TEACHING ENGLISH VOCABULARY THROUGH THE USE OF
PICTURES AT THE FIFTH YEAR STUDENTS OF MI BENER
IN THE ACADEMIC YEAR OF 2010/2011

(A Classroom Action Research in MI Bener, Tengaran, Kab. Semarang)

A GRADUATING PAPER
Submitted to the Board of Examiners a Partial Fulfilment of The Requirements for
the Degree of Sarjana Pendidikan Islam (S. PdI)
The English Department of Education Faculty

By

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2011
DECLARATION

In the name of Allah the Most Gracious the Most Merciful.

Hereby the writer fully declares that this graduating paper is made by the writer herself, and it is not containing materials written or has been published by other “people” ideas except the information from the reference.

The writer is capable of accounting for this graduating paper. If on the future this graduating paper can be proved of containing others idea or in fact the writer imitate the other graduating paper.

This declaration is made by the writer to be understood.

Salatiga, February 2011

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ATTENTIVE COUNSELOR’S NOTE
Case : Farikhah Fahhami’s Graduating Paper

Salatiga. 8th February 2011

To
The Head of State Islamic
Studies Institute of Salatiga

Assalamu’alaikum, Wr. Wb.

After reading and correcting Farikhah Fahhami’s graduating paper entitled
TEACHING ENGLISH VOCABULARY THROUGH THE USE OF PICTURES FOR THE
FIFTH YEAR STUDENTS OF MI BENER IN THE ACADEMIC YEAR OF 2010/2011 (A
CLASSROOM ACTION RESEARCH IN MI BENER, TENGARAN, KAB. SEMARANG)
I have decided and would like to propose that if it could be accepted by education
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Wassalamu’alaikum, Wr. Wb.

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GRADUATING PAPER

TEACHING ENGLISH VOCABULARY THROUGH THE USE OF
PICTURES AT THE FIFTH YEAR STUDENTS OF MI BENER IN THE
ACADEMIC YEAR OF 2010/2011

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Has been brought to the board of examiners of English Department of Education
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Ketua STAIN Salatiga

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MOTTO

“If we want to learn anything, we mustn't try to learn everything”
DEDICATION

I would like to dedicate this graduating paper for them who have always been in my heart, they are:

- To the God Allah SWT.
- To the Prophet Muhammad.
- My beloved mother and father; those who always give great encouragement to me in accomplishing this final graduating paper.
- My beloved brother Muhammad Sabiq Sa’bani, my sisters Mila and Zulfa.
- All of my friends especially Elisa Tri Wijayanti, Yuni Mitayani, Paryono, Sunarso in TBI “C” in STAIN Salatiga 2006.
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In the name of Allah the most gracious and most merciful. Thanks to Him for his blessing so the writer can finish this graduating paper. Blesses and praises also go to Prophet Muhammad.

I would be grateful to many people who have contributed their ideas and time in completing my final graduating paper. I would like to express my sincere gratitude to:

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6. To all lecturers of English Department, the writer deeply thanks you all for not only giving knowledge but also insight.

7. Aisyiyatun Nif'ah, S. Ag, thanks for permitting to do an action research.

Salatiga, February 2011
ABSTRACT

Farikhah Fahhami 2011 “Teaching English Vocabulary Through the Pictures A Classroom Action Research at the Fifth Year Students of MI BENER, in 2010/2011 Academic Year.” Classroom action research is research designed to help a teacher find out what is happening in her or his classroom and to use that information to make wise decisions for future. Classroom action research is cycling processes. This research consists of three cycles. The writer and collaborator make wise decisions to use Picture media to improve interest and achievement of students. The purposes of this research is to find out achievement before and after using Picture media, describe the interest of the students in teaching learning process using Audio lingual method. The object this research is fifth year students of MI Bener. They are consisting of 16 students. This research intended to be qualitative and quantitative approach. The writer use observation and test. The writer use field note as an observation to find out the students interest and motivation. And test used to find out students achievement. The results show that the Picture media is one of the alternative media to increase students' interest and achievement in learning English. The result hopefully would motivate teacher to use the Picture media in their classroom, especially when they teach Vocabulary to the fifth year students of Elementary School.

Keywords : Picture Media, Teaching Vocabulary
# TABLE OF CONTENT

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>TITLE</td>
<td>i</td>
</tr>
<tr>
<td>DECLARATION</td>
<td>ii</td>
</tr>
<tr>
<td>ATTENTIVE CONSELOR NOTES</td>
<td>iii</td>
</tr>
<tr>
<td>STATEMENT OF CERTIFICATION</td>
<td>iv</td>
</tr>
<tr>
<td>MOTTO</td>
<td>v</td>
</tr>
<tr>
<td>DEDICATION</td>
<td>vi</td>
</tr>
<tr>
<td>ACKNOWLEDGEMENT</td>
<td>vii</td>
</tr>
<tr>
<td>ABSTRACT</td>
<td>viii</td>
</tr>
<tr>
<td>TABLE OF CONTENT</td>
<td>ix</td>
</tr>
<tr>
<td><strong>CHAPTER I</strong> INTRODUCTION</td>
<td>1</td>
</tr>
<tr>
<td>A. Background of the Study</td>
<td>1</td>
</tr>
<tr>
<td>B. Statements of the Problem</td>
<td>5</td>
</tr>
<tr>
<td>C. Objectives of the Study</td>
<td>5</td>
</tr>
<tr>
<td>D. Limitation of the Study</td>
<td>5</td>
</tr>
<tr>
<td>E. Benefit of the Study</td>
<td>5</td>
</tr>
<tr>
<td>F. Methodology of Research</td>
<td>7</td>
</tr>
<tr>
<td>G. Organization of Graduating Paper</td>
<td>13</td>
</tr>
<tr>
<td><strong>CHAPTER II</strong> REVIEW OF RELATED LITERATURE</td>
<td>15</td>
</tr>
<tr>
<td>A. The General Concept of Classroom Action Research</td>
<td>15</td>
</tr>
<tr>
<td>B. The General Concept of Vocabulary</td>
<td>25</td>
</tr>
</tbody>
</table>
C. The General Concept of Children .................................. 26
D. The General Concept of Picture .................................. 31

CHAPTER III RESEARCH REPORT .................................. 37
A. Geographical Location ............................................. 37
B. The Profile of MI Bener ........................................... 37
C. Vision and Mission ................................................ 37
D. The Situation of Educational Facilities and Tools ......... 38
E. The Situation of The Teachers and Staffs ................. 40
F. The Situation of The Students ................................. 41

CHAPTER IV THE IMPLEMENTATION OF THE STUDY .......... 80

CHAPTER V CLOSURE ................................................ 81
A. Conclusion ......................................................... 81
B. Suggestion ......................................................... 83

BIBLIOGRAPHY
CHAPTER I

INTRODUCTION

A. Background of the Study

English has become a global language because it is spoken as a first language, a second language or third language by people around the world. Globalization brings about an increase in international competition. In the era of globalization, English plays a key role in many areas including, economics, politics, culture, communication and education.

English is the foreign language now being taught in Indonesia. It has been taught from primary school to university level. Regulating the status and function of English, it has been used as the first foreign language in Indonesia.

English is considered as a difficult subject for the Indonesian students, because it difference from the mother tongue, in learn of the system of structure, pronunciation and vocabulary. English teaching involves four language skills. They are listening, speaking, reading and writing. In teaching and learning a language, there are four aspects that support four language skills above such as; grammar, vocabulary, spelling and pronunciation that are also taught in English teaching learning process.
Vocabulary is an element of English in teaching learning process in the studies of English. Without sufficient vocabulary, student will get difficulty in doing the examination.

According to Fauziati (2005:155), Vocabulary is central to language and of critical importance to typical language learner. Without a sufficient vocabulary, one cannot communicate effectively or express his ideas in both oral and written form. Having a limited vocabulary is also barrier that precludes learners from learning a foreign language.

In conveying materials, the teacher can use the media or technique to support their activities. In using the teaching media, teacher must select the appropriate one with the material. Students in following the teaching learning process will be interested to the material and will make it easier for the students to catch the material.

Teacher must be creative in selecting media, many media which the teacher uses in the teaching-learning process are from textbook, visual aid, etc. creative, effective uses of learning resources increase the probability that students will learn more, retain better what they hear and improve their performance of the skills they are expected to develop. (Lewis1973:1).

Generally the using of media is to be useful in the language teaching, especially in the foreign language teaching. The modern and expensive media is not effective indeed. The more important is how it gave interest student's attention and increases their motivation to learn the foreign language. (Subyakto1993: 215).
Many language teachers are concerned to help their students to develop their ability to relate to others. They help them develop their ability to use the foreign language. It is important to have as wide a range of resources as possible in the classroom so that the students can have a rich base and stimulus for this development.

There are many media that we can bring them to the classroom. One of them is picture. As kind of visual aids, picture provides a great deal of information at glance. There are some activities to show some vocabularies in pictures.

With teacher's creativity to apply the picture media in the teaching learning process, students will find different way to learning English. Teacher can select a picture with a specific aim or intention in mind. Be sure that it is relevant to that is being studied. It should have a clear, simple message and process accurate information. A picture should also be large enough for the student to see, attractive and of good quality. (Zenger1997:78).

Pictures can serve as an international language or medium of communication if used properly. Where foreign words cannot be understood, carefully selected pictures can tell story. Everyone seeing a picture will able to get something from it the picture is clear. (Brown, Lewis, and Harclerood1959:409).

Pictures can play a key role in motivation students, contextualizing the language they are using, giving them a reference and in helping to discipline the activity. (Wright1989:10).
Pictures so helpful and so much in use, because they are plentiful, cheap, and easily understood. Children in our society grow up with pictures and learn to read meaning into them at any early age. (Brown, Lewis, and Harcleroad1959:408)

The process of teaching children or young learner is different from the process of teaching adults, in Fauziati (2002:171) state that young children is about “here and now” They use short simple sentences and repeat them frequently. Talking to children, should be seriously considered in teaching English to very young learner.

Dealing with teaching foreign language to children, Scott and Ytreberg (1990: 5) define that: “words are not enough. Most activities for the young learner should include movement and involve the sense. The teacher will need to have plenty of objects and pictures”.

The types of classroom practices in teaching English suitable for young language learner or children are; using songs, nursery rhymes, pictures and games. (Fauziati2005: 172). The teacher can apply many kinds of pictures media such as; magazine, famous people picture, poster, newspaper and etc. by using picture media, teaching earning process will be more interesting, and the students will get new experience.

Based on the reason above, the writer would like to discuss: TEACHING ENGLISH VOCABULARY THROUGH THE PICTURES AT THE FIFTH YEAR STUDENTS OF MI BENER, IN 2010/2011 ACADEMIC YEAR.
a) The result of the research paper can be used as input in English teaching.

b) The result of research can be used as the reference for those who want to conduct a research in English teaching learning process.

c) The result of the study hopefully strengthens the knowledge of the theory of teaching vocabulary through pictures.

2. Practically

The positive result of this research may useful for the teacher to apply the other strategy in the teaching vocabulary. So they will not be confused anymore in choosing the media.

This study is expected to give practical and theoretical benefit.

a) For the writer

The findings of the research can be used as a starting point in improving the writer’s teaching ability, especially teaching vocabulary.

b) For the students

The finding of this research will enhance the student’s vocabulary.

c) For the English teacher

By teaching the vocabulary through pictures, it will motivate the students to be interested in learning English vocabulary. And the finding of this research can be used as a consideration in selecting the appropriate media implemented in English case especially in MI Bener.
d) For the other researchers

The finding of this research can be used as one of the references in conducting a research on English language teaching especially the implementation of pictures.

e) For MI Bener

The result of this research will improve the institution especially in the English teaching learning process.

F. Methodology of Research

1. The Setting of the Research

The research will be conducted at MI, Bener village sub district Tengaran, Semarang. The research will be applied to the fifth years of students. The students are from various areas with various levels of economic families. Most of students have the difficulty in lack vocabulary; it is found that few of them having under average ability. The research will be conducted from December 2010 to January 2011.

2. The Method of Research

The research method used in this study is action research. There are some definitions of action research. The first definition is given by Kemmis that action research is a form of self-reflective enquiry undertaken by participants in social (including educational) situations in order to improve the rationality and justice of (a) their own social or educational practices, (b) their understanding of these practices, and (c) the situations in which the practices are carried out. (Hopkins, 1993: 44)
The second definition action research is By Dave Ebbutt (1985):
Action research is about the systematically study of attempts to improve
educational practice by groups of participants by means of their own
practical actions and by means of their own reflection upon the effects of
those actions. (Hopkins, 1993: 45)

3. The Procedures of Research

This study used classroom action research, so in this case the writer
used some steps as Kemmis stated. There are three cycles in this action
research in each cycle, the produces are as follows:

1. Planning

The activities the planning is:

a. Preparing materials, making lesson plan, and designing the steps in
doing the action.

b. Preparing list of students’ name and scoring.

c. Preparing teaching aids.

d. Preparing sheets for classroom observation (to know the situation
   of teaching learning process when the method or technique or
   mode is applied)

e. Preparing a test (to know whether students’ vocabularies improve
   or not)

2. Action

a. Giving pre test.

b. Teaching by using pictures media.
c. Giving chance to the students to ask any difficulties or problem.

d. Asking the students some questions orally and written.

e. Giving pre test.

3. Observation

Observation is one of the instruments used in collecting the data observation can be systematically used to observe and note the phenomena investigated like the students feeling, thinking and something they do in teaching leaning process. Plan this observation fixable and writes something that happened in the classroom.

4. Reflection

The result of the observation is analyzed it is to remember what happened that has been written in observation. Reflection seeks to make sense of process, problems and real issues in strategic action. It took account of comprehend, issues and circumstances in which they arose. Reflection has an evaluative aspect, it asks the writer to weight the experience, to judge whether effects were desirable, and suggest ways of proceeding. The writer's reflection is done by discussing with his collaborator. Then the next cycle can decided or designed.
The procedures are briefly described in the following scheme:

Cycle I

- Problems
- Alternative of solving the problem (plan of action)
- Action I
- Observation I
- Data Analysis
- Reflection I

Cycle II

- Action I have not given satisfactory result
- Plan of action II
- Action II
- Observation II
- Data Analysis
- Reflection II

Cycle III

- Action I have not given satisfactory result
- Plan of action III
- Action III
- Observation III
- Data Analysis
- Reflection III
4. Method of Collecting Data

In this study, several procedures would be used in order to get the empirical data required. The research would be conducted in two ways as follows:

1) Observation

This method would be used to observe the teaching-learning process and the students' activities.

2) Test

This study would be carried out through four activities. The two activities were teaching-learning process. In the third activity, the students did the post-test. Before giving the three last activities, the writer gave a pre-test.

5. Techniques of Data Analysis

a) Field notes

It would be used to note finding and improvement during action step in each cycle. The guideline of the field notes encompassed:

b) Observation towards the student's activities

c) Observation towards the teachers' way of teaching.

d) Test items

To analyzed data of the research, the writer use t-test to know the validity of the differences of pre-test and post-test, the formula is:

$$t = \frac{Md}{\sqrt{\sum \frac{xd^2}{n(n - 1)}}}$$
\( t \) = the result of t-test calculation

\( Md \) = the average differences of pre-test and post-test

\( Xd \) = the sum of subject deviation (d-Md)

\( \sum Xd^2 \) = the sum of square deviation

\( n \) = the number of subject

This study would be carried out through four activities. The two activities were teaching-learning process. In the first activity, the writer gave a pre-test. The purpose was to know how far the student’s vocabularies relating to the given materials by using picture. In the second activity, the writer applied pictures media in teaching-learning process.

The students performed the simple story given by the teacher. In the third activity, the writer still used pictures media in teaching-learning process. In the last activity, the students did the post-test. The purpose of which was to measure the students’ progress and result of the teaching-learning activities. The writer used the pictures in the first activity (pre-test) to last activity (post-test) with the purpose giving such kind of illustration about the material which has been taught to students. In this study, the writer used a written test as the instruments for collecting data.

According to the statement above, the writer assumed that in her research, she would like to conduct an achievement test. The achievement test is similar to the progress that it measures how much the students have learned. The achievement test is appropriate to measure that students’ progress in learning process.
The first aim in constructing an achievement test is to identify the learning outcomes that are measured. It was based on the vocabularies mastery of the students after conducting the teaching-learning process by using pictures media. Students would be asked to memorize the vocabularies and then perform in front of the class.

G. Research Paper Organization

The researcher organized this research paper dividing into five chapters, in order to make the reader understand the content of the paper are:

CHAPTER I : Is Introduction, in this chapter the writer presents the background of the study, statement of the problem, limitation of the problem, review of related research, the benefit of the study and also research paper organization. CHAPTER II : Is Theoretical background or review of related literature, it discusses the general concept of Classroom Action Research Class, the activities of Classroom Action Research, the design of Action Research, objective of Classroom Action Research, The general concept of vocabulary, the importance of vocabulary mastery, Teaching Vocabulary for Children, the general concept of children, the characteristic of young children, the young language learner, other characteristic of young language learner, language development, the general concept of picture, types of picture, the used of picture, the sources of pictures, the roles of picture, advantages and disadvantages of picture used. CHAPTER III : Is the brief report of research that consist of general situation of MI Bener in academic year 2010/2011, the histories of school, geographical place, condition of teacher and students, the
condition of the medium and the infrastructure. CHAPTER IV: Is Result and
discussion of the study that is loaded of the analyzed of the data interpretation
and result of the test. CHAPTER V: Is Conclusion of the study and suggestion
dealing with the discussions of this study.
CHAPTER II
THEORETICAL REVIEW

A. The General Concept of Classroom Action Research

Action Research combines as substantive act with a research procedure; it is actions discipline by inquiry, a personal attempt at understanding while engaged in a process of improvements and reform.

Some of the most widely accepted definitions of Action Research include following:

According to Elliot (1991:69) Action Research might be defined as 'the study of a social situation with a view to improving the quality of action within it'.

Rapoport (cited in Hopkins, 1985:44) stated that, Action Research aims to contribute both to the practical concerns of people in an immediate problematic situation and to the goals of social science by joint collaboration within a mutually acceptable ethical framework.

Furthermore Kemmis (cited in Hopkins, 1985:44) Action Research is a form of self-reflective enquiry undertaken by participants in social (including educational) situations in order to improve the rationality and justice of (a) their own social or educational practices, (b) their understanding of these practices, and (c) the situations in which the practices are carried out. It is most rationally
empowering when undertaken by participants collaboratively...sometimes in cooperation with outsiders.

Ebbutt (cited in Hopkins, 1985:45) stated that, Action Research is the systematic study of attempts to improve educational practice by groups of participants by means of their own practical actions and by means of their own reflection upon the effects of those actions.

Meanwhile Arikunto (2006: 3) divided three components in classroom action research, there are:

1. Research

   An activity to observe the object by use of ways and methodologies to get the useful data or information to improve the quality of thing and that is necessary for researcher.

2. Action

   A motion of activity which is deliberates to action with certain purpose in the form of activities are cycle network for the student.

3. Classroom

   A group of students, they are gets a lesson from a teacher in the same time.

   She was conclude that classroom action research means monitoring toward teaching learning process in the form of an action, which is deliberated on action and occur in the class.

   The aim of action research is to feed practical judgment in concrete situation, and the validity of the theories or hypothesis it is not generate
depends so much on scientific test of truth as an their usefulness in helping people to act more intelligently and skillfully. In resent years, action research has been applied to problem involving curriculum development, and in service education, particularly within the field of self-evaluation (Arikunto2006: 57).

1. The Activities of Action Research

The description of the activities involved in Action Research cycle by Elliot (1991:72) there are as follows:

a. Identifying and clarifying the general idea.

The ‘general idea’ is essentially a statement which links an idea to action.

The important criteria for selecting ‘general idea’ are whether the situation it refer to (a) impinges one’s field of action and (b) is something one would like to change or improve on.

Another thing to take into account in selecting a general idea as a focus is that one may have misunderstood the nature of the problem, or what needs to be improved. Thus pupils’ dissatisfaction with the way they are assessed may merely be a symptom of a much deeper problem, which may come to light ‘during the course of action research.

b. Reconnaissance

This activity can be sub-divided into:
1) Describing the facts of the situation

One needs to describe as full as possible the nature of the situation one wants changed or improved on.

2) Explaining the facts of the situation

Having collected and described the relevant facts one needs to explain them. How do they arise? What are the relevant contingencies, or critical factors, which have a bearing on the state of affair describe?

In asking these questions one moves from a description of the facts to a critical analysis of the context in which they arise. This involves:

(i) 'Brainstorming'-generating explanatory hypotheses.

(ii) Hypothesis testing.

c. Constructing the general plan

The general plan of action should contain:

1) A revised statement of the general idea, which by now is likely to have changed, or at least been clarified further.

2) A statement of the factors one is going to change or modify in order to improve the situation, and the actions one will undertake in this direction.

3) A statement of negotiations one has had, or will have to conduct with others before undertaking the proposed course of action.
4) A statement of the resources one will need in order to undertake the proposed course of action, e.g. materials, rooms, equipment, etc.

5) A statement of the ethical framework which will govern access to and release of information.

d. Developing the next actions steps

Here one decides exactly which of the course of action outlined in the general plan one is going to implement next, and how both the process of implementation and its effects are going to be monitored.

e. Implementing the next action steps

It may take some time to succeed at implementing a course of action. It usually implies changes in all the participants’ behavior.

2. Action Research Design

The essentials of action research design are considered by Elliott (in Hopkins, 1993) as per the following characteristic cycle:

a. Initially an exploratory stance is adopted, where an understanding of a problem is developed and plans are made for some form of intervention strategy (The Reconnaissance & General Plan).

b. Then the intervention is carried out. (The Action in Action Research)

c. During and around the time of the intervention, pertinent observations are collected in various forms (Monitoring the implementation by Observation).
d. The new interventional strategies are carried out, and the cyclic process repeats, continuing until a sufficient understanding of (or implementable solution for) the problem is achieved (Reflection and Revision).

The protocol is iterative or cyclical in nature and is intended to foster deeper understanding of a given situation, starting with conceptualizing and particularizing the problem and moving through several interventions and evaluations. A representation of an AR protocol by Kemmis is provided in Figure 1.

Figure 1: The ‘Action Research spiral’ Kemmis (cited in Hopkins, 1985)
Figure 1 clearly displays the iterative nature of Action Research along with the major steps of planning, action, observation and reflection before revising the plan. This may be thought of as similar in nature to the numerical computing technique known as successive approximation - the idea is to close in upon a final goal or outcome by repeated iterations.

Later protocols reflect changes in the goal as determined via experience during the reflections of earlier iterations of Action Research. For instance, Figure 2 reflects the evolution of the general idea or main topic of interest throughout the process.
Figure 2: Elliott's Action Research model (cited in Hopkins, 1985)

Elliott's model emphasizes constant evolution and redefinition of the original goal through a series of reconnaissance recurring every cycle. The reconnaissance necessarily includes some degree of analysis. This design
permits much greater flexibility, and seeks to "...recapture some of the 'messiness' which the Kemmis version tends to gloss over" (Hopkins, 1985).

Ebbutt further illustrates the evolution of the overall plan through a spiral analogy, as described in Figure 3.

Figure 3: Ebbutt’s Action Research model (cited in Hopkins, 1985)

3. The Objective of Classroom Action Research

The objective of classroom action research is active of thing and can be activity (Arikunto2006: 24). That objects as follows:
a. Student

Observable when the student was study in classroom, laboratory, field, workshop, or in extracurricular.

b. Teacher

Observable when the teacher was teaching in the classroom, guiding his students when they tour, or when he visited to his students’ home.

c. Lesson items

Observable when the teacher was teaching or as materials which assigned to the student.

d. Medium

Observable when the teacher is teaching, that purpose is to improve the quality of learning, which can perceived by teacher, student, or both of them.

e. Element result of learning

Taken as target which must reach through learning, both achievement level and formation.

f. Environmental

The student’s environmental in class, school, or in the home.

g. Management element

The move of activity which easy to arranged, engineered in the form of action.
B. The General Concept of Vocabulary

In some literature we found the meaning of vocabulary there are some definitions of vocabulary:

According to Roget’s II Dictionary, vocabulary is:

1. An alphabetical list of words often defined or translated.
2. All the words of language
3. Specialized expression indigenous to a particular field, subject, trade or subculture.

Furthermore Oxford Dictionary noted that, vocabulary is:

1. Total number of words which (with rules combining them) make up language.
2. (Range of) words known to, or used by, a person, in a trade, profession, etc.
3. Book containing of words a, list of words used in a book, etc, usually with definitions or translation.

1. The Importance of Vocabulary Mastery

Vocabulary is important in case, it could help the students to enjoy their classes. One who mastery enough vocabulary will find fewer difficulties than those who have fewer vocabularies.

According to Wilkins (cited in Harmer2002:13) He summed up the importance of vocabulary learning” without grammar very little can be conveyed, without vocabulary nothing can be conveyed”

Dellar and Hocking (cited in Harmer2002:13) stated that, If you spend most your time to studying grammar, your English will not improve very
much. You will see most improvement if you learn more words and
expressions. You can say very little with grammar but you can say almost
anything with words.

2. Teaching vocabulary for Children

Teaching English in elementary school is useful. As we know that
young students especially students in elementary school have big memory to
memorize everything what they learnt. Thus teaching vocabulary earlier is
better than that of teaching it later.

As elementary school is the place for students to learn English for the
first time, the students just learn the basic vocabulary. Vocabulary is very
important to be mastered first since it is essential means conducting
communication. It can help them to understand the basic of studying English
and prepare to study English in higher level.

Some people say that children learn languages faster than adults do.
According to Pinker (cited in Harmer, 2001:37) "acquisition is guaranteed for
children up to the age of six, is steadily compromised from then until shortly
puberty, and is rare there after", and this applied not only the acquisition of
the first language, but also to second or foreign languages.

C. The General Concept of Children

Children: is generally human between five and ten or eleven years old.
1. The Characteristic of Young Children

Several characteristics attached to children are that children like playing, talk about 'here and now', and understand and retain the meaning better when they have seen some object associated with them. (Fauziati 2005:171).

a) Children like playing

One of characteristic of children is that they love playing, they do like playing. Children like playing and learn things while playing.

b) The children Talk about 'Here and Now'

Adult both observe and impose the cooperative principle when they talk young children. They make what they say relevant, talk about 'here and now' of the child's world. The phenomena imply that the children's world involves around the here and now. Therefore they should not be asked to discuss abstract things or life and situation in the past or in the future. In other words, children's interest is narrower, restricted primarily to themselves, their immediate surroundings, their families, and friends.

c) Association and Memory

Children understand and retain the meaning better when they have seen some objects associated with it. For this reason, the teacher should expose the students to real life situation; when this is not impossible, the visual aid can serve as a useful substitute, as pictures and their images are more vivid than words.
2. The Young Language Learner

In a child development, all education including learning a foreign language, should contribute positively development. It is possible to point out certain characteristics of young children which you should be aware of and take into account in your teaching.

There are characteristics of the young language learner. They have divided the children into two main groups; the five to seven year olds and the eight to ten year olds. (Scott & Ytreberg1990:1), there are:

a. Five to seven year old

What five to seven year olds can do at their own level

1) They can talk about what they are doing.

2) They can tell you about what they have done or heard.

3) They can plan activities.

4) They can argue for something and tell you why they think what they think.

5) They can use logical reasoning.

6) They can use their vivid imaginations.

7) They can use a wide range of intonation patterns in their mother tongue.

8) They can understand direct human interaction.
b. **Eight to ten year old**

General characteristics

Children of five are little children. Children of ten relatively mature children with an adult side and childish side. Many of the characteristics listed above will be things of the past.

1) Their basic concepts are formed. They have very decided view of the words.

2) They can tell the difference between fact and fiction.

3) They ask question all the time.

4) They rely on spoken word as well as the physical world to convey and understand meaning.

5) They are able to make some decisions about their own learning.

6) They have definite views about what they like and don't like doing.

7) They have developed senses of fairness about what happens in the classroom and begin to question the teacher's decisions.

8) They are able to work with others and learn from others.

3. **Other Characteristics of the Young Language Learner**

a. They know that the world is governed by rules.

b. They understand situations more quickly than they understand the language used.

c. They use language skills long before they are aware of them.

d. They are very logical—what you say first happens first.
e. They have a very short attention and concentration span.

f. Young children sometimes have difficulty in knowing what is fact and what is fiction.

g. Young children are often happy playing and working alone but in the company of others. They can be very reluctant to share.

h. The adult world and the child’s world are not the same.

i. They will seldom admit that they don’t know something other.

j. Young children cannot decide for themselves what to learn.

k. Young children are enthusiastic and positive about learning.

4. Language Development

Scott and Ytreberg (1990:4) outline the following language development of the children there are follow:

a. Eight to ten year olds have a language with all the basic elements in place. They are competent users of their mother tongue.

b. By age of ten children can:

1) Understand abstract

2) Understand symbols (beginning with words)

3) Generalize and systematize

This refers to children’s general language development. When it comes to learning a foreign language, there is still a lot we do not know. There are many similarities between learning one’s mother tongue and
learning a foreign language in spite of the differences in age and the time available.

So far no body has found a universal pattern of language learning which everyone agrees with. Much seems to depend on which mother tongue the pupils speak and on social and emotional factors in the child’s background. What is clear here is that most eight to ten year olds will have some sort of language awareness and readiness which they bring with them into the foreign language classroom.

The period of from five to ten sees dramatic changes in children, but we cannot say exactly when this happens because it is different for all individuals. The magic age seems to be around seven or eight. At around seven or eight things seem to fall into place for most children and they begin to make sense of the adult world as we see it.

D. The General Concept of Picture

Pictures are kinds of visual instruction materials might be used more effectively to develop and sustain motivation in producing positive attitudes towards English and to teach or reinforce language skills.

Picture is a flat visual representation of an object, person or view and its main purpose is to draw attention to or emphasize a certain thing (Zinger1977: 80).
Meanwhile (wright1989: 2) picture is not just an aspect of method but through its representation of place, object and people, it is essential part of the overall experiences.

The kind and number of pictures that the teacher should take with him to carry out the activities in class, can be taken from magazines, articles, or others and should be interactive and interesting to capture the student’s attention. The purpose of using pictures for the students is to give them an opportunity to practice the language in real context or institution in which they can make it to communicate their ideas.

From the meaning of pictures above, it indicates that the pictures has exchanged and represented the real object into a simple device which has displayed a series of places, object, person or even experiences

1. The Types of Pictures

Through picture presentation, people are able to reach outside their minds, pictures that they can see always lead to the reality of their minds, but the realities that have been presented by pictures depend on the types of the pictures.

Types of pictures According to Wright (1989:193) are:

a. Picture of single objects

b. Pictures of person: pictures of famous person, pictures of several people, people in action.

c. Pictures of places.
d. Pictures from history.

e. Pictures with a lot of information.

f. Pictures of fantasies.

g. Pictures of the news.

h. Pictures of maps and symbols.

2. The Used of Pictures

Teacher have used pictures to engaged students and linguistically useful. Pictures of all kinds can be used in a multiplicity of ways, Harmer stated (2001:134-136) as the following example show:

a. Drills

With lower level students a traditional use for pictures or graphics whether drawn, taken from books, newspaper and magazines, or photographs to facilitate learning.

b. Communication (games)

Pictures are extremely useful for a variety of communication activities, especially where they have a game like feel such as describe and draw activities.

c. Understanding

One of the most appropriate used for pictures is for the presenting and checking for the meaning.
d. Ornamentation

Pictures of various kinds are often used to make work more appealing.

e. Prediction

Pictures are useful for getting students to predict what is coming next in a lesson.

f. Discussion

Pictures can stimulate question

3. The Source of Pictures

With little effort teacher can built up an enormous pictures. It is possible to find at least some free or cheap picture material.

There are several sources of pictures According Wright (1989: 182-187)

a. Newspaper
b. Magazines
c. Catalogues
d. Calendars
e. Postcards
f. Posters
g. Old books
h. Comics and cartoon
i. Stamps
j. Course book
k. The teacher’s and student’s own drawings

l. Photocopying

4. The Roles of Pictures

There are several roles of pictures (Wright1989:10):

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

b. Pictures contribute to the context in which the language is being used. They bring the world into the classroom.

c. The pictures can be described an objective way or interpreted or responses to subjectively.

d. Pictures can cue responses to question, or cue substitutions through control practice.

e. Pictures can stimulate and provide information to be referred to in conversation, discussion and storytelling.

5. The Advantages and Disadvantages of using pictures.

There are several advantages and disadvantages by using picture according to (Zenger1977: 79)

a. The advantages of Pictures Used Following are some opinion concerning with the advantages of using pictures

1) Can stimulate and motivate students to become more observant and express them.

2) It is inexpensive, may even be free, and fairly easy to locate
3) Can be used by an individual or in groups.

4) Can be displayed for as long as necessary so pupils can work at their own rate.

5) It is up-to-date and can bring reality into the classroom.

6) Can be used to introduce, supplement, or summarize a unit.

7) Enriches reading and can help clarify misunderstanding.

b. The Disadvantages of pictures

1) Cannot depict motion as film does.

2) If not unique, can seem uninteresting to pupils.

3) Depicting a specific purpose might be difficult to locate
CHAPTER III
RESEARCH REPORT

A. Geographical Location

MI Bener is one of Islamic Elementary Schools in Bener village, Tengaran sub district, Semarang regency. It is located in front of An-Nur mosque in the same region with Islamic Junior, Aliyah and Islamic Boarding School Al-Manar.

B. The Profile of MI Bener

MI Bener was built in 1983, it is located on Jl.Pondok Djalal Suyuti, Bener, Tengaran. It has a permanent building for teaching learning process. The teaching learning process begins at 07.00 a.m. and ends at 12.10 p.m. every day. Each lesson covers around 35 minutes.

Identity of MI Bener Tengaran

1. Statistic Number: 1123332202019


3. Status: Accredited B

4. Education Time: Morning


C. Vision and Mission MI Bener

1. Vision of MI Bener

Excellent in achievement, the pioneer of IMTAQ, science and technology as well as exemplary in attitude and behavior.
2. Missions of MI Bener
   a. Realized the quality of graduate level
   b. Created a independent generation of respectful, and courteous
   c. Created of smart, creative generation, and love of alma mater.
   d. Improving job performance based on the spirit of kinship.
   e. Created a balance of intellectual, emotional and spiritual in conduct the
      conductive situation to realization of national educational goal.

D. The Situation of Educational Facilities and Tools

Facilities are important things to make easier and accelerate teaching and
learning process. The facilities of MI Bener, as follows:

Table I

Educational Facilities and Tools in MI Bener

Academic Year 2010/2011

<table>
<thead>
<tr>
<th>No.</th>
<th>Facilities</th>
<th>Total</th>
<th>Condition</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Classroom</td>
<td>6</td>
<td>Fine</td>
</tr>
<tr>
<td>2.</td>
<td>Teacher room</td>
<td>1</td>
<td>Fine</td>
</tr>
<tr>
<td>3.</td>
<td>Worship room</td>
<td>1</td>
<td>Fine</td>
</tr>
<tr>
<td>4.</td>
<td>Toilet</td>
<td>1</td>
<td>Fine</td>
</tr>
<tr>
<td>5.</td>
<td>Lcd</td>
<td>1</td>
<td>Fine</td>
</tr>
<tr>
<td>6.</td>
<td>Display</td>
<td>1</td>
<td>Fine</td>
</tr>
<tr>
<td></td>
<td>Description</td>
<td>Quantity</td>
<td>Status</td>
</tr>
<tr>
<td>---</td>
<td>-------------------</td>
<td>----------</td>
<td>--------</td>
</tr>
<tr>
<td>7</td>
<td>Laptop</td>
<td>1</td>
<td>Fine</td>
</tr>
<tr>
<td>8</td>
<td>Computer</td>
<td>1</td>
<td>Fine</td>
</tr>
<tr>
<td>9</td>
<td>Printer</td>
<td>1</td>
<td>Fine</td>
</tr>
<tr>
<td>10</td>
<td>Telephone</td>
<td>1</td>
<td>Fine</td>
</tr>
<tr>
<td>11</td>
<td>Cupboard</td>
<td>10</td>
<td>Fine</td>
</tr>
<tr>
<td>12</td>
<td>Table teacher</td>
<td>9</td>
<td>Fine</td>
</tr>
<tr>
<td>13</td>
<td>Chair teacher</td>
<td>9</td>
<td>Fine</td>
</tr>
<tr>
<td>14</td>
<td>Table students</td>
<td>50</td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>Chair students</td>
<td>102</td>
<td></td>
</tr>
<tr>
<td>16</td>
<td>Fire fighter tool</td>
<td>1</td>
<td>Fine</td>
</tr>
<tr>
<td>17</td>
<td>Tool clean</td>
<td>17</td>
<td>Fine</td>
</tr>
<tr>
<td>18</td>
<td>Shelf</td>
<td>1</td>
<td>Fine</td>
</tr>
<tr>
<td>19</td>
<td>O’clock</td>
<td>5</td>
<td>Fine</td>
</tr>
<tr>
<td>20</td>
<td>Calendar</td>
<td>6</td>
<td>Fine</td>
</tr>
<tr>
<td>21</td>
<td>Administration data</td>
<td>6</td>
<td>Fine</td>
</tr>
<tr>
<td>22</td>
<td>Work program board</td>
<td>1</td>
<td>Fine</td>
</tr>
<tr>
<td>23</td>
<td>Bulletin board</td>
<td>1</td>
<td>Fine</td>
</tr>
<tr>
<td>24</td>
<td>Teacher Statistic</td>
<td>1</td>
<td>Fine</td>
</tr>
<tr>
<td>25</td>
<td>Speaker</td>
<td>1</td>
<td>Fine</td>
</tr>
<tr>
<td>26</td>
<td>Television</td>
<td>1</td>
<td>Fine</td>
</tr>
<tr>
<td>27</td>
<td>Speaker</td>
<td>1</td>
<td>Fine</td>
</tr>
<tr>
<td>28</td>
<td>Other tool</td>
<td>8</td>
<td>Fine</td>
</tr>
</tbody>
</table>
E. The Situation of The Teachers and Staffs

Table II

The Situation of Teacher and Staff of MI Bener

Academic Year 2010/2011

<table>
<thead>
<tr>
<th>No.</th>
<th>Name</th>
<th>Official Status</th>
<th>Position</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Aisyiyatun Nif'ah, S.Ag</td>
<td></td>
<td>The head master</td>
</tr>
<tr>
<td>2.</td>
<td>Nur Hidayati Mursidah</td>
<td></td>
<td>The teacher of religion</td>
</tr>
<tr>
<td>3.</td>
<td>Dwi Nur Haryati, S.Pdl</td>
<td>Civil servant</td>
<td>The teacher of the 2\textsuperscript{nd} class</td>
</tr>
<tr>
<td>4.</td>
<td>M. Nur Rofiq, S.Pdl</td>
<td></td>
<td>The teacher of the 4\textsuperscript{th} class</td>
</tr>
<tr>
<td>5.</td>
<td>Amsir, S.Pdl</td>
<td></td>
<td>The teacher of the 1\textsuperscript{st} class</td>
</tr>
<tr>
<td>6.</td>
<td>Siti Choiriyah, S.Pdl</td>
<td></td>
<td>The teacher of the 6\textsuperscript{th} class</td>
</tr>
<tr>
<td>7.</td>
<td>Aniyatul Mufidah, S.Pdl</td>
<td></td>
<td>The teacher of sport</td>
</tr>
<tr>
<td>8.</td>
<td>Ahmad Makmun, S.Pdl</td>
<td></td>
<td>The teacher of the 5\textsuperscript{th} class</td>
</tr>
<tr>
<td>9.</td>
<td>Dewi Muna Atiyah, S.Pdl</td>
<td></td>
<td>The teacher of the 3\textsuperscript{rd} class</td>
</tr>
</tbody>
</table>
F. The Situation of The Students

Table III

The Situation of Students of MI Bener

Academic Year 2010/2011

<table>
<thead>
<tr>
<th>No.</th>
<th>Class</th>
<th>Male</th>
<th>Female</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>I</td>
<td>9</td>
<td>5</td>
<td>14</td>
</tr>
<tr>
<td>2.</td>
<td>II</td>
<td>7</td>
<td>1</td>
<td>8</td>
</tr>
<tr>
<td>3.</td>
<td>III</td>
<td>5</td>
<td>8</td>
<td>13</td>
</tr>
<tr>
<td>4.</td>
<td>IV</td>
<td>10</td>
<td>4</td>
<td>14</td>
</tr>
<tr>
<td>5.</td>
<td>V</td>
<td>7</td>
<td>9</td>
<td>16</td>
</tr>
<tr>
<td>6.</td>
<td>VI</td>
<td>12</td>
<td>9</td>
<td>21</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>50</td>
<td>36</td>
<td>86</td>
</tr>
</tbody>
</table>
CHAPTER IV
THE IMPLEMENTATION OF THE STUDY

In this research implementation, the teacher has arranged three cycles. In each cycle, the steps are planning, acting, observing and reflecting.

A. Cycle 1

1. Planning

   The activities are preparing:

   a. Materials, making lesson-plan, and designing the steps in doing the action.

   b. List of the students name.

   c. Teaching aids (example: picture, sheet of paper)

   d. Sheet for classroom observation.

   e. Tests (pre-test and post-test)

2. The Implementation of the Action

   On Friday, 8 of January 2011 the teacher (the writer) entered the English class. Then she greeted and asked about their condition such as “Assalamualaikum” and “good morning”. Such as following short conversation:

   Teacher: “Assalamu’alaikum?”

   Students: “Wa’alaikum salam Miss”

   Teacher: “Good morning class”

   Students: “Good morning Miss”

42
Teacher: “How are you today?”

Students: “I am fine thanks, and you?”

Teacher: “I am fine, thanks”

These is to warm up the situation. Then the teacher asked the students about the lesson. "Ok class, could you mentioned some objects on the sky?" The students answered, bintang, bulan, komet, matahari, planet, asteroid. Then the teacher asked to mention it in English, one by one they answered used the English language, and some of them were still made mistakes in pronunciation.

Then the teacher silent in a moment and asked the students for sang. Well, do you know the song “twinkle stars”? She asked the students for sing together. “Ok let’s singing”.

Before the lesson, she gave pre-test to the class for about 15 minutes, after finished the teacher started the learning process.

Then teacher start learning used picture of Solar System. Then the teacher told the students what they were learnt at that day. Such as “well, students today we are going to learn about Earth and Planets in English”. Next teacher asked some question about the topic to know the student’s knowledge, teacher was started the lesson by showed the pictures of planets.
The teacher asked the students whether they know the picture students following: "do you know what this picture?" (in this case the teacher point to the pictures of planets). The students were interested to answer.

Then the teacher showed the picture of sun which written Solar. Then the teacher asked the children “what you know about Solar?” Joko
answered "fuel" then the teacher gave an explanation, *Solar is Surya or as we called as the Sun*.

Then she explained about the topic, she started to read the text. She told each picture of planets, after that the teacher drills the student's pronunciation and the meaning of planets. Here the teacher used pictures for supporting the learnt. The teacher showed the pictures and read the text in front of the class. She read the solar system and explained the ordinal number such as;

"*Mercury is the first planets from the sun, Venus the second planets from the sun, Earth is the third planets from the sun, Mars is the fourth planets from the sun, Jupiter is the fifth planets from the sun Saturn is the sixth planets from the sun, Uranus is the seventh planets from the sun, Neptune is the eight planets from the sun, Pluto is the ninth or last planets from the sun.*

There are ordinal numbers in the text then, the teacher wrote in the blackboard, such as:

*(1st) first, (2nd) second, (3rd) third, (4th) fourth, (5th) fifth, (6th) sixth, (7th) seventh, (8th) eighth, (9th) ninth.*

Then the teacher explained about the other object on the sky, such as; sun, moon, stars, comet, and meteor by used pictures.

After that the teacher gave materials of third planet (Earth) where people live. Teachers explain many thing that on earth. First teacher
explained all the things in the earth, especially at sea. The teacher brought the sea picture then, asked to the students, *what do you know about this picture?* The students answered "*sea, and the other beach.*"

Then the teacher gave the explanation about the picture. *This is picture of the beach, you can see there are many sands in there.* Then the teacher showed a picture of coral, fish, surf and starfish. Then the teacher asked "*what “bintang laut” called in English?*" one of the students said "*Patrick.*" Then all of the students are laughed. The teacher smiled and answered "*Yes you are right, Patrick is “bintang laut”.* Then the teacher said "*Starfish*. Then the teacher asked to the students “*Ok repeat after me!*" ("*Starfish*”) The student said “*Starfish*”.

Then the teacher gave the picture again. This time the teacher gave picture of some objects that were in the land. Then teacher asked "*What picture is it?*" (in this case the teacher point the picture of mountain) Students said "*mountain*. After that, the teacher asked about the picture (river picture) the students answered, “*beach*”, the teacher gave the answer and said “*river*. *Ok repeat after me!* “*river*”, students said “*river*”.

After the teacher gave explanation about pictures, she gave a piece of paper that found 16 pictures and vocabularies Such as: picture of sea, beach, river, sea, cloud, stars, moon, sun, wave, fish, sand, mountain, trees, forest, planets and earth. Teacher read one by one of the picture then she asked the student imitated her.
After that the teacher asked the student memorized the vocabularies with the meaning in 15 minutes.

After that the teacher asked the student in front of the class. Teacher gave some pictures then, students mentioned the name of pictures and the meaning in English. When a student asked in front of the class, he refused because he felt ashamed, then the teacher gave spirit by gave applause, and encouraged him in front of the class. Finally she was brave in front of the class.

Then the teacher gave the picture of the sky, sun, moon and stars. Then students answered one word that is the word "sky", the teacher allowed students sat down. The teacher asked to the students gave applause to student who was brave to read the text in front of the class.
Then there was one of the students, his name is Krisna. He presumed to advance in front of the class. And with confidence he brought the pictures and pronounced the name of pictures in English. Although there were some errors in pronunciation but the teacher gave reward and gave applause for Krisna because he was brave to go in front of the class.

After that, the teacher asked to the students and said, "is there any difficult words?" may be how to pronounced? Or some of you don't know what the meaning? The students said "no miss" then the teacher asked the students to looked at their pictures and read together. After they had finished read and memorized the vocabulary.

The teacher gave them post-test for about 15 minutes. Then, the teacher was began gave the exercise with distributed the exercise sheet to all students. The teacher monitored the student's activities and after the time is up, the teacher collected the student's worksheet.
The teacher asked for the students? Well students, what about the exercise? It is easy, right? "yes" answered the students, we are already memorized it, so we can do exercise well. Teacher said "good". Well, the material and pictures for you, you pleased take home to studied.

Then the teacher asked to the class to prepare and led the prayer. Then the teacher said: "Students, time is up. We will continue to the next meeting.

Teacher: Assalamu'alaikum wr. Wb.!
Students: Wa'alaikumsalam wr.wb!
Teacher: See you next week
Students: See you.
### 3. Observation

**OBSERVATION SHEET**

<table>
<thead>
<tr>
<th>No.</th>
<th>Statement</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Teachers prepare the material well</td>
<td>√</td>
</tr>
<tr>
<td>2.</td>
<td>The teacher asked about the picture</td>
<td>√</td>
</tr>
<tr>
<td>3.</td>
<td>The teacher explained with pictures</td>
<td>√</td>
</tr>
<tr>
<td>4.</td>
<td>Teachers can be conditioned classroom</td>
<td>√</td>
</tr>
<tr>
<td>5.</td>
<td>Teachers use time effectively</td>
<td>√</td>
</tr>
<tr>
<td>6.</td>
<td>The medium used interesting</td>
<td>√</td>
</tr>
<tr>
<td>7.</td>
<td>Teacher being friendly to the students</td>
<td>√</td>
</tr>
<tr>
<td>8.</td>
<td>Teachers are able to use the media well</td>
<td>√</td>
</tr>
<tr>
<td>9.</td>
<td>Teachers provide an evaluation after the lesson</td>
<td>√</td>
</tr>
<tr>
<td>10.</td>
<td>Teacher asks student difficulties</td>
<td>√</td>
</tr>
<tr>
<td>11.</td>
<td>Students pay attention to the pictures</td>
<td>√</td>
</tr>
<tr>
<td>12.</td>
<td>Students pay attention to teachers' explanation</td>
<td>√</td>
</tr>
<tr>
<td>13.</td>
<td>Students understand the teachers' explanation</td>
<td>√</td>
</tr>
<tr>
<td>14.</td>
<td>Students become more active during lessons</td>
<td>√</td>
</tr>
<tr>
<td>15.</td>
<td>Students brave to ask and answer</td>
<td>√</td>
</tr>
<tr>
<td>16.</td>
<td>Students memorize new vocabulary of pictures</td>
<td>√</td>
</tr>
<tr>
<td>17.</td>
<td>Students feel happy during the lessons</td>
<td>√</td>
</tr>
<tr>
<td>18.</td>
<td>Students answer the question correctly</td>
<td>√</td>
</tr>
</tbody>
</table>
19. Students are noisy during the learning process   √
20. Students get bored during the learning process   √

In the first cycle the teacher and her collaborator observed the teaching learning process. By monitoring the student’s activity in this action, the teacher was saw the students were very ashamed and doubt when they learnt English.

Most of the students are silent when the teacher asked them to pronounce the names of pictures in English. Most of them were afraid or ashamed to speak in English, they are afraid of making mistakes. In fact, most of them, not at all do not know how to say in English.

In this cycle only four students who were active in the class they were; Rahma, Krisna, Zaqi and Sholikah.

They made some mistakes of pronunciation as well as in terms of writing. When the teacher gave a question they still often used the mother tongue. The class situation was very noisy, because it’s the first time for them in English lesson that is monitored by a collaborator, beside that teacher just bring one of picture, so it not interested, but they looked happy.

4. Reflection

After analyzed the result of action in cycle 1, the teacher conclude that was very important for the teachers should help to encouraged students wanted to memorized vocabulary by used pictures to help
remember emphasized on vocabulary because they were very poor. For that teacher should help to encouraged students to memorized vocabulary by used pictures to help remember.

It was very important to continue to the next cycle increased the student's vocabulary. By used pictures media that more vary and support with the text. The second cycle is carried out as follow up of the first cycle. The teacher used the same method but different theme.

5. **Score Verbal of Students Achievement**

   a. **The result of Pre-test Cycle 1**

The Mean of Pre-test:

<table>
<thead>
<tr>
<th>No.</th>
<th>Name of Students</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Atudi</td>
<td>60</td>
</tr>
<tr>
<td>2</td>
<td>Aisyah</td>
<td>40</td>
</tr>
<tr>
<td>3</td>
<td>Alfin</td>
<td>50</td>
</tr>
<tr>
<td>4</td>
<td>Fatmawati Kh.N</td>
<td>50</td>
</tr>
<tr>
<td>5</td>
<td>Joko susanto</td>
<td>50</td>
</tr>
<tr>
<td>6</td>
<td>Krisna</td>
<td>50</td>
</tr>
<tr>
<td>7</td>
<td>M. Satriawan</td>
<td>50</td>
</tr>
<tr>
<td>8</td>
<td>Nafiatul laila</td>
<td>50</td>
</tr>
<tr>
<td>9</td>
<td>Naily Izzati Dzinni H</td>
<td>50</td>
</tr>
<tr>
<td>10</td>
<td>Rahma Adibatul F</td>
<td>60</td>
</tr>
<tr>
<td>11</td>
<td>Sholikhatul Kholifah</td>
<td>50</td>
</tr>
<tr>
<td>No.</td>
<td>Name of Students</td>
<td>Score</td>
</tr>
<tr>
<td>-----</td>
<td>---------------------</td>
<td>-------</td>
</tr>
<tr>
<td>12</td>
<td>Slamet Riyadi</td>
<td>50</td>
</tr>
<tr>
<td>13</td>
<td>Sora Akhli S F</td>
<td>60</td>
</tr>
<tr>
<td>14</td>
<td>Viqi H</td>
<td>50</td>
</tr>
<tr>
<td>15</td>
<td>Wiwik Setya N</td>
<td>50</td>
</tr>
<tr>
<td>16</td>
<td>Zaqi</td>
<td>60</td>
</tr>
<tr>
<td></td>
<td></td>
<td>830</td>
</tr>
</tbody>
</table>

\[
M = \frac{\sum x}{n}
\]
\[
= \frac{830}{16}
\]
\[
= 51.87
\]

Explanation:

- \( M \) : the mean obtained
- \( \sum x \) : the sum of pre-test
- \( n \) : the number of group

**b. The Result of Post-test Cycle 1**

The Mean of Post-test:

**Score of Post-test Cycle 1**

<table>
<thead>
<tr>
<th>No.</th>
<th>Name of Students</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Atudi</td>
<td>70</td>
</tr>
<tr>
<td>2</td>
<td>Aisyah</td>
<td>50</td>
</tr>
<tr>
<td>No</td>
<td>Name</td>
<td>Score</td>
</tr>
<tr>
<td>----</td>
<td>--------------------------------</td>
<td>-------</td>
</tr>
<tr>
<td>3</td>
<td>Alfin</td>
<td>70</td>
</tr>
<tr>
<td>4</td>
<td>Fatmawati Kh.N</td>
<td>75</td>
</tr>
<tr>
<td>5</td>
<td>Joko susanto</td>
<td>70</td>
</tr>
<tr>
<td>6</td>
<td>Krisna</td>
<td>75</td>
</tr>
<tr>
<td>7</td>
<td>M. Satriawan</td>
<td>65</td>
</tr>
<tr>
<td>8</td>
<td>Nafiathul Ilaia</td>
<td>60</td>
</tr>
<tr>
<td>9</td>
<td>Naily Izzati Dzinni H</td>
<td>65</td>
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<td>10</td>
<td>Rahmah Adibatul F</td>
<td>75</td>
</tr>
<tr>
<td>11</td>
<td>Sholikhatul Kholifah</td>
<td>65</td>
</tr>
<tr>
<td>12</td>
<td>Slamet Riyadi</td>
<td>60</td>
</tr>
<tr>
<td>13</td>
<td>Sora Akhlis F</td>
<td>70</td>
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<td>14</td>
<td>Viqi H</td>
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<td>15</td>
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<td>60</td>
</tr>
<tr>
<td>16</td>
<td>Zaqui</td>
<td>70</td>
</tr>
</tbody>
</table>

$$M = \frac{\sum x}{n}$$

$$= \frac{1055}{16}$$

$$= 65,93$$
Explanatory:

\( M \) : the mean obtained

\( \sum x \) : the sum of post-test

\( n \) : the number of group

c. The Result of Difference Score between Pre-test and Post-test

<table>
<thead>
<tr>
<th>No.</th>
<th>Name</th>
<th>Pre-test</th>
<th>Post-test</th>
<th>( d )</th>
<th>( Xd )</th>
<th>( Xd^2 )</th>
</tr>
</thead>
<tbody>
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<td>70</td>
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<td>-4</td>
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<td>2</td>
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<td>-4</td>
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<td>Joko Susilo</td>
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<tr>
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<td>1</td>
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<td>Sholikhatul Kholifah</td>
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<td>25</td>
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</tr>
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<td>---</td>
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<td></td>
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<tr>
<td>14</td>
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<td>5</td>
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<td>Zaqi</td>
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</tr>
<tr>
<td></td>
<td></td>
<td>830</td>
<td>1055</td>
<td>225</td>
<td></td>
<td>511</td>
</tr>
</tbody>
</table>

Degree of Freedom  =  \((n-1)\)

= 16 - 1

= 15

\[
Md = \frac{\sum d}{n}
\]

= \(\frac{225}{16}\)

= 14, 06 \((14, 0)\)

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

= \(\frac{14, 0}{\sqrt{\frac{511}{16 (15)}}}\)

= \(\frac{14, 0}{\sqrt{\frac{511}{240}}}\)

= \(\frac{14, 0}{\sqrt{2, 13}}\)
The result of t-test is 9.65, it was compared with the score of t-table. The t-table with 5% of significance in degree of freedom was 2.13. Thus, t-test was higher than t-table the test was valid.

From the review of research result, the mean of post test 65.93 was higher than the mean of pre-test 51.87.

B. Cycle 2

Based on the result of cycle 1, it was necessary for the teacher to continue the next cycle.

1. Planning

The activities are preparing:

a. Materials, making lesson plan and designing the steps in doing action.

b. List the student’s name.

c. Teaching aids (pictures)

d. Sheet for classroom observation.

e. Test (pre-test and post test)

2. The implementation of the action

On Wednesday, 15 January 2011 the teacher entered her English class. Teacher greeted as:

Teacher: Assalamu’alaikum wr.wb.

Students: Wa’alaikum salam wr.wb
Teacher: *Good morning students.*

Students: *good morning teacher.*

Teacher: *How are you?*

Students: *I’m fine thanks and you?*

Teacher: *I’m fine thanks.*

Teacher gave a question about the lesson should be discussed, such as *"Do, you have heard the legend?" What is legend?* One of the student (Atudi) answered *“story” yes you are right. Ok Students have you heard the legend Tangkuban Perahu? “yes I have heard” answered the students,* then the teacher asked *“What is Tangkuban Perahu?”* The students silent in a moment, then the teacher answered. *“Tangkuban Perahu is the name of a mountain.”*

*Do you know where is it? Students answered "Sumatra" .some of them answered "east Java." Then the teacher answered. “It was in west Java.” Then teacher asked, *who are figures in the story? The students answered "Sangkuriang". “Yes you are right”, Said the teacher.*

Before started the lesson teacher gave pre-test about 15 minutes. After finished, she began the lesson. And gave the material used picture, it was text story. Teachers read the text one by one and asked to students imitated. After read the text, teacher translated into Indonesian. During read the stories, teacher used picture media to support learning process.

Teacher explained the pictures one by one in front of the class in order of the story Teacher explained the figure of the story with used
pictures. First picture, there are 3 figures then, teacher asked the student, 
who is this picture? (she was point the picture of woman) "Dayang 
Sumbi" answered the students. Then she asked the next pictures (she point 
of a man picture) who is he?, asked the teacher. Students answered "he is 
Dayang Sumbi's son". "Who is name?" "Sangkuriang". "good." Then 
teacher asked again (she point picture of the dog) "dog" Who is name? 
"tumang" "who is Tumang?" (asked the teacher). Students silent, then she 
explained" Tumang is Sangkuriang's father, he reincarnate become a 
dog". He is Sangkuriang's best friend.

Then teacher read the next story and showed the pictures in front of 
the class. Teacher told about story with picture which Dayang Sumbi hit 
the Sangkuriang's head, when she knew Sangkuriang killed the dog. Then 
teacher asked the students about third picture, ok students what the picture 
tell about? (teacher brought the Sangkuriang picture when he was a man.) 
"Sangkuriang", (answered the student) "good", said the teacher.

Then teacher explained the next picture, "what the picture tells 
about, students?" (in this case the teacher brought the Sangkuriang picture 
when he made a boat) student said "Sangkuriang and boat" (answered the 
students) then the teacher brought the fourth picture. "Ok student look at 
the picture!" what the picture tell about?, (in this case teacher brought 
picture which told the Sangkuriang kicked the boat) "ok students what 
Sangkuriang doing?" "kicked" answer the students. Then what happened 
with the boat? "upsite down miss" answered the students.
Then teacher showed the last picture. And asked to the students, "What the picture tell about?". Students said "mountain", "what the mountain looks like?" "boat" answered the students. "Good, that is the boat which kicked by Sangkuriang, now it become mountain." It called as Tangkuban Perahu, the shape is looks like a boat.

After she gave the explanation, next the teacher distributed the pictures for the students, and text to the other. Every student got the material, some of them picture and the other was text. Teacher asked the students to brought the picture in front of the class, and looked for the couple who brought the text which suitable with picture.

Teacher asked for the students to read the text in front of the class with showed the picture. So the students did with their couple, until the students took the picture in front of the class. Some of them, there were many mistakes to matched picture with the text. Then they exchange with their couple with suitable text. So, it becomes a story.
Firstly, Joko brought the first picture with his couple Zaqui, Zaqui brought the text then he read. Next picture brought by Slamet and the text by Krisna, third picture brought by Solikhah and Wiwik, then the fourth picture brought by Rahma and Fatma, then she read the text. The fifth picture brought by Laila and Naily then she read the text, and the last picture brought by Alfin and Akhli, then they read the text. After they have finished read story, teacher gave reward by gave applause.
Then teacher pursue the lesson with written the vocabulary in the black board, Such as; Father, Mother, Dog, Boat, Lake, angry, hit, Kicked, upside down, Mountain, and teacher answer by used gesture, she took the ruler and knocked the table, then the student said "Memukul". They asked again what the meaning of "kicked"? Then the teacher practiced as if she was kicked the ball. The student said "menendang" and then what the other? "Angry". said the students, the teacher showed the angry face. Student said "marah" then Alfin asked what the meaning of Upside down?" teacher took eraser and turned it, Alfin said "yes I know, terbalik".

Well, now you all ready know what it the means. Then it is time to memorize. After finished, the teacher read again and asked to the student translated. After they had memorized the vocabulary student gave the
post-test. After they finished, Teacher asked the students to read the vocabulary which they learned together. *Is there any question before I close the lesson?* "No" answered the students.

*Ok let us close the study by saying “Hamdalah” together.*

"Alhamduillahirrabbil’alamin".

Teacher: *Assalamu’alakum wr.wr*

Student: *wa’alaikumsalam wr.wb*

Teacher: *See you next week*

Student: *See you*

3. **Observation**

In the second cycle, observation is also carried out during the implementation of the action. She can saw that some students read some words are spoken wrongly "mother" for "mather". They were Laila and Naily. Some students still feel ashamed. They were Aisyah and Wiwik. Then teacher gave encouraged the students by gave reward, so they have brave to read the story in front of the class. The class situation was not noisy like in cycle 1, the students were happier than before, especially when the teacher showed a picture that related to the dialogue. The teaching learning process in cycle 2 was more active than cycle 1.

4. **Reflection**

By analyzing the result of action 2, the teacher concluded that the students could improve their vocabulary. When, they can read the text in front of the class with their friends. It was also easy for them to read and
memorized the vocabulary. The teacher realized that some students were motivated to improve their vocabulary through the pictures. It was necessary for the teacher to continue the lesson into cycle 3. Besides, improved the student's vocabulary with used pictures. They were able to match the picture with suitable story. Therefore, the teacher continued to the next cycle.

5. Score Verbal of Students Achievement

a. Score Verbal of Cycle 2

The Mean of Pre-test:

<table>
<thead>
<tr>
<th>No.</th>
<th>Name of Students</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Atudi</td>
<td>60</td>
</tr>
<tr>
<td>2</td>
<td>Aisyah</td>
<td>40</td>
</tr>
<tr>
<td>3</td>
<td>Alfin</td>
<td>55</td>
</tr>
<tr>
<td>4</td>
<td>Fatmawati Kh.N</td>
<td>50</td>
</tr>
<tr>
<td>5</td>
<td>Joko susanto</td>
<td>60</td>
</tr>
<tr>
<td>6</td>
<td>Krisna</td>
<td>65</td>
</tr>
<tr>
<td>7</td>
<td>M. Satriawan</td>
<td>50</td>
</tr>
<tr>
<td>8</td>
<td>Nafiatul laila</td>
<td>60</td>
</tr>
<tr>
<td>9</td>
<td>Naily Izzati Dzinni H</td>
<td>40</td>
</tr>
<tr>
<td>10</td>
<td>Rahma Adibatul F</td>
<td>60</td>
</tr>
<tr>
<td>11</td>
<td>Sholikhatul Kholifah</td>
<td>50</td>
</tr>
<tr>
<td>12</td>
<td>Slamet Riyadi</td>
<td>65</td>
</tr>
</tbody>
</table>
\[ M = \frac{\sum x}{n} \]

\[ = \frac{880}{16} \]

\[ = 55 \]

Explanation:

\( M \) : the mean obtained

\( \sum x \) : the sum of pre-test

\( n \) : the number of group

b. The Result of Post-test Cycle 2

The mean of Post-test:

<table>
<thead>
<tr>
<th>No.</th>
<th>Name of Students</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Atudi</td>
<td>65</td>
</tr>
<tr>
<td>2</td>
<td>Aisyah</td>
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</tr>
<tr>
<td>3</td>
<td>Alfin</td>
<td>65</td>
</tr>
<tr>
<td>4</td>
<td>Fatmawati Kh.N</td>
<td>70</td>
</tr>
<tr>
<td></td>
<td>Name</td>
<td>Score</td>
</tr>
<tr>
<td>---</td>
<td>--------------------------</td>
<td>-------</td>
</tr>
<tr>
<td>5</td>
<td>Joko Susanto</td>
<td>65</td>
</tr>
<tr>
<td>6</td>
<td>Krisna</td>
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<td>M. Satriawan</td>
<td>70</td>
</tr>
<tr>
<td>8</td>
<td>Nafiatur Ila</td>
<td>60</td>
</tr>
<tr>
<td>9</td>
<td>Naily Izzati Dzinni H</td>
<td>75</td>
</tr>
<tr>
<td>10</td>
<td>Rahma Adibatul F</td>
<td>70</td>
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<td>11</td>
<td>Sholikhatul Kholifah</td>
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<td>12</td>
<td>Slamet Riyadi</td>
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<td>Viqi H</td>
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</table>

\[
M = \frac{\sum x}{n}
\]

\[
= \frac{1085}{16}
\]

\[= 67.8\]

Explanation:

\(M\) : the mean obtained

\(\sum x\) : the sum of post-test

\(n\) : the number of group
c. The Result of Difference Score between Pre-test and Post-test

The different score between pre-test and post-test

<table>
<thead>
<tr>
<th>No.</th>
<th>Name</th>
<th>Pre-test</th>
<th>Post-test</th>
<th>d</th>
<th>$Xd$ (d-Md)</th>
<th>$Xd^2$</th>
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</thead>
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<tr>
<td>3</td>
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<td>9.7344</td>
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<tr>
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<td>Fatmawati Kh.N</td>
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<tr>
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<td>Joko susanto</td>
<td>60</td>
<td>65</td>
<td>5</td>
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</tr>
<tr>
<td>6</td>
<td>Krisna</td>
<td>65</td>
<td>75</td>
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</tr>
<tr>
<td>7</td>
<td>M. Satriawan</td>
<td>50</td>
<td>70</td>
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<td>6.88</td>
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<td>8</td>
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<td>60</td>
<td>60</td>
<td>0</td>
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</tr>
<tr>
<td>9</td>
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<td>50</td>
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<td>141.1344</td>
</tr>
<tr>
<td>10</td>
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<td>60</td>
<td>70</td>
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<tr>
<td>11</td>
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<td>47.3344</td>
</tr>
<tr>
<td>12</td>
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<td>55</td>
<td>70</td>
<td>15</td>
<td>1.88</td>
<td>3.5344</td>
</tr>
<tr>
<td>13</td>
<td>Sora Akhlas F</td>
<td>50</td>
<td>70</td>
<td>20</td>
<td>6.88</td>
<td>47.3344</td>
</tr>
<tr>
<td>14</td>
<td>Vichi H</td>
<td>55</td>
<td>60</td>
<td>5</td>
<td>-8.12</td>
<td>65.9344</td>
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<td>15</td>
<td>Wiwik setya N</td>
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<td>16</td>
<td>Zaqi</td>
<td>60</td>
<td>85</td>
<td>15</td>
<td>1.88</td>
<td>3.5344</td>
</tr>
<tr>
<td></td>
<td></td>
<td>880</td>
<td>1050</td>
<td>210</td>
<td>741.2672</td>
<td></td>
</tr>
</tbody>
</table>
Degree of Freedom  =  \( (n-1) \)

= 16 - 1

= 15

\[ Md = \frac{\sum d}{n} \]

= \( \frac{210}{16} \)

= 13,12

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

= \( \frac{\frac{13,12}{\sqrt{\frac{741,2672}{16 (15)}}}}{240} \)

= \( \frac{13,12}{\sqrt{3,08}} \)

= 13,12 : 1,75

= 7,5

The result of t-test was 7,5, it was compared with the score of t-table.

The t-table with 5% of significance in degree of freedom was 2, 13. Thus, t-test was higher than t-table the test was valid.
From the review of research result, the mean of post-test was 67.8 higher than the mean of pre-test 55.

C. Cycle 3

1. Planning

   The activities are preparing:
   a. Materials, making lesson-plan, and designing the steps in doing the action.
   b. List of the students name.
   c. Teaching aids (example: picture, dialogue, sheet of paper)
   d. Sheet for classroom observation.
   e. Tests (pre-test and post-test)

2. The implementation of the action

   On Monday, 22 of January 2011 the teacher (the writer) entered her English class.

   There were still many problems in cycle 2. Some students had wrong pronunciation, speak some sentences wrongly. Then she introduced the mode of presentation in teaching. The steps are as follows: dialogue memorization, repetition drill, then question and answer drill. Before she continued the lesson, she asked the students about the lesson today. Did you ever heard “feeling”? They said “yes”. Do you know what feeling means? One of students said “berfikir”, then teacher answer “perasaan”. Well before we start the lesson, you must do this exercise.
Before the lesson, she gave pre-test to the class for about 45 minutes and distributed test to the students, when the students did the test, she walked around the class to check the student’s task. After the students had finished the pre test, she collected and began to teach by using picture.

Teacher start with question such as “well Students, How do you fell today? “, is there any of you feeling sad? They said, “I am happy miss”. Ok now I will distribute the picture for you, then teacher gave a sheet of paper which vary picture of feeling with the name. After all the students got the picture, teacher get started to explain the material with asked the students “Students can you mentioned what the pictures on your sheet? Students said” angry, happy, sad, laughing, Krisna said “crying.”

Then teacher try to conditioned the class, and asked to the students, when you laughing what do you feel students? “senang” answered the students, What “senang” in English? “happy”, answered the Zaqi. The teacher asked again, “When you crying what do you feel students?” Students said “sedih” do you know? What “sedih” in English? Joko said “cry”, no, teacher answer “sad” cry is “menangis”.

Well students today we will discuss about feeling or we called as” perasaan” in Indonesia, so we will study about kind of feeling.

Teacher started with used the picture, now she showed the picture of “a sad girl”, then she asked to the students “well students look at the picture, what picture is it? “girl”, answered the students then she asked again, look at this picture? Look at this, is she smile or not? “no”, how
does she feels? “sedih” then teacher read text “sad” Do you know what sad means?, then students silent in a moment. Teacher answered with showed the girl picture.

Then teacher explained kind of the feeling by using pictures, and repeat the question. When she brought picture the girl that laugh, she asked, look at this picture, she laugh or cry? “laugh” and read “happy” do you know what the meaning of happy? Laila gave the answered “tertawa” then teacher gave answered, because this girl laugh, so this girl feel..... then, students enthusiastically to answered “bahagia”, good, “happy it means bahagia” teacher repeat until the last picture, there are nine pictures that brought the teacher, such as; first picture, with picture which the word sad, second picture happy, third picture confused, fourth picture worried, fifth picture scared, sixth picture ashamed, seventh picture angry, eight picture bored, and last picture surprised.

After she gave explanation then she translated into Indonesia, she gave the example of sentence and wrote down on the black board such as; made a question” How do you feel?” and the answered such as; “I feel happy”, then teacher asked to the Rahma ” how do you feel Rahma?” Rahma said “I feel happy” ok good, then teacher gave exercise for the students to made sentence with their friend, as in the example on the black board, but they used their friend’s name.
After they made question, they asked to read one by one, most of them use word “happy” to show what they feel. Like a word that is given by the teacher in the example “happy”. After they practice, now teacher asked to the students for memorized around 10 minutes, vocabulary with the meaning.

After they finished to memorize, teacher asked the students to guess. Now, teacher used gesture and face expression, first, she laugh, then she asked to the students “how do you feel students? “happy”, answered the students.

Then, teacher gave explanation used gesture, she took the book as if to throw it away and showed the angry face, students said “angry miss”, then teacher continue with surprised face, students said ”surprised”, then teacher showed the sad face, teacher said ”sad”, then teacher shows
confused expression, teacher said "confused", the last teacher raised her hands with said yes! Students said "satisfied miss".

After the teacher assumed the student has understood she gave the post-test for about 15 minutes and after the time is up, the teacher collect the student's worksheet.

Then the teacher asked prepared the class and led the prayer. Then the teacher said: "Students, time is up. We will continue to the next meeting."

Teacher: Assalamu'alaikum wr. Wb.!

Students: Wa'alaikumsalam wr.wb!

Teacher: See you next week

Students: See you.

2. Observation

The teacher observed that in the third action, while she was monitoring, she helped the students when they got difficulties. She tried to activate the students who were still quite in repeating the words. The teaching learning process in action 3 was increasing. The students who were quite in action 1 and 2, they looked confident, eager to speak and read English. They can make question-answer sentence with their friends by using simple question about feeling. The teaching learning process was very active (teacher and students) and the class was not nervous like the cycle before, but she believed that in all the action process in learning
English there were some problems, especially about pronunciation and writing.

By observing the teaching learning process in cycle 1, 2 and 3, she concluded that using picture as a medium improved the student's vocabulary. The improvement can be seen through the result of activity in cycle 1, 2 and 3.

3. Reflection

After analyzing the result in action 1, 2 and 3, it can be concluded that using pictures as a medium can motivated the students to involved actively in learning speaking in class. Besides, they can be active in the English class. The result of the test was also good; the students could increase their score from pre-test cycle 1 until pre-test cycle 3 and post-test cycle 1 until post-test cycle 3. The mean score of the students is 53, 54. Before the teacher did actions the mean score was 68, 53.

The results of pre-test and post-test were used to know the score. As stated before there were three cycles in this action research, each cycle used pre-test and post-test. She gave pre-test to the students before she taught and gave post-test after she taught for each cycle. The mean score of pre-test in cycle 1 was 51, 87, cycle 2 was 55 and cycle 3 was 53, 75. So the mean score of pre-test is 53, 54, while score of post-test in cycle 1 is 65, 93, cycle 2 was 67, 8 and cycle 3 was 71, 87. So the mean score of post-test was 68, 53.
4. Score Verbal of Students Achievement

a. The Result of Pre-test Cycle 3

The mean of pre-test:

<table>
<thead>
<tr>
<th>No.</th>
<th>Name of Students</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Atudi</td>
<td>50</td>
</tr>
<tr>
<td>2</td>
<td>Aisyah</td>
<td>40</td>
</tr>
<tr>
<td>3</td>
<td>Alfin</td>
<td>60</td>
</tr>
<tr>
<td>4</td>
<td>Fatmawati Kh.N</td>
<td>60</td>
</tr>
<tr>
<td>5</td>
<td>Joko susanto</td>
<td>50</td>
</tr>
<tr>
<td>6</td>
<td>Krisna</td>
<td>60</td>
</tr>
<tr>
<td>7</td>
<td>M. Satriawan</td>
<td>50</td>
</tr>
<tr>
<td>8</td>
<td>Nafiatul laila</td>
<td>60</td>
</tr>
<tr>
<td>9</td>
<td>Naily Izzati Dzinni H</td>
<td>60</td>
</tr>
<tr>
<td>10</td>
<td>Rahma Adibatul F</td>
<td>60</td>
</tr>
<tr>
<td>11</td>
<td>Sholikhatul Kholifah</td>
<td>60</td>
</tr>
<tr>
<td>12</td>
<td>Slamet Riyadi</td>
<td>40</td>
</tr>
<tr>
<td>13</td>
<td>Sora Akhlas F</td>
<td>50</td>
</tr>
<tr>
<td>14</td>
<td>Viqi H</td>
<td>50</td>
</tr>
<tr>
<td>15</td>
<td>Wiwik setya N</td>
<td>50</td>
</tr>
<tr>
<td>16</td>
<td>Zaqi</td>
<td>60</td>
</tr>
</tbody>
</table>

|       |                                 | 860   |
\[ M = \frac{\sum x}{n} \]

\[ = \frac{860}{16} \]

\[ = 53.75 \]

**Explanation:**

- \( M \) : the mean obtained
- \( \sum x \) : the sum of pre-test
- \( n \) : the number of group

**b. The Result of Post test Cycle 3**

The mean of post-test:

**Score of Post test Cycle 3**

<table>
<thead>
<tr>
<th>No.</th>
<th>Name of Students</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Atudi</td>
<td>65</td>
</tr>
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<td>2</td>
<td>Aisyah</td>
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</tr>
<tr>
<td>3</td>
<td>Alfin</td>
<td>70</td>
</tr>
<tr>
<td>4</td>
<td>Fatmawati Kh.N</td>
<td>75</td>
</tr>
<tr>
<td>5</td>
<td>Joko susanto</td>
<td>70</td>
</tr>
<tr>
<td>6</td>
<td>Krisna</td>
<td>80</td>
</tr>
<tr>
<td>7</td>
<td>M. Satriawan</td>
<td>70</td>
</tr>
<tr>
<td>8</td>
<td>Nafiatul laila</td>
<td>65</td>
</tr>
<tr>
<td>9</td>
<td>Naily Izzati Dzinni H</td>
<td>70</td>
</tr>
<tr>
<td>No</td>
<td>Name</td>
<td>Score</td>
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</tr>
<tr>
<td>10</td>
<td>Rahma Adibatul F</td>
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<td>Sholikhatul Kholifah</td>
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<td>13</td>
<td>Sora Akhis F</td>
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<tr>
<td>14</td>
<td>Viqi H</td>
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<td>15</td>
<td>Wiwik Setya N</td>
<td>75</td>
</tr>
<tr>
<td>16</td>
<td>Zaqi</td>
<td>85</td>
</tr>
</tbody>
</table>

\[
M = \frac{\sum x}{n} \\
= \frac{1150}{16} \\
= 71.87
\]

**Explanation:**

- \( M \): the mean obtained
- \( \sum x \): the sum of post-test
- \( n \): the number of group
### c. The Result of Difference Score between Pre-test and Post-test

The different score between pre-test and post-test

<table>
<thead>
<tr>
<th>No.</th>
<th>Name</th>
<th>Pre-test</th>
<th>Post-test</th>
<th>( d )</th>
<th>( Xd )</th>
<th>( Xd^2 )</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Atudi</td>
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<td>65</td>
<td>15</td>
<td>-3,12</td>
<td>9,7344</td>
</tr>
<tr>
<td>2</td>
<td>Aisyah</td>
<td>40</td>
<td>60</td>
<td>20</td>
<td>1.88</td>
<td>3,5344</td>
</tr>
<tr>
<td>3</td>
<td>Alfin</td>
<td>60</td>
<td>70</td>
<td>10</td>
<td>-8,12</td>
<td>65,9344</td>
</tr>
<tr>
<td>4</td>
<td>Fatmawati Kh.N</td>
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<td>75</td>
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<td>7</td>
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<td>8</td>
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<td>60</td>
<td>65</td>
<td>5</td>
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</tr>
<tr>
<td>9</td>
<td>Nainylzzati zinni</td>
<td>60</td>
<td>70</td>
<td>10</td>
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</tr>
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<td>Sholikhatul Kh.</td>
<td>60</td>
<td>70</td>
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<td>65,9344</td>
</tr>
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<td>12</td>
<td>Slamet Riyadi</td>
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<td>Sora Akhlis F</td>
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<td>75</td>
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<td>6.88</td>
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<td>85</td>
<td>25</td>
<td>6.88</td>
<td>47,3344</td>
</tr>
</tbody>
</table>
Degree of Freedom = \( (n-1) \)

\[ = 16 - 1 \]
\[ = 15 \]

\[ Md = \frac{\sum d}{n} \]
\[ = \frac{290}{16} \]
\[ = 18.12 \]

\[ t = \frac{Md}{\sqrt{\sum \frac{xd^2}{n(n-1)}}} \]
\[ = \frac{18.12}{\sqrt{693.7504/16(15)}} \]
\[ = \frac{18.12}{\sqrt{693.7504/240}} \]
\[ = \frac{18.12}{\sqrt{2.90}} \]
\[ = 18.12 : 1.70 \]
\[ = 10.6 \]
The result of t-test is 10.6, it was compared with the score of t-table. The t-table with 5% of significance in degree of freedom was 2.13. Thus, t-test was higher than t-table the test was valid.

From the review of research result, the mean of post test was 71.87 higher than the mean of pre-test 53.75.
CHAPTER V
CLOSURE

A. Conclusion

Based on the theoretical review and the implementation of study, the
Writer can draw the conclusion of this thesis as follow:

Vocabulary is one of the important factors in all language teaching
learning and the students most continually learn new words as they learn
structure as they practice sound system, but most of the students are not
interested and motivated at all.

Therefore the writer uses pictures as one of the strategies in teaching
that benefits the students in many ways. Based on the research, the Writer
concluded that:

1. The learning condition in this school is very lack of motivation; it is
   caused the students are not interested to learning English language, so the
   teacher should use interesting way in teaching English.

2. The writer has analyzed the data statistically. Based on the statistical
   analysis, it could be seen that the mean score of the post-test was higher
   than the mean score of the pre-test. In order to know whether the
difference between the two means was significant or not, t-test was
applied, the writer concluded that the test was statistically significant. As
the mean of the post-test was statistically higher than that of the pre-test,
the writer concluded that the vocabulary mastery achieved by the sixth
year students of elementary school improved after they were taught using picture media.

3. After finishing the experiment, the writer concluded the advantages of using pictures to teach vocabulary to the sixth year student of elementary school. The advantages could be described as follows:
   a. Picture helps the students to understand the difficult words easily by looking at the picture.
   b. The use of pictures make the vocabulary learning more enjoyable and interesting because they can memories the meaning of the difficult words by using pictures without asking another person or looking them up in the dictionary.
   c. Pictures are possibly used in teaching pronunciation and structure also.
   d. The use of pictures makes the class more active and alive.
   e. The use of picture could attract the student's curiosity in learning new vocabularies.
   f. The using pictures has a significant effect on the sixth year students' vocabulary of MI Bener due to the significant difference between the pre-test and post-test scores of the students' speaking skills, in which the post-test's mean is significantly higher than those of the pre-test.
   g. This teaching method has an impact on the students' vocabulary may derive from the fact that the students become more confident and motivated in learning the language because of the teaching aids and materials used in the class.
B. Suggestion

At the end of this chapter, the writer would like to propose some suggestion, which hopefully would be useful for the English teacher, students and researcher or institution.

The following are suggestion from the writer for model of teaching vocabulary by using pictures for English vocabulary, that there are so many approaching type and method that can be develop by teacher for having a good and enjoyable class situation.

1. For the Teacher

The teacher should use a certain method and media in teaching English, in order to make the students more active in learning English. The teacher should choose the technique and materials that are appropriate with the student’s need and experience, the teacher should present the language in as enjoyable and relax way, the teacher should creative and active to find various methods to teach the students. So, the class atmosphere becomes enjoyable and interesting.

2. For the Students

Students should always be active in teaching learning process and are not afraid of English lesson; students should study English continually in the classroom and their house. When the teaching learning process, the students pay attention to the teacher’s explanation, if the teacher gives question to the students, they can answer the question well.
3. **For other Researcher**

   It has been known from the result of the study using pictures as a model means that it can improve the student’s vocabulary. It is hoped that the result of the study makes the English teacher use an appropriate teaching mode of presentation on improving student’s vocabulary. Based on the explanation the writer would like to suggest other researcher, the result of the study can be use as additional reference for further research with the different sample and occasions.

4. **For the Institution**

   The number of reference available in the library should be gradually increased.
BIBLIOGRAPHY


CURRICULUM VITAE

Name: Farikhab Fahhami

Place/Date of birth: Kab. Semarang, 7 September 1987

Address: Bener Rt. 07/01, Tengaran, Kab. Semarang

Education: 1999 passed from MI Bener

2002 passed from SLTP N 2 Tengaran

2005 passed from SMK 1 Salatiga

State Islamic Studies Institute of Salatiga

Organization Experience:

1. Functionary of MAPALA MITAPASA STAIN Salatiga 2006-2007

2. Functionary of Stain Music Club STAIN Salatiga 2006-2007

This curriculum vitae has written seriously and be able to responsibility by the writer.

Salatiga, 14 April 2011

The Writer

Farikhab Fahhami
NIM: 113 060 62
Appendix
RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah : MI Bener
Mata Pelajaran : Bahasa Inggris
Kelas /Semester : VI/1
Pertemuan ke : 1
Alokasi waktu : 2 x 35 menit
Tema : Earth and Planets
Aspek/Skill : Reading & Writing

1. Standar Kompetensi
   1.1 Memahami tulisan bahasa inggris sangat sederhana dalam konteks kelas.
   1.2 Mengeja dan menyalin tulisan bahasa inggris sangat sederhana dalam konteks kelas.

2. Kompetensi Dasar
   2.1 Membaca nyaring dengan ucapan yang tepat yang melibatkan kata, frasa dan kalimat sangat sederhana.
   2.2 menyalin tulisan bahasa inggris sangat sederhana secara tepat.

3. Indikator
   - Siswa dapat mengidentifikasi berbagai informasi penting yang terdapat dalam teks.
   - Siswa dapat merespon instruksi dengan menamai gambar
   - menuliskan secara benar dalam bahasa inggris tentang solar system.

4. Tujuan Pembelajaran
   - Pada akhir pembelajaran siswa dapat menemukan berbagai pokok pikiran dan informasi yang tersurat dalam suatu teks melalui media gambar.

5. Materi Pembelajaran
   - Earth and Planets
   - Solar system

6. Metode/Teknik
   Ceramah, Tanya jawab dan Demonstrasi

7. Langkah-langkah Kegiatan
   > Kegiatan Pendahuluan (1x5 menit)
     - Percakapan Pembuka
     - Absensi siswa
     - Prolog dan membahas tujuan pembelajaran
Kegiatan Inti (1x50 menit)
- Menjelaskan system tata surya dengan menggunakan gambar
- Menunjukan dengan gambar planet-planet yang mengitari matahari
- Menghafal kosakata terkait
- Bertanya jawab dengan menggunakan gambar secara lisan

Kegiatan Penutup (1x15 menit)
- Menyimpulkan materi
- Penugasan
- Penilaian

8. Sumber Belajar
- Buku Start with English halaman 47
- www.wikipedia.com
- www.google.com
- www.ipakelas6.com

9. Penilaian
- Teknik & Bentuk : Pilihan ganda & Essai

Instrument:
- Choose the correct answer, by crossing of A, B, C or D answer!
- Fill in the blanks using the words in the box!
- Skor Penilaian: \( \frac{10 \times 10}{10} = 10 \)

10
Mengetahui

Guru pengampu

Dwi Nur Hayati, S.PdI
NIP.150360550

Guru praktikum

Farikhah Fahhami

Kepala Madrasah

Aisyiyatun Ni'ah, S.Ag

Bener, 8 Januari, 2011
I. KUNCI JAWABAN PRE-TEST

1. B
2. A
3. C
4. D
5. B
6. A
7. C
8. A
9. A
10. A

II. KUNCI JAWABAN POS-TEST

1. Planets
2. Trees
3. River
4. Mount
5. Beach
6. Cloud
7. Stars
8. Earth
9. Sun
10. Moon
What is solar? The solar system is the composition of the planets that around the sun, and the sun as the center, there are nine the names of planets; the first planet from the sun is Mercury, the second planet is Venus, or the morning star, the third planet is: Earth, it is the planet where we lived, because there are atmosphere, water and air. Earth has some there are; land, ocean, and mountain. The fourth planet is Mars it also or the red planet, the fifth planet is Jupiter, The sixth planet is Saturn, it is beautiful planet, it has ring, the seventh planet is Uranus, the eighth planet is Neptune, it is twin of the Uranus. And the last planet is Pluto. But starting August 24, 2006 it is not include as the nine planets, and called as dwarf planet.

**Vocabularies (kosa kata)**

- **Solar system:** Sistem tata surya
- **Mercy:** Merkurius
- **Sun:** Matahari
- **Morning star:** Bintang kejora
- **Earth:** Bumi
- **Neptune:** Neptunus
- **Saturn:** Saturnus
- **Land:** Daratan
- **Ocean:** Lautan
- **Mountain:** Pegunungan
- **Closest:** Terdekat
- **Beautiful:** Indah
- **Ring:** Cincin
- **Dwarf planet:** Planet kerdil
Choose the correct answer, by crossing (X) of A, B, C or D answer!

(Pilihlah jawaban yang benar dengan menyilang (X) huruf A, B, C atau D!)

1. There are . . . of the planets around the sun.
   a. Six
   b. Nine
   c. Seven
   d. Eight

2. There are names of the planet except.
   a. Sun
   b. Earth
   c. Mars
   d. Venus

3. The . . . rises in the morning.
   a. Stars
   b. Moon
   c. Sun
   d. Meteor

4. We can see the stars in the . . .
a. Morning
b. Afternoon
c. Evening
d. Night

5. The first planet from the sun is . . . .
   a. Uranus
   b. Mercury
c. Saturn
d. Neptune

6. The third planet, where do we live is . . . .
   a. Earth
   b. Venus
c. Mars
d. Jupiter

7. Merapi is the name of . . . in Indonesia.
   a. Ocean
   b. Beach
c. Mount
d. Forest
8. Parang tritis is one of . . . in Jogja.
   a. Beach
   b. River
   c. Ocean
   d. Mount

9. There are many . . . in the forest.
   a. Trees
   b. Flowers
   c. Grass
   d. Leaves

10. Mr. Ahmad is Fisherman. He works on the . . .
    a. Sea
    b. Rice field
    c. Forest
    d. River
Fill in the blanks using the words in the box!

*(Isilah titik-titik di bawah ini dengan menggunakan kata-kata dalam kotak)*

<table>
<thead>
<tr>
<th>a. Stars</th>
<th>c. Trees</th>
<th>e. Planets</th>
<th>g. Sun</th>
<th>i. Mountain</th>
</tr>
</thead>
<tbody>
<tr>
<td>b. Moon</td>
<td>d. Beach</td>
<td>f. River</td>
<td>h. Cloud</td>
<td>j. Earth</td>
</tr>
</tbody>
</table>

1. ....
2. ....
3. ....
4. ....
5. ....
6. ....
7. ....
8. ....
9. ...
10. ....
RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah : MI Bener
Mata Pelajaran : Bahasa Inggris
Kelas /Semester : VI/I
Pertemuan ke : 2
Alokasi waktu : 2 x 35 menit
Tema : The Legend of Tangkuban Perahu
Aspek/Skill : Reading & Writing

1 Standar Kompetensi
1.1 Memahami tulisan bahasa inggris sangat sederhana dalam konteks kelas.
1.2 Mengeja dan menyalin tulisan bahasa inggris sangat sederhana dalam konteks kelas.

2 Kompetensi Dasar
2.1 Membaca nyaring dengan ucapan yang tepat yang melibatkan kata, frasa dan kalimat sangat sederhana.
2.2 Menyalin tulisan bahasa inggris sangat sederhana secara tepat.

3 Indikator
- Siswa dapat mengidentifikasi berbagai informasi penting yang terdapat dalam teks.
- Siswa dapat merespon instruksi dengan menamai gambar
- Menuliskan secara benar dalam bahasa inggris tentang The legend of Tangkuban Perahu

4 Tujuan Pembelajaran
- Pada akhir pembelajaran siswa dapat menemukan berbagai pokok pikiran dan informasi yang tersurat dalam suatu teks melalui media gambar.

5 Materi Pembelajaran
- The legend of Tangkuban Perahu.
- Vocabulary terkait.
- Gambar- gambar terjadinya legenda tangkuban perahu.

6 Metode/Teknik
Demonstrasi (dengan media gambar), Tanya jawab dan Demonstrasi

7 Langkah-langkah Kegiatan
➢ Kegiatan Pendahuluan (1x5 menit)
- Percakapan Pembuka
- Absensi siswa
- Prolog dan membahas tujuan pembelajaran

➢ Kegiatan Inti (1x50 menit)
  - Menjelaskan cerita dengan menggunakan gambar
  - Menunjukan cerita dengan gambar
  - Menghafal kosakata terkait
➢ Kegiatan Penutup (1x5 menit)
  - Menyimpulkan materi
  - Penugasan
  - Penilaian

8 Sumber Belajar
  - Buku Start with English Halaman 68
  - www.wikipedia.com
  - www.google.com

9 Penilaian
Bentuk : Essai
➢ Instrument:
  - Fill in the blanks using the words in the box!
  - Skor Penilaian: 10x10 soal = 10
    \[10\]
Mengetahui

Guru Pengampu

Dwi Nur Hayati, S.PdI
NIP.150360550

Guru Praktikum

Farikhah Fahami

Kepala Madrasah

Aisyiyatun Nif'ah, S.Ag

Bener, 15 Januari, 2011
KUNCI JAWABAN

PRE-TEST

1. Dayang Sumbi's son name is Sangkuriang.

2. The dog name is Tumang.

3. Sangkuriang asked for Dayang Sumbi to marry her

4. Dayang Sumbi asked for Sangkuriang to make lake and boat.

5. The mountain called as Tangkuban perahu.

POS-TEST

1. Son

2. Dayang Sumbi

3. Tumang

4. Kill

5. Angry

6. Hit

7. Boat

8. Kick

9. Upside down

10. mountain
Sangkuriang

Once upon a time, there was a woman called Dayang Sumbi. He has a son named Sangkuriang. He was accompanied by Tumang, the dog's palace. He did not know if the dog is his father.

One day Dayang Sumbi wanted to eat the heart of a deer. Sangkuriang and Tumang looked in the forest. Because it was difficult, he killed his dog and took the heart to his mother. He told his mother that he had killed the dog. She was angry when he heard the story. She hit his head, he was injured. He was very disappointed and runaway.

When he was a man, Sangkuriang met a beautiful woman. He didn't know that she was her mother. He wanted to marry her.
One day Sangkuriang asked for help Dayang Sumbi to trim headband. She was surprised
when I saw the scar on his head. She knew that he was her son. She asked him to make a lake
and boat in one day.

Sangkuriang tried to make a lake and boat. But he
could not finished. He was angry and kicked the boat into turned upside down. It becomes the
mountain of Tangkuban Perahu.
READ THIS STORY

Sangkuriang

Once upon a time, there was a woman called Dayang Sumbi. He has a son named Sangkuriang. He was accompanied by Tumang, the dog’s palace. He do not know if the dog is his father.

One day Dayang Sumbi wanted to eat the heart of a deer. Sangkuriang and Tumang looked in the forest. Because it was difficult, he killed his dog and took the heart to his mother. He told his mother that he had killed the dog. She was angry when he heard the story. She hit his head, he was injured. He was very disappointed and runaway.

When he was a man, Sangkuriang met a beautiful woman. He didn’t know that she was her mother. He wanted to marry her.

One day Sangkuriang asked for help Dayang Sumbi to trim headband. She was surprised when I saw the scar on his head. She knew that he was her son. She asked him to make a lake and boat in one day.

Sangkuriang tried to make a lake and boat. But he could not finish. He was angry and kicked the boat into turned upside down. It becomes the mountain of “Tangkuban Perahu”.

MATCH THE QUESTION USING WORDS IN THE BOX

- The dog name is Tumang.
- Dayang Sumbi asked for Sangkuriang to make lake and boat.
- Dayang Sumbi’s son name is Sangkuriang.
- The mountain called as Tangkuban perahu.
- Sangkuriang asked for Dayang Sumbi to marry her

1. What is Dayang Sumbi ’s son name? Answer: .................................................................
2. What is the dog’s name? **Answer:**

3. What did Sangkuriang asked for Dayang Sumbi? **Answer:**

4. What did Dayang Sumbi asked for Sangkuriang? **Answer:**

5. What was the mountain called? **Answer:**
Fill in the blanks using the words in the box!

(Isilah titik-titik di bawah ini dengan menggunakan kata-kata dalam kotak)

<table>
<thead>
<tr>
<th>Tumang</th>
<th>Boat</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kill</td>
<td>Mountain</td>
</tr>
<tr>
<td>Dayang Sumbi</td>
<td>Kick</td>
</tr>
</tbody>
</table>

1) Sangkuriang is Dayang Sumbi’s . . .

2) Sangkuriang’s mother name is . . .

3) The dog name is . . .

4) Sangkuriang . . . the dog.

5) Dayang sumbi was . . . and . . .

6) . . . Sangkuriang head.
7) Dayang Sumbi asked him to make a

8) He ... the boat turned into 9)

10) The boat become ... and called as Tangkuban Perahu.
RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah : MI Bener
Mata Pelajaran : Bahasa Inggris
Kelas /Semester : VI/1
Pertemuan ke : 3
Alokasi waktu : 2 x 35 menit
Tema : Feelings
Aspek/Skill : Reading

1. Standar Kompetensi
   Memahami tulisan bahasa inggris sangat sederhana dalam konteks kelas.

2. Kompetensi Dasar
   - Membaca nyaring dengan ucapan yang tepat yang melibatkan kata, frasa dan kalimat sangat sederhana.

3. Indikator
   - Siswa dapat mengidentifikasi berbagai informasi penting yang terdapat dalam teks.
   - Siswa dapat merespon instruksi dengan menamai gambar
   - Menuliskan secara benar dalam bahasa inggris tentang feelings.

4. Tujuan Pembelajaran
   - Pada akhir pembelajaran siswa dapat menemukan berbagai pokok pikiran dan informasi yang tersurat dalam suatu teks melalui media gambar.

5. Materi Pembelajaran
   - Feeling.
   - Vocabulary terkait.
   - Gambar-gambar perasaan.

6. Metode/Teknik
   Demonstrasi (dengan media gambar), Ceramah, Tanya jawab.

7. Langkah-langkah Kegiatan
   ➢ Kegiatan Pendahuluan (1x5 menit)
     - Percakapan Pembuka
     - Absensi siswa
     - Prolog dan membahas tujuan pembelajaran


➢ Kegiatan Inti (1x50 menit)
   - Menjelaskan macam-macam perasaan
   - Menunjukan macam perasaan dengan menggunakan gambar
   - Menghafal kosakata terkait

➢ Kegiatan Penutup (1x5 menit)
   - Menyimpulkan materi
   - Penugasan
   - Penilaian

8. Sumber Belajar
   - Buku Start with English Halaman 81
   - www.wikipedia.com
   - www.google.com

9. Penilaian

   Bentuk: Pilihan Ganda & Essai

   ➢ Instrument:
   - Choose the correct answer, by crossing of A, B, C or D answer!
   - Fill in the blanks using the words in the box!
   - Skor Penilaian: 10x10 soal = 10

   10
Mengetahui

Guru Pengampu

Dwi Nur Hayati, S.PdI
NIP.150360550

Guru Praktikum

Farikrah Fahimi

Kepala Madrasah

Aisyiyatun Nif'ah, S.Ag
KUNCI JAWABAN

PRE-TEST
1. C
2. B
3. D
4. C
5. A
6. B
7. C
8. D
9. B
10. C

POST-TEST
1. (e) Crying
2. (a) Sleepy
3. (h) Sick
4. (b) Scared
5. (j) Happy
6. (d) Sad
7. (f) Surprised
8. (i) Bored
9. (g) Confused
10. (c) Angry
FEELINGS

Happy  Sad  Angry

Sleepy  Thoughtful

Healthy  Sick

Ashamed  Scared  Bored
Choose the correct answer, by crossing of A, B, C or D answer!

(Pilihlah jawaban yang benar dengan menyilang (X) huruf A, B, C atau D!)

1. What is "Marah" in English?
   a. Sad
   b. Happy
   c. Angry
   d. Bored

2. Andi has a new bicycle; he felt?
   a. Angry
   b. Happy
   c. Sad
   d. Bored

3. Santi lost her doll, she felt?
   a. Scared
   b. Tired
   c. Ashamed
   d. Sad

4. Siska watched the horror film; he felt?
   a. Surprised
   b. Bored
   c. Scared
   d. Confused
5. What is “Ashamed” in Indonesia?
   a. Malu
   b. Senang
   c. Sedih
   d. Kaget

6. My father work so hard, he felt?
   a. Sad
   b. Tired
   c. Happy
   d. Bored

7. Bima read the story book, but the story is boring. He felt?
   a. Excited
   b. Interested
   c. Bored
   d. Surprised

8. Susi’s Father always smoking, she . . . about her health.
   a. Sad
   b. Happy
   c. Angry
   d. Worried

9. Randy : Have you breakfast Sandy?
   Sandy: No, I haven’t breakfast, I feel . . .
   a. Tired
   b. Hungry
c. Angry

d. Satisfied

10. Freda is fever, He feel?

a. Sad

b. Happy

c. Sick

d. Angry
Fill in the blanks using the words in the box!

(Isilah titik-titik di bawah ini dengan menggunakan kata-kata dalam katak)

<table>
<thead>
<tr>
<th>a. Sleepy</th>
<th>c. Angry</th>
<th>e. Crying</th>
<th>g. Confused</th>
<th>i. Bored</th>
</tr>
</thead>
</table>

1. Bella is . . ., she feel sad.

2. Randy is sleeping, he feel . . .

3. Roby is fever, he feel . . .

4. The dog is frightening, I feel . . .

5. Bony has new shoe, he feel . . .
6. What does Andy feel? He feel . . .

7. What does Rany feel? She feel . . .

8. The story is bad, I feel . . .

9. Uncle John feel . . . to decide the choice.

10. Rudy is naughty boy, He always . . .
LEMBAR KONSULTASI SKRIPSI

NAMA MAHASISWA : Fadhilah Fahami
NIM : 11306062
PEMBIMBING : Hanung Triyoto, S.Si M.Hum, M.Ed
JUDUL : Teaching English Vocabulary Through The Pictures at the Fifth Year Students of Mr. Bener (A classroom Action Research)

<table>
<thead>
<tr>
<th>NO</th>
<th>TANGGAL</th>
<th>ISI KONSULTASI</th>
<th>CATATAN PEMBIMBING</th>
<th>PARAF</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>24-8/2010</td>
<td>CHAPTER I</td>
<td>Go on next Chapter (ACC)</td>
<td>H</td>
</tr>
<tr>
<td>3</td>
<td>25-8/2010</td>
<td>CHAPTER II</td>
<td>Report your paragraph setting</td>
<td>H</td>
</tr>
<tr>
<td>4</td>
<td>1-9/2010</td>
<td>CHAPTER II</td>
<td>Go on next chapter(ACC)</td>
<td>H</td>
</tr>
<tr>
<td>5</td>
<td>12-8/2010</td>
<td>CHAPTER III</td>
<td>Report your paragraph setting</td>
<td>H</td>
</tr>
<tr>
<td>6</td>
<td>27-12/2010</td>
<td>CHAPTER IV</td>
<td>Go on next chapter(ACC)</td>
<td>H</td>
</tr>
<tr>
<td>7</td>
<td>5-2/2011</td>
<td>CHAPTER IV</td>
<td>Change your Report of Implementation of the study into Past tense (ACC)</td>
<td>H</td>
</tr>
<tr>
<td>8</td>
<td>7-2/2011</td>
<td>CHAPTER IV &amp; V</td>
<td>Chapter V, the conclusion is not suitable with the Statement of Problem (ACC)</td>
<td>H</td>
</tr>
</tbody>
</table>

CATATAN:
SETIAP KONSULTASI LEMBAR INI HARUS DIBAWA

PEMBIMBING

[Signature]

[Signature]

[Signature]
Nota : Ka.Progdi TBI  
Hal : Koreksi Proposal Skripsi  

Kepada:

Yth. Bpk Hanung Triyoko. S.S, M. Hum, M. Ed
Di Tempat

Assalaamu'alaikum wr.wb.

Dengan hormat,

Proposal skripsi tersebut dibawah ini:

Judul : "TEACHING ENGLISH VOCABULARY THROUGH THE PICTURES AT THE FIFTH YEAR STUDENTS OF MI BENER IN THE ACADEMIC YEAR OF 2010/2011" (A Classroom Action Research Class in Mi Bener, Tengaran, Kab. Semarang)

Nama : Farikha Fahhami

NIM : 11306062

Telah melewati proses pengecekan untuk menghindari kesamaan topik dan isi dengan skripsi-skripsi sebelumnya.

Selanjutnya, mohon Bapak. Ibu memeriksa kelayakan aspek berikut:

1. Substansi Permasalahan
2. Metodologi, kerangka pemikiran dan sistematika
3. Tata Bahasa dan Tata Tulis

Wassalamu'alaikum wr.wb.

Salatiga, 18 Agustus 2010

Ketua Progdi TBI

Masullhatul Umami, S.Pd, M.A
NIP. 19800513 200312 2003
Nomor: Sti.24/K-1/PP.00.9/I-1.3.069/2010 18 Agustus 2010
Lamp. : Proposal Skripsi
Hal : Pembimbing dan Asisten

Pembimbing Skripsi

Yth. 1. Hanung Triyoko, S.S, M.Hum, M.Ed
2.

Assalamualaikum w.w.

Dalam rangka penulisan Skripsi Mahasiswa Program Sarjana (S.1), Saudara ditunjuk sebagai Dosen Pembimbing / Asisten Pembimbing Skripsi mahasiswa :

Nama : FARIKHAH FAHHAMI
NIM : 11306062
Jurusan : TARBIYAH

Apabila dipandang perlu Saudara diminta mengoreksi tema Skripsi di atas.

Demikian untuk diketahui dan dilaksanakan.

Wassalamualaikum w.w.

a.n. Ketua,

[Signature]

Bantuan Ketua Bidang Akademik

[Signature]

Drs. Rahmat Hariyadi, M.Pd.

[Signature]

Tembusan : Yth. Ketua STAIN Salatiga (sebagai laporan)
SURAT KETERANGAN

Yang bertanda tangan di bawah ini, Kepala Madrasah Ibtidaiyah Bener, menerangkan bahwa:

Nama : FARIKHA FAHHAMI
NIM : 11306062
Bidang Studi : Bahasa Inggris
Alamat : Bener, Kec. Tengaran, Kab. Semarang


Demikian surat keterangan ini kami buat untuk dipergunakan bagaimana mestinya.

Bener, 27 Januari 2011
Kepala,

Asyiyatun Ni‘ah, S.Ag
Kepada
Yth. Kepala MI Bener Tengan
di Kab. Semarang

Assalamualaikum w.w.

Yang bertanda tangan di bawah ini, kami menerangkan bahwa:

Nama : FARIKHAH FAHAMI
NIM : 11306062
Mahasiswa : Sekolah Tinggi Agama Islam Negeri (STAIN) Salatiga
Jurusan : Tarbiyah
Program Studi : Tadris Bahasa Inggris (TBI)

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

Adapun judul yang diambil adalah:

Dengan Pembimbing : Hanung Triyoko, S.S., M.Hum, M. Ed
Asisten Pembimbing :

Untuk penyelesaian Skripsi tersebut, kami mohon Bapak/Ibu memberi izin kepada mahasiswa tersebut untuk mengadakan penelitian guna memperoleh data atau keterangan dan bahan yang diperlukan di MI Bener Tenganan, mulai tanggal 20 September 2011 s.d. selesai.

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

Wassalamualaikum w.w.

[Signature]

Tembusan : Ketua STAIN Salatiga (sebagai laporan)