DEVELOPING STUDENTS’ VOCABULARY POWER ON PAST FORM THROUGH FAIRY TALES
(A Classroom Action Research at Eighth Grade of SMPN 23 Semarang in the
Academic Year of 2010/2011)

A Final Project
Submitted in partial fulfillment of the requirement
For the degree of Bachelor of Education
in English Language Education

By:

ABDUL BASIR
Student’s Number: 063411074

TARBIYAH FACULTY
WALISONGO STATE INSTITUTE FOR ISLAMIC STUDIES
SEMARANG
2010
DEAR SIR, Dean of Tarbiyah Faculty State Institute for Islamic Studies (IAIN Walisongo Semarang)

Assalamu Alaikum Wr. Wb.

After correcting it whatever extent necessary, we state that the final project belongs to the student as follows:

Name: Abdul Basir
Student’s Number: 063411074
Department: English
Title: Developing Students’ Vocabulary Power on Past Form through Fairy Tales (A Classroom Action Research at Eighth Grade of SMPN 23 Semarang in The Academic Year of 2010/2011)

Wassalamu Alaikum Wr. Wb.

Semarang, December 13, 2010

Advisor I
Siti Tarwiyah, M. Hum.
NIP. 197211081999032001

Advisor II
Drs. H. Abdul Wahid, M. Ag.
NIP. 196911141994031003

The Team of Examiner

Chairwoman,
Siti Tarwiyah, M. Hum.
NIP. 197211081999032001

First Examiner,
Dr. H. Ruswan, M. A.
NIP: 196802421993031004

Secretary,
Ahwan Fanani, M. Ag.
NIP. 197809302003121001

Second Examiner,
Dra. Hj. Siti Mariam, M. Pd.
NIP: 196507271992032002

Advisor I
Siti Tarwiyah, M. Hum.
NIP. 197211081999032001

Advisor II
Drs. H. Abdul Wahid, M. Ag.
NIP. 196911141994031003
Dear Sir, Dean of Tarbiyah Faculty
State Institute for Islamic Studies
(IAIN Walisongo Semarang)

Assalamu’alaikum Wr. Wb.

After correcting it whatever extent necessary, we state that the final project belong to student as bellow:

Name : Abdul Basir
Student’s Number : 063411074
Department : English
Title : Developing Students’ Vocabulary Power on Past Form through Fairy Tales (A Classroom Action Research at Eighth Grade of SMPN 23 Semarang in the Academic Year of 2010/2011)

is ready to be submitted to join last examination.

Wassalamu’alaikum Wr. Wb.

Semarang, December 14th, 2010
Advisor I
Siti Tarwiyah, M. Hum.
NIP. 197211081999032001

Advisor II
Drs. H. Abdul Wahid, M. Ag.
NIP. 196911141994031003
“Indeed in their stories, there is a lesson for men of understanding. It (the Qur’an) is not a forget statement but a confirmation of (Allah’s existing books) which were before it (i.e. the Taurat, the Injeel and and other Scriptures of Allah) and a detailed explanation of everything and guide and a mercy for the people who believe.”

---

DEDICATION

The final project is dedicated to:

❖ My father and mother (Khasan Bisri and Naimah) who always support emotionally and materially with prayer, love, and patience.

❖ My honorable teacher KH. M. Nasir MH and his family who always motivate and pray the writer to do the best things in life.

❖ My sisters and brothers, (Umi Sa’adah, Ismiyati, A. Zaenuri, Nur Faizah, and Luluk Barokah) who always support and motivate the writer to finish this thesis.


❖ My dearest friends Suhardiman, Hadi, Hanafi, Aziz, faul, Hasan, Indah and all of Students TBI ‘06. Thanks for helping, without your generous participation this thesis would not have been completed in its present form. I love you all.

❖ Someone who is always in my heart.

❖ All my friends.
A FINAL PROJECT STATEMENT

I certify that this final project is definitely my own work. I am completely responsible for the content of this final project. Other writers’ opinions or findings included in the final project are quoted or cited in accordance with ethical standards.

Semarang, December 13th 2010

The Writer

ABDUL BASIR
NIM: 063411074
ABSTRACT


Key word: past form, fairy tales, develop, students’ vocabulary power.

The background of the study in this research is that some students are interested in studying English. Other students are still confused and difficult to understand English, because of limited vocabulary. The students are still confused about past form because they have less vocabulary of it. The teacher still uses conventional method (teacher center) and uses monotonous resources (LKS). To develop students’ vocabulary on past form, the teacher can use fairy tales to help her in teaching learning process.

The problems of this research can be stated as follow:
1. How are fairy tales implemented to improve students’ vocabulary power on past form?
2. How is the improvement of students’ vocabulary power on past form after being taught with fairy tales?

The objectives of this study are (1) To describe the implementation of fairy tales to improve students’ vocabulary power on past form, (2) To improve the students’ vocabulary power on past form after being taught through fairy tales.

The study was conducted at SMPN 23 Semarang in the academic year of 2010/2011. The subject of this study was the students of eighth grade in class VIII D. the number of the students was forty. The research design used was classroom action research. The researcher conducted preliminary research and three cycles in classroom action research. The data from the observation that had been done in every cycle were analyzed in descriptive explanation while the data from test explained quantitatively. The data collection was done using observation and test.

The result shows in preliminary, there were about 44% or half of students give attention and response maximally to the teacher, the average of the students’ achievement was 56.5. In the first cycle there were about 48% or still half of students were active in the class, but the average of the students’ achievement was 58. In the second cycle there were about 56% or many of students were active in the class, the average of the students’ achievement was 63.5. In the third cycle there were 76% or majority of students were active in the class, the average of the students’ achievement was 73.5. It can be said that fairy tales is an effective media to improve students’ vocabulary power on past form.

The result of this study is expected to be information for many teachers especially English teachers in teaching vocabulary so that they can produce students who master English well.
ACKNOWLEDGEMENT

First and foremost, the writer would like to express gratitude to Allah SWT, the Almighty God for the blessing, kindness, and inspiration in lending me to accomplish the final project. Without Him, the writer couldn’t stay patient and in control in writing this final project from the first page to the last page.

Shalawat and salam for the Prophet Muhammad who brings us from darkness to the brightness.

The writer realizes that the writer cannot complete this final project without the help of others. Many people have helped me during the writing this final project and it would be impossible to mention of all them. The writer wishes, however, to give my sincerest gratitude and appreciation to:

1. Dr. Suja’i, M. Ag., as the Dean of Tarbiyah Faculty.
2. Siti Tarwiyah, M. Hum. as the Head of English Department who also as the my first advisor and Drs. H. Abdul Wahid, M. Ag. as the my second advisor for their patience in providing careful guidance, helpful corrections, very good advice as well as suggestion and encouragement during the consultation.
3. Lectures in English Department of Tarbiyah Faculty for valuable knowledge, guidance, and advices during the years of my study.
4. Library official who always give good service related with the references in this thesis so that the writer could done this thesis well.
5. Drs. S. Agung Nugroho, MM. as the Headmaster SMP N 23 Semarang who had allowed me to carry out the research in his school. Ratinah Asmantika, S. Pd. as the English teacher of VIII D who had helped me in conducting the research in her class, and the students of 8th grade class D, thanks for the cooperation, and also the school administration staff.
6. All of my friends at English Department of Tarbiyah faculty State Institute of Islamic Studies Walisongo Semarang who gave me a lot of assistance. Thanks a lot for cooperation.
8. All of my friends in TBI ‘06, team KKN posko 33 Sidorejo and team PPL at Mts. NU Nurul Huda Semarang.

9. Last but not least, those who cannot be mentioned one by one, who have supported the writer to finish this thesis.

Finally, the writer realizes that this thesis is far from being perfect; therefore, the writer will happily accept constructive criticism in order to make it better. The writer hopes that this thesis would be beneficial to everyone. Amin

Semarang, December 1st 2010
The Writer,

ABDUL BASIR
NIM: 63411074
TABLE OF CONTENT

PAGE OF TITLE ................................................................................................. i
ADVISOR APPROVAL........................................................................................ ii
RATIFICATION ............................................................................................... iii
ABSTRACT ....................................................................................................... iv
A FINAL PROJECT STATEMENT ..................................................................... v
MOTTO ............................................................................................................. vi
DEDICATION .................................................................................................... vii
ACKNOWLEDGEMENT ................................................................................... viii
TABLE OF CONTENTS .................................................................................. x
LIST OF APPENDICES ................................................................................... xiii

CHAPTER I : INTRODUCTION
A. Research Background .............................................................. 1
B. Definitions of the Key Term .......................................................... 4
C. Reasons for Choosing The Topic .................................................. 5
D. Research Questions ................................................................. 6
E. Objective of The Study ................................................................. 6
F. Pedagogical Significance ......................................................... 6
G. Limitation of The Study ............................................................. 7

CHAPTER II: REVIEW OF RELATED LITERATURE
A. Theoretical Review
   1. Concept of Vocabulary
      a. Definition Vocabulary ......................................................... 8
      b. Kinds of Vocabulary .......................................................... 9
   2. Teaching Vocabulary
      a. Some Technique in Teaching Vocabulary ....................... 10
      b. The Aspects of Lexis that Ned to be Taken in Teaching
         Vocabulary ................................................................. 13
      c. The Principle In Teaching and Learning Vocabulary .......... 15
   3. The Students Vocabulary Power ............................................. 16
4. Past Form in English ..................................................... 19
   a. Definition and The Form of Past Form .................... 19
   b. Kinds of Past Form.................................................. 20
5. Fairy Tale.................................................................... 21
   a. The Definition of Fairy Tale ................................... 21
   b. The Elements of Fairy Tale................................. 23
6. Fairy Tale in Teaching Vocabulary.............................. 24
   a. The Role of Fairy Tale in Developing Vocabulary .. 24
   b. Teaching Vocabulary Using Vocabulary............... 25

B. Previous Research.......................................................... 28

CHAPTER III: METHODS OF INVESTIGATION

A. Participant ................................................................. 30
B. Setting of the Study ..................................................... 30
C. Research Method.......................................................... 30
   1. Design of Research............................................... 30
   2. Characteristics of A Classroom Action Research ....... 31
   3. Aim of An Action Research...................................... 32
   4. Model of Classroom Action Research...................... 32
D. Research Approach....................................................... 35
E. Focus of The Research................................................... 35
F. Collaborator.................................................................. 36
G. Data Collection Technique............................................ 36
H. Instrument of The Study ............................................... 37
I. Technique of Data Analysis........................................... 39
J. Procedure of Collecting Data........................................ 40

CHAPTER IV: RESEARCH FINDINGS AND ANALYSIS

A. Finding of The Research............................................... 45
   1. Preliminary Research............................................... 45
   2. First Cycle ........................................................... 46
   3. Second Cycle........................................................ 49
   4. Third Cycle.......................................................... 51
CHAPTER V: CONCLUSION

A. Conclusion ....................................................................... 68
B. Recommendation.............................................................. 69

REFERENCES
APPENDICES
LIST OF APPENDICES

Appendix 1  : Table of Research Schedule
Appendix 2  : Table of Observation Check List
Appendix 3  : The list of Students at VIII D
Appendix 4  : Lesson Plan Cycle 1
Appendix 5  : Lesson Plan Cycle 2
Appendix 6  : Lesson Plan Cycle 3
Appendix 7  : Cycle 1
Appendix 8  : Cycle 2
Appendix 9  : Cycle 3
Appendix 10 : The Answer Key
Appendix 11 : The Result of Whole Test
Appendix 12 : Curriculum Vitae
A. Background of The Study

Language is very important to express something and to communicate with other. In Indonesia, English is the first foreign language which is taught in the schools since English has become an international language and used by most communities in the world.

Every social group has different language, for example, a group of people who were born and live in England, speak English as their native language, and the group of people who were born and live in Indonesia, speak Indonesian. As Allah says in A Holy Qur’an surah Ar-room: 22

\[
\text{الروم : (وَتَغْلِبُ النَّاسُ عَلَيْهِمْ وَيَتَوَلَّىพวกเขา وَيَعْمَلُونَ فَتَحْيَاءُنَبْتَانَ))}
\]

“And of His signs are the creation of the heavens and the earth, and the diversity of your tongues and colors: surely there are signs in this for all mankind”. ²

English as an international language used as a tool for communication in daily life and in academic, functioned as a first, second or foreign language. In Indonesia, English is a foreign language and formally it is taught in school from elementary school until university.

English is one of the compulsory subjects in Junior and Senior High Schools. Moreover, it has become an obligatory subject and as one of the subjects examined in the national examination (ujian nasional). It does not just play a role in students’ learning process, but also has an important role in modernization as an international language. Many people who cannot speak English take English course for their profession demands. This is a sign that

English has been an important language in pursuing a better career. According to Hammer that English has become a Lingua franca, although it is not the language with the largest number of native speakers.\(^3\)

In the learning process, one of the important parts in creating and understanding the language is vocabulary mastery. People cannot express their opinion and ideas in English without knowing its vocabulary. Low vocabulary also makes them unable to express their opinions properly.

In fact, many people cannot do without English in their business. They have to be able to communicate with others for their profession demand. With communication, people exchange useful information in life. Harmer states that a great deal of academic discourse around the world takes place in English. It is often a lingua franca of conferences, for example, and many journal articles in fields diverse as astrophysics and zoology have English as a kind of default language.

Therefore, developing vocabularies makes people able to create their language skills. They can choose appropriate words in spoken or written language. Langan states that a good vocabulary is a vital part of effective language communication. A command of many words will make you a better writer, speaker, listener, and reader. In contrast, a poor vocabulary seriously slows your reading speed and limits your comprehension.\(^4\)

In our country, Indonesia, English does not involve as one of the compulsory subjects at Elementary School that causes some students blind about English. The lesson has just been implemented at Elementary School recently. This case makes students at Junior High School think that English is something difficult to be learned.

According to Finoechiaro, teacher should need methods and techniques of teaching English as a second language to develop certain knowledge, skills,

---


and insight.\textsuperscript{5} In this case, teacher should be able to create learning atmosphere fun and interesting. Actually, teachers do not refuse to do the appropriate method in teaching English for students in order to get the goal of teaching process.

There are many factors that make the students’ vocabulary low. They come from internal factors and external ones. The internal factors mean factors which are from inside of the students themselves such as motivation, interest, intelligence, etc. And the external factors mean factors which are from outside of students that affect their learning process such as economic background, learning materials, and teachers’ performance including their teaching methods.

Teaching learning process should be varied to make students feel fun during the process. In language learning they need more than instruction and command from their teacher. This is a challenge for the teacher to be able to motivate the students to pay attention. There are many methods to make them attracted to follow the lesson. Alexander states that one of the most effective ways to develop vocabulary is to read widely in varied, suitable, and interesting materials.\textsuperscript{6}

The characteristic of students of SMPN 23 Semarang are different. Some of students are interested in studying English and other students are still confused and difficult to understand English, because of limited vocabulary they have. Their educational and family background are also different. Some of them take English course outside of school to improve their English. Some of them do not take the course because of financial limitation. How can they master such four skills as listening, reading, speaking, and writing with limited vocabulary of verb, noun, adjective, etc.

Based on preliminary research on Monday, August 16th 2010, Mrs. Ratinah Asmantika, S. Pd., the English teacher of eighth grade of SMPN 23 Semarang, said that the students’ interest and ability toward English subject were low because they thought that English is very difficult because of limited vocabulary they had for example students still confused about past form in changing from infinitive or verb 1. It might be caused of some possibility reasons, such as the less facility or method supported in English lesson for example there is no interested technique or media in teaching learning process. So, the writer hopes that by using fairy tales as media for teaching vocabulary, students will be more motivated, relaxed and interested in learning English. So, they can develop their vocabulary power on past form.

B. Definition of Key Term

Some key terms of this study are as follows:

1. Fairy Tales

   Fairy tales are a fictional story that may feature folkloric characters such as fairies, goblins, elves, trolls, giants, gnomes, and talking animals, and usually enchantments, often involving a far-fetched sequence of events.\(^7\)

2. Develop

   According to Oxford Dictionary that “develop is become or make something larger, more advanced, stronger, etc.”\(^8\)

3. Vocabulary

   According to the Oxford English Dictionary, vocabulary is: “(1) All the words that a person knows or uses, (2) All the words in a language, (3) List of words with their meaning, especially in a book for learning a foreign language.”\(^9\)

---


Mc Charty and O’Dell explain that English vocabulary has a remarkable range, flexibility and adaptability. It seems to have far more words in the core vocabulary than other language.\textsuperscript{10} Meanwhile, Kern added that vocabulary involve multidimensional knowledge of words. Although students must certainly learn basic word meaning, they must also learn how those basic meaning are contingent.\textsuperscript{11}

4. Power

Based on Oxford Dictionary, that “power is particular ability of the body or mind.”\textsuperscript{12} And other definition, “power is specific ability or faculty.”\textsuperscript{13} So, power is used to measure the strength of students’ vocabulary.

5. Past form

Past form is kind of verb that indicates an action in the past.\textsuperscript{14} It is also called by preterite, verb II, and simple past verb. And it is used in simple past tense specially. Moreover, simple past tense is one of language feature or generic structure in narrative text and fairy tales is one example of narrative text. So, it is necessary that past form as component of narrative text is taught at eighth grade of junior high school based on the syllabus of SMPN 23 Semarang as implementation of 2006 curriculum.

From the definition above, the writer uses the fairy tales as teaching media to make students’ vocabulary power especially past form more advanced and larger than before, in order to improve their language skills.

C. Reason for Choosing The Topic

The topic is based on the reasons:

\textsuperscript{12} Oxford University, \textit{op.cit.}, p. 235.  
1. The writer wants to know the teaching vocabulary on past form using fairy tales implemented at eight grade of SMPN 23 Semarang in the academic year of 2010/2011.

2. The writer wants to know the development of students’ vocabulary power on past form after being taught using fairy tales at eight grade of SMPN 23 Semarang in the academic year of 2010/2011.

D. Research Questions

The study is aimed at answering the following questions:

3. How are fairy tales implemented to improve students’ vocabulary power on past form?

4. How is the development of students’ vocabulary power on past form after being taught through fairy tales?

E. Objective of The Study

Based on the problem above, the aims of this study are as follows:

1. To describe the implementation of fairy tales to improve students’ vocabulary power on past form.

2. To improve the students’ vocabulary power on past form after being taught through fairy tales.

F. Pedagogical Significance

The result of the study is expected to be able to give the following benefits:

1. For the students

   After the teacher finds out the use of fairy tales to teach vocabulary, students are hoped to be easier in learning and developing their vocabulary power.

2. For the teacher
It may show for teacher that good learning strategy and using media can be interested in teaching and learning process.

3. For the readers
   They will get more information about teaching vocabulary through fairy tales from this research.

4. For the writer
   The writer will get new knowledge and experience in teaching vocabulary using fairy tales.

G. Limitation of The Study
   To limit the scope of the study, the writer will only discuss such as follows:
   1. This study will be done with the eighth grade students of SMPN 23 Semarang in the academic year of 2010/2011.
   2. This study is aimed at improving students' vocabulary power on past form through fairy tales.
CHAPTER II
REVIEW OF RELATED LITERATURE

A. Theoretical Review

1. Concepts of Vocabulary

a. Definition Vocabulary

To know what vocabulary is, this study would like to present several definitions as follows:

According to the Oxford English Dictionary, vocabulary is: “(1) All the words that a person knows or uses, (2) All the words in a language, (3) List of words with their meaning, especially in a book for learning a foreign language.”\(^{15}\)

Hornby says, “vocabulary is a total number of words which (with roles for combining them) make up a language.”\(^{16}\) This definition tells us not only the number of words one knows but also the rules for combining the words to make up a language. It means that vocabulary covers knowing the meaning of words and their uses in context.

And J. Charles Alderson and Lyle F. Bachman say, “vocabulary is a set of lexemes including single words, compound words and idioms.”\(^{17}\) And another definition said that “vocabulary is all the words used by particular person, or the words that exist in a particular language or subject.”\(^{18}\)

From the explanation above, the writer concludes that vocabulary means the total number of words including single words, compound words and idioms that individual knows and the rules for combining the words to


make up a language or used by particular person. When we only know the form and meaning, but do not know the implementation of vocabulary in sentences, our vocabulary will be useless. So, it is important to teach vocabulary first to the students. Because vocabulary plays a significant role in supporting the mastery of language skills such as listening, reading, speaking, and writing which are called by four skills of language. In order to communicate well in language, students should acquire an adequate number of words and should know how to use them accurately.

b. Kinds of Vocabulary

There are some opinions about kinds of vocabulary. One of them is proposed by Scott Thornbury, there are two kinds of vocabulary, namely receptive vocabulary and expressive vocabulary.19

1) Receptive vocabulary refers to the words which learners know when they listen and read or the words they know when learners receive from another. Receptive vocabulary can be called as passive vocabulary. Some ways to increase the receptive vocabulary ability, the first way is making some notes of the words and finding out the synonyms and antonyms, another way is looking in the dictionary.

2) Expressive vocabulary refers to the words which learners use when they speak or write, and it is called as active vocabulary. To increase this expressive vocabulary ability, the learners should try much their speaking and writing.

Besides that, Hary Craft explains that vocabulary is divided into receptive and productive vocabulary. Receptive vocabulary is the words that the students recognize and understand when they occur in the context, where as productive vocabulary is the words which the students understand, and then they can produce and use constructively in speaking and writing.20

---

Finoechiaro explains that students’ vocabulary can be divided into two kinds, they are: active vocabulary (the words in which the students can understand and pronounce the words correctly and use them constructively in speaking or writing); and passive vocabulary (the words in which students can recognize and understand while they are reading or listening to someone speaking, but they do not use the words in speaking or writing).  

Another opinion by Marianne Celce and Murcia Elite Olshtain, they say that there are two kinds of vocabulary: they are function words and content words.

1) The function words are those vocabulary items that belong to closed word classes (i.e. word classes that do not readily admit new items or lose old ones: pronouns, auxiliary verbs, prepositions, determiners and adverbs).

2) The content words are those vocabulary items that belong to open word classes (words classes that readily accept new words and discard old ones).

The content words can be divided into three general classes: (a) Words that refers to a person, a place or a thing that we might call them nouns, (b) Words that express an action, an event or a state are called verbs, (c) Words are used to describe the qualities of thing or action are called adjectives and adverbs.

2. Teaching Vocabulary
a. Some Techniques in Teaching Vocabulary

Brown has defined that technique is any of a wide variety of exercises, activities, or tasks used in the language classroom for realizing

---

lesson objectives. Other definition, "Techniques are way of doing something, especially one that needs special skills."

There is relationship among teaching approach, method, and technique. An approach is a set of assumptions dealing with the nature of language, learning, and teaching. Method is describing an overall plan for systematic presentation of language based upon a selected approach. Technique is the specific activities manifested in the classroom that were consistent with a method and therefore were in harmony with an approach as well.

From explanation above, the writer concludes that a method is smaller than an approach and it is bigger than a technique.

Ruth Gairns and Stuart Redman say, “There are many techniques of vocabulary teaching. There are: mime and gesture, visual aids, verbal explanation, and contextual guesswork.”

1) Mime and Gesture

In this technique, a teacher can use real object and command. In real object, the teacher can use something available in the classroom such as door, blackboard, chalk, clock and so on. In using command, a teacher can give command such as open the window, open your book, etc. Another example is teaching part of body, a teacher can give command such as raise your hand, put your left hand on your head, etc.

2) Visual Aids

In this technique, a teacher can use pictures, photographs, flashcards, and blackboard. One of the visual aids is blackboard. It is a writing the words and their meaning on the blackboard but there are undersized results.

---

24 Oxford University, *op.cit.*, p. 443.
Pictures for vocabulary teaching come from many sources. It can be from the magazine, newspaper or the students’ handmade. Pictures can be used to explain the meaning of vocabulary items. The meaning of vocabulary is in the students’ mind before he is given the English word because he can understand it from the picture which drawn.

3) Verbal Explanation

In this technique, a teacher should select and provide words will be taught based on the students’ level, the aim and the time allocated. A teacher can explain the synonym, antonym and definition of the words. The use of this technique is often a quick and efficient way of explaining unknown words, but usually the students become bored in teaching learning process.

4) Contextual Guesswork

In this technique, the students learn vocabulary from a text. The students can understand the meaning of difficult words from a text through deducing meaning from context, deducing meaning from form, word association and word formation.

Deducing meaning from context is looking the meaning of words through context in the sentences. For example, the word sailor in this sentence jack was a young sailor. He lived in England, but he was often away with his ship. The students will know the meaning of sailor from the context: He was often away with his ship.

Deducing meaning from form is looking the meaning of word based on the meaning of morpheme. For example, the word Freetown in the following sentence:

Jack’s first port was Freetown in Africa, and he sent Gloria a parrot from there.

The word free is translated as not controlled by somebody else, rules a government, etc, and the word town as a place with many
building and houses, larger than a village. So Freetown is a place that was not controlled by the government.

Word association is the ability to find the words that related to topic. For example, sailor, ship, voyage and port

Word formation is the ability to construct the word through affixation. It can be a prefix or suffix. For example, the word reached. It is reach added by the suffix –ed.

From explanation above, there are many techniques or methods can be used in teaching vocabulary. There is no the best method in teaching learning process. It is depend on subject matter such what language is, what culture is, about the students; and teacher thoughts about himself as a teacher and what teacher can do to help his students learn.26 It is very important for teacher to become aware of the thoughts that guide action in the classroom. So, with this awareness, teacher will be able to examine why he does, what he does and choose the appropriate technique in his teaching learning process.

b. The Aspects of Lexis that Need to be Taken in Teaching Vocabulary

Ruth Gairns mentioned several aspects of lexis that need to be taken into account when teaching vocabulary. They are27:

1) Polysemy

Distinguishing between the various meaning of a single word form, which has several meaning and closely related meaning (e.g. head: of a person, of pin, of an organization).

2) Homonymy

Distinguishing between the various meaning of a single word form, which has several meaning which is not closely related (e.g. file: used for keeping papers in or a tool for cutting or smoothing hard substances).

3) Homophony

Understanding words that have the same pronunciation but different spelling and meaning (e.g. flour, flower).

4) Synonymy

Distinguishing between the different shades of meaning that synonymous words have (e.g. extend, increase, expand).

1) Affective Meaning

Distinguishing between the attitudinal and emotional factors (denotation and connotation), which depend on the speaker’s attitude of the situation. Socio-cultural association of lexical items is another important factor.

6) Style, Register, Dialect

Being able to distinguish between different levels of formality, the effect of different contexts and topics, as well as differences in geographical variation.

7) Translation

Awareness of certain differences and similarities between the native and the foreign language (e.g. false cognates).

8) Chunks of Language

Multi-word verbs, idioms, strong and weak collocations, lexical phrases.

9) Grammar Vocabulary

Learning the rules that enable student to build up different form of the word or even different words forms that word (e.g. sleep, slept, sleeping, able, unable, disability).

10) Pronunciation

Ability to recognize and reproduce items in speech.

There are many aspects of lexis which are mastered in order that students are able to improve their vocabulary. Because mastering vocabulary is one of basic language. For example, in order that our speaking
can be understood by another person, our pronunciation must be good. So there is no misunderstanding in communication.

c. The Principles of Teaching and Learning Vocabulary

In teaching, a principle is beliefs and theories that teachers hold concerning effective approaches to teaching and learning and which serve as the basis for some of their decision-making.\(^{28}\) There are principles of teaching and learning vocabulary, they are: \(^{29}\)

1) Aim
   The teacher has to be clear about his or her aims: how many of the things listed does the teacher expect the learner to be able to do? And which word?

2) Quantity
   The teacher may have to decide on the number of vocabulary items to be learnt. Many words in a lesson can students learn, but if there are too many words, the students may become confused, discouraged, and frustrated.

3) Need
   The teacher may have to choose the vocabulary that will be taught on the students. The students are put in a situation where they have to communicate and get the words they need it.

4) Frequent exposure and repetition
   It is seldom, however, that we remember a new word simply by hearing at the first time. There has to be a certain amount of repetition until there is evidence that the student has learned the target word.

5) Meaning presentation
   Wallace states that the teacher must have a clear and specific understanding of what it denotes or refers to, i.e. its meaning- although ‘meaning’ involves many other things as well. This requires that the


word is presented in such a way that its denotation or reference is perfectly clear and unambiguous.

6) Situation presentation

Michael J. Wallace says that the choice of words can according to the situation in which we are speaking and how well we know the person, to whom we are speaking. So, students should learn words in the situation, in which they are appropriate.

Based on explanation above, it can be concluded that there are principles in teaching and learning vocabulary such aim, quantity, need, frequent exposure and repetition, meaning and situation presentation. Beside that, teacher’s principles are an important aspect of their belief systems, and may be it is a result of teaching experience, training, or their own experiences as learners. Good principles of teaching and learning are useless without good teacher’s principle in teaching process. So, there is compatibility between principles of teaching learning and teacher’s principles. Then, the aim of teaching learning can be gained.

3. The Students Vocabulary Power

We have known about definition vocabulary above that vocabulary means the total number of words including single words, compound words and idioms that individual knows and the rules for combining the words to make up a language or used by particular person. The more vocabulary the students have, the easier for them to develop their four skills. In listening, by having many vocabularies they can hear and understand all the words in oral communication easily. In speaking skills, they can cover all the words that they use in oral communication. In reading skills, they can understand all the words in written materials. And in writing skills, they can express their ideas, opinions, and feeling cohesively. The writing and speaking are
language productions that belong to productive skills while listening and reading involve receiving the massage that belong to receptive skills.\textsuperscript{30}

Moreover, Norbert Scmith states that reading is the process of receiving and interpreting information encoded in language form via the medium of print.\textsuperscript{31} As one of receptive skills, reading became the goal of most foreign language program.\textsuperscript{32}

Most of the result of learning process is gained from reading until 90\%.\textsuperscript{33} Clear reading purpose can improve students understanding toward text; the more someone aware their reading purpose, the bigger they got the information from the text.\textsuperscript{34}

So far, in view reading as a decoding, the emphasis is on word decoding operations and usually involves the phonics of written language.

The emphasis is also on the letter-to-sound correspondence rather than on meaning. The thought is that once learners are able to sound out the letters, they will be able to make meaning of the text. In reading as prediction, the predictions are based on semantics, syntactic and punctuation cues. Here, one problem is that they have very little to on term of their understanding of syntax and semantics in reading as a schemata building, it is the process of interpreting sensor data, in retrieving information from memory, in organizing action, in determining goals and sub goals, and in allocating resources.

Because of reading is very complex and progress from very poor reading habits and better ones, it requires a high level of effort and

\textsuperscript{33}Azhar Arsyad, Media Pembelajaran, (Jakarta: Raja Grafindo Persada, 2003), p. 9.
\textsuperscript{34}Nur Hadi, Bagaimana Meningkatkan Kemampuan Membaca, (Bandung: Sinar Baru Algensindo, 2005), 3\textsuperscript{rd} Ed., p. 10.
concentration. It is more than just visual task. A reader must not only see and identify the symbols in front of him, but also must be able to interpret what he reads, associate with past experience, and project beyond this in term of ideas, judgments, applications and conclusions.

The ability to understand the information or idea in written English improves as the skill of oral language increases. As the readers (such as students) bring better comprehension of written English and larger speaking ability to their reading, they grow in their understanding the reading text.

Beside that, the definition of power based on Websters New world College Dictionary, “power is the specific ability or faculty.” And another opinion that “power is particular ability of the body or mind.” So, the word of power is used to measure the strength of students’ vocabulary. Because vocabulary is not one of four skills, but it is element of language.

From the definition above, the writer concludes that students’ vocabulary power means that the ability of students to understand the English vocabulary, even though it is good or less of vocabulary power.

So in this case, students need to know more about what the reading is. They automatically have to understand about reading materials like noun, adjective, adverb and verb like past form. Through fairy tales as a media in teaching vocabulary, they can understand about simple narrative text easily and develop their vocabulary on past form.

4. Past Form in English
   a. Definition and The Form of Past Form

---

36 Oxford University, *op.cit.*, p. 235.
Past form in English is kind of verb used in simple past tense. Simple past tense is used to talk about action or situation in the past. Betty Sc rampfer Azar says that “simple past indicates that an activity or situation began and ended at a particular time.” Past form is also called by preterite or past verb. Past form is also called by preterite or past verb. Past form is also called by preterite or past verb. Past form is also called by preterite or past verb. Past form is also called by preterite or past verb.

Based on the usage of verb, verb is divided into three forms. There are:

1) Infinitive

This verb is especially used in Simple Present Tense.

E.g.: to read, to see, to show, etc.

2) Past Form or Preterite

This verb is especially used in Simple Past Tense, both regular and irregular verb.

E.g.:

- I sent letter yesterday
- He played badminton in Bandung last week.

3) Past Participle

This verb is used in Present Perfect Tense, Past Perfect Tense, and Passive Voice.

E.g.:

- I have lived in Semarang for four years.
- Santy is invited to come to the Ani’s party.

---

b. Kinds of Past Form

Past form is divided into two kinds:

1) Regular Verb

In changing verbs from infinitive to past form, most of regular verbs are added “–ed” in the end of verb. But, there are rules:42

a) Verbs that end in “e”, add “d”.
   E.g.:    Hope →    hoped
            Live →    lived

b) Verbs that end in consonant-vowel-consonant pattern in a stressed syllable: double the final consonant before ending “-ed”.
   E.g.:    Plan →      planned
            Stop →      stopped
            Permit →   permitted

c) Verbs that end in consonant-vowel-consonant pattern in an unstressed syllable: add “-ed” only.
   E.g.:    Listen →    listened
            Visit →     visited

d) Verbs that end in a consonant plus “y”: change the “y” to “i” and add “-ed”.
   E.g.:    Carry →      carried
            Study →     studied

e) Verbs that end in a vowel plus “y”: add “-ed” only.
   E.g.:    Stay →      stayed

Enjoy → enjoyed

Moreover, the pronunciation or spelling rules of “–ed” is different for some verbs depend on the end of verb.\(^{43}\)

a) If the verb ends in a voiceless sound, final “–ed” is pronounced /t/.
   E.g.: Helped /helpt/
   Guessed /gest/

b) If the verb ends in a voiced sound, final “–ed” is pronounced /d/.
   E.g.: Lived /lɪvd/
   Rubbed /rʌbd/

c) If the verb ends in the letters “d” or “t”, final “–ed” is pronounced /d/. 
   E.g.: Needed /niːdəd/
   Wanted /wɔntəd/

2) Irregular Verb

   In changing irregular verbs from infinitive to past form, there is no rule. If someone wants to know the changing of irregular verbs, he has to memorize word by word automatically.

   E.g.: Run → ran  
   Go → went  
   Sleep → slept

5. Fairy Tale

   a. The Definition of Fairy Tale

\(^{43}\) Betty Schrampfer Azar, *op.cit.*, p. 185.
According to the Cambridge Dictionary of American English, the definition of fairy tale is "a traditional story, usually written for children, which often involves imaginary creatures and magic."44

A fairy tale is a fictional story that may feature folkloric characters such as fairies, goblins, elves, trolls, giants, and talking animals, and usually enchantments, often involving a far-fetched sequence of events. In modern-day parlance, the term is also used to describe something blessed with princesses, as in "fairy tale ending" (a happy ending) or "fairy tale romance", though not all fairy tales end happily. Colloquially, a "fairy tale" or "fairy story" can also mean any far-fetched story. Fairy tales commonly attract young children since they easily understand the archetypal characters in the story.

In cultures where demons and witches are perceived as real, fairy tales may merge into legendary narratives, where the context is perceived by teller and hearers as having historical actuality. However, unlike legends and epics they usually do not contain more than superficial references to religion and actual places, people, and events; they take place once upon a time rather than in actual times.45 It is usually fictional narrative prose and tends to be more concise and to the point than longer works of fiction, such as novels. Usually, short story will focus on only incident has a single plot, a single setting, a limited number of characters and covers a short period of time.

Fairy is one of the best ways to learn reading. It is very interesting story. By reading fairy tales in English, they can do more about vocabularies, pronunciation, and structure. Fairy tales is untrue story, magic story. There are so many examples of fairy tales, such as: Snow White, Cinderella, The Golden Tree, etc.

Finally, fairy tales are not considered as dogma or history but type of imaginative writing that carries the reader into an invented world where

44Cambridge University, op.cit., p. 305.
the laws of nature, as we know them, do not operate. They may or not have happened and they are not taken seriously. Fairy tales usually tell the adventure of animal or human characters. Within this latest, there are certain motives or patterns such as supernatural helpers, magic, faithfulness, and justice. There are also sub categories or sub types of fairy tales such as cultumative tales, magic and wonder tales, and realistic tales.

b. The Elements of Fairy Tale

The following descriptions are explanation of the elements of story by Curtis Nehring Bliss, as follows:

1) Plot: The plot is a writer’s arrangement of events that will express his attitude toward the human condition. In traditional narrative, the plot can be broken down into the following elements:
   a) Exposition- the introduction of the characters and the situation
   b) Rising Action - the chain of events that is built from the conflict
   c) Climax - the moment of crisis in which the outcome will be determined
   d) Resolution - the outcome or the conclusion - the unraveling of the conflict

2) Setting: The time and location in which the story occurs. Without place, the story would be vagueness. The short stories generally begin with a lengthy description of the setting and historical or personal background of the characters.

3) Characterization: How the writer reveals the characters to the reader. This includes what a character might say, do, or think. It also includes how other characters perceive him/her/it. To make those characters as the real life, an author must provide them with sufficient reason to behave as they do. This is referred to as a characters’ Motivation.

4) Theme: It contains an idea of the story. The theme is something that can be derived from the story, like moral.

5) Point of View: The narrative technique that the writer uses to tell the story. In other words, who is telling the story.

Moreover, the minimum of elements of fairy tale are.47

1) Special beginning and or ending word such as once upon a time, once long ago, long, long ago, happily ever after, etc.

2) Good or nice character.

3) Evil or bad character.

4) Royalty and or a castle.

5) Magic.

6) Problem and solution.

6. Fairy Tales in Vocabulary Teaching

a. The Role of Fairy Tale in Developing Vocabulary

When the students want to increase their vocabulary, they should pass through the four language skills. They are listening, speaking, reading and writing. Reading is the most dominant skill in effort to increase one’s vocabulary ability. In this relation, Jeremy Harmer states, “extensive reading can give a wider passive and active vocabulary.”48 The students’ vocabulary will increase if they read more reading text because there are some new vocabularies in every reading text.

There are many kinds of reading text to increase one’s vocabulary, such as reading text book, magazine, and newspaper or story books. Read a reading text from textbook is different from reading a story book. When the students read from their text book, they may feel as a

47 https://www.courses.psu.edu/ger/ger100_fgg1/transparencies/fairytales.html. Retrieved on Monday, November 7, at 2.00 p.m. 2010.
burden because they must know and understand all of the reading text to answer the questions and to do examination. While the story book keeps them enjoy and relax because the content is interesting. Especially the story book consists of short funny story. In this relation, Mary Slattery and Jane Willis states:

Stories are first of all for enjoyment. Children need to understand something about the story (not every word, but the main gist or story line) if they are going to enjoy it. Pictures and gestures help a lot, but your intonation and the way you tell it or read it are very important.49

Because the students are interesting and enjoy with the story, they will try to look for the equivalent of the new vocabulary in the first language, through the content, guessing or opening the dictionary to understand the story. From the explanation above, we know that reading a story like fairy tale makes a big influence in developing the students’ vocabulary because it is pleasure to read a short funny story and the students can enjoy it.

b. Teaching Vocabulary Using Fairy Tale

Teaching technique is important. Teaching learning process insists on the ways of teaching. It means that the way of teaching has an important role. The result of teaching learning process is determined not only by teachers and students’ competence but also by appropriate techniques.50

There are many techniques of teaching vocabulary. Not all the techniques are very helpful for students. It is the teachers’ task to use the appropriate technique of teaching. It does not mean that if a teacher uses one technique, the other techniques are not good; the teacher should use the technique that makes the teaching-learning process effective.

The writer uses fairy tales as media to develop the students’ vocabulary power with different methods in teaching and learning process. The use of stories in young learners’ classrooms would seem to offer

50 Ruth Gairns and Stuart Redman, *op.cit.*, p. 73.
similar rich of opportunities for learning vocabulary indirectly or incidentally, while attending to something else. Additionally, words encountered in stories are heard in linguistic and discourse context, so that important grammatical and collocation information is available about words. Moreover, the plot and characters of story are likely to form a thematic organization for many of the words, thus assisting understanding and learning.

In conducting the teaching technique, the writer divided into three steps, there are pre-activity, whilst-activity, and post-activity.

1) Pre Activity

The teacher gave the introduction about the reading text. And this activity can be a vocabulary games, quiz or give some questions and showing the picture that related to the topic. There was vocabulary game. For example, in a fairy tales “Snow White and The Dwarfs”, the teacher used audio visual method, guessing card and talking stick method. Then the teacher divided the students into two groups, and gave each of them a card and then asked them to look for the meaning of vocabulary in their each cards. The answers of each group were written down on the whiteboard.

2) Whilst Activity

In this step, the teacher gave the students reading texts, which is fairy tales. Before that the teacher explains the material through short movie. The teacher asks one of students to read it in front of the class. After that, the teacher takes a stick which is prepared before and points student one by one to answer the teacher’s question based on the text.

The teacher also gave some vocabulary skills; there are deducing meaning from context, deducing meaning from form, word formation, and word coining.

a) Deducing meaning from context

Deducing meaning from context is looking the meaning of words through context in the sentences. For example, the word *debt*
in this sentence *I am in debt. Your grandchildren need much money today. They are studying in Senior High School and University*\(^{51}\). The students will know the meaning of *debt* from the context: *your grandchildren need much money today.*

b) Deducing meaning from form

Deducing meaning from form is looking the meaning of word based on the meaning of morpheme. For example, the word *went home* in the following sentence:*Hearing the answer from their mother, Jazirah and Samuno went home*\(^{52}\).

The word *went* is translated as leave a place, and the word *home* as place where you live with your family. So *went home* is return to the place where you live with your family.

c) Word formation

Word formation is the ability to construct the word through affixation. It can be a prefix or suffix. For example, the word *flooded* It is *flood* added by the suffix –Ed.

d) Word coining

Word coining is the ability to use the familiar word to replace the unknown word, which have the meaning and the characteristic nearly the same. For example, the word *quarreling* in the text can be replace with the word *fighting*, because they have the characteristics nearly the same.

3) Post Activity

To make sure that the students can master and not forget the vocabulary, the teacher must give them practices, such as synonym, make sentences based on verbs in the text with different sentences, and arrange some words into complete sentences. And give test for students to measure their vocabulary power development.

---


\(^{52}\) Ibid.
Teaching vocabulary using fairy tales is effective. With different techniques used by teacher, students are not feel bored and can enjoy the learning process. So, students can get and memorize the new vocabularies easier than before.

B. Previous Research

1. Research entitled “The use of fairy tales in vocabulary teaching for Junior High School Students (case study of the eight grade at SMP Wahid Hasyim Pekalongan)” by Eros Meilina Sofa. In this research, the writer used classroom action research; the students were willing to learn English by using fairy tales. And the result, they were very enthusiastic when she told them that she would teach those tales. By using fairy tales, students felt fun and enjoy the teaching learning process, because they could discuss the meaning of the difficult words together. They did not refuse to use the other fairy tales in learning vocabulary in the other time.

The use of fairy tales could improve the students’ vocabulary mastery without depending on their dictionaries. They could learn the meanings of the new words by looking at the context of the sentences. However, she has to check their vocabulary they have learned, to ensure that they answered the test did not base on guessing of the options.

2. Research entitled “The use of fairy tale to teach vocabulary in Junior High School (the case of the students of the Eight Grade of SMP N 40 Semarang 2005/2006)” by Agatha Nindiana. She used the experimental research. Based on the investigation, there was a significant difference of students’ achievement in vocabulary between those taught using fairy tales and those taught using Grammar Translation Method for the first year students of SMPN 40 Semarang in academic 2006/2007.

The use of fairy tales in teaching and improving students’

---

53 Eros Meilina Sofa, Student Number 220140354. She was the student of English Department, Language and Arts Faculty, Semarang State University.

54 Agatha Nindiana. Student Number 2201202032. She was the student of English Department, Language and Arts Faculty, Semarang State University.
vocabulary was more effective than the explanation method. From the two classes, the experimental group and the control group, the measurement showed that the increasing line of the vocabulary achievement of the experimental group was higher than control group. The t-test measurement obtained 7.49, for $\alpha = 5\%$ with $d_k = 30 + 30 = 2 = 58$. The t-test obtained 2.00. This means that the t-test score was higher than t-table score. Since the t-test measurement is higher than the t-test table, it was found that the experimental group’s achievement in vocabulary test was better than the control groups.

This research is different from the previous ones. This research focuses on teaching English using fairy tales to develop students’ vocabulary power on past form. The fairy tales implemented in a classroom action research approach. The participants were students at eighth grade of SMPN 23 Semarang. The writer ran three cycles in the teaching learning process to improve students’ vocabulary. The writer used observation and test as instruments. The similarity of this research with the previous ones is using fairy tales as aid or media in the teaching English vocabulary.

C. Action Hypothesis

The action hypothesis of this study is that the use of fairy tales as media can improve students’ vocabulary power on past form.

There are some indicators which indicate that students can improve their vocabulary power. There are:

1. Students can know the meaning of the word of past form.
2. Students can use the past form in other sentences.
3. Students can choose the appropriate word in the sentence.
CHAPTER III
METHODS OF INVESTIGATION

A. Participant

In the classroom action research, there is no a population or sample, but this research directly focuses on the subject that will be investigated.\textsuperscript{55} There are 21 classes at SMPN 23 Semarang and total number of the students in SMPN 23 Semarang is 805 students. After that, there are seven classes at eighth grade; the researcher chooses class VIII D as participant in his research. So participant in this study are students at class VIII D of SMPN 23 Semarang in the academic year of 2010/2011.

B. Setting of the Study

The researcher conducted the classroom action research at eighth grade of SMPN 23 Semarang in the academic year 2010/2011. It is located at RM. Hadi Supeno S. Street, Mijen, Semarang City, Central Java.

C. Research Methods

1. Design of Research

The design of research used by the researcher is classroom action research. According to Harmer, action research is the name given to a series of procedures teachers can engage in, either because they wish to improve aspects of their teaching, or because they wish to evaluate the success and or appropriacy of certain activities and procedures.\textsuperscript{56} Arikunto stated that action research is one of the type investigation that has characteristic reflective participative, collaborative, and spiral that have purpose to repair and to


\textsuperscript{56} Jeremy Harmer, \textit{The Practice of English Language Teaching}, (England: Longman, 2003), P. 344.
increase the system, method, process, substance, competence, and situation. Suwarsih Madya stated that action research is a process to give a trust to develop the strength of reflective thinking, discussion, decision making, and to solve the problem that faced in the research and makes changing in all participants and take place situation researched. Wiriaatmadja said classroom action research is a method how a group of teacher can organize their teaching learning condition and learn from their own experience. They can try an idea as reparation in their teaching learning process, and look the real effect of those efforts. Kemmis and Mc. Taggart added in Nunans’ book explained that action research is a group of activity and a piece of descriptive research carried out by the teacher in his or her own classroom, without the involvement of others, which is aimed at interesting our understanding rather than changing the phenomenon under the investigation that would not be considered by these commentators to be ‘action research’, the essential impetus for carrying out action research is to change the system.

From all definition above, the researcher concludes that classroom action research is an classroom action in a research, which can be done by teacher, researcher, and teacher with his or her colleague, etc with involves a group of students to improve teaching and learning process or to enhance the understanding of the students to the lesson. This research uses data observation toward teaching vocabulary using fairy tales, this data was analyzed through some cycles in action.

2. Characteristics of A Classroom Action Research

Kemmis and Mc. Taggart in Nunan’s book argue that there are three defining characteristic of action research, they are:

a. It is carried out by practitioners (for our purposes, classroom teachers) rather than outside researchers,
b. It is collaborative, and
c. It is aimed at changing things.\textsuperscript{61}

3. Aim of An Action Research

According to Harmer, there are many possible reasons for conducting a classroom action research as follow: we want to know more about our learners and what they find motivating and challenging. We want to learn more about ourselves as teachers how effective we are, how we look to our students, how we would look to ourselves if we were observing our own teaching. We want to measure the interest generated by certain topics, or judge the effectiveness of certain activity types. We want to see if an activity would work better done in groups rather than pairs, or investigate whether reading is more effective with or without pre-teaching vocabulary.\textsuperscript{62} In other words, it can be said that by doing an action research, teachers develop their skills in giving the material to the students. They have challenge to solve the problem that they have found in the class. They have inner motivation to do this research because they aware of their weakness, their class situation need a spiral treatments and a direct action. Therefore, this situation creates a good environment among teachers to do the best thing for the students.

Action research is regularly done to improve a learning process. With this research, the teacher will know his or her weakness in teaching their students. They will know the effective methods in teaching children.

4. Model of Classroom Action Research

There are four components in one cycle for conducting classroom action research. It consists of planning, action, observation, and reflection. The four phases of the classroom action cycle were conducted integrated like spiral. Each phase was concluded based on the previous one and the next. It means that the activities in the classroom action research were based on planning,

\textsuperscript{61} Ibid, p.17.
\textsuperscript{62} Jeremy Harmer, \textit{op. cit.}, p. 345.
action, and observation, then, the researcher could make a reflection to determine the next cycle. In this study, the researcher using fairy tales to develop students’ vocabulary power on past form.

A cyclical process involving stages of action research is followed by action. It can be illustrated below:63

Before the researcher conducting the cycle in action, he will do an initial observation at first. Then he does some procedures and steps as follows:

a. Initial observation

In initial observation, the researcher intended to find out:

1) Data collected such as documentation includes the number of the students, students’ list, and preliminary research.
2) The researcher asks English teacher related to teaching learning process in English subject, and
3) Identify the problem.

---

Based on the interview with the English teacher and some of students, the researcher can identify the problem of teaching learning process at SMPN 23 Semarang. The problem of this research is was the students still confused about past form because they have less vocabulary of it.

b. Planning in action

In this research, the researcher plans to conduct three cycles in classroom action research. There are four steps process in each cycle for doing classroom action research.

1) Planning
   Planning an action research by focusing on who, what, when, where, and how the action will be done.

2) Action
   The planning strategy will be applied in teaching learning process.

3) Observation
   Observation is the next step to monitor and watch closely teaching learning process and collect the data from result of action. The researcher prepare the observation paper to know class condition when the action done, then the researcher and the collaborator (English teacher for eighth grade) discuss about the result of observation, what the problem faced when teaching learning process and look for good solution to solve the problem. In this phase, the researcher observes and takes notes during teaching learning process.

4) Reflection
   Reflection means to analyze the result based on the data that have been collected to determine the next action in the next cycle. In this phase, the researcher could observe the activity that results any process, the progress happened, and also about the positives and negatives sides.\(^{64}\)

\(^{64}\) Suharsimi Arikunto, *op. cit.*, p. 75-80.
D. Research Approach

Probably the most common way of classifying research studies is by categorizing them into either quantitative or qualitative approach. Quantitative is broadly used to describe what can be considered ‘objective’. Qualitative is used to describe data which are not amenable to being conducted or measured in an objective way, and therefore ‘subjective’.65

In this research, the researcher uses classroom action research as one of quantitative approach, because it gets information in detail.66 The researcher uses classroom action research as an effort to develop English teaching learning process and to solve the problem faced by the students in learning English vocabulary.

E. Focus of The Research

Based on the object in this study, this research is a field research. It is a research that directly conducted in the field or to respondents.67 In this research, the researcher focuses on the minimum elements of fairy tales, there are.68

1. Special beginning and or ending word such as once upon a time, once long ago, long, long ago, happily ever after, etc.
2. Good or nice character
3. Evil or bad character
4. Royalty and or a castle
5. Magic
6. Problem and solution

F. Collaborator

66 Suharsimi Arikunto, op. cit., p. 95.
68 https://www.courses.psu.edu/get/ger100_fgg1/transparencies/fairytale.html. Retrieved on Monday, November 7th, at 2.00 p.m. 2010.
Collaborator in classroom action research is person who helps the researcher to collect the data. The collaborator in this research is English teacher who teaches English at SMPN 23 Semarang for eighth grade, she is Mrs. Ratinah Asmantika, S. Pd.

G. Data Collection Technique

1. Source of the Data

This research was classroom action research which includes field research that was the data gained by field approach through several methods. The source of data was the subject where the data can be got in detailed, those data were the field data, they are:

a. Data from the headmaster of SMPN 23 Semarang involves the history and the development of SMPN 23 Semarang.

b. Data from the teacher especially the English teacher of the eighth grade involves teaching learning process and students’ name.

c. Data from the students involves: students’ achievement that was obtained from students’ score in the end of every cycle, data observation from students during teaching learning process took place, data from the picture documentation during the research.

2. Data Collection Method

To collect the data the researcher uses several methods, they are:

a. Observation

Classroom observation is an observation that is focused on the understanding of social event of the language classroom are enacted.\textsuperscript{69} In this classroom observation, the objects of observation are students’ activities in English language teaching learning. The researcher used the checklist observation to make it more systematic, containing list of students’ activities and response or happening which might happen. Observation is intended to see and to know the obstacles appear during teaching learning process, the students’ motivation, to see their difficulties,

\textsuperscript{69} David Nunan, \textit{op. cit.}, p. 93.
their problem, and their understanding about the material given that can be seen from their attitude, behavior, and response.

b. Test

Test is important part of every teaching and learning experience. Suharsimi said that “test is comprehensive assessment of an individual or to an entire program evaluation effort”. Both testing and teaching are closely interrelated that is virtually impossible to work in either field without constantly concerned with the other. Test may be constructed primarily as devices to reinforce learning and to motivate the students’ performance in the language.

In this research, the researcher uses an achievement test to measure the student’s progress in vocabulary power. Related to the achievement test, there were many types of achievement test, such as essay test, multiple choice tests, and so on. The researcher uses written assessment to measure the students’ vocabulary power development with multiple choices as achievement test. With those forms, the researcher can get score directly. The scoring can be done quickly and accurately.

H. Instrument of The Study

Research instrument is a device used by researcher while collecting data to make his work becomes easier and to get better result, complete, and systematic in order to make the data easy to be processed.

An instrument could be informed of questionnaire, observation list, interview, test, etc. In this study, the researcher uses observation and test.

1. Observation Check List

In arranging check list of observation, the researcher lists some students’ observable behaviour that indicates their activities and response during teaching learning process through fairy tales.

---


Table 1. Observation check list

<table>
<thead>
<tr>
<th>No</th>
<th>Indicators</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Students participate toward teacher’s explanation.</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>2.</td>
<td>Students show curiosity by asking questions about the elements in fairy tales likes character, setting, etc.</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>3.</td>
<td>Students are seriously in understanding the core of fairy tales.</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>4.</td>
<td>Students ask questions to clarify understanding.</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>5.</td>
<td>Students answer teacher’s questions.</td>
<td>1 2 3 4 5</td>
</tr>
</tbody>
</table>

Notes:
1. None       (0 %)
2. Few         (<20%)
3. Half        (21-50%)
4. Many        (51-69%)
5. Majority    (>70%)

2. Test

In this research, the researcher uses an achievement test to measure the student’s progress in vocabulary power. Related to the achievement test, there were many types of achievement test, such as essay test, multiple choice tests, and so on. The researcher uses multiple choices. With those forms, the researcher can get score directly. The scoring can be done quickly and accurately.

This research consists of three assessments test. They are three formative tests in cycle I, cycle II, and cycle III. The reason to give assessment to the students was to measure the students’ vocabulary on past form in every cycle during the classroom action research.
I. Technique of Data Analysis

Technique of data analysis comes from the interpretation of the data collection. In analysis the data, the researcher gets data from observing the teaching learning process, and the students’ test.

Processing of the data uses descriptive analysis. It is to explain the condition in raising indicator achievement every cycle, and to describe the success of the teaching learning process using fairy tale to teach vocabulary.

Data analysis method used in this research is descriptive analysis that is presented and analyzed by factual information systematically. While, qualitative data is gained from observation check list. The data from observation are described as detail as the researcher gets. Data from observation are grouped based on students’ behaviour and students’ response toward teacher’s explanation using fairy tales as teaching media.

After giving observation in every cycle, the data from observation can be analyzed. The result from the observation will be analyzed by using percentage scoring as formula:

\[
Score = \frac{Total \ score}{Maximum \ score} \times 100\%
\]

In this research, the researcher also uses quantitative data that was gained from the test in every cycle through mean formula in order to know the average of students’ score and to check students’ development in vocabulary power in every cycle.

The score of students’ achievement will be calculated using the following formula:

\[
Score = \frac{\sum right \ answer}{\sum items} \times 100\%
\]

The mean score of the class will be searched by using this following formula: 

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

\[72\text{ Suharsimi Arikunto, op. cit., p. 264}\]
Where: \( M \) : The average of students’ score
\[ \sum x \] : Total score
\( n \) : The number of students

After the researcher get mean of students’ score from their English teacher, the score will be compared with mean of students’ score from one cycle. Mean of score from one cycle will be compared with mean of next cycle, and so on until the last cycle. It is to know how far the progress of students in this research.

J. Procedure of Collecting Data

This research uses a classroom action research. The method is to know how the teacher can organize her teaching and learning condition from her own experience. She can try an idea as preparation in their teaching learning process and look the real effect of those efforts.\(^7\)

There are four components in one cycle for doing classroom action research. It consists of planning, acting, observing, and reflecting. This classroom action research is arranged into four cycles. They are preliminary research, cycle 1, cycle 2, and cycle 3. The researcher collaborated with the English teacher who teaches in class of eighth grade. The activities that had been done in each cycle were as follows:

1. Preliminary Research

This research was to get information about students’ ability in English subject. Based on the result of observation from Mrs. Ratinah Asmantika, S. Pd. as English teacher, she said that most students were difficult to understand English narrative reading text because their vocabulary power on past form was limited. So, it needed a classroom action research to develop their vocabulary.

2. First Cycle

Teacher uses fairy tales to teach vocabulary especially past form with audio visual and talking stick method. The title is “Snow White and The Dwarfs”. The procedure as follow:

\(^7\) Rochiati Wiriatmadja, *op. cit.*, p. 13.
a. Planning:
   1) Prepare the teaching material related to the material.
   2) Make lesson plan.
   3) Prepare checklist observation.
   4) Prepare the material for test.

b. Action:
   1) Teacher introduced the material through short video in front of class.
      That video explained about an example of narrative text, then, simple
      past tense. It also explained verb which is used in simple past tense
      included how the changing of verb 1 (infinitive) into verb 2 (past
      form) is.
   2) Teacher gives example of fairy tales
   3) Teacher gives students text of fairy tale.
   4) Teacher asks students to read the fairy tale.
   5) Teacher asks students to close the text.
   6) Teacher takes a stick which is prepared before and point student one
      by one to answer the teacher’s question based on the text.
   7) Teacher gives students a chance to get reflecting from the material that
      was learned.
   8) Teacher reviews the students’ answers.
   9) Students conclude the lesson together.
   10) Teacher gives students an exercise.

c. Observation:
    The observation on the students in first cycle was checked as bellow:
    1) The students’ response during teaching and learning process.
    2) The development of students’ vocabulary power.

d. Reflecting:
    After evaluating the result of data, teacher and the researcher
discus and decide to conduct the next cycle and the teacher intends to give
better explanation to them. The teacher was going to use giving question
and getting answer method in next cycle.
3. Second Cycles

The second cycle is done based on the result of reflection from the first cycle. In this cycle, teacher used giving question and getting answer method to teach vocabulary through fairy tales. The title was “The Golden Tree”. The procedure as follow:

a. Planning:
   1) Identified the problem and made the solution for problem.
   2) Prepared the teaching material.
   3) Arranged the lesson plan based on the teaching material.
   4) Prepared flash cards.
   5) Prepared check list observation.
   6) Prepared students’ attendance list.
   7) Prepared formative test.

b. Action:
   1) Teacher asks some questions discussed at the previous meeting.
   2) Teacher gives to students a narrative text of fairy tale.
   3) After that, teacher explains the rules of giving question and getting answer method in teaching.
   4) Teacher gives question card and answer card for each student.
   5) Teacher asked students to read text that they had for 15 minutes approximately.
   6) Teacher asks student to answer her question. Then, the student can give question to other students; it is going on until the last student.
   7) Teacher has to the last student whom still has question card or answer card to make conclusion or resume.
   8) Teacher asks the students about their understanding of the Golden Tree, and review of all the content of the story.
   9) Teacher helps the students to understand the text.
   10) Teacher reviews the material.
   11) Teacher gives formative test at the last lesson.

c. Observation:
The researcher observes the teaching learning process and compare with first cycle.

d. Reflection:
   1) Evaluate the activity that has been done.
   2) Analyze the data from test and observation.
   3) Analyze the activity, if still find the problem, what should the researcher do to repair the problem.
   4) The teacher and the researcher discuss to make reflection what should they do to repair the problem.

4. Third Cycle
   The third cycle is done based on the result of reflection from the second cycle.
   In this cycle, teacher uses guided note taking method to teach vocabulary through fairy tales. The title was “Sleeping Beauty”. The procedure as follow:

a. Planning:
   1) Prepare the teaching media.
   2) Prepare the lesson plan based on the teaching material.
   3) Prepare check list observation.
   4) Prepare students’ attendance list.
   5) Prepare formative test.

b. Action:
   1) Teacher gives questions to the students discussed in previous meeting.
   2) Teacher gives text (fairy tales) which contains missing words to students.
   3) Teacher explains that the blanked words are s intentional to maintain the students’ attention forward the teaching process.
   4) Teacher asks students to fulfill the missing words during teacher conveyed the material.
   5) After finishing speech, teacher divides students into groups and asked them to discuss the material.
   6) Teacher asks one of students to read his handout in front of class.
   7) Teacher corrects it.
8) After that, teacher asks one of students to come forward and takes one of flash cards which has verb letter like play, study, eat, etc.

9) Teacher asks the student whom got the flash card to make simple past tense sentence based on the letter. And it is going on until six students.

10) Teacher corrects the answer.

11) Teacher gives chance to students for asking questions, if there are difficulties in learning.

12) Teacher gives formative test to students.

c. Observation:

The researcher observes the teaching learning process and compare with first cycle.

d. Reflection:

1) Evaluate the activity that has been done.

2) Analyze the data from test and observation.

3) The collaborator teacher and the researcher discuss about to continue the next cycle or enough.
CHAPTER IV
RESEARCH FINDINGS AND ANALYSIS

A. Finding of the Research

In this chapter, the researcher would like to describe and discuss the finding of the research. As mentioned in the previous chapter that in this research, the researcher wants to know the implementation of fairy tales to develop students’ vocabulary power on past form and to identify the development of students’ vocabulary power on past form after being taught through fairy tales. In this research, the researcher used classroom action research. Its purpose is to develop students’ vocabulary on past form. In these findings, the researcher present the result of research and the analysis of the data collected which are preliminary research and three cycles that consist of cycle I, cycle II, and cycle III. The results descriptions of all cycles are as follows:

1. Preliminary Research

A preliminary research was conducted on August 16th, 2010. It was done by asking some document from the English teacher and observed the classroom activity during the English lesson before being taught using fairy tales. Mrs. Ratinah Asmantika, S. Pd. said that the students’ interest and ability toward English subject were low because they thought that English is very difficult because of limited vocabulary they had for example students still confused about past form in changing from infinitive or verb 1. It might be caused of some possibility reasons, such as the less facility or method supported in English lesson for example there is no interested technique or media in teaching learning process.

Besides that, the researcher also did the observation used in this activity. From the observation, the researcher found some facts that happen in the classroom during in English lesson. It could be described as below: the English teacher explained the material still use conventional method; the teacher only uses LKS, and used conventional method (teacher learning center). When the teacher explained the material, there were some students
did not pay attention to teacher’ explanation. In teaching learning process, the
students did not being active by asking to the teacher related to the material
learn. They just kept silent and did the exercise from the teacher without
understand the point of the material.

In the last activity, the teacher gave test that contains 10 items of
multiple choices. The test was followed by 40 students as the participants of
the study and they were given 30 minutes to do it. The purpose of the test was
to measure students’ achievement. And the minimum standard passing
criteria of English at SMPN 23 Semarang is 60.

Based on the document from the teacher, most of students got the
difficulties in deciding the main idea of reading narrative text and some new
vocabularies words especially past form (Verb 2) also made them had
difficulties in understanding a passage. Then, the researcher and the teacher
decided to plan the action in the next activity of teaching learning process.
The researcher hopes that by using fairy tales in teaching English will make
students’ vocabulary power better.

2. First Cycle

The first cycle was conducted on August 24th, 2010. The first cycle
was about teaching and learning process and the assessment test. There were
40 students who present. In this cycle the teaching and learning process was
begun. The teacher used fairy tale entitled “Snow White and The Dwarfs” as
medium and used audio visual and talking stick method and the researcher
prepared the stick. The teacher told them that during the lesson they had to
pay attention to the lesson carefully. Moreover, she asked them to be quiet
and not to make any noises in the class.

Further result explained as follows:

a. Planning

The teacher arranged the learning instrument such as:

1) Prepared the teaching material related to the material (fairy tale
tenitled “Snow White and The Dwarfs” as narrative text).
2) Prepared lesson plan.
3) Prepared checklist observation.
4) Prepared the material for test.
5) Prepared stick
6) Students’ attendance list

From planning above, the teacher used lesson plan as the form to implement of action will be done. In this phase, the teacher began from pre-activity, whilst activity, and post-activity.

Pre activity is the activity where a teacher must prepared for teaching learning process. In this activity, the teacher greets the students, checked the students’ attendance in order to the teacher knew who the students absent today. In the whilst activity, the teacher explained the material (narrative text), grammatical features and generic structure of the text. Then teacher divided students into groups, each group consist of four students. Then, the last activity is post activity, in this phase, the students created mind map based on the story discussed with their group.

b. Acting

1) Teacher introduced the material through short video in front of class.
   That video explained about an example of narrative text, then, simple past tense. It also explained verb which is used in simple past tense included how the changing of verb 1 (infinitive) into verb 2 (past form) is.

2) Teacher introduced that the fairy tales as example of narrative text which had simple past tense as language feature that contains past form.

3) After those activities teacher explained about fairy tale including: what fairy tale is, the minimum elements of fairy tale:
   a) Special beginning and or ending word
   b) Good or nice character
   c) Evil or bad character
   d) Royalty and or a castle
   e) Magic
f) Problem and solution

4) Teacher gave text of fairy tale entitle “Snow White” to each student.
5) Teacher asked students to read the fairy tale for about ten minutes and asked them to understand what the core of fairy tale was.
6) Teacher asked students to close the text.
7) Teacher took a stick which is prepared before and pointed student one by one to answer the teacher’s question based on the text. For examples:
   a) Mention the verbs that are used in the text!
   b) Who has the good character?
   c) Where was the story take place?

8) Teacher corrected the students’ answer. Teacher said that the verbs that were used in this text is past form (V2) and some of them changed not added –ed because it were example of irregular verb.
9) Teacher gave students a chance to get reflecting from the material that was learned.
10) Students concluded the lesson together.
11) Thus, Teacher gave test to students.

c. Observing
The observation on the students in first cycle was checked as bellow:
1) Students paid attention to the lesson, although some students cannot answer the question because they still confused about changing the infinitive to past form in the fairy tale.
2) Some students showed curiosity by asking about characters, setting, problem, and etc.
3) There was improvement comparing to the preliminary research, but not satisfy enough.

d. Reflecting
1) The students activity in learning process had not maximal. It was caused many students did not pay attention to the teacher. It still there where many students spoke with their friend when teaching
learning process was progress. Beside that, there were many students that did not understand the instruction that was given by the teacher.

2) The students’ work in learning process still less maximal. It can be seen from the less of students’ score.

3) Some students were wrong in answering teacher’s question. Some of them can’t get the meaning, because they were some new vocabularies which they didn’t know before such as decided, ran, meanwhile, woke up, saw, and told.

4) After evaluating the result of data, teacher and the researcher discussed and decided to conduct the next cycle and the teacher intended to give better explanation to them. The teacher was going to use giving question and getting answer method in next cycle.

3. Second Cycles

The second cycle is done based on the result of reflection from the first cycle. The second cycle was held on August 30th, 2010. The second cycle was with the same with the first cycle. It was about teaching learning process and the assessment test, but the material and method were different from the first cycle. The material about fairy tales entitled “The Golden Tree”. There were 40 students. There was no student who was absent that day. In the second cycle, the researcher prepared flash cards as teaching media. Before the lesson started, he asked the student to give more attention to the lesson.

The problem that faced by the researcher and the teacher in the previous cycle is the students still confused and difficult to understand about changing the infinitive to past form. So it is needed another action in order the next cycle makes some improvement of students’ understanding on past form. Then, the teacher and researcher used the giving question and getting answer method to teach English through fairy tale. The title was “The Golden Tree”. The procedure as follow:

a. Planning:

1) Identified the problem and made the solution for problem.
2) Prepared the teaching material (fairy tale as narrative text).
3) Arranged the lesson plan.
4) Prepared flash cards contained question card and answer card.
5) Prepared check list observation.
6) Prepared students’ attendance list.
7) Prepared formative test.

b. Acting:
1) Teacher reviewed and asked some questions discussed at the previous meeting. For example: what is the fairy tale? Mention the elements of fairy tales!
2) Teacher gave to students a narrative text of fairy tale.
3) After that, teacher explained the rules of giving question and getting answer method in teaching, that it is kind of teaching method which if student want to answer the question, he gives answer card to teacher, and if he wants to give question to other, he give question card to teacher.
4) Next, teacher gave question card and answer card for each student.
5) Teacher asked students to read text that they had for 15 minutes approximately.
6) Teacher asked student to answer her question. Then, the student could give question to other students.
7) Teacher got to the last student whom still has question card or answer card to make conclusion or resume.
8) Teacher asked the students about their understanding of the Golden Tree, and reviewed of all the content of the story.
9) Teacher helped the students to understand the text.
10) Teacher reviewed the material.
11) Teacher gave formative test at the last lesson.

c. Observing:

The researcher observed the teaching learning process and compare with first cycle. The observation in second cycle had been
checked that based on the result of observation check list, it could be concluded that many the students were enthusiastic in learning English with fairy tales as media of teaching vocabulary.

d. Reflecting:

The analysis for second cycles showed that the result of the second cycles was better than the previous one. There was more development in this cycle. However, there was development for the students’ vocabulary power on past form, but there were 12 students still had lower score. So the researcher decided to continue the action to the next cycle and used guided note taking method.

4. Third Cycle

The third cycle is done based on the result of reflection from the second cycle. The third cycle was conducted on September 1st, 2010. It was about teaching learning process and the assessment test, but the material and method were different from the second cycle. The material about fairy tales entitled “Sleeping Beauty”. There were 40 students. There was no student who is absent that day. In the third cycle, the researcher prepared papers as teaching media.

There are some problems that faced by the students in the previous cycle, there are 12 students had low score, so the researcher and the teacher did this cycle to repair the strategy which used in teaching learning process. The researcher and the teacher try to maximum the students’ development and motivation in English lesson. So, the teacher used guided note taking method in this teaching learning process. The procedure as follow:

a. Planning:

1) Prepared the teaching media (text of fairy tale and flash card).
2) Prepared the lesson plan based on the teaching material.
3) Prepared check list observation.
4) Prepared students’ attendance list.
5) Prepared formative test.
b. Acting:
1) Teacher gave questions to the students discussed in previous meeting.
2) Teacher gives text (fairy tales) which contains missing words to students.
3) Teacher explained that the blanked words were intentional to maintain the students’ attention forward the teaching process.
4) Teacher asked students to fulfill the missing words during teacher conveyed the material.
5) After finishing speech, teacher divided students into groups and asked them to discuss the material.
6) Teacher asked one of students to read his handout in front of class.
7) Teacher corrected it.
8) After that, teacher asked one of students to come forward and took one of flash cards which had verb letter like play, study, eat, etc.
9) Teacher asked the student whom got the flash card to make simple past tense sentence based on the letter. And it was going on until six students.
10) Teacher corrected the answer.
11) Teacher gave chance to students for asking questions, if there were difficulties in learning.
12) Teacher gave formative test to students.

c. Observing:

The researcher observed the teaching learning process and compared with second cycle. Based on the result of observation check list, it can be concluded that many students learned English enthusiastically. All activities in the third cycles could run well. It could be seen from their response. While the teacher was presenting the lesson, majority of the students paid attention to her and they are seriously in understanding the core of fairy tales.

d. Reflecting:
1) The result of third cycle was also considered as implementation. It was better than previous one; every student had good mark in this cycle. There was an improvement in this cycle.

2) The condition of the class was getting better. The students did not make noises and could do their best.

3) The result of this analysis could be used as review to use fairy tales in teaching vocabulary and it could develop students’ vocabulary power on past form.

4) The collaborator teacher and the researcher discussed to quite the cycle or enough with this cycle.

B. The Analysis of the Result

1. Preliminary Research

   In this activity, the teacher taught reading text as usual. In the last activity, teacher gave comprehension test to measure students’ ability in reading narrative text. After implementing the test, the teacher examined it and gave score.

   From the observation, the researcher found some facts that happen in the classroom during English lesson. In teaching learning process, the students did not being active by asking to the teacher related to the material learn. They just kept silent and did the exercise from the teacher without understand the point of the material.

   After giving the test, the teacher examined the answer sheet and found the results. Then the data had been analyzed, the teacher counted the mean to know the average score of students.

   The score of all students that had been counted as follow:
Table 2
Score test in preliminary research

<table>
<thead>
<tr>
<th>No</th>
<th>Students’ Code</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>B-1</td>
<td>60</td>
</tr>
<tr>
<td>2</td>
<td>B-2</td>
<td>50</td>
</tr>
<tr>
<td>3</td>
<td>B-3</td>
<td>40</td>
</tr>
<tr>
<td>4</td>
<td>B-4</td>
<td>40</td>
</tr>
<tr>
<td>5</td>
<td>B-5</td>
<td>40</td>
</tr>
<tr>
<td>6</td>
<td>B-6</td>
<td>50</td>
</tr>
<tr>
<td>7</td>
<td>B-7</td>
<td>60</td>
</tr>
<tr>
<td>8</td>
<td>B-8</td>
<td>90</td>
</tr>
<tr>
<td>9</td>
<td>B-9</td>
<td>50</td>
</tr>
<tr>
<td>10</td>
<td>B-10</td>
<td>60</td>
</tr>
<tr>
<td>11</td>
<td>B-11</td>
<td>60</td>
</tr>
<tr>
<td>12</td>
<td>B-12</td>
<td>60</td>
</tr>
<tr>
<td>13</td>
<td>B-13</td>
<td>80</td>
</tr>
<tr>
<td>14</td>
<td>B-14</td>
<td>70</td>
</tr>
<tr>
<td>15</td>
<td>B-15</td>
<td>60</td>
</tr>
<tr>
<td>16</td>
<td>B-16</td>
<td>70</td>
</tr>
<tr>
<td>17</td>
<td>B-17</td>
<td>60</td>
</tr>
<tr>
<td>18</td>
<td>B-18</td>
<td>50</td>
</tr>
<tr>
<td>19</td>
<td>B-19</td>
<td>70</td>
</tr>
<tr>
<td>20</td>
<td>B-20</td>
<td>60</td>
</tr>
<tr>
<td>21</td>
<td>B-21</td>
<td>40</td>
</tr>
<tr>
<td>22</td>
<td>B-22</td>
<td>60</td>
</tr>
<tr>
<td>23</td>
<td>B-23</td>
<td>50</td>
</tr>
<tr>
<td>24</td>
<td>B-24</td>
<td>60</td>
</tr>
<tr>
<td>25</td>
<td>B-25</td>
<td>70</td>
</tr>
<tr>
<td>26</td>
<td>B-26</td>
<td>60</td>
</tr>
<tr>
<td>27</td>
<td>B-27</td>
<td>60</td>
</tr>
<tr>
<td>28</td>
<td>B-28</td>
<td>50</td>
</tr>
<tr>
<td>29</td>
<td>B-29</td>
<td>50</td>
</tr>
<tr>
<td>30</td>
<td>B-30</td>
<td>60</td>
</tr>
<tr>
<td>31</td>
<td>B-31</td>
<td>70</td>
</tr>
<tr>
<td>32</td>
<td>B-32</td>
<td>60</td>
</tr>
<tr>
<td>33</td>
<td>B-33</td>
<td>50</td>
</tr>
<tr>
<td>34</td>
<td>B-34</td>
<td>60</td>
</tr>
<tr>
<td>35</td>
<td>B-35</td>
<td>50</td>
</tr>
<tr>
<td>36</td>
<td>B-36</td>
<td>50</td>
</tr>
<tr>
<td>37</td>
<td>B-37</td>
<td>40</td>
</tr>
<tr>
<td>38</td>
<td>B-38</td>
<td>50</td>
</tr>
<tr>
<td>39</td>
<td>B-39</td>
<td>60</td>
</tr>
<tr>
<td>40</td>
<td>B-40</td>
<td>30</td>
</tr>
</tbody>
</table>

Total Score 2260
To know the mean of students score, the formula is as follow:

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

Where:
- \( M \): The average of student score
- \( \sum x \): Total score
- \( n \): The number of students

\[ M = \frac{\sum X}{n} \]
\[ = \frac{2260}{40} \]
\[ = 56.5 \]

From the result above, the mean of students score was low. Beside that, from the descriptive above, it can be conclude that the students’ attention, participation, activity, and achievement English language were low during the English lesson.

2. First Cycle

In this cycle the teaching and learning process was begun. The teacher used fairy tale as medium and used audio visual and talking stick method and the researcher prepared the stick. In this cycle, the researcher did the observation as below:

<table>
<thead>
<tr>
<th>No</th>
<th>Indicators</th>
<th>None (0%)</th>
<th>Few (&lt;20%)</th>
<th>Half (21-50%)</th>
<th>Many (51-69%)</th>
<th>Majority (&gt;70%)</th>
<th>Total Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Students</td>
<td></td>
<td>![Check Mark]</td>
<td></td>
<td></td>
<td></td>
<td>2</td>
</tr>
</tbody>
</table>
Students show curiosity by asking questions about the elements in fairy tales like character, setting, etc.

Students are seriously in understanding the core of fairy tales.

Students ask questions to clarify understanding.

Students answer teacher’s questions.

\[
Score = \frac{Total\ score}{Maximum\ score} \times 100\%
\]

\[
= \frac{12}{25} \times 100\% = 48\%
\]

Based on the result of observation above it can be concluded that only half of the students are active and enthusiastic, a half students need more attention from the teacher in teaching learning process. They paid attention to the lesson, although some students cannot answer the question because they still confused about changing the infinitive to past form in the fairy tale.

After implementing the test, the teacher examined it and gave score. In giving score, the teacher used the following formula:

\[
score = \frac{\sum right\ answer}{\sum items} \times 100\%
\]

The score of all students that had been counted as follow:
<table>
<thead>
<tr>
<th>No</th>
<th>Students’ Code</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>B-1</td>
<td>60</td>
</tr>
<tr>
<td>2</td>
<td>B-2</td>
<td>60</td>
</tr>
<tr>
<td>3</td>
<td>B-3</td>
<td>60</td>
</tr>
<tr>
<td>4</td>
<td>B-4</td>
<td>50</td>
</tr>
<tr>
<td>5</td>
<td>B-5</td>
<td>30</td>
</tr>
<tr>
<td>6</td>
<td>B-6</td>
<td>60</td>
</tr>
<tr>
<td>7</td>
<td>B-7</td>
<td>60</td>
</tr>
<tr>
<td>8</td>
<td>B-8</td>
<td>70</td>
</tr>
<tr>
<td>9</td>
<td>B-9</td>
<td>50</td>
</tr>
<tr>
<td>10</td>
<td>B-10</td>
<td>60</td>
</tr>
<tr>
<td>11</td>
<td>B-11</td>
<td>60</td>
</tr>
<tr>
<td>12</td>
<td>B-12</td>
<td>60</td>
</tr>
<tr>
<td>13</td>
<td>B-13</td>
<td>60</td>
</tr>
<tr>
<td>14</td>
<td>B-14</td>
<td>60</td>
</tr>
<tr>
<td>15</td>
<td>B-15</td>
<td>60</td>
</tr>
<tr>
<td>16</td>
<td>B-16</td>
<td>70</td>
</tr>
<tr>
<td>17</td>
<td>B-17</td>
<td>60</td>
</tr>
<tr>
<td>18</td>
<td>B-18</td>
<td>60</td>
</tr>
<tr>
<td>19</td>
<td>B-19</td>
<td>70</td>
</tr>
<tr>
<td>20</td>
<td>B-20</td>
<td>60</td>
</tr>
<tr>
<td>21</td>
<td>B-21</td>
<td>30</td>
</tr>
<tr>
<td>22</td>
<td>B-22</td>
<td>50</td>
</tr>
<tr>
<td>23</td>
<td>B-23</td>
<td>50</td>
</tr>
<tr>
<td>24</td>
<td>B-24</td>
<td>70</td>
</tr>
<tr>
<td>25</td>
<td>B-25</td>
<td>70</td>
</tr>
<tr>
<td>26</td>
<td>B-26</td>
<td>50</td>
</tr>
<tr>
<td>27</td>
<td>B-27</td>
<td>60</td>
</tr>
<tr>
<td>28</td>
<td>B-28</td>
<td>50</td>
</tr>
<tr>
<td>29</td>
<td>B-29</td>
<td>60</td>
</tr>
<tr>
<td>30</td>
<td>B-30</td>
<td>50</td>
</tr>
<tr>
<td>31</td>
<td>B-31</td>
<td>70</td>
</tr>
<tr>
<td>32</td>
<td>B-32</td>
<td>60</td>
</tr>
<tr>
<td>33</td>
<td>B-33</td>
<td>70</td>
</tr>
<tr>
<td>34</td>
<td>B-34</td>
<td>70</td>
</tr>
<tr>
<td>35</td>
<td>B-35</td>
<td>50</td>
</tr>
<tr>
<td>36</td>
<td>B-36</td>
<td>50</td>
</tr>
<tr>
<td>37</td>
<td>B-37</td>
<td>70</td>
</tr>
<tr>
<td>38</td>
<td>B-38</td>
<td>50</td>
</tr>
<tr>
<td>39</td>
<td>B-39</td>
<td>60</td>
</tr>
<tr>
<td>40</td>
<td>B-40</td>
<td>50</td>
</tr>
</tbody>
</table>

| Total Score | 2320 |
After the data had been analyzed, the researcher counted the mean to know the average score of students. To know the mean of students score, the formula is as follow:

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

Where:
- \( M \): The average of student score
- \( \sum x \): Total score
- \( n \): The number of students

\[
M = \frac{\sum X}{n} \\
= \frac{2320}{40} \\
= 58
\]

From the analysis above, it is clear that the average of the students the result of the first cycle was 58. There is improvement comparing to the preliminary research, but not satisfy enough. So, the teacher and the researcher decided to conduct the next cycle and the teacher intended to give better explanation to them.

3. Second Cycle

From the problem that faced by the researcher and the teacher in the previous cycle is the students still confused and difficult to understand about changing the infinitive to past form. So it is needed another action in order the next cycle makes some improvement of students’ understanding on past form. Then, the teacher and researcher used the giving question and getting answer method to teach English through fairy tale. The title was “The Golden Tree”. In this cycle, the researcher did the observation as below:

Table 5
Score of observation in second cycle
Based on the result of observation above, it can be concluded that many students enjoyed in learning process enthusiastically. And In this cycle, the researcher analyzed and gave more attentions to some students in the first cycle still get lower score. They had some difficulties to understand the fairy tales. It might be caused by their limited vocabulary they had especially past form both regular and irregular verb.

After implementing the test, the researcher examined the answer sheet and found the result.

\[
Score = \frac{Total\ score}{Maximum\ score} \times 100\% \\
= \frac{14}{25} \times 100\% \\
= 56\%
\]
Table 6
Score the test in second cycle

<table>
<thead>
<tr>
<th>No</th>
<th>Students’ Code</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>B-1</td>
<td>70</td>
</tr>
<tr>
<td>2</td>
<td>B-2</td>
<td>40</td>
</tr>
<tr>
<td>3</td>
<td>B-3</td>
<td>70</td>
</tr>
<tr>
<td>4</td>
<td>B-4</td>
<td>70</td>
</tr>
<tr>
<td>5</td>
<td>B-5</td>
<td>40</td>
</tr>
<tr>
<td>6</td>
<td>B-6</td>
<td>50</td>
</tr>
<tr>
<td>7</td>
<td>B-7</td>
<td>80</td>
</tr>
<tr>
<td>8</td>
<td>B-8</td>
<td>90</td>
</tr>
<tr>
<td>9</td>
<td>B-9</td>
<td>50</td>
</tr>
<tr>
<td>10</td>
<td>B-10</td>
<td>70</td>
</tr>
<tr>
<td>11</td>
<td>B-11</td>
<td>50</td>
</tr>
<tr>
<td>12</td>
<td>B-12</td>
<td>60</td>
</tr>
<tr>
<td>13</td>
<td>B-13</td>
<td>70</td>
</tr>
<tr>
<td>14</td>
<td>B-14</td>
<td>90</td>
</tr>
<tr>
<td>15</td>
<td>B-15</td>
<td>70</td>
</tr>
<tr>
<td>16</td>
<td>B-16</td>
<td>80</td>
</tr>
<tr>
<td>17</td>
<td>B-17</td>
<td>70</td>
</tr>
<tr>
<td>18</td>
<td>B-18</td>
<td>70</td>
</tr>
<tr>
<td>19</td>
<td>B-19</td>
<td>80</td>
</tr>
<tr>
<td>20</td>
<td>B-20</td>
<td>70</td>
</tr>
<tr>
<td>21</td>
<td>B-21</td>
<td>50</td>
</tr>
<tr>
<td>22</td>
<td>B-22</td>
<td>60</td>
</tr>
<tr>
<td>23</td>
<td>B-23</td>
<td>70</td>
</tr>
<tr>
<td>24</td>
<td>B-24</td>
<td>60</td>
</tr>
<tr>
<td>25</td>
<td>B-25</td>
<td>80</td>
</tr>
<tr>
<td>26</td>
<td>B-26</td>
<td>40</td>
</tr>
<tr>
<td>27</td>
<td>B-27</td>
<td>60</td>
</tr>
<tr>
<td>28</td>
<td>B-28</td>
<td>70</td>
</tr>
<tr>
<td>29</td>
<td>B-29</td>
<td>70</td>
</tr>
<tr>
<td>30</td>
<td>B-30</td>
<td>80</td>
</tr>
<tr>
<td>31</td>
<td>B-31</td>
<td>80</td>
</tr>
<tr>
<td>32</td>
<td>B-32</td>
<td>70</td>
</tr>
<tr>
<td>33</td>
<td>B-33</td>
<td>40</td>
</tr>
<tr>
<td>34</td>
<td>B-34</td>
<td>60</td>
</tr>
<tr>
<td>35</td>
<td>B-35</td>
<td>40</td>
</tr>
<tr>
<td>36</td>
<td>B-36</td>
<td>40</td>
</tr>
<tr>
<td>37</td>
<td>B-37</td>
<td>50</td>
</tr>
<tr>
<td>38</td>
<td>B-38</td>
<td>50</td>
</tr>
<tr>
<td>39</td>
<td>B-39</td>
<td>70</td>
</tr>
<tr>
<td>40</td>
<td>B-40</td>
<td>60</td>
</tr>
</tbody>
</table>

Total Score: 2540
After the data had been analyzed, the researcher counted the mean to know the average score of students below:

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

Where: 
- \( M \): The average of student score  
- \( \sum x \): Total score  
- \( n \): The number of students

\[ M = \frac{\sum X}{n} \]  
\[ = \frac{2520}{40} \]  
\[ = 63.5 \]

The analysis above shows that the result of the second cycles was better than the previous one. There was more development in this cycle. However, there was development for the students’ vocabulary power on past form, but there were some students still had lower score. So the researcher decided to continue the action to the next cycle.

4. Third Cycle

There are some problems that faced by the students in the previous cycle, there are 11 students had low score, so the researcher and the teacher did this cycle to repair the strategy which used in teaching learning process. The researcher and the teacher try to maximum the students’ development and motivation in English lesson. So, the teacher used guided note taking method in this teaching learning process. During the teaching learning process, the researcher did the observation through observation check list:

Table 7
### Score of observation in third cycle

<table>
<thead>
<tr>
<th>No</th>
<th>Indicators</th>
<th>None (0%)</th>
<th>Few (&lt;20%)</th>
<th>Half (21-50%)</th>
<th>Many (51-69%)</th>
<th>Majority (&gt;70%)</th>
<th>Total Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Students participate toward teacher’s explanation.</td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>5</td>
</tr>
<tr>
<td>2</td>
<td>Students show curiosity by asking questions about the elements in fairy tales like character, setting, etc.</td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>3</td>
<td>Students are seriously in understanding the core of fairy tales.</td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>4</td>
</tr>
<tr>
<td>4</td>
<td>Students ask questions to clarify understanding.</td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>5</td>
<td>Students answer teacher’s questions.</td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>4</td>
</tr>
</tbody>
</table>

\[
Score = \frac{Total \ score}{Maximum \ score} \times 100\%
\]

\[
= \frac{19}{25} \times 100\%
\]

\[
= 76\%
\]

Based on the result of observation above, it can be concluded that majority students joined the class enthusiastically. All activities in the third cycles could run well. It can be seen from their response. While the teacher was presenting the lesson, majority of the students paid attention to her and they are seriously in understanding the core of fairy tales.
After gave treatment, the teacher gave written test to measure students’ vocabulary development. And the result was:

Table 8
Score test in third cycle

<table>
<thead>
<tr>
<th>No</th>
<th>Students’ Code</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>B-1</td>
<td>80</td>
</tr>
<tr>
<td>2</td>
<td>B-2</td>
<td>70</td>
</tr>
<tr>
<td>3</td>
<td>B-3</td>
<td>70</td>
</tr>
<tr>
<td>4</td>
<td>B-4</td>
<td>80</td>
</tr>
<tr>
<td>5</td>
<td>B-5</td>
<td>60</td>
</tr>
<tr>
<td>6</td>
<td>B-6</td>
<td>70</td>
</tr>
<tr>
<td>7</td>
<td>B-7</td>
<td>70</td>
</tr>
<tr>
<td>8</td>
<td>B-8</td>
<td>90</td>
</tr>
<tr>
<td>9</td>
<td>B-9</td>
<td>70</td>
</tr>
<tr>
<td>10</td>
<td>B-10</td>
<td>80</td>
</tr>
<tr>
<td>11</td>
<td>B-11</td>
<td>70</td>
</tr>
<tr>
<td>12</td>
<td>B-12</td>
<td>70</td>
</tr>
<tr>
<td>13</td>
<td>B-13</td>
<td>80</td>
</tr>
<tr>
<td>14</td>
<td>B-14</td>
<td>80</td>
</tr>
<tr>
<td>15</td>
<td>B-15</td>
<td>80</td>
</tr>
<tr>
<td>16</td>
<td>B-16</td>
<td>80</td>
</tr>
<tr>
<td>17</td>
<td>B-17</td>
<td>70</td>
</tr>
<tr>
<td>18</td>
<td>B-18</td>
<td>80</td>
</tr>
<tr>
<td>19</td>
<td>B-19</td>
<td>80</td>
</tr>
<tr>
<td>20</td>
<td>B-20</td>
<td>80</td>
</tr>
<tr>
<td>21</td>
<td>B-21</td>
<td>60</td>
</tr>
<tr>
<td>22</td>
<td>B-22</td>
<td>70</td>
</tr>
<tr>
<td>23</td>
<td>B-23</td>
<td>80</td>
</tr>
<tr>
<td>24</td>
<td>B-24</td>
<td>70</td>
</tr>
<tr>
<td>25</td>
<td>B-25</td>
<td>80</td>
</tr>
<tr>
<td>26</td>
<td>B-26</td>
<td>70</td>
</tr>
<tr>
<td>27</td>
<td>B-27</td>
<td>70</td>
</tr>
<tr>
<td>28</td>
<td>B-28</td>
<td>70</td>
</tr>
<tr>
<td>29</td>
<td>B-29</td>
<td>80</td>
</tr>
<tr>
<td>30</td>
<td>B-30</td>
<td>70</td>
</tr>
<tr>
<td>31</td>
<td>B-31</td>
<td>80</td>
</tr>
<tr>
<td>32</td>
<td>B-32</td>
<td>70</td>
</tr>
</tbody>
</table>
The result of third cycle was also considered as implementation. It was better than previous one, every student had good mark in this cycle. There was an improvement in this cycle. The condition of the class was getting batter. The students did not make noises and could do their best. It was because they interesting study with fairy tales as media with different method to teach English and it could be that the teacher never used it in teaching before.
C. The Analysis of The Whole Meetings

Table 9
The comparison percentage of enthusiastic students in response teaching learning process using fairy tales on preliminary research, cycle 1, cycle 2, and cycle 3.

<table>
<thead>
<tr>
<th>No</th>
<th>Cycles</th>
<th>Total Score</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Cycle 1</td>
<td>12</td>
<td>48</td>
</tr>
<tr>
<td>2</td>
<td>Cycle 2</td>
<td>14</td>
<td>56</td>
</tr>
<tr>
<td>4</td>
<td>Cycle 3</td>
<td>19</td>
<td>76</td>
</tr>
</tbody>
</table>

Table 10
Comparison the average of students score on preliminary research cycle 1, cycle 2 and cycle 3.

<table>
<thead>
<tr>
<th>No</th>
<th>Cycle</th>
<th>Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Preliminary research</td>
<td>56.5</td>
</tr>
<tr>
<td>2</td>
<td>Cycle 1</td>
<td>58</td>
</tr>
<tr>
<td>3</td>
<td>Cycle 2</td>
<td>63.5</td>
</tr>
<tr>
<td>4</td>
<td>Cycle 3</td>
<td>73.5</td>
</tr>
</tbody>
</table>

As whole the meetings ran well. There was some significant improvement from cycle one to cycle three.

In the preliminary research, all of the students have been doing the test, and the average result was 56.5. In this activity, the teacher still used LKS as source and teacher center method. In teaching learning process, only half of the students were active and enthusiastic to the lesson. A half of students did not give response maximally, especially the students who silent and talk their pairs. The students looked boring and sleepy.

In the first cycle, the average result was 58. The teacher began to use fairy tale as medium to teach the students and used audio visual and talking stick method. In teaching learning process, there were many students joined the class enthusiastically. They paid attention to the lesson, although many students still confused with past form.
In the second cycle, the average result was 63.5. In the teaching learning process in this cycle had different with the previous one, because the teacher used giving question and getting answer method with different title of fairy tale. The answer and question were going on orally. It made students more enthusiastic and focus on the learning process. So, the students knew more about new vocabularies through this method without they were aware of it.

In the third cycle, the average result was 73. Before the lesson was begun, the research asked the students to give more pay attention to the lesson. All activities in this cycle run well. According to the research that use fairy tales in teaching vocabulary caused their interesting and responses more increasing than before.

The researcher felt that the implementation of fairy tales as media to develop students’ vocabulary power on past form was successful, because fairy tales are interesting media for the students to develop their vocabulary power. So, fairy tales are helpful in the process of learning and teaching vocabulary on past form.

D. The Strength and Weaknesses of Using Fairy Tales

1. The Strength
   a. It makes students more enjoyable in English learning. Because fairy tales contain many words that related to the past form, students can understand the new vocabulary easily through the story.
   b. It is one of media used in narrative text. So, it is appropriate to the curriculum of junior high school.

2. The Weaknesses
   a. Fairy tales need much time in order that students can understand about the story.
   b. Fairy tale use words that are unfamiliar or English classic. So, sometimes students are confused about the meaning of words.
A. Conclusion

The research conclusion is presented according with the data which have been analyzed in the previous chapter. From all the data analysis about developing students’ vocabulary power on past form through fairy tales (a classroom action research at eighth grade of SMPN 23 Semarang in the academic year of 2010/2011), it can be concluded that:

1. The implementation of fairy tales to develop student’s vocabulary power on past form was done in three cycles. The teacher used fairy tales with different title in each cycle, in the first cycle used “Snow White and The Dwarfs”, second cycle used “The Golden Tree” and in the third cycle used “Sleeping Beauty”. Fairy tales could be applied by using different method with teaching aid, give quiz and etc that are still appropriate to curriculum. The teacher must understand about method which is used in her teaching, so the goal of teaching is gained.

2. According to the data from result of tests and observation which have been done and analyzed in the previous chapter, It can be seen that teaching English vocabulary on past form through fairy tales more interesting to the students. It can make students more enjoyable in learning English. The students’ vocabulary power could increase in each cycle. It can be seen from the average score of students from each cycle. In the preliminary research, the average score of students was 56.5 and the exhaustiveness was 57.5% from the minimum passing criteria in SMPN 23 Semarang was 60. In the first cycle, the average score of students was 58 and the exhaustiveness was 67.5%. In the second cycle, the average of students score achievement was 63.5 and the exhaustiveness was 70%. In the third cycle, the average students’ score achievement was 73.5 and all of students had good score and all of them could pass the minimum passing criteria until 100%. So, the students vocabulary power on past form could develop through fairy tales.
B. Recommendation

Teaching English language to young learners or to students who study new language for the first time, the teacher must create enjoyable, fun, and interesting situation as possible as the teacher can. The enjoyment ought to be the foremost aims which hopefully will have good effects on the education. Because what they dislike, they drop as soon as possible. In other word, the teacher should make the teaching learning process enjoyable, because students love to play and learn best when they are enjoying themselves.

This research has found out some advantages about teaching English vocabulary using fairy tales to improve students’ vocabulary power on past form. Based on the advantages that have been presented in the previous chapter, the researcher suggests to the teachers to use interesting reading material like fairy tales with different method in teaching learning English.

Finally, the writer realizes that this paper is far from being perfect, because of that; constructive critics and advice are really expected for the perfection of the thesis. Hopefully, this thesis will be useful for all of us. Amin.
BIBLIOGRAPHY


https://www.courses.psu.edu/ger/ger100_fgg1/transparencies/fairytales.html. Retrieved on Monday, August 7th, at 2.00 p.m. 2010.
Appendix 1

Research Schedule of a Classroom Action Research at Eight Grade of SMPN 23 Semarang in the Academic Year of 2010/2011

<table>
<thead>
<tr>
<th>Activity</th>
<th>August</th>
<th>September</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ask permission Headmaster</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Contact the English teacher to collect some list of participant</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Doing Preliminary Research</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Doing Cycle I</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>- Planning</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- action</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- observation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- reflecting</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Doing Cycle II</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- planning</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>- action</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- observation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- reflecting</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Doing Cycle III</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- planning</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>- action</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- observation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tabulating the data</td>
<td></td>
<td>X</td>
</tr>
</tbody>
</table>
## Appendix 2

### Table of observation to show students’ successful indicator in teaching learning

<table>
<thead>
<tr>
<th>No</th>
<th>Indicators</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Students participate toward teacher’s explanation.</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>2.</td>
<td>Students show curiosity by asking questions about the elements in fairy tales likes character, setting, etc.</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>3.</td>
<td>Students are seriously in understanding the core of fairy tales.</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>4.</td>
<td>Students ask questions to clarify understanding.</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>5.</td>
<td>Students answer teacher’s questions.</td>
<td>1 2 3 4 5</td>
</tr>
</tbody>
</table>

Notes:
- 6. None (0 %)
- 7. few (<20 %)
- 8. Half (21 – 50 %)
- 9. Many (51 – 70 %)
- 10. Majority (>70%)
# Appendix 3

## The List of Students

<table>
<thead>
<tr>
<th>NO</th>
<th>NAMES</th>
<th>SEX</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Adib Helmi Muawwafaq</td>
<td>Male</td>
</tr>
<tr>
<td>2</td>
<td>Aisyah Rahmawati</td>
<td>Female</td>
</tr>
<tr>
<td>3</td>
<td>Arafat bintang Pandaga</td>
<td>Male</td>
</tr>
<tr>
<td>4</td>
<td>Ardiana Putri Damayanti</td>
<td>Female</td>
</tr>
<tr>
<td>5</td>
<td>Bagas Dewantoro</td>
<td>Male</td>
</tr>
<tr>
<td>6</td>
<td>Cindy Setyaningsih Nugroho</td>
<td>Female</td>
</tr>
<tr>
<td>7</td>
<td>Citra Dewi Rachmawati</td>
<td>Female</td>
</tr>
<tr>
<td>8</td>
<td>Dewi Masitoh</td>
<td>Female</td>
</tr>
<tr>
<td>9</td>
<td>Diah Ayuning Tyas</td>
<td>Female</td>
</tr>
<tr>
<td>10</td>
<td>Dicky Handana Šimajaya</td>
<td>Male</td>
</tr>
<tr>
<td>11</td>
<td>Dimas Risky Ishardi</td>
<td>Male</td>
</tr>
<tr>
<td>12</td>
<td>Dwita Sofiarum</td>
<td>Female</td>
</tr>
<tr>
<td>13</td>
<td>Fahrul Hidayat</td>
<td>Male</td>
</tr>
<tr>
<td>14</td>
<td>Gina Ayu Amalia</td>
<td>Female</td>
</tr>
<tr>
<td>15</td>
<td>Ghita Pelangi Ramadhanty</td>
<td>Female</td>
</tr>
<tr>
<td>16</td>
<td>Ika Alfian fadilla</td>
<td>Female</td>
</tr>
<tr>
<td>17</td>
<td>Jihan Hafiz Bagaskara</td>
<td>Male</td>
</tr>
<tr>
<td>18</td>
<td>Lintang Prakasa</td>
<td>Male</td>
</tr>
<tr>
<td>19</td>
<td>Lutfiati Ulfahe</td>
<td>Female</td>
</tr>
<tr>
<td>20</td>
<td>Muhamad Syamsul Makhrif</td>
<td>Male</td>
</tr>
<tr>
<td>21</td>
<td>Muhammad Salim Ridho</td>
<td>Male</td>
</tr>
<tr>
<td>22</td>
<td>Muhkamat Khoyin</td>
<td>Male</td>
</tr>
<tr>
<td>23</td>
<td>Nanda Rafidayanti</td>
<td>Female</td>
</tr>
<tr>
<td>24</td>
<td>Nine Wahyu Wihartomo</td>
<td>Male</td>
</tr>
<tr>
<td>25</td>
<td>Novia Koesherawati</td>
<td>Female</td>
</tr>
<tr>
<td>26</td>
<td>Nurneini Putri Saraswati</td>
<td>Female</td>
</tr>
<tr>
<td>27</td>
<td>Nurul Huda</td>
<td>Male</td>
</tr>
<tr>
<td>28</td>
<td>Nurul Rohmayanti</td>
<td>Female</td>
</tr>
<tr>
<td>29</td>
<td>Puspa Dwi Anggita Carolina S.</td>
<td>Female</td>
</tr>
<tr>
<td>30</td>
<td>Rachmad Praptono Aji</td>
<td>Male</td>
</tr>
<tr>
<td>31</td>
<td>Richa Jannet Ferdisa</td>
<td>Female</td>
</tr>
<tr>
<td>32</td>
<td>Ridha Bagas Umara</td>
<td>Male</td>
</tr>
<tr>
<td>33</td>
<td>Rr. Amelia Resa Wijayanti</td>
<td>Female</td>
</tr>
<tr>
<td>34</td>
<td>Salsabila rizki Mayshita</td>
<td>Female</td>
</tr>
<tr>
<td>35</td>
<td>Syeli Irianggani</td>
<td>Female</td>
</tr>
<tr>
<td>36</td>
<td>Tifani Enno Pradiningtyas</td>
<td>Female</td>
</tr>
<tr>
<td>37</td>
<td>Tika Mardiani</td>
<td>Female</td>
</tr>
<tr>
<td>38</td>
<td>Vivi Ayu Permatasari</td>
<td>Female</td>
</tr>
<tr>
<td>39</td>
<td>Vyan Wisnu Pradika</td>
<td>Male</td>
</tr>
<tr>
<td>40</td>
<td>Winda Prawesty</td>
<td>Female</td>
</tr>
</tbody>
</table>
Appendix 4

LESSON PLAN
(Cycle 1)

Proficiency : 8th grade
Subject : English
Skill/focus : Reading
Time Allotment : 2 x 45 minutes
Theme : Story
Media : Fairy Tale
Technique : Audio Visual Method and Talking Stick Method

1. Standard Competence: understand the meaning of simple monolog text in the form of narrative in daily life context.

2. Basic Competence: to response the meaning accurately in simple monolog text in the form of narrative in daily life context.

3. Indicators:
   a. Identify the meaning of the word in reading text
   b. Identify the meaning of the sentence in reading text
   c. Can use the past form in another sentence

Activities:

a. Building Knowledge of the Field (BKeF)
   - Teacher opens the lesson by greeting and praying together
   - Teacher checks the roll
   - Teacher asks students about the favorite fairy tale
   - Student answers orally

b. Modeling of the Text (MOT)
   - Teacher explains the material through short movie.
   - Teacher introduces the fairy tales as example of simple past tense that contains past form.
   - Teacher gives students a fairy tales.

c. Joint Construction of the Text (JCoT)
- Teacher asks students to read the fairy tale.
- Teacher asks students to close the text.
- Teacher takes a stick which is prepared before and points student one by one to answer the teacher’s question based on the text.
- Teacher gives students a chance to get reflecting from the material that was learned.
- Teacher reviews the students’ answers.
- Students conclude the lesson together.

d. Independent Construction of the Text (ICoT)
- Teacher reviews the material
- Teacher gives an exercise
- Students write their own answers
- Teacher ends the lesson

Assessments:
1) Form : Written
2) Technique : Students are assigned to choose the correct answer
3) Aspect to be assessed : Vocabulary
4) Scoring guidance :
   - Test item : 10
   - Score of each item : 10
   - Maximum score : 10 x 10 = 100
   - score : Total score x Maximum score
   \[ \sum Items \]

Sources:
- Oxford dictionary
Semarang, August 24th, 2010

The English Teacher

Ratinah Asmantika, S. Pd.
NIP: 19530420 197803 2 002

The Researcher

Abdul Basir
NIM: 063411074

The Head Master of SMP N 23 Semarang

Drs. S. Agung Nugroho, MM.
NIP: 19681011 199303 1 005
Appendix 5

LESSON PLAN
(Cycle 2)

Proficiency : 8th grade
Subject : English
Skill/focus : Reading
Time Allotment : 2 x 45 minutes
Theme : Story
Media : Fairy Tale
Technique : Giving Question and Getting Answer Method

4. Standard Competence: understand the meaning of simple monolog text in the form of narrative in daily life context.

5. Basic Competence: to response the meaning accurately in simple monolog text in the form of narrative in daily life context.

6. Indicators:
   a. Identify the meaning of the word in reading text
   b. Identify the meaning of the sentence in reading text
   c. Can use the past form in another sentence

Activities:

a. Building Knowledge of the Field (BKoF)
   - Teacher opens the lesson by greeting and praying together
   - Teacher checks the roll
   - Teacher asks students some questions that are discussed at the previous meeting
   - Student answers orally

b. Modeling of the Text (MoT)
   - Teacher gives students a narrative text of fairy tale
- Teacher explains the rules of giving question and getting answer method in teaching.
- Teacher gives question card and answer card for each student.

c. **Joint Construction of the Text (JCoT)**
- Teacher asks students to read text that they have for ten minutes approximately.
- Teacher asks students to answer question. Then, he or she can give question to other students.
- Teacher has to last student who still has question card or answer card to make conclusion or resume.
- Teacher reviews the material.

d. **Independent Construction of the Text (ICoT)**
- Teacher gives an exercise
- Students write their own answer
- Teacher ends the lesson

---

**Assessments:**

1. **Form**: Written
2. **Technique**: Students are assigned to choose the correct answer
3. **Aspect to be assessed**: Vocabulary
4. **Scoring guidance**:
   - Test item: 10
   - Score of each item: 10
   - Maximum score: \(10 \times 10 = 100\)
   - Total score: \(\sum \text{Items}\)
**Sources:**

- Oxford dictionary

Semarang, August 25th, 2010

The English Teacher

Ratinah Asmantika, S. Pd.
NIP: 19530420 197803 2 002

The Researcher

Abdul Basir
NIM: 063411074

The Head Master of SMP N 23 Semarang

Drs. S. Agung Nugroho, MM.
NIP: 19681011 199303 1 005
Appendix 6

LESSON PLAN
(Cycle 3)

Proficiency : 8th grade
Subject : English
Skill/focus : Reading
Time Allotment : 2 x 45 minutes
Theme : Story
Media : Fairy Tale
Technique : Guided Note Taking Method

7. Standard Competence: understand the meaning of simple monolog text in the form of narrative in daily life context.

8. Basic Competence: to response the meaning accurately in simple monolog text in the form of narrative in daily life context.

9. Indicators:
   a. Identify the meaning of the word in reading text
   b. Identify the meaning of the sentence in reading text
   c. Can use the past form in another sentence

Activities:

a. Building Knowledge of the Field (BKoF)
   - Teacher opens the lesson by greeting and praying together.
   - Teacher checks the roll.
   - Teacher asks students some questions that are discussed in the previous meeting.
   - Students answer orally.

b. Modeling of the Text (MoT)
   - Teacher gives text (fairy tales) which contains missing words to students.
   - Teacher explains that the blanked words are intentional to maintain the students’ attention to the teaching process.
c. Joint Construction of the Text (JCoT)

- Teacher asks students to fulfill the missing words based on the reading text.
- After finishing reading, teacher divides students into groups and asks them to discuss the material to find out the meaning of the text.
- Teacher asks one of students to read his or her handout in front of class to present the result of discussion.
- Teacher corrects it by displaying it on screen.
- Teacher explains the vocabulary orally and writtenly.
- Teacher gives chance to students for asking, if there are difficulties in learning.
- Teacher gives questions to students based on the reading text.

d. Independent Construction of the Text (ICOT)

- Teacher gives formative test
- Students write their own answer
- Teacher ends the lesson

Assessments:

1) Form : Written
2) Technique : Students are assigned to choose the correct answer
3) Aspect to be assessed : Vocabulary
4) Scoring guidance :
   - Test item : 10
   - Score of each item : 10
   - Maximum score : 10 x 10 = 100
   - score : Total score X Maximum score

Sources:

Semarang, September 1st, 2010

The English Teacher

Ratinah Asmantika, S. Pd.
NIP: 19530420 197803 2 002

The Researcher

Abdul Basir
NIM: 063411074

The Head Master of SMPN 23 Semarang

Drs. S. Agung Nugroho, MM.
NIP: 19681011 199303 1 005

Appendix 7
SNOW WHITE AND THE DWARFS

Once upon a time, there lives a little girl named Snow white. She lived with her aunt and uncle because her parents were died.

One day, she heard her uncle and aunt talking about leaving Snow White in the castle because they both wanted to go to America and they didn’t enough money to take Snow White.

Snow White did not want her uncle and aunt to do this. So, she decided it would be best if she run away. The next morning she ran away From home when her aunt and her uncle were having breakfast. She ran away into the woods. She was very tired and hungry.

Then she saw this little cottage. She knocked the door but no one answered. So, she went inside and fell asleep.

Meanwhile, the seven dwarfs were coming home from work. They went inside. There, they found that Snow White was sleeping.

Then snow white woke up. She saw the dwarfs. The dwarfs said, “what is your name?” snow white said, “My name is Snow white.” Dwarfs said, “if you wish, you may live here with us. “ Snow White said, “oh , could I? Thank you.” Then Snow White told the dwarfs the whole story. And snow white and the seven dwarfs lived happily ever after.\(^74\)

\(^74\) [http://www.Surfturk.Com/Mythology/Fairytaleelements. Retrieved on Monday, August 9th at 01.00 pm. 2010.](http://www.Surfturk.Com/Mythology/Fairytaleelements. Retrieved on Monday, August 9th at 01.00 pm. 2010.)
Test of Cycle I

Choose the correct answer below by crossing a, b, c or d!

1. Snow White….. in the castle with her aunt.
   a. lived          b. live           c. life           d. went

2. Snow white ... to run away from her house.
   a. starts         b. came          c. decided       d. gets

3. Snow White ... the door before she came into the house.
   a. broke         8. closed        c. opened        d. knocked

4. When Snow White woke up, she……the dwarfs.
   a. Said          b. look          c. see           d. saw

5. Hadi ..... away From home when his parents were sleeping.
   a. lived         b. ran           c. run           d. stay

6. She ….. Badminton with her friend yesterday.
   a. do            b. liked         c. played        d. sing

7. last week, Cindy …. her family in Jakarta.
   a. visit         b. went          c. stay          d. visited

8. I am very hungry because I didn’t …. my meal.
   a. Ate            b. look         c. eat           d. drank

9. Mr. Agus …. to Surabaya two days ago.
   a. went          b. go            c. stay          d. inside

10. The snow …. the cullesso in the morning. It looked like a cotton.
    a. came          b. opened        c. put           d. covered
Read this text carefully!

THE GOLDEN TREE

Long time ago in a little village, there was a big palace bigger than the village itself and in the palace there lived a king wanted to be rich.

One day the king promised one of his gardeners three millions if he could grow a tree all year round which bore rich golden fruit. The gardener searched all over the countryside but he could not find the right seed to grow a tree which would bear golden fruit. So at last he went to see the wise old owl that lived deep in the forest and knew all about many things. The wise old owl told him what to do and where to go to get the right seed to plant.

The gardener went exactly where he was told and did exactly what he was old. He planted the seed and gave it some water, some fertilizer and he waited. Suddenly the tree grew up so quickly that it made the gardener jump.

The gardener watched as the tree began to bear rich golden fruit. He ran back to the palace and took the King to see the tree. When the King had stood there for a long time, staring at it open mouthed, the gardener asked for his tree million coins. So the King agreed to the request, and the gardener took his money and went home and lived happily ever after.75

---

Test of Cycle II

Choose the correct answer below by crossing a, b, c or d!

1. The text above is kind of ….. text.
   a. descriptive  b. recount  c. narrative  d. news

2. One day the king …. one of his gardeners three millions.
   a. took  b. promised  c. given  d. promise

3. Yesterday, the farmer …. The seed in the garden.
   a. applied  b. get  c. planning  d. planted

4. The gardener …. for his tree million coins.
   a. ask  b. wanted  c. saw  d. asked

5. The gardener …. that he also had red blood inside her body like other.
   a. said  b. talked  c. say  d. ordered

6. The poor man was surprised when the king suddenly ….. in front of him.
   a. stand up  b. came  c. stayed  d. arrive

7. She was sleeping when her father …. in home.
   a. come  b. arrive  c. arrived  d. stay

8. I … fried chicken last night.
   a. eat  b. ate  c. met  d. make

9. Last week, Budi … to give him three books.
   a. moved  b. saw  c. agreed  d. agree

10. He … to Bandung last month.
    a. send  b. go  c. went  d. do
Appendix 9

Cycle 3

Read this text carefully!

SLEEPING BEAUTY

Long time ago on a fairyland, there was a kingdom with kind king and queen who had not a child for many years. After they had a child, they made a great feast which invited seven fairies.

In the great feast, each fairy gave a gift for the princess. When the seventh fairy would give her gift, a wicked fairy came to the kingdom suddenly, she gave a curse to the princess because the king didn’t invite her to the feast. She said that the princess would be die at the age of sixteen when she pricked her finger on a spinning wheel. But the seventh fairy changed the curse so that the princess would just fall a sleep at the age of sixteen, and there would be a prince came to woke her up.

When the princess was sixteen years old, she went to a tower and tried a spinning wheel. Suddenly, she pricked her finger and fell a sleep for one hundred years. Then, all of people in the kingdom also fall a sleep, and the palace was covered with forest.

After one hundred years later, a prince from another kingdom wanted to come into the kingdom. Then he came to the beautiful bed and saw the princess. He kissed her. Then, princess woke up from her long sleep and all of the people in the palace did too.

All of them thanked to the princes and they made a great feast to celebrate the wedding of the prince and princess.  

---

Test of Cycle III

Choose the correct answer below by crossing a, b, c or d!

1. Each fairy … a gift for the princess.
   a. made  b. gave  c. send  d. felt

2. The king didn’t …. a wicked fairy.
   a. come  b. invited  c. invite  d. gave

3. She …. her finger and fell a sleep for one hundred years.
   a. kissed  b. pricked  c. change  d. gave

4. After the prince kissed the princess, she ….from her long sleep.
   a. wake  b. woke up  c. set up  d. broke

5. My mother …. fried rice for my breakfast two days ago.
   a. made  b. covered  c. ate  d. grow

6. Andri …. to go to School this morning.
   a. come  b. made  c. wanted  d. saw

7. Last night, my mother … me about snow White and the seven dwarfs story.
   a. give  b. told  c. tell  d. say

8. She …. to the office when the manager was eating lunch.
   a. eat  b. came  c. covered  d. saw

9. Two days ago, Santi didn’t …. to Budi’s party.
   a. give  b. came  c. come  d. change

10. David …. The New Year party in Semarang last year.
    b. changed  b. want  c. saw  d. see

Do your best
&
Good luck!
Appendix 10

The answer key in cycle 1:

1. a  
2. c  
3. d  
4. d  
5. b 
6. c  
7. d  
8. c  
9. d  
10. d

The answer key in cycle 2:

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

The answer key in cycle 3:

1. B  
2. D  
3. B  
4. B  
5. A 
6. C  
7. B  
8. B  
9. C  
10. C
Appendix 11

The Result of Whole Test

<table>
<thead>
<tr>
<th>No</th>
<th>Students’ Code</th>
<th>Preliminary Research</th>
<th>Cycle 1</th>
<th>Cycle 2</th>
<th>Cycle 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>B-1</td>
<td>60</td>
<td>60</td>
<td>70</td>
<td>80</td>
</tr>
<tr>
<td>2</td>
<td>B-2</td>
<td>50</td>
<td>60</td>
<td>40</td>
<td>70</td>
</tr>
<tr>
<td>3</td>
<td>B-3</td>
<td>40</td>
<td>60</td>
<td>70</td>
<td>70</td>
</tr>
<tr>
<td>4</td>
<td>B-4</td>
<td>40</td>
<td>50</td>
<td>70</td>
<td>80</td>
</tr>
<tr>
<td>5</td>
<td>B-5</td>
<td>40</td>
<td>30</td>
<td>40</td>
<td>60</td>
</tr>
<tr>
<td>6</td>
<td>B-6</td>
<td>50</td>
<td>60</td>
<td>50</td>
<td>70</td>
</tr>
<tr>
<td>7</td>
<td>B-7</td>
<td>60</td>
<td>60</td>
<td>80</td>
<td>70</td>
</tr>
<tr>
<td>8</td>
<td>B-8</td>
<td>80</td>
<td>70</td>
<td>90</td>
<td>90</td>
</tr>
<tr>
<td>9</td>
<td>B-9</td>
<td>50</td>
<td>50</td>
<td>50</td>
<td>70</td>
</tr>
<tr>
<td>10</td>
<td>B-10</td>
<td>60</td>
<td>60</td>
<td>70</td>
<td>80</td>
</tr>
<tr>
<td>11</td>
<td>B-11</td>
<td>60</td>
<td>60</td>
<td>50</td>
<td>70</td>
</tr>
<tr>
<td>12</td>
<td>B-12</td>
<td>60</td>
<td>60</td>
<td>60</td>
<td>70</td>
</tr>
<tr>
<td>13</td>
<td>B-13</td>
<td>70</td>
<td>60</td>
<td>70</td>
<td>80</td>
</tr>
<tr>
<td>14</td>
<td>B-14</td>
<td>70</td>
<td>60</td>
<td>90</td>
<td>80</td>
</tr>
<tr>
<td>15</td>
<td>B-15</td>
<td>60</td>
<td>60</td>
<td>70</td>
<td>80</td>
</tr>
<tr>
<td>16</td>
<td>B-16</td>
<td>70</td>
<td>70</td>
<td>80</td>
<td>80</td>
</tr>
<tr>
<td>17</td>
<td>B-17</td>
<td>60</td>
<td>60</td>
<td>70</td>
<td>70</td>
</tr>
<tr>
<td>18</td>
<td>B-18</td>
<td>50</td>
<td>60</td>
<td>70</td>
<td>80</td>
</tr>
<tr>
<td>19</td>
<td>B-19</td>
<td>60</td>
<td>70</td>
<td>80</td>
<td>80</td>
</tr>
<tr>
<td>20</td>
<td>B-20</td>
<td>60</td>
<td>60</td>
<td>70</td>
<td>80</td>
</tr>
<tr>
<td>21</td>
<td>B-21</td>
<td>40</td>
<td>30</td>
<td>50</td>
<td>60</td>
</tr>
<tr>
<td>22</td>
<td>B-22</td>
<td>60</td>
<td>50</td>
<td>60</td>
<td>70</td>
</tr>
<tr>
<td>23</td>
<td>B-23</td>
<td>50</td>
<td>50</td>
<td>70</td>
<td>80</td>
</tr>
<tr>
<td>24</td>
<td>B-24</td>
<td>60</td>
<td>70</td>
<td>60</td>
<td>70</td>
</tr>
<tr>
<td>25</td>
<td>B-25</td>
<td>70</td>
<td>70</td>
<td>80</td>
<td>80</td>
</tr>
<tr>
<td>26</td>
<td>B-26</td>
<td>60</td>
<td>50</td>
<td>40</td>
<td>70</td>
</tr>
<tr>
<td>27</td>
<td>B-27</td>
<td>60</td>
<td>60</td>
<td>60</td>
<td>70</td>
</tr>
<tr>
<td>28</td>
<td>B-28</td>
<td>50</td>
<td>50</td>
<td>70</td>
<td>70</td>
</tr>
<tr>
<td>29</td>
<td>B-29</td>
<td>60</td>
<td>60</td>
<td>70</td>
<td>80</td>
</tr>
<tr>
<td>30</td>
<td>B-30</td>
<td>60</td>
<td>50</td>
<td>80</td>
<td>70</td>
</tr>
<tr>
<td>31</td>
<td>B-31</td>
<td>70</td>
<td>70</td>
<td>80</td>
<td>80</td>
</tr>
<tr>
<td>32</td>
<td>B-32</td>
<td>60</td>
<td>60</td>
<td>70</td>
<td>70</td>
</tr>
<tr>
<td>33</td>
<td>B-33</td>
<td>50</td>
<td>70</td>
<td>40</td>
<td>70</td>
</tr>
<tr>
<td>34</td>
<td>B-34</td>
<td>60</td>
<td>70</td>
<td>60</td>
<td>70</td>
</tr>
<tr>
<td>35</td>
<td>B-35</td>
<td>50</td>
<td>50</td>
<td>40</td>
<td>70</td>
</tr>
<tr>
<td>36</td>
<td>B-36</td>
<td>50</td>
<td>50</td>
<td>40</td>
<td>60</td>
</tr>
<tr>
<td>37</td>
<td>B-37</td>
<td>60</td>
<td>70</td>
<td>50</td>
<td>70</td>
</tr>
<tr>
<td>38</td>
<td>B-38</td>
<td>50</td>
<td>50</td>
<td>50</td>
<td>70</td>
</tr>
<tr>
<td></td>
<td>B-39</td>
<td>B-40</td>
<td>60</td>
<td>60</td>
<td>70</td>
</tr>
<tr>
<td>-------</td>
<td>------</td>
<td>------</td>
<td>-----</td>
<td>-----</td>
<td>-----</td>
</tr>
<tr>
<td>Sum</td>
<td>2260</td>
<td>2320</td>
<td>2540</td>
<td>2940</td>
<td></td>
</tr>
<tr>
<td>Average (mean)</td>
<td>56.5</td>
<td>58</td>
<td>63.5</td>
<td>73.5</td>
<td></td>
</tr>
<tr>
<td>Low score</td>
<td>30</td>
<td>30</td>
<td>40</td>
<td>60</td>
<td></td>
</tr>
<tr>
<td>High score</td>
<td>80</td>
<td>70</td>
<td>90</td>
<td>90</td>
<td></td>
</tr>
</tbody>
</table>
The teacher was reading the text of fairy tale.

Students were seriously in doing the test.
The researcher was collaborating with the English teacher in the classroom teaching learning process.