

**RAISING STUDENTS' ATTENTION WITH PICTURES  
IN THE ENGLISH TEACHING AND LEARNING PROCESS IN  
GRADE V OF SD N SIDAKAN BANARAN GALUR  
KULON PROGO**

**A THESIS**

Presented as Partial fulfillment of the Requirements  
to attain a *Sarjana Pendidikan* Degree in English Language Education



**By:  
AGUNG SUTOPO  
04202244041**

**ENGLISH EDUCATION DEPARTMENT  
LANGUAGES AND ARTS FACULTY  
YOGYAKARTA STATE UNIVERSITY  
2012**

**RAISING STUDENTS' ATTENTION WITH PICTURES  
IN THE ENGLISH TEACHING AND LEARNING PROCESS IN  
GRADE V OF SD N SIDAKAN BANARAN GALUR  
KULON PROGO**

**A THESIS**

Presented as Partial fulfillment of the Requirements  
to attain a *Sarjana Pendidikan* Degree in English Language Education



**By:  
AGUNG SUTOPO  
04202244041**

**ENGLISH EDUCATION DEPARTMENT  
LANGUAGES AND ARTS FACULTY  
YOGYAKARTA STATE UNIVERSITY  
2012**

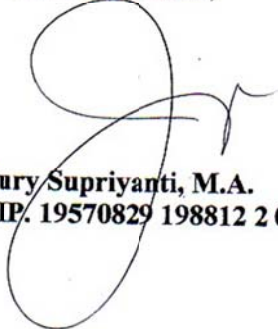
**APPROVAL**

**RAISING STUDENTS' ATTENTION WITH PICTURES  
IN THE ENGLISH TEACHING AND LEARNING PROCESS IN  
GRADE V OF SD N SIDAKAN BANARAN GALUR  
KULON PROGO**


**A THESIS**



**First Consultant,**

  
**Nury Supriyanti, M.A.**  
NIP. 19570829 198812 2 001

**Second Consultant,**

  
**Lusi Nurhayati, M.Appl.Ling**  
NIP. 19790205 200312 2 001

## RATIFICATION

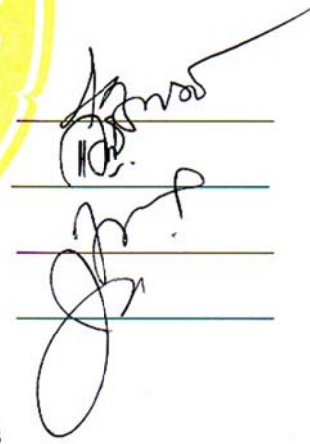
### RAISING STUDENTS' ATTENTION WITH PICTURES IN THE ENGLISH TEACHING AND LEARNING PROCESS IN GRADE V OF SD N SIDAKAN BANARAN GALUR KULON PROGO

A thesis  
by  
**AGUNG SUTOPO**  
04202244041

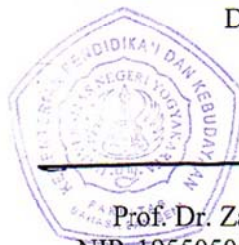
Accepted by the board of the examiners of Faculty of Languages and Arts  
States University of Yogyakarta on April 2012 and declared to have fulfilled the  
Requirement to acquire a Sarjana Pendidikan Degree

Board of the Examiners

Chairperson : Dr. Agus Widyantoro, M.Pd :  
Secretary : Lusi Nurhayati, M.Appl.Ling :  
First Examiner : Dra. Jamilah, M. A. :  
Second Examiner : Dra. Nury Supriyanti, M.A. :



Yogyakarta, Juni 2012  
Faculty of Languages and Arts  
States University of Yogyakarta  
Dean,



Prof. Dr. Zamzani, M. Pd  
NIP. 19550505 198011 1 001

## STATEMENT

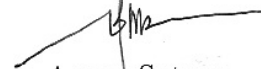
Yang bertanda tangan di bawah ini,

Nama : Agung Sutopo  
NIM : 04202244041  
Prodi : Pendidikan Bahasa Inggris  
Jenjang : S1  
Fakultas : Bahasa dan Seni Universitas Negeri Yogyakarta  
Judul Karya Ilmiah : **Raising Students' Attention with Pictures in the English Teaching and Learning Process in Grade V of SD N Sidakan Banaran Galur Kulon Progo**

Dengan ini menyatakan bahwa karya ilmiah ini adalah hasil karya saya sendiri. Karya ilmiah ini tidak berisi materi yang ditulis oleh orang lain, kecuali bagian-bagian tertentu sebagai acuan dan gambaran dalam penulisannya.

Apabila pernyataan ini tidak benar dan menyebabkan kerugian pada pihak-pihak tertentu, saya siap menanggungnya di depan hukum.

Yogyakarta, Mei 2012  
Penulis,



Agung Sutopo  
NIM. 04202244041

## DEDICATIONS

I dedicate this thesis to

**My dearest father and mother**

**My beloved wife and son**

**My good two brothers**

**My patient teachers**

**My trusty friends**

## **MOTTOS**

**Karena sesungguhnya sesudah kesulitan itu ada kemudahan, sesungguhnya sesudah kesulitan  
itu ada kemudahan.**

**(Q.S. Al-Insyiroh, 5-6)**

**....Jadikanlah sabar dan shalat sebagai penolongmu...**

**(Q.S. Al-Baqoroh, 153)**

**DON'T WORRY ABOUT A THING, CAUSE EVERY LITTLE THING GONNA BE  
ALRIGHT....**

**(Three little birds' lyric of Bob Marley song)**

**Tansah donga, sholat dhuha, sholat jamaah lan luwih apik nang mejid**

**(My Father's words)**

## ACKNOWLEDGEMENTS

*Alhamdulillahirobil'amin*, the big praise is only for Allah SWT, the Almighty and the Most Merciful Who has blessed me so that I could finish my thesis.

I would like to express my gratitude to my first consultant, *Ibu* Nury Supriyanti, M.A for being patience in guiding and giving chances to get understanding not only in writing the thesis but also in English for children study, and my second consultant *Ibu* Lusi Nurhayati, M. Appl. Ling (TESOL) for guiding, helping, supporting, correcting and caring me in writing the thesis.

I also express my truly gratitude to the school principal of SD N Sidakan *Ibu* Sumarah, S. Pd. for giving me permission and supporting me in conducting my action research; and the students of grade V and the big family of SD N Sidakan who have voluntary assisted me and been involved in the research.

I would like to express my gratefulness to my big family, my beloved dad Mujiyo and my mom Wasirah who have always cared me in happy or in sad times, never stopped praying and supporting me in the writing of the thesis. Special thanks are due to my two brothers *Mas* Heru and Ibnu who have given me motivation to finish the thesis, and also to my little adored family, my beloved wife, Ama, and my son, Hamid, for the prayers, patience, motivation, understanding, and supports.

I would like to thank my friends who involved and contributed to the writing of the thesis, Agus, Supriyadi, Mayo, Hanafi, Rahmat, and Danang. I also would like to thank all my friends in Al-Huda *Pak* Wik, Budi, Sahdan, Fuad, and the others (thanks for the beautiful moments), my teachers and friends in Ponpes



Budi Mulia *Pak Yun*, *Pak Fathur*, *Pak Suhaini*, *Pak Tono*, *Pak Arwan*, Taslim, and the others (thanks for the knowledge), my teachers and friends in TPA Al-Muhsin *Pak Maryanto*, *Mbak Maryati*, Ari, Danang, and the others (thanks for the motivation to finish the thesis).

I hope that this thesis would be useful for the readers. However, I realize that this thesis is still far from being perfect, any criticisms, ideas, and suggestions for the improvement of this thesis are greatly appreciated.

Yogyakarta, 17 April 2012

Writer,

A handwritten signature in black ink, appearing to be 'Agung Sutopo', written over a vertical line that serves as a separator between the title and the name.

Agung Sutopo  
NIM. 04202244041

## TABLE OF CONTENTS

TITLE OF PAGE .....	i
APPROVAL .....	ii
RATIFICATION .....	iii
STATEMENT .....	iv
DEDICATIONS .....	v
MOTTOS .....	vi
ACKNOWLEDGEMENTS .....	vii
TABLE OF CONTENTS .....	ix
LIST OF APPENDICES .....	xii
ABSTRACT .....	xiii
<b>CHAPTER I INRODUCTION</b>	
A. Background of the problem .....	1
B. Identification of the Problem .....	4
C. Limitation of the Problem .....	5
D. Formulation of the Problem .....	6
E. Objectives of the Research .....	6
F. Significance of the Research .....	6
<b>CHAPTER II LITERATURE REVIEW</b>	
A. Theoretical Background .....	8
1. Teaching English to Children.....	8
2. Attention .....	13
3. The syllabus of Elementary School .....	16
4. Media .....	18
a. Definition Media .....	18

b. The Role and Function of Media .....	20
5. Pictures.....	22
6. Cartoons .....	31
B. Conceptual Framework .....	32

### **CHAPTER III RESEARCH METHOD**

A. Type of Research .....	34
B. Setting of the Research .....	34
C. Participants of the Research .....	35
D. Place and Time of the Research.....	35
E. Data Collection Technique and Instruments.....	36
F. Data Analysis .....	36
G. Procedure of the Research .....	39
a. Reconnaissance .....	39
b. Planning .....	40
c. Implementation and Observation .....	40
d. Reflection .....	40
H. The Validity of the Data.....	41

### **CHAPTER IV THE RESEARCH PROCESS AND GENERAL FINDINGS**

A. Reconnaissance .....	42
B. Reports of Cycle I .....	43
1. Planning I .....	43
2. Implementation and Observation in Cycle 1 .....	47
a. Meeting 1 .....	47
b. Meeting 2 .....	54
3. Reflection of Cycle I .....	60
C. Reports of Cycle II .....	62
1. Planning II .....	62

2. Implementation and Observation in Cycle II .....	66
a. Meeting 1 .....	66
b. Meeting 2 .....	69
3. Reflection of Cycle II .....	71
D. General Findings .....	73

**CHAPTER V CONCLUSION, SUGGESTIONS, IMPLICATIONS**

A. Conclusions .....	78
B. Implications .....	81
C. Suggestions .....	82

<b>BIBLIOGRAPHY</b> .....	84
---------------------------	----

**APPENDICES**

## **LIST OF APPENDICES**

1. Appendix 1 (Course Grid) .....	86
2. Appendix 2 (Table of Observation and Interview Guides) .....	90
3. Appendix 3 (Interview Transcripts) .....	91
4. Appendix 4 (Field notes).....	108
5. Appendix 5(Lesson Plans).....	120
6. Appendix 6 (Material &Media) .....	131
7. Appendix 7 (Permission Letters).....	150
8. Appendix 8 (Photographs) .....	153

**RAISING STUDENTS' ATTENTION WITH PICTURES  
IN THE ENGLISH TEACHING AND LEARNING PROCESS IN  
GRADE V OF SD N SIDAKAN BANARAN GALUR  
KULON PROGO**

Agung Sutopo  
NIM 04202244041

**ABSTRACT**

The objective of this research is to raise the students' attention in the English teaching and learning process in grade V of elementary school of SD N Sidakan, Banaran, Galur, Kulon Progo in the academic year of 2011/2012 using pictures. The pictures used were cartoon pictures in the form of posters, flashcards, and small pictures in the worksheet.

The research type is action research. The steps of this research were reconnaissance, planning, implementation and observation, and reflection. The data were collected by interviewing the students of grade V, the school principal, and the collaborators, observing the teaching and learning process, taking pictures and videos of the teaching and learning process on first semester from November 26<sup>th</sup> 2011 to January 13<sup>th</sup> 2012. The instruments of data collection were audio, visual and visual-audio recorders (tape recorder/mp 3 and a photo camera. To fulfill the validity of the data, the researcher follows the criteria of the validity proposed by Burns (1999). They are democratic validity, outcome validity, process validity, catalytic validity, and dialogic validity

The findings of the actions both in Cycle I and in Cycle II show that pictures were effective to raise the students' attention in the English teaching and learning process at the fifth grade students of elementary school at SD N Sidakan. The students were more active and motivated during the English instruction. The indicators of the success of the actions were: 1). the students enjoyed the English instruction; 2). the students' attention to the English teaching and learning process were on the rise; 3). the classroom interaction during the English teaching learning process was on the rise; and 4). the students were motivated and enthusiastic during the teaching learning process.

# CHAPTER I INTRODUCTION

## A. Background of the problem

English has been taught from primary schools up to university. The English lesson to primary school has been applied as one of the local content subject to the curriculum for basic education since 1994. Based on the curriculum 2006 (School Based Curriculum), English has to be taught from grade IV to grade VI. But nowadays, in many elementary schools, English has been taught from the first grade. The aim of the teaching and learning English for basic education is to motivate students to be more confident and prepared to the English high instruction. The People realize that teaching English at this level becomes very important and need much concern. English teachers have to explore effective techniques, method, and approaches.

Children are obviously different from adults. They are different terms physically, cognitively, and psychologically. Children have many characteristics that teachers have to know in their English learning process. The fact that children are active learners can be seen as a big opportunity to prepare them to be excellent people in the future. In the classroom, it becomes the responsibility of teachers to make it true.

Based on the competency standard (*standar kompetensi*) and the basic competency (*kompetensi dasar*) of elementary school curriculum of national education department, English teaching learning process for children must include

four basic language skills i.e. listening, speaking, reading and writing. Children should be taught all of the four skills. It is not easy to make children understand English. Teachers have to pay attention to the class setting, class management, and class activities and materials. It is important for the children to pay attention in the teaching and learning process. The children cannot get the point of the lesson when they do not pay attention deeply. Attention refers to the immediate awareness or recognition of a sensory impression (Rajeev Banhatti, 2007: 86). It means that every student studying the teaching and learning process has to be aware that he is in a teaching time not in a playing time. The fact that the students do not focus their attention on the English lesson seriously, this problem needs to be solved so that the lesson will run well. The use of some good techniques, method, and approaches of instruction is needed in children English learning process. One of techniques in the raising students' attention in the English teaching learning process is using pictures.

In the English teaching and learning process at elementary school, the use of picture as media is required. Media are all of things that are used by the teacher to demonstrate or explain the teaching material. Using picture as media will help teacher to teach students in the class. The teacher can motivate and support them because of many interesting pictures. One of factors in determining the success of the English teaching and learning process is media. The use of media is one of the ways to develop the children's ability in English teaching and learning process. They can catch the meaning of a word or phrase easily by looking at the media, for example pictures. Pictures have an important role in the English teaching



learning process. Pictures can make children focus on the lesson. They will be interested to the pictures and enthusiastic to learn.

The teachers become the main factor in the success of the teaching and learning process of English in the use of media. They must choose interesting and valuable pictures to the teaching and learning process. Good media help learners understand the lesson clearly but on the contrary, bad media make children miss the lesson.

Briefly, pictures are one of media that are very helpful and useful in language teaching learning. Pictures are not only making student interested but also make students more active and creative. Therefore, with the pictures, English teaching and learning process can raise the students' attention.

Based on the observation on the teaching English for grade V of SD N Sidakan from first semester in the academic year of 2011/2012, the researcher found the students' attention problems. The students were not able to pay attention during the English instruction process. They just chatted to their friends to talk about unimportant things. They sometimes walked around the class spontaneously and disturbed other students. It made the class run ineffectively. The English materials prepared became useless, because the teacher could not teach all of the material and lost his voice.

Based on the description above, the students' attention at the school during the English instruction is not adequate. The researcher tried to implement pictures as the media in the English teaching and learning process to raise the students'

attention. This study is action research involving the students and the teacher in the class.

## **B. Identification of the Problem**

To identify the problems, the researcher observed the teaching and learning process in the grade V of SD N Sidakan at Friday, November 18, 2011. Based on the observation, the researcher obtained some problems in the teaching and learning process, such as the students' attention was low, English was perceived as a subject by the students, the use of media in the English teaching and learning was rare, and the teacher seldom used pictures to explain the materials. Below is the description of the problems that were found.

The first problem was related to the students' attention. It was difficult for the teacher to make the students focus to the lesson. When the teacher explained the material, they were busy with their activities. Sometimes, they walked around the class suddenly that made the class very noisy. Therefore, the lesson would be explained could not run like the plans.

The second problem was about the students' competence of the English instruction. Based on the students' opinion, the English lesson was difficult. They had to think hard during the English lesson process. Perhaps this problem occurred because the teacher seldom used various activities that challenge the students. Therefore, the students were not motivated to study English and at the same time, they find it difficult to understand English.

The third problem was related to the media. The use of media in the English teaching and learning process was rare. The teacher seldom used interesting media during the lesson. The class was monotonous since the teacher taught the students only by course books. They were not interested in studying English in the classroom.

The fourth problem was related to the use of pictures. Based on the interview to the students, it was found that they liked studying English with pictures. However, the teacher seldom used pictures to explain the materials. As a result, the students did not pay attention to the lesson during the English teaching and learning process.

Concerning the importance of students' attention, the researcher took this problem as a research study. He emphasized the action on how to raise students' attention during the English teaching and learning process. He then implemented some cooperative learning as the solution of the found problems to raise the students' attention.

### **C. Limitation of the problem**

From the problems above, the study was limited on how to raise the students' attention of grade five of SD N Sidakan Banaran Galur Kulon Progo using pictures. Students' attention is an important aspect in the English teaching and learning process. The students have to have attention to understand the material and participate in all teaching activities.

Cartoons are chosen as media in English teaching and learning process because they are interesting and visible. It is expected that by using cartoons the students' attention to the English lesson will improve.

#### **D. Formulation of the problem**

In relation to the limitation of the problem above, the problem to be dealt with through this thesis is formulated as follows:

How can pictures be used to raise the students' attention in the English teaching and learning process at fifth grade students of elementary school at SD N Sidakan Banaran Galur Kulon Progo in the academic year of 2011/2012?

#### **E. Objective of the study**

This research study is aimed to raise the students' attention in the English teaching and learning process at fifth grade students of elementary school at SD N Sidakan Banaran Galur Kulon Progo in the academic year of 2011/2012 with pictures.

#### **F. Significance of the study**

It is expected that this thesis will give contribution to some parties, namely students, school principal, teachers, and other researchers:

1. For the students of SD N Sidakan, they can enjoy their English learning in interesting ways and increase their learning motivation.
2. For the school principal, the findings of the action can be used as the bases for making policies related to the implemented of ELT of SD N Sidakan, Banaran, Galur, Kulon Progo.

3. For the teachers, the findings of this thesis can be used as alternative solution to similar problems that may exist in their school.
4. For the other researchers, the result of this study can become useful information and give inspiration in conducting other research studies.

## **CHAPTER II LITERATURE REVIEW**

### **A. Theoretical Background**

#### **1. Teaching English to Children**

Children are obviously different from adults. They are different in developmental terms that are in the physical, cognitive, as well as psychological development. They will learn effectively when they are interested to the lesson, while interesting lesson is from meaningful lessons. It can be checked when children are able to communicate in the target language. Teachers have to give them more attention in the teaching and learning process. Madya (2002) states that English teaching and learning to children is centered on the children.

Some theories about English teaching and learning for children process have stated by some experts. Some of these are mentioned below:

##### **1. Piaget's Theory**

Piaget focuses on how children function in the world around them and environment influence their mental development (Cameron, 2001). Children firstly recognize everything around them. They learn to live by solving problem they get in the environment.

There are three ways in which development can take place as a result of activity. The first is schemas. Schema means skills to explore the environment to

gain knowledge. Children learn much knowledge from environment where they live. The second way is assimilation. It is assimilating a new object into an old schema. It happens when action takes place without any change to the building. The third way is accommodation. It is accommodating an old schema to a new object. It involves the child adjusting to features of the environment in some ways.

Piaget says that children are active learners and thinkers (Donaldson in Cameron, 2001). He explores stages of cognitive development that the sensor motor stage happens when children are at birth to about two years old. They use senses and motor abilities to understand the world; the preoperational stage is done when children are two to about seven years old. They begin to know symbols, creative play, egocentric, center on one aspect of any problem or communication at a time; the concrete operations stage. Children are seven to eleven years old. They are in conservation condition. It refers to logical operations or principles they use when solving problems. Conservation refers to the idea that a quality remains the same despite changes in appearances, progressing decentering, classification and seriation (putting things in order); the formal operations stage. It happens when children are twelve years old. They will think as logical operations and use them in the abstract rather than the concrete. It is named hypothetical thinking.

## 2. Vygotsky's Theory

According to Cameron (2001) and Pinter (2006), Vygotsky theory gives the central focus on the social. He focuses to importance of culture in the teaching and learning process. Human use of tools and symbols to learns. He states that culture dictates what we learn and how we learn. Language is made possible because of our culture (tools and symbols). Social processes bring about the learning of language, and language ultimately makes thought possible. Three stages in the development of speech are social speech – speech to control the behavior of others, egocentric speech – children of three to seven years olds will talk to themselves to learn, inner speech – thinking in our head.

He also introduces Zone of Proximal Development (ZPD) term. It is the difference between a child's mental (indicated by the static test) and the level he reaches in solving problems with assistance. What the children can do with the help of the adult is different. Different children at the same point in development will make different uses of the same help from an adult. Therefore, it is a useful measurement to know the children intelligence.

## 3. Brunner's Theory

According to Brunner, language is the most important tool for cognitive growth (1990). He also says that learning is an active process in which learners construct new ideas or concepts based upon their current or past knowledge, discovery, and inquiry learning. Children can see new knowledge by their



experience both in the past and in the present day. Its process runs slow but certain in the effect.

The popular theory about teaching and learning of English for children of Bruner is scaffolding. This theory uses a building construction concept. When we want to build a building, we need scaffolding to hold a constructor in carrying out the material. In teaching and learning of English for children, they need a support both inside and outside. They will feel pleased and confident to their activities because of their teacher's helping, controlling, demonstrating and caring.

Teachers scaffolding children must concern with the experiences and contexts that make the children willing and able to learn (readiness). The instruction must be structured so that it can be easily seized by the children. In the scaffolding children, teachers must design instruction to facilitate extrapolation and fill the gaps.

Regarding the characteristics differences that children possess, Scott and Yteberg (1993: 3-4) identify some general characteristics of children that are related to their capability and aptitude as follows;

1. Their basic concepts are formed. They have very decided view of the world.
2. They can tell the difference between fact and fiction.
3. They ask questions all the time.

4. They rely on the spoken worlds as well as the psychological world to convey and understand meaning.
5. They are able to make some decisions about their own learning.
6. They have definite views about what they like and do not like doing.
7. They have a developed sense of fairness about what happens in the classroom and begin to question to teacher's decisions.
8. They are able to work with others and learn from others.

In addition, Scott and Yterberg (1993: 104) write that young children are wonderfully spontaneous. They will do whatever comes into their heads.

However, their enthusiasm sometimes overflows. If they are interested in what they are doing, they will show it. They cannot concentrate for so long and they will do other activities if their concentration goes. Vale and Feunteun (1995: 28) say that young learners have specific learning needs. Children learn best when they are involved and when their work is valued. They learn best when they are owners of theirs work. Teachers have to give them some tasks that children to be players of the works. They will be more active and enthusiastic.

Based on Brewster et al, (2002), there are six common approaches used in primary school today. Many teachers draw on aspects of several of these approaches.

1. Audiolingual
2. Total Physical Response (TPR)
3. The Communicative Approach
4. Task-based Learning

5. Story-based Methodology
6. Cross-curricular

They state some stages in learning students, there are:

1. Meeting new language
2. Manipulating new language
3. Making the language your own

Teachers need to pay attention in teaching English for children. Concerning to their development is obedient of teacher in every developing change. Every child has various attitude and they are not same in their intelligence developing. At that time, they gain independence and self-control to express the idea. When they learn a new thing and express their idea, their world will be larger and richer.

## **2. Attention**

Based on the Oxford dictionary, attention is act of directing one's thoughts to something. Attention is the cognitive process of paying attention to one aspect of the environment while ignoring others (Wikipedia). Rajeev Banhatti (2007: 86) states that Attention is best studied as process closely linked to at least two other processes, namely, perception, and memory. Attention refers to the immediate awareness or recognition off a sensory impression. Attention is not part of perception, but it modifies and even makes it possible. Perception is further processed in the brain and a meaningful interpretation (appreciation) leads to either storage to memory or relegation out of awareness.

One of the salient differences between adults and children is attention span. First, it is important to understand what attention span means. Put children in front of a TV showing a favorite cartoon and they will stay reveled for the duration. Therefore, you cannot make sweeping claim that children have short attention spans! However, short attention span does come into play when children have to deal with material that to them is boring, useless, or too difficult. How do the teachers make the children interesting, lively, and fun?

1. Because children are focused on the immediate here and now, activities should be designed to capture their immediate interest.
2. A lesson needs a variety of activities to keep interest and attention alive.
3. A teacher needs to be animated lively and enthusiastic about the subject matter. Consider the classroom a stage on which you are the lead actor; your energy will be infectious. While you may that you are overdoing it children need this exaggeration to keep spirit buoyed minds alert.
4. A sense of humor will go a long way to keep children laughing and learning. Since children' humor is quite different from adult's, remember to put yourself in their shoes.
5. Children have a lot of natural curiosity. Make sure you tap into that curiosity whenever possible, and you will thereby help to maintain attention and focus. (Brown, 2001: 88-89)

According to Jackie Paxton and Theresa Shoemake (2007: 5 - 8), there are three methods which can easily be used by the home school parent to extend and improve their child's attention span.

1. The first approach that can be used to increase your child's attention span is to get the child involved in a high interest project such as creative arts or expressive arts. You could get the child involved in drawing, painting, or sketching. This requires them to sit and focus for an extended time as they work on these activities.
2. The next approach that can be used to increase your child's attention span is to have the child listen to a recorded story and tell the story to you when they have finished listening to it. You can do this in a variety of ways depending on age and developmental level. If your child is older, find a book they are interested in and get the book on audiotape. There are a great many audio books available at your local bookstore or online.
3. The third approach is to provide the child with a pet. Depending on factors such as space availability, and the child's preference as to the type of pet, this approach also has benefits in focusing the child's attention.

According to Puchta (2007), getting and holding attention:

1. Be present and relate to each student on a personal level.
2. Use stories and metaphors.
3. Change your sensory input modes frequently.
4. Be pro active.
5. Challenge your students.
6. Make relaxation part of the students' learning routine and use humor.

7. Create shifts between uptime and downtime, the students' interpersonal and intra-personal intelligence.

### **3. The Syllabus of Elementary School**

In Indonesia, School Based Curriculums or KTSP (*Kurikulum Tingkat Satuan Pendidikan*) is used as the guide for the teaching and learning implementation in all levels of educational institution including *Sekolah Dasar*. The curriculum of primary school is different from that of the high school curriculum. The primary students are expected to have abilities to communicate and to improve their enthusiasm in learning a language. The article 6 subsection 6 of government laws no. 19, 2005 states that *kurikulum dan silabus SD/MI/SDLB/Paket A, atau bentuk lain yang sederajat menekankan pentingnya kemampuan dan kegemaran membaca dan menulis, kecakapan berhitung, serta kemampuan berkomunikasi*. (Primary school/Islamic elementary school/Primary school for the students with special needs/Package A or the same level institutions emphasizes the importance of reading and writing, counting, and communication abilities).

The English instruction in Indonesia aims to develop four skills those are; listening, speaking, reading, and writing so that the graduates will be able to communicate each other in the certain literacy. Those four levels of literacy are *performative, functional, informational, and epistemic*. At the *performative* level, learners are able to read, to write, to listen, and to speak within various symbols used. At the *functional* level, learners are able to practice the language in their daily life, such as reading the newspaper. At the level of *informational*, learners

are able to access knowledge through their language ability, meanwhile at *epistemic* level learners are able to express knowledge to the target language

(Wells, 1987) cited in (Depdiknas, 2006: 402). In conclusion, the teaching learning process of the elementary school students has to be at the *performative* level.

According to Depdiknas (2006), establishing English as a local content subject in Elementary school aims to support the readiness of the elementary school graduates in facing the learning English process at the higher level (secondary school). In addition, English instruction in Elementary school is intended to develop language ability used to accompany the action or in other words called *language accompanying action*. In this case, English is used for interaction and it is characterized by "*here and now*". The topics are all about things in a situational context. The young learners are required to interact in English to support their classroom activities. Meanwhile, the objectives of English subject in Primary School are.

- 1) The students should have the competence to develop the ability of communicating in the school context,
- 2) The students should have the awareness of the importance of English in global.

#### **4. Media**

According to Kemp as quoted by Sugeng (1998:111), media are instructional tools to aids in achieving the learning objectives of the teaching learning process. Media which can be used in the teaching and learning process, namely: objects, models, direct sound, audio recorder, point media, programmed instruction, bulletin board, overhead transparency, slide, film, TV, and environment.

##### 1. Definition of Media

Sudjana and Rivai (1990: 4, 5) say that media are the medium match the teaching objectives, they support the content of teaching material, they are easy to get, the teacher is able to use the media next time, and it is relevant with the students' cognitive level. Hamidjojo and Laturhere (1993) in (Arsyad, 2007: 3, 4) say that media is as all of the ways used by people to tell or spread ideas, thoughts, or suggestions so the ideas, thoughts, or suggestions conveyed can be accepted to the acceptors.

Media is a tool that has a function to convey a message (Bovee, 1997). Instruction media is a tool to deliver an instruction message. Teaching learning process is a communication process among learner, teacher, and material. Communication is not going on without a message sender or media. Rulliawan (2008: 18) says that media is a tool which used to convey a message or information in teaching learning process, so it can impulse students in their intelligence, emotion, attention and interest to raise the effectively and the



efficiency of instruction aims. While according to Heinich, Molenda, Russel (1996:8), media in teaching learning process are

1. Graphic media like pictures, photographs, graphics, charts, diagrams, cartoons, posters, and comics.
2. 3 D media is media in solid form, position form, work model, and diorama.
3. Projection media like slide, filmstrips, film, and OHP.
4. Environment as education media.

According to Sudjana (2005), media is a teaching tool. It is as one of the teaching-learning process environments of teachers controlling. Media is used as a tool to easy teacher to manage and to explain the messages to learners in an instruction environment.

Sadiman (2003:3) states

1. Media is from latin language "*medium*" means connector or transferer of messages from sender to acceptor.
2. Media is a thing that can be used to move a message from sender to acceptor in order that it can stimulate thought, feeling, attention, and students' requirement so that teaching-learning process is done.

It is right that media is a instrument to tell one message to other people. Without media, as important as a news, it will be not convened to in or out of place. It can influent their mind so that their view will more complex.

## 2. The Role and Function of Media

Goodwyn (1992: 12) states that education media seek to increase children's critical understanding of the media such as TV, film, radio, photography, popular music, printed materials, and computer software. Media aim to develop systematically children's critical and creative power through analysis and production of media artifact. Media also deepen their understanding of the pleasure and enjoyment provided by the media. Education media aim to create more active and critical media users who will demand and contribute greater range and diversity of media products.

Education media have some functions to the teaching and learning process. Levie and Lentz (Arsyad, 2007:16) state that educational media have functions:

### a. Attention function

It gets and directs students' attention to focus to the lesson that it conducts to the shown visual meaning of the study material.

### b. Affective function

We can see affective function from students' curious when their study is faced with pictures texts.

### c. Cognitive function

It can be seen from the research finding that it explore a visual symbol to improve catching goals of information or messages.

According to Arsyad (2003:26-27) functions of media are;

1. Making clear the objects of message and information delivery in order to smooth and improve instruction process.
2. Improving and guiding the attention of students, increasing motivation and direct communication of students.
3. Solving the limited media, place, and time.
4. Giving same experiences of students for the events around them. Increasing their interactions to their teachers, society, and environment. It can be done by doing study tour or visiting to museums, zoos.

In the other side, Sadiman (2003:16-17), he says that functions of media include

1. Making clear an object therefore it is not too verbal in both of spoken or written words.
2. Solving the limitation of spaces, times and senses.
3. Solving an inactive action to students. At this aspect, media functions increasing studying motivation, and giving opportunity to students to study by themselves based on their capability.
4. Giving same motivation, same experiences and appearing same perceptions in their study.

Sudjana and Rivai (2005:2) tell that media functions as;

1. Instruction process will be more interesting so that it can grow learning motivation.

2. Instruction objects will be clearer so that instruction purpose can be reached too.
3. Giving variants to the learning method so that students will be not bore. It is also giving more effective of time and command.
4. Giving some opportunity to students so that they can studymore.

Pringgawidagda (2002:145), there some functions of media in the language study process.

1. Language learning will be more interesting and raising love sense to the lessons
2. Providing teaching learning process motivation in order that a good learning motivation will produce an high-quality outcome too.
3. Making easy and clear to the instruction.
4. Making simple to the worksheet.
5. Giving stimulation of creation skill.
6. Teaching-learning process will be not monotonous so that it is not boring.

## **5. Pictures**

As a language teachers, it is very important to use any ways to explain language meaning and contruction to students. They need other experience in their language learning process. One of the ways is using pictures. Picture is easy to find in everywhere.

According to Longman Handy Learner's Dictionary of American English (308), a picture is represantation made by painting, drawing, or photography.

Arsyad (2002:111) says that any photographs, painting and drawing are categorized into kinds of pictures

Harmer (2002:134) says that pictures can be in the form of flashcards (small cards which we can hold up for students to see), large wall pictures (big pictures for everyone to see details), cue cards (small cards which students use in pair or group work) photographs, or illustrations (typically in a textbook).

The use of pictures in language instruction makes students more actively, enthusiastic and more willing to do their tasks. The use of pictures in language instruction gives a new atmosphere something different in the classroom.

According to Wright (1989:2) pictures are not only aspect of method but also through their representation of places, objects, and people they are an essential part of the overall experiences we must help our students to manage with.

He states that it is important to have as a wide range of resources as much as possible in the classroom so that the students can have a rich base and stimulus for developing the students' ability to use the foreign language. And the resources must include pictures.

Further, Wright (1989:2) states that in language teaching, specifically, pictures contribute to three aspects, like:

1. Interest and motivation
2. A sense of the context of the language
3. A specific reference point or stimulus

Pictures can be used flexibly for both young learners and advanced

Learners and also for the teachers and student whatever the emphasis of the syllabus they are following. Wright (1989:4) suggests that pictures can be used as a reference and stimulus in order to promote five very different language-teaching emphasis, such as structures, vocabulary, functions, situations, and skills.

Further, Wright (1989:7) states that using pictures in many activities in the language teaching offers challenges and opportunities for the students. In relation to opportunities the students are encouraged, while little or no emphasis is placed on whether these are right or wrong. Meanwhile, showing pictures demonstrates a challenge by setting up a definable goal. The challenge implies an element of competition for the individual or members of a group.

According to Wright (1989:10) there are two basic ingredients to successful organization, they are: the students should be clear about what they are supposed to do and they should know the language for doing it. Then, pictures make a particularly powerful contribution to both the content and the process of language learning.

According to Kemp and Smellie (1989) in Burden (1994: 138) the use of pictures as instructional media, have several purposes:

a. To motivate on interest or a degree of action. There are four major dimensions of motivation that are related to motivation.

1. It arouses and sustains the learners' curiosity and interested and motivates the student to do the activity related to the pictures in their teaching and learning interaction

2. It makes instruction relevant to the learner's personal needs and goal. In this case, the students have a good instruction by using pictures as media.
3. It enables the learners to have a successful experience.
4. It helps the learners to have a satisfying experience through intrinsic and extrinsic rewards. The intrinsic rewards can be in the form of verbal rewards, such as well-done, good, and so on. Then extrinsic rewards can be gifts (books, pencils, pens, etc.)

b. Information

Information media can be used as film and filmstrip. It means that pictures are able to explore messages to people using film and film strip. Pictures are formed as a film or filmstrip so it can be more effective.

c. Instructions

Instructional media can be used a media so that learning can take by involving students in mental and activities related to the media or their own can be desirable.

Subiyati (1994:51) says that pictures in a test may be functional or illustrative. If the pictures are functional, that is if they are the means of teaching meaning. It is important to make sure that the pictures are not ambiguous. To be clear, picture should contain only what the words mean; there should be nothing in the picture that is not mentioned in the sentence. All the irrelevant details must be removed.

Paul (2003: 109) says that flashcard are useful for introducing specific language targets. We also need other pictures to use in games, to widen the

application of language targets and the children's understanding of the world, or just simply to make our lesson more attractive. Some of the other pictures include:

1. Themes

The beach, a park, a playground, a farm, a kitchen, vegetables, and animals.

2. Maps

The world, a country, a familiar city, the area around the school, and the treasure map.

3. People

Photographs or pictures of people, including people the children know well

4. Puzzle pictures

Pairs of pictures that have a few differences, and cut-up pictures to put together

5. Around the world

Pictures that show daily lifestyles in various countries around the world, particularly ones that focus on exotic differences

Pictures need also to be organized, though not as tightly as flash cards.

They can be arranged according to a general theme.

Pictures that we use in teaching children must contain clear meaning.

Ambiguous and irrelevant pictures must be removed in the teaching and learning English for children. Therefore, children can catch the message easily.

Illustrative pictures are useful to focus the attention of students on what the text says by helping him to imagine it. The pictures often come in the form of



crowded scenes, illustrating a single theme, like situation in a train station, people in the market, etc.

Wright (1989:136) says pictures as media are able to motivate students, to make the subjects they are dealing with and to illustrate the general idea and forms of an object or action which are particular to a culture. Miarso (1984:52) says the function of pictures as media are making abstract concepts concrete, representing objects that are difficult to find, representing objects that are too big, representing objects that are difficult to see, giving the some experiences, and motivating students to learn. Sadiman (1990:29, 30) says that pictures as sketches, drafts, graphs, comics, posters, cartoons, diagrams, and maps are widely used as media. It is because pictures as media have many advantages. They are concrete, they represent objects that are difficult to see. They can clarify problems from any subjects and any age level, and they are cheap, easy to get and can be used without any special tools. Picture is a solution in impossible lesson. Everything we want to teach student, we can provide by pictures.

Heinich, Molenda, and Russell (1989: 103) also states that the advantages of a still pictures are that it can translate abstract ideas into a more realistic format, it allows instruction to move down from the level of verbal symbols to more concrete level, it is readily available in books, magazines, newspaper catalogues, and calendar. It is easy to use, because they do not require any equipment, it is relatively in expensive, and it can be used in any ways at all levels of instruction and in all disciplines.

Wright (1989:136) divides the roles of pictures in learning language according to four activities, the listening and reading and speaking and writing.

a. Listening and reading activities.

In listening and reading activities, pictures have some roles as follow:

1. Pictures can represent or contribute much to the creation of context in the classroom.
2. Pictures provide an opportunity for non-verbal response

(Wright, 1989)

Further, Wright suggests single pictures may be used to teach the meaning of a new word or phrase to the student. However, they must avoid the ambiguity of students' interpretation. The most useful contribution of pictures to contribute in the student's understanding of a more general context which is made up of pictures.

b. Speaking and writing activities.

In speaking and writing activities, pictures have some roles as follow:

1. Pictures can motivate the students and make them want to pay attention and want to take a part.
2. Pictures contribute to the context in which the language is being used. They bring the world into the classroom ( a street scene or a particular object, for example; a train)
3. Pictures can be described in an objective way (this is a train) or interpreted (It is probably a local train) or responded to subjectively (I like traveling by train).

4. Pictures can cue responses to questions or cue substitution through controlled practice.
5. Pictures can stimulate and provide information to lead students into what happen in convention, discussion, and storytelling.

(Wright, 1989)

For most teachers, pictures are a cheap and readily available resource. Futhermore, students are usually very willing to contibute pictures to the class collection. Both language teachers and students can, with little effort, find at least some free or cheap picture materials. According to Wright (1989: 182) there are some sources of pictures, such as newspapess, magazines, advertisements, and publicity, holiday brochures, bussiness brochures, catalogues, calenders, greeting cards, postcards, reproductions of art, posters, wall charts, instructions, old books, comic and comic strips, family photographs and slides, stamps, playing cards, wrapping paper, course book, the teacher's and students' own drawing and photocopying.

Pictures can be in several types and they are used differently. Wright (1989: 193) proposes some types of pictures, they are check chart for pictures, pictures of single objects, pictures of one person, pictures of famous people, pictures of several people, pictures of people in action, pictures of the news, pictures of fantasies, pictures of maps and symbols, pairs of pictures , pictures and texts, sequences of pictures, related pictures, single stimulating pictures, ambiguous pictures, bizarre pictures, explanatory pictures, and student and teacher drawings.

According to Wright (1989: 182), there some source of pictures

a. Magazines

Pictures in newspaper are not reproduced very well. However, old newspapers are available every where and in some countries are the main sources of free pictures material

b. Magazines

In many countries there are the major source of useful picture material of high quality, though there are rarely free. Full page pictures are big enough for class use, while other are more appropriate for individual work.

c. Advertisements and Publicity

These include direct mailleaflet, posters, and adertisements in magazines and newspapers.

d. Holiday brochures

These brochures are usually richly illustrated. Most of the pictures are of hotels, but many are of places historical sites or place of great beauty.

e. Business brochures

Many businesses produce brochures so their customers and the public know about the services they offer. Banks and post offices can be a good source of publicity pictures. Unuversities and colleges are place

To sum up, media cannot be separated in children English instruction, especially pictures. Pictures can raise the learners' curiosity, interested, and motivates the student to do the activity. Therefore, they can get the information easily and clearly like to the aim of English teaching and learning process. Pictures are media

that are very useful in language teaching. They not only contribute to the students' interest and motivation but also provide different learning atmospheres in the classroom.

## **6. Cartoons**

The word cartoon has various meanings, based on several very different forms of visual art and illustration. The original meaning is in fine art, and there cartoons mean a preparatory drawing for a piece of art such as a painting or tapestry. The more modern meaning is that of humorous illustrations in magazines and newspapers. Even more recently, there are now several contemporary meanings, including creative visual work for print media, for electronic media, and even animated films and animated digital media.

The other cartoon meaning is a full-size drawing made for the purpose of transferring a design to a painting or tapestry or other (usually large) work. Cartoons are an essential part of the process of making stained glass, and it is perhaps from this art that painters borrowed the idea.

Cartoon pictures are interesting instruments in the English teaching learning process especially for children. Children like playing and imaging in almost their activities. Therefore teaching and learning of English through cartoon pictures can stimulate and dig their understanding of English deeply.

## **B. Conceptual Framework**

Learning foreign language is not easy. It is more difficult than learning riding bicycle. Learning language needs much time than learning riding bicycle. It needs more attentions in the teaching learning process.

There are many factors that influence the English teaching learning process namely teachers, students, media, and facilities. One important aspect is the use of media. Media do not only give authentic information and experience in various fields of life but they also give some concepts to everybody. Children will feel that they face real things. Bringing real things to the class is beneficial. However, it is not always possible to have them in the class. For example, small things like books, table, bags, and so on are easy to take, but big things like trucks, hotels, planes, and so on are difficult to take in the class.

Based on the problem above, teachers must have various plans to anticipate problems. Using pictures or card in the class can be a good choice. Teacher can explain about the material easily and effectively without asking children to go out from the class which will take long time. Pictures can motivate the students and make them pay attention to the lesson and take a part in the activity.

As stated earlier, one of media that can be used in English teaching learning process is pictures. Using pictures in the English teaching learning process is not only making the teaching English run easily but also making the students more interested to the lesson. When the teacher explains the English material, the students will be more active and enthusiastic. Using media can also

create a new experience. Pictures can be used in the explanation of the English teaching learning process. The teacher can check the understanding of students by asking them to tell the words in the pictures and check their listening, speaking, and reading.

The researcher believes that he can increase the students' attention in the English teaching learning process of SDN N Sidakan by implementing pictures. To achieve students' attention, the researcher and the collaborator may collaboratively work to find problems and their causes. Then, they try to solve the problems by observing, planning, implementing and reflecting the actions.

It is expected that there will be some changes in the English teaching learning of fifth grade students of SD N Sidakan after the technique is applied.

## **CHAPTER III RESEARCH METHOD**

### **A. Type of Research**

The research type is action research. Action research is a form of self-reflective problem solving which enables practitioners to understand and solve pressing problems in a social setting (Mc Kernan in Mc Cutcheon, 1990 as cited by Sarie (2000: 29)). The important characteristics of action research are problem solving, collaboration, and participation. It attempts to improve a certain condition by involving all participants in the setting of the research place, i. e. in planning; implementing, evaluating and making reflection from the actions that are implemented.

In this study, the researcher worked together with the collaborator and the students in the school. The researcher identified, carried out feasible activities, and analyzed the use of pictures in the teaching and learning in the school.

### **B. Setting of the Research**

The research was conducted in SD N Sidakan, Banaran, Galur, Kulon Progo, Yogyakarta in the first semester of the academic year of 2011/2012. This school has six classes, a mosque, a teachers' room, a head master's room, four restrooms, a library, a parking area, a canteen, and a schoolyard. The size of each class is 7 x 7, 25 meters. The average of the students' number in each class is about fifteen students.



There were 12 students in grade V consisting of seven boys and five girls. The class is comfortable with a new painted blackboard, a large enough room, clean ceiling, and fresh air from window. They sat alone without partner in the class. There are 13 students' desks and one teacher's desk. There were four world founder pictures on the wall and in the back of the class was set a world map.

In SD N Sidakan, English is taught from grade four up to grade six. For grade V, the English class is held once a week every Friday for 2 x 35 minutes. It is from 08.10 – 09.20. The teacher took the materials for the English teaching and learning process from the book entitled *Get Ready* published by Erlangga.

### **C. Participants of the Research**

The participants of the research were the headmaster, the English teacher, and the students of grade V of SD N Sidakan. The number of the students of grade V of SD N Sidakan was 12 consisting of seven boy students and five girl students.

### **D. Place and Time of the Research**

The research was conducted in grade five of SD N Sidakan in the year academic years of 2011/2012. The research was carried out in the first semester of academic year of 2011/2012. It was from November 2011 to January 2012.

The English teaching learning process was conducted once a week. It is in every Friday with 2 x 35 minutes for one meeting from 08.10 – 09.20 am.

### **E. Data Collection Technique and Instruments**

The data collected were qualitative in nature. They are obtained from interviewing the headmaster and the students of grade five and observing the English teaching learning process in grade five of SD N Sidakan. Techniques of interview activity were interview guidelines, interview process, and interview transcripts. Techniques of observation activity were observation guidelines, observation process, and observation transcript.

The instruments of this research were the researcher himself. The instruments of data collection were observation field notes, interview transcripts and visual and visual-audio recorders (tape recorder/mp 3 and a photo camera); so the form of the data was in audio records, interview transcripts, field notes, and photos.

### **F. Data Analysis**

The analysis of the data was presented by the reflection of the cycle of the research. By doing the reflection, the research has authentic data which can help him in interpreting the data. The data of the researcher were in forms of opinions, problems, and expectation of the research members. They were obtained by interviewing the students of grade V, doing the observation during the teaching learning process and holding discussion with the observer and the researcher. The instruments for collecting data were a mobile phone to record the interview, observation guidelines and interview guidelines. Therefore, the data were in the form of field notes and interview transcript.

The researcher followed the criteria of validity proposed by Burns (1999: 161 – 162) to assess the validity and the reliability of the data. The criteria validity consists of democratic validity, outcome validity, process validity, catalytic and dialogic validity.

- a. **Democratic validity**, which is related to the stakeholders' chances to give their personal opinions, ideas, and comments about the implication of the research. The democratic validity was fulfilled by doing discussion with the research members, namely the students and the collaborators. During the discussion the collaborator let them give their ideas, comments, and suggestions to the research.
- b. **Outcome validity**, which is related to notion of actions leading to outcomes that are “successful” within the research context. The outcome validity was assessed when the researcher found that the actions done lead to findings that solve the problems.
- c. **Process validity**, which raises questions about the process of conducting the research. The process validity as a reflecting on the data collection and modifying the strategies to answer the question occurred during the process. To access the process validity, the researcher examined the data and identified whether the participant were able to go on learning from the process. He also identified the changes occurring during and after the action done.

- d. *Catalytic validity*, which is related to the extent to which the research allows participants to deepen their understanding of the social realities of the context and how they can make changes in the teachers' and learners' understanding of their role and the action taken as a result of these changes, or by monitoring other participants' perceptions of the problems in the research setting.
- e. *Dialogic validity*, which parallels the process of collaborative enquiry or reflective dialogue with "critical friends" or other practitioners. This validity was fulfilled by implementing various activities during the research findings with the collaborators from alumnus of English Education Department of UNY and a student of English Education of UAD. The members of discussion gave their opinion and their critics about the research report.

## **G. Procedures of the Research Study**

The process of the research can be done by many processes such as :

### **a. Reconnaissance**

Reconnaissance was the first step in the research. The researcher interviewed the school principal and students to find out the real situation. Some actions were done on this step. They were observing the teaching and learning process and interviewing the students. Based on the observation and interview, the existing problems were classified. The involved members their opinions, ideas,

and problems in the teaching and learning process in the fifth grade of SD N Sidakan. Then the information collected were classified based on the level of problem.

Based on the observation and interviews, the researcher formulated the existing problems. The major problem was how to raise students' attention in the fifth grade of SD N Sidakan with pictures. There were some majors problems found in the observation:

- a. The students' attention was low.
- b. Based on students' perception, English was difficult.
- c. The teacher used course books and rarely media.
- d. Pictures in English teaching and learning process were rarely used.

Therefore, the researcher though that the students' attention was low in the teaching and learning process because interesting activities and media were rarely used.

## **b. Planning**

The researcher and the collaborators held discussions to plan some actions to be implemented in the teaching learning process in order to make the improvement of the students' involvement in the class. The actions implemented in the research are

- a. Implementing the cartoon pictures in the English teaching and learning process that were facilitating and interesting for the students
- b. Using songs and games in the teaching and learning process
- c. Using simple classroom English during the teaching and learning
- d. Giving score cards to improve students' motivation

### **c. Implementation and Observation**

This research was done in two cycles. The researcher implemented the actions in the class. The researcher interviewed the students about the teaching and learning process. The researcher formulated the implementation the actions and the changes as the result of the actions. The result of the formulation was an evaluation for the next actions implementation.

### **d. Reflection**

At the end of each action, the researcher made a reflection of the actions implementation. Reflection was an evaluation effort conducted by the collaborators in the action research, included the students. The reflection of the actions indicated the success of the action research. If the action was effective, it would be alternative efforts to improve the students in English teaching learning process. However, when the actions were ineffective, it would be revised with the better ones.

## **H. The Validity of the Data**

Triangulation was applied to get the validity of the data. Triangulation is one of the commonly used and best-known ways of checking the validity, (Burns, 1999:163). The aim of this way is to gather multiple perspectives on the situation being studied. In addition, Burns also says that triangulation is a way of arguing that if different method of investigation produce the same result then the data are likely to be valid.

The researcher triangulated the data by analyzing them using field notes of the teaching and learning process, the interview transcripts, some expert's theories, and other notes related to the action data such as the note of students' achievement and students' errors. Field notes were taken for what he did in the class. Lesson plans, English materials, and the students' tasks were as other important documents in the data validity. He interviewed the students after the activities finished. It aimed to know what they felt during the class activities. The collaborator was also interviewed for what he watched during the implementation. The purpose of the interview was to give comments, suggestions, and solutions to the researcher about the action for the next better actions.

## **CHAPTER IV**

### **THE RESEARCH PROCESS AND GENERAL FINDINGS**

As mentioned on the previous chapter, this study is categorized as the English classroom action research. The objective is to raise students' attention in the English teaching and learning process in grade V of SD N Sidakan Banaran Galur Kulon Progo in the academic year of 2011/2012. The technique used is using pictures. This chapter presents some sections namely research process that consists of reconnaissance, implementation, and reflection; and the general findings concern to the actions result.

#### **A. Reconnaissance**

To formulate the problems, some activities were done to grade V of SD N Sidakan. The researcher did observation since teaching class V from the beginning of first semester. He also gave questionnaires and interviews the students grade V of SD N Sidakan at November 18<sup>th</sup> 2011 at 9.00 am. The questionnaires and interviews were about the English teaching and learning activities that they have done with their English teacher. Based on the observation and interview to the the students grade V of SD N Sidakan, the problems could be identified as follows.

- a. The students' attention was low.
- b. Based on students' perception, English was difficult.
- c. The teacher used course books and rarely media.
- d. Pictures in English teaching and learning process were rarely used.



## **B. Report of Cycle 1**

### **1. Planning 1**

Conducting the problems stated above, the purposes of first cycle were as follows :

- a. to make the English teaching and learning process easier
- b. to raise the students' attention using classroom English effectively
- c. to make the English teaching and learning process more interesting with songs and games
- d. to raise the students' attention in the English teaching and learning process with cartoon pictures
- e. to give score card to motivate students

The researcher has formulated some actions as the effort to overcome the problems. Based on the result of the discussion, the action plans of the first cycle were as follows.

- a. Implementing the cartoon pictures in the English teaching and learning process that were facilitating and interesting for the students
- b. Using songs and games in the teaching and learning process
- c. Using simple classroom English during the teaching and learning
- d. Giving score cards to increase the students' motivation

**The Course Grid of English Instruction For Grade 5**  
**RAISING STUDENTS' ATTENTION WITH PICTURES**  
**IN THE ENGLISH TEACHING AND LEARNING PROCESS IN GRADE**  
**V OF SD N SIDAKAN BANARAN GALUR KULON PROGO**

Theme	Basic Competence	Indicators	Language focus		Learning Resources	Teaching Aids (Pictures)	Tasks and Activities	Time
			Expressions	Key Vocab				
<b>Let's talk about animals</b>	Bercakap-cakap untuk menyertai tindakan secara berterima yang melibatkan tindak tutur, <b>memberi informasi</b> , memberi pendapat, dan meminta kejelasan	<ul style="list-style-type: none"> <li>• Children can mention the name of animals</li> <li>• Children can respond to the questions about animals</li> </ul>	<ul style="list-style-type: none"> <li>• What am I?</li> <li>• I am a cat</li> <li>• What is it?</li> <li>• It is a shark</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Animals</b> cat, rabbit, frog, camel, penguin, lion, elephant, shark, zebra, tiger</li> </ul>	<ul style="list-style-type: none"> <li>• Old Mc Donald song</li> <li>• Pulling game</li> <li>• Whispering game</li> <li>• Worksheet</li> </ul>	<ul style="list-style-type: none"> <li>• Animals poster (theme pictures)</li> <li>• The flashcards of animals</li> <li>• Flannel board</li> <li>• Worksheet (small pictures inside)</li> </ul>	<p><b>A. Warming Up</b></p> <p>a. Greeting the students b. Asking about the students' feeling c. Telling about animals</p> <p><b>B. Main Activities</b></p> <p><b>1. Presentation Activities (Listening, speaking)</b></p> <ul style="list-style-type: none"> <li>▪ Introducing of some animals</li> <li>▪ Looking at the pictures of animals</li> <li>▪ Listening and repeating names of the animals with correct pronunciation</li> <li>▪ Pointing the animals and saying their names loudly</li> </ul> <p><b>2. Practice Activities (Listening, reading, writing)</b></p> <ul style="list-style-type: none"> <li>▪ Matching task</li> <li>▪ Repeating the dialogue</li> <li>▪ Guessing the names of animals</li> </ul> <p><b>3. Production Activities (Speaking, writing)</b></p> <ul style="list-style-type: none"> <li>▪ Asking their friends about name of animals</li> <li>▪ Playing pulling game</li> <li>▪ Listening to traveling story</li> <li>▪ Singing song</li> </ul> <p><b>C. Closing Activities</b></p> <ul style="list-style-type: none"> <li>▪ Concluding the topic</li> <li>▪ Expressing their feeling for the lesson by sticking their feeling symbol into feeling box</li> <li>▪ Closing the lesson by saying good bye</li> </ul>	1 meeting (2 x 35 minutes)

Theme	Basic Competence	Indicators	Language focus		Learning Resources	Teaching Aids (Pictures)	Tasks and Activities	Time
			Expressions	Key Vocab				
What does the tiger eat?	Bercakap-cakap untuk menyertai tindakan secara berterima yang melibatkan tindak tutur, <b>memberi informasi</b> , memberi pendapat, dan meminta kejelasan	<ul style="list-style-type: none"> <li>Children can mention the foods of animals</li> <li>Children can tell the foods of animals</li> </ul>	<ul style="list-style-type: none"> <li>It is meat.</li> <li>What is the food of tiger?</li> <li>The food of tiger is meat</li> </ul>	<ul style="list-style-type: none"> <li><b>Animals foods</b> grass, leaves, meat, fish, insects, fruits</li> </ul>	<ul style="list-style-type: none"> <li>Old Mc Donald song</li> <li>Guessing game</li> <li>Whispering game</li> <li>Worksheet</li> </ul>	<ul style="list-style-type: none"> <li>Animals poster (theme pictures)</li> <li>The foods of animals flashcards</li> <li>Worksheet (small pictures inside)</li> </ul>	<p><b>A. Warming Up</b></p> <p>a. Greeting the students b. Asking about the students' feeling c. Telling about animals foods in brief</p> <p><b>B. Main Activities</b></p> <p><b>1. Presentation Activities (Listening, speaking)</b></p> <ul style="list-style-type: none"> <li>Introduction of some animals' food</li> <li>Looking at the pictures of animals' food</li> <li>Listening and repeating names of the animals' foods with correct pronunciation</li> <li>Pointing the animals' foods and saying their names loudly</li> </ul> <p><b>2. Practice Activities (Listening, reading, writing)</b></p> <ul style="list-style-type: none"> <li>Matching task</li> <li>Repeating the dialogue</li> <li>Guessing the animals' foods</li> </ul> <p><b>3. Production Activities (Speaking, writing)</b></p> <ul style="list-style-type: none"> <li>Asking their friends about the names of animals' foods</li> <li>Playing the pulling game</li> <li>Listening to the story</li> <li>Singing song</li> </ul> <p><b>C. Closing Activities</b></p> <ul style="list-style-type: none"> <li>Concluding the topic</li> <li>Expressing their feeling for the lesson by sticking their feeling symbol into the feeling box</li> <li>Closing the lesson by saying good bye</li> </ul>	1 meeting (2 x 35 minutes)

**The pictures implemented of English Instruction for grade V  
on the Cycle I**



(Posters of animals)



(Flashcards of animals)



(Names of animals)



(Flashcards of animals' foods)



(Names of animals' foods)



(Aid for pulling game)

## 2. Implementation and Observation in Cycle 1

Actions in the first cycle were done in two meetings. The first meeting was on November 26<sup>th</sup> 2011 and the second one was November 28<sup>th</sup> 2011. The theme of meetings were “Let’s talk about animals” and “ What does the tiger eat?”. The media of every meeting was by pictures, flashcards, and small pictures in the worksheets. He implemented the actions while the collaborator took the notes and documentations the English teaching and learning process. The complete description is provided below.

### a. Meeting 1

The cartoons were used as the media to raise the students’ attention during the English teaching and learning process. Songs and games were also applied to make the class livelier.

In the first meeting, simple sentences like classroom English for greeting, leave taking and giving instructions were used. It seemed that the students could respond to the teacher’s questions and instructions better. First, he gave a model of how to use English expressions and to respond to some instructions to the students. This situation was described in the following field notes.

The researcher : “*Assalamu’alaikum wr wb*”  
 The Students : “*Wa’alaikumsalam wr wb*” (they answered loudly)  
 The researcher : “Good morning class”  
 The students : “Good morning sir” (they answered loudly)  
 The researcher : “How are you today?”  
 The students : “I am fine and you?”  
 The researcher : “I am OK my darling”. ”*Apakah kamu tahu artinya my darling*”. (“Do you know the meaning of my darling?”)  
 The students : “*Tidak sir*”. (“No Sir”)  
 The researcher : “*Artinya adalah kekasihku*”. “(The meaning is *kekasihku*)”  
 The students : “ha....haa” ( they laughed)

(field note on November 26<sup>th</sup> 2011)

When the time was up, class was ended. The researcher said “*Karena waktunya telah habis, kita akhiri pertemuan hari ini* (Because the time is up, we end the lesson today”). He closed the lesson by saying “Good bye” and *Assalamu’alaikum wr wb*, and all students of class V responded “Good bye sir” *wa’alaikumsalam wr wb*.

(field note on November 26<sup>th</sup> 2011)

The media were used by showing the animal cartoon posters to the class. They were showed one by one without mentioning the animals’ names. The students shouted for the pictures in bahasa Indonesia, but they also shouted in English for recognized animals. The animal posters were formed in two parts, part one was the picture and the one part was the name of the animal. The picture part was presented directly, but the name of the animal was held out behind the cover which would be presented then. When the whole posters had been hung on the blackboard, he started stating the animals’ posters from the first poster until the final poster. The students followed what the researcher stated. Some students pronounced the animals’ name incorrectly so that he corrected the wrong pronunciation. The animals’ names were stated twice. They paid attention to the lesson.



(Hanging pictures on November 26<sup>th</sup> 2011)

The students looked at the posters again. The researcher mentioned the animals' names and opened the secret cover above the name of each animal. This was done to know the correct writing of the animals' name after students heard and pronounced their names in the previous lesson. In this activity, the students' attention was better than before the action. It was shown by the increase of the number of students who contributed to this activity.

The next activity was matching. The students had to match the animal's name of the animal by sticking it under the animal's poster in front of the class individually. All of the students could stick the printing correctly except one student. He attached the name of the animal card carelessly, but after his friends said that his work was wrong, in hurry he corrected it. Finally, he answered it correctly. Below was the description of the situation.

The researcher called the last student to stick the animal's name to the right animal. He attached the animal's name carelessly. He got camel name printing then he attached to *kudanil*. Some students said "*huu salah*" ("That is wrong"). In hurry he corrected the answer and put the name of the animal to the right animal. Then he stuck camel name printing under *unta* picture.  
(field note on November 26<sup>th</sup> 2011)

The next activity was showing animals' flash cards to the students. The flashcard was a piece of card with animal's picture on it. He stopped for every single card and the students said about it. Then they were showed faster and the students also answered those animals' name faster. The students participated in the activity intensely. They answered the animals' names loudly and enthusiastically.

The next lesson was matching the animals' name with the animals' pictures. In this activity, the students were not allowed to look at the animals'

names. They did the task fast. Some students who had already finished doing the task in the next page, and this made the class crowded. The researcher asked them to stop opening the next pages and making a noise.

The researcher asked the students whether they had finished their work by saying, “*Sudah selesai?*” (have you finished?). All students said “*sudah sir*” (“I have”). It was continued by discussing the task with the students. In this action the students and the teacher were involved in the communicative activity. This way aimed to raise the students’ attention to the task and increase their understanding about materials. All students did the matching task correctly. Because they could do every number correctly so each student got one star sticker. They stuck their star on their own score card joyfully. The students participated to this activity. They were also happy during the activity.

Going to the next lesson, the students were asked to look at a flannel board in front of the class. Most of the students had already seen the board while some students were still busy attaching the star stamp. The next activity was short question-answer of animal’s name. This short question-answer was related to animals’ names. When the teacher showed a kangaroo flash card, the students said “kangaroo” and when the teacher showed elephant flash card, they said “elephant”. After showing two animal flash cards, word by word, the researcher put sentence prints on the flannel board like “What am I?”, “What is this?”, “I am a kangaroo”, “This is an elephant”, “

Then other pictures were used for the practice like camel, tiger, frog, etc. Besides to remind the earlier lesson, this way is used to drill their pronunciation.



They did the task seriously. There was one student who did it all wrong. He wanted to finish the task soon so he did not hear the explanation from the researcher. Unless this student, overall it can be answered. Because of this, he did not get one star sticker in the second time. In this short- question answer activity, the students paid attention to the English teaching and learning process. They seriously participated and worked on the task.

The next section was listening practice. An animal short story was used. The researcher explained about how the task was done. All students paid attention for the explanation. They listened to the reseacher's explanation seriously. They did not want their chances to be lost. The students were asked to open page three and looked at the box. They were asked to prepare everything for the listening section. It was hard for some students to understand the content, so the reseacher read it twice. They could get some animals in the story although not all. Most of the students seemed understanding the topic. It was shown on the interview transcript below.

The researcher: "*Siapa namanya?*" ("What is your name?")

The student : "*Wahyu Nur Rahmat.*"

The researcher: "*Kelas?*"(Class?)

The student ; "*Kelas lima.*"("Class five")

The researcher "*Bagaimana perasaanmu dengan pelajaran bahasa Inggris tadi?*" (How is your feeling about English lesson at the past?)

The student : "*Menyenangkan.*"("fun")

The researcher: "*Menyenangkannya kenapa?*"( Why was it fun?)

The student : "*Lucu.*"(Funny.)

The researcher: "*Lucunya kenapa?*"("Why was it funny?")

The student : "*Karena hewan kartun.*"("Because they were cartoon animals)

The researcher: "*Hewan kartun, emang suka gambar kartun?*"(Cartoon animals, do you like cartoon pictures?)

The student : "*Suka*"(I like it.)

- The researcher: “*Suka nonton kartun?*”(Do you like watching cartoon film?)”
- The student : “*Suka*” (“I like it.”)
- The researcher : “OK”. “*Tadi hewan apa yang kamu sukai?*”( What animals do you like?)”
- The student : “*Hewan opo yo?*” [*berfikir*], *munyak*. (“What was it?”[thinking], “monkey.”)
- The researcher, the students: Ha ha ha (laughing)
- The researcher: “*Munyak itu apa Inggrisnya?*”(“What is *munyak* in English?”)
- The student : “*Monkey*”(responded fast)
- The researcher: “*Kalo yang lain selain munyak, selain monkey?*”(How about the aside from *munyak*, aside from monkey?)”
- The student : “Frog.”
- The researcher: “*Frog itu apa?*”(“What is frog?”)
- The student : “*Kodok*” *he he*
- The researcher: “*Ok besok masih, thank you ya...*”(OK we have still the class next day, thank you ...)
- (Interview on November 26<sup>th</sup> 2011)

The researcher used a game to motivate students in English teaching and learning process. He brought them to play the Pulling Game. The simulation was given before students practice the game. The students were called one by one based on the student’s number. They pulled one string which had some animal’s names. They got the animal’s name from the string to match with animals’ flashcards on the table. The student mixed those two things to be one by sticking them by a pine. Then the two things was put on the blackboard. The game was ended when all students had performed it. They were enthusiastic to the lesson, it was seen from the students’ attention. They paid attention to the activity deeply.



(Playing pulling game on November 26<sup>th</sup> 2011)

He also applied a song to create a fun atmosphere. The song was Old Mc Donald. That song was unfamiliar for the students class V. The lyric was not written. The researcher sang the song first and the students followed him. they just sang in the popular lyric, “E I E I O.” The researcher sang the song for some times and applied other animals on the object of the song. They looked seriously singing that song. Every student paid attention to the activity, although they could not sing it completely.

Sticking a feeling sticker was the addition activity on the English teaching and learning process. After doing some activities on the English teaching and learning process, the reseacher asked about their feeling during the lesson. Their feeling could be expressed by sticking a feeling sticker on the feeling box. The researcher made available two envelopes, envelope 1 was for feeling of enjoyment and envelopes 2 was for feeling of boring. In this activity, they paid attention to the lesson. All students took the sticker in the envelope 1 happily.



(Sticking feeling sticker on November 26<sup>th</sup> 2011)

## b. Meeting 2

In this second meeting, the activities were similar to first meeting. The topic of the second meeting is animals' foods. The researcher greeted students and they answered loudly. This was shown in the following field notes.

The researcher: "*Assalamu'alaikum wr wb*"  
 The students : "*Wa'alaikumsalam wr wb*" (they answered loudly)  
 The researcher: "Good morning class"  
 The students : "Good morning sir" (they answered loudly)  
 The researcher : "How are you today?"  
 The students : "I am fine and you?"  
 The researcher: "I am good."  
 (field note on November 28<sup>th</sup> 2011)

To remind the students about animals' names, the researcher showed them some animals' posters. They were presented one by one. They could mention each name of the animal shown. When a tiger picture was displayed, all students said tiger but one student said cat. He changed in hurry his answer by saying tiger. In this activity, the students were paying attention to the English teaching and learning process

To remind the lesson and motivate the students, the researcher sang Old Mc Donald song. The students still could not sing the song. But it was better than in the first meeting. They paid attention to the researcher and tried to sing the song. There was no student walking around the class again. In this song, they could say animals' sounds, E I E I O and clapped their hands. The song was practiced three

times and the researcher made variation by changing the name of the animal for every song.

The students were asked to think about the animals and their foods. The aim was to make the students think critically. They would use their experiences to contribute to the lesson. They got their confidence after they could say anything related to the lesson. The students mentioned the food names enthusiastically. The researcher mentioned the animals' food names and all students repeated after the researcher. During mentioning the animals' food names, there was one student pronouncing "grass" incorrectly so the researcher corrected him soon. In this activity, the students paid attention to the activity deeply. The class was in a good condition. There was no student who made disruptive behavior like making a sound by knocking the table, walking around the class, disturbing other students and so on.

To motivate the students, the researcher invited them to play the Guessing Game. This game was also to drill the names of animals, to pronounce them correctly. Although the game was a little bit easy, the researcher explained the rule of the game. One student was called to go in front of the class to take an animal picture among the other pictures. The student took that picture randomly. He could not act and imitate the animal's sound, so he got a chance to take one picture once again. The picture was shown to the researcher then he acted like a horse by getting down on his hands and knees, he then made a horse voice. All students guessed his action by saying "horse". This game was done only in three rounds. There was one student who was too shy to perform the action, he said

*“ora iso sir, isin”* (“I cannot do it sir, I am shy), but in the second turn, he could do his action completely. They paid attention and got involved in the action although all students did not practice the game in front of the class. They participated and enjoyed the game. The game ran well.

The next activity was doing tasks on the worksheet. He gave an order to some students to attach picture of animals to the animals food properly. There was one student said *“kok gambarnya tidak berwarnya Sir?”* (why is the picture not colourful Sir?). In this activity, the task was matching the animals with their foods correctly. The students paid attention to the activity. There was no time to sit back. They did the task quickly and some students tried to do the next page but it was banned. He corrected the task with the students. They got it correct for every number in order that every student received one star sticker. They stuck their star sticker on their scored card cheerfully.

The next lesson was about short question-answer between zebra and penguin. He divided the students into two groups, male and female. The researcher named group male “Zebra” and group female “Penguin”. The zebra had to ask question that the penguin had to respond to the question. They practiced the question answer enthusiastically. Then the researcher turned the group zebra as penguin, penguin as zebra. He gave students opportunity to do the activity several times. He also changed the object of the animals with other animals like monkey, frog, and so on. They paid attention to the lesson seriously. There was no student missing this activity. They neither make any noise or disturb

their friends, nor they lay their heads on the table. All students contributed to this activity.

The students were asked to do written short question answer task. They did the task quietly and spent much time. The task was more challenging than the previous, so the students had to think carefully and seriously. In this activity, the students paid attention to the activity deeply. The class was in a good condition. There was no student who did not do the task. Some students could do the task completely and there were students doing it incompletely. But most of the students could understand the material about animals and their food. It was shown on the interview transcript below.

The researcher: "What is your name?"

The student : "My name is Ersa."

The researcher: "*Mbak Ersa kemarin Inggrisnya bagaimana, senang apa tidak*". ("Ersa, How about the English lesson yesterday, did you feel happy or not?")

The student : "*Senang*" ("Happy.")

The researcher: "*Kenapa kok senang?*" ("Why were you happy?")

The student : "*Dapat mengetahui hal-hal yang baru, gambarnya lucu.*" ("I am able to know new things, and the pictures are cute.")

The researcher: "*Kemarin belajar apa aja?*" ("What did you learn yesterday?")

The student : "*Hewan dan tumbuhan..., hewan dan makanan.*" (Animals and their foods.)

The researcher: "*Hewan itu apa?*" (What is *hewan* in English?)

The student : "Animals"

The researcher: "*Kalau makanan?*" (Then, *makanan*?)

The student : "Food." (fast)

The researcher: "*Coba ya,*" ("Try this") what is the snake's food?"

The student : "Snake's food is meat."

The researcher: "Meat, meat, *lagi*, (again)" what is elephant's food?"

The student : "Elephant's food is grass."

The researcher : "Grass, thank you."

(Interview on December 6<sup>th</sup> 2011)

The researcher invited the students to play a game. It was the chained whispering game. The aims of this game were to motivate the students in the English teaching and learning process and to raise their listening and writing skill. This game would also give them chance to work together as a team. The class was divided into three teams, 4-4-4. It meant that team one consist of four male students, team two was four female students, and team three was one female student and three female students. Because the students were five female students and seven male students, there was one male student refusing to join into group female, so that the format was changed became 3-4-5. Team one was five female students, team two was four male students, and the last was three male students. Although the teams were no fair, the researcher managed the distance. The team which had three students, the distance was longer than team two and team one.

They did the game enthusiastically. The game was done about 10 times. They competed to be the winner of the game so that they were so hard working. Because they were in hurry in writing things on the blackboard, some words were wrong. Then the researcher corrected their wrong writing so in the next game most of students could write the message. In this activity, the students paid attention to the activity deeply. It could be seen when every student played the game enthusiastic and motivated. There was no student sitting on the chair to see the game merely. All students contributed to this activity.

It was continued by practising the question-answer task. Twelve students were divided into six pairs so every group was two students. Every group came to the researcher and took animal's picture randomly. Then they came back to the



group to complete the task based on the picture taken. All students could do the task correctly. They paid attention to the activity which was done in front of the class. They did the task enthusiastically. They did not make any noise, walk around, lay their heads on the table and so on. They wanted to go to in front of the class immediately to speak it.



(Practising answer-question on November 28<sup>th</sup> 2011)

The next section was listening practice. This act used a short story. The short story was about animals. First, he explained about how was the task done. The students were asked to prepare everything for the task. The researcher read the story then the student wrote what they got. They paid attention to the listening lesson. There was not student making a voice. Most students got the message incompletely, only one student got all messages, so that reseacher gave him two star stickers. The other students only got one stiker or nothing. All students contributed to this activity.

The material learned was concluded in the last meeting. He reminded the students about the animals' food names and the short question answer activity. He asked the questions to the students to respond what the reseacher said. It was

shown when he said “What is the monkey’s food?” The students answered, “The monkey’s food is fruits”

Sticking a feeling sticker was the additional activity on the English teaching and learning process. After doing some activities on the English teaching and learning process, the researcher asked their feeling during the lesson. It could be expressed by sticking a feeling sticker on the feeling box. The researcher made available two envelopes, first envelope was for feeling of enjoyment and second envelope was for feeling of boring. All students took the sticker in the first envelope joyfully and stuck it. All students participated in this activity.

### **3. Reflection of Cycle I**

#### **a. Implementing cartoons in the English teaching and learning process.**

Using cartoons in the English teaching and learning process was aimed to raise the students’ attention in the teaching and learning process. Using cartoon pictures as a media for English lesson was an effective way. It could raise students’ attention. The students were happy with the lesson so that they were not bored in the English lesson process. The class was controlled. They also did not do other activities that disturbed the teaching and learning process such as laying their heads on the table, walking around the class, knocking wall and table, disturbing their friends, speaking with their friends, and going out from the class suddenly. All students contributed to the activity and paid attention to the lesson well.

Using cartoon pictures also helped them to remind the things they studied. When they did a task and found name of animals in English word,

they would remember the picture studied. Almost all students could understand the lesson easier with cartoon pictures. They said that the cartoon pictures were good and funny. They were enthusiastic for every section of the researcher revealed. They were trying to be the winner of the lesson. However using uncolor and small picture was a mistake. They liked the pictures in colorful and big showed pictures. The students get their attention on the activity.

b. Using songs and games in the teaching and learning process

Songs and games were supporting activities. Songs and games helped the researcher to motivate students in English teaching and learning process. Using songs and games was also effective to make students more active during the English teaching and learning process. Although they could not sing a song wholly and play a game well, it could raise students' attention on the English teaching and learning process. In that activity they paid attention to deeply. There was no student missing this activity. It was shown when they did not make disruptive behaviors. They could do what the teacher asked. All students participated to the activity.

c. Using simple classroom English during the teaching and learning

Using classroom English during the teaching and learning was aimed to make English expressions more familiar to the students. Since meeting one the researcher used classroom English such as greeting, leaving taking and some instructions to the students. They could understand the classroom English gradually. Although it was not easy for some students to understand these activity, they worked hard to follow the lesson. Using classroom was also

effective to raise students' attention in the English teaching and learning process. In this activity they paid attention intensely.. It was shown when they could respond to the researcher's questions and do the instructions well then the previous lesson.

d. Giving score cards to improve students' motivation

The students were happy when everything they did was appreciated. Although the appreciation was simple, they considered it as a valuable thing. Giving score cards during the English teaching and learning process was also effective to motivate students in the English teaching and learning process. It could raise students' attention in the English teaching and learning process. In that activity, they were paying attention deeply. They did not want their opportunity to be lost. There was no student making a noise during the lesson. Giving score cards was also used by the researcher to make students more active and self confident.

## **C. Report of Cycle II**

### **1. Planning II**

In this Cycle II, the focus was still on the same problems. Some aspects must be improved such as the researcher used small and uncolored pictures in conveying the material and the students were still in doubt in the singing a song and answering the simple classroom English. Therefore, the researcher and the collaborator decided to use similar actions in the cycle II. The following were the action plans in the Cycle II;

- a. Implementing the cartoon pictures in the English teaching and learning process that were facilitating and interesting for the students
- b. Using songs and games in the teaching and learning process
- c. Using simple classroom English during the teaching and learning
- d. Giving score cards to increase the students' motivation

**The Course Grid of English Instruction For Grade V  
SD Sidakan, Banaran, Galur, Kulon Progo  
RAISING STUDENTS' ATTENTION WITH PICTURES  
IN THE ENGLISH TEACHING AND LEARNING PROCESS IN  
GRADE V OF SD N SIDAKAN BANARAN GALUR KULON PROGO**

Theme	Basic Competence	Indicators	Language focus		Learning Resources	Teaching Aids (Pictures)	Tasks and Activities	Time
			Expressions	Key Vocab				
<b>Show me the way</b>	Bercakap-cakap untuk menyertai tindakan secara berterima yang melibatkan tindak tutur, <b>memberi informasi</b> , memberi pendapat, dan meminta kejelasan	<ul style="list-style-type: none"> <li>• Children can name some public places</li> <li>• Children can express the position of the places</li> <li>• Children can say the names of public places</li> </ul>	<ul style="list-style-type: none"> <li>• This is a bank.</li> <li>• Where is the bank?</li> <li>• The bank is in the west of the school.</li> <li>• Where is the hospital?</li> <li>• The hospital is in the east of the school.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Public Places</b> mosque, bank, library, school hospital, beach, garden, museum supermarket, post office, church</li> <li>• <b>Directions</b> north, west, southeast, northeast, southeast, south west, north west</li> </ul>	<ul style="list-style-type: none"> <li>• Travelling story/ showing pictures</li> <li>• Whispering game (showing flashcard)</li> <li>• NEWS song</li> <li>• Worksheet and flashcards</li> </ul>	<ul style="list-style-type: none"> <li>• public places poster (theme pictures)</li> <li>• flashcards</li> <li>• Direction board</li> </ul>	<p><b>A. Warming Up</b></p> <ol style="list-style-type: none"> <li>a. Greeting the students</li> <li>b. Asking about the students' feeling</li> <li>c. Telling about public places</li> </ol> <p><b>B. Main Activities</b></p> <p><b>1. Presentation Activities (Listening, speaking)</b></p> <ul style="list-style-type: none"> <li>▪ Introducing the public places</li> <li>▪ Looking at the pictures of public places</li> <li>▪ Listening and repeating names of the public places and directions with correct pronunciation</li> <li>▪ Pointing at the places and saying their names loudly</li> </ul> <p><b>2. Practice Activities (Listening, reading, writing)</b></p> <ul style="list-style-type: none"> <li>▪ Matching task</li> <li>▪ Listening to traveling story</li> <li>▪ Guessing the places</li> <li>▪ Spelling the places</li> <li>▪ Completing the questions</li> <li>▪ Playing whispering game</li> </ul> <p><b>3. Production Activities (Speaking, writing)</b></p> <ul style="list-style-type: none"> <li>▪ Doing role-play</li> </ul>	1 meeting (2 x 35 minutes)

							<ul style="list-style-type: none"> <li>▪ Asking their friends about place location</li> <li>▪ Singing NEWS song</li> </ul> <p><b>C. Closing Activities</b></p> <ul style="list-style-type: none"> <li>▪ Concluding the topic</li> <li>▪ Expressing their feeling for the lesson by sticking their feeling symbol into the feeling box</li> <li>Closing the lesson by saying good bye</li> </ul>	
--	--	--	--	--	--	--	---	--

Theme	Basic Competence	Indicators	Language focus		Learning Resources	Teaching Aids (Pictures)	Tasks and Activities	Time
			Expressions	Key Vocab				
What does the sign mean?	Bercakap-cakap untuk menyertai tindakan secara berterima yang melibatkan tindak tutur, <b>memberi informasi</b> , memberi pendapat, dan meminta kejelasan	<ul style="list-style-type: none"> <li>• Children can say the meaning of the signs.</li> <li>• Children can respond to the simple sentence or signs in the public places</li> <li>• Children can find other signs</li> </ul>	<ul style="list-style-type: none"> <li>• This sign means no parking..</li> <li>• What does the sign mean?</li> <li>• The sign means no smoking</li> </ul>	<ul style="list-style-type: none"> <li>No swimming</li> <li>No mobile phone</li> <li>No dogs</li> <li>No parking</li> <li>No food and drink, no camera, no littering, stop</li> <li>No entry, no truck, exit, entrance</li> </ul>	<ul style="list-style-type: none"> <li>▪ Telling story</li> <li>▪ Chain game</li> <li>▪ Guessing activity</li> <li>• Worksheet</li> </ul>	<ul style="list-style-type: none"> <li>• A map of public places</li> <li>• Signs poster</li> <li>• Signs flashcards</li> <li>• A directions picture</li> <li>• A ball</li> </ul>	<p><b>A. Warming Up</b></p> <ul style="list-style-type: none"> <li>a. Greeting the students</li> <li>b. Asking about the students' feeling</li> <li>c. Telling about signs</li> </ul> <p><b>B. Main Activities</b></p> <p><b>1. Presentation Activities (Listening, speaking)</b></p> <ul style="list-style-type: none"> <li>▪ Looking at the pictures of signs</li> <li>▪ Listening and repeating names of signs with correct pronunciation</li> </ul> <p><b>2. Practice Activities (Listening, reading, writing)</b></p> <ul style="list-style-type: none"> <li>▪ Pointing at the signs and say their names loudly</li> <li>▪ Looking at the flashcard then telling the signs' name</li> <li>▪ Matching the signs with the meaning</li> <li>▪ Playing the throwing ball game/chain game</li> <li>▪ Looking the map</li> </ul> <p><b>3. Production Activities (Speaking, writing)</b></p> <ul style="list-style-type: none"> <li>▪ Doing role-play</li> <li>▪ Listening to the story</li> </ul> <p><b>C. Closing Activities</b></p> <ul style="list-style-type: none"> <li>▪ Concluding the topic</li> <li>▪ Expressing their feeling for the lesson by sticking their feeling symbol into the feeling box</li> <li>▪ Closing the lesson by saying good bye</li> </ul>	1 meeting (2 x 35 minutes)

**The pictures implemented of English Instruction for grade V  
on the Cycle II**



(Posters of public areas)



(Flashcards of public areas)



(Direction aid)



(Map of public areas)



(Posters of signs)



(Flashcards of signs)

## **2. Implementation and Observation in Cycle II**

Actions in the cycle II were implemented in two meetings. They were taken on January 6<sup>th</sup> 2012 and January 13<sup>th</sup> 2012. The researcher decided using same actions in the cycle II. The theme of meetings were “Show me the way?” and “ What does the sign mean?” The media used were pictures, flashcards, and small pictures in the worksheets. Like in the Cycle I, the actions in the Cycle II were implemented, the collaborator took the notes and documented the English teaching and learning process. The following descriptions were the actions implemented in cycle II.

### **a. Meeting 1**

The cartoons were implemented as his media to raise the students’ attention for the English teaching and learning process. Songs and games were also applied in the English teaching and learning process. In the first meeting, English for greeting, leave taking and giving instructions were used like in the previous meeting. The students were more familiar with these expressions. It could be shown when the researcher said, “Sit down please!” the students sat on their seat soon. When he greeted them by English greeting, the students answered what he said loudly.

Cartoons were used in this action. They were shown in front of the class by the researcher one by one. The focus of the activity was to practice the students’ pronunciation. First, the students mentioned the names of each picture in bahasa Indonesia and also in English then the researcher pronounced the vocabulary related to the pictures correctly. They repeated after him loudly and



enthusiastically. One student got wrong when he said “hospital” (hospital) by “hospital”. The researcher corrected him then. In the showing pictures, the students were happy and motivated. It could be seen when they paid attention to the lesson well. They contributed to the activity.

The next activity was still pronunciation practice. Public places’ flashcards were shown in front of the class. The pictures were shown one by one carefully. When the picture was shown, the students pronounced of the picture loudly. Every student got a close card. Then after they were given a card, they answered the pictures on the card.. One student took a long time to say “a church” on the card. All of the students had to answer the question on the card correctly. They

The next action was using a song to motivate the students. The song is about direction. The researcher hung a direction aid on the blackboard before. They were asked to imitate what he said about direction. He sang direction song in Indonesia version “*timur – tenggara – selatan - barat daya - barat - barat laut - utara - timur laut*” then the students followed singing it. The song was changed in English version by changing the word from Indonesia to English. They practiced singing it. In a short time, they got the song although it was no perfect. When the song was closed to end, the researcher said “Indonesia!” it meant that they had to change in Indonesia version. The students paid attention in this activity. It was shown when they sang the song loudly and enthusiastically.

The next action was listening lesson. He explained about how the task done. They were asked to listen and write the name of people and public places on the story. They paid attention to the listening lesson. It was known when the

researcher told the story, some students said, "*opo sir ulangi!*" (please repeat sir!) (field note on January 6<sup>th</sup> 2012).

The researcher asked the students to do the tasks on their worksheet. They did short answer-question about public places like he giving example. He told," A: "Where is the bank?" B: The bank is in the west of hospital or the bank is in the north of the garden or the bank is in the northwest of the museum." Some students were still confused of the instruction by saying," (*"Piye tho iki and "hooh piye tho mah bingung."*) ("how was it - I am confused"). He said the instruction again clearly to the students. They did the task based on the map on the worksheet. It needed few minutes to do that before they read their work. In this activity, the students paid attention to the activity deeply and they did the task well. They were able to read the works correctly and loudly.

The researcher invited the students to play a game. It was a chained whispering game. Because one student could not attend the class that day, they were divided into two teams which consisted five students. The rest of the student became the researcher's assistant. All students contributed to this game. They played the game enthusiastically. They competed to be the winner on the game.



(Playing chain whisper game on January 6<sup>th</sup> 2012)

Role-play was the final activity. Firstly, the class was divided into six teams. Every team was asked to take one public place card in front of the class. They did the short answer-question about public places. When the tasks finished, every team came to the class and practiced role-play. They could do the role-play well. The activity was done in front of the class. The students contributed to the activity.

The researcher concluded the material learned in the day. He reminded the students about the public places names. The students were able to respond to the researcher's questions. For example, when he said "What is this?" The students answered, "This is a bank." The researcher also asked about their feeling during study English. They enjoyed to the activity. It could be seen from the feeling sticker of enjoyment.

#### **b. Meeting 2**

The topic in this meeting was "What does the sign mean!" The activities were similar to first meeting. The researcher still used classroom English for greeting, leave taking, and giving instruction. Pictures were used as the main activities to raise the students' attention. He also used game to motivate students in the activity. The game was the chain game. To make the students familiar to the English instruction, the simple sentences were used. They responded to what the researcher said. When he said, "clap one, clap two...", they responded to do the instruction. Also, when he said, "sit down, please!" the students went back to their seat soon. The students paid the attention to the activity well.

The other action was listening lesson. This time the researcher used a short story. Then, the students did the task enthusiastically. It seemed that they could get the message of the story. They were able to answer the questions given. He asked to the students to act a role-play. Every group took a sign flashcard from the researcher. Then they came back to the group to complete the answer-question based on the picture taken. They could act the activity very well. It was seen when a student practiced a role play.

Student A : “What does the sign mean?”

Student B : “The sign means no dog.”  
(Fieldnote on January 13<sup>th</sup> 2012)

The researcher used pictures as main activities to make students paid attention deeply to English teaching and learning process. The pictures were presented one by one and students said the names of the signs loudly. When the pictures were showed the students they shouted not only in Bahasa Indonesia, but also in English for familiar signs. Showing signs' flash cards to the students were also implemented. The pictures were showed faster and the students also answered those signs' name fast. The students paid attention to the signs' flash cards intensely. They could say the names of signs. It could be seen in the interview below.

The researcher	: What is your name?
The student	: My name is Rizal.
The researcher	: <i>Mas Rizal bagaimana pelajaran tadi?</i> (Rizal, how do you feel about the lesson?)
The student	: <i>Menyenangkan</i> (It is fun)
The researcher	: <i>Kenapa kok senang?</i> (What makes you fun?)
The student	: <i>Karena gambarnya menarik.</i> (Because the pictures were interesting.)

The researcher : *Tadi belajar apa saja?* (What did we learn?)  
 The student : *Tentang tanda-tanda.*(It was about signs)  
 The researcher : *Tanda bahasa Inggrisnya apa?*(*Tanda*, What is it in English?)  
 The student : Signs.  
 The researcher : Sign, *coba ya...*, *eem dilarang bawa HP apa?* (Sign, try this..., eem what is *dilarang bawa HP?*)  
 The student : No mobile phone.  
 The researcher : Good. *Dilarang masuk!* (Good. *Dilarang masuk!*)  
 The student : No entrance!  
 The researcher : Good. *Keluar!*( Good. *Keluar!*)  
 The student : Exit!  
 The researcher : *Dilarang bawa anjing!*  
 The student : No dog!  
 The researcher : Ok thank you *mas*  
 (Interview on January 13<sup>th</sup> 2012)

He gave rewards for good students. The reward was giving star sticker.

Sticking a feeling sticker was the addition activity on the English teaching and learning process. After doing some activities on the English teaching and learning process, the reseacher asked about their feeling during the lesson

### 3. Reflection of Cycle II

- a. Implementing the cartoon pictures in the English teaching and learning process in Cycle II

After using pictures in the English teaching and learning process in the Cycle II, the researcher observed that the students paid attention to the lesson deeply. The lesson could be finished well. The students were able to answer of the lesson studied.

They liked the media so much so that they wanted to study more. They were enthusiastic during the activity. When the pictures were shown they laughed and watched every picture seriously. The use of pictures such as posters, flashcards and pictures on the worksheets raised the students'

attention. They did not want to miss every single picture. In this meeting, the students were very busy doing their task, more active and motivated.

b. Using songs and games in the teaching and learning process

The songs and games used as the supporting activities. The song was used as the input text. It was able to help the students to remember words and instructions in English. The students were more motivated during the English teaching and learning process. They were motivated and enthusiastic when they sang the songs.

The games used were Whispering Game and Chain Game. Those games were able to motivate the students in the English teaching and learning process. The students looked enthusiastic playing the games. They could practice many skills in the playing games such as listening, speaking, and writing. In listening action, they heard the message from their friends. In speaking action, the students were able to say some words in English. In addition, in writing skill, they wrote the message on the blackboard. They competed each other to be the winner.

c. Using simple classroom English during the teaching and learning

Using simple classroom English was needed to make the students easy to understand English instruction. Not only using simple classroom, sometime using gesture was also used to support the meaning transfer. Using gesture functioned to help the students to understand English expression more easily. In the beginning of the actions, students were able to understand some simple expressions. In addition, in the Cycle II, they were able to understand

more. They did not only listen to the researcher, but they also did what he did. For example when they made the class noisy the researcher said that they have to sit down. They could do what he said and did when he said, "sit down please!" the students did it immediately.

d. Giving score cards to improve students' motivation

Similar to Cycle I, in Cycle II giving score cards was used to improve students' motivation. Star stickers were given to every achievement to appreciate them became more active in the learning English. It gave positive effect to students' self-confident. Giving rewards by praising the students during English teaching and learning process could make the student more confident. Besides giving star stickers, the researcher also gave them presents for students who got most star stickers since the first meeting until the last meeting. The winners were classified into three, namely winner one, winner two, and winner three. Giving score cards to students during the lesson was effective and successful to raise students' attention.

**D. General Findings**

The action was done in two cycles. The cycles in the research had been finished. Several findings taken from the implications of actions are as follows.

1. Using pictures to raise students' attention in the teaching and learning English process was effective. They enjoyed to the activities so they could do the tasks well.

2. The use of colorful and funny posters, flashcards, and worksheets could help the teacher to explain the materials clearly and the students could understand them easily. They could also get the real situation by pictures.
3. The use of classroom English such as greetings, leave takings, and instructions could make the students familiar with the teacher's instruction during the teaching and learning English process. The researcher always combined English, bahasa Indonesia, and Javanese during the lesson to ease the student getting the materials. Using gestures was done to support the use of classroom English.
4. The students were so happy to play the games. They were always enthusiastic and motivated when played the game. The games made the class alive. Beside playing the games, they studied English unconsciously.
5. The use of songs during the English lesson was effective to attract students' attention. The students could practice pronunciation when they sang the songs.
6. Giving rewards to the students during the teaching and learning process was effective to get the students' attention. The students could do the tasks seriously because they would get the star sticker. They also competed to other students to be a winner. They became happier when they got real rewards.

The following were the changes happening in the teaching and learning process before the actions, Cycle I, and Cycle II. They were both successful and unsuccessful results.



**Table 5: the changes (before and after implementations)**

<b>Before actions were conducted</b>	<b>Cycle I</b>	<b>Cycle II</b>
A. The students' attention was low		
1. The students did not pay attention to the teacher.	The students paid attention to the teacher. They could get the teacher's instruction. The students were active and motivated in the activities.	They paid attention more to the lesson. The students were more active and motivated during the teaching and learning process.
2. The students made a noise.	The students did not make a noise, because they were busy to the lesson. The lesson made them active. They did not have a time to make a noise. The students paid attention to the lesson. They could do the task well.	They focused to the lesson studied. When they would make a noise, the researcher broke the condition by teaching them quickly. The technique, teaching English with pictures could raise the students' attention deeply.
3. The students always went around the class .	The class was conducted. They did what the teacher asked. The activities made the students serious to run it. They did not go around the class anymore. They paid attention to the teaching and learning English process.	Since the actions in cycle II, they did only the important things. No student walked around the class doing unnecessary activities. They only focused on the teacher's instruction. They looked serious doing the tasks.
4. The students spoke out of the lesson and spoke with the other students.	The students did not talk about other things. They focus on the lesson. The student did not want miss the lesson. They The students paid attention to the lesson until the lesson.	The students did not speak with other friends anymore. They were busy to the activities. The lessons needed attention. The students paid attention deeply to the lesson until the lesson ended.
5. The students	They knocked the table,	They knocked the table

knocked the table.	because there was no interesting activity, It made them boring. Since in meeting 1, the students did not do it again during the lesson. They focused their attention on the English lesson seriously.	when the teacher asked them as one of the lesson activities, like “knocked the table”, “knocked the wall”, etc. The students listened to the teacher’s instruction more. They did actions when the teacher gave them some commands. The students paid attention to the lesson until the lesson ended.
6. The students disturbed their classmates.	They did not do it again. The students were conducted to make teamwork. Teamwork could make the students helping and caring each others in the doing English tasks. They paid attention to the lesson.	The students were increasingly active and motivated when they worked in a team. It created a strong spirit. Therefore, they did not disturb other students during the teaching and learning English process. They focused their attention on the lesson.
B. Based on students’ perception, English was difficult.	In this meeting, the students began learning English with fun. It could motivate them to study English. They could answer the questions from many kind of tasks.	They were more active doing in Cycle II. The tasks were like matching activity, answering blank questions, guessing the pictures, singing songs, listening to the story, acting role-play could be done well by the students.
C. The teacher used course books and rarely media	The researcher did not use course books. He taught the students using his material. Some medias were used in the teaching and learning process. They could help the students to learn English. They paid attention to the lesson.	The researcher changed the material from course book with material on the worksheet. They were more active doing the task on the worksheet. Pictures and some aids were used to explain materials. They could help the students to learn English.
D. Pictures in	. The students were	In cycle II, the pictures

English teaching and learning process were rarely used	enthusiastic getting involved in the teaching and learning English process. They were active and motivated in whole activities.	used were funny and more colorful, it could be seen from the media and students comments. They enjoyed the activity by saying," karena gambarnya menarik, karena gambarnya lucu-lucu" (because the pictures were interested, because the pictures were funny"). The students paid attention to the activity deeply.
--	---	---

Using pictures at English teaching and learning process at grade V of SD N Sidakan, Galur, Kulon Progo could raise the students' attention. They paid attention to the lesson. The students were active and motivated during the teaching and learning process. Many kinds of pictures in the actions, such as posters, flashcards, small pictures, and pictures on the worksheets were used. Supporting by others actions such as singing songs, playing games, classroom English activities, and giving rewards made the students learn English seriously but happily. They paid attention to the teaching and learning English process.

## **CHAPTER V**

### **CONCLUSIONS, SUGGESTIONS, IMPLICATIONS**

#### **A. Conclusions**

The aim of this research is to raise the students' attention in the English teaching and learning process at fifth grade students of elementary school at SD N Sidakan Banaran Galur Kulon Progo in the academic year of 2011/2012 with pictures. As the implementation of the use of pictures in the English instruction to the fifth grade of elementary school at SD N Sidakan Banaran had been done, the researcher obtained the data and analyzed them. From the actions, it showed that teaching and learning English process using pictures at grade V of SD N Sidakan, Galur, Kulon Progo could raise the students' attention. The conclusions are as follow.

It was found that the use of pictures in the English instruction could:

- 1). make the students enjoy the English instruction through pictures. Using pictures in the teaching and learning English process was effective to make the students enjoy to the English lesson and do the tasks.
- 2). raise students' attention to the English teaching and learning process. The use of colorful and funny posters, flashcards, and worksheets could help the teacher to explain the materials clearly and the students could understand them easily. The students paid attention to the teacher. They could get the teacher's instruction. The students were active and motivated in the activities. They could also get the real situation by pictures
- 3). improve classroom interaction during the English teaching learning process. The use of classroom English such as greetings, leave takings, and instructions

could make the students familiar with the teacher's instruction during the teaching and learning English process. Using gestures was also done to support the use of classroom English.

4).make the students motivated and enthusiastic during the teaching learning process. They were always enthusiastic and motivated when the game was played. The games made the class alive. Beside played the games, they were asked to sing the songs. The use of songs during the English lesson was effective to make the students motivated. Giving rewards to the students during the teaching and learning process was also effective to make the students motivated and enthusiastic and get the students' attention.

In conclusion, teaching English with pictures could raise the students' attention.

There were some changes as the results of the actions. The changes were both in the way of thinking and the behavior of involved members. The changes were following:

1. The Changes in the English Teaching Learning Process

During the implication of the research, the English teaching and learning process became more interesting and enjoyable. The condition was no monotonous like the instruction before. There were many various activities in the English teaching learning process. The students learned to listen, speak, read, and write in English that occurred in interesting activities. With pictures, they learned English more joyful and easier. In the listening to the teacher's instruction, reading the materials from the teacher, playing

the games, singing the songs, writing the tasks and doing the role-play, they always focused their attention.

## 2. The Changes in the Students' Behaviors

The students began like to the English class. They were motivated and enthusiastic during the lesson. Every task from the researcher was done seriously and well. When the time was up, the students wanted the class to be continued. They still wanted to study English with more interesting activities. The students' attention could be seen there. They paid attention to every instruction. The researcher's instruction could be done better.

## 3. The Changes in the Researcher's Behaviors

By doing actions, the researcher got new knowledge about English for children teaching and learning. It was not easy to get the students' attention. To get their attention, it needs good management and technique. He realized that every student had different character and he needed different treatment. He had to control his emotion when he faced troublesome students, hard to manage students, slow students, and so on. The media that would be used must be interesting. The researcher has learned how to manage time to be useful and valuable. Moreover, English teaching and learning for students should be creative, interesting, valuable, and motivated to obtain their attention.

## **B. Implications**

The successful actions have some implications. They were described below:

1. By pictures, they learned English happily. The pictures like posters, flashcards are easy to get. They made the students motivated in the English instructional. Moreover, the students became more enthusiastic when they were given interesting pictures. The researcher should use the pictures to make the students happy during the English teaching and learning process.
2. The use of pictures was effective to raise the students' attention in the English teaching and learning process. They paid attention to the teacher. They could respond to the teacher's instruction and explanation. The students were active and motivated in the activities.
3. The use of classroom English combined with Bahasa Indonesia, Javanese and gestures could make the students familiar to the English instruction. Therefore they help to improve the students' understanding. The students were able to respond to the teacher's instruction.
4. The use of songs and games was effective to improve the students' motivation during the English teaching and learning process. They could encourage the students to be active in the English activities. Giving score cards during the English teaching and learning process was also effective. They were interested to get many rewards. The students could do the tasks seriously to the sticker. The reward was not only star stickers, but also pens and foods for all students. Special for three top winners, they got additional gifts.

### **C. Suggestions**

Based on the conclusions above, some suggestions then would be directed for the English teacher, the headmaster, and the other researchers.

#### **1. To the English Teachers**

To make the students enjoy the English instruction, the teacher has to set up the activities interesting and enjoyable. The activities such as matching activity, filling in the blanks, guessing the pictures, singing songs, listening to the story, and acting role-play must be interesting and enjoyable. It is important for the English teacher to enrich his knowledge about teaching English for young people to get the students' attention. The English teacher has to prepare everything before standing in front of the class to teach. He needs to use various media like posters, flashcards, teaching aids, and others that related to English instruction. Classroom English for greeting, leave taking and giving simple instruction were used to improve the classroom interaction during the teaching and learning process increase. Songs and games were also needed to motivate the students when the class got bored. They are needed to make the class atmosphere livelier and more interesting and the students can be more attentive.

#### **2. To the Headmasters**

The headmaster must support the English teaching and learning process. Since there was no media, it is important for the headmaster to provide the media to make the English instruction more interesting. It is better for the headmaster to prepare audio, music instruments, audio-video players, and



game aids to support the activities, such as singing songs and playing games.

### 3. To the Other researchers

Before doing the actions, the researchers have to know the students needs besides understanding the research study. The researchers who will do similar action have to prepare better before doing the action. It is also important for the researchers to pay attention of the students' characters. The researcher must understand about classroom interaction so that she/he can plan activities that can promote interaction. The researchers must have more techniques for example singing songs and playing games to make the class alive.

## Bibliography

- Arnold, Jane, Herbert Puchta, and Mario Rinvoluceri (2007). *Image that! Mental Imagery in the EFL Classroom*. Innsbruck. Helbling Language.
- Arsyad, Azhar. (2007). *Media Pembelajaran*. Jakarta. PT Raja Grafindo Persada
- Arsyad, Azhar. (2003). *Media Pembelajaran*. Jakarta. PT Raja Grafindo Persada
- Bovee, Courland. (1997). *Business Communication Today*, Prentice Hall: New York.
- Burden, R. P and Byrd, M. D. (1994). *Method for Effort Teaching*. Boston : Allyn and Bacon.
- Brewster, J., Ellis, Gail., Girard, Denis. (2002). *The Primary English Teacher's Guide*. England: Pearson Education Limited.
- Brown, D. H. (2001). *Teaching by Principle: An Interactive Approach to Language Pedagogy, second Edition*. NY Long Man.
- Cameron, Lyne. 2001. *Teaching Languages to Young Learners. First published*. United Kingdom: Cambridge University Press.
- Dwivedi, Nath K and Harper, BP (2004). *Promoting the Emotional Well-being of Children and Adolescents and Preventing Their Mental III Health*. Athenaeum Press, Great Britain.
- Goodwyn, A. (1992). *English Teaching and Media Education*. Buckingham : Open University Press.
- Paul, David. (2003). *Teaching English to Children in Asia*. Hongkong. Pearson Education Asia Limited.
- Pinter, Annamaria. (2006). *Teaching Young Language Learners*. UK: Oxford University Press.
- Pringgowidagdo, Suwarno. (2002). *Strategi Penguasaan Bahasa*. Yogyakarta : Adicita.
- Sadiman, Arief, dkk. (2003). *Media Pendidikan: Pengertian, Pengembangan, dan Pemanfaatannya*. Jakarta. PT Raja Grafindo Persada.

- Scott, W. A. and Yterberg, L. H. (1993). *Teaching English to Children*. London and New York: Longman group.
- Sudjana, N. and Rivai, A. (1990). *Media Pengajaran*. Bandung. Sinar Baru. Algesindo.
- Sudjana, N. and Rivai, A. (2003). *Media Pengajaran*. Bandung. Sinar Baru Algesindo.
- Sugeng, Bambang. (1998). *Instrutional Technology: Planning Procedure for language Education*. Yogyakarta: IKIP Yogyakarta.
- Wright, Andrew. (1989). *Pictures for Language Learning*. Cambridge: Cambridge University Press.

#### Internet

<http://www.encyclopedia.com/doc/1O3-cartoon.html>

[http://faculty web.cordland.edu/andersmd/VYG/VYG.HTML](http://faculty.web.cordland.edu/andersmd/VYG/VYG.HTML)

<http://tip.psychology.org/brunner.html>

<http://www.ship.edu/cgboeree/piaget.html>

# **APPENDICES**

**APPENDIX**  
**1**  
**COURSE GRID**

**The Course Grid of English Instruction For Grade 5**  
**RAISING STUDENTS' ATTENTION WITH PICTURES**  
**IN THE ENGLISH TEACHING AND LEARNING PROCESS IN GRADE V OF SD N**  
**SIDAKAN BANARAN GALUR KULON PROGO**

Theme	Basic Competence	Indicators	Language focus		Learning Resources	Teaching Aids (Pictures)	Tasks and Activities	Time
			Expressions	Key Vocab				
<b>Let's talk about animals</b>	Bercakap-cakap untuk menyertai tindakan secara berterima yang melibatkan tindak tutur, <b>memberi informasi</b> , memberi pendapat, dan meminta kejelasan	<ul style="list-style-type: none"> <li>• Children can mention the name of animals</li> <li>• Children can respond to the questions about animals</li> </ul>	<ul style="list-style-type: none"> <li>• What am I?</li> <li>• I am a cat</li> <li>• What is it?</li> <li>• It is a shark</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Animals</b> cat, rabbit, frog, camel, penguin, lion, elephant, shark, zebra, tiger</li> </ul>	<ul style="list-style-type: none"> <li>• Old Mc Donald song</li> <li>• Pulling game</li> <li>• Whispering game</li> <li>• Worksheet</li> </ul>	<ul style="list-style-type: none"> <li>• Animals poster (theme pictures)</li> <li>• The flashcards of animals</li> <li>• Flannel board</li> <li>• Worksheet (small pictures inside)</li> </ul>	<p><b>A. Warming Up</b></p> <p>a. Greeting the students</p> <p>b. Asking about the students' feeling</p> <p>c. Telling about animals</p> <p><b>B. Main Activities</b></p> <p><b>1. Presentation Activities (Listening, speaking)</b></p> <ul style="list-style-type: none"> <li>▪ Introducing of some animals</li> <li>▪ Looking at the pictures of animals</li> <li>▪ Listening and repeating names of the animals with correct pronunciation</li> <li>▪ Pointing the animals and saying their names loudly</li> </ul> <p><b>2. Practice Activities (Listening, reading, writing)</b></p> <ul style="list-style-type: none"> <li>▪ Matching task</li> <li>▪ Repeating the dialogue</li> <li>▪ Guessing the names of animals</li> </ul> <p><b>3. Production Activities (Speaking, writing)</b></p> <ul style="list-style-type: none"> <li>▪ Asking their friends about name of animals</li> <li>▪ Playing pulling game</li> <li>▪ Listening to traveling story</li> <li>▪ Singing song</li> </ul> <p><b>C. Closing Activities</b></p> <ul style="list-style-type: none"> <li>▪ Concluding the topic</li> <li>▪ Expressing their feeling for the lesson by sticking their feeling symbol into feeling box</li> <li>▪ Closing the lesson by saying good bye</li> </ul>	1 meeting (2 x 35 minutes)

**The Course Grid of English Instruction For Grade 5  
RAISING STUDENTS' ATTENTION WITH PICTURES  
IN THE ENGLISH TEACHING AND LEARNING PROCESS IN GRADE V OF SD N  
SIDAKAN BANARAN GALUR KULON PROGO**

Theme	Basic Competence	Indicators	Language focus		Learning Resources	Teaching Aids (Pictures)	Tasks and Activities	Time
			Expressions	Key Vocab				
<b>What does the tiger eat?</b>	Bercakap-cakap untuk menyertai tindakan secara berterima yang melibatkan tindak tutur, <b>memberi informasi</b> , memberi pendapat, dan meminta kejelasan	<ul style="list-style-type: none"> <li>• Children can mention the foods of animals</li> <li>• Children can tell the foods of animals</li> </ul>	<ul style="list-style-type: none"> <li>• It is meat.</li> <li>• What is the food of tiger?</li> <li>• The food of tiger is meat</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Animals foods</b> grass, leaves, meat, fish, insects, fruits</li> </ul>	<ul style="list-style-type: none"> <li>• Old Mc Donald song</li> <li>• Guessing game</li> <li>• Whispering game</li> <li>• Worksheet</li> </ul>	<ul style="list-style-type: none"> <li>• Animals poster (theme pictures)</li> <li>• The foods of animals flashcards</li> <li>• Worksheet (small pictures inside)</li> </ul>	<p><b>A. Warming Up</b></p> <p>a. Greeting the students</p> <p>b. Asking about the students' feeling</p> <p>c. Telling about animals foods in brief</p> <p><b>B. Main Activities</b></p> <p><b>1. Presentation Activities (Listening, speaking)</b></p> <ul style="list-style-type: none"> <li>▪ Introduction of some animals' food</li> <li>▪ Looking at the pictures of animals' food</li> <li>▪ Listening and repeating names of the animals' foods with correct pronunciation</li> <li>▪ Pointing the animals' foods and saying theirs names loudly</li> </ul> <p><b>2. Practice Activities (Listening, reading, writing)</b></p> <ul style="list-style-type: none"> <li>▪ Matching task</li> <li>▪ Repeating the dialogue</li> <li>▪ Guessing the animals' foods</li> </ul> <p><b>3. Production Activities (Speaking, writing)</b></p> <ul style="list-style-type: none"> <li>▪ Asking their friends about the names of animals' foods</li> <li>▪ Playing the pulling game</li> <li>▪ Listening to the story</li> <li>▪ Singing song</li> </ul> <p><b>C. Closing Activities</b></p> <ul style="list-style-type: none"> <li>▪ Concluding the topic</li> <li>▪ Expressing their feeling for the lesson by sticking their feeling symbol into the feeling box</li> <li>▪ Closing the lesson by saying good bye</li> </ul>	1 meeting (2 x 35 minutes)

**The Course Grid of English Instruction For Grade 5  
RAISING STUDENTS' ATTENTION WITH PICTURES  
IN THE ENGLISH TEACHING AND LEARNING PROCESS IN GRADE V OF SD N  
SIDAKAN BANARAN GALUR KULON PROGO**

Theme	Basic Competence	Indicators	Language focus		Learning Resources	Teaching Aids (Pictures)	Tasks and Activities	Time
			Expressions	Key Vocab				
<b>Show me the way</b>	Bercakap-cakap untuk menyertai tindakan secara berterima yang melibatkan tindak tutur, <b>memberi informasi</b> , memberi pendapat, dan meminta kejelasan	<ul style="list-style-type: none"> <li>• Children can name some public places</li> <li>• Children can express the position of the places</li> <li>• Children can say the names of public places</li> </ul>	<ul style="list-style-type: none"> <li>• This is a bank.</li> <li>• Where is the bank?</li> <li>• The bank is in the west of the school.</li> <li>• Where is the hospital?</li> <li>• The hospital is in the east of the school.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Public Places</b> mosque, bank, , library, school hospital, beach, garden, museum supermarket, post office, church</li> <li>• <b>Directions</b> north, west, southeast, northeast, southeast, south west, north west</li> </ul>	<ul style="list-style-type: none"> <li>• Travelling story/ showing pictures</li> <li>• Whispering game (showing flashcard)</li> <li>• NEWS song</li> <li>• Worksheet and flashcards</li> </ul>	<ul style="list-style-type: none"> <li>• public places poster (theme pictures)</li> <li>• flashcards</li> <li>• Direction board</li> </ul>	<p><b>A. Warming Up</b></p> <p>a. Greeting the students</p> <p>b. Asking about the students' feeling</p> <p>c. Telling about public places</p> <p><b>B. Main Activities</b></p> <p><b>1. Presentation Activities (Listening, speaking)</b></p> <ul style="list-style-type: none"> <li>▪ Introducing the public places</li> <li>▪ Looking at the pictures of public places</li> <li>▪ Listening and repeating names of the public places and directions with correct pronunciation</li> <li>▪ Pointing at the places and saying their names loudly</li> </ul> <p><b>2. Practice Activities (Listening, reading, writing)</b></p> <ul style="list-style-type: none"> <li>▪ Matching task</li> <li>▪ Listening to traveling story</li> <li>▪ Guessing the places</li> <li>▪ Spelling the places</li> <li>▪ Completing the questions</li> <li>▪ Playing whispering game</li> </ul> <p><b>3. Production Activities (Speaking, writing)</b></p> <ul style="list-style-type: none"> <li>▪ Doing role-play</li> <li>▪ Asking their friends about place location</li> <li>▪ Singing NEWS song</li> </ul> <p><b>C. Closing Activities</b></p> <ul style="list-style-type: none"> <li>▪ Concluding the topic</li> <li>▪ Expressing their feeling for the lesson by sticking their feeling symbol into the feeling box</li> </ul> <p>Closing the lesson by saying good bye</p>	1 meeting (2 x 35 minutes)



**The Course Grid of English Instruction For Grade 5  
RAISING STUDENTS' ATTENTION WITH PICTURES  
IN THE ENGLISH TEACHING AND LEARNING PROCESS IN GRADE V OF SD N  
SIDAKAN BANARAN GALUR KULON PROGO**

Theme	Basic Competence	Indicators	Language focus		Learning Resources	Teaching Aids (Pictures)	Tasks and Activities	Time
			Expressions	Key Vocab				
What does the sign mean?	Bercakap-cakap untuk menyertai tindakan secara berterima yang melibatkan tindak tutur, <b>memberi informasi</b> , memberi pendapat, dan meminta kejelasan	<ul style="list-style-type: none"> <li>• Children can say the meaning of the signs.</li> <li>• Children can respond to the simple sentence or signs in the public places</li> <li>• Children can find other signs</li> </ul>	<ul style="list-style-type: none"> <li>• This sign means no parking..</li> <li>• What does the sign mean?</li> <li>• The sign means no parking</li> </ul>	No swimming No mobile phone No dogs No parking No food and drink, no camera, no littering, stop No entry, no truck, exit, entrance	<ul style="list-style-type: none"> <li>• Telling story</li> <li>• Chain game</li> <li>• Guessing activity</li> <li>• Worksheet</li> </ul>	<ul style="list-style-type: none"> <li>• A map of public places</li> <li>• Signs poster</li> <li>• Signs flashcards</li> <li>• A directions picture</li> <li>• A ball</li> </ul>	<p><b>A. Warming Up</b></p> <ul style="list-style-type: none"> <li>a. Greeting the students</li> <li>b. Asking about the students' feeling</li> <li>c. Telling about signs</li> </ul> <p><b>B. Main Activities</b></p> <p><b>1. Presentation Activities (Listening, speaking)</b></p> <ul style="list-style-type: none"> <li>• Looking at the pictures of signs</li> <li>• Listening and repeating names of signs with correct pronunciation</li> </ul> <p><b>2. Practice Activities (Listening, reading, writing)</b></p> <ul style="list-style-type: none"> <li>• Pointing at the signs and say their names loudly</li> <li>• Looking at the flashcard then telling the signs' name</li> <li>• Matching the signs with the meaning</li> <li>• Playing the throwing ball game/chain game</li> <li>• Looking the map</li> </ul> <p><b>3. Production Activities (Speaking, writing)</b></p> <ul style="list-style-type: none"> <li>• Doing role-play</li> <li>• Listening to the story</li> </ul> <p><b>C. Closing Activities</b></p> <ul style="list-style-type: none"> <li>• Concluding the topic</li> <li>• Expressing their feeling for the lesson by sticking their feeling symbol into the feeling box</li> <li>• Closing the lesson by saying good bye</li> </ul>	1 meeting (2 x 35 minutes)

# **APPENDIX**

## **2**

### **TABLE OF OBSERVATION AND INTERVIEW GUIDES**

**Observation and Interview Guide in Observing the English Teaching and Learning Process at Grade 5 of SD N Sidakan Banaran Galur Kulon Progo**

No	Aspek	Pertanyaan	Number Item	Total
A.	Profil Siswa	<ul style="list-style-type: none"> <li>- Nama siswa</li> <li>- Kelas</li> <li>- Tanggal lahir</li> <li>- Jenis kelamin</li> <li>- Alamat</li> <li>- Hobi</li> <li>- Nama orang tua</li> <li>- Pekerjaan</li> </ul>	1 2 3 4 5 6 7 8	8
B.	Kegiatan intrakurikuler bahasa Inggris	<ul style="list-style-type: none"> <li>- Tingkat kesukaan siswa terhadap bahasa Inggris</li> <li>- Tanggapan tentang pelajaran bahasa Inggris di dalam kelas</li> <li>- Materi pelajaran bahasa Inggris</li> <li>- Penggunaan buku materi dalam mengajarkan bahasa Inggris</li> <li>- Penggunaan LKS</li> <li>- Penggunaan media dalam pelajaran bahasa Inggris</li> <li>- Penggunaan media gambar dalam pelajaran bahasa Inggris</li> <li>- Kegiatan belajar/bentuk kegiatan yang diterapkan oleh guru</li> <li>- Keterampilan belajar yang di minati siswa</li> <li>- Sumber belajar siswa</li> <li>- Waktu untuk belajar bahasa Inggris</li> <li>- Topik yang siswa inginkan</li> </ul>	9 10,11,12,13 14 15 16 17 18,19,20,21 22, 23 24,25,26,27,28, 29,30,31,32 33 34	26
	Total			34

# **APPENDIX**

## **3**

### **INTERVIEW TRANSCRIPT**

KS : Kepala Sekolah  
 P : Peneliti  
 S : Siswa  
 K : Kolaborator

18 November 2011

Ruang Guru sekaligus ruang kepala sekolah

KS : Ibu KS baru datang sambil tersenyum dan mengucapkan salam (*Assalamu'alaiukum Warahmatulallahi wabbarokatuh*)  
 P : *Wa'aikumsalam Warahmatulallahi wabbarokatuh*  
 P : (Sambil tersenyum) *Bu nyuwun pangapunten, kulo badhe ijin penelitian wonten riki.*  
 KS : *lha ngeh monggo mawon mas.*  
 P : *nyuwun pirsu Bu, SD kapan nggeh UAS pun?*  
 KS : *tanggal setunggal Desember.*  
 P : (Agak sedih) *waduh pripun nggeh*  
 KS : *lha njenengan kapan penelitianipun?*  
 P : *rencana wonten ing semester setunggal niki, delapan pertemuan*  
 KS : *delapan kali ngeeh, cobu njenengan mang tingali tanggalan niku mas.*  
 P : (sambil buka-buka kalender dan melihat ke tanggal satu Desember)  
 P : *Pripun ngeh bu saenipun, amargi menawi mboten saget semester menika, berarti wonten ing semester kaleh.*  
 KS : *Kan mboten mesti njuk seminggu sepisan tho mas.*  
 P : *nggeh mboten*  
 KS : *njenengan saged neliti wonten ing sela-sela minggu mas, kalian tanggal songo kan UAS pun rapung, njenengan saged mendet wektu menika sakderenge tanggal 17, amargi tanggal 17 pun penerimaan rapot.*  
 P : *saget ngeh*  
 KS : *mangke njenengan rembungan kaleh G kelas V.*  
 P : (sambil manggut-manggut) *nggeh*  
 KS : *sedoyo admistrasi piyambak tho mas.*  
 P : *nggeh bu saking kulo sedoyo. Matur nuwun*  
 KS : *nek kula saged tak rewangi mas.*  
 P : P kemudian masuk kelas VI tuk mengajar.  
 P : Eeee bagaimana menurut Anda tentang pengajaran saya tadi?  
 K : Menurut saya ya cukup menarik siswa, karena dalam pengajaran, Anda mengajarkan beberapa hal yang bisa menarik perhatian siswa dalam pelajaran suatu hal.  
 P : Misalnya apa?  
 K : Itu lebih ke media yang Anda gunakan, kadang saya lihat Anda menggunakan berbagai media yang bisa meningkatkan siswa dalam bekerja, yaitu yang pertama berupa gambar. Penggunaan media gambar dalam pengajaran bahasa Inggris itu sangat jelas dan enak untuk dipelajari.  
 P : Ee selanjutnya bagaimana tentang antusias siswa tadi jika Anda mengamati apa yang saya ajarkan?  
 K : Ooo, siswa sangat antusias dalam pelajaran Anda karena Anda bisa menyisatinya dengan berbagai intermezzo, humor-humor ketika mereka mengalami kejenuhan dalam belajar, seketika itu Anda menggunakan humor sehingga menarik perhatian siswa, terutama ketika menyanyikan sebuah lagu tagi, sangat menyenangkan.

- P : Terus, adakah hal yang perlu dikritik dalam penyajian gambar tadi? Karena ini memang tujuan saya mengajar dengan media gambar.
- K : Sebenarnya penyajian gambar sudah bagus, tapi menurut saya agar lebih dipersimpel saja, terutama pada pencoblosan paku itu lho, agak menyita waktu sama bikin ribet.
- P : O ya, eem ada saran yang lain?
- K : Saran dari saya sisi suara Anda dalam mengajar kurang keras sedikit saja.
- P : Memang itu kelemahan saya suara cepet habis
- K : InsyaAllah bisa dilatih.
- P : o ya, terima kasih.

Interview : 26 November 2011, Ruang Kelas 5

- P : Peneliti  
S : Siswa

- P : Oke namanya siapa?
- S : Chandra.
- P : What is your name?
- S : E opo?
- P : What is your name?
- S : My name is Chandra.
- P : Oke, bagaimana perasaanmu tentang pelajaran bahasa Inggris tadi?
- S : Menyenangkan.
- P : Menyenangkannya kenapa?
- S : Lumayan
- P : He lumayan, bagaimana dengan gambar-gambarnya, baik ngak?
- S : Baik
- P : Lucu ngak?
- S : Lucu.
- P : Lucunya apa? Kamu senang tidak dengan gambar-gambar itu?
- S : Senang
- P : Kira-kira jamnya kurang apa tidak kalau seperti itu?
- S : Kurang
- P : Mintanya beerapa jam?
- S : Tiga jam
- P : Tiga jam sehari?
- S : iya
- P : Oke terima kasih

Interview : 26 November 2011, Ruang Kelas 5

- S : Nanda.
- P : Nanda, bagaimana dengan pelajaran bahasa Inggris tadi?
- S : Menyenangkan.
- P : Kenapa menyenagkan?
- S : Karena hewan-hewannya.
- P : ; Hewan-hewannya lucu apa tidak?
- S : Lucu.
- P : Seneng lagi gak kalau seperti itu?
- S : Seneng.
- P : Kira-kira untuk seminggu berapa jam?

S : Dua jam  
 P : Dua jam, oke terimakasih yaa.

Interview : 26 November 2011, Ruang Kelas 5

P : Siapa namanya?  
 S : Wahyu Nur Rahmat.”  
 P : Kelas?  
 S : Kelas lima.  
 P : Bagaimana perasaanmu dengan pelajaran bahasa Inggris tadi?  
 S : Menyenangkan.  
 P : Menyenangkannya kenapa?  
 S : Lucu.  
 P : Lucunya kenapa?  
 S : Karena hewan kartun.  
 P : Hewan kartun, emang suka gambar kartun?  
 S : Suka  
 P : Suka nonton kartun?  
 S : Suka  
 P : OK.Tadi hewan apa yang kamu sukai?  
 S : Hewan opo yo?” (berfikir), munyuk.  
 P + SS : ha ha  
 P : Munyuk itu apa Inggrisnya?  
 S : Monkey  
 P : Kalo yang lain selain munyuk, selain monkey?  
 S : Frog.  
 P : Frog itu apa?  
 S : Kodok, he he  
 P : Ok besok masih, thank you ya...

Interview : 26 November 2011, Ruang Kelas 5

P : What is your name?  
 S : My name is Lambang.  
 P : Kelas?  
 S : Kelas lima.  
 P : Bagaimana perasaanmu tentang pelajaran bahasa Inggris tadi?  
 S : Menyenangkan.  
 P : Kenapa menyenangkan mas?  
 S : Asyik  
 P : Asyiknya kenapa?  
 S : Karena ada gambar lucu.  
 P : Lucunya apa lucunya?  
 S : Gambar-gambar kartun.  
 P : Senang kartun?  
 S : Iya.  
 P : Inginnya berapa jam bahasa Inggris?  
 S : Dua jam.  
 P : Dua jam seminggu?  
 S : Seminggu dua kali.

P : Oke, hewan apa yang kamu sukai?  
 S : Monkey,  
 P : monkey, then?  
 S : Frog  
 P : Then?  
 S : Donkey.  
 P : Donkey, donkey itu apa?  
 S : Keledai  
 P : Terus?  
 S : Cat.  
 P : Cat, oke thank you yaa.

Interview : 26 November 2011, Ruang Kelas 5

P : What is your name?  
 S : My name is Riko.  
 P : Riko, bagaimana perasaanmu?  
 S : Senang.  
 P : Kenapa?  
 S : Opo....  
 P : Kenapa kok senang dengan pelajaran tadi?  
 S : Gambarnya lucu.  
 P : Gambarnya lucu-lucu, suka hewan apa?  
 S : Hiu.  
 P : Hiu itu apa?  
 S : Shark.  
 P : ; Yang lain?  
 S : Opo yo? Tiger.  
 P : Oke, yang lain?  
 S : Penguin.  
 P : Besok senang lagi kaya gitu?  
 S : Haa  
 P : Besok senang lagi kaya gitu?  
 S : Iya.  
 P : Oya, thank you yaa.

Interview : 6 Desember 2011, ruang kelas 5

P : Oke, what is your name mas?  
 S : My name is Rizal.  
 P : Oke, bagaimana perasaan mas Rizal waktu belajar bahasa Inggris kemarin?  
 S : Senang.  
 P : Kenapa?  
 S : Gambarnya menarik.  
 P : Trus...  
 S : Gambarnya lucu-lucu.  
 P : Lucu-lucu, trus, kemarin belajar apa aja kemarin?  
 S : Belajar bahasa Inggris.  
 P : Ya maksudya tentang apa?  
 S : Tentang binatang tentang makanannya.  
 P : Ya, coba tak tes ya? What is tiger's food?



S : Tiger's food is meat.  
 P : Tiger's food is meat, oke betul. Thank you.

Interview : 6 Desember 2011, ruang kelas 5

P : Siapa namanya, what is your name?  
 S : My name is Chandra.  
 P : Bagaimana perasaanmu tentang pelajaran kemarin Bahasa Inggris?  
 S : Sangat menyenangkan.  
 P : Kenapa mas?  
 S : Karena sangat bagus dan menyenangkan.  
 P : Menyenangkannya kenapa?  
 S : Ha?  
 P : Menyenangkannya kenapa?  
 S : Karena sangat bagus.  
 P : Seperti apa aja?  
 S : Ada gambar, tulisan, tebakan dan lain-lain.  
 P : O dan lain-lain, kemarin belajar apa aja?  
 S : Tebakan, menebak.....  
 P : Maksudnya belajar apa materinya? Tentang apa?  
 S : Tentang hewan dan makanannya.  
 P : Hewan itu apa?  
 S : Animal.  
 P : Kalau makanan?  
 S : Food.  
 P : Oke pertanyaannya lagi, e saya tes ya. What is monkey's food?  
 S : Monkey's food is fruits.  
 P : Oke, what is cat's food?  
 S : Cat's food is fish.  
 P : Oke, very good. Thank you.  
 S : You're welcome.

Interview : 6 Desember 2011, ruang kelas 5

P : What is your name mas?  
 S : Mmy name is Dwi.  
 P : Dwi. Mas Dwi bagaimana perasaan Anda dengan pelajaran Bahasa Inggris kemarin?  
 S : Senang.  
 P : Senangnya kenapa?  
 S : Gambarnya lucu.  
 P : Gambar lucu.kemarin belajar tentang apa?  
 S : Tentang ..... hewan  
 P : Hewan, apa lagi?  
 S : Makanan hewan.  
 P : Makanan hewan. Hewan inggrisnya apa?  
 S : Animal  
 P : Animal  
 S : Animal  
 P : Kalau makanan?  
 S : Food.  
 P : Ya food, coba tak tes ya? What is penguin's food?

S : Penguin's food is fish.  
 P : Penguin's food is fish. very good, thank you ya.

Interview : 6 Desember 2011, ruang kelas 5

P : Siapa namanya, what is your name?  
 S : My name is Diah.  
 P : Ee bagaimana perasaan adik Diah dengan bahasa Inggris kemarin?  
 S : Senang.  
 P : Kenapa senang?  
 S : Karena mempelajari tentang hewan.  
 P : Hewan, hewan itu apa Inggrisnya?  
 S : Animal.  
 P : Kalau makanannya? Makanan iut apa, hayo apa?  
 S : Food.  
 P : Ya food sekarang coba tak tes ya?What is elephant's food?  
 S : Leaves.  
 P : Leaves, thank you.

Interview : 6 Desember 2011, ruang kelas 5

P : What is your name?  
 S : My name is Herlambang  
 P : Lambang. Bagaimana perasaan Mas lambang dengan pelajaran Inggris kemarin?  
 S : Menyenangkan.  
 P : Kenapa menyenangkan?  
 S : Karena ada gambar lucu dan bagus.  
 P : Kemarin belajar apa aja mas?  
 S : Tentang makanan hewan,  
 P : Hooh terus?  
 S : Nama-nama hewan.  
 P : Hewan itu inggrisnya apa?  
 S : Animals.  
 P : Kalau makanan?  
 S : Foods.  
 P : Tak tes ya? What is camel's food?  
 S : Camel's food is grass.  
 P : Hooh grass, what is monkey's food?  
 S : Monkey's food is fruits.  
 P : Oke good, thank you?  
 S : You're welcome

Interview : 6 Desember 2011, ruang kelas 5

P : What is your name?  
 S : My name is Linda  
 P : Linda, bagaimana perasaanmu Mbak Linda kemarin bahasa Inggris?  
 S : Menyenangkan  
 P : Kenapa menyenangkan?  
 S : Karena gambarnya lucu  
 P : Gambarnya lucu, kemarin belajar apa aja?  
 S : Belajar hewan.

P : E coba sekarang, mr mau nanya, what is e tiger's food?  
 S : Meat  
 P : Meat ya, what is sheep's food?  
 S : Sheep's food is grass.  
 P : Ya oke thank you.

Interview : 6 Desember 2011, ruang kelas 5

P : What is your name?  
 S : My name is Nanda  
 P : Bagaimana perasaan mas Nanda saat pelajaran bahasa inggris kemarin?  
 S : Menyenangkan .  
 P : Kenapa kok senang?  
 S : Karena ada yang gambarnyaada yang lucu  
 P : Kemarin bejalar tentang apa aja?  
 S : Hewan.  
 P : Hewan aja?  
 S : Makanannya.  
 P : E tak tanya ya sekarang, coba jawab ini. What is shark's food?  
 P : Shark food, tau shark gak shark food itu apa?  
 S : Hiu  
 P : Shark's food apa? What is shark's food?  
 S : Shark's food is meat  
 P : Yaa meat meat, oke thank you

Interview : 6 Desember 2011, ruang kelas 5

P : What is your name?  
 S : Nara  
 P : Bagaimana perasaan anda saat Inggris kemarin?  
 S : Menyenangkan.  
 P : Kenapa menyenangkan?  
 S : Karena gambarnya menarik  
 P : Menarik, kemarin belajar apa aja?  
 S : Makanan hewan dan hewannya.  
 P : Hewan itu apa?  
 S : Animal.  
 P : Kalau makanan?  
 S : Foods.  
 P : Coba ini, what is cow's food? Cow itu apa?  
 S : Cow's food is leaves.

Interview : 6 Desember 2011, ruang kelas 5

P : What is your name?  
 S : My name is Rico  
 P : Bagaimana perasaan mas Rico saat belajar Inggris kemarin?  
 S : Senang.  
 P : Kenapa kok senang mas Rico?  
 S : Opoo yo, gambanya menarik.  
 P : Trus, e kemarin belajar apa aja?  
 S : Hee  
 P : Belajar apa saja?

S : Animals  
P : Animals, animals saja?  
S : Hee  
P : Animals saja, hewan dan ....apa  
S : Tumbuhan.  
P : Kok tumbuhan itu lho, yang gini gini, hewan dan .....  
S : Buah,  
P : Kok buah, itu lho hewan dan .....  
S : Sarapan...o makanan  
P : Apa inggrisnya makanan?  
S : Ra ngerti  
P : Inggrisnya makanana kok  
S : Fruits  
P : Ya itu tadi?  
S : Fruit opo?  
P : Makanan lho?  
S : Food.  
P : Ya, tak tes ya. What is e goat's sheep, eh goat's food?  
S : Goat's food is grass  
P : Oke oke

Interview : 6 Desember 2011, ruang kelas 5

S : My name is wahyu  
P : Ya, apa perasaan mas Wahyu saat pelajaran bahasa Inggris kemarin?  
S : Menyenangkan.  
P : Kenapa kok senang?  
S : Karena gambarr-gambarnya menarik.  
P : Menarik, trus kemarin belajar pa aja?  
S : Belajar tentang hewan dan makanannya.  
P : Hoooh, hewan itu apa inggrisnya?  
S : Animal.  
P : Kalau makanan?  
S : Food.  
P : Coba tak tanya yaa? What is, what is camel's food?  
S : Camel's food is, camel ki opo?  
P : Hayou camel ki opo? Di eling-eling!  
S : Camel's food is grass.  
P : Ya grass, camel itu apa?  
S : Unta.  
P : Ya thank you.

Interview : 6 Desember 2011, ruang kelas 5

P : What is your name?  
S : My name is Zaimah  
P : Bagaimana perasaan Zaimah saat belajar Inggris kemarin?  
S : Senang.  
P : Kenapa kok senang?  
S : Karena gambarnya lucu.  
P : Trus, kemarin belajar apa aja?

S : Hewan dan makanan  
 P : Hewan itu apa?  
 S : Animals.  
 P : Kalau makanan?  
 S : Food  
 P : What is shark's food? Shark, shark itu apa?  
 S : Hiu, meat  
 P : Ya benar meat, what is frog's food?  
 S : Frog's food is insects.  
 P : Ya thank you

Interview : 6 Desember 2011, ruang kelas 5

P : What is your name?  
 S : My name is Ersal  
 P : Mbak Ersal kemarin, Inggrisnya bagaimana, senang apa tidak?  
 S : Senang.  
 P : Kenapa kok senang?  
 S : Dapat mengetahui hal-hal yang banyak.  
 P : Kemarin belajar apa aja?  
 S : Hewan dan ....hewan dan makanan.  
 P : Ya. Hewan itu apa?  
 S : Animals.  
 P : Kalau makanan?  
 S : Foods  
 P : Coba ya, what is snack's food?  
 S : Snack's food is meat  
 P : Meat, lagi, what is elephant's food?  
 S : Elephant's food is grass  
 P : Grass, thank you daaa

Interview : 6 Januari 2012, ruang kelas 5

P : What is your name?  
 S : My name is Chandra.  
 P : Bagaimana pendapat Anda Adik dengan pelajaran bahasa Inggris tadi?  
 S : Sangat menyenangkan  
 P : Kenapa menyenangkan?  
 S : Karena ada gambar  
 P : Tadi kamu apa aja yang diingat tentang apa?  
 S : Tentang tempat umum  
 P : Inggrisnya apa?  
 S : Gak tahu  
 P : Public places  
 S : Public places  
 P : Contohnya apa mas Chandra?  
 S : Post office bank  
 P : Trus  
 S : Library  
 P : Kamu suka apa?

S : Beach  
 P : Beach, kamu suka bejemur.  
 S : Opo....  
 P : Oke thank you.

Interview : 6 Januari 2012, ruang kelas 5

P : What is your name?  
 S : My name is Dwi.  
 P : Apa pendapatmu tentang pelajaran tadi?  
 S : Menyenangkan.  
 P : Perasaanmu gimana?  
 S : Senang  
 P : Kenapa senang?  
 S : Karena, karena, karena gambarnya menarik.  
 P : Menarik, trus tadi belajar tentang public places, contohnya apa public places?  
 S : Garden  
 P : Trus yang lain?  
 S : Bank  
 P : Bank, trus  
 S : Post office  
 P : Kamu suka yang mana?  
 S : Apane?  
 P : Ya tentang tempat-tempat yang tadi.  
 S : Pantai  
 P : Apa pantai  
 S : Beach  
 P : Beach oke thank you

Interview : 6 Januari 2012, ruang kelas 5

P : What is your name?  
 S : My name is nanda.  
 P : E bagaimana menurutmu tentang pelajaran tadi?  
 S : Menyenangkan  
 P : E kamu menyenangkannya kenapa?  
 S : Karena gambarnya menarik.  
 P : Bisa ngasih contoh tentang pelajaran tadi?  
 S : Post office  
 P : Ya  
 S : Supermarket  
 P : Supermarket  
 S : Bank, hospital  
 P : Bank, kalau kamu pingin nyimpen uang di mana?  
 S : Di bank  
 P : Kalau pingin ngantar surat di mana?  
 S : Post office  
 P : Kalau kamu pingin belanja sosis?  
 S : Supemarket  
 P : Oke, thank you

Interview : 6 Januari 2012, ruang kelas 5

- P : What is your name mas?  
 S : My name is rico  
 P : Apa pendapatmu tentang pelajaran bahasa Inggris tadi?  
 S : Menyenangkan  
 P : Menyenangkannya kenapa?  
 S : Gambarnya bagus  
 P : Apa yang kamu ingat?  
 S : Haa  
 P : Apa yang kamu ingat tadi?  
 S : Bank  
 P : Terus  
 S : Post office  
 P : Terus  
 S : Supermarket, hospital, museum  
 P : Tentang direction, tentang mata angin tadi? Misalnya barat itu apa, barat?  
 S : West  
 P : Kalau timur  
 S : Lali. North.North tho....  
 P : Hayo apa?  
 S : Utara, east  
 P : Kalau selatan?  
 S : Selatan?  
 P : Ya  
 S : Opo lali, south...south tho...?  
 P : Kamu ingat lagu east south east, kalau kamu pingin bermain di bunga-bunga yang indah, ada kupu-kupunya di mana?  
 S : Garden  
 P : Kalau kamu pingin belajar, menuntut ilmu?  
 S : School

Interview : 6 Januari 2012, ruang kelas 5

- P : What is your name?  
 S : My name is wahyu  
 P : Apa perasaanmu ketika pelajaran bahasa Inggris tadi?  
 S : Menyenangkan.  
 P : Menyenangkannya kenapa?  
 S : Gambarnya menarik  
 P : Kamu suka yang apa?  
 S : Supermarket  
 P : Supermarket, kemudian kami ingat tidak gambar-gambar yang kita pelajari tadi, tentang tempat-tempat umum tadi?  
 S : Bank, supermarket, museum, hospital  
 P : Kalau kamu pingin pergi sholat, ke mana/  
 S : Mosque  
 P : Mosque, kalau kamu pingin memeriksakan matamu yang sakit/  
 S : Hopital  
 P : Hopital, oke thank you.

Interview : 6 Januari 2012, ruang kelas 5

- P : What is your name?  
 S : My name is Rizal.  
 P : Apa pendapatmu dengan pelajaran bahasa Inggris yang kita lakukan tadi?  
 S : Senang  
 P : Kegiatan-kegiatannya  
 S : Senang  
 P : Terus kenapa kok kamu senang dengan pelajaran tadi?  
 S : Karena gambarnya menarik,  
 P : Terus..kemudian kamu masih ingat tidak yang kita bahas?  
 S : Arah-arah, arah mata angin .  
 P : Ya , contohnya?  
 S : Selatan  
 P : Ya, itu apa Inggrisnya? South itu apa?  
 S : Selatan  
 P : North?  
 S : Barat..eh utara  
 P : Terus? Yang lain diam! Barat apa?  
 S : West.  
 P : Ingat lagunya tadi lho! East-South east..., jadi apa barat?  
 S : South...  
 P : South utara, eh selatan. Oke sekarang Public Places contohnya apa saja, tempat-tempat umum?  
 S : Supermarket  
 P : Terus,  
 S : Bank  
 P : Bank  
 (beberapa rekaman wawancara tidak jelas terdengar)  
 P : Misalnya kamu pingin melihat benda-benda kuno di mana?  
 S : Museum.  
 P : Misalnya kamu pingin ee belanja di mana?  
 S : Supermarket.  
 P : Kalau kamu pingin mancing, lihat pak nelayan di mana?  
 S : Bank...eh beach.  
 P : Ya, oke thank you.

Interview : 6 Januari 2012, ruang kelas 5

- P : What is your name?  
 S : My name is Ersa.  
 P : Bagaimana pendapatmu dengan pelajaran tadi?  
 S : E enjoy.  
 P : Enjoy, kenapa enjoy?  
 S : Ada gambar-gambarnya.  
 P : Contohnya apa saja yang kita pelajari, yang kamu ingat, yang kamu dapatkanlah?  
 S : Tempat-tempat umum.  
 P : Tempat-tempat umum, apa aja?  
 S : Ehapa ya, bank?  
 P : Bank kan bahasa Indonesia, Inggrisnya?  
 S : Bank, opo yo..gardel  
 P : Garden.



S : Garden, njut hospital  
 P : Kalau kamu pengen belanja di mana?  
 S : Supermarket.  
 P : Kalau kamu pengen nonton benda-benda antic di mana?  
 S : Museum  
 P : Oke, thank you ya.

Interview : 6 Januari 2012, ruang kelas 5

P : What is your name?  
 S : My name is Nara.  
 P : Bagaimana perasaanmu dengan pelajaran tadi?  
 S : Enjoy.  
 P : Kenapa enjoy?  
 S : Gambarnya bagus.  
 P : Ya terus,  
 S : Bisa menambah wawasan.  
 P : Heem, kamu bisa sebutkan apa saja yang tambahawasannya?  
 S : Tempat-tempat umum.  
 P : Ya apa contohnya?  
 S : Beach,  
 P : Beach, terus...  
 S : Mosque, opo eneh yoo, bank..  
 P : Kalau kamu ingin nyimpen uang di mana?  
 S : Bank.  
 P : Kalau pengen belanja?  
 S : Supermarket.  
 P : Kalau pengen ngantar surat?  
 S : Post office.  
 P : Ya oke thank you.

Interview : 6 Januari 2012, ruang kelas 5

P : What is your name?  
 S : Zaimah  
 P : Bagaimana pendapatmu dengan kegiatan tadi?  
 S : Enjoy.  
 P : Kok enjoy kenapa?  
 S : Karena ada gambar-gambar lucu.  
 P : Selama pelajaran tadi apa yang kamu dapatkan?  
 S : Opo yo?  
 P : Yang kita pelajari tadi lho? Tempat umum apa inggrisnya?  
 S : Public places.  
 P : Yaa, contohnya apa?  
 S : Bank, garden  
 P : Garden, kalau kamu pengen sholat di mana?  
 S : Mosque  
 P : Kalau kamu ingin belanja sosis di mana?  
 S : Supermarket.  
 P : Kalau ingin mengirim surat pada temanmu?

S : Post office.  
 P : Kalau pengen membaca buku?  
 S : Library.  
 P : Ya, thank you.

Interview : 6 Januari 2012, ruang kelas 5

P : Peneliti  
 K : Kolaborator

P : Selamat siang.  
 K : Selamat siang.  
 P : How are you today Mr?  
 K : I'm fine too, how about you?  
 P : I am Ok, I am fine, I'm good. Bagaimana pendapat Anda tadi dalam saya mengajar bahasa Inggris di kelas lima dengan gambar tadi?  
 K : Saya kira sudah cukup lancer dan anak-anak sangat antusias dalam pelajaran dan mampu..opo melaksanakan semua aktivitas dengan baik dan saya lihat tadi yang paling mengagumkan ketika mereka harus menulis nama-nama tempat itu. Semuanya rata-rata benar, penulisannya benar.Gitu aja.  
 P : Kemudian ada masalah nggak dalam pelajaran tadi itu?  
 K : Mungkin untuk medianya kalau bias diperjelas saja, walaupun siswa sudah punya media di soal masing-masing. Kalau bias yang dimunculkan di depan itu lebih besar dan jelas, gitu aja.  
 P : O iya-iya  
 K : Nek iso sih, mungkin misal untuk menggunakan teknologi hasilnya kurang, mungkin kalau bias manual. Misal tidak bisa diwarnai yang penting ada ukuran gedhe dan menunjukkan sebuah gedung atau apa, itu.  
 P : Kalau dengan gambar yang kecil itu, kira-kira mempengaruhi atensi siswa apa tidak dalam mengajar tadi?  
 K : Cukup mempengaruhi, kalau misalnya mereka a....,  
 P : Maksudnya atensi?  
 K : Saya kira untuk masalah atensi siswa tadi, e ..cukup menarik untuk medianya, bisa menarik atensi siswa di mana mereka sudah bisa memberi penilaiannya apakah bagi mereka itu bisa dilihat, bisa dimengerti apa tidak. Dan dari pengamatan saya tadi, saya lihat anak-anak cukup bisa terbantu dalam memahami pelajaran yang disampaikan tadi.  
 P : Kemudian, Anda melihat nggak satu siswa atau beberapa siswa yang tidak memperhatikan proses tadi?  
 K : Mungkin beberapa siswa putra, tadi kan pas masnya menjelaskan tadi ada yang ramai ada yang bercanda satu sama lain, cuma nggak semuanya kok. Siswa putra satu apa dua, tapi walaupun ramai begitu setelah itu tetep bisa memperhatikan.  
 P : Kemudian untuk media yang lain, misalnya dalam penempelan itu kira-kira efektif tidak itu, dalam penempelan ke blackboard tadi?  
 K : Kalau menurut saya sih jangan dicantelkan, kalau bisa ditempelkan. Jadi kan apa itu..enak pas nempelnya, gak perlu harus apa namanya itu, dijepit-jepit. Jadi kan ditempel aja langsung plek kan enak, bisa model yang lain juga enak.  
 P : Misalkan ada sesi yang melepas gambarnya lagi, misalnya ada tadi tempatnya digunakan untuk menaruh media itu lho?  
 K : Mungkin setelah ditempel kan bisa dicopot lagi. Misalnya perekatnya kan bisa pakai double tape.

- P : Aku pernah coba, tapi terus jatuh-jatuh itu lho.
- K : Ya, kalau bisa jangan kecil-kecil perekatnya, yang gedhe sekalian tapi jangan satu dua perekat kalau bisa lebih, misalnya kalau sudah tidak bisa merekat lagi bisa perekat yang lain.
- P : Dulu gak nempel-nempel e...
- K : Ya mungkin sebelum ditemplei ya lebih dulu itu bisa dipel atau mungkin dibersihkan dulu itu lapisan kapurnya. Jadikan bisa menempel yang benar. Kalau tidak dibersihkan kan entar apa itu perekatnya itu terkotori oleh kapur, jadi nggak nempel.
- P : Kemudian ada saran-saran untuk minggu depan?
- K : Untuk minggu depan, untuk mediannya itu diperjelas saja, ya mungkin siswa bisa lebih menikmati. Terus eee untuk game, pengelompokan siswa tapi udah jelas.
- P : Ada sedikit trouble, karena ada satu siswa yang tdk berangkat.
- K : Ya mungkin butuh improvisasi saja. Yang selanjutnya opo ya?
- P : Waktunya?
- K : Untuk waktu, sudah efektif. Semua siswa bisa mendapat giliran untuk bermain. Jadi mereka bisa belajar secara efektif. Mungkin untuk eee misalnya tempat duduk siswa bagian depan dipenuhi saja supaya enak. Apa lagi ya? Saya kira itu dulu.
- P : Terima kasih, akan saya perbaiki untuk yang kurang, misalnya tadi yang di depan itu memang kurang besar
- K : Yo pokoke kan misalnya yang tadi yang belakang kurang srek diperbaiki buat yang besok, itu saja.
- P : Ok

Interview : 13 Januari 2012, ruang kelas 5

- P : What is your name?
- S : My name is Nanda.
- P : Pendapatmu gimana tentang pelajaran tadi?
- S : Menyenangkan.
- P : Kenapa?
- S : Karena gambar-gambarnya menarik
- P : Baik, tadi belajar apa saja tadi?
- S : Tanda-tanda.
- P : Inggrisnya apa tanda-tanda?
- S : Signs
- P : Signs, contohnya apa?
- S : No parking, entrance,
- P : Oke, kalau dilarang berenang?
- S : No Swimming.
- P : Dilarang makan dan minum?
- S : No food and drink.
- P : Good, thank you.

Interview : 13 Januari 2012, ruang kelas 5

- P : What is your name?
- S : My name is Wahyu.
- P : Tadi gimana pelajaran bahasa Inggris?
- S : Menyenangkan.
- P : Kenapa kok senang mas?
- S : Karena tentang tanda-tanda.

P : Tanda-tanda itu apa Inggriunya?  
 S : Signs  
 P : Apa? Signs  
 S : Signs  
 P : Coba contohnya ya, e masuk ki apa?  
 S : Entrance  
 P : Entrance yaa, keluar?  
 S : Exit.  
 P : Berhenti?  
 S : Stop.  
 P : Oke, dilarang merokok?  
 S : No smoking.  
 P : Dilarang masuk?  
 S : No entry  
 P : No entry, dilarang bawa anjing?  
 S : No dog  
 P : Ok thank you.

Interview : 13Januari 2012, ruang kelas 5

P : What is your name?  
 S : My name is Nara?  
 P : Gimana pendapatnu tentang pelaajaran bahasa Inggris tadi?  
 S : Menyenangkan.  
 P : Kenapa menyenangkan?  
 S : Karena ada gambar-gambar menarik.  
 P : Tadi selama pelajaran, apa yang kamu dapatkan? Belajar apa?  
 S : Tanda-tanda  
 P : Apa tanda-tanda?  
 S : Signs  
 P : Tadi contohnya apa saja?  
 S : No smoking  
 P : No smoking apa?  
 S : Dilarang merokok  
 P : Terus?  
 S : No swimming?  
 P : Apa No swimming?  
 S : Dilarang berenang  
 P : Kalau dilarang masuk apa?  
 S : No entry.  
 P : Ok, Thanks.

Interview : 13Januari 2012, ruang kelas 5

P : What is your name?  
 S : My name is Rizal  
 P : Tadi gimana pelajarannya Mas Rizal?  
 S : Menyenangkan?  
 P : Senangnya kenapa?  
 S : Ada banyak gambar.  
 P : Tadi belajara apa saja?  
 S : Tentang tanda-tanda

- P : Tanda itu apa bahasa Inggrisnya?  
 S : Signs  
 P : Signs, coba yaa? Dilarang bawa HP apa?  
 S : No mobile phone!  
 P : Bagus, dilarang masuk?  
 S : No entry!  
 P : Bagus, keluar?  
 S : Exit  
 P : Dilarang bawa anjing?  
 S : No dog!  
 P : Ok, thank you mas.

Interview : 13 Januari 2012, ruang kelas 5

- P : Selamat pagi  
 K : Selamat pagi  
 P : How are you today?  
 K : I am fine  
 P : Ok Pak, menurut Bapak gimana tentang implementasi saya tadi?  
 K : Cukup sukses, dimana semua siswa aktif bisa mengerjakan soal sama apa ya...bisa menerima pelajaran dengan baik. Cuma untuk soal listening ada beberapa siswa protes terlalu cepar, kalau bisa ya diperlambat.  
 P : Ya ini implementasi yang terakhir agak cepat.  
 K : Ya cukup sukses.  
 P : Ada kesan-kesan dari kemarin sampai sekarang?  
 K : Kesannya, siswa terbantu pelajarannya di mana mereka tidak belajar seperti biasa yang Cuma memakai mengerjakan tugas, tapi di sini mereka bisa belajar melalui media yang menarik sekaligus permainan yang membuat mereka lebih semangat. Pesannya kalau bisa metode seperti ini bisa digunakan pada pelajaran-pelajaran berikutnya.  
 P : Kira-kira siswa tadi bisa menangkap pelajarannya tidak ya?  
 K : Di mana mereka bisa melihat gambar lumayan besar ukurannya bisa dilihat. Ada gambar yang kecil dan besar tadi, nampaknya bisa dicek kembali di lembar yang mereka bawa.  
 P : terima kasih  
 K : Thank you  
 P : Mungkin itu dulu Pak?

**APPENDIX**

**4**

**FIELD NOTES**

**Keterangan**

KS : Kepala Sekolah  
 G1 : Guru 1  
 G2 : Guru 2  
 P : Peneliti  
 S : Siswa

*Field note 1*

Jumat, 18 November 2011  
 Kondisi Sekolah

Jumat pagi sekitar pukul 06.45 P yang juga guru bahasa Inggris di SD N Sidakan sudah tiba di SD N Sidakan tempat yang akan digunakan P sebagai tempat penelitiannya. Karena masih pagi, guru-guru yang lain belum datang sehingga P sedikit bersantai. Beberapa murid terlihat sedang bermain di dalam kelas dan ada beberapa di halaman sekolah.

SD Sidakan beralamatkan di Sidakan, Banaran, Galur, Kulon Progo, Yogyakarta. Berada di pinggir jalan desa yang menghubungkan antar desa. Terlihat pagar sekolah warna oranye yang mengelilingi sekolah. SD ini cukup besar yang mempunyai enam kelas utama sebagai tempat pelajaran kelas satu sampai enam. Kelas satu sampai tiga terletak di sebelah timur kantor guru. Sedangkan kelas empat sampai enam di sebelah barat kantor guru memanjang dari selatan ke utara. Warna tembok kelas satu sampai enam dibagi menjadi dua warna, kuning pada bagian atas dan hijau pada bagian bawah. Terdapat satu ruang guru, satu mushola, satu perpustakaan, satu UKS, satu kantin dan dapur, dua tempat parkir, lima WC, dan satu gudang. SD N Sidakan juga mempunyai kebun sayur di sebelah barat kantor guru.

Di samping sebelah selatan terdapat sawah yang sangat luas. Sebelah barat, timur dan utara berbatasan dengan pemukiman warga sehingga saat pelajaran berlangsung SD Sidakan sangat kondusif dan tenang.

Staf SD N Sidakan berjumlah 14 orang, terdapat satu kepala sekolah, enam guru kelas, satu guru olah raga, dua guru agama, satu guru SBK, satu guru bahasa Inggris dan satu tenaga kebersihan sekolah. Sementara terdapat juga guru ekstra sekolah, yaitu pengajar Alquran, dua pembina pramuka (satu dari pembina pramuka adalah bapak tenaga kebersihan sekolah).

*Field note 2*

Jumat, 18 November 2011  
 Ruang Guru

Beberapa saat kemudian ada seorang G1 tiba, lalu kita menuju ke ruang guru sekitar pukul 06.47. Sambil menunggu ibu kepala sekolah dan guru-guru yang lain P berbincang-bincang dengan G1. P mengatakan akan melakukan penelitian di SD N Sidakan dan menanyakan jadwal Ujian Akhir Sekolah. G1 mengatakan bahwa UAS akan diadakan tanggal 1 Desember 2011.

Beberapa saat kemudian G2 tiba dan disusul KS. KS SD tersebut adalah Ibu Sumarah, S. Pd. Setelah duduk di tempatnya P menyatakan maksud dan tujuannya untuk melakukan penelitian di SD Sidakan. Beliau pun sangat mempersilahkan. Karena belum

puas dengan jawaban G1, P menanyakan langsung kepada KS tentang UAS SD. Beliau pun menjawab dengan jawaban yang sama yaitu tanggal 01 Desember 2011. Hal ini membuat P agak resah karena rencana yang pakai untuk penelitian berlangsung selama bulan November sampai Desember akhir tidak bisa berjalan. Oleh karena itu P meminta saran kepada kepala sekolah tentang hal tersebut. Beliau pun kemudian memberi masukan untuk melakukan penelitiannya sampai maksimal sebelum tanggal 17 Desember 2011, karena tanggal tersebut adalah hari terakhir semester satu. Sehingga seminggu bisa mengambil data dua kali. Namun hal tersebut harus dibicarakan lebih dahulu kepada guru kelas lima.

Kemudian KS berbicara kepada G2 atau guru kelas lima untuk berkoordinasi dengan P tentang penelitian di kelas lima. G2 sangat mempersilakan P untuk mengambil hari apa saja asal ada pemberitahuan sebelumnya.

### *Field note 3*

Jumat, 18 November 2011

Observasi/Refleksi

P masuk di kelas lima sekitar pukul 08.10 melakukan observasi atau refleksi. Tiba di kelas lima mengucapkan salam *Assalamu'alaikum Warohmatulallahi wa barokatuhu* S menjawab dengan *wa'alaikum Warohmatulallahi wa barokatuhu* dengan ekspresi bermacam-macam. Ada yang semangat ada juga yang biasa saja. Setelah melakukan salam dan serangkaiannya P memberi pemberitahuan bahwa kelas lima akan dipakai untuk penelitian. Beberapa S merespon antusias ada juga yang biasa saja.

P kemudian meminta S untuk bersiap-siap karena akan diadakan wawancara kepada setiap siswa. Sebelum wawancara dimulai terlebih dahulu P membagikan lembar *questioner* kepada semua siswa. Satu siswa tidak berangkat karena ada acara keluarga, untuk itu P menitipkan lembar *questioner* kepada salah satu S untuk diberikan kepada siswa yang tidak berangkat tersebut.

*Questioner* yang dibagi berjumlah 12 bendel sejumlah siswa kelas V. Beberapa siswa masih bingung dalam pengisian *questioner* tersebut. P pun menjelaskan cara pengisiannya. S mengisi dengan sangat antusias atas *questioner* tersebut. Mereka selesai mengisi sekitar pukul 08.45. setelah dikumpulkan semua, S diberi pemberitahuan bahwa setelah pengisian *questioner* ini S akan diwawancarai tiga-tiga. Karena keterbatasan waktu.

S yang berjumlah 12 orang dibagi menjadi empat kelompok. Setiap kelompok terdiri atas tiga siswa. Kecuali kelompok terakhir hanya dua orang karena satu S tidak berangkat. Wawancara yang digunakan P sama dengan isi pada lembar *questioner*, hanya agar lebih autentik dan terpercaya.

Kelompok satu yaitu siswa no urut 1 s.d. 3 (Eka Chandra Setiawan, Dwi Kurniawan, Febri Dyah Ayuhabari), kelompok dua no urut 4 s.d. 6 (Herlambang Pranata Widagda), kelompok tiga no urut 7 s.d. 9 ( Nara Widya, Riko Praswantoro, Wahyu Nur Rahmat) dan kelompok terakhir no urut 10 s.d. 12 (Zaimah Fitri Sholihah, Ersya Setya Priyani

### *Field note 4*

Saturday, 26 November 2011

Ruang Kelas lima

Karena kolaborator yang ditunjuk berhalangan hadir, maka secara mendadak peneliti menghubungi orang lain untuk menjadi kolaborator. Orang yang dihubungi juga



kuliah di jurusan pendidikan bahasa Inggris, jadi tahu tentang pengajaran. Peneliti menghubungi lewat telepon dan untung saja orang yang dihubungi tidak ada jadwal kuliah.

Setiba di tempat penelitian, sebelum implementasi dimulai peneliti dan kolaborator berdiskusi sebentar. Peneliti memberi gambaran apa saja yang kolaborator harus lakukan yaitu mencatat apa saja yang peneliti lakukan, mengamati semua tindakan siswa, dan mendokumentasikan kegiatan tersebut dengan cara menfoto, mensyuting atau merekam kegiatan tersebut.

Field note 5

26 November 2011, Ruang kelas

07.00 – 08.10

Peneliti dan kolaborator masuk ruangan kelas lima jam 07.00. Peneliti kemudian mengucapkan “*Assalamu’alaikum wr wb*” dan “*Good morning class*” kepada seluruh siswa kelas lima, mereka menjawab *wa’alaikumsalam wr wb*, “*Good morning Sir*”. Peneliti melanjutkan dengan ucapan “*How are you today?*” dijawab “*I am fine and you?*”. “*I am OK my darling*. “Apakah kamu tahu artinya *my darling?*” Tidak *Sir*. Artinya adalah kekasihku, ha....haa mereka tertawa.

Selanjutnya Peneliti mengawali pengajarannya dengan menanyakan tentang hewan-hewan yang dimiliki para siswa. “Apakah kalian di rumah punya hewan peliharaan?” ada yang menjawab punya, ada yang menjawab tidak. Seorang siswa berkata “*Saya punya cow Sir?*” Apa *cow?* Sapi *Sir*. Ya betul. Yang lain ada yang punya. Saya punya ayam, apa ayam bahasa Inggrisnya. Mereka diam sejenak, ayam adalah *chicken*. Kemudian mereka berkata serentak *chicken*.

Peneliti kemudian berkata bahwa sekarang kita akan belajar tentang nama-nama hewan. “Siapa yang tahu Inggrisnya hewan?” Satu orang menjawab “*animal*. Ya betul *animal*. “Yok bersama-sama, *animal*”. Mereka semua mengikuti mengucapkan *animal*. Peneliti kemudian menunjukkan poster-poster hewan kartun. Beberapa siswa sudah familier dengan beberapa hewan-hewan yang ditunjukkan, tapi hewan yang lain juga ada yang belum familier. Peneliti menunjukkan poster hewan-hewan tersebut satu per satu. Siswa yang tahu langsung menjawab, walaupun belum benar semua. Dengan dibantu oleh seorang siswa, peneliti melanjutkan menunjukkan poster-poster tersebut. Gambar-gambar hewan yang telah ditunjukkan selanjutnya dipasang di papan tulis. Setelah semua gambar ditunjukkan dan terpasang di papan tulis. Peneliti mulai menyebutkan nama-nama hewan tersebut. Peneliti menyebutkan satu per satu hewan tersebut dengan diikuti seluruh siswa. Peneliti mengulang ulang menyebutkan nama-nama hewan tersebut. Peneliti mengoreksi siswa yang salah dalam pengucapan nama-nama hewan tersebut. Karena di poster-poster itu terempel nama-nama hewan yang masih tertutup kertas, maka ketika mereka berkata nama-nama hewan, peneliti membuka kertas yang menutupinya itu lalu menutupinya lagi. Kemudian peneliti mencoba menunjuk hewan secara acak yang kemudian para siswa menjawab sesuai dengan hewan-hewan tersebut.

Peneliti melanjutkan pengajarannya, siswa diminta untuk maju ke depan satu per satu sesuai nomor urut untuk mencocokkan nama hewan dengan hewan yang bersangkutan dengan cara menempel. Semua siswa betul, hanya satu siswa yang salah menempel, yang seharusnya *camel* ditempel di unta, tapi dipasang di kuda nil, menyadari ketledorannya, ia pun langsung melepas tempelan itu dan memasangnya di tempat yang seharusnya. Setelah semua maju ke depan kelas, peneliti melanjutkan dengan menunjukkan *animals flashcard*. Dengan pelan-pelan peneliti menunjukkan *animals flashcard* yang kemudian semua siswa menjawab dengan semangat. Kemudian peneliti menyepatkan dalam menunjukkan *animals flashcard* siswa pun ikut cepat dalam menjawab.

Sambil membagikan *worksheets* dan *scored card* peneliti memasang semacam *a flannel board* di depan kelas. Peneliti selanjutnya meminta siswa untuk membuka halaman dua. Di halaman dua siswa diminta mengerjakan soal menjodohkan nama hewan dengan hewan yang benar tanpa boleh melihat halaman di atasnya. Para siswa mengerjakan dengan tenang dan antusias, dalam waktu yang sebentar, para siswa telah selesai mengerjakan soal menjodohkan tersebut. Setelah semua selesai, peneliti membahas bersama-sama soal tersebut. Semua siswa betul semua dalam mengerjakan soal tersebut sehingga semua berhak mendapat satu bintang sebagai penghargaan siswa berprestasi. Merekapun menempel tanda bintang itu di *scored card* masing-masing.

Selanjutnya peneliti meminta siswa untuk melihat ke depan, melihat pada papan kuning (semacam *flannel board* tersebut). Peneliti mengajarkan tentang *short answer-question* seperti *What am I? What is this? I am a kangaroo, this is an elephant*. Setelah siswa paham dan tidak bingung lagi, peneliti meminta siswa membuka halaman tiga untuk mengerjakan soal yang baru saja dipelajari. Mereka mengerjakan dengan serius. Setelah siswa selesai mengerjakan, peneliti membahas bersama-sama soal tersebut. Karena salah tulis dan jawaban termasuk dalam kategori salah, jadi hanya ada satu siswa yang betul semua, siswa yang lain ada yang salah satu, dua, ada juga yang salah semua, karena ia tidak melihat contoh, namun hampir semua siswa paham dengan pelajaran tersebut. Siswa yang betul semua mendapat satu bintang.

Peneliti melanjutkan dengan pelajaran mendengarkan cerita. Peneliti meminta siswa untuk membuka halaman tiga, kemudian siswa diminta persiapan. Peneliti meminta siswa untuk memperhatikan apa yang peneliti bacakan, kemudian menulis hewan apa saja yang terdapat dalam cerita tersebut. Beberapa siswa mengalami kesulitan dalam memahami isi cerita tersebut, namun kemudian peneliti membaca dua kali. Setelah selesai peneliti mulai membahas apa yang telah dikerjakan. Terlihat beberapa siswa bisa menangkap apa yang peneliti bacakan, walaupun tidak semua hewan dapat ditulis. Ada yang kurang menulis hewannya ada juga yang salah dalam penulisan nama hewan-hewan tersebut.

Setelah mengerjakan beberapa materi, peneliti mengajak siswa untuk bermain *Pulling Game* yaitu permainan yang dibuat dengan tali pendek kira-kira 30 cm yang diujung tali tersebut dipasang nama hewan. Tali tersebut kemudian digabungkan dengan tali-tali yang lain kemudian diikat. Setelah semua mendengarkan peraturannya, siswa mulai maju satu per satu sesuai nomor urut. Siswa kemudian mencabut satu dari beberapa tali tersebut, kemudian tali yang dipasangi nama hewan tersebut dilepas yang kemudian memilih *animals flash cards* yang tersedia. Nama hewan dan hewan yang bersangkutan kemudian digabungkan lalu dipajang di papan tulis. Game selesai setelah semua siswa maju di depan kelas.

Setelah semua materi tersampaikan, guru menyimpulkan pelajaran yang baru saja dipelajari dengan menyebut nama-nama hewan dan beberapa *answer-question*. Siswa pun merespon dengan menjawab apa yang disampaikan peneliti.

Sebelum pelajaran ditutup, peneliti mengajak siswa untuk menyanyikan lagu *Old Mc Donald*. Karena tidak ditulis liriknya dan belum pernah diajarkan, siswa terlihat hanya mengikuti lirik I A I A O nya saja. Peneliti mengajak siswa untuk menyanyikan lagu tersebut beberapa kali dengan nama hewan yang berbeda *cow, sheep, and duck*. Kemudian peneliti menunjukkan stiker tentang perasaan mereka selama mengikuti pelajaran bahasa Inggris dengan stiker *It is enjoy* bergambar kera kartun tertawa dan stiker *it is boring* dengan gambar kera kartun cemberut. Semua siswa mengambil stiker kera tersenyum.

Peneliti menutup pelajaran dengan mengucapkan *good bye* dan *Assalamu'alaikum wr wb* pada kelas lima. Siswa menjawab dengan *good bye Si r* dan *wa'alaikumsalam wr wb*.

Field note 6  
28 November 2011, Rumah Peneliti  
07.15 – 07.30

Sebelum menuju ke tempat penelitian peneliti dan kolaborator berdiskusi kurang lebih lima belas menit. Peneliti menyapa *Assalamu'alaikum wr wb*, kolaborator menjawab *wa'alaikumsalam wr wb*. Kolaborator berkata “*waw banyak banget barang-barange*. Selanjutnya ia bertanya “*kemarin implementasinya sukses?*” peneliti menanggapi “*Alhamdulillah, kemarin minta bantuan Ibnu sebagai kolaborator pengganti*. Peneliti selanjutnya hanya bercakap-cakap ringan. Peneliti kemudian bertanya “*Nanti sebaiknya bagaimana saya dalam berimplemenatasi?*” Ia berkata “*ya setelah berimplenatasi pak Agung mewawancarai mereka*. “*Kemarin saat implemantasi I, saya mewawancari enam siswa*”, kata peneliti. Kolaborator menanggapi, “*sebaiknya semua siswa diwawancari dengan cara dua-dua atau satu-satu*”. Peneliti berkata “*o ya*”. Terus apalagi,” *pak Agung tanyakan kepada siswa tentang perasaan siswa tentang pelajaran bahasa Inggris yang baru saja di pelajari, dan apakah siswa bertambah pengetahuannya setelah belajar tadi.*” Peneliti menjawab “*o ya*”

Field note 7  
28 November 2011, Ruang kelas  
07.50- 09.00

Peneliti dan kolaborator masuk ruangan kelas lima jam 07.50. Peneliti kemudian mengucapkan “*Assalamu'alaikum wr wb*” dan “*Good morning class*” kepada seluruh siswa kelas lima, mereka menjawab *wa'alaikumsalam wr wb* , “*Good morning Sir*”. Peneliti melanjutkan dengan ucapan “*How are you today?*” dijawab “*I am fine and you?*” “*I am good*” peneliti menjawab. Sementara peneliti menyiapkan media-media yang akan digunakan, siswa ada yang memperhatikan ada juga yang ramai. Setelah siap peneliti mengulang pelajaran yang lalu dengan menunjukkan hewan-hewan yang pernah dipelajari. Peneliti mengucapkan *What animal is this?*(sambil menunjukkan gambar harimau kartun). Semua siswa menjawab *tiger*, namun ada satu siswa yang menjawab *cat*, kemudian cepat-cepat ia memperbaikinya *tiger sir*. Setelah itu peneliti mengajak siswa untuk bernyanyi Old Mc Donald, siswa masih belum bisa bernyanyi, hanya bisa saat suara hewannya, I A I A O dan bertepuk tangan.

Setelah itu peneliti mengajak siswa berpikir tentang hewan dan makanannya. Peneliti bertanya kepada satu siswa “*Chandra kemarin kamu punya cow, makanannya apa? Rumput sir*” Kalau *sheep* apa ? rumput *sir*. Setelah sedikit membuka wawasan siswa peneliti meminta salah satu siswa untuk membantu peneliti memasang poster nama-nama makanan hewan di papan tulis. Siswa antusias melihat poster-poster makanan hewan tersebut. Peneliti menyebutkan nama-nama makanan hewan dan diikuti seluruh siswa. Saat menyebutkan ada seorang siswa yang berulang kali salah menyebut salah satu nama-nama makanan hewan tersebut, yaitu *grass* dibaca apa adanya “*grass*”, kemudian penelitipun mengoreksinya.

Untuk bersantai sebentar, maka peneliti mengajak siswa untuk melakukan *Guessing game* tebak gaya, tebak suara. Siswa maju dan mengambil salah satu *animals flash card* dalam keadaan terbalik. Siswa pertama yang maju agaknya tidak bisa menirukan gerak ataupun suara hewan tersebut, maka ia mengambil gambar ke dua, siswa tersebut mendapat gambar *horse* (siswa lain belum tahu) lalu ia pun memperagakan dan menyuarakannya, seluruh siswa menjawab *horse*. Peneliti bertanya kepada siswa pertama, “*benar gambarnya horse*” benar. Tidak semua siswa maju ke depan hanya beberapa siswa

yang dipanggil berdasar nomor urut secara acak. Selama kegiatan ada siswa yang masih malu-malu untuk memperagakan. Ia bilang”*ora iso sir, isin* dan lain sebagainya. Namun para siswa yang menebak sangat antusias dan permainanpun dapat berjalan dengan baik.

Selanjutnya peneliti meminta siswa menempel gambar hewan ke nama-nama makanan hewan yang sesuai, ada siswa yang masih malu dalam memilih gambar. Setelah kegiatan tersebut peneliti membagikan *worksheet* dan *scored card* kepada siswa. Ada siswa yang bertanya, “*kok gambarnya gak berwarna Sir*”. Peneliti meminta siswa untuk membuka halaman tiga dan mengerjakan soal menjodohkan. Siswa mengerjakan dengan cepat, bahkan ada beberapa siswa yang ingin mengerjakan soal selanjutnya. Setelah semua selesai mengerjakan, peneliti mengoreksi secara bersama-sama. Semua siswa berhasil benar semua, sehingga semua mendapat bintang satu-satu.

Selanjutnya peneliti meminta siswa membuka halaman empat tentang *answer-question*. Peneliti lantas meminta siswa untuk melihatnya sebentar, kemudian peneliti meminta siswa untuk menirukan perkataan guru. “*What is tiger’s food? Tiger’s food is meat*. Semua siswa menirukan dengan suara yang keras. Setelah itu peneliti membagi dua kelompok, kelompok putra sebagai penanya, dan putri sebagai penjawab. Kelompok penanya bernama *zebra* dan penjawab bernama *penguin*. Setelah itu dibalik putra sebagai *penguin* dan putri sebagai *zebra*. Selanjutnya peneliti mengganti subyek hewan pemakan. Yang semula adalah *tiger*, diganti dengan hewan-hewan yang lain. Para siswa pun berpikir untuk jawabannya.

Setelah semua melakukan kegiatan tersebut, peneliti meminta siswa untuk mengerjakan soal tanya jawab terkait dengan dengan kegiatan sebelumnya yaitu hewan – makanannya. Semua siswa mengerjakan dengan tenang. Butuh waktu agak lama dalam mengerjakan soal tersebut karena membutuhkan pemikiran dan penulisan yang agak panjang. Setelah semua selesai, peneliti dan para siswa mengoreksi bersama-sama. Beberapa siswa betul semua ada juga yang salah, namun secara keseluruhan mereka sudah paham tentang hewan dan makanannya.

Untuk lebih bersemangat, peneliti mengajak siswa untuk melakukan *whispering game*. Peneliti membagi keduabelas siswa menjadi tiga tim, 4-4-4, namun ada satu siswa yang tidak mau masuk ke kelompok putri, akhirnya tim dibagi menjadi 3-4-5. Karena melihat permainan ini tidak adil, maka peneliti menyiasatinya dengan mengatur jarak yang berbeda untuk setiap tim. Tim yang paling banyak anggotanya, jaraknya lebih dekat dengan sumber informasi di belakang. Peneliti memberi nama untuk setiap tim, tim 1 adalah *penguin* dengan yel-yel *horay*, tim 2 adalah *monkey* dengan yel-yel seperti suara kera, dan tim 3 adalah *tiger* dengan yel-yel suara harimau. Dalam bermain *game* tersebut siswa sangat antusias, kebanyakan siswa sudah bisa menulis tulisan dalam pesan tersebut, tapi karena buru-buru banyak yang kurang teliti.

Setelah bermain *whispering game*, peneliti melanjutkan dengan praktek tanya jawab di depan kelas. Peneliti membagi keduabelas siswa menjadi enam kelompok. Setiap kelompok terdiri dari dua siswa. Setiap perwakilan kelompok maju ke depan untuk mengambil gambar hewan yang akan dijadikan sebagai bahan percakapan. Setelah mendapatkan gambat hewannya, para siswa mengisi tanya jawab dulu di lembar kerja. Setelah semua siap, peneliti memanggil setiap kelompok secara acak. Setiap kelompok maju ke depan kelas dengan semangat. Dengan tanpa catatan, mereka melakukan tanya jawab dengan benar.

Peneliti melanjutkan dengan pelajaran mendengarkan cerita. Peneliti meminta siswa untuk membuka halaman lima. Peneliti meminta siswa untuk memperhatikan apa yang peneliti bacakan, kemudian menulis hewan dan makanannya yang terdapat dalam cerita tersebut. Beberapa siswa mengalami kesulitan dalam memahami isi cerita tersebut, namun kemudian peneliti membaca dua kali. Setelah selesai peneliti mulai membahas apa

yang telah dikerjakan. Satu siswa yang berhasil menjawab semua jawaban dengan benar sehingga sebagai penghargaan peneliti memberi dua bintang sekaligus sedangkan yang salah satu mendapat bintang satu .

Setelah semua materi tersampaikan, guru menyimpulkan pelajaran yang baru saja dipelajari dengan menyebut nama-nama hewan dan nama makanannya serta beberapa *answer-question*. Siswa pun merespon dengan menjawab apa yang disampaikan peneliti. Tak lupa menanyakan perasaan setiap siswa dalam pelajaran yang baru saja dipelajari. Peneliti menunjukkan dua amplop, amplop *enjoy* dan amplop *boring*. Semua siswa mengampil stiker dalam amplop *enjoy* dan menempelnya di *-eeling box* yang telah tersedia di work sheet.

Peneliti menutup dengan mengucapkan *thank you* dan *bye-bye*. Mereka menjawab *bye-bye sir*. Ada siswa yang bilang “*sir* waktunya masih banyak, setengah jam kurang sepuluh menit”. Peneliti menjawab “waktunya sudah selesai, lain kali lagi”. Di akhiri *wa’alaikumsalam wr wb*.

Field note 8

6 Januari 2012, Halaman Sekolah

06.55- 07.00

Sebelum melakukan penelitian ke tiga, peneliti dan kolaborator bincang-bincang sebentar tentang penelitian tersebut. “*Wah barang iki dadi perhatian wong liwat*” (sambil menunjukkan ke arah *direction kid*) kata peneliti. Kolaborator berkata, “*lha iyo*”.

Peneliti memberitahu cara mengoperasikan kamera yang akan dipakai penelitian nanti. “*Dadi iki engko temane tentang public places, senajan aku penelitiane nggo gambar, engko ono game barang*” kata peneliti. “*Yo ra popo game piye, neng njobo po njero ruangan, game sing termasuk motorik barang,*” kata kolaborator. “*Game neng njero ruangan, lha whispering game je, neng njero ruangan cukup,*” kata penliti.”

Field note 9

6 Januari 2012, Ruang Kelas

08.10- 09.30

Peneliti dan kolaborator masuk ke ruang kelas sekitar pukul 08.10. Peneliti kemudian mengucapkan “*Assalamu’alaikum wr wb*” dan “*Good morning class*” kepada seluruh siswa kelas lima, mereka menjawab *wa’alaikumsalam wr wb* , “*Good morning Sir*”. Peneliti melanjutkan dengan ucapan “*How are you today?*” dijawab “*I am fine and you?*”. “*I am OK my darling*. “Apakah kamu tahu artinya *my darling?*” Siapa tahu artinya? Tidak *Sir*. Artinya adalah kekasihku, ha...haa mereka tertawa. Peneliti mengenalkan kolaborator baru kepada siswa, karena kolaborator yang dulu berhalangan hadir. Beberapa saat kemudian peneliti menyiapkan media yang akan ia pakai. Siswa terlihat senang dengan media yang akan digunakan.

Peneliti kemudian memberitahukan bahwa topik hari ini adalah tentang tempat-tempat umum. “Tempat umumnya bahasa inggrisnya adalah *Public places*” kata peneliti kepada siswa. Ia bercerita tentang tempat-tempat umum yang sering siswa temui sebelum membahas pelajaran hari ini. Kata peneliti, “kalau kita pergi ke Yogyakarta, kita akan menjumpai tempat-tempat umum apa saja?” Ada apa saja?” (siswa diam, mungkin belum pernah ke Jogjakarta). “Ada bank, kantor pos, sekolah museum dan lain sebagainya” kata peneliti. Seorang siswa diminta membantu peneliti untuk memasang poster tempat-tempat

umum yang akan diperlihatkan kepada siswa lain. “Saya minta bantuan satu siswa untuk membantu memasang poster,” peneliti berbicara. Para siswa benyahun? Chandra pak?! (siswa yang bersangkutan memang selalu sebagai sukarelawan pada penelitian sebelumnya). Peneliti selanjutnya menunjukkan poster-poster tersebut satu per satu. Karena para siswa belum tahu bahasa Inggrisnya, mereka menjawab dengan bahasa Indonesia. Sambil menunjukkan poster, peneliti berkata “Gambar apa ini?” “Bank” (siswa). “Ini”? “Rumah sakit” (jawab siswa) dan selanjutnya sampai selesai. Setelah semua poster ditunjukkan dan dipasangkan di papan tulis, siswa diajak untuk menirukan peneliti mengucapkan tempat-tempat umum itu dalam bahasa Inggris. Semua siswa menirukan apa yang telah peneliti sampaikan. Pengucapan tempat-tempat umum tersebut dilakukan sebanyak tiga kali putaran. Setelah itu, mereka mengucapkan sendiri pada poster yang peneliti tunjuk. Saat sampai pada gambar *Hospital* beberapa siswa salam dalam pengucapannya. *Hospital* dibaca apa adanya bukan “hospitel” . Peneliti pun segera membenarkan ucapan mereka.

Setelah kegiatan di atas, peneliti melanjutkan dengan menunjukkan flashcard kepada siswa. Flashcards tersebut diperlihatkan kepada siswa secara acak, siswa menyebut nama pada flashcard yang ditunjukkan. Pertama-tama flashcards ditunjukkan pelan-pelan, kemudian semakin lama dipercepat. Para siswa menjawab dengan bersemangat dan benar. Peneliti selanjutnya meminta setiap siswa mengambil satu dari flashcards tersebut secara acak dengan posisi terbalik. Siswa kemudian menjawab nama tempat umum yang telah dipilihnya. Semua siswa benar walaupun ada seorang siswa yang agak lama menjawabnya. Ia mendapat kartu bergambar *church*. Akhirnya setelah berfikir cukup lama, ia bisa menjawabnya dengan sedikit bantuan peneliti.

Materi selanjutnya adalah membahas tentang arah mata angin atau *direction*. Para siswa diminta untuk melihat ke papan tulis yang telah dipasang arah mata angin. Arah mata angin tersebut telah diberi tulisan pada tiap-tiap arah untuk memudahkan siswa menangkap materi. Dimulai dari arah utara, North – Northeast – East – Southeast – South – Southwest – West – Northwest, peneliti membacanya yang kemudian diikuti oleh para siswa. Siswa diminta menyanyikan lagu arah mata angin waktu TK dahulu. Sambil menunjuk arah dari arah timur, peneliti memancing mereka bernyanyi “Timur, tenggara, selatan, baratdaya, barat, barat laut, utara, timur laut”. Semua siswa bernyanyi lagu tersebut. Lagu itu diulang beberapa kali, yang selanjutnya peneliti sambil menunjuk arah *east*, ia tetap menyanyikan lagu yang tadi dengan bahasa Inggris. Pelan-pelan siswa menyanyikan lagu tersebut dengan bahasa Inggris seperti yang dinyanyikan peneliti. Tetap bernyanyi, peneliti memberi instruksi “Indonesia”! yang berarti siswa harus bernyanyi dalam bahasa Indonesia. Mereka segera merubah lagu tadi dari bahasa Inggris ke bahasa Indonesia. Peneliti memberi instruksi lagi, “Inggris!” segera mereka merubah liriknya ke dalam bahasa Inggris. Hal tersebut diulang beberapa kali, sampai dirasa cukup. Semua siswa aktif dan bersemangat menyanyikan lagu tersebut.

Peneliti selanjutnya membagikan *worksheet* kepada siswa. Mereka diminta untuk membuka halaman tiga. “Buka halaman tiga, *open page three please!*” pinta peneliti. Mereka segera membuka halaman tiga. “Sudah ketemu halaman tiga?” kata peneliti. “Sudah sir” jawab para siswa. “Kalau sudah, kerjakan soal menjodohkan dan mengisi yang ada pada halaman itu!” perintah peneliti. Mereka mengerjakan soal tersebut dengan semangat dan serius. Sekitar lima menit mereka telah selesai mengerjakan soal tersebut. Karena semua siswa telah selesai maka peneliti mengoreksi soal tersebut secara bersama-sama. Semua siswa betul semua dalam mengerjakan soal tersebut, sehingga mereka mendapat satu stiker bintang untuk setiap siswa. Mereka langsung menempelkan stiker itu pada *scorecard* dengan bahagia.

Materi selanjutnya adalah pelajaran *listening*. Siswa diminta mendengarkan perintah dari peneliti, “lihat pada halaman tiga dibawah soal yang tadi!” Siswa kemudian memcermati perintah pada halaman tersebut. Peneliti berkata, “saya akan membacakan tentang sebuah cerita, nanti kalian menulis nama orang dan tempat-tempat umum yang bisa kalian dapat dari cerita tersebut!”. “Ya sir, tapi pelan-pelan saja ya” siswa menanggapi. “Ya nanti saya akan membacanya dua kali, jadi dengarkan baik-baik.”kata peneliti. Siswa antusias mendengrkan cerita yang peneliti bacakan. Terlihat siswa tenang dan terkadang bilang “apa sir ulangi!” Setelah dua kali pembacaan cerita tersebut, siswa menyusun jawaban beberapa menit, peneliti berkata, “Have you finished?” “Belum “. Setelah semua selesai. Peneliti menulis jawabannya di papan tulis, sementara siswa sibuk mengoreksi pekerjaannya masing-masing. Beberapa siswa yang bisa menjawab dengan benar seluruhnya, sehingga mereka mendapat stiker bintang lagi.

Peneliti selanjutnya memasang sebuah peta di papan tulis yang sama pada worksheet. Ada siswa yang komentar, *kok gambare cilik*”. Peneliti meminta membuka halaman empat. Siswa diminta melihat peta pada lembar kerja masing-masing. Di sana siswa akan melihat sebuah peta dan percakapan. Peneliti memberi contoh percakapan tentang penunjukan tempat-tempat umum pada peta. A: “Where is the bank?” B: *The bank is in the west of hospital or the bank is in the north of the garden or the bank is in the northwest of the museum*” kata peneliti. Siswa kemudian diminta mengerjakan soal di bawahnya seperti pada contoh. Siswa hanya diminta mengisi salah satu saja jawabannya tidak usah semua jawaban ditulis. Ada beberapa siswa yang masih bingung bagaimana cara mengerjakannya. “*Piye tho iki*” kata siswa, “*hoooh piye tho mah bingung*” kata siswa lain. Peneliti mengulangi lagi perintahnya dan menghampiri siswa yang masih belum jelas. Mereka mengerjakan soal tersebut dengan antusias. Beberapa menit mereka mengerjakan sampai akhirnya mereka selesai. Peneliti mengajak siswa untuk melihat jawaban masing-masing dan mengoreksinya. Para siswa aktif membacakan jawabannya masing-masing. Pengucapan mereka cukup baik pada setiap jawaban.

Selanjutnya peneliti mengajak siswa untuk bermain *WHISPERING GAME*. Karena satu siswa tidak berangkat, maka hanya terdapat sebelas siswa. Kelompok dibagi menjadi dua 5-5, sementara satu siswa sebagai asisten peneliti. Dalam bermain game ini, mereka sangat antusias, mereka saling berkompetisi menjadi yang tercepat.

Setelah game ini berlangsung, kegiatan selanjutnya adalah *role-play*. Peneliti membagi siswa kedalam 6 pasang/kelompok. Satu siswa yang tidak mendapat pasangan, berpasangan dengan peneliti. Sebelum mereka maju ke depan kelas, mereka diminta mengerjakan soal *role-play* tersebut. *Role-play* atau *short-answer* yang mereka sampaikan adalah tentang penunjukan tempat seperti pada contoh dengan berdasar peta yang sama. Perwakilan siswa mengambil gambar yang akan dijadikan sebagai obyek pertanyaan ke peneliti. Setelah semua siswa mengambil gambar tempat-tempat umum itu, mereka bersama teman kelompoknya mengerjakan *short-answer* tersebut. Setelah semua selesai mengerjakan soal tersebut, siswa dipanggil untuk maju ke depan kelas melakukan *role-play*. Semua siswa melakukan tugas tersebut dengan baik tanpa ada yang menolak dan enggan walau masih sedikit malu dan lupa jawabannya.

Setelah selesai semua materi, peneliti menyimpulkan atau mengulas kembali pelajaran yang telah dipelajari dengan melontarkan pertanyaan-pertanyaan kepada siswa. Semua siswa menjawab pertanyaan dari peneliti dengan semangat. Peneliti menutup kelas dengan *bye-bye* dan *thank you, Assalamu’alaikum wr wb*. Mereka menjawab “*bye-bye sir wa’alaikum salam wr wb*.” Tak lupa peneliti menanyakan perasaan mereka selama pelajaran tadi yang disimbolkan dengan stiker *feeling of enjoyment* atau *feeling of boring*. Semua siswa mengambil *feeling of enjoyment* sticker.

Field note 10  
13 Januari 2012, Halaman Sekolah  
07.00- 07.05

Peneliti dan kolaborator agak terlambat datang ke sekolah karena ada sedikit hambatan. Sebelum melakukan penelitian keempat, peneliti dan kolaborator melakukan pembicaraan terkait dengan penelitian nanti. Peneliti berkata, "mau mangkat jam piro kok mondo awan." Mau mangkat jam enem, soale aku garap revisi e," kata kolaborator. "O ra masalah," peneliti berkata.

"Dadi penelitianku engko tentang SIGNS bos,. unit ke dua seko sing tak implementasike kemarin," usulmu sing cantelan diganti double tape wingi wes tak coba neng gampang copot je, dadi tetep nganggo centelan wingi, terus permainanne jenenge chain ball/uncal bal kata peneliti. "OK sing penting ora copot-copot" kata kolaborator.

"Ya uwis aku ta ngajar sikik kelas IV," kata peneliti. "O ya aku meh ngarap revisi sikek, aku engko di call wae nek wes lekas." Kata kolaborator.

Field note 11  
13 Januari 2012, Halaman Sekolah  
08.10 – 09.30

Peneliti dan kolaborator masuk ke kelas lima sekitar pukul 8.10 beberapa siswa masih terlihat ramai dan belum siap menerima pelajaran. Sebelum di mulai peneliti mengkondisikan kelas terlebih dahulu dengan berkata, "Hai pelajaran akan kita mulai jangan ramai, Chandra, Riko *shit down*!" Setelah agak tenang peneliti memulai pelajarannya. Pelajaran dibuka dengan ucapan salam "Assalamu'alaikum wr wb di lanjutkan dengan *good morning class, how are you today?*" kata peneliti. Siswa menjawab, "Wa'alaikum salam wr wb, good morning sir, I am fine and you?" I am good "peneliti kembali menjawab. Peneliti memberi instruksi, "clap one!" (*students clapped one clapping*), "clap two!" ( *students clapped two times* ), "clap three!" (*students clapped three times*), "clap zero!" ( *students did not clap but two students, they laughed*), "clap one!" (*students clapped one clapping*).

Peneliti memberitahukan kepada siswa bahwa pelajaran yang akan dibahas adalah tentang tanda-tanda tempat umum. Seorang siswa berkata, "wah angel e." Peneliti bercerita tentang sebuah tempat di kota, kemudian ia memancing siswa untuk menyebutkan tanda-tanda umum yang mungkin ada di sana. Para siswa mulai menyebut tanda-tanda yang ia ketahui, ada yang bilang, "dilarang parkir, dilarang buang sampah sembarangan." Peneliti memerikan contoh tempat lain, "kalau dirumah sakit biasanya apa tanda yang digunakan?" "dilarang merokok" siswa menjawab. "Baiklah tanda-tanda umum dalam bahasa Inggris adalah SIGNS (*sains*)," kata peneliti. Siswa menirukan "sains". Diulangi lagi SIGNS, sains siswa menirukan.

Seperti biasa peneliti meminta satu siswa untuk membantunya, Chandra langsung maju karena sudah biasanya yang diminta membantu. Peneliti menunjukkan poster signs satu per satu kepada siswa dan menempelkannya ke papan tulis. Siswa langsung menanggapi terhadap gambar yang peneliti tunjukkan namun masih dalam bahasa Indonesia dan memang peneliti belum meminta mereka untuk menyebutkan gambar-gambar tersebut dalam bahasa Inggris. Terlihat beberapa siswa membikin gaduh, peneliti langsung memberi aba-aba, "stand up!" siswa buru-buru berdiri, *shit down!*" siswa dengan semangat duduk cepat-cepat. "clap your hands!" siswa dengan cepat bertepuk tangan, *clap the table!*" siswa memukul meja masing-masing, "clap the wall!" siswa bingung apa wall,



lalu peneliti memberi kode ke arah tembok, siswa menepuk tembok kelas bersama-sama. Setelah keadaan kembali tenang, peneliti melanjutkan dengan membahas gambar-gambar yang ditunjukkan tersebut dengan bahasa Inggris. Gambar-gambar yang dipajang di papan tulis tersebut diucapkan beberapa kali oleh siswa. Untuk mengecek kemampuan siswa, peneliti menunjuk dua siswa secara acak untuk menyebutkan nama signs sesuai dengan signs yang ditunjuk oleh peneliti. Siswa antusias dalam menyebutkan gambar-gambar tersebut.

Selanjutnya peneliti menunjukkan *flashcards* tentang signs kepada siswa. *Flashcards* tersebut diperlihatkan satu per satu kepada siswa, siswa merespon dengan baik, mereka menjawab sesuai dengan gambarnya. Pertama kali *flashcards* tersebut ditunjukkan pelan-pelan kemudian dibuat cepat-cepat supaya siswa juga cepat dalam menjawabnya. Setelah itu, peneliti membagikan *flashcards* tersebut kepada siswa, satu *flashcard* untuk satu siswa. Setelah semua mendapatkan *flashcard*-nya masing-masing yang cara penyerahannya kartu itu secara acak tertutup, peneliti menerangkan aturan kegiatan ini. Peneliti berkata, "jadi nanti saya akan menyebutkan tanda umum dalam bahasa Indonesia, siswa yang merasa tanda umumnya saya sebut langsung angkat tangan dan menyebutkannya dalam bahasa Inggris dan menyerahkan kartu tersebut kepada saya." Semua siswa aktif dan bersemangat dalam kegiatan ini.

Selanjutnya peneliti membagikan lembar kerja/*worksheet* pada siswa. Siswa diminta untuk membuka halaman dua dengan berkata, "open page two please!" Siswa segera membuka halaman dua, walau beberapa siswa terlihat membuka-buka halaman yang lain. Peneliti menegur siswa yang bersangkutan, "jangan buka halaman lain, lihat halaman dua" siswa kembali ke halaman dua dan melihat isi materi tersebut. Pada halaman dua kalian akan diminta mengerjakan soal menjodohkan, *Matching the name of signs with the meaning correctly!*" kata peneliti. Silahkan kerjakan dengan hati-hati, kata peneliti. Para siswa bersemangat mengerjakan soal tersebut sampai kelas sangat tenang. Setelah beberapa kurang lebih 2 menit, peneliti bertanya, "Have you finished?" Beberapa siswa menjawab belum, ada juga yang diam saja. Peneliti menerangkan, "kalau kalian ditanya *have you finished?*" jawabnya kalau sudah *yes, I have finished/yes*, kalau belum *Not yet/no*. Coba sekarang dengar ini, *have you finished?*" "No", kata siswa. Selesai mengerjakan, siswa diminta menukarkan pekerjaannya kepada teman yang lain. Peneliti mengoreksi soal tersebut di depan kelas secara bersama-sama. Siswa aktif menyebutkan nama atau jawabannya. Semua jawaban siswa benar semua sehingga masing-masing siswa mendapat bintang penghargaan untuk ditempel di *scored card*.

Kegiatan selanjutnya adalah berlatih melafalkan kalimat pendek berupa tanya jawab. Pertama-tama peneliti melafalkan sebuah Tanya jawab singkat tentang tanda-tanda umum, ada sebuah tanda rokok disilang, *what does the sign mean?* Siswa mengikuti mengucapkan kalimat itu setelah peneliti. Pembacaan kalimat kedua, yaitu tentang jawabannya, *the sign means no smoking*, siswa kemudian mengikuti. Kegiatan diulang beberapa kali, siswa putra bertanya, siswa putri menjawab, begitu juga sebaliknya. Siswa antusias terhadap kegiatan tanya jawab ini. Setelah siswa mengerti langkah-langkah bertanya dan menjawab, siswa diminta membuka halaman tiga, *open page three please!*" peneliti meminta. Siswa segera membuka halaman tiga di mana terdapat beberapa tanda umum belum diketahui maknanya. Mereka diminta untuk mengerjakan soal tersebut sesuai dengan yang telah dibahas dan sesuai contoh. Setelah beberapa menit, mereka telah selesai dengan dengan jawabannya, maka seperti sebelumnya, jawaban mereka ditukar dengan siswa lain. Untuk mengoreksi soal ini, beberapa siswa dipanggil untuk mengerjakan ke depan berdasar nomor presensi secara acak. Terlihat beberapa siswa putra bercakap-cakap membicarakan jawaban yang benar, satu – dua orang berusaha menanyakan jawaban yang benar kepada peneliti. Siswa aktif dalam mengerjakan dan

menjawab soal di depan kelas. Beberapa siswa berhasil mengerjakan soal dengan benar sehingga mendapat bintang penghargaan kembali.

Permainan menebak gambar digunakan peneliti untuk menambah semangat siswa. Permainan ini bernama chain ball atau menebak gambar dengan media flashcard dan sebuah bola. Sebelum permainan dimulai, peneliti menerangkan terlebih dahulu aturan permainan tersebut. Siswa dibuat melingkar dengan jarak yang tidak terlalu dekat. Semua siswa akan mendapat flashcard untuk dirahasiakan (teman yang lain tidak boleh tahu). Setelah semua mendapat flashcard yang dibagikan secara tertutup oleh peneliti, siswa menyimpan gambar tersebut dalam saku. Peneliti member contoh untuk pertama kalinya, ia melemparkan bola ke arah seorang siswa. Peneliti kemudian mengucapkan tanda dalam bahasa Indonesia. Peneliti mengucapkan, “dilarang merokok!” Siswa yang menangkap bola menjawab, “*No smoking*.” Selanjutnya siswa yang dilempar bola tadi melempar ke arah siswa yang lain dengan bebas dengan menyebutkan tanda dalam bahasa Indonesia, siswa yang mendapat bola lantas menjawab dengan bahasa Inggris. Siswa melempar selanjutnya menunjukkan gambar yang ia bawa kepada seluruh kelas untuk dijadikan sebagai bukti bahwa jawaban teman penangkap bola benar. Permainan selesai setelah semua mendapatkan giliran melempar dan menangkap bola. Siswa antusias dan semangat dalam permainan ini. Mereka mampu menyebutkan jenis tanda dengan baik.

Peneliti kemudian membagi sebuah flashcard kepada keenam kelompok. Kelompok sebelumnya dibentuk berdasarkan nomor urut, 1 dan 2, 3 dan 4 sampai 11 dan 12. Setiap kelompok bertugas mengerjakan *short answer-question* dilembar kerjanya sesuai dengan gambar yang mereka peroleh. Setelah semua mengerjakan tanya jawab itu, mereka diminta menghafalkannya dan mempraktekkannya di depan kelas dengan pasangannya. Semua siswa bersemangat dan aktif mengerjakan perintah peneliti. Setelah mereka siap, peneliti memanggil per kelompok untuk praktek speaking di depan kelas. Semua siswa mampu bertanya dan menjawab sesuai dengan perintah peneliti.

Materi selanjutnya adalah pelajaran *listening*. Siswa diminta mendengarkan perintah peneliti, “*open page three please!*” Siswa kemudian memcermati perintah pada halaman tersebut. Peneliti berkata, “saya akan membacakan tentang sebuah cerita, nanti kalian menulis nama orang dan tempat-tempat umum yang bisa kalian dapat dari cerita tersebut!”. Setelah dibacakan cerita tersebut beberapa siswa protes untuk tidak terlalu cepat dalam membacakan cerita tersebut. Peneliti pun membacakan cerita itu dengan pelan pelan sebanyak dua kali. Siswa antusias mendengarkan cerita yang peneliti bacakan. Terlihat siswa tenang dan terkadang bilang “apa sir ulangi!” peneliti berkata, “Have you finished?” “Belum “. Setelah semua selesai. Peneliti menulis jawabannya di papan tulis, sementara siswa sibuk mengoreksi pekerjaannya masing-masing. Siswa aktif dan antusias dalam kegiatan mendengarkan ini. Beberapa siswa berhasil benar semua dan mendapatkan bintang penghargaan.

Pada akhir pelajaran, peneliti menyimpulkan materi yang telah kita dibahas. Sebelum ditutup peneliti menanyakan perasaan mereka selama pelajaran apakah senang (*enjoy*) atau bosan (*boring*). Peneliti menyiapkan dua amplop yang berisi stiker *feeling of enjoyment* dan *feeling of boring*, semua siswa mengambil amplop *feeling of enjoyment* yang kemudian ditempel pada halaman terakhir lembar kerja mereka. Pada pertemuan terakhir ini peneliti meminta siswa untuk menghitung bintang yang telah mereka dapatkan selama empat kali pelajaran. Siswa yang berhasil juara satu adalah siswa yang berhasil mendapatkan bintang terbanyak. Disusul oleh juara dua dan tiga. Mereka mendapatkan hadiah, sementara siswa yang lain juga mendapat hadiah yang lain. Selanjutnya peneliti mengucapkan salam “*Assalamu’alaikum wr wb, good morning class,*” *thank you*. Siswa menjawab “*wa’alaikumsalam wr wb, good morning sir*”.

# **APPENDIX**

## **5**

### **LESSON PLANS**

## LESSON PLAN I

**Class/Semester** : V/ 1  
**Day and date** : Saturday ,26November2011  
**Subject** : English  
**Duration** : 2x35 minutes  
**Theme** : Let's talk about animals  
**Standard**  
**Competence** Speaking : *Mengungkapkan instruksi dna informasi sangatSederhana dalam konteks sekolah*

**Basic Competence:** Speaking:Bercakap-cakap untuk menyertai tindakan secara berterima yang melibatkan tindak tutur,**memberi informasi**,menberipendapat, danmemintakejelasan

**Indicators:**

1. Speaking:
  - a. Children can mentionthe name of animals
  - b. Children can respond to the questions about animals

### A. Learning Objectives:

The students are able to practice four skills of English of the lesson about animals

### B. Language Focus

Vocabulary:

- Animal;
  - cat, tiger, snake, horse, rabbit, frog, camel, penguin, lion, elephant, shark, zebra, donkey, sheep, kangaroo, eagle, monkey, hippo
- Expression:
  - What am I?
  - I am a cat
  - This is a cat
  - This is a black cat

### C. Teaching Learning Process

#### 1. Opening Activities

- a. The researcher greets the students,
- b. The reseacher asks about their feeling
- c. The reseacher the students about animal.

#### 2. Doing Activities

- a. Introduction of some animals
  - Reseacher shows poster of animals put on blackboard
- b. Looking at the pictures of animals
  - Students look at the animals poster on blackbaord

- c. Listening and repeating names of the animals with correct pronunciation
  - Reseacher says ababout those animals
  - Students follow saying like what reseacher saying
  - Students repeat names of animals fluenly
- d. Pointing the animals and saying theirs names loudly
  - Reseacher points the pictures one by one then it is imitated by students
- e. Matching the name of animals with the each animal correctly
- f. Repeating the answer-question
- g. Listening to animal story

One day Ruri went to the zoo. It was her first time visiting at this place. Shewent with her family. The zoo was not so far from her home.

There she was surprised. She looked at many animals. Some of them were very funny and the other were so scared. The funny animals were like rabbits, monkey, horse, donkey, kangaroo, penguin and so on. Then she saw scared animals like tiger, lion, eagle, snake and shark.

Ruri was so happy. She wanted to visit again one day.

- h. Guessing the animals
- i. Asking their friends about name of animals
- j. Playing pulling game
  - Reseacher shows some of word cards that on the top of card is attached by string. The word card is name of animals in English language
  - Students go to the in front of class one by one. They will choose then pull the one string card.
  - The card pulled must be stickedto the fix picture available on the board.
  - It will continue until end.
- k. Singing Old Mc Donald song

### 3. Closing Activities

- a. The researcher concludes the topic today,
- b. The researcher asks to the student about their feeling of the topic today and stick students' feeling to the feeling box,
- c. The researcher closes the lesson by saying "Thank You" and "Good Bye". The researcher say greeting to them" *Assalamu'alaikum Wr wb*

**D. Source** : materi yang relevan dengan pelajaran

**E. Media** : animals' poster, a flannel board, animals' name cards, animal flash cards, string animals

Yogyakarta, November 2011

Principal

Researcher

Sumarah, S. Pd

Agung Sutopo

## LESSON PLAN II

**Class/Semester** : V/ 1  
**Day and date** : Monday ,28 November2011  
**Subject** : English  
**Duration** : 2x35 minutes  
**Theme** : What does the tiger eat?

### Standard Competence

Speaking : *Mengungkapkan instruksi dna informasi sangat Sederhana dalam konteks sekolah*

### Basic

#### Competence:

Speaking: Bercakap-cakap untuk menyertai tindakan secara berterima yang melibatkan tindak tutur, **memberi informasi**, menberipendapat, dan memintakejelasan

#### Indicators:

1. Speaking:
  - a. Children can mention the foods of animals
  - b. Children can tell the foods of animals

### A. Learning Objectives:

The students are able to practice four skills of English of the lesson about foods of animals

### B. Language Focus

Vocabulary:

- Food of Animal;  
Grass, leaves, meat, insects, fruits, fish
- Expression:
  - It is meat
  - What is tiger's food ?
  - The tiger's food is meat

### C. Teaching Learning Process

#### 1. Opening Activities

- a. The researcher greets the students,
- b. The reseacher asks about their feeling
- c. The reseacher the students about animal.

#### 2. Doing Activities

- a. Singing Old Mc Donald

- b. Introducing to foods of animals
  - Reseacher shows poster of animals put on blackboard
  - Reseacher shows flash card of foods of animals
- c. Looking at the pictures of animals
  - Students look at the animals poster on blackbaord
  - Students look atflash card of foods of animals
- c. Listening and repeating names of the animals with correct pronunciation
  - Reseacher says ababout those animals and their foods
  - Students follow saying like what reseacher saying
  - Students repeat names of animals fluently
- d. Pointing the animals and saying theirs names loudly
  - Reseacher points the pictures one by one then it is imitated by students
- e. Playing Guessing Game
  - Reseacher prepares cartoon flash cards.
  - Every page is printed by picture of animal
  - Students in front will act, make its animal's sound, or other clues so that stundents at the class can guess what animal is.
- f. Matching the name of animals with the foods of animal correctly
- g. Repeating the answer-question
- h. Playing WhisperingGame
  - Reseacher devides twelve students into three teams
  - Every teams contents three - five students
  - Every team makes a line at the two sides and middle of the class
  - Every student in the back of every team being a mediator
  - The mediators come to the reseacher to see what reseacher shows
  - Then the mediators come back to the team and whisper the message to the next student until first student
  - First students run to the blackboard and write what they get
- i. Students practice answer-question
  - Reseacher will point pair by pair to go to in front of the class.
  - Reseacher will show a picture of animals
  - Students will do the answer-question like the example on the lesson paper.
- j. Listening to animal story
 

In the beautiful morning, there are two children Agis and Dodo talking about animals' food.

They are talking about animals' food that animals love it. Agis says "What is snake's food?". Dodo answer " meat". How about tiger, tiger is meat too. Then what is Penguin's food Dodo. It is fish. Elephant? Elephats eat leaf, frog? Frogs eat insect, Monkey? Monkey love fruits.

Ok Dodo let's go to the zoo seeing that animals.
- k. Old Mc Donald songs

### 3. Closing Activities

- a. The researcher concludes the topic today,

- b. The researcher asks to the student about their feeling of the topic today, and stick students' feeling to the feeling box
- c. The researcher closes the lesson by saying "Thank You" and "Good Bye". The researcher say greeting to them" *Assalamu'alaikum Wr wb*

**D. Source** : materi yang relevan dengan pelajaran

**E. Media** : animals' poster, animals's food posters, a flannel board, animals' food cards, animal flash cards,

Principal

Sumarah, S. Pd

Yogyakarta, November 2011  
Researcher

Agung Sutopo  
NIM. 04202244041



### LESSON PLAN III

**Class/Semester** : V/ II  
**Day and date** : Friday,6 January2012  
**Subject** : English  
**Duration** : 2x35 minutes  
**Theme** : Show me the way

#### Standard Competence

Speaking : *Mengungkapkan instruksi dna informasi sangat Sederhana dalam konteks sekolah*

#### Basic

**Competence:** Speaking:Bercakap-cakap untuk menyertai tindakan secara berterima yang melibatkan tindak tutur,**memberi informasi**,menberipendapat, danmemintakejelasan

#### Indicators:

Speaking:

- a. Children can name some public places
- b. Children can express the position of the places
- c. Children can say the names of public places

#### A. Learning Objectives:

The students are able to practice four skills of English of the lesson about public places

#### B. Language Focus

Vocabulary:

- Public places;  
mosque, bank, , library, school,hospital,beach, garden,museum  
supermarket,post office, church
- Direction;  
north, west,south,east, northeast, southeast,south, west,northwest
- Expression:
  - This is a bank
  - Where is the bank
  - The bank is in the west of the school.

**C. Source** : Fun and Easy English Activities for Indonesian Schools by Marsue Ferguson,Materi yang relevan dengan pelajaran

**D. Teaching Technique : PPP**

**E. Media** :Public places' poster, public places' name cards,public places flash cards,

**F. Procedures**

**1. Warming Up**

- a. The researcher greets the students,
- b. The researcher asks about their feeling
- c. The researcher tells the students about public places.

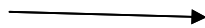
**2. Main Activities**

**a. Presentation Activities**

1. Introduction of some public places
  - The researcher shows poster of public places put on blackboard  
The public places posters are formed in two parts, part one was the picture and the one part was the public places's writing. The picture part is presented directly, but the a public places' writing is held out behind the cover which will be presented then.
2. Looking at the pictures of public places
  - The students look at the public places poster on blackboard
  - The students look at the direction on blackboard
3. Listening and repeating names of the public places with correct pronunciation
  - The researcher says about those public places
  - The students follow saying like what researcher saying
  - The students repeat names of public places fluently
4. Pointing the public places and saying their names loudly
  - The researcher points the pictures one by one then it is imitated by the students

**b. Practice Activities**

1. The Teacher asks them to do match task. It was Matching the name of public places with the each public places correctly



bank

Repeating the answer-question



Where is the bank?

The bank is in the west of the beach.

2. The teacher asks the students to listen to the story.  
Listen the story carefully!

	went at hey also  y found office, a he east.  nderful
--	--

3. The teacher asks the students to look at the map

4. The teacher asks the students to complete the questions based on the map.  
Where is the bank?  
1.....  
2.....  
3.....
5. The teacher asks the students playing whispering game.  
He explains the rule of the game first. The teams will be made in three teams. Every team makes a line in the side and middle of the class. Students in the back of the line come to the teacher to get message from him. The message was whispered to the student in front of him/her until the student in the head of the line. The head student competes with other students going in front of the class to write the message. The winner is student who writes the message fast and correctly.

### c. Production Activities

1. The teacher asks the students to do a role play  
The student A : Where is the bank?  
The student B : The bank is in the west of bank.
2. The teacher asks the students to sing NEWS song  
**News song**

East – Southeast South – Southwest West – Northwest North – Northeast
--

### 3. Closing Activities

- a. The researcher concludes the topic today,
- b. The researcher asks to the student about their feeling of the topic today and stick students' feeling to the feeling box,
- c. The researcher closes the lesson by saying "Thank You" and "Good Bye." The researcher say greeting to them" *Assalamu'alaikum Wr wb*

### G. Assessments

The teacher gives a star sticker or more to every achievement student. That sticker is stuck on a scorecard that every student has it.

Principal

Sumarah, S. Pd

Yogyakarta, December 2012

Researcher

Agung Sutopo

## LESSON PLAN IV

**Class/Semester** : V/ II  
**Day and date** : Friday ,13January2012  
**Subject** : English  
**Duration** : 2x35 minutes  
**Theme** : What does the sign mean?

### Standard Competence

Speaking : *Mengungkapkan instruksi dna informasi sangat Sederhana dalam konteks sekolah*

**Basic Competence:** Speaking: Bercakap-cakap untuk menyertai tindakan secara berterima yang melibatkan tindak tutur, **memberi informasi**, menberipendapat, dan memintakejelasan

**Indicators:** Speaking:
 

- a. Children can name some public places
- b. Children can express the position of the places
- c. Children can say the names of public places

### A. Learning Objectives:

The students are able to practice four skills of English of the lesson about signs.

### B. Language Focus

Vocabulary:

- Signs;
  - no swimming, no smoking, no mobile phone, no dogs, no parking, no food and drink, no camera, no littering, stop, no entry, no truck, exit, entrance
- Expression:
  - This sign means no parking.
  - What does the sign mean?
  - The sign means no parking
  - No swimming

**C. Source** : Fun and Easy English Activities for Indonesian Schools by Marsue Ferguson, Materi yang relevan dengan pelajaran

### D. Teaching Technique : PPP

**E. Media** : Signs' poster, public places' name cards, public places flash cards, and ball

### F. Procedures

#### 1. Warming Up

- a. The researcher greets the students,
- b. The reseacher asks about their feeling
- c. The reseacher the students about signs.

**2. Main Activities**

**a. Presentation Activities**



1. Introduction of some signs
  - The reseacher shows poster of signs put on blackboard  
The signs posters are formed in two parts, part one was the picture and the one part was the signs’s writing. The picture part is presented directly, but the a sign’s writingis held out behind the cover which will be presented then.
2. Looking at the pictures of signs
  - The students look at the signs poster on blackbaord
3. Listening and repeating names of the signswith correct pronunciation
  - The reseacher says about those signs
  - The students follow saying like what reseacher saying
  - The students repeat names of signs fluently

**b. Practice Activities**

1. Pointing the signs and saying theirs names loudly
  - The reseacher points the pictures one by one then it is imitated by the students



2. Looking at the flashcards of the signs, then telling the meaning of the signs.
3. Matching the name of signs with the meaning correctly


→ No smoking  
 Repeating the answer-question  

What does the sign mean?  
The sign means no smoking.

4. The teacher asks the students to playChains game.  
He explains the rule of the game first. The students make a cycle, and throw a ball to each other and say signs. The student throwing the ball speaks the sign in bahasa Indonesia. The student catches the ball say in English. For example, a student 1 say, *dilarangmerokok!*Student 2 answers No smoking, and throws the ball to another student who call out.

**c. Production Activities**

1. The students do a role play  
The student A : What does the sign mean?  
The student B : The sign means no smoking  
The student A : What does the sign mean?  
The student B : The sign means .....
2. The teacher asks the students to listen to the story.  
Listen to the story carefully!

ogyakarta.  
era.  
In Taman  
nce, exit,  
tors.  
ome there

**3. Closing Activities**

- a. The researcher concludes the topic today,
- b. The researcher asks to the student about their feeling of the topic today and stick students' feeling to the feeling box,
- c. The researcher closes the lesson by saying "Thank You" and "Good Bye". The researcher say greeting to them" *Assalamu'alaikum Wr wb*

**G. Assessments**

The teacher gives a star sticker or more to every achievement student. That sticker is stuck on a scorecard that every student has it.

Principal

Sumarah, S. Pd

Yogyakarta, November 2011  
Researcher

Agung Sutopo  
NIM. 04202244041

# **APPENDIX**

## **6**

### **MATERIALS AND MEDIAS**

## LET'S TALK ABOUT ANIMALS

### A. Doing the Activities look at these pictures

(Lihatlah gambar hewan-hewan ini)





**look at these pictures, listen and repeat after your teacher**

*(Lihatlah gambar hewan-hewan ini, dengar dan tirukan gurumu)*



**Match the name of animals with each animals correctly**

*(Pasangkanlah nama-nama hewan dengan hewan yang bersangkutan dengan benar)*
















- |        |      |       |          |          |       |
|--------|------|-------|----------|----------|-------|
| monkey | lion | cat   | elephant | zebra    | camel |
| snake  | frog | shark | hippo    | kangaroo | tiger |





**learn this expression**


*(Pelajarilah ekspresi ini)*


 <b>What am I?</b>	→	 <b>I am a cat.</b>	→	 <b>I am a black cat.</b>
 <b>What am I?</b>	→	 <b>I am a tiger.</b>	→	 <b>I am a yellow tiger.</b>
 <b>What is this?</b>	→	 <b>This is a cat.</b>	→	 <b>This is a black cat.</b>
 <b>What is this?</b>	→	 <b>This is a tiger.</b>	→	 <b>This is a yellow tiger.</b>

 **What is this?** \_\_\_\_\_

 **What is this?** \_\_\_\_\_

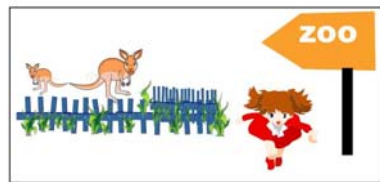
 **What is this?** \_\_\_\_\_

 **What is this?** \_\_\_\_\_

 **What is this?** \_\_\_\_\_

**listen your teacher in reading a story carefully, then write animals on the story**

*(Dengarkan baik-baik gurumu akan membacakan sebuah cerita, kemudian tulis hewan apa yang terdapat pada cerita itu)*



---



---



---

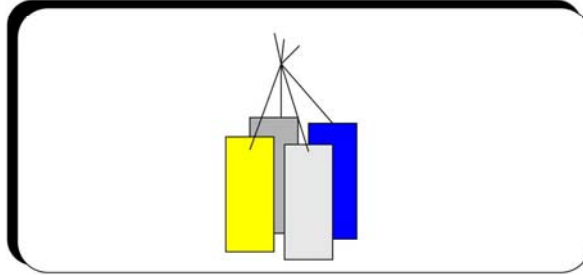


## Let's play the pulling game

(Mari bermain permainan menarik kartu)

### Listen the rule of the game from your teacher

(Dengarkan aturan main permainan itu dari gurumu)



## B. Closing the Activities

(Aktivitas penutup)

### What do you feel for our activity today?

#### Do feel enjoy or boring?

(Apakah yang Adik-adik rasakan pada kegiatan kita hari ini?  
Apakah menyenangkan atau membosankan?)



**It is enjoy**



**It is boring**



**You can stick your feeling into  
the feeling box**

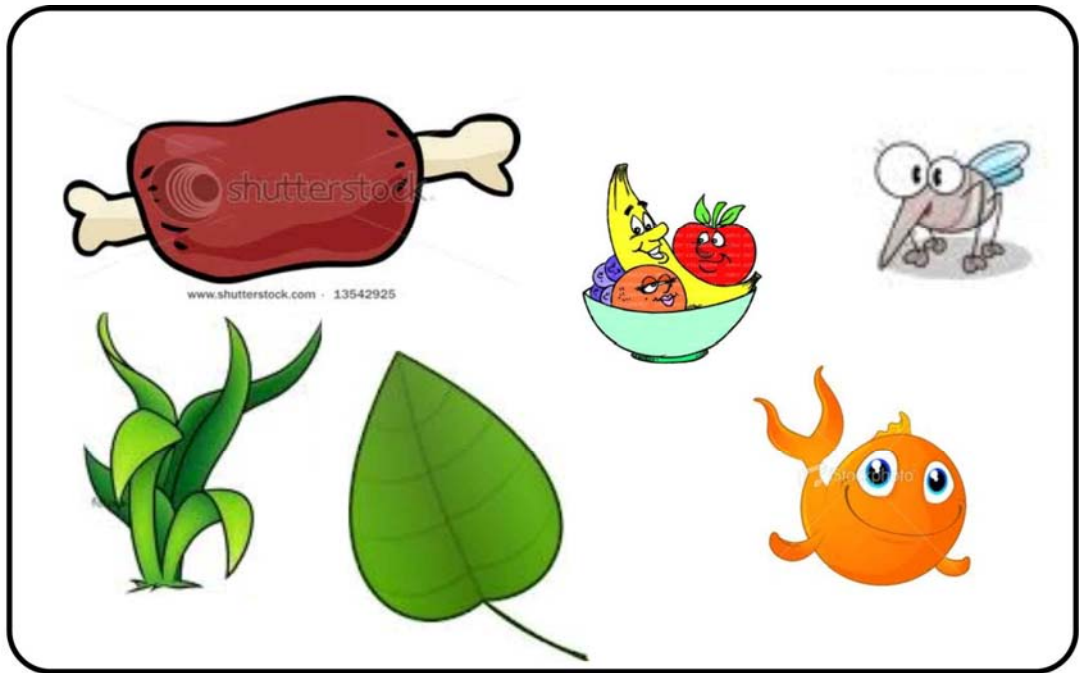


# WHAT DOES THE TIGER EAT?

## A. Doing the Activities look at these pictures

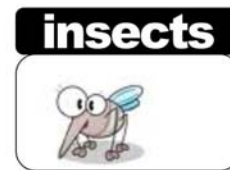
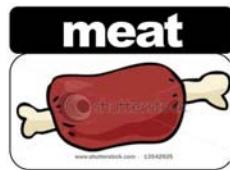
(Lihatlah gambar hewan-hewan ini)





**look at these animals' food pictures, listen and repeat  
after your teacher**

*(Lihatlah gambar makanan hewan-hewan ini, dengar dan tirukan gurumu)*



## Let's play a Guessing Game!

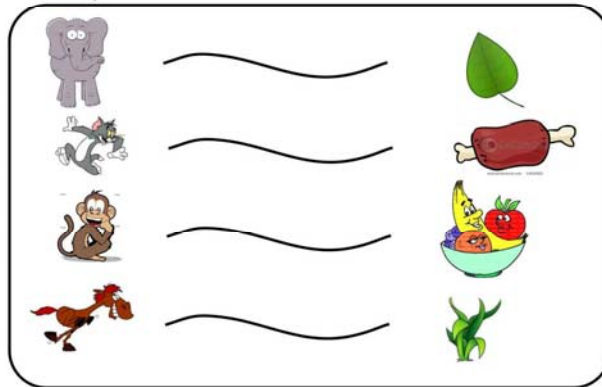
(Mari bermain "Guessing Game!")

**Listen the rules from your teacher!**

(Dengarkan aturan permainannya dari gurumu)

## Look at these pictures!

(Lihatlah gambar-gambar ini?)



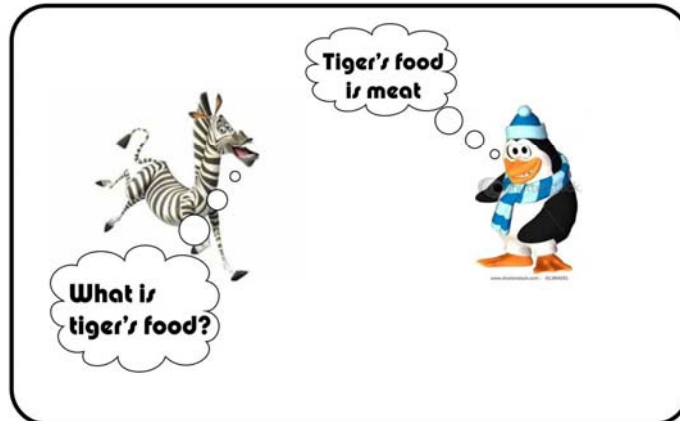
## Match the animals' food with each the animals correctly!

(Pasangkanlah nama-nama makanan hewan dengan hewan yang bersangkutan dengan benar)








## Read this answer-question!

(Bacalah tanya jawab ini)



## Try these tasks below!

(Cobalah soal-soal di bawah ini!)

-  What is monkey's food? \_\_\_\_\_
-  What is penguin's food? \_\_\_\_\_
-  What is lion's food? \_\_\_\_\_
-  What is horse's food? \_\_\_\_\_
-  What is zebra's food? \_\_\_\_\_

## Let's play a whispering game!

(Mari bermain "whispering game")

**Listen the rules from your teacher!**

(Dengarkan aturan permainannya dari gurumu)

## Time to express in front of the class!

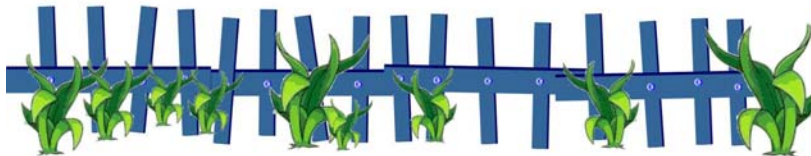
(Saatnya berekspresi di depan kelas")

**Student I : What is zebra's food?**

**Student II : Zebra's food is grass**

**Student I : What is ..... food?**

**Student II : ..... food is .....**



**Listen your teacher in reading a story carefully, then write animals and their food on the story**

*(Dengarkan baik-baik gurumu akan membacakan sebuah cerita, kemudian tulis hewan apa dan makanannya yang terdapat pada cerita itu)*

**B. Closing the Activities**

*(Aktivitas penutup)*

**What do you feel for our activity today?**

**Do feel enjoy or boring?**

*(Apakah yang Adik-adik rasakan pada kegiatan kita hari ini?  
Apakah menyenangkan atau membosankan?)*



**It is enjoy**



**It is boring**

**You can stick your feeling into  
the feeling box**



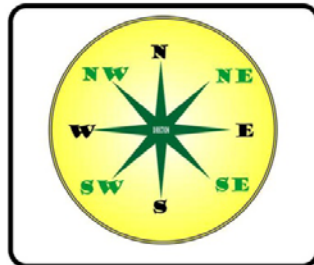


## SHOW ME THE WAY!

**A. Doing the Activities**  
**look at these public places picture**  
 (Lihatlah gambar tempat-tempat umum ini)



### DIRECTION














**N - NORTH**  
**E - EAST**  
**S - SOUTH**  
**W - WEST**  
**NE - NORTH-EAST**  
**SE - SOUTH-EAST**  
**SW - SOUTH-WEST**  
**NW - NORTH-WEST**



**Match the name of public places with the correct pictures**

*(Pasangkanlah nama-nama tempat umum ini dengan gambar yang benar)*








 
 
 
 
 

**Museum**   **Hospital**   **Post Office**   **Beach**   **Bank**   **Mosque**  
**Library**   **School**   **Church**   **Garden**   **Supermarket**

**Read and learn!**

*(Baca dan pelajarilah!)*

 <b>What is this?</b>	→	<b>This is a bank</b>
 <b>What is this?</b>	→	<b>This is a</b>
 <b>What is this?</b>	→	<b>This is a</b>
 <b>What is this?</b>	→	<b>This is a</b>
 <b>What is this?</b>	→	<b>This is a</b>
 <b>What is this?</b>	→	<b>This is a</b>

**Your teacher will read a story, listen carefully and write the people and public places on the story!**

*(Dengarkan baik-baik gurumu akan membacakan sebuah cerita, kemudian tulis orang-orang dan tempat umum yang terdapat pada cerita itu)*

---



---



---



**look at the map!**

(lihatlah peta ini!)



Where is the bank?

The bank is in the west of the hospital  
 The bank is in the north of the garden  
 The bank is in the northwest of the museum

**Answer these questions based on the map above!**

(Jawablah pertanyaan-pertanyaan ini berdasarkan peta di atas!)

I. Where is the supermarket? 

a
b
c

II. Where is the beach? 

a
b
c

**let's play a whispering game!**

(Mari bermain "whispering game")

**listen the rules from your teacher!**

(Dengarkan aturan permainannya dari gurumu)

**Complete this answer-question and practice in front of the class in pair!**

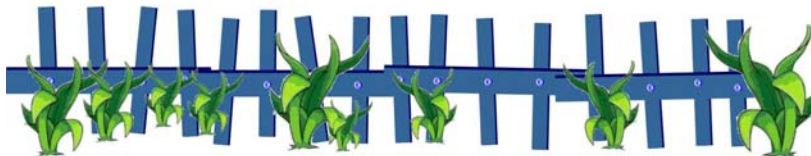
(Lengkapilah tanya jawab ini dan praktekan secara berpasangan di depan kelas")

**Student I : Where is the bank?**

**Student II : The bank is in the west of the post office**

**Student I : Where is the .....**

**Student II : The ..... is in the ..... of the .....**



## B. Closing the Activities

(Aktivitas penutup)

**What do you feel for our activity today?**

**It is enjoy or boring?**

(Apakah yang kamu rasakan pada kegiatan kita hari ini?  
Apakah menyenangkan atau membosankan?)



**It is enjoy**



**It is boring**

feeling box



## WHAT DOES THE SIGN MEAN!

### A. Doing the Activities

look at the pictures below, they are signs. listen and repeat the words after your teacher.

(Lihatlah gambar-gambar di bawah ini, ini adalah tanda peringatan. Dengar dan tirukan setelah gurumu)



no smoking



no truck



no dog



no camera



no parking



no mobile phone



no food &amp; drink



no entry



no littering



no swimming



entrance



stop



exit

look at to the flash cards, what are they?

(Lihatlah kartu bergambar, gambar apakah itu)



EXIT



**Match the each sign with the correct meaning!**

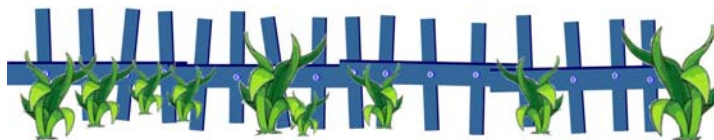
*(Jodohkan masing-masing tanda dengan artinya)*

- |            |                 |             |                 |           |
|------------|-----------------|-------------|-----------------|-----------|
| no parking | no mobile phone | stop        | entrance        | no camera |
| no dog     | no littering    | no swimming | no food & drink |           |
| no truck   | no enter        | no smoking  | exit            |           |








**Read this answer-question!**

*(Bacalah tanya jawab ini)*



**Try these tasks below!**

*(Cobalah soal-soal di bawah ini!)*

	What does the sign mean?	The sign means .....
	What does the sign mean?	.....
	What does the sign mean?	.....
	What does the sign mean?	.....
	What does the sign mean?	.....

**Let's play a Chain game!**

*(Mari bermain "chain game")*

**Listen the rules from your teacher!**

*(Dengarkan aturan permainannya dari gurumu)*

**Complete this answer-question and practice in front of the class in pair!**

*(Lengkapilah tanya jawab ini dan praktekkkan secara berpasangan di depan kelas")*

**Student I : What does the sign mean?**

**Student II : The sign means no smoking.**

**Student I : What does the sign mean?**

**Student II : The sign means .....**

**Your teacher will read a story, listen carefully!**

*(Dengarkan baik-baik gurumu akan membacakan sebuah cerita)*

---



---



---



**B. Closing the Activities**

*(Aktivitas penutup)*

**What do you feel for our activity today?**

**Do feel enjoy or boring?**

*(Apakah yang kamu rasakan pada kegiatan kita hari ini?  
Apakah menyenangkan atau membosankan?)*

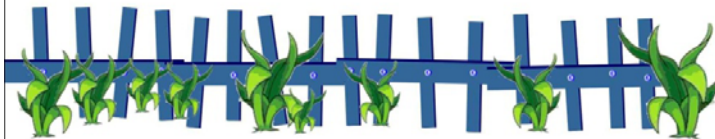


**It is enjoy**



**It is boring**

feeling box







Posters of the animals



Flashcards of the animals



Names of the animals



Kit for pulling game



Flashcards of the animals' foods



Names of the animals' foods



Jumbled words kit



The scorecards



Posters of public places



Flashcards of public places



Map of public places



Direction kit



Posters of signs



Flashcards of signs



A ball for playing throwing ball

# **APPENDIX**

## **7**

### **PERMISSION LETTERS**



PEMERINTAH PROVINSI DAERAH ISTIMEWA YOGYAKARTA  
**SEKRETARIAT DAERAH**  
 Kompleks Kepatihan, Danurejan, Telepon (0274) 562811 - 562814, 512243 (Hunting)  
 YOGYAKARTA 55213

**SURAT KETERANGAN / IJIN**

Nomor : 070/7887/VI/2011

Membaca Surat : Dekan Fak Bahasa dan Seni UNY. Nomor : 2259/H34.12/PP/XI/2011.  
 Tanggal Surat : 16 NOVEMBER 2011. Perihal : Ijin Penelitian.  
 Mengingat : 1. Peraturan Pemerintah Nomor 41 Tahun 2006, tentang Perizinan bagi Perguruan Tinggi Asing, Lembaga Penelitian dan Pengembangan Asing, Badan Usaha Asing dan Orang Asing dalam Melakukan Kegiatan Penelitian dan Pengembangan di Indonesia;  
 2. Peraturan Menteri Dalam Negeri Nomor 33 Tahun 2007, tentang Pedoman Penyelenggaraan Penelitian dan Pengembangan di Lingkungan Departemen Dalam Negeri dan Pemerintahan Daerah;  
 3. Peraturan Gubernur Daerah Istimewa Yogyakarta Nomor 37 Tahun 2008, tentang Rincian Tugas dan Fungsi Satuan Organisasi di Lingkungan Sekretariat Daerah dan Sekretariat Dewan Perwakilan Rakyat Daerah.  
 4. Peraturan Gubernur Daerah Istimewa Yogyakarta Nomor 18 Tahun 2009 tentang Pedoman Pelayanan Perijinan, Rekomendasi Pelaksanaan Survei, Penelitian, Pendataan, Pengembangan, Pengkajian, dan Studi Lapangan di Daerah Istimewa Yogyakarta.

**DIIJINKAN** untuk melakukan kegiatan survei/penelitian/pendataan/pengembangan/pengkajian/studi lapangan \*) kepada :

Nama : AGUNG SUTOPO. NIP/NIM : 04202244041.  
 Alamat : Karangmalang Yogyakarta.  
 Judul : RAISING STUDENT'S ATTENTION WITH PICTURES IN THE ENGLISH TEACHING AND LEARNING PROCESS IN GRADE V OF SDN SIDAKAN, BANARAN, GALUR, KULON PROGO.

Lokasi : Kab. Kulon Progo.  
 Waktu : 3 (tiga) Bulan. Mulai tanggal : 17 November 2011 s/d 17 Pebruari 2012

Dengan ketentuan :

1. Menyerahkan surat keterangan/ijin survei/penelitian/pendataan/pengembangan/pengkajian/studi lapangan \*) dari Pemerintah Provinsi DIY kepada Bupati/Walikota melalui institusi yang berwenang mengeluarkan ijin dimaksud;
2. Menyerahkan **softcopy** hasil penelitiannya kepada Gubernur Daerah Istimewa Yogyakarta melalui Biro Administrasi Pembangunan Setda Provinsi DIY dalam **compact disk (CD)** dan menunjukkan cetakan asli yang sudah disahkan dan dibubuhi cap institusi;
3. Ijin ini hanya dipergunakan untuk keperluan ilmiah, dan pemegang ijin wajib mentaati ketentuan yang berlaku di lokasi kegiatan;
4. Ijin penelitian dapat diperpanjang dengan mengajukan surat ini kembali sebelum berakhir waktunya;
5. Ijin yang diberikan dapat dibatalkan sewaktu-waktu apabila pemegang ijin ini tidak memenuhi ketentuan yang berlaku.

Dikeluarkan di : Yogyakarta  
 Pada tanggal : 17 November 2011

An. Sekretaris Daerah  
 Asisten Perekonomian dan Pembangunan  
 U.b  
 Kepala Biro Administrasi Pembangunan

Tembusan disampaikan kepada Yth.

1. Gubernur Daerah Istimewa Yogyakarta (sebagai laporan);
2. Bupati Kulonprogo, Cq. KPT
3. Ka. Dinas Pendidikan Pemuda dan Olahraga Provinsi DIY
4. Dekan Fak Bahasa dan Seni UNY.
5. Yang Bersangkutan.





KEMENTERIAN PENDIDIKAN NASIONAL

UNIVERSITAS NEGERI YOGYAKARTA

**FAKULTAS BAHASA DAN SENI**

Alamat: Karangmalang, Yogyakarta 55281 ☎ (0274) 550843, 548207 Fax. (0274) 548207  
<http://www.fbs.uny.ac.id/>

FRM/FBS/33-01  
 10 Jan 2011

Nomor : 2259/H.34.12/PP/XI/2011  
 Lampiran : --  
 Hal : **Permohonan Izin Penelitian**

16 November 2011

Kepada Yth.

Gubernur Daerah Istimewa Yogyakarta  
 c.q. Kepala Biro Administrasi Pembangunan  
 Sekretariat Daerah Propinsi DIY  
 Komplek Kepatihan-Danurejan, Yogyakarta 55213

Diberitahukan dengan hormat bahwa mahasiswa kami Fakultas Bahasa dan Seni Universitas Negeri Yogyakarta bermaksud akan mengadakan survey/observasi/penelitian untuk memperoleh data menyusun Tugas Akhir Skripsi (TAS) Tugas Akhir Karya Seni (TAKS)/Tugas Akhir Bukan Skripsi (TABS), dengan judul :

*Raising Student's Attention with Pictures in The English Teaching and Learning Process in Grade V of SD N Sidakan, Banaran, Galur, Kulon Progo*

Mahasiswa dimaksud adalah :

Nama : AGUNG SUTOPO  
 NIM : 04202244041  
 Jurusan/ Program Studi : Pendidikan Bahasa Inggris  
 Waktu Pelaksanaan : Bulan November 2011

Untuk dapat terlaksananya maksud tersebut, kami mohon izin dan bantuan seperlunya.

Atas izin dan kerjasamanya disampaikan terima kasih.



a.n. Dekan  
 Wakil Dekan I,

Dr. Sutaini M. Saleh, M.A.  
 NIP. 19540120 197903 1 002



GUGUS SEKOLAH III UPTD PAUD DAN DIKDAS  
KECAMATAN GALUR  
**SEKOLAH DASAR NEGERI SIDAKAN**

Alamat: Sidakan, Banaran, Galur, Yogyakarta.

**KETERANGAN PENELITIAN**

*No. 423/028/SD/III/2012*

Yang bertanda tangan di bawah ini, Kepala Sekolah Sekolah Dasar Negeri Sidakan menerangkan dengan sesungguhnya, bahwa:

Nama : Agung Sutopo  
NIM : 04202244041  
Instansi : Universitas Negeri Yogyakarta  
Alamat Mahasiswa : Bunder Dk II, Banaran, Galur, Kulon Progo  
Yogyakarta.

Benar-benar telah melaksanakan penelitian di Sekolah Dasar Negeri Sidakan dengan judul penelitian:

**RAISING STUDENT'S ATTENTION WITH PICTURES IN THE ENGLISH TEACHING AND LEARNING PROCESS IN GRADE V OF SD N SIDAKAN BANARAN GALUR KULON PROGO**

Penelitian tersebut dilaksanakan pada tanggal 26 November 2011 – 13 Januari 2012.

Demikian surat keterangan ini diberikan agar dapat dipergunakan sebagaimana mestinya.

Sekian dan terima kasih.

Dikeluarkan di : Galur  
Tanggal : 5 Maret 2012

Kepala sekolah,

Sumarah, S. Pd

NIP. 19560428 197701 2 004



**APPENDIX**

**8**

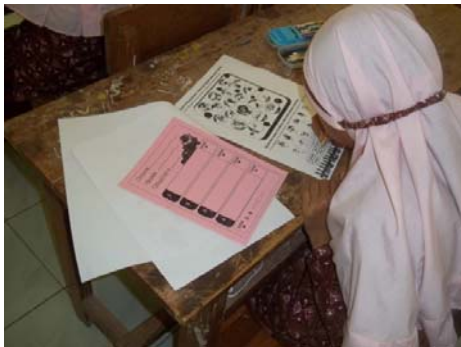
**PHOTOGRAPHS**



Pronouncing the animals names



Sticking the animals names



Doing matching on worksheet



Showing the animals' flashcards



Doing the task on worksheet



Arranging the words to be a sentence



Naming the animals



filling the feeling box





Showing the animals' foods



Playing guessing game



Doing matching task



Playing chained whispering game



Doing roleplay



The students were in listening practice.



Sticking the star point into the scorecard



Showing the public places posters



Mentioning the name of public place



Practising role play



Answering the questions in listening practice



Mentioning the direction



Filling the dialogue



Playing chained whispering game



Pronouncing the signs posters



Mentioning the signs' flashcards



Filling the blank on worksheet



Playing chained throwing ball



Filling the dialogue based on the card



Stamping the star sticker on scorecard



Practising role-play