said to be successful.

E. The results and discussion

Classroom action research (CAR) was conducted in two cycles. Each cycle is done in five phases: (1) the pre dialog, (2) action planning, (3) implementation of the action, (4) observation, (5) reflection. The first cycle was intended to determine the ability of beginning students in writing. The second cycle is a solution to overcome the weaknesses that exist in the learning process is executed in cycle I. In cycle I and II, the teacher teaches writing a story using the picture series. In this cycle, researchers and teachers try to minimize any weaknesses that may occur during the learning process. In the second cycle is proven to improve students' writing by using picture series.

Based on these actions, teachers are able to successfully implement learning to attract students, which resulted in increased activity and students' writing ability.

Based on the problems formulated in the introduction as well as exposure to research results, the following will clarify the discussion of
research results that include students' interest and motivation in learning and
following the students' writing of 8th grade students in MTs Negeri, Sucen,
Simo, Boyolali.

a. Students' interest and motivation in learning writing.

Before the act is implemented, students seem less interested in
following the teaching of writing. This is because students are not
interested in the way of teaching used by teacher. The usual way used by
teachers in teaching writing is by lectures and having students read the
script a story, then students are asked to write a story. The weakness with
this technique is the appearance of boredom on students; causing students
are not interested to participate in learning. Students are not so active in
response to stimulus from the teachers; students are not paying attention
and talking to myself at the time of the lesson.

Once implemented measures, the use of media picture series
performed at each cycle to increase interest and motivation of 8th grade
students in MTs Negeri Sucen, Simo, Boyolali.
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<td>1</td>
<td>Students interested and motivated during the learning process</td>
<td>47%</td>
<td>86%</td>
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<tr>
<td>2</td>
<td>Students' skills in writing by using picture series</td>
<td>45%</td>
<td>68%</td>
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</table>

Based on the table above, the use of picture series in can be said to be successful in increasing students' interest and motivation in following lessons.

b. The students skill to write

The student Increased interest and motivation in learning writing following the effect on students' ability to write stories. Students' skills in writing stories also increased. This can be seen from the percentage of students who can reach the limit of completeness to learn as much as 65.
From the results of tests on a cycle I which carried out at the beginning of the study, obtained results showed that students' writing skill is still low at 45%.

In cycle II, the achievement of learning exhaustiveness limit stands at 68%. This means that this research can be said to succeed because it has exceeded the indicators of research success by 65%.

That student scores improved an indicator of the increasing level of students' skills in writing.
CHAPTER V
CLOSURE

A. Conclusion

After discussing and analyzing the data which were obtained from the action research, the writer concludes as follows:

1. Learning process by using picture series media can increase interest and motivation and students skill. In the cycle I students who are interested and motivated during the activity amounted to 47% (16 students), shown from 27% (9 students) who want to ask a question and 20% (7 students) who answered questions posed by the teacher, while the rest did not pay attention to the explanation of teachers and have not dared to respond to the information given by the teacher. In the cycle II students who are interested during the learning activity by 86% (30 students), which is intended from 34% (12 students) who enthusiastically asking questions, 21% (7 students) who responded to the information given by teachers, while students who answered questions from teachers reached 32% (11 students).

2. The use of picture series media can increase students' skills in writing. Students who have reached the limit of completeness learning targets have increased by 65. In cycle I by 45% or about 15 students, on the second cycle to 68% or about 23 students.
B. Implication

This research is giving picture that learning process in school, beside teacher and student. Other factor also very influence of success in learning process. These factors come from teachers and students. Factor that comes from teachers such as the ability of teachers in developing materials, delivering materials, manage classroom, teachers teaching and learning strategies, methods used, and the media used. The use of these media may influence students' interest and motivation in learning to follow. These factors support each other, so that should be pursued to the maximum so that all factors are met.

This study also provides a clear picture that the picture series media can improve students' writing, so this study can be used as one of the considerations for teachers who want to use the media as a kind of learning media. For teachers in English language studies, the results of this study can be used as an alternative way of carrying out the process of learning to write effective and interesting, because this study has been presented that learning to write can be performed using of picture series media.

C. Suggestion

In connection with the conclusion above, the researchers can submit suggestions as follows.

1. For teachers, should be willing to continually strive to improve its ability in all fields of education.
2. For students, if they do not agree with the teaching methods used by teachers, students may give advice or criticism so that learning activities can take place effectively, efficiently, and interesting.

3. This study is an attempt to give a little contribution to the world of education. Therefore, it should be for other researchers who wish to conduct similar research to the quality of our human resources can be increased.
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Suwandi, sarwiji, Dr. 2009. *Penelitian Tindakan Kelas (PTK) dan Penulisan Karya Ilmiah*. Surakarta: Panitia sertifikasi Guru Rayon 13 FKIP UNS.


CURRICULUM VITAE

Name: Agus Setiyabudi
Student Number: 123 07 002
Born: Boyolali, July 24th 1986
Address: Gumukrejo, Kedung Lengkong, Simo, Boyolali 57377
Education:
1. BA Aisyah Sucen, graduated in 1993
2. MIM Sucen, graduated in 1998
3. MTs N Filiah Sucen, graduated in 2001
4. MAN 2 Boyolali, graduated in 2004
5. State Islamic Studies Institute of Salatiga
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| Jumlah point | 82 |

Salatiga, Oktober 2011

Mengesahkan

Bidang Kemahasiswaan,

[Signature]

H. Agus Waluyo, M.Ag.
NIP 195702112000031 001
Appendix 3

Field notes I

Day / date : On 18 July 2011
Time : 07:30
Type : The first dialogue
Place : Headmaster office
Object of research : Headmaster
Setting :

The first dialogue done by teacher and headmaster in the headmaster office of MTs Negeri Sucen, Simo, Boyolali.

Description :

Researchers started the activity with the beginning of the dialogue by explaining the purpose and objectives of the research to be carried out and to ask for permission that the researchers will conduct action research in schools. Researchers bring research license as a condition for doing research on MTs N. Then the headmaster to allow researchers to conduct research on MTs N. The Headmaster make memo and giving to English teacher to assist researchers in conducting of research

Reflection :

The implementation of this first dialogue activities running smoothly. The headmaster listen all the information given by the researchers. The headmaster is also active in providing opinions, advice for implementation of the action in the research.
Appendix 4

Field notes 2

Day / date : On 18 July 2011
Time : 09.00 o'clock
Type : The first dialogue
Place : Teacher office
Objective of research : English Teacher
Setting :

The first dialogue with the teachers do in the of english teacher office of MTs Negeri Sueen, Simo, Boyolali.

Description :

Researchers started the dialogue with the express purpose to the English teaching field of study. Then the researchers and teachers held a discussion to find out the problems experienced by students in eight grades of student. Based on teachers in teaching experience and observe directly in class, it can be concluded that the existing problems in class include: students' lack of training in writing, students' difficulties in defining the idea, and the method or media used less not interesting to students, so students' skills in writing is still low.

Reflection :

The implementation of this first dialogue runs smoothly. Teachers listen to all the information given to researchers and teachers try to help with maximumly.
Appendix 5

Field notes 3

Day / date : On Tuesday, July 19, 2011
Time : 09.00 o'clock
Type : Action planning activities
Place : Teacher office
Object of research : English teacher
Setting :

The first planning with teachers conducted in the teacher office of Ms Negeri Sucen, Simo, Boyolali.

Description :

At this meeting the researcher with teacher design learning scenarios will be performed in cycle 1. This dialogue took place in the English teacher room on Tuesday, July 19, 2011 and agreed to implement the cycle I on Friday, July 22, 2011. Researcher with the teacher to design learning scenarios in writing. Learning scenarios are planned are:

1) First activities

  ➢ teachers conditioning of class.

  ➢ Teacher conveys the intent and purpose of education in general.

  ➢ Teachers are doing apperception of the student experience in writing through questioning.
2) Main activities

➢ The teacher explains the subject matter to write appropriate
➢ The teacher assigning students to write based on picture series that have been provided.
➢ Students are given the opportunity to ask questions about material that has not been clear or tasks assigned.
➢ Teachers collect students’ writing.

3) Final activities

➢ Teachers conclude of learning and asking that the difficulties experienced by students.
➢ Teacher closes the lesson.

From the discussions it was agreed that action on the cycle I performed in one session.

Reflection

The dialogue of teacher and researcher running smoothly. Teachers willing to use media picture series in learning to write. However, researchers who have to prepare picture series that will be used.
Appendix 6

Rencana Pelaksanaan Pembelajaran

(RPP)

Sekolah : MTs Negeri 2 Simo, Boyolali

Mata pelajaran : Bahasa Inggris

Kelas : VIII

Semester : I (Satu)

Standar kompetensi : 16. Mengungkapkan pengalaman diri sendiri dan orang lain kedalam cerita

Kompetensi dasar : 16.1 Menulis karangan berdasarkan kehidupan diri sendiri dalam cerita (Pelaku, peristiwa, latar)

16.2 Menulis karangan berdasarkan kehidupan orang lain kedalam cerita (pelaku, peristiwa, latar)

A. Tujuan pembelajaran

Siswa mampu menulis karangan berdasarkan pengalaman diri sendiri dan orang lain ke dalam cerita dengan memperhatikan pelaku, peristiwa dan latar sesuai dengan gambar berseri.

B. Indikator pembelajaran

- Siswa mampu menulis kerangka karangan dengan gambar berseri
- Siswa mampu mengembangkan kerangka karangan yang telah dibuat dalam bentuk cerita
C. Materi pembelajaran

➢ unsur-unsur pembangun cerita
➢ kerangka cerita

D. Metode pembelajaran

➢ Ceramah
➢ Tanya jawab
➢ Penugasan

E. Langkah pembelajaran

Kegiatan awal

1. Guru menjelaskan tujuan awal pembelajaran
2. Guru melakukan apersepsi mengenai pengalaman siswa dalam menulis

Kegiatan inti

a. Guru menjelaskan materi menulis.
b. Siswa membuat cerita berdasarkan gambar berseri
c. Siswa diberikan kesempatan untuk mengajukan pertanyaan.

Kegiatan akhir

1. Siswa mengumpulkan cerita yang telah dibuat
2. Guru menutup pelajaran

F. Sumber belajar/alat/ bahan

➢ Buku bahasa inggris
➢ LKS
G. Penilaian

- Jenis tagihan: tugas individu
- Bentuk instrumen: penilaian rubrik
- Contoh instrumen:
  - Tulislah nama, kelas, dan nomer absen kamu
  - Buatlah cerita dengan media gambar berseri
  - Waktu mengejakan 45 menit.
- Instrumen penilaian:

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Mengetahui

Guru Bahasa Inggris

Peneliti
Appendix 7

Field notes 4

Day / date : On Friday, July 22, 2011
Time : 09.30 – 11.00 O'clock
Type : Observations
Place : Classrooms
Object of research : Students of eight grades
Setting :

These observations were carried out in the classroom of eight grades MTs N. Researchers with the teacher entered the class containing 34 students.

Description :

The teacher opened the lesson with a greeting, greet students, ask how the students, and presence. The number present on that day as many as 34 students. thereafter conditioning the classroom teacher, the teacher delivered a lesson in general, then teachers do perceptions about writing. Next, teacher explain materials, teachers do with students' questions and answers. The next step of teachers to share a picture series that has been provided and then the teacher assigns students to write stories based on picture series.

Before the lesson ended, the teacher concludes the lesson and ask the difficulties faced by students. teachers cloosing of lessons.
Reflection

Learning activities in this class eight lasted passive, because students are less interested in responding to the stimulus provided by the teacher. Students are active only if his name was called to answer questions. This observation is a preliminary survey conducted by the teacher to know the pre-conditions in writing activities to be conducted.

The first survey activities was conducted to identify the problem, so the researchers could determine the next plan.
Appendix 8

Test sheet of students

Picture series of cycle 1

Description of test

a) write name, class, and the number missed you

b) create a story with picture series of media

c) time spell out to 45 minutes.
Appendix 9

List of active students in asking and answering in cycle 1

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Appendix 10

Student scores in writing a story using pictures series of cycle 1

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<td>WAKHID AMIN</td>
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</table>
NAME: RINI
CLASS: Dewan

FISHING

Aki and Anton went to the river, about 20 minutes. Aki got a big fish. He felt happy. Then he put the fish into a net, after that he threw his fishing rod into the river again. After he got six fishes, he came back to his home. After he arrived at home, he gave the fishes to his mother, Mrs. Jamila. After Mrs. Jamila received the fishes, she went to the kitchen to cooking. Then she felt very happy. She said, "I will clean and cook the fish." After that, she prepared to cooking. She cut and cleaned the fish. After a few minutes, the fishes finished. Mrs. Jamila brought them to the dining room. After that, they ate together. They felt happy.
In the Sunday, Andi and Toni goes to river for fishing and that place is not far from his home (the place at Karangjati). Andi and Toni goes to fishing since 07:00 o'clock without by bus. But by walk together. Than until in the river (fishing place) at 08:00 o'clock after that, Andi and Toni start to fishing.

After long ago, Andi gets many fishes. (with various size, there are large and also there are little). Than they come back to their home with many fish. In their hand. After arrive in home Anton order Mrs. Jamilah to cook that fish and than Mrs. Jamilah soon to cook it. After Mrs. Jamilah finished it and and Anton eats fish with happy.
Fishing in River

Anita and Anbi went fishing in river on Sunday about nine minute. Anbi got a big fish and said it is cat fish. He felt happy, than he put the fish into a cup, after that he throw fishing rod into the river again. After he got five fishes, he went home together.

After Anbi arrived at home, he gave the fishes to his mother, she is Mrs. Janilah. After Mrs. Janilah received it, she is very happy. Than Mrs. Janilah brought the fishes to the kitchen, she cut and cleaned. After that, she prepare the spices of fishes, then she put frying pan, after six minutes, five fishes finished, and Mrs. Janilah soon brought to dining room. They ate together.

SCORE : 65
My Name is Andi, I am from Teter, Simo Boyolali, I am thirteen years old. My hobby is fishing, I go fishing if holiday like Sunday. Usually I go fishing with my friend. His name is Anton. Anton is my best friend. We study in the same school. In that time, I and Anton went to river for fishing, we start at 07:00 o'clock in the morning. The river not far from my house. After a few minutes we write, I got big fish when we got enough fish, we come back to our home. I ordered to my mother to cooked these fishes. After a few minutes, the fishes finished to cooked, we ate with happy.
Andi and Anton went to the river together, about 30 minutes. Andi got a big fish, he very happy, and he soon put his fish into the net. After that, he came back to his home together with Anton, after they arrived in the Andi's house. Andi gave his fishes to the his mother for cooking, her name is Mrs. Jamilah. Mrs. Jamilah is directly to cooking, after a few minutes, that fish enough finished. Andi and Anton ate together with fun, and Anton said it is delicious fish.
Appendix 16

Field notes I

Day / date : on Monday, July 25, 2011.
Time : 09:30 to 11:00 o'clock
Type : Activity action planning
Place : Teacher office
Object of research : English teacher
Setting :

The Activity action planning do by teacher and researcher in the teacher office of MTs Negeri Sucen, Simo, Boyolali.

Description :

As planned, the actions of cycle II carried out in one meetings that brackish each meeting lasts for 2x45 minutes. Held from 09:30 to 11:00 o'clock on Monday, July 25, 2011.

The steps that teachers do in teaching writing of the cycle II in this action are:

The first activities

a. The teacher opened the lesson by saying a greeting, greet students, and perform presence.

b. The teacher explained the purpose of learning generally.

c. The teacher gives students motivation by explaining the benefits and advantages of writing.

d. Teachers share the stories of students on a cycle I

e. The teacher students reflecting on the story in front of the class
f. The teacher asks students about the difficulty in cycle I.

The main activities

a. The teacher repeats the learning materials that have been delivered in the cycle I to refresh students' memories.

b. The teacher assigns students to write based on the picture series.

c. Teachers share the pictures series of cycles II and worksheets that have been provided to the students.

d. The teacher share picture series of cycle II and worksheets that have been provided to the students.

e. The teacher briefly explained to the students, the contents of the picture series that has been distributed.

f. Students are given the opportunity to ask questions about material that has not been clear or tasks assigned.

g. Students work on writing assignments based on the picture series.

h. Teacher collects the students' writing.

Final activities

a. Students collect stories that have been made

b. The teacher concludes the lesson.

c. The teacher closes the lesson by saying greeting.

Reflection:

Tray giving rewards, was shown to increase interest and motivation of students to express their opinions, answer questions or ask questions.
Appendix 17

Test sheet of students

Picture series of cycle II

Description of test

a) write name, class, and the number missed you

b) create a story with picture series of media

c) time spell out to 45 minutes.
List of active students in asking and answering in cycle II

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<tr>
<td>5.</td>
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Appendix 19

The scores of students writing a story using of picture series in cycle II

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Appendix 20

Student scores of cycles I and II

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### Percentage increase in students in the learning

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<td>Students' skills in writing with the picture series</td>
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Endra go home from school on 13.15 o clock and then he stay at home and wear a T-shirt. After that, Endra lunch with rice and vegetables. After felt fired Endra sleeping and Endra get up at 15.30 o clock. He soon praying ashar. After praying ashar, Endra with his friend go to field to playing football together. After lunch he read a book about. 30 minute
"Riko's Activity"

Riko and Rehan go home from school with walk on the street. They are talking and joking. After arrive at home Riko enter to his room for change his uniform and then Riko go to dinning room to eat. Riko wish can study in place quiet and fresh and then he studying study is one of Riko's activity after go home from school. Riko felt fired and he went to bedroom and sleep with fast a sleep. And after noon day he playing football with rehan other his friend with happy.
My name is Joko. I come from Sira, Kabupaten Simo Regolali.
I am a student in MTs N Sucen, Simo, Boyaan, every morning I go to school with my friend. After come back from school, I change my uniform directly after then I eat. After that, I read a book. After that, I sleep. I dream playing football with my friend. We are very happy.
This is a activity of a boy. There is a boy with his friend in front of school. After school he changes his uniform with T-shirt. After that he has lunch alone in the dining room. Then the boy takes the book to read in the beside home. He feels very happy. After feel tired, he sleeps in the bedroom. After one hour, the boy gets up and goes to field to playing football with his friend.
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<td>10</td>
<td>10</td>
<td>50</td>
<td></td>
</tr>
<tr>
<td>33</td>
<td>WAHYUNINGSIH</td>
<td>10</td>
<td>10</td>
<td>15</td>
<td>10</td>
<td>55</td>
<td></td>
</tr>
<tr>
<td>34</td>
<td>WAKHID AMIN</td>
<td>10</td>
<td>5</td>
<td>5</td>
<td>10</td>
<td>35</td>
<td></td>
</tr>
</tbody>
</table>
Observation note of activeness student in 8th class in learning process cycle: I

<table>
<thead>
<tr>
<th>No</th>
<th>Learning activities</th>
<th>percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Student ask a question to teacher</td>
<td>27%</td>
</tr>
<tr>
<td>2.</td>
<td>Student answered questions by the teacher</td>
<td>20%</td>
</tr>
<tr>
<td>3.</td>
<td>Student responded information is given by teacher</td>
<td>0%</td>
</tr>
<tr>
<td>4.</td>
<td>Preparing writing</td>
<td>37%</td>
</tr>
</tbody>
</table>

Observation note of activeness student in 8th class in learning process cycle: II

<table>
<thead>
<tr>
<th>No</th>
<th>Learning activities</th>
<th>percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Student ask a question to teacher</td>
<td>34%</td>
</tr>
<tr>
<td>2.</td>
<td>Student answer questions posed by the teacher</td>
<td>32%</td>
</tr>
<tr>
<td>3.</td>
<td>Student responded information is given by teacher</td>
<td>21%</td>
</tr>
<tr>
<td>4.</td>
<td>Preparing writing</td>
<td>68%</td>
</tr>
<tr>
<td>No</td>
<td>Comparison of subjects</td>
<td>Cycle I</td>
</tr>
<tr>
<td>----</td>
<td>-----------------------------------------------</td>
<td>---------</td>
</tr>
<tr>
<td>1.</td>
<td>Interests and motivation of student</td>
<td></td>
</tr>
<tr>
<td></td>
<td>a. Asking question</td>
<td>27%</td>
</tr>
<tr>
<td></td>
<td>b. Answering question</td>
<td>20%</td>
</tr>
<tr>
<td></td>
<td>c. Respond information from teacher</td>
<td>0%</td>
</tr>
<tr>
<td></td>
<td>d. Preparing for writing</td>
<td>37%</td>
</tr>
<tr>
<td>2.</td>
<td>Writing skill of students</td>
<td>45%</td>
</tr>
</tbody>
</table>
Interview result by student

Jawablah pertanyaan dibawah ini:

1. Apakah selama ini berminat dengan pembelajaran menulis?
   Saya sangat tidak begitu berminat dengan menulis karena sulit.

2. Apakah selama ini anda mempunyai motivasi dalam mengikuti pembelajaran menulis?
   Sedikit, karena apapun yang diajarkan guru harus diterima.

3. Apakah anda senang mengikuti pembelajaran menulis dengan menggunakan gambar berseri? Senang sekali, karena dapat memper mudah dalam menulis.

Interview result by teacher

Interview about writing learning by using picture series.

Name : Dewi Widyawati, S.Pd
Place : MTs N 2 Simo

1. Apakah pernah sebelumnya dalam pembelajaran menulis menggunakan media gambar berseri?

   Pernah

2. Apakah yang anda ketahui tentang media gambar berseri?

   Media yang berupa gambar - gambar tertentu berisi urutan suatu hal / peristiwa.

3. Apakah hambatan yang dihadapi ketika menggunakan media gambar berseri?

   Siswa kadang kurang faham dengan maksud dari gambar / kurang jelas penggambarannya.

4. Sesuaikan pembelajaran menulis dengan menggunakan gambar berseri di SMP/MTs?

   Sangat sesuai, karna bisa memperlihatkan siswa dalam memahami sebuah teks tertentu hanya dengan melihat urutan gambar yang ada.
SURAT KETERANGAN
Nomor: MTs.11.09/38/PP.01.1/459/2011

Assalamu’alaikum, Wr. Wb

Yang bertanda tangan dibawah ini Kepala Madrasah Tsanawiyah Negeri 2 Simo Kabupaten Boyolali dengan ini menerangkan bahwa:

Nama : AGUS SETIYABUDI
NIM : 123 07 002
Jurusan : Tarbiyah
Program Studi : Tadris Bahasa Inggris
Mahasiswa : STAIN Salatiga
Alamat : Gumukrejo, Kedunglengkong, Simo, Boyolali

Demikian Keterangan ini kami buat supaya bisa digunakan sebagaimana mestinya.

Wassalamu’alaikum, Wr. Wb.

Simo, 22 Agustus 2011

Kepala Madrasah

Drs. Moh. Muchlis, M.Pd.
NIP. 196306101994031001
KEMENTERIAN AGAMA
SEKOLAH TINGGI AGAMA ISLAM NEGERI (STAIN) SALATIGA
Jl. Tentara Pelajar 02 Telp.(0298) 323706 Fax 323433 Salatiga 50721
Website : www.stainsalatiga.ac.id E-mail : administrasi@stainsalatiga.ac.id

Nomor : Sti.24/K-1/TL.01/16/13/2011  14 Juli 2011
Lamp : Proposal Penelitian,
Hal : Izin Penelitian

Kepada
Yth. Kepala MTs. N Sucen
di Simo, Boyolali

Assalamualaikum w.w.

Yang bertanda tangan di bawah ini, kami menerangkan bahwa :

Nama : Agus Setiabudi
NIM : 12307002
Mahasiswa : Sekolah Tinggi Agama Islam Negeri (STAIN) Salatiga
Jurusan : Tarbiyah
Program Studi : Tadris Bahasa Inggris (TBI)

Dalam rangka penyelesaian studi Program S. 1 di STAIN Salatiga, diwajibkan
memenuhi salah satu persyaratan yang berupa pembuatan SKRIPSI.

Adapun judul yang diambil adalah
THE USAGE OF THE SERIES PICTURE TO IMPROVE WRITING SKILL OF
THE EIGHT GRADIES STUDENTS OF MTs. N SUCEN. SIMO. BOYOLALI IN
THE ACADEMIC YEAR 2011/2012

Dengan Pembimbing : Faisol Risdiyanto, M. Hum
Asisten Pembimbing :

Untuk penyelesaian Skripsi tersebut, kami mohon Bapak/Ibu memberi izin kepada
mahasiswa tersebut untuk mengadakan penelitian guna memperoleh data atau
keterangannya dan bahan yang diperlukan di MTs. N SUCEN, mulai tanggal 18 Juli
2011 s.d. selesai.

Kemudian atas pemberian izin Bapak/Ibu, kami sampaikan terima kasih.

Wassalamualaikum w.w.

a.n. Ketua
Dibantah Ketua Bidang Akademik

Dr. Rahmat Hariyadi, M.Pd.
NIP. 19670112 199203 1 005
<table>
<thead>
<tr>
<th>NO</th>
<th>TANGGAL</th>
<th>ISI KONSULTASI</th>
<th>CATATAN PEMBIMBING</th>
<th>PARAF</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>28/5 2011</td>
<td>Ch 1 evaluation</td>
<td>I've made some correction and please give me the example of your picture series you may write the ch 2 and ch 3 out see some correction on ch 1.</td>
<td>2</td>
</tr>
<tr>
<td>1</td>
<td>11/6 2011</td>
<td>128 cm to proceed to the next chapter</td>
<td>the work needs revising</td>
<td>2</td>
</tr>
<tr>
<td>2</td>
<td>3/7 2011</td>
<td>provision of R 153.00</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>10/8 2011</td>
<td>ACC for ch 1-3rd ch</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>12/10 2011</td>
<td>ACC for ch 4-5th ch</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>17/10</td>
<td>ACC all</td>
<td></td>
<td>2</td>
</tr>
</tbody>
</table>

CATATAN:
SETIAP KONSULTASI LEMBAR INI HARUS DIBAWA
SURAT KETERANGAN
LULUS UJIAN KOMPREHENSIF (SK-LUK)

Nomor: Sti.24/KI/4/PP.01.1/001/2011

Assalamu’alaikum wr. wb.

Kepala Unit Penjaminan Mutu Akademik (UPMA) Sekolah Tinggi Agama Islam Negeri (STAIN) Salatiga menerangkan bahwa:

Nama : Agus Setiyo Budir
NIM : 11306816
Pogram Studi : PAI / PBA / TBI / PGMI / AS.

telah LULUS Ujian Komprehensif yang dilaksanakan pada 27 Juli 2011.

Demikian harap menjadikan maklum bagi pihak-pihak terkait.
Wassalamu’alaikum wr. wb.

Salatiga, 3 Agustus 2011

Kepala UPMA

Drs. Bahroni, M.Pd.
NIP. 196408181994031004
SERTIFIKAT
Diberikan Kepada:
Agus Setya Rudi
Sebagai:
PESERTA

Dalam rangka Kegiatan Orientasi Study dan Pengenalan Kampus yang diselenggarakan pada tanggal 12 - 15 September 2006 oleh Badan Eksekutif Mahasiswa (BEM) dan Badan Eksekutif Mahasiswa Jurusan (BEM J) dengan hasil... Sak... (......... E.........). Semoga sertifikat ini dapat bermanfaat.

Ketua OC
Fuad Hasan
NIM. 30.05.1.1.004

Mengetahui
Presiden Mahasiswa

Surakarta, 12 September 2006
FANI
Sekretaris
ORIENTASI STUDY & PENGENALAN KAMPUS (OSPEK)
BEM STAIN SURAKARTA 2006

Mimi Lestari
NIM. 30.04.2.3.012

Tiryanpo Al-Arief
NIM. 30.01.1.1.023
ENGLISH WELCOMING DAYS
STAIN SURAKARTA
Address: Jl. Pandawa Pucangan Kartasura Sukoharjo

CERTIFICATE
No.: 1. /EWDC/STAIN-SKA/IX/2006

This is to certify that:
Name: Agus Setya Budi
Place, date of birth: Boyolali, July 24, 1986
SIN:

was participant of English Welcoming Days, held on September 14th - 15th, 2006 by English Letters Students Executive Council of STAIN Surakarta.

Issued on September, 5th 2006

Chairman

The Chief of English Letters
STAIN SKA

Secretary

The Chief of English Letters
Students Executive Council

Approved by
PANITIA SEMINAR PENDIDIKAN
DIROS AH ISLAMIYAH TAKWINUL UMMAH
Sekretariat: Jl. Madu 148 Ngreni Simo Boyolali
Kampus : SMU Muh I Simo

SERTIFIKAT

Dengan mengharap ridha dan taufik Alloh SWT,
dengan ini kami berikan sertifikat kepada:

Agus Suryobudi
sebagai
Peserta

Dalam seminar "Kecerdasan Spiritual dan
Dampaknya Dalam Meraih Prestasi" pada tanggal 8
Pebruari 2004.

"Dan janganlah kamu merasa lemah dan bersedih hati,
pada hal kamu adalah orang-orang yang paling tinggi
(derajatnya) jika kamu beriman." (QS. 3 : 139)

Wihdah Junianti
Kepala DI Pulum

Kumadi
Ketua Panitia

PANITIA SEMINAR PENDIDIKAN
DIROS AH ISLAMIYAH TAKWINUL UMMAH
SIMO - BOYOLALI

Alhamdulillah, BP. Panitia Penyelengara "SY KAMIL" Dibantu AMIRi WIRATI
B. KetuaBangsa Koesoema 24 telep (021) 71115 PA: 7125894
No. Seri: D-001

PPST Politech Surakarta
sertifikat

No.: 03/B.AK/POLITECH/VIII/05

Diberikan kepada: Agus Setiya Budi
Tempat, Tanggal lahir: Boyolali, 24 Juli 1986

Telah menempuh
Program Pelatihan Asisten Keperawatan

Mengetahui
Kepala Dinas Tenaga Kerja Kota Surakarta

Surakarta, 1 Agustus 2005
Direktur Program

Wikan Basworo, M.Sc., DSF
SURAT KETERANGAN

NOMOR : KET/169 / IV / 2005

Yang bertanda tangan dibawah ini

Nama : Dr. RM. DAMAR ARYO S, Sp. B
Pangkat : MAYOR CKM.
N R P : 31428
Jabatan : KEPALA RUMKIT TK. IV SLAMET RIYADI SURAKARTA

Menerangkan bahwa siswa / siswi dari "POLITIKU"
yang bernama :

AKTIF SETELAH YOUN

benar - benar telah melaksanakan praktek di Rumah Sakit Slamet Riyadi Surakarta
dari tanggal : 20-03-2005 s/d 20-04-2005

Demikian Surat Keterangan ini dibuat untuk digunakan seperlunya.

Dikeluarkan di : Surakarta
Pada tanggal : 23 - 04 - 2005

KEPALA RUMKIT TK. IV SLAMET RIYADI

Dr. RM. DAMAR ARYO S, Sp. B
MAYOR CKM NRP. 31428
CERTIFICATE

Nomor: 01/SEC/CEC/JX/2007
Hereby certifies that:

Name: AGUS SETYA BUDI
St. Number: 12307002

Had participated in "BREAKING THE FAST AND BIOSKOP RAMADHAN"
Held by Religious Division of Communicative English Club (CEC),
on Tuesday, September 25th 2007, as:

PARTICIPANT
Salatiga, September 25th 2007

COMMITTEE OF BREAKING THE FAST
AND BIOSKOP RAMADHAN

Chief of OC

Secretary of OC

Recognize,
Chief of CEC

Amalul Umam

Arif Rachman

Sri Chayati
BADAN EKSEKUTIF MAHASISWA
SEKOLAH TINGGI AGAMA ISLAM NEGERI (STAIN) SALATIGA
Office : Gedung PKM II Lt. I Kampus I STAIN. Jl. Tentara Pelajar no.02 Salatiga

SERTIFIKAT
No : 013/pan.seminas/bem-stain sltg/IV/2008

Di berikan Kepada :

AGUS SETIYABUDI

Atas partisipasinya sebagai Peserta dalam acara Seminar Nasional
dengan tema "Kepemimpinan Demokrasi & Politik Pendidikan
untuk Kesejahteraan Rakyat"
yang diselenggarakan oleh Badan Eksekutif Mahasiswa (BEM)
Sekolah Tinggi Agama Islam Negeri (STAIN ) Salatiga
Pada hari Rabu, 23 April 2008
di Auditorium Kampus I STAIN Salatiga

Salatiga, 23 April 2008

Pembantu Ketua
Bidang Kemahasiswaan

Badan Eksekutif Mahasiswa
STAIN Salatiga

Khusni Mubarok
Presiden

STAIN SALATIGA

Drs. Miftatuddin, M. Ag.

268 215
PIAGAM PENGHARGAAN
NO: 09/A/SEKPN/05.1429

Dengan senantiasa mengharap rahmat dan ridho Allah SWT, panitia pelaksana training keprotokolaran kerjasama Himpunan Mahasiswa Islam (HMI) Cabang Salatiga dan Korp HMI Wati (KOHATI) memberikan penghargaan kepada:

AGUS SETIYABUDI

Atas pertisipasinya sebagai PESERTA dalam acara tersebut. Semoga bermanfaat dan dapat digunakan sebagaimana mestinya.

Billahitaufiq Wali hidayah

Salatiga, 20 Jumadil Ula 1429 H
20 Mei 2008 M

PANITIA PELAKSANAAN
TRAINING KEPROTOKOLERAN
HIMPUNAN MAHASISWA ISLAM
(HMI) CABANG SALATIGA
DAN KORP HMI WATI
PERIODE 2007-2008

PRAYUNI
KETUA PANITIA

MUTHI'AH
SEKRETARIS

Mengetahui,
Pengurus HMI Cab. Salatiga
Periode 2007-2008

BERENG-AHYANI
Ketua umum
PANITIA PELAKSANA "BEDAH BUKU"
HIMPUNAN MAHASISWA JURUSAN (HMJ) TARBIYAH
SEKOLAH TINGGI AGAMA ISLAM NEGERI
(STAIN) SALATIGA
Periode 2007 - 2008

PIAGAM PENGHARGAAN
No : 02 / sek. / 06 / 2008

Dengan mengharap ridlo Allah SWT. Kami Panitia "Bedah Buku" Himpunan Mahasiswa Jurusan (HMJ) Tarbiyah Sekolah Tinggi Agama Islam Negeri (STAIN) Salatiga, dengan ini memberikan penghargaan kepada:

AGUS SETIYA BUDI

Atas partisipasinya dalam agenda "Bedah Buku" Pendidikan Multikultural, yang diselenggarakan oleh Himpunan Mahasiswa Jurusan (HMJ) Tarbiyah dengan tema "Rekonstruksi system pendidikan berbasis kebangsaan" pada hari Senin, 30 Juni 2008 sebagai PESERTA

Demikian piagam penghargaan ini kami berikan, semoga dapat bermanfaat dan dapat digunakan sebagaimana mestinya.

Salatiga, 28 Juni 2008 M
25 Jumadil Isami 1429 H

PANITIA PELAKSANA
"Bedah Buku"
HIMPUHAN MAHASISWA
JURUSAN (HMJ) TARBIYAH
STAIN Salatiga
Periode 2007 - 2008

Nok Siti Fatiyatul Mukharromah
Ketua Panitia

Farikah Nur'aini
Sekretaris
DEPARTEMEN AGAMA
SEKOLAH TINGGI AGAMA ISLAM NEGERI (STAIN) SALATIGA
Jl. Tentara Pelajar No. 02 Telp. (0298) 323706, 323433 Faks. 323433 Salatiga 50721

SERTIFIKAT
No : ST.27/K-0/HM.01/273/2009

Diberikan kepada:

Agus Setiyabudi

Sebagai:
PESERTA

KULIAH UMUM DAN DIALOG
"PERKEMBANGAN KERJASAMA ASEAN BERSAMA
DIREKTORAT JENDERAL KERJASAMA ASEAN
DEPARTEMEN LUAR NEGERI
REPUlik INDONESIA"
DI STAIN SALATIGA

Salatiga, 10 Pebruari 2009
Ketua

Dr. Jhian Sutomo, M.Ag
NIP. 150 216 814
FORUM KOMUNIKASI WARTAWAN MAHASISWA JAWA TENGAH

Jl. Taman Kelud Utara Gedung G. 40-41 Semarang
Telp. (024) 70337466 E-mail: tabloidbima@plasa.com

Diberikan kepada:

AGUS SETYABUDI

Sebagai

PESERTA
dalam acara seminar Entrepreneur Goes to Campus 2009 dengan tema
"Mencetak Wirausaha Handal Melalui Inkubator Kampus"
yang diselenggarakan di STAIN Salatiga tanggal 03 Juni 2009

Pembina FKM Jateng

Frl Andi Mulyandono

Masyarakat

Jawa Tengah

FMUK Jateng

LPM

Keja Panitia

Rozikin
SERTIFIKAT

DIBERIKAN KEPADA

AGUS SETIYABUDI

SEBAGAI

PANITIA

LOMBA KEISLAMAN YANG DISELENGGARAKAN OLEH RANTING CABANG
MUHAMADIYAH KEDUNGLENGKONG, SIMO, BOYOLALI DALAM RANGKA MEMPERINGATI
HARI KEMERDEKAAN REPUBLIK INDONESIA

18-20 AGUSTUS 2009

MENGETAHUI

KETUA RANTING CABANG
MUHAMADIYAH
KEDUNGLENGKONG

KETUA PANITIA

NUR FAUZAN S.Pd
DEPARTEMEN KEBIJAKAN PUBLIK
KESATUAN AKSI MAHASISWA MUSLIM INDONESIA
(KAMMI) KOMISARIAT SALATIGA
The Action Group of Indonesian Moslem Students

003/PH/DKP/KAMMI/SALATIGA/IX/2009

Diberikan Kepada:

AGUS SETYABUDI

Atas partisipasinya mengikuti acara TASQIF SPESIAL RAMADHAN yang diselenggarakan oleh

pada hari Jum'at, 11 September 2009
di Aula POLRES Salatiga
sebagai:

Semoga penghargaan ini bermanfaat dan bisa menumbuhkan semangat dalam menapaki jalan dakwah ini.

Salatiga, 11 September 2009

Ketua KAMMI Ketua Departement Sekretaris Departement

MASRUKAN SITI YAHRIYAH M. BASBI
KWARTIR DAERAH GERAKAN KEPANDUAN HIZBUL WATHAN
BOYOLALI JAWA TENGAH
Bidang Pendidikan dan Latihan Gerakan Kepanduan Hizbul Wathan
Kwartir Daerah Boyolali Jawa Tengah

SERTIFIKAT

NOMOR: 245/KWARDA/A-01/X/2009

Diberikan Kepada:

Nama : A.GUS...SETI.YAHUDI

Asal Sekolah : S.P. Muhammadiyah Simo

Sebagai : Pendamping Peserta


Pemegang Sertifikat ini, diharapkan, secara meningkat terus menerus seumur hidup menambah pengetahuan, pengalaman, tetap berjuang, menegakkan dan beribadah di dalam Gerakan Kepanduan Hizbul Wathan.

Boyolali, 29 Syawal 1430 H
19 Oktober 2009 M

Gerakan Kepanduan Hizbul Wathan
Ketua Kwartir Daerah Boyolali Jawa Tengah

Ketua Panitia Penyelenggara

H. ASRURI, RA
No : 025 / ESYA GTS / SEIMAN / KSEI / XI / 09

Diberikan kepada :

AGUS SETIHABUDI

Sebagai :

PESERTA

EKONOMI SYARIAH (ESYA) GOES TO SCHOOL

"Menanamkan Moralitas dan Semangat Belajar Ekonomi Syariah untuk Perbaikan Sumber Daya Manusia Indonesia" Yang diselenggarakan Kelompok Studi Ekonomi Islam (KSEI) Program Studi Perbankan Syariah Sekolah Tinggi Agama Islam Negeri (STAIN) Salatiga

Pada Hari Sabtu, 28 November 2009 Di Auditorium MAN 1 Salatiga

Semoga penghargaan ini dapat mendorong dan memacu untuk lebih berprestasi.

Salatiga, 28 November 2009

Ketua Panitia

Ardi Kusuma Wardani
NIP : 201 08 043

Pembantu Ketua III
STAIN SALATIGA

Drs. Miftahuddin, M.Ag.
NIP 19700922 199403 1 002
Sertifikat
NO: 11/PAN-MTQ II/JQH IV/2010

Diberikan kepada:

ACUS SETYABUDI

Atas partisipasinya sebagai

PESERTA

Semoga penghargaan ini dapat mendorong agar lebih maju dalam mengembangkan Al-Qur'an

Salatiga, 24 Mei 2010

PANITIA PELAKSANA MUSABAQOH TILAWATIL QUR’AN II
JAMIYYATUL QURRO’ WALHUFFADZ (JQH)

Mengetahui;

Pembina JQH
H.Muh.Irfan Helmy, Lc, M.A.

Ketua JQH
Muhyidin Anwar

Ketua Panitia
Muhammad Mas'ud
PIAGAM PENGHARGAAN
No: 02/Pan. Mpa Mitapasa Event Fusion/MTPS/IV/2010

Panitia Mapala MITAPASA Event Fusion memberikan penghargaan dan ucapan terimakasih kepada,
Nama:
AGUS SETYABUDI
Sebagai
PESERTA

Seminar Lingkungan Hidup
di Auditorium kampus I STAIN Salatiga
24 Mei 2010

KETUA PANITIA
Mapala MITAPASA

KETUA UMUM
Mapala MITAPASA

Mengetahui:
PUKET III STAIN Salatiga

Drs. Mittakuddin, M. Ag
NIP. 19700922 199403 1 002
No.006/Pan. Semnas. Pend./DEMA/ST STAIN

Diberikan Kepada:

AGUS SETIYABUDI

Atas partisipasinya sebagai

PESEERTA

SEMINAR NASIONAL PENDIDIKAN
"AKTUALISASI NILAI-NILAI PENDIDIKAN
DALAM UPAYA MEMBENTUK KARAKTER DAN BUDAYA BANGSA"
Yang diselenggarakan oleh Dewan Mahasiswa (DEMA) STAIN Salatiga
di Auditorium STAIN Salatiga, pada tanggal 2 Juni 2010.
Semoga penghargaan ini dapat memacu perjuangan bagi pendidikan bangsa.

Salatiga, 2 Juni 2010

PANITIA SEMINAR NASIONAL PENDIDIKAN
DEMA STAIN SALATIGA 2010

Dewan Mahasiswa
Office:
Gdg PKM II Lt. I STAIN Salatiga
Jln. Tentara Pelajar No. 02 Salatiga 50721

Ketua
Ustazdun
NIM 11205003

Mengetahui;

Ketua DEMA
Fahrodin
NIM 11305024

Sekretaris
Ulina Nadlifah Ummul Khoir
NIM 11106117

Pembantu Ketua III
Bidang Kemahasiswaan

H. Agus Waluyo, M.Ag.
NIP 19750211200003 1 001
WORKSHOP JURNALISTIK 2010
HIMPUNAN MAHASISWA JURUSAN (HMJ) TARBIYAH
SEKOLAH Tinggi AGAMA ISLAM NEGERI SALATIGA

PIAGAM PENGHARGAAN
Nomor: 001/PAN.OPAK/DEMA-ST.SLTG/XII/2010

Diberikan Kepada:
AGUS SETYOABADI
Atas Partisipasinya Sebagai:
PESERTA
WORKSHOP JURNALISTIK
STAIN SALATIGA TAHUN 2010

Dengan Tema:
"Membangun Budaya Ilmiah Mahasiswa Dengan Pembangunan Jurnalisme"

Yang Diselenggarakan oleh Himpunan Mahasiswa Jurusan (HMJ) Tarbiyah STAIN Salatiga
Pada Tanggal 15 - 16 November 2010 di STAIN Salatiga
Semoga Penghargaan Ini Bermanfaat dan Dapat Digunakan Sebagai Mestinya

Salatiga, 28 Agustus 2010

Ketua Panitia

Tutik Egi Lestari
NIM: 11507019

Sekretaris

Akhmad Ali Affandi
NIM: 11307130

Pembantu Ketua III
Bid. Komunikasi

H. Agus Wuryo, M. Ag.
NIP: 197002121991031001
KEMENTERIAN AGAMA
SEKOLAH TINGGI AGAMA ISLAM NEGERI (STAIN) SALATIGA
UNIT PELAYANAN BAHASA (UPB)
Jl. Tentara Pelajar No. 02 Télp. (0298) 323706, 323433 Faks. 323433 Salatiga

************************************************

SERTIFIKAT


Diberikan kepada:

AGUS SETIYA BUDI
NIM :12307002

sebagai Peserta dengan predikat Lulus
dalam
Praktikum Pelatihan TOEFL bagi Mahasiswa Jurusan Tarbiyah dan Syariah 2007
Program Studi : TBI, PBA, AS.

Salatiga, 22 Februari 2011
Kepala UPB,

[Signature]

Hanung Triyoko, SS., M.Hum., M.Ed
NIP. 19730815 199903 1 003
KEMENTERIAN AGAMA
SEKOLAH TINGGI AGAMA ISLAM NEGERI (STAIN) SALATIGA
UNIT PELAYANAN BAHASA (UPB)
Jl. Tontano Pelayan No. 02 Telp. (0298) 323706, 323433 Faks. 323433 Salatiga

SERTIFIKAT

Diberikan kepada:
AGUS SETIYA BUDI
NIM :12307002

sebagai Peserta dengan predikat Lulus
dalam
Praktikum Pelatihan Ikhtiar al-Lughah al-Arabiyah Ka Lughah Ajnabiyyah (ILAiK) bagi
Mahasiswa Jurusan Tarbiyah dan Syariah Angkatan 2007
Program Studi : PAI, PBA, TBI, dan AS.
Yang diselenggarakan pada : 11 - 26 Februari 2011.

Salatiga, 28 Pebruari 2011
Kepala UPB,

Hajang Triyoko, SS., M.Hum., M.Ed
NIP. 19730815 199903 1 003
SERTIFIKAT

DIBERIKAN KEPADA

AGUS SETIYABUDI

SEBAGAI

PANITIA

LOMBA KEISLAMAN III YANG DISELENGGARAKAN OLEH RANTING CABANG MUHAMADIYAH KEDUNGLENGKONG, SIMO, BOYOLALI DALAM RANGKA MEMPERINGATI HARI KEMERDEKAAN REPUBLIK INDONESIA PADA TANGGAL 17-19 AGUSTUS 2011

GUMUKREJO, 19 AGUSTUS 2011

MENGETAHUI

KETUA RANTING CABANG
MUHAMADIYAH KEDUNGLENGKONG

[Signature]

MUHAMMAD SJUKRI E.H

KETUA PANITIA

[NUR FAUZAN S.Pd]
DEPARTMENT OF RELIGIOUS AFFAIRS
ENGLISH EDUCATION STUDY PROGRAM
STATE INSTITUTE FOR ISLAMIC STUDIES
(STAIN) OF SALATIGA

CERTIFICATE
Number: Sti.24/JT-2/PP.02.3/23/2010
is conferred upon

AGUS SETIYA BUDI
12307002

after the completion of Practicum Program:

<table>
<thead>
<tr>
<th>NO</th>
<th>Practicum Program</th>
<th>Result</th>
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<td>4</td>
<td>Public Speaking</td>
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<td>Good</td>
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<td>Discourse Analysis</td>
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The authority hereby grants to the holder
in accordance with the skill.

Salatiga, 1 September 2010
Head of
English Education Study Program

[Signature]

[Stamp]
PANITIA PELAKSANA SEMINAR NASIONAL PENDIDIKAN
HIMPUAN MAHASISWA JURUSAN TARBIYAH
SEKOLAH TINGGI AGAMA ISLAM NEGERI (STAIN) SALATIGA
Kantor : Gedung PKM 1 Lt 2 STAIN Salatiga Jl. Tentara Pelajar No.02 Salatiga 50721

SERTIFIKAT
NO : (B2Pampe)HMJSTARB. STAIN-SLTGIV/2011

Diberikan Kepada:

AGUS SETIYABUDI

Sebagai:

PESEPTA

SEMINAR NASIONAL PENDIDIKAN
"REALISASI PENDIDIKAN KARAKTER SANGSA DALAM KURIKULUM PENDIDIKAN NASIONAL"
Tanggal 20 Juni 2011, Hall kampus I STAIN Salatiga

Salatiga, 18 Juni 2011

Mengetahui
a.n. Ketua STAIN Salatiga
Pembantu Ketua Bidang Kemahasiswaan

H. Agus Waluyo M.Ag
NIP. 1975021112000031001

Ketua HMJ Tarbiyah

HMJ TARBIYAH

M. Kustarini
NMI. 11205028

Ketua Panitia

PANITIA PELAKSANA
HMJ TARBIYAH

H. Widianah M.
NMI. 11110043
PIAGAM PENGHARGAAN
C.V PRATAMA TEKNIK SOLO

AGUS SETIYABUDI

PELATIHAN DALAM RANGKA PENGUNAAN CCTV DAN CARA MENGIDENTIFIKASI
PERALATAN KOMPUTER SECARA SEDERHANA C.V PRATAMA TEKNIK

24-27 JULI 2010

MENGETAHUI

PIMPinan CV. PRATAMA

KETUA PENYELENGGARA

ANDI KRISTIYANTO, S.Kom

YOS. SUGIYANTO, A.Md
SERTIFIKAT

DIBERIKAN KEPADA

AGUS SETIYABUDI

SEBAGAI

PANITIA

PADA KEJAMAN II YANG DISELENGGARKAN OLEH RANTING CABANG

HAMADIYAH

REJIKAN LENGKONG

DI KAMPUNG SIMO, BOYOLALI DALAM RANGKA

HUT KE-75 REPUBLIK INDONESIA

PADA TANGGAL 17 - 19 AGUSTUS 2010

GUMUKREJO, 19 AGUSTUS

MENGETAHUI

KETUA PANITIA

NUR FAUZA, E.H

KETUA RANTING CABANG

ULUHAB, S.JUKRI E.H
SURAT KEPUTUSAN
No : 800/78/483/2011

Tentang
Pengangkatan Guru Tidak Tetap SD Muhammadiyah Simo

Kepala SD Muhammadiyah Simo

Membaca : Surat dari yang bersangkutan perihal ingin menyumbangkau tenaga dan pikiran(mengabdikan diri) sebagai Guru Tidak Tetap SD Muhammadiyah Simo

2. Undang-Undang nomor 2 tahun 2003 Tentang Sisdiknas

Memperhatikan : Kebutuhan kekurangan tenaga mengajar di SD Muhammadiyah Simo

MEMUTUSKAN

Menetapkan :

Pertama : Terhitung mulai : 01 Juni 2011

Mengangkat saudara : AGUS SETIYA BUDI

Tempat/Tanggal Lahir : Boyolali, 24 Juli 1986

Pendidikan Tertinggi : MAN

Alamat : Gumuk Rejo, Kedung Lengkong, Simo, Boyolali

Di angkat sebagai : Guru Tidak Tetap SD Muhammadiyah Simo

Kedua : Surat keputusan berlaku semasa yang bersangkutan masih mengajar di SD Muhammadiyah Simo.

Ketiga : Selama menjalankan Guru Tidak Tetap Di SD Muhammadiyah Simo honor disesuaikan dengan APBS.

Keempat : Surat keputusan ini diberikan kepada yang bersangkutan untuk diketahui dan dipergunakan sebagaimana mestinya.

Kelima : Apabila dikemudian hari ternyata terdapat kekeliruan dalam keputusan ini akan ditinjau kembali.

Di tetapkan di : Simo

Tanggal : 31 Mei 2011

Kepala Sekolah

[Signature]

NIP. [Insert NIP number]