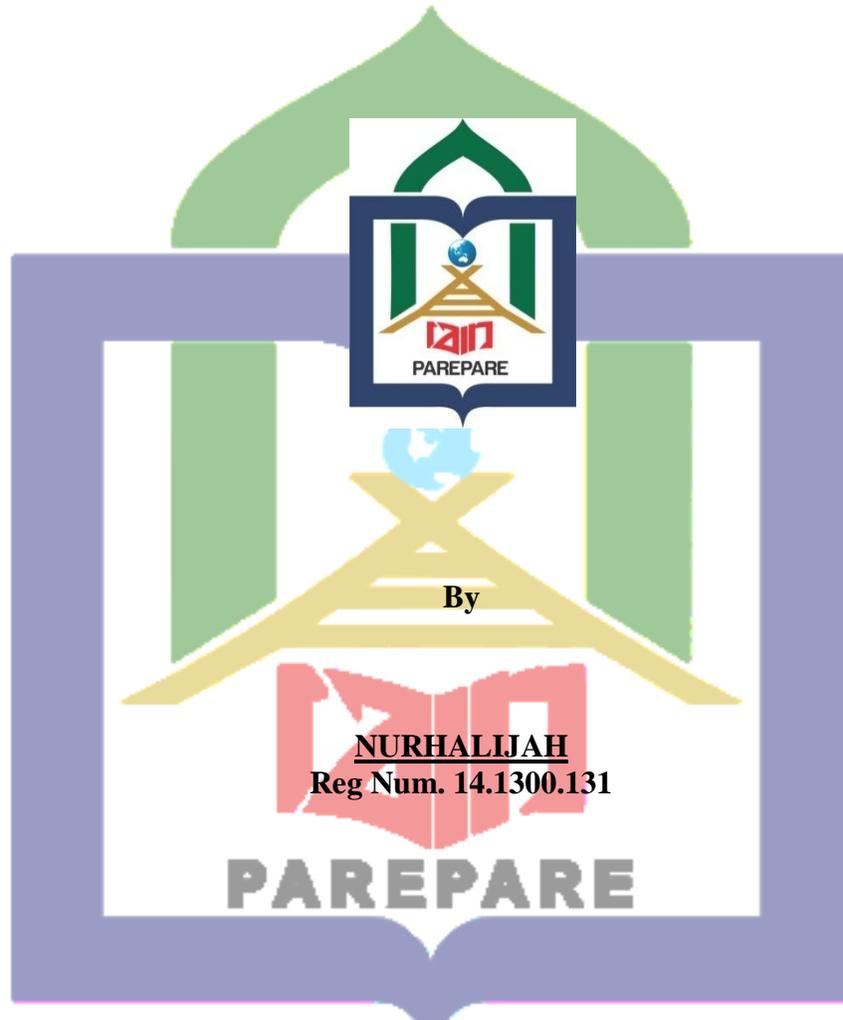**THE USE OF TRAFFIC SIGN PICTURES TO IMPROVE THE
STUDENTS' ABILITY IN CONSTRUCTING IMPERATIVE
SENTENCE AT THE SEVENTH GRADE STUDENTS
OF SMPN 2 TELLU LIMPOE KABUPATEN
SIDENRENG RAPPANG**

By

NURHALIJAH
Reg Num. 14.1300.131

**ENGLISH PROGRAM
TARBIYAH AND ADAB DEPARTMENT
STATE ISLAMIC INSTITUTE (IAIN)
PAREPARE**

2018

THE USE OF TRAFFIC SIGN PICTURES TO IMPROVE THE STUDENTS' ABILITY IN CONSTRUCTING IMPERATIVE SENTENCE AT THE SEVENTH GRADE STUDENTS OF SMPN 2 TELLU LIMPOE KABUPATEN SIDENRENG RAPPANG

By

<u>NURHALIJAH</u>
Reg Num. 14.1300.131

Submitted to the English Program of Tarbiyah and Adab Department of State
Islamic Institute of Parepare in Partial Fullfilment
of the Requirements for the Degree of
Sarjana Pendidikan (S. Pd)

**ENGLISH PROGRAM
TARBIYAH AND ADAB DEPARTMENT
STATE ISLAMIC INSTITUTE (IAIN)
PAREPARE**

2018

THE USE OF TRAFFIC SIGN PICTURES TO IMPROVE THE STUDENTS' ABILITY IN CONSTRUCTING IMPERATIVE SENTENCE AT THE SEVENTH GRADE STUDENTS OF SMPN 2 TELLU LIMPOE KABUPATEN SIDENRENG RAPPANG
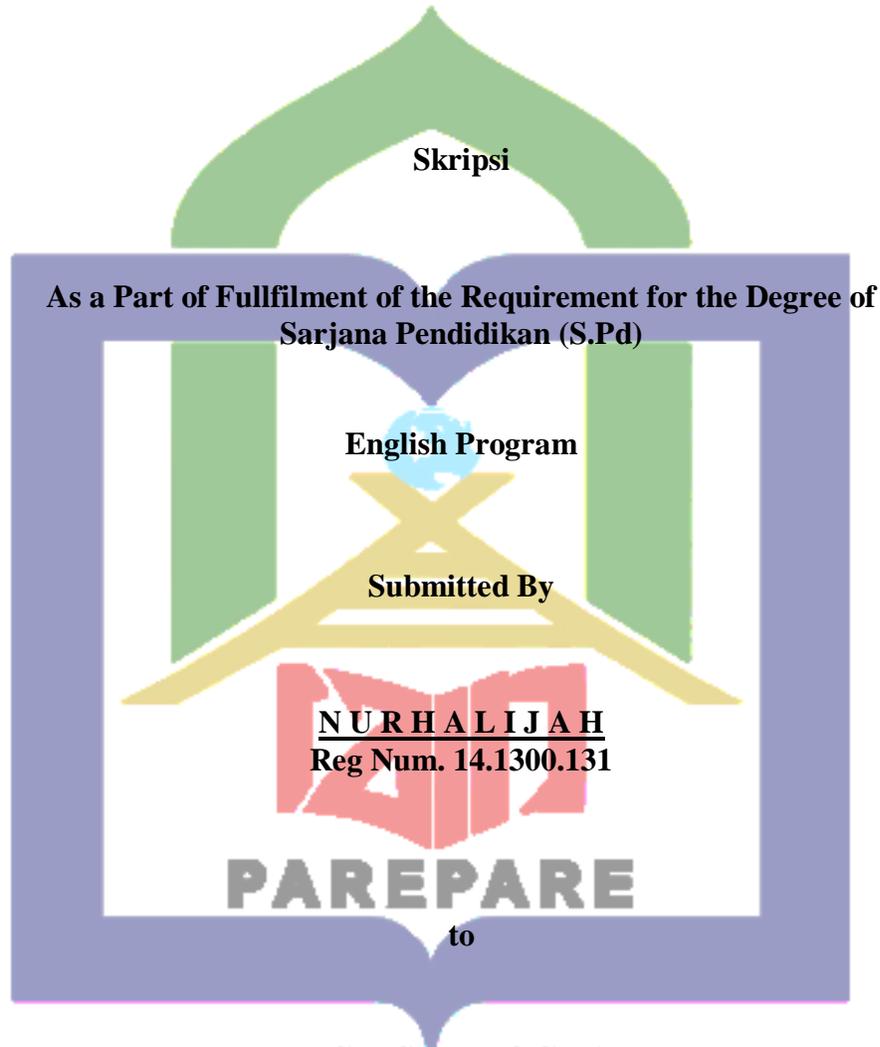
Skripsi

As a Part of Fullfilment of the Requirement for the Degree of Sarjana Pendidikan (S.Pd)

English Program

Submitted By

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to

**ENGLISH PROGRAM
TARBIYAH AND ADAB DEPARTMENT
STATE ISLAMIC INSTITUTE (IAIN)
PAREPARE**

2018

iii

ENDORSEMENT OF CONSULTANT COMMISSIONS

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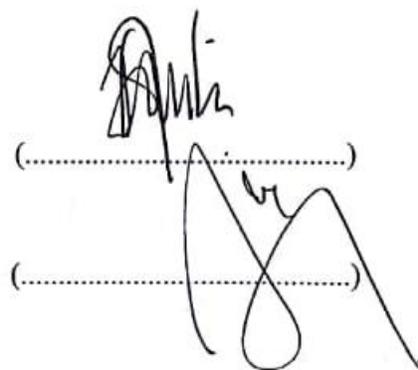
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iv

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THE USE OF TRAFFIC SIGN PICTURES TO IMPROVE THE STUDENTS' ABILITY IN CONSTRUCTING IMPERATIVE SENTENCE AT THE SEVENTH GRADE STUDENTS OF SMPN 2 TELLU LIMPOE KABUPATEN SIDENRENG RAPPANG

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Had been examined of October 25th, 2018 and had been declared that it fulfilled the requirements
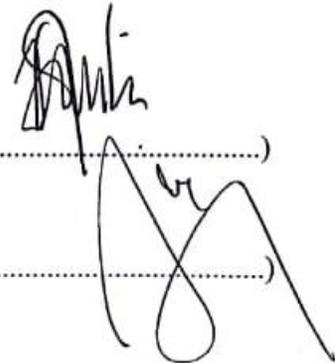
Approved by

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ENDORSEMENT OF EXAMINER COMMISSIONS

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Student Reg. Number : 14.1300.131

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Date of Graduation : October 25th, 2018

Approved by examiner commissions

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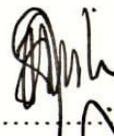
Drs. Ismail Latif, M.M.   Secretary   (.............................)
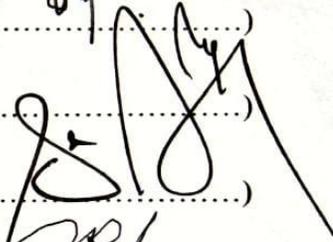
Bahtiar, S.Ag., M.A.   Member   (.............................)

Drs. Abd. Rauf Ibrahim, M.Si.   Member   (.............................)

Cognizant of

Rector of IAIN Parepare
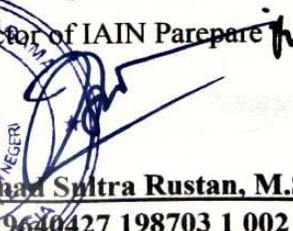
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ACKNOWLEDGEMENT

بِسْــمِ اللَّهِ الرَّحْمَنِ الرَّحِيْــمِ

In the name of Allah, the Beneficent, the Merciful

All praise is to Allah SWT., the Lord of the worlds, who has given the Mercy and Blessing for us, especially for the writer in writing and in accomplishing this skripsi. Peace and salutation be upon the prophet Muhammad SAW, his families, his companions, and his faithful followers forever.

On this occasion, the writer would like to express her greatest honor and deepest gratitude to her beloved parents Mr. Arafah and Mrs. Hj. Sumiati, who always give her their love, support, motivation, and advice as long as she study in English Department. The writer also would like to say a lot of thanks to her consultant, Hj. Nurhamdah, S.Ag., M.Pd. and co-consultant Drs. Ismail Latif, M.M. for their valuable help, guidance, comments, corrections and suggestions and who has been very patient to sacrifice their energy and time to assist her so that she could finish this skripsi.

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Finally, the writer realized that this skripsi still has any weakness and still far from being perfect. Therefore, the writer would highly appreciate all constructive suggestion and criticism. May the Almighty Allah SWT. always bless us now and forever.

Parepare, September 1st, 2018
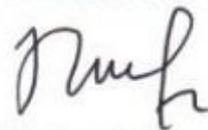
The Writer

N U R H A L I J A H

Reg. Number 14.1300.131

DECLARATION OF THE AUTHENTICITY OF THE RESEARCH

The writer who signed the declaration below:

Name	:	Nurhalijah
Student Reg. Number	:	14.1300.131
Place and Date of Birth	:	Massepe, March 31st 1996
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The Tittle of Skripsi	:	The Use of Traffic Sign Pictures to Improve the Students' Ability in Constructing Imperative Sentence at the Seventh Grade Students of SMPN 2 Tellu Limpoe Kabupaten Sidenreng Rappang

Stated that this skripsi was her own writing and if it can be proved that it was copied, duplicated or complied by any other people, this skripsi and degree that has been gotten would be postponed.

Parepare, September 1st, 2018

The Writer
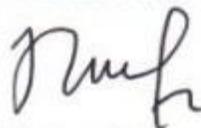
N U R H A L I J A H
Reg. Number 14.1300.131

ABSTRACT

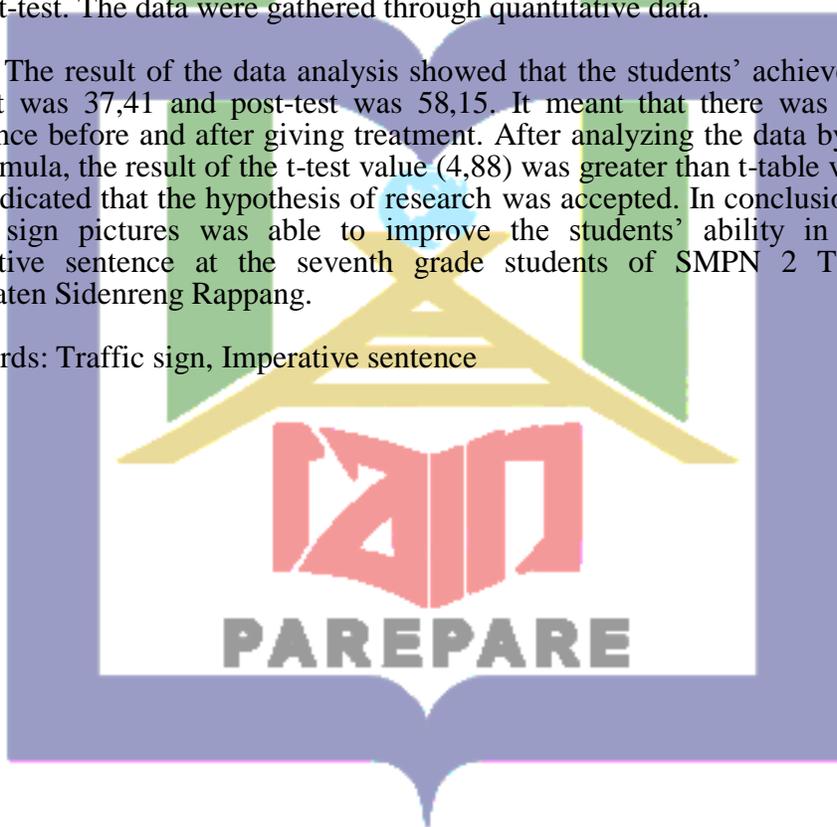**Nurhalijah.** *The Use of traffic Sign Pictures to Improve the Students' Ability in Constructing Imperative Sentence at the Seventh Grade Students of SMPN 2 Tellu Limpoe Kabupaten Sidenreng Rappang* (Supervised by Nurhamdah and Ismail)

The research aimed was to find out whether using of traffic sign pictures able to improve the students' ability in constructing imperative sentence. The population of this research was the seventh grade students of SMPN 2 Tellu Limpoe Kabupaten Sidenreng Rappang which had 56 students. The writer just took one class as sample that was VII-2 which consisted of 27 students and applied purposive sampling technique. This research was conducted by using pre-experimental method with one group on pre-test and post-test design. This research was conducted in eight meeting which consist of one meeting for pre-test, six meeting for treatment, and one meeting for post-test. The data were gathered through quantitative data.

The result of the data analysis showed that the students' achievement on the pre-test was 37,41 and post-test was 58,15. It meant that there was a significant difference before and after giving treatment. After analyzing the data by using the t-test formula, the result of the t-test value (4,88) was greater than t-table value (2,056). This indicated that the hypothesis of research was accepted. In conclusion, the use of traffic sign pictures was able to improve the students' ability in constructing imperative sentence at the seventh grade students of SMPN 2 Tellu Limpoe Kabupaten Sidenreng Rappang.

Keywords: Traffic sign, Imperative sentence

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CHAPTER I

INTRODUCTION

1.1 Background

Language is one important communication instrument, especially for human beings. By using language, people can easily communicate to each other, because language is the most effective tool of communication. Language is also used to deliver message, express ideas, thought and one's feeling to others.

Allah SWT also created different languages for human beings, He says in The Holy Qur''an in Surah Ar-Ruum verse 22 as follows:

وَمِنْ آيَاتِهِ خَلْقُ السَّمَاوَاتِ وَالْأَرْضِ وَاخْتِلَافُ أَلْسِنَتِكُمْ وَأَلْوَانِكُمْ إِنَّ فِي ذَلِكَ لَآيَاتٍ لِّلْعَالِمِينَ ﴿٢٢﴾

Translate: "And among His Signs is the creation of the heavens and the earth, and the variations in your languages and your colors: verily in that are Signs for those who know."

Language learning is important for human's social development. As a language which is used by more than a half of population in the world, English holds the key as international language. English is a tool of communication among peoples of the world to get trade, social-cultural, science, and technology goals. Moreover, English competence is important in career development, therefore students need to understand and use English to improve their confidence to face global competition.

In learning a foreign language, particularly English, mastering its vocabulary is not enough without mastering its grammar. The words, which are uttered by someone who are learning the language, will not be meaningful without having them arranged in a certain grammatical pattern appropriately. In order to give a message, a

1

speaker will not be understood if he just says the words without arranging them. The fact shows that the result of teaching learning English is still low.

The students have learned from the first-grade of junior high school until senior high school, but most of them still cannot use English as tool of communication. Besides, their abilities are also below the expectation. For example, the students who have graduated from senior high school, they still find difficulty in constructing imperative sentences. Actually, the students can't understand what the other people or their teacher asks.

According to data of the researches, there are two researches show that students' understanding of imperative sentence is low. In junior high school level, data shows that the highest score is 67,5 and the lowest score is 32,5.[1] Meanwhile, in senior high school level, data shows that the highest score is 69,5 and the lowest score is 30.[2] It can be concluded that there is no students who passed the Minimum Mastery Criterion (KKM).

One of grammatical pattern of English that is important to be taught is imperative sentences. By having the knowledge about imperative sentences, students are supposed to be able to construct the sentences correctly. It is component should be know and understood well by students if they want to understand English lesson well. By knowing and learning about Imperative sentences, students can also understand what they read and write or listen well.

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[1] Sutikno, *An Error Analysis on the Students' Ability in Imperative Sentence,* (UMP Repository, 2014), p. xii.

[2] Rabiatul Adawiyah, *The Students' Ability in Constructing Imperative Sentences of the Eleventh Grade at Science and Islamic Indonesian Letter of MAN Pelaihari Academic Year 2009/2010,* (IAIN Antasari Repository, 2009), p. 51.

Although the students have learnt imperative sentences at school, most of them still find difficulties in understanding and using them. They think that imperative sentence has confusing rules and sometimes they feel bored when learning it. Therefore, they try to avoid it. Some students also think that imperative sentence is full of pattern which students are supposed to understand it. To solve this problem, it is important to find another way in conveying the material in order to minimize the students' difficulties in learning imperative sentence, and make them understand how to use it.

One of the ways to make the students more interested in their learning process especially in grammar lesson is by using a media. There are many kinds of media that the teacher may choose in teaching and learning process. One of them is visual media; it is a picture to teach imperative sentence. Pictures are not just an aspect of method, but through their representation of place, object and people essential parts overall experience.[3]

Based on the observation that conducted by the writer about teaching imperative sentence at seventh grade students of SMPN 2 Tellu Limpoe Sidrap, the writer found that the most of students have some problems in using imperative sentences such as: first, the students still have limited vocabularies, so they felt difficult to make a sentence when they asked someone to do something, and they forgot a new vocabularies easily even through the teacher has just been given them. Second, the students are still difficult in understanding the sign's mean that they usually ever seen in the some places. Third, the students only understand about command because their mind has been set that imperative sentence is *kalimat*

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[3] Andrew Wright, *Pictures for Language Learning* (New York: Cambridge University Press, 2004), p. 2.

perintah. They know about imperative sentence just like *sit down, open the door, clean the whiteboard, etc.*

Based on the problem above, the writer wants to propose the solution in improving students' ability in constructing imperative sentence by using traffic sign pictures. The writer considers that picture can be an effective and helpful medium to motivate students in learning English. Therefore the writer chooses the traffic sign picture as the media to convey the material especially in teaching imperative sentence to make them more interesting. Because the traffic sign pictures contain information that relating with imperative sentence.

Based on the explanation above, the writer is interested in conducting a research and take the title: "**The Use of Traffic Sign Pictures to Improve the Students' Ability in Constructing Imperative Sentence at the Seventh Grade Students of SMPN 2 Tellu Limpoe Kabupaten Sidenreng Rappang**".

1.2 Research Question

Based on the description in the background of the study, the formulation of the problem can be stated as: "Is using traffic sign pictures able to improve the students' ability in constructing imperative sentence at the seventh grade students of SMPN 2 Tellu Limpoe Kabupaten Sidenreng Rappang?"

1.3 Objective of the Research

According to the formulation of the problem above, the objective of the study is to find out whether using traffic sign pictures able to improve students' ability in constructing imperative sentence at the seventh grade students of SMPN 2 Tellu Limpoe Kabupaten Sidenreng Rappang.

1.4 Significance of the Study

The result of this study is expected to provide useful information to:

1.4.1 The writer, in improving teaching skills and using an appropriate technique in teaching and learning English, especially in using traffic sign pictures in teaching imperative sentence.

1.4.2 The English Teacher, in giving an alternative solution in teaching imperative sentence by using traffic sign pictures.

1.4.3 The students, in order to make them more pleasant in teaching and learning process. Thus, it will improve their understanding in learning imperative sentence.

1.4.4 Further researchers, as a reference for those who are interested in conducting similar study and the next in doing a better research.
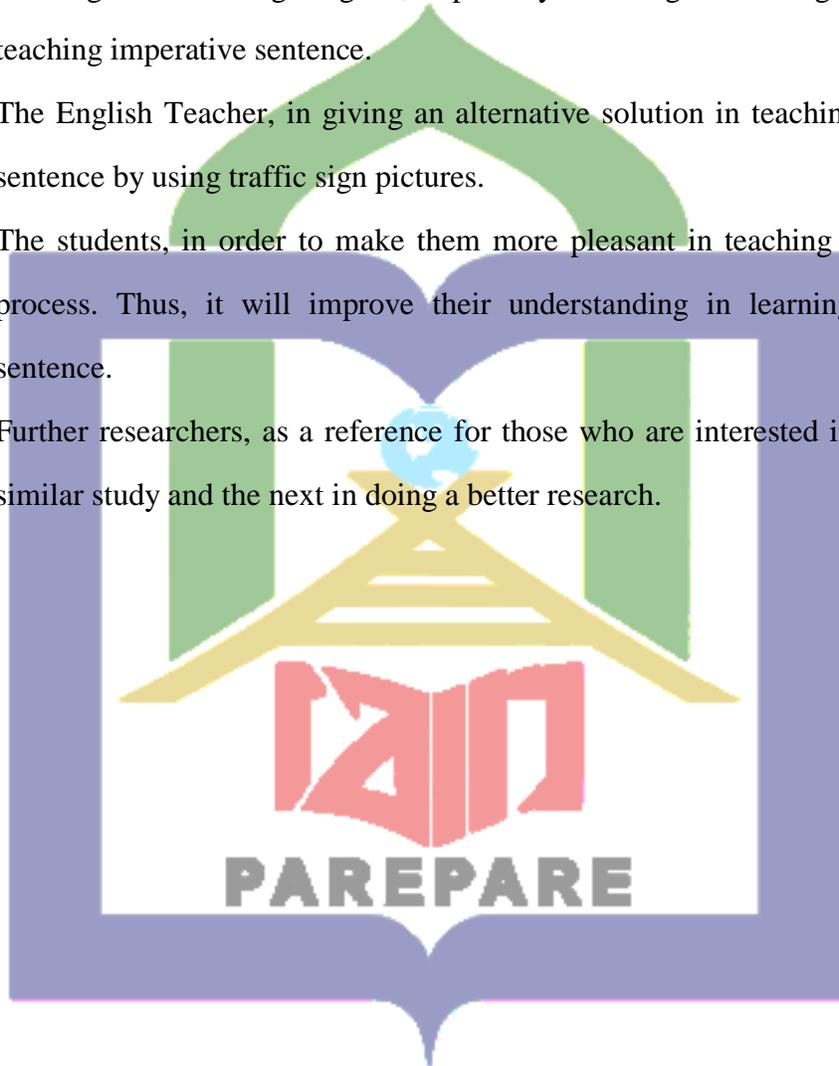
CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 Some Pertinent Ideas

2.2.1 Traffic Sign Pictures

2.2.1.1 Definition of Traffic Sign Pictures

Hornby writes that picture is the same meaning with painting, drawing, sketch of something, especially as a work of art.[4] While Sudjana and Rivai state that picture is a graphic media used for teaching process. Besides picture, there are many media suggested to use by them, such as: photo, graphic, diagram, poster, cartoon, and comic as a graphic media.[5]

According to Andrew Wright, pictures is the representation of places, objects and people that they are an essential part of the overall experiences, not just aspect of method.[6]

In Oxford dictionary, traffic sign is a sign conveying information, an instruction, or a warning to drivers.[7] Collins dictionary also state that traffic sign is a sign erected at the side of a road to provide information to road users.[8]

Based on the descriptions above, it can be concluded that traffic sign picture is a picture in form of sign conveying information, an instruction, or a warning to road

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[4] Hornby, *Oxford Learner's Dictionary* (Oxford: Oxford University Press, 1994), p. 629.

[5] Sudjana and Rivai, *Media Pengajaran* (bandung: Sinar Baru Bandung, 1997), p. 3.

[6] Andrew Wright, *Pictures for Language Learning* (New York: Cambridge University Press, 2004), p. 2.

[7] Oxford, English Oxford Living Dictionaries, http://en.oxforddictionaries.com/definition/traffic_sign, Online, Accessed on 22th of May 2018.

[8] Collins, Collins English Dictionary, https://www.collinsdictionary.com/dictionary/english/traffic-sign, Online, Accessed on 22th of May 2018.

users. People do not need to write many sentences to convey their messages, for example, the picture of "P" with cross sign means people are forbidden to park at that area. People use traffic sign pictures not only for public places, but also for teaching and learning process especially for teaching a foreign language such as English.

2.2.1.2 Kinds of Traffic Sign Pictures

According to Department of Transport, traffic sign pictures (including road markings) are divided into three broad kinds:[9]

2.2.1.2.1 Information

Information signs are subdivided into two principal types: 'directional information signs', which show the directions and distances to places on the road ahead or on intersecting roads, and 'other information signs', which provide road users with a wide variety of information. Most information signs are rectangular.

Directional information signs are further subdivided into:

1. **Advance Direction Signs** – which are located on the approaches to a junction to give information about the destinations reached from that junction. They may be in the form of a map, showing the junction layout diagrammatically, or as a stack of panels listing destinations.

2. **Direction Signs** – which give route information at a road junction. The sign may show destinations, road numbers and, in some instances, distances. Direction signs have a chevron at one end to show the direction to the named destination.

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[9] Department of Transport, Traffic Sign Manuals (Dublin: NRA publications, 2010), p. 8-11.

3. **Route Confirmatory Signs** – which are placed after a junction to confirm the road number, or the destinations which can be reached along that road and the distances to each.

A system of coloring is used on directional information signs to indicate the type of road:

1. Signs for motorways have white lettering, symbols and borders on a blue background;

2. Signs indicating national roads have white lettering, symbols and borders on a green background, with yellow lettering for route numbers;

3. Signs indicating all other roads have black lettering, symbols and borders on a white background.

Figure 2.1	**Figure 2.2**	**Figure 2.3**
Advance direction sign	Direction sign	Route confirmatory sign

2.2.1.2.2 Regulatory

Regulatory signs indicate the existence of a road traffic regulation or implement such a regulation, or both. They may also indicate the existence of a provision in an enactment relating to road traffic. Regulatory signs are mandatory, restrictive or prohibitory, with their type indicated by color and shape:

1. **Mandatory** signs indicate that a road user must take a certain action: for example 'Keep Left'. They generally have white symbols on solid blue discs, although bus lane signs are rectangular;

2. **Stop** and **Yield** signs are special types of mandatory signs with distinctive shapes;

3. **Restrictive** signs indicate that a limit must not be exceeded: for example '50km/h' or 'Weight Limit 7.5t'. They have black symbols and text on a white disc with a red border;

4. **Prohibitory** signs indicate something which must not be done: for example 'No Right Turn' or 'No Parking'. They generally have black symbols and text on a white disc with a red border and a red diagonal bar.

Figure 2.4

Mandatory sign

Figure 2.5

Stop and yield signs

Figure 2.6

Restrictive signs

Figure 2.7

Prohibitive sign

2.2.1.2.3 Warning

Warning signs are used to alert drivers to danger or potential danger ahead. They indicate the need for special caution and may require a consequent maneuver or

reduction in speed. Examples are 'Crossroads Ahead' and 'Road Narrows'. Most warning signs have a black symbol on a diamond- shaped yellow background. The sign is edged with a narrow black border.
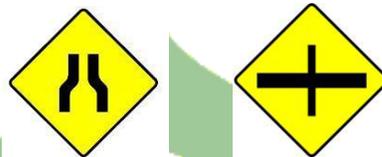
Figure 2.8

Warning sign

Tom V. Mathew and K V Krishna Rao also state that there are several hundreds of traffic signs available covering wide varieties of traffic situations. They can be classified into three main categories. [10]

2.2.1.2.1 Regulatory signs

These signs are also called mandatory signs because it is mandatory that the drivers must obey these signs. If the driver fails to obey them, the control agency has the right to take legal action against the driver. These signs are primarily meant for the safety of other road users. These signs have generally black legend on a white background. They are circular in shape with red borders. The regulatory signs can be further classified into:

1. Right of way series: These include two unique signs that assign the right of way to the selected approaches of an intersection. They are the STOP sign and GIVE WAY sign. For example, when one minor road and major road meets at an intersection, preference should be given to the vehicles passing through the

---

[10] Tom V. Mathew and K V Krishna Rao, *Introduction to Transportation Engineering* (NPTEL, 2007), p. 36.3-36.5.

major road. Hence the give way sign board will be placed on the minor road to inform the driver on the minor road that he should give way for the vehicles on the major road. In case two major roads are meeting, then the traffic engineer decides based on the traffic on which approach the sign board has to be placed. Stop sign is another example of regulatory signs that comes in right of way series which requires the driver to stop the vehicle at the stop line.

2. Speed series: Number of speed signs may be used to limit the speed of the vehicle on the road. They include typical speed limit signs, truck speed, minimum speed signs etc. Speed limit signs are placed to limit the speed of the vehicle to a particular speed for many reasons. Separate truck speed limits are applied on high speed roadways where heavy commercial vehicles must be limited to slower speeds than passenger cars for safety reasons. Minimum speed limits are applied on high speed roads like expressways, freeways etc. where safety is again a predominant reason. Very slow vehicles may present hazard to themselves and other vehicles also.

3. Movement series: They contain a number of signs that affect specific vehicle maneuvers. These include turn signs, alignment signs, exclusion signs, one way signs etc. Turn signs include turn prohibitions and lane use control signs. Lane use signs make use of arrows to specify the movements which all vehicles in the lane must take. Turn signs are used to safely accommodate turns in unsignalized intersections.

4. Parking series: They include parking signs which indicate not only parking prohibitions or restrictions, but also indicate places where parking is permitted, the type of vehicle to be parked, duration for parking, etc.

5. Pedestrian series: They include both legend and symbol signs. These signs are meant for the safety of pedestrians and include signs indicating pedestrian only roads, pedestrian crossing sites etc.

6. Miscellaneous: Wide variety of signs that are included in this category are: a "KEEP OF MEDIAN" sign, signs indicating road closures, signs restricting vehicles carrying hazardous cargo or substances, signs indicating vehicle weight limitations etc.

Some examples of the regulatory signs are shown in figure 2.9. They include a stop sign, give way sign, signs for no entry, sign indicating prohibition for right turn, vehicle width limit sign, speed limit sign etc.

Figure 2.9 Examples of regulatory signs (stop sign, give way sign, signs for no entry, sign indicating prohibition for right turn, vehicle width limit sign, speed limit sign)

2.2.1.2.2 Warning signs

Warning signs or cautionary signs give information to the driver about the impending road condition. They advice the driver to obey the rules. These signs are meant for the own safety of drivers. They call for extra vigilance from the part of drivers. The color convention used for this type of signs is that the legend will be

black in color with a white background. The shape used is upward triangular or diamond shape with red borders. Some of the examples for this type of signs are given in figure 2.10 and includes right hand curve sign board, signs for narrow road, sign indicating railway track ahead etc.
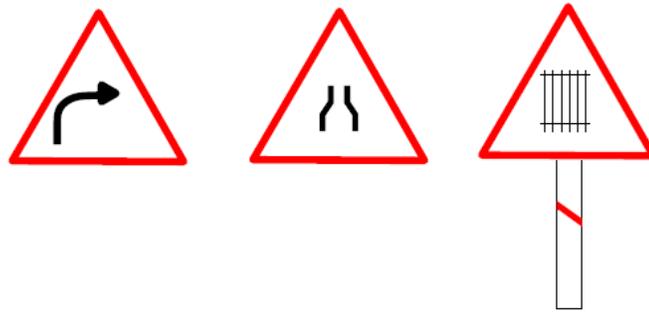
Figure 2.10 Examples of cautionary signs (right hand curve sign board, signs for narrow road, sign indicating railway track ahead)

2.2.1.2.3 Informative Signs

Informative signs also called guide signs are provided to assist the drivers to reach their desired destinations. These are predominantly meant for the drivers who are unfamiliar to the place. The guide signs are redundant for the users who are accustomed to the location.

Some of the examples for these types of signs are route markers, destination signs, mile posts, service information, recreational and cultural interest area signing etc. Route markers are used to identify numbered highways. They have designs that are distinctive and unique. They are written black letters on yellow background. Destination signs are used to indicate the direction to the critical destination points, and to mark important intersections. Distances in kilometers are sometimes marked to the right side of the destination. They are, in general, rectangular with the long

dimension in the horizontal direction. They are color coded as white letters with green background.

Mile posts are provided to inform the driver about the progress along a route to reach his destination. Service guide signs give information to the driver regarding various services such as food, fuel, medical assistance etc. They are written with white letters on blue background. Information on historic, recreational and other cultural area is given on white letters with brown background. In the figure 2.11 we can see some examples for informative signs which include route markers, destination signs, mile posts, service centre information etc.
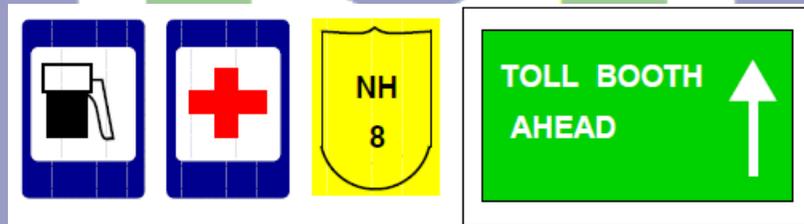
Figure 2.11 Examples of informative signs (route markers, destination signs, mile posts, service centre information etc)

Besides, according to Road Safety and Transport Authority, in general there are three types of traffic sign:

1. Mandatory or regulatory signs are compulsory signs to regulate the movement of traffic.

2. Cautionary or warning signs to alert the motorist of potentially hazardous conditions on road ways and adjacent roads.

3. Informatory or guide signs providing information as directions, services, facilities, etc.[11]

On the other hand, TranBC publishes in their official page that there are 7 types of traffic signs on BC highways. They are: (1) Regulatory signs; (2) warning signs; (3) guide signs; (4) information signs; (5) construction signs; (6) service and attraction signs; and (7) supplemental traffic signs.[12]

2.2.1.3 Types of Pictures

Wright proposes several kinds of pictures according to the type of the picture or type of use such as: (1) picture of single object; (2) pictures of one person; (3) pictures of famous people; (4) picture of several people; (5) pictures of people in action; (6) picture from history; (7) pictures with a lot of information; (8) pictures of the news; (9) picture of fantasies; (10) pictures of maps and symbols; (11) pair of pictures; (12) pictures and texts; (13) sequences of pictures; (14) related pictures; (15) single stimulating pictures; (16) ambiguous pictures; (17) bizarre pictures; (18) explanatory pictures; and (19) students and teachers drawing.[13] Traffic sign can be included on the seventh and tenth types which are pictures with a lot of information, and pictures of maps and symbols types. As we know that traffic sign is a symbol that contains specific information for road users. For example, the symbol of "S" with cross sign contains information that people are forbidden to stop at that area.

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[11] RSTA, Traffic Signs: Road Traffic Signs, www.rsta.gov.bt/rstaweb/load.html?id=79&field_cons=MENU#, online, accessed on 22th of May 2018.

[12] TranBC, 7 Types of Traffic Signs on BC Highways, https://www.tranbc.ca/2015/03/13/7-types-of-traffic-signs-on-bc-highways/, online, accessed on 22th of May 2018.

[13] Andrew Wright, *Pictures for Language Learning* (New York: Cambridge University Press, 2004), p. 147.

Picture also can be used for teaching and learning activities. According to Mackey, there are three types of language teaching pictures; (1) thematic pictures; (2) mnemonic pictures; (3) semantic pictures.[14] The using of traffic sign pictures in teaching imperative sentence can be categorized on the second type namely mnemonic picture.

From the description above, it can be seen that traffic sign be able to be categorized as a picture because it is included one of picture types. Besides, it also can be used for teaching and learning English because it is included on the types of language teaching pictures.

2.2.1.4 Criteria of Good Pictures

To make the use of picture effective in class, and to make teaching and learning process become optimal, the teacher need to know some criteria in choosing and using pictures as visual aids in teaching language. There are some criteria that should be considered by the teachers.

According to Fininochiaro, there are four criteria that guide the teachers in choosing pictures in teaching;

1. Pictures should be large enough to be seen by all students.

2. The pictures of individual objects or people should be as simple as possible.

3. Some of them should contain color for later use when adjectives of color are presented.

4. The pictures should have no captions.[15]

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[14] William Francis Mackey, *Language Teachin g Analysis* (Bloomington and London: Indiana University Press, 1996), p. 245.

[15] Mary Finocchiaro, *English as Second Language/Foreign Language: from Theory to Practice* (New Jersey: Prentice-Hall, 1996), Third Edition, p. 100.

Wright also stated when the English teacher uses or chooses the pictures, he/she has to consider some criteria as a consideration in using picture in teaching and learning process; there are five criteria in choosing picture in the teaching and learning process, such as:

1. It should be easy to prepare
2. It should be easy to organize
3. It should be interesting for the student
4. The language and the way teacher wants the students to use the media will be authentic and meaningful to the activity.
5. The activity should give rise to a sufficient amount of language.[16]

From the description above, it can be seen that when the teacher want to use traffic sign pictures in teaching learning activity especially teaching imperative sentence, the pictures should be large enough to be seen, should be as simple as possible, contain color for using adjective of color, and should have no captions. Picture also has to be easy to prepare and organized, interesting for the students, has to be authentic and meaningful to the activity, and should give rise to a sufficient amount of language. Last but not least, there are some points for the teachers who will select and use traffic sign pictures in his/her teaching process; choosing the picture that suitable with the grammatical structure, suitable with items of vocabulary, consider the size and clarity of the picture, and choosing pictures that appeal to the eyes and have the entertainment value.

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[16] Andrew Wright, *Pictures for Language Learning* (New York: Cambridge University Press, 2004), p. 3.

2.2.1.5 Advantages of Using Traffic Sign Pictures

Using pictures can make exercises and activities more interesting and more interactive.[17] In the same argument, Celce-Murcia and Hilles state an advantage of using picture. They state that interesting or entertaining picture motivate student to respond in ways that more routine teaching aids, such as textbook or a sentence on the board, cannot.[18] The statement shows that the using of textbook or a board and chalk for the teachers are common aids which can make the students sometimes feel bored. Therefore by using different aids such as pictures be able to make the students enthusiastic and motivate them in teaching and learning process.

Another opinion stated by Li-Shing in *English Teaching Forum* articles some benefits that provided by the use of pictures, they are; (1) Pictures can add students' interest and attract their attention; (2) Pictures create an atmosphere in which students enable to learn to thing and speak in English naturally; (3) Pictures create a live language situation.[19]

From Li-Shing''s opinion above, we know that pictures are helpful medium in teaching and learning a foreign language. They add the students' interest and attract them to give their attention to the lesson. Hopefully if the students give their attention to the teacher, they will understand teacher explanation easily. Then pictures also can create a good atmosphere and live learning situation in class which enable the students learn to think and learn to speak in English.

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[17] Uswatun Hasanah, "Teaching Grammar Using Pictures," *OKARA* 1, no. 10, (2015), p. 112.
[18] Marrianne Celce-Murcia and Sharon Hilles, *Techniques and Resources in Teaching Grammar* (Oxford: University Press, 1998) p. 73.
[19] Tang Li-Shing, "English Through Pictures" *English Teaching Forum* 19, no. 4, 1981), p. 11.

Natawidjaya state that pictures give some advantages to the students in learning English. They are as follows: (1) a picture is concrete. It refers to the more real objects than any other teaching medium; (2) a picture can clarify something verbal; and (3) a picture is more effective and efficient.[20]

There are some statements above about advantages of using pictures in teaching English. Traffic sign picture is a kind of pictures and English imperative sentence is one of sentence in English. Therefore, it can be concluded that advantages of using traffic sign pictures in teaching English imperative sentence is same with the description above. One of them is it can attract the students' motivation and interest to respond the teacher explanation in teaching imperative sentence.

2.2.2 Imperative Sentence

2.2.2.1 Definition of Imperative Sentence

According to Murcia and Freeman imperatives are commands, also known as directives, whose function is to get someone to do something.[21] Swan states imperative has exactly the same form as the infinitive without to; it is used for giving orders, making suggestions, and encouraging people to do things.[22] Besides, Azar states imperative sentences are used to give commands, make polite requests, and give directions.[23]

Based on the definitions above it can be assumed that imperative sentences are sentences that request the person we are speaking to do or not to do something, or

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[20] Natawidjaja, *Psikologi Umum dan Sosial* (Jakarta: Depdikbud, 1997), p. 23.

[21] Marianne Celce-Murcia and Diane Larsen Freeman, *The Grammar Book: An ESL/EFL Teacher's Course* (New York: Heinle and Heinle Publishers, Inc, 1999), p. 232.

[22] Michael Swan, *Practical English Usage* (New York: Oxford University Press, 1980), p. 314.

[23] Betty Schrampfer Azar, *Fundamental of English Grammar, Second Edition* (New Jersey: Prentice Hall, 1985), p. 114.

imperatives sentences are sentences that used by someone to give commands, request, directions, etc to other people for doing something.

2.2.2.2 The Form in Constructing Imperative Sentence

The basic forms of imperatives are:

1. The imperative does not usually have a subject, but it can be used with one (a noun or pronoun) if it is necessary to make it clear who is being spoken to.[24]

    Examples :

    Mary comes here,

    Somebody answer the phone etc

2. An imperative can be made more emphatic by putting *do* before it. The form with *do* is also employed in entreaties and as an emphatic prohibition or negative command, here usually with stressed.[25] Example:

    Do go, please!

    Do sit down

    Do forgive me

3. Negative imperatives are constructed with *do not* (or *don't*).

    Example:

    Don't worry

    Do not lean out of the window.[26]

    Negative imperatives are somewhat more complicated than their affirmative counterparts. Three types of negative imperatives occur[27]:

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[24] Michael Swan, *Practical English Usage* (New York: Oxford University Press, 1980), p. 314.

[25] George O. Curme. *English Grammar* (New York: Barnes and Noble, inc, 1966), p.250.

[26] Michael Swan, *Practical English Usage* (New York: Oxford University Press, 1980), p. 314.

Don't you run! (Contracted negative; subject present)

Don't run! (Contracted negative; subject absent)

Do not run! (Subcontracted negative; subject absent)

The use of *don't* before an imperative provides a request or suggestion not to do something, and *you* is used after *don't* for emphasis.[28] Example:

Don't make so much noise!

Don't you dare do that again!

4. Always and never come before imperative[29]. A final observation is that it is possible to produce negative imperative by using the preverbal adverb of frequency, "never" in initial position without the *do* verb.[30] Example:

Always remember to smile

Never speak to me like that again

Never be late again! (Don't you ever be late again!)

5. Although *do* is not normally used with *be* to make questions and negatives, *do* is used to make negative and emphatic imperatives of *be*. Example:

Don't be stupid!

Don't be late!

6. Some languages have a first person plural 'imperative' form (used to suggest that the group one is with should do something). English does not have this,

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[27] Marianne Celce-Murcia and Diane Larsen Freeman, *The Grammar Book: An ESL/EFL Teacher's Course* (New York: Heinle and Heinle Publishers, Inc, 1999), p. 229.

[28] A S Hornby, *Guide To Patterns and Usage in English: second edition,* (New York: Oxford University Press, 1975), p.195.

[29] Michael Swan, *Practical English Usage* (New York: Oxford University Press, 1980), p. 314.

[30] Marianne Celce-Murcia and Diane Larsen Freeman, *The Grammar Book: An ESL/EFL Teacher's Course* (New York: Heinle and Heinle Publishers, Inc, 1999), p. 231.

but there is a structure with *Let us* (or *Let's*) + *infinitive* which has a similar meaning.[31] Example:

    Let's go to the movies

    Let's have a party

And here is its negative form. Examples:

Let's not go to the movies

Don't let's get angry.

An imperative with *let's* is a kind of suggestion. Example:

Let's have coffee.[32]

7. Passive imperatives are often constructed with get. Example:

    Get vaccinated as soon as you can

8. After imperatives, the question tags are will you? Won't you? Would you? Can you? Can't you? And could you? Example:

Give me a hand, **will you**?

Be quite, **can't you**?

9. There is a special way of using the imperative (followed by *and…*) in which it is similar to and *if-clause*.[33] Example:

    Walk down our street any day **and** you'll see kids playing football.

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[31] Michael Swan, *Practical English Usage* (New York: Oxford University Press, 1980), p. 315.

[32] Elaine Kirn and Darcy Jack and Ellen Davis, *Interaction 1 A communicative Grammar* (New York: McGraw-Hill Publishing Company, 1985), p.11.

[33] Michael Swan, *Practical English Usage* (New York: Oxford University Press, 1980), p. 315.

2.2.2.3 The Function of Imperative Sentence

2.2.2.3.1 The Imperative Sentence as Commands

The command is given when there is a power different between speaker and listener, the speaker has an authority to command the listener to do something. The forms of command:

V = Jump!

V + C = Be reasonable!

2.2.2.3.2 The Imperative Sentence as Request

Actually imperative sentence as a request is quite same with the command, but it is more polite. A request is an intention of the speaker, so that the listener does something.

In request, the hortatory words (please, do) or "modal + subject" (can I, will you, would I, and would you mind) are often used. For example:

Turn off the radio, please!

Can I borrow your pen?, etc.

2.2.2.3.3 The Imperative Sentence as Invitation

In invitation, the use of question tags "won't you" commonly used to invite the listener. For examples:

Come to my house, won't you? Or Won't you come to my house?

Have a cup of coffee, won't you? Or Won't you have a cup of coffee?

2.2.2.3.4 The Imperative Sentence as Suggestion

In suggestion "let's" indicates that the speaker is making a suggestion that includes himself and people he is addressing. For examples:

Let's eat the banana!

Let's discuss politics!

2.2.2.3.5 The Imperative Sentences as Advice

An advice is an idea, opinion or a plan given to somebody about what the speaker should to do. The forms of advice:

Must, ought to and should can be used for advice. For example:

You must read this book!

If I were you I should/would. For example:

If I were you I'd buy a small car.

2.2.2.3.6 The Imperative Sentences as Prohibition

In Prohibition, the speaker forbids the listener to do something. It is concerned with the negative imperative. The prohibition always uses the marker "don't" before the sentences. For examples:

Don't sit over there!

Don't be late for school!

Usually, the prohibition is often indicated by means of brief announcement with "no + gerund".

No parking

No smoking[34]

2.2 The Previous Research Finding

There are three researchers who have conducted research about using picture to improve the students' ability in learning English. They are:

Ihsan Muchsin in his research state that the using of picture series is effectively increasing students' ability in writing narrative paragraph. There is

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[34] Juwita Magdalena Sitanggang , *A Contrastive Analysis Of Imperative Sentences In English and Batak Toba Language*, (USU Repository, 2009), p. 21-24.

difference between pre-test and post-test which get treatment. The statement is proved by the t-test value (11.6) which higher than t-table value (1.7), at the level of significance 0.05 and the degree of freedom (N - 1) = (45 − 1 = 44) and from this method, students more understood in using simple past. It is proved by raw total in pre-test score (225) increase significantly in post-test (627).[35]

Muslihatul Khair state that the use of picture as a media in teaching vocabulary able to improve students' vocabulary at the second year students of MTs As'adiyah no. 5 Ongkoe Kecamatan Belawa Kabupaten Wajo. It is proved by the data shows that the mean score of pre-test was 51.5 and the mean score of post-test was 85.38. It means that there is a significant effect to improve students' vocabulary at the second years students' of MTs. As'adiyah no 5 Ongkoe Kecamatan Belawa Kab. Wajo by using picture. Besides that, the indicator of learning achievement in this researcher had been achieved.[36]

Nurhidayah state that there is an improvement of the students speaking skills at eleventh grade students of SMKN 9 Pinrang through picture series. It can be proved by the mean score of students' improvement at the eleventh grade students' of SMKN 9 Pinrang through in the picture series from the mean score of the student's 12,8000 pre-test to 20,8000 post-test, while the t-test value -8,0777. It means that students' mean score of pre-test and post-test was statistically difference.[37]

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[35] Ihsan Muchsin, *An Experimental Study of the Second Year Students' Ability in Writing Narrative Paragraph by Using Picture Series at SMAN 1 Liukang Tupabiring,* (Unpublished Skripsi STAIN Parepare, 2013), p. 61-62.

[36] Muslihatul Khair, *The Effectiveness of Using Picture As a Media to Improve Students' Vocabulary at the Second Year Students of MTs. As'adiyah No 5 Ongkoe Kecamatan Belawa Kab. Wajo*, (Unpublished Skripsi STAIN Parepare, 2016), p. 38.

[37] Nurhidayah, *The Using Picture Series to Improve Students' Speaking Skill at the Eleventh Grade Students of SMKN 9 Pinrang*, (Unpublished Skripsi STAIN Parepare, 2016), p. 46.

Based on the previous finding above, it can be summed up that using pictures can improve students' English ability especially in writing narrative paragraph, vocabulary, and speaking skill. In this case, the writer is interested to conduct a research about improving students' ability in constructing imperative sentence through using traffic sign pictures.

2.3 Conceptual Framework

The conceptual framework underlying this research is presented in the following flow chart below.

INPUT	TREATMENT	OUTPUT
Imperative sentence	Teaching imperative sentence through traffic sign pictures	The improvement of students' ability in constructing imperative sentence

Command

Request

Invitation

Suggestion

Advice

Prohibition

Information

Regulatory

Warning
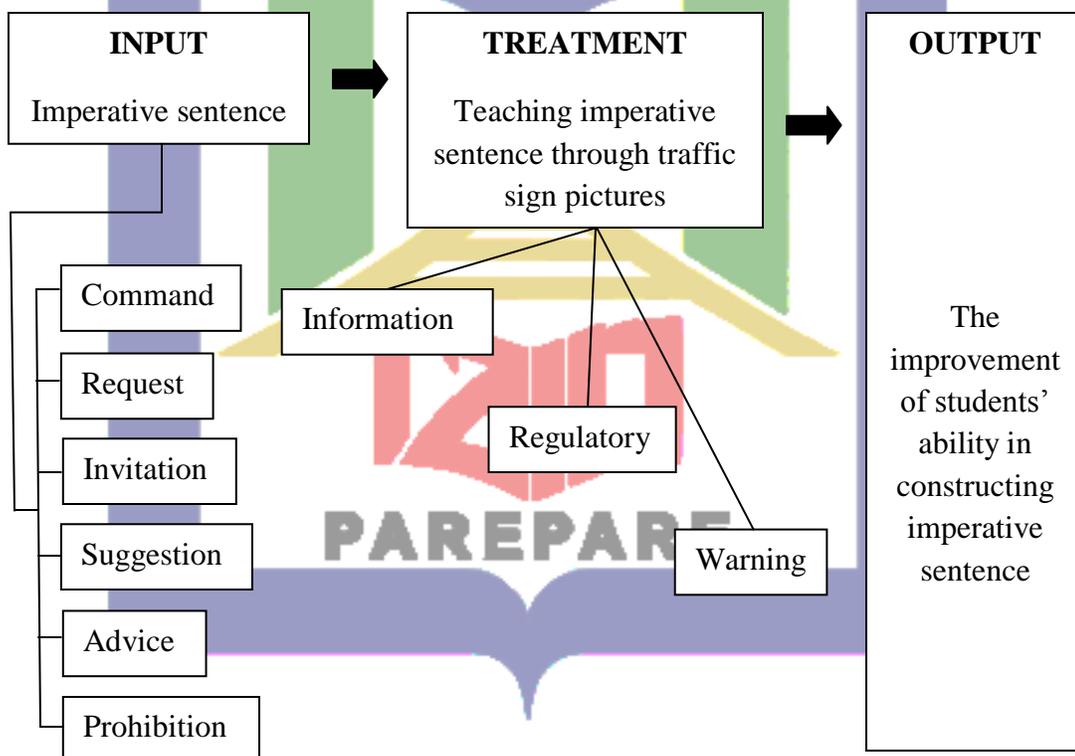
There are three main components are explained in the following:

1. Input refers to the material that is applied. It is function of imperative sentence which consist of command, request, invitation, suggestion, advice, and prohibition.

2. Treatment refers to the teaching and learning imperative sentence by using traffic sign pictures namely information sign, regulatory sign, and warning sign.

3. Output refers to the result of the students' ability in constructing imperative sentence at the seventh grade students of SMPN 2 Tellu Limpoe Kabupaten Sidenreng Rappang.

2.4 Hypothesis

The hypothesis of this study will be formulated as follows:

2.4.1 Null Hypothesis (H_0)

By using traffic sign pictures is not able to improve students' ability in constructing imperative sentence at the seventh grade students of SMPN 2 Tellu Limpoe Sidrap.

2.4.2 Alternative Hypothesis (H_1)

By using traffic sign pictures is able to improve students' ability in constructing imperative sentence at the seventh grade students of SMPN 2 Tellu Limpoe Sidrap.

2.5 Variable and Operational Definition of Research

In this research, there are two variables, independent and dependent variable. The independent variable is traffic sign pictures. Meanwhile, the dependent variable is students' ability in constructing imperative sentence.

The definition of this research variables are:

1. Traffic sign picture is a picture in form of sign conveying information, an instruction, or a warning to road users. It covers the kinds of traffic sign pictures such as; information, regulatory, and warning signs.

2. Imperative sentence is a sentence that used by someone to give commands, request, directions, etc to other people for doing something. It covers only the function of imperative sentence such as; command, request, invitation, suggestion, advice and prohibition.

CHAPTER III

METHOD OF THE RESEARCH

3.1 Method and Design of the Research

This research was called quantitative research because it will used numbers of statistic. According to Simon Kendal, quantitative research is where we can take numeral measurements i.e. do experiments that involve making clear measurements and where we can gather numerical data and process the results numerically.[38] The method of this research was pre-experimental model with one group pre-test post-test design. This design included a pre-test measure followed by a treatment and a posttest for a single group.[39]

Group A   O1 – X – O2

3.2 Location and Duration of the Research

The research was done at the seventh grade students of SMPN 2 Tellu Limpoe Kabupaten Sidenreng Rappang, and the duration of the research was about one months. It was started from Monday, July 30th 2018 until Wednesday, August 29th 2018.

3.3 Population and Sample

According to Sugiyono, population is generalization that composed of the subject / object that has certain qualities and characteristics of the applied researcher

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[38] Simon Kendal, *How to Write a Research Paper*, (Bookboon: The eBook company, 2015), p. 104.

[39] John W. Creswell, *Research Design: Qualitative & Quantitative Approaches*, (Thousand Oaks London new Delhi: SAGE Publications, 1994), p. 132.

to learn and then be concluded.[40] While for sample, Sugiyono defined Sample is a portion of the amount and the characteristics possessed by the population.[41]

The population of this research was the whole of seventh grade students of SMPN 2 Tellu Limpoe Kabupaten Sidenreng Rappang. The total of the seventh grade students was 56 people. There were two classes comprising VII-1 and VII-2.

According to Asher and Vockell, the sample must be representative of the population about which we wish to make generalizations.[42] The writer used *purposive sampling* technique to determine the sample, so she just took one class based on the recommendation of English teacher. Based on the English teacher's argument, he said that the level of Students' ability in VII-2 class was lower than VII-1 class. Therefore, he recommended to the writer to take VII-2 class as sample of the research which consisted of 27 students.

Table 3.1: Number of Sample

Male	Female	Total
12 Students	15 Students	27 Students

3.4 Instrument and Technique of Data Collecting

The instrument that was used for this research was written test which was developed by the writer. According to J.B. Heaton on his book, there are some of the most common types of objective items used to test awareness of the grammatical features of the language. They are: (1) multiple choice items; (2) error recognition

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[40] Sugiyono, *Statistika untuk Penelitian,* (Bandung: Alfabeta, 2010), p. 61.

[41] Sugiyono, *Statistika untuk Penelitian,* (Bandung: Alfabeta, 2010), p. 62.

[42] H. Punaji Setyosari, *Metode Penelitian Pendidikan dan Pengembangan*, (Jakarta: Kencana, 2010), p. 169.

items; (3) rearrangement items (4) completion items; (5) transformation items; (6) items involving the changing of words; (7) broken sentence items; (8) pairing and matching items; (9) combination items; and (10) addition items.[43] Therefore, the writer used 4 item tests in the instrument. It was included of multiple choice items, rearrangement items, completion items, and transformation items. Each item consisted of 5 questions.

To obtain the data in this research, the writer gave the students pre-test and post-test for experiment class. The technique of data collecting was in chronological order as below:

3.4.1 Pre-test

The writer gave a pre-test to the students before the treatment was done. As the writer had discussed in the instrument of the research, the form of the test that was given to the students consisted of 4 test items. The objective of giving pre-test was to know the basic knowledge of the students before the treatment was done.

3.4.2 Post-test

The last step was giving post-test to the students after the treatment was given. The test that was used for post test was the same as the test that was used for pre-test. It consisted of 4 test items. The objective of giving post-test was to know students' learning achievement after the treatment was given.

3.5 Treatment

Treatment was given six times. It conducted after pre-test that was given in the classroom. Procedure of the treatment in each meeting was same, but the material was different in each meeting. The material which was taught consists of command,

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[43] J. B. Heaton, *Writing English Language Test* (London and Newyork: Longman Group UK Limited, 1990), p. 34.

request, invitation, suggestion, advice and prohibition. It is taught from the first meeting until the six meeting chronologically. Whereas, teaching methodology that was used by the writer in the class namely silent way method. Procedures in each meeting as follows:

1. The writer opened the lesson
2. The writer gave the representation of material
3. The writer divided students until five groups
4. Every groups were asked to do the worksheet
5. Students asked to the writer about what their difficulties
6. The writer explained what the students asked

The procedures and material of the treatment are described more detail in lesson plan at appendix 3.

3.6 Technique of Data Analysis

The data collected through the test was analyzed quantitatively. This quantitative analysis employed statically calculation to the test the hypothesis. It was called paired sample t-test. Some formulas were applied in this research to process the data as follows:

3.5.1 Scoring the students' correct answer of pre-test and post-test

To make the data more valid, the writer gave 20 test items with scoring each item as follow:

1. 5 questions were multiple choice, the right answer would be scored 4 and wrong answer would be scored 0, the students that answered all questions correctly, they got score 20.

2. 5 questions that required students to arrange the words to be imperative sentence, score for right answer was 6 and 0 for wrong answers, the students that answered all questions correctly, they got score 30.

3. 5 questions that required students to complete the conversation by use words on the box, score for right answer is 4 and 0 for wrong answer, the students answered all questions correctly, they got score 20.

4. 5 questions that required students to change from one of imperative sentence types to the other of imperative sentence types, score for right answer is 6 and 0 for wrong answer, the students that answered all questions correctly, they got score 30.

3.5.2 Classifying the score of the students into the following criteria:

Table 3.2 Classification the Students' Score

No.	Classification	Scale
1.	Excellent	86-100
2.	Good	71-85
3.	Fair	56-70
4.	Poor	41-55
5.	Very Poor	0-40[44]

3.5.3 Calculating the rate percentage of the students' score:

$$P = (100)\frac{F}{N}$$

Where:

P: Percentage

F: Number of instrumental responses

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[44] Suharsimi Arikunto, *Dasar-Dasar Evaluasi Pendidikan, edisi revisi* (Jakarta: PT. Bumi Aksara, 2005), p.245. (*Catatan: Edisi pertama buku ini terbit pada 2001).

N: Total number of responses[45]

3.5.4 Finding out the mean score of pre-test and post-test by using the following formula:

$$X = \frac{\Sigma x}{N}$$

Where:

X = Mean score

Σx = The sum of all score

N   = The number of students[46]

3.5.5 Calculating the mean score of difference between pre-test and post-test by using formula:

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

Where:

D   = mean score of the difference

ΣD = The total score of differences between pre-test and post-test

N   = The total sample

3.5.6 Finding out the significant different between pre-test and post-test by calculating the value of t-test by using the following formula:

$$t = \frac{\overline{D}}{\sqrt{\dfrac{\Sigma D^2 - \left(\dfrac{\Sigma D}{N}\right)^2}{N(N-1)}}}$$

[45] Evelyn Hatch and Hossein Farhady, *Research Design and Statistics for Applied Linguistics* (Los Angeles: Newbury House Publishers, 1982).

[46] Punaji Setyosari, M. Ed, Methodologi Penelitian Pendidikan dan Pengembangan (Jakarta: Prenada Media Group, 2010), p. 212.

Where:

t = Test of significance

D = The mean score of the difference

$\sum D$ = The square of the sum score for defiance

N = The total number of student

$(\sum D)^2$ = The square of $\sum D$

N = The number of subject [47]

3.5.7 The criteria of testing hypothesis:

The statistical hypothesis in this research as follows:

$$H_0 : \qquad \mu_1 = \mu_2$$
$$H_1 : \qquad \mu_1 \neq \mu_2$$

To the hypothesis, the research used two-tailed test with 0,05 level of significance. For independent sample, the formula of freedom (df) is N-1

1. If t-table < t-test, H_1 is accepted and H_0 is rejected. It means that using traffic sign pictures able to improve students' ability in constructing imperative sentence.

2. If t-test < t-table value H_0 is acceptable and H_1 is rejected. It means that using traffic sign pictures unable to improve students' ability in constructing imperative sentence.

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[47] L. R. Gay. Educational Research. (Colombus. Bell and Howell Company, 1996), p. 331.

CHAPTER IV

FINDING AND DISCUSSION

This chapter consists of two sections; they are finding of the research and discussion of the findings. The writer analyzed the data consisting of the result of pre-test and post-test.

4.1 Finding

After conducting the research, the writer obtained two kinds of data; the scores of pre-test and the scores of post-test. The writer had given to the students a pre-test and post-test which consist of 20 questions. The test was done two times, pre-test was given before giving treatment and post-test was given after giving treatment.

4.1.1 The Pre-test Scores

The data of pre-test scores can be seen in the table below

Table 4.1 The Students' Scores of Pre-test

Respondent	The Student score				Total
	Multiple Choice	**Rearrangement Items**	**Completion Items**	**Transformation Items**	
001	20	18	8	12	58
002	16	24	8	6	54
003	8	6	12	6	32
004	12	6	4	6	28
005	4	12	4	12	32
006	12	12	8	6	38

007	16	24	12	6	58
008	20	12	8	12	52
009	12	6	4	6	28
010	4	12	8	6	30
011	12	6	4	6	28
012	16	12	4	6	38
013	16	6	8	0	30
014	8	6	8	6	28
015	20	12	8	12	52
016	12	6	12	0	30
017	12	12	4	6	34
018	12	12	8	0	32
019	8	6	4	6	24
020	12	12	0	6	30
021	12	0	8	12	32
022	12	18	4	0	34
023	8	6	8	6	28
024	16	12	16	6	50
025	20	12	12	12	56
026	16	6	16	6	44
027	20	6	4	0	30
Total					1010

$$X \quad = \frac{\Sigma X}{n}$$

$$= \frac{1010}{27}$$

$$= 37.41$$

Based on the result of pre-test analyzed in the table above, it showed that the highest total score was achieved by respondent 001 and respondent 007 with 58 total score. On the other hand, the respondent 019 achieved 24 as the lowest total score. However, the overall students achieved 37,41 as the average score for their ability before learning by using traffic sign pictures. To know more the students' score percentage of pre test, there were descriptive table below:

Table 4.2 The Score Percentage of Pre-test

No	Qualifications	Scores	Frequency	Percentage (%)
1	Excellent	86 – 100	0	0 %
2	Good	71 – 85	0	0 %
3	Fair	56 – 70	3	11,11 %
4	Poor	41 – 55	5	18,52 %
5	Very Poor	0 – 40	19	70,37 %
	Total		27	100 %

The table showed that from 27 students, no one students "got excellent" (0%), no one of them got "good" (0%), 3 students got "fair" (11,11%), 5 students got "poor" (18,52%), and 19 students got "very poor" (70,37%). It meant that the mean score of pre-test showed the students' standard ability were "very poor" in constructing imperative sentence.

4.1.2 The Post-test Score

The data of post-test scores can be seen in the table below

Table 4.3 The Students' Score of Post-test

Respondent	The Student score				Total
	Multiple Choice	Rearrangement Items	Completion Items	Transformation Items	
001	20	18	12	24	74
002	16	24	16	12	68
003	12	12	12	12	48
004	20	12	8	18	58
005	8	12	8	12	40
006	12	18	8	12	50
007	20	24	16	18	78
008	20	12	12	30	74
009	12	18	8	12	50
010	16	18	20	6	60
011	16	18	12	12	58
012	20	12	8	6	46
013	20	12	12	12	56
014	16	18	8	12	54
015	20	18	12	18	68
016	16	12	12	6	46
017	20	12	16	12	60
018	16	30	8	12	66

019	12	12	8	6	38
020	16	12	16	12	56
021	12	18	12	24	66
022	16	18	8	6	48
023	20	12	4	30	66
024	16	18	16	18	68
025	20	12	16	24	72
026	16	18	16	6	56
027	20	12	8	6	46
		Total			1570

$$X = \frac{\Sigma X}{n}$$

$$= \frac{1570}{27}$$

$$= 58{,}15$$

From the data on table above, one student (007) got seventy eight score as the highest total score and one student (019) gained thirty eight score as the lowest total score achieved by the students in this post-test. Wholly, the result of the post-test score analysis indicated that the students have achieved 1570 (58,15) as the total mean score in the post-test which meant that the quality of the students' ability in constructing imperative sentence after giving treatment using traffic sign pictures was "fair".

Table 4.4 The Score Percentage of Post-test

No	Qualifications	Scores	Frequency	Percentage (%)
1	Excellent	86 – 100	0	0 %
2	Good	71 – 85	4	14,81 %
3	Fair	56 – 70	13	48,15 %
4	Poor	41 – 55	8	29,63 %
5	Very Poor	0 – 40	2	7,41 %
	Total		27	100 %

The data from the table above showed that there were 2 students got "very poor" (7,41%), 8 students got "poor" (29,63%), 13 students got "fair" (48,15%), 4 students got "good" (14,81) and no one of them got "excellent" (0%).

4.1.3 The Mean Score of the Students on Pre-test and Post-test

Table 4.5 Mean Score of Pre-test and Post-test

Test	Mean Score
Pre-test	37,41
Post-test	58,15

Based on the table above, before giving treatment in pre-test, the students' ability in constructing imperative sentence got the mean score (37,41) and after giving treatment in post-test the students' mean score was (58,15). It proved that there was improvement to the students' ability in constructing imperative sentence through traffic sign pictures.

4.1.4 The Overall Result of Pre-test and Post-test

Pre-test is a set of questions was given to students before giving treatment. Post-test was given to know the students' ability after giving treatment. Post-test were

used as the pre-test. Comparing the students' scores of pre-test and post-test allowed us to see whether the treatment was successful in improving students' ability in constructing imperative sentence. The comparison of the gain scores between pre-test and post-test could be illustrated as follows:

Table 4.6 The Overall Result of Pre-test and Post-test.

Respondent	Pre-test	Post-test
001	58	74
002	54	68
003	32	48
004	28	58
005	32	40
006	38	50
007	58	78
008	52	74
009	28	50
010	30	60
011	28	58
012	38	46
013	30	56
014	28	54
015	52	68
016	30	46
017	34	60
018	32	66

019	24	38
020	30	56
021	32	66
022	34	48
023	28	66
024	50	68
025	56	72
026	44	56
027	30	46
Total	**1010**	**1570**

The table showed that there were differences between the pre-test and post-test result. The students got significant improvement by gaining score before and after giving treatment. It meant that the students got improvement in their ability test after learning by using traffic sign pictures. The improvement could be measured by taking a look the maximum and the minimum score in the pre-test and post-test in which twenty four (24) was the minimum score in pre-test while fifty eight (58) was the minimum score in post-test. On the other hand, thirty eight (38) was the maximum score in pre-test, while seventy eight (78) was the maximum score in post-test. Furthermore, there were one (1) students got the maximum score in post-test.

In addition, the students' progress in learning also be measured by comparing the students' gain score in pre-test was 1010 (37,41) and the students' gain score in post-test was 1570 (58,15). If the two gain scores were taken into account the students' ability in constructing imperative sentence before and after giving

treatment, we might then stated that the quality of the students' ability improved from "Very Poor" to "Fair".

4.1.5 The T-test Analysis

Table 4.7 The worksheet of Calculated of the Score Pre-test and Post-test

Respondent	Pre-test	Post-test	D	D^2
001	58	74	16	256
002	54	68	14	196
003	32	48	16	256
004	28	58	30	900
005	32	40	8	64
006	38	50	12	144
007	58	78	20	400
008	52	74	22	484
009	28	50	22	484
010	30	60	30	900
011	28	58	30	900
012	38	46	8	64
013	30	56	26	676
014	28	54	26	676
015	52	68	16	256
016	30	46	16	256
017	34	60	26	676
018	32	66	34	1156
019	24	38	14	196

020	30	56	26	676
021	32	66	34	1156
022	34	48	14	196
023	28	66	38	1444
024	50	68	18	324
025	56	72	16	256
026	44	56	12	144
027	30	46	16	256
Total			**560**	**13136**

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

$$\bar{D} = \frac{560}{27}$$

$$\bar{D} = 20{,}74$$

$$t = \frac{\bar{D}}{\sqrt{\frac{\Sigma D^2 - \left(\frac{\Sigma D}{N}\right)^2}{N(N-1)}}}$$

$$t = \frac{20{,}74}{\sqrt{\frac{13136 - \left(\frac{560}{27}\right)^2}{27(27-1)}}}$$

$$t = \frac{20{,}74}{\sqrt{\frac{13136 - \frac{313600}{729}}{27(27-1)}}}$$

$$t = \frac{20,74}{\sqrt{\dfrac{13136 - 430}{27(27-1)}}}$$

$$t = \frac{20,74}{\sqrt{\dfrac{12706}{27(26)}}}$$

$$t = \frac{20,74}{\sqrt{\dfrac{12706}{702}}}$$

$$t = \frac{20,74}{\sqrt{18,1}}$$

$$t = \frac{20.74}{4,25}$$

$$t = 4,88$$

Having analyzed the data of pre-test and post-test by using t-test formula, the result showed that the t-test value (4,88) was higher than t-table value (2,056) . It meant that there was significance improve in teaching imperative sentence by using traffic sign pictures.

4.2 Discussion

Based on the result of the data analysis, mean of the students' score after giving treatment were higher than before giving treatment. Mean score of pre-test was 37,41 while mean score of post-test was 58,15. It proved that the students' score in constructing imperative sentence by using traffic sign pictures was better although it's still distant from Minimum Mastery Criterion (KKM). Besides, the result of t-test analysis showed that t-test value (4,88) was higher than t-table value (2,056). It meant that the use of traffic sign pictures was able to improve the students' ability in

constructing imperative sentence. Another reason based on the students' responses was because most students found that using traffic sign pictures was enjoyable.

After conducting the research, the writer found that the students really looked excited with using of traffic sign pictures as medium to teach imperative sentence. So, they followed the teaching and learning process enthusiastically. The existence of the pictures helped the students to understand the material and to get the meaning of a certain words. Thus, traffic sign pictures would not be really difficult for the students. They have felt familiar with the picture because they find it almost everyday.

But the problem that they faced mostly is lack of basic knowledge about English and lack of vocabulary. The writer knew about that case after telling the students about it. They said that they didn't know about English because they seldom get it in elementary school. If they seldom studied English when they were in elementary school, then they didn't have vocabularies more. Practically, some students admitted that they got vocabulary not in school but when they played the game. Therefore, they got trouble in answering the test that was given by the writer.

Based on the statement of the writer in chapter I, it said that the most of students had some problems in using imperative sentence. It is proved by the mean score of students' pre-test which was very poor. But, there were some factors that were influenced the students in constructing imperative sentence after they got the treatment using traffic sign pictures.

In giving treatment, the writer used material which was made by her. According to Fininochiaro's argument in chapter II, a good picture should be large enough to be seen by all students and as simple as possible. Therefore, material that was used by the writer in teaching imperative sentence was clear to be seen and as

simple as possible. Moreover, based on the Wright's argument in the same chapter, pictures should be interesting for the student. So, the writer took traffic sign picture that was close by the daily life of students. Meanwhile, material about imperative sentence was taken from Juwita Magdalena's thesis in chapter II. She explained about functions of imperative sentence.

According to Celce-Murcia and Hilles in the chapter II, they stated that interesting and entertaining picture motivate student to respond in ways that more routine teaching aids. It was proved by the writer when she taught in class. Although her material used traffic sign pictures, yet the writer used a board and marker occasionally. Consequently, the students more liked to learn by using traffic sign pictures than using board and marker. When it used traffic sign pictures, students paid attention to the writer's explanation and more active in responding her. Nevertheless, it was inversely proportional with using a board and marker. The students felt bored until they didn't pay attention to the writer's explanation. As it did so, Li-Shing in the chapter II stated that the benefits of using pictures were pictures can add students' interest and attract their attention.

As a result, the writer can draw a conclusion that the use of traffic sign pictures was more effective and efficient to improve the students' ability in constructing imperative sentence at the seventh grade students of SMPN 2 Tellu Limpoe Kabupaten Sidenreng Rappang. It was supported by the statement of Natawidjaya in chapter II.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter consist of two parts namely conclusion and suggestion of the research. The conclusion deal with the conclusion gotten based on the finding and discussion of the research and the suggestion deal with some ideas given by the writer.

5.1 Conclusion

Based on the finding and discussion in the previous chapter, the writer concluded the research result that the use of traffic sign pictures was able to improve students' ability in constructing imperative sentence at the seventh grade students of SMPN 2 Tellu Limpoe Kabupaten Sidenreng Rappang. It was proven by the t-test value that was 4,88 which was higher than 2,056 as the t-table value. Besides, there was a significant difference between the students' ability in constructing imperative sentence at the seventh grade students of SMPN 2 Tellu Limpoe Kabupaten Sidenreng Rappang before and after giving treatment. It was proven by the mean score of pre-test that was 37,41 then improved to 58,15 as the mean score of post-test. It meant that quality of the students' ability in constructing imperative sentence improved from "very poor" to "fair" after using traffic sign pictures in giving treatment.

5.2 Suggestion

Closing this study, the writer would like to give some suggestions that might be useful to the teacher, students and the next researcher.

5.2.1 For the Teacher

1. The English teacher is expected to use visual aids, such as pictures as an alternative technique to convey the material to help the students in improving their ability in learning English.

2. The English teacher might use pictures in teaching and learning process to make the students more interested and more active in learning English. So, they will not be bored when learning it at class.

3. The English teacher is supposed to know the students' problem in their learning activities in order to give them the solution.

5.2.1 For the Students

1. The students should do not less motivation in learning English wherever and whenever.

2. They should study more and more and practice much about English, and collect many of vocabularies.

5.2.2 For the Researcher

1. It is necessary to another researcher conduct a further research, in order to validate the result of this study.
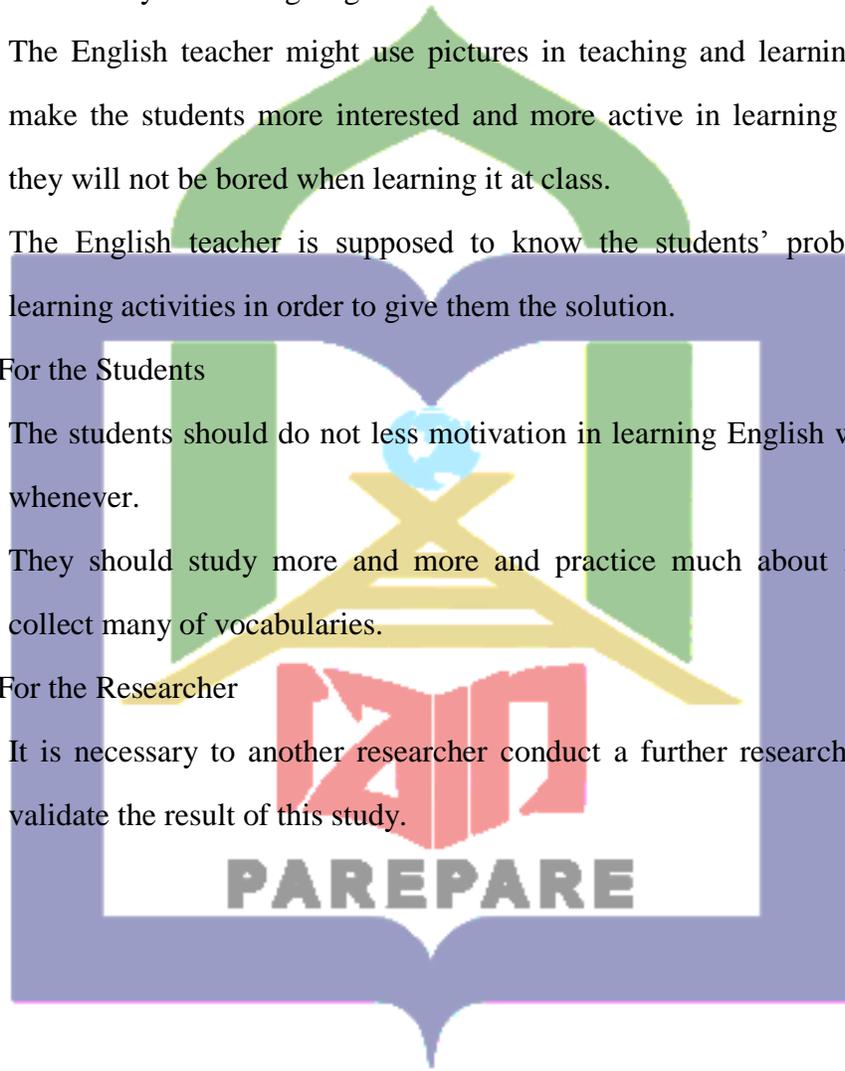
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A P P E N D I C E S
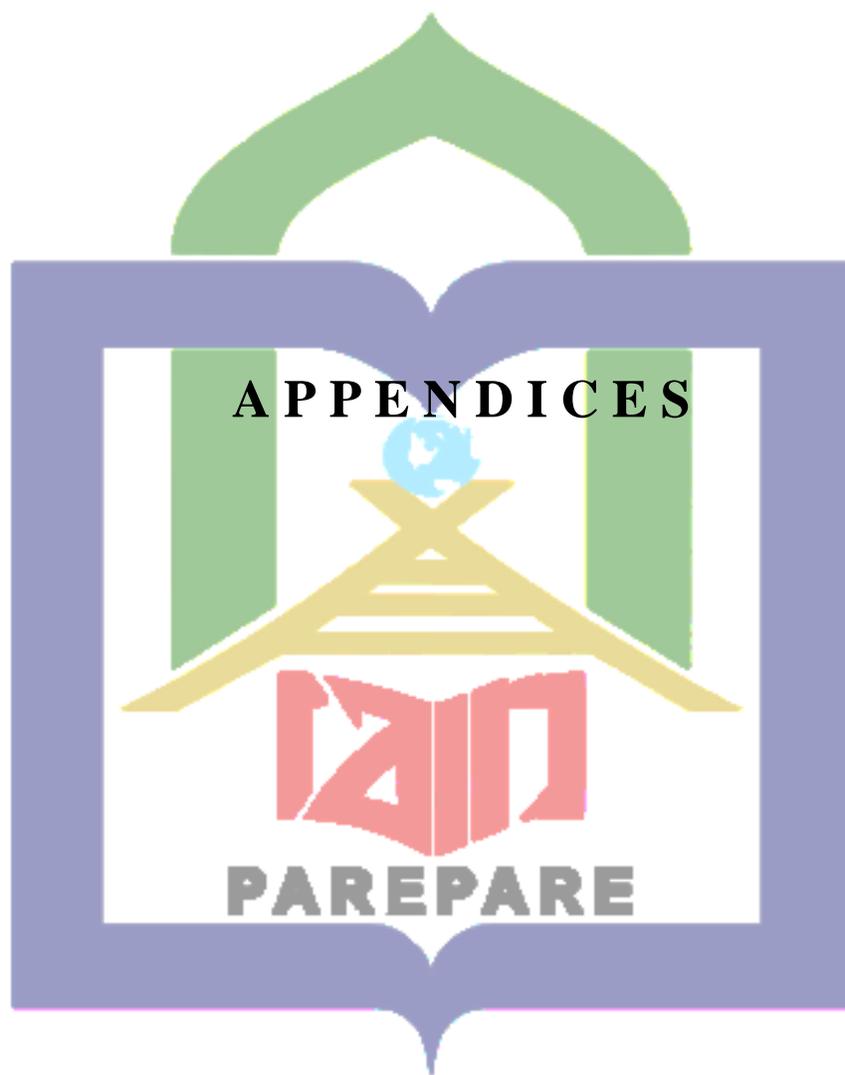
Appendix 1. Instrument for Pre-test and Post-test

I.   Multiple Choice

Choose the correct answer by crossing A, B, C, or D

1. Teacher   : _____ your book page 31, please!

    Students   : Sure.

    The correct word to complete the request expression in the conversation

    above is …..

    A. don't   C. please

    B. open   D. let's

2.

    _____ cheat in English test!

    The correct word to complete the prohibition expression above is …..

    A. write   C. no

    B. be   D. don't

3. Look at the picture below!

The correct suggestion expression about the picture is …..

A. Don't smoke here!

B. Let's go to school everyday!

C. Let's keep your environment nice and clean!

D. Throw the rubbish into the river, please!

4. The telephone is ringing, the mother said …..

A. Somebody answer the phone!

B. Call the doctor, please!

C. Be silent!

D. Don't make a noise here!

5.

What does the sign mean?

A. Dilarang bernyanyi di dalam ruangan!

B. Dilarang tidur di dalam kelas!

C. Waktunya untuk tidur!

D. Silahkan bernyanyi!

II. Rearrangement Items

Arrange the following words below into a correct sentence!

For example: Please <u>take care of my mom while I am not here.</u>

<center>*My mom/here/not/take care/of/I am/while*</center>

6. Submit ....

   to/right now/your homework/the chairman

7. Get out ....

   house/please/from/my

8. Let's ....

   of page/your book/turn/the end/to

9. Don't ....

   the table/place/the vase/on

10. Arrange ....

   according to/your books/the alphabet

III. Completion Items

Complete the conversation below by using the expressions on the box!

Go straight on	Let me see	May I asked you something
Follow me, won't you	Don't be confused	Let's move up

A: Excuse me. 11. ....?

B: Yes, you may.

A: Do you know this address?

B: 12. _____!. This is located on Avenue Street, isn't it?

A: Yes. It is written down like that.

B: 13. _____! You'll find the intersection and turn

right onto the Avenue Street. That's the location.

A: But based on this map, it's told that I have to find traffic light then turn left.

B: Yes. After that intersection, the traffic light will be found.

A: I'm confused. I have to turn right or left.

B: 14. _____,! I will point the way.

15. _____?

A: I will. Thank you so much.

B: You're welcome.
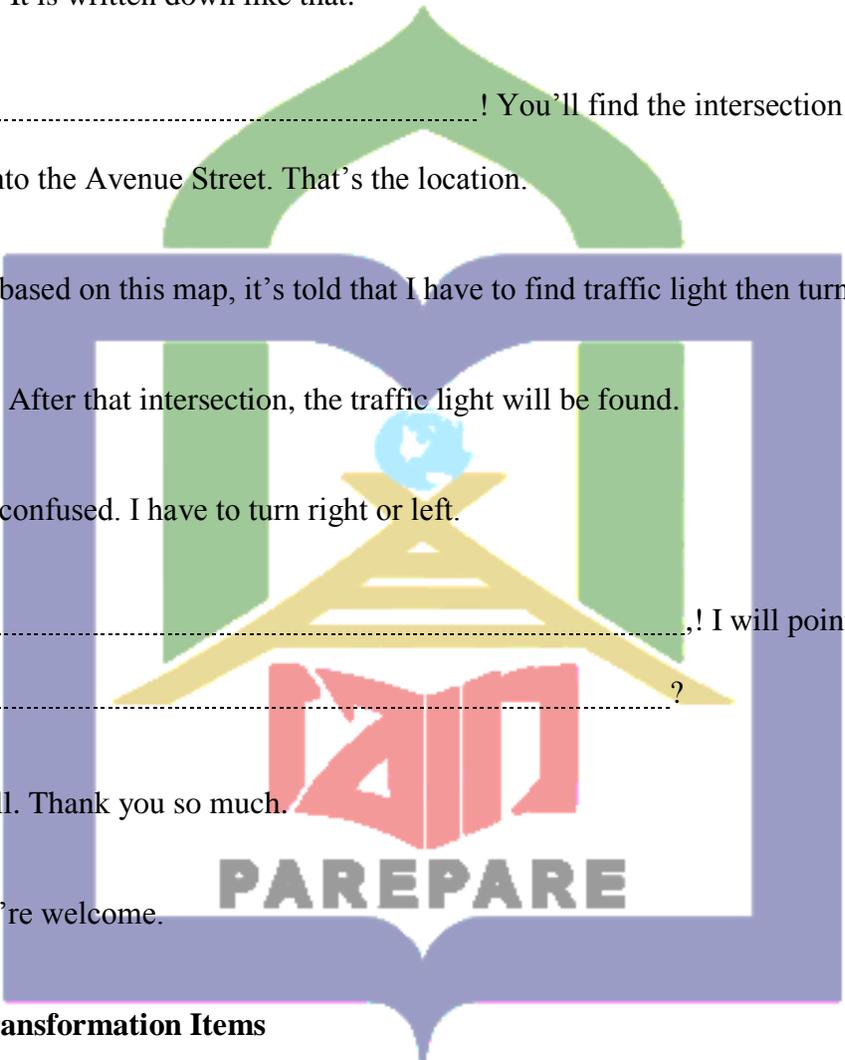
IV. Transformation Items

For example: Change the sentence into the advice expression!

Let's start from a new thing!

= You must start from a new thing!

16. Change the sentence into the invitation expression!

Bring my bag to school!

....

17. Change the sentence into the suggestion expression!

Don't follow me!

....

18. Change the sentence into the request expression!

Clean my bedroom and my bath room, won't you?

....

19. Change the sentence into the prohibition expression!

Be a strong woman!

....

20. Change the sentence into the command expression!

Make me a cup of coffee, please!

....

Appendix 2. Answer Key

I. Multiple Choice

1. B   3. C   5. B

2. D   4. A

II. Rearrangement Items

6. your homework to the chairman right now

7. from my house please

8. turn your book to the end of page

9. place the vase on the table

10. your books according to the alphabet

III. Completion Items

11. May I asked you something

12. Let me see

13. Go straight on

14. Don't be confused

15. Follow me, won't you

IV. Transformation Items

16. Bring my bag to school, won't you

17. Let's follow me

18. Clean my bedroom and my bathroom, please

19. Don't be a strong woman

20. Make me a cup of coffee
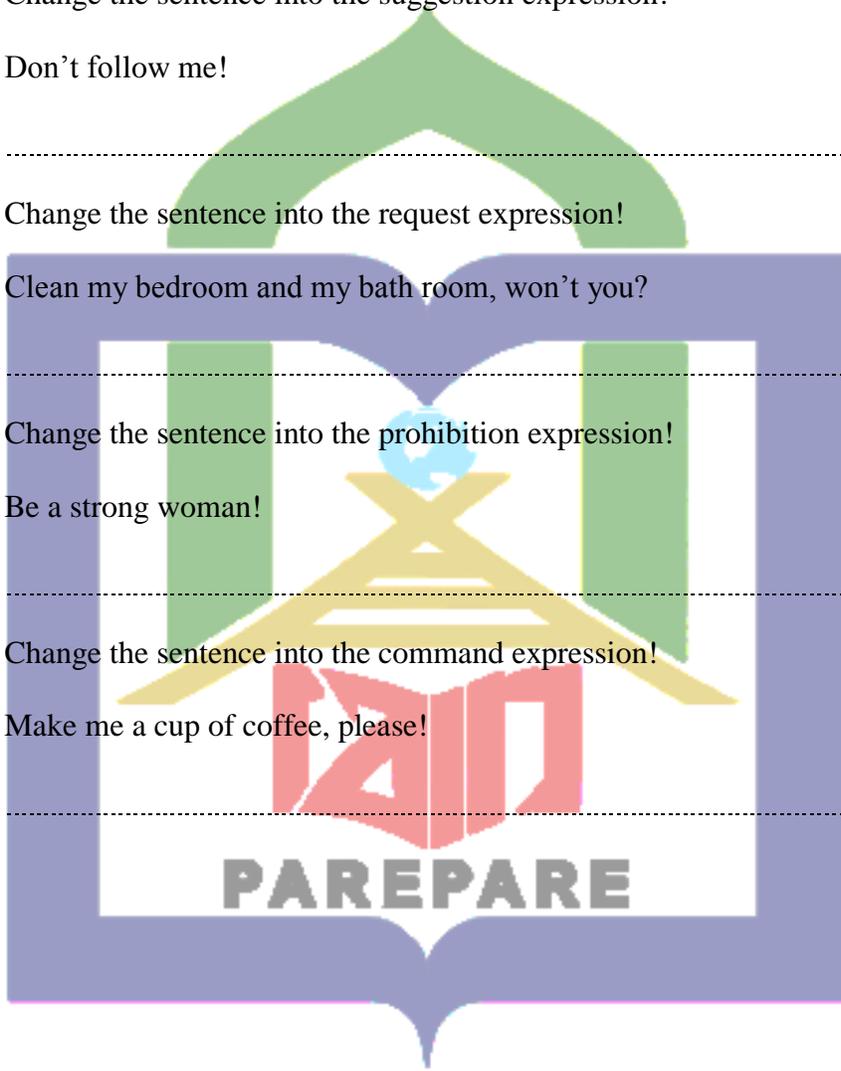
RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)

Satuan Pendidikan : SMPN 2 Tellu Limpoe Sidrap
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : VII/Genap
Materi Pokok : Imperative Sentence
Pertemuan : 1
Topik : Command
Tahun Pelajaran : 2017/2018
Alokasi Waktu : 2 JP (1 Pertemuan)

A. Standar Kompetensi
   Menulis
   1. Mengungkapkan makna dalam teks tulis fungsional pendek sangat sederhana untuk berinteraksi dengan lingkungan terdekat.
B. Kompetensi Dasar
   Menulis
   1. Mengungkapkan makna gagasan dalam teks tulis fungsional pendek sangat sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan terdekat.
C. Indikator
   Siswa mampu:
   1. Mengungkapkan kalimat pendek tentang imperative sentence dalam bentuk command, request, invitation, suggestion, advice, dan prohibition.
   2. Mengubah imperative sentence dari satu bentuk ke bentuk yang lainnya.
   3. Membuat kalimat imperative sentence sesuai dengan bentuk yang telah diajarkan.
   4. Menyusun kalimat imperative sentences dengan baik dan benar.
D. Tujuan Pembelajaran
   Pada akhir pembelajaran siswa dapat:
   1. Mengungkapkan kalimat pendek tentang imperative sentence dalam bentuk command, request, invitation, suggestion, advice, dan prohibition.
   2. Mengubah imperative sentence dari satu bentuk ke bentuk yang lainnya.
   3. Membuat kalimat imperative sentence sesuai dengan bentuk yang telah diajarkan.
   4. Menyusun kalimat imperative sentences dengan baik dan benar.
E. Karakter Siswa yang Diharapkan
− Kreatif (creative)   - Percaya diri (confident)

− Komunikatif (communicative) - Bertanggung jawab (responsibility)
− Berkerja sama (cooperative) - Disiplin (discipline)
− Sopan santun (polite) - Mandiri (independent)

F. Materi Pembelajaran

The command is given when there is a power different between speaker and listener, the speaker has an authority to command the listener to do something. The command is begun with Verb.

The forms of command:

Verb = Stop! **Verb + Object/Complement** = Give way!

For example:
Jump!
Open the door!

G. Langkah-Langkah Pembelajaran

Pertemuan Ke-1 (2 x 40 menit)	Waktu
Kegiatan Pendahuluan • Guru memberi salam. • Guru mengabsen siswa. • Tanya jawab berbagai hal terkait kondisi siswa. • Apersepsi: game tentang *verb*. • Menyampaikan tujuan pembelajaran.	**10 menit**
Kegiatan Inti **Eksplorasi** • Menunjukkan gambar traffic sign kepada siswa. • Menanyakan siswa tentang apa maksud gambar traffic sign yang ditunjukkan. • Menjelaskan *imperative sentence* bentuk *command* melalui gambar traffic sign tersebut. • Siswa dikelompokkan menjadi beberapa kelompok. • Satu kelompok terdiri dari 3 orang. **Elaborasi** • Siswa diminta mengidentifikasi gambar traffic sign yang ditunjukkan. • Siswa dalam kelompok diminta membuat, mengubah, dan	**60 menit**

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menyusun kalimat *imperative sentence* dalam bentuk *command* sesuai dengan gambar traffic sign yang diberikan.

Konfirmasi.
- Siswa diminta menjawab pertanyaan dalam bentuk exercise untuk menguatkan penguasaan materi.

Kegiatan Penutup	
• Menanyakan kesulitan siswa selama KBM.	
• Menyimpulkan materi pembelajaran.	**10 menit**
• Guru bersama siswa mereview topic utama dalam pertemuan ini.	
• Guru memberi salam.	

H. Penilaian
1. Teknik : tes tertulis
2. Bentuk : tulisan

I. Instrumen Penilaian

Choose the correct sentence for every picture below!

1.

A. Turn right!   C. Turn left!
B. Be turn right!   D. I turn left!

2.

A. Cross here!   C. I walk there!
B. You cross here!   D. Walk there!

3.

A. Be calm!   C. Careful!
B. Be slow!   D. My slow!

4.

A. Slow!   C. We slow!
B. They calm!   D. Be careful!

5.

A. Be park here!   C. Patient!
B. Park here!   D. Be patient here!

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Match the pictures below with the sentences on the box: just write a letter of the sentence in the blank lines!

A. Go!	C. Turn left!	E. Be careful!
B. Cross here!	D. Stop!	
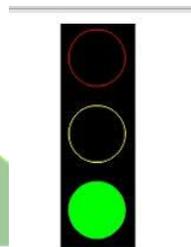
J. Pedoman Penilaian

1. Penilaian Afektif Siswa

$$Nilai\ afektif\ siswa = \frac{Jumlah\ seluruh\ nilai}{jumlah\ indikator}$$

2. penilaian kognitif siswa

$$Nilai\ kognitif\ siswa = \frac{jumlah\ skor\ perolehan}{skor\ total} x\ 100$$

Massepe, Mei 2018
Mahasiswa

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CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)

Satuan Pendidikan : SMPN 2 Tellu Limpoe Sidrap
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : VII/Genap
Materi Pokok : Imperative Sentence
Pertemuan : 2
Topik : Request
Tahun Pelajaran : 2017/2018
Alokasi Waktu : 2 JP (1 Pertemuan)

A. Standar Kompetensi
   Menulis
   2. Mengungkapkan makna dalam teks tulis fungsional pendek sangat sederhana untuk berinteraksi dengan lingkungan terdekat.

B. Kompetensi Dasar
   Menulis
   2. Mengungkapkan makna gagasan dalam teks tulis fungsional pendek sangat sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan terdekat.

C. Indikator
   Siswa mampu:
   5. Mengungkapkan kalimat pendek tentang imperative sentence dalam bentuk command, request, invitation, suggestion, advice, dan prohibition.
   6. Mengubah imperative sentence dari satu bentuk ke bentuk yang lainnya.
   7. Membuat kalimat imperative sentence sesuai dengan bentuk yang telah diajarkan.
   8. Menyusun kalimat imperative sentences dengan baik dan benar.

D. Tujuan Pembelajaran
   Pada akhir pembelajaran siswa dapat:
   5. Mengungkapkan kalimat pendek tentang imperative sentence dalam bentuk command, request, invitation, suggestion, advice, dan prohibition.
   6. Mengubah imperative sentence dari satu bentuk ke bentuk yang lainnya.
   7. Membuat kalimat imperative sentence sesuai dengan bentuk yang telah diajarkan.
   8. Menyusun kalimat imperative sentences dengan baik dan benar.

E. Karakter Siswa yang Diharapkan
   − Kreatif (creative)   - Percaya diri (confident)
   − Komunikatif (communicative)   - Bertanggung jawab (responsibility)
   − Berkerja sama (cooperative)   - Disiplin (discipline)

– Sopan santun (polite)   - Mandiri (independent)

F. Materi Pembelajaran

Actually imperative sentence as a request is quite same with the command, but it is more polite. A request is an intention of the speaker, so that the listener does something.

In request, the hortatory words (**please**, **do**) or "**modal** + **subject**" (can I, will you, would I, and would you mind) are often used.

The forms of request:

Command + please
Be slow, please!

Do + Command
Do drive under 80!

Modal + Subject + Command
Could you give way to me?

For examples:
Turn off the radio on the table, **please**!
Do lend your book that I have read to her!
Can I borrow your red pen when you stop writing?

G. Langkah-Langkah Pembelajaran

Pertemuan Ke-2 (2 x 40 menit)	Waktu
Kegiatan Pendahuluan • Guru memberi salam.	**10 menit**

• Guru mengabsen siswa. • Tanya jawab berbagai hal terkait kondisi siswa. • Apersepsi: game tentang *command* • Menyampaikan tujuan pembelajaran.	
Kegiatan Inti **Eksplorasi** • Menunjukkan gambar traffic sign kepada siswa. • Menanyakan siswa tentang apa maksud gambar traffic sign yang ditunjukkan. • Menjelaskan *imperative sentence* bentuk *request* melalui gambar traffic sign tersebut. • Siswa dikelompokkan menjadi beberapa kelompok. • Satu kelompok terdiri dari 3 orang. **Elaborasi** • Siswa diminta mengidentifikasi gambar traffic sign yang ditunjukkan. • Siswa dalam kelompok diminta membuat, mengubah, dan menyusun kalimat *imperative sentence* dalam bentuk *request* sesuai dengan gambar traffic sign yang diberikan. **Konfirmasi**. • Siswa diminta menjawab pertanyaan dalam bentuk exercise untuk menguatkan penguasaan materi.	**60 menit**
Kegiatan Penutup • Menanyakan kesulitan siswa selama KBM. • Menyimpulkan materi pembelajaran. • Guru bersama siswa mereview topic utama dalam pertemuan ini. • Guru memberi salam.	**10 menit**

H. Penilaian
  3. Teknik   : tes tertulis
  4. Bentuk   : tulisan
I. Instrumen Penilaian

Write imperative sentence with using request expression based on the pictures below!

Draw traffic sign to complete the pictures below based on the each sentence!

Turn left, please!   Do keep left!

Do be careful!   Will you turn round here?

J. Pedoman Penilaian

3. Penilaian Afektif Siswa

$$Nilai\ afektif\ siswa = \frac{Jumlah\ seluruh\ nilai}{jumlah\ indikator}$$

$$Nilai\ kognitif\ siswa = \frac{jumlah\ skor\ perolehan}{skor\ total}\ x\ 100$$

Parepare, Mei 2018
Mahasiswa

Nurhalijah
Nim.14.1300.131

RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)

Satuan Pendidikan	**: SMPN 2 Tellu Limpoe Sidrap**
Mata Pelajaran	**: Bahasa Inggris**
Kelas/Semester	**: VII/Genap**
Materi Pokok	**: Imperative Sentence**
Pertemuan	**: 3**
Topik	**: Invitation**
Tahun Pelajaran	**: 2017/2018**
Alokasi Waktu	**: 2 JP (1 Pertemuan)**

A. Standar Kompetensi
Menulis
3. Mengungkapkan makna dalam teks tulis fungsional pendek sangat sederhana untuk berinteraksi dengan lingkungan terdekat.

B. Kompetensi Dasar
Menulis
3. Mengungkapkan makna gagasan dalam teks tulis fungsional pendek sangat sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan terdekat.

C. Indikator
Siswa mampu:
9. Mengungkapkan kalimat pendek tentang imperative sentence dalam bentuk command, request, invitation, suggestion, advice, dan prohibition.
10. Mengubah imperative sentence dari satu bentuk ke bentuk yang lainnya.
11. Membuat kalimat imperative sentence sesuai dengan bentuk yang telah diajarkan.
12. Menyusun kalimat imperative sentences dengan baik dan benar.

D. Tujuan Pembelajaran
Pada akhir pembelajaran siswa dapat:
9. Mengungkapkan kalimat pendek tentang imperative sentence dalam bentuk command, request, invitation, suggestion, advice, dan prohibition.
10. Mengubah imperative sentence dari satu bentuk ke bentuk yang lainnya.
11. Membuat kalimat imperative sentence sesuai dengan bentuk yang telah diajarkan.
12. Menyusun kalimat imperative sentences dengan baik dan benar.

E. Karakter Siswa yang Diharapkan
− Kreatif (creative)   - Percaya diri (confident)
− Komunikatif (communicative)   - Bertanggung jawab (responsibility)
− Berkerja sama (cooperative)   - Disiplin (discipline)

– Sopan santun (polite)   - Mandiri (independent)

F. Materi Pembelajaran

In invitation, the use of question tags "**won't you**" commonly used to invite the listener.

Command + won't you
Use a bicycle here, won't you?

Won't you + command
Won't you turn back here?

For examples:
Come to my house, **won't you**? Or **Won't you** come to my house?
Have a cup of coffee, **won't you**? Or **Won't you** have a cup of coffee?

G. Langkah-Langkah Pembelajaran

Pertemuan Ke-3 (2 x 40 menit)	Waktu
Kegiatan Pendahuluan • Guru memberi salam. • Guru mengabsen siswa. • Tanya jawab berbagai hal terkait kondisi siswa. • Apersepsi: game tentang *request* • Menyampaikan tujuan pembelajaran.	10 menit
Kegiatan Inti **Eksplorasi** • Menunjukkan gambar traffic sign kepada siswa. • Menanyakan siswa tentang apa maksud gambar traffic sign yang ditunjukkan. • Menjelaskan *imperative sentence* bentuk *invitation* melalui gambar traffic sign tersebut. • Siswa dikelompokkan menjadi beberapa kelompok.	60 menit

• Satu kelompok terdiri dari 3 orang. **Elaborasi** • Siswa diminta mengidentifikasi gambar traffic sign yang ditunjukkan. • Siswa dalam kelompok diminta membuat, mengubah, dan menyusun kalimat *imperative sentence* dalam bentuk *invitation* sesuai dengan gambar traffic sign yang diberikan. **Konfirmasi**. • Siswa diminta menjawab pertanyaan dalam bentuk exercise untuk menguatkan penguasaan materi.	
Kegiatan Penutup • Menanyakan kesulitan siswa selama KBM. • Menyimpulkan materi pembelajaran. • Guru bersama siswa mereview topic utama dalam pertemuan ini. • Guru memberi salam.	**10 menit**

H. Penilaian
    5. Teknik   : tes tertulis
    6. Bentuk   : tulisan

I. Instrumen Penilaian

Arrange the following words below into a correct sentence based on the pictures!

Under / drive / won't / 80 / you   careful / won't / be / here / you

You / here / won't / stop   us / way / to / won't / give / you

Make sentences and draw the traffic sign pictures by taking words on the box!						
cross	won't	right	back	keep	use	round
turn	bicycle	you	here	left	A	---

J. Pedoman Penilaian

4. Penilaian Afektif Siswa

$$Nilai\ afektif\ siswa = \frac{Jumlah\ seluruh\ nilai}{jumlah\ indikator}$$

$$Nilai\ kognitif\ siswa = \frac{jumlah\ skor\ perolehan}{skor\ total} x\ 100$$

Parepare, Mei 2018
Mahasiswa

Nurhalijah
Nim.14.1300.131

RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)

Satuan Pendidikan	**: SMPN 2 Tellu Limpoe Sidrap**
Mata Pelajaran	**: Bahasa Inggris**
Kelas/Semester	**: VII/Genap**
Materi Pokok	**: Imperative Sentence**
Pertemuan	**: 4**
Topik	**: Suggestion**
Tahun Pelajaran	**: 2017/2018**
Alokasi Waktu	**: 2 JP (1 Pertemuan)**

A. Standar Kompetensi
   Menulis
   4. Mengungkapkan makna dalam teks tulis fungsional pendek sangat sederhana untuk berinteraksi dengan lingkungan terdekat.

B. Kompetensi Dasar
   Menulis
   4. Mengungkapkan makna gagasan dalam teks tulis fungsional pendek sangat sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan terdekat.

C. Indikator
   Siswa mampu:
   13. Mengungkapkan kalimat pendek tentang imperative sentence dalam bentuk command, request, invitation, suggestion, advice, dan prohibition.
   14. Mengubah imperative sentence dari satu bentuk ke bentuk yang lainnya.
   15. Membuat kalimat imperative sentence sesuai dengan bentuk yang telah diajarkan.
   16. Menyusun kalimat imperative sentences dengan baik dan benar.

D. Tujuan Pembelajaran
   Pada akhir pembelajaran siswa dapat:
   13. Mengungkapkan kalimat pendek tentang imperative sentence dalam bentuk command, request, invitation, suggestion, advice, dan prohibition.
   14. Mengubah imperative sentence dari satu bentuk ke bentuk yang lainnya.
   15. Membuat kalimat imperative sentence sesuai dengan bentuk yang telah diajarkan.
   16. Menyusun kalimat imperative sentences dengan baik dan benar.

E. Karakter Siswa yang Diharapkan
   − Kreatif (creative)   - Percaya diri (confident)
   − Komunikatif (communicative)   - Bertanggung jawab (responsibility)
   − Berkerja sama (cooperative)   - Disiplin (discipline)

– Sopan santun (polite)   - Mandiri (independent)

F. Materi Pembelajaran

> In suggestion "**let's**" indicates that the speaker is making a suggestion that includes himself and people he is addressing. We may notice "**let's**" instead of "**let's not**".
>
>
>
> **Let's not + Command, + let's + command**
> Let's not turn right, let's go straight on!
>
> For examples:
> **Let's not** eat the meal, **let's** eat the banana!
> **Let's not** discuss economics, le**t's** discuss politics!

G. Langkah-Langkah Pembelajaran

Pertemuan Ke-4 (2 x 40 menit)	Waktu
Kegiatan Pendahuluan • Guru memberi salam. • Guru mengabsen siswa. • Tanya jawab berbagai hal terkait kondisi siswa. • Apersepsi: game tentang *invitation* • Menyampaikan tujuan pembelajaran.	**10 menit**
Kegiatan Inti **Eksplorasi** • Menunjukkan gambar traffic sign kepada siswa. • Menanyakan siswa tentang apa maksud gambar traffic sign yang ditunjukkan. • Menjelaskan *imperative sentence* bentuk *suggestion* melalui gambar traffic sign tersebut. • Siswa dikelompokkan menjadi beberapa kelompok. • Satu kelompok terdiri dari 3 orang. **Elaborasi** • Siswa diminta mengidentifikasi gambar traffic sign yang ditunjukkan. • Siswa dalam kelompok diminta membuat, mengubah, dan menyusun kalimat *imperative sentence* dalam bentuk *suggestion* sesuai dengan gambar traffic sign yang diberikan.	**60 menit**

Konfirmasi. • Siswa diminta menjawab pertanyaan dalam bentuk exercise untuk menguatkan penguasaan materi.	
Kegiatan Penutup • Menanyakan kesulitan siswa selama KBM. • Menyimpulkan materi pembelajaran. • Guru bersama siswa mereview topic utama dalam pertemuan ini. • Guru memberi salam.	**10 menit**

H. Penilaian
    7. Teknik   : tes tertulis
    8. Bentuk   : tulisan

I. Instrumen Penilaian

Cross 'T' if it's true and cross 'F' if it's false!

T / F		T / F	
	Let's you stop there, not here!		Let's not stop there, let's park here!
T / F		**T / F**	
	I let's go to the crossing line!		Let's not turn left, they turn right!

Match the pictures in the left side with the sentences in the right side: make a line that connects each other!

	Let's not drive over 80, let's drive under 80!
	Let's not keep right, let's keep left!
	Let's not turn round, let's turn back!

J. Pedoman Penilaian

    5. Penilaian Afektif Siswa

$$Nilai\ afektif\ siswa = \frac{Jumlah\ seluruh\ nilai}{jumlah\ indikator}$$

$$Nilai\ kognitif\ siswa = \frac{jumlah\ skor\ perolehan}{skor\ total} x\ 100$$

Parepare, Mei 2018
Mahasiswa

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RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)

Satuan Pendidikan	: SMPN 2 Tellu Limpoe Sidrap
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: VII/Genap
Materi Pokok	: Imperative Sentence
Pertemuan	: 5
Topik	: Advice
Tahun Pelajaran	: 2017/2018
Alokasi Waktu	: 2 JP (1 Pertemuan)

A. Standar Kompetensi
Menulis
5. Mengungkapkan makna dalam teks tulis fungsional pendek sangat sederhana untuk berinteraksi dengan lingkungan terdekat.

B. Kompetensi Dasar
Menulis
5. Mengungkapkan makna gagasan dalam teks tulis fungsional pendek sangat sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan terdekat.

C. Indikator
Siswa mampu:
17. Mengungkapkan kalimat pendek tentang imperative sentence dalam bentuk command, request, invitation, suggestion, advice, dan prohibition.
18. Mengubah imperative sentence dari satu bentuk ke bentuk yang lainnya.
19. Membuat kalimat imperative sentence sesuai dengan bentuk yang telah diajarkan.
20. Menyusun kalimat imperative sentences dengan baik dan benar.

D. Tujuan Pembelajaran
Pada akhir pembelajaran siswa dapat:
17. Mengungkapkan kalimat pendek tentang imperative sentence dalam bentuk command, request, invitation, suggestion, advice, dan prohibition.
18. Mengubah imperative sentence dari satu bentuk ke bentuk yang lainnya.
19. Membuat kalimat imperative sentence sesuai dengan bentuk yang telah diajarkan.
20. Menyusun kalimat imperative sentences dengan baik dan benar.

E. Karakter Siswa yang Diharapkan
− Kreatif (creative) - Percaya diri (confident)
− Komunikatif (communicative) - Bertanggung jawab (responsibility)
− Berkerja sama (cooperative) - Disiplin (discipline)

– Sopan santun (polite)   - Mandiri (independent)

F. Materi Pembelajaran

An advice is an idea, opinion or a plan given to somebody about what the speaker should to do. The forms of advice:

Subject + must/ought to/should + command
You should turn round here!

If I were you I should/would + command
If I were you I would keep left!

For examples:
You **must** read this book!
If I were you I'd buy a small car.

G. Langkah-Langkah Pembelajaran

Pertemuan Ke-5 (2 x 40 menit)	Waktu
Kegiatan Pendahuluan • Guru memberi salam. • Guru mengabsen siswa. • Tanya jawab berbagai hal terkait kondisi siswa. • Apersepsi: game tentang *suggestion* • Menyampaikan tujuan pembelajaran.	**10 menit**
Kegiatan Inti **Eksplorasi** • Menunjukkan gambar traffic sign kepada siswa. • Menanyakan siswa tentang apa maksud gambar traffic sign yang ditunjukkan. • Menjelaskan *imperative sentence* bentuk a*dvice* melalui gambar traffic sign tersebut. • Siswa dikelompokkan menjadi beberapa kelompok.	**60 menit**

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• Satu kelompok terdiri dari 3 orang. **Elaborasi** • Siswa diminta mengidentifikasi gambar traffic sign yang ditunjukkan. • Siswa dalam kelompok diminta membuat, mengubah, dan menyusun kalimat *imperative sentence* dalam bentuk *advice* sesuai dengan gambar traffic sign yang diberikan. **Konfirmasi**. • Siswa diminta menjawab pertanyaan dalam bentuk exercise untuk menguatkan penguasaan materi.	
Kegiatan Penutup • Menanyakan kesulitan siswa selama KBM. • Menyimpulkan materi pembelajaran. • Guru bersama siswa mereview topic utama dalam pertemuan ini. • Guru memberi salam.	**10 menit**

H. Penilaian
9. Teknik   : tes tertulis
10. Bentuk   : tulisan

I. Instrumen Penilaian

Change the command expressions below into the advice expressions and draw the traffic sign picture on the box!

△	Park here while you are waiting for! _____ _____
◇	Stop here because it's jammed there! _____ _____
▭	Be slow, here is a danger way! _____ _____
△	Be careful, there is often an accident! _____ _____
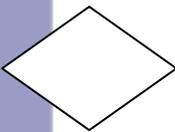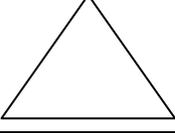
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Write sentences with using advice expression based on the some traffic sign pictures below!

J. Pedoman Penilaian

6. Penilaian Afektif Siswa

$$Nilai\ afektif\ siswa = \frac{Jumlah\ seluruh\ nilai}{jumlah\ indikator}$$

$$Nilai\ kognitif\ siswa = \frac{jumlah\ skor\ perolehan}{skor\ total} x\ 100$$

Parepare, Mei 2018
Mahasiswa

Nurhalijah
Nim.14.1300.131

RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)

Satuan Pendidikan : **SMPN 2 Tellu Limpoe Sidrap**
Mata Pelajaran : **Bahasa Inggris**
Kelas/Semester : **VII/Genap**
Materi Pokok : **Imperative Sentence**
Pertemuan : **6**
Topik : **Prohibition**
Tahun Pelajaran : **2017/2018**
Alokasi Waktu : **2 JP (1 Pertemuan)**

A. Standar Kompetensi
Menulis
6. Mengungkapkan makna dalam teks tulis fungsional pendek sangat sederhana untuk berinteraksi dengan lingkungan terdekat.

B. Kompetensi Dasar
Menulis
6. Mengungkapkan makna gagasan dalam teks tulis fungsional pendek sangat sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan terdekat.

C. Indikator
Siswa mampu:
21. Mengungkapkan kalimat pendek tentang imperative sentence dalam bentuk command, request, invitation, suggestion, advice, dan prohibition.
22. Mengubah imperative sentence dari satu bentuk ke bentuk yang lainnya.
23. Membuat kalimat imperative sentence sesuai dengan bentuk yang telah diajarkan.
24. Menyusun kalimat imperative sentences dengan baik dan benar.

D. Tujuan Pembelajaran
Pada akhir pembelajaran siswa dapat:
21. Mengungkapkan kalimat pendek tentang imperative sentence dalam bentuk command, request, invitation, suggestion, advice, dan prohibition.
22. Mengubah imperative sentence dari satu bentuk ke bentuk yang lainnya.
23. Membuat kalimat imperative sentence sesuai dengan bentuk yang telah diajarkan.
24. Menyusun kalimat imperative sentences dengan baik dan benar.

E. Karakter Siswa yang Diharapkan
- Kreatif (creative)   - Percaya diri (confident)
- Komunikatif (communicative)   - Bertanggung jawab (responsibility)
- Berkerja sama (cooperative)   - Disiplin (discipline)

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– Sopan santun (polite)   - Mandiri (independent)

F. Materi Pembelajaran

In Prohibition, the speaker forbids the listener to do something. It is concerned with the negative imperative. The prohibition always uses the marker "**don't**" before the sentences. For examples:

Don't + Command
Don't drive a motorcycle here!

Usually, the prohibition is often indicated by means of brief announcement with "**no + gerund**".

No + command is changed to gerund
No parking!

For examples:
Don't be late for school!
No smoking!

G. Langkah-Langkah Pembelajaran

Pertemuan Ke-6 (2 x 40 menit)	Waktu
Kegiatan Pendahuluan • Guru memberi salam. • Guru mengabsen siswa. • Tanya jawab berbagai hal terkait kondisi siswa. • Apersepsi: game tentang *suggestion* • Menyampaikan tujuan pembelajaran.	**10 menit**
Kegiatan Inti **Eksplorasi** • Menunjukkan gambar traffic sign kepada siswa. • Menanyakan siswa tentang apa maksud gambar traffic sign yang ditunjukkan. • Menjelaskan *imperative sentence* bentuk *prohibition* melalui	**60 menit**

gambar traffic sign tersebut.
- Siswa dikelompokkan menjadi beberapa kelompok.
- Satu kelompok terdiri dari 3 orang.

Elaborasi
- Siswa diminta mengidentifikasi gambar traffic sign yang ditunjukkan.
- Siswa dalam kelompok diminta membuat, mengubah, dan menyusun kalimat *imperative sentence* dalam bentuk *prohibition* sesuai dengan gambar traffic sign yang diberikan.

Konfirmasi.
- Siswa diminta menjawab pertanyaan dalam bentuk exercise untuk menguatkan penguasaan materi.

Kegiatan Penutup	
• Menanyakan kesulitan siswa selama KBM.	
• Menyimpulkan materi pembelajaran.	**10 menit**
• Guru bersama siswa mereview topic utama dalam pertemuan ini.	
• Guru memberi salam.	

H. Penilaian
11. Teknik   : tes tertulis
12. Bentuk   : tulisan

I. Instrumen Penilaian

Fill in the blank of the short dialog below based on the pictures on the box!

John : hello Steve, can I make an interview with you?
Steve: of course. What should I do?
John : I will interview about the way to the national zoo. You just answer my questions.
Steve: Okay.
John : if we start from Jl. Banana, must I turn left?
Steve: 1. _____. Go straight on and you will find an intersection.
John : I will go straight on until I get an intersection. After that, must I go straight on again there?
Steve: 2. _____. You have to turn right there.
John : I have a new friend that lives in Jl. Pineapple and I will visit her. Can I do that?

Steve: 3. _____

John : why?

Steve: because there is a traffic light here. You can make a jam.

John : Okay. After that, where must I go?

Steve: after Jl. Pineapple, you will find Jl. Mango and there is a national zoo. But remember, 4. _____, because you can make a jam in the way.

John : Okay, I get it. Thanks a lot brother.

Steve: anytime.

Write a short paragraph by using the sixth expressions of imperative sentence that tells about instruction from Anna's house to her new school based on the traffic sign pictures below!

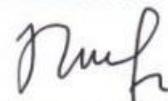**J. Pedoman Penilaian**

7. Penilaian Afektif Siswa

$$Nilai\ afektif\ siswa = \frac{Jumlah\ seluruh\ nilai}{jumlah\ indikator}$$

$$Nilai\ kognitif\ siswa = \frac{jumlah\ skor\ perolehan}{skor\ total} x\ 100$$

Parepare, Mei 2018
Mahasiswa

Nurhalijah
Nim.14.1300.131

Appendix 4. List of students' attendance

DAFTAR HADIR SISWA SMPN 2 TELLU LIMPOE
KABUPATEN SIDENRENG RAPPANG
KELAS VII.2

NO	NAMA	L/P	PERTEMUAN								KET.		
			1	2	3	4	5	6	7	8	S	I	A
1	ABD. RAHMAN	P	✓	✓	✓	✓	✓	✓	✓	✓			
2	ABDILLAH NAWIR	P	✓	✓	✓	✓	✓	✓	✓	✓			
3	ADEH IHSAN SL.	P	✓	✓	✓	✓	✓	✓	✓	✓			
4	AGUSTINA	P	✓	✓	a	✓	✓	✓	✓	✓	1		
5	AKBAR	P	✓	✓	✓	s	✓	a	✓	✓	1		1
6	ALFIN	P	✓	✓	✓	✓	✓	✓	✓	✓			
7	AURIEL	L	✓	✓	✓	✓	✓	✓	✓	✓			
8	AVRILWAN	P	✓	✓	✓	s	✓	✓	✓	✓	1		
9	ELSA	P	✓	✓	✓	✓	✓	✓	✓	✓			
10	DEVI	L	✓	✓	✓	✓	✓	✓	✓	✓			
11	FIRNA	L	✓	✓	✓	✓	✓	✓	✓	✓			
12	HARNIS SUDIRMAN	L	✓	✓	✓	✓	a	✓	a	✓			2
13	IRAHMAH	L	✓	✓	✓	✓	✓	✓	✓	✓			
14	M. AKHYAR	L	✓	✓	✓	✓	✓	✓	✓	✓			
15	MUH. HAIKAL BACHTIAR	L	✓	✓	✓	✓	✓	✓	✓	✓			
16	MUH. SYAHRUL SAKIL	L	✓	✓	✓	✓	✓	i	✓	✓		1	
17	NABILA AGUSSALIM	L	✓	✓	✓	✓	✓	✓	✓	✓			
18	NABILAH ABIDIN	L	✓	✓	✓	✓	✓	✓	✓	✓			
19	NASRIAH	L	✓	✓	a	✓	a	s	✓	✓	1		2
20	NUR AINUN	P	✓	✓	✓	✓	✓	✓	✓	✓			
21	NURUL QALBI	L	✓	✓	✓	✓	✓	✓	✓	✓			
22	PASHA SYILA NIARKI	P	✓	✓	✓	✓	✓	✓	i	✓		1	
23	PUTRI	P	✓	✓	✓	✓	✓	✓	✓	✓			
24	RAHMAT HIDAYAT	P	✓	✓	✓	✓	✓	✓	✓	✓			
25	RAHMI	L	✓	✓	✓	✓	✓	✓	✓	✓			
26	SULVIQRI	L	✓	✓	✓	✓	✓	✓	a	✓	1		
27	TAUFIK	P	✓	i	✓	✓	a	s	✓	✓	1	1	1

Massepe, Agustus 2018
Mahasiswa
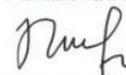
Nurhalijah
Nim.14.1300.131

Appendix 5. Lesson Schedule

JADWAL PELAJARAN BAHASA INGGRIS SISWA SMPN 2 TELLU

LIMPOE KABUPATEN SIDENRENG RAPPANG KELAS VII.2

No	Hari/ Tanggal	Ket Waktu	Materi Pembelajaran
1.	Senin, 30 Juli 2018	10.40 – 11.20 11.20 – 12.00	Pre-test
2.	Rabu, 1 Agustus 2018	08.50 – 09.30 09.30 – 10.10	Command
3.	Senin, 6 Agustus 2018	10.40 – 11.20 11.20 – 12.00	Request
4.	Senin, 13 Agustus 2018	10.40 – 11.20 11.20 – 12.00	Invitation
5.	Rabu, 15 Agustus 2018	08.50 – 09.30 09.30 – 10.10	Suggestion
6.	Senin, 20 Agustus 2018	10.40 – 11.20 11.20 – 12.00	Advice
7.	Senin, 27 Agustus 2018	10.40 – 11.20 11.20 – 12.00	Prohibition
8.	Rabu, 29 Agustus 2018	08.50 – 09.30 09.30 – 10.10	Post-test

Massepe, Agustus 2018
Mahasiswa
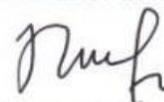
Nurhalijah
Nim.14.1300.131

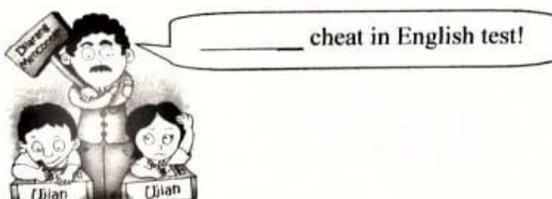Appendix 6. Answer sheet of students

Pre-test

(58)

001

I. Multiple Choice 20

Choose the correct answer by crossing A, B, C, or D

1. Teacher : _____ your book page 31, please!

    Students : Sure.

    The correct word to complete the request expression in the conversation above is .....

    A. don't   C. please

    B. open ✔   D. let's

    4

2.

    _____ cheat in English test!

    The correct word to complete the prohibition expression above is .....

    A. write   C. no

    B. be   D. don't ✔

    4

3. Look at the picture below!

    The correct suggestion expression about the picture is .....

A. Don't smoke here!

B. Let's go to school everyday!

C. Let's keep your environment nice and clean! ✓

D. Throw the rubbish into the river, please!

4. The telephone is ringing, the mother said .....

   A. Somebody answer the phone! ✓

   B. Call the doctor, please!

   C. Be silent!

   D. Don't make a noise here!

5.

What does the sign mean?

A. Dilarang bernyanyi di dalam ruangan!

B. Dilarang tidur di dalam kelas! ✓

C. Waktunya untuk tidur!

D. Silahkan bernyanyi!

II. Rearrangement Items   18

Arrange the following words below into a correct sentence!

For example: Please take care of my mom while I am not here.

My mom/here/not/take care/of/I am/while

6. Submit the chaipman your homework to right now ✗

   to/right now/your homework/the chairman

6 7. Get out From my house please ✓

   house/please/from/my

8. Let's turn your book to of page the end ✗

   of page/your book/turn/the end/to

6 9. Don't place the vase on the table ✓

   the table/place/the vase/on

6 10. Arrange your books according to the alpabet ✓

   according to/your books/the alphabet

III. Completion Items   8

Complete the conversation below by using the expressions on the box!

Go straight on	Let me see	May I asked you something
Follow me, won't you	Don't be confused	Let's move up

4 A: Excuse me. 11. May I asked you something ✓ ?

   B: Yes, you may.

A: Do you know this address?

B: 12. ~~Don't be confused~~ ✗ _____!. This is located on Avenue Street, isn't it?

A: Yes. It is written down like that.

B: 13. ~~Let me See~~ ✗ _____! You'll find the intersection and turn right onto the Avenue Street. That's the location.

A: But based on this map, it's told that I have to find traffic light then turn left.

B: Yes. After that intersection, the traffic light will be found.

A: I'm confused. I have to turn right or left.

B: 14. ~~Go straight on~~ ✗ _____,! I will point the way.

15. Follow me, won't you _____?

A: I will. Thank you so much.

B: You're welcome.

IV. Transformation Items   12

For example: Change the sentence into the advice expression!

Let's start from a new thing!

= You must start from a new thing!

16. Change the sentence into the invitation expression!

Bring my bag to school!

Bring my bag to school, please   ✗

17. Change the sentence into the suggestion expression!

Don't follow me!

Follow me   ✗

18. Change the sentence into the request expression!

Clean my bedroom and my bath room, won't you?

Clean my bedroom and my bath room, Please

19. Change the sentence into the prohibition expression!

Be a strong woman!

Let's be a strong woman   ✗

20. Change the sentence into the command expression!

Make me a cup of coffee, please!

Make me a cup of coffee

Pre-test

I.   Multiple Choice

Choose the correct answer by crossing A, B, C, or D

1. Teacher   : _____ your book page 31, please!

   Students   : Sure.

   The correct word to complete the request expression in the conversation above is .....

   A. don't   C. please

   B. open   D. let's

_____ cheat in English test!

2. The correct word to complete the prohibition expression above is .....

   A. write   C. no

   B. be   D. don't
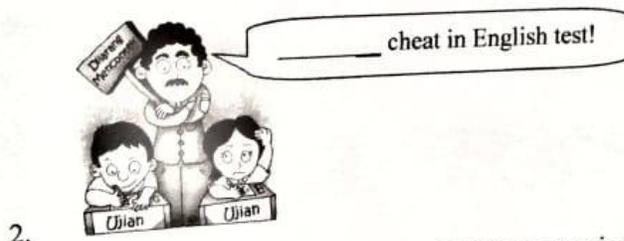
3. Look at the picture below!

The correct suggestion expression about the picture is .....

The correct suggestion expression about the picture is .....

A. Don't smoke here!

B. Let's go to school everyday!

C. Let's keep your environment nice and clean!

D. Throw the rubbish into the river, please!

4. The telephone is ringing, the mother said .....

A. Somebody answer the phone!

B. Call the doctor, please!

C. Be silent!

D. Don't make a noise here!

5.

What does the sign mean?

A. Dilarang bernyanyi di dalam ruangan!

B. Dilarang tidur di dalam kelas!

C. Waktunya untuk tidur!

D. Silahkan bernyanyi!

II. Rearrangement Items   6

Arrange the following words below into a correct sentence!

For example: Please <u>take care of my mom while I am not here.</u>

<div style="text-align:center">My mom/here/not/take care/of/I am/while</div>

6. Submit <u>To the chairman right now your homework</u> ✗

    to/right now/your homework/the chairman

6   7. Get out <u>from my house, please</u> ✓

    house/please/from/my

8. Let's <u>Turn your book of page to the end</u> ✗

    of page/your book/turn/the end/to

9. Don't <u>place on the table the vase</u> ✗

    the table/place/the vase/on

10. Arrange <u>The alphabet to your books clocording</u> ✗

    according to/your books/the alphabet

III. Completion Items   4

Complete the conversation below by using the expressions on the box!

Go straight on	Let me see	May I asked you something
Follow me, won't you	Don't be confused	Let's move up

A: Excuse me. 11. <u>Go straight on</u> ✗ ?

B: Yes, you may.

A: Do you know this address?

B: 12. <u>Follow me, won't you</u> /X/!. This is located on Avenue Street, isn't it?

A: Yes. It is written down like that.

B: 13. <u>let me, won't you</u> X! You'll find the intersection and turn right onto the Avenue Street. That's the location.

A: But based on this map, it's told that I have to find traffic light then turn left.

B: Yes. After that intersection, the traffic light will be found.

A: I'm confused. I have to turn right or left.

B: 14. <u>Don't be confused</u> ✓! I will point the way.

15. <u>let's move up</u> X?

A: I will. Thank you so much.

B: You're welcome.

IV. Transformation Items 6

For example: Change the sentence into the advice expression!

Let's start from a new thing!

= You must start from a new thing!

16. Change the sentence into the invitation expression!

Bring my bag to school!

Bring my bo to school ✗

17. Change the sentence into the suggestion expression!

Don't follow me!

Don't follow me ✗

18. Change the sentence into the request expression!

Clean my bedroom and my bath room, won't you?

clean my bedroom and my bath room, won't you ✗

19. Change the sentence into the prohibition expression!

Be a strong woman!

Be a strong woman ✗

20. Change the sentence into the command expression!

Make me a cup of coffee, please!

6 _make me a cup of coffee_ ✓

Post-test (74) 001

I. Multiple Choice 20

Choose the correct answer by crossing A, B, C, or D
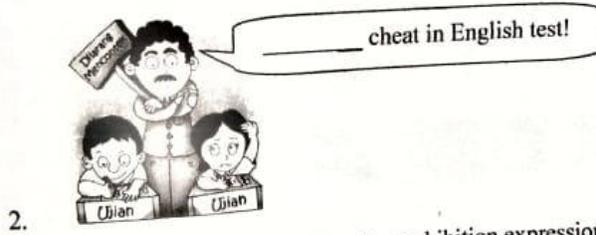
1. Teacher   : _____ your book page 31, please!

   Students   : Sure.

   The correct word to complete the request expression in the conversation

   above is .....

   A. don't   C. please

   B. open ✓   D. let's

   _____ cheat in English test!

2. The correct word to complete the prohibition expression above is .....

   A. write   C. no

   B. be   D. don't ✓

3. Look at the picture below!

   The correct suggestion expression about the picture is .....

A. Don't smoke here!

B. Let's go to school everyday!

C. Let's keep your environment nice and clean!

D. Throw the rubbish into the river, please!

4. The telephone is ringing, the mother said .....

A. Somebody answer the phone!

B. Call the doctor, please!

C. Be silent!

D. Don't make a noise here!

5.

What does the sign mean?

A. Dilarang bernyanyi di dalam ruangan!

B. Dilarang tidur di dalam kelas!

C. Waktunya untuk tidur!

D. Silahkan bernyanyi!

II. Rearrangement Items 18

Arrange the following words below into a correct sentence!

For example: Please take care of my mom while I am not here.

My mom/here/not/take care/of/I am/while

6. Submit the chairman your homework to right now ✗

   to/right now/your homework/the chairman

7. Get out from my house please ✓

   house/please/from/my

8. Let's turn your book to of page the end ✗

   of page/your book/turn/the end/to

9. Don't place the vase on the table ✓

   the table/place/the vase/on

10. Arrange your books according to the alphabet ✓

    according to/your books/the alphabet

III. Completion Items 12

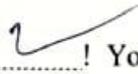*Complete the conversation below by using the expressions on the box!*

Go straight on	Let me see	May I asked you something
Follow me, won't you	Don't be confused	Let's move up

A: Excuse me. 11. May I asked you something ✓ ?

B: Yes, you may.

A: Do you know this address?

B: 12. Don't be Confused ~~X~~ !. This is located on Avenue Street, isn't it?

A: Yes. It is written down like that.

B: 13. Go straight on ! You'll find the intersection and turn

right onto the Avenue Street. That's the location.

A: But based on this map, it's told that I have to find traffic light then turn left.

B: Yes. After that intersection, the traffic light will be found.

A: I'm confused. I have to turn right or left.

B: 14. Let me see ~~X~~ ,! I will point the way.

15. Follow me, won't you ?
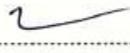
A: I will. Thank you so much.

B: You're welcome.

IV. Transformation Items 24

For example: Change the sentence into the advice expression!

Let's start from a new thing!

= You must start from a new thing!

16. Change the sentence into the invitation expression!

Bring my bag to school!

~~Bring my bag to school, please~~ X

17. Change the sentence into the suggestion expression!

Don't follow me!

Let's follow me ✓

18. Change the sentence into the request expression!

Clean my bedroom and my bath room, won't you?

Clean my bedroom and my bath room, please ✓

19. Change the sentence into the prohibition expression!

Be a strong woman!

Don't be a strong woman ✓

20. Change the sentence into the command expression!

Make me a cup of coffee, please!

Make me a cup of coffee ✓

(38)

019

I. Multiple Choice　12

Choose the correct answer by crossing A, B, C, or D

1. Teacher　　　:＿＿＿＿ your book page 31, please!

   Students　　 : Sure.

   The correct word to complete the request expression in the conversation above is …..

   A. don't　　　　　　　C. please

   B. open ✗　　✓　　　D. let's

＿＿＿＿ cheat in English test!

2. The correct word to complete the prohibition expression above is …..

   A. write　　　　　　　C. no

   B. be　　　　　　　　D. don't ✗ ✓

3. Look at the picture below!

   The correct suggestion expression about the picture is …..

A. Don't smoke here!

B. Let's go to school everyday!

C. Let's keep your environment nice and clean!

X Throw the rubbish into the river, please!   X

4. The telephone is ringing, the mother said .....

A. Somebody answer the phone!

B. Call the doctor, please!

C. Be silent!   X

D. Don't make a noise here!

5.

What does the sign mean?

A. Dilarang bernyanyi di dalam ruangan!

4   X B. Dilarang tidur di dalam kelas!   L

C. Waktunya untuk tidur!

D. Silahkan bernyanyi!

II. Rearrangement Items   12

Arrange the following words below into a correct sentence!

For example: Please <u>take care of my mom while I am not here.</u>

<p style="text-align:center;">*My mom/here/not/take care/of/I am/while*</p>

6. Submit <u>to the chairman right now your homework</u> ✗

to/right now/your homework/the chairman

7. Get out <u>From my house, please</u>

house/please/from/my

8. Let's <u>turn your book of page to the end</u> ✗

of page/your book/turn/the end/to

9. Don't <u>place the vase on the table</u> ✓

the table/place/the vase/on

10. Arrange <u>your books according to the alphabet</u> ✓

according to/your books/the alphabet

III. Completion Items   8

Complete the conversation below by using the expressions on the box!

Go straight on	Let me see	May I asked you something
Follow me, won't you	Don't be confused	Let's move up

A: Excuse me. 11. <u>my I asked you something</u> ✓ ?

B: Yes, you may.

A: Do you know this address?

B: 12. _Follow me, won't you_ X !. This is located on Avenue Street, isn't it?

A: Yes. It is written down like that.

B: 13. _let me, won't you_ X ! You'll find the intersection and turn right onto the Avenue Street. That's the location.

A: But based on this map, it's told that I have to find traffic light then turn left.

B: Yes. After that intersection, the traffic light will be found.

A: I'm confused. I have to turn right or left.

4 B: 14. _Don't be confused_ ✓ ! I will point the way.

15. _let's move up_ X ?

A: I will. Thank you so much.

B: You're welcome.

IV. Transformation Items 6

For example: Change the sentence into the advice expression!

Let's start from a new thing!

= You must start from a new thing!

16. Change the sentence into the invitation expression!

Bring my bag to school!

Bring my ba to school ✗

17. Change the sentence into the suggestion expression!

Don't follow me!

Don't follow me ✗

18. Change the sentence into the request expression!

Clean my bedroom and my bath room, won't you?

clean my bedroom and my bath room, won't you ✗

19. Change the sentence into the prohibition expression!

Be a strong woman!

Be a strong woman ✗

20. Change the sentence into the command expression!

Make me a cup of coffee, please!

6 make me a cup of coppo ✓

Appendix 7. T-table

TABEL II
NILAI-NILAI DALAM DISTRIBUSI t

	α untuk uji dua fihak (two tail test)					
	0,50	0,20	0,10	0,05	0,02	0,01
	α untuk uji satu fihak (one tail test)					
dk	0,25	0,10	0,05	0,025	0,01	0,005
1	1,000	3,078	6,314	12,706	31,821	63,657
2	0,816	1,886	2,920	4,303	6,965	9,925
3	0,765	1,638	2,353	3,182	4,541	5,841
4	0,741	1,533	2,132	2,776	3,747	4,604
5	0,727	1,476	2,015	2,571	3,365	4,032
6	0,718	1,440	1,943	2,447	3,143	3,707
7	0,711	1,415	1,895	2,365	2,998	3,499
8	0,706	1,397	1,860	2,306	2,896	3,355
9	0,703	1,383	1,833	2,262	2,821	3,250
10	0,700	1,372	1,812	2,228	2,764	3,169
11	0,697	1,363	1,796	2,201	2,718	3,106
12	0,695	1,356	1,782	2,179	2,681	3,055
13	0,692	1,350	1,771	2,160	2,650	3,012
14	0,691	1,345	1,761	2,145	2,624	2,977
15	0,690	1,341	1,753	2,131	2,602	2,947
16	0,689	1,337	1,746	2,120	2,583	2,921
17	0,688	1,333	1,740	2,110	2,567	2,898
18	0,688	1,330	1,734	2,101	2,552	2,878
19	0,687	1,328	1,729	2,093	2,539	2,861
20	0,687	1,325	1,725	2,086	2,528	2,845
21	0,686	1,323	1,721	2,080	2,518	2,831
22	0,686	1,321	1,717	2,074	2,508	2,819
23	0,685	1,319	1,714	2,069	2,500	2,807
24	0,685	1,318	1,711	2,064	2,492	2,797
25	0,684	1,316	1,708	2,060	2,485	2,787
26	0,684	1,315	1,706	2,056	2,479	2,779
27	0,684	1,314	1,703	2,052	2,473	2,771
28	0,683	1,313	1,701	2,048	2,467	2,763
29	0,683	1,311	1,699	2,045	2,462	2,756
30	0,683	1,310	1,697	2,042	2,457	2,750
40	0,681	1,303	1,684	2,021	2,423	2,704
60	0,679	1,296	1,671	2,000	2,390	2,660
120	0,677	1,289	1,658	1,980	2,358	2,617
∞	0,674	1,282	1,645	1,960	2,326	2,576

DOCUMENTATION

Appendix 9. *Surat izin melaksanakan penelitian dari kampus*

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI (IAIN) PAREPARE
Alamat : JL. Amal Bakti No. 8 Soreang Kota Parepare 91132 ☎ *(0421)21307* 📠 *(0421) 24404*
Po Box : 909 Parepare 91100 Website : www.iainparepare.ac.id Email: info.iainparepare.ac.id

Nomor : B 937 /In.39/PP.00.9/07/2018
Lampiran : -
Hal : Izin Melaksanakan Penelitian

Kepada Yth.
Kepala Daerah KAB. SIDENRENG RAPPANG
Cq. Badan Kesatuan Bangsa dan Politik
di
KAB. SIDENRENG RAPPANG

Assalamu Alaikum Wr. Wb.
Dengan ini disampaikan bahwa mahasiswa INSTITUT AGAMA ISLAM NEGERI (IAIN) PAREPARE :

Nama	: NURHALIJAH
Tempat/Tgl. Lahir	: MASSEPE, 31 Maret 1995
NIM	: 14.1300.131
Jurusan / Program Studi	: Tarbiyah dan Adab / Pendidikan Bahasa Inggris
Semester	: VIII (Delapan)
Alamat	: MASSEPE, KEC. TELLU LIMPOE, KAB. SIDRAP

Bermaksud akan mengadakan penelitian di wilayah **KAB. SIDENRENG RAPPANG** dalam rangka penyusunan skripsi yang berjudul :
"THE USE OF TRAFFIC SIGN PICTURES TO IMPROVE THE STUDENTS' ABILITY IN CONSTRUCTING IMPERATIVE SENTENCE AT ▲ THE SEVENTH GRADE STUDENTS OF SMPN 2 TELLU LIMPOE SIDRAP "

Pelaksanaan penelitian ini direncanakan pada bulan **Juli** sampai selesai.
Sehubungan dengan hal tersebut diharapkan kiranya yang bersangkutan diberi izin dan dukungan seperlunya.
Terima kasih,

19 Juli 2018
A.n Rektor
Plt. Wakil Rektor Bidang Akademik dan Pengembangan Lembaga (APL)

Mu□. Djunaidi

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Appendix 10. *Surat izin penelitian dari pemerintah*

PEMERINTAH KABUPATEN SIDENRENG RAPPANG
DINAS PENANAMAN MODAL & PELAYANAN TERPADU SATU PINTU
JL. HARAPAN BARU KOMPLEKS SKPD BLOK A NO. 5 KABUPATEN SIDENRENG RAPPANG
PROVINSI SULAWESI SELATAN
Telepon (0421) - 3590005 Email : ptsp_sidrap@yahoo.co.id Kode Pos : 91611

IZIN PENELITIAN

Nomor : 647/IP/DPMPTSP/7/2018

DASAR
1. Peraturan Bupati Sidenreng Rappang No. 1 Tahun 2017 Tentang Pendelegasian Kewenangan di Bidang Perizinan Kepada Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kabupaten Sidenreng Rappang
2. Surat Permohonan **NURHALIJAH**   Tanggal **23-07-2018**
3. Berita Acara Telaah Administrasi / Telaah Lapangan dari Tim Teknis
BADAN KESATUAN BANGSA DAN POLITIK KABUPATEN SIDENRENG RAPPANG
Nomor **800/514/KesbangPol/2018**   Tanggal **20-07-2018**

MENGIZINKAN

KEPADA

NAMA   : **NURHALIJAH**

ALAMAT   : **JL. PEMUKIMAN, KEL. MASSEPE, KEC. TELLU LIMPOE**

UNTUK   : melaksanakan Penelitian dalam Kabupaten Sidenreng Rappang dengan keterangan sebagai berikut :

NAMA LEMBAGA / UNIVERSITAS   : **INSTITUT AGAMA ISLAM NEGERI (IAIN) PAREPARE**

JUDUL PENELITIAN   : **" THE USE OF TRAFFIC SIGN PICTURES TO IMPROVE THE STUDENTS' ABILITY IN CONSTRUCTING IMPERATIVE SENTENCE AT THE SEVENTH GRADE STUDENTS OF SMPN 2 TELLU LIMPOE KABUPATEN SIDENRENG RAPPANG "**

LOKASI PENELITIAN   : **SMPN 2 TELLU LIMPOE KABUPATEN SIDENRENG RAPPANG**

JENIS PENELITIAN   : **KUANTITATIF**

LAMA PENELITIAN   : **30 Juli 2018 s.d 31 Agustus 2018**

Izin Penelitian berlaku selama penelitian berlangsung

Dikeluarkan di : Pangkajene Sidenreng
Pada Tanggal : 23-07-2018
An. BUPATI SIDENRENG RAPPANG
Plt. KEPALA DINAS,

H. NURSAMAN, SE
Pangkat : Pembina Utama Muda
NIP   : 19580202 198702 1 005

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Appendix 11. *Surat keterangan penelitian dari sekolah*

PEMERINTAH KABUPATEN SIDENRENG RAPPANG
DINAS PENDIDIKAN DAN KEBUDAYAAN
SMP NEGERI 2 TELLU LIMPOE
Alamat : Jl. Pemukiman Kel. Massepe Kec. Tellu Limpoe Kab. Sidrap   Kode Pos 91671
Email : smpn2tl.sidrap@gmail.com

SURAT KETERANGAN PENELITIAN
Nomor : 421.7/041/SMPN2TL/218

Berdasarkan surat dari Pemerintah Kabupaten Sidenreng Rappang Dinas Penanaman Modall Pelayanan Terpadu Satu Pintu Nomor : 647/IP/DPMPTSP/7/2018 Tanggal 23 Juli 2018 tentang izin penelitian, Maka Kepala SMP Negeri 2 Tellu LimpoE menerangkan bahwa :

Nama	:	**NURHALIJAH**
NIM	:	14.1300.131
Program Studi	:	Pendidikan Bahasa Inggris
Alamat	:	Massepe Kec. Tellu LimpoE Kab. Sidrap

Benar telah mengadakan penelitian di SMP Negeri 2 Tellu LimpoE dalam penyelesaian studi dengan judul *"THE USE OF TRAFFIC SIGN PICTURES TO IMPROVE THE STUDENTS ABILITY IN CONSTRUCTING IMPERATIVE SENTENCE AT THE SEVENTH GRADE STUDENTS OF SMPN 2 TELLU LIMPOE KABUPATEN SIDENRENG RAPPANG"*, Yang pelaksanaannya dari tanggal 30 Juli s.d 31 Agustus 2018.

Demikian Surat Keterangan ini deberikan kepada yang bersangkutan untuk dipergunakan sebagaimana mestinya.

Massepe, 22 September 2018
Plt. Kepala Sekolah

LUKMAN, S.Pd., M.Si
1201 199401 1 002

CURRICULUM VITAE

Nurhalijah is Buginese blood. She was born in Massepe, Sidenreng Rappang on the 31st of March 1996. She is the third child of four in her family from the couple Arafah and Hj. Sumiati. She began studying in TK Dharma Wanita Massepe and graduated in 2002. In the same year, she continued her study to SDN 4 Massepe and finished her study in 2008. In 2005, she also studied in Madrasah Diniyah DDI Massepe for three years. Then, she continued studying to SMPN 2 Tellu Limpoe, Sidrap regency and graduated in 2011. After that, she continued her study to SMAN 1 Tellu Limpoe (SMAN 5 Sidrap) and finished in 2014. In the same year, she was accepted as undergraduate student of State Islamic College (STAIN) of Parepare and graduated in State Islamic Institute (IAIN) of Parepare. She completed her Sarjana Degree (S1) in 2018 specializing in English Education program by submitting skripsi entitled "The Use of Traffic Sign Pictures to Improve the Students' Ability in Constructing Imperative Sentence at the Seventh Grade Students of SMPN 2 Tellu Limpoe Kabupaten Sidenreng Rappang"