

**TEACHING SENTENCE AGREEMENT BY USING PICTURE CARDS AT
THE ELEVENTH GRADE STUDENTS OF
MAN PALOPO**



A THESIS

*Submitted to the English Language Studies Program of S1 Tarbiyah
Department of State College for Islamic Studies of Palopo
in Partial Fulfillment of Requirement for S.Pd.
Degree in English Teaching*

IAIN PALOPO
By,

MINA MULIYANI
Reg. Num : 09. 16. 3. 0178

**ENGLISH STUDY PROGRAM OF TARBIYAH DEPARTMENT
OF THE STATE COLLEGE FOR ISLAMIC STUDIES
(STAIN) PALOPO
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Reg. Num : 09. 16. 3. 0178

Under Supervisor

- 1. Madehang, S.Ag., M.Pd.**
- 2. Jufriadi, S.S., M.Pd.**

**ENGLISH STUDY PROGRAM OF TARBIYAH DEPARTMENT
OF THE STATE COLLEGE FOR ISLAMIC STUDIES
(STAIN) PALOPO
2013**

THESIS APPROVAL

This thesis entitled “**Teaching Sentence Agreement by Using Picture Cards at the Eleventh Grade Students of MAN Palopo**”, which is written by **Mina Mulyani, Reg. Num. 09.16.3.0178**, English S1 study program of Tarbiyah Department of State College for Islamic Studies Palopo, and has been examined and defended in MUNAQASYAH session which is carried out on **Thursday, October 3rd 2013 M.**, coincide with **Dzulqaidah 27th 1434 H.**, and it is authorized and acceptable as partial fulfillment of requirement for S.Pd. degree in English language teaching.

Palopo, October 3rd 2013 M
Dzulqaidah 27th 1434 H

COMMITTEE OF EXAMINATION

- | | | |
|-----------------------------------|---------------|---------|
| 1. Prof. Dr. H. Nihaya M., M.Hum. | Chairman | (.....) |
| 2. Sukirman Nurdjan, S.S., M.Pd. | Secretary | (.....) |
| 3. Dr. Dahlan, M.Hum. | Examiner I | (.....) |
| 4. Wahibah, S.Ag., M.Hum. | Examiner II | (.....) |
| 5. Madehang, S.Ag., M.Pd. | Consultant 1 | (.....) |
| 6. Jufriadi, S.S., M.Pd. | Consultant II | (.....) |

Approved by,

The Head of STAIN Palopo

The Head of Tarbiyah Department

Prof. Dr. H. Nihaya M, M.Hum.
NIP 19511231 198003 1 017

Drs. Hasri, M.A.
NIP 19521231 198003 1 036

CONSULTANT APPROVAL

Title : *Teaching Sentence Agreement by Using Picture Cards at the Eleventh Grade Students of MAN Palopo*

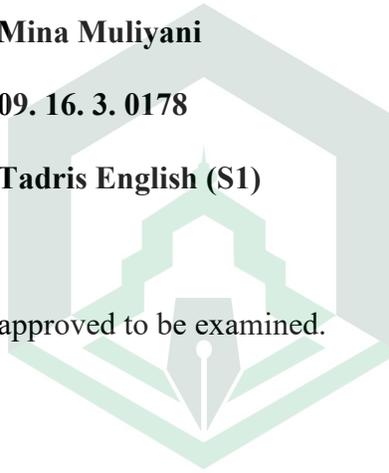
Written By :

Name : **Mina Mulyani**

Reg. Num. : **09. 16. 3. 0178**

Study Program : **Tadris English (S1)**

Has been corrected and approved to be examined.



IAIN PALOPO

Palopo, September 2nd 2013

Consultant I

Consultant II

Madehang, S.Ag., M.Pd.
NIP.19730615 200003 1 004

Jufriadi, S.S., M.Pd.
NIP.19720727 200604 1 002

NOTA DINAS PEMBIMBING

Palopo, September 2013

Perihal : Skripsi

Lampiran : 6 Eksemplar

Kepada Yth,

Bapak Ketua Jurusan Tarbiyah STAIN Palopo

Di-

Palopo

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Sesudah melakukan bimbingan terhadap skripsi mahasiswa tersebut dibawah ini:

Nama : Mina Mulyani

NIM :09.16.3.0178

Jurusan : Tarbiyah

Program Studi : Bahasa Inggris

Judul Skripsi : Teaching Sentence Agreement by Using
Picture Cards at the Eleventh Grade Students'
of MAN Palopo.

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Demikian untuk proses selanjutnya.

Wassalamu'alaikum Wr.Wb.

Pembimbing 1

Madehang, S.Ag., M.Pd.
NIP. 19730615 200003 1 004

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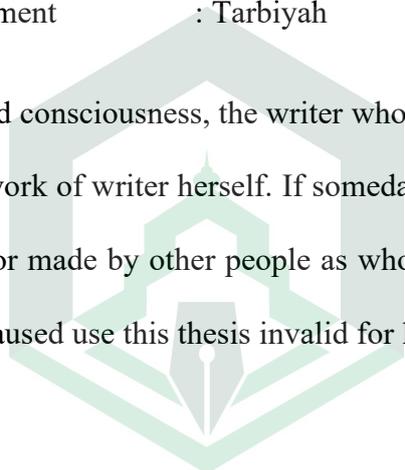
Name : Mina Mulyani

Reg. No. : 09. 16. 3. 0178

Study Program : Tadris English

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Palopo, September 14th 2013

The Researcher

MINA MULIYANI
NIM. 09.16.3.0178

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All praise to Allah, because of His blessing and guidance so the researcher can finish this thesis, although in a simple form. And the researcher realizes that there are still many lacks. The researcher expects constructive critics and suggestion for the improvement and perfection from the readers.

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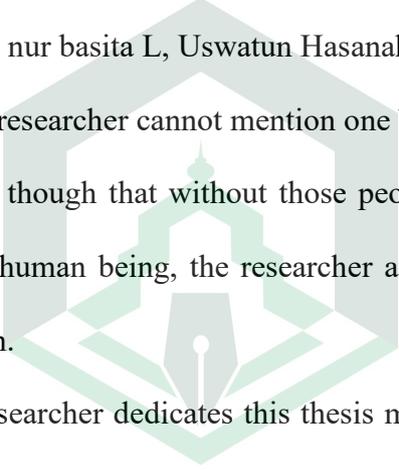
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Finally the researcher dedicates this thesis may Allah SWT. Bless them.
Amin.



IAIN PALOPO

Palopo, September 2013

The Researcher

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ABSTRACT

Mina Mulyani, 2013. “ Teaching Sentence Agreement by Using Picture Cards at the Eleventh Grade Students of MAN Palopo”. Thesis of English Study Program of Education Department in Sekolah Tinggi agama Islam Negeri (STAIN) Palopo, Consultant I Madehang, S.Ag., M.Pd. and Consultant II Jufriadi, S.S., M.Pd.

Key words: Teaching, Sentence agreement, Picture cards, Students MAN Palopo

This thesis deals with the application of Picture cards in teaching sentence agreement at the eleventh grade students of MAN Palopo. It aims at finding out whether or not this technique was effective to use to increase their grammar especially sentence agreement by using picture cards.

This research applied pre-experimental method using one group of pre-test and post-test design and using grammar test as the instrument in collecting data. And the researcher focused on the eleventh grade students of MAN Palopo Academic Year 2013/2014. The number of population is 119 and the researcher took 17 students as a sample using the purposive sampling technique.

The problem of the research questions in this research were “Is the use of picture cards effective in teaching sentence agreement at the eleventh grade students of MAN Palopo?” and “How is the students’ perception toward teaching sentence agreement by using picture cards?”. The researcher collected the data by using a test and questionnaire and the researcher analyzed the students’ score by using t-test analysis.

The result of the data analysis shows that using Picture cards is effective technique because it can increase students’ grammar ability, especially sentence agreement, where the students’ score have significant difference between before and after giving treatment. Where, the result of t-test was 23,448 and the result of t-table was 2,921. In addition, most of students are interested in learning grammar, especially in learning sentence agreement by using *picture cards*. It can be seen from the students’ response during teaching and learning process and students’ answer in questionnaire *picture cards*.



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CHAPTER I

INTRODUCTION

A. Background

English is an international language. Nowadays, it is often found kindergarten is taught English, maybe because English is entered into the national curriculum. In addition, many schools are already teaching English language to be used in everyday life to their students.

Language is as a mean of communication among people. Without language people are difficult to communicate, so that people cannot socialize with others. As a mean of communication, everything related to communication is inseparable from the language.

Grammar is a set rules and examples dealing with the syntax and word structures of a language, usually intended as an aid to the learning of that language.¹ So that grammar is very important because not only writing course at a time when we pay attention to grammar, but the spoken language is also important that the language we speak can sound good, clear and understandable. Without these structures, it is

¹Richard Nordquist, *What is Grammar?* (<http://grammar.about.com>). Accessed on 30 th October 2011

difficult to make comprehensible sentences. We must, therefore, try to identify these structures and teach them well.²

In this study, the researcher uses the picture cards in teaching and learning in order to be able to effectively and efficiently in accordance with the desired educational goals. Moreover, a student is usually easier to understand a lesson with a lesson using picture cards, because a student is usually understand a lesson faster when seeing the object directly. Therefore, researcher believes that this technique is effective to use.

In MAN Palopo, especially at the eleventh grade students, many students still have low understanding about sentence agreement, maybe they are lazy or not interesting to study especially English language or because other factors. Therefore, the researcher will try teaching sentence agreement by using picture cards to add interesting students in learning English.

In studying the sentence agreement is not difficult if you know the formulas, memorize it, and then construct a sentence by sentence, and then organize them in sticking to the formula, and then with a lot of practice using the sentence agreement you will know the use of sentence agreement itself.

²Jack C. Richards and Willi A. Renandya, *Methodology in Language Teaching*, (New York:Cambridge University Press, 2002), p.151

B. Problem Statements

Base on the background above, the researcher gave some of the research problem statements are as follows:

1. Is the use of picture cards effective in teaching sentence agreement at the eleventh grade students of MAN Palopo?
2. How is the student' perception toward teaching sentence agreement by using picture cards?

C. Objectives of the Research

In accordance with the above problem statement, the objectives of the research are as follows:

1. To find out whether picture cards effective in teaching sentence agreement at the eleventh grade students of MAN Palopo.
2. To find the students' opinions about the use of picture cards in teaching sentence agreement at the eleventh grade students of MAN Palopo.

D. Significance of the Research

The main goal of researcher in this study is to improve the teaching of sentence agreement using picture cards. The researcher hopes the students will be more excited, motivated, and interested in learning grammar particularly in sentence agreement with alkaline picture cards.

In theory, the results of this study the researcher intends to provide information to teachers, and all the readers and as reference to increase of students grammar ability especially sentence agreement by using picture cards.

E. Operational Definition

Based on the title is “TEACHING SENTENCE AGREEMENT BY USING PICTURE CARDS AT THE ELEVENTH GRADE STUDENTS OF MAN PALOPO. The researcher gives definition as follows:

1. Grammar is a set rules and examples dealing with the syntax and word structures of a language, usually intended as an aid to the learning of that language.
2. Picture card is a small piece of thick stiff paper with a picture on one side, that is part of a set which people collect.

F. Scope of the Research

The scope of the research is focused on the teaching of grammar implementation agreement statement especially in the classroom to improve students' ability in using agreement, they are “*And ... too, so, either and neither.*”

CHAPTER II

PREVIOUS OF RELATED LITERATURE

A. Previous Studies

In writing this thesis, the research found some researchers related to this research as follows Yusuf and Jamila S.

The research, Yusuf had conducted research entitled Improving Student's speaking in Retelling Story through Picture at the Third Semester Students of STAIN Palopo. He concluded that Retelling Story through Picture Method is effective in improving the speaking ability at the third semester of English Department in STAIN Palopo Academic Year 2009/2010.¹

Jamila S, had conducted researcher entitled The Application of Storytelling Through Picture in Teaching Students Speaking Skill At The Eleventh Year of SMA Neg. 4 Palopo. She concluded that according to the result of cycle I the speaking skill the eleventh year students of SMA Neg. 4 Palopo in academic year 2011/2012 is still low in the first cycle by the application of storytelling through picture. It is proved by mean score is 56,66, still under low the minimum mastery criterion (KKM/ Kriteria Ketuntasan Minimum), while the minimum mastery criterion was 65. In this cycle had some reflection to found the best way in teaching for the cycle II. In the second cycle the students at the eleventh year of SMA Neg. 4 Palopo can speaking English

¹Yusuf. *Improving Student's Speaking Skill in Retelling Story Through Picture At The Third Semester Students of STAIN Palopo*, (Palopo:STAIN Palopo, 2009),p. 57.

for the way gave the students some vocabulary that related to the picture and the students must individual for storytelling through picture in front of class. And the student's attitudes toward the application of storytelling through picture in teaching speaking skill in cycle II was very interest and have self confidence to speak English. It is proved by mean score that increase is 72, 12 of the cycle II.²

B. Definition of Grammar

The role of grammar is perhaps one of the most controversial issues in language teaching. Grammar is the system of rules governing the conventional arrangement and relationship of words in a sentence. Technically, grammar refers to sentence level rules only, and not to rules governing the relationship among sentences, which we refer to as discourse rules.³

David Cristal says that grammar the structural foundation of our ability to express our self. The more we are aware of how it works, we can monitor the meaning and effectiveness of the way, we and others use language. It can help foster precision, detect, ambiguity, and exploit the richness of expression available in English. And it can help everyone, not only teachers of English, but teachers of anything, for all teachers is ultimately a matter of getting to grips with meaning.

²Jamila S, *The Application of Storytelling Through Picture In Teaching Students Speaking Skill At The Eleventh Year of SMA Neg. 4 Plopo*, (Plopo:STAIN Palopo, 2011),p. 64.

³Douglas Brown, *Teaching by Principles an Interactive Approach to Language Pedagogy*, (San Francisco State University, 2001). P. 362.

Grammar is a set rules and examples dealing with the syntax and word structures of a language, usually intended as an aid to the learning of that language.⁴

Grammar is sometimes defined as the way words are put together to make correct sentences.⁵

Based on the definition grammar above, the writer make conclusion that grammar is rule or the way of arranging the word to make a correct sentence.

C. Principle for Teaching Grammar

Teaching defined as showing or helping someone to learn how to do something, giving instructions, guiding in the study of something, providing with knowledge, causing to know or understand.⁶

Before conducting a grammar class, there must be some principles have to be noticed by the teachers in order they can commit successfully. According to Noonan, there are at least three principles in teaching grammar to the students, they are:

1. Integrated both inductive and deductive methods into your teaching.

In the deductive classroom the teacher gives grammatical explanation or rule followed by a set of exercise designed to clarify the grammatical point and help the learners master the point. In deductive teaching, you work form principles to

⁴Richard Nordquist, *What is Grammar?* (<http://grammar.about.com>). Accessed on 30 th October 2011

⁵Penny Ur, *A Course in Language Teaching Practice and Theory*, (Cambridg University Press, 1996). P. 75

⁶Brown, H. Douglas, *Principles of Language Learning and Teaching*, (San Fransisco State University, 1987). P. 6.

example. Inductive procedure reverses this process and through a process of guided discovery, get them to work out the principles or rule for themselves.

2. Use tasks that make clear the relationship between grammatical form and communicative function.

Grammar based courses are relatively ineffective because they teach grammar as an abstract system. Present the language as isolated sentences and fail to give learners a proper context for the grammar point. Teaching was largely limited to the form of the form of new grammatical item. For example, when the passive voice was introduced typically students were given a list of sentences in the active voice (“the dog bit the man” etc). Along with the model of how to form the passive. (“The window was broken”). The task for the student was to turn the active voice sentences into the passive. Such a procedure does not give students any insight into the communicative context in which they should use the passive rather than active voice. However, the solution proposed by some—do away with teaching grammar altogether—is not a solution. The solution is to present the grammar in a context that makes clear the relationship between the grammatical form and the communicative function.

3. Focus on the development of procedural rather than declarative knowledge.

In the field of language learning, declarative knowledge is knowing language rules. Procedural knowledge is being able to use the knowledge for communicative.

Most of us who have been teaching for any time but at all know learners who can give a more or less standard text book explanation of a grammatical rule or

Principle, but who violate the rule when using language communicatively. They are also learners who have procedural but not declarative knowledge. In fact, the majority of native speakers fall into his category. Unless, they have studied grammar formally, few native speakers can state the rule for third person.

While declarative knowledge can facilitate the development of such knowledge, it is not necessary and sufficient condition for the development of such knowledge. Student need to developed mastery of target language item, not by memorizing rules, but by using the target items in communicative context. This learning, through the approach to education known as experientialism.⁷

Within the field of general education, there is a research tradition that seeks to identify teaching behaviors that are related to student learning. In order words, it seeks to establish relationship between teaching and learning. This so- called effective teaching model is based on the premise that certain classroom teaching practices can be identified and related to successful learning outcomes. The methodology for identifying such behaviors is as follows:

- a. Identify teachers whose students consistently obtain better than predicted scores on standardized achievement tests.

⁷David Nunan, *Practical English language Teaching* (New York: Cambridg University Press, 1995). P. 158-160.

- b. Observe these teachers and compare their behaviors with those of ineffective teachers.
- c. Base teacher preparation programs on those behaviors that characterize effective teaching.

This particular tradition focuses on explicit classroom behaviors and tends to overlook the complex cognitive processes in which, as we saw in the section on classroom monitoring, teachers must engage in the complex environments within which they teach. To a certain extent, then the “effective, behavioral “teaching movement and the “cognitive process” movement represent opposing views of teaching. Although this opposition is evident within the research community, and although we subscribe to the reflective tradition, we believe that there is value in being familiar with the work that has been conducted within the “effective” teaching tradition. The important thing to keep in mind is that, to understand teaching, one must get at the cognitive processes that lie behind the observable teaching process.⁸

D. Types of Learning

Gagne identified eight types of learning:

1. *Signal learning.* The individual learns to make a general diffuse response to a signal. This is the classical conditioned response of Pavlov.

⁸Jack. C. Richards, *The Self-Directed Teacher Managing The Learning Process*, (United State of America:Cambridg University Press,1996).p. 116-117.

2. *Stimulus –response learning*. The learner acquires a precise response to a discriminated stimulus. What is learned is a connection or, in Skinnerian terms, a discriminated operant, sometimes called an instrumental response.

3. *Chaining*. What is acquired is a chain of two or more stimulus-response connections. The conditions for such learning have also been described by Skinner.

4. *Verbal Association*. Verbal association is the learning of chains that are verbal.

5. *Multiple discrimination*. The individual learns to make a number of different identifying responses to many different stimuli, which may resemble each other in physical appearance to a greater or lesser degree.

6. *Concept learning*. The learner acquires the ability to make a common response to a class of stimuli even though the individual members of that class may differ widely from each other.

7. *Principle Learning*. In simplest terms, a principle is a chain of two or more concepts. It functions to organize behavior and experience.

8. *Problem solving*. Problem solving is a kind of learning that requires the internal events usually referred to as “thinking”.

It is apparent from just a cursory definition of these eight types of learning that some types are better explained by certain theories than others.⁹

⁹H. Douglas Brown, *Principles of Language Learning and Teaching* (United States of America: Prentice Hall, Inc, 1987), p. 79-80

E. The Concept of Sentences

The sentences is essentially a grammatical unit, indeed is the function of syntax to describe the structure of the sentence and thereby to define it. English sentences will consist minimally of a subject noun phrase as it predicate or complement.¹⁰

The sentence is a group of words arranged and means consisting of subject and predicate. Subjects demonstrated in people, objects, or concepts that became the subject, while the predicate indicates the actions, events, processes, or circumstances.¹¹

According to Chomsky as quoted by Denny D Steinberg, every sentence involves a verb which in turn is part of a larger unit, the verb phrase. This idea is expressed by the rule: $VP \rightarrow V$. With respect to verbs, it is important to note that some require the addition of certain other constituents while others do not.¹²

When viewed from the structure of the clause, sentence in the sentence language can be grouped into;

1. Simple Sentence

Simple sentence is a sentence that contains only the main clause.

¹⁰F.R Palmer, *Semantic* (Cambridge University Press, 1988). P. 37

¹¹Anne Juwita, *1 Hari Tuntas Menguasai Grammar* (Hi-Fest Publishing, 2008).p. 15

¹²Denny D. Steinberg, *Psycholinguistics Language, Mind, and World*, (New York: Longman London and New York,1982.P. 22.

Example:-They go to school.

-I painted the door.

A special characteristic of the simple sentence which contains only one infinitive alone.

2. Compound Sentence

Compound sentence is a sentence that contains two or more main clause. In general, both the main clause linked by connecting *coordinates conjunction*. For example *and, or, but*, and others.

Example:-He is poor, but he is honest.

3. Complex Sentence

Complex sentence is a sentence that contains one main clause and one or more subordinate clause, And in general between the main clause with a subordinate clause linked with the conjunctions (subordinate conjunction), such as *where, when, that, because, until, if* and etc.

Example:-He came when the bell rang.

He came as the main clause, whereas ***when the bell rang*** as the clause.

Example:-He did not come here because he was ill.

He did not come here as the main clause, whereas ***because he was ill*** as the clause.¹³

¹³Rudy Hariyono, *Complete English Grammar* (Surabaya:Gitamedia Press,2002),p.183-185.

F. The Concept of Sentence Agreement

Agreement is congruence must exist between nouns and pronouns object, not the subject of the verb, the verb and tense, and between verbs and verb.¹⁴

Agreement means using a singular verb after a singular or uncountable subject and a plural verb after a plural subject.

Singular:-The **house is** empty.

-This **coat looks** nice.

Plural :-The **houses are** empty.

-These **coats look** nice.

This happens when we use a present verb in the third person.

With a past-tense verb, there is agreement only with *be*.

Singular:-The **house was** empty.

Plural :-The **houses were** empty.

Other verbs have only one form. For example: The house/houses looked empty.¹⁵

¹⁴ Tim ILT Learning, *Cara Gampang Belajar TOEFL Grammar* (Yogyakarta: ANDI, 2008).p. 297.

¹⁵John Eastwood, *Oxford Learners Pocket Grammar* (New York: Oxford University press,2008).p. 184.

G. Picture Cards Application Procedure for Teaching Sentence Agreement

In agreement sentence teaching researcher use picture cards, picture cards which measuring 4.5×5 cm when distributed to students, either each students' or group. But when introduced on picture cards in front of the class, the researcher used a larger size, its size is about 20×25 for the size of each picture, so that all students can see the clear picture card, so that the learning process goes smoothly and students easily understand the material provided by researcher.

Researcher make picture cards using plain paper, then print the pictures and cut it appropriate size then coated underneath with a thick paper that is easy to use and not easily damaged.

At the time of teaching and the use of *so* and *too*, the researcher used two picture cards of the same type of activities conducted, but different subject. The students' then create one in the form of the sentences, with the first look at the words that exist in the picture too cards.

For example:



Write



Write

1. -Ani writes a letter. Didi writes a letter.

-Ani writes a letter, and *so* does Didi.

2. -Ani writes a letter. Didi writes a letter.

-Ani writes a letter, and Didi does *too*.

The use *so* and *too* only used to express a positive statement.

In the discussion about the use of *either* and *neither*, researcher used two picture cards with pictures and different subjects, but said that there is the same on both picture cards. Then the students made in the form of the sentence, with the first look at the words and the activities conducted on the picture cards.

For example:



Not Dentist



Not Dentist

1. -My mother is not a dentist. My father is not dentist.

-My mother is not dentist, and my father is not *either*.

2. My mother is not dentist. My father is not dentist.

-My mother is not dentist, and *neither* is my father.

The use of *either* and *neither* is only used in the form of negative statements.

In sentences *so*, *too*, *either* and *neither* using picture cards, the researcher used the same word but with a different picture.

H. Using Sentence Agreement

The agreement could be formed if:

1. Both sentences have the same sentence elements. (Elements of the sentence; Subject, Predicate, Object/Complement).

2. Both sentences use the same tenses, the pattern of the same title. When the tenses is same, but different patterns of the predicate, the second sentence cannot be simplified by the pattern of ellipsis.

The characteristics of the sentence agreement;

1. Sentence beginning with “So”
2. Sentence beginning with “Neither”
3. The use of “Either” end of sentences
4. The use of “Too” at the end of the sentence.¹⁶

Using **AND + TOO, SO, EITHER , NEITHER**

1. *Too* and *so* have the same meaning.

Word order:

Subject + auxiliary + too

Example: - Sue works, and **Tom does too.**

So + *auxiliary + subject*

Example: - Sue works, and **so does Tom.**

¹⁶<http://laser-ijo.blogspot.com/2013/02/pengertian-elliptical-sentence.html>

2. *Either* and *neither* have the same meaning.

Word order:

Subject + auxiliary + either

Example: - Ann does not work, and **Joe does not either.**

Neither + auxiliary + subject.

Example: - Ann does not work, and **neither does Joe.**

An affirmative auxiliary is used with *neither*.

3. *And* is usually not used when there are two speakers.

Example:

a). John: I am hungry.

Sarah: **I am too**

b). John : I am hungry

Sarah: **So am I**

Sentences above have the same meaning.

a). John: I do not eat meat.

Sarah: **I do not either**

b). John : I do not eat meat

Sarah: **Neither do I**

Sentences above have the same meaning.

4. **Me too** and **me neither** are often used in informal spoken English.



Example:

a). I am hungry

Sarah: **Me too.** (informal)

b). John: I do not eat meat.

Sarah: **Me neither.** (informal)¹⁷

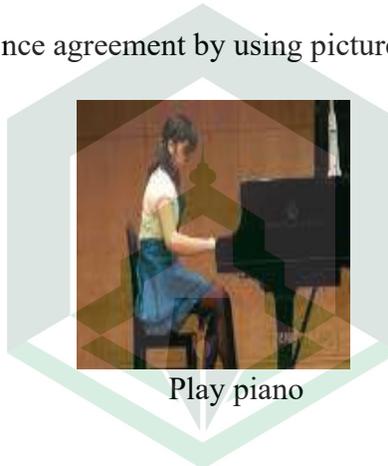
Statement connected with *and...too...*, *and...either*

1. Notice the affirmative statements connected with *and* and *too*.

For example make sentence agreement by using picture cards:



Play piano



Play piano

A. B: John can play the piano. Alice can play the piano.

C: John can play the piano, and Alice can too.

D. E: George studies hard. Helen studies hard.

F: George studies hard, and Helen does too.

G. H: Paul is a student. Mary is a student.

I: Paul is a student, and Mary is too.

¹⁷Betty Schramper Azar, *Fundamentals of English Grammar, Third Edition* (Printed I the United States of America: Longman,2003),p.235.

Two simple sentences with identical predicates, such as A and B can be joined by the word *and* to form one compound sentence, such as C. The predicate is not repeated completely in the second part of the compound sentence. An auxiliary such as *can* or *does* must be included in the second part of the sentence. Simple forms of *be* (*is*, *are*, etc.) are treated like auxiliaries.

2. Notice the negative statements connected with *and* and *either*.

For example make sentence agreement by using picture



Not teacher



Not teacher

- A. B: John is not a teacher. Mary is not a teacher.
 C: John is not a teacher, and Mary is not *either*.
 D. E: Paul cannot play the violin. Alice cannot play the violin.
 F: Paul cannot play the violin, and Alice cannot *either*.
 G. H: Helen does not play baseball. Alice does not play baseball.
 I: Helen does not play baseball, and Alice does not either.

And and *either* are used to connect two negative statements when the meanings of their predicates are the same.

And so can be used in place of *and...too* as in the following sentences:

a). I can go, *and* John can too.

b). I can go, *and so* can John.

The meanings of sentence 1 and 2 are the same. Similarly, *and neither* can be used in place of *and...either*.

c). Mary cannot go, *and* Helen cannot either.

d). Mary cannot go, *and neither* can Helen.

The meanings of sentences 3 and 4 are the same.

Note that after the expression *and so* and *and neither* the auxiliary must be placed before the subject.¹⁸

Too and So is used to combine two sentences that have a positive predicate same. And *either* and *neither* is used to combine two sentences that have a negative sentence. So you must always remember that *so*, and *too* is only used for positive sentence and *either* and *neither* is only used for negative sentences.

IAIN PALOPO

I. The Concept of Media

Media is something which can give message and simulate the brain of the students their desire so can make the learning process for them using media creatively that will got.¹⁹

According to Asnawir Usman, media has a practical function as follows:

¹⁸Robert Krohn, *English Sentence Structure*,(Jakarta Barat:Binarupa Aksara,1986).p.116-118.

¹⁹Asnawir Usman, *Media Pembelajaran*,(cet.1;Ciputat Press,2002),p.11

1. Media can overcome the limited experience that the students had each of individual experience have different ways and the society really determines of their experience.

2. Media can overcome classroom. There are many difficult things that the students have directly in the classroom, like the object is too big or too small, the moves that were watched closely sometimes fast and sometimes too slow. So, with the media it can solve the difficulties.

3. Media possibility make a directly interaction between the students and the environment. Physical indication and social indication can communicate with the students.

4. Media product variety of interaction. The interaction which the students together, it is going to the important thing appropriate with the aim that we will get.

5. Media can implant the real basic concept, concrete, and realistic. The students media using like picture, film, model, graphic, and the others can giving the real basic concept.

6. Media can stimulate our new spirit and desire. With using media the horizon of experience of students as widely. The sharpness of perception and the concept is are complete until the new spirit and desire always rising up.

7. Media can implant motivation and stimulate the students of learning the picture that was hang on the bulletins wall, watching film, and listening to the radio program can stimulating our desire for learning.

8. Media can give integral experience from the concrete things until the abstract things. A film about one things or an action which can not seen by the students directly, it would give the concrete illustration about existence, size and location. Besides that, it would give direction to the generalization about the meaning of the cultures and others.

Based on the assumption above, the researcher defines media is a tool that can help teacher in teaching learning process, because it can using for channel message which can stimulate interesting learning students’.

J. Kinds of Media

There are five kinds of media, they are:

1. Movement audio visual media
2. Silent audio visual media
3. Semi movement audio media
4. Movement visual media
5. Silent visual media

There are classifications of media:

1. The visual item that can be seen, example: filmstrips, transparency, micro projection, blackboard, bulletins board, pictures, illustration, chart, graphic, poster, map, globe.
2. The audio aid or we can only heard example: phonograph record, electric transcription, radio, and tape recorder.

3. The aid that we can see and heard example: film and television, the three dimension things that usually showed, example: model, specimen, electric map.
4. Dramatize role play, socio drama, pantomime, etc.

Seels and Gasgow in Arsyad divided media into two categories, namely, traditional media and modern media.²⁰

K. The Concept of Picture Cards

Between media education, media picture are the most commonly used, because the picture is a common language that can be understood and enjoyed everywhere.

Defines picture is (a) painting, drawing, or photograph, especially as a work of part, (b) photograph, (c) what is seen on a television, screen.²¹

A picture is a photo, drawing, painting or other image captured of a person, thing or scene (noun).

1. An example of picture is a poster of Elvis.
2. An example of picture is a photograph of the Grand Canyon.
3. An example of picture is the image on a television screen.

Picture means to capture or create an image of a person or object or scene or to visualize something (verb).

²⁰Azhar Arsyad, *Media Pengajaran*, (cet.II:PT.Raja Grafindo Persada,2004),p.33-34

²¹Oxford Learner's Pocket Dictionary,(cet. 1. New edition: Oxford University Press,1995),p.

- a). An example of picture is taking a photo of someone.
- b). An example of picture is someone imagining them self sitting in a tree.²²

A card with a person's name and other details printed on it for purposes of identification, for example a business card: a membership card entitled you to library services she dug into her bag and produced her card.²³

Picture card is a small piece of thick stiff paper with a picture on one side that is part of a set which people collect.

From the definition above, the researcher stated that picture cues is various kinds of symbols, sign, picture, graphics, photograph, etc used supporting material in teaching learning process, to stimulus the knowledge by keep ideas in mind.

There are benefits picture in the learning process is as follows:

1. Media picture and messages to clarify the presentation of information so that can facilitate and improve the process and learning outcomes.
2. Media picture can enhance and direct the child's attention so can lead to motivation to learn.
3. Media picture can overcome the limitations of the senses, space, and time, means that:
 - a. Object or objects that are too large to be displayed directly in the class can be replaced by a picture.

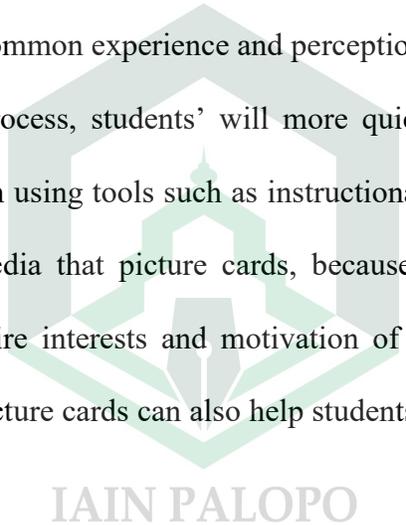
²²<http://www.yourdictionary.com/picture>

²³<http://oxforddictionaries.com/definition/english/card>

- b. Object or objects that are too small, which is not visible to the senses can be presented with a picture.
- c. Rare occurrence that happened in the past or happening once in ten years can be displayed through pictures or photos.
- d. Objects or very complex operations can be shown concretely through picture.
- e. Events or experiments that are harmful can be stimulated through picture.
- f. Natural events or that take a long time can be presented through pictures.

4. Can provide a common experience and perception in students'.²⁴

In a learning process, students' will more quickly understand the concepts taught by teachers when using tools such as instructional media. One of the effective use of instructional media that picture cards, because by using picture cards, the teacher can arouse desire interests and motivation of the students' in the learning process. Besides, the picture cards can also help students' in improving understanding of the learning process.



Function of using picture cards as follows:

Levie and Lentz revealed four functions of instructional media, especially the visual media, namely:

- 1. Attention functions of visual media is the core, which is interesting and directing attention of students to concentrate on subjects related content with visual

²⁴Azhar , Arsyad. *Media Pembelajaran*, (PT Raja Grafindo Persada, 2009), p. 25-27

meaning shown or accompany the subject matter. Thus the possibility to acquire and remember the lesson content greater.

2. Affective functions of visual media can be seen from the enjoyment of students' while learning or read text with a picture.

3. Cognitive visual media seen from the research findings revealed that facilitate the achievement of a visual symbol picture aim to understand and remember information or messages contained on the picture.

4. Compensatory function of teaching media seen from the results of research that visual media that offer a framework to help students' understand the text weak in reading to organize information in the text.²⁵

Less use of effective media cause learning process is not working effectively, so that the learning objectives to be achieved not possessed fullest. Therefore, the main function of picture cards as a medium of learning is as a tool by a teacher in the learning process and the conditions that affect learning environment organized by teacher.

L. The Kinds of Picture

There are two kinds of picture as follow:

1. Silent Picture

The types of silent picture

²⁵Sudjana, *Metode Statistika* (Bandung : Tarsito Bandung, 1998). P. 12

a. Picture

Picture is the most common media used, the image is a common language that can be understood and enjoy where.

b. Skits

Skits are a simple picture or a rough draft that describes the main parts with no detail.

c. Diagram

Diagram as a simple drawing that use lines and symbol, diagram or schematic depicting the structure of the object out line.

d. Chart

Chart the main function is to present the ideas or concept is difficult when only conveyed in writing or orally.

e. Graphs

A graph is a simple image using dots, lines, or picture.

f. Poster

Poster is not only important to convey certain impression, but also to influence and motivate the behavior at people we see it.

g. Map

Basically the map server to present the data location

2. Moving Picture

a. Film. Film is huge media capabilities in helping the learning process

b. Television

In addition to film, television is the medium that conveys message of learning in the audio visual elements, accompanied by motion.

c. Video

Video as an audio-visual media featuring motion, message can be presented facts (event/ important events news) as well as fictional as the story can be informative, educational or instructional.²⁶

M. The Advantages of Using Picture

The advantages of using picture as a media in instructional process are to delivery and explain information, idea, and so on without using much verbal language but more give impression.

The other advantages of picture are;

1. The characteristic of picture is concrete. Picture more realistic in showing the important problem than verbal media.
2. Picture can overcome the limit time and space.
3. Picture can overcome what we see.
4. Picture can solve a problem.
5. Picture is cheap and easy to get everywhere.

²⁶Azhar , Arsyad. *Media Pembelajaran*, (PT Raja Grafindo Persada, 2007), p. 113

In addition to these advantages, the picture also has some disadvantages, as follows:

1. Picture only emphasizes sensory perception eyes.
2. Picture that is too complex is less effective for learning activities.
3. The size is very limited for large groups.

There are six conditions that must be met by a picture so that it can be used as a medium of education, as follows:

1. Authentic, the images should honestly describe the situation as one that see the real thing.
2. Simple, pretty clear picture composition should demonstrate key points in picture .
3. Relative size, can enlarge or reduce the picture object/objects actually
4. Should contain a motion picture or deeds, good picture does not show the object in a state of rest, but showed some activity.
5. Good pictures is not necessary good for achieving learning goals.
6. Every not good picture is good picture.²⁷

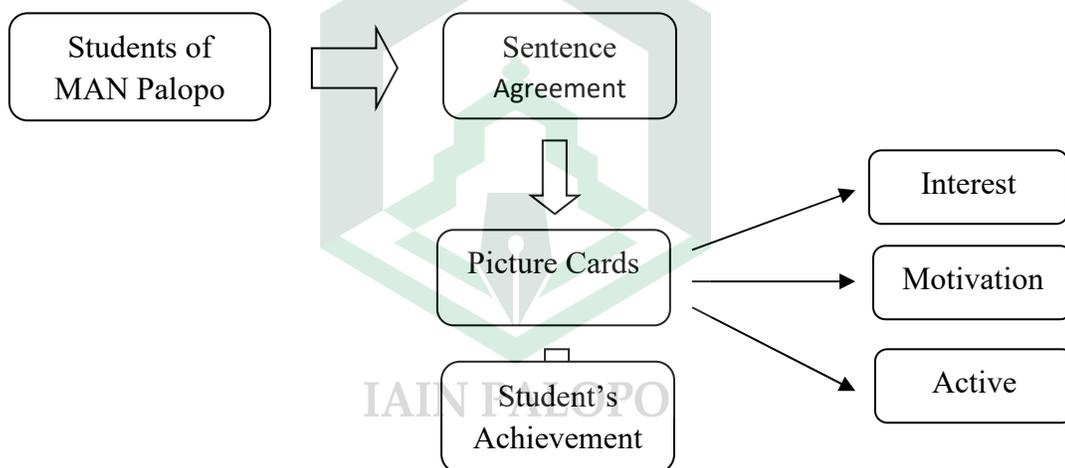
N. Theoretical Framework

Grammar is a rule or the way of organizes or arranges word to produce a good sentence. Learning grammar is important to the student in order to student able to

²⁷Arief S, Sadiman...(dkk). *Media Pendidikan: Pengertian, Pengembangan dan Pemanfaatannya*, (Jakarta:PT Raja Grafindo Persada, 1996),p. 29-31

convey their ideas well in speech or writing. Teaching grammar should to use technique. Therefore, the researcher introduces picture cards technique. A picture card is a small piece of thick stiff paper with a picture on one side that is part of a set the picture and the sentence that is in the picture cards. This technique make them interest in grammar lesson especially sentence agreement lesson, can improve their grammatical ability, and make them active in the classroom.

Based on the statement above, the researcher focuses on picture cards as a technique language teaching of apply in senior high school.



Based on the diagram above, the researcher can provide an explanation of the purpose of the diagram. Students' to be studied by researcher that students of MAN Palopo, especially class XI IPA.3. The material will be presented about the sentence agreement is especially *so*, *too*, *either* and *neither*. In this teaching technique researcher use picture cards, where the picture is in the cards containing motion pictures, deeds or showing certain activities. In this study, researcher wanted to know the students' perceptions about the use of techniques of picture cards, whether this

technique could lead to interest students in the learning process or not, and how to motivate students to learn sentence after agreement by using picture cards , as well as the involvement of the student in the learning process agreement sentence using the picture cards, whether improved or not, and how they affect student achievement after using picture cards in the process of teaching sentence agreement using these techniques, whether or not to increase student performance .

In agreement sentence teaching researcher to use picture cards, picture cards which measuring 4.5×5 cm when distributed to students, either each students' or group. But when introduced on picture cards in front of the class, the researcher used a larger size, its size is about 20×25 for the size of each image, so that all students can see the clear picture cards, so that the learning process goes smoothly and students easily understand the material provided by researcher.

Researcher make picture cards using plain paper then print the pictures and cut it appropriate size then coated underneath with a thick paper that is easy to use and not easily damaged.

At the time of teaching and the use of *so* and *too*, the researcher used two picture cards of the same type of activities conducted, but different subject. The students' then create one in the form of the sentences, with the first look at the words that exist in the picture too cards. The use *so* and only used to express a positive statement.

In the discussion about the use of *either* and *neither*, researcher used two picture cards with pictures and different subjects, but said that there is the same on both picture cards. Then the students made in the form of the sentence, with the first look at the words and the activities conducted on the picture cards. Neither the use of *either* and is only used in the form of negative statements.

In sentences *so*, *too*, *either* and *neither* using picture cards, the researcher used the same word but with a different picture.

O. Hypothesis

There are two hypothesis of this research, they are:

1. H_0 = Picture cards is not effective to improve grammar ability, especially sentence agreement at eleventh grade student of MAN Palopo in 2013/2014 academic year.
2. H_a = Picture cards is effective to improve grammar ability, especially sentence agreement at eleventh grade student of MAN Palopo in 2013/2014 academic year.

CHAPTER III
METHOD OF THE RESEARCH

A. Method and Design

The method is applied in this research is Pre- experimental method. It aims to find out sentence agreement by using picture cards whether or not develop student grammar at the eleventh grade students of MAN Palopo. This research involved one group of students with pre-test and post-test design. The design this research can be descanted as follow:

Table 1.Pre-test and Post-test Design

Pre test	Treatment	Post test
O_1	T	O_2

Where:

O_1 : Pre test

T : Treatment

O_2 : Post test

B. Population and Sample

1. Population

The population of this research is the eleventh grade students of MAN Palopo in 2013/2014 academic year. The eleventh grade student of MAN Palopo consists of six classes. They number of population is 119 students.

2. Sample

In this research, the researcher applied purposive sampling technique. The researcher takes one class from six classes, namely class XI IPA.3. In this class consist of 17 students. So, the number of sampling in this research is 17 students.

C. Instrument of the Research

1. Written test

In this research, the researcher to find out student's ability in grammar, which contains of some exercise for the students at the first meeting in the text form.

2. Questionnaire

This instrument used to find out student's perception toward the picture cards. It contains of some question which gave to the students at the last meeting after gave treatment.

Questionnaires are often used to assess the results of the realm of effective learning. He can be a multiple choice questionnaire (multiple choice items) and can

also shape the attitude scale. Scales that measure attitudes, very well known and often used to reveal the attitude of the students is a Liker scale.¹

Evaluating is an activity to gather information about the working of something, which further information is used to determine is right in taking a decision.²

D. Procedure of Data Collection

Data collection is a term used to describe a process of preparing and collecting data, for example, as part of process improvement or similar project. The purpose of data collection is to obtain information to keep on record, to make decision about important issues, or to pass information on to others. Data are primarily collected to provide information regarding a specific topic.³

Premises to determine the extent to which goals matter or substance of lessons have to be taught can be mastered by the learners. So the initial test is a test conducted before the study materials given to students.

1. Pre-test

The researcher gave a treatment after Pre- test. The treatments steps as follow:

There are several procedures in collecting data as follow:

¹Annas Sudijono, *Pengantar Evaluasi Pendidikan* (Jakarta: PT Raja Grafindo Persada, 1996),p. 85

²Suharsimi Arikunto and Cepi Safiruddin Abdul Jabar, *Evaluasi Program Pendidikan* (Jakarta:Bumi Aksara,2004),p.1.

³http://en.wikipedia.org/wiki/Data_Collection

2. treatments

The test is carried out

- a. The first meeting. The researcher explained the agreement on the definition of sentence and picture cards, as well as the function and usefulness of each.
- b. The second meeting. By using picture cards, the researcher explained the use *too* and *so* and make it in the sentence. At the time of teaching and the use of *so* and *too*, the researchers used two picture cards of the same type of activities conducted, but different subject. The students' then create one in the form of the sentences, with the first look at the words that exist in the picture too cards.
- c. The third meeting. By using picture cards, the researcher explained the use of *either* and *neither*, and makes it in the sentence. In the discussion about the use of *either* and *neither*, the researcher used two picture cards with pictures and different subjects, but the word same on both picture cards. Then the students made in the form of the sentence, with the first look at the words and the activities conducted on the picture cards.
- d. The fourth meeting. The researcher gave all of students' picture cards, and asked them to make sentence agreement (*so* and *too*) by using word in the picture cards, and then write down on the white board.
- e. The fifth meeting. The researcher gave all of students' picture cards, and asked them to make sentence agreement (*either* and *neither*) by using word on the picture cards, and then write down on the white board.

f. The sixth meeting. The researcher divided students' in the four groups, and asked them make sentence agreement (*so, too, either, and neither*) by using word on the picture cards, and then write down on the white board.

g. The seventh meeting. The researcher gave evaluate and provide corrections to the students' who are still wrong in making sentence agreement.

3. Post-Test

The test is carried out premises to determine the extent to which goals matter or language lessons have to be taught can be mastered by the learners. So the initial test is a test conducted before the study materials given to students.

4. Questionnaire

In general, the intended to use of the questionnaire or the questionnaire in the process of learning is primarily to obtain data on student background as an ingredient in analyzing behavior and their learning process. Besides, it is also intended to obtain data as an ingredient in formulating the curriculum and learning programs.

The data can be collected through a questionnaire for example is data relating to the difficulties faced by learners in follow lessons, their learning, learning facility, learning attitude, attitude towards certain subjects, the views of students towards learning and their attitude towards teachers.

Questionnaires are often used to assess the results of the realm of effective learning. He can be a multiple choice questionnaire (multiple choice items) and can

also shape the respon scale. Scales that measure attitudes, very well known and often used to reveal the attitude of the students is a Liker scale.⁴

E. Technique of Data Analysis

The data analysis technique involved some steps that are elaborate as follows:

1. Scoring the students' correct answer by using the following formula

$$\text{Score} = \frac{\text{value of students correct answer}}{\text{Total item}} \times 10$$

2. Calculating the *Mean score* of the students

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

Where:

M = Mean Score

$\sum X$ = Total of raw score

N = Total number of students

3. Classification the students score based on the following classification:

- 1) Excellent = 8,5- 10 is classified as excellent.
- 2) .Good =7,0 – 8,4 is classified as good.
- 3) Fairly =5,5 – 6,9 is classified as fairly.
- 4) poor = 4,0 -5,4 is classified as poor.
- 5) Bad = 0,0-3,9 is classified as bad.⁵

⁴Annas Sudijono, *Pengantar Evaluasi Pendidikan* (Jakarta: PT Raja Grafindo Persada, 1996),p. 84-85

4. Calculating the rate percentage of students' score by using the following formula:

$$P = \frac{F}{N} \times 100$$

Where:

P = Percentage

F = Frequency of subject

N = Total sample

5. Calculating the standard deviation by using the following formula:

$$SD = \sqrt{\frac{n(\sum X_1)^2 - (\sum X_1)^2}{n(n-1)}}$$

Where:

SD = Standard Deviation

$(\sum X_1)$ = The sum of X_1 score

$(\sum X_1)^2$ = The square of X_1 score

n = Total sample.⁶

⁵Oemar Hamalik, *Teknik Pengukuran dan Evaluasi Pendidikan* (Bandung : Mandar Maju, 1989). P. 122

⁶Ridwan, *Belajar Mudah Penelitian: Untuk Guru-Guru Karyawan dan Peneliti Pemula*, (Bandung: Alfabeta, 2004), p. 122.

6. Calculating the t-test to know the difference between the result of pre test and post test by using the following formula:

$$t = \frac{Md}{\sqrt{\frac{\sum X^2 d}{n(n-1)}}}$$

Where :

t =Test of significance

Md = Mean deviation between pre test and post test

$\sum D$ =The mean of difference score

$\sum X^2 d$ = Different deviation and mean deviation

n = Total number of sample

1 =Constant number.⁷

To the hypothesis, the value of t-test is compared to the value of t-table at the level of significance $\alpha = 0.05$ % and degree of freedom (df)= n-1 . The criteria of these as follow:

If $t_o \geq t_t$ =Reject null hypothesis

If $t_o \leq t_t$ =Accept null hypothesis

Where:

t_o =Test of significance (t-test)

t_t =Level of significance on one tailed test (t-table)

⁷Suharsimi Arikunto, *Prosedur Penelitian*, (Jakarta: Rineka Cipta, 1992), p. 327

CHAPTER IV

FINDINGS AND DISCUSSIONS

This chapter deals with findings and discussion about the result of the result of the research that gotten and explained based on the research questions that have been formulated.

A. Findings

1. Test Analysis

In this research the researcher used the quantitative analysis by analyzing the data in numeral form. Those data describe the improvement of student's achievement in grammar ability especially sentence agreement through picture cards at the eleventh grade students of MAN Palopo.

Based on the description in this chapter about findings, the researcher makes score of students in pre-test and post-test or the score before the students have been given the treatment and the score after the students have been given the treatment. The result of the students is presented as follows:

a. Looking for the score of the student's correct answer in pre-test

Table 2. The score of the students' correct answer in pre-test

Respondent	Correct Answer	Score
R1	-	-
R2	-	-
R3	3	3
R4	3	3
R5	3	3
R6	1	1
R7	4	4
R8	3	3
R9	3	3
R10	3	3
R11	2	2
R12	-	-
R13	3	3
R14	-	-
R15	2	2
R16	2	2
R17	-	-

The table above shows that there were eighteen students' observed and most of students' got unexpected score. The highest score is 4 and the lowest score is 0. One student got score 4, seven students' got score 3, three students' got score 2, and five students' got score 0.

b. Looking for the score of students' correct answer in post-test

Table 3. The score of the students' correct answer in the post test

Respondent	Correct answer	Score
R1	8	8
R2	8	8
R3	9	9
R4	10	10
R5	10	10
R6	10	10
R7	9	9
R8	9	9
R9	9	9
R10	8	8
R11	8	8
R12	8	8
R13	9	9

R14	9	9
R15	9	9
R16	10	10
R17	8	8

The table above shows that after teaching tenses especially sentence agreement through picture cards technique, the students' score was better than before. The highest score was 10, and the lowest score was 8. Four students' got score 10, seven students' got score 9, and six students' got score 8.

c. Looking for the classification of students' score in pre-test

Table 4. Classification of students' score in pre-test

Classification	Score	Frequency	Percentage (%)
Excellent	8,5-10	-	-
Good	7,0-8,4	-	-
Fairly	5,5-6,9	-	-
Poor	4,0-5,4	1	5,882
Bad	0,0-3,9	16	94,117

In table above indicates that there were 17 students' observed in this experimental research before giving treatment. There were one (5,882 %) student who got poor score, and six (94,117 %) students' who got bad score. It means that the students' do not understand about sentence agreement.

d. Looking for classification of students' score in post-test

Table 5. Classification of students' score in post-test

Classification	Score	Frequency	Percentage (%)
Excellent	8,5-10	10	58,823
Good	7,0-8,4	7	41,176
Fairly	5,5-6,9	-	-
Poor	4,0-5,4	-	-
Bad	0,0-3,9	-	-

The table above showed that there are 17 students observed in experimental research after giving treatment. After giving treatment the students have a very good progress. There were ten students' (58,823 %) who got **excellent** score, seven students (41,176 %) Who got **good** score. It means that the score of students' after doing the treatment process during eight meeting was very significance because the students' score was increase from the pre-test to the post test.

- e. The score of the students' ability in using sentence agreement in pre-test and post test.

Table 6. The students' score, deviation, and gain score of test

No	Pre test (X_1)	X_1^2	Post test (X_2)	X_2^2	Deviation $D=X_2 - X_1$	D^2
01	0	0	8	64	8	64
02	0	0	8	64	8	64
03	3	9	9	81	6	36
04	3	9	10	100	7	49
05	3	9	10	100	7	49
06	1	1	10	100	9	81
07	4	16	9	81	5	25
08	3	9	9	81	6	36
09	3	9	9	81	6	36
10	3	9	8	64	5	25
11	2	4	8	64	6	36
12	0	0	8	64	8	64
13	3	9	9	81	7	49
14	0	0	9	81	9	81
15	2	4	9	81	7	49
16	2	4	10	100	8	64
17	0	0	8	64	8	64
Total	$\sum X_1=32$	$\sum X_1^2=92$	$\sum X_2=151$	$\sum X_2^2=1351$	$\sum D=120$	$\sum D^2=872$

f. The students' Mean Score

1). Pre test

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

$$M = \frac{32}{17}$$

$$M = 1,882$$

2). Post test

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

$$M = \frac{151}{17}$$

$$M = 8,882$$

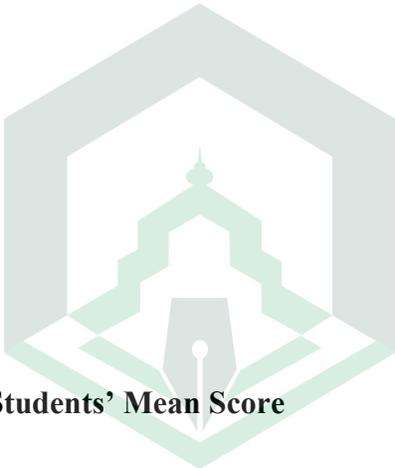


Table 7. The Students' Mean Score

Component	Pre test	Post test
Mean	1.882	8,882

The table above, indicates that the Mean score of students' in the post test was different with their mean score in the pre test or post test > pre test or 8,882 > 1,882. It means generally the students' achievement was improved.

g. Standard Deviation

1). Pre test

$$SD = \sqrt{\frac{n(\sum X_1)^2 - (\sum X_1)^2}{n(n-1)}}$$

$$SD = \sqrt{\frac{17(32)^2 - (32)^2}{17(17-1)}}$$

$$SD = \sqrt{\frac{17(1024) - (1024)}{17(16)}}$$

$$SD = \sqrt{\frac{17408 - 1024}{272}}$$

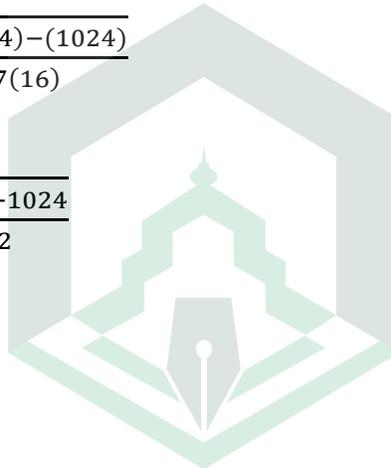
$$SD = \sqrt{\frac{16384}{272}}$$

$$SD = \sqrt{60,235}$$

$$SD = 7,761$$

2). Post-test

$$SD = \sqrt{\frac{n(\sum X_1)^2 - (\sum X_1)^2}{n(n-1)}}$$



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$$SD = \sqrt{\frac{17(151)^2 - (151)^2}{17(17-1)}}$$

$$SD = \sqrt{\frac{17(22.801) - (22801)}{17(16)}}$$

$$SD = \sqrt{\frac{387.617 - 22.801}{272}}$$

$$SD = \sqrt{\frac{364816}{272}}$$

$$SD = \sqrt{1341,2353}$$

$$SD = 36,622$$

Table 8. Standard Deviation

Component	Pre test	Post test
Standard Deviation	7,761	36,622

Table above shows that standard deviation of pre test was lower than post test, where standard deviation of pre test was 7,761 and post test was 36,622 or $36,622 > 7,761$.

h. Test of Significance

1). T-test

$$t = \frac{Md}{\sqrt{\frac{\sum x^2 d}{n(n-1)}}}$$

$$\sum x^2 d = \sum d^2 - \frac{(\sum D)^2}{N}$$

$$\sum x^2 d = 872 - \frac{(120)^2}{17}$$

$$\sum x^2 d = 872 - \frac{14400}{17}$$

$$= 872 - 847,058$$

$$\sum x^2 d = 24,942$$

$$Md = \frac{\sum D}{N}$$

$$= \frac{120}{17}$$

$$Md = 7,058$$

$$t = \frac{7,058}{\sqrt{\frac{24,942}{17(17-1)}}}$$

$$= \frac{7,058}{\sqrt{\frac{24,942}{17(16)}}}$$



$$= \frac{7,058}{\sqrt{\frac{24,942}{272}}}$$

$$= \frac{7,058}{\sqrt{0,091}}$$

$$t = \frac{7,058}{0,301}$$

$$t_{test} = 23,448$$

2). T-table

Level of significance (α) = 0,05 or 5%

Degree of freedom = n-1

$$= 17-1$$

$$= 16$$

T-table = 2,921

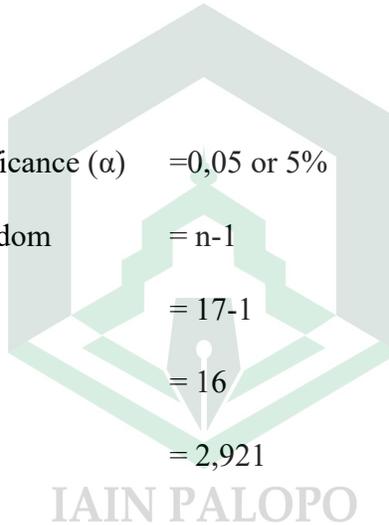


Table 9. T-test and T-table

Component	T-table	T-test
Standard Deviation	2,921	23,448

The result of t-table was found in the tabulation of the test of signification namely (23,448). It means that the result of t-test (23,448) is greater than t-table (2,921). Because of $t\text{-test} > t\text{-table}$, it means that there was significant improvement on students' grammatical (sentence agreement) ability after following the treatments.

It indicates that t-test (23,448) is greater than t-table (2,921). Because of $t\text{-test} > t\text{-table}$, it means that there was significant improvement on students' grammatical ability after following the treatments.

2. The Analysis of Questionnaire

After doing research in MAN Palopo, the writer found the students' perception about picture card technique. The students' perception is presented as follows:

Table 10. Students' Impression of using picture cards in teaching sentence agreement

Statement	Category	Frequency	Percentage (%)
I like study about sentence agreement through picture cards	Strongly Agree	17	100
	Agree	-	-
	Disagree	-	-
	Strongly Disagree	-	-
		17	100

The table above there were 17 students (100%) choose strongly disagree. It means all students like study English through picture cards.

Table 11. This technique is one of effective technique in improving speaking English students'

Statement	Category	Frequency	Percentage (%)
This technique is one of effective technique in improving speaking English students'	Strongly Agree	14	82, 352
	Agree	3	17, 647
	Disagree	-	-
	Strongly Disagree	-	-
		17	100

The data above shows that picture cards can increase the students' motivation in teaching sentence agreement. There were 14 students' (82, 352 %). Choose strongly agree, and 3 students' (17, 647%) choose agree, none students choose

disagree and strongly disagree. It means that, this technique can improve students speaking English in the learning process.

Table 12. Students' ability in accepting sentence agreement

Statement	Category	Frequency	Percentage (%)
I able to do English assignment especially sentence agreement through picture cards	Strongly Agree	10	58, 823
	Agree	7	41, 176
	Disagree	-	-
	Strongly Disagree	-	-
		17	100

The table above indicate that there were 10 students (58, 823 %) choose strongly agree, and 7 students choose agree. It means that the most of the students able to do assignment is given by teacher by using picture cards.

Table 13. Students' grammar achievement in learning sentence agreement

Statement	Category	Frequency	Percentage (%)
The students' ability in grammar, especially in sentence agreement increase after they study through picture cards.	Strongly Agree	11	64, 705
	Agree	6	35, 294
	Disagree	-	-
	Strongly Disagree	-	-
		17	100

The table above indicates that, there were 11 students (64,705 %) choose strongly agree, and 6 students (35, 2945%) choose agree. No students' (0%) choose disagree and no students (0%) choose strongly disagree. It means that during the students' follow this research, the students' follow this research, the students' ability in grammar especially in sentence agreement is better than before, it is showed by the most students' chooses strongly agree.

Table 14. Students' self confident

Statement	Category	Frequency	Percentage (%)
I am very confident when study sentence agreement by using picture cards	Strongly Agree	10	58, 823
	Agree	7	41, 176
	Disagree	-	-
	Strongly Disagree	-	-
		17	100

The table above indicate that there were 10 students (58, 823 %) choose strongly agree, and 7 students (41, 176 %) choose agree. It means that by using picture cards English especially sentence agreement can improve their self confident..

Table 15. Students' involvement in learning sentence agreement

Statement	Category	Frequency	Percentage (%)
I always active in study sentence agreement by using picture cards	Strongly Agree	11	64, 705
	Agree	5	29, 411
	Disagree	1	5, 882
	Strongly Disagree	-	-
		17	100

The table indicate that, there were 11 students' (64, 705 %) choose strongly agree, 5(29, 411 %) students choose agree, and 1 student (5,882 %) choose disagree. It means that picture cards make students active in learning sentence agreement.

Table 16. Students' interest in learning sentence agreement

Statement	Category	Frequency	Percentage (%)
I more interest study sentence agreement if taught it by using picture cards.	Strongly Agree	9	52, 941
	Agree	8	47, 058
	Disagree	-	-
	Strongly Disagree	-	-
		17	100

The table above indicate that there were 9 students' (52, 941 %) choose strongly agree, and 8 students (47, 058 %) choose agree. It means that students' interest in teaching sentence agreement by using picture cards.

Table 17. Students' understand in learning sentence agreement

Statement	Category	Frequency	Percentage (%)
I understand quickly about the sentence agreement material if the teacher taught it by using picture cards	Strongly Agree	13	76, 470
	Agree	4	23, 529
	Disagree	-	-
	Strongly Disagree	-	-
		17	100

The table above shows that among 17 students, there were 13 students (76, 470 %) choose strongly agree, and 4 students (23, 529%) choose agree. It means that students understand quickly about sentence agreement if the teacher teaches by using picture cards.

Table 18. Students' superiority og picture cards

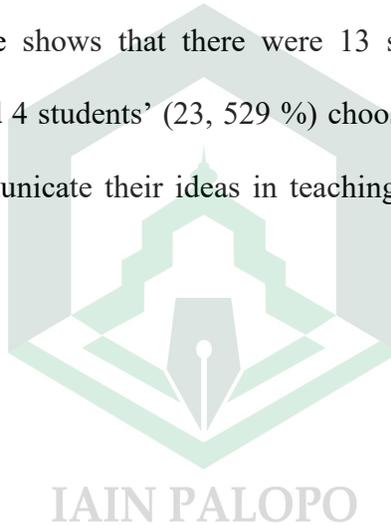
Statement	Category	Frequency	Percentage (%)
I can remember and mastering the learn material easily if I study by using picture cards.	Strongly Agree	13	76, 470
	Agree	4	23, 529
	Disagree	-	-
	Strongly Disagree	-	-
		17	100

That table above indicate there were 13 students' (76, 470 %) choose strongly agree, and 4 students' (23, 529 %) choose agree. It means that picture cards give the easy to students' in remember material of sentence agreement.

Table 19. Students' performance in learning sentence agreement

Statement	Category	Frequency	Percentage (%)
I able to communicate idea well when study sentence agreement by using picture cards.	Strongly Agree	13	76,470
	Agree	4	23,529
	Disagree	-	-
	Strongly Disagree	-	-
		17	100

The table above shows that there were 13 students' (76,470 %) choose strongly agreement, and 4 students' (23,529 %) choose agree. It means that most of students' able to communicate their ideas in teaching sentence agreement by using sentence agreement.



Based on some statements on the students' questionnaire, the researcher can conclude that the technique of picture cards used in teaching was effective in teaching sentence agreement. Because of this interest in teaching and learning techniques, grammar skills and confidence of students is increasing as well, so that when the learning process students can participate active and easier to remember and understand the lessons given by a teacher that will facilitate students in their job.

The effectiveness of the use of picture cards in the teaching of sentence agreement can also be seen in the results of frequency and percentage of students some statement. For example, it can be seen from the first statement in the questionnaire that all students enjoy using the technique of picture cards in English language teaching, especially the teaching of sentence agreement. There are 17 people in one room, and they all chose strongly agree with this statement (100 %). Can be interpreted that the picture cards is one of the effective techniques in teaching process sentence agreement at the eleventh grade students in MAN Palopo, because all the students love to learn sentence agreement when using this technique.

B. Discussion

Grammar is the system of rules governing the conventional arrangement and relationship of words in sentence. Technically, grammar refers to sentences level rules only, and not to rules governing the relationship among sentences, which we refer to as discourses rules.¹

Learning grammar is important to the student in order the students' able to convey their ideas well in speech and writing. Teaching grammar should to use technique. Basically teaching and learning is planned efforts in fostering knowledge attitudes and skills of students' through the interaction of students' with teachers set learning environment, essentially studying the symbols in order to obtain verbal and visual meaning contained therein, symbols are digested listened to by the students as recipients of the message delivered by teachers.² Therefore, said to be effective when teaching students to understand the learning materials provided by the teacher.

Similarly, the researcher, Yusuf had conducted research entitled Improving Student's speaking in Retelling Story through Picture at the Third Semester Students of STAIN Palopo. He concluded that Retelling Story through Picture Method is

¹Douglas Brown, *Teaching by Principle An Interactive Approach to Languge Pedagogy* (San Fransisco State University, 2001). P. 68

²Arief S, Sadiman...(dkk). *Media Pendidikan: Pengertian, Pengembangan dan Pemanfaatannya*, (Jakarta:PT Raja Grafindo Persada, 1996),p. 28-29

effective in improving the speaking ability at the third semester of English Department in STAIN Palopo Academic Year 2009/2010.³

Students at MAN Palopo understanding of grammar, in particular sentence agreement is still very low. It can be seen from the students before and after given treatment. They feel grammar is very difficult and tedious, because they have to make a sentence using the word rules to form correct sentences. They are also difficult to recall the material that has been taught by the teacher. There is a possibility that teachers may be less creative in providing instruction to students. Therefore, researchers try to introduce techniques in teaching grammar picture cards, in particular sentence agreement on MAN Palopo XI students so that the students are interested and able to improve their grammar skills.

Picture cards is one of the most effective media that can be utilized and developed to improve student learning outcomes, especially in teaching language English, because it is medium of picture cards that combine the disclosures of words and pictures. With attention to the picture, students' will be interested in learning and increase student motivation, student learning outcomes will be so high because the material taught by teachers who quickly understood by students'.

Picture cards serve to attract attention, serving to clarify ideas illustrate or embellish facts that may quickly be forgotten or ignored. Picture card is relatively easy in terms of cost.

³Yusuf. *Improving Student's Speaking Skill in Retelling Story Through Picture At The Third Semester Students of STAIN Palopo*, (Palopo:STAIN Palopo, 2009),p. 57.

A picture card is a small piece of thick paper with a picture on one side that is part of a set which people collect.⁴ Where, students make sentence agreement with the first look at the picture and the sentence that is in the picture cards.

Researcher make picture cards using plain paper then print the pictures and cut it appropriate size then coated underneath with a thick paper that is easy to use and not easily damaged.

In agreement sentence teaching researcher use picture cards, picture cards which measuring 4.5×5 cm when distributed to students, either each students' or group. But when introduced on picture cards in front of the class, the researcher used a larger size, its size is about 20×25 for the size of each image, so that all students can see the clear picture card, so that the learning process goes smoothly and students easily understand the material provided by researcher.

At the time of teaching and the use of *so* and *too*, the researcher used two picture cards of the same type of activities conducted, but different subject. The students' then create one in the form of the sentences, with the first look at the words that exist in the picture cards. The use *so* and *too* is only used to express a positive statement.

In the discussion about the use of *either* and *neither*, researcher used two picture cards with pictures and different subjects, but said that there is the same on both picture cards. Then the students made in the form of the sentence, with the first

⁴<http://oxforddictionaries.com/definition/english/card>

look at the words and the activities conducted on the picture cards. *Neither* and *either* is only used in the form of negative statements.

In sentences *so*, *too*, *either* and *neither* using picture cards, the researcher used the same word but with a different picture.

Since the researcher taught grammar used picture cards especially in using sentence agreement (*so*, *too*, *either*, and *neither*) at the eleventh grade student of MAN Palopo, this technique can be made them interest in grammar lesson, can improved their grammatical ability, and make them active in the classroom.

The other advantages of picture are;

1. The characteristic of picture is concrete. Picture more realistic in showing the important problem than verbal media.
2. Picture can overcome the limit time and space.
 1. Picture can overcome what we see.
 2. Picture can solve a problem.
 3. Picture is cheap and easy to get everywhere.⁵

Student interest in learning agreement sentence using picture cards can also be seen from the results of the questionnaire given to the students. From the questionnaire results, the average student interested in learning especially in learning grammar sentence agreement using picture cards, because this technique can motivate

⁵Arief S, Sadiman...(dkk). *Media Pendidikan: Pengertian, Pengembangan dan Pemanfaatannya*, (Jakarta:PT Raja Grafindo Persada, 1996),p. 29-31

Students' and improve their grammar skills and can also make the students participate actively in the learning process. More details we can see what students' say about the sentence agreement using picture cards through a questionnaire that is given by researcher to students', as follows:

1. I like study about sentence agreement through picture cards. In the table, all of students' like study English especially sentence agreement by using picture cards. It means that picture cards is one of effective technique in the learning sentence agreement at the eleventh grade students' of MAN Palopo, especially students' class IPA.3.

2. This technique is one of effective technique in improving speaking English student'. In the data shows that picture cards can improve students' speaking English in teaching sentence agreement. We can see there were 14 students' choose strongly agree, and 3 students' choose agree. It means that, this technique effective be used.

3. I able to do English assignment, especially sentence agreement by using picture cards. After giving treatments, English assignment students especially in sentence agreement improve, we can see from the table, there were 10 students' choose strongly agree, and 7 students' choose agree in this statement.

4. The students' ability in grammar, especially in sentence agreement increase after they study by using picture cards. The table indicate that, there were 11 students' choose strongly agree, and 6 students' choose agree. It means that during the students' follow this research, the students' ability especially in sentence agreement is better than before. So, in other words this technique effective to use,

because the grammar ability students' improve after use picture cards in learning process.

5. I am very confident when study sentence agreement by using sentence agreement. From the table indicate that most of students' choose strongly agree I this statement. It means that this technique is one of technique can give students' confident in learning process.

6. I always active in study sentence agreement by using picture cards. Base on the table of questionnaire, using picture cards can make students' active in the sentence agreement learning process. It can see from statement students, most of students' choose strongly agree.

7. I more interest study sentence agreement if taught it by using picture cards. The table indicate that there were 9 students' choose strongly agree, and 8 students' choose agree. Base on the statement is chosen by students', it means that students' interest in teaching sentence agreement by using picture cards.

8. I understand quickly about the sentence agreement material if the teacher taught it by using picture cards. The table shows that 17 students' choose strongly agree and agree especially in this statement. It means that picture cards is effective to use in teaching sentence agreement because it can improve their achievement and students' will be easy understand in learning process if using picture cards.

9. I can remember and mastering the learn material easily if I study by using picture cards. The table indicate that 17 students' choose strongly agree and agree in this statement. It means that this technique is very good to use especially in sentence

agreement learning process, because students' easy to remember the material of sentence agreement by using picture cards.

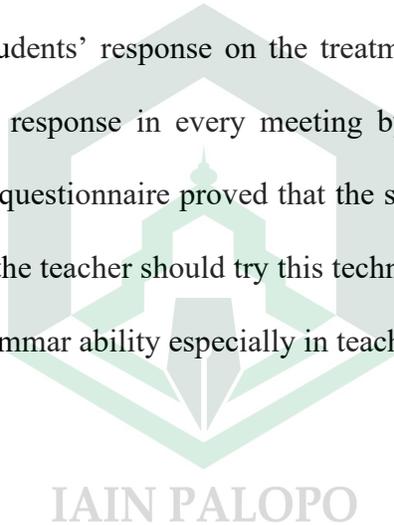
10. I am able to communicate idea well when study sentence agreement by using picture cards. The table shows that there were 13 students' choose strongly agree, and 4 students' choose agree in this statement. It means that most of students' able to communicate their ideas in teaching sentence agreement by using picture cards. In other words, this technique also effective use in learning process because there are feedback from students' and a teacher.

So, no doubt that this technique can improve grammar skills and interest of students in learning, especially in learning about sentence agreement.

The data analysis shows that the picture cards is effective to use, because can increase the student's grammar ability especially sentence agreement. It can be seen on the table before giving treatment and after giving treatment, there was significance different between pre-test and post-test. The students' mean score in the pre-test was 1,882, while the post-test was 8,882. It means that average value of the students' in pre -test and post-test were different. From the result of data analysis researcher describes that with $df = 16$, standard of signification (α) = 0,05. The researcher got $t_{table}=2,921$ and for t_{test} the researcher got 23,448. This indicate that picture cards can increase students' grammar ability especially sentence agreement for the eleventh grade student of MAN Palopo.

The result of $t_{test} > t_{table}$, it indicates that null hypothesis (H_0) is rejected and alternative hypothesis (H_a) is received. It means that there were significant improvements on the students' grammatical ability especially in using sentence agreement at the eleventh grade students' of MAN Palopo. So it can be said that picture is effective to improve students' competence in learning sentence agreement, because the students' post-test after giving treatment is higher than the students' pre-test.

Based on the students' response on the treatment every meeting there were many change students' response in every meeting by using picture cards and the students' answer in the questionnaire proved that the students attitude toward picture cards was positive. So, the teacher should try this technique, because this technique is effective to increase grammar ability especially in teaching sentence agreement.



CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusions

Based on the result of data analysis in the previous chapter, the researcher would like to conclude that.

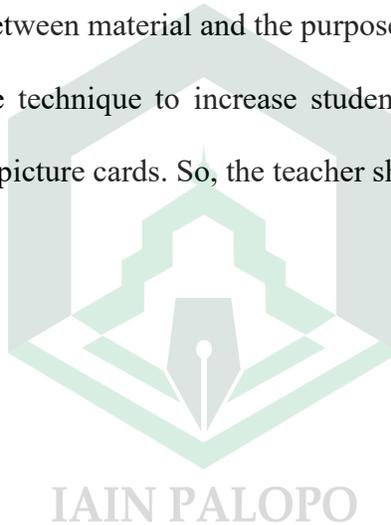
1. Picture cards are effective to increase the students' grammar ability, especially sentence agreement at the eleventh grade of MAN Palopo. It is provided by calculating the difference of both tests (pre-test and post-test) by using test analysis, where the result of t-test value was 23,448 and t-table value was 2,921 or value of t-test > value of t-table or $23,448 > 2,921$. It means that there is significant difference between the students' grammar ability especially sentence agreement at the eleventh grade student of MAN Palopo before applying picture cards technique.

2. After analyzing the result of students' perception toward the technique applied by the researcher in this research. It is found that most of the students are interested in learning sentence agreement.

B. Suggestions

Based on the conclusion above, the researcher presents some suggestions as follows:

1. The teachers must be creative in teaching sentence agreement, in order that the students are interested in learning sentence agreement.
2. The teachers in teaching process should pay attention to choose technique which has correlation between material and the purpose teaching.
3. One of effective technique to increase students' grammar ability especially sentence agreement are picture cards. So, the teacher should try this technique.



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APPENDIX 1

Distribution of t-table

<i>df</i>	Level of Significance for one-tailed test					
	10	0,5	0,25	0,1	0,05	0,005
	Level of Significance for two-tailed test					
	20	10	0,5	0,2	0,1	0,01
1	3,078	6,341	12,706	31,821	63,657	63,619
2	1,886	2,9203	4,303	6,695	9,926	31,598
3	1,638	2,353	3,182	4,541	5,841	12,941
4	1,533	2,132	2,776	3,747	4,604	8,610
5	1,476	2,015	2,571	3,365	4,032	6,859
6	1,440	1,943	2,447	3,143	3,707	5,959
7	1,415	1,895	2,365	2,998	3,499	5,405
8	1,397	1,860	2,306	2,896	3,355	5,041
9	1,383	1,833	2,262	2,821	3,250	4,781
10	1,372	1,812	2,228	2,764	3,169	4,587
11	1,363	1,796	2,201	2,718	3,106	4,437
12	1,356	1,782	2,179	2,681	3,055	4,318
13	1,350	1,771	2,160	2,650	3,120	4,221
14	1,345	1,761	2,145	2,624	2,977	4,140
15	1,341	1,753	2,131	2,602	2,974	4,073
16	1,337	1,746	2,120	2,583	2,921	4,015
17	1,333	1,740	1,110	2,567	2,898	3,965
18	1,330	1,743	2,101	2,552	2,878	3,922
19	1,328	1,729	2,093	2,539	2,861	3,883
20	1,325	1,725	2,086	2,528	2,845	3,850
21	1,323	1,721	2,080	2,518	2,831	3,819
22	1,321	1,717	2,074	2,508	2,819	3,792
23	1,319	1,714	2,069	2,500	2,807	3,767
24	1,318	1,711	2,064	2,492	2,797	3,745
25	1,316	1,708	2,060	2,485	2,787	3,725
26	1,315	1,706	2,056	2,479	2,779	3,707
27	1,314	1,703	2,052	2,473	2,771	3,690
28	1,313	1,701	2,048	2,467	2,763	3,674
29	1,311	1,699	2,045	2,462	2,756	3,659
30	1,310	1,697	2,042	2,457	2,750	3,646
40	1,303	1,684	2,021	2,423	2,704	3,551
60	1,296	1,671	2,000	2,390	2,660	3,460
120	1,289	1,658	2,980	2,358	2,617	3,373
X	1,282	1,645	1,960	2,326	2,576	2,291

APPENDIX 2

Questionnaire

Nama:

Kelas:

1. Petunjuk pengisian

- a. Bacalah dengan baik setiap pertanyaan dibawah ini.
- b. Bubuhkan tanda silang (x) pada kolom yang tersedia.
Pilih A, jika anda sangat setuju terhadap pernyataan.
Pilih B, jika anda setuju terhadap pernyataan
Pilih C, jika anda kurang setuju terhadap pernyataan
Pilih D, jika anda sangat tidak setuju terhadap pernyataan.
- c. Apabila terjadi kesalahan dalam pengisian angket ini, berilah tanda lingkaran (O) pada jawaban yang salah tersebut, kemudian bubuhkan tanda silang (X) pada jawaban yang benar.
- d. Setelah angket ini anda isi kumpulkan kembali kepada peneliti.

II. Pernyataan

No	Pernyataan	A	B	C	D
1	Anda senang dengan teknik picture cards dalam pengajaran bahasa inggris				
2	Teknik ini merupakan salah satu cara yang terbaik dalam meningkatkan percakapan bahasa inggris siswa				
3	Saya mampu mengerjakan tugas bahasa Inggris dengan baik khususnya sentence				

	agreement dengan menggunakan picture cards.				
4	Kemampuan grammar saya meingkat, khususnya pembelajaran sentence agreement dengan menggunakan picture cards.				
5	Saya sangat percaya diri ketika belajar sentence agreement dengan menggunakan picture cards.				
6	Saya selalu berpartisipasi aktif dalam belajar sentence agreement menggunakan picture cards.				
7	Saya tertarik belajar sentence agreement jika diajarkan melalui picture cards.				
8	Saya lebih cepat memahami materi sentence agreement jika diajarkan menggunakan picture cards.				
9	Saya dapat mengingat dan menguasai materi pelajaran dengan mudah jika belajar sentence agreement menggunakan picture cards.				
10	Saya mampu mengutarakan ide atau pikiran dengan baik ketika belajar sentence agreement dengan menggunakan picture cards.				

APPENDIX 3

(Pre-Test)

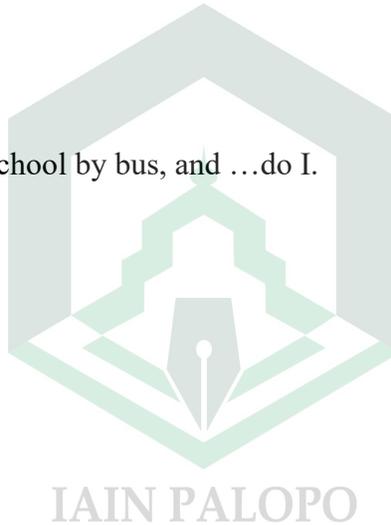
Name:

Class:

1. I like tea, and... does she.
 - a. So
 - b. Am
 - c. Neither
 - d. Too
2. John does not go to the office, and ...do I.
 - a. Either
 - b. Go
 - c. Neither
 - d. Office
3. They do not work, and I do not...
 - a. Yet
 - b. Work
 - c. Too
 - d. Either
4. I mop floor every day, and she does...
 - a. Too
 - b. Mop
 - c. Either
 - d. Am
5. They do not play badminton, and ... do I.
 - a. Neither
 - b. Play
 - c. Either
 - d. None
6. Marie did not come to my party last night, and...did Sarah.
 - a. Does
 - b. Neither
 - c. So
 - d. Too
7. He goes to school every day, and...do you.



- a. So
 - b. I am
 - c. Neither
 - d. May
8. My mother speaks English, and my sister does ...
- a. Either
 - b. My father
 - c. Too
 - d. Anyone
9. Ani studies English, and Joni does...
- a. Too
 - b. Do not
 - c. So
 - d. Either
10. He usually goes to school by bus, and ...do I.
- a. Neither
 - b. She
 - c. My friend
 - d. So



APPENDIX 4

Treatment of explained to the students about sentence agreement and parts.

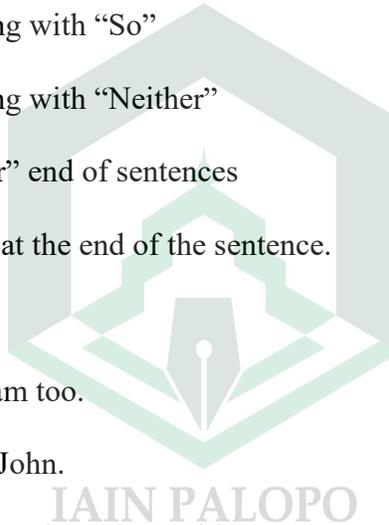
Agreement means using a singular verb after a singular or uncountable subject and a plural verb after a plural subject. Parts of sentence agreement are using *Either*, *Neither*, *Too*, and *So*.

The characteristics of the sentence agreement;

1. Sentence beginning with “So”
2. Sentence beginning with “Neither”
3. The use of “Either” end of sentences
4. The use of “Too” at the end of the sentence.

For example:

- a). I can go, *and* John can too.
- b). I can go, *and so* can John.
- c). Mary cannot go, *and* Helen cannot either.
- d). Mary cannot go, *and neither* can Helen.



IAIN PALOPO

APPENDIX 5

Treatment of using *and* + *either*

Subject + auxiliary + either

And + Either is used to combine two sentences that have a negative sentences

Kind of subject	Subject	To be	To do
Singular	I	Am	Do
	You	Are	
	She He It	Is	Does
Plural	We They	Are	Do

Example:

- a). Ann does not work, and **Joe does not either.**
- b). John is not a teacher, and Mary is not **either.**
- c). Helen does not play baseball, and Alice does not either.

APPENDIX 6

Treatment of using *and* + *neither*

Subject + *auxiliary* + *neither*

And + *Neither* is used to combine two sentences that have a negative sentences

Kind of subject	Subject	To be	To do
Singular	I	Am	Do
	You	Are	
	She He It	Is	Does
Plural	We They	Are	Do

Example:

- a). Ann does not work, and **neither does Joe.**
- b). They do not play badminton, and **neither do I.**
- c). John does not go to the office, and **neither does Mira.**

APPENDIX 7

Treatment of using “*And too*”

Subject + auxiliary + too

Too is used to combine two sentences that have a positive predicate same.

Kind of subject	Subject	To be	To do
Singular	I	Am	Do
	You	Are	
	She He It	Is	Does
Plural	We They	Are	Do

Example:

- a). I can go, *and* John can *too*.
- b). John can play the piano, *and* Alice can *too*.
- c). I like tea, *and* she does *too*.

APPENDIX 8

Treatment of using “*and + so*”

Subject + auxiliary + so

So is used to combine two sentences that have a positive predicate same.

Kind of subject	Subject	To be	To do
Singular	I	Am	Do
	You	Are	
	She He It	Is	Does
Plural	We They	Are	Do

Example:

- Sue works, and **so does Tom**.
- I can go, *and so* can John.
- I mop floor every day, and *so* does she.

APPENDIX 9

Treatment about picture cards

Picture card is one of technique in language teaching. It is competition between some groups, where students make sentence about sentence agreement with the first look at the picture and the sentence that is in the picture cards. The students made sentences just two minutes.

Group 1

1. Risman. S
2. Henny Pratiwi. S
3. Nurmiati
4. Samsidar

Group 3

1. Wahyu Nusantara
2. Andi Settia Raja
3. Rosmini
4. Sarnita

Group 4

1. Irfan
2. Amanda Indriany
3. Suaib
4. Andi Simpur Wirdayanti

Group 4

1. Dwi Riski Asih
2. Intan. P
3. Muh. Yunus
4. Riana
5. Ikram



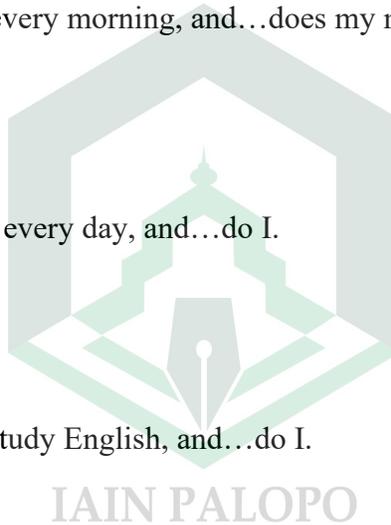
APPENDIX 10

(Post-Test)

Name:

Class:

1. He plays football every day, and Tom does...
 - a. Too
 - b. So
 - c. Either
 - d. None
2. I do not drink milk every morning, and...does my mother.
 - a. I am
 - b. Either
 - c. Neither
 - d. My father
3. Sinta goes to school every day, and...do I.
 - a. People
 - b. Teacher
 - c. Too
 - d. So
4. Ani and Ali do not study English, and...do I.
 - a. My sister
 - b. Student
 - c. Anyone
 - d. Neither
5. Jack buys a book every month, and ...do I.
 - a. Both
 - b. So
 - c. Whether
 - d. Few
6. You and I do not eat fried chicken, and Joe does not...
 - a. A little
 - b. Some
 - c. Either
 - d. Neither
7. She does not mop the floor every day, and I do not...



- a. Either
 - b. So
 - c. Both
 - d. Each other
8. I watch TV, and my father does ...
- a. Nor
 - b. Too
 - c. So
 - d. Both
9. We did not cancel our promise, and...did Joe.
- a. Neither
 - b. So
 - c. Both
 - d. Enough
10. Your father sells a bicycle, and ...does my father.
- a. Too
 - b. Would
 - c. Neither
 - d. So



RENCANA PELAKSANAAN PEMBELAJARAN
(RPP I)

NAMA SEKOLAH : MAN PALOPO
MATA PALAJARAN : Bahasa Inggris
KELAS/ SEMESTER : XI/ I (satu)
Alokasi Waktu :2x45 Menit (1x Pertemuan)

Standar Kompetensi :Mengungkapkan dan memahami makna sentence agreement dalam tema tertentu

Kompetensi Dasar : Merespon makna sententence agreement dengan tema

Indikator :1. Menyusun makna kalimat yang berkaitan dengan tema
2. Memahami makna kalimat yang berkaitan dengan tema.

A. Tujuan Pembelajaran

Pada akhir pembelajaran siswa dapat:

3. Menyusun kalimat yang berkaitan dengan tema.
4. Memahami makna kosakata yang berkaitan dengan tema

B. Materi Pembelajaran

Pengertian tentang “sentence agreement”

Terlampir:

1. Definisi Sentence Agreement dan bagian-bagiannya.

C. Metode Pembelajaran

1. ceramah
2. Tanya jawab

3. Tugas

D. Model Pembelajaran

Pembelajaran langsung

E. Langkah-Langkah

1. Kegiatan Awal (10 menit)

- a. Menyapa siswa
- b. Berdo'a sebelum belajar
- c. Mengecek kehadiran siswa
- d. Memberi motivasi agar siswa terpacu untuk belajar.

2. Kegiatan Inti (Core) 60 meneit

- a. Membahas kalimat terkait dengan tema "Sentence Agreement" dengan cerdas.
- b. Menunjuk siswa satu persatu dan memerintahkan untuk menulis satu kalimat yang berkaitan dengan "Sentence Agreement" dipapan tulis.
- c. Guru melengkapi kalimat yang kurang tepat yang telah ditulis oleh siswa..

3. Kegiatan akhir (closing) 10 menit

- a. Menanyakan kesulitan siswa selama PBM.
- b. Mereview kembali pelajaran yang diberikan .
- c. Menugaskan siswa untuk mengerjakan PR yang berkaitan dengan tema.

F. Sumber Belajar

1. Oxford Learners Pocket Grammar/John Eastwood/hal.184
2. Cara Gampang Belajar TOEFL Grammar 2/Tim ILT Learning/hal. 297
3. Fundamentals
4. of English Grammar, Third Edition/Betty Schrampfer Azar/hal. 135

G. Penilaian

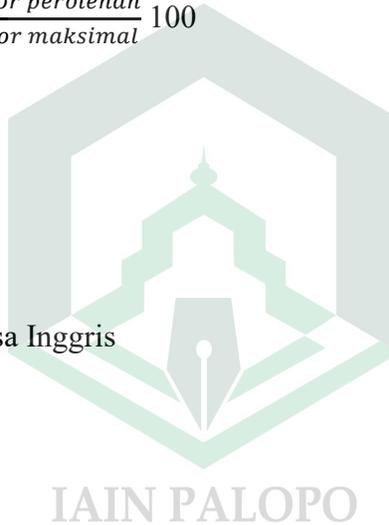
1. Tes tertulis
2. Tes lisan

H. Pedoman Penilaian

1. Setiap jawaban benar skor 10
2. Setiap jawaban salah diberi skor 0
3. Jumlah skor maksimal 100
4. Nilai maksimal = 100
5. Nilai peserta didik = $\frac{\text{skor perolehan}}{\text{skor maksimal}} 100$

Guru Bidang Studi Bahasa Inggris

Rahmawati
NIP. 19731102 200312



Palopo, Juli 2013
Mahasiswa Peneliti
STAIN Palopo

Mina Mulyani
NIM. 09. 16. 3. 0178

Mengetahui,
Kepala Sekolah MAN Palopo

Dra. Maida Hawa.
NIP. 19670813 199303 2 001

RENCANA PELAKSANAAN PEMBELAJARAN
(RPP II)

NAMA SEKOLAH : MAN PALOPO
MATA PALAJARAN : Bahasa Inggris
KELAS/ SEMESTER : XI/ I (Satu)
Alokasi Waktu :4x45 Menit (2x pertemuan)

Standar Kompetensi :Mengungkapkan dan memahami makna "*And + Either*" dalam tema tertentu

Kompetensi Dasar : Merespon makna "*And + Either*" dengan tema

Indikator :1. . Menyusun makna kalimat yang berkaitan dengan tema
2. memahami makna kalimat yang berkaitan dengan tema.

A. Tujuan Pembelajaran

Pada akhir pembelajaran siswa dapat:

3. Menyusun kalimat yang berkaitan dengan tema
4. Memahami makna kosakata yang berkaitan dengan tema

B. Materi Pembelajaran

Kalimat yang berkaitan dengan "*And+Either*"

Terlampir:

1. John does not work, *and* **William does not either.**
2. She does not like tea, *and* **I do not either.**
3. Jack did not take a bath yesterday, *and* **She did not either.**

C. Metode Pembelajaran

1. ceramah
2. Tanya jawab
3. Tugas

D. Model Pembelajaran

Pembelajaran langsung

E. Langkah-Langkah

1. Kegiatan Awal (10 menit)

- a. Menyapa siswa
- b. Berdo'a sebelum belajar
- c. Mengecek kehadiran siswa
- d. Memberi motivasi agar siswa terpacu untuk belajar.

1. Kegiatan Inti (Core) 60 meneit

- a. Membahas kalimat terkait dengan tema "*And+Either*" dengan cerdas.
- b. Menunjuk siswa satu persatu dan memerintahkan untuk menulis satu kalimat yang berkaitan dengan "*And+Either*" dipapan tulis.
- c. Guru melengkapi kalimat yang kurang tepat yang telah ditulis oleh siswa..

2. Kegiatan akhir (closing) 10 menit

- a. Menanyakan kesulitan siswa selama PBM.
- b. Mereview kembali pelajaran yang diberikan .
- c. Menugaskan siswa untuk mengerjakan PR yang berkaitan dengan tema.

F. Sumber Belajar

1. Dasar-dasar penguasaan bahasa inggris/Prof. Dr. Azhar Arsyad, M.A./hal. 137

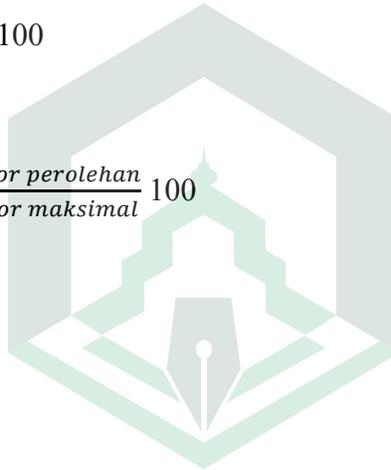
2. Fundamentals of English Grammar, Third Edition/Betty Schramper Azar/hal. 135
3. Cara Gampang Belajar TOEFL Grammar 2/Tim ILT Learning/hal. 297

G. Penilaian

1. Tes tertulis
2. Tes lisan

H. Pedoman Penilaian

1. Setiap jawaban benar skor 10
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4. Nilai maksimal = 100
5. Nilai peserta didik = $\frac{\text{skor perolehan}}{\text{skor maksimal}} \times 100$



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Rahmawati
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Mengetahui,
Kepala Sekolah MAN Palopo

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NIP. 19670813 199303 2 001

RENCANA PELAKSANAAN PEMBELAJARAN
(RPP III)

NAMA SEKOLAH : MAN PALOPO
MATA PALAJARAN : Bahasa Inggris
KELAS/ SEMESTER : XI/ I (satu)
Alokasi Waktu :4x45 Menit (2x pertemuan)

Standar Kompetensi :Mengungkapkan dan memahami makna “*And + Neither*” dalam tema tertentu

Kompetensi Dasar : Merespon makna “*And + Neither*” dengan tema

Indikator :1. Menyusun makna kalimat yang berkaitan dengan tema
2. Memahami makna kalimat yang berkaitan dengan tema.

A. Tujuan Pembelajaran

Pada akhir pembelajaran siswa dapat:

3. Menyusun kalimat yang berkaitan dengan tema.
4. Memahami makna kosakata yang berkaitan dengan tema

B. Materi Pembelajaran

Kalimat yang berkaitan dengan “*and+Neither*”

Terlampir:

1. John does not work, *and* **neither does William.**
2. She does not like tea, *and* **neither do I.**
3. Jack did not take a bath yesterday, *and* **Neither did he.**

C. Metode Pembelajaran

1. ceramah
2. Tanya jawab
3. Tugas

D. Model Pembelajaran

Pembelajaran langsung

E. Langkah-Langkah

1. Kegiatan Awal (10 menit)
 - a. Menyapa siswa
 - b. Berdo'a sebelum belajar
 - c. Mengecek kehadiran siswa
 - d. Memberi motivasi agar siswa terpacu untuk belajar.
2. Kegiatan Inti (Core) 60 meneit
 - a. Membahas kalimat terkait dengan tema "*And+Neither*" dengan cerdas.
 - b. Menunjuk siswa satu persatu dan memerintahkan untuk menulis satu kalimat yang berkaitan dengan "*And+Neither*" dipapan tulis.
 - c. Guru melengkapi kalimat yang kurang tepat yang telah ditulis oleh siswa..
3. Kegiatan akhir (closing) 10 menit
 - a. Menanyakan kesulitan siswa selama PBM.
 - b. Mereview kembali pelajaran yang diberikan .
 - c. Menugaskan siswa untuk mengerjakan PR yang berkaitan dengan tema.

F. Sumber Belajar

1. Dasar-dasar penguasaan bahasa inggris/Prof. Dr. Azhar Arsyad, M.A./hal.137

2. Fundamentals of English Grammar, Third Edition/Betty Schramper Azar/hal. 135
3. Cara Gampang Belajar TOEFL Grammar 2/Tim ILT Learning/hal. 297

G. Penilaian

1. Tes tertulis
2. Tes lisan

H. Pedoman Penilaian

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2. Setiap jawaban salah diberi skor 0
3. Jumlah skor maksimal 100
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5. Nilai peserta didik = $\frac{\text{skor perolehan}}{\text{skor maksimal}} \times 100$



Guru Bidang Studi Bahasa Inggris

Rahmawati
NIP. 19731102 200312

Palopo, Juli 2013
Mahasiswa Peneliti
STAIN Palopo

Mina Mulyani
NIM. 09. 16. 3. 0178

Mengetahui,
Kepala Sekolah MAN Palopo

Dra. Maida Hawa.
NIP. 19670813 199303 2 001

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP IV)

NAMA SEKOLAH	: MAN PALOPO
MATA PALAJARAN	: Bahasa Inggris
KELAS/ SEMESTER	: XI/ I (satu)
Alokasi Waktu	:4x45 Menit (2x Pertemuan)
Standar Kompetensi	:Mengungkapkan dan memahami makna <i>“And+Too”</i> and <i>“And+So”</i> dalam tema tertentu
Kompetensi Dasar	: Merespon makna <i>“And + Too”</i> and <i>“And + So”</i> dengan tema
Indikator	:1. Menyusun makna kalimat yang berkaitan dengan tema 2. Memahami makna kalimat yang berkaitan dengan tema.

A. Tujuan Pembelajaran

Pada akhir pembelajaran siswa dapat:

3. Menyusun kalimat yang berkaitan dengan tema
4. Memahami makna kosakata yang berkaitan dengan tema

B. Materi Pembelajaran

Kalimat yang berkaitan dengan *“and+too”* and *“and + so”*

Terlampir:

1. John works, *and* William does too.
2. I like tea, *and* she does too.
3. Jack taken a bath yesterday, *and* he did too.
4. John work, *and* so does John

C. Metode Pembelajaran

1. ceramah
2. Tanya jawab
3. Tugas

D. Model Pembelajaran

Pembelajaran langsung

E. Langkah-Langkah

1. Kegiatan Awal (10 menit)
 - a. Menyapa siswa
 - b. Berdo'a sebelum belajar
 - c. Mengecek kehadiran siswa
 - d. Memberi motivasi agar siswa terpacu untuk belajar.
2. Kegiatan Inti (Core) 60 menit
 - a. Membahas kalimat terkait dengan tema "*And + Too*" and "*And +So*" dengan cerdas.
 - b. Menunjuk siswa satu persatu dan memerintahkan untuk menulis satu kalimat yang berkaitan dengan "*And + Too*" and "*And+ So*" dipapan tulis.
 - c. Guru melengkapi kalimat yang kurang tepat yang telah ditulis oleh siswa..
3. Kegiatan akhir (closing) 10 menit
 - a. Menanyakan kesulitan siswa selama PBM.
 - b. Mereview kembali pelajaran yang diberikan .
 - c. Menugaskan siswa untuk mengerjakan PR yang berkaitan dengan tema.

F. Sumber Belajar

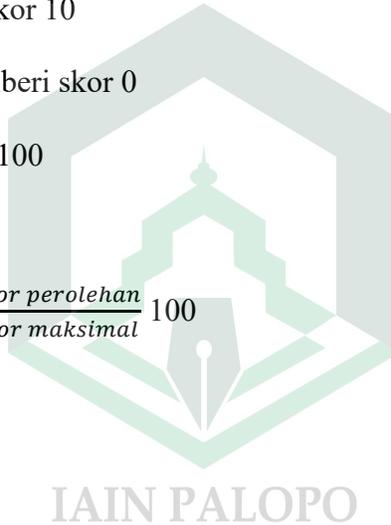
1. Dasar-dasar penguasaan bahasa inggris/Prof. Dr. Azhar Arsyad, M.A./hal.137
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Guru Bidang Studi Bahasa Inggris

Rahmawati
NIP. 19731102 200312

Palopo, Juli 2013
Mahasiswa Peneliti
STAIN Palopo

Mina Muliyani
NIM. 09. 16. 3. 0178

Mengetahui,
Kepala Sekolah MAN Palopo

Dra. Maida Hawa.
NIP. 19670813 199303 2 001

RENCANA PELAKSANAAN PEMBELAJARAN
(RPP V)

NAMA SEKOLAH : MAN PALOPO
MATA PALAJARAN : Bahasa Inggris
KELAS/ SEMESTER : XI/ I (satu)
Alokasi Waktu :2x45 Menit (1x pertemuan)

Standar Kompetensi :Mengungkapkan dan memahami makna “Picture Cards” dalam tema tertentu

Kompetensi Dasar : Merespon makna “Picture Cards” dengan tema

Indikator :1. Menyusun makna kalimat yang berkaitan dengan tema
2. Memahami makna kalimat yang berkaitan dengan tema.

A. Tujuan Pembelajaran

Pada akhir pembelajaran siswa dapat:

3. Menyusun kalimat yang berkaitan dengan tema
4. Memahami makna kosakata yang berkaitan dengan tema

B. Materi Pembelajaran

Pengertian Picture Cards:

Terlampir:

1. Definisi picture cards dan bagian-bagiannya.

C. Metode Pembelajaran

1. Ceramah.
2. Tanya jawab

3. Tugas

D. Model Pembelajaran

Pembelajaran langsung

E. Langkah-Langkah

1. Kegiatan Awal (10 menit)

- a. Menyapa siswa
- b. Berdo'a sebelum belajar
- c. Mengecek kehadiran siswa
- d. Memberi motivasi agar siswa terpacu untuk belajar.

2. Kegiatan Inti (Core) 60 meneit

- a. Membahas kalimat terkait dengan tema "Picture Cards" dengan cerdas.
- b. Menunjuk siswa satu persatu dan memerintahkan untuk menulis satu kalimat yang berkaitan dengan "Picture Cards" dipapan tulis.
- c. Guru melengkapi kalimat yang kurang tepat yang telah ditulis oleh siswa..

3. Kegiatan akhir (closing) 10 menit

- a. Menanyakan kesulitan siswa selama PBM.
- b. Mereview kembali pelajaran yang diberikan .
- c. Menugaskan siswa untuk mengerjakan PR yang berkaitan dengan tema.

F. Sumber Belajar

1. Media Pembelajaran/Prof. Dr.Azhar Arsyad, M../,hal. 113
2. Oxford Learner's Pocket Dictionary/ Oxford University Press/hal. 322

G. Penilaian

1. Tes tertulis

2. Tes lisan

H. Pedoman Penilaian

1. Setiap jawaban benar skor 10
2. Setiap jawaban salah diberi skor 0
3. Jumlah skor maksimal 100
4. Nilai maksimal = 100
5. Nilai peserta didik = $\frac{\text{skor perolehan}}{\text{skor maksimal}} 100$

Guru Bidang Studi Bahasa Inggris

Rahmawati
NIP. 19731102 200312



Palopo, Juli 2013

Mahasiswa Peneliti

STAIN Palopo

Mina Mulyani
NIM. 09. 16. 3. 0178

IAIN PALOPO
Mengetahui,
Kepala Sekolah MAN Palopo

Dra. Maida Hawa.
NIP. 19670813 199303 2 001

AUTOBIOGRAPHY

Mina Muliyani was born on November 12th, 1989 in Morowali. Her fathers' name is Wagimin, and her mothers' name is Minto'ah. She started to go to school at elementary school number 2 Beringin Jaya in 1996 and graduated in 2002. Then she continued her study at SMPN 2 Bungku Barat in 2002 and graduated in 2005. She had ever unemployed for a year. And then she continued her study at SMAN 1 Bungku Tengah in 2006 and graduated in 2009. After that she continued her study at STAIN Palopo in 2009 and tried to take English department. She finished at STAIN Palopo in 2013.



IAIN PALOPO

