PROSIDING

SEMINAR PENDIDIKAN NASIONAL

PELUANG DAN TANTANGAN DUNIA PENDIDIKAN DALAM ERA MASYARAKAT EKONOMI ASEAN (MEA)

Palembang, 7 Maret 2015

UNIVERSITAS PGRI PALEMBANG
2015

SEMINAR PENDIDIKAN NASIONAL

PELUANG DAN TANTANGAN DUNIA PENDIDIKAN DALAM ERA MASYARAKAT EKONOMI ASEAN (MEA)

Palembang, 7 Maret 2015

KATA PENGANTAR

Assalamualaikum warahmatullahi wabarakatuh
Salam sejahtera untuk kita semua

Seminar Nasional Pendidikan yang diselenggarakan oleh Universitas PGRI Palembang merupakan rangkaian dari kegiatan rutin universitas dalam upaya peningkatan pengetahuan tenaga kependidikan sebagai profesi yang penting dalam pencapaian tujuan pendidikan nasional. Selain itu kegiatan seminar ini juga merupakan upaya universitas dalam melaksanakan salah satu dimensi tridharma perguruan tinggi yaitu penelitian.

Seminar Pendidikan Nasional ini mengangkat tema "PELUANG DAN TANTANGAN DUNIA PENDIDIKAN DALAM ERA MASYARAKAT EKONOMI ASEAN (MEA). MEA merupakan kesepakatan 10 Negara ASEAN dalam membangun pasar bebas di kawasan Asia Tenggara. Adapun tujuan dari pelaksanaan seminar ini adalah; (1) Meningkatkan pengetahuan tenaga kependidikan sebagai profesi yang penting dalam pencapaian tujuan pendidikan dalam menghadapi masyarakat ekonomi ASEAN, (2) Meningkatkan kemampuan tenaga kependidikan dalam mewujudkan profesi yang professional dengan mengoptimalisasikan pendidikan budaya dan karakter. (3) Melaksanakan tridharma perguruan tinggi yaitu penelitian/penulisan karya ilmiah, (4) Meningkatkan kecintaan terhadap seni, budaya dan bahasa sebagai pembentuk karakter bangsa.

Melengkapi kegiatan ini terkumpul sejumlah naskah artikel prosiding, dari berbagai disiplin ilmu, di antaranya Pendidikan Bahasa Indonesia, Pendidikan Bahasa Inggris, Pendidikan Matematika, Pendidikan MIPA, Pendidikan IPS, Pendidikan Olahraga, Pendidikan Agama dan Pendidikan Seni, yang kesemuanya mengarah pada tema utama yaitu mewujudkan pendidikan berkualitas dalam menghadapi masyarakat ekonomi ASEAN.
Semoga hasil seminar ini bermanfaat untuk pendidikan Indonesia ke depannya.

Wassalamualaikum warahmatullahi wabarakatuh.

Palembang, 7 Maret 2015
Ketua Panitia Pelaksana
Dr. H. Bukman Lian, M.M.,M.Si.

DAFTAR ISI

KEYNOTE SPEAKER			
No	**Judul**	**Nama**	**Instansi**
1	PELUANG DAN TANTANGAN DUNIA PENDIDIKAN DALAM ERA MASYARAKAT EKONOMI ASEAN (MEA)	Prof. Suyanto, Ph.D.	Guru Besar Universitas Negeri Yogyakarta
2	KEWIRAUSAHAAN DALAM DUNIA PENDIDIKAN SEBAGAI SALAH SATU PONDASI MENGHADAPI MEA	Prof. Toho Cholik Mutohir, MA., Ph.D.	Rektor IKIP Mataram
3	MEA DAN PENDIDIKAN : PELUANG DAN TANTANGAN	Prof. Zulkardi, M.Kom.	Guru Besar Universitas Sriwijaya, Palembang
4	PENDIDIKAN UNTUK MENINGKATKAN KUALITAS SUMBER DAYA MANUSIA MENYONGSONG ERA MASYARAKAT EKONOMI ASEAN	Prof. Dr. Dja'ali, M.Pd.	Rektor Universitas Negeri Jakarta

BIDANG : ILMU PENDIDIKAN, AGAMA DAN SENI				
No	**Judul**	**Nama**	**Instansi**	**Hal**
1	RESENTRALISASI PENGELOLAAN GURU DI INDONESIA: KAJIAN KEBIJAKAN PUBLIK PENDIDIKAN	Ahdi Riyono	Univ. Muria Kudu, Semarang	1
2	UPAYA MENINGKATKAN KUALITAS PENDIDIKAN DARI PERSPEKTIF TRADISIONAL	Fitriyah	STBA BSI Jakarta	23
3	PERAN LPTK DALAM MENGHASILKAN GURU YANG PROFESIONAL	Juju Juangsih	Universitas Pendidikan Indonesia Bandung	36
4	PENDIDIKAN BERBASIS KEBERBAKATAN: MEMBERDAYAKAN POTENSI DIRI	Udin Kamiluddin	IAIN Cirebon	55
5	PENDIDIKAN KARAKTER SEBAGAI UPAYA MEMPERKUAT	Isbandiyah	STKIP PGRI Lubuk	89

No	Judul	Nama	Instansi	Hal
	JATIDIRI BANGSA DI ERA MASYARAKAT EKONOMI ASEAN		Linggau	
BIDANG : ILMU PENDIDIKAN, AGAMA DAN SENI				
No	Judul	Nama	Instansi	Hal
6	KETERAMPILAN DAN SIKAP KONSELOR DALAM MELAKSANAKAN KONSELING MENGHADAPI PERBEDAAN INDIVIDU	Nurbaiti	SMP Negeri 22 Palembang	99
7	APLIKASI PELAYANAN KONSELING ONLINE DALAM MENGHADAPI PERSAINGAN MASYARAKAT EKONOMI ASEAN DI SEKOLAH	M. Ferdiansyah, M.Pd.Kons.	Universitas PGRI Palembang	105
8	ENGGUNAAN METODE PEMBELAJARAN KOOPERATIF MODEL JIGSAW UNTUK MENINGKATKAN PRESTASI BELAJAR MAHASISWA PROGRAM STUDI BIMBINGAN KONSELING	Asminto, S.Pd., M.Si.	Universitas PGRI Palembang	116
9	PENDIDIKAN ISLAM	Drs. M. Arifin, M.Pd.i.	Universitas PGRI Palembang	131
10	PARADIGMA BARU SISTEM PENDIDIKAN DAN KEGURUAN MENUJU ERA GLOBALISASI	Drs. Hazairin AS., M.Pd.	Universitas PGRI Palembang	145
11	BAGAIMANA MENGELOLA KEGITAN BELAJAR MENGAJAR (KBM) YANG EFEKTIF	Drs. H. Sukarno, M.Si.	Universitas PGRI Palembang	157
12	PENGEMBANGAN SOAL NON RUTIN UNTUK MENGETAHUI BERPIKIR KRITIS SISWA SMP N 18 PALEMBANG	Eka Fitri Puspa Sari, SH., MH.	Universitas PGRI Palembang	171
13	NILAI-NILAI DAN KARAKTER DALAM PENDIDIKAN KEAGAMAAN	M. Sirajudin Fikri, M.Hum.	Universitas PGRI Palembang	178
14	KONSEP RUANG *PROSCENIUM STAGE* DALAM KOREOGRAFI GARAP KELOMPOK	Rully Rochayati, M.Sn	Universitas PGRI Palembang	195
15	NOTASI *LABAN* SEBAGAI SISTEM PENCATATAN TARI DALAM PEMBELAJARAN NOTASI TARI PADA PROGRAM STUDI PENDIDIKAN SENDRATASIK UNIVERSITAS PGRI PALEMBANG	Efita Elvandari	Universitas PGRI Palembang	211
16	BENTUK PENYAJIAN SENI *GURITAN* BAGI MASYARAKAT *BESEMAH* DI KOTA PAGARALAM	Zelly Marisa Haque	Universitas PGRI Palembang	221
17	MANAJEMEN DIRI SEORANG PENDIDIK UNTUK MENYIKAPI TANTANGAN DAN PERUBAHAN ERA MEA	Kurnia Sari, M.Pd., Kons	Universitas PGRI Palembang	235

No	Judul	Nama	Instansi	Hal
18	PELUANG DAN TANTANGAN INDONESIA DALAM MENGHADAPI MASYARAKAT EKONOMI ASEAN: SUATU TINJAUAN	Mulyadi	Universitas PGRI Palembang	245

BIDANG : ILMU PENDIDIKAN, AGAMA DAN SENI

No	Judul	Nama	Instansi	Hal
19	KONTRAK PSIKOLOGIS : MODEL JOHARI WINDOW	Taty Fauzi	Universitas PGRI Palembang	257
20	PEMBINAAN KARAKTER BANGSA DALAM MENGHADAPI MASYARAKAT EKONOMI ASEAN (MEA)	Ramanata Disurya	Universitas PGRI Palembang	265
21	PRILAKU TEMPER TANTRUM PADA ANAK BALITA DAN SIKAP ORANG TUA	Rusmono		274

BIDANG : BAHASA INDONESIA

No	Judul	Nama	Instansi	Hal
22	MEMUPUK KARAKTER SISWA SEKOLAH DASAR (SD) DI KOTA LUBUKL MELALUI CERITA RAKYAT DALAM PEMBELAJARAN BAHASA INDONESIA MENGGUNAKAN PENDEKATAN TEMATIKMENGHADAPI TANTANGAN ERA GLOBALISASI	Dr. Y. Satinem, M.Pd	STKIP PGRI Lubuk Linggau	279
23	MENYIKAPI TANTANGAN, PELUANG, DAN HARAPAN DI ERA MASYARAKAT EKONOMI ASEAN MELALUI KAJIAN TERHADAP KURIKULUM DI INDONESIA	Nur Nisai Muslimah, M.Pd	STKIP PGRI Lubuk Linggau	290
24	PEMBELAJARAN BERBASIS SAINTIFIK DAN MULTIKULTURAL DALAM MENGHADAPI ERA MASYARAKAT EKONOMI ASEAN (MEA) 2015	Normanzah, M.Pd	STKIP PGRI Lubuk Linggau	301
25	MENGHADAPI MEA: PENTINGNYA MEMBANGUN SDM MELALUI PENDIDIKAN KELUARGA	Sartika Seli, S.Pd., MA	STKIP PGRI Lubuk Linggau	312
26	INSTRUCTIONAL PREFERENCE OF EFL STUDENTS AT TERTIARY LEVEL	Dwi Ratnasari, M.Ed.	STKIP PGRI Lubuk Linggau	326
27	PENGARUH MODEL *TEAMS GAMES TOURNAMENT* TERHADAP KEMAMPUAN SISWA KELAS VIII	Ipan Sastra	Universitas PGRI Palembang	344

No	Judul	Nama	Instansi	Hal
	SMP NEGERI 6 KAYUAGUNG MENENTUKAN JENIS MAJAS DALAM KUMPULAN PUISI *PATAH* KARYA RAHMAT JABARIL			
28	ASPEK KREATIVITAS DALAM PEMBELAJARAN BAHASA	Dessy Wardiah, M.Pd.	Universitas PGRI Palembang	360
29	PENGARUH STRATEGI *HERRINGBONE* DAN KEMAMPUAN BERPIKIR KRITIS TERHADAP KEMAMPUAN MENULIS KARANGAN ARGUMENTASI SISWA KELAS VII SMP NEGERI 45 PALEMBANG	Dian Nuzulia, M.Pd.	Universitas PGRI Palembang	369

BIDANG : BAHASA INDONESIA

No	Judul	Nama	Instansi	Hal
30	MENUMBUHKAN KEBIASAAN MEMBACA SISWA MELALUI PERPUSTAKAAN	Liza Murnivianti, M.Pd.	Universitas PGRI Palembang	379
31	PENGARUH KOSA KATA BAHASA DAERAH TULUNG SELAPAN SERTA IMPLIKASINYA PADA KEMAMPUAN MENULIS KARANGAN NARASI SISWA KELAS VIII SMP NEGERI 1 TULUNG SELAPAN KABUPATEN OGAN KOMERING ILIR	H. Muhammad Ali, M.Pd.	Universitas PGRI Palembang	388
32	RANCANGAN BAHAN AJAR KETERAMPILAN MENYIMAK DAN PEMBELAJARANNYA	Dra. Sri Wahyu Indrawati, M.Pd.	Universitas PGRI Palembang	400
33	PENGGUNAAN METODE SOSIODRAMA DALAM MENINGKATKAN KETERAMPILAN BERBICARA BAGI SISWA	Juaidah Agustina, M.Pd.	Universitas PGRI Palembang	414
34	KOMPETENSI BERBAHASA INDONESIA DALAM MENYONGSONG MASYARAKAT EKONOMI ASEAN (MEA)	Darwin Effendi, M.Pd.	Universitas PGRI Palembang	420
35	ANALISIS KESILAPAN DAN KONTRASTIF BERBAHASA DALAM KARANGAN DESKRIPSI SISWA KELAS VIII SMP NEGERI 2 AIR KUMBANG	Hayatun Nufus, M.Pd.	Universitas PGRI Palembang	431
36	MEMBENTUK KARAKTER PESERTA DIDIK DENGAN MENDONGENG	Hetilaniar, M.Pd.	Universitas PGRI Palembang	448
37	ANALISIS KESALAHAN BERBAHASA KARANGAN BEBAS MAHASISWA SEMESTER VI PROGRAM STUDI PENDIDIKAN BAHASA DAN SASTRA INDONESIA UNIVERSITAS PGRI PALEMBANG	Achmad Wahidy, S.Pd., M.Pd.	Universitas PGRI Palembang	459

No	Judul	Nama	Instansi	Hal
38	PELBAGAI VARIASI BAHASA DALAM BAHASA INDONESIA	Agus Heru, M.Pd.	Universitas PGRI Palembang	470
39	PENGARUH PEMANFAATAN TEKNOLOGI INTERNET MENGGUNAKAN SEARCH ENGINE (MESIN PENCARI) TERHADAP HASIL BELAJAR MENULIS PIDATO PADA SISWA KELAS XI SMA NEGERI 9 PALEMBANG	Masnunah, SE., M.Pd.	Universitas PGRI Palembang	479

BIDANG : BAHASA INGGRIS				
No	Judul	Nama	Instansi	Hal
40	THE USE OF PICTURES IN INCREASING THE SEVENTH GRADERS' VOCABULARY MASTERY AT DIPONEGORO JUNIOR HIGH SCHOOL OF PALEMBANG	Masagus Firdaus, M.Pd.	Universitas PGRI Palembang	495
41	THE APPLICATION OF KWL STRATEGY IN TEACHING READING COMPREHENSION TO THE EIGHTH GRADE STUDENTS OF BINA WARGA JUNIOR HIGH SCHOOL OF PALEMBANG	Hj. Noviati, M.Pd.	Universitas PGRI Palembang	504
42	ANALISA KESALAHAN MENULIS PARAGRAF DALAM BAHASA INGGRIS PADA MAHASISWA SEMESTER 5B PROGRAM STUDI BAHASA INGGRIS FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN UNIVERSITAS PGRI PALEMBANG	Amir Suki, M.Pd.	Universitas PGRI Palembang	510
43	USING SUGGESTOPEDIA METHOD AS AN ALTERNATIVE WAY IN TEACHING READING COMPREHENSION	Dewi Kartika Sari, M.Pd	Universitas PGRI Palembang	523
44	TEACHING READING COMPREHENSION BY USING PICTURE STORIES TO THE TENTH GRADE STUDENTS OF SMK SPPN SEMBAWA BANYUASIN	Aswadi Jaya, M.Pd.	Universitas PGRI Palembang	536
45	IMPROVING THE STUDENTS' SPEAKING SKILL THROUGH ROLE PLAY TECHNIQUE TO THE FIRST	Yuspar, M.Pd.	Universitas PGRI Palembang	545

No	Judul	Nama	Instansi	Hal
	SEMESTER STUDENTS OF ENGLISH DEPARTMENT OF PGRI UNIVERSITY PALEMBANG			
46	THE CORRELATION AMONG THE FOURTH SEMESTER STUDENTS' READING ATTITUDE, READING COMPREHENSION ACHIEVEMENT AND WRITING ACHIEVEMENT AT ENGLISH EDUCATION STUDY PROGRAM IN PGRI UNIVERSITY OF PALEMBANG	Asti Veto Martini, M.Pd	Universitas PGRI Palembang	558
47	PERAN KOMITE SEKOLAH DALAM PENINGKATAN MUTU PENDIDIKAN	Magdad Hatim, M.Hum	Universitas PGRI Palembang	571
48	STUDENTS' LEARNING HABIT IN THE ENGLISH STUDY PROGRAM AT PGRI UNIVERSITY OF PALEMBANG	Evi Rosmiyati, M.Pd	Universitas PGRI Palembang	580
49	ANALISIS INTERAKSI SOSIAL DALAM NOVEL *SANDIWARA BUMI* KARYA TAUFIQURRAHMAN AL-AZIZY	Ardhyta Khodija Yanti	Universitas PGRI Palembang	593

BIDANG : BAHASA INGGRIS

No	Judul	Nama	Instansi	Hal
50	THE INFLUENCE OF MNEMONIC PICTURES AND ATTITUDES TOWARD THE STUDENTS' WRITING ACHIEVEMENT OF THE EIGHTH GRADE STUDENTS OF SMP PGRI 1 PALEMBANG	Etty Pratiwi, M.Pd	Universitas PGRI Palembang	608

BIDANG : MATEMATIKA

No	Judul	Nama	Instansi	Hal
51	PROGRAM GEOGEBRA SEBAGAI SOFTWARE ALAT BANTU DALAM PEMBELAJARAN MATEMATIKA	Retni Paradesa, M.Pd.	IAIN	629
52	APLIKASI METODE ROMBERG UNTUK MENENTUKAN NILAI INTEGRASI DALAM PROGRAM BASIC	M. Win Afgani, M.Pd.	IAIN	647
53	PERBANDINGAN ANTARA HASIL BELAJAR MATEMATIKA SISWA YANG MENGGUNAKAN METODE DISCOVERY DENGAN METODE EKSPOSITORI DI KELAS VIII SMP NEGERI 55 PALEMBANG	Mewa Zabeta, S.Pd.	UNSRI	659
54	LEGO SEBAGAI *STARTING POINT* PADA PEMBELAJARAN POLA BILANGAN	Sri Handayani, S.Pd.	UNSRI	674

No	Judul	Nama	Instansi	Hal
55	PENGEMBANGAN SOAL MODEL PISA (*THE PROGRAMME FOR INTERNATIONAL STUDENT ASSESSMENT*) MENGGUNAKAN KONTEKS LOKAL	Ninik Charmila, S.Pd.	UNSRI	684
56	DESAIN PEMBELAJARAN PMRI MATERI GEOMETRI BANGUN DATAR SEGITIGA DI KELAS VII	Yudi Yunika Putra	UNSRI	697
57	MELATIH KEMAMPUAN KOMUNIKASI MATEMATIS SISWA MELALUI PENDEKATAN SAINTIFIK	Tarsudin, S.Pd.	UNSRI	710
58	DESAIN PEMBELAJARAN VOLUME BANGUN RUANG SISI DATAR MENGGUNAKAN RUBIK DI KELAS VIII	Reny Wahyuni, S.Pd.	UNSRI	719
59	PENGARUH PEMBELAJARAN MATEMATIKA DENGAN MENGGUNAKAN PENDEKATAN *APTITUDE TREATMENT INTERACTION (*ATI) PADA SISWA KELAS VII SMP NEGERI 1 BANYUASIN I	Indra Abdurrahman, S.Pd.	UNSRI	733
60	PENERAPAN PENDEKATAN PMRI DALAM PEMBELAJARAN MATEMATIKA	Reny Shinta Sari, S.Pd.	UNSRI	745

BIDANG : MATEMATIKA			
No	Judul	Nama	Instansi	Hal
61	KEMAMPUAN PEMAHAMAN KONSEP MATEMATIKA DENGAN MENGGUNAKAN PENILAIAN PENUGASAN PROYEK DI SMA NEGERI 2 TEBING TINGGI	Ade Irma Oktavia, S.Pd.	UNSRI	757
62	BAHAN AJAR MATERI ATURAN PENCACAHAN MENGGUNAKAN PEMBELAJARAN BERBASIS MASALAH	Iis Juniati Lathifah, S.Pd.	UNSRI	769
63	PENGARUH PENGGUNAAN METODE *RECIPROCAL TEACHING* TERHADAP HASIL BELAJAR MATEMATIKA SISWA KELAS VIII SMP NEGERI 7 PALEMBANG	Desi Amelia	UNSRI	782
64	PEMBELAJARAN MATEMATIKA DENGAN PENDEKATAN PEMECAHAN MASALAH	Okto Feriana	UNSRI	793
65	PENERAPAN MODEL PEMBELAJARAN *THINK PAIRS SHARE* (TPS) PADA PELAJARAN MATEMATIKA DI KELAS VIII SMP NEGERI 3 PALEMBANG	Asri Nurdayani	UNSRI	804
66	PEMBELAJARAN SUDUT MENGGUNAKAN KONTEKS	Wiwik Widya Wati	UNSRI	829

No	Judul	Nama	Instansi	Hal
	RUMAH LONTIK			
67	PENGARUH MODEL KOOPERATIF *TIPE NUMBERED HEADS TOGETHER* (NHT) TERHADAP HASIL BELAJAR MATEMATIKA SISWA KELAS VIII SMP N 1 KELUMBAYAN BARAT	Tri Wahyudi, S.Pd.	UNSRI	841
68	PENGEMBANGAN SOAL STATISTIKA LEVEL *HIGHER ORDER THINKING SKILLS* (HOTS) DI SEKOLAH MENENGAH PERTAMA	Rahma Siska Utari, S.Pd.	UNSRI	859
69	PEMBELAJARAN TRIGONOMETRI MELALUI BELAJAR KOOPERATIF TIPE TEAM ASSISTED INDIVIDUALIZATION (TAI) DI SMA NEGERI 11 PALEMBANG	Ririn Suparti Kurnianingsih, S.Pd.,	UNSRI	874
70	PEMBELAJARAN MATEMATIKA BERDASARKAN TEORI KONSTRUKTIVISME SOSIAL (VYGOTSKY)	Dinal 'Ulya, S.Pd.	UNSRI	883
71	MENGEMBANGKAN SOAL *OPEN-ENDED* UNTUK MELATIH KEMAMPUAN BERFIKIR KREATIF SISWA	Henry Kurniawan, S.Pd.	UNSRI	897
72	KEMAMPUAN PENALARAN MATEMATIKA SISWA PADA MATERI GEOMETRI DENGAN MENGGUNAKAN TAKSONOMI SOLO *SUPERITEM* SISWA KELAS VIII	Lusinda Hutauruk, S.Pd.	UNSRI	907

BIDANG : MATEMATIKA				
No	Judul	Nama	Instansi	Hal
73	PENDISAINAN HYPOTETICAL LEARNING TRAJECTORY (HLT) MATERI ARITMATIKA SOSIAL MENGGUNAKAN KONTEKS JUAL BELI BATU AKIK	Rika Octalisa	UNSRI	920
74	PEMAHAMAN KONSEP SISWA DALAM PEMBELAJARAN MATEMATIKA POKOK BAHASAN PRISMA DAN LIMAS MENGGUNAKAN MEDIA POSTER DI KELAS VIII SMP NEGERI 2 SIRAH PULAU PADANG KABUPATEN OGAN KOMERING ILIR	Ida Suraman, S.Pd.	UNSRI	927
75	PENGARUH PENGUASAAN PERKALIAN ANTARSUKU DAN KONSEP FAKTOR SEKAWAN TERHADAP PENENTUAN NILAI LIMIT FUNGSI DENGAN	Rany Nopiani, S.Pd.	UNSRI	936

No	Judul	Nama	Instansi	Hal
	MENGALIKAN FAKTOR SEKAWAN DI KELAS XI IPA SMA NEGERI 10 PALEMBANG			
76	PERBANDINGAN PRESTASI BELAJAR SISWA DALAM MATEMATIKA ANTARA YANG MENGGUNAKAN PENDEKATAN REALISTIK BERBENTUK PENGAJARAN MODUL DENGAN PENGAJARAN KONVENSIONAL	Deli Fikrianah, S.Pd.	UNSRI	947
77	STUDI KOMPARATIF ANTARA METODE PEMBELAJARAN *QUANTUM LEARNING* DENGAN METODE PEMBELAJARAN *TIMES TOKEN* PADA MATERI LOGIKA MATEMATIKA DI KELAS X SMA NEGERI 1 PANGKALAN BALAI	Kiki Rizkiah Pertiwi, S. Pd	UNSRI	956
78	ANALISIS KEMAMPUAN SISWA DALAM MENYELESAIKAN SOAL-SOAL PEMECAHAN MASALAH MATERI PERBANDINGAN DI KELAS VII SMP NEGERI 18 PALEMBANG	Khairun Nisak	UNSRI	970
79	PEMBELAJARAN VOLUME BOLA DENGAN PENDEKATAN PENDIDIKAN MATEMATIKA REALISTIK INDONESIA (PMRI) DI KELAS X	Hariani Juwita, S.Pd.	UNSRI	982
80	PENDIDIKAN KARAKTER DI PERGURUAN TINGGI DALAM ERA MASYARAKAT EKONOMI ASEAN	Ety Septiati.,MT	Universitas PGRI Palembang	993
81	FLIPCHART SEBAGAI ALTERNATIF MEDIA UNTUK MENINGKATKAN PRESTASI BELAJAR MATEMATIKA	Marhamah, M.Pd	Universitas PGRI Palembang	1003
82	SOAL MATEMATIKA PISA MENGGUNAKAN KONTEKS BUDAYA OGAN ILIR TINGKAT SEKOLAH MENENGAH PERTAMA	Zulva Munayati	UNSRI	1010

BIDANG : MATEMATIKA				
No	Judul	Nama	Instansi	Hal
83	PENINGKATAN HASIL BELAJAR MATEMATIKA SISWA KELAS X MELALUI PEMBELAJARAN INVESTIGASI KELOMPOK DI SMA NEGERI 1 PAGARALAM	Halimah Tusa'diah	SMA Negeri 1 Pagaralam	1020
84	PEMBELAJARAN MENGGUNAKAN KEMAMPUAN BERFIKIR KRITIS, KREATIF DAN REFLEKTIF (K2R)	Jayanti, M.Pd.	Universitas PGRI Palembang	1035

No	Judul	Nama	Instansi	Hal
	DAN KEMAMPUAN PENALARAN MATEMATIS SISWA			
85	PENGEMBANGAN SOAL MATEMATIKA UNTUK MENGUKUR KEMAMPUAN KONEKSI MATEMATIS SISWA	Tika Dwi Nopriyanti, M.Pd.	Universitas PGRI Palembang	1048
86	PENERAPAN *INQUIRY* MATERI PERBANDINGAN DAN SKALA DALAM PEMBELAJARAN MATEMATIKA	Anggria Septiani, M.Pd.	Universitas PGRI Palembang	1062
87	PERMAINAN INTERAKTIF YANG MEMBUAT SISWA KREATIF DALAM PELAJARAN MATEMATIKA	Dra. Farah Diba, M.Pd.	Universitas PGRI Palembang	1072
88	MEMANFAATKAN PERMAINAN SEBAGAI MEDIA PEMBELAJARAN MATEMATIKA	Tanzimah, M.Pd.	Universitas PGRI Palembang	1083
89	APLIKASI MATERI KALKULUS UNTUK BIOLOGI	Allen Marga Retta, M.Pd.	Universitas PGRI Palembang	1093
90	PENERAPAN STRATEGI BERBASIS MULTIPLE INTELLIGENCES UNTUK MENINGKATKAN KEMAMPUAN BERFIKIR KRITIS MATEMATIS SISWA KELAS VII DI SMP YPI TUNAS BANGSA PALEMBANG	Sukarti	Universitas PGRI Palembang	1106
91	PENGARUH PENDEKATAN KONSTRUKTIVISME TERHADAP HASIL BELAJAR MATEMATIKA SISWA KELAS VIII D SMP NURUL AMAL PALEMBANG	Dra. Andinasari, M.M	Universitas PGRI Palembang	1016
92	TEKNOLOGI INFORMASI DAN KOMUNIKASI (TIK) DALAM AKTIFITAS KOLABORASI PESERTA DIDIK	Dra. Misdalina, M.Pd	Universitas PGRI Palembang	1029
93	ALTERNATIF ANALISIS KEEFEKTIFAN PENERAPAN MODEL PEMBELAJARAN MATEMATIKA DENGAN MENGGUNAKAN TABEL KPM (KEEFEKTIFAN PENERAPAN MODEL)	Dra. Lusiana. M.Pd	Universitas PGRI Palembang	1104
94	PENGEMBANGAN MATERI AJAR PERSAMAAN GARIS SINGGUNG LINGKARAN BERBASIS KONSTRUKTIVISME DI KELAS XIIPA SMA	Putri Fitriasari, M.Pd	Universitas PGRI Palembang	1114
BIDANG : MATEMATIKA				
No	**Judul**	**Nama**	**Instansi**	**Hal**
95	KEMAMPUAN SISWA MEMECAHKAN MASALAH DENGAN METODE *MIND*	Weni Dwi Pratiwi, M.Sc	Universitas PGRI Palembang	1128

	MAPPING DI KELAS VII.2 BILINGUAL SMP NEGERI 1 PALEMBANG			
96	MENEMUKAN NILAI PHI DAN RUMUS KELILING LINGKARAN MENGGUNAKAN PENDEKATAN PMRI DI KELAS VI	Novita Sari, M.Pd	Universitas PGRI Palembang	1139
97	MELATIH SISWA MEMBUAT ANIMASI PEMBELAJARAN MELALUI APLIKASI POWERPOINT GUNA MENINGKATKAN DAYA SERAP BELAJAR SISWA	Asnurul Isroqmi, ST., M.Kom.	Universitas PGRI Palembang	1149
98	APLIKASI *BLENDED LEARNING* PADA PEMBELAJARAN KALKULUS 1 DI UNIVERSITAS PGRI PALEMBANG	Yunika Lestaria Ningsih, S.Si., M.Pd	Universitas PGRI Palembang	1164
99	PERBANDINGAN ANTARA HASIL BELAJAR MATEMATIKA SISWA YANG DIAJAR MENGGUNAKAN PEMBERIAN TUGAS INDIVIDUAL DENGAN YANG TIDAK DI KELAS X SMA BAKTI IBU 8 PALEMBANG	Sri Hartati, S.Pd.	Universitas PGRI Palembang	1177
100	DESAIN PEMBELAJARAN MATERI PROGRAM LINIER SMK MENGGUNAKAN KONTEKS SERVIS KENDARAAN SEPEDA MOTOR	Nur Hasanah Pahlepy	Universitas PGRI Palembang	1188
101	ASPEK DAN LEVEL SOAL PISA DALAM BUKU TEKS MATA PELAJARAN MATEMATIKA SMA/MA/MAK KELAS X SEMESTER 1 KURIKULUM 2013	Nora Surmilasari	Universitas PGRI Palembang	1195
102	THE APPLICATION OF ROMBERG METHOD TO FIND THE INTEGRATION VALUE IN BASIC PROGRAM	Dina Octaria, S.Si., M.Pd.	Universitas PGRI Palembang	1201
103	KEMAMPUAN MULTI REPRESENTASI MATEMATIS DALAM MATERI STATISTIKA DASAR	Nila Kesumawati	Universitas PGRI Palembang1	1212
104	FLIPCHART SEBAGAI ALTERNATIF MEDIA UNTUK MENINGKATKAN PRESTASI BELAJAR MATEMATIKA	Rustam	Universitas PGRI Palembang	1224

BIDANG : MIPA – Biologi			
No	**Judul**	**Nama**	**Instansi**	**Hal**
105	PENYELESAIAN MASALAH GERAK PESAWAT ATWOOD DENGAN PERSAMAAN EULAR-LAGRANGESEBAGAI ALTERNATIF PERSAMAAN NEWTONPADA FISIKA SMA	Melly Ariska	UNSRI	1231
106	PEMBUATAN BATU BATA DENGAN CAMPURAN KOTORAN SAPI SEBAGAI BAHAN *LIFE SKILL* BAGI MAHASISWA PENDIDIKAN FISIKA DALAM MENGHADAPI MASYARAKAT EKONOMI ASEAN 2015	Yaspin Yolanda, M.Pd.Si.	STKIP PGRI Lubuk Linggau	1245
107	VARIASI BUAH-BUAHAN TERHADAP TEBAL, BERAT, DAN KADAR SERAT NATA	Ria Dwi Jayati, M.Pd	STKIP PGRI Lubuk Linggau	1262
108	PENGARUH PEMBERIAN AMPAS TEH TERHADAP PERTUMBUHAN TANAMAN CABAI RAWIT (*CAPSICUM FRUTESCENTS* L.)	Nopa Nopiyanti	STKIP PGRI Lubuk Linggau	1272
109	YOGHURT DENGAN VARIASI STARTER	Fitria Lestari, M.Pd	STKIP PGRI Lubuk Linggau	1289
110	TINGKAT KETERCAPAIAN *LEARNING OUTCOMES* KKNI LEVEL ENAM GURU FISIKA SMA LULUSAN UNIVERSITAS SRIWIJAYA	M. Jhoni, M.Pd.	Universitas PGRI Palembang	1300
111	E-LEARNING SEBAGAI ALTERNATIF UNTUK PENGEMBANGAN PROFESI GURU FISIKA	Lukman Hakim, M.Pd.	Universitas PGRI Palembang	1314
112	TINGKAT KEMAMPUAN LITERASI SAINS MAHASISWA YANG MENGAMBIL MATA KULIAH IPA TERPADUMENGGUNAKAN CONTOH SOAL PISA 2009	Sulistiawati, M.Si.	Universitas PGRI Palembang	1323
113	PEMBELAJARAN *GUIDED INQUIRY* UNTUK MELATIH KETERAMPILAN MENYELESAIKAN MASALAH FISIKA	Sugiarti, M.Pd	Universitas PGRI Palembang	1333
114	DESKRIPSI PENAMBAHAN AIR KELAPA TERHADAP ORGANOLEPTIK TEMPE	Reny Dwi Riastuti, M.Pd.Si	Universitas PGRI Palembang	1350
115	PENGGUNAAN MODEL SEBAGAI TAMBAHAN ALAT PERAGA GAMBAR DALAM PENGAJARAN PELAJARAN ILMU PENGETAHUAN	Marmaini	Universitas PGRI Palembang	1364

No			
	ALAM DI SEKOLAH DASAR		

BIDANG : ILMU PENGETAHUAN SOSIAL			
No	**Judul**	**Nama**	**Instansi**	**Hal**
116	MENGHADAPI ERA MASYARAKAT EKONOMI ASEAN MELALUI PEMBELAJARAN SEJARAH BERORIENTASI MASALAH SOSIAL KONTEMPORER-*ECOPEDAGOGY*	Aulia Novemy Dhita SBK, M.Pd	STKIP PGRI Lubuk Linggau	1377
117	INTEGRASI NILAI-NILAI KEWIRAUSAHAAN DALAM PEMBELAJARAN UNTUK MENGHADAPI MEA	Supriyanto	STKIP PGRI Lubuk Linggau	1387
118	SISTEM PERLINDUNGAN HUKUM DALAM RANGKA PELAKSANAAN KERJA TRANSPORTASI MARITIM GUNA MENDUKUNG PEMBANGUNAN NASIONAL DAN KETAHANAN NASIONAL SERTA PENDIDIKAN NASIONAL (REFORMASI SISTEM PENGEMBANGAN SUMBER DAYA MANUSIA KEPELABUHAN INDONESIA DALAM DUNIA PENDIDIKAN NASIONAL	Ning Herlina, SH., M.Hum.	Universitas PGRI Palembang	1403

BIDANG : ILMU PENGETAHUAN SOSIAL			
No	**Judul**	**Nama**	**Instansi**	**Hal**
119	HUBUNGAN ANTARA PEMBERITAHUAN NILAI ULANGAN HARIAN DENGAN MOTIVASI BELAJAR EKONOMI SISWA DI SMA AZHARYAH PALEMBANG	Neta Dian Lestari, S.Pd., MM.	Universitas PGRI Palembang	1440
120	EVALUASII KINERJA PERUSAHAAN PT INDO PT. INDO TAMBANG RAYA MEGA TBK TAHUN 2011	Diana Widhi Rahmawati, S.Ip., MM.	Universitas PGRI Palembang	1454
121	PERMAINAN MONOPOLI SEBAGAI MEDIA PEMBELAJARAN EKONOMI BAGI SISWA TINGKAT SEKOLAH NMENENGAH ATAS	Erma Yuliani, S.Pd., M.Si.	Universitas PGRI Palembang	1463

No	Judul	Nama	Instansi	Hal
122	ANALISIS RATIO PROFITABILITAS SEBAGAI ALAT EVALUASI KINERJA KEUANGAN PADA KOPERASI SMK NEGERI 3 PALEMBANG	Zahruddin Hodsay, S.Pd., MM	Universitas PGRI Palembang	1478
123	PENDIDIKAN TINGGI SEBAGAI WADAH PEMBINAAN MAHASISWA ENTREPRENEUR DAN IMPLIKASINYA TERHADAP PEREKONOMIAN MASYARAKAT	Rih Laksmi Utpalsari	Universitas PGRI Palembang	1496
124	MANFAAT DAN TANTANGANMASYARAKAT ERA EKONOMI ASEAN	Barkudin, M.Pd	Universitas PGRI Palembang	1504

BIDANG : ILMU PENGETAHUAN SOSIAL				
No	Judul	Nama	Instansi	Hal
125	UPAYA MENINGKATKAN MINAT BERWIRAUSAHA MAHASISWA MELALUI KEGIATAN PRAKTEK BERWIRAUSAHA PADA PROGRAM STUDI PENDIDIKAN AKUNTANSI	M. Toyib, M.Pd	Universitas PGRI Palembang	1514
126	PENGGUNAAN MEDIA PEMBELAJARAN BERBASIS TIK UNTUK MEMOTIVASI PESERTA DIDIK BELAJAR SECARA MANDIRI	Hendri Gunawan	Universitas PGRI Palembang	1525
127	PENGARUH MODEL PEMBELAJARAN *TEAM GAMES TOURNAMENT* TERHADAP HASIL BELAJAR SISWA PADA MATA PELAJARAN IPS TERPADU (GEOGRAFI) DI KELAS VII SMP QURANIAH 1 PALEMBANG TAHUN AJARAN 2013-2014 *	Kiki Aryaningrum, M.Pd.	Universitas PGRI Palembang	1537
128	PENGARUH MEDIA PEMBELAJARAN ANIMASI TERHADAP HASIL BELAJAR GEOGRAFI PADA SISWA KELAS X DI SMA MUHAMMADIYAH 2 PALEMBANG	Sukmaniar, S.Pd., M.Si.	Universitas PGRI Palembang	1553
129	PENGARUH METODE *STOP THINK DO* TERHADAP HASIL BELAJAR GEOGRAFI SISWA KELAS X SMA NEGERI 19 PALEMBANG	Wahyu Saputra, S.Pd., M.Si.	Universitas PGRI Palembang	1564
130	KAJIAN POTENSI OBJEK WISATA PULAU KEMARO DI KOTA PALEMBANG	Maharani Oktavia, M.Sc.	Universitas PGRI Palembang	1579
131	PENERAPAN MODEL PEMBELAJARAN KOOPERATIF TERHADAP HASIL BELAJAR	Happy Fitria, M.Si	Universitas PGRI Palembang	1593

No	Judul	Nama	Instansi	Hal
	SISWA PADA MATA PELAJARAN GEOGRAFI DI SMA NEGERI 10 PALEMBANG			
132	PENGARUH MODEL PEMBELAJARAN *INDUCTIVE THINKING* TERHADAP HASIL BELAJAR SISWA PADA MATA PELAJARAN IPS TERPADU KELAS VII DI SMP NEGERI 47 PALEMBANG	Boby Agus Yusmiono, S.Sos., MA	Universitas PGRI Palembang	1605
133	UPAYA PENINGKATAN KARAKTER PENDIDIK BERDASARKAN NORMA, ETIKA DAN MORAL	Sri Husnulwati, SH., MH.	Universitas PGRI Palembang	1621
134	PENGUATAN KARAKTER MAHASISWA DALAM MATA KULIAH PENDIDIKAN KEWARGANEGARAAN: UPAYA PENYIAPAN DALAM MENGHADAPI MASYARAKAT EKONOMI ASEAN 2015	Suryati, M. H.	Universitas PGRI Palembang	1633
135	FAKTOR PENYEBAB SISWA MELAKUKAN PELANGGARAN SEKOLAH DAN IMPLIKASINYA TERHADAP HASIL BELAJAR	Armansyah, S.Pd., M.Si.	Universitas PGRI Palembang	1645

BIDANG : ILMU PENGETAHUAN SOSIAL				
No	Judul	Nama	Instansi	Hal
136	BUDAYA SATU SURO DI DESA SUKAJADI BANYUASIN SUMATERA SELATAN	Ahmad Zahmari, S.Pd,.MM.	Universitas PGRI Palembang	1656
137	NASKAH MELAYU SEBAGAI SUMBER REFITALISASI PENGAJARAN MORAL DI SEKOLAH MENENGAH ATAS DI KOTA PALEMBANG	M. Idris, M.Pd	Universitas PGRI Palembang	1674
138	NILAI BUDAYA ANYAMAN TIKAR SEBAGAI MATERI PENGAYAAN SEJARAH KEBUDAYAAN INDONESIA	Drs. Sukardi, M.Pd	Universitas PGRI Palembang	1687
139	NILAI KARAKTER DALAM MENGHADAPI ERA MASYARAKAT EKONOMI ASEAN (MEA)	Budi Utomo, M.Sc	Universitas PGRI Palembang	1707
140	PENGARUH PENGGUNAAN INTERNET SEBAGAI MEDIA PEMBELAJARAN TERHADAP HASIL BELAJAR SISWA PADA MATA PELAJARAN IPS TERPADU/SEJARAH (KRONOLOGI PROKLAMASI KEMERDEKAAN INDONESIA) KELAS VIII DI SMPN 48 PALEMBANG	Hj. Ida Suryani	Universitas PGRI Palembang	1727
14	ANALISIS SISTEM PENCATATAN	Asmuni	Universitas	1737

No	Judul	Nama	Instansi	Hal
1	JAM KERJA TERHADAP PENGGAJIAN DAN PENGUPAHAN PERUSAHAAN		PGRI Palembang	
142	EVALUASI PERAN PERGURUAN TINGGI DALAM MENGHADAPI MASYARAKAT EKONOMI ASEAN (MEA)	Susanti Faipri Selegi, M.Pd	Universitas PGRI Palembang	1749

BIDANG : PENDIDIKAN OLAHRAGA				
No	Judul	Nama	Instansi	Hal
143	TINGKAT KETERAMPILAN BERMAIN SEPAKTAKRAW MAHASISWA PENJASKES FKIP UNIVERSITAS SRIWIJAYA	Iyakrus	UNSRI	1765
144	PENGARUH METODE LATIHAN DAN KEKUATAN OTOT LENGAN TERHADAP HASIL KETERAMPILAN *SHOOTING* SATU TANGAN DI ATAS KEPALA PADA PERMAINAN BOLABASKET DI SMA NEGERI 2 LUBUKLINGGAU	Nasrullah, M.Pd.	Universitas PGRI Palembang	1774
145	PENERAPAN METODE BERMAIN KREATIF PADA PEMBELAJARAN LOMPAT JAUH DALAM UPAYA PEMBENTUKAN NILAI-NILAI DISIPLIN DAN PERCAYA DIRI PADA SISWA KELAS V A SD NEGERI 20 PAGARALAM	Mirza Awali, M.Pd.	Universitas PGRI Palembang	1790
BIDANG : PENDIDIKAN OLAHRAGA				
No	Judul	Nama	Instansi	Hal
146	TINJAUAN PENGETAHUAN KESEHATAN SISWA SEKOLAH MENENGAH ATAS SMA PGRI 2 PALEMBANG	M. Taheri Akhbar, M.Pd	Universitas PGRI Palembang	1806
147	PERMAINAN TRADISIONAL DI DUNIA PENDIDIKAN DAN KEPELATIHAN OLAHRAGA	Asriansyah, M.Or	Universitas PGRI Palembang	1819
148	PENGARUH GAYA *SELF CHECK* DAN GAYA *CONVERGENT DISCOVERY* TERHADAP KETERAMPILAN *SMASH* BULUTANGKIS (KUASI EKSPERIMEN PADA PEMAIN BULUTANGKIS SMP FRATER PADANG)	Antoni, M.Pd	Universitas PGRI Palembang	1832
149	OLAHRAGA DAN POLITIK	Muh Akmal Ahny	Universitas PGRI Palembang	1847
15	PENGARUH METODE	Ilham Arvan Junaidi,	Universitas	1862

0	PEMBELAJARAN INQUIRY TEACHING DAN PEER TEACHING SERTA MOTIVASI BELAJAR TERHADAP KETERAMPILAN BERMAIN BOLABASKET MAHASIWA PROGRAM STUDI PENDIDIKAN OLAHRAGA UNIVERSITAS PGRI PALEMBANG	M.Pd	PGRI Palembang	
15 1	PRINSIP DASAR PROGRAM OLAHRAGA KESEHATAN	Maya Kurnia, M.Or	Universitas PGRI Palembang	1877
15 2	OVERTRAINING DAN RESIKO CIDERA DALAM OLAHRAGA	Mikkey Anggara Suganda, M.Or	Universitas PGRI Palembang	1889

The Influence of Mnemonic Pictures and Attitudes toward the Students' Writing Achievement of the Eighth Grade Students of SMP PGRI 1 Palembang

By
Etty Pratiwi, M Pd.

ABSTRACT

This research investigated the influence of Mnemonic Pictures and attitudes toward the students' writing achievement of the Eighth Grade Students of SMP PGRI 1 Palembang. The problems of this study were to identify whether or not (1) there is a significant difference in average of writing achievement between the students who are in positive attitude after being taught using mnemonic pictures strategy and those who are taught using conventional strategy;(2) there is a significant difference in average of writing achievement between the students who are in negative attitude after taught using mnemonic pictures strategy and those who are taught using conventional strategy; (3) there is a significant difference in average of writing achievement between the students who are in positive and negative attitude after being taught using mnemonic pictures strategy and those who are taught using conventional strategy;and (4) there is a significant interaction effect of mnemonic pictures strategy and attitude on the students' writing achievement. This study was conducted in experimental research to 96 students of SMP PGRI 1 Palembang in the first semester of the academic year of 2013-2014. This study could be concluded that mnemonic pictures strategy and attitudes gave a significant influence for the students' writing achievement since there was a significant improvement in average of the students' writing achievement before and after being taught using mnemonic pictures strategy.

Keywords: mnemonic pictures, attitudes, and writing achievement

A. Introduction

Background of the Study

Writing is one of language skills that have to be mastered. Writing has an important role in education especially for those who are studying at universities. They have to master writing skill to finish their assignment such as write a paper, proposal, some reports, scientific writing, and others. It is impossible for the students to graduate their education without mastering writing skill either first language or second language.

Langan (2006:13) states that a realistic attitude about writing must build on the idea that writing is a skill. It is a skill like driving, typing, or cooking, and like any skill, it can be learned. Therefore, writing is a complex process and it needs practice. For almost everyone, work hard is a key to produce competent writing.

Writing is one of fourth skills or a skill which must be taught by teacher at school which aims to increase the students writing skill in language of English. To make more effective in learning language of English hence, the students learn that have to be fun and be natural. Larsen – Freeman (2000); Mackey (1975) and Richards and Roger (2001) state that in language learning context it is believed that children will learn English language more effectively under certain conditions. That learning should be fun and natural for children.

Writing is taught at school when writing activities are introduced judiciously soon after students acquire a reasonable facility in basic listening-speaking activities. In addition, writing activities are designed to reinforce the listening and speaking activities as well as to develop the abilities to read and write for educational, recreational or the aesthetics target. Even though, it is the hardest language skills to acquire the students should be able to use written English for the purpose of writing out forms, informal letters, business letters, and some graduates of school may even have the ability to introduce Indonesian culture to foreigners though written English (Saleh:55).

Based on the current School-Based Curriculum that writing is one of the language skills that must be taught at junior high school/Islamic junior high school (SMP/MTs). The teaching of writing aims at enabling students master the functional texts and monologue texts or paragraphs in the form of descriptive, narrative, recount, procedure, and report. In addition, based on Competency Standard and Basic Competency, the first year students are expected to be able to express meaningful ideas in term of functional text and simple short essay in the

form of *procedure and descriptive* to interact with people in their nearest environment.

The problems that might be faced by Indonesian students in writing descriptive paragraph are the weaknesses of student achievement in written a paragraph; therefore they did not have ideas what to write first. Secondly, the students had difficulty in making the writing relevant with the topic. Also, the students had difficulty in choosing the word due to lack of vocabulary, Furthermore, The students tend to be bored and low participation in writing class because the process of teaching and learning activities was monotonous. So, to make the students can produce descriptive paragraphs, there should be an effort to make writing class more interesting.

Those problems of descriptive writing are important to be solved, because it can appear the difficulties for the students to determine the main idea and to continue the next writing materials. Also the student will have low motivation in writing class because they feel writing is a difficult skill. Furthermore, the students will have boredom in writing class.

There are many techniques for increasing writing achievement, which can be applied in classroom in order to motivate the students to be able to use written English. One of techniques is picture elicits students' written response. Saleh (1994:58) states that pictures are as one of techniques to develop writing skill. Futher was stated the teacher uses a picture and asked the learners to write down a number of five or six sentences about the picture. The students can be asked to being to class magazine or almanac cut-outs.

One of the teaching strategies that can help teachers to improve students' writing achievement in descriptive paragraph is using Mnemonic Pictures. Mnemonic Pictures is a way getting students ideas together. It is a learning strategy that can help students to facilitate their learning by using pictures about the topic they are

going to write. Pictures also can make students more imaginative and creative in writing class.

In this research, the writer got inspiration in previous study the title about "Increasing the Students' Writing Skill of the Fifth Grade Students of SD Negeri 117 Palembang by Using Mnemonic Pictures" that is written when I was graduated from strata one.

By applying mnemonic pictures technique, a teacher can make a positive atmosphere in the classroom. It can throw away time consuming notes because it shows the shape of topic, related ideas and concepts, and the relative importance of all the information. By applying notice to students' attitude, a teacher may increase their motivation to be successful writer because it serves incorporated keywords, colors and images to make student easier to generate their writing.

The influence of writing achievement and students' attitude has relation. If the students mastery in writing achievement so they have positive attitude in writing activities. Although when teaching learning process the teacher use media in learning so the students is more interested.

With the existences of writing activities which must be taught be teacher are expected to the students able to write with good and correct because in learning English, correct writing from the beginning is very important. But in fact, based on my experience in my school especially, there are a lot of students which less mastery in writing activities. This research is focused on writing achievement by using mnemonic pictures, in order to help the students develop their achievement inwriting descriptive paragraph activities.

As a whole, the writer believes that by applying mnemonic pictures technique and giving attention to students' attitude will enhance their writing descriptive text. That is why; she is interested in writing a thesis entitled "The Influence of

Mnemonic Pictures and Attitude toward the Students' Writing Achievement of the Eighth Grade Students of SMP PGRI 1 Palembang".

Research Questions

The writer formulated some problems of the study. They were:

1. Is there any significant difference in average of writing achievement between the students who are in positive attitude after being taught using mnemonic pictures strategy and those who are taught using conventional strategy?
2. Is there any significant difference in average of writing achievement between the students who are in negative attitude after taught using mnemonic pictures strategy and those who are taught using conventional strategy?
3. Is there any significant difference in average of writing achievement between the students who are in positive and negative attitude after being taught using mnemonic pictures strategy and those who are taught using conventional strategy?
4. Is there any significant interaction effect of mnemonic pictures strategy and attitude on the students' writing achievement?

B. Conceptual Framework

Concept of Writing

Azzar (1980:2) says that writing is a creative process, an intellectual exercise that result in a product symbolize, for example, a story, an essay, a book, or a paragraph. However, writing is the hardest skill. It is not a simple process and it is not an interesting one, because the students need much time to express their ideas and thought in written form in order to be able to communicate with the readers. Sometimes it is hard to find or state the ideas and make it into a piece of paragraphs.

Writing is the act of forming letters and characters on paper, wood, stone or other material for the purpose of recording the ideas which characters and words express, or of communicating them to others by visible signs (Dian, 2009:46). As Trudy Wallace (2005:15) states that writing is the final product of several separate acts that are hugely challenging to learn simultaneously. Furthermore (Djuharie, 2009:5), writing is telling information or message by written.

Dian (2009:47) points out those specific instruction objectives of writing. They were:

a.   participants are able to understand the stages of the writing process by explaining them;

b.   participants are able to apply the stages of the writing process in functional writing contexts; and

c.   participants are able to apply the stages of the writing process in creative writing contexts.

On the other hand, Brown (2004:220) states that there are four categories of written performance that capture the range of written production considered here. Each category resembles the categories defined for the other three skills, but these categories, as always, reflect the uniqueness of the skill area. They are presented as follows:

a.   Imitative

To produce written language, the learner must attain skills in the fundamental, basic tasks of writing letters, words, punctuation, and very brief sentences. This category includes the ability to spell correctly and to perceive phoneme-grapheme correspondences in the English spelling system. It is a level at which learners are trying to master the mechanics of writing. At this stage, form is the primary if not exclusive focus, while context and meaning are of secondary concerns.

b.   Intensive (controlled)

Beyond the fundamentals of imitative writing are skills in producing appropriate vocabulary within a context, collocations and idioms, and correct grammatical

features up to the length of a: sentence. Meaning and context are of some importance in determining correctness and appropriateness but most assessment tasks are more concerned with a focus on form, and are rather strictly controlled by the test design.

c. *Responsive*

Here, assessment tasks require learners to perform at a limited discourse level, connecting sentences into a paragraph and creating a logically connected sequence of two or three paragraphs. Tasks respond to pedagogical directives, lists of criteria, outlines, and other guidelines. Genres of writing include brief narratives and descriptions, short reports, lab reports, summaries, brief responses to reading, and interpretations of charts or graphs. Under specified conditions, the writer begins to 'exercise some freedom of choice among alternative form of expression of ideas. The writer has mastered the fundamentals of sentence-level grammar and is more focused on the discourse conventions that will achieve the objectives of the written text. Form-focused attention is mostly at the discourse level, with a strong emphasis on context and meaning.

d. *Extensive*

It implies successful management of all the processes and strategies of writing for all purposes, up to the length of an essay, a term paper, a major research project report, or even a thesis. Writers focus on achieving a purpose, organizing and developing ideas logically, using details to support or illustrate ideas, demonstrating syntactic and lexical variety, and in many cases, engaging in the process of multiple drafts to achieve a final product. Focus on grammatical form is limited to occasional editing or proofreading of a draft.

Moreover, Dian (2009:50) adds three main stages of writing process. They were presented as follows:

a. Preparing to write
  1) Brainstorming
  2) Speed writing
  3) Asking yourself 'wh' questions

  4) Getting your ideas into order

  5) Using model

  6) Marking points to mention in reply

b. Drafting and,

  1) Using the writing space

  2) Getting started

  3) Keeping going

c. Revising

Furthermore, Oshima and Hogue (2007:15) state that the process of writing has roughly four steps. They were presented as follows:

  1) Prewriting; Prewriting is a way to get ideas. In this step, you choose a topic and collect ideas to explain the topic,

  2) Organizing; this step is to organize the ideas into a simple outline,

  3) Writing; this step is to write a rough draft, using your outline as a guide,

  4) Polishing; this step, you polish what you have written. This step is also called revising and editing.

Related to the preceding of explanation stated above, it could be concluded that writing is one of the language skills that need to be mastered by the language learners and writing something can be an enjoyable activity because by writing someone can express something in written then share it with others. Writing also needs process. In this case, this study should find the way to solve the problem, and motivate the students to write a paragraph in order they are eager to express their ideas in writing activity and make the students interested and enjoyable in writing.

Concept of Pictures

Picture is media which is most commonly used. It represents common language, which can be understood and enjoyed at all points, (Husaini, 2000:10). He explained that there are some excess pictures. They are: (a) pictures which are more realistic showing the root of the matter (b) pictures which can overcome

time and space definition (c) pictures which can overcome perception limitation (d) Pictures which can clarify a problem, in the field of any kind and to mount just age how many, so that can prevent or correct misunderstanding and (e) pictures which are cheap and easy to get and also used.

Moreover, Mackey (1965:245-246) there are 3 types of language teaching pictures. They are presented as follows:

a.   *Thematic Pictures*

They are those used simply in illustrate a theme or text. Their use in getting meaning across can only be incidental to their function as illustrations. They may give the learner a desire to read the text in order to understand the significance of the illustration, or they may furnish an occasion to comment on a theme. A picture may illustrate the text of a lesson in order to focus the attention of the learner on what the text says by helping to imagine it.

b.   *Mnemonic Pictures*

They are those designed to remind the learner of certain words or sentences. They may be pictures of situation, presented simultaneously with sentences about these situations, and used later for learner of these sentences.

c.   *Semantic pictures*

They are those sole functions to get a specific meaning across. A picture is used for teaching of meaning it is important to make sure that the picture is not ambiguous. For purposes of clarity, a drawing is often better than a photograph; a simple drawing, better than a complex one. To be clear, the picture must contain in the sentences.

According to Brown (1959:415) there are five criteria in choosing pictures that is consisted of all important points, as follows:

a.   *Is the picture interesting enough to catch and hold the eyes of the students with whom it will be used?*

b.   *Is it large enough and simple enough to be seen clearly?*

c.   *Is the information it portrays to the topic being studied?*

d. *Is the information accurate, i.e., truthful, up to date and with a basis for any needed size comparison?*

e. *Is the picture well reproduced, realistic and attractive?*

In addition, when selecting pictures, teachers should always keep the following essentials in mind. Ernestora (1981:6) suggests some criteria in selecting pictures. They were:

a. Grammatical structure(s) you can teach with it;

b. Item(s) of vocabulary you can teach with it;

c. Size, clarity;

d. Appeal to the eyes;

e. Entertainment value.

Related to the preceding of explanation stated above, the writer is interested in applying mnemonic pictures in accordance that it has some advantages. They were:

a. To aim increase the students of writing skill in language of English.

b. To make more effective in learning language of English hence.

c. The students learn that have to be fun and be natural.

d. Writing skill by using mnemonic pictures, in order to help the students develop their skill in writing paragraph activities.

e. The idea behind using mnemonic is to encode difficult-to-remember information in a way that is much easier to remember.

f. The most attractive aspect of this methodology is its flexibility.

g. A great deal of information (not just writing skill but also other grammatical points) can be encompassed by these mnemonic tools of imagery and spatial organization.

h. The methodology can also be used in a narrow specialized sense, or simply to augment more traditional approaches.

i.   The direct advantage of this technique is that it present an excellent grid or even a small world by which important information can be organized, defined, and retrieved.

j.   During an average day we simultaneously discern familiar and easily remembered background information (teaching our classes), and new experiences (meeting new people). These new experiences can be recalled later when cued by the more easily remembered background setting.

k.   It may at first appear that the method involves too much work for the teacher and is much too complex and impractical for students.

l.   It also has the added advantage of maintaining students interest (particularly if the memory plain is tailored to the students' own culture).

The Concept of Attitude

Attitude towards English in general refers to the state of emotion and thought related to the English language and the culture of the English- speaking people (Singh, 1998). "Culture" is operationally defined as English songs, television programs and English movies.

Spolsky (1969: 271-283) states that students' attitude towards the English language is the total sum of the students' feelings, prejudice or fear about the learning or English as the second language. Moreover, Maxwell (2004:26) states that the attitude is interpersonal feeling which expressed by the student. He also states that attitude is student's best friend if the attitude is positive, then it can be his/her worse enemy if the attitude is negative (Maxwel, 2004:13). In this case, attitude is divided into two kinds, they are: positive attitude and negative attitude.

McLeod (1991:98-99) states that positive attitude toward student's writing resulting in happy and joyful effect. And negative attitude toward student's writing resulting in anger and perspiration. He also states that attitude is the psychological states acquired by the individual over a period of time as a result of one's experiences; these attitudes influence one to act in certain ways (McLeod,

1991:98-99). On the other words, an attitude is a learned state of readiness rather than the act or response itself. It also has affective, behavioral, and cognitive components: attitudes may be accompanied by positive or negative emotions, and may act and think in particular ways as a result of one's attitude. Therefore, emotions and attitudes are distinct affective states, even though an attitude may lead to an emotional response and then to a feeling or bodily response, as in a student negative attitude toward writing resulting in anger and perspiration.

Brand (1991:395-407), claims that attitude is ones' habitual tendencies toward a response or action, trait emotions are ones habitual emotional display, ones regular temperament. Again, attitudes don't always produce emotions, but when an attitude does prompt an emotional response, the emotional response may be trait, state, or a combination of emotional responses.

Furthermore, Harmer (2006:3-9) says that there are several factors that seem to support or weaken their attitudes toward English. They were:

a.   *Motivation in English*

Students who learn English may have certain motivation. For example, they may be interactively motivated in that they are attracted to the culture of the target language community. This happens when they want to know more about English culture. They may also instrumentally motivate when they believe that English mastery will be important in order to get a job. According to Spaulding (1992:4), motivation can be separated into two different parts: extrinsic and intrinsic. Extrinsic motivation exists when individuals are motivated by an outcome that is external or functionally unrelated to the activity in which they are engage. For example, a child who cleans his room because he has been told that his older will take him to the movies when he is done is extrinsically motivated to clean his room. In contrast to extrinsic motivation, intrinsic motivation exists when someone works because of an inner desire to accomplish a task successfully, whether it has some external value or not. People who are intrinsically motivated to engage in a specific activity do not have to be enticed into participating in that

activity. Instead, they actively seek opportunities to participate. In addition, when they do have extended opportunities to participate in the activity, they often become consumed by it, losing all tracks of time and other obligations,

b. English in terms of a School Subject

As a result of the motivational factors, the students may perceive that English is very good. But, they may also perceive that English is less important than any other subjects since they are not interactively or instrumentally motivated.

c. Teachers of English

They may be the most influential factor that shapes the students' attitudes toward English. Their treatment on the students will affect the motivation and attitude in that it reinforces or undermines previous learning experiences.

d. Students' English Learning Condition

It occurs either in and out of school. However, there are certain learning conditions over which the school has no control on learning, like boredom and seriousness in learning.

e. Students' peers

Theyalso play an important role in affecting their attitudes toward English. The students' peer group determines how much their attitude will be influenced. For example, if the students' friend takes an English course and if this seems to be a prestigious thing to do, the students may be favorably disposed toward English.

C. Method of Research

In this case, the writer used experimental method with factorial experimental method design in accordance that she could describe the students' scores in the pre-test and those in the post-test of descriptive paragraph writing through mnemonic pictures strategy. In using factorial design, she divided the classes into two groups, the first is the experimental group, and the other one is as a control group.

Population and Sample of the Study

The population of this study will involve the eighth grade students at SMP PGRI 1 Palembang In the academic year 2013/2014 because this population has some problems in writing descriptive paragraph. The total number of population is 234 students.

In taking the students who were used as sample of the study, she used two stage random sampling. It meant that there were two techniques in choosing samples. First, she took sample using cluster random sampling and second using simple random sampling.

In this research, there were 48 students for each group that were consisted of 24 students who were in positive attitude and 24 students who were in negative attitude. In the experimental group, she applied mnemonic pictures strategy. And, she applied conventional strategy in the control group. The total number of sample of the study was 96 students

The Technique for Collecting Data

The writer used two kinds of instruments. They are: (1) questionnaire and (2) test. Naresuan University, Phayao Campus, Thailand.2005, It was used to analyze the students attitude in writing skill. The questionnaire was written at level appropriate for eighth grade students. It used after the writer find the sample of the study. In order to make students easier in comprehending the questions, the language that was used in questionnaire was Indonesia language.

Moreover, in order to find out the influence caused by applying mnemonic pictures strategy and the difference in average of writing achievement between the students who were in two groups, the data were collected through the result of the pre-test and post-test that she had made. The test has been tried out with a high reliability score, and cover idea, content, organization and coherence, sentence structure and mechanism. The pre-test is administered to see the basic

achievement of students in writing descriptive paragraph before they got the treatment. Meanwhile the post-test is given to find out the students' writing achievement on those aspects after the treatment conducted.

Validity

According to Richards, et al., (1989:304), validity is the degree to which a test measure what it is supposed to measure, or can be used successfully for the purpose for which it is intended. By the referring to the statement, the content validity of the test being administered to the sample students obtained based on syllabus of English for the eighth grade students of SMP PGRI 1 Palembang in the academic year of 2013-2014. The test specification could be shown in appendix

Reliability

Since the test is given in the form of writing instructions, the reliability is measured by using inter-rater reliability (Cohen's Kappa) in which two or more raters score the answer of the same student and the scores are then correlated. The writer is the first rater and the second one is the class teacher.

The scorers used as writing guidance of analytical scale for rating composition tasked by Brown (2004:245). There are five categories (*organization, logical development of the ideas, grammar, punctuation/ mechanism/ spelling, style and quality of the expression*). They are divided into a number of contributing factors. The mathematical assignment of the 100 point scale gave equal weight (maximum 20 points) to each five major categories. The students' score in writing descriptive text was defined using some indicators.

Before doing the research, the questionnaire is field tested for its reliability. In analyzing the reliability of test, the writer asked to the teacher of English to check the result of the students' writing descriptive test. Related to the try out, it was found that the value of the inter-rater reliability coefficients of the students' try-

out test in writing descriptive text was 0,83883. It meant that the students' writing achievement test was categorized in reliable and could be used.

Technique for Analyzing the Data

There were two kinds of data that were analyzed. They were (1) the students' writing achievement and (2) the students' attitude.

In analyzing the students' writing achievement, the writer applied three techniques. They were the statistical on measuring homogeneity and normality of the data, independent t-test, and two-way ANOVA. All the data analyses were measured by using the Statistical Package for Social Science 18 (SPSS 18).

In analyzing the students' attitude, the students' attitude was analyzed using questionnaire toward writing descriptive paragraph. The questionnaires were analyzed by applying 5-point like scale (5=strongly agree, 4=agree, 3=uncertain, 2=disagree, and 1=strongly disagree)to get whether the students who were in positive attitude and those who were in negative attitude

The result of that division became the solution to decide students' attitude toward writing descriptive paragraph. If the result of the division was greater than and equal 2.50 or lower than and equal 5.00, it could be concluded that student exhibited a positive attitude toward writing descriptive paragraph, and contrary, if the result of the division was lower than 2.50 and greater than 0, it could be concluded that student exhibits a negative attitude toward writing descriptive paragraph.

D. Result and Discussion

Based on the data analysis, Mnemonic Pictures strategy gave any significant influence for the students' writing achievement because there was a significant improvement in average of the students' writing achievement before and after being taught using mnemonic pictures strategy. There was also found that there was significant interaction effect of mnemonic pictures strategy and attitude on

the student writing achievement. Some interpretations were made on the statistics analysis related to the writer's finding. They were described as follows,

First, from statistic calculation by using the normality test of Kolmogorov Smirnov, there was a significant difference in average of writing achievement between the students who were in positive attitude after being taught using mnemonic pictures strategyand those who were taught using conventional strategy since it was found that the significant p-output was 0.000 and lower than significant value 0.05

Second, there was a significant difference in average of writing achievement between the students who were in negative attitude after being taught using mnemonic pictures strategyand those who were taught using conventional strategy since it was found that the significant p-output was 0.000 and lower than significant value 0.05

Third, there was a significant difference in average of writing achievement between the students who were in positive and negative attitude after being taught using mnemonic pictures strategy since it was found that the significant p-output was 0.000. They were lower than significant value 0.05

Fourth, there was a significant difference in average of writing achievement between the students who were in positive and negative attitude after being taught using conventional strategy since it was found that the significant p-output was 0.000. They were lower than significant value 0.05 and

Finally, there was a significant interaction effect of mnemonic pictures strategy and attitude on the students' writing achievement since it was found that the significant p-output was 0.000 and lower than significant value 0.05.

Related to the preceding of findings and interpretations stated above, there were some limitations that was faced by the writer, such as she and teacher of English haven't been given much attentions and acted as facilitator, yet in creating a good atmosphere in the class, so the students didn't fell much enjoyable in writing

descriptive text. Moreover, this study was only focus on writing descriptive product and not more focused on the other text writing.

E. *Conclusion and Suggestion*

Conclusion

Upon analyzing the data in previous chapters, the writer finally could draw conclusions as follows:

1. There was a significant difference in average of writing achievement between the students who were in positive attitude after being taught using mnemonic pictures strategyand those who were taught using conventional strategy.

2. There was a significant difference in average of writing achievement between the students who were in negative attitude after being taught using mnemonic pictures strategyand those who were taught using conventional strategy.

3. There was a significant difference in average of writing achievement between the students who were in positive and negative attitude after being taught using mnemonic pictures strategy.

4. There was a significant difference in average of writing achievement between the students who were in positive and negative attitude after being taught using conventional strategy.

5. There was a significant interaction effect of mnemonic pictures strategy and attitude on the students' writing achievement.

Related to the preceding of conclusion stated above, it could be concluded that mnemonic pictures strategy and attitude gave a significant influence for the students' writing achievement since there was a significant improvement in average of the students' writing achievement before and after being taught using mnemonic pictures strategy.

Suggestion

The success of writing process involved many aspects, such as teaching and learning strategy, students' attitude, interesting materials and many other factors.

Therefore, in order to improve the students' writing achievement through applying mnemonic pictures strategy and attitude, teachers of English were suggested to be more credible in integrating the other factors to give more effect towards the students' writing achievement. Moreover, they had to have more understanding about writing strategy and creating the communicate circumutance and inside and outside of the classroom activities to become more interesting. Moreover, the teachers had to have creativities in applying various strategies were really required in avoiding the students' ignorance in the classroom. Through this study, she hoped there would be next research that could be given a significant improvement and effect on the students' writing achievement. It was not only in writing descriptive text, but for another text.

References

Arikunto, Suharsimi. 2002. *ProsedurPenelitian*. Jakarta :RinekaCipta.

Azzar, Betty Schrampfer. 1989. Understanding and Using English Grammar. Prentice Hall inc. New Jersey.

Brand, A. 1991.*Social cognition, emotions, and the psychology of writing.Journal of advanced composition*, 11.395-407.

Borich, G and Kubiszyn, T. 1993. *Education testing and measurement: classroom application and practice.* (4[th]ed.). NewYork: HarperCollinCollegePublisher.

Brown, H. Douglas. 1987. *Principles of Language Learning and Teaching 2nd Edition*. Englewood Cliff, NKJ : Prentice Hall, Inc.

------------------------- 2004. *Language Assessment: Principles and Classroom Practices*. San Fransisco, CA: Longman

Depdiknas, *PeraturanMenteriPendidikanNasional, No 22 tentangKerangkaDasardanStrukturKurikulumBahasaInggris SMP dan MTS,* (Jakarta: 2003), p. 11.

----------- *Kurikulum Tingkat SatuanPendidikan(School Based Curriculum) Standar Isi Mata PelajaranBahasaInggris SMP danMTS ,* (Jakarta: 2006)

_____ *Kurikulum Tingkat SatuanPendidikan(School Based Curriculum) Standar Isi Mata PelajaranBahasaInggris SMP dan MTS*

Dian, Fausta. 2009. *BahanAjarKompetensiProfesional*. DiklatPeningkatanKompetensi Guru VokasiAngkatan III. Jakarta: LPMP.

Djuharie, OtongSetiawan 2009.*Essay Writing: TeknikdanPanduanMenulisMelaluiEksplorasi Model danLatihan*. Bandung: CV. YramaWidya

Ernestora,Marlic. 1981. *How to Use Ready Made Picture*. In English Teaching Form. 19 (4) : 5.

Fraenkel, Jack R and Norman E Wallen.1990. *How to Design and Evaluate Research*. New York, NY : MC. Gray- Hill. Inc.

_____1993. *How to Design and Evaluate Research in Education*. New York : McGraw-Hill, Inc.

Harmer, Richard. 2006. *An Experiment with Dictogloss*. MET Journal(online) vol 10 no 3 .Accessed from. www.dictogloss-adaptation % %?, on Sunday, January 27th, 2013

Hatch, Evelyn and HosseinFarhady. 1982. *Research Design and Statistics for Applied Linguistics.* Los Angeles: Newbury House Publisher.

Hornby, AS.1995. *Oxford Advanced Learners' Dictionary of Current English*. New York : Doubleday and Company, Inc.

Husaini, Muhammad. 2000. The Effectiveness of the Pictures in Increasing the Second of Year Students' Writing Competence at SLTP PGRI 1 Palembang. *Unpublished Undergraduate Thesis,* FKIP University of PGRI Palembang.

John, Langan. 2006. *English Skills with Readings.* New York: McGraw-Hill, p. 13.

Mackey, William Francis. 1965. *Language Teaching Analysis*. London : Longman Group Lid.

Maxwell, John C. 2004. *Attitude 101*.Batam, Indonesia: Interaksa.

McLeod, S.H.1991. *The affective domain and the writing process*: working definition. Journal of advance composition,11. 95- 105.

Oshima, Alice and Ann Haque. 1983. *Writing Academic English, Reading.*Massachussettes :Adison – Wesley Publishing Company.

--- 2007. Introduction to Academic Writing. New York: Pearson Longman

Pratiwi, Etty. 2009. Increasing the Students' Writing Skill of the Fifth Grade Students of SD Negeri 117 Palembang by Using Mnemonic Pictures.*Unpublished Undergraduate Thesis,* FKIP University of PGRI Palembang.

Richards, Jack C, John Plat, and Heidi Weber.1985.*Longman Dictionary of Applied Linguistics*.Hongkong : Longman.

--- 1992. *Language Teaching and Applied Linguistics*. Hongkong : Longman.

Saleh, Yusrizal. 1994. *Techniques for Teaching English as a Foreign Language*. Palembang :Departement of English Faculty of Teaching Sriwijaya University.

Singh, Charanjit. 1998. *Attitudes of undergraduates towards English in two Faculties at the university of Malaya*. Unpublished master's thesis. Kuala Lumpur: University of Malaya.

Spolsky, B. 1969.*Attitudinal aspects of second language learning*. Language Learning, 19, 271-283.

Wallace, Trudy. 2005. *Teaching speaking, listening, and writing*. Accessed from.http://www.curtin.edu.au/curtin/dept/smec/iae. on Sunday, January 27th, 2013