

**THE USE OF MOTION PICTURES METHOD TO
IMPROVE STUDENTS' VOCABULARY MASTERY
(A Classroom Action Research in the Second Grade Students of
MI Global in the Academic Year 2011/2012)**

A GRADUATING PAPER

Submitted to the Board of Examiners as a Partial Fulfillment
of the Requirements for the Degree of Educational Islamic Studies (S.Pdi)
in the English Department



By :

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**ENGLISH AND EDUCATIONAL DEPARTMENT
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SALATIGA
2012**



DECLARATION

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

"In The Name of Allah the Most Gracious and the Most Merciful"

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

The writer is capable to account for this graduating paper if in the future, it can be proved of containing others' ideas, or in fact, the writer imitates the others' graduating paper.

Likewise, the declaration is made by the writer and she hopes that this declaration can be understood.

Salatiga, 22nd September 2011

The Writer,

Sri Lestari
NIM : 113 07 046



GRADUATING PAPER

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VOCABULARY MASTERY**

**(A Classroom Action Research in the Second Grade Students of MI Global in the Academic
Year 2011/2012)**

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Has been brought to the board examiners of English Department of Educational Faculty of State Institute for Islamic Studies (STAIN) Salatiga on January 6th 2012, and hereby considered to completely fulfill the requirement of the degree of *Sarjana Pendidikan Islam (S.Pd.I)* in English and Education Department.

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ATTENTIVE COUNSELOR NOTE
Case : Sri Lestari's Graduating Paper

Salatiga, 23rd September 2011

Dear
The Rector of State
Islamic Studies Institute of
Salatiga

Assalamu'alaikum, Wr. Wb.

After reading and correcting Tari's graduating paper entitled "**THE USE OF MOTION PICTURES METHOD TO IMPROVE STUDENTS' VOCABULARY MASTERY (A Classroom Action Research in the Second Grade Students of MI Global In the Academic Year 2011/2012)**", I have decided and would like to propose that if it could be accepted by education faculty, I hope it would be examined as soon as possible.

Wassalamu'alaikum, Wr. Wb.

Consultant,

Hamman, M.Pd

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MOTTO

وَأَنْفِقُوا فِي سَبِيلِ اللَّهِ وَلَا تُلْقُوا بِأَيْدِيكُمْ إِلَى التَّهْلُكَةِ وَأَحْسِنُوا إِنَّ اللَّهَ يُحِبُّ
الْمُحْسِنِينَ

And spend in the way of Allah and do not throw [yourselves] with your [own] hands into destruction [by refraining]. And do good; indeed, Allah loves the doers of good. (QS. Al-Baqarah : 195)

DEDICATION

I dedicated this thesis to:

✓ *My beloved husband...*

*You would be the man I
belong to and my heart is
yours...*

✓ *My beloved father and
mother, thanks for your
patient that brings me to real
life...*

✓ *My big family, my brothers
and my father and mother in
Law...*

Be solid for you...

ACKNOWLEDGEMENT

Assalamu'alaikum Wr. Wb.

Alhamdulillahirobbil 'alamin, all praise due to Allah, the Most Gracious and the Most Merciful who always keeps me when I was in down and up. Bless and mercy are upon great Prophet Muhammad SAW for his guidance that leads me to the truth.

However, this paper will not be finished without supports, advices, help and encouragement from some people and institution and let she says thanks to:

1. Mr. Dr. Iman Sutomo, M.Ag as the director of STAIN Salatiga, thanks for the time I spend studying in STAIN Salatiga.
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4. Mr. Hammam, M.Pd. My energetic teacher and also my thesis counselor. I learn a lot from you.
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6. All teachers and official staffs STAIN Salatiga.
7. My big family in Bringin and Karang Rayung that I can't mention one by one.
8. All of TBI B students, I love you all.

9. For everyone who I can not mention one by one, thank you very much for everything.

Wassalamu'alaikum Wr.Wb.

Salatiga, 23rd September 2011

The Writer,



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ABSTRACT

Lestari, Sri, 2012, "THE USE OF MOTION PICTURES METHOD TO IMPROVE STUDENTS' VOCABULARY MASTERY (A Classroom action research in the Second Grades students of MI Global in the Academic Year 2011 / 2012)" A Graduating Paper, STAIN Salatiga, Tarbiyah, Hammam, M.Pd.

Key Words: Mction pictures method and vocabulary mastery.

Sri Lestari's graduating paper title is "The Use of Motion Pictures Method to Improve Students' Vocabulary Mastery (A Classroom Action Research in the Second Grades students of MI Global in the Academic Year 2011/2012)". The objectives of her research are the students of MI Global in the second grades of academic year 2011/2012. The problem of this research is the ability of students that not yet study English. The factors are the students are child, English is the lesson that still strange for them and words in English still difficult for them. The data were taken by using oral test, pretest and posttest. Pretest and posttest are used by writer to get the data about using motion pictures to improve of the students' vocabulary mastery. The writers gets the main data from seconds grades of MI Global Blotongan in the academic year 2011/2012 and secondary data taken from books, articles, websites. The collected data are analyzed by mean calculation. This study shows that 1) the level above of teaching learning process in the English especially vocabulary before using motion pictures method to improve the students' vocabulary mastery, 2) generally, the students' vocabulary mastery after using motion pictures method in the English lesson especially vocabulary, and 3) there is a degree of improvement of motion pictures method to improve students' vocabulary mastery in the second grades students of MI Global Blotongan in academic year 2011/2012.

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CHAPTER I

INTRODUCTION

A. Background of the Study

Children are the most precious thing. Childhood is a golden era for children to explore all of their capability. Therefore, parents and teachers try as much as possible to teach the best thing for them. In teaching vocabulary, word is something that is most influential for them. System of the brain at the age of the children is still very good. Their memories are better. They will be easier to remember something with an interesting presentation, because of something they find interesting and memorable their hearts will always remember. Similar to the process of learning in the classroom, where teachers can present the subject matter interestingly, then students will be more memorable and easier to remember. Nowadays, it can be seen that English is not only taught at junior high school as a local content but also in primary school, even in play group level. This is a new step for the national education in Indonesia (Depdiknas, 2004:1)

The function of teaching English in elementary school is to introduce English as the first foreign language to elementary school students. In order to be able to communicate in simple English, and then to motivate them to be ready and self confident in learning English at the higher level of education, the material should consist of spelling, listening, vocabulary, writing, reading, and functional skills as the basis to get simple language skill.

Thus, vocabulary is one of the English components which have to be mastered and acquired by students in learning new language (Allen, 1983:5). It gives one reason for the emphasis on vocabulary in English learning.

In school curriculum, English becomes one of subjects in national examination. Thus, students must study hard about vocabulary that constitutes an important element in English learning.

Here vocabulary mastery is so important because it will carry the students in learning process.

“The mastery of vocabulary is very important because it will consider the students in the teaching learning river’s argues that the acquisition of adequate vocabulary essential for second language use, because without extensive and function. We may have learned for comprehensible communication.” (Nunan, 1997 : 17).

Teaching vocabulary in elementary school is different from teaching to adult or people since students of elementary school have different characteristic from adult. For example, when they get bored with the class, they will sleep during the class or noisy in the class and ignore the lesson given by teachers. Regarding this condition, it can be considered what the most appropriate media for now. The author offers a "media image motion", the material will be considered more attractive. Motion picture would be helpful to facilitate the work system in the brain to remember something, especially in English learning. Students will be easier to remember about English materials taught by teachers through media images of motion, due to ease in remembering the brain works will require a balanced system, called

left and right brain works in a balanced manner. Right brain, works to remember the motion picture is presented, then the left brain working to remember about English material that has been taught.

Notion (1997:243) states that a good vocabulary teaching technique does the following things:

1. It attracts the learners
2. It makes the learners give attention to the form, meaning or use of words
3. It gives chance for repetition.

Eased on technique to teach vocabulary good above, the writer tries to contribute her idea how to teach English. Later on, she hopes that it will be useful for her fellow teachers. The writer wants to conduct an experiment on the using of motion pictures as an alternatives technique to improve the vocabulary mastery for students. The elementary school students are given something new and different from what they usually get in the room. Through this study, the writer wants to find out a new teaching technique to increase the quality of English teaching process in elementary school. That is why the writer would like to apply a new teaching methodology to teach English in this school by using motion pictures entitled **THE USE OF MOTION PICTURES METHOD TO IMPROVE STUDENTS' VOABULARY MASTERY (Classroom Action Research of the second Grade of MI Global in the Academic year of 2011/2012).**

B. Statement of the Problem

Based on the background of the study, the writer formulates the problems as follows:

1. How the students' vocabulary mastery of the second grade of MI Global in the academic year of 2011/2012 before learning it using motion pictures method?
2. How the students' vocabulary mastery of the second grade of MI Global in the academic year of 2011/2012 after learning it using motion pictures method?
3. Is there any degree of improvement of the using of motion pictures to improve students' vocabulary mastery of the second grade of MI Global in the academic year of 2011/2012?

C. Objective of the Research

The objectives of the research are presented in the following:

1. To find out the students' vocabulary mastery of the second grade of MI Global in the academic year of 2011/2012 before learning it using motion pictures method.
2. To find out the students' vocabulary mastery of the second grade of MI Global in the academic year of 2011/2012 after learning it using motion pictures method.
3. To find out any degree of improvement between using motion pictures and without using motion pictures of the using motion pictures to improve the

students' vocabulary mastery of the second grade of MI Global in the academic year of 2011/2012.

D. Benefit of the study

The research will be beneficial as follows:

1. Theoretically

The research can give contribution for the scientific development, especially the use of motion pictures method to learning of vocabulary in elementary school.

2. Practically

a. For English teachers

It can be used as consideration in selecting the appropriate methods or techniques implemented in English class.

b. For the primary students

It is very useful for primary school students to improve their English vocabulary mastery.

c. For the following researcher

This research will help find out the best method for teaching vocabulary for following researcher.

E. Review of Previous Research

In this study, the writer takes literature review from previous research. Irnawati did the first, with her research paper entitled "The Use of Pictures to Vocabulary Mastery of The Second Year Students of SMP N 2 Suruh In The

Academic Year Of 2009/2010". There is a significant effect of using of pictures to vocabulary mastery for the second year students of SMP N 2 Surab.

While the second researcher is Wahyu Amanah, with the title The Use of Still Picture to Vocabulary Mastery of The Second Year Students of TK Permatasari in the School Year of 2009-2010. In that research, she analyzed that Still Picture help in teaching learning process are more interesting to English Vocabulary mastery for kindergarten students of Permatasari Kid's School Boyolali.

Presently, the writer tries to make different research with the title "The Use Motion Pictures to Improve Students' Vocabulary Mastery a Classroom Action Research of Second Grade of MI Global Salatiga in the Academic Years 2011/2012."

In this research different from previous research because the writer uses motion pictures as a medium in teaching English, especially in introducing vocabularies to students of MI Global. By using it in the preparation of the material will be considered more attractive. Motion picture would be helpful to facilitate the work system in the brain to remember something, especially in English learning.

F. Review of the Underlying Theories

1. Motion Pictures method

Motion is the act or process of passing through space or changing position, *the motion of the planets around the sun.* (Merriam Volume 1,

2004:653) Picture is a representation or image on a surface, e.g. a painting, drawing, print or photograph, esp as a work of art. (Merriam Volume II, 2004:760) Motion picture is like an animation pictures. So, motion pictures method is the audio-visual method that presents material with an animation pictures.

2. Vocabulary mastery

Vocabulary is total number of words which (with rules for combining them) make up a language (Hornby; 1963:959). Mastery is thorough knowledge or skill in a specified (Merriam Volume 1, 2004:615).

Vocabulary mastery is the knowledge in understanding the words.

G. Hypothesis

Based on the problem statements presented by the writer, the research hypothesis is stated as follow: There is significant effect of using motion pictures in teaching English vocabulary mastery of the second grade of MI Global Salatiga.

H. Graduating Paper's Outline

This research consists of five chapters as the following:

Chapter I is introduction that consists of background of the study, statement of the problem, purpose of the research, benefit of the study, the review of the related literature, the review of the underlying theories, hypothesis, research methodology and the outline of paper.

Chapter II is literature review which consists of definition of vocabulary mastery, method of teaching vocabulary, motion picture method, Contribution of motion pictures method in teaching vocabulary in elementary school.

Chapter III is methodology of research which consists of setting of the research, subject of the research, method of the research, the procedures of research, technique of collecting data and technique of data analysis.

Chapter IV is teaching implementation and data analysis which consists of cycle I, cycle II, cycle III, analysis of cycle I, II, and III.

Chapter V is Closure which consists of conclusion and suggestion.

CHAPTER II

LITERATURE REVIEW

In this chapter, the writer would like to discuss some term such as: definition of vocabulary mastery, method of teaching vocabulary, motion picture method, Contribution of motion pictures method in teaching vocabulary in elementary school.

A. Definition of Vocabulary Mastery

Vocabulary is total number of words which (with rules for combining them) make up a language (Hornby; 1963:959). Based on it, students can say that vocabulary is a group or sources of word that mastered to deliver our mind or idea to other people and to understand people's mind. Vocabulary is regarded as the key in learning language, especially English. The people who have enough vocabularies in English do not find difficulties in expressing their idea. On the other hand, if someone has only few vocabularies, he/she will not find a lot of difficulties in expressing their idea in English.

According to Thornbury, they have looked at five possible sources of vocabulary input for learners (2002:32-31).

1. List

Lists are economical way of organizing vocabulary for learning, and that it doesn't matter a great deal if they are put together in a rather random.

2. Course book

Course books select vocabulary for active study on the ground of usefulness, frequency, learner ability, and teacher ability.

3. Vocabulary books

Supplementary vocabulary books are usually thematically organized, but cover a range of vocabulary skills.

4. Teacher

The teacher is potentially a fruitful source of vocabulary input, not only in terms of incidental learning, but also as an introduction to vocabulary through teacher talk.

5. Student

Students in the class are particularly a fertile source of vocabulary input.

Mastery is thorough knowledge or skill in a specified area (Merriam-Webster Online, 2004:653). Vocabulary mastery is the knowledge in understanding the words. When we say a word, we then know how it can operate in the sentence. Knowledge of these allows competent speakers to produce well formed sentences.

B. Kinds of Vocabulary

Generally, vocabulary is various. James F. Sheppard in college vocabulary skills, he classified vocabulary in two kinds, such as:

1. Receptive vocabulary

Receptive vocabulary refers to the words the learners know when they receive thoughts from another. Receptive vocabulary is the basic

vocabulary a the total storehouse of word, which the learners can use to understand the thoughts of others, when they speak and write.

The objective of vocabulary development is to increase the size of the receptive vocabulary. The writer will mention that there are some ways to increase the size the receptive vocabulary. For example:

- a. The learners make some notes of word.
 - b. The learners organize the notes for efficient learning.
 - c. The learners review the notes as often as possib.e.
2. Expressive vocabulary

Expressive vocabulary is the words used by the learners when they speak, write or when they express their ideas. This vocabulary can be used after they learn receptive vocabulary first. For example they read a story of find new words. They can use them to talk about something or express their words again in his speaking or writing. In other words, the most efficient way to increase one's expressive vocabulary is to become better at recalling words in his receptive vocabulary (Shepered: 1998:3)

C. Method of Teaching vocabulary

Vocabulary is the central to language and important to language learner. Without vocabulary, one cannot communicate effectively or canalized his ideas in both oral and written form. Having a limited vocabulary is also a problem that precludes learner from learning a foreign language. When they do not know how to evolving their vocabulary, for example, they often slowly lose interest in learning.

Toward of this problem, teacher is suggested to use appropriate method to teaching vocabulary. Employing teaching method to teaching vocabulary is grammar translation method, for example, provides a balanced attention to both grammar and vocabulary.

Using this method, learners typically take great deal of their time looking up words in the dictionary and translating texts from the foreign language into their native language. This method does not purpose at getting the students to understand and speak the foreign language, they are learning. The result is that most students are unable to use the foreign language for real communication purpose after four, five or six year grade.

D. Motion Pictures Method

Motion is the act or process of passing through space or changing position, *the motion of the planets around the sun.* (Merriam Volume I, 2004:653) Picture is a representation or image on a surface, e.g. a painting, drawing, print or photograph, esp as a work of art. (Merriam Volume II, 2004:760) Motion picture is like an animation pictures. So, motion pictures method is the audio-visual method that presents material with an animation pictures.

Teaching media is needed in teaching learning process to improve vocabulary mastery. The use of motion pictures method in teaching learning process gives positive effect to improve the students' vocabulary mastery and more easy to understand the lesson. Beside that the students' vocabulary mastery has been increased, so motion pictures method influences the

improvement of the students' vocabulary mastery. The media could help students interest to the material and motivated the students in teaching learning process. Motion picture is the one of instrument to make communicate between teacher and student become effective so the student not bore about the lesson.

As we know that which has to be mastered and acquired in learning new language especially to students in elementary :chool.

E. Contribution of Motion Pictures Method in Teaching Vocabulary in Elementary School.

Lyne said that:

“However, I believe that words do have a special significance for children learning a new language. The word is recognizable linguistic until and for children in their first language and so they will notice words in the language by showing them object that can be seen and touched, and that have single word label in the first language. From their earliest lessons, children are encouraged to think of new language as a set of words; although of course this may not be the only way they think of it” (lyne,2001:7)

Kemp (1963:3-4) lists the function of media in general or audio-visual aids a particular and their contribution to a language learning as follow:

1. The instrument can be more interesting

Audio visual aid can attract the students' interest especially those of English learning. If they are interested, they will give much attention to what is being tough or discussed. They will be curious to know about the lesson. This can be lead to an interesting language learning process.

2. Learning becomes more interactive

Many activities can be created through applying visual aids in teaching learning process, for example watching motion pictures in audio visual, that activity is rarely more interesting than the activity of listening or writing the teacher explanation.

3. The quality of learning can be improved

If there is a good preparation of using visual aids, it will be possible for the teacher to create a good language learning in which the students' participation is dominant. As a result, the students' knowledge and skill can be improved.

4. The positive attitudes of students towards what they are learning and to the learning process itself can be enhanced.

The purpose is should mean to simplify instruction. They should not make the process of teaching and learning more complicated. This means that the teacher more easy if they teach the lesson for students.

According to Frank Parker (200-202), left hemisphere is specialized for language. This includes not only speaking and listening, but also reading and writing. And right hemisphere in contrast to the left hemisphere, the right hemisphere is specialized for nonlinguistic auditory stimuli. Likewise, the right hemisphere is specialized for visuospatial processing. This would include depth perception; one's orientation in space; the perception of pictures, paintings, photographs, and patterns; recognition of faces; and even the ability to dress oneself.

Therefore, in order to there are not handedness and dominance of hemisphere, so the number of task does with the same hand. Because if left and right brain do a task together, the result is more good. For children, it is very important in order to try them to think balanced. By think balanced, they can save the memory in a long time, because it constitutes something that interesting. Such as, present the lesson by using motion pictures method.

CHAPTER III
RESEARCH METHODOLOGY

A. Setting of research

This classroom action research was carried out at MI Global Salatiga. It is located at Blotongan salatiga. MI Global has six classes, the first class until six class has one classroom. The location of this school is in the city, but the situation is not noise and low pollution. The classroom action research was done in July until August 2011. The description of the building MI Global is as follows:

Table 3.1

The School's Condition

No.	Room	Number
1.	Class	6
2.	Headmaster's Office	1
3.	Teacher's Office	1
4.	Student's Toilet	6
5.	Teacher's Toilet	3
6.	Parking Lot	1
7.	Library	1
8.	Ceremony Field	1
9.	Healthy School	1

Table figure 3.1

The Organization chart

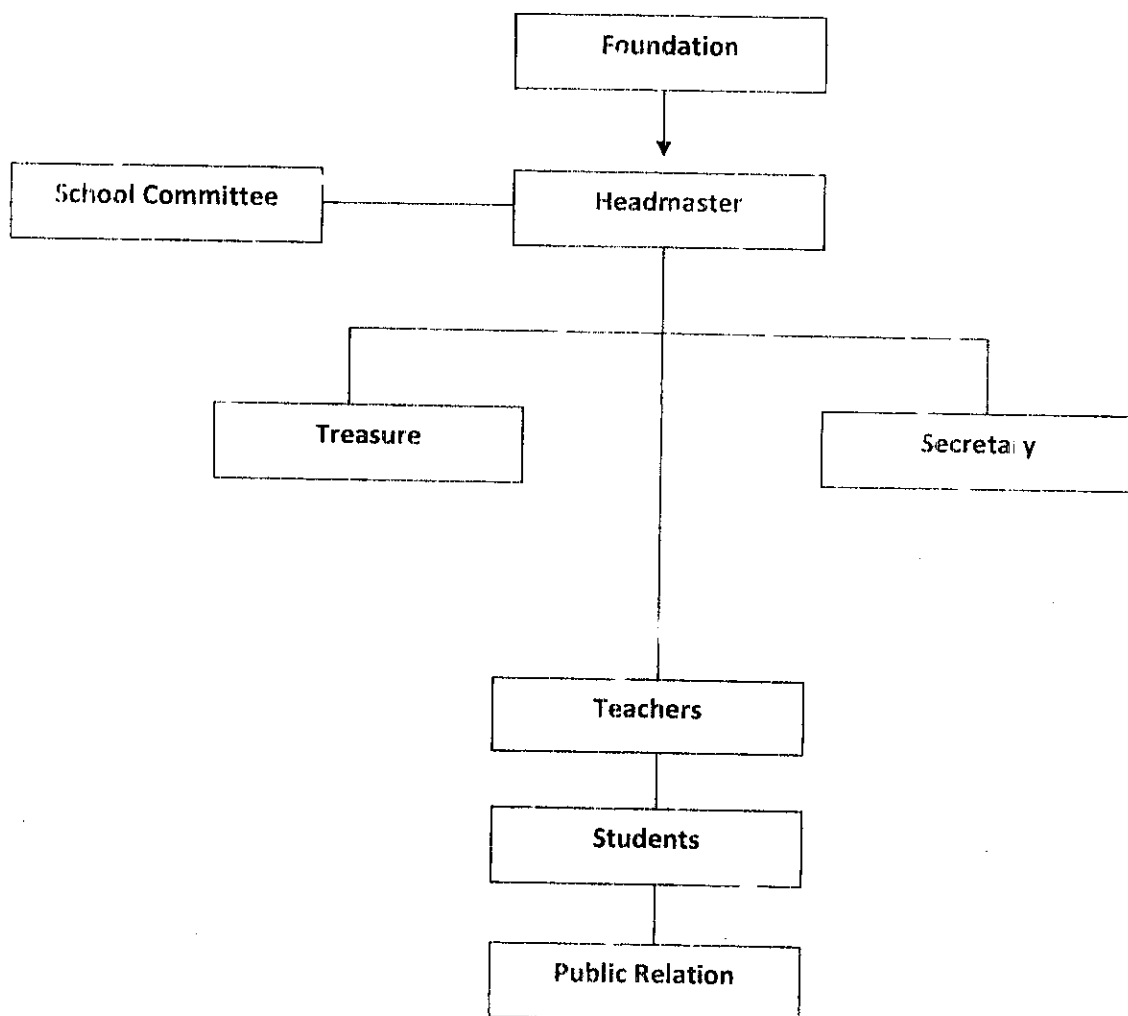


Table 3.2

The situation of student

No.	Class	Sex		Total
		Male	Female	
1.	I	11	17	28
2.	II	7	5	12
3.	III	13	15	25

No.	Class	Sex		Total
		Male	Female	
4.	IV	3	9	12
5.	V	4	7	11
6.	VI	9	6	15
Total		47	59	106

In teaching learning process, teachers have important roles. Their existence is always needed in every school or educational institution. They will give material of subjects. The numbers of teachers of MI Global are 23 teachers. The following table shows the condition of the teachers of MI Global.

Table 3.3

The Situation of Teachers

No.	Teachers' name	Place and Birth	Education
1.	Drs. Ibrahim Alfian	Kab. Magelang, 08 April 1966	S.I
2.	Dra. Nurul 'Aini	Kab. Semarang, 13 Maret 1965	S.I
3.	Zahro Abida S.Ag	Kab. Semarang, 22 Mei 1975	S.I
4.	Misbahul Huda A.Ma	Kab. Kulon Progo, 21 Nop. 1967	D.II
5.	Siti Zumrotun S.PdI	Kab. Semarang, 16 Mei 1967	S.I
6.	Linda Fatmawati	Kab. Semarang, 11 Maret 1983	D.II
7.	Feviana Sofia I. S.Pd.	Kab. Jayapura, 15 Pebruari 1976	S.I

No.	Teachers' name	Place and Birth	Education
8.	N. Sunartini A.Ma	Kab. Padalarang, 19 Maret 1974	D.I
9.	Pranti Lestari S.Pd	Kab. Semarang, 07 Februari 1981	S.I
10.	Ardiyanto	Kab. Semarang, 15 November 1985	SMU
11.	Khaeroni, A.Ma	Kab. Semarang, 28 Oktober 1964	D.II
12.	Rumadi, A.Ma	Kab. Semarang, 6 Juli 1983	D.II
13.	Wahab Habibi, A.Ma	Kab. Semarang, 26 juli 1985	D.II
14.	Tatik Pradesa S.Pd	Kab. Semarang, 06 Juli 1978	S.I
15.	Mega Nusantara D.S.PdI	Kab. Semarang, 18 Juli 1982	S.I
16.	Siti Samah S.Ag	Kab. Semarang, 27 juli 1970	S.I
17.	Nurhayati, A.Ma	Kab. Semarang, 10 Juli 1980	D.II
18.	Rafiatul Fer'mawati	Kab. Magelang, 17 Februari 1987	SMA
19.	Nurhuda Sandi Utomo	Jakarta, 27 November 1986	SMA
20.	Afandi Sholihan	Kab. Semarang, 06 April 1987	SMA
21.	Sabilal Huda, S.Th.I	Kab. Semarang, 05 Oktober 1982	S.I
22.	Fuad Hasan	Kab. Semarang, 14 Agustus 1987	SMA

B. Subject of the research

The subject of the research is the second grade of the students of MI Global in the academic year of 2011/2012. It is only one class that consists of 12 students. They are 7 boys and 5 girls. Some girls tend to be silent, but on the other hand some boys are talkative, make noise and especially they are not interested in English learning. In learning activities and doing tasks, the girls are better than the boys. The writer chooses the second grades as subject of the research because the numbers of students are much more than other classes and the students are more active. So, the researcher is able to get more valid data. The following table shows the name of subject of study:

Table 3.4

The Name of the Subject of Study

No.	Name of Students
1.	Ahmad Azis Sulaiman
2.	Bima Akmal Fabio
3.	Fahmina Tri A.R.
4.	Indana Karimatu Niswah
5.	Mikail Abdullan
6.	Monica Wardatul Ummah
7.	Rangga Ardi Saputra
8.	M. Baghomi
9.	M. Faisal Amrudin
10.	Rida Diana Maulida
11.	Risa Bintan Najila
12.	Rian Anwar

C. 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 in Hopkins (1993:44) that action research is from collective self-reflective

inquiry undertaken by participant in social situation in order to improve the rational and justice of their own social or educational practices, as well as understanding of this practices and the situation in which there practices are carried out.

Second, according to Dove Ebbutt on Hopskins (1993:45), action research is about the systematic study of attempts to improve educational practice by groups of participants by means of their own practical action and by means of their own reflection upon the effects of those actions.

Third, definition is given by Robert in Hopskins (1993:45) that action research aims to contribute both to the practical concerns of people in an immediate problematic situation and to goals of social sciences by joint collaboration within a mutually acceptable ethical framework.

Base on many definition above about action research; the writer can conclude that action research is one of form of research that trying out an idea in practice of a social situation with a view to improving or changing something, trying have a real effect on the situation.

D. Procedure of Research

This study use classroom action research in MI Global on July until august 2011. So in this case the writer uses some steps as Kemmis stated. There are three cycle in this action research. In each cycle the procedure are as follows:

1. Planning

The activities in the planning are:

- a. Preparing Materials, making action 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)
2. Preparing a test (to find out whether student vocabulary improve or not).
3. Action
- a. Introduction/ greeting
 - b. Check of the present of the students
 - c. Giving pre-test
 - d. Asking the students about the vocabulary that relation with theme (oral test).
 - e. Teaching vocabulary using motion pictures.
 - f. Giving opportunity to the students to ask about difficulties.
 - g. Giving posttest.
4. Observing

Observing is observation activity to know how far the action effect have reach target. Observation is one of the instruments used in collecting the data. As a scientific method, observation can be systematically used to serve and note the phenomena investigated like students feeling, thinking,

and something that they do in teaching learning process. The writer plans this observation flexible and open to record the unexpected.

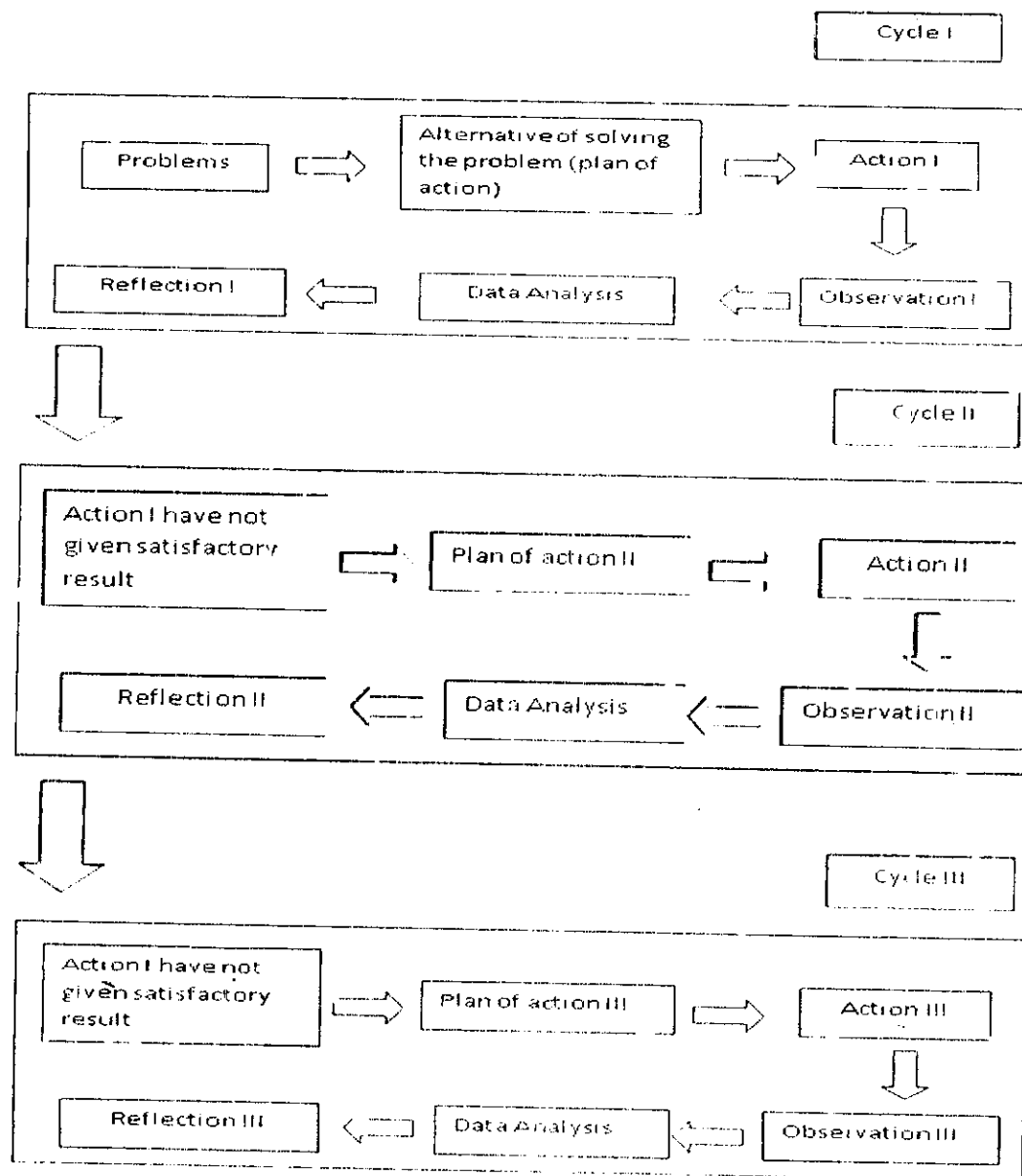
5. Reflecting

Reflecting is an activity in expressing of experience that have by writer as the self-evaluation. The result of the observation is analyzed. It is to remember what happened that has been recorded in observation. Reflection seeks to make sense of the process, problems and issues in strategic action. It looks account of the variety of perspective possible in the social situation and comprehends the issues and circumstances in which they arose. Reflection has evaluative aspect, is asks the writer to weight the experience, to judge whether effects (and issues which arose) were describe and suggest way of proceeding. The writer's reflection is done by discussing with his collaborator. Then the next cycle can be decided or designed.

The procedures are briefly described in the following figure:

Figure 3.2

Analysis Cycle



E. Technique of Collecting Data

In this study, the writer uses test and observation in collecting the data. Test, consist of oral test, pretest and posttest are used to know the students percentage in answering the questions orally. The researcher also uses observation done with his collaborator. The observation used to know situation in the teaching learning process when the method is applied. It is also very important to know how far their interest to learning English and how far they think about their teacher.

F. Technique of data analysis

After collecting the data, the next step of the study is analyzing the data. The data are the result of pretest I, II, III, and posttest I, II, III in three actions. There are two ways to analyze the data, they are:

1. Descriptive technique

A descriptive technique is used to know the students' behavior during the teaching learning process. In descriptive technique the writer will analyze the observation sheet which has been made by her partner.

2. Statistical technique

A statistical technique is used to know is there any influence to be the students' vocabulary or no from the result of oral test, pretest and posttest. In this research, the writer uses Mean Formula (Suarisno Hadi, 1981: 246) to analyze the data:

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

Explanation:

M : Mean

Σ : the sum of students' value

N : the number of subject

CHAPTER IV

THE IMPLEMENTATION OF STUDY AND ANALYSIS

In this research implementation, the data consist of pretest, post test, oral test and field note. The data of oral test, pretest and posttest will show the student's vocabulary mastery. And then, Field note will show the students' behavior in teaching learning process.

Based on the explanation about procedure of action research above (chapter III), the writer has arranged three cycles. In each cycle, the steps are planning, acting, observing, reflecting.

A. Cycle I

1. Planning

The activities are preparing:

- a. Materials, making lesson plan, and designed the steps in doing the acting.
- b. List of the students' name.
- c. Teaching aids (e.g. motion pictures)
- d. Sheets for classroom observation.
- e. Tests (oral test, pretest and posttest)

2. The implementation of action.

On Thursday, the twenty eight of July 2011 the teacher (the writer) entered his English class. The teacher opened the lesson by introduce herself and check of the students present. Before the lesson, she gave

pretest to class for about 20 minutes. After the students finished doing pretest, she began to teach vocabulary. She told the students: "students, today we will study vocabulary with theme "numbers 1 until 20" Then the teacher asked the students orally, "mention of the numbers that you know!". The students answered together in Indonesian, and the teacher wrote down their answer in the white board. Then the teacher shown motion pictures that consist of pictures of the numbers 1 until 20 one by one and the students said in Indonesian.

The teacher told the students, "we will learn about numbers 1 until 20 in English and you must look at the motion pictures and repeat those words that I have said. Do you understand?", "yes" the students answered together. Then the teacher shown the motion pictures one by one and said it in English and the students repeated it. Once again she said and the students repeated it again. One she said and students repeated it, two she said and students repeated it, etc. After the students repeat it twice or more times, she asked the students, "*Apakah kalian sudah hafal angka 1 sampai 20 dalam bahasa inggris?*" (have you remember the words of the numbers 1 until 20?). "*Sudah bu!*" (Already miss) the students answered together. "Well, now I will show the motion pictures and you said together, *Sudah siap?*" (Are you ready?) then the shown motion pictures and the students said it together. Most of students can remember the words are easier and said clearly.

Then the teacher asked the students one by one about the numbers 1 until 20 and after it, the teacher gave posttest to the students. The posttest was done for about 20 minutes.

3. Observation

In the first cycle, she and her collaborator observed the teaching learning process. By monitoring the students' activity in this action, the teacher can see that the students still get difficult said in English and written form. Some students pronounced them correctly and the written is wrong.

Furthermore, the writer will analyze the student's vocabulary mastery by M calculation. The steps are follows:

a. The score of pretest

Table 4.1

The Result of the Pretest

No.	Name of Students	Scores
1.	Ahmad Azis Sulaiman	40
2.	Bima Akmal Fabio	20
3.	Fahmina Tri A.R.	40
4.	Indara Karimatu Niswan	40
5.	Mikail Abdullah	20
6.	Monica Wardatul Uinmah	40
7.	Rangga Ardi Saputra	40
8.	M. Baghomi	40
9.	M. Faisal Amrudin	40
10.	Rida Diana Maulida	40
11.	Risa Bintang Najiha	40
12.	Rian Anwar	40

Table 4.2
The Result of the Posttest

No.	Name of Students	Scores
1.	Ahmad Azis Sulaiman	60
2.	Bima Akmal Fabio	60
3.	Fahmina Tri A.R.	60
4.	Indana Karimatu Niswah	60
5.	Mikail Aboullah	60
6.	Monica wardatul Ummah	80
7.	Rangga Ardi Saputra	100
8.	M. Baghomi	80
9.	M. Faisal Amrudin	60
10.	Rida Diana Maulida	60
11.	Risa Bintang Najiha	100
12.	Rian Anwar	60

b. Mean of Pretest and Posttest

From the data above, the writer calculates the Mean of pretest and posttest.

Mean of pretest:

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

$$M = \frac{440}{12}$$

$$M = 36,67$$

Mean of post test

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

$$M = \frac{840}{12}$$

$$M = 70$$

4. Reflection

After analyzing the result of action in the cycle I, the writer can conclude that it is very important for the teacher to be careful with the students' pronunciation and written form, she can ask the students three or four times to repeat the words.

Action I also have shown that the students can mastery their lesson about vocabulary.

B. Cycle II

Based on the result of cycle I, it is necessary for the teacher to continue the next cycle.

1. Planning

The activities are preparing:

- a. Material, making lesson plan and designed the steps in doing the action.
- b. List of students' name
- c. Teaching aids (e.g. motion pictures)
- d. Sheet for class observation
- e. Test (ofal test, pretest and posttest)

2. The implementation of the action

On Saturday, the eleven of August 2011 the teacher (the writer) entered her English class. She revised the teaching learning process in action cycle I. In action cycle I, there were some difficult words in pronunciation and written. In the action II, she introduced the model of

presentation in studying vocabulary, the step are as they did before (sound and show of motion pictures, repetition, written form). Before she started the lesson, she gave pretest to them for about 20 minutes.

The situation was as follow: "*anak-anak, sekarang kita akan belajar tentang vocabulary dengan tema penjumlahan angka*" (Students, today we will study vocabulary with theme "the calculation of the number). She told. She asked the students *sebutkan angka 1 sampai 20!*" (Mention of the number 1 until 20!) the students answered together in English. Then the teacher shown motion pictures that consist of the calculation of the number and the teacher said it in English and asked the students to repeat it. The teacher said one and two = three and the students repeat it etc. He was also careful with student's pronunciation, she often repeated it twice or three time for one motion picture when their pronunciation is wrong. After more time she said it and students repeated it, she asked the students one by one. Every student got opportunity to say it. After all of students got opportunity to say it, the teacher asked the students to writes down the words in the white board in English and asked the students to write in their books. The students must complete their note by copying from the motion pictures. She also checked the student's note one by one while walking around the classroom.

After they finished writing on the note book, she said "sorry to the students because time was up, we will continue to do posttest". Then the teacher gave them posttest for about 20 minutes.

3. Observation

In the second cycle, observation was also carried out during implementation of the action. The writer got field note from the partner who has been written in above. By monitoring the students' activity in the action, the writer can see that the students still get difficulties to say in English. Some students' pronunciation still incorrectly and the written form was wrong. When they done the task.

Furthermore, the writer will analyze the students' vocabulary mastery by Mean calculation. The steps are follows:

- a. The score of pretest and posttest

Table 4.3

The Result of Pretest in cycle II

No.	Name of Students	Scores
1.	Ahnad Azis Sulaiman	60
2.	Bima Akmal Fabio	60
3.	Fahmina Tri A.R.	80
4.	Indana Karimatu Niswah	40
5.	Mikail Abdullah	60
6.	Monica Wardatul Ummah	60
7.	Rangga Ardi Saputra	80
8.	M. Baghoni	60
9.	M. Faisal Amrudin	40
10.	Rida Diana Maulida	60
11.	Risa Bintang Najiha	80
12.	Rian Anwar	60

Table 4.4

The result of Posttest in cycle II

No.	Name of Students	Scores
1.	Ahmad Azis Sulaiman	80
2.	Bima Akmal Fabio	80
3.	Fahmina Tri A.R.	80
4.	Indana Karimatu Niswah	60
5.	Mikail Abdullah	30
6.	Mouica Wardatul Ummah	80
7.	Rangga Ardi Saputra	100
8.	M. Baghomi	100
9.	M. Faisal Amrudin	60
10.	Rida Diana Maulida	80
11.	Risa Bintang Najiha	80
12.	Rian Anwar	60

b. Mean of pretest and posttest.

Mean of pretest:

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

$$M = \frac{740}{12}$$

$$M = 61,67$$

Mean of post test:

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

$$M = \frac{940}{12}$$

$$M = 78,33$$

4. Reflection

After analyzing the result of action II, the teacher concluded that the students can mastery their vocabulary. They can answer the question well. It is also easy for them to remember words in English than before. The teacher realizes that some students are interest to mastery their vocabulary through motion pictures that consist of motion pictures and full color. It is necessary for her to continue. This mode presentation, the writer, therefore continued to next cycle (cycle III).

C. Cycle III

Based on the result of cycle I and cycle II, it is necessary for the writer to continue the next cycle.

I. Planning

- a. Preparing materials, making lesson plan, and designed the steps in doing the action,
- b. Preparing list of the students' name.
- c. Preparing teaching aids (e.g. motion pictures)
- d. Sheets for classroom observation.
- e. Test (oral test, pretest ad posttest).

2. The implementation of the action

On the Saturday, eight teen of July 2011, the teacher (the writer) entered his English class. The steps were as they did before (sound and showing the motion pictures, repetition, and written form). There were still many problem in cycle II, some students had wrong pronunciation, wrote

some words wrongly. Before she continued the lesson she asked the students to repeat some words from the words studied before.

The theme in cycle III is the numbers of telephone. The teaching learning process was as follow:

Anak-anak, sebelum kita belajar vocabulary tentang nomer telephone, kerjakan soal-soal ini selama 20 menit! (Students, before we studied vocabulary about the telephone, numbers do this questions (pretest) for about 20 minutes!), and she 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 finished doing the pretest, she collected and began to tough them. She asked the students: *sebutkan angka 1 sampai 20!* (Mention of the number 1 until 20!), the students answered together in English. Then the teacher told: *karena tema pelajaran kita hari ini nomer telephone, saya bertanya apa bahasa ingrisnya kosong?* (Because the theme our lesson today is the telephone numbers, I ask you zero in English is? All of the students just keep silent").

Then the teacher said: *kosong* is zero, the students followed and repeated it. The teacher asked the students about the words of the number not serially and the students answer it.

After the teacher showed motion pictures and the students copied in their note book, so the teacher said that time was up to wrote. The teacher gave them to do posttest for about 20 minutes. After the students finished did the posttest, the teacher asked them to submit it. Teacher told

“The time was up”. And the teacher said goodbye and the students answered goodbye together.

3. Observation

The teacher observed in the third action, while she was monitoring, she helped the students when they got difficulties. She was tired to activate the students who were still quiet in repeating the words said the teacher by giving guidance.

The teaching learning process in action III was increasing, the students who said words incorrectly, they can say correctly. In written form, there were a few students who found difficulties. The teaching learning process was very active.

By observing the teaching learning process in cycle I, cycle II, and cycle III, she concludes that motion pictures can make students to mastery their lesson about vocabulary. The student's vocabulary mastery can be seen through the result of activity from cycle I, cycle II, and cycle III.

Furthermore, the writer by analyze the students' vocabulary mastery by Mean calculation. The steps are follows:

- a. The result of pretest and posttest

Table 4.5

The Result of the Pretest in Cycle III

No.	Name of Students	Scores
1.	Almad Azis Sulaiman	80
2.	Bima Akmal Fabio	60
3.	Fahmina Tri A.R.	60
4.	Indana Karimatu Niswah	60
5.	Mikail Abdullah	60

No.	Name of Students	Scores
6.	Monica Wardatul Ummah	100
7.	Rangga Ardi Saputra	100
8.	M. Baghomi	80
9.	M. Faisal Arrudin	60
10.	Rida Diana Maulida	60
11.	Risa Bintang Najiha	100
12.	Rian Anwar	60

Table 4.6

The Result of the Posttest in Cycle III

No.	Name of Students	Scores
1.	Ahmad Azis Sulaiman	80
2.	Bima Akmal Fabio	80
3.	Fahmina Tri A.R.	80
4.	Indana Karimatu Niswah	60
5.	Mikail Abdullah	80
6.	Monica Wardatul Ummah	100
7.	Rangga Ardi Saputra	100
8.	M. Baghomi	100
9.	M. Faisal Arrudin	80
10.	Rida Diana Maulida	80
11.	Risa Bintang Najiha	100
12.	Rian Anwar	80

b. Mean of the pretest and posttest

From the data above, the writer calculates the Mean of pretest and posttest.

Mean of pretest:

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

$$M = \frac{480}{12}$$

$$M = 73$$

Mean of post test:

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

$$M = \frac{1120}{12}$$

$$M = 85$$

4. Reflection

After analyzing the result of cycle I, cycle II, and cycle III, it can be concluded that using motion pictures can increase the interest of students to involve actively in learning vocabulary to mastery vocabulary lesson in the class. The result of the written test is also good.

The result of the pretest and posttest were used to know the score of student's vocabulary mastery. As stated before there were three cycles in this action research, each cycle used pretest and posttest. I retest and posttest of cycle I consist of 20 test item, cycle II consist of 5 test items, and cycle III consist of 5 test items. All of items of the test can be seen in the appendix. The write gave pretest to students before tough. oral test gave in the teaching learning process and gave posttest after teaching learning process for each cycle. She also gave opportunity to the students to ask about lesson that they not yet understand.

D. Discussion

From the result of analyze in cycle I, cycle II, and cycle III, the writer will analyze the students' improvement from cycle I to cycle II. The improvement as follows:

Table 4.7

The Analyze of Students' Improvement

Remark	Mean of Pretest	Mean of Post Test	Degree of improvement
Cycle I	36,67	70	33,33
Cycle II	61,67	78,33	16,65
Cycle III	73	85	12

From the statement above, the writer can see that the Mean between pretest and posttest has a significant difference, where posttest are greater than pretest. There are degree of improvement between pretest and posttest, in cycle I, cycle II, and cycle III. In cycle I= 33,33, cycle II= 16,65, and cycle III= 12. It shows that motion pictures give improve in students' vocabulary mastery, because the students' vocabulary mastery has been increase after the situation did the motion pictures method. It means that motion pictures method is appropriate with the situation and condition of students in MI Global in learning English especially in vocabulary. Besides, the students are more interested and involved actively in teaching learning process.

From this research, motion pictures method can improve the students' vocabulary mastery, so the writer proof that motion pictures method is useful in the teaching learning process especially in teaching vocabulary.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

This research is proposed to answer of the using motion pictures method toward students' vocabulary mastery. The result of the research are follows:

1. The students' vocabulary mastery of second grades in MI Global in academic year 2010/2011 before using motion pictures method teaching learning process of English lesson especially in vocabulary can be seen the result of mean calculation with mean calculation with M of pretest in the cycle I: 36,67 , M of pretest cycle II = 61,67 . M of pretest cycle III = 73. It is still poor, because cycle I and cycle 3 not yet fulfill the passing grade.
2. The students' vocabulary mastery of second grades in MI Global in academic year 2010/2011 after using motion pictures method in teaching learning process of English lesson especially in vocabulary can be look at the result of mean calculation with M of posttest cycle I = 70 . M of posttest cycle II = 78,33, M of posttest cycle III = 85. Therefore, there is a significant different between pretest and posttest Mean. It is good, because cycle I until cycle 3 fulfill the passing grade.
3. There is a significant difference of degree of improvement between pretest and posttest, in cycles I= 33,33, cycle II= 16,65, and cycle III= 12 of using motion pictures method to improve students' vocabulary mastery of the

second grades in the MI Global in academic year 2010/2011. The result is very significant to improve students' vocabulary mastery to children in the elementary school.

B. Suggestion

Based on the result of the study and conclusion, the writer would like to suggest as follows:

1. To the teachers

They should enhance their ability in teaching English especially when he taught using motion pictures method to improve vocabulary mastery, so the students will remember the words easily. The teacher should teach vocabulary effectively. So, teacher's role on teaching learning process can influence students in improving their vocabulary mastery. Beside, the teacher asked the students to study English continually.

2. To the students

Students should always be active in teaching learning process and are not afraid of English lesson; students should study English continually in classroom and in their home. When the teach vocabulary, the students pay attention to the teachers' explanation.

3. To the following researchers

It has been known from the result of the study using motion pictures method that it can improve the students' vocabulary mastery. Here by it hoped that the result of the study makes the English teacher use an

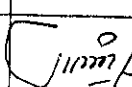
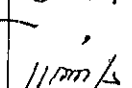
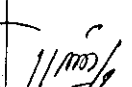
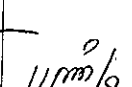
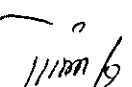
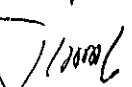
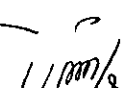
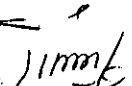
appropriate teaching mode of presentation on improving students' vocabulary mastery. Based on the explanation the writer would like to suggest other writer, the result of the study can be use as additional reference for further research with the different sample and occasions.

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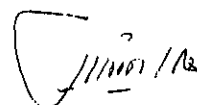
LEMBAR KONSULTASI SKRIPSI

NAMA MAHASISWA : SRI LESTARI
 NIM : 11307046
 PEMBIMBING : Hammam, M.Pd.
 JUDUL : The Use of Motion Pictures Method to improve Students' Vocabulary Mastery (A classroom Action Research in the Second Grade Students of MI Global in the Academic Year 2011/2012)

NO	TANGGAL	ISI KONSULTASI	CATATAN PEMBIMBING	PARAF
1.	23/03/2011	Proposal	- Revise the title - Check grammar	
2.	30/03/2011	Proposal	Proposal fee.	
3.	6/04/2011	Chapter I	change the problem statement.	
4.	20/04/2011	Chapter I 2.4	- Chapter I fee - Chapter II, grammar	
5.	04/05/2011	Chapter II 2.11	- Chapter II fee - Check grammar - Distinction for books	
6.	20/07/2011	Chapter IV	fee chapter - Passing grade - eye - tables form for non English	
7.	10/09/2011	Chapter V	fee chapter IV	
8.	24/09/2011	Chapter I - V	fee	

CATATAN:
SETIAP KONSULTASI LEMBAR INI HARUS DIBAWA

PEMBIMBING



Hammam, M.Pd.

1973 0610 2000 03



LEMBAGA PENDIDIKAN MA'ARIF NU KOTA SALATIGA

MADRASAH IBTIDAIYAH

MA'ARIF GLOBAL

BLOTONGAN KEC.SIDOREJO KOTA SALATIGA

ISLAMIC GLOBAL ELEMENTARY SCHOOL

Jl. Arwana No. 04, Blotongan Salatiga 50715 Telp.(0298)315637 e-mail : islamicglobal@gmail.com

SURAT KETERANGAN

Nomor : ML01/020/IX/2011

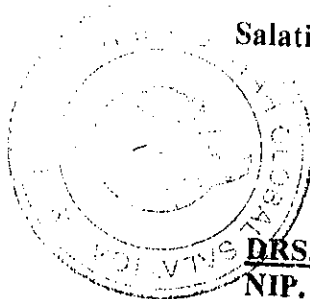
Yang bertanda tangan di bawah ini Kepala Madrasah Ibtidaiyah Ma'arif Global Kecamatan Sidorejo Kota Salatiga, menerangkan bahwa :

Nama : Sri Lestari
Tempat/Tgl Lahir : Kab. Semarang, 12 Agustus 1989
Pekerjaan : Mahasiswa
NIM : 11307046

Yang bersangkutan adalah benar-benar telah mengadakan **observasi pembelajaran bahasa Inggris di kelas II.**

Demikian surat keterangan ini diberikan untuk dipergunakan seperlunya dan apabila ternyata terdapat kekeliruan dalam keterangan ini akan dibetulkan sebagaimana mestinya.

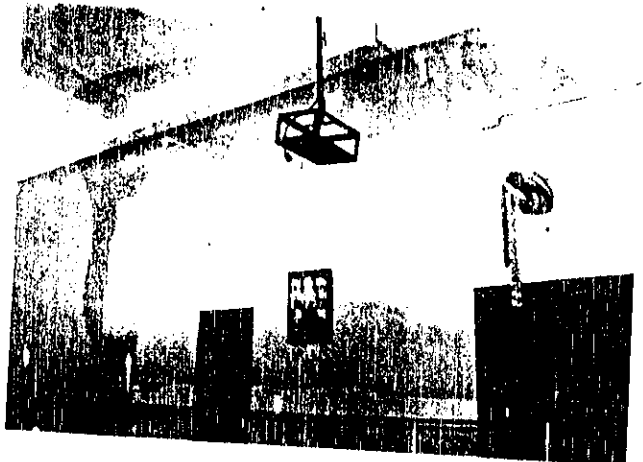
Salatiga, 23 September 2011



DRS. IBRAHIM ALFIAN
NIP. 19660408200701 1 035







LESSON PLAN

School : MI Global Salatiga
Subject : English
Class/Semester : II/1
Meeting : 1
Time allocation : 2 x 35 minutes

Competence standard and basic competence :

Speaking

- Speak the simple instruction and information in the class.
- Communication by action related to number 1-20.

Indicators :

The students can:

- Identify pronunciation that listened.
- Receive by write the number that listened.
- Calculate the sum of thing base on the pictures.
- Lists name of the number 1-20 by speak pronunciation correctly.
- Read loudly the name of number 1-20 and by pronunciation correctly.
- Spell and copies the name of number 1-20 by pronunciation correctly.

I. Objective :

The students can interaction by spoken and written with teacher and other friends about the number 1-20.

II. Subject matter :

Theme: number

1 = one	11 = eleven
2 = two	12 = twelve
3 = three	13 = thirteen
4 = four	14 = fourteen
5 = five	15 = fifteen
6 = six	16 = sixteen
7 = seven	17 = seventeen
8 = eight	18 = eighteen
9 = nine	19 = nineteen
10 = ten	20 = twenty

III. Teaching method

- Demonstration by motion pictures
- Question and answer

IV. Learning activities

a. pre-activities

- opening the meeting by greeting
- lead the students to pray together
- call them one by one to fill the present

b. uppercase

- apperception
- teacher gives pre-test

c. main activities

- Teacher explains about the number 1-20 in English.
- Teacher asks the students to check their understanding about the number 1-20 in English.

d. past activities

- Teacher gives post test.

V. Media and sources:

Media : LCD and laptop

Sources : Grow with English by Mukarto

VI. Evaluation

Technique : written test

Form : essay

Instrument :

1 = ...	11 = ...
2 = ...	12 = ...
3 = ...	13 = ...
4 = ...	14 = ...
5 = ...	15 = ...
6 = ...	16 = ...
7 = ...	17 = ..
8 = ...	18 = ...
9 = ...	19 = ...
10 = ...	20 = ...

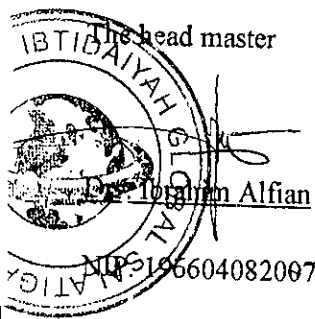
Scoring

Maximum score : $5 \times 2 = 10$

Students score : maximum achievement $5 \times 2 = 10$

Acknowledge,

The head master



Drs. Idris Alfian

NIP. 19660408200701 1 035

Salatiga, 27 juli 2011

Teacher

A handwritten signature in black ink, appearing to be "Sri lestari".

Sri lestari

LESSON PLAN

School	: MI Global Salatiga
Subject	: English
Class/Semester	: II/1
Meeting	: 2
Time allocation	: 2 x 35 minutes

Competence standard and basic competence :

Writing

- Spell and copies the simple sentences in the class.
- Spell and copies the name of number 1-20 correctly and ask about the calculation of number correctly.

Indicators

The students can:

- Identify pronunciation that listened.
- Receive by write the number that listened.
- Calculate the sum of thing base on the motion pictures.
- Lists name of the number 1-20 by speak pronunciation correctly.
- Read loudly the name of number 1-20 and calculate the number by pronunciation correctly.
- Spell and copies the calculation number by pronunciation correctly.

I. Objective

The students can interaction by spoken and written with teacher and other friends about calculation number.

II. Subject matter:

Theme: number

One and two = three

Two and three = five

III. Teaching method

- Demonstration by motion pictures
- Question and answer

IV. Learning activities

e. pre-activities

- opening the meeting by greeting
- lead the students to pray together
- call them one by one to fill the present

f. uppercase

- apperception
- teacher gives pre-test

g. main activities

- Teacher explains about calculation number in English.
- Teacher asks the students to check their understanding about the calculation number in English.

h. past activities

- Teacher gives post test.

V. Media and sources:

Media : LCD and laptop

Sources : Grow with English by Mukarto

VI. Evaluation

Technique : written test

Form : essay

Instrument :

Answer the question:

1. one and two = three
2. four and three = seven
3. ten and five = fifteen
4. four and nine = thirteen
5. eight and three = eleven

Answer

1. one and two = three
2. four and three = seven
3. ten and five = fifteen
4. four and nine = thirteen
5. eight and three = eleven

Scoring

Maximum score : $5 \times 2 = 10$

Students score : maximum achievement $5 \times 2 = 10$

Acknowledge,

Salatiga, 27 juli 2011

Teacher



Sri lestari

The head master



Mrs. Ibrahim Alfian

NIP. 19660408200701 1 03

LESSON PLAN

School	: MI Global Salatiga
Subject	: English
Class/Semester	: II/1
Meeting	: 3
Time allocation	: 2 x 35 minutes

Competence standard and basic competence :

Writing

- Spell and copies the simple sentences in the class.
- Spell and copies the name of the telephone number correctly and ask about the telephone number correctly.

Indicators

The students can:

- Identify pronunciation that listened.
- Receive by write the number that listened.
- Calculate the sum of thing base on the pictures.
- Lists name of the telephone number by speak pronunciation correctly.
- Read loudly the name of the telephone number by pronunciation correctly.
- Spell and copies the name of the telephone number by pronunciation correctly.

I. Objective

The students can interaction by spoken and written with teacher and other friends about the number the telephone number.

II. Subject matter:

Theme: number

Arya : Nina, what's your phone number?

Nina : 561849

Arya : Thank you

III. Teaching method

- Demonstration by motion pictures
- Question and answer

IV. Learning activities

i. pre-activities

- opening the meeting by greeting
- lead the students to pray together

- call them one by one to fill the present

j. uppercase

- apperception

- teacher gives pre-test

k. main activities

- Teacher explains about the number telephone number in English.

- Teacher asks the students to check their understanding about the telephone number in English.

l. past activities

- Teacher gives post test.

V. Media and sources:

Media : LCD and laptop

Sources : Grow with English by Mukarto

VI. Evaluation

Technique : written test

Form : essay

Instrument :

Write the telephone number in English!

1. 085727701234

2. 344256

3. 085640052971

4. 337147

5. 368691

Answer

1. Zero – eight – five – seven – two – seven – seven – zero – one – two - three

2. Three – four – four – two – five - six

3. Zero – eight – five – six – four – zero – zero – two - five – nine- seven - one

4. Three – three – seven – one – four – seven

5. Three – six – eight – six – nine – one

Answer

1 = one

2 = two

3 = three

4 = four

5 = five

6 = six

7 = seven

8 = eight

9 = nine

10 = ten

11 = eleven

12 = twelve

13 = thirteen

14 = fourteen

15 = fifteen

16 = sixteen

17 = seventeen

18 = eighteen

19 = nineteen

20 = twenty

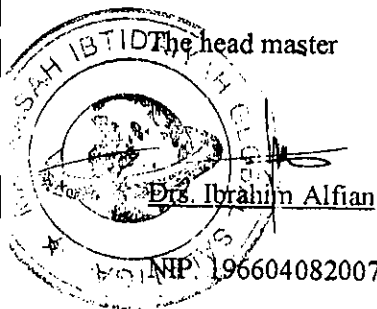
Scoring

Maximum score : $20/2 = 10$

Students score : maximum achievement / 2 = 10

Acknowledge,

The head master



Salatiga, 27 juli 2011

Teacher

A handwritten signature in black ink, appearing to read "Sri lestari".

Sri lestari

Name :

Class :

Write the telephone number in English!

1. 085727701234

2. 344256

3. 085640052971

4. 337147

5. 368691

Name :

Class :

Answer the question:

1. one and two =

2. four and three =

3. ten and five =

4. four and nine =

5. eight and three =

Name :

Class :

Please write this number in English

1 = ...

11 = ...

2 = ...

12 = ...

3 = ...

13 = ...

4 = ...

14 = ...

5 = ...

15 = ...

6 = ...

16 = ...

7 = ...

17 = ...

8 = ...

18 = ...

9 = ...

19 = ...

10 = ...

20 = ...



Nomor : Sti.24/K-1/TL.01/1740/2011

29 Juli 2011

Lamp : Proposal Penelitian.

Hal : Izin Penelitian

Kepada
Yth Kepala MI Global
di Salatiga

Assalamualaikum w.w.

Yang bertanda tangan di bawah ini, kami menerangkan bahwa :

Nama : Sri Lestari
NIM : 11307046
Mahasiswa : Sekolah Tinggi Agama Islam Negeri (STAIN) Salatiga
Jurusan : Tarbiyah
Program Studi : Tadris Bahasa Inggris (TBI)

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

Adapun judul yang diambil adalah
THE INFLUENCE OF MOTION PICTURES TOWARD STUDENTS'
VOCABULARY MASTERY (A CASE STUDY IN THE SECOND GRADE
STUDENTS' OF MI GLOBAL SALATIGA IN YHE ACADEMIC YEAR
2011/2012

Dengan Pembimbing : Hammam. P. Pd
Asisten Pembimbing :

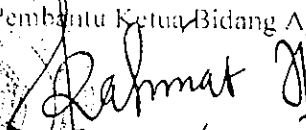
Untuk penyelesaian Skripsi tersebut, kami mohon Bapak/Ibu memberi izin kepada mahasiswa tersebut untuk mengadakan penelitian guna memperoleh data atau keterangan dan bahan yang diperlukan di MI Global, mulai tanggal 29 Juli 2011 s.d. selesai.

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

Wassalamualaikum w.w.

a.n. Ketua

Pembantu Ketua Bidang Akademik


Rahmat Hariyadi, M.Pd.
NIP. 19670112 199203 1 005

CURRICULUM VITAE

Name : Sri Lestari
Place and birth : Kab. Semarang, 12 august 1989
Address : Doplang I, Rt 06 Rw 04 pakis Kec. Bringin Kab.
Semarang 50772
Education : SD N I Pakis, graduated in 2001
SMP N 2 Bringin, graduated in 2004
SMK PGRI 2 Salatiga, graduated in 2007

DAFTAR NILAI SKK

Dosen PA : Bp. Mukti Ali, S.Ag, M.Hum

Nama : Sri lestari

NIM : 11307046

Jurusan : TBI

No.	Jenis kegiatan	Pelaksanaan	Status	Nilai
1.	OPSPEK	28-31 Agustus 2007	Peserta	3
2.	SK kepengurusan DEMA	2010-2011	Pengurus	5
3.	SK Panitia OPAK 2010	Agustus 2010	Panitia	4
4.	SK Panitia OPAK 2011	Agustus 2011	Panitia	4
5.	Diskusi ramadhandan buka bersama	26 september 2007	Peserta	2
6.	Seminar nasional (terpesona disidrotulmuntaha)	15 Juli 2011	Peserta	6
7.	Sertifikat ILAIK	11-26 Pebruari 2011	Peserta	3
8.	Sertifikat TOEFL	25 Januari- 10 Pebruari 2011	Peserta	3
9.	LAKMUD IPNU-IPPNU PC Semarang	28-29 Maret 2009	Peserta	3
10.	Semalam sehat dan temu alumni PMH	21 September 2008	Panitia	3
11.	Seminar pembiayaan pendidikan kota salatiga	25 Maret 2009	Peserta	2
12.	001 OPAK.A.SEMA. STAIN. IX 2009	18-20 September 2009	Pemantau	4
13.	Bedah film lascar peangi dan penggalangan dana	4 April 2009	Peserta	2

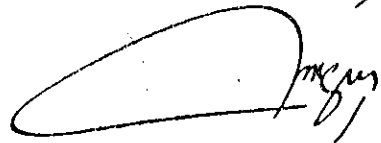
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14.	Public hearing SEMA	1 Desember 2009	Panitia	3
15.	Seminar nasional "demokrasi, kepemimpinan nasional dan masa depan indonesia	22 April 2009	Peserta	6
16.	Seminar interpreneur goes to campus 2009	3 Juli 2009	Peserta	2
17.	Seminar POLMAS	21 April 2010	Peserta	2
18.	Workshop legal drafting	30 Maret 2009	Peserta	3
19.	MAPABA PMII 2009	22 November 2009	Panitia	4
20.	Seminar CEC	8 April 2009	Peserta	2
21.	Seminar nasional HMJ Syariah	28 Pebruari 2008	Peserta	6
22.	MAPABA PMII 2007	20 November 2007	Peserta	3
23.	Seminar nasional (kepemimpinan demokrasi & politik pendidikan untuk kerjasama rakyat)	23 April 2008	Peserta	6
24.	Bedah buku kaummuda menatap masa depan Indonesia.	27 November 2008	Peserta	2
25.	MAPABA II 2008	04-06 April 2008	Panitia	4
26.	Kuliah umum dan dialog kerjasama ASEAN	10 pebruari 2009	Peserta	2
27.	Legal drafting	23-24 maret 2010	Panitia	4
28.	Semiar regional oleh SEMA	22 Maret 2010	Panitia	5
29.	Diskusi interaktif KOPRI PMII	23 April 2010	Panitia	3

30.	Saraschan keagamaan oleh DEMA	9 September 2008	Peserta	2
Jumlah				103

Salatiga, 22 September 2011

Mengetahui

Ketua Bidang Kemahasiswaan



H. Agus Waluyo, M.Ag
/NIP. 1975021 1200003 1 001