THE USE OF PICTORIAL STORY TO IMPROVE
THE STUDENTS’ UNDERSTANDING ON
ENGLISH VOCABULARY
(A Classroom Action Research with Fourth Grade of SDN 01
Mulyoharjo Jepara in the Academic Year 2010/2011)

A FINAL PROJECT
Submitted in Partial Fulfillment of the Requirement
For the Degree of Bachelor of Education
In English Language Education

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TARBIYAH FACULTY
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SEMARANG
2010
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ABSTRACT


Key words: Pictorial Story, improve, students’ understanding, English vocabulary, classroom action research.

The background of the study in this research is the students still have difficulties in understanding the vocabulary. The teacher still uses conventional methods; the teacher only translates the words and monotone, so the students are easy to get bored. To improve the students’ understanding, teacher can use Pictorial Story as teaching aid to help the teacher in teaching learning process.

The problem of this research can be stated as follow:
1. How is Pictorial Story implemented to improve students’ understanding on English vocabulary at the Fourth grade of SDN 01 Mulyoharjo?
2. How high does Pictorial Story affect students’ understanding on English vocabulary at the Fourth grade of SDN 01 Mulyoharjo?

The objectives of this study are (1) to describe how Pictorial Story is applied in teaching English vocabulary, (2) to investigate a significant effect of using Pictorial Story as medium to teach English vocabulary.

The study was conducted at SDN 01 Mulyoharjo Jepara in the academic year 2010/2011. The subject of this study was the students of fourth graders in class IVA. The number of the subject was thirty three. The design of research that used was classroom action research. This research conducted pre-cycle, and three cycles in classroom action research.

The techniques which were used to collect the data are observation, test, and interview. In the pre-cycle, the teacher uses conventional method. The teaching learning process in cycle 1 until cycle 3 in classroom action research, the teacher introduces the words by using Pictorial Story, gives some quiz and achievement test.

In this research, the researcher analyzed the result from observation and achievement test from each cycle. In the pre-test, the average of the students’ achievement was 57,4. In the first cycle there are about 64% or many of students joined the class, and the average of the students’ achievement was 64,7. In the second cycle there are about 74% or almost majority of the students joined in the class, the average of the students’ achievement was 71,8. In the third cycle there are 80% or majority of students joined the class, the average of the students’ achievement was 75,7.

Based on the result of the analysis, the researcher can conclude that the use of Pictorial Story is recommended for the English teacher, especially for elementary school teachers to attract the students’ interest and to improve their knowledge in learning English.
DEDICATION

The thesis is dedicated to:

- My beloved father (H. Sholichin) and mother (Hj. Latifah) who always support emotionally and materially with prayer, love, and patience.
- My beloved brothers (Mz Nur, Mz Madun, and Mz Aziz), my sisters (mba ida, mba anis, mba qiqi and fifi) who always support and motivate the writer to finish this thesis.
- All my friends in TBI ’06
We sent not a messenger except (to teach) in the language of his own people (Ibrahim [14]: 4)  

---

A THESIS STATEMENT

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

Semarang, December 17, 2010

The Writer

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Hanik Amaliyah Firdaus
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Praise be to Allah who has given blessing and mercies so that the writer can finish in creating this thesis.

Shalawat and salam may be granted to our noble prophet Muhammad Saw and his family, his friends, and his followers who has brought Islam until this present.

As a ordinary human who has the weakness and limitedness, the writer realize that the thesis by the title “The Use of Pictorial Story to Improve the Students’ Understanding in English Vocabulary (A Classroom Action Research With Fourth Graders of SDN 01 Mulyoharjo Jepara in the Academic Year of 2010/2011)” cannot be finished without any support, guidance, and help from the other people and another side. For that, by the honor of this, the writer wants to say thanks very much to the honorable:

1. Dr. Sudja’i, M.Ag as the Dean of faculty of Tarbiyah.
2. Siti Tarwiyah, M.Hum. as the Head of English Department.
3. Anis Sundusiyah, M.A as guardian who has big role in giving guidance to the researcher during study in IAIN Walisongo Semarang.
4. Dra. Siti Mariam, M.Pd as the first advisor and Dr. Muslih, M.A as the second advisor for their patience in providing careful guidance, helpful corrections, very good advice as well as suggestion and encouragement during the consultation.
5. Lectures in English Department of Tarbiyah Faculty for valuable knowledge, guidance, and advices during the years of my study.
6. Library officials who always give good service related with the references in this thesis so that the writer could do this thesis well.
7. Fx. Sugiyanto, S.Pd as the headmaster SDN 01 Mulyoharjo Jepara who had allowed the writer to carry out the research in his school. Rina Yuniastuti, S.Pd as English teacher of class IVA who had helped the writer in conducting...
the research in their school, and the students of fourth grade class A, thanks for the cooperation, and also the school administration staff.

8. My beloved father, mother, brothers, and sisters who always give me motivation.

9. All my friends in TBI '06.

10. All side that cannot be mentioned one by one by the writer who have helped in finishing in this thesis.

By expecting pray, may the goodness be charity and get the reward from Allah SWT.

The writer realizes that this thesis is still far from completeness. So that, the writer so expects constructive suggestion and criticism from all side for the advantages of this thesis.

Finally, the writer expect may this thesis useful, especially for the writer and generally for the reader.

والسلام عليكم ورحمة الله وبركاته

Semarang, December 17, 2010

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CHAPTER I
INTRODUCTION

A. Background of the Study

English as an international language is used in many countries over the world including Indonesia. In Indonesia, English is the first foreign language which has played important roles in the development of Indonesia; it is used as a means of communication when Indonesia wants to cooperate with other countries. It is also used as a national development. It is apparent that English in Indonesia is very important.

As the most important foreign language in Indonesia, English becomes one of the compulsory subjects taught in education institute. English is also considered as a difficult subject for the Indonesian students, because English is completely different from Indonesian language being look at from the system of structure, pronunciation and vocabulary. The government always made effort to improve the quality of English teaching. By improving the teachers’ quality and other components involved in educational process, the English teaching in Indonesia improved time to time.

Teaching English in elementary school is useful. As we know that young students especially students in elementary school have big memory to memorize everything they learn. Thus, in elementary school, English is taught as an additional subject. As elementary school is the place for students to learn English for the first time, the students just learn the basic vocabulary. Vocabulary is very important to be mastered first since it is an essential means in conducting communication. Based on the reason above, the focus should be on the vocabulary in the elementary school. It can help them understand the basis of studying English and prepare to study English in higher level.
English teaching involves four language skills; they are listening, speaking, reading and writing. In teaching and learning a language, there are four aspects that support four language skills above such as: grammar, vocabulary, spelling and pronunciation that they are also taught in English teaching and learning process.

Vocabulary is major concern in elementary schools materials because vocabulary is an essential means in conducting communication. Students who want to improve their English should master the vocabulary. Vocabulary is one of the important aspects in learning English. The mastery of it would be very helpful when one was learning foreign language having a great mastery on it; it would also facilitate him to comprehend the subject learnt in which it was in English. Vocabulary is used in any situation; it is in the form of spoken or written language. We should have an adequate vocabulary to improve the four language skills. Without grammar very little can be conveyed. Without vocabulary nothing can be conveyed.\(^2\) As the writer concluded that the quality of one’s language skill depends on the quality and the quantity of vocabulary mastered, the more vocabulary he mastered, the easier to develop four language skills (listening, speaking, reading and writing) and learn English as second language generally.

Mastery of vocabulary is not an easy thing for students, especially for young learners, because young learners have limited ability in learning and memorizing the vocabulary. It is not an easy task for teacher to teach vocabulary, because of the limitation of students’ ability. So the teacher needs to apply appropriate technique in the classroom. Beside appropriate technique teacher also must use interesting medium in learning activities. Allah states about the important of medium in learning, in surah Al-A’la verse 4:

\[
رَبَّنَئَنا لَعْمَكَ وَلِلفُلُّ (العَلَقِ) \\
\]

“He who taught (the use of) the pen-“. ¹

This verse shows that Al-Qur’an give attention towards the important of medium in study. “Pen” is a medium. It means that Allah wants to transform the science to Rasulullah by using kinds of medium. As Jibril submits vision with Jibril’s verbal expression, bell, and etc. This matter is strengthened in the other verse, in surah Al-Qalam verse 1:

والقلم وَمَا يَسْطِرُونَ (القلم) 

“By the pen and by the (Record) which (men) write-“. ²

یَسْطِرُونَ In this context means the learning activities. القلم and يَسْطِرُونَ explain that there is tight connection between pen and learning activities. In the other word medium and learning activities are two matters sinergis. We must apply medium in learning activities relevant with the audience (student) and it must be done proportionally and professional. Proportional, it means that to accustommed with intellectuality level audience. Professional means that the use of media optimally must hold some matters; they are wise, advice, criticism.

In teaching learning process, teacher has important roles. Teacher is professional educator who has main duty to educate, teach, guide, and evaluate the learners on early children education at formal education (Elementary School, Junior High School, and Senior High School). ³

In teaching a language, a teacher might realize that teacher could not apply only one or two strategies to all levels. In reverse, teacher was required to be able to recognize the characters of the students and to select an appropriate strategy to them. It was not different from teaching English to elementary school students, the teacher was supposed to know that the students was so closed with something fun and enjoyable. So whenever the

² Ibid, P. 722
³ SISDIKNAS, Undang-Undang Guru dan Dosen, (Bandung: Citra Umbara, 2006), P.3
teacher taught, teacher had to be selective in choosing a strategy to introduce a learning material. A good teaching strategy would automatically facilitate to get students’ interest in learning process.

Students in elementary school are still young learners. In this research, the researcher focuses on the students on fourth graders at SDN 01 Mulyoharjo. Usually students in young learners think that English is difficult. To tackle this image, teacher should be more creative and keep the students away from feeling bored. The teacher must be able to organize the students in teaching learning process. If the teacher cannot teach the students properly, the students will not enjoy their learning. Consequently, the teaching learning will fail.

As it is found in SDN 01 Mulyoharjo, the teacher has some problems in teaching learning process. For example, the students are bored, afraid to learn, and still passive in the English class. It makes the students’ achievement in learning vocabulary low. Their difficulties in learning vocabulary make their achievement fall below the standard.

The problem that may occur in teaching learning process may bring negative impact to the students; afraid to learn, passive, and bored. It makes the teaching learning process become unuseful. If the teacher is not attractive, the students get difficulty in studying English. Besides, they also cannot respond the explanation of teacher. The students’ mastery of vocabulary will be interested if the teacher uses suitable medium. If the media is used by the teacher are not appropriate, the students are bored and passive in learning process.

The writer looked that teacher of English subject on fourth graders at SDN 01 Mulyoharjo still use conventional methods, the teacher only translates the words and monotone, so the students will easy to get bored and they will say that English is difficult. The teacher must be able to use strategies and technique in teaching and learning process.

Learning vocabulary can be done through many ways, such as: dictionary, picture, guessing, reading, etc. To make effective techniques in
teaching vocabulary, the teacher should create various teaching techniques to increase the motivation of students; one of them is using pictorial story. Using Pictorial Story in teaching vocabulary is appropriate technique to apply in class because Pictorial Story is one kind of medium that can help teacher draw students’ interest and arouse their motivation in the teaching learning process more effective.

Nagaraj stated that in many ESL (English as Second Language) classes, even where teachers have devoted much time to vocabulary teaching, the results have been disappointing. So they need to choose one of the techniques which is the best for the students get more effective vocabulary learning.  

This study would present a vocabulary teaching strategy to elementary school students. In which it was going to be very pleasant and interesting for young learners.

So the writer wants to do research on “The Use of Pictorial Story to Improve the Student’s Understanding English Vocabulary” A Classroom Action Research with Fourth Grade, SDN 01 Mulyoharjo Jepara in the Academic Year 2010/2011.

B. Reasons for Choosing the Topic

Here are some reasons for choosing the topic “The Use of Pictorial Story to Improve the Students’ Understanding in English Vocabulary”:

1. Vocabulary is a part of language component that plays an important role in learning a language.
2. Most students have difficulties in learning vocabularies. They feel bored and do not pay attention because there is nothing interesting in English subject, which the teacher presents.
3. Teaching vocabulary using Pictorial Story is an interesting strategy to teach vocabulary.

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C. Research Questions

The problems to be discussed in this study are:

1. How is Pictorial Story implemented to improve students’ understanding on English vocabulary at the Fourth grade of SDN 01 Mulyoharjo, Jepara?
2. How much does Pictorial Story affect students’ understanding on English vocabulary at the Fourth grade of SDN 01 Mulyoharjo, Jepara?

D. Objective of the Study

The objectives of the research are:

1. To describe how Pictorial Story is applied in teaching English vocabulary.
2. To investigate a significant effect of using Pictorial Story as medium to teach English vocabulary.

E. Pedagogical Implication

Based on objectives above, the significance of the study can be stated as follows:

- The writer
  
The writer will get some experiences and knowledge about her study and it will be useful in the future.

- The teacher
  
By doing this research, the writer hopes that the output of the study will be useful to give contribution in developing English teaching especially in teaching vocabulary.

- The students
  
By using Pictorial Story as medium in teaching vocabulary, the students will improve their English vocabulary. They may improve their English since they find out that they can learn English through an attractive medium that they like and easy to understand.
- The school

The school will make right decision for supporting the teaching and learning process especially the teaching of English in order to get better of output. Here the students are the products of the teaching and learning process.

F. Limitation of the Study

The writer limits this study to improve students’ understanding in English vocabulary from Pictorial Story given. The writer uses Pictorial Story as medium to the students to get information about the use of Pictorial Story to improve students’ understanding in English vocabulary. This study will be done at fourth grade students of SDN 01 Mulyoharjo Jepara.

G. Definition of Key Term

This research uses a classroom action research approach. Before discussing this research deeply, however, in order to make it clear, the writer explains some words definitions that might help the readers to understand the research. There are some terms need to be defined. The terms used in this study are as follow:

1. Pictorial Story

Pictorial means having, represented in pictures, periodical in which pictures are the main feature.\(^7\) Story means account of past events, untrue statements, account of imaginary statements.\(^8\) Pictorial Story is a kind of cartoon form expressing character and playing a story in sequences of closely related drawing and designed to give fun to the readers.\(^9\)

2. Improve

\(^7\) Ibid, P. 631
\(^8\) Ibid, P. 852
Improve means to make or become better, make good use of: turn to account, employ for a purpose.\textsuperscript{10}

3. Understanding English Vocabulary

Understanding means power of clear thought, capacity for sympathizing, seeing from another’s point of view.\textsuperscript{11} Vocabulary means total number of words which (with rules for combining them) make up a language.\textsuperscript{12}

It means that understanding English vocabulary is known the form and the meaning of words in English language and applies it in context.

Pictorial Story has interesting story and full of colors. Pictorial Story can motivate the students to study. To improve the students’ understanding on English vocabulary by using Pictorial Story is interesting way. Because by using Pictorial Story the students’ can understand the contents of the story by looking the picture.

\textsuperscript{10} Ibid, P. 427
\textsuperscript{11} Ibid, P. 939
\textsuperscript{12} Ibid, P. 959
A. Theoretical Review

1. Teaching Vocabulary

Teaching language cannot be separated from teaching vocabulary. People learn vocabulary before they learn to communicate; even it is their mother tongue. When people want to speak, read, write and listen they should have vocabulary to convey or understand the ideas. Vocabulary is one of the components of a language. Students, who want to learn a target language, have to learn those elements.

a. The Definition of Vocabulary

In this study, there are several definitions about vocabulary, they are:

Donna Young explains that vocabulary is the study of:13

1. The meanings of words
   Many words have several different meanings each, study the meanings of the words and the part of speech.

2. How the words are used
   Study the words in context; apply what you learn by writing sentences with your words.

3. Root words, prefixes, suffixes
   Studying these will aid in the study of vocabulary.

4. Analogies
   This is comparing two pairs of words and choosing the pair that goes together.

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Hiebert defined that vocabulary is knowledge of words and word meanings. Firstly, words come in two forms: oral and print. Secondly, word knowledge also comes in two forms, receptive and productive.\textsuperscript{14}

According to Hornby, “Vocabulary is a total number of words which (with roles for combining them) make up a language”\textsuperscript{15}. 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.

From the definition above, vocabulary can be concluded as a list or sum of words or term or codes that people know and use in particular language. Vocabulary will not only be focused on learning process which leads to improve the students’ mastery of language. Furthermore, vocabulary will let the students to know about a culture education by looking at its meaning, where vocabularies product learned is completely different from Indonesian language.

b. The Types of Vocabulary

There are many types of vocabulary divided by the experts. Scott Thornbury, divides vocabulary into two groups, they are:\textsuperscript{16}

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

\textsuperscript{14} Elfrieda Hiebert, \textit{A Focus on Vocabulary}, \url{http://www.prel.org/products/re_/ES0419.htm} 1 July 2010
\textsuperscript{16} Scott Thornbury, \textit{How to Teach Vocabulary}, (London: Longman, 2002), P.15
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.

Gairns and Stuart have different classification. They divide the vocabulary in two groups also. They are:

1. Receptive vocabulary means that language items which can only be recognized and comprehended in the context of reading and listening.

2. Productive vocabulary to be language items which the learner can recall and use appropriately in speech and writing.\(^\text{17}\)

### c. Technique in Teaching Vocabulary

Technique is any of a wide variety of exercises, activities, or tasks used in the language classroom for realizing lesson objectives.\(^\text{18}\)

According to Ruth Gairns and Stuart Redman, there are many techniques of vocabulary teaching. They are:\(^\text{19}\)

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, the teacher can give command such as open the window; open your book, etc. Another example is teaching part of body, the teacher can

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give command such as raise your hand, put your left hand on your head, etc.

2) Visual Aids.

In this technique, the 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.

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 received in the students’ mind before they are given the English word because they can understand it from the picture which drawn.

3) Verbal Explanation.

In this technique, the teacher should select and provide words will be taught based on the students’ level, the aim and the time allocated. The 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.
d. The Principles for Teaching Vocabulary

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.\textsuperscript{20}

According to Wallace there are principles of teaching and learning vocabulary, they are:\textsuperscript{21}

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. Michael J. Wallace says that there has to be a certain amount of repetition until there is evidence that the student has learned the target word.

5) Meaning presentation


\textsuperscript{21} Michael J. Wallace, \textit{Teaching Vocabulary} (London: Heineman Education Books. Ltd, 1982) p. 27
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

The choice of words can vary 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.

According to Olha Madylus, in his article there are four principles for teaching and learning vocabulary. They are:

1) Recycling
   It is vital to ensure that new vocabulary is regularly recycled or revised, because if students do not get the chance to put it into use they will easily begin to forget it.

2) Motivation
   It is also important to ensure teenagers are paying attention and involved in their lessons and lots of ideas for practicing vocabulary are fun.

3) Exams
   An aspect of language that is judged in examinations is the range of vocabulary that students have, so they must be able to use vocabulary they have learnt effectively in exam situations.

4) Communication
   In order to communicate clearly and effectively a good range of vocabulary is needed. It enriches both spoken and written language.

2. Teaching and learning English at Elementary School
   a. The characteristic of elementary school students

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Learners are often described as children, young learners, adolescents, young adults or adults. Within education, the term children are generally used for learners between the ages of about two to fourteen. Students are generally described as young learners between the ages of about five to nine, and very young learners are usually between two and five. At what ages it is safe to call students adolescents are often uncertain, since the beginning of adolescence is bound up with physical and emotional changes rather than chronological age. However, this term tends to refer to the student from the ages of about twelve to seventeen, where the young adults are generally thought between sixteen and twenty.23 In this research, the students in SDN 01 Mulyoharjo at fourth graders as participant are included young learners, because generally they are nine year old. They have different characteristic and motivation from the students in higher level. They usually consist of students at the age of six up to twelve years old, where the element of fun becomes a part of their world. The elementary school students might have low motivation in learning. So, the teacher has a challenging task to motivate the students to learn and make learning process is enjoyable.

Everybody is different, either their characteristic of personality. Therefore, it is necessary for us to treat them with different treatments in order to make them convenient. In the same case, teaching English for the fourth graders of elementary school level is also different with teaching English for students at the higher levels. The fourth to sixth grade elementary school students are still called as children because their ages are between nine until twelve years old.

Some people say that children learn language faster than adults do. The children have their own characteristics which are different from adults. The characteristics cover their ways of thinking, their attitude, their aptitude, etc. They also prevail to the children’s ways of learning language, and this influences on the ways to teach them. To give the best quality of teaching English to the children, the teachers should know and understand them.

According to Mary Slattery and Jane Willis, children at that group have some general characteristics as follows:

1. They are learning to read and write in their own language.
2. They are developing as thinkers.
3. Understand the difference between the real and the imaginary.
4. They can plan and organize how best to carry out an activity.
5. They can work with others and learn from others.
6. They can be reliable and take responsibility for class activities and routines.

Wendy Scoot states some general characteristics of the students in elementary school are as follows:

a) They are competent users of mother tongue
b) They can tell difference between fact and fiction
c) They love to play and learn best when they enjoy themselves. But they also take themselves seriously and like to think what they are doing in real work
d) They are enthusiastic and positive about learning

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e) They rely on the spoken as the physical would convey and understanding
f) They are able to work with others and learn from others
g) They own understanding comes through eyes, hands and ears. The physical world is dominant at all times
h) They have very short attention concentration span.

From the characteristics above, the writer can conclude that elementary school students are unique and very enthusiastic in understanding and learning everything. They lost interest more quickly in doing something, and they more like to have other children around them and sitting with others encourages cooperation. The teacher has to be flexible. It means that the teacher does not to follow her lesson plan strictly but the teacher may improve the learning process based on the encountered situation. The teacher should provide a fun, cheerful, enjoyable classroom and provide an appropriate technique in order to be able to attain a successful activity.

b. Teaching English Vocabulary for elementary school students

Teaching English is not easy, moreover teaching English for elementary school student. Bearing in mind that students at this level are still children, the activities of teaching and learning should be enough in order to make them understand what is expected of them. Teacher at this level should plan lesson with a varied activities, so the classroom becomes fun and enjoyable. Teacher is also required to be careful in choosing the match teaching strategy to them if the teacher wants to get satisfactory result of teaching.

There is no basic rule on how many words should be given to the fourth graders of elementary school. As ten up to eleven years old children, the fourth graders should not be given too many
words. It is better to give them about seven or eight new words at one time.

As a teacher, there are activities that can be done especially when a teacher is teaching 7 until 12 year olds, a teacher can:27

a. Encourage them to read in English (stories, comics, reading games)
b. Encourage them to work meanings out for themselves
c. Explain things about language, but only simple things
d. Use a wider range of language input as their model for language use
e. Encourage creative writing and help them to experiment with language
f. Explain your intentions and ask them to help with organization of activities.

By doing activities above, it helps the teacher to manage classroom well and the students feel comfort in the class.

To help the learners in learning foreign language Mary Slattery and Jane Willis suggest some ways to teach them:28

a. Make learning English enjoyable and fun
b. Don’t worry about mistake, be encouraging; make sure children feel comfortable and not afraid to take part.
c. Use a lot of gestures, action, pictures to demonstrate what you mean.
d. Talk a lot to them use English, especially about things they can see.
e. Play game, sing a song, and say rhymes and chants together.
f. Tell simple stories in English, using pictures and acting with different voices.

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28 *Ibid*, P. 4
g. Don’t worry when they use their mother tongue. You can answer a mother tongue question in English and sometimes recast in English what they say in their mother tongue.

h. Consistently recycle new language but don’t be afraid to add new things or to use words they won’t to know.

i. Plan lesson with varied activities, some quiet, some noisy, some sitting, some standing and moving.

According to the explanation above, the writer concludes that teaching vocabulary to the fourth graders; teacher should not give the students too many new words in a lesson. It is better to give them about seven or eight new words rather than giving them many words. It is better to practice the words given in order to achieve comprehension. Few words would help them memorizing the words quickly. In order to help the students to develop their language ability, language teacher can do the way to help young learners in learning English as their foreign language.

3. Pictorial Story
   a. The Definition of Pictorial Story

   Pictorial story is the other name of comic. This term is created by Rodolphe Topffer. Commonly, people in Indonesia called it with comic. In this case, the writer uses pictorial story term because the writer wants to introduce this term to people and tries to explain about pictorial story which same with comic.

   A. S. Hornby states that comic is book or magazine containing stories etc. in the form of drawing.  

   Nana Sudjana defines pictorial story as a kind of cartoon form expressing character and playing a story in sequences of

29 AS Hornby, Op. Cit, P. 168
closely related drawing and designed to give fun to the readers. It contains several continued stories. The stories are brief and interesting, completed with action.

From the various definitions above, the writer concludes that pictorial story is an art work which has sequence of stories that uses pictures and words as main element for presenting its information and ideas.

The Pictorial Story must be about topics that are inherently visual and that can satisfy the needs of the storyteller and the medium that is used. Pictorial Story is a standard and long-standing form for print, especially newspapers.

b. Components of Pictorial Story

1) Picture

Picture is the main element to construct a Pictorial Story. According to Hamalik picture is concrete. It is implied that students are able to see and understand something abstract easily through pictures. Hamalik also mentions that picture overcomes time and space. Therefore, by using picture, teacher will be able to present something which is likely impossible to bring at class.

Moreover, Hamalik also says that picture is cheap and can be easily found in newspapers, magazines, books, billboard, posters, and even on postage stamps. He would like to say that economically pictures would be beneficial for the teacher. Teacher does not need to draw pictures by themselves, but they may take pictures from any sources.

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30 Nana Sudjana dan Ahmad Rifai, Media Pengajaran, (Bandung: Sinar Baru Algensindo, 2002), P. 22
32 Oemar Hamalik, Media Pendidikan, (Bandung: Penerbit Alumni, 1980), P.81
33 La Mond Beatty, The Instructional Media Library, (New Jersey: Englewed Cliff, 1981), P. 3
Latuheru also says that motionless picture can be easily found in textbooks, magazines, newspapers, comic books, etc. In addition, Latuheru also says that motionless picture can economize teacher’s time and energy, and it will also attract students’ attention. Teacher does not need to speak too much to explain the texts given because it is already clear and understandable.  

Motionless picture has some advantages in the teaching learning activities. Motionless picture can translate abstract ideas into a more realistic one. It is also easy to use. Teacher does not need any other equipment when they can make picture. Even motionless picture is relatively inexpensive. Teacher can make it by themselves. If they do not have enough time, they can make pictures from newspapers, magazines, or even comic books.  

2) Color

Color is one of the elements that are needed when people create pictorial story. Beatty says that teachers should consider color in teaching any material to students. Color can help them to create an exciting and enjoyable classroom. It will also evoke a pleasant environment for students to learn. When students feel comfortable, they can concentrate themselves to the material being taught.  

Here are three major contributions of color to any learning situations. They say several functions may be served by the color selected for use in visual: 

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34 D. J Latuheru, Media Pembelajaran, (Jakarta: DEPDIKBUD, 1988), P. 42
35 Oemar Hamalik, Op Cit, P. 81
36 Beatty, Op Cit, P. 64
37 Robert Heinich, Instructional Media and New Technologies of instruction, (New York: John Willey and Sons, 1982), P. 77
a) To the realism (fidelity) at the image by depicting its actual colors.

   In other words a picture or anything else can show what the object portrayed in naturally like.

b) To point out similarities and differences and to highlight important cues (emphasis).

   It means that color can show the differences and similarities of the object in the picture.

c) To create a particular emotional responses.

   It means that through color, human’s emotion can be aroused.

3) Story

   Story is another element that builds Pictorial Story. Usually students will not easily forget a story, because they are interested in it. It usually uses simple and understandable words so the students will just go on and follow the story without thinking what they have already learned from the story.

   Pictorial Story is multidimensional. It means that it combines both words and images. It can be used to teach a variety of things.

   **c. Strengths of Comic in Education**

   Strengths of Pictorial Story in education can be described as follows:\(^\text{38}\)

   1. Motivating

   The most frequently mentioned asset of Pictorial Story, as an educational tool, is its ability to motivate students. Through Pictorial Story as a medium, the teacher can give

\(^{38}\) [http://www.geneyang.com/comicsedu/strengths.html](http://www.geneyang.com/comicsedu/strengths.html), 1 July 2010
motivation to the students to learn English more enjoyable and interesting ways.

Students, especially young learners, like to read Pictorial Story. If they are given options to study or read Pictorial Story, they will choose to read pictorial story. So, with the use of Pictorial Story as a medium in teaching English, the students do not realize that they are learning English. They will be more motivated to learn English.

Pictorial Story motivates the students by its pictures. The use of colors, the name of animals, and the identification of the main parts of human body can be studied and understood fast with the use of Pictorial Story. Pictures tell any story more effectively than words.

2. Visual

Pictorial Story, being composed of pictorial and other images, is a fundamentally visual medium. The interest of students in picture emphasizes the potential of visual medium.

3. Intermediary

Pictorial Story can serve as an intermediate step to difficult disciplines and concepts. Many language arts educators have used pictorial story in this manner with tremendous success.

4. Popular

Pictorial Story is a popular reading for children. If we ask the students, whether they have read pictorial story or not, most of them would say, “yes”. It is very popular because Pictorial Story has interesting story and full of colors. That is why the children like it. By Pictorial Story, students can learn about culture. Teacher can introduce popular culture into their classroom easily and effectively through Pictorial Story. By incorporating popular culture into curriculum teacher can
bridge the separation many students feel, between their lives in and out of school. Through Pictorial Story books, teacher can lead their students in a study of contemporary lifestyles, myths, and values.

d. Teaching Vocabulary Using Pictorial Story

Pictorial Story has been spread out widely as the medium to entertain. The colored illustration, simple theme and plot, and the characterization will attract the person who read it. Amazingly, nearly everyone says yes if they are asked whether they have ever read Pictorial Story. The wide spread of Pictorial Story has been interested the writer in using Pictorial Story as a medium for teaching.

A teacher may use the potential of Pictorial Story in motivating the students. The main role of Pictorial Story book in teaching is its strength in motivating the students’ interest. It is better to combine the use of Pictorial Story with a particular method of teaching. So, the use of Pictorial Story as a medium of teaching will be more effective. A teacher should help the students to find a good and enjoyable Pictorial Story which is appropriate to the way the students think and the students’ age. Also, a teacher should help them get broader information and knowledge from the pictorial story.

B. Previous Research

In this part the writer describes some previous researches which are relevant to this thesis. First, thesis under title “Using Short Comics to Arouse Students’ Motivation in Learning Reading Comprehension (A Classroom Action Research at the Seventh Grade of MTs Darul Ulum Semarang in the Academic Year 2008/2009) by Wildan Maghfiroh (3105206) Tarbiyah Faculty, Walisongo State Institute for Islamic Studies Semarang, 2009. This research, the researcher uses short comics to arouse
students’ motivation in learning reading comprehension. The result of this study is short comics is effective to arouse the students’ motivation in learning reading comprehension. It is proved by percentage of post-test after being taught by using short comics is good.  

Second, thesis under title “Teaching Vocabulary By Using Short Stories (A Case Study at the First Semester of the Tenth Grade of SMAN6 Semarang 2006/2007) by Avdhikka Rayni Qomariah (2201402081) English Departments Faculty of Languages and Arts Semarang State University, 2007. This research focused on students’ vocabulary. And the result of the research is students’ vocabulary in English words improved after they were taught using short stories. 

Third, thesis under title “The Use of Circle Games as a Strategy to Improve the Student’s Mastery in English Vocabulary: An Action Research in the Case of Elementary School Students of SDN 01 Banyumanik Semarang” by Kurniawan Yudhi N (2201403001) English Departments Faculty of Languages and Arts Semarang State University, 2007. This research focused on students’ vocabulary, and the result of the research is the achievement of the students in learning vocabulary through circle game was improved.

From the explanation above, the writer will try to use pictorial story as a media in conducting their research, because to add the reference in teaching vocabulary research. The subject is the elementary students.

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39 Wildan Maghfiroh, *Using Short Comics to Arouse Students’ Motivation in Learning Reading Comprehension A Classroom Action Research at the Seventh Grade of MTs Darul Ulum Semarang in the Academic Year 2008/2009*, (Semarang: ‘Tarbiyah Faculty, Walisongo State Institute of Islamic Studies Semarang, 2009)

40 Avdhikka Rayni Qomariah, *Teaching Vocabulary By Using Short Stories A Case Study at the First Semester of the Tenth Grade of SMAN6 Semarang 2006/2007*, (Semarang: English Departments Faculty of Languages and Arts Semarang State University, 2007)

41 Kurniawan Yudhi N, *The Use of Circle Games as a Strategy to Improve the Student’s Mastery in English Vocabulary: An Action Research in the Case of Elementary School Students of SDN 01 Banyumanik Semarang*, (Semarang: English Departments Faculty of Languages and Arts Semarang State University, 2007)
CHAPTER III
METHOD OF INVESTIGATION

A. Participants

This study will be conducted at the fourth grade students of SDN 01 Mulyoharjo Jepara in the academic year of 2010/2011. There are two classes in fourth graders, they are class 4A has 33 students and class 4B has 31 students. The researcher uses class 4A as sample in this research. So participants in this study are students on class 4A at SDN 01 Mulyoharjo Jepara in the academic year of 2010/2011.

B. Setting of the Study

In this study, an action research will be conducted at the fourth grade students of SDN 01 Mulyoharjo Jepara in the academic year of 2010/2011. It is located on Shima Street number ninety nine Mulyoharjo Jepara. The researcher chooses this elementary school because she feels that students in elementary still focus on basic vocabulary, beside that, the researcher gets easy to do the research in SDN 01 Mulyoharjo Jepara because in this school, English is taught from the first grade until sixth grade so the researcher can apply the research in the fourth grade.

C. Research Design

In this study, the writer used classroom action research (CAR). Action research is a kind of research that is conducted in the classroom by a teacher.

Arikunto states that action research is one of the type investigation that has characteristic reflective participative, collaborative, and spiral that have purpose to repair and to increase the system, method, process, substance, competence, and situation.\textsuperscript{42} Kemmis and Mc. Taggart add in Nunans’ book explain that action research is a group of activity and a piece of descriptive research carried out by the teacher in his or her own

\textsuperscript{42} Suharsimi Arikunto, et. al, \textit{Penelitian Tindakan Kelas}, (Jakarta: PT Bumi Aksara, 2008), P. 104.
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.43

From the explanation above, the writer can conclude that classroom action research is a 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. In this research using Pictorial Story to improve the students’ understanding in English vocabulary.

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.44

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

There are four components in one cycle for conducting classroom action research that doing by the researcher in every cycles of the research. The explanations of the four components in one cycle for doing in classroom action research are:

44 Ibid, P. 17.
a. Planning

Planning is a plan to conduct treatment or after making sure about the problem of the research. It is explaining of word *what*, *why*, *when*, and *where* the researcher does the research.

b. Acting

This section discusses the implements of planning; it is about the steps and activities that would be taken by the researcher.

c. Observing

In this step, a researcher has to observe all events or activities during the research.

d. Reflecting

Reflecting is the inspection effort on the success or the failure in reaching the temporary purposes in order to determine the alternative steps that are probably made to get the final goals of the research.45

Generally, the classroom action research consists of two cycles or more. Every cycle holds in appropriate with the purpose of the study. In this research, the researcher uses three cycles. Every cycle consists of four components that are planning, acting, observing, and reflecting.

The researcher uses the research design from Kemmis and Taggart that consists of several cycles of action in teaching based on reflection from the result of study in cycle before.

The explanation of the research design in this research such as below:46

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**Research design from Kemmis and Taggart**

D. **Technique of Data Collection**

The classroom action research needs the data to support the investigation. There are several ways to collect data like questionnaire, observation, field notes, interview, documentation, test, et cetera. In this research, the researcher gathered the data to support above. The researcher chooses some of which are appropriate to her school environment, and can be done there. The techniques and methods which are used by the researcher to collect the data are observation, test and interview.

1. **Observation**

   Observation is a perception activity to know how far research effectiveness of action have reached target.\(^{47}\)

   It means that observation is used to observe the students’ activity during the teaching learning process to get a data. To collect a data through observation used checklist observation to make it more systematic, containing list of students’ activities and response or happening which might happen.

   In arranging check list observation, the researcher lists some students’ observable behavior that indicates their understanding on the new vocabulary taught that teacher can see from their activities and response during teaching learning process.

2. **Test**

Test is technique to measure someone’s proficiency. Brown states that test is a method of measuring person’s ability, knowledge or performance in a given domain. Test is an instrument or procedure designed to elicit performance from learners with the purpose of measuring their attainment of specified criteria.48

This research uses an achievement test to measure the students’ progress in every cycle during the classroom action research. The forms of tests are multiple choices, matching test and arrange words. Tests were conducted at the last activities in every cycle.

3. Interview

In this study, the researcher had interviewed the teacher who teaches English in fourth grade and the students on the fourth graders.

Interview is used as supporting data to know the teacher and students’ responses in this study after teacher used Pictorial Story. In the interview, the researcher used semi-structural interview. In semi structural interview, the interviewer has general idea of what will do interview and what should come out of interview, but the interviewer does not use a list for predetermined question.49

E. Technique of Data Analysis

Technique of data analysis comes from the interpretation of the data collection. The researcher gets the data from observing the teaching learning process, and the result of 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 Pictorial Story in introducing English vocabulary.

Data from observation are grouped based on students’ behavior and students’ response that can be taken as a clue or indicator for students’ understanding when the vocabularies introduced. Data from the observation that is got by field note will be analyzed use some steps. Data


will be edited, and the writer makes a categorization, tabulation and checklist, so, the result of data from the observation can be described clearly. In this observation, the researcher observed 10 aspects such as below:

1. The students are enthusiastic in listening to teacher’s explanation of English vocabulary
2. The students are enthusiastic in responding the teacher’s pronunciation
3. The students are enthusiastic in repeating the teacher’s pronunciation
4. The students show curiosity by asking the questions
5. The students ask questions to clarify understanding
6. The students are enthusiastic in responding teachers’ quiz or drills
7. The students answer teachers’ questions
8. The students are enthusiastic in participating the quiz
9. The students complete the task correctly
10. The students are enthusiastic doing the test

The criterion of scoring from the observation checklist such as below:

<table>
<thead>
<tr>
<th>In which</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>None</td>
<td>0%</td>
</tr>
<tr>
<td>Few</td>
<td>&lt; 20%</td>
</tr>
<tr>
<td>Half</td>
<td>20% - 49%</td>
</tr>
<tr>
<td>Many</td>
<td>50% - 69%</td>
</tr>
<tr>
<td>Majority</td>
<td>70% - 100%</td>
</tr>
</tbody>
</table>

The observation is analyzed by using the following formula:

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

The researcher also uses mean formula to know the average of students’ score and to check students’ improvement in learning English vocabulary. The formula is as follow:
\[ M = \frac{\sum x}{N} \]

Explanation:

\( M \) : the average of students’ score

\( \sum x \) : Total score

\( N \) : the number of students

The score of each student was counted individually by using the following formula:

Score = the number of right answer \( \times 100 \)

The number of items

This analysis technique was purposed to find out how the improvement of using Pictorial Story to improve students’ understanding on English vocabulary. In this study, researcher was counted data used the mean because from this method it was already known the result of the research. There was a difference between first test, second test and third test or not, and what was significance or not.

The researcher gets score by using conventional method from pre-cycle. Then mean of the score from pre-cycle would be compared with the mean of the students’ score from first cycle. After that the mean of the students’ score of first cycle would be compared with the mean of the students’ score of second cycle. After getting the result of second cycle, the researcher could decide to stop or continue the cycle.

The researcher used interview as supporting data. The researcher used semi-structural interview. In semi structural interview, the interviewer has general idea of what will do interview and what should come out of interview, but the interviewer does not use a list for predetermined question.

In this study, the researcher had interviewed the English teacher and the students to know their responses of using Pictorial Story in teaching learning process. In this interview, the researcher asked 9 questions to the teacher and the students such as below:
1. The teacher
   a. What the method did the teacher apply?
   b. How is the students’ motivation in learning English?
   c. How is the classroom atmosphere?
   d. How is the students’ response to your teaching technique?
   e. What is the problem of the teacher when teaching vocabulary?
   f. What is your opinion about the use pictorial story in learning English?
   g. Does the teacher agree that picture story is the interesting teaching aid to introduce vocabulary to the students?
   h. What is the benefit of using vocabulary drills?
   i. What are the disadvantages of using pictorial story?

2. The students
   1. Do you like English lesson? Why?
   2. Do you ever read pictorial story?
   3. What is your opinion learning English using pictorial story?
   4. Do you like learning English using pictorial story?
   5. Are you bored when learning English using pictorial story?
   6. What is your difficulty?
   7. What is the benefit of using vocabulary drills?
   8. What are the disadvantages of using pictorial story?
   9. What is your suggestion for learning English?

F. Procedure of the Study

In this study, researcher conducted the research in three cycles and every cycle has four stages: planning, acting, observing, and reflecting. It was hoped to get data in order that more valid. In analyzing data, researcher used two approaches; qualitative and quantitative data.

The reason of using qualitative was to describe in the teaching-learning vocabulary using Pictorial Story and data collection was
completed by researcher using observation checklist and exercises in every cycle. There were three exercises. The reason of using quantitative because this study would improve students’ understanding in English vocabulary, so tests (each cycle) was needed in data collection because to know the students’ improvement in every cycle. Tests were conducted at the last activities in every cycle.

There were some procedures in doing a classroom action research. The procedure of research that researcher did such as below:

1. **Pre Cycle**

   The researcher observes the class on how the teacher introduces vocabularies directly. The teacher does not use Pictorial Story yet in teaching learning. The teacher still uses the conventional method.

   Pre cycle was an activity to measure the ability of each student. It was conducted on 21 July 2010. In this activity, the students were giving test consists of 20 questions.

   After the researcher gets the data from pre test and observation, the researcher analyzes the result to determine the method would be used in teaching English vocabulary using Pictorial Story.

2. **First Cycle**

   The teacher uses Pictorial Story to introduce English vocabulary. The topic was parts of the body. The procedure as follow:

   a. Planning

      1. Prepare Pictorial Story that is appropriate with the material
      2. Prepare the teaching material
3. Make lesson plan
4. Prepare checklist observation
5. Prepare students attendance list
6. Prepare formative test

b. Acting

The procedures of teaching and learning process are as follows:
1. The teacher gives description a story about parts of body
2. One of the students asked to read the story in front of the class
3. The students listen the story
4. The students ask the difficult words and write down on the whiteboard
5. The students asked to answer
6. The students helped by the teacher if they face a problem
7. The students pronounce the words together for two until three times
8. The students asked to answer question about information in the story
9. The teacher gives a quiz
10. The teacher gives some clues and the students asked to guess it
11. The teacher gives reward to the students who answer it
12. The students asked to make a sentence by using vocabulary that have been learnt
13. The teacher asks the students about their understanding of vocabularies.
14. The teacher reviews all of vocabularies.
15. The teacher gives tests.

c. Observing
The observation of the students in first cycle is to know:

1. The students’ activity in learning English vocabulary
2. The students’ response during teaching and learning process
3. The students’ achievement in understanding English vocabulary

d. Reflecting

1. In the first cycle, the researcher gets the data from the test and observation
2. Evaluate the activities that have been done.
3. Analyze the data to repair the next cycle

3. **Second Cycle**

The second cycle is done based on the result of reflection from the first cycle. If the result from observation tells that the quality is still low, it is needed another action in order to make improvement of the quality for the next cycle. The topic was school. The procedures are as follow:

a. Planning

1. Identify the problem and make the solution for the problem
2. Prepare the teaching material
3. Arrange the lesson plan based on the teaching material
4. Prepare Pictorial Story that is appropriate with the material
5. Prepare checklist observation
6. Prepare students' attendance list
7. Prepare formative test

b. Acting

The procedure of teaching learning process as follows:
1. The teacher asks students to mention some vocabularies that are discussed at the previous meeting
2. The students asked to read and understand the content of story
3. The students ask the difficult words and write down on the whiteboard
4. The students asked to answer
5. The students helped by the teacher if they face a problem
6. The students pronounce the words together for two until three times
7. The students asked to answer question about information in the story
8. The teacher gives a quiz
9. The teacher gives some clues and the students asked to guess it
10. The teacher gives reward to the students who answer it
11. The students asked to make a sentence by using vocabulary that have been learnt
12. The teacher asks the students about their understanding of vocabularies
13. The teacher reviews all of vocabularies
14. The teacher gives tests.

c. Observing

Observation is conducted together with the action or teaching, the researcher observed the teaching learning process and compare with cycle 1. The observation of the students in second cycle is to know:

1. The student’s activity in learning English vocabulary
2. The student’s response during teaching learning process
3. The student’s achievement in understanding English vocabulary

d. Reflecting
   1. Evaluate the activity that has been done
   2. Analyze the data from the test and observation in the second cycles to know the affect of the acting, so the researcher could repair activities in the next cycles if the result unsatisfied.

4. Third Cycle

   The third cycle is done based on the result of reflection from the second cycle. The topic was animals. The procedures as follows:

   a. Planning
      1. Identify the problem and make the solution of the problem,
      2. Prepare the teaching material,
      3. Prepare the lesson plan based on the teaching material,
      4. Prepare Pictorial Story that is appropriate with the material,
      5. Prepare checklist observation,
      6. Prepare students’ attendance list,
      7. Prepare formative test.

   b. Acting
      The procedure of teaching learning process as follows:
      1. The teacher asks the students to mention some vocabularies that are discussed at the previous meeting
      2. Teacher reads the text and students listen
      3. The students ask the difficult words and write down on the whiteboard
      4. The students asked to answer
5. The students helped by the teacher if they face a problem
6. The students pronounce the words together for two until three times
7. The students asked to answer question about information in the story
8. The teacher gives a quiz
9. The teacher gives some clues and the students asked to guess it
10. The teacher gives reward to the students who answer it
11. The students asked to make a sentence by using vocabulary that have been learnt
12. The teacher asks the students about their understanding of vocabularies.
13. The teacher reviews all of vocabularies
14. The teacher gives tests

c. Observing

Observation is conducted together with the action or teaching. The researcher observes the teaching learning process and compares with cycle 2. The observation of the students in third cycle is to know:
1. The students’ activity in learning new vocabulary
2. The students’ response during teaching learning process
3. The students’ achievement in memorizing new vocabulary

d. Reflection

1. Evaluate the activity that has been done
2. Analyze the activity, they still find out the problem or not?
3. Analyze the data from the test and observation in the third cycle to know the affect of the acting and decided to continue the next cycle or enough.
## Research Schedule

<table>
<thead>
<tr>
<th>Task description</th>
<th>14 July</th>
<th>21 July</th>
<th>28 July</th>
<th>7 Agst</th>
<th>14 Agst</th>
<th>16 Agst</th>
</tr>
</thead>
<tbody>
<tr>
<td>Asking permission to the head master to do research and getting familiar with the school situation</td>
<td>√</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Doing observation by observing the teaching and learning process from the teacher in the class and getting familiar with the students</td>
<td>√</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Doing test in pre cycle</td>
<td></td>
<td>√</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Doing first cycle and giving the test</td>
<td></td>
<td></td>
<td>√</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Doing second cycle and giving the test</td>
<td></td>
<td></td>
<td></td>
<td>√</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Doing third cycle and giving the test</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>√</td>
<td></td>
</tr>
<tr>
<td>Analyzing the data and writing the report</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>√</td>
</tr>
</tbody>
</table>
CHAPTER IV
RESEARCH FINDING AND DISCUSSION

A. Result of the Research

1. Pre-Cycle

Pre-Cycle was conducted on 21 July 2010. The researcher observes the class on how teacher introduces vocabulary directly. The teacher still uses conventional method. In this activity, the students were given test consists of 20 questions. It was followed by 33 students as the participants of the study. The purpose of the test is to measure the increasing of the students’ ability in understanding English vocabulary. The score from pre cycle could be seen in the table below:

Table 1
Score of Test in Pre-Cycle

<table>
<thead>
<tr>
<th>No.</th>
<th>Name</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Ahmad Sulvani</td>
<td>40</td>
</tr>
<tr>
<td>2</td>
<td>Heri Kiswanto</td>
<td>35</td>
</tr>
<tr>
<td>3</td>
<td>Mega Nur Oktavia L</td>
<td>65</td>
</tr>
<tr>
<td>4</td>
<td>Ahda Maulana</td>
<td>60</td>
</tr>
<tr>
<td>5</td>
<td>Ahmad Ramadhan P</td>
<td>65</td>
</tr>
<tr>
<td>6</td>
<td>Agas Sagatama</td>
<td>55</td>
</tr>
<tr>
<td>7</td>
<td>Anis Maulifah</td>
<td>45</td>
</tr>
<tr>
<td>8</td>
<td>Annas Nur Sabila Rosyid</td>
<td>40</td>
</tr>
<tr>
<td>9</td>
<td>Anjar Adi Priwanda</td>
<td>30</td>
</tr>
<tr>
<td>10</td>
<td>Andini Dewi</td>
<td>50</td>
</tr>
<tr>
<td>11</td>
<td>Alfiya Hidayatun Nikmah</td>
<td>30</td>
</tr>
<tr>
<td>12</td>
<td>Aprillya Zhafirah Aziz</td>
<td>60</td>
</tr>
<tr>
<td>13</td>
<td>Bagas Wastito Raharjo</td>
<td>60</td>
</tr>
</tbody>
</table>
According to the table above, the final score of the test will be counted using the formula as follows:

\[
M = \frac{\Sigma X}{N}
\]

Explanation:
- \(M\): the average of the students’ score
- \(\Sigma X\): total score
- \(N\): the number of students
The average score of the students test for pre cycle test is 52.4. It means that the result is low.

The result of pre-test is not satisfying yet. The researcher is aware of the most of the students in class 4A still have difficulties in understanding vocabulary. It could be said that treatment was important to improve the students’ vocabulary. The researcher intended to help them to improve their vocabulary by Pictorial Story so that it could improve their vocabulary. The researcher considers that by giving continuous improvement to the students they will get better result.

2. First Cycle

First cycle was conducted on 28 July 2010. The first cycle was about teaching and learning process and achievement test. The topic was parts of body. The test is followed by 33 students. The researcher did research of using Pictorial Story to improve students' understanding on English vocabulary at class 4A SDN 01 Mulyoharjo Jepara. The procedure as follow:

e. Planning

7. The researcher identified the teaching learning design, such as, arranging lesson plan which was according to the teaching learning process which was using Pictorial Story

8. The researcher prepared Pictorial Story that is appropriate with the material

9. The researcher prepared the materials, students’ attendance list, worksheet, and the observation sheet.
10. The researcher planned the teaching technique that would be implemented in teaching vocabulary using Pictorial Story.

f. Acting

In this activity, the teacher became a researcher and she was accompanied by English teacher as observer. Learning process was started by greeting, asked students to pray together, checking students’ attendance and then the teacher gave brainstorming before started the material by asking the students “Have you ever read pictorial story? If you have, what the story about?” and some of the students answer the teacher’s question. After that, the teacher said that she will give a story and describe the story that will be learnt. The teacher asked one of the students to read the story in front of the class and the other students must listen the story very well. After that the teacher asked the students what did the story about. The teacher read the story again and the students paid attention. If they found difficult words they can ask the meaning after the story finished. After finished, students asked the difficult words that they found and write down on the whiteboard. The teacher did not answer directly. Firstly, the teacher asked the other students to answer it. If they cannot answer, the teacher will answer it. The students pronounce the words together for two until three times. The students also asked to answer question about information of the story. To make class situation more relax, the teacher gave a quiz. The teacher gave some clues and the students asked to guess it and make a sentence. The students will receive a reward if they can answer it. At the last, the teacher reviewed all of vocabularies. After all of the process had finished, the teacher evaluated students by giving a test.
The last, the teacher gave suggestions to the students to study hard and also learned the vocabulary and asked students to say *hamdalah* together then closed the meeting.

The result score of the first cycle was gotten from the achievement test. There were 20 questions, 10 multiple choice and 10 arrange words.

**Table 2**

**The Score of Test at the first Cycle**

<table>
<thead>
<tr>
<th>No.</th>
<th>Name</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Ahmad Sulvani</td>
<td>60</td>
</tr>
<tr>
<td>2</td>
<td>Heri Kiswanto</td>
<td>55</td>
</tr>
<tr>
<td>3</td>
<td>Mega Nur Oktavia L</td>
<td>65</td>
</tr>
<tr>
<td>4</td>
<td>Ahda Maulana</td>
<td>70</td>
</tr>
<tr>
<td>5</td>
<td>Ahmad Ramadhan P</td>
<td>70</td>
</tr>
<tr>
<td>6</td>
<td>Agas Sagatama</td>
<td>65</td>
</tr>
<tr>
<td>7</td>
<td>Anis Maulifah</td>
<td>60</td>
</tr>
<tr>
<td>8</td>
<td>Annas Nur Sabila Rosyid</td>
<td>55</td>
</tr>
<tr>
<td>9</td>
<td>Anjar Adi Priwanda</td>
<td>50</td>
</tr>
<tr>
<td>10</td>
<td>Andini Dewi</td>
<td>65</td>
</tr>
<tr>
<td>11</td>
<td>Alfiah Hidayatun Nikmah</td>
<td>55</td>
</tr>
<tr>
<td>12</td>
<td>Aprillya Zhafirah Aziz</td>
<td>70</td>
</tr>
<tr>
<td>13</td>
<td>Bagas Wastito Raharjo</td>
<td>65</td>
</tr>
<tr>
<td>14</td>
<td>Difa Ahmad</td>
<td>60</td>
</tr>
<tr>
<td>15</td>
<td>Dieto Hadi Ananta</td>
<td>60</td>
</tr>
<tr>
<td>16</td>
<td>Diah Yusvita Anggraini</td>
<td>70</td>
</tr>
<tr>
<td>17</td>
<td>Denisa Suganda</td>
<td>60</td>
</tr>
<tr>
<td>18</td>
<td>Diah Aprilia Firdyansah</td>
<td>85</td>
</tr>
<tr>
<td>19</td>
<td>Dimas Faisal Reza</td>
<td>55</td>
</tr>
<tr>
<td>20</td>
<td>Dandi</td>
<td>55</td>
</tr>
<tr>
<td>21</td>
<td>Dias Fasari</td>
<td>70</td>
</tr>
</tbody>
</table>
According to the table above, the final score of the test was also being counted using the formula as follows:

\[ M = \frac{\Sigma X}{N} \]

\[ M = \frac{2135}{33} \]

\[ = 64.7 \]

From the analysis above, it is clear that the average of the students' test result of the first cycle was 64.7. There is improvement comparing to the pre-cycle, but the students still had difficulty in understanding vocabulary. Hence, the researcher decided to conduct the next cycle and the teacher intended to give better explanation to them.

g. Observing

The observer observed students in the learning process at class by using observation checklist. This observation was done in the learning process of using Pictorial Story to teach vocabulary at the
fourth grade of SDN 01 Mulyoharjo Jepara. It could be seen in the table below:

Table 3
Score of observation in first cycle

<table>
<thead>
<tr>
<th>No</th>
<th>Indicators</th>
<th>None (0%)</th>
<th>Few (&lt;20%)</th>
<th>Half (20-49%)</th>
<th>Many (50%-69%)</th>
<th>Majority (&gt;70%)</th>
<th>Total Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>The students are enthusiastic in listening to teachers’ explanation of vocabulary</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>3</td>
</tr>
<tr>
<td>2</td>
<td>The students are enthusiastic in responding the teacher’s pronunciation</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>4</td>
</tr>
<tr>
<td>3</td>
<td>The students are enthusiastic in repeating the teacher’s pronunciation</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>4</td>
</tr>
<tr>
<td>4</td>
<td>The students show curiosity by asking the questions</td>
<td>√</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>5</td>
<td>The students ask questions to clarify understanding</td>
<td>√</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>6</td>
<td>The students are enthusiastic in responding teachers’ quiz or drills</td>
<td>√</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>7</td>
<td>The students answer teachers’ questions</td>
<td>√</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>8</td>
<td>The students are enthusiastic in participating the quiz</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>4</td>
</tr>
<tr>
<td>9</td>
<td>The students complete the task correctly</td>
<td>√</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>10</td>
<td>The students are enthusiastic doing the test</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Total score</td>
<td>0</td>
<td>4</td>
<td>12</td>
<td>16</td>
<td>0</td>
<td>32</td>
</tr>
</tbody>
</table>

Score = \( \frac{Total \, score}{max \, score} \times 100\% \)
\[
\frac{32}{50} \times 100\% = 64\%
\]

According to the result of the observation above it can be concluded that more students joined the class enthusiastically but still did not respond well. They paid attention to the lesson, although some students made noisy.

h. Reflecting

From the result of the test above, showed that there were some students get pass in achievement test. The mean in first cycle was 64.7. It was because there were students still did not understand of the text and worksheet’s direction.

For observing the students' participation, it showed that students still did not respond well for learning process using Pictorial Story to improve students’ understanding on English vocabulary.

From the observation could be seen that the students are passive. Students still did not focus on the material; they did not listen to teacher's explanation.

Based on the notes above, the teacher as researcher must be more creative. The teacher is reflecting and evaluating the learning activities in the first cycle and tried to get solution on the problem by planning some action such as below:

a. Teacher asked students to focus on study and not make noises
b. Teacher asked students to be more active in the learning process.
c. Teacher should manage class well.
d. Teacher made class condition well to get students be more active.
e. Teacher noted all of activities in class in learning process.
f. Teacher used the other technique.
g. Teacher changed the worksheet form.

The result from the reflecting could be used to make improvement. It was also used as reflecting for doing second cycle to get maximum research and repairing the third cycle if the result of the second cycle unsatisfied.

3. Second cycle

Second cycle was conducted on 7 August 2010. The second cycle was the same with the first cycle. It was about teaching learning process and the achievement test, but the materials were different for the second cycle. The topic was something around the school. The test is followed by 33 students. The procedure as follow:

a. Planning

The teacher as researcher planned some activities to get maximum result in the second cycle. The planning of the second cycle is not far from first cycle. Such as arranged the lesson plan, attendance list, observation sheet, worksheet, and added of documenting for the second cycle. The researcher also prepared Pictorial Story that is appropriate with the material.

b. Acting

The teacher as a researcher did some activities such as in the first cycle. Learning process was started by greeting, asked students to pray together, and checking attendance. Then teacher asked the students to repeat previous lesson and asked about something around the school. In this cycle the teacher gave Pictorial Story books. A pictorial story book for two students. The students asked to read and understand the story individually. After
that the students asked the difficult word and write down on the whiteboard. After get the meaning, the students pronounce the vocabulary together for two until three times. The students discussed about information of the story. The teacher gave a quiz like on the first cycle. At the last, the teacher reviewed all of vocabularies. After all of the process had finished, the teacher evaluated students by giving a test.

The last, the teacher gave suggestions to the students to study hard and also learned the vocabulary and asked students to say hamdalah together then closed the meeting.

The result score of the second cycle was gotten from the achievement test. There were 20 questions, 10 multiple choice and 10 matching words.

**Table 4**
The Score of Test at the Second Cycle

<table>
<thead>
<tr>
<th>No.</th>
<th>Name</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Ahmad Sulvani</td>
<td>65</td>
</tr>
<tr>
<td>2</td>
<td>Heri Kiswanto</td>
<td>65</td>
</tr>
<tr>
<td>3</td>
<td>Mega Nur Oktavia L</td>
<td>75</td>
</tr>
<tr>
<td>4</td>
<td>Ahda Maulana</td>
<td>75</td>
</tr>
<tr>
<td>5</td>
<td>Ahmad Ramadhan p</td>
<td>75</td>
</tr>
<tr>
<td>6</td>
<td>Agas Sagatama</td>
<td>65</td>
</tr>
<tr>
<td>7</td>
<td>Anis Maulifah</td>
<td>70</td>
</tr>
<tr>
<td>8</td>
<td>Annas Nur Sabila Rosyid</td>
<td>65</td>
</tr>
<tr>
<td>9</td>
<td>Anjar Adi Priwanda</td>
<td>55</td>
</tr>
<tr>
<td>10</td>
<td>Andini Dewi</td>
<td>70</td>
</tr>
<tr>
<td>11</td>
<td>Alfiah Hidayatun Nikmah</td>
<td>60</td>
</tr>
<tr>
<td>12</td>
<td>Aprillya Zhafirah Aziz</td>
<td>80</td>
</tr>
<tr>
<td>13</td>
<td>Bagas Wastito Raharjo</td>
<td>80</td>
</tr>
<tr>
<td></td>
<td>Name</td>
<td>Score</td>
</tr>
<tr>
<td>---</td>
<td>-------------------------------</td>
<td>-------</td>
</tr>
<tr>
<td>14</td>
<td>Difa Ahmad</td>
<td>65</td>
</tr>
<tr>
<td>15</td>
<td>Dieto Hadi Ananta</td>
<td>75</td>
</tr>
<tr>
<td>16</td>
<td>Diah Yusvita Anggraini</td>
<td>75</td>
</tr>
<tr>
<td>17</td>
<td>Denisa Suganda</td>
<td>70</td>
</tr>
<tr>
<td>18</td>
<td>Diah Aprilia Firdyansah</td>
<td>90</td>
</tr>
<tr>
<td>19</td>
<td>Dimas Faisal Reza</td>
<td>65</td>
</tr>
<tr>
<td>20</td>
<td>Dandi</td>
<td>60</td>
</tr>
<tr>
<td>21</td>
<td>Dias Fasari</td>
<td>70</td>
</tr>
<tr>
<td>22</td>
<td>Durrotun Nafisah</td>
<td>90</td>
</tr>
<tr>
<td>23</td>
<td>Febry Adi Nugroho</td>
<td>75</td>
</tr>
<tr>
<td>24</td>
<td>Fahriza Yanuar</td>
<td>65</td>
</tr>
<tr>
<td>25</td>
<td>Fifin Fitriani</td>
<td>65</td>
</tr>
<tr>
<td>26</td>
<td>Heru Tri Irawan</td>
<td>65</td>
</tr>
<tr>
<td>27</td>
<td>Intan Farida</td>
<td>75</td>
</tr>
<tr>
<td>28</td>
<td>Intan Wulan Sari</td>
<td>75</td>
</tr>
<tr>
<td>29</td>
<td>Iis Nur Hasanah</td>
<td>75</td>
</tr>
<tr>
<td>30</td>
<td>Jihan Qurnia Renita EP</td>
<td>85</td>
</tr>
<tr>
<td>31</td>
<td>Aprilya Nur Widyastuty</td>
<td>80</td>
</tr>
<tr>
<td>32</td>
<td>Fernadhika Eka Putra</td>
<td>75</td>
</tr>
<tr>
<td>33</td>
<td>Nawawel Sakti Aroisi</td>
<td>75</td>
</tr>
<tr>
<td></td>
<td>Total score</td>
<td>2370</td>
</tr>
</tbody>
</table>

According to the table above, the final score of the test was also being counted using the formula as follows:

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

\[
M = \frac{2370}{33}
\]

\[
= 71.8
\]

The analysis above showed that the result of the second cycle was better than the previous one. There were many increases
in this cycle. However, there was improvement for the students’ ability although it was step by step.

c. Observing

The observer observed students in learning process at class by using observation checklist like at the first cycle. It could be seen in the table below:

<table>
<thead>
<tr>
<th>Table 5</th>
<th>Score of Observation in Second Cycle</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
<td>Indicators</td>
</tr>
<tr>
<td>1</td>
<td>The students are enthusiastic in listening to teachers’ explanation of vocabulary</td>
</tr>
<tr>
<td>2</td>
<td>The students are enthusiastic in responding the teacher’s pronunciation</td>
</tr>
<tr>
<td>3</td>
<td>The students are enthusiastic in repeating the teacher’s pronunciation</td>
</tr>
<tr>
<td>4</td>
<td>The students show curiosity by asking the questions</td>
</tr>
<tr>
<td>5</td>
<td>The students ask questions to clarify understanding</td>
</tr>
<tr>
<td>6</td>
<td>The students are enthusiastic in responding teachers’ quiz or drills</td>
</tr>
<tr>
<td>7</td>
<td>The students answers teachers’ questions</td>
</tr>
<tr>
<td>8</td>
<td>The students are enthusiastic in participating the quiz</td>
</tr>
<tr>
<td>9</td>
<td>The students complete the task correctly</td>
</tr>
<tr>
<td>10</td>
<td>The students are</td>
</tr>
<tr>
<td>enthusiastic doing the test</td>
<td></td>
</tr>
<tr>
<td>---------------------------</td>
<td>---</td>
</tr>
<tr>
<td>Total score</td>
<td>0</td>
</tr>
</tbody>
</table>

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

\[= \frac{37}{50} \times 100\%\]

\[= 74\%\]

Based on the result of observation above, it can be concluded that many of the students joined the class enthusiastically. Teaching learning process ran well, but in the last time in the lesson, the bell made students did not concentrate to the lesson as they wanted to go back home soon. The teacher said that they will back home soon after did the test.

d. Reflecting

From the evaluation score in the second cycle above, it showed that there were 30 students had finished in achievement test is better. It showed that students had good achievement in the study by using Pictorial Story to improve students’ understanding on English vocabulary from the minimum score to good score. But, there were 3 students still have lower score. So the researcher decided to continue the action to the next cycle.

4. Third cycle

Third cycle was conducted on 14 August 2010. The third cycle was the same with the previous cycle. It was about teaching learning process and the achievement test, but the materials were different for the third cycle. The topic was animals. The test is followed by 33 students. The procedure as follow:

a. Planning

The researcher planned some activities to get maximum result in the third cycle. The planning of the third cycle is arranged
the lesson plan, attendance list, observation sheet, worksheet, and added of documenting for the third cycle. The researcher also prepared Pictorial Story that is appropriate with the material.

b. Acting

The teacher as a researcher did some activities such as in the previous cycle. Learning process was started by greeting, asked students to pray together, and checking attendance. Then the teacher asked the students to repeat previous lesson and asked “Do you have pets? And how do you keep it?” and the students answer orally. The teacher read a story about animals. The students listen very enthusiastically. After that, the students asked the difficult word and write down on the whiteboard. After got the meaning the students pronounce the vocabulary together for two until three times. The students discussed about information of the story. The teacher gave a quiz like on the previous cycle. At the last, the teacher reviewed all of vocabularies. After all of the process had finished, the teacher evaluated students by giving a test.

The last, the teacher gave suggestions to the students to study hard and also learned the vocabulary and asked students to say *hamdalah* together then closed the meeting.

The result score of the third cycle was gotten the achievement test. There were 20 questions, 10 multiple choice and 10 matching words.

<table>
<thead>
<tr>
<th>No.</th>
<th>Name</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Ahmad Sulvani</td>
<td>70</td>
</tr>
<tr>
<td>2</td>
<td>Heri Kiswanto</td>
<td>75</td>
</tr>
<tr>
<td>3</td>
<td>Mega Nur Oktavia L</td>
<td>75</td>
</tr>
<tr>
<td>4</td>
<td>Ahda Maulana</td>
<td>80</td>
</tr>
<tr>
<td></td>
<td>Name</td>
<td>Score</td>
</tr>
<tr>
<td>---</td>
<td>-----------------------------</td>
<td>-------</td>
</tr>
<tr>
<td>5</td>
<td>Ahmad Ramadhan</td>
<td>75</td>
</tr>
<tr>
<td>6</td>
<td>Agas Sagatama</td>
<td>75</td>
</tr>
<tr>
<td>7</td>
<td>Anis Maulifah</td>
<td>75</td>
</tr>
<tr>
<td>8</td>
<td>Annas Nur Sabila Rosyid</td>
<td>70</td>
</tr>
<tr>
<td>9</td>
<td>Anjar Adi Priwanda</td>
<td>65</td>
</tr>
<tr>
<td>10</td>
<td>Andini Dewi</td>
<td>75</td>
</tr>
<tr>
<td>11</td>
<td>Alfiah Hidayatun Nikmah</td>
<td>65</td>
</tr>
<tr>
<td>12</td>
<td>Aprillya Zhafrirah Aziz</td>
<td>85</td>
</tr>
<tr>
<td>13</td>
<td>Bagas Wastito Raharjo</td>
<td>75</td>
</tr>
<tr>
<td>14</td>
<td>Difa Ahmad</td>
<td>65</td>
</tr>
<tr>
<td>15</td>
<td>Dieto Hadi Ananta</td>
<td>80</td>
</tr>
<tr>
<td>16</td>
<td>Diah Yusvita Anggraini</td>
<td>75</td>
</tr>
<tr>
<td>17</td>
<td>Denisa Suganda</td>
<td>75</td>
</tr>
<tr>
<td>18</td>
<td>Diah Aprilia Firdyansah</td>
<td>90</td>
</tr>
<tr>
<td>19</td>
<td>Dimas Faisal Reza</td>
<td>70</td>
</tr>
<tr>
<td>20</td>
<td>Dandi</td>
<td>65</td>
</tr>
<tr>
<td>21</td>
<td>Dias Fasari</td>
<td>75</td>
</tr>
<tr>
<td>22</td>
<td>Durrotun Nafisah</td>
<td>95</td>
</tr>
<tr>
<td>23</td>
<td>Febry Adi Nugroho</td>
<td>75</td>
</tr>
<tr>
<td>24</td>
<td>Fahriza Yanuar</td>
<td>75</td>
</tr>
<tr>
<td>25</td>
<td>Fifin Fitriani</td>
<td>70</td>
</tr>
<tr>
<td>26</td>
<td>Heru Tri Irawan</td>
<td>70</td>
</tr>
<tr>
<td>27</td>
<td>Intan Farida</td>
<td>80</td>
</tr>
<tr>
<td>28</td>
<td>Intan Wulan Sari</td>
<td>80</td>
</tr>
<tr>
<td>29</td>
<td>Iis Nur Hasanah</td>
<td>75</td>
</tr>
<tr>
<td>30</td>
<td>Jihan Qurnia Renita EP</td>
<td>85</td>
</tr>
<tr>
<td>31</td>
<td>Aprilya Nur Widyastuty</td>
<td>85</td>
</tr>
<tr>
<td>32</td>
<td>Fernadhika Eka Putra</td>
<td>75</td>
</tr>
<tr>
<td>33</td>
<td>Nawawel Sakti Aroisi</td>
<td>80</td>
</tr>
<tr>
<td></td>
<td><strong>Total score</strong></td>
<td><strong>2500</strong></td>
</tr>
</tbody>
</table>
According to table above, the final score of test was also being counted using the formula as follows:

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

\[ M = \frac{2500}{33} = 75.7 \]

From the analysis above, the average achievement of the students final test was 75.7. The researcher felt that the implementation of Pictorial Story to improve students’ understanding on English vocabulary was successful. The students’ use of the target language increased as well as their motivation to learn English.

c. Observing

The observer observed students in learning process at class by using observation checklist like at the first cycle. It could be seen in the table below:

<table>
<thead>
<tr>
<th>No</th>
<th>Indicators</th>
<th>None (0%)</th>
<th>Few (&lt; 20%)</th>
<th>Half (20-49%)</th>
<th>Many (50%-69%)</th>
<th>Majority (&gt;70%)</th>
<th>Total Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>The students are enthusiastic in listening to teachers’ explanation of vocabulary</td>
<td></td>
<td></td>
<td></td>
<td>4</td>
<td>5</td>
<td>4</td>
</tr>
<tr>
<td>2</td>
<td>The students are enthusiastic in responding the teacher’s pronunciation</td>
<td></td>
<td></td>
<td></td>
<td>4</td>
<td></td>
<td>4</td>
</tr>
</tbody>
</table>
The students are enthusiastic in repeating the teacher’s pronunciation

The students show curiosity by asking the questions

The students ask questions to clarify understanding

The students are enthusiastic in responding teachers’ quiz or drills

The students answers teachers questions

The students are enthusiastic in participating the quiz

The students complete the task correctly

The students are enthusiastic doing the test

<table>
<thead>
<tr>
<th></th>
<th>The students are enthusiastic in repeating the teacher’s pronunciation</th>
<th></th>
<th></th>
<th>√</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>The students show curiosity by asking the questions</td>
<td></td>
<td></td>
<td>√</td>
<td>4</td>
</tr>
<tr>
<td>4</td>
<td>The students ask questions to clarify understanding</td>
<td></td>
<td></td>
<td>√</td>
<td>3</td>
</tr>
<tr>
<td>5</td>
<td>The students are enthusiastic in responding teachers’ quiz or drills</td>
<td></td>
<td></td>
<td>√</td>
<td>3</td>
</tr>
<tr>
<td>6</td>
<td>The students answers teachers questions</td>
<td></td>
<td></td>
<td>√</td>
<td>3</td>
</tr>
<tr>
<td>7</td>
<td>The students are enthusiastic in participating the quiz</td>
<td></td>
<td></td>
<td>√</td>
<td>4</td>
</tr>
<tr>
<td>8</td>
<td>The students complete the task correctly</td>
<td></td>
<td></td>
<td>√</td>
<td>5</td>
</tr>
<tr>
<td>9</td>
<td>The students are enthusiastic doing the test</td>
<td></td>
<td></td>
<td>√</td>
<td>5</td>
</tr>
<tr>
<td>10</td>
<td>Total score</td>
<td>0</td>
<td>0</td>
<td>9</td>
<td>16</td>
</tr>
</tbody>
</table>

Score = \( \frac{Total\ score}{max\ score} \times 100\% \)

\[ = \frac{40}{50} \times 100\% \]

\[ = 80\% \]

Based on the result of observation above, it can be concluded that the majority of the students joined the class enthusiastically. All activities in the third cycle could run well. It can be seen from their responses. While the teacher was presenting the lesson, majority of the students were paying attention to her and they tried to answer the questions correctly and enthusiastically.

d. Reflecting

The result of the third cycle was also considered as implementation. It was better than previous one. There was an improvement in this cycle. The condition of the class was getting
better. The students did not run around the class again and did not speak loudly in the class. It was because they are interesting to study with Pictorial Story that the teacher never uses it as teaching aid before and also the researcher gave reward to the students who can answer the question correctly and gave punishment to the students who made noisy.

The researcher concluded that the problems have been solving using Pictorial Story to teaching English vocabulary although the students were not quite familiar with the English words about animals. The vocabularies were completely new for them.

In this study, the researcher also used interview as supporting data; it was about the responses of the teacher and the students toward the use of Pictorial Story in teaching process. It was conducted on Saturday; August 14, 2010 in the end of third cycle. Firstly, the researcher interviewed the students and then the teacher. The researcher just interviewed five students. The researcher asked nine questions to the students and the teacher about their responses of using Pictorial Story in teaching process.

All of the students had positive responses toward the teaching activity by using Pictorial Story. They were enjoying the learning process. Learning English by using Pictorial Story was interesting technique. They can look the picture with full of colors. The pictorial story have interesting story. According the English teacher, Pictorial Story is an interesting medium to teach English vocabulary for elementary school students. The words that are used were simple and easy to understand the vocabulary.

After the interview had finished, the researcher found that most of the students had positive responses toward the teaching activity and it was supported by the increase of the students’ average that could be seen in the result of the post-test.
It proved that the use of Pictorial Story could motivate the students’ interest in learning English and understanding as a second language and also helped them to learn and memorize easily the English words started from the things around them.

B. The Analysis of the Whole Meetings

Table 8
Comparison of the Average Students Score on Pre Cycle, 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>Pre-cycle</td>
<td>57.4</td>
</tr>
<tr>
<td>2</td>
<td>Cycle 1</td>
<td>64.7</td>
</tr>
<tr>
<td>3</td>
<td>Cycle 2</td>
<td>71.8</td>
</tr>
<tr>
<td>4</td>
<td>Cycle 3</td>
<td>75.7</td>
</tr>
</tbody>
</table>

Table 9
Comparison of Students’ Enthusiastic Percentage in Response Teaching Learning Process Using Pictorial Story on Pre-Cycle, Cycle 1, Cycle 2 and Cycle 3.

<table>
<thead>
<tr>
<th>No</th>
<th>Cycle</th>
<th>Total Score</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Cycle 1</td>
<td>32</td>
<td>64</td>
</tr>
<tr>
<td>2</td>
<td>Cycle 2</td>
<td>37</td>
<td>74</td>
</tr>
<tr>
<td>3</td>
<td>Cycle 3</td>
<td>40</td>
<td>80</td>
</tr>
</tbody>
</table>

As whole the meetings ran well. There was some significant improvement from first cycle to third cycle.

In the pre test, all of the students have been doing the test, and the average result was 57.4 in this activity, the teacher still uses conventional
method. In teaching learning process, only half of the students are active and enthusiastic to the lesson. A half of students did not give response maximally, especially the students who sit down in backside. They like talk with their pairs. The students look boring and sleepy.

In the first cycle, the teacher used Pictorial Story to teach the students. In teaching learning process, there were many of students joined the class enthusiastically. From the result of the achievement test, showed that there were some students get pass in achievement test. The mean in first cycle was 64.7. It was because there were students still did not understand of the text and worksheet’s direction.

For observing the students' participation, it showed that students still did not respond well for learning process using Pictorial Story to improve students’ understanding on English vocabulary. From the observation could be seen that the students are passive. Students still did not focus on the material; they did not listen to teacher's explanation.

In the second cycle, the average result was 71.8 it was higher than result of the first cycle. It showed that there was some significant improvement in students’ achievement. In this cycle there were 30 students had finished in evaluation test is better. It showed that students had good achievement in the study by using Pictorial Story to improve students’ understanding on English vocabulary from the minimum score to good score. But, there were 3 students still have lower score. So the researcher decided to continue the action to the next cycle.

In the third cycle, the average result was 75.7. The result of the third cycle was also considered as implementation. It was better than previous one before the lesson began, the researcher asked the students to give more pay attention to the lesson. There was an improvement in this cycle. In teaching learning process, majority of the students joined the class enthusiastically. All activities in this cycle ran well.

The researcher felt that the implementation of Pictorial Story as teaching aid to improve young learners’ understanding to teaching English
vocabulary was successful. Because Pictorial Story is interesting teaching aid to the students and a great way to present, practice, and recycle vocabulary. So, Pictorial Story is helpful in the process of learning vocabulary of a new language.

C. The Use of Pictorial Story to Improve Students’ Understanding in English Vocabulary

Pictorial Story is one of the teaching media that can be used by the teacher to help him in teaching vocabulary on the text. Learning English vocabulary by using Pictorial Story is an interesting way. Pictorial Story is completed by funny story and picture with full color, so the students can understand and memorize the vocabulary easily. If the students have been interested with story, they can enjoy and interested in the teaching learning process, they can memorize the words easily and they did not confuse to understand vocabulary on the text. Beside that they did not feel bore in teaching learning process.

When the students have been interested with Pictorial Story, and like to read story, it will stimulate them to memorize vocabulary easily. Indirectly, Pictorial Story helps the students who have feeling boredom in learning vocabulary, but the teacher also must give motivation to the students in order to learn English well.

It can be shown that the data analyzes result of the student’s successful indicator of observation in classroom action research with fourth graders on SDN 01 Mulyoharjo Jepara in the academic year 2010/2011 that have been done the researcher as follow:

<table>
<thead>
<tr>
<th>No</th>
<th>Indicators</th>
<th>Cycle 1</th>
<th>Cycle 2</th>
<th>Cycle 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>The students are enthusiastic in listening</td>
<td>Half</td>
<td>Many</td>
<td>Many</td>
</tr>
</tbody>
</table>

Table 10
<table>
<thead>
<tr>
<th></th>
<th>Students' responses</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>Many</td>
<td>Majority</td>
<td>Many</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Many</td>
<td>Majority</td>
<td>Majority</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Few</td>
<td>Few</td>
<td>Many</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Few</td>
<td>Half</td>
<td>Half</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Half</td>
<td>Half</td>
<td>Half</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Half</td>
<td>Half</td>
<td>Half</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Many</td>
<td>Many</td>
<td>Many</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Half</td>
<td>Many</td>
<td>Majority</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Many</td>
<td>Many</td>
<td>Majority</td>
<td></td>
</tr>
</tbody>
</table>

Based on the result of observation above, it can be said that Pictorial Story is interesting teaching aid to teach the students especially on English vocabulary. Students are enthusiastic when they are taught using Pictorial Story and fun activities. Pictorial Story can give stimulates to the students who have low motivation in learning.
CHAPTER V
CONCLUSION

A. Conclusion

The research conclusion is presented according to the data which have been analyzed in the previous chapter. From all the data analysis about using Pictorial Story to improve students’ understanding in English vocabulary (a classroom action research which fourth graders of SDN 01 Mulyoharjo Jepara in the academic year of 2010/2011), it can be concluded that:

1. The implementation of using Pictorial Story to improve students’ understanding on teaching vocabulary could be applied by using many different approaches and activities such as drilling, give quiz and et cetera that are still appropriate to children world and curriculum. The teacher must understand about method which is used in her teaching, so the goal of teaching is gained.

2. The implementation of using Pictorial Story in teaching English vocabulary can be done by giving a story that completed with interesting picture. So, the students will be enjoying in learning English and they can see directly description of the story. Besides that, by analyzing the picture, students can read the content of the story.

3. According to the data from result of tests and observation which have been done and analyzed in the previous chapter, it showed indicators that the use of Pictorial Story to improve students’ understanding on teaching English vocabulary is effective. It can be seen that using Pictorial Story in teaching English vocabulary is more interesting to the students and can understand easily. Pictorial Story can reduce students’ feeling of boredom, and stimulate students who have low motivation; also there is an improvement on student’s score from one cycle to another cycle.
Table 8
The Average Students Score on Pre Cycle, 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>Pre-cycle</td>
<td>57.4</td>
</tr>
<tr>
<td>2</td>
<td>Cycle 1</td>
<td>64.7</td>
</tr>
<tr>
<td>3</td>
<td>Cycle 2</td>
<td>71.8</td>
</tr>
<tr>
<td>4</td>
<td>Cycle 3</td>
<td>75.7</td>
</tr>
</tbody>
</table>

Table 2

<table>
<thead>
<tr>
<th>No</th>
<th>Cycle</th>
<th>Total Score</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Cycle 1</td>
<td>32</td>
<td>64</td>
</tr>
<tr>
<td>2</td>
<td>Cycle 2</td>
<td>37</td>
<td>74</td>
</tr>
<tr>
<td>3</td>
<td>Cycle 3</td>
<td>40</td>
<td>80</td>
</tr>
</tbody>
</table>

B. Recommendation

After seeing the condition above, or based on observation result that the researcher does it, the teacher as researcher has some suggestions to herself and the other researcher such as below:

1. For Teacher
   
a. The teacher has to be selective in choosing a teaching strategy; an effective teaching strategy, moreover, as a teacher (Teacher at any level), he or she has to know what his students (young learners) need and in what level they are in.
b. The use of media cannot be separated from the teaching process to young learners. The use of Pictorial Story is very helpful for the teacher during the process of teaching. Because it has interesting stories and picture.

c. Giving homework as a practice for the learners will be so good for them to enlarge their knowledge about English, it can be either from LKS (Lembar Kerja Siswa) or handout book.

d. Teacher is hoped be creative to get students interest in learning process, such as prepare the game by using good board game.

e. Teacher is hoped more create the condition of class be more fun.

f. Teacher is hoped arrange the teaching and learning process well in order to make students more active and gives respond well to the material.

2. For Students

a. Students are hoped to study more and respond in learning process.

b. Students are hoped to be more interested in English lesson.

c. Students are hoped to improve the students’ ability in English

Finally, the writer realizes that this thesis 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.
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CURRICULUM VITAE

Name : Hanik Amaliyah Firdaus
Date of Birth : March, 28th 1989
Student Number : 063411025
Address : Desa Wonorejo RT 13 RW 01 No.35
Kec. Jepara Kab. Jepara

Academic Background :

1. MI Islamiyah Bandengan Jepara (2000)
4. IAIN Walisongo Semarang
APPENDICES
## Appendix 1

### Research Schedule of Classroom Action Research on Fourth Graders

**At SDN 01 Mulyoharjo Jepara**  
**In The Academic Year 2010/2011**

<table>
<thead>
<tr>
<th>Task description</th>
<th>14 July</th>
<th>21 July</th>
<th>28 July</th>
<th>7 Agst</th>
<th>14 Agst</th>
<th>16 Agst</th>
</tr>
</thead>
<tbody>
<tr>
<td>Asking permission to the head master to do research and getting familiar with the school situation</td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Doing observation by observing the teaching and learning process from the teacher in the class and getting familiar with the students</td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Doing test in pre cycle</td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Doing first cycle and giving the test</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Doing second cycle and giving the test</td>
<td>✓</td>
<td></td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Doing third cycle and giving the test</td>
<td></td>
<td>✓</td>
<td></td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Analyzing the data and writing the report</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>✓</td>
<td></td>
</tr>
</tbody>
</table>
## Table of observation to show students’ successful indicator in teaching learning process

<table>
<thead>
<tr>
<th>No</th>
<th>Aspects That Observed</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>Note</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>The students are enthusiastic in listening to teachers’ explanation of new vocabulary</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>The students are enthusiastic in responding the teacher’s pronunciation</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>The students are enthusiastic in repeating the teacher’s pronunciation</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>4</td>
<td>The students show curiosity by asking the questions</td>
<td></td>
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</tr>
<tr>
<td>5</td>
<td>The students ask questions to clarify understanding</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>6</td>
<td>The students are enthusiastic in responding teachers’ quiz or drills</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>7</td>
<td>The students answer teachers’ questions</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>8</td>
<td>The students are enthusiastic in participating the game</td>
<td></td>
<td></td>
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<tr>
<td>9</td>
<td>The students complete the task correctly</td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>The students are enthusiastic doing the test</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

5 : majority  > 70%
4 : many  50% – 69%
3 : half  20% – 49%
2 : few  < 20%
1 : none  0%
Appendix 3

Students’ Name on Class IVA at SDN 01 Mulyoharjo Jepara
In The Academic Year 2010/2011

<table>
<thead>
<tr>
<th>No.</th>
<th>Name</th>
<th>Sex</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Ahmad Sulvani</td>
<td>Male</td>
</tr>
<tr>
<td>2</td>
<td>Heri Kiswanto</td>
<td>Male</td>
</tr>
<tr>
<td>3</td>
<td>Mega Nur Oktavia L</td>
<td>Female</td>
</tr>
<tr>
<td>4</td>
<td>Ahda Maulana</td>
<td>Male</td>
</tr>
<tr>
<td>5</td>
<td>Ahmad Ramadhan p</td>
<td>Male</td>
</tr>
<tr>
<td>6</td>
<td>Agas Sagatama</td>
<td>Male</td>
</tr>
<tr>
<td>7</td>
<td>Anis Maulifah</td>
<td>Female</td>
</tr>
<tr>
<td>8</td>
<td>Annas Nur Sabila Rosyid</td>
<td>Male</td>
</tr>
<tr>
<td>9</td>
<td>Anjar Adi Priwanda</td>
<td>Male</td>
</tr>
<tr>
<td>10</td>
<td>Andini Dewi</td>
<td>Female</td>
</tr>
<tr>
<td>11</td>
<td>Alfiah Hidayatun Nikmah</td>
<td>Female</td>
</tr>
<tr>
<td>12</td>
<td>Aprillya Zhafirah Aziz</td>
<td>Female</td>
</tr>
<tr>
<td>13</td>
<td>Bagas Wastito Raharjo</td>
<td>Male</td>
</tr>
<tr>
<td>14</td>
<td>Difa Ahmad</td>
<td>Male</td>
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<tr>
<td>15</td>
<td>Dieto Hadi Ananta</td>
<td>Male</td>
</tr>
<tr>
<td>16</td>
<td>Diah Yusvita Anggraini</td>
<td>Female</td>
</tr>
<tr>
<td>17</td>
<td>Denisa Suganda</td>
<td>Female</td>
</tr>
<tr>
<td>18</td>
<td>Diah Aprilia Firdyansah</td>
<td>Female</td>
</tr>
<tr>
<td>19</td>
<td>Dimas Faisal Reza</td>
<td>Male</td>
</tr>
<tr>
<td>20</td>
<td>Dandi</td>
<td>Male</td>
</tr>
<tr>
<td>21</td>
<td>Dias Fasari</td>
<td>Male</td>
</tr>
<tr>
<td>22</td>
<td>Durrotun Nafisah</td>
<td>Female</td>
</tr>
<tr>
<td>23</td>
<td>Feby Adi Nugroho</td>
<td>Male</td>
</tr>
<tr>
<td>24</td>
<td>Fahriza Yanuar</td>
<td>Male</td>
</tr>
<tr>
<td>25</td>
<td>Fifin Fitriani</td>
<td>Female</td>
</tr>
<tr>
<td>26</td>
<td>Heru Tri Irawan</td>
<td>Male</td>
</tr>
<tr>
<td>27</td>
<td>Intan Farida</td>
<td>Female</td>
</tr>
<tr>
<td>28</td>
<td>Intan Wulan Sari</td>
<td>Female</td>
</tr>
<tr>
<td>29</td>
<td>Iis Nur Hasanah</td>
<td>Female</td>
</tr>
<tr>
<td>30</td>
<td>Jihan Qurnia Renita EP</td>
<td>Female</td>
</tr>
<tr>
<td>31</td>
<td>Aprilya Nur Widyastuty</td>
<td>Female</td>
</tr>
<tr>
<td>32</td>
<td>Fernadhika Eka Putra</td>
<td>Male</td>
</tr>
<tr>
<td>33</td>
<td>Nawawel Sakti Aroisi</td>
<td>Male</td>
</tr>
</tbody>
</table>
Appendix 4

INTERVIEW GUIDLINE

1. The teacher
   j. What the method did the teacher apply?
   k. How is the students’ motivation in learning English?
   l. How is the classroom atmosphere?
   m. How is the students’ response to your teaching technique?
   n. What is the problem of the teacher when teaching vocabulary?
   o. What is your opinion about the use pictorial story in learning English?
   p. Does the teacher agree that picture story is the interesting teaching aid to introduce new vocabulary to the students?
   q. What is the benefit of using vocabulary drills?
   r. What are the disadvantages of using pictorial story?

2. The students
   a. Do you like English lesson? Why?
   b. Do you ever read pictorial story?
   c. What is your opinion learning English using pictorial story?
   d. Do you like learning English using pictorial story?
   e. Are you bored when learning English using pictorial story?
   f. What is your difficulty?
   g. What is the benefit of using vocabulary drills?
   h. What are the disadvantages of using pictorial story?
   i. What is your suggestion for learning English?
RESULT OF INTERVIEW

Interview with the teacher

Q  : Metode apa yang sudah di terapkan ketika mengajar bahasa Inggris?
A  : Metode yang sudah saya terapkan selain materi, ada alat peraga berupa gambar, cerita kadang-kadang

Q  : Bagaimana motivasi siswa dalam belajar bahasa Inggris?
A  : Ada perbedaan antara cuman teori aja ditambah dengan cerita bergambar. Anak-anak lebih antusias kalo ada gambarnya

Q  : Bagaimana suasana kelas ketika mengajar bahasa Inggris?
A  : Kelas ini memang super ramai kalo di ajar bahasa Inggris. Biasanya kalo diterangkan itu agak rame tapi kalo sudah kita kasih latihan-latihan mereka tertib.

Q  : Problem apa yang dihadapi ketika mengajar bahasa Inggris khususnya vocabulary?

Q  : Bagaimana pendapat ibu tentang penggunaan cerita bergambar dalam pembelajaran bahasa Inggris?
A  : Menurut saya metode yang di pakai dalam riset ini sudah cukup bagus. Anak-anak juga tertarik, antusias untuk mengikutinya terbukti dengan
hasil wawancara tadi mereka mengatakan kalau tidak ada kesulitan, mereka merasa senang, merasa enjoy.

Q : Apakah ibu setuju kalau cerita bergambar sebagai media pengajaran yang menarik untuk memperkenalkan kosakata baru kepada siswa?
A : Sangat setuju, karena cerita bergambar sendiri sangat menarik bagi siswa.

Q : Apa keuntungan menggunakan vocabulary drill?
A : Sangat menguntungkan bagi anak-anak soalnya kalau kita tidak menuliskan Vocabulary mereka tidak bisa bunyi alias diam. Tapi kalau kita bantu, mereka sedikit-sedikit bisa mengucapkan dengan benar.

Q : Apa kekurangan dalam penerapan media cerita bergambar ini?
A : Saya kira pemilihan ceritanya di topic school, ceritanya terlalu panjang dan kosakatanya lumayan sulit.

Interview with the students

Interview I

Teacher : Hello… What’s your name?
Andini : Andini
Teacher : Andini suka belajar bahasa Inggris gak? Kenapa?
Andini : Suka karena gampang
Teacher : Pernah baca cerita bergambar? Tentang apa saja?
Andini : Pernah, tentang sekolah, mona lisa
Teacher : Menurutmu, belajar bahasa Inggris pakai cerita kaya tadi gimana?
Andini : Senang, seru dan asik
Teacher : Cerita yang udah diberikan itu membosankan nggak?
Andini : Cerita nggak membosankan dan tetap asik
Teacher : Ada kesulitan nggak?
Andini : Gak ada kesulitan

Teacher : Apa keuntungannya kita belajar bahasa Inggris pakai cerita bergambar?
Andini : Seneng, Bisa melihat gambarnya

Teacher : Ada kerugiannya gak belajar pakai cerita bergambar?
Andini : Gak ada cukup menyenangkan

**Interview II**

Teacher : Siapa namamu?
Nafis : Durrotun Nafisah

Teacher : Kamu suka belajar bahasa Inggris nggak? Kenapa?
Nafis : Suka, karena bahasa Inggris adalah pelajaran yang bagus

Teacher : Kamu pernah membaca cerita bergambar? Tentang apa aja?
Nafis : Pernah, tentang sekolah

Teacher : Gimana pendapatmu, kita belajar bahasa Inggris pakai cerita bergambar?
Nafis : Senang, karena tidak sulit ada gambaranya

Teacher : Bosen nggak kalo belajar bahasa Inggris pakai cerita kayak tadi?
Nafis : Tidak.. senang

Teacher : Apa kesulitanmu belajar bahasa Inggris?
Nafis : Ketika tidak bisa mengartikan

Teacher : Ada kesulitan gak kalo pakai cerita bergambar?
Nafis : Gak ada, menyenangkan
**Interview III**

**Teacher** : What’s your name?

**Bagas** : Bagas

**Teacher** : Kamu suka belajar bahasa Inggris nggak? Kenapa?

**Bagas** : Suka, karena suka belajar bahasa asing

**Teacher** : Kamu pernah membaca cerita bergambar? Tentang apa aja?

**Bagas** : Pernah,

**Teacher** : Gimana pendapatmu, kita belajar bahasa Inggris pakai cerita bergambar?

**Bagas** : Senang, karena tidak sulit ada gambarnya

**Teacher** : Bosen nggak kalo belajar bahasa Inggris pakai cerita kayak tadi?

**Bagas** : Tidak, sangat menyenangkan

**Teacher** : Apa kesulitanmu belajar bahasa Inggris?

**Bagas** : Cara memahami bahasa inggris jika tidak tahu artinya

**Teacher** : Ada kesulitan gak kalo pakai cerita bergambar?

**Bagas** : Gak ada, menyenangkan

**Teacher** : Ada saran?

**Bagas** : di tambah lagi ceritanya
Appendix 6

LESSON PLAN I

SD : SDN 01 Mulyoharjo
Subject : English
Grade / Semester : IV/I
Standar of competenc : To understand simple instruction with action in class context
Basic Competence : Respond to simple instruction verbally in class context
Indicator : Respond the teacher instruction acceptable
Repeat what they hear loudly
Understand the content of story
Understand the meaning of word
Skill : Listening
Kind of text : Short functional text
Theme : Parts of body
Alokasi Waktu : 2 X 35 menit

A. Learning Outcome:
By the end of the lesson, students are able to:
a. Get information about the story and can applied in daily activity
b. Understand the vocabulary about parts of the body
c. Make a sentence with the vocabulary

B. Method : Reading Aloud

C. Learning Activities
1. Pre-Activities
   a. Greeting
   b. Checking students’ attendance
   c. Asking about students’ condition

2. Main Activities
   BKoF (Building Knowledge of the Field)
   a. Teacher asks students the following questions:
How about your test yesterday?

- Was it difficult for you?

b. The students are asked by teacher about parts of the body
c. The students answer the question orally

MoT (Modeling of the Text)
a. Teacher gives description about story that will be learnt
b. One of the student are asked to read the story in front of the class
c. The students listen the story
d. The students understand the content of story

JCoT (Joint Construction of the Text)
a. The students asked the difficult word
b. The students write the difficult word on whiteboard
c. The students are asked to answer
d. The students are helped by the teacher if they face the problem
e. Teacher asks the students to make a sentence

ICoT (Independent Construction of the Text)
a. Teacher gives students test

3. Post-Activities

a. Teacher gives summary the material
b. Closing

D. Source


E. Assessment

Form : written

Technique : choose the best answer by crossing A,B,C or D

Arrange the letter to be correct words and translate in Indonesia
I. Choose the best answer by crossing (x) a, b, c or d!
Pilih jawaban yang paling benar dengan menyilang a, b, c atau d!

1. Mona and Lisa have cute..  
   a. noses  
   b. hair  
   c. hand  
   d. foot  

2. Mona likes ..color  
   a. blue  
   b. maroon  
   c. green  
   d. lilac  

3. Lisa likes ..color  
   a. blue  
   b. maroon  
   c. green  
   d. lilac  

4. Mona and Lisa are ..girls  
   a. beautiful  
   b. stupid  
   c. lazy  
   d. naughty  

5. I have one ..  
   a. ears  
   b. nose  
   c. eyes  
   d. hand  

6. We use ..to hold something  
   a. foot  
   b. eyes  
   c. hands  
   d. head  

7. We use ears to ..  
   a. seeing  
   b. hearing  
   c. reading  
   d. walking  

8. We use foots to ..  
   a. see  
   b. hear  
   c. walk  
   d. read  

9. We use eyes to ..  
   a. hear  
   b. walk  
   c. read  
   d. see  

10. We use ..to taste food  
    a. tongue  
    b. eye  
    c. nose  
    d. hand
II. Arrange the letter to be correct word and translate in Indonesia!
Susunlah huruf-huruf berikut menjadi kata yang benar dan terjemah ke dalam bahasa Indonesia!

11. D-H-A-N : 
12. S-E-Y-E : 
13. T-O-U-M-H : 
14. A-R-E-S : 
15. F-O-T-O : 
16. S-O-N-E : 
17. R-A-I-H : 
18. D-A-H-E : 
19. T-O-G-N-E-U : 
20. T-O-T-O-H : 

F. Scoring Guidance

\[
\text{Student score} = \frac{\text{Score achieved}}{\text{Maximum score}} \times 10
\]

G. Material

Mona and Lisa

Mona and Lisa are cute twin girls. They have long hair that is always tied-up into two pony tails. They have cute nose. They have small mouth. Mona likes maroon. Lisa likes lilac. That is how their friends keep tell them apart. Mona wears maroon ribbons. Lisa wears lilac ribbons. Mona’s bag is maroon. Lisa’s bag is lilac. Actually, Mona and Lisa are different. Mona is a bold girl. Her voice is louder than lisa’s voice. Lisa is a calm girl. She is more quiet than Mona. Mona laughs out-loud. Lisa giggles. Mona likes sports. Lisa likes music. Mona and Lisa always play together. Sometimes they fight, but they can be good friends. They help each other. They also share many things. They feel lucky to be twin sisters. (Arleen Amidjaja. 2005. Mona and Lisa. Solo: Tiga Serangkai)
Jepara,

English Teacher  Researcher

Rina Yuniastuti, S. Pd  Hanik Amaliyah Firdaus
NIP.  NIM. 063411025

Acknowledged by,
Headmaster

Fx. Sugianto, S.Pd
NIP. 130 569 834
LESSON PLAN II

SD : SDN 01 Mulyoharjo
Subject : English
Grade / Semester : IV/I
Standar of competenc : To understand simple English writing in class context
Basic Competence : Reading loudly with pronounce alphabet and right pronunciation that involve word, phrase, and simple sentence
Indicator : Pronounce and read alphabet, word, phrase, and sentence correctly
Understand the content of story
Understand the meaning of word
Skill : Reading
Kind of text : Short functional text
Theme : School
Alokasi Waktu : 2 X 35 menit

A. Learning Outcome:
   By the end of the lesson, students are able to:
   a. Get information about the story and can applied in daily activity
   b. Understand the vocabulary about something around the school
   c. Make a sentence with new vocabulary

B. Method : Reading Guide

C. Learning Activities

1. Pre-Activities
   a. Greeting
   b. Checking students’ attendance
   c. Asking about students’ condition

2. Main Activities
   BKoF (Building Knowledge of the Field)
   a. Teacher asks students the following questions:
      ▪ How about your test yesterday?
      ▪ Was it difficult for you?
Do you know about something at school?

b. Students answer the question orally

MoT (Modeling of the Text)

a. Teacher gives description about story that will be learnt
b. The students are asked to read the story individually
c. The students read and understand the content of story

JCoT (Joint Construction of the Text)

a. The students asked the difficult word
b. The students wrote the difficult word on whiteboard
c. The students are asked to answer
d. The students are helped by the teacher if they face the problem
e. Teacher asked the students to make a sentence
f. The students answer questions about information in the story

ICoT (Independent Construction of the Text)

a. Teacher gives students test

3. Post-Activities:

a. Teacher gives summary the material
b. Closing

D. Source


E. Assessment

Form : written
Technique : Choose the best answer by crossing A,B,C or D
Match word in the left box with the word in right box

I. Choose the best answer by crossing (x) a, b, c or d!
Pilih jawaban yang paling benar dengan menyilang a, b, c atau d!
1. Teacher : “Good morning, students”
   Students: “……………, miss Rina”
   a. good night
   b. good morning
   c. good afternoon
   d. good bye
   
   Andi: Is it your ……., Budi?
   Budi: Yes, this is mine
   a. eraser
   b. ruler
   c. book
   d. pen

   I have a brother. His name is Rio. He goes to school by bicycle. He likes football very much. He usually goes to play football on Sunday morning.

2. Rio’s hobby is ….
   a. gardening
   b. swimming
   c. football
   d. reading

3. Rio usually goes to play football by…..
   a. motorcycle
   b. train
   c. plane
   d. bicycle

4. 
   The students buy a snack in ….
   a. market
   b. canteen
   c. school
   d. library

5. The students are reading books in ….
   a. library
   b. canteen
   c. field
   d. school yard

6. On Tuesday, the students wear …. uniform
   a. brown and white
   b. red and white
8. The students are studying in...
   a. office
   b. library
   c. laboratory
   d. classroom

9. Dani goes to school wears ....
   a. trousers
   b. shirt

The students use a ...... to draw a house
   a. book
   b. pen
   c. pencil
   d. erase

II. Match the word in the left box with the word on the right box!
Cocokkan kata yang di kotak kiri dengan kata yang ada di kotak sebelah kanan

<table>
<thead>
<tr>
<th>Left Box</th>
<th>Right Box</th>
</tr>
</thead>
<tbody>
<tr>
<td>Canteen</td>
<td>a. Halaman sekolah</td>
</tr>
<tr>
<td>Library</td>
<td>b. Aula</td>
</tr>
<tr>
<td>Playground</td>
<td>c. Kamar kecil</td>
</tr>
<tr>
<td>Field</td>
<td>d. Tempat bermain</td>
</tr>
<tr>
<td>Rest room</td>
<td>e. Ruang kelas</td>
</tr>
<tr>
<td>Hall</td>
<td>f. Ruang guru</td>
</tr>
<tr>
<td>School yard</td>
<td>g. Kantin</td>
</tr>
<tr>
<td>Classroom</td>
<td>h. Lapangan</td>
</tr>
<tr>
<td>Teacher office</td>
<td>i. Perpustakaan</td>
</tr>
<tr>
<td>Reading room</td>
<td>j. Ruang baca</td>
</tr>
</tbody>
</table>
F. Scoring Guidance

\[
\text{Student score} = \frac{\text{Score achieved}}{\text{Maximum score}} \times 10
\]

G. Material

At School

Let’s go to visit a school. Here is the classroom. We learn one, two, three and how to spell A, B, C. Here is the teacher’s office. We see them cut yellow and red stars for us. Here is the canteen. We eat and drink here. Here is the library. We listen Miss Maria reading a story for us. Here is the playground. We play hide and seek and swing on a merry-go-round. Here is the field. We play catching ball and run about. Here is the rest room. Does anyone to go? This is the music room. We like singing on top of our lungs. Can you hear, do re mi fa sol? Here is the hall. We perform in a play and make our parents proud. (ILT Learning Team. 2010. At School. Yogyakarta: Nyo-nyo (Andi Offset))

Jepara,

English Teacher

Researcher

Rina Yuniastuti, S. Pd
NIP.

Hanik Amaliyah Firdaus
NIM. 063411025

Acknowledged by,

Headmaster

Fx. Sugianto, S.Pd
NIP. 130 569 834
LESSON PLAN III

SD : SDN 01Mulyoharjo
Subject : English
Grade / Semester : IV/I
Standar of competenc : To understand simple instruction with action in class context
Basic Competence : Respond simple instruction verbally in class context
Indicator : Respond by doing acceptable
            Respond by repeat what they hear loudly
            Understand the content of story
            Understand the meaning of word, sentence, and paragraph
Skill : Listening
Kind of text : Short functional text
Theme : Animals
Alokasi Waktu : 2 X 35 menit

A. learning Outcome:
By the end of the lesson, students are able to:
   a. Get information about the story and can applied in daily activity
   b. Understand the vocabulary about animals
   c. Make a sentence with new vocabulary

B. Method : Reading Aloud

C. Learning Activities
3. Pre-Activities
   a. Greeting
   b. Checking students’ attendance
   c. Asking about students’ condition

2. Main Activities
   BKoF (Building Knowledge of the Field)
   a. Teacher asks students to repeat previous lesson
   b. Teacher asks students the following questions:
- Do you have pets?
- What is the name?
- How do you keep it?

c. The students answer the question orally

MoT (Modeling of the Text)

a. Teacher gives description about story that will be learn
b. One of the student asked to read the story in front of the class
c. The students listen the story
d. The students understand the content of story

JCoT (Joint Construction of the Text)

a. The students ask the difficult word
b. The students write the difficult word on whiteboard
c. The students asked to answer
d. The students helped by the teacher if they face the problem
e. Teacher asks the students to make a sentence
f. The students answer questions about information in the story

ICoT (Independent Construction of the Text)

a. Teacher gives students test

3. Post-Activities

a. Teacher gives summary
b. Closing

D. Source


E. Assessment

Form : written

Technique : Choose the best answer by crossing A,B,C or D

Match word in the left box with the word in right box
I. Choose the best answer by crossing (x) a, b, c or d!
Pilih jawaban yang paling benar dengan menyilang a, b, c atau d!

1. What is sitting on a fresh green leave?
   a. caterpillar  
   b. grasshopper  
   c. ants  
   d. butterfly

2. An animal that has a long trunk is…
   a. cow  
   b. elephant  
   c. cat  
   d. goat

3. It is very tall because it has a very long neck. It eats grass. What is it?
   a. giraffe  
   b. tiger  
   c. snake  
   d. cow

4. A: What is it?
   B: It is a ……
   a. bee  
   b. dog  
   c. butterfly  
   d. zebra

5. A: What is it?
   B: it is a ……
   a. pig  
   b. dog  
   c. cat  
   d. bear

6. One of the animals that can fly is…..
   a. chicken  
   b. duck  
   c. bird  
   d. bear

7.
A ……. is a dangerous animal
a. cat  
b. cow  
c. mouse  
d. snake

8. Animal that eats carrot is…
a. rabbit  
b. duck  
c. giraffe  
d. horse

9. Animal that eats grass is…
a. dog  
b. chicken  
c. cow  
d. cat

10. One of animals that produces egg is…
a. cat  
b. chicken  
c. dog  
d. butterfly

II. Match the word in the left box with the word on the right box!

Cocokkan kata yang di kotak kiri dengan kata yang ada di kotak sebelah kanan!

1. Animals
2. Butterfly
3. Bugs
4. Caterpillar
5. Dragonfly
6. Ants
7. Bees
8. Spider
9. Lion
10. Tiger

a. Kupu-kupu
b. Ulat
c. Singa
d. Lebah
e. Semut
f. Laba-laba
g. Harimau
h. Serangga
i. Binatang
j. Capung

F. Scoring Guidance

Student score = \frac{\text{Score achieved}}{\text{Maximum score}} \times 10

G. Material

Let Go Bug Hunting
Miss Maria loves gardening, she takes Andy and Suzy out in the school garden and says,”let’s go bug hunting”. What will they find?. A caterpillar is sitting on a fresh green leave. A grasshopper is sticking its legs. What long legs! Can you see th rows of ants. They are marching up and down. Where are they going? A butterfly is flying high. The wings have five dots, can you count? Bees are everywhere. They are buzzing noisily. What’s that on the branch? A dragonfly is perching. Look! It starts to move its wings. There are bugs everywhere, they are small and nice to see. But what are those ones? Flies! Flies! The flies are flying east and west. Whap! Two are trapped in a cobweb. Lovely day for bug hunting. We sure learn a lot day. (ILT Learning Team. 2010. Let’s Go Bug Hunting. Yogyakarta: Nyo-nyo (Andi Offset))

Jepara,

English Teacher
Researcher

Rina Yuniastuti, S. Pd
NIP.

Hanik Amaliyah Firdaus
NIM. 063411025

Acknowledged by,
Headmaster

Fx. Sugianto, S.Pd
NIP. 130 569 834
Test of Cycle I

I. Choose the best answer by crossing (x) a, b, c or d!
Pilih jawaban yang paling benar dengan menyilang a, b, c atau d!

1. Mona and lisa have cute...
   e. noses
   f. hair
   g. hand
   h. foot

2. Mona likes .....color
   e. blue
   f. maroon
   g. green
   h. lilac

3. Lisa likes ..... color
   e. blue
   f. maroon
   g. green
   h. lilac

4. Mona and lisa are ..... girls
   e. beautiful
   f. stupid
   g. lazy
   h. naughty

5. I have one …
   e. ears
   f. nose
   g. eyes
   h. hand

6. We use ..........to hold something
   e. foot
   f. eyes
   g. hands

7. We use ears to ........
   e. seeing
   f. hearing
   g. reading

8. We use foots to ........
   e. see
   f. hear
   g. walk

9. We use eyes to ........
   e. hear
   f. walk
   g. read

10. We use ......... to taste food
    e. tongue
    f. eye
    g. nose
    h. hand
II. **Arrange to be correct word and translate in Indonesia!**
Susunlah menjadi kata yang benar dan terjemahkan ke dalam bahasa Indonesia!

11. D-H-A-N :  
12. S-E-Y-E :  
13. T-O-U-M-H :  
14. A-R-E-S :  
15. F-O-T-O :  
16. S-O-N-E :  
17. R-A-I-H :  
18. D-A-H-E :  
19. T-O-G-N-E-U :  
20. T-O-T-O-H : 

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**Appendix 10**

**Test of Cycle II**

I. **Choose the best answer by crossing (x) a, b, c or d!**
Pilih jawaban yang paling benar dengan menyilang a, b, c atau d!

1. Teacher: “Good morning, students”  
   Students: “……………, miss Rina”
   
   a. good night  
   b. good morning  
   c. good afternoon  
   d. good bye

2. Rio’s hobby is ….
   e. gardening
   f. swimming
   g. football
   h. reading

I have a brother. His name is Rio. He goes to school by bicycle. He likes football very much. He usually goes to play football on Sunday morning.

3. Rio usually goes to play football by…..
   a. motorcycle  
   b. train  
   c. plane  
   d. bicycle

---

2. Rio’s hobby is ….
   e. gardening

Andi: Is it your ……, Budi?
Budi: Yes, this is mine

   e. eraser
   f. ruler
   g. book
   h. pen

5. The students buy a snack in ...

   e. market
   f. canteen
   g. school
   h. library

6. The students are reading books in ...

   e. library
   f. canteen
   g. field
   h. school yard

7. On Tuesday, the students wear ... uniform

   e. brown and white
   f. red and white
   g. blue and white
   h. white

8. The students are studying in ...

   e. office
   f. library
   g. laboratory
   h. classroom

9. Dani goes to school wears ...

   e. trousers
   f. shirt
   g. t-shirt
   h. uniform

10. The students use a ...... to draw a house

   e. book
   f. pen
   g. pencil
   h. erase
<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>11. Canteen</td>
<td>a. Halaman sekolah</td>
</tr>
<tr>
<td>12. Library</td>
<td>b. Aula</td>
</tr>
<tr>
<td>13. Playground</td>
<td>c. Kamar kecil</td>
</tr>
<tr>
<td>14. Field</td>
<td>d. Tempat bermain</td>
</tr>
<tr>
<td>15. Rest room</td>
<td>e. Ruang kelas</td>
</tr>
<tr>
<td>16. Hall</td>
<td>f. Ruang guru</td>
</tr>
<tr>
<td>17. School yard</td>
<td>g. Kantin</td>
</tr>
<tr>
<td>18. Classroom</td>
<td>h. Lapangan</td>
</tr>
<tr>
<td>19. Teacher office</td>
<td>i. Perpustakaan</td>
</tr>
<tr>
<td>20. Reading room</td>
<td>j. Ruang baca</td>
</tr>
</tbody>
</table>

II. Match the word in the left box with the word on the right box!
Cocokkan kata yang di kotak kiri dengan kata yang ada di kotak sebelah kanan.
I. Choose the best answer by crossing (x) a, b, c or d!
Pilih jawaban yang paling benar dengan menyilang a, b, c atau d!
1. What is sitting on a fresh green leave?
   - a. caterpillar
   - b. grasshopper
   - c. ants
   - d. butterfly
2. An animal that has a long trunk is…
   - e. cow
   - f. elephant
   - g. cat
   - h. goat
3. It is very tall because it has a very long neck. It eats grass. What is it?
   - e. giraffe
   - f. tiger
   - g. snake
   - h. cow
4. 
   A: What is it?
   B: It is a ……
   - e. bee
   - f. dog
   - g. butterfly
   - h. zebra
5. 
   A: What is it?
   B: it is a ……
   - e. pig
   - f. dog
   - g. cat
   - h. bear
6. One of the animals that can fly is…..
   - e. chicken
   - f. duck
   - g. bird
   - h. bear
7.
A ……. is a dangerous animal

e. cat
f. cow
g. mouse
h. snake

8. Animal that eats carrot is…
e. rabbit
f. duck
g. giraffe
h. horse

9. Animal that eats grass is…
e. dog
f. chicken
g. cow
h. cat

10. One of animals that produces egg is…
e. cat
f. chicken
g. dog
h. butterfly

II. Match the word in the left box with the word on the right box!
Cocokkan kata yang di kotak kiri dengan kata yang ada di kotak sebelah kanan!

13. Bugs
14. Caterpillar
15. Dragonfly
16. Ants
17. Bees
18. Spider
19. Lion
20. Tiger

f. Kupu-kupu
k. Ulat
l. Lebah
m. Singa
n. Semut
o. Laba-laba
p. Harimau
q. Serangga
r. Binatang
s. Capung

1. Binatang
2. Serangga
3. Laba-laba
4. Lebah
5. Singa
6. Ulat
7. Kupu-kupu
8. Capung
9. Binatang
10. Serangga
11. Laba-laba
12. Lebah
13. Singa
14. Ulat
15. Kupu-kupu
16. Capung
17. Binatang
18. Serangga
19. Laba-laba
20. Lebah

99
I. **Match the word in the left box with the word on the right box!**

*Cocokkan kata yang di kotak kiri dengan kata yang ada di kotak sebelah kanan*

| 22. Butterfly | b. Ulat |
| 23. Bugs | c. Singa |
| 24. Caterpillar | d. Lebah |
| 25. Dragonfly | e. Semut |
| 26. Ants | f. Laba-laba |
| 27. Bees | g. Harimau |
| 28. Spider | h. Serangga |
| 29. Lion | i. Binatang |
| 30. Tiger | j. Capung |
Let's go for a visit to school.

Here is the classroom. We learn one, two, three and how to spell A, B, C.
Here is the teacher's office. We see them cut yellow and red stars for us.

Here is the canteen. We eat and drink here.
Here is the library.
We listen to Miss Maria reading us a story.

Here is the playground.
We play hide and seek and swing on a merry-go-round.
Here is the field.
We play catching ball and run about.

Here is the rest room.
Does anyone want to go?
This is the music room.
We like singing on top of our lungs.
Can you hear, do re mi fa sol?

Here is the hall.
We perform in a play
and make our parents proud.