

**IMPROVING THE STUDENTS' ENGLISH VOCABULARY
THROUGH PICTURES IN GRADE VIII A OF SMP N 10
YOGYAKARTA IN THE ACADEMIC YEAR OF 2008/2009**

A Thesis

Presented as Partial Fulfilment of the Requirements
for the Attainment of the *Sarjana Pendidikan* Degree in English Education



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**ENGLISH EDUCATION DEPARTEMENT
LANGUAGES AND ARTS FACULTY
YOGYAKARTA STATE UNIVERSITY**

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APPROVAL SHEET

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A THESIS



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A Thesis

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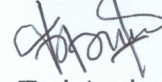
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STATEMENT OF WORK ORIGINALITY

I honestly declare that this thesis which I wrote does not contain the works or part of the works of other people, except those cited in the quotations and the bibliography, as a scientific paper should.

Yogyakarta, January 19th 2012

The writer,



Tati Apriyanti

032224047

DEDICATIONS

Dedicated with love to my husband,
AgungDyas, and myamazingly entertaining
baby boy Aiz

Also My beloved motherAlmh.SitiAenah,
&
my partner ErwinP.Widyatmoko,

And all of my big family, teachers, lecturers, and for
everyone served as my teachers of life, who have taught
me how to survive in this life and be a better person.

Thank you so very much everyone and I love you all....

MOTTOS

"A teacher who is attempting to teach without inspiring
the pupil with desire to learn is hammering on cold iron."

(Horace Mann)

"Words, so innocent and powerless as they are, standing in a dictionary; how
potent for good and evil they become in the hands of one who knows how to
choose and combine them."

(Nathaniel Hawthorne)

"I hear and I forget.

I see and I remember.

I do and I understand."

(Chinese's proverb)

Verily, after difficulty there is a relief. And verily, after difficulty
there is a relief.

(QS Al Insyiroh: 5-6)

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I am greatly indebted to all lecturers of English Department of State University of Yogyakarta and also for the faculty librarians, thanks to the assistance.

I would like to thank the principal of SMP N 10 Yogyakarta for the permit to do the research in the school, the English teachers (Ibu Astur and Mas Erwin) and the students of grade VIII A for the cooperation and support. For my critical friend Zayin thanks for your gentleness and willingness to help.

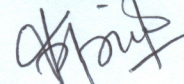
My truly gratefulness is devoted to my beloved husband for all support, love, prayers and patience that have strengthened me, the joy that always makes me laugh and the smile that prevent me from giving up.

I would like to thank all my friends in the English Education Department '03, especially EnCit, for their friendship and togetherness, and to my friends in Kana 5, thanks for giving me a hommy place away from. I hope that Allah SWT will give them in return all of the good things they have done to me.

Finally, I realize that this thesis is still far from being perfect. However, I hope that what I have accomplished here would be of some contribution especially to the improvement in English teaching and learning process.

Yogyakarta, January 18th 2012

The Writer



Tati Apriyanti

032224047

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ABSTRACT

The objective of this research study was to improve the students' vocabulary mastery in the English teaching and learning process through pictures.

This action research study was based on the preliminary observations. The problems which were derived from those observations were not only from the students, but also from the teacher. The problems were the low curiosity of the students to know something new and the low motivation to speak English, the classroom management, and the use of the teaching media. The study consisted of two cycles. The data were obtained by observing the teaching and learning process, interviewing the students of class VIII A, and holding discussions with the principal, the English teacher, and the critical friend. The instruments for collecting the data were a digital camera, observation guidelines, and interview guidelines. The data collected were qualitative. The data were analyzed from the field notes and interview transcripts during the research. To avoid the subjectivity of the analysis, the triangulation procedure was carried out. All involved members previously mentioned gave their perception to analyze the data together. It was done to fulfill the reliability and the validity of the data, namely, democratic, process, outcome, catalytic and dialogic validity.

The results of this study showed that the students' English vocabulary improve through pictures. There were successful and unsuccessful results. In Cycle I, the successful results were power-point slides, photographs, semantic table and word puzzle. Using the classroom English, various activities and respecting students were also successful. Meanwhile the cards were not successful. It was because the cards were distributed first before the explanation. In Cycle II, all actions given produced the successful result. In both cycle, power-point slides were proven to become the most liked instructional media.

CHAPTER I

INTRODUCTION

A. Background to the Study

In Indonesia, English is the first foreign language which is considered as an important means in absorbing and developing science, technology, art and culture as well as establishing relationships with other countries. Therefore, it is quite reasonable that English has been a compulsory subject for students of SLTP and of higher levels. In order to help the people, the Ministry of National Education has designed Curriculum 2004 named Competence Based Curriculum. The purpose is to fulfil the needs of teaching and learning process by considering students' background, school condition and the environment, and syllabus as parts of the curriculum should be enhanced.

In the English teaching and learning process, the task of the teachers is not just to impart knowledge, but also give the students the necessary aids, experience, and information that will enable them to develop themselves. Such tasks can be carried out by the teachers by understanding the students' characteristics based on the intellectual growth of each student. Therefore, teachers can make use of media and implement various interesting activities to make the students interested in learning English which later on develop themselves.

The scope of the English instruction at junior high schools emphasizes the four important language features which include vocabulary, structure, spelling,

and pronunciation. These four features are developed to provide the students' language skills: listening, reading, speaking, and writing. However, the process of English teaching should give the emphasis on vocabulary because the mastery in structure, spelling, and pronunciation will not be effective without the mastery of vocabulary.

Krashen and Terrel (1983:155) write that vocabulary is important for the acquisition process and as a base for communication. People acquire morphology and syntax because they understand the meaning of utterances. Acquisition depends on the input being comprehensible. And comprehensibility is dependent directly on the ability to recognize their meaning of the key elements in the utterance. Therefore, acquisition will not take place without comprehension of vocabulary.

Moreover, Harmer (2001:53) says "if language structures make up the skeleton of language, then it is vocabulary that provides the vital organs and the flesh". Vocabulary affects the communication process. It affects the will and the ability to express ideas correctly. In line with Harmer, Tarigan (1984:2) says that the quality of someone's language skill depends on the quality of the vocabulary being mastered. Vocabulary provides the students to be skilful in using the language in listening, speaking, reading, and writing skills. In listening, vocabulary mastery helps the listeners understand the speakers' utterances. In reading, it helps the readers comprehend and understand the messages in texts. In writing, vocabulary mastery gives contribution to the word choices. In speaking, vocabulary mastery determines the words used by the speakers in expressing their

ideas orally. It can be concluded that the richer the vocabulary can be mastered, the better skill can be attained in using language. That is why vocabulary is important to be mastered.

This fact should become teachers' consideration in planning the teaching and learning process for junior high schools students in the class. According to the research by Haerunisa (2002:42), in the English learning process, vocabulary became the main constraint for the students. The students could not answer questions in the test mostly because they did not know the meaning of the words. This constraint, then, would make the students uninterested in doing their activities in the class, and this will influence their ability in acquiring English. The conventional technique which is applied in the class seems to force the students to memorize new vocabularies without the help or aid of media, and with this condition the students tend to show low attention in acquiring new vocabularies.

Considering that knowing the vocabulary is important, the students have to know the English vocabulary, at least the high frequency words, as their foothold in learning English.

The success of learning English specially learning vocabulary is influenced by many factors. As stated by Badawi (1969:42-44), the success of learning language depends upon two main factors namely internal and external factors. Internal factors are psychological, i.e. those which come directly from the students. These factors include the students' expectation, the students' willingness to learn or their motivation, the students' aptitude, intelligence, memory, and independent hearing and sight. External factors are facilities that

support the process of learning. Some of the external factors concerning the development of students' vocabulary mastery are, among others, teaching approaches, teaching methods, teaching techniques, appropriate materials, and instructional media.

In relation to the vocabulary teaching, the use of instructional media is a bridge for explaining something to students in the teaching and learning process. It can be used as a tool to get students' attention, interest, and motivation to learn. Media that can be used in the English teaching-learning process vary. The common media that are used in the teaching junior high school students are the whiteboards, pictures, slide projectors, and games. Among them, pictures are the media often used. Pictures can prevent the students for translating the language. So, it will help them to improve their comprehension and retention. Nelson (1989:34) states that using paired pictures and text altogether enable students to more quickly attain a level of where he can actively begin to express himself. However, English teaching and learning activities in Indonesia are generally in the form of translation, dictation and drilling. Moreover, the teacher places his position as the centre of the class and the students are seen as the objects. These make the students uninterested and reluctant to get involved in the learning activity.

There are a number of efforts that should be put together in the English teaching and learning process to enhance the success of learning. Some of them are firstly, the students' positive attitude toward English should be set up; secondly, teachers' English proficiency and teaching skill should be developed;

thirdly, the English teaching and learning materials should be created based on students' needs; fourthly, teaching aids should be created; and last but not least, the environment affects the success of teaching learning process as well.

The observations conducted on August 8th, 2008 from 10.15 to 11.15 a.m showed that a similar condition existed in SMP N 10 Yogyakarta. The vocabulary teaching in that school mostly was focused on drilling and translating. There were few vocabulary activities which can attract the students' attention. Moreover, the media which can support the vocabulary teaching and learning such as pictures, realia, and dictionaries were not adequate. As a result, the students tend to be passive and find difficulties in learning vocabulary. It seemed that they did not enjoy the lesson. When the teacher asked questions, no students answered. In general, the class was not lively.

In the discussion held on August 7th, 2008, the principal said that English was important for students' future. He noted that the English teaching and learning process in the school was conducted based on the course book, so he agreed that some efforts were made in the schools to improve the students' ability in English. In addition, an informal discussion was also conducted with the English teacher outside the class sessions. The teacher confirmed that in the teaching and learning process, he indeed faced some difficulties in asking the students to be active, get involved in the activities in the class and in changing students' perspective that learning English was not translating books from English to Indonesian.

In the interview on August 7, 2008, the students said that English was difficult to learn. It was because they did not know the meaning of the words they read, wrote or heard. They also said that they found difficulty in memorizing or guessing the new words without being supported by any picture. They realized that they were passive in the class because they were not confident in speaking English and were afraid of making mistakes. Besides, when they were in Grade VII, the English teacher taught them only how to translate texts, not to speak English and practice the vocabulary. They said that they did not get along well with their friends so that they preferred to work alone than work in groups or pairs. They said that there were no games played during the English teaching and learning process and most activities were writing and doing exercises on the textbooks.

Basically, pictures, supported by interesting activities, aim at improving the students' mastery in learning vocabulary. Pictures will help the students learn vocabulary in an easier way. The more vocabulary the students master, the better they learn English. Therefore, efforts to improve students' vocabulary mastery in the learning process are necessary.

B. Identification of the Problem

This study was started with an initial data gathering. In identifying the problems, two activities were carried out, namely observing the English teaching and learning process in the classroom and interviewing the English teacher, the principal, and the students. The observations were conducted twice, on August 7th

and August 8th 2008. During the observations, pictures were taken and the field notes were written to record the classroom situations. Then, after the observation the recorded data were turned into vignettes. A note from the interview with the teacher was also taken to see his subjective opinions on his teaching. Some of the students were also interviewed to get deeper insight on the classroom situation. Interviews and discussions with the principal were conducted to clarify some information on the program. Regularly, there were discussions about the teaching on the basis of the data after the class was over.

To obtain an understanding on the teaching situation, the classroom situation was described in vignettes. One of the lessons is shown in the following vignette:

VIGNETTE 1

Day/Date: Friday/ August 8th, 2008

Time : 10.15-11.15

The students entered language laboratory noisily. The teacher introduced the researcher and the observer to the students. He said they would help him to decide the scores for the students. Some students looked the researcher and the observer and then examined them. The teacher then checked the attendance list. Some students raised their right hands. Some said “Hadir”.

The students were noisy. The teacher then informed them about English courses held by the school. After that, the teacher showed the students a list of 60 adjective vocabularies on the power-point slides. He drilled the students. They followed and repeated after him. Then he asked them to copy out the list on the slides. After they finished copying out, they were asked to find the meanings of the 60 adjectives in Bahasa Indonesia and the synonyms and antonyms of those adjectives as well. After several minutes, suddenly the teacher asked them to close their books: “Tutup bukunya”. There were some students who did not close their books. Most of them looked confused. The teacher then asked a student to mention five adjectives, the meanings, the antonyms and the synonyms. That student could mention only two. The teacher directly asked the other to mention other adjectives. The students did not allow mentioning the same adjectives as their friends mentioned. The teacher did this activity until the 60 adjectives were mentioned by the

students. The teacher repeated the students' pronunciation when they mispronounced the words. Most students opened their books to anticipate their turn.

The teacher showed a passage. It was about Bunga Citra Lestari (BCL), an Indonesian singer. He read the text aloud for the students and the students repeated after him. After that, he asked them to copy out the passage and make a sentence which described one of their friends. The teacher went around the class to check. The students were so silent. The teacher asked them to have discussions with friends; but they did the task individually. After several minutes, the teacher asked them: "Udah selese?", but they remained silent, did not answer his question. Then he asked some students to read their sentences. The teacher warned a noisy student who was busy with himself and did not listen to his friends. The students made many pronunciation mistakes. The teacher corrected their pronunciation. They repeated after him. A student made a sentence "She is high". The teacher asked him about the meaning: "Maksudnya gimana?". After that student explained his meaning in Bahasa Indonesia, the teacher then asked all students to listen to his explanation. He explained the use of "high" and "tall". After that, the student who wrote that sentence nodded his face repeatedly.

The next activity was asking the students to mention orally one of their friends' characteristics. The teacher asked a student who always made noises: "Dimas, what do you think about Derico, apa pendapatmu tentang Derico?". That student remained silent for a moment until the teacher replied the question. That student said: "He is short." The teacher then asked some students. The time was almost up. The teacher gave homework for next week's meeting. It was memorizing the 60 adjectives and their meanings. The teacher led the prayer by saying: "Let's pray together". After that he said: "See you and thank you, Wassalamualaikum wr.wb." the students answered together: "See you Mas Erwin."

Based on the observation and discussions with the English teacher, the principal and the collaborator, some problems in the field were identified. Those problems are as follows.

1. Teacher

He said that he found problems related to how to present his teaching effectively. He knew what to teach but he did not know how to teach it appropriately. He applied some strategies such as giving examples, translating the

words, drilling, and repeating the instruction to make the students understand the lesson, but they did not work well to the students. He failed to make an environment that was comfortable for them. However, he feared that they would get bored very quickly by this situation. To improve this situation, he said he needed to enhance his knowledge about teaching theories and practices.

2. Students

Observing the students' behaviours in the teaching and learning process, it seemed that the students did not feel comfortable sitting on the U-shape seats in the language laboratory. They were too obedient and did not have motivation to be actively involved. They felt shy to do oral activities, such as answered the teacher's questions and responded to his greetings in English. They were afraid of doing mistakes in the learning activities. They also had difficulties in memorizing the English words. The teacher worried that these behaviours in learning English would cause them to fail to learn English. In relation to the family background, many of them came from middle-to-low economic families. It may affect on their behaviors in the classroom and the facilities they had.

3. Learning Material and Media

The teacher had arranged the syllabus and learning materials before starting the class. He arranged the syllabus based on the school situation and the students' need. The compulsory book for the eighth grade was "Speak up English". But, unfortunately, there were only several materials applicable for the students and few ready-to-use teaching media supporting the teaching. Although

realizing the importance of teaching media in the English teaching and learning process, he said that he could not spend much time in creating and preparing them.

4. The Facilities

The facilities that support the teaching and learning process such as the compulsory books, pictures, and dictionaries are not sufficient; only 40 compulsory books available for 146 students and 4 English-Indonesian dictionaries available and are kept in the wardrobe. It is hard to ask the students to buy the compulsory books, even the good dictionaries, since they come from middle-to-low economic families.

C. Limitation of the Problem

The members involved in the research agreed that pictures had an essential contribution to the improvement of the students' vocabulary mastery in the teaching and learning process. This action research was therefore focused on the efforts that were feasible and that enabled the research members to work collaboratively in improving the students' vocabulary mastery in the English teaching and learning process at Grade VIII A of SMPN 10 Yogyakarta in the academic year of 2008/2009 through pictures.

D. Formulation of the Problem

The researcher began this study by asking the research question: How can the vocabulary mastery of the grade VIII A students of SMP N 10 Yogyakarta in the academic year of 2008/2009 be improved through pictures?

E. Objective of the Research

Based on the formulation of the problems above, this study is aimed at improving the vocabulary mastery of the grade VIII A students of SMP N 10 Yogyakarta in the academic year of 2008/2009 through pictures.

F. Significance of the Research

The research is expected to give advantages to all parties related to education:

1. To the English teachers, especially who teach in junior high schools, will have clear description of the English vocabulary that are taught in junior high schools. It is also expected that after knowing the result of the research, the teachers will improve their technique in teaching vocabulary, so they can encourage the students in learning English, especially the vocabulary.
2. To the material designers, it is expected that the result of the research will give an input to them, so they can design the effective materials for improving the vocabulary mastery.
3. To the researcher, the research is a valuable experience since it enriches her knowledge related to the English teaching and learning process.
4. To other researchers, this research is expected to be used as a reference to do an action research study, especially a study on improving students' vocabulary mastery, and give them clear description and information about the use of pictures as media in teaching learning process.

CHAPTER II

LITERATURE REVIEW AND CONCEPTUAL FRAMEWORK

A. Literature Review

1. The Vocabulary

a. Definitions of Vocabulary

Broadly defined, vocabulary is knowledge of words and word meanings. It is one of the main components in a language, which with no words no language exists. They are the means by which people exchange their thought to each other. This indicates that someone needs to master the words, know the meaning of those words and use them or he can participate in the conversation.

Vocabulary affects the communication process. It affects the will and the ability to express ideas correctly. Tarigan (1984:2) notes that one's language skill depends on vocabulary mastery. The more vocabulary one has, the more chance one has to be able to communicate. Furthermore, one's ideas or thoughts will be better understood if they are expressed in the appropriate and correct words.

In line with Tarigan, Krashen and Terrel (1983: 155) argue that vocabulary is basic to communication. If learners do not recognize the meanings of the key words used by those who address them, they will be unable to participate in the conversation. And if they wish to express some ideas, opinion, or ask for information, they must be able to produce lexical items to convey their meaning.

Harmer (1991: 158) summarizes that knowing words means knowing about:

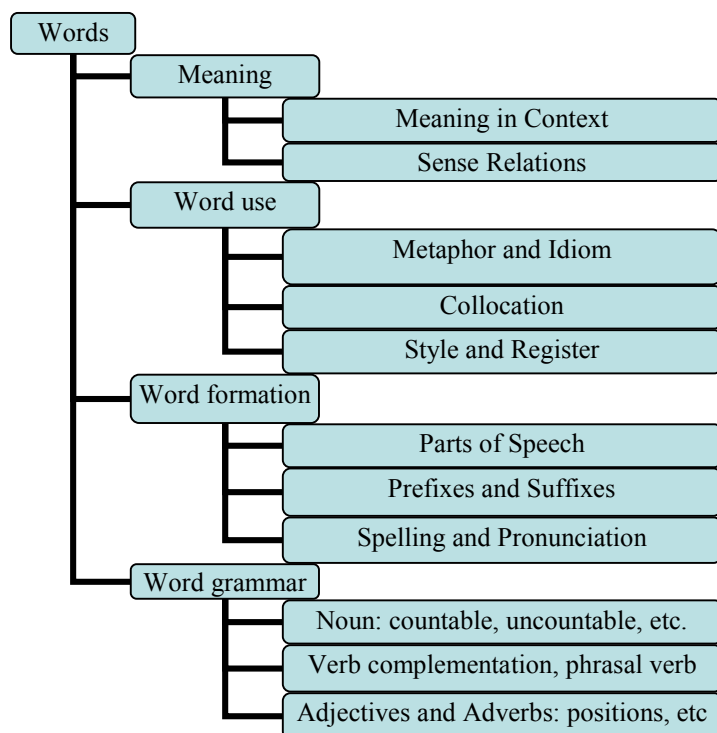


Figure 1: Knowing a Word (Vocabulary)

It means that learning vocabulary is not only learning about the words or new vocabulary, but also about how to use the vocabulary into correct usage. What is meant by the meaning of a word is determined by the context where it is formed and also determined by its relation to other words. The word “book” sometimes means the kind of thing you read from, but it can also mean a number of other things. The example of the second context is “vegetables”; it has general meaning whereas “carrot” is more specific.

Word meaning is also governed by metaphor and idiom, i.e the word “hiss” refers to the noise of snake and to someone’s threat to others. In

collocation, a word goes with each other, such as headache, earache, and so on. The style and register is applied by differentiating the language to be used by someone either in a formal or informal context.

Another is word formation which means seeing words on their grammatical contexts, knowing how suffixes and prefixes work, for example –im- or –in-.

Last is about word grammar which is employed by distinguishing the use of words based on the use of certain grammatical patterns, as nouns, verbs, adjectives, adverbs, etc.

Moreover, Thornburry (2002:14) says that vocabulary is largely a collection of items and learning vocabulary is important because it enriches someone's knowledge of words. Therefore, vocabulary knowledge cannot ever be fully mastered. It expands and deepens over the course of a lifetime.

b. Vocabulary Mastery

Vocabulary is needed by people to understand the meaning of words and it helps them to express the ideas precisely (Burton, 1982: 98). It is a reality that each of the four language skills in the language learning process, which are listening, speaking, reading, and writing, requires the mastery of vocabulary. Limited word mastery will give bad influences in the process of teaching and learning of a language.

Murphy et. al. (1981: 231) mention the concept of mastery by stating that there are some identifiable and circumscribed body of skills or knowledge for

an instructional program attempts to foster in all students. There are some arrangements about the level of performance that indicate mastery of skills or content areas. There is some means of determining whether the mastery level is attained. It involves programme goals and objectives, standards, and special problem of measurement.

Vocabulary mastery is not a spontaneous process. It is a gradual process to reach out the good vocabulary mastery. It can be defined as through knowledge of the words of a language. The students' mastery of words of a language is indicated by their ability in producing and understanding the words in their daily life.

Moreover, Krashen and Terrel (1983: 155) state that vocabulary mastery is also very important for the acquisition process. Acquisition depends crucially on the input which is being comprehensible. And comprehensibility is dependent directly on the ability to recognize the meaning of key elements in the utterance. Thus, acquisition will not take place without the comprehension or the mastery of vocabulary.

Cameron (2001: 74) says that learning words is not something that is done and finished yet. To master vocabulary is to learn new words, meaning to increase vocabulary. The learning includes the pronunciation, the meaning, the spelling, the usage, and the part of speech of the words. She also adds that learning words is a cycle process of meeting new words and initial learning, followed by meeting those words repeatedly, each time extending knowledge of what the words mean and how they are used in the foreign language. This means

that every time students meet those familiar words again, they indirectly improve their knowledge about the words.

To master vocabulary, someone goes through three stages as stated by Keraf (1984: 65-66) namely *childhood*, *adolescence*, and *adulthood stage*. The first stage is *childhood stage*. In this stage, a child wants to know words to express something which relates to his main needs. The child, in this stage, in attempt to master vocabulary tends to express ideas extensively. In the *adolescence stage*, the child who has become a teenager begins to study to master his language and broaden his vocabulary purposely and consciously. This process is called the language learning process, which still runs together with that of the childhood stage. Meanwhile, in the *adulthood stage*, the vocabulary mastery of the child is more stable because the child who has become an adult has many opportunities to be involved in communication broadly and freely.

It is clear, then, that mastering vocabulary is very important because vocabulary is a vital means for communication and expression and expressing thought, as it is important in acquiring and learning a language.

c. Roles of Vocabulary

Vocabulary has an important role in the second language learning. Wilkins in Thornburry (2002:13) says that without grammar very little can be conveyed, without vocabulary *nothing* can be conveyed. If we spend most of our time studying grammar, our English will not improve very much. We will see most improvement if we learn more words and expressions. We can say very little

grammar, but we can say almost anything with words. It shows that learning vocabulary is very important. Further, Krashen (1983:155) says that vocabulary is very important for the acquisition process. Vocabulary supports the successful learning of the four language skills.

Furthermore, Cameron (2001:95) explains that vocabulary is fundamental to use the foreign language as discourse since vocabulary is both learnt from participating in discourse and it is essential to participate in it. Vocabulary has been seen as a major resource for language use. Early foreign language learning offers the chance for learners to build up a solid core of words useful for further learning, together with words that are learnt because they interest or excite young learners at that age.

Besides, vocabulary is fundamental to communication. Rivers (1983:125) states that the acquisition of an adequate vocabulary is essential for successful second language use because without an extensive vocabulary, the learners will be unable to use the structures and function that the learners learn for comprehensible communication. If learners do not recognize the meaning of the key words used by those who address them, they will be unable to participate in the conversation. And if they wish to express some ideas or ask for information, they must be unable to produce lexical items to convey their meaning. It is frustrating for intermediate learners when they discover that they cannot communicate effectively because they do not know many of the words they need.

From the above discussions, it is clear then that vocabulary plays an important role in foreign language learning.

d. Kinds of Vocabulary

According to Madya (1980: 13-14), there are two types: *active* and *recognition* vocabulary. The active vocabulary is the vocabulary made up of words that one uses in speaking and writing, whereas the recognition vocabulary is composed of words which one understands when one hears or reads them, and does not ordinarily use in one's speaking and writing or in one's daily activities.

Furthermore, Nation (2008:7-11) provides the definition of vocabulary in four types. They are *high frequency*, *academic*, *technical* and *low frequency words*. High frequency words occur very frequently in all kinds and are needed in informal and formal uses of the language. The academic words are important for learners who will use English for academic study either in upper secondary schools or in universities or technical institutes. Technical words are clearly very important for anyone who specializes in a particular area. The low frequency words are the biggest group. They include (1) words that are not quite frequent or wide range enough to be high frequency words, (2) technical words from other areas (one's person's technical vocabulary is another person's low frequency vocabulary), and (3) words that just occur rarely.

According to Tarigan (1986: 3-4), there are seven classifications of basic vocabulary. Basic vocabulary is words which do not change easily or have small possibility adopt from other languages. They are:

- 1) Kinship : *father, mother, son, daughter, brother, sister, grandfather, grandmother, uncle, aunt, niece, etc.*

- 2) Parts of the body: *hand, hair, head, ears, nose, mouth, tooth, leg, foot, toes,*
etc.
- 3) Pronouns : *I, you, we, she, he, they, etc.*
- 4) Numbers : *one, two, three, four, five, eleven, twelve, etc.*
- 5) Verbs : *eat, drink, sleep, speak, see, listen, bite, walk, work, jog,*
take, catch, chase, run, etc.
- 6) Adjectives : *happy, sad, hungry, beautiful, big, small, strong, old, etc.*
- 7) Universal matters: *land, water, sun, animals, fruits, food, plants, etc.*

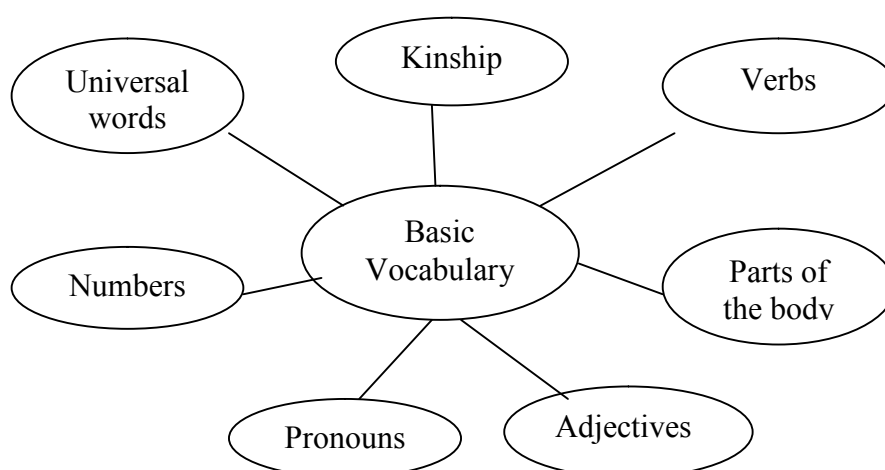


Figure 2: The Basic Vocabulary

Wakely (2003) presents vocabulary in four units. They are reading vocabulary, listening vocabulary, speaking vocabulary, and writing vocabulary. Reading vocabulary consists of words found by people when they are reading. Listening vocabulary is words that people hear and understand when they are talking to else or listening to the radio and television. Speaking vocabulary

includes words people used in their daily life and conversation. The last is writing vocabulary. This consists of words people use in writing essays, reports, or letters.

Supporting the statements above, Kustaryo (1988: 24) also calls it as vocabulary development which involved the mastery of the four macro skills. He says that vocabulary development is a skill with the effort to improve. It is about vocabulary proficiency which would affect the four language skills mentioned. In another word, vocabularies which are developed in each skill functions in different usage.

e. The Teaching of Vocabulary

Vocabulary is a core component of language proficiency and provides much of the basis for how well learners speak, listen, read, and write. Without an extensive vocabulary and strategies for acquiring new vocabularies, learners often achieve less than their potential and may be discouraged from making use of language learning opportunities around them, such as listening to the radio, listening to native speakers, using language in different contexts, reading, or watching television.

Teaching vocabulary is not an easy task. It needs a good planning. A teacher is required to have knowledge about what words to be taught depending on the teaching purpose. When deciding which words to teach, the teacher should think about “levels” of vocabulary described by Beck et al. (2002).

- 1) Level I Words: these are words that are used over and over in everyday speech. Since they are so frequently used in a variety of contexts, virtually all

students learn them. Some examples of these words would be *house, girl, cat, up, umbrella*, etc. Level I words are sometimes referred to as “conversational speech.”

- 2) Level II Words: these words are likely to be learned only through reading or through instruction. They have been referred to as the vocabulary of educated persons, as “academic vocabulary,” and as “instructional vocabulary.”
- 3) Level III Words: these are words associated with a particular field of study or profession. These words make up the technical vocabulary or jargon of a field.
- 4) Level IV Words: these are words that are interesting but so rare and esoteric. They are probably not useful even in most educational environments.

In line with Beck et al., Nation (2008:7-11) states that there are some principles for teachers in the teaching of vocabulary.

- 1) High frequency words should be taught to the students.
- 2) Academic words should be deliberately learnt.
- 3) Technical words are only learnt if the students study the subjects, or while the students are studying the subjects.
- 4) Low frequency words should not be taught to the students because it is a wasting-time. Teachers can give the students strategy to learn it (Nation 2008:14). They are:
 - a) Guessing the meaning from the context.
 - b) Learning from word cards (only a part of the course)
 - c) Using word parts (suffix, prefix, etc)

- d) Using a dictionary (monolingual for students who have mastered high frequency words, bilingual for those who have not)

Thornbury (2002:30) suggests some implications in teaching vocabulary. They are:

- 1) Learners need tasks and strategies to help them organize their mental lexicon by building network of association-the more the better.
- 2) Teacher needs to accept that the learning of new words involves a period of initial fuzziness.
- 3) Learners need to wean themselves off a reliance of direct translation from their mother tongue.
- 4) Words need to be presented in their physical contexts, so that learners can get a feel of their meaning, their register, their collocations, and their syntactic environment.
- 5) Teaching should direct attention to the sound of new words, particularly the way they are stressed.
- 6) Learners should aim to build a threshold vocabulary as quickly as possible.
- 7) Learners need to be actively involved in the learning of words.
- 8) Learners need multiple exposures to words and they need to retrieve words from memory repeatedly.
- 9) Learners need to make multiple decisions about words.
- 10) Not all vocabulary that the learners need can be taught; learners will need plentiful exposure to talk as well as training for self-directed learning.

Often a teacher needs to give attention to a word without too much interruption to an activity that is going on. Nation (2008: 98) suggests some ways of quickly giving attention to a word.

- 1) Use an L1 translation.
- 2) Use a known L2 synonym or a simple definition in the L2.
- 3) Show an object or picture.
- 4) Give a quick demonstration.
- 5) Draw a simple picture or diagram.
- 6) Break the word into parts and give the meaning of the parts and the whole word (the word part strategy).
- 7) Give several example sentences with the word in context to show the meaning.
- 8) Comment on the underlying meaning of the word and other referents.

Nation (2008:99) also states that an alternative way of conveying the meaning of a new word is simply to use words-other words. Non-visual, verbal means of clarifying meaning include: providing an example situation, giving several example sentences, giving synonyms, antonyms, and super ordinate terms, and giving a full definition.

Hunt and Beglar in Richard and Renandya (2002:259) discuss three approaches to vocabulary teaching and learning:

- 1) Incidental learning (learning vocabulary as a by product of doing other things such as reading and listening).

- 2) Explicit instruction. It depends on identifying specific vocabulary acquisition targets for learners.
- 3) Independent strategy development.

Life is short but vocabulary is long, and acquiring it takes time, even in one's own language (Wakely: 2003). This means that vocabulary of any language is huge and its acquisition takes time, even for a native speaker. So there should be efforts to improve students' vocabulary.

f. The Learning of Vocabulary

Learning a language means learning its vocabularies. We use the vocabularies in communication either in spoken form or in written form. We send messages, share information and ideas by using the language. Generally, no language acquisition is possible without understanding the vocabulary, either in the first or in the second language (Kweldju, 2004:18).

Moreover, Wilkins (in Thornburry 2002:13) emphasizes that vocabulary learning is very important. He says without grammar very little can be conveyed, without vocabulary nothing can be conveyed. Students may communicate using English productively if they master certain amount of words.

Nevertheless, learning words is not something that is done and finished yet (Cameron, 2001: 74). To learn vocabulary is to learn new words, meaning to increase vocabulary. The learning includes the pronunciation, the meaning, the spelling, the usage, and the part of speech of the words. She also adds that learning words is a cycle process of meeting new words and initial learning,

followed by meeting those words repeatedly, each time extending knowledge of what the words mean and how they are used in the foreign language. This means that every time students meet those familiar words again, they indirectly improve their knowledge about the words.

Nation (2008:191) states that vocabulary learning cannot be left to itself. It needs to be strengthened by careful planning and well-directed teaching. He describes how to maximize vocabulary learning from communicative task:

- 1) Make sure that the target vocabulary is in the written input to the task and occurs in the best place in the written input.
 - Have plenty of written input.
 - Make sure about 12 target words occur in the written input.
 - Try to predict what parts of the written input are most likely to be used in the task and put wanted vocabulary there.
- 2) Design the task so that the written input needs to be used.
 - Avoid the use of numbering in lists of items or choices.
 - Use retelling, role play, problem solving discussion based on the written input.
 - Have a clear outcome to the task, such as ranking, choosing, problem solving, completion.
- 3) Get each learner in the group actively involved.
 - Split the information.
 - Assign jobs or roles.
 - Keep the group size reasonably small about four or five learners.

- Have learners of roughly equal proficiency in a group who feel comfortable negotiating with each other.
- 4) Ensure that the vocabulary is used in ways that encourage learning.
- Use tasks such as role play that require changing the context of the vocabulary.
- Use a procedure such as the pyramid procedure or reporting back to get the vocabulary reused.

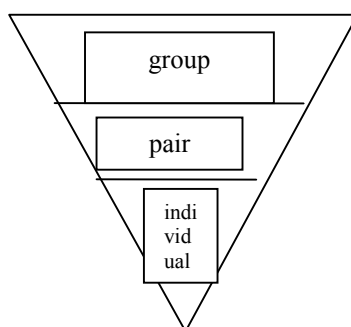


Figure 3: The Pyramid Procedure

- After the task is completed, get the learners to reflect on what vocabulary they learned.
- 5) Make an observation checklist for monitoring the activity, and if possible, use it.

Hatch and Brown (in Cameron: 2001) describe five essential steps in vocabulary learning based on research into learners' strategies:

- 1) having sources for encountering new words;
- 2) getting a clear image, whether visual or auditory or both, for the forms of the new words;
- 3) learning the meaning of the words;

- 4) making a strong memory connection between the forms and meanings of the words; and
- 5) using the words.

Vocabulary has been seen as a major resource for language use. When someone learns a foreign language as early as possible, it will help him/her to build up a solid core of words that is useful for further learning. This early vocabulary learning, however, may be ineffective if words are not used regularly.

g. Teaching Vocabulary in Junior High School

Based on the School Based Curriculum (KTSP) proposed by the Ministry of National Education, there are three fields of English as a subject taught in the junior high school. These are the discourse ability to integrate four skills (listening, speaking, reading and writing); the ability to comprehend and produce short functional texts and monologue texts in the form of procedure, descriptive, recount, narrative, and report; and the supporting competences such as linguistic competences (grammar, vocabulary, pronunciation), socio cultural competence, strategic competence, and discourse form competence.

Nevertheless, vocabulary should be placed as one of the aspects which have to be concerned well in the teaching learning process since vocabulary mastery as one of the linguistic competences mentioned in the School Based Curriculum (KTSP) is an essential element of English and has an important role to support the ability of the four language skills, i.e. listening, speaking, reading, and writing.

The teaching of vocabulary in the English teaching learning process, especially in the communicative language teaching method, is very important. In this method, vocabulary supports the communicative goal because these communicative goals cannot be reached if the students do not master the vocabulary yet. Therefore, the teaching of vocabulary should be taught in accordance with the genres or text types but over use of text translation should be reduced.

According to Roger and Shirley (1984: 137-138), there is a high correlation between teacher behaviour and student learning. Below are two areas of teacher behaviour that promote maximum learning for students to master vocabulary.

1) Instructional Considerations

The teacher should consider several aspects in giving the instruction. First, there should be a wide variety of pictures related to the materials in order to provide many vocabularies. Second, a variety of interesting activities are important to make the learning enjoyable. Third, the teacher should give clear directions so that the students will know both the teacher's expectations and their responsibility. Fourth, the teacher should give students cues to help elicit the correct response rather than supply immediate answer or call on another student when a student fails to answer.

2) Psychological Considerations

Regarding the psychology of the learner, the teacher should consider some points. First, in planning learning activities, he should consider the development

of the students' character, not their grade level. Second, he encourages the students to listen when another student is attempting to answer a question. Third, whatever contribution a student is able to make, even if his answer is incomplete, the teacher should be able to recognize. Fourth, the teacher should often give appraisal to students who can answer.

While according to Nation (2008: 7), learners need to take responsibility for their own learning, that is, they need to become autonomous learners. This is a difficult thing for some learners to do. Becoming an autonomous learner involves deciding what words to learn, making decisions about how to learn them and revised them, seeking out opportunities to use the language, and keeping motivated to keep on with learning and using the language. Becoming an independent learner also involves gaining knowledge about language learning so that there can be informed reflection on learning and knowing how to proceed with learning. Teachers need to support learners in these jobs.

2. Pictures

a. Pictures as Teaching Media

Media are very important components in teaching and learning English. According to Gutschow in Winoto (2005:17), media can serve four general purposes:

- 1) Media can help to simplify the teaching and they can help to complete it.
- 2) Media allow teacher's point of view to practice the principle of teaching object and illustration.

- 3) With the help of media, the use of the mother tongue of the students can be avoided.
- 4) Media are instruments of motivation if they are used to stimulate the learning process.

Pictures are one form of widely-used media. Pictures are often used in teaching any subjects, not only in teaching English. Pictures can be used to attract the students' attention and make them interested in the subject given. It is because the attitude, motivation and interest of the student are the crucial factors in determining his achievement (Finocchiaro, 1975:263).

Moreover, Chayanuvat (1996) states that a picture is better than a thousand words. Undoubtedly, pictures are powerful visual aids. "Pictures" here include everything ranging from postcards, drawings, photographs, paintings, wall pictures, to slides and videos.

Pictures become important aspects in the teaching and learning process. Pictures, especially in teaching beginners, are very helpful since they give more real description and example to them on what they learn. Pictures can encourage students to learn by using something more real than just the words or oral explanation from the teachers.

Paul (2003) states some of the most useful pictures include:

- 1) Themes

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

2) Maps

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

3) People

The examples are the photographs or pictures of people, including people the children know well.

4) Puzzle pictures

The definition of puzzle pictures is pairs of pictures that have a few differences, and cut-up pictures to put together.

5) Around the world

They are pictures that show daily lifestyles in various countries around the world, particularly ones that show children doing the kinds of things children do all over the world.

Harmer (2001: 134) uses the term teaching aid to refer to the media used in the teaching and learning process. He says that as a language teacher, we use a variety of teaching aids to explain language meaning and construction, engage students in a topic, or as the basis of a whole activity.

Furthermore, Finocchiaro (1989:137) states that as teaching media, pictures should contain at least three major types of illustration. First, pictures of persons and single objects. Second, pictures of people engaged in activities presenting the relationship between individuals and objects. Third, a series of six to ten pictures mounted on one chart of count nouns (as pieces of furniture) or mass nouns (as food or sports or work activities).

From the above definitions, it can be concluded that pictures as teaching media are one of the teaching- learning elements that have a very important role in helping the teacher in managing teaching and learning process and helping the students in learning.

b. Criteria for Good Pictures

To achieve the objective of learning through pictures, the pictures that are used must be good. There are some requirements that must be fulfilled of good pictures.

1) The pictures must be simple.

The first consideration in selecting pictures is that they should be simple. Beautiful pictures will help but are not really necessary. Simple pictures are useful and can be good media as far as they can clarify the explanation.

2) The pictures must have no ambiguity.

The sources of pictures are abundant but not all of them can be used in teaching and learning process. Many of them have ambiguity, for example, a picture of a student who is sitting and holding a book. It is difficult to decide whether the point of the picture is reading or studying. To avoid it, we have to use pictures that illustrate the point clearly.

3) The pictures must be in accordance with the students' level of proficiency.

It is dispensable that teacher takes his students' proficiency of English into account. It means that the use of picture should be appropriate to the students' knowledge of English. If the pictures shown are too difficult to understand, the

students will be frustrated and will not desire to learn. Hence, teacher should be selective in choosing pictures, which will adequate to his students' proficiency in the target language.

4) The size of the pictures depends on the class.

The purpose of this consideration is that each student is able to see all the necessary details in the object or action, or knowledge can be smaller than a picture, which includes more objects or actions.

5) The pictures must be related to the topic taught.

As mentioned above, not all pictures can be used in teaching and learning process. Pictures, which do not pertain the topic under discussion, are likely to confuse the mind of the students. Occasionally, one or two carefully selected pictures will be sufficient.

From the above discussion, the conclusion that can be taken is that there are so many kinds of pictures we can find in our environment. They can be very helpful in creating ease for the teachers and the students in the English teaching and learning process if the teachers use them properly.

c. The Advantages of Using Pictures in ELT Process

The use of media in teaching and learning process can help the teacher in explaining the materials and help the students in understanding the materials.

Pictures as one of the media in teaching and learning process have some advantages both for the teacher and the students.

There are some advantages of using pictures in teaching the students as stated by Chayanuvat (1996).

- 1) They come in a wide variety and are often striking, beautiful and colourful, lending themselves as an important element for fun and motivation.
- 2) They enable the students to mobilize their own imagination and interpretation using their life experiences. In this way, students are challenged to show their creativity.
- 3) Pictures offer a rich source of contextualization. Not only what is in the picture is seen, the background and the context linked with it are portrayed.
- 4) They offer a base for students to build up their language.
- 5) More importantly, they transfer the real world into the classroom as best as they can. They help students to use language in meaningful ways.
- 6) They help students to be personally involved, an element of a learner- centred approach.
- 7) For teachers, this media is very easy to find. There are very interesting pictures in daily newspaper and magazines.

Teachers can use pictures at any stage in the lesson where he thinks appropriate. They can be used for warm-ups, language practice, and consolidation of the taught aspects.

William (1963) in Rohmah (1996) states some functions of pictures:

- 1) Aids to detailed study. Close up our comprehension of distance enables students to details of the subject that would be difficult to study.
- 2) Pictures can correct misconception, concept formed on the basic of limited experience or inaccurate of verbal explanation.
- 3) Prevent misconception. Concept and terminology of such thing can be developed accurately when picture accompany the terminology.
- 4) Build new experiences since not everything can be learned from firsthand experiences, learning can be extended through the various experiences afforded by picture.
- 5) Raise question and prevent problem. By asking the right kinds of question the teacher can start a good discussion among students.
- 6) Provide setting. Picture can provide the setting and background needed to broaden comprehension of an event.

From the previous explanation, it can be concluded that pictures can be used as potential and helpful media in the English teaching and learning process. There are so many uses of pictures in helping the teacher give language tasks and explanation. It will be easier for the teacher and learners in joining the process when they are facilitated with the appropriate media. The pictures used should suit the goal of teaching and learning objective and suit the materials and activities supported.

3. English as a Foreign Language

Language is a system of arbitrary, vocal symbols which permit all people in a given culture, or other people who have learned the system of that culture, to communicate or to interact (Finochiaro, 1964 in Brown 1987: 4). In another word, language is used for communication which has social function.

As an international language, English continues to become a globally spread language and has many different functions in many countries. English has various statuses: English as a native language, English as a second language, and English as a foreign language (Richard et.al., 1985: 188).

A native language or mother tongue is the language which a person acquires in early childhood because it is spoken in the family and/or it is the language of the country where he or she is living (Richard et.al., 1985: 188). English is used in countries like United States, Britain, Ireland, Australia, New Zealand, most of Canada, the Caribbean, and South of Africa as a native language.

A second language is a language which is not a native language in a country but which is widely used a medium of communication (e.g. in education and in government) and which is usually used alongside another language or languages (Richard et al, 1985: 108). Brown (2000: 193) asserts English as a second language (ESL) is English within the culture where it is spoken natively. English as a second language is used in Nigeria, India, Pakistan, Ghana, Kenya, and many other Commonwealth countries.

A foreign language is a language which is not a native language in a country. A foreign language is usually studied either for communication with the foreigners who speak the language, or for finding printed materials in the language (Richard et al, 1985: 188). English is used or learnt as foreign language in Indonesia, France, and Cameroon.

In Indonesia, English is regarded as a foreign language, meaning that English is not widely used in Indonesian society. The characteristics of the foreign language context are different from those of second language learning context. The language input of this context is very limited. English is used in a formal and social environment. The motivation for learning is just instrumental or integrative. The purpose of learning is travelling abroad, communicating with native speakers, and reading scientific and technical works. The means of learning is the school and limited mass media.

English as a foreign language has some areas of knowledge which learners should learn in order that they can use the language effectively. According to Harmer (1992: 11-18), areas of language that should be learnt by English language learners consist of vocabulary, pronunciation, grammar, discourse, and language skills (listening, speaking, reading, and writing).

a. Teaching English as a Foreign Language

Teaching is a process that cannot be separated from learning. It functions to guide and facilitate learning, enable the learner to learn, and set the condition of learning. Brown (2000) defines teaching as showing or helping someone to learn

how to do something, giving instruction, guiding in the study of something, providing with knowledge, causing to know or understand.

English teaching follows the same principles. In teaching English, the teacher has the task to help the students to learn. Using the knowledge of the students' characteristics and needs, the teacher is to determine the objectives of the instruction, the style of the teaching, and the method and techniques of the classroom interaction.

Effective teaching, according to Brown (2000), is systematic, stimulating, and caring whereas bad teaching reduces motivation, increases negative attitudes to learning, and yields lower achievements. The teacher's understanding of what learning is will determine his understanding of what teaching is. The teacher's understanding of how the students learn will determine the teacher's philosophy of education, teaching style, approaches, methods, and the classroom techniques.

Teaching should not place teachers as superpower figures who determine everything in the process. The situation in which they are teaching and the goals of the students in their classes are the components that the teacher should pay attention to. Some teachers do not realize this fact. Such teachers teach as teachers who teach as they were taught without thinking about the appropriate methods, techniques, and topics. The result is the students do not find the lesson interesting or exciting. However, teachers are satisfied if they pass the examination set by the department. Therefore, it is important for the teachers to know the objectives of their teaching. Some objectives of teaching proposed by Rivers (1981: 8) are:

1. To develop the student's intellectual powers through the study of another language.
2. To increase the student's personal culture through the study of the great literature and philosophy to which the new language is the key.
3. To increase the student's understanding of how language functions and to bring them, through the study of another language, to a greater awareness of the functioning of their own language.
4. To teach students the experience to read another language with comprehension so that they may keep abreast of modern writing, research, and information.
5. To give students the experience of expressing themselves within another framework, linguistically, kinetically, and culturally.
6. To bring students to a greater understanding of people across national barriers, by giving them sympathetic insight into the ways of life and way of thinking of the people who speak the language they are learning.
7. To provide students with the skills that will enable them to communicate orally, and to some degree in writing, in personal or career context, with the speakers of another language and with people of other nationalities who have also learned this language.

Moreover, Kindsvatter, Wilen, and Ishler (1996:11) provide the guidelines for effective teaching: 1) review, checking the previous days' work; 2) present new contents/skills; 3) provide initial student practices; 4) provide feedback and correctness; 5) provide students' independent practice; 6) and provide weekly and monthly reviews.

1. Reviewing

Reviewing to check the students' mastery is an important activity for the teacher. Here the teacher reviews and checks the students' work. It is the task of the teacher to check whether the students have learned what has been taught. This can be done by short quizzes, questions and answer, classical responses, and so on.

2. Presentation of Contents

The teacher's next step is to present new contents. In this task, the teacher may teach students until they can acquire the essential skills and knowledge. Occasionally, some skills or content may have to be replaced for particular students. Presentation of content can be done in small-group sessions of students for problem-solving activities.

3. Initial Practice

The teacher provides initial students' exercises. They are to know whether the students understand the material or not. Initial exercises help the students to be ready for further exercises.

4. Feedback and Correctness

Giving feedback and correction contributes to the success of instruction in the classroom. This phase of teaching informs students how to become more proficient in areas that are not successfully learned. Feedback and correction give students opportunities to do additional practice and relearn lessons. This will improve the students' understanding of the material.

5. Independent Practice

Independent practice is given to students as independent work. Students are not to depend on each other, though some exercises may be done in groups.

Independent exercise can be homework, individual tasks, and so on.

6. Weekly and Monthly Reviews

Providing weekly and monthly reviews is for the teacher to know that the students still remember what has been taught. The teacher can carry out this

task in the form of weekly and monthly quizzes or tests or summative or sub-summative tests.

The EFL context gives a greater role to the teacher than in the ESL context. Since students will have a little exposure, teaching English in the EFL context must facilitate that weakness. Teaching should create opportunities for students to learn such as through books, language clubs, and instructional media. Therefore, the teacher's role is to serve and accommodate the students to learn through many ways in the classroom context.

b. Learning English as a Foreign Language

Language learning is a long and complex way, where the learners explore all their competence to think, feel, and act. It has been the concern of many experts.

According to Brown (2000), learning is a process of acquiring or getting of knowledge of a subject or a skill by study, experience, or instruction. Brown (2000) also quotes the definition from Kimble and Garnezy who states that learning is a relatively permanent change in a behavioural tendency and is the result of reinforced practice. A change occurs when the learners are able to do something that they could not before. This change is relatively permanent. Moreover, Brown breaks down the definition of learning into seven components. They are:

1. Learning is acquisition or "getting".
2. Learning is retention of information or skill.
3. Retention implies storage systems, memory, and cognitive organization.

4. Learning involves active, conscious focus on and acting upon events outside or inside the organism
5. Learning is relatively permanent but subject to forgetting.
6. Learning involves some form of practice, perhaps reinforced practice.
7. Learning is change in behaviour.

Moreover, Hutchinson and Waters (1987: 39) see learning as the cognitive process that happens in the minds “*language learning is conditioned by the way in which the mind observes, organizes and stores information*”. In other words, the key to the successful language learning lies not in the analysis of the nature of language but in understanding the structure and the process in the mind.

Although learning is the process that happen in the mind, factors outside the learners cannot be neglected. Some elements may influence the process of learning a new language. Those elements are exposure, motivation and opportunities for use (Harmer, 2001). Exposure is related to how much input that learners get in the learning process. The second element is related to how high the learners’ want to learn the new language. When the motivation comes from the learners themselves, it is called intrinsic motivation while if it comes from outside, it is named extrinsic motivation. The opportunity for use is related to how many opportunities the learners have in using the language they have learnt.

Besides the input, the usefulness of learned items should also be considered important. When learners feel what they are learning is useful for them, they will easily put that on their memory. Put simply when people see something interesting that attracts their attention, they will always remember the thing. In other words, it will lead toward the long-term memory. They are also in

line with Johnson (2002:3) who states *“the more students are able to connect their academic lessons to context in real-life situations, the more meaning they will derive from these lessons”*.

Brumfit in Johnson and Keith (1981:48) proposes some generalizations about language learning.

1) Extensive Exposure

In most situations, learning will be effective provided that there is an extensive exposure to the target language and plenty of opportunities for the learners to use the target language.

2) Systematization

In learning languages, as in learning other abilities, students tend to systematize: they create systems which may or may not be entirely appropriate, and experiment with them, and they learn by doing this.

3) Classroom Environment

Students are more likely to learn if they are being encouraged by such factors as a warm and positive classroom environment, previous success in English (which implies that a course should be organized so that it appears to the students to be easy rather than difficult), and confidence in the teacher.

In line with Brumfit, Ausubel as cited by Brown (2001:57) says that meaningful learning subsumes new information into existing structures and memory system, and resulting associative links create stronger retention. Thus, meaning is not an implicit response, but a clearly articulated and precisely differentiated conscious experience. The experience emerges when potentially

meaningful signs, symbols, concepts, or propositions are related to and incorporated within a given individual's cognitive structure on a non-arbitrary and substantive basis.

Hence, it is clear that the students' lives are important in the learning process. The materials presented in the classroom should have relationships with the students' lives. When they find that the lesson in the classroom is not useful for them in the daily life, learners will fail to find the bridge to cross over. Therefore, it is the job for the teacher to provide context.

Those definitions above come to a conclusion that learning is not an easy step and is not in a short period of language training. It is a complex process which is influenced by various aspects. It is supported by Brown (2000: 1) who states *"language learning is not a set of easy steps that can be programmed in a quick do-it-yourself kit"*. The courses are just a help to the successful learning of the second language. So much, the successful learning process will depend on the learners themselves. It needs total commitment, total involvement, and total physical, intellectual, and emotional response to successfully learn a new language.

c. Methods, Techniques, and Strategies in Language Teaching

The appropriateness of methods, techniques and strategies is considered as an important factor in promoting the successful teaching and learning process.

1) Methods

It is known that there are many kinds of methods. A method is de-contextualized. How a method is implemented in the classroom is going to be

affected not only by who the teacher is, but also by who the students are, their goals and the teacher's expectations of appropriate social roles, the institutional constraints and demands, and factors connected to the wider socio-cultural context in which the instruction takes place (Larsen-freeman, 2000: 1).

Kindsvatter et.al (1996:167) give examples of primary methods used by many teachers at all levels include formal lecture, interactive lecture, demonstration, recitation, guided discussion, small-group discussion, guided inquiry, open inquiry, individualized inquiry, simulation, and role playing.

(1) Recitation

Recitation has been labelled a quasi discussion primarily because it is not intended to be a group conversation.

(2) Guided discussion

The purpose of guided discussion is to promote understanding of important concepts, generalizations, ideas, values, problems, or issues. During a guided discussion, a teacher may probe some students' responses because clarification is needed, or to extend thinking.

(3) Reflective discussion

The reflective discussion is potentially the highest level of discussion in terms of stimulated students thinking and student interaction with other related to the content. The purposes of a reflective discussion are to require students to engage in high-level critical and creative thinking as they synthesize and evaluate information, opinions, and ideas. Students solve problems, clarify

values, explore controversial issues, and form and defend positions during reflective discussions.

(4) Small-group discussion

Dividing the large classroom into small groups of students to achieve specific objectives permits students to assume more responsibility for their own learning, develop social and leadership skills, and become involved in an alternative instructional approach.

(5) Lecture method

The lecture method is essentially a teacher-centred, one way presentation of information and ideas. Compared to other methods, lecturing is particularly effective when the purpose is presenting information that is not readily available elsewhere. Three of the most common forms of the lecture method are discussed here: formal lecture, interactive lecture, and demonstration.

a) Formal lecture.

The formal lecture at the secondary school level is the least used form of the lecture method.

b) Interactive lecture

This is the most common form of the lecture method in secondary schools. When teachers describe themselves as lecturers, they usually mean that they teach using interactive lectures. Teachers realize that students' attention spans are not long. Therefore, they attempt to involve students through the use of questioning by encouraging them to ask questions at various points during the presentation.

c) Demonstration

Demonstration provides teachers with an opportunity to show students a procedure or illustration from which they will be able to learn.

(6) Inquiry

Inquiry is a generic term that applies to methods with which teachers engage students' critical-thinking skills to analyze and solve problems in a systematic fashion. Inquiry is stimulated by confrontation with a problem, and knowledge results from the inquiry. Although the steps of inquiry vary depending on the specific objectives the teacher intends to achieve, there is general agreement on a basic form. That form is Dewey's model of reflective thinking. An adaptation is presented here: (a) identify and clarify the problem, (b) form hypotheses, (c) collect data, (d) analyze and interpret the data to test hypotheses, and (e) draw conclusions.

(7) Guided inquiry

During guided inquiry the teacher provides the data and the students are questioned to help them inductively arrive at answer, conclusion, generalization, or solution. The teacher generally has the 'right' answer in mind, or a narrow range of acceptable answers, so the students are led to the conclusion.

(8) Open inquiry

Students' freedom to initiate and think is expended in open inquiry. In essence, they assume more responsibility for their own learning and as a result, lessen their dependence on the teacher.

(9) Individualized inquiry investigation

The individualized inquiry investigation method involves identifying able and interested students who will benefit from engaging in independent study.

Above all, the most important thing is that the use of a method in learning should have a relation with its purpose. Thut and Gerberich in Khairi (2005:26) assert that a method should be judged in terms of purpose. A teaching and learning process will be effective if the use of a method is appropriate for the purpose of learning and students' characteristics. However, there is no method appropriate with all kinds of learning process, so the teacher should carefully understand the method he uses to reach learning goals.

2) Techniques

Techniques are specific activities manifested in the classroom that are consistent with a method and therefore are in harmony with an approach as well (Anthony, 1963 in Brown, 2001:14). According to Kindsvatter et.al (1996:166), instructional techniques are combinations of teachers' behaviours and skills essential for the implementation of methods and strategies. Further Kindsvatter et.al (1996:166) explains examples of the more widely applied techniques as follows.

a) Information giving

The teacher verbally provides students with explanations and directions necessary to conduct the activities of the lesson. Skills include clarifying, providing student feedback, and using audiovisual aids.

b) Motivating

Motivating are those verbal and nonverbal teachers' behaviours that stimulate students' attention, interaction, and participation. Skills include physical movement, voice, pacing, and body-language that is, gestures, posture, facial expression, and eye contact.

c) Supporting

The teacher uses verbal and nonverbal reinforcement and encouragement of acceptable students' behaviours. Skills include the use of praise, words of courtesy, acceptance, and use of feeling and ideas.

d) Listening

The teacher uses primarily nonverbal behaviours communicating to students that the teacher is attending to what is being said. Skills include physical distance, eye contact, silence, and facial expressions.

e) Questioning

The teacher uses verbal statements that have an interrogative function generally requiring students to engage in specific levels of thinking. Skills include formulating convergent and divergent questions, probing, wait time, and phrasing.

f) Managing

The teacher uses verbal and nonverbal behaviours to control student behaviour and ultimately to encourage students to control their own behaviours. Skills include physical position and movement, eye contact, and facial expressions.

It has been explained before that students are more successful when they are able to make connections between what they have known and what they are learning by relating classroom experiences to their own lives. Echevaria et. al (2000) also give some techniques that can be applied in the classroom as follows:

1) Using supplementary materials

Information that is embedded in context allows students to understand and complete more cognitively demanding tasks. Therefore, the use of supplementary materials is required to support the core curriculum and contextualize learning. They provide a real-life context and enable students to bridge prior experiences with new learning. The examples of supplementary materials are hands-on manipulative, realia, pictures, visuals, multimedia, demonstrations, related literature, adapted text, and graphic organizers.

2) Building background

Warming up activities become very important in the whole learning process since in this phase, the teacher is trying to anchor the materials with the students' background.

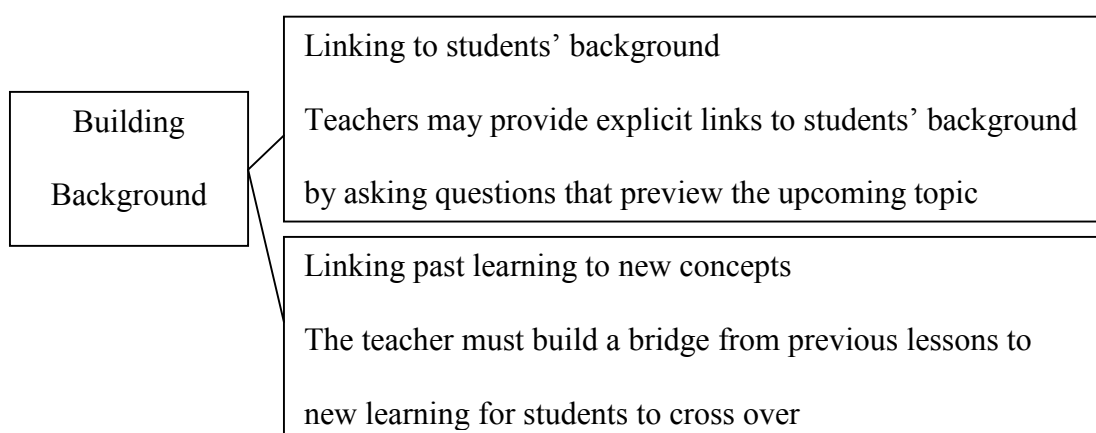


Figure 4: Building Background Concept

3) Giving comprehensible input

Effective teachers use gestures, body language, pictures, and real objects to accompany their words. Teachers can do the following ways to make their teaching effective:

- Producing speech that are appropriate for students' proficiency level
- Making the explanation of academic clear
- Using a variety of techniques

4) Giving opportunities for interaction

This item emphasizes the importance of balancing linguistic turn-taking between the teacher and students, and among students. Learning is more effective when students have opportunities to participate fully in lessons by discussing ideas and information. Students benefit from using the target language and practicing expressions of their ideas, opinions, and answer in English.

5) Grouping students

In grouping students, teachers can use a variety of grouping structures, including individual work, partners, small groups of four or five, cooperative learning group and whole-group. Using a variety of grouping configurations helps to maintain students' interest.

6) Doing games

Games help and encourage many learners to sustain their interest and work. Games also help the teacher to create context in which the language is useful and meaningful (Wright, et. al. 1983)

The research on improving the vocabulary mastery at the Grade VIII students of SMPN 10 Yogyakarta is mainly focused on using pictures and various activities based on teaching, learning, and vocabulary theories that can be applied in the classroom. Activity is defined as the specification of what learners will actually do with the input which forms the point of departure for the learning task. (Brown, 2001:14).

3) Strategies

An instructional strategy is a sequential combination of methods designed to accomplish learning objectives (Kindsvatter et.al, (1996: 168). He explains that another group of more formal strategies that have evolved from the effective-teaching research and emphasize higher student achievement are as follows:

- a. Active teaching – academically focused, teacher – directed classroom instruction using sequenced and structured materials.
- b. Mastery learning – an individualized diagnostic approach to instruction in which students proceed with studying and testing at their own rate to achieve the prescribed level of success.
- c. Cooperative learning – the use of peer tutoring, group instruction, and cooperation to encourage student learning.

d. Students

The students are the centre of learning. The effectiveness of teaching and learning is influenced by the students themselves. The process of teaching and learning can be failed if students do not know what the teachers' saying. In relation to it, Sugeng (1997:65) states that the learners or students should be regarded as the centre of the teaching and learning process.

There are some different learner types. Willing in Nunan (1987:91) states that there are four different types of learners and their preferences.

- a) 'Concrete' learners prefer learning by games, pictures, films, and video, talking in pairs, learning through the use of cassettes and going on excursions.
- b) 'Analytical' learners like studying grammar, studying English books, studying alone, finding their own mistakes, having problems to work on, and learning through reading newspaper.
- c) 'Communicative' learners like to learn by observing and listening to native speakers, talking to friends in English, watching TV in English, using English in shop, learning English words by hearing them, and learning by conversations.
- d) 'Authority-oriented' learners would like the teacher to explain everything they like, write everything in a notebook, have their own textbook, learn to read, study grammar, and learn English words by seeing them.

According to the observation and the interviews with some students, it can be concluded that the students had all kinds of types. Therefore, the use of pictures is in accordance with the students' types and facilitate them in learning.

e. The Classroom Implication

Brown (2001:92) states that the “terrible teens” are an age of transition, confusion, self-consciousness, growing and changing bodies and minds. Teens are in apposition between childhood and adulthood; therefore, a very special set of consideration applies to teaching them. Here are some possible considerations:

- 1) Intellectual capacity adds abstract operational thought around the age of twelve. Therefore, some sophisticated intellectual processing is increasingly possible.
- 2) Attention spans are lengthening as a result of intellectual maturation, but once again, within many diversions present in a teenager’s life, that potential attention span can easily be shortened.
- 3) Varieties of sensory input are still important, but again, increasing capacities for abstraction lessen the essential nature of appealing to all five senses.
- 4) Factors surrounding ego, self image, and self esteem are at their pinnacle. Teens are ultra-sensitive to how others perceive their changing physical and emotional selves within their mental capabilities. One of the most important concerns of the junior school teacher is to keep self esteem high by:
 - a) Avoiding embarrassment of students at all costs,
 - b) Affirming each person’s talents and strength,
 - c) De-emphasizing competition between classmates, and
 - d) Encouraging small group work where risks can be taken more easily by a team

- 5) Junior school students are of course becoming increasingly adult like in their ability to make those occasional diversions from the “here and now” nature of immediate communicative contexts to dwell on a grammar point or vocabulary item. But as in teaching adults, care must be taken not insult them with stilted language or to bore them with over analysis.

Jonassen (1999) writes that there are three phases that the classroom activities should go through in order to promote successful learning. Phase one is called advance organizer. In this phase, the activities are related to warming up: clarify the aim of the lesson, present the organizer, and relate the organizer to students’ knowledge. Phase two is about how to make the organization of the new material explicit, make logical order or learning material, and present them. After presenting the materials, the next phase is about how to strengthen the cognitive organization. Relate new information to advance organizer and promote active reception learning can help learners anchor the learned item in their memory.

The essence of active learning in the learning process is also said by Hutchinson and Waters (1987:128) “*it is not enough for learners just to have the necessary knowledge to make things meaningful, they must also use that knowledge*”. There are two types of activity:

- 1) Psycho-motor activity, that is, the observable movement of speech organs or limbs in accordance with signals from the brain
- 2) Language processing activity, that is the organization of information into a meaningful network of knowledge. This kind of activity is internal and not observable.

Brown (2001:57) also writes some classroom implications that can be used as guidelines for teachers:

- 1) Capitalize on the power of meaningful learning by appealing to students' interests, academic goals, and career goals.
- 2) Whenever a new topic or concept is introduced, attempt to anchor it in students' existing knowledge and background so that it becomes associated with something they already know.
- 3) Avoid the pitfalls of the rote learning:
 - a) Too much grammar explanation
 - b) Too much many abstracts principles and theories
 - c) Too much drilling and/or memorization
 - d) Activities whose purposes are not clear
 - e) Activities that do not contribute to accomplishing the goals of the lesson, unit, or course.
 - f) Techniques that are so mechanical or tricky that students focus on the mechanics instead of on the language or meanings.

It is believed that most people remember best the things when they have experienced with them because of independent action taken for a reason that matters. It is supported by Johnson (2002:11) "*learning by doing causes us to make connections that yield meaning and when we see meaning, we acquire and retain knowledge and skills*".

4. Action Research

a. Definitions

Action research is a relatively new research methodology. Basically, it is a way of reflecting on teaching (Wallace, 1998). However, it is different to the professional development practiced by teachers in their everyday teaching in it requires the systematic data collection and analysis. It is in order to come to some decisions about what the future practice should be.

Furthermore, Burns (1999: 10) writes that action research is the application of fact finding to practical problem solving in a social situation with a view to improve the quality of action within it, involving the collaboration and cooperation of researchers, practitioners, and laymen.

Burns (1999) also writes that the focus of action research is on concrete and practical issue concerns to particular social groups or communities. While the essence is on particular groups, the research should involve the members of the actual community under study. That is what Burns called as 'participatory'.

Ross in Burns (1999:7) proposes another definition of action research. She proposes that action research is a powerful form of staff development because it is practice to theory rather than theory to practice. Teachers are encouraged to reach their own solution and conclusions and this has far more impact than being presented with ideals, which cannot be attained.

The major objective of action research is to improve the unsatisfying condition in the teaching and learning process. It is called action research process if only it goes through four steps: planning, action, observation and reflection

(Kemmis and McTaggart 1988 in Burn 1999). These moments are the fundamental steps in spiralling process.

The conclusion taken from the above definitions is that the action research can be taken by the researcher(s) as the outsider member(s) in collaboration with the school members as the insider members in order to change what is going on in the classroom, including the approaches, methods, materials, tasks, teaching media, classroom management, and classroom setting in the teaching-learning process. In this research, the researcher collaborates with the English teacher and the observer to conduct the action research.

b. Characteristics of Action Research

The central characteristic of action research is flexibility (Somekh 1993 in Burn 1999). It means that the research must be able to respond to the unpredictability of the social and political situation in which the action is conducted. Below are the characteristics of action research as presented by Burns (1999:30):

1. Action research is contextual, small-scale and localized as it identifies and investigates problems within a specific situation.
2. It is evaluative and reflective as it aims to bring about change and improvement in practice.
3. It is participatory as it provides collaborative investigations by teams of colleagues, practitioners, and researchers.
4. Changes in practice are based on the collection of information or data which provides the impetus for change.

It is clear that action research places emphasis on the participatory and collaborative nature. Collaborative in action research is very essential. Kemmis and McTaggart in Madya (2006) said that *“The approach is only action research*

when it is collaborative, though it is important to realize that the action research of the group is achieved through the critically examined action of the individual group members (emphasis in original)”. In line with that, Hill and Kerber (1967), cited by Burns (1999:31), state that action research functions best when it is co-operative action research within all persons involved in the situation. In educational setting, then, the activity translates into the practices in research by teachers, administrators, pupils, and certain community personnel to improve the quality of teaching and learning process.

Therefore, collaboration in the action research is very essential. It is potentially more empowering than action research conducted individually as it offers a strong framework for whole-school change. The problems that will be solved have to be discussed with all related members. In collaboration, all related members are active and contribute their knowledge and skill to the process of planning, implementation, actions, and analysis of the research. Where the research is undertaken collaboratively, the validity and reliability of the findings and the process are also strengthened. The findings will be implemented to improve both the process and products of action research.

c. The Validity of Action Research

Burns (1999:161-66) says that there are some criteria to follow in order to fulfil the validity of the action research.

1. The democratic validity, that refers to the extent to which the research is truly collaborative.

2. The outcome validity, that refers to the notion of actions leading to outcome that are 'successful' within the research context.
3. The process validity, that raises questions about the process of conducting the research.
4. The catalytic validity, that refers to the extent to which the research allows participants to deepen the 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 result of these changes, or by monitoring other participants' perceptions of problems In the research setting.
5. The dialogic validity, that refers to the processes of collaborative enquiry or reflective dialogue with 'critical friends' or other practitioners.

To enhance the trustworthiness of the data and to avoid the subjectivity in the data analysis, the triangulation techniques are needed. Burns (1999:163) suggests the triangulation techniques as follows.

1. Time triangulation

The data are collected at one point in time or over a period of time to get a set sense of what are involved in the processes of the changes.

2. Space triangulation

The data are collected across different subgroups of people, to avoid the limitations of studies being conducted within one group.

3. Investigator triangulation

More than one observer is involved in the same research setting to avoid the observer being biased and to provide checks on the reliability of the observations.

4. Theoretical triangulation

The data are analyzed from more than one perspective.

d. The Reliability of Action Research

Madya (2001:3) states that to gain the data about teaching process, for instance, a researcher can hold an interview with the teachers, observe the teaching and learning process, record the teaching learning process, or interview the students involved In the lesson.

To make sure that the research conducted is reliable, the researcher made the field note, field record, and the transcript of interview. The field note and field record included the result of the observation of teaching and learning process, while the interview included the interview with the related teachers and the students.

e. The Procedures of Action research

To conduct action research, the researcher followed the action research steps suggested by Kemmis quoted by Winter (1989:12):

1) Reconnaissance

In this step, the researcher's duty is finding school facts and analyzing them.

2) Planning

In this second step, the researcher made general as well as specific plans. The general plan was made to plan all aspects related to the classroom action research. While, the specific one was aimed at making the plans for each cycle. The specific plans would be used to plan the next cycles.

3) Acting and observing the action

The next step done was conducting the action research

4) Reflection

In this stage, the researcher and research members made an evaluation. In this step, all of the involved members discussed the effectiveness of the action implementation. If there were some actions that seemed ineffective, the researcher would evaluate them. The actions that were ineffective were improved on the next cycle.

The research procedure is described in the following figure:

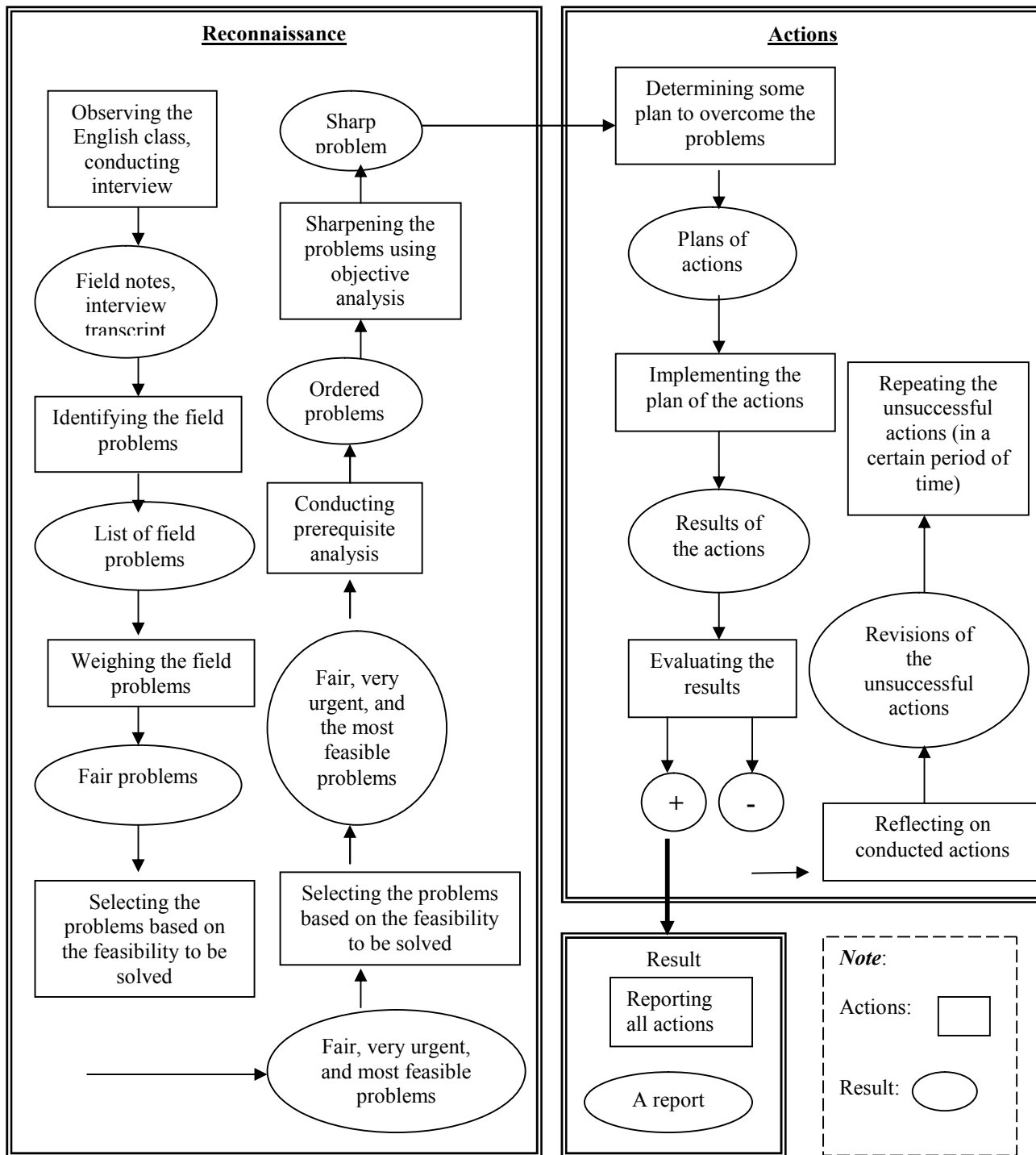


Figure 5: The Research Procedure

B. Conceptual Framework

As explained in the literature review, vocabulary is one of the main components in a language. It is known that vocabulary mastery supports the mastery of four language skills, namely reading, listening, speaking, and writing. The vocabulary mastery is one of the most important things in the students' learning process, including their English teaching and learning process. The greater the students' vocabulary is, the greater the amount of the students learning will be.

Improving one part or more of the English teaching and learning components can carry out improvement of the students' vocabulary in the English teaching and learning process. Those components can be the teaching approaches, methods, or techniques used by the teacher along with other considerations, students, teaching materials, place, time, and school facilities. As improvement can be made through gradual changes without putting aside the ongoing techniques and strategies, a collaborative work could be internalized.

From the above points, a conceptual framework can be formulated for this study. Considering the students who are in 'terrible teens' which need varieties of sensory input, the teacher must have the good teaching technique, so the students can understand the material easily. There are some media that can be used to help the students in teaching learning process. Picture is one of the common used media. Pictures provide concrete experiences, which can facilitate students in the learning process and help them to integrate their prior knowledge. It can also raise the students' interest and curiosity. The use of picture is very

helpful for the students to understand the materials given. Pictures can also show the meaning clearly so that the students could understand it. Because of the considerations above, pictures can also be used in teaching vocabulary. Vocabulary, which is sometimes difficult to explain, can be presented more easily by using pictures. The use of pictures in teaching vocabulary can accelerate the students' learning process because it supports the students' cognitive development and the students' learning strategy. Concrete experiences, real contexts, and concrete references that are very important in students' learning processes are offered by the pictures.

The research may be continuous and endless since there is always a need of improvement. Considering the time allotted, the researcher stops the research activity whenever the problem has been formulated and the action have been carried out.

CHAPTER III

RESEARCH METHOD

A. Research Type

The research on improving the vocabulary mastery through pictures of the grade VIII A students of SMP N 10 Yogyakarta was an action research, which focused on the efforts to improve students' vocabulary mastery in the English teaching process.

This research was implemented in the form of collaborative action research. The research was conducted collaboratively with the school principal, the English teacher, the observer, and the students of Grade VIII A of SMPN 10 Yogyakarta. The team worked together in planning, implementing, and reflecting the action.

The action research was conducted through the process below:

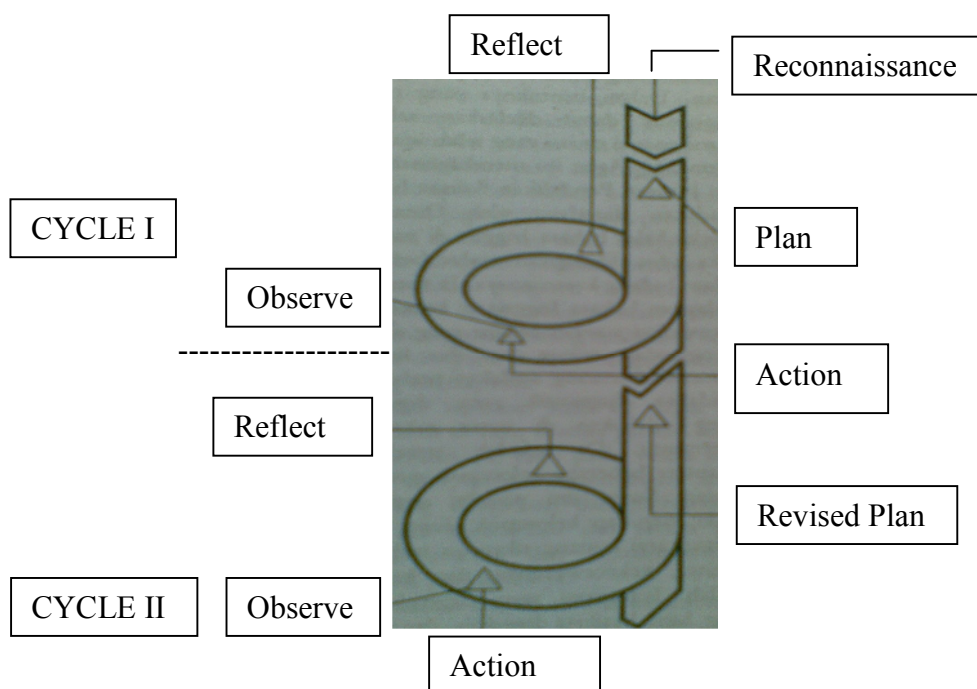


Figure 6: The Action Research Cycle

B. Research Objective

As mentioned before, this study was aimed at improving the students' vocabulary mastery through pictures in the teaching and learning process of grade VIII A of SMP N 10 Yogyakarta in the academic year of 2008/2009. By using some techniques and conducting actions in the research, it was expected that through pictures, the students' vocabulary mastery would increase. This research involved the researcher, the observer, the English teacher, the principal, and the students of grade VIII A of SMP N 10 Yogyakarta.

C. Research Setting

This research was conducted at SMP N 10 Yogyakarta in the first semester of the 2008/2009 academic year. SMP N 10 Yogyakarta is located at Jalan Tri Tunggal No. 2 Sorosutan, Umbul Harjo, Kota Yogyakarta, near Wirosaban Hospital. It has 12 classrooms, a teachers' office, a principal's office, a vice-principal office, a library, an administration office, a computer laboratory, a language laboratory, three science laboratories, a health centre, a mosque, some toilets, a kitchen, a hall, some parking areas, and a storeroom. There is also a schoolyard for playing basketball, doing physical exercises, and conducting flag ceremonies.

There are 20 teachers, a principal, a vice principal, some administration staffs, labourers, and school guards. There are four English teachers. Two teachers teach Grade VIII; they are Mrs. Astur and Mr. Erwin. Mr. Erwin has been teaching in SMP N 10 Yogyakarta since 2005.

There are 36 students in Grade VIII A. Most of them are from low-middle economy class. Most of them do not have supplementary books and dictionaries.

The classroom of Grade VIII A is not comfortable and it is not supported by adequate facilities. That is why Mr. Erwin prefers the language laboratory. In the language laboratory, he can make use of his personal computer (laptop), the LCD Projector, the big speaker, and the white board. In addition, it is an air-conditioned room. Nevertheless, the students find inconvenience regarding the seating arrangement. They face towards the back wall, so they must turn their heads to see the teacher, the LCD projector and the whiteboard.

Below is the map of SMP N 10 Yogyakarta.

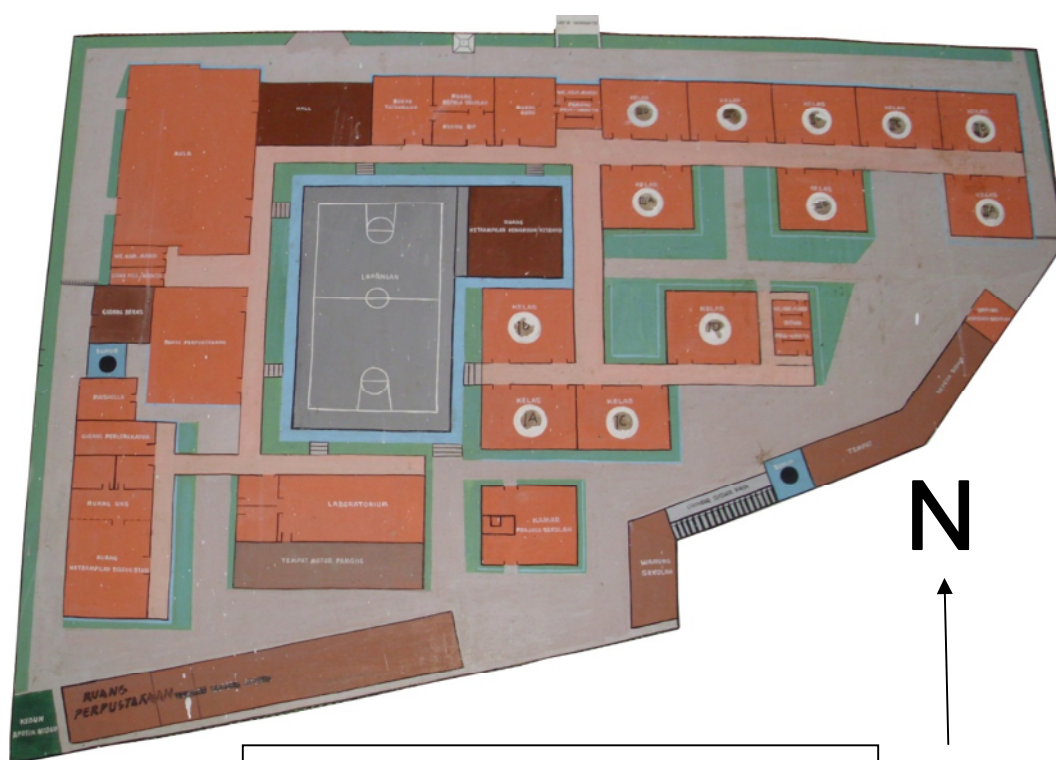


Figure 7: The Map of SMP N 10 Yogyakarta

D. Data Collection

Data refer to the information collected about a situation (McNiff *et. al*, 2003: 63). The data collected were qualitative in nature. They were obtained by doing observations on the teaching and learning process, interviewing the English teacher and the students of Grade VIII A, and holding discussion with the school principal, the observer, and the English teacher. The instruments for collecting the data were an MP3 flash disc, observation guidelines, interview guidelines, and a digital camera. So, the data were in the forms of field notes and interview transcripts.

Various techniques to obtain the data of what happened in the classroom were applied. By applying those techniques, information about the actions from various perspectives could be gathered. In this action research, the data were gathered in the following ways:

1. Observation

Revealing the effectiveness of the researcher's action, the researcher needed to watch systematically what was happening in the classroom and to record the observation in the form of field notes during the implementation of the actions. Furthermore, in this action research the researcher aimed at watching the teacher and also other participants to check how the researcher was influencing them in an educational way through the techniques the researcher planned. Because it was more natural if the teacher himself who taught the students, so here the researcher observed him and the students. It was not always possible to observe all, so an observer was also invited to help the researcher take pictures and record some teaching and learning processes during the implementation.

2. Photographs

Pictures were also taken to document the learning situation during the implementation. They could be used for recall stimulating. In doing so, those pictures could be used as evidence that an event had taken place.

3. Interviews

Interviews provided the researcher with rich data as a result of being able to probe further. Here, interviews were aimed at developing conversations that led to enhanced insights for collaborators and the researcher. Interviews were conducted at the stage of sharpening the problems. At this stage, the principal, the English teacher and some of the students were interviewed to find the problem. Interviews were also carried out after the implementation. The English teacher and some of the students were interviewed so as to ascertain their responds to the implementation.

E. Data Validity and Data Reliability

To asses the validity of the data, then five criteria proposed by Burns (1999:161) namely the democratic validity, the catalytic validity, the process validity, the outcome validity and the dialogic validity were employed.

1. The Democratic Validity

The democratic validity is related to the stakeholders' chance to give their opinion, ideas, and comments about the implication of the action research.

To fulfil the democratic validity, every participant was given ample opportunity to voice their opinions, thoughts, feelings, concerns, as well as expectations during the research. During the research, the discussions were held

twice a week on Tuesday and Wednesday in August-September 2008 to plan the next actions; in the end of every meeting to reflect the actions of that day, and in the end of every cycle to evaluate the actions that had been implemented and to formulate the actions in the next cycle.

2. The Outcome Validity

The outcome validity is related to notions of actions leading to outcomes that are successful within the research context.

To fulfill the outcome validity, some indicators that show the improvement of the students' vocabulary mastery in the teaching learning process were formulated together. The indicators related to the vocabulary are as follows:

- The students knew more words and their meanings and functions.
- The students knew how to write the new words and used them in written form.
- The students could produce orally the new words or sentences which contain the new words.
- The students could find ways to learn vocabulary that suited them best.

The indicators related to the teaching and learning process are as follows:

- There were more opportunities for students to practice the new words orally.
- The English teaching and learning process became lively and interesting.
- The students showed activeness in doing the activities and responding to the teacher's questions.
- The students were confident and showed bravery to speak English.
- The students were familiar with Classroom English.

3. The Process Validity

The process validity is related to the criterion to make the action research believable. The process validity was fulfilled by reflecting on the data collection and modifying the strategies to answer the questions occurred during the process. To fulfill the process validity, the data were examined and identified whether the participants were able to go on learning.

Some modifications in Cycle I were as follows:

- The first modification was related to the person who did the teaching. Since the teacher wanted to enrich his knowledge and improve his skill in teaching, so the English teacher himself did the teaching in the classroom, not the researcher.
- The second was related to the classroom. The teacher used the language laboratory because it was larger and equipped with an LCD Projector. In addition, it was an air-conditioned room. Nevertheless, the students found inconvenience regarding the seating arrangement. They faced towards the back wall, so they turned their heads to see the teacher, the LCD projector and the whiteboard.

Some modifications in Cycle II:

- The first modification was related to the length of time. Since it was the fasting month, the class had only 60 minutes per meeting. Thus some of the activities planned could not be finished.

- The second modification was related to the use of homework. Homework was not planned to be given in the implementation of the actions. To make the students keeping learning English at home, they were given some homework.
- The third modification was related to the classroom management. In the language laboratory, the students found it difficult to do group-work activities by sitting on the floor. To optimize the implementation of the activities, the teacher implemented ‘Café Style’ seating arrangement in the multimedia room.

4. The Catalytic Validity

The catalytic validity is related to the response of the participants towards the changes occurring during the actions. It was fulfilled by allowing each person involved in the study to learn and gain more insights from the research processes. This was done by encouraging them to express their opinions about the changes they had experienced and to modify their techniques to bring about improvement.

To establish the catalytic validity, the understanding about the social realities of the context was deepened. During the process, the team found a new problem that needed to be solved. Despite the low of the vocabulary mastery as the main problem, another problem was found. The problem was the students’ activeness in the teaching learning process. The team agreed to handle the problem by applying group-works and implementing various activities during the English teaching and learning process.

5. The Dialogic Validity

The dialogic validity is the process of peer review that is commonly used in academic research. This validity was fulfilled by discussing the research findings with the English teacher, the observer, and some students of English Education Department of UNY. Most of them were also research practitioners. The members of the discussions gave their opinion and their constructive inputs about the research report. The discussion was held on November 9th, 2009.

F. Data Analysis

The data were analyzed from the filed notes and the interview transcripts collected during the research. The data were analyzed based on the following steps of the research:

1. Determining the Thematic Concern on the Reconnaissance

To explore and find out information about the real situation of the teaching and learning process, the researcher did the reconnaissance steps on August 7th and 8th, 2008. In the reconnaissance step, some activities were conducted: observing the teaching and learning process in Grade VIII A, interviewing some students of Grade VIII A and the English teacher, and holding discussion with the English teacher and the principal about the existing problem.

Based on the observations, interviews and the discussions, the existing problems were classified according to the feasibility. The thematic problem in the research was the low vocabulary mastery affected by the lack of media (pictures). However, the thematic problem could not be separated from other existing problems, namely:

- a. Problems related to the teaching techniques of the English teacher.
- b. Problems related to the students' involvement.
- c. Problems related to the classroom management.

2. Planning.

Together with the English teacher, on August 8th and 11th, 2008 the researcher made some plans to be implemented in the classroom. In this step, some techniques that were considered suitable to be implemented in improving the students' vocabulary mastery were selected.

The actions planned to be carried out were as follows:

- a. Using pictures to direct the students' attention
- b. Using various activities
- c. Using Classroom English effectively
- d. Giving good respect to the students

3. Action and Observation

The action plans agreed by the involved members of the research were implemented. The actions of Cycle I were done in three meetings: August 14, 2008, August 22, 2008, and August 28, 2008. The meetings were held every Thursday at 7.00 a.m. up to 08.30 am and Friday at 08.30 am up to 10.15.a.m. The topic was describing people. After reflecting the implementation of the first action on August 30, 2008, the research team decided to implement Cycle II. The actions of Cycle II were done three meetings: September 4, 2008, September 11, 2008

and September 18, 2008. Because it was the fasting month, the time was shortened. The meetings were held every Thursday at 07.30 up to 08.30.a.m and Friday at 08.30 am up to 09.45.a.m. The topic was daily activities. Both the topic in the Cycle I and Cycle II were based on the teacher's syllabus. Together with the English teacher and the observer, the researcher observed and recorded the students' reactions during the activities and did the interview with some students of Grade VIII A after the English lesson as well. Based on the observation, field notes, and interviews, the involved members discussed the implemented actions and analyzed the result. The result of the discussion was used as an evaluation that would be used to improve the next actions.

4. Reflection

The reflection was done every time after the implementation of the actions. All involved members in the research made the reflection. Each member contributed to the reflection on the taken actions. The successful actions were continued in the next teaching and learning process, but the unsuccessful ones were modified into the ones that are more suitable.

CHAPTER IV

THE RESEARCH PROCESS, FINDINGS AND INTERPRETATIONS

The description of action research steps are presented here in four sections. The first one is the sharpening of the problems. The second is a report concerning Cycle I. The next section is a report concerning Cycle II, and finally the general findings concerning the actions are presented.

A. SHARPENING OF THE PROBLEMS

Before conducting the action research, observations and interviews to clarify the understanding about the problems existing in SMPN 10 Yogyakarta were conducted on August 7, 2008 and August 8, 2008. The observations revealed that in the English teaching and learning process, the activity was monotonous. There were no games and a variety of media used by the teacher. He seldom used Classroom English to make the students get used to listening and responding to his instruction in English. He seldom praised the students for their success in doing the task. It was also observed that the teacher did not give much opportunity to the students to implement the English vocabulary in sentences or paragraphs. Furthermore, he did not encourage the students to practice the vocabulary orally. In the interview, the English teacher said that the students of grade VIII A were passive and were not actively involved. When the teaching and learning process was occurring, they seemed to show low curiosity in searching new words and were uninterested in the process of the activity. In the interview on August 7,

2008, the students said that English was difficult to learn. It was because they did not know the meaning of the words they read, wrote or heard. They also said that they found difficulty in memorizing or guessing the new words without being supported by any pictures. They realized that they were passive in the class because they were not confident in speaking English and were afraid of making mistakes. Besides, when they were in Grade VII, the English teacher taught them only how to translate texts, not to speak English and practice the vocabulary. They said that they did not get along well with their friends so that they preferred to work alone than work in groups or pairs. They said that there were no games played during the English teaching and learning process and most activities were writing and doing exercises in the textbooks. The next was having a discussion with the school principal. He said that he wanted his students to improve their English not only for getting good marks in the examination, but also for their future. The principal said so because his academic background was English Education. He became a school principal because of English.

Based on the observations in the field, the result of the discussions and the interviews, the problems were formulated as follows.

1. The students were passive.
2. The students were shy and afraid of making mistakes.
3. The students did not get along well with their classmates.
4. It was difficult for the students to memorize or guess new words without being supported by any media, especially pictures.
5. The English teaching and learning process was monotonous.

6. The teacher gave less opportunity to the students to practice the new words orally.
7. There were not enough media in the teaching and learning process.
8. The teacher used little classroom English.

B. REPORT OF CYCLE I

1. Planning

Based on the problems presented above, an outstanding problem related to the English teaching and learning process was the lack of media (especially pictures) to help the students in improving their vocabulary mastery.

Based on the problems above, the aims of the first cycle of the action research were as follows.

- a. The students would be active in the teaching and learning process and also get along well with their classmates.
- b. The students would be confident and not afraid of making mistakes.
- c. The English teaching and learning process would become lively and interesting.
- d. There would be more opportunity for students to practice new words orally.
- e. The students would be familiar with classroom English.

Based on the result of the discussion with the research team members in a democratic and dialogic atmosphere on August 10 and 11, 2008, the action plans of the first cycle that would be performed were

- a. Using pictures
- b. Using various activities
- c. Using classroom English
- d. Giving good respect to the students

The actions mentioned above were designed to improve the students' vocabulary mastery and perception toward English. Pictures were chosen because they were interesting media to support the vocabulary learning. The pictures implemented in this cycle were power-point slides, photographs, and picture cards.

2. Actions and Observation in Cycle I

The implementation of the actions in the first cycle was done in three meetings. The first meeting was conducted on Thursday, August 14, 2008, the second one was on Friday, August 22, 2008, and the last one was on Thursday, August 28, 2008. The topic of the first cycle was describing people. The genre for that topic was a descriptive text. I was helped by the English teacher to design the course grid based on the 2006 curriculum. The teacher implemented the action based on the lesson plans; I observed and took notes the English teaching and learning process at the back of the classroom and the observer (the critical friend) observed from the front side of the classroom. The complete description is provided below.

a) Making the Students Ready to Study before the English Teaching and Learning Process

The students had to enter the classroom right after the bell rang and they had to say a prayer. Thus, every time they had entered the classroom, it did not take too much time to make them ready to study. Nevertheless, in the second meeting, it was noticed that most of the students had not finished the homework for that day. They looked panic. To make the students calm and ready to study, the teacher said that it was okay to submit the homework on the following day. After that, the students looked relieved. It can be shown from the extract below:

Note no.2
August 22, 2008

After the teacher asked about the homework, the class became noisy. Apparently there were some students who had not finished the homework yet and they looked panic. The teacher made a pause until calm returned. The teacher asked: "*Ada yang PRnya belum selese? Who hasn't finished yet?*" Some students raised their hands. The teacher said: "*Kali ini PRnya boleh dikumpulkan besok pagi di meja mas Erwin.*" Some students looked relieved.

A quotation taken from the interview with the English teacher about the reason of the above note was as follows.

Interview 4
August 22, 2008

- R : *Mas, tadi kok tumben PRnya boleh dikumpul besok. Kan perjanjian sama anak-anak, mereka harus tepat waktu buat ngumpulin PR?* (It's not usual you permit the students not to submit their homework today. The agreement states that the students should submit their homework punctually, right?)
- T : *Ya kita kan harus fleksibel. Tadi liat nggak, anak-anak banyak yang panik? Kalo diawal pelajaran mereka udah nggak nyaman, pasti nggak belajar dengan efektif.* (We should be flexible, right? You see that the students were panic. If they felt worry in the beginning, they couldn't learn effectively.)

Students' attention was easily distracted. When the teacher wanted to start the lesson, a student was busy playing with his pen. The noise was distracting other students' attention. The teacher then asked that student some questions about the previous material. It made that student keep silent and notice the teacher. We can see from the following note:

Note no.4
August 28, 2008

There was a student who was busy playing with his pen. The teacher asked him some questions: "*Do you have an uncle?*", "*Yes*", he said. "*Where is he? What does he look like?*" He did not answer. He remained silent. The teacher then asked another student.

When a student said something impolite, his friends directly paid attention to him. Therefore, they did not pay attention to the teacher's explanation. In consequence, the teaching and learning process did not run smoothly. To redirect students' attention, the teacher made some action in the form of jokes to the impolite student. We can see from the following note:

Note no. 8
August 28, 2008

There was a boy who said '*tai*' ('tai' meant faeces) over and over again. Most of the students looked at him. A friend beside him said: "*Lambemu kuwi (Watch your mouth).*" Hearing him say '*tai*', the teacher pointed at him, signalled crazy (his index finger was placed on the forehead and tilted) and said: "*Rada-rada*". The others laughed aloud. The boy seemed ashamed. He bowed his head and kept silent. Then the teacher continued the lesson.

The teaching and learning process became ineffective when the students were not ready or in an uncomfortable atmosphere. Therefore, the teacher had to overcome the problems first before continuing the lesson. He continued the lesson after all students were ready.

b) Using Pictures to Improve Students' Vocabulary Mastery

To improve the students' vocabulary mastery, there were some kinds of pictures used in the first cycle: power-point slides, photographs, and picture cards.

Power-point slides were used in every meeting in the first cycle. As the media, they were very important to support the teaching and learning activities. They helped the teacher to present the materials, the tasks and the photographs as well. They also helped the teacher to explain the material. Moreover, they helped the students to focus their attention when the teacher was explaining the lesson.

Photographs were attached to power-point slides. Photographs of famous people and movie characters from local and foreign countries were chosen because the topic was describing people. They were used in the warming-up to attract and direct the students' attention leading to the topic. They were also used as model activities.

The picture cards were used for group-work activities. There were pictures (photographs) on the cards. The students were asked to make sentences which described the people on the cards in groups.

The power-point slides, the photographs, and the picture cards were implemented in the procedures, namely: warming up, focus on comprehension, focus on spelling, focus on pronunciation, focus on grammar and focus on communication. The implementation of the pictures and the procedures is as follows.

1) Warming up

In the warming up, after implementing questioning and answering activities about the previous materials, the teacher attracted and directed students' attention using power-point slides and photographs. The steps are as follows. The teacher told a short story about someone in his life, which later on leading to the topic. He did not mention the name of the person. It made the students curious about the person. They also seemed enthusiastic waiting for the pictures to be shown. The teacher then showed the students photographs (which were attached on the slide). After realizing that the picture was not the teacher's real-someone, the students laughed aloud. It can be shown from the notes below.

Note no.7
August 14, 2008

Students looked at the slide in full attention when the teacher wanted to show the picture. No one spoke. They seemed curious about the teacher's new girlfriend. They laughed aloud when the slide showed Maudy Kusnadi.

Note no.5
August 28, 2008

The teacher said: "*Mau tau siapa paman Mas Erwin?*" The students looked at the slide attentively. The teacher then showed a photograph of president SBY. The students laughed aloud, especially the boys, when the teacher said: "*This is my uncle.*"

Most students liked the use of power-point slide. There are some reasons why they liked it: 1) the slides were more interesting than the black/white board, 2) by using the slides, the teacher could arrange the materials sequentially so that it made the students easy to understand the materials, 3) the letters on the slides were easy to read because they are computer-typed, and 4) using the slides, the materials could be shown repeatedly. It can be shown from the interviews with the students below.

Interview 5
August 22, 2008

- R : *Iya, ya..nanti Mbak bikin materinya yang lebih asyik. Oh iya, kita kan pakenya slides-power point slides itu lho- bukan papan tulis, pendapat kalian gimana?*(Ok, I will make it more interesting). Well, we use the slides (power-point slides) not the black/white board. What is your opinion about that?)
- S1 : *Asyik, Mbak. Lebih menarik.* (It's cool. More interesting.)
- S2 : *Karena materinya sudah dibuat dulu dan sudah ditata, jadi kami bisa lebih memahami materinya, Mbak...Ya guru tidak asal kasih materi dan soal, seperti itu, Mbak...*(Because the materials have been arranged first and they are in sequence, we can understand the material better...the materials and the questions are not badly taught)
- S3 : *Sama kayak Ganes, Mbak.* (The same as Ganes'.)
- S4 : *Lebih jelas karena tulisan komputer, Mbak....*(Clearer because the letters are computer-typed.)
- R : *Makasih wawancaranya ya!* (Thanks for the interview!)

Interview 10
August 30, 2008

- R : *Terus kalo pake slide-itu lho power-point slide- tau kan?! Pendapatmu gimana?* (What is your opinion about using power-point slides?)
- S : *Nah, itu Mbak...Lebih jelas.* (Clearer.)
- R : *Maksudnya lebih jelas?* (What do you mean by 'clearer'?)
- S : *Yach...kalo tulisan di papan tulis kan kecil-kecil, nggak jelas, kadang susah dibaca...kalo ini kan nggak...*(Well, the letters on the black/whiteboard are small and not so clear, sometimes they are not well-written.)
- R : *Selain lebih jelas, ada lagi manfaatnya?* (Any other benefits?)
- S : *Opo yo...?! tulisane eh, slide'e bisa dimunculkan lagi, Mbak...kalo di papan tulis kan nek wis dihapus, yo kudu ditulis ulang...*(Ehm...The slides can be shown repeatedly. When we use black/whiteboard, they can't.)

2) Focus on comprehension

Photographs were used to direct students' attention and to help them comprehend the sentences. They paid attention to the teacher's explanations. Before explaining the pattern and the function of the sentences, the teacher showed a photograph(s) of famous person(s) and read a short passage on the slide about the person(s), followed by the students. He then asked the students some questions related to the passage. The students seemed to be happy and enthusiastic in answering the questions. The students who did not ask to answer begged the teacher to give them chances. Thus, the class became noisy because most of the students wanted to answer. The following note supports this situation:

Note no.20
August 14, 2008

The students looked very enthusiastic in answering and giving opinions of the photographs. Some students who were not asked to answer raise their hands. "*Mas Erwin, aku Mas...aku pengen njawab Mas*", said a boy.

The quotation below is taken from the interview with the students.

Interview 2
August 16, 2008

- R : *Kemarin waktu belajar pake gambar (foto) selebriti gimana?* (What do you think about the celebrity pictures we use on the slide yesterday?)
- S1 : *(Sambil menoleh ke Melisa) Asyik. Jadi gampang banget buat polanya, ya?* (It's cool. We can make (sentences from) the patterns easily, right?)
- S2 : *Iya, bisa. Gampang kok, mbak...* (Yes, we can do it. It's so easy)
- R : *Maksudnya gampang, gimana?* (What do you mean by 'easy'?)
- S1 : *Gampang banget buat kalimat dari gambar (foto) yang diliatin Mas Erwin di layar, mbak.* (It's easy to make sentences from the pictures shown by Mas Erwin on the slides)
- S2 : *Lumayan mbak...ternyata bikin kalimat bahasa Inggris itu gampang.* (It's ok. Making English sentences is easy)

The students showed their critical response by making jokes when the questions did not fit the photograph. Thus, the teacher had to choose the questions carefully. It can be seen from the note below.

Note no.6
August 28, 2008

The teacher showed a photograph of President SBY and asked a student: "*Look. Is he tall?* ". That student did not answer, just shook his head. The teacher confirmed: "*No?*" He answered: "*Yes*". The teacher continued asking: "*Does he look smart?*". Male students answered it together: "*Nooo!*" Then another boy said: "*Humble (/humbel/)*". The teacher corrected his mispronunciation: "*/hambel/, not /humbel/. Oh, he thinks SBY is humble.*" Then the teacher continued another asking to him: "*So you think he is not arrogant?*" Some of his friends answered it first: "*Nooo!*" The teacher asked: "*Does he get pointed nose?*" There were no answer, but some boys laughed at the teacher's question. The teacher diverted the boys' attention from laughing by giving another question: "*Does he wear a t-shirt?*" All students, including the girls, answered: "*No.*"

After asking questions, the teacher then showed the students a slide which contained example sentences. In the first meeting, the teacher asked the students to analyze the patterns of the example sentences and make their own sentences based on the patterns without explaining the function of the patterns. The students found it difficult to do. The note and the interview below describe this situation.

Note no. 11
August 14, 2008

After that, the teacher explained the pattern of '*Present Comparative*'. He explained it by reading the example sentences in English, then translate it into *Bahasa Indonesia*. The teacher asked the students about the sentence arrangement and their differences. Only a student could answer it.

Interview no.2
August 16, 2008

- R : *Jadi, harus dijelaskan dulu ya?* (So, it should be explained first?)
S : *Iya, kita paham disuruh ngapain, tapi cara bikin kalimatnya kan belum diajarin. Tapi habis dijelaskan, tau kok mbak....*

(Yes. We understand the instruction, but the teacher doesn't explain how to make the sentences. After the teacher explained, we know how to do it)

Considering that the students needed his guidance (they were not autonomous yet), in the next meeting the teacher explained the function of the patterns first and then asked the students to make their own sentences. The steps are as follows. The teacher showed them a table of an adjective list. He asked the students to change the adjectives into superlatives by questioning and answering activities. After the students answered the questions orally, he showed them a table of a superlative list. The teacher then showed them photographs of famous people or movie characters. He asked the students to describe the pictures through questioning and answering activities. Then, after showing them some example sentences on a slide, he explained the pattern and the function of the sentences. He asked them to notice the differences of the coloured subjects, auxiliary verbs and superlatives of the sentences on the slide. After that, he gave them some explanations related to the role of the pattern.

To maintain the students' attention, the teacher used photographs and the power-point slides in explaining the roles of the superlative sentences. By doing so, the students were more interested in the process of learning. As a result, some students were more active to answer and speak up. It could be said that the students were more focused during the teaching and learning process. In overall, the process was more interesting and meaningful.

3) Focus on spelling

To improve their curiosity to know something new and to make the students engage in the teaching and learning process, the teacher gave them photograph cards. They seemed to be very enthusiastic when the teacher was distributing the cards to them. Even two students asked the teacher to give all the cards to them, and they wanted to distribute the cards to their friends. Each student got one card. When the teacher was explaining the task, most students, especially males, were busy commenting the pictures on the cards and did not pay attention to the teacher's explanation. It happened because the cards were distributed before the teacher explained the task. Some students asked the teacher to repeat the explanation. Therefore, in the next meeting, the cards were distributed after the teacher explained the task. The following extract reflects this situation:

Note no.28
August 14, 2008

The students were commenting on and laughing at the picture on the cards when the teacher was explaining the instruction. Thus, the teacher's voice was not heard clearly and only a few students (mostly girls) who noticed him.

The activity was continued after the students understood the task. The steps are as follows. The task was asking them to describe the photographs on the cards. First, the students made their own sentences in describing the photographs; then, they read aloud their sentences in front of the members of their groups. The members listened to and copied the sentences. They did it in turn. The students were very enthusiastic to read their sentences. They could make the sentences

correctly. It made them proud and confident. It can be seen from the interview with the students below.

Interview 6
August 28, 2008

- R : *Terus, kira-kira dengan belajar pake kartu sama picture gimana?* (What about studying English using cards and pictures?)
- S1 : *Jadi lebih tau aja mbak, perbandingan... seumpamane, Tukul sama Tora Sudiro itu gimana, terus persamaannya itu apa aja...* (I learn better. For example we learn about 'comparison', we compare Tukul and Tora Sudiro, and what their similarities are.)
- S2 : *Lebih menarik, bisa langsung masuk.* (More interesting, the material can directly 'in'.)
- R : *Maksudnya langsung masuk itu, gimana?* (What do you mean by 'can directly in'?)
- S2 : *Lebih jelas, ngerti.* (It is clearer, I can understand more)
- R : *Jelas karena bisa dilihat gitu ya, bisa membandingkan secara jelas, atau gimana?* (It is clearer because there is a picture and you can compare it? Or what?)
- S2 : *Ya, gitu. Untuk mempraktekkan gitu lho mbak.* (Yes. To practice the vocabulary, Miss).
- S3 : *Nggak jenuh, nggak bosen....* (I'm not bored.)

Besides using picture cards, the teacher used power-point slides to train the students to be aware of the English spelling. It happened when the teacher applied yellow fonts on one slide. Students who sat in the back row could not see the fonts clearly. They complained about it and asked the teacher to change the colour. The teacher did not change the colour but spelled out for them. The students directly copied the letters down after the teacher. It can be seen from the extract below.

Note no. 19
August 22, 2008

On the slide, there were some yellow-typed words. The students, especially those who sat in the back row, complained about it and asked the teacher to change the color because they could not see it clearly. The teacher did not

change the colour as requested by them, but spelled out for them letter by letters in English. They wrote the letters right after him.

After spelling out for the students, the teacher then changed the colour so that the words could be read by the students.

4) Focus on pronunciation

In the teaching and learning activities, students learned new words or a list of new vocabulary and learned how to pronounce them. Power-point slides helped the teacher to present passages and a list of vocabulary. First, the teacher read aloud the passage on the slide sentence by sentence. He would, if necessary, support the sentences he read with mimics and gestures. The students were asked to repeat after him to make sure that they pronounced every single word correctly. The students read the passage together. Next, the students were asked to write the text seen on the slide on their books. After the students finished writing, he explained the pattern and the function of the text. Then, he asked them to make their own sentences. The last, some students were asked to read aloud their sentences and the others were asked to write their friends' sentences (which were read). It can be shown from the extract below:

Note no.9
August 14, 2008

The teacher displayed a passage of MK and BCL on one slide, for example, "*Maudi is smart. Bunga is smart. Maudi is as smart as Bunga*". The teacher read it aloud and asked the students to repeat after him. After reading, the teacher asked them to copy out the passage. They followed the instruction. Then the teacher asked them to make comparison sentences between MK and BCL based on the examples given, as shown on the slide. After several

minutes, the teacher called some students to read the sentences they had made and asked the others to copy out the sentences they heard.

Besides in the above activity, the teacher also corrected the students' mispronunciations in the questioning and answering activity. It can be seen from the extracts below.

Note no.6
August 28, 2008

A student answered the teacher's question: "*Humble (/humble/)*". The teacher corrected his mispronunciation: "*/Hambel/, not /humbel/. Oh, he thinks SBY is humble.*"

Note no.8
August 28, 2008

The teacher asked a student: "*What is 'dasi' in English?*" That student said: "*/ti/*". Hearing the answer, he said: "*Tulisannya t-i-e, tetapi bacanya /tai/*".

The students always mispronounced words but not all the words were corrected by the teacher. He corrected only words in the high frequency list.

5) Focus on grammar

Power-point slides helped the teacher to center the students' attention and to teach grammar. The teacher presented a slide of example sentences. He asked the students to analyze the pattern together. After discussing the pattern with them, he presented a slide of the pattern. Then he explained the pattern. After explaining, he showed some photographs of famous people and asked the students to make their own sentences based on the photographs. He then asked some students to read their sentences aloud and asked the others to listen to their

friends. He corrected the students' sentences when they made mistakes. The following note supports this situation:

Note no. 12
August 28, 2008

The teacher gave an example sentence and asked each student to make their own. He pointed a student. She said: "*He look thin*". The teacher corrected her sentences by saying: "*He looks..., he looks thin*". She followed him: "*He looks thin*". After that, there were some students who were asked to read their sentences and all of them could make the correct sentences.

When the teacher gave correction to a student, not only that particular student but also the others paid attention to the teacher explanation. Thus the next students could make correct sentences.

6) Focus on communication

Basically, human learn vocabulary and its relations to make them able to communicate. The teacher stimulated the students to communicate with him or the others by some ways. Picture cards helped him in stimulating the students to communicate with their friends in group-work activity while photographs helped him in stimulating the students to communicate with in or to share their opinion in classical setting.

Picture cards were used in the group work activity. In this activity, the students were forced to interact with their friends and speak up to bridge the information between one another. Each student was given a different card with a different photograph on it. They had to write sentences based on the photographs on the cards. Then they in turn read the sentences aloud in their groups. The

teacher decided who the first one to read. For example, he chose the tallest student in each group to read “Ya, the tallest in the group yang mbaca”. When a student read his/her sentence, the others listen to him/her. They said “correct” to the correct sentence which read by their friend. Then he/she read the sentence again. When the sentence was being read, the others wrote it. Whenever they wanted him/her to repeat, they said “sorry” or “pardon me”, some said “sorry...sorry” or “eh pardon me...pardon me”. Some students laughed at themselves or their friends’. The class became noisy. When the teacher asked the reason, they said that they laughed out loud because the sentences they wrote were different from the sentence read. It seemed that this activity was very interesting for them. It can be seen from the extracts below.

Note no. 18
August 14, 2008

The teacher explained the instruction: each member of the groups read their sentences, and the others listened to. When the sentences were correct, the others said “*correct*”. Then they wrote the sentences. When the others wanted their friend to repeat, they had to say “*sorry*” or “*pardon me*”. They did it in turn.

Note no. 19
August 14, 2008

The class was so noisy because of the students reading their sentences and their friends’ voice saying “*sorry*” or “*pardon me*” when they asked their friends to repeat. Some said “*sorry e...*” or “*eh, pardon me, pardon me*” in thick Javanese accent.

In the classical setting, the teacher used photographs to stimulate the students to speak up. The teacher showed a photograph(s) of famous person(s). He asked the students to give opinion about the person using the adjective vocabulary. At the first meeting, the teacher asked the students to directly describe

the person(s), after that, he asked them to used “I think...” followed by the descriptions. They were very happy and enthusiastic in expressing their opinions. The boys were more active than the girls. The boys spoke up loudly. Even they used other vocabulary such as “They are sexy”. They also mixed the English adjective with Indonesian adjective such as “They are PD”. It can be seen from the following notes.

Note no.8
August 14, 2008

The teacher asked some students to describe the photographs. A boy said: “*They are sexy*” and the other said: “*They are Pe-De*”. The teacher praised them by saying “*Well done!*” The teacher then invited some other students to express their opinions.

Note no. 23
August 22, 2008

The teacher showed photographs of Superman and Batman on one slide. The teacher asked some students to describe orally the photographs using comparative pattern. They described the photographs using ‘I think...’ pattern. The teacher then showed other photographs and asked the other students.

Focusing on communication caused the students to gain not only their bravery in speaking English but also their confidence and motivation. They were not shy in speaking English though they had a thick Javanese accent. It was because they realized their friends had the same accent too. The students’ motivation also increased since the teacher praised the students.

c) Using Various Activities

The students would improve their vocabulary mastery easily and actively involved in the teaching and learning process if the activities were interesting for

them. Thus, the English teacher and I implemented some activities that, we believed, could improve the students' vocabulary mastery as well as draw their attention. Some activities that would be implemented were question-and-answer activities, group-work activities, word-card activities and sentence-card followed by word puzzle activities.

1) Questioning and Answering

This activity was used as a warming up at the beginning of the lesson, as the main activity, and in the end of the lesson as a post activity. At the beginning of the lesson, this activity was used to remind the students about the previous meeting, to direct their attention to the next material, to involve their minds and heart, and to arouse their motivation. At the main activity, it was used to maintain the students' attention and to know whether they had understood the materials or not. As a post activity, it was used to review the materials in that day.

Questioning and answering activity was new for the students. When they were in the grade 7, they did not get this activity nor before the actions were implemented. The students seemed panic because they did not study about the previous materials. The teacher then asked a smart student to be the first to answer. It was for the purpose that the smart student would be a model for the others. The extract below shows the activity.

Note no. 10
August 14, 2008

The students looked panic. After seeing their friend, who got the first turn, could answer the question correctly, they became enthusiastic reading their

own sentences, though they still made mistakes. The teacher corrected the students' mispronunciation.

While for reminding the students about the previous meeting, the extract below shows the activity.

Note no.6
August 14, 2008

The teacher reviewed the materials that had been given last week by asking a few questions. The students immediately opened their books. The teacher asked about what meant by adjectives, examples of adjectives, and checked the adjectives that the students had memorized.

Another extract was as follow.

Note no.5
August 22, 2008

When finished checking the students' presence, the teacher asked all students: "*Apa yang kalian pelajari kemarin?*" "*Pola kalimat*", replied them. He asked: "*What pattern? Pola kalimat apa*". Boys shouted: "*Kata sifat!*" He continued: "*Ya, kata sifat. What is kata sifat in English? Bahasa Inggrisnya apa?*" Boys yelled: "*Adjective, adjective!*", with a thick Javanese accent. He asked the students some more questions to find out students' understanding about the previous lesson.

In the note below, the teacher asked only a slow learner student. It was because of his coming late lessen the time allocation. That student became the parameter of the others.

Note no.3
August 28, 2008

When students were ready, the teacher asked them about the last week's materials. "*Pola adjective*", answered them. Then he pointed a slow learner student to give examples of adjective patterns. After he answered it correctly, the teacher continued to the next materials, without giving any other questions.

As the main activity, the teacher introduced the new material to the students by telling a story related to the material and then giving questioning and

answering activities linked the students' previous knowledge. The students seemed to be enthusiastically involved in the teaching and learning process. After telling a story about the teacher's 'new girlfriend' who was actually an Indonesian singer, Bunga Citra Lestari, he showed the students photographs of Bunga and Maudy Kusnadi in one slide, and asked them "Are they smart?", they said "No". The teacher asked them "Say it in English", they said "They are is not smart", the teacher repeated "They are is?" then they said "They are not smart". At first, they made a mistake, but after that they could answer correctly. They seemed enthusiastic in speaking English loudly and correctly. We can see from the following note.

Note No.8
August 14, 2008

The teacher showed photographs of MK and BCL on the same slide. He asked: "*Are they smart?*" "*No*", answered the students. The teacher said: "*Say it in English, ucapkan dalam bahasa Inggris!*" "*They are is not smart*", said them. The teacher then repeated in expression of doubt: "*They are is?*" They saw the expression on his face, then said: "*They are not smart*". There was a boy who sat near the reseracher said to one of his friends: "*Mung soko gambar yo ga ngerti pinter apa orane yo?*"

For the end of the lesson, the teacher used this activity to know whether the students had already understood the lesson or not and to know the students' opinion about his teaching, as stated from the extracts below.

Note no.30
August 14, 2008

The teacher gave questions about the material given. Most of the students could answer the questions correctly. Boys loved to answer together while girls preferred to speak in low voice. The teacher also asked about the students' opinion about his teaching today: "*Bagaimana pendapat kalian mengenai pelajaran hari ini?*" Most of them said that they were happy

because the materials were easy to understand and the activities were interesting. Some said they were still confused about the use of “as...as”.

Note no.24
August 22, 2008

After delivered all questions and the students could answer them correctly, the teacher opened a ‘notepad’ program in his laptop and asked a girl: “*What do you think of today’s lesson? Apa pendapatmu tentang pelajaran hari ini?*” She said: “*Persamaan, kasih pattern, kasih contoh.*” He typed her answer so that the others could see it. Then he said: “*Sampai disini, ada pertanyaan? Any question?*”. There was a boy who asked about the use of ‘*as+noun+as*’.

The questioning and answering activity was also beneficial for the noisy student. That student who had a chat with his friend became quiet when the question was delivered. The extract below showed the activities.

Note no.6
August 22, 2008

Amid the explanation, a boy made a chat with a friend next to him. The teacher then asked him: “*Who is the cleverest in the class?*” The question surprised him. He then became silent.

Another benefit of this activity was related to the students’ behaviour to others. A student laughed at his friend’s wrong answer. He became ashamed. The teacher then delivered a question to the laughing student. The note below describes this situation.

Note no. 12
August 14, 2008

The teacher checked the students’ understanding about the material given. There was a student who said “*beautifuller*”. A boy laughed at his friend’s answer. Then the teacher directly gave question to him. He could answer the question, but in low voice. Then he became silent.

The questioning and answering activity made the students confident in speaking aloud. They seemed to be very enthusiastic in answering the questions.

From the evidence above, it can be said that the students seemed to be active and showed a very different condition than before the action.

2) Group-work Activities

The researcher managed to give some activities that required the students to do in groups. This decision was aimed at some purposes. They were activating the students in the class, training the students to be able to cooperate with their friends, and creating non-threatening learning environment to the students. The interview below describes the situation.

Interview No.6
August 28, 2008

- R : *Terus pas awal kalian kan mengerjakan sendiri-sendiri nih. Terus waktu kita ada kartu gambar sama kartu kata itu kan jadi kelompok, itu pendapat kalian gimana?* (At the first time you did it individually. When we had picture cards and word cards, you did it in groups. What do you think about that?)
- A : *Ya lebih bagus lah Mbak..soalnya kan bisa bertukar pikiran.* (It was better. ... 'coz we can change our thought.)
- R : *Bisa bertukar pikiran ya? Selain itu apa manfaatnya apa kalo bekerja dalam kelompok?* (Can change thought? I see. What are the other benefits of working in groups?)
- Fe : *Bisa kerjasama.* (Cooperate with others.)
- N : *Bisa bekerjasama.* (Cooperate with others.)
- G : *Menjalin tali silaturahmi.* (Building silaturahmi.)
- R : *Ya, boleh juga. Ada lagi?* (Ehm...Ok. Anything else?)
- Fe : *Lebih mengenal dengan teman yang lain.* (Get along with others)
- R : *Oh ya berarti paling nggak selain belajar bahasa Inggris, dengan kelompok...* (Oh I see. So, studying English in groups...)
- N : *Bisa lebih akrab.* (Getting along more with others)
- R : *...kalian bisa lebih akrab ya?* (Getting along more with others...)
- N : *Dulu dari kelas yang beda, Mbak...* (We were in different classroom when in the seven grade)
- Fe : *Kelas satunya beda, Mbak...* (We were in different classroom when in the seven grade)
- R : *Oh, gitu...Makasih ya...* (I see. Thank you.)

The teacher implemented some techniques in grouping the students. In the first meeting, the students were free to create their groups. The result was they tended to be in the same gender. It can be seen from the following note.

Note no.15
August 14, 2008

The teacher asked the students to make groups of nine and asked them to sit on the floor in circles. They were free to choose the members of the groups. They tended to be in the same gender. There were several girls who had not belonged to a group yet, but they were reluctant to join a boy-group.

The next meeting, the students began to make friends with another gender. The comparison between boys and girls was nearly the same. It can be seen from the following note.

Note no. 18
August 28, 2008

Then the teacher began to count to make groups. He said 'one' as much as three times and then 'two' twice and after that the number was not in sequence. The students did the instructions. The room was very crowded by the students who were running or colliding. They waited in excitement what number would be spoken by the teacher. The more digits, the more crowded the room by the running student who searching for making groups. There were panic students who bumped chairs or tables. The number of boys and girls in a group was nearly similar.

The group-work activities gave many benefits although the class was noisy during the activity. The students were asked to produce sentences based on the word-cards, sentence-cards, paragraph-cards or picture cards and read the sentences aloud in the groups. Although they made mispronunciation, misspelling, and their speaking was Javanese-English, they were very happy and enthusiastic joining the activity. In this activity, most students were willing to get involved

even the lazy ones. They enjoyed the activities and discussions with friends. The quotation below describes the situation.

Note no.19
August 14, 2008

The students were so enthusiastic in reading their sentences. The room was so noisy of the students' voice who read the sentences together. The words "sorry" or "pardon me" were heard too. Some said: "Sorry e.." or "Eh, pardon me, pardon me". There were some students who laughed after finishing the activity. The teacher wondered and then asked them about the reason. A student said: "*Ini ternyata kalimat yang ditulis salah, Mas....Beda dengan yang dibaca....Jadi artinya juga beda, Mas.*"

Another extract was taken from the interview with the English teacher on August 28, 2008.

Interview No. 7
August 28, 2008

- R : *Mas, tadi meski banyak rumus dan vocab, anak-anak kelihatan lebih ceria ya?! (Mas, though there were many patterns and vocabulary, the students looked happier, right?!)*
- T : *Iya mereka senang meski banyak yang dipelajari, itu karena materinya mudah. Mereka bisa paham materinya. Terus mereka juga suka sama kegiatan tadi.* (That's right. They were happy though there were many materials to learn. It was because the material was easy to understand. They liked the activity too.)
- R : *Iya, tadi anak-anak senang banget pas hitung-hitung bagi kelompok itu, Mas. Sampe ada yang tabrakan.* (I see. They loved the way your counting to make groups. There were students who bumped each other)
- T : *Itulah anak-anak. Tipikal mereka kan suka gerak.* (That's kid. They love moving around)
- R : *Mereka juga suka sama aktivitasnya itu ya, Mas...yang cerita detektif...sampe banyak yang kecewa karena waktunya habis.* (they loved the activity too...For the detective story, many of them were disappointed because the time was up)

3) Word-cards, Sentence-cards, and Paragraph-cards activities

To improve the students' vocabulary mastery, the teacher gave them word-cards, sentence-cards, or paragraph-cards activities containing new patterns and new vocabulary. The students seemed to be very enthusiastic when he was distributing the cards to them. The note below describes the situation.

Note no. 16
August 14, 2008

The teacher gave cards to each group. The students were so enthusiastic that they snatched the cards from others. The teacher was in front of the class explaining the rule, but they did not pay attention. After the students were silent, the teacher repeated the explanation.

In the word-cards, the task was asking them to make words on the cards into good sentences. First, they had to write the sentences on their book; then, one of the students read their sentences in front of the members while the others wrote their friends' sentences on their books. They did it in turn. At first, the teacher asked the tallest students in each group to read their sentences. Because this activity was new for the students, some of them were still confused about what to do, so that the teacher helped them. It can be seen from the extracts below.

Note no. 17
August 14, 2008

The teacher asked the students to write on their books based on the word-cards they got. After several minutes, the teacher asked the students to read their sentences: "*Yo yang paling tinggi yang mbaca*". The teacher asked others to listen to and write down the sentences on the books. The teacher assisted the students who were still confused.

The teacher then distributed the sentence-cards. The students thought it was the same with the word-card activity, so most students directly did the tasks without listening the teacher's explanation. When they realized that the tasks were

different, they asked the teacher to repeat the explanation. The tasks were students were asked to change the adjective sentences on the cards into comparative and superlative ones. The cards contained new vocabulary. The students asked the teacher to help them when their friends could not. The notes below describe the situation.

Note no. 24
August 14, 2008

The teacher explained that the students were asked to make their own sentences of ‘*comparative*’ and ‘*superlative*’ patterns based on the sentence-cards they got. The students did not pay attention to the explanation. The teacher repeated the explanation after a student asked him to do so.

Note no. 25
August 14, 2008

There were new vocabularies on the sentence-cards. Some students asked the meaning to their friends but most of them asked the teacher. He had to move around from one group to others. Some students asked the superlative forms from the words on cards. The teacher spelled the answer letter by letter. The students directly wrote the letters.

Another extract was taken from the interview.

Interview no. 7
August 28, 2008

- R : *Oh ya, kan anak-anak disuruh bawa kamus, tapi sepertinya mereka lebih suka tanya teman atau malah tanya Mas Erwin, ya?! (The students were asked to bring dictionaries, but it seemed they preferred asking their friend and Mas Erwin to consult the dictionaries, right?!)*
- T : *Ya mereka kan masih belajar. Kalo belum terbiasa, mereka kesulitan nyari. Jadi perlu dibantu. (They are still learning it. They aren't used to using it, so they still need assistance.)*
- R : *Jadi waktu Mas Erwin keliling, bantu cara penggunaan kamus, atau bantu ngartiin, Mas? (So, when you move around the students, you helped them in using the dictionary, or in telling the meaning?)*
- T : *Ya dua-duanya...Aku bantu cara penggunaan kamusnya, terus kalau kata yang dicari nggak ada, aku bantu ngartiin. (Both. I helped them*

in using the dictionary, and I helped them telling the meaning when the words weren't in the dictionary)

- R : *Soalnya kamus beribu-ribu ya Mas, hehehe....*(It's because they use thousand-words dictionary, hehehe.)
- T : *Kadang mereka juga masih bingung pengerjaan tugasnya. Jadi ya aku cek juga, Tatia.*(Sometimes they were still confused about what to do, so I checked their understanding too.)
- R : *Padahal waktu ditanya udah jelas apa belum, bilanganya udah, atau cuma diem ya, Mas?!* (They stated that they had understood the materials though...or just remained silent.)
- T : *Pemahaman mereka kan levelnya beda...terus dengan aku berkeliing, aku juga pengen build good rapport sama anak-anak...*
(The level of their understanding was different. Besides, I did it to build good rapport....)

In the paragraph cards, the students were grouped to arrange the cards into a good story. It was a detective story entitled "Mr. Hard Murdering". Like in the word and sentences cards activities, they were busy with the cards when the teacher explained the rules. This time, the teacher warned them so that the students noticed him. It can be seen from the note below.

Note no. 20
August 28, 2008

The teacher gave each group a complete text, which was divided into some parts. He also checked whether the students brought their dictionaries or not. The students noticed the part of the story they had got. The teacher asked: "*Ada berapa potongan teks?*" The students did not answer because they were busy reading the part they held.

The teacher discussed the vocabulary on the story paragraph by paragraph right after the students read it. While about the content of the story, the teacher discussed it after he discussed all of the paragraphs. It can be seen from the note below.

Note no. 21
August 28, 2008

After each student in that group had finished reading their part, the teacher gave questions to all students about the vocabulary on that part, for example the teacher asked: "*Do you know 'burglar'?*" There were two boys who could answer the questions: "*Maling*". The teacher continued: "*Do you know 'murdered'?*" No one could answer, then the teacher told them that 'murdered' meant being killed.

Note no. 23
August 28, 2008

After all the parts had been read by that group, the teacher gave some questions about the content of the story: "*Siapa si Old Lady?*" The students responded: "*Mr. Hard's secretary.*" He continued asking: "*Ada berapa orang disana? How many people are there?*" The answers varied. There was a boy denied the answer from a member of other group by saying: "*Mr. Hard-e kan wis modar*". Most of the boys laughed hearing that boy's saying.

4) Word puzzles

In this part, the teacher used worksheets containing a table of words. The students had to write the synonyms of the vocabulary in each column. To reduce the difficulty level of the task, they worked in groups. After all the synonyms were complete, they would know the evidence of the Mr. Hard murdering. They were very enthusiastic in doing this activity because it was something new for them. They were curious about the murdering. Most students said that they like the word-puzzle activity as reflected in the interview below:

Interview no.8
August 28, 2008

- R : *Terus tadi waktu ngerjain teka-teki kata setelah cerita detektif, gimana pendapat kalian?* (What about your opinion in doing the word-puzzle?)
S1 : *Seru, Mbak....* (It's cool.)

- S2 : *Ya, asyik Mbak.* (That's right.)
 R : *Kalian suka? Kenapa dhek?!* (So you like it. Tell me your reason.)
 S1 : *Penuh tantangan...untuk tau bukti pembunuhan, kita harus cari sinonim kata yang disebelah, terus setelah tau, sinonimnya diisiin di kotak-kotak sampe selese, terus ketemu dech buktinya!* (It's challenging... to know the proof, we should find the synonym of the words first, after that, we fill in the blanks with the synonyms and we find the proof!)
 S2 : *Ya, Mbak. Belum pernah pelajaran yang lain buat tugas kayak tadi. Kita belajarnya jadi asyik.* (That's right....Other subjects never had activity like that. It made the lesson interesting.)

Another extract was as follow.

Note no. 23
 August 28, 2008

After discussing the story by questioning and answering activities, the teacher gave instruction to the students to do the next task: 'word-puzzle'. The answer of the puzzle was the evidence of the murdering. The students seemed enthusiastic searching for the synonymy of the vocabulary on the dictionary. The groups did it together. They tried to finish the task as soon as possible and become the first group who did it.

Nevertheless, before all the groups could finish the task, the bell rang. The students seemed disappointed. It can be seen from the following note.

Note no.24
 August 28, 2008

The room was so noisy for the students screaming when they had already finished the task. They were happy because they had made it, so that they told their friends by yelling: "*Wis ketemu jawabanne. Aku wis nemu*". Suddenly the bell rang. Some boys said: "*Yaacch*". Actually they had not finished yet. The teacher asked them to finish the tasks at home, and then instructed them to return to their seats. The teacher then gave some information about the examination for the next day.

Overall, the implementation of word-puzzle activity was effective. The activity led the students to be more active and curious about new vocabularies. It also made the students experience a new way of learning.

d) Using Classroom English

To familiarize students with English, the English class was always started with routine expressions such as “Good morning, class?”, and “How are you today?”, and “Let’s pray together”. Meanwhile, at the end of the lesson, leave taking expressions such as “Time is up”, “This is the end of our lesson today”, “Thanks for your attention”, “See you”, and “Thank you” were used. All students could respond to those expressions well and correctly since the students had been familiar with them.

The expressions like “present” and “absent” were used when the teacher called the row (checked the present list). The students were asked to say “present” when their names were called by the teacher, and “absent” when their friends were not present. In the first time, there were only few students who followed the instructions; the rest remained silent. Thus, the teacher reminded them to say the words. The teacher sometimes praised the students who responded him. At the end, all students could respond to the teacher when their names were called. It was because they were getting familiar with the expressions. The following notes reflect this situation.

Note no. 4
August 14, 2008

Before checking the present list, the teacher instructed the students to say “*present*” and raise their right hand when their names were called, and to say “*absent*” when their friends did not come. Only some of them followed the instructions. The teacher sometimes praised the students who did it.

Note no. 3
August 22, 2008

The teacher then checked the present list. As the previous meeting, the teacher asked the students to say “*present*” when their names were called and raised their right hands. All of them responded to the teacher when their names were called.

The expressions like “I beg your pardon.”, or “Pardon me?” were used by the teacher to repeat students’ answers or opinions. In the first time, the students did not understand it. After the expressions were explained by the teacher in English and then translated into *Bahasa Indonesia*, the students could understand the use of the expressions and later on they could use the expressions correctly in the group-work activity. Besides “Pardon me?”, some expressions like “sorry?” and “correct” were used in the group-work. The teacher asked the students to say “correct” to respond to their friends’ correct answers, “sorry?” and “pardon me?”, to ask their friends to repeat what they said. Although their pronunciation sounded strange (Javanese English) when saying the expressions, they said the words proudly and loudly.

Sometimes to direct students’ attention to the lesson, the teacher used supervision expressions like “Stop writing!”, and “Listen to your friend!”. To set time-limits, such as “Is it enough if I give you 5 minutes?”, the instruction was accompanied by gesture of showing fingers to make the students understand. When the students showed good result, the teacher used some expressions, such as “Very good” and “Well done”. If the teacher wanted to know whether the students had finished their work or not, he asked them using “Have you finished?” or in short “Finished?”. The students could respond to the expressions in English.

When the teacher asked them in *Bahasa Indonesia*, such as “Sudah?” or “Sudah selesai?”, the students replied to the expressions in *Bahasa Indonesia*. In addition, the teacher asked the students to use “I think...” when they wanted to share their opinions. At first the teacher guided them, but after several times, the students could use the expression without the teacher’s guidance.

To know whether the students had understood the lesson or not, usually the teacher used “Aman, ya?!” or “Sudah paham?”, and “Any questions?”. In “Do you get my point?”, the teacher used this expression when a noisy student did not listen to his explanation. The student comprehended this expression by remaining silent. To give instructions, the teacher used expressions like “Close your books”, “Listen to the tape, please”, and “Make a group of four”.

Concerning the use of English for giving instructions, most of the students seemed to find some difficulties to understand long or unusual instructions because the teacher did not introduce the expressions before. However, they could comprehend the expressions. It could be observed through their responses to the expression like “Let’s pack our stuffs”. A student comprehended it as “Oh, disuruh mengepak tas”. The note describes the situation.

Note no. 24
August 22, 2008

The teacher asked: “*Ada pertanyaan lain? Any other questions?*”. Because the students remained silent, he closed the lesson by saying: “*This is the end of our lesson today. Let’s pack our stuffs*”. A boy interpreted it by saying: “*Oh, disuruh mengepak tas*”.

While for long instructions, the teacher mixed *Bahasa Indonesia* with English in a sentence. It can be seen from the note below.

Note no.16
August 28, 2008

The teacher grouped the students. He asked them to stand up in the middle of the room. After all students stood up, he said: *“If I say one, kalian berdiri sendirian, tanpa teman. If I say two, kalian berdiri berpasangan, dst. Kalo kalian ga kebagian kelompok atau pasangan, berdiri ditengah ruangan. Jangan telat ya.”*

From the notes above, it can be said that for short and usual instructions the students found no difficulty, while for the long and unusual ones, they needed help. The teacher could use some techniques to help the students understand the instructions, such as repeating the expressions several times, using gestures, and *Bahasa Indonesia*.

e) **Showing Good Respect to the Students**

The teacher appreciated the students by showing good respect. For students' success (when the students did good jobs, tried to be active or showed their activeness), he gave verbal or praise rewards by saying “Very Good”, “Well Done”, or “Good”. The following notes describe the situations.

Note no. 21
August 22, 2008

The teacher asked the students to write the example sentences as seen on the slide. While waiting for the students to finish, he asked them: *“Any question? Ada pertanyaan?”* The students did not answer. They were busy writing the sentences. The teacher then asked a boy, to read his sentence. That boy could make a correct sentence. The teacher praised him: *“Well done. Bagus banget.”*

Note no. 22
August 22, 2008

The teacher asked a girl to read her own sentence. She made it correctly. The teacher praised her: *“Good! Thank you”*.

Note no. 4
August 28, 2008

The teacher asked a girl: *"Do you have an uncle?"* "Yes", replied her. The teacher went on: *"Where is he?"* She said: *"In Bantul"*. The teacher asked again: *"What does he look like?"* She paused and then replied: *"Um ... tall, white ..., good, humble, handsome."* The teacher then praised her: *"Very good"*.

In showing good respect, the teacher gave students examples to ask for apology when he made mistakes. Below is the extract.

Note no. 2
August 28, 2008

The teacher arrived at 7:25, opened the door and let I and the students enter. The students prepared themselves and the teacher prepared the equipment and the materials for today. After all was ready, the students apologized for his coming late: *"Maaf ya Mas Erwin terlambat. Mas Erwin harap kalian sudah siap belajar sehingga materi hari ini bisa kita selesaikan."*

Besides apologizing, the teacher also gave examples on the responsibility. He gave the students some homework so that he had to check it. It was on the purpose that the students knew that the teacher valued their work. The note below described it.

Note no. 5
August 14, 2008

The teacher asked about the homework, that was memorizing the adjective vocabulary and making the sentences from the vocabulary. The students said that they had done it. The teacher then said: *"Ok, I'll check it later. Mas Erwin akan mengeceknya nanti."*

The teacher also respected the students' social background. It happened when he instructed the students to always bring their dictionaries. It did not matter whether they borrowed the dictionaries or their dictionaries were not good ones. It can be seen from the note below.

Note no. 26
August 14, 2008

Realizing that the students need dictionary, the teacher instructed them to always bring dictionaries in the English class. Most of them said that they did not have any dictionaries. *"Mas Erwin, aku ga nduwe kamus, Mas."*, said a boy. The teacher then said: *"Bagi yang ga punya, minjem teman dari kelas lain. Boleh kamus beribu-ribu kata, boleh yang beratus-ratus. Boleh yang masih baru, atau yang udah buluk dan ga ada covernya. Yang penting masih bisa dipake dan dibaca."*. The students laughed aloud hearing his comment.

The teacher always positioned himself near the exit door and shook the students' hand after the class was over. The purposes were building a good rapport and getting along each other. The notes below show this situation.

Note no. 31
August 14, 2008

The teacher closed the lesson by saying: *"Time is up. This is the end of our lesson today"*. Then he said: *"Wassalamualaikum wr.wb"*. The students answered in enthusiasm: *"Waalaikummussalam..."*. The teacher then said: *"Thank you and see you"*. *"See you Mas Erwin"*, said the students. The teacher then stood up near the exit door. He shook hand with each student who came out the class

From the notes above, showing respect made the students behave well. It helped in establishing rapport between the teacher and the students good. The students became more responsive so that they learnt better.

From the descriptions, this cycle could improve the condition of the teaching and learning process of SMP N 10 Yogyakarta. The vocabulary mastery of the students improved through the use of pictures followed by the six procedures. They could make sentences and then read them aloud from the new vocabulary given. The students also became confident enough to speak in English and were more active. It resulted in the English teaching and learning process

which became livelier and interesting. The students did not easily get bored. Sometimes they were so happy that they did not want to stop doing the activity although the time was up. The observer also stated the same thought about the result of this cycle. It can be seen from the interview transcript below.

Interview no.17
September 1, 2008

- R : *Zay, setelah mengamati cycle I, trus baca hasil yang aku kasihkan kemarin, gimana pendapatmu?* (After observing Cycle I and reading the result I gave to you, what is your opinion?)
- O : *Bagus. Ada perubahan menuju baik. Nggak cuma vocabnya aja, tapi juga yang lain. Dari sikap anak-anak, situasi pembelajaran, juga pengembangan materi.* (Good. The situation is changing. It is better, not only the vocabulary matters, but also the others. I can see from the students' behaviour, teaching and learning situation, and the material.)

A sample of the English teaching and learning process occurring in Cycle I can be seen in the following vignette. It gives descriptions of the situation in Cycle I.

Vignette

Day/date : Thursday, August 28, 2008

Time : 07.00 – 08.20

When the students arrived at the language laboratory, the teacher did not come yet. The students waited for him in front of the room because it was locked. The teacher arrived at 7.25. He opened the door and led the researcher and the students enter the room. The teacher prepared the equipment. After it was ready, he apologized to the students for his lateness: "*Maaf ya Mas Erwin terlambat. Mas Erwin harap kalian sudah siap belajar sehingga materi hari ini bisa kita selesaikan.*"

After that the teacher asked the students a question: "*Minggu kemarin kalian mempelajari apa?*". They answered it together: "*Pola adjective*". He then pointed a slow learner student to tell him what meant by "*Pola Adjective*" was. He could answer it correctly. The teacher then continued to the next material without asking any other questions. He said: "*Mas Erwin had an uncle ...*". He made a pause. The students looked curious. A boy broke the silence: "*Mesti pamane Mas Erwin artis*", followed by his friends' agreement. The teacher replied: "*Aduh, ga*

enak dulu". They laughed. Then the teacher continued his story. He told the students about his uncle by describing him. The slow learner student was busy playing with his pen. The teacher asked him questions: "*Do you have an uncle? Where is he? What does he look like?*" His answer was only "*Yes*". The teacher then asked the other student. She could answer all the questions.

The next was the teacher asked a question to centre the students' attention: "*Mau tau siapa paman Mas Erwin?*". The students looked curious. He showed them a photograph of President SBY on a slide. The students suddenly burst into laughter when the teacher said: "This is my uncle." He then asked them about SBY's characteristics and about clothing. He corrected the students' mispronunciation and spelling mistakes. The students' attention was distracted by a trouble maker student. The teacher handled this by delivering a joke for that student. That student seemed ashamed because his friends laughed at him. He then bowed his head and kept silent.

After that the teacher showed a passage. He read it aloud and the students repeated after him. He supported the passage by gestures and mimics to help the students comprehend it. After finished reading, he asked the students to copy out the passage. He showed them a slide of example sentences and asked them to copy out the sentences on their books. He then gave explanation about the pattern and the function of the example sentences. After that, he asked the students to make their own sentences based on the pattern. He asked some students to read their sentences. The first student made a grammatical mistake. The teacher corrected her grammatical mistake. After that, the other students could make the sentences correctly.

The next activity was grouping the students. The teacher asked the students to stand up in the middle of the room. After all stood up, he said: "*If I say one, kalian berdiri sendirian, tanpa teman. If I say two, kalian berdiri berpasangan, dst. Kalo kalian ga kebanyakan kelompok atau pasangan, berdiri ditengah ruangan. Jangan telat ya*". Then the teacher began to count. The students followed the instructions. The class became noisy and the students seemed happy running to make groups. After forming the groups, they sat on the floor. The teacher distributed paragraph-cards. They commented on the cards while he explained the rule. He finally said: "*Ok, semua stop dulu*". They stopped their activities and paid attention to the teacher. He then continued explaining the rule.

The next was the students did the task. They arranged the parts of the paragraphs into a good story. The teacher asked a group who had finished the task first to read their arranged-paragraph. The others followed by checking theirs. The teacher checked the vocabulary in each paragraph after a student read it by questioning and answering. The teacher checked the students' comprehension after all paragraphs were read. Sometimes the answers varied. Each group persisted with their answers. Then it became a class discussion.

After the discussion finished, the next activity was word-puzzles. The teacher explained the instruction. He said that the answers of the word-puzzle were the evidence of the murdering. The students seemed enthusiastic finding synonyms in the dictionaries for filled into the empty columns. Each group tried

to finish the task as soon as possible. The room became noisy when some students screamed out their happiness telling their friends they had found the answer, such as: *“Wis ketemu jawabanne. Aku wis nemu”*. After several minutes, the bell rang. Some students said *“Yaacch”* because they had not finished it yet. The teacher then asked them to finish the task at home. He then asked them to return to their seats.

He then gave some information about the examination for the next day. He ended the lesson by saying: “This is the end of our lesson today. Thanks for your attention, see you and Wassalamualaikum wr.wb”. The students answered his greeting. As usual, the teacher stood up near the exit door to shake hands with each student.

3. Reflection

After implementing the actions in Cycle I, on September 2, 2008 in SMP N 10 Yogyakarta the research team conducted a discussion to make some reflections. It was to fulfil the democratic validity and the dialogic validity as mentioned in chapter III. The following were the results of the reflections:

a. Using Pictures to Improve Students' Vocabulary Mastery

Pictures could help the students to learn new vocabularies effectively. Pictures were also effective in holding and attracting the students' attention in the teaching and learning process. Besides, pictures could motivate the students to produce sentences from new vocabularies they had had both orally and in writing. Nevertheless, the pictures of the comedians made the students busy commenting on the pictures so that they did not pay attention to the teacher explanation. In the next cycle, the pictures would be in people common expressions.

b. Using Various Activities

1) Questioning and answering activity

There were many advantages of this activity. The teacher mostly used it to know the students' understanding of the lesson. Another advantage was that the teacher could build on a good rapport with the students. The activity was also beneficial for the noisy students. Those who still had a chat with friends or busy with himself became quiet when the questions were delivered. Therefore, for the next cycle, the research team agreed to continue implementing the activity again.

2) Group-work activity

Implementing the group-work was effective in minimizing the students' afraid and shy feeling. The students enjoyed working in groups since they could work in less pressure and in more relaxing situations. They also could cooperate and share their knowledge with their group friends. Besides, the students could get along with their friends. The students were also trained to be competitive during the activities. They were also more active during the process. It can be said that it gave them different sensation of learning. This action was considered as effective to solve the problem that the students were passive in the English teaching and learning process. For the next cycle, the team agreed to continue implementing this activity again.

3) Cards activity

Word-card, sentence-card, and paragraph-card activities were effective mainly to train the students to speak English which contained the new

vocabularies they had learned. Besides, they were very effective to maintain the students' motivation to get involved in the teaching and learning process and improve their self-confidence to use English during the teaching and learning activities. Although the students' Javanese-English accent was still strong, they did not feel shy. Nevertheless, the students did not listen to the teacher's explanation on how to do with the cards because they were busy snatching from their friends in getting the cards. It happened because the teacher gave the cards first and explained the rule later. Therefore, for the next cycle the rule would be explained first.

c. Using Classroom English

The use of English routines and instructions was effective to familiarize the students with Classroom English. At the beginning, they did not respond to the teacher. Most of the expressions had to be translated into *Bahasa Indonesia*. At last, they became familiar with the classroom English and could respond to the teacher well. They like saying '*pardon me*' to show that they want something to be more clearly said and '*correct*' to show their agreement of their friends' correct answers. This action was considered effective in helping the students to communicate with others and build up their activeness and confident. In addition, they could comprehend some complex instructions the teacher used by fitting the situation happened although they did not know the meaning exactly. It means that their vocabulary knowledge increases. In the next cycle, the Classroom English would be repeated and some complex Classroom English could be

introduced and combination with gesture would be used in addition to translating the expressions.

d. Showing good respect to the students

Showing good respect to the students was effective to arouse the students' mutual acceptance and trust to the teacher, and to improve the students' self-confidence. They were happy when the teacher appraised them when they did the task successfully. They also participated more actively. This action was considered as effective to motivate the students in the English teaching and learning process. However, the students seemed bored to the expressions. In the next cycle, showing good respect would be repeated and accompanied with gestures such as clapping hands and thumbing up.

C. Reports of Cycle II

1. Planning

On the basis of discussions among the research members, it was determined that Cycle II still focused on the same problems found in Cycle I. Some of the action plans were continued and the others were revised in Cycle II. The action plans of the second cycle revealed the following points:

- a. Using more kinds of pictures of to improve the students' vocabulary mastery.
- b. Using more various activities in the teaching and learning process.
- c. Using more complex classroom English effectively accompanied by using gestures.
- d. Showing good respects accompanied by gestures and giving personal attention to the trouble maker outside the classroom.

2. Actions and observation in Cycle II

The actions were carried out three times: on September 4, 11, and 18, 2008. The topic was 'daily activities'. The more complete description would be provided below:

a. Making the Students Ready to Study before the English Teaching and Learning Process

Compared with the situation in the Cycle I, in this cycle the students were more ready to study. They did not need to be reminded to prepare their books and dictionaries before the teacher started to teach, although every time

they entered the class they always made noise and competed with their friends in choosing their seats.

The lesson was opened by doing routines like in the first cycle: the teacher greeted the students, led the prayer and checked the attendance. All students could respond well. They responded to the teacher's greeting enthusiastically, did the prayer, and raised their right hand and said 'present' to the teacher's checking the attendance or when their names were called. During checking the attendance, the teacher sometimes asked the students' conditions. From the students' answers, the teacher made it as a joke. It made the students feel relax and enjoy that they could learn and be involved better in such less-threatening atmosphere.

b. Using More Kinds of Pictures to Improve Students' Vocabulary Mastery

The use of the pictures in some part of the teaching and learning process was successful to improve the students' vocabulary mastery. Although, the use of the pictures in each part of the activities was different, it gave a big contribution to the running of the activities. The pictures used in this cycle were power-point slides, photographs, picture cards, postcards, and drawings. All those pictures were implemented in the six procedures below.

1) Warming up

The use of the power-point slides in the part of warming up activities was very effective to stimulate the students' motivation at the beginning of the lesson

and to introduce them with the new vocabulary related to the topic. The slides also could direct the students' attention. It can be seen from the extract below.

Note no. 2
September 4, 2008

The teacher asked a student who seemed in a daydream: "*Apa lagi Dimas?*". The student kept silent. "*Come on Dimas, you can do that. Yang kamu inget aja!*" said the teacher so that the student got confidence, but that student refused to answer. Suddenly, the door was knocked. There was a student who came late. "*Come in, please.*", said the teacher. After the late student came in, T showed some daily-activities pictures on the power-point slide to direct the students' attention.

Slides were also used as a facilitator for the questioning and answering activities. In the first meeting, the teacher asked the whole class about what pictures they saw on the slides. Many students had been familiar with some daily activities in English. They were so enthusiastic that they mentioned the name of daily activities in loud voice. Nevertheless, for some activities, the students mentioned only the noun parts, such as '*homework*', '*breakfast*', and '*jogging*'. Therefore, the teacher corrected their answers.

In the second meeting, the teacher showed some pictures of daily activities and their descriptions on the slides. He then asked some students to tell all the class about their daily activities. As always, the teacher asked the smart students first. By the help of the slides, she could do it smoothly although she made a pronunciation mistake. The teacher then gave the correct pronunciation. The other students, who had turns after her, could make it well. A student had a negotiation of meaning about one of the activities he had. That activity had not

been introduced by the teacher yet. The teacher then gave explanation of that word. It can be seen from the extract below.

Note no. 8
September 11, 2008

After the first-turn student answered the teacher's question, the teacher then asked another student: "*What do you do in the afternoon*". That student said: "*Open puasa*". The teacher then gave some explanation on the student's answer: "*Oh, he has breakfasting in the afternoon.*"

In the last meeting, the teacher showed some photographs of a female student, on the slides. He asked the class to tell him about her daily activities as shown on the slides. The students had some pauses in telling her activities. After that, the teacher asked one of the students to tell the class about his daily activities and asked the rest to retell that student's daily activities. They were so enthusiastic that the class became lively during the process.

2) Focus on comprehension

Power-point slides and photographs were beneficial to attract and maintain the students' attention, so that the students could comprehend better. For example, for the photograph of someone's eating her meals wearing school uniform, the teacher would say 'She has breakfast before going to school'. The students could improve their vocabulary and enjoy the learning process as well. When the teacher asked them to mention some of their daily activities, they could answer the question spontaneously, without writing it first on the books. Moreover, they suggested some other daily activities to the teacher although it was in the form of joke. It can be seen from the quotation below.

Note no. 5
September 11, 2008

The teacher asked a student to tell the class about his daily activities: "*Etsa, tell us about your daily activities.*". Suddenly, there was a student bursted out: "*Mas Erwin, daily activities-e Etsa kuwi shopping and going to saloon.*". The teacher then said: "*Etsa apa kamu? Hayo ngaku!*". Then all of the students laughed aloud.

Power-point slides and photographs were also beneficial to help the teacher in explaining the content of the lesson. Before explaining the lesson, the teacher showed a passage about someone's daily activities. He read aloud the passage followed by the students. He then asked the students some questions based on the information from the passage. In doing so, the students could be motivated and confident to ask the teacher some questions related to the topic.

3) Focus on spelling

In this part, the teacher used power-point slides containing a list of daily activities in the table. The activity was changing the present tense plural verbs into present tense singular verbs and verb-ing. The teacher then asked the students to check each other's work. After that, the teacher asked the class to complete the semantic table. The students read their answers loudly. The teacher wrote their answers at the semantic table in the slides. When they made mistakes, the teacher stopped writing. He then gave explanation of the mistaken words.

Besides using the activity explained above, the teacher also checked the spelling whenever it was needed. For example when a student answered a question and he made spelling mistakes, the teacher helped the student to use the

correct spelling. After that, he explained it to the class. It can be seen from the extract below.

Note no.12
September 4, 2008

The teacher asked a student: "*Mahendra. What do you do after school?*". The student said: "*Open puasa.*" Then the teacher asked to the whole students: "*What is 'puasa' in English?*" Nobody answered the question. The teacher then gave explanation: "*Puasa itu bahasa Inggrisnya /fast/, /ef/ /ei/ /es/ /ti/ kalo orang Amerika bilanganya /fest/, jadi buka puasa itu 'break-fasting'*". After explaining, the teacher praised the student by saying "*Ok, Good Mahendra.*"

4) Focus on pronunciation

In this part, the teacher helped the students to pronounce the vocabulary correctly by the help of power-point slides. First, he showed a passage on a slide. He read it aloud sentence by sentence, followed by the students. He would read the sentence twice or three times when there were some mispronunciation made by the students. After finished reading, he gave explanations on some vocabulary.

The teacher also discussed the words that were mispronounced by the students. The students sometimes got confused with the pronunciation of the similar words. It can be seen from the extract below.

Note no.11
September 4, 2008

The teacher asked a student who was very active in the lesson as an example for others: "*Ganestri. What do you do after school?*". "*I /was/ my uniform after I coming home.*", said that student. "*Repeat, please. Coba ulangi!*", asked the teacher. "*I /was/ my uniform after I coming home*", said that student again. The teacher then gave explanation: "*Oh, /wos/, bukan /was/. Trus 'after coming home', bukan 'after I coming home'.*"

In the extract above, we can see that the teacher helped the student in two ways. Firstly, he helped the students in the pronunciation point. Secondly, he helped the student in the grammar point.

5) Focus on grammar

Power-point slides and postcards were used as part of focus on grammar. Power-point slides were used to help the teacher in explaining the grammatical rules related to the topic. First, the teacher presented slides which contained some example sentences and the descriptions. He then asked the students to write them. After the students finished writing, they were asked to take a look at the sentences. The teacher gave them some questions which related to the grammatical rule of the sentences. After delivering some questions, he explained the grammatical rule. When there were no questions about the explanations, the teacher continued to ask the students to make their own sentences. Some students then were asked to read aloud their sentences. The observer said that the students could make correct sentences, as can be seen from the interview below.

Interview no. 27
September 12, 2008

- R : *Secara umum, action yang diterapkan gimana, Zay? Berhasil bantu anak-anak belajar vocab nggak?* (In general, what is your opinion about the implemented action? Is it success in helping the students to learn vocabulary?)
- O : *Menurutku anak-anak jadi cepet belajar. Ga cuma vocab-nya sendiri. Tapi aspek lain juga.* (In my opinion, the students become fast-learners, not only in vocabulary, but also in other aspects.)
- R : *Maksudnya, gimana?* (Can you explain that?)
- O : *Bisa dilihat waktu mereka disuruh bikin kalimat. Mereka bisa membuat kalimat sendiri dengan benar. Disini bisa indikasikan, mereka tahu pemilihan kata atau vocabnya, susunan kata atau grammarnya, penulisan atau spellingnya, juga pengucapannya atau pronunciationnya. Jadi, mencakup semua aspek.* (It can be seen when the students make their own

sentences. Their own sentences were correct. It can be said that they knew the word-choice or the vocabulary, the word-arrangement or the grammar, the spelling, and the pronunciation [when they read aloud their sentences]. So, the action can cover all the aspects.)

A Postcard was used in the form of cards game. It was implemented on the second meeting, on September 11, 2008. The procedure was as follow. The students were grouped; there were nine groups. Each group received a postcard of a famous person who wrote his/her daily activities on it. The members of the groups were asked to re-write that famous person's daily activities on their books by changing the subject into 'I' and the verbs as well. After they had done it, they read the text aloud. Before the student reading the new version of the postcard, the teacher presented the old version of it on the slide. The teacher discussed the version made by the students after they finished reading.

6) Focus on communication

Two sets of picture cards were used in the form of cards game as part of focus on communication. In this part, the students were asked to bridge the information between one and others. In this activity, the students were asked to play a game in the form of an information gap activity. The students were very motivated to take on themselves in the teaching and learning process. Most of the students were active in looking for the information by asking some questions to their friends. It can be seen from the transcript below.

Note no.14
September 4, 2008

The students kept asking each other to find the suitable match for the cards by walking around the class. The students who had found their match yelled

out in happiness. Some of female students even jumped up-and-down with excitement.

The procedure was as follows. The teacher divided the class into two groups. Group A got the picture cards and group B got the word-cards. Students from group B had to find a friend from group A who got a picture card which matched the description of the word-cards. Group B had to ask their friends in group A, for example, “Do you do homework (picture 1) before going to bed (picture 2)?”. The students who were asked had to answer ‘no’ when the question did not fit their picture cards and ‘yes’ when it fitted theirs. These expressions were already given in the part of focus on comprehension. Therefore, the students could do the game smoothly. Some students said that they like this game.

c. Using More Various Activities

1) Question and Answer Activity

Like what had been implemented in the first cycle, a question and answer activity was implemented in the warming up, in the main of teaching and learning process, and in the closing. In the warming up, it could attract and direct the students’ attention. It was also aimed at recalling vocabulary mastery and checking students’ understanding about previous lessons. A question and answer activity was also implemented to lead to the topic. It was aimed to introduce the new topic and make the students to get involved in the teaching and learning process. During the teaching and learning process, some students sometimes made noise. Those who made noise or had a chat with friends became quiet when the questions were delivered. In the closing, a question and answer activity was used

to remind the students about what they had learned and check whether they had understood the lesson or not.

In the first meeting, the students were asked to mention some of their daily activities. The teacher asked the smart student first. He could mention some of his daily activities well. It can be shown from the extract below.

Note no.2
September 4, 2008

In the warming up, the teacher reminded the students about the previous materials by asking question. He asked the smart students first: “*Abiyoga, kata-kata apa saja yang kamu ketahui tentang ‘daily activities’?*”. The student said: “*Wake up, homework, jogging, have breakfast.*”

After asking the smart student, the teacher asked other students. Some could mention their daily activities in English while the others mentioned theirs by mixing the English with *Bahasa Indonesia*. The teacher helped the students who still found some difficulties in mentioning their daily activities.

In the second meeting, the students were asked to tell their daily activities based on the teacher’s questions. The students could do it well. Sometimes the teacher corrected their word-choosing then he explained it to the whole class. He explained it in English. With the help of the gestures, the students could understand the explanation. It can be shown from the extract below.

Note no.4
September 11, 2008

The teacher asked a student: “*With whom do you go to school?*” The student said: “*With bicycle.*” The teacher then showed the students as if he walked beside a bicycle and said: “*This is ‘I go to school with bicycle.’*”

In the last meeting, the students were asked to tell their daily activities without the help of the teacher’s questions. Those who got the first turn told his

daily activities with some pauses. With the teacher's guidance, he became more confident in answering although he made some mispronunciation. The teacher then corrected the students' mispronunciation.

2) Group work Activities

In the first cycle, there were some difficulties related on the seating arrangement. The language laboratory was u-shaped. It consumed time to arrange the seats. So, the students sat on the floor in circle. It made the students felt uncomfortable when they had to write the answers or take notes in the group-work activity because they had to twist. In Cycle II, the multimedia room was used in the teaching and learning process. The seating was arranged in rows but it could be easily changed into circle to conduct group works.

The group works helped the teacher to handle and control the class. The personal approach could be maintained easily and simultaneously since the teacher could move easily from one group to another to help the students who found difficulty in doing the task. On the discussion on September 4, the English teacher supported the strategy.

Interview no. 22
September 4, 2008

ET : *Gimana Tatia, menurut analisis mu, hari ini ngajar ku gimana?*
(What do you think about my teaching today?)

R : *Anak-anak lebih excited. Semangat.* (The students were more excited. Powerfull.)

ET : *Menurutmu, apa yang bikin mereka semangat gitu?* (What made them excited?)

R : *Ehm, apa ya? Tadi itu smooth banget pembelajarannya.... hawanya, anak-anak merasa nyaman, waktu pemberian materi juga waktu pengerjaannya. Mungkin karena pake ruang*

multimedia kali Mas?! Mereka bisa duduk menghadap ke depan kelas, nggak susah-susah muter badan. (Ehm, the teaching was smooth. I could feel the atmosphere that the students felt comfortable, both in paying attention to the material and doing the task. I think, it was because the use of multimedia room that they can sit faces the front class and no need to twist.)

ET : *Ehm.... (I see.)*

R : *Waktu disuruh group-work, nggak time-consuming juga. Anak-anak kepenak ngatur-ngature bangku. Kalo menurut Mas Erwin sendiri, gimana? (It's not time consuming in managing the group-work. The chairs were easily arranged. What is your opinion, anyway?)*

ET : *Ya, aku juga jadi gampang ngecek per group. Kadang kan ada tuh, anak-anak yang masih butuh bantuan penjelasan, tapi malu bertanya. (For me, it's easier to control and check each group. Sometimes, there were students who need more explanation, but they were shy to ask.)*

The group work activity was also effective in maintaining the students' motivation and managing the classroom. The students enjoyed working in groups. They felt happy, relaxed, comfortable, and less threatened. This situation created more comfortable atmosphere of the class. The students could also improve their sense of cooperation. They could have discussions with friends in doing the tasks and become more independent in doing the task. They did not always rely on the teacher when they got difficulties. Moreover, the teacher implemented different style of grouping. It made them more enthusiastic.

3) Cards activity

Cards activity was implemented in the first meeting. First, the teacher delivered a deck of word-cards to each group. There were six groups. One of the students in each group shuffled the cards and put them on the table. Another student in the group took a card on the top-pile and then read its description, for

example 'have breakfast'. The others wrote what they heard on their books. They who had misspelling had to do what the card written, for example they pretended to have breakfast. Some of the students laughed aloud when their friend did the punishment in a funny way. All the group members got a chance to take the card.

Below is the interview transcript with some students.

Interview no. 21

September 4, 2008

- R : *Permisi, mbak boleh minta waktunya?*(May I disturb you for a while?)
- S1 : *Ya, Mbak.* (It's ok.)
- R : *Tadi waktu belajar pake kartu, pendapat kalian?* (What's your opinion about studying using cards?)
- S1 : *Yang kayak remi itu, Mbak?* (You mean playing 'hearts' cards?)
- R : *Iya.*(Yes.)
- S1 : *Asyik. Belajar sambil bermain.* (It's cool. Studying and playing in the same time)
- S2 : *Sama, Mbak.*(Agree, Miss)
- R : *Membantu pemahaman atau hapalan kosakata kalian, nggak?* (Does it help you in understanding or memorizing the vocabulary?)
- S2 : *Iya, Mbak. Apalagi sama kata yang salah nulisnya...Jadi inget terus,hehehe.*(Yes. More over to the miswritten words...It makes me remember the words always, hahahaha)
- R : *Kalo salah kan di hukum buat praktekin, pendapat kalian?*(When you did a mistake, you were punished. How is your opinion about that?)
- S1 : *Ehm, bagus juga sih Mbak. Teorinya dari tulisan, prakteknya dari kesalahan.*(No matter. We learn the theory from the written words, and from the mistakes we learn how to practice it.)
- R : *Belajar kosakata, enaknya individual, atau kelompok?*(which is better, learning vocabulary in groups or individual?)
- S1 : *Kelompok, Mbak. Kan buat praktekin. Kayak main kartu remi tadi.*(in group so we can practice with our friends. Just like when we played hearts-cards.)
- S2 : *Iya, kelompok. Rame.*(I agree. In group. Excited.)
- R : *Oke, terimakasih ya.*(Ok. Thank you.)

4) Comic-strip activity

In the third meeting there was a comic-strip activity. It was a story about Mr. McDonald and his staffs. There were some blank dialog balloons and some sentences below the drawings. Students filled in the blank dialog balloons with the sentence provided. They did it in group of six. The room was noisy because of the students' discussing the answers. Some of them laughed after they finished filling the dialog balloons. The teacher moved from a group to others to check their work. After all groups had done it, the teacher asked one group to read the story and the other groups to listen to their friends and revise their work if there were mistakes. The teacher then discussed the story to the class by giving some oral questions to the students. Some of the students who finally understood the story, laughed aloud.

5) Word puzzles

Word puzzles activity was implemented in the last meeting. There were some incomplete sentences. The students had to fill the blank boxes with the correct activities to make the sentences complete. The students could finish it quickly that they seemed so happy. It was because they had known the vocabulary given and the task was some kind of challenging. It was on the purpose that their vocabulary mastery could be improved and their motivation could be increased.

6) Games

Games were used in this cycle as one of the ways to help the students memorize the vocabulary in interesting way and to build their enthusiasm in learning. It was based on the students' suggestion in the interview on the first cycle. Most students gave positive response to the use of games, as said by some students in the interview below:

Interview 30
September 18, 2008

- R : *Permisi. Namanya siapa, dhek?* (Excuse me, your names, please?)
 S1 : Novi.
 S2 : Elyana.
 R : *Pendapat kalian tentang game pada pelajaran bahasa Inggris, gimana?* (What are your opinions to the applied games in English?)
 S1 : *Setuju banget, Mbak. Pengennya ada game terus tiap pelajaran, hehehe.* (I couldn't agree more, miss. I want all English classes have games, hehehe)
 S2 : *Huuu, maunya.* (You want.)
 R : *Suka game yang mana?* (What games do you like?)
 S2 : *Suka semua, Mbak...* (All.)
 R : *Kalo Novi?* (How about you, Novi?)
 S1 : *Ehm yang paling disukai ya? Semua aja lah Mbak.* (Ehm, what i like most is.... All of them!)
 R : *Kenapa?* (Why?)
 S1 : *Semuanya seru. Trus mendukung belajar juga. Jadi lebih mudah menghapal.* (All games are interesting. They support the studying too. I can easily remember the lesson)
 S2 : *Bisa ngilangin bosen.* (It can reduce the boredom.)
 S3 : *Mbak aku melu urun pendapat..game-me asyik...inovatif, kreatif, top banget lah.* (Miss, I want to share my opinion..the games are cool, innovative, and creative. They are wow.)
 R : *Wah, semangat banget. Emang udah pernah main game-game kayak kemarin pa belum sich?* (Wow, you are so excited. Have you experienced the games we played?)
 S1,2,3: *Belooooom.* (Not yet.)
 R : *Owh...nanti minta mas Erwin buat kasih game kalo mba udah selese penelitian ya?! Oke, sekian dulu. Makasih ya..* (Owh..later you can ask Mr Erwin to play others game after my research. Well, thanks.)

The games presented here were in the form of pair and group works. The first implementation was in the group work. It was a 'bingo' game. In this game, the class was divided into six groups. Each group consisted of four or five students. Each group got one worksheet. There were six blank boxes on it. The group who the first time to say 'bingo' was the winner. The procedure was: first, the students filled in each blank box with a name of daily activities. There were six boxes so there were six daily activities. Next, the teacher read aloud some daily activities. When the names of the daily activities they wrote on the worksheet and those which were said by the teacher were matched up, the students said 'b' for the first-matched-up-activity, 'i' for the second-matched-up-activity, and so on. Finally, they said 'bingo!' when all the activities had matched up. It can be seen from the extract below.

Note no.11
September 4, 2008

The room was noisy because the students screamed the 'b', 'i', 'n', 'g', and 'o' alphabet with laughter. They were so enthusiastic. After several minutes, there was a group said 'bingo!'. Some groups looked disappointed. Then the teacher continued until there was another group said 'bingo!'. The teacher then stopped the game. "*Mas Erwin, lagi dong gamenya.*", asked a male student, followed by the others. "*Pertemuan berikutnya aja ya? Sekarang kita lanjut ke materi lagi.*", answered the teacher. The students then re-arranged the chairs

From the extract above, it can be said that the students were delighted with the games. Most students got involved in the activity. They were enthusiastic in shouting out the alphabets. Moreover, it could be said that the students cooperated well with the members. They had discussions among the

group members to decide the activities they had to write in the boxes. The observer gave positive statement as reflected in the interview below.

Interview 27
September 12, 2008

- R : *Zam, piye pendapatmu tentang game yang aku apply? (Zam, what is your opinion about the games we applied in the English class?)*
- O : *Semangat. Itu yang aku lihat di wajah anak-anak. Bener-bener menikmati. (Full of spirit. That's what I saw on the students' face. They surely enjoyed the game.)*
- R : *Tapi waktu ada grup yang udah menang, yang lain keliatan kecewa. Kayak mbuyarin semangat mereka. (Once a group won, they look disappointed. Seemed it reduce their happy moment.)*
- O : *Ya wajarlah..ada yang menang ada yang kalah. Secara nggak sadar, mereka juga belajar menerima kekalahan. (It's normal. In a game, there is win and lose. Unconsciously, they learnt how to accept their lose.)*
- R : *O, gitu ya menurutmu..rada lega nich,hehehe. Kalo dari sudut ilmunya, pengamatanmu kemarin gimana? (I see. I feel relieve then,hehehe. From the knowledge point of view, how is your opinion?)*
- O : *Masuk. Kan mereka disuruh diskusi dulu toh? Kata-kata apa saja yang mau ditulis di box. Itu juga membantu mereka belajar. (It succeeded. Before the game played, they had discussion about the vocabulary they wanted to write in the boxes. It helped them in learning.)*
- R : *Tujuanku ya memang seperti itu. Jadi, bisa dikatakan sukses kah? (That's what I planned. So, it did good, right?)*
- O : *Ya, bisa. (Yup, it can be.)*
- R : *Aku tadi kaget lho, pas anak yang suka main-main itu ternyata jadi aktif dan semangat belajar juga. Siapa namanya ya..pokoknya dia itu yang troublemaker. (That troublemaker student surprised me. He became active and excited in learning.)*
- O : *Ide mas Erwin boleh juga buat pengalaman kita. Pendekatan individual terhadap anak yang bermasalah.(Mr Erwin's suggestion gave us valuable experienced. The individual approach to the troublemaker students.)*
- R : *Banget, Zam. Nek aku wingi mung meng-iyakan saja waktu mas Erwin usul. Bener-bener ampuh ya Zam?! (That's right. When he suggested the action, I said yes. Wow, his approach did good.)*
- O : *Itulah yang aku harapkan dengan ikut penelitian ini: menambah ilmu yang tidak aku dapatkan dari teori. (That's what I want by joining this research: gaining some knowledge I didn't get from the theory.)*
- R : *Yup. (You're right.)*

The second implementation was a pair work in the form of a ‘survey’ game. The students had to interview their partner about the frequency of the partner did the daily activities asked. The teacher gave the students freedom to choose their partner. Before implementing the action, the teacher gave the students a worksheet then gave them examples. The teacher interviewed a smart student about how frequent he did some daily activities asked by the teacher. After the students understood the procedures, the game was started. They interviewed their partner using the expression taught although sometimes with wrong pronunciation. They seemed happy with the game and did it quickly. There were some students who checked their partner’s answer using Bahasa Indonesia or Javanese, for example ‘jawab yang jujur lho’ and ‘tenan po?’ when the partner gave ridicule answer.

d. Using More Complex Classroom English effectively accompanied by using gestures

In cycle II, Classroom English was more complex. To help the students understand the expressions, the teacher used gestures. Classroom English was used in opening the lesson, giving instructions, giving explanations, and closing the lesson. If it was needed, English expressions were combined with Bahasa Indonesia to overcome the students’ problem in understanding the expressions. In this cycle, the students responded more enthusiastically every time they were greeted, especially when they said ‘See you Mas Erwin’. In the first cycle, the students answered the greeting just because the teacher asked them to.

In relation to the use of Classroom English in giving instructions, the students became more familiar with the short instructions and seemed to have understood the long and complex ones. In Cycle I, most of the long expressions had to be translated into Bahasa Indonesia, while in this cycle the long expressions were accompanied by gesture. Only difficult expressions were mixed with Bahasa Indonesia. The following note describes the situation. When the teacher said the expressions, he accompanied his saying with gestures.

Note no. 15
September 18, 2008

The teacher asked a student to come towards him. *"Please distribute these to your friends."* said the teacher. After that student distributing the sheets, the teacher asked the whole class: *"Have you got this paper?"* "Yes!", answered the students.

In the above situation, the teacher pointed to the sheets and the students when he said the first expression. In the second expression, the teacher held a sheet and waved it gently. Both expressions had not been taught to the students, but the students seemed understand the meanings.

e. Showing Good Respect accompanied by Gestures to the Students and Giving Personal Attention to the Trouble Maker Students outside the Classroom

Showing good respect was an action that was continued in Cycle II. Respect was used to maintain the students' motivation in learning. To appreciate the correct work, good respects such as 'good', 'great' or 'well done' were delivered. Sometimes, the teacher gave applause or showing his two-thumbs-up

for students' correct answer and activeness. When moving around, the teacher also patted on the students' back to show that he was glad for the students' work.

Some boys often made noise in the classroom and did not pay attention to the teaching and learning process. They liked to make noise such as by knocking pens to the tables, inviting their friends to have a chat and saying something ridiculous. Sometimes they did not pay to teaching and learning process because they did homework for other lessons. Their behaviours did not make the teaching and learning process run smoothly. In handling the noisy students, the teacher delivered some questions about the lesson or simply asked them 'Do you get my point?'. The noisy students mostly became silent when the questions were delivered, or answered the questions in low voice.

Beside the noise, some particular boys often made troubles that disturbed the process during the teaching and learning process. Every student is a unique individual. Therefore, the trouble makers also have unique characteristics. They need special attention more than others do. Their behaviours in the classroom might be affected by many factors such as parents, living environment, or friends. Two of the students known as troublemakers in the class are Kiki and Dhimas. In the classroom, Kiki always did something disruptive like chatting with friends and saying something ridiculous while Dhimas was always busy with himself by playing with his pen, tapping his foot or doing homework. In handling the troublemakers, the teacher asked them to see him outside the classroom. The students seemed to be unhappy when the teacher said that. They met the teacher after the class was over. The teacher had a heart-by-heart talk with the students.

The next meeting, the troublemaker students behaved well. They also became more active in the teaching and learning process.

In summary, the goal of the actions, which was the improvement of the students' vocabulary mastery, was achieved. The students could comprehend the lesson well and did not seem to have difficulty in memorizing and implementing the vocabulary in listening, reading, writing and speaking. It was because they were given more various pictures so that they could improve their vocabulary mastery.

The goal of the teaching and learning process which was to make the teaching and learning process become lively and interesting was also achieved in Cycle II. Generally, the goal could be achieved since all students were involved in the teaching and learning process and were following the teacher's instructions in doing the activities and the tasks. They seemed to be more active and enthusiastic in doing the activities and the task. Furthermore, they were more motivated to participate in the activities when the teacher used various interesting activities, especially games.

In the end of this cycle, the students got some improvement. There were no more students who were shy. They became more confident and socialized. They also did not always rely on the teacher in helping them with the difficult vocabulary or tasks. They were more active. They used dictionaries or asked their friends when they found difficult words. They were more open-minded and respectful to others. They also were familiar with Classroom English since the teacher often used it in the classroom.

The following is a vignette describing one process of the actions that was conducted in Cycle II.

Vignette

Day/date : Thursday, September 4, 2008

Time : 07.30 – 08.30

The students entered the classroom noisily but soon began seat nicely, prepared their books, and were in silent. As always, the greeting “Good Morning” was delivered to begin the lesson and it was answered by all of the students. It was followed by checking the attendance list and questioning and answering activity.

The students could mention some daily activities but one. He could not mention even a single daily activity with the help of the pictures. “*Semalam kamu belajar nggak?!*” The teacher asked that student to know whether he studied or not the night before. That student remained silent so that the teacher asked him to see him in the breaktime.

Next, the students were asked to make their own sentences based on the pictures of daily activities. Most of them could make correct sentences. They were delighted when the teacher praised them. After that, they got a drilling activity. They were asked to repeat after the teacher. “*Ok, repeat after me. Ulangi setelah Mas Erwin baca ya! Here we go!*” The teacher repeated the order in bahasa Indonesia to make the students get more understanding.

Next activity was playing ‘hearts cards’ game in group of six. The students were excited doing the game. Some students asked the teacher to give more time in doing the game. Another game -bingo game- was played. Before playing the bingo game, the students seemed happy receiving the worksheet. “*Has every group got the paper?*” The teacher asked them to make sure all of them got the worksheets. Some male students asked for more bingo game. This time the teacher said clearly that the game for that day were enough.

The next activity was telling the daily activities to their friends. First, question and answer activity leading to the topic was conducted. The smart student got the first turn. “*Ganestri. What do you do after school?*” The teacher asked. She could answer the question although there is a mistake. The teacher corrected the answer by giving short but clear explanation. There were two more students who were asked by the teacher. The teacher praised them. The activity was followed by doing the ‘survey game’. Each student was required to ask daily activities as written on the cards. Most of the girls did it correctly but some boys did it dishonestly by directly showing the cards without asking.

The time was up. The students submitted their homework books on the teacher’s table. Before closing the lesson, the teacher asked: “*Ada yang tidak mengerjakan PR?*” There was a student-the same student who could not mention the daily activities vocabulary- who raised his hand. The lesson was ended by the expressions “*This is the end of our class. Shall we pray?*” and “*Wassalamualaikum. See you and thank you*”. After most of the students were outside, the student who did not do his homework came to the teacher. They had some conversation and it was ended by some suggestion from the teacher.

2. Reflection

After implementing actions in Cycle II, the research team made some reflections. The following were reflections done by the involved members.

a. Using More Kinds of Pictures to Improve Students' Vocabulary Mastery

The kind of pictures which had been revised was the picture cards. The pictures used and the way the cards distributed were changed. In this cycle, the pictures were in common, not funny expressions. The cards were distributed after the teacher explained the rule. The pictures help the students' to memorize and comprehend the vocabulary and the lesson. It also could direct and maintain the students' attention during the teaching and learning activities. They were enthusiastic when the teacher brought them some new kinds of pictures such postcards and drawings. Furthermore, the students could enjoy the English lesson since it became more interesting and livelier.

b. Implementing More Various Activities

Implementing more various activities means that the activities which were implemented were more various based on the students' need and interest. In cycle II, there were questioning and answering, group work and pair work activities, word-cards, sentence-cards, and paragraph-cards activities, word puzzles, and games. The students like the games best. Some other liked group work activities. By implementing more various interesting activities, the students' involvement was improved. Most students actively got

involved in the teaching and learning process. It made them learn the vocabulary and the lesson better. The question-answer activity was successful. The students were very enthusiastic in giving their personal information about their daily activities. Working in pairs made the students more active and feel happy in learning because they seemed to have partners that they could cooperate with. In group works, the students learned well since they were organized in groups so that the teacher could move around from one group to other group to check the students' understanding. Therefore, it created the better relationship among the students and the teacher. In the cards activities, the students learned and practiced how to ask their friends' daily activities and tell theirs. In word-puzzles activity, the students learned how to implement the vocabulary. Games, which were actually the part of focus on the communication, were successful as well. It could build the students' enthusiasm in learning.

- c. Using More Complex Classroom English effectively accompanied by using gestures

The reason of using more complex Classroom English effectively accompanied by gestures is that in Cycle I, firstly, the teacher used simple and short Classroom English that the students had been familiar with it and secondly, he often had to translate the Classroom English when the students did not understand the instruction, explanation, and questions. By using gesture, it could help the students in understanding the expressions. Students did not only listen to what the teacher told them but also paid attention to

what he did, saw his eyes, and his hands movement. As what had been expected by the involved members, the students could get a better understanding.

- d. Showing Good Respect accompanied by Gestures to the Students and Giving Personal Attention to the Trouble Maker Students outside the Classroom

In order that the students were more motivated and active in the teaching and learning process, the involved members agreed that the good respect was given to the students not only orally but also by gestures such as patting on the students' back, applauding, and giving two-thumbs-up. When this action was done, the students showed more proud feeling.

Paying personal attention to the trouble maker students was effective to decrease the disruptive behaviour in the teaching and learning process. Kiki and Dhimas behaved well after the teacher had a talk with them outside the classroom. They also showed their activeness and cooperation during the teaching and learning process.

D. GENERAL FINDINGS

The action has been implemented in two cycles. Based on the reflections of each cycle, a number of points can be concluded as follows:

1. Power-point slides could cover the need for all four types of students. The slides facilitated the visual learners, the explanation from the teacher facilitated the verbal learners, the questions on the slides facilitated the

movement learners and the data or facts about the lessons facilitated logic-mathematic learners.

2. The use of pictures had proven effective to help the students understand and comprehend the vocabulary which later on they would learn better. In addition, because the students had a short attention-span, the pictures could maintain and centre their attention to the teacher's explanations.
3. Vocabulary which related to famous people and students' daily life was effective to make the students memorize and implement the vocabulary.
4. The dictionaries could help the students learn new vocabulary, especially the stem-forms.
5. The implementations of group works could help the students to be more active in joining the learning process. It was successful in raising the students' motivation in learning since the class atmosphere was more comfortable, interesting, fun, and non-threatening.
6. Showing good respect in the form of praising, clapping hands, thumbing up, and patting student's back to the students who did the well-and-correctly task and the students who participated was effective to improve the students' motivation and self-confidence. Besides, it was very effective to arouse the students' mutual acceptance and trust to the teacher.
7. The use of Classroom English and English routines proved to be helpful in the acquisition of English competencies. The students were familiar with it and began to use it. For the long and complex expressions, although the students did not get the exact meaning, they could comprehend the language.

8. The combination of English and Indonesian could help the students to understand the teacher's explanation and instruction. It was also helpful when the teacher used gestures so that the students could get the better understanding in the teacher's explanation and instruction.
9. Giving close approach to the 'trouble makers' students outside the classroom was effective to reduce their disruptive behaviours. They became good students and respect the teacher as well.
10. Creating the non-threatening condition was very useful to make the students learn better and focus to the teaching and learning process. It was related to the homework checking. When the teacher asked the homework in the beginning of the lesson, it made the students rather panic.
11. Inviting active and smart students to be the first ones in answering the questions was effective to make the other students motivated and brave to answer the questions.
12. Delivering questions to the disruptive students were effective to make them pay attention to the teacher and the lesson.
13. The rules had to be explained first before the cards were distributed to the students.
14. The pictures had to be people's natural expressions so that the students were not busy commenting on the pictures.

The following are changes occurring in the teaching and learning process from the pre-actions, Cycle I, and Cycle II. They are both successful and unsuccessful results.

Before actions were conducted	Cycle I	Cycle II
The students tended to be passive.	<ul style="list-style-type: none"> - Some students were more open to the teacher. It could be seen when the students asked to the teacher when they found difficulty in finding the meaning or understanding the lesson. - Some students started to use dictionaries. 	<ul style="list-style-type: none"> - Most of students became active during the lesson. It could be seen not only in answering the teacher's questions, but also in asking the material they did not fully understand. - The students had discussion when they found difficult vocabulary. They asked the teacher after they had no answer. - Most students used dictionaries whenever they found difficult vocabulary.
Most of the students were not actively involved in the activities. Some of the boys were busy doing their own activities and did not pay attention to the lesson.	<ul style="list-style-type: none"> - Some students were brave to answer oral questions or volunteered to answer the questions. - Some of the boys still did not pay attention to the lesson. 	<ul style="list-style-type: none"> - Most students were actively involved in the activities even the passive ones. - The troublemaker students became good ones: they volunteered to answer the questions, actively involved and showed respect.
There was less opportunity for the students to implement the new vocabulary in the integrated skills.	<ul style="list-style-type: none"> - There were more activities in which the students had more opportunities to implement the new vocabulary in all four skills. They could 	<ul style="list-style-type: none"> - The opportunity for the students to implement and practice the vocabulary was given both inside and outside the classroom

	implement the vocabulary during the group-work, cards and question-and-answer activities.	(through Friendster).
There were not sufficient media in the teaching and learning process. The students lost their focus on the lesson.	<ul style="list-style-type: none"> - Pictures, worksheet and cards were used in the classroom. The students became enthusiastic when they were given new media. 	<ul style="list-style-type: none"> - Picture cards, photographs, and worksheet were used as the media. Students more enthusiastic and motivated. All of them liked doing the activities using the media. - The media could help the students comprehend the materials.
The Classroom English used by the teacher in the classroom was limited. He used Classroom English mostly for greeting the students and saying leave-taking.	<ul style="list-style-type: none"> - The teacher used Classroom English to greet the students, say leave-taking, give instruction, and to explain the lesson. Nevertheless, he often had to translate the Classroom English in order that the students could know the meaning. - The students became familiar with some new short expressions and replied enthusiastically. 	<ul style="list-style-type: none"> - The teacher used Classroom English accompanied by gestures and Bahasa Indonesia. - The students had been familiar with the more complex expression and could answer it well. They started to practice some expression in the classroom.

The following are the change of the students' English vocabulary occurring from Cycle I and Cycle II. The mastery of the vocabulary was based on the students' test scores. The table shows that most of the students got good marks; even some students scored full marks in the test.

No. of student	The students' test score in Cycle I on August 29, 2008	The students' test score in Cycle II on September 25, 2008
S1	90	92
S2	80	86
S3	77	80
S4	77	78
S5	80	82
S6	84	80
S7	90	94
S8	72	80
S9	82	86
S10	80	86
S11	86	90
S12	84	80
S13	52	62
S14	90	92
S15	75	76
S16	82	86
S17	70	72
S18	86	84
S19	77	75
S20	77	72
S21	52	70
S22	77	90
S23	92	94
S24	80	86
S25	90	90
S26	84	90
S27	77	86
S28	82	80
S29	90	86
S30	77	80
S31	100	100
S32	90	86
S33	52	65
S34	90	86
S35	84	86
S36	100	96
Average	80,78	83,44

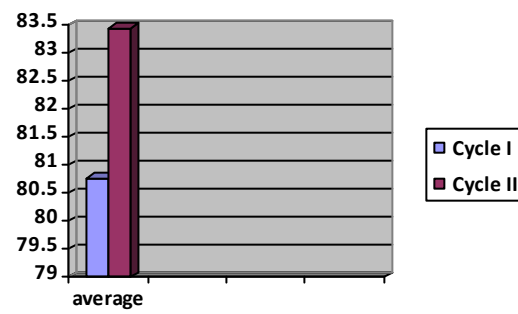


Figure 8: The Average Tests' Scores

The table and the chart show the average of the students' test scores. It can be concluded that the students' English vocabulary improved. However, there were few students who got low score.

CHAPTER V

CONCLUSIONS, IMPLICATIONS, LIMITATIONS OF THE RESEARCH AND SUGGESTIONS

A. Conclusions

The research findings and discussions in Chapter IV showed that the students' mastery in vocabulary in the English teaching and learning process at Grade VIII A of SMP N 10 Yogyakarta improved through the use of pictures. In Cycle I, the kinds of pictures were power-point slides, photographs of famous people, and picture cards of Indonesian comedians. The use of comedian picture in the picture cards could not improve the students' vocabulary mastery because the students were busy commenting on the comedian pictures on the cards while the teacher's explained the rule so that they did not do the vocabulary task maximally.

In Cycle II, the kinds of pictures were power-point slides, photographs of famous people, picture cards of Junior High School students, drawings and postcards. Those kinds of pictures could improve the students' vocabulary mastery.

The researcher found that those kind of pictures could: 1) help the students' to comprehend the lesson, 2) give more opportunities to the students to implement the new words or vocabulary from the lesson, 3) direct and maintain the students' attention, 4) make the students enjoying the English lesson since it became more interesting and livelier. Therefore, the students' vocabulary mastery

could be improved through the use of pictures in the teaching and learning process.

The use of various activities were helpful to make the students actively involved in the teaching and learning process, not get bored soon, and to make the classroom atmosphere livelier as well. In Cycle I, the activities were questioning and answering, group work activities, word-cards, sentence-cards, and paragraph-cards activities and word puzzles. The activities that had to be revised were group work activities because the seating arrangement was in u shape that students found it difficult to sit in groups and word-cards, sentence-cards, and paragraph-cards activities because they were distributed first that the students did not pay attention to the teacher's explanation.

In Cycle II, the activities were more various. They were questioning and answering, group work activities, word-cards, sentence-cards, and paragraph-cards activities, word puzzles, and games. In the group work activity, the teacher implemented 'the cafe-style' seating arrangement that the students could sit in groups easily. The word-cards, sentence-cards, and paragraph-cards activities were distributed after the teacher explained the rule that the students could do the task in those activities correctly. Games were implemented in the second cycle because the students asked the researcher to create one to make the teaching and learning more fun and livelier. The games were implemented to form the students in groups. The students were more enthusiastic when they were introduced to the games.

There were some changes as the result of the actions. The changes were either in the way of thinking or in the behaviour of the involved members. The changes were related to the following aspects.

1. The changes in the English teaching and learning process

The English teaching and learning process had become livelier and enjoyable. It was not monotonous. The pictures that were used were varied since they served different needs. There were also interesting activities used. The teacher did not have to give long explanation to the difficult words nor lecturing from the beginning until the end of time in every meeting. The seating arrangement was changed. The students did not have to always sit in rows.

2. The changes happening to the students

The students showed their improvement. They became more active and enthusiastic during the teaching and learning process. They also did not easily get bored so that they could learn better and could do the task more quickly. Sometimes they were so happy that they did not want to stop the activity although the time was up. They gained their self-confidence and social relationship so that they could share their knowledge when doing the activity in group. The improvement of the students' vocabulary mastery was also could be seen. Using various kinds of pictures, the students comprehended the lesson and the vocabulary better so that they could improve their vocabulary mastery and also their understanding in what they learned.

3. The changes happening to the English teacher

The English teacher, was also the collaborator, got more knowledge about teaching English. He also became more open minded to make the English teaching and learning process became livelier. He realized that the students were passive, so they needed various media and activities to direct and maintain their attention and activate them. He also improved his knowledge in using pictures to make the English lesson became more interesting.

4. The changes happening to the school principal

The school principal was involved in the research indirectly. From the research, he got knowledge about students' characteristics, especially class VIII A who most of them came from middle-to-low economic class that result in their inability to buy supplementary books, dictionaries and other learning equipments. He then realized that the school should provide media to help the students in understanding the lesson.

5. The changes happening to the observer (critical friend)

By being involved in the research directly, observing the research directly, and observing what the English teacher did in the classroom, the observer admitted that he got knowledge about various characteristics of students, problems often appearing in the classroom, how to solve the problems, and how to manage a classroom in order to make it effective for the teaching and learning process. In

addition, he also got additional knowledge about how to teach vocabulary using pictures.

6. The changes happening to me as a researcher

By doing the research, the researcher got a lot of knowledge about the use of pictures in teaching vocabulary, how to create and implement various activities to make teaching and learning process interesting and how to manage the classroom so that the students could actively enjoy the teaching and learning process. In terms of creating a live atmosphere in the classroom, she had updated her knowledge about how to be a creative teacher by observing the English teacher. In addition, she realized that the planning could not always totally be implemented in the real conditions because the unpredictable changes of the field that might happen. Therefore, being a flexible teacher is required. Above all, her understanding of English teaching and learning has also improved.

B. Implications

The research findings showed that the students' mastery in vocabulary had improved. Compared with the students' vocabulary mastery in the former condition, the students' vocabulary mastery of grade VIII A of SMP N 10 Yogyakarta has improved. It was related to the actions given in the classroom such as using pictures accompanied by using various activities to make them actively involved in the teaching and learning process, using Classroom English effectively combined with Indonesian and accompanied by gestures, and giving

rewards to active students and applying some actions to reduce the noisy in the classroom. Both successful and unsuccessful actions have some implications. They are described below:

1. The use of pictures contributed much in improving the students' vocabulary mastery. Pictures could centre the students' attention and could help them to comprehend the lesson. Besides, using pictures resulted in time-effectiveness. The teachers were not necessary to explain two or more times to make the students understand the vocabulary and the lesson. It implies that teachers should have knowledge of various kinds of pictures since they served different needs in the teaching learning process. The teacher also should have prepared the pictures well so that they could be used maximally.
2. The use of various activities was successful in improving the students' involvement in the teaching and learning process. It also helped the students in their social relationship and could make the teaching and learning process livelier and more interesting. The students became motivated, active and more confidence. It implies that the teachers should know about kinds of activities that could make the students active and joyful during the English teaching and learning process. Teachers should also have understanding about students' characteristics so that they could create activities suitable for their students.
3. The use of Classroom English in giving instructions and explanations accompanied by gestures and repetitions could familiarize the students with the spoken language while mixing with or switching to Bahasa Indonesia

could help the students comprehend some difficult English expressions. Teachers need to make sure that their students understand what the teachers say. Teachers can check whether the students get the point or not by asking them what they get from the teachers' instructions or explanations.

4. Grouping students could create not only togetherness among the members but also their activeness in teaching and learning process. The smart students, who usually wanted to be the first to finish the task, could motivate their group members by helping them. They could also get along with more friends in their class by working in groups. The class atmosphere became friendlier so that the students felt happier in joining the lesson. Teachers could implement some interesting ways in grouping the students. It was on the purpose the students enjoying the grouping as well as the activity.
5. Showing good respect to the students was very effective to arouse the students' self confidence and to improve their motivation especially the passive ones. However, it is not wise to give rewards in every activity since the students have to know the value of their learning. It implies that the teacher should create the students' intrinsic motivation as well in addition to their extrinsic motivation.
6. Applying some actions like asking a question to the noisy students and paying personal attention to the trouble maker students outside the classroom could reduce the noisy in the classroom. Those techniques could help the teacher to handle the disturbing students so that the teaching and learning process could run smoothly. It implies that teachers should not regard this problem as a

simple one and then neglect it. In fact, it is a serious problem that can affect the teaching and learning process.

C. The limitation of the research

The limitation of the research was related to the time, facilities and academic schedules. In addition, the researcher realizes that her knowledge in doing this research is still very limited. Therefore, there could be so many incorrect ways of doing the research, analyzing the findings and presenting the result of this study.

D. Suggestions

Based on the conclusions, implications and limitation that have been explained above, some suggestions will be directed toward the English teacher, the principal, the classroom teacher, and the other researchers.

1. To the English teacher

It is essential for the teacher to enrich himself with the knowledge of his students' difference in characteristics and interest. It will help him in choosing appropriate media and creating activities that are suitable for the students. He should also improve the use of Classroom English so that the students will be familiar with English expressions. The use of various activities and the classroom management should be improved so that the English teaching and learning process will be

livelier and more interesting. All of those will improve the quality of English teaching and learning process.

2. To the principal

Since there were no enough media, it is essential for the principal to help the teacher to provide the media to help the improvement of the quality of the teaching and learning process.

3. To the class teacher

Regarding the importance of pictures in the teaching and learning process, it is expected that the class teacher can prepare some pictures to be implemented in his/her class to improve the quality of the teaching and learning process.

4. To the other researchers

The researcher hopes the other researchers who will conduct a similar research can prepare the planning of their research well and accurately and enrich their knowledge related to the research study before conducting the research.

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APPENDICES

Appendix A. Field Notes

No. of field notes : 1 (Observation)

Day/Date : Friday/August 8th, 2008
Time : 10.15 – 11.15
Place : Language Laboratory
Teacher (T) : Mr. Erwin P. Widyatmoko
Researcher (R) : Tati Apriyanti
Observer (O) : Zayin Adib M.

1. Siswa memasuki laboratorium bahasa dengan gaduh. Setelah siswa duduk, T mengenalkan R dan O. Mereka memperhatikan R dan O dengan seksama setelah T berkata bahwa R dan O akan membantu T dalam menilai siswa.
2. T mengecek kehadiran siswa. Beberapa siswa mengangkat tangan kanan ketika T memanggil nama mereka. Ada beberapa siswa yang menjawab 'hadir'. T bertanya kepada siswa yang tidak masuk pada hari sebelumnya. Siswa sangat gaduh. Sambil menunggu siswa siap belajar, T mengumumkan bahwa sekolah akan mengadakan kursus bahasa Inggris.
3. Setelah itu T menampilkan power-point slide yang berisi daftar '60 Adjective Vocabulary'. T membaca dengan keras daftar kosakata tsb satu per satu dan diikuti oleh para siswa. Kemudian T meminta siswa untuk mencatat 60 kata sifat tsb dalam waktu lima menit pada buku catatan mereka.
4. Setelah siswa selesai mencatat, T menanyakan arti semua kosakata itu kepada seluruh siswa. T membantu siswa dalam mengartikan kosakata tsb. Setelah kegiatan mengartikan, T menanyakan sinonim dan atau antonim kata-kata tsb. T kemudian meminta siswa untuk menutup buku: "Tutup bukunya". Ada beberapa siswa yang masih membuka buku. Siswa terlihat bingung dan panik.
5. T meminta seorang siswa untuk menyebutkan lima kosakata yang ada di daftar "60 adjectives" disertai arti dan sinonim atau antonimnya. Apabila siswa tsb tidak bisa menyebutkan sampai lima kata, T menunjuk siswa lain. Siswa yang ditunjuk hanya boleh menyebutkan kata-kata yang belum disebutkan oleh siswa sebelumnya. Apabila siswa salah atau kurang tepat dalam mengucapkan kata, T mengulangi pengucapan kata tsb. Banyak siswa yang membuka bukunya ketika teman mereka mendapat giliran.
6. Setelah semua kata disebutkan oleh siswa, T menampilkan teks tentang Bunga Citra Lestari (BCL). T meminta siswa untuk mendengarkan T. T membaca teks tsb dengan suara keras. Kemudian T meminta siswa untuk mengulangi kalimat yang dibaca. T meminta siswa untuk menulis teks tsb di buku catatan dan kemudian meminta siswa untuk membuat kalimat yang menceritakan salah seorang teman kelas mereka

7. T berkeliling mengecek siswa yang sedang menulis teks tsb. Kelas sangat tenang. Setelah selesai mencatat, para siswa mengerjakan tugas yang diminta T. Mereka mengerjakan secara individu. T meminta siswa untuk berdiskusi dengan teman, tetapi mereka tetap mengerjakan secara individu.
 8. Melihat siswa yang mulai mengobrol, T bertanya: “Udah selese?”. Tidak ada jawaban dari siswa. Mereka tetap asyik mengobrol. Kemudian T memanggil siswa secara acak untuk membaca kalimat yang telah mereka buat. T mengingatkan siswa yang masih mengobrol untuk mendengarkan siswa yang sedang membaca.
 9. Siswa membuat banyak kesalahan dalam pengucapan. T membetulkan siswa yang salah dalam pengucapan kata. T juga menanyakan maksud dari kalimat yang siswa buat apabila kalimat yang mereka buat terasa janggal, contohnya siswa membuat kalimat “She is high”. T bertanya: “Maksudnya, gimana?”, siswa tsb menjawab: “Dia tinggi”. Sambil menyembunyikan senyumnya, T memberi penjelasan mengapa kalimat tadi kurang tepat dan memberikan contoh yang benar, yaitu “She is tall.” Siswa yang membuat kesalahan tadi mengangguk-anggukan kepalanya.
 10. Setelah itu T meminta siswa untuk menyebutkan salah satu karakter/sifat teman mereka. T bertanya: “Dimas, what do you think about Derico, apa pendapatmu tentang Derico?”. Dimas diam sejenak. Kemudian T mengulangi pertanyaannya. Dimas menjawab: “He is short”.
 11. Karena waktu pelajaran hampir berakhir, T memberikan PR, yaitu siswa diminta menghafal 60 kata sifat beserta artinya. T memimpin doa dengan mengatakan “Let’s pray together”, setelah itu T mengucapkan “See you and thank you, Wassalamualaikum wr.wb”. Siswa menjawab “See you Mas Erwin” dan “Waalaikumsalam”.
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No. of Field notes : 2

A. Setting

Meeting	: Cycle I Action 1
Day	: Thursday
Date	: August 14 th , 2008
Time	: 07.00 – 08.20
Place	: Language Laboratory
Participants (Ss)	: Class VIII A students
Teacher (T)	: Erwin P. Widyatmoko
Researcher (R)	: Tati Apriyanti
Observer (O)	: Zayin Adib Muhammad

B. Learning Activities

1. T bersama R dan O memasuki laboratorium bahasa sebelum bel sekolah berbunyi. T menyiapkan peralatan dan materi, setelah itu menampilkan slide power-point bertuliskan *"Welcome to the Joy"*.
2. Pada pukul 7.10, siswa memasuki kelas dengan gaduh. T mengucapkan salam dan menyapa mereka: *"Assalamualaikum..."*. Siswa menjawab salam dengan kompak: *"Waalaikummussalam..."*. T melanjutkan: *"Good Morning, how are you today?"*. Siswa menjawab: *"Good morning Mas Erwin...I'm Fine, thank you."*
3. Setelah itu, T berkata: *"Liat kalian pake baju pramuka, jadi inget jaman penjajahan"*. Beberapa siswa tersenyum. Hari ini merupakan peringatan hari pramuka. Siswa diwajibkan memakai baju pramuka. Setelah itu, T memimpin doa dengan mengucapkan: *"Let's pray together"*. Siswa dan T dalam posisi berdoa.
4. Sebelum mengecek kehadiran siswa, T memberi instruksi agar siswa menjawab *"present"* dan mengangkat tangan kanan mereka apabila nama mereka disebut, dan menjawab *"absent"* apabila ada teman mereka yang tidak masuk kelas. Hanya beberapa siswa yang menjawab *"present"* dan ada sebagian menjawab dengan suara rendah. T memuji beberapa siswa yang bisa menjawab *"present"*.
5. Setelah itu, T bertanya tentang PR yang diberikan minggu lalu, yaitu hafalan 60 kata sifat dan membuat kalimatnya. Mereka menjawab mereka sudah menyelesaikannya. T berkata: *"Ok, I'll check it later. Mas Erwin akan mengeceknya nanti."*
6. Warming up: T mengulas kembali materi yang telah diberikan minggu lalu dengan mengajukan beberapa pertanyaan. Siswa langsung membuka buku catatannya. T bertanya tentang kata sifat, contoh-contoh kata sifat, dan mengecek kata sifat yang mereka hafalkan. Setelah itu, T bercerita bahwa T punya pacar baru dan meminta siswa untuk memberikan pendapat tentang pacarnya tsb. Setelah mendengar cerita T tadi, beberapa siswa tertawa dan ada seorang siswa putra berkomentar: *"Mesti pacare sing anyar artis meneh"*.
7. Perhatian siswa tertuju pada slide ketika T menampilkan gambar 'pacar baru'nya. Tidak ada satu siswa pun yang berbicara. Mereka terlihat penasaran. Ketika muncul gambar Maudy Kusnadi (MK), siswa tertawa dan ada seorang siswa putra yang berkomentar: *"Kan..., mesti artis! Mas Erwin nggaya"*.
8. Kemudian T menampilkan gambar MK dan BCL pada slide power-point yang sama. T bertanya: *"Are they smart?"* Siswa menjawab: *"No"*. T berkata: *"Say it in English, ucapkan dalam bahasa Inggris!"* Siswa menjawab: *"They are is not smart"*. T mengulangi disertai dengan mimik muka ragu-ragu: *"They are is?"* Siswa melihat mimik T, kemudian berkata: *"They are not smart"*. Ada seorang siswa putra yang duduk didekat R berkata kepada salah seorang temannya: *"Mung soko gambar yo ga ngerti pinter apa orane yo?"*
T meminta beberapa siswa untuk mendeskripsikan keduanya. Salah seorang siswa putra berkata: *"They are sexy"* dan siswa putra yang lain: *"They are Pe-*

De". T memuji mereka dengan berkata: "*Well done!*" Kemudian T meminta beberapa siswa untuk memberikan pendapatnya.

9. Setelah itu T menampilkan sebuah teks mengenai MK dan BCL pada power-point slide, contohnya: "*Maudi is smart. Bunga is smart. Maudi is as smart as Bunga*". T membaca teks dengan nyaring dan meminta siswa mengulangi. Setelah membaca teks, T meminta siswa untuk mencatat teks tsb. Mereka langsung melaksanakan perintah tsb. Kemudian T meminta mereka untuk membuat satu kalimat berdasarkan contoh yang telah diberikan, yaitu kalimat dengan pola perbandingan, dengan membandingkan gambar MK dan BCL. Setelah beberapa menit, T memanggil nama siswa untuk membaca kalimat yang telah mereka buat dan meminta siswa yang lain mencatat kalimat tsb.
10. Siswa terlihat panik. Setelah melihat siswa yang mendapat giliran pertama bisa menjawab dengan benar, siswa yang lain menjadi antusias membacakan kalimat yang telah mereka buat, meskipun masih terdapat kesalahan. Ketika seorang siswa membuat kesalahan, T membetulkan pengucapan kata yang kurang tepat.
11. Kemudian T membaca sebuah teks dan menerjemahkannya ke bahasa Indonesia. Setelah itu, T menampilkan beberapa contoh kalimat. T menanyakan pada siswa tentang susunan kalimat yang ada pada slide, kemudian menanyakan tentang perbedaannya. Hanya ada satu siswa yang bisa menjawab. T kemudian menjelaskan pola '*Present Comparative*' dan meminta siswa untuk memberikan contoh '*one-syllable adjective*' secara lisan. Setelah itu, T meminta siswa untuk menulis contoh kalimat dan pola yang terdapat pada slide di buku catatan mereka.
12. T memberi beberapa pertanyaan secara lisan untuk mengecek pemahaman siswa tentang materi yang sudah diberikan. Ada seorang siswa yang menjawab '*beautifuller*'. Salah seorang siswa putra tertawa mendengar jawaban temannya itu. T memanggil nama siswa yang tertawa tsb kemudian memberikan pertanyaan. Siswa tsb diam sejenak dan kemudian menjawab dengan suara pelan.
13. T menampilkan slide tentang pola '*two-syllable adjective*'. T menyuruh siswa untuk mencatatnya. Setelah mereka selesai mencatat, T mengajukan beberapa pertanyaan untuk mengecek pemahaman mereka tentang penggunaan '*two-syllable adjective*', contohnya T berkata "*sexy*", maka siswa menjawab "*sexier*", ada juga yang menjawab "*more sexy*". T juga menanyakan arti kata-kata yang disebutkan.
14. Ada dua orang siswa dari luar kelas mengetuk pintu. Perhatian siswa tertuju pada mereka. Mereka meminta izin T untuk mengizinkan siswa dari kelas VIII A yang ditunjuk sekolah untuk mengikuti upacara bendera dalam rangka hari Pramuka.
15. Setelah mengizinkan siswa yang ditunjuk, T meminta siswa untuk membuat kelompok yang beranggotakan 9 orang dan meminta mereka untuk duduk di lantai membentuk lingkaran. Siswa bebas memilih anggota kelompoknya. Mereka cenderung membuat kelompok dalam gender yang sama. Ada beberapa siswi putri yang belum mendapat kelompok, tetapi mereka enggan bergabung dengan kelompok putra yang jumlah anggotanya belum lengkap.

16. T kemudian membagikan kartu kata kepada tiap-tiap kelompok. Siswa sangat bersemangat sehingga mereka berebutan memilih kartu. T menjelaskan cara pengerjaan tugas tsb, tetapi mereka tidak memperhatikan. Akhirnya setelah siswa tenang, T mengulang kembali penjelasannya.
17. Siswa menulis kalimat berdasarkan kata yang terdapat pada kartu. Setelah beberapa menit, T meminta siswa yang paling tinggi pada tiap kelompok untuk membacakan kalimatnya: "*Yo yang paling tinggi yang mbaca*". T meminta siswa lain untuk ikut mendengarkan dan mencatat kalimat yang dibaca siswa yang ditunjuk.
18. Setelah itu, tiap anggota dalam kelompok harus membacakan kalimatnya dan anggota kelompok mendengarkan. Apabila kalimatnya benar, maka anggota kelompok berkata "*correct*", setelah itu mereka mencatat kalimat yang dibaca. Apabila seorang anggota sedang membaca kalimat dan anggota lain meminta dia untuk mengulangi, atau jika pengucapannya kurang jelas, maka anggota kelompok diminta mengatakan "*sorry*" atau "*pardon me*".
19. Siswa sangat antusias dalam membaca kalimat yang mereka buat. Kelas sangat ramai. Beberapa siswa mengucapkan "*sorry e...*" atau "*eh, pardon me, pardon me*". Ada beberapa siswa yang tertawa. T mendatangi mereka dan bertanya alasan mereka tertawa. Salah seorang siswa berkata: "*Ini ternyata kalimat yang ditulis salah...beda dengan yang dibaca... Jadi artinya juga beda, Mas....*" Setelah beberapa menit, T meminta siswa yang belum mendapat giliran untuk melakukan tugas tsb di luar jam pelajaran sebagai PR.
20. Setelah itu siswa kembali ke kursinya masing-masing. T menampilkan slide yang terdapat gambar Tukul Arwana dan Aming. Siswa tertawa melihat gambar tsb. T meminta siswa yang ditunjuk untuk membandingkan selebritis tsb. Siswa tsb dapat membuat kalimat perbandingan dengan benar tetapi dia ditertawai oleh beberapa siswa dikarenakan aksen bahasa Inggris yang ke-jawa-jawaan. T mengingatkan mereka untuk diam. Kelas hening. Kemudian T menampilkan beberapa gambar yang lain. Terlihat siswa sangat antusias dalam memberikan pendapat dari gambar yang ditampilkan. Beberapa siswa yang tidak ditunjuk mengangkat tangan agar T memberi kesempatan kepada mereka untuk memberikan pendapatnya mengenai gambar yang ditampilkan. "*Mas Erwin, aku Mas...aku pengen njawab Mas*", ujar salah seorang siswa putra. T memberi kebebasan kepada para siswa dalam menggunakan pola. Ternyata mereka lebih cepat membuat kalimat dalam bentuk '*more...*' daripada dalam bentuk '*as...as*'.
21. T menampilkan gambar Harry Potter. Siswa terdiam dan terus mengamati gambar. Terlihat mereka sedang berpikir. Kelas sangat sepi. Tiba-tiba T bergaya seperti gaya Harry Potter. Sebagian siswa tertawa.
22. T melanjutkan materi selanjutnya yaitu '*irregular and regular adjectives*'. T meminta siswa untuk membuat '*comparative sentence*' pada '*irregular adjective*', misalnya "*good*", "*bad*", dan "*old*". Setelah siswa selesai membuat kalimat, T mengecek jawaban mereka. Ternyata semua siswa menjawab "*gooder*" untuk "*good*", sebagian besar siswa menjawab "*badder*" dan beberapa siswa yang menjawab '*worse*' untuk "*bad*", semua siswa menjawab "*older*" untuk "*old*". Kemudian, T menampilkan contoh

- 'superlative sentences'*. T meminta siswa untuk menganalisa kalimat tsb dengan teman sebelahnya. Setelah beberapa menit siswa berdiskusi, T menampilkan pola yang benar.
23. T menampilkan slide *'comparative'* dan *'superlative'*. Siswa tertawa ketika menyadari *"better"* dan *"the best"*, dua kata yang sering mereka dengar, ternyata bentuk *'comparative'* dan *'superlative'* dari *"good"*. Ada seorang siswa putra yang menepuk kepalanya sambil berkata: *"He eh ya, ko ga kepikiran sih"*. Siswa lain yang mendengar komentar siswa tsb tadi mengiyakan. Setelah siswa agak tenang, T meminta mereka untuk menulis pola dan contoh-contoh bentuk *'comparative'* dan *'superlative'*.
 24. Kemudian T meminta siswa membentuk kelompok seperti semula. T membagikan kartu kalimat. Siswa berebut kartu dengan teman satu kelompoknya. Siswa diminta membuat kalimat *'comparative'* dan *'superlative'* berdasarkan kartu yang mereka dapat. Siswa tidak mendengarkan penjelasan tentang tugas yang diberikan. T mengulangi penjelasan setelah ada seorang siswa yang meminta T untuk mengulangi.
 25. Ada beberapa kata baru pada kartu. Beberapa siswa bertanya ke teman, tetapi sebagian besar bertanya ke T, sehingga T harus berkeliling dari satu kelompok ke kelompok lain untuk membantu mereka. T mengeja jawaban yang diminta siswa dengan menggunakan bahasa Inggris. Mereka menuliskannya huruf per huruf mengikuti ucapan T.
 26. Menyadari siswa membutuhkan kamus, T kemudian meminta mereka untuk selalu membawa kamus pada saat jam pelajaran bahasa Inggris. Banyak siswa berkata mereka tidak punya kamus. *"Mas Erwin, aku ga nduwe kamus, Mas."* begitu salah seorang siswa berkata. T menegaskan: *"Bagi yang ga punya, minjem teman dari kelas lain. Boleh kamus beribu-ribu kata, boleh yang beratus-ratus. Boleh yang masih baru, atau yang udah buluk dan ga ada covernya. Yang penting masih bisa dipake dan dibaca."* Siswa tertawa mendengar komentar T. Kemudian T menunjuk seorang siswa yang paling pendek dalam tiap kelompok untuk membacakan kalimatnya dengan berkata: *"For the shortest student in the group. Read your sentences please! Yang paling pendek ya yang mbaca!"* Anggota kelompok mendengarkan sambil menulis kalimat yang dibaca teman mereka.
 27. Kemudian T membagikan kartu gambar. T meminta seorang siswa dari tiap kelompok untuk ke depan mengambil kartu gambar. Setelah mendapat kartu, siswa sangat gaduh karena mengomentari gambar pada kartu bahkan ada yang tertawa terbahak-bahak.
 28. Beberapa siswa masih mengomentari gambar dan tertawa ketika T menjelaskan tugas yang akan mereka kerjakan dengan kartu gambar itu, sehingga suara T tidak begitu terdengar dan hanya ada beberapa siswa (sebagian besar putri) yang memperhatikan. T meminta siswa untuk fokus dan segera mengerjakan tugas tsb. T tidak mengulangi penjelasannya, sehingga siswa yang sebelumnya tidak mendengarkan penjelasan, bertanya ke teman-teman mereka. Setelah beberapa menit, T melihat arloji dan berkata: *"Kelompok yang belum selesai, ngerjainnya dirumah ya. Buat PR."*

29. T memberikan beberapa pertanyaan mengenai materi yang telah diajarkan. Sebagian besar siswa dapat menjawab dengan benar. T juga menanyakan pendapat mereka mengenai pelajaran bahasa Inggris hari ini: *"Bagaimana pendapat kalian mengenai pelajaran hari ini?"* Sebagian besar siswa menjawab pelajarannya mudah dimengerti.
 30. T menutup pelajaran dengan mengucapkan: *"Time is up. This is the end of our lesson today. Thank you and see you."* Siswa menjawab: *"See you Mas Erwin"*. T kemudian berdiri didekat pintu keluar untuk berjabat tangan dengan siswa.
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No. of Field notes : 3

C. Setting

Meeting : Cycle I Action 2
 Day : Friday
 Date : August 22nd, 2008
 Time : 09.00 – 10.05
 Place : Language Laboratory
 Participants (Ss) : Class VIII A students
 Teacher (T) : Erwin P. Widyatmoko
 Researcher (R) : Tati Apriyanti
 Observer (O) : Zayin Adib Muhammad

D. Learning Activities

31. Siswa memasuki kelas dengan tergesa-gesa. Setelah mereka menempatkan diri, T mengucapkan salam dan menanyakan kabar mereka: *"Assalamualaikum Wr.Wb, Good morning, class. How are you today?"*. Siswa menjawab secara serempak: *"Waalaikumsalam Wr, Wb. Good Morning Mas Erwin. I'm fine, thank you."* Setelah itu siswa terdiam.. Tiba-tiba kelas menjadi gaduh setelah T menanyakan PR. Ada beberapa siswa yang belum mengerjakan PR dan mereka terlihat panik. T diam sejenak sampai mereka tenang kembali. T bertanya: *"Ada yang PRnya belum selese? Who hasn't finished?"*. Beberapa siswa mengangkat tangannya. T berkata: *"Kali ini PRnya boleh dikumpulkan besok pagi di meja Mas Erwin."* Mereka terlihat lega.
32. Setelah itu, T mengecek kehadiran siswa. Seperti biasa, T menyuruh siswa untuk mengangkat tangan dan mengucapkan *"present"* ketika nama mereka disebut. Semua siswa mengucapkan 'present' ketika nama mereka dipanggil, meskipun sebagian besar menjawab dengan suara pelan. Sambil mengecek kehadiran, T menanyakan kabar ataupun alasan apabila siswa tidak masuk kelas pada hari sebelumnya. Ketika T tiba pada seorang siswa yang minggu sebelumnya belum mengumpulkan tugas, T mengingatkan: *"Awat ya kalau hari ini belum selesai!"*. Kelas begitu hening dan terlihat siswa lain ikut cemas mendengar perkataan T tadi.

33. T melanjutkan kegiatan presensi. Tiba pada seorang siswa putra yang minggu sebelumnya tidak masuk karena sakit. T bertanya: *"Sakit apa?"* Jawab siswa tsb: *"Maag"*. Menyadari kelas dalam keadaan yang hening dan siswa terlihat cemas, T membuat candaan: *"Badan segede gitu kok sakitnya maag"*. Seluruh siswa tertawa mendengar komentar T. Setelah itu siswa terlihat santai.
34. Warming Up: T menampilkan power-point slide bertuliskan 'English is Fun'. T bertanya: *"Apa yang kalian pelajari kemarin?"* Siswa menjawab secara bersamaan: *"Pola kalimat"*. T melanjutkan: *"What pattern? Pola kalimat apa?"* Ada seorang siswa putra berteriak: *"Kata sifat!"*. T melanjutkan: *"Ya, kata sifat. What is kata sifat in English? Bahasa Inggrisnya apa?"* Beberapa siswa putra berteriak: *"Adjective, adjective!"* dengan aksan Jawa yang kental. T mengajukan beberapa pertanyaan lagi untuk mengetahui pemahaman siswa tentang pelajaran sebelumnya.
35. Ditengah tanya-jawab, ada seorang siswa putra mengajak mengobrol teman disebelahnya. T kemudian bertanya pada siswa tsb: *"Kiki, who is the cleverest in the class?"* Siswa tsb terkejut melihat T sedang menatapnya dan juga mengajukan pertanyaan padanya. Dia terdiam. Beberapa siswa putra berkata: *"Aku, Ki. Aku, Ki"* sambil bercanda sehingga membuat siswa tsb semakin bingung. Setelah itu, T mengulangi kembali pertanyaannya. T mengarahkan siswa tsb untuk mengikuti ucapannya: *"I think..."*. Kiki mengikuti: *"I think Ida Ayu is the cleverest"*. Kemudian T bertanya kepada seluruh siswa: *"Who is the sweetest in the class?"*. Ada seorang siswa putra menjawab: *"Etsa!"*. Sebagian siswa tertawa mendengar komentar siswa tsb. Etsa adalah seorang siswa putra yang agak feminim. Setelah itu, T melanjutkan pertanyaan ke beberapa siswa lain dengan pertanyaan semacam *"the shortest"*, *"the fattest"*, *"the thinnest"*. T bertanya kepada seorang siswa putra yang terlihat sedang melamun, sehingga dia menjawab: *"Yulian is anu..."*. Teman-temannya menertawakannya. Ketika siswa tsb mengulangi lagi, teman-temannya semakin terbahak-bahak. T tidak tertawa. T membimbing siswa tsb untuk menjawab dengan benar dengan cara mengikuti ucapan T. Setelah itu, T berkata: *"Sudah ya, semua aman?"* untuk mengakhiri sesi tsb. Sebagian besar siswa menganggukkan kepala.
36. Kemudian, T meminta siswa untuk mengambil buku teks yang terdapat pada lemari dibagian belakang kelas. Setelah siswa mendapat bukunya, T berkata: *"Please open your textbook, page 19."* T meminta mereka menulis kata-kata sulit yang terdapat pada cerita dan mencari artinya dalam kamus. T bertanya: *"Is it enough if I give you 5 minutes, kalo 5 menit cukup nggka buat ngerjain?"* Tidak ada jawaban tetapi siswa langsung mengerjakan apa yang diperintahkan. T berkeliling mengecek. Siswi putri sangat antusias membuka kamus sedangkan siswa putra lebih senang berdiskusi dengan teman atau saling bertukar arti kata.
37. Pada saat T berkeliling, banyak siswa putra yang bertanya tentang arti kata yang mereka tidak tahu. T meminta mereka membuka kamus, tetapi mereka berkata di kamus tidak terdapat kata yang mereka cari. Akhirnya T memberi penjelasan mengenai kata-kata yang mereka tanyakan. T memuji siswa apabila mereka mengerjakan dengan baik dan benar. T bertanya: *"Have you*

- finished?*” Beberapa siswa menjawab “Yes”, yang lain menjawab “No”. Setelah beberapa saat, T membuka program ‘notepad’ dan mengetik judul ‘Our Vocabulary Today’. T mengecek sekali lagi apakah mereka sudah selesai mengerjakan tugas: “Finished?”. Beberapa siswa menjawab “Beluuum!”
38. Karena waktu yang diberikan sudah cukup lama, akhirnya T berkata: “Ok, stop writing!”. T bertanya kepada salah seorang siswa: “Kata-kata apa yang kamu nggak tau?” Siswa tsb menjawab: “Thump”. T meminta siswa tsb untuk mengeja kata yang dia maksud: “Spell it slowly, di eja pelan-pelan”. Siswa tsb mengeja “/ti/, /eit/, /yu/, /em/, /pi/”.
39. T bertanya kepada siswa lain apakah mereka tahu arti dari kata “thump”. Ada beberapa yang mengangkat tangan, tetapi T tidak memperhatikan karena T menunduk, melihat layar monitor laptop, sehingga T mengucapkan: “Yach...nggak ada yang tahu” untuk mengungkapkan kekecewaannya. Melihat hal tsb, ada seorang siswa berkata kepada teman sebelahnya yang ingin menjawab: “Sing seru!” Akhirnya siswa yang ingin menjawab tadi berteriak: “Bunyi gedebuk”. Setelah itu T bertanya: “Ada lagi?”. Sebagian besar siswa mengangkat tangannya dan menyebutkan kata-kata yang mereka anggap sulit sehingga kelas menjadi sangat ramai. T meminta mereka untuk tenang dan menyebutkan secara bergantian. Banyak kata-kata sulit yang terdapat pada cerita tsb. T pun membuka program ‘Dictionary’ pada laptopnya.
40. Ada seorang siswa yang bertanya arti kata “scary”. T bertanya kepada seluruh kelas: “Ada yang pernah nonton film “scary movie”?”. Beberapa siswa menjawab: “Ya!”. T bertanya: “Artinya ‘scary movie’ apa?”. Beberapa siswa menjawab secara bersamaan: “Film yang menakutkan”. T berkata: “Nah, itu ternyata kalian tahu”. Setelah banyak kata yang diartikan, T mengatakan: “Oke, enough.”. Kemudian T membaca teks cerita yang dengan suara keras dan diikuti oleh siswa.
41. Tiap akhir paragraf, T membahas kata-kata sulit dan juga mengulas materi yang sudah diajarkan. Contohnya pada kalimat ‘Patricia heard a thump’. T bertanya: “Heard?”. Siswa menjawab: “Lampau”. T menjelaskan: “Iya, heard is the past tense of hear. Kalian sudah mempelajari past tense di kelas satu. ‘Heard’ artinya mendengar dengan tidak sengaja. Kalo sengaja mendengar, kita pake ‘listen’”.
42. Setelah itu T membaca kembali cerita tsb. Siswa mengartikan secara lisan kalimat yang T baca sambil melihat arti kata-kata sulit yang telah mereka catat di buku catatan. T berkata: “‘Scary shadows’, berarti banyak ‘shadow’-nya ya, karena pake ‘s’, ‘spooky’ itu menyeramkan, menakutkan, ‘medeni’.” Beberapa siswa tertawa setelah mendengar T mengucapkan kata ‘medeni’ karena logat T adalah logat Betawi, sehingga terdengar lucu ketika mengucapkan bahasa Jawa. T berkata: “Ya nih, ngapalin kata ‘medeni’ sampe seminggu lho”. Beberapa siswa tertawa mendengar jawaban T. T melanjutkan: “‘Thought’, mulanya dari kata ‘think’. Bacanya tanpa g dan h, /tot/. ‘Scream’, apa itu ‘scream’?” Siswa menjawab secara bersamaan: “Berteriak!”. T berkata: “Terimakasih. Kalian tahu artinya. Tapi jangan sambil teriak-teriak gitu, dipraktekin sekalian”. Beberapa siswa tertawa.

43. Ketika T bertanya arti kata *'felt'*, siswa menjawab: "*Jatuh! Jatuh!*" T mengoreksi: "*Merasa. Berasal dari kata 'feel', '/ef/ /i:/ /i:/ /el/*". T melanjutkan: "*'Silly'*, apa kata selain *'silly'*?" Siswa berebutan menyebutkan jawabannya dengan berteriak: "*Stupid, foolish, not smart*".
44. Beberapa siswa putra yang sudah mengetahui banyak arti kata yang ada di cerita, mendiskusikan akhir cerita dengan teman-temannya, sedangkan siswi putri tetap mengikuti T dan mengartikan kalimat yang dibaca T. Kelas menjadi ramai karena terdengar suara T dan suara siswa putra yang berdiskusi. Setelah selesai membaca, T berkata: "*Sampe sini dulu, tolong perbaiki kerjaan kalian dengan berdiskusi dengan teman. Masih ada waktu 20 menit. Any question? Ada yang perlu ditanyakan?*" Siswa tidak menjawab, tetapi mereka langsung memperbaiki arti cerita.
45. T menyiapkan materi selanjutnya, yaitu tentang *'similarity'*. T menampilkan judul pada power-point slide: *'They are alike...'*. T bertanya: "*Ada yang tahu artinya?*". Ada seorang siswa menjawab: "*Mirip, seperti, kayak*". T menegaskan: "*Ya, betul*". Setelah itu, T menampilkan gambar Cinta Laura dan Luna Maya pada slide yang sama. T bertanya pada salah seorang siswa putra: "*Are they smart?*" Siswa tsb menjawab: "*No*". T melanjutkan: "*Are they slim?*" Sebagian besar siswa menjawab: "*Yes*". Ada seorang siswa putra yang berkata kepada teman disebelahnya: "*Mung ketok raine tok, ora ngerti slim opo ora yo?*".
46. T memberi sebuah contoh *'similarity sentence'* dan meminta seluruh siswa secara bersama-sama untuk menganalisa kalimat tsb. Kemudian T menampilkan pola kalimat tsb. T juga menampilkan pola yang lain yaitu *'subject + aux + the same + noun + as + object'*. T meminta siswa untuk menulis contoh kalimat dan pola tadi. Beberapa siswa mengeluh karena mereka kesulitan menulis. Hal ini dikarenakan siswa harus memutar badannya agar bisa melihat ke LCD projector. Selain itu, meja tempat menulis juga terdapat seperangkat komputer.
47. T menjelaskan tentang kata benda yang berasal dari kata sifat. Misalnya T berkata: "*Tall adalah kata sifat. Maka untuk mengganti 'tall' menjadi kata benda, kita menggunakan kata 'height'*". Setelah T memberi beberapa contoh kata sifat beserta kata bendanya (contohnya tall/short = height old/young=age), T meminta siswa untuk menulis contoh-contoh tadi. Siswa menulis dengan tenang. T memecah keheningan dengan bertanya: "*Kapan pulangny?*". Seorang siswi menjawab: "*Ten-ten*". T menimpali: "*Yes, it's ok mengatakan ten-ten atau ten past ten*".
48. Terdapat beberapa kata yang diketik dengan menggunakan warna kuning. Siswa, terutama yang duduk di baris belakang, mengajukan komplain agar T mengganti warnanya karena mereka tidak dapat membaca tulisan tsb dengan jelas. Alih-alih mengganti warnanya, T mengeja huruf per huruf dalam bahasa Inggris pada kata-kata yang menggunakan warna kuning. Siswa segera menulis mengikuti T.
49. T bertanya: "*Ok, have you finished? dah selesai ya?*" Ternyata siswa yang duduk di bagian belakang belum selesai, tetapi mereka menghentikan kegiatan menulisnya kemudian memperhatikan T. Semua siswa memperhatikan power-

point slide ketika T menampilkan contoh penggunaan kata sifat ataupun kata benda dari kata sifat

50. Setelah itu, T menyuruh mereka menulis contoh kalimatnya. Sambil menunggu siswa selesai menulis, T bertanya: *"Any question? Ada pertanyaan?"*. Tidak ada jawaban. Mereka mencatat dengan tekun. Kemudian T meminta seorang siswa untuk membuat sebuah kalimat berdasarkan contoh. Siswa tsb dapat membuat kalimat dengan benar. T memuji: *"Well done, Abi. Bagus banget"*. T menyuruh siswa menulis contoh kalimat yang dibuat Abi. Kemudian T menampilkan materi selanjutnya dan menyuruh siswa mencatatnya lagi. T berkeliling mengecek. Banyak siswa yang kesulitan menulis, terutama di bagian belakang.
51. Ketika sebagian besar siswa sudah mulai mengobrol dengan temannya, T menampilkan slide berikutnya, kemudian meminta mereka untuk mengerjakan soal: *"Sudah paham ya?! Tolong kerjakan ini soal ini"*. Siswa tidak menjawab tetapi langsung menulis pertanyaan yang diberikan. Setelah itu, T meminta seorang siswi yang pandai menjawab soal. Siswi tsb dapat menjawab dengan benar. T berkata: *"Good! Thank you Ganes"*. Setelah itu T menampilkan beberapa pertanyaan lain. Ketika siswa akan menulis pertanyaan yang diberikan, T berkata: *"Jangan ditulis, langsung aja dijawab"*.
52. Setelah itu, T membagikan kartu kata. T meminta siswa membuat kalimat perbandingan dengan menggunakan pola 'the same noun'. Setelah beberapa menit, T meminta beberapa siswa untuk menjawab. Siswa yang ditunjuk T dapat langsung menjawab secara lisan tanpa menuliskan jawabannya dulu.
53. Setelah itu T membuka program 'Notepad' dan bertanya pada seorang siswi: *"Melisa, what do you think of today's lesson? Apa pendapatmu tentang pelajaran hari ini?"*. T menulis jawaban siswi tsb: *"Melissa: persamaan, kasih pattern, kasih contoh."* Setelah itu, T berkata: *"Sampai disini, ada pertanyaan? Any question?"*. Ada seorang siswa putra bertanya mengenai penggunaan *as+noun+as*. T memberikan penjelasan singkat dan juga contoh kalimatnya. T mengetik kalimat *'Tukul is the same richness as Dorce'* dan berkata: *"Coba perhatikan contoh ini"*. T meminta siswa untuk mencari arti *'richness'* di kamus. Seorang siswa putra berkata: *"Mas Erwin, di kamus adanya rich, artinya kaya."* T membuka program 'dictionary' dan memperlihatkan arti *'richness'*. Setelah itu T menjelaskan contoh kalimat yang dia buat. T bertanya: *"Sudah paham?"* Siswa yang bertanya tadi mengangguk. T melanjutkan: *"Ada pertanyaan lain? Any other questions?"* Karena tidak ada pertanyaan, T menutup pelajaran dengan mengatakan: *"This is the end of our lesson today. Let's pack our stuffs"*. Ada seorang siswa putra berkata: *"Oh, disuruh mengepak tas"*.
54. Siswa masih berbincang. T berdiri dan memperhatikan siswa. Ada seorang siswa berkata: *'Ssttt...ssttt'*. Setelah itu semua siswa diam. T memimpin doa dengan mengucapkan: *"Let's close our class by saying prayer. Shall we pray?"*. Setelah selesai berdoa, T mengucapkan: *"Thanks for your attention. Ketemu lagi Kamis depan. Goodbye and Wassalamualaikum Wr. Wb."* Siswa menjawab salam T. Bel sekolah berbunyi. T berdiri di dekat pintu dan menjabat tangan siswa sambil mengucapkan *"Thank you"* dan *"See you"*.

55. Setelah itu ada beberapa siswa putra mendatangi T. Mereka bertanya mengenai materi hari ini. T memberi penjelasan singkat tentang materi yang ditanyakan. Setelah semua siswa keluar ruangan, T menulis '*class record*'.
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No. of Field notes : 4

E. Setting

Meeting : Cycle I Action 3
 Day : Thursday
 Date : August 28th, 2008
 Time : 07.25 – 08.20
 Place : Language Laboratory
 Participants (Ss) : Class A students
 Teacher (T) : Erwin P. Widyatmoko
 Researcher (R) : Tati Apriyanti
 Observer (O) : Zayin Adib Muhammad

F. Learning Activities

1. Ketika bel berbunyi, siswa tiba di Lab. Bahasa, tetapi T belum datang. Siswa tidak bisa masuk karena ruangan masih terkunci. Sambil menunggu T datang, sebagian siswa belajar materi yang sudah diajarkan dan sebagian yang lain berbincang-bincang.
2. T tiba pukul 7.25, membuka pintu dan mempersilakan R dan para siswa masuk. Sementara siswa mempersiapkan diri, T juga menyiapkan peralatan dan materi yang akan diberikan hari ini. Setelah semua siap, T meminta maaf atas keterlambatannya: "*Maaf ya Mas Erwin terlambat. Mas Erwin harap kalian sudah siap belajar sehingga materi hari ini bisa kita selesaikan.*"
3. Setelah itu, T bertanya tentang materi minggu lalu: "*Minggu kemarin kalian mempelajari apa?*" Siswa menjawab dengan kompak: "*Pola adjective*". Kemudian T menunjuk salah seorang siswa yang lambat dalam belajar untuk memberi contoh apa maksud "pola adjective". Siswa tsb dapat menjawab dengan benar. T kemudian menuju ke materi selanjutnya, tanpa memberikan pertanyaan lain. T berkata: "*Mas Erwin punya seorang paman...*" T diam sejenak. Siswa terlihat penasaran. Seorang siswa putra memecah keheningan dengan berkomentar: "*Mesti pamane Mas Erwin artis*", diiyakan oleh siswa lain. T menimpali: "*Aduh, ga enak dulu*". Para siswa tertawa. Setelah mereka tenang, T melanjutkan cerita tentang pamannya dengan cara mendeskripsikannya.
4. Ketika T sedang bercerita, ada seorang siswa putra yang asyik bermain dengan pulpenya. T memberi beberapa pertanyaan kepada siswa tsb: "*Dhimas, do you have an uncle?* Dia menjawab: "*Yes*". T melanjutkan: "*Where is he? What does he look like?*". Siswa tsb tidak menjawab. Dia terdiam. T

- kemudian bertanya ke siswa lain: *"Fani, do you have an uncle?"*, Dia menjawab: *"Yes"*. T melanjutkan: *"Where is he?"*. Dia menjawab: *"In Bantul"*. T bertanya lagi: *"What does he look like?"*, Dia diam sejenak dan menjawab: *"Ehm...tall, white..., good, humble, handsome"*. T memujinya: *"Very good, Fani"*.
5. T berkata: *"Mau tau siapa paman Mas Erwin?"*. Siswa terlihat penasaran. Mereka memperhatikan slide. Kemudian T menampilkan foto presiden SBY pada slide. Siswa langsung tertawa terbahak-bahak, terutama siswa putra, ketika T berkata: *"This is my uncle"*.
 6. T bertanya kepada seorang siswa putra tentang SBY: *"Look Abiyoga. Is he tall?"* Dia tidak menjawab, hanya menggelengkan kepala. T mencari kepastian: *"No?"*. Dia menjawab: *"Yes"*. T melanjutkan: *"Does he look smart?"*. Tiba-tiba, sebagian besar siswa putra menjawab: *"Nooo!"*. Setelah kelas agak tenang, ada seorang siswa putra menjawab: *"Humble (/humbel/)"*. T membetulkan pengucapan siswa tsb: *"/hambel/, not /humble/. Oh, he thinks SBY is humble"*. Kemudian T melanjutkan bertanya kepada siswa tadi: *"So you think he is not arrogant?"*. Siswa tsb belum sempat menjawab ketika teman-temannya menjawab: *"Nooo!"*. T melanjutkan: *"Does he got pointed nose?"*. Terdengar beberapa siswa putra tertawa mendengar pertanyaan T. T mengalihkan perhatian siswa putra yang tertawa dengan memberi pertanyaan lagi: *"Does he wear a t-shirt?"*. Sebagian besar siswa menjawab: *"No."*
 7. Setelah itu, T memperluas pemahaman dan pengetahuan kosakata siswa tentang pakaian. T bertanya arti kata-kata seperti rok, jilbab, kaos kaki, sepatu, dasi, dll dalam bahasa Inggris, contohnya T bertanya kepada seorang siswi: *"Melisa, What is 'dasi' in English?"*. Dia menjawab: *"/Ti/"*. Mendengar jawaban itu, T menjelaskan: *"Tulisannya t-i-e, tetapi bacanya /tai/"*.
 8. Setelah itu, ada seorang siswa putra yang mengucapkan kata 'tai' berulang-ulang ('tai' artinya tinja). Sebagian besar siswa memperhatikan siswa tsb dengan pandangan tidak suka. Teman disebelah siswa tsb berkata: *"Lambemu kuwi (Mulutmu itu)"*. Mendengar ada siswa yang mengucapkan 'tai' berulang-ulang, T menunjuk siswa tsb dan meletakkan jari telunjuknya didepan dahi, dimiringkan dan berkata: *"Rada-rada"*. Sebagian besar siswa tertawa mendengarnya. Siswa yang dimaksud menundukkan kepalanya dan terdiam.
 9. Kemudian T melanjutkan pelajaran. T menampilkan teks yang mendeskripsikan presiden SBY. T membaca kalimatnya satu per satu dengan suara keras, tapi intonasinya lambat. Siswa mengulangi kalimat yang dibaca T. Ketika T membaca kalimat: *"He doesn't wear glasses"*, T bertanya kepada siswa: *"Do you know glasses?"* dengan meletakkan jari telunjuk dan ibu jari didepan mata, membentuk lingkaran. Semua siswa menjawab: *"Kacamata!"*. T memuji mereka: *"Very good"*. Setelah selesai membaca, T meminta siswa untuk menulis teks tsb. Sementara siswa menulis, T keluar ruangan.
 10. Beberapa saat kemudian, T masuk dan berkata: *"Finished?"*. Siswa tidak menjawab. Karena tidak ada jawaban, maka T menganggap seluruh siswa sudah selesai menulis. T kemudian menampilkan slide yang berisi contoh-contoh kalimat dan meminta siswa untuk menulis contoh-contoh tsb di buku catatan mereka.

11. Setelah itu, T bertanya: *"Siapa yang nggak masuk hari ini?"*. Seorang siswa putra menjawab: *"Nggak ada yang absen, Mas"*. T menegaskan: *"Ok, berarti masuk semua ya?"*. Kemudian T menjelaskan rumus dari contoh kalimat yang diberikan. Setelah menjelaskan, T berkata: *"Ok, aman ya? Kita lanjutkan. Kita bisa juga memakai pola 'He/She looks adjective'. Pake looks ya!"* T meminta para siswa untuk membuat kalimat mereka sendiri berdasarkan rumus yang dijelaskan tadi. Setelah beberapa menit, T menunjuk beberapa siswa untuk membaca kalimat yang mereka buat dengan suara keras. Agustin yang mendapat giliran pertama. Dia membacakan kalimatnya: *"He look thin"*. T membetulkan: *"He looks..., he looks thin"*. Setelah itu, siswa selanjutnya dapat membuat kalimat dengan susunan yang benar.
12. T kemudian memberikan rumus *'He/She has got + Noun Phrase'* dan menjelaskannya: *"Dulu waktu di SD kita pake 'has'. Sekarang di SMP kita pake 'has got'. Artinya sama kok. Ada juga noun phrase, yaitu 'adjective' ditambah 'noun', seperti black hair, white skin"*. T memberi jeda agar siswa memahami rumus baru tsb. Kemudian T bertanya kepada seorang siswi: *"Ganestri, kemarin sakit ya? Dah sembuh belum?"*. Dia menjawab: *"Belum"*. T bertanya lagi: *"Kenapa?"*, Dia menjawab: *"Demam, makan es batu"*. T memberi komentar: *"Lho, es dan batu kok dimakan"*. Beberapa siswa yang mendengar tertawa.
13. Setelah siswa kembali tenang, T meminta mereka untuk membuat contoh kalimat berdasarkan rumus yang dijelaskan tadi tetapi tanpa menuliskannya di buku. T menunjuk seorang siswa putra. Dia menjawab: *"He has got black skin"*. T menimpali *"Kamu ngatain Mas Erwin ya?!"* Seluruh siswa tertawa terbahak-bahak mendengar komentar T. Ada sekitar sepuluh siswa yang diberi pertanyaan. Hanya dua orang siswa yang menjawab salah.
14. Setelah itu, T menampilkan rumus *'He/She wears + noun'*. T memberi penjelasan tentang penggunaan *'wears'*, kemudian meminta siswa untuk menulis rumus tsb dan fungsinya. Setelah siswa selesai menulis, T memberi contoh kalimat. Ketika T sedang menjelaskan contoh kalimat tsb, seorang siswa putra mengetuk-ngetuk meja dengan pulpenya. T berkata: *"Mainan di luar aja"*. Dia pun berhenti, kembali melihat slide dan mendengarkan penjelasan T.
15. T melanjutkan: *"Necklace, tau necklace kan?"* Seluruh siswa menjawab dengan kompak: *"Kalung..."* T bertanya lagi: *"What is 'cincin' in English"*. Siswa menjawab dengan serempak: *"Ring..."*. Kemudian T melanjutkan pertanyaan dengan kata benda lain seperti gelang, anting, jepit rambut dll. T juga menunjukkan *'hand-ban'* yang dipakainya dan bertanya kepada siswa tentang benda yang dia pakai. Siswa menebak itu benda apa, tali atau gelang. T membiarkan siswa penasaran dengan nama benda yang dipakainya.
16. Selanjutnya T meminta siswa membentuk kelompok. T meminta siswa untuk berdiri ditengah-tengah ruangan. Setelah semuanya berdiri, T berkata: *"If I say one, kalian berdiri sendirian, tanpa teman. If I say two, kalian berdiri berpasangan, dst. Kalo kalian ga kebagian kelompok atau pasangan, berdiri ditengah ruangan. Jangan telat ya"*.

17. Kemudian T mulai menghitung. T mengucapkan 'one' sebanyak tiga kali kemudian 'two' sebanyak dua kali. Siswa melakukan apa yang diperintahkan T. Kelas sangat ramai oleh siswa yang berlarian maupun bertabrakan. Siswa menunggu dengan deg-degan angka berapa yang akan diucapkan T, karena angka yang diucapkan tidak sesuai urutan, misalnya 'one, three, two, three, one'. Semakin banyak jumlah angka yang diucapkan, semakin ramai kelas oleh siswa yang berlarian membentuk kelompok. Ada beberapa siswa yang panik sampai menabrak kursi atau meja. Terlihat perbandingan siswa putra dan putri dalam satu kelompok hampir sama.
18. Setelah terbentuk kelompok sesuai jumlah yang diinginkan, T memberikan instruksi dalam bahasa Inggris tentang tugas yang harus dikerjakan siswa, setelah itu mengulangi penjelasan itu dalam bahasa Indonesia. T memberikan kebebasan kepada siswa untuk memilih posisi duduk lesehan dimana saja. Ada kelompok yang memilih duduk didekat T, ada yang dibagian belakang kelas, ada yang di bagian samping, dan ada juga dibagian tengah.
19. Tugasnya adalah tiap siswa diminta memahami satu bagian teks. Apabila terdapat kata-kata sulit, mereka diwajibkan membuka kamus untuk mencari artinya. Ketika T sedang menjelaskan tentang penugasan tsb, siswa yang diwaktu awal pelajaran bermain-main dengan pulpenya sedang mengetuk-ngetuk lantai dan mengajak teman disampingnya mengobrol. T menegur: "*Iqbal, do you get my point?*". Siswa tsb langsung menghentikan aktifitasnya. Kemudian T melanjutkan penjelasannya.
20. T kemudian membagikan teks cerita ke tiap kelompok sambil mengecek apakah siswa membawa kamus atau tidak, Teks tsb terbagi menjadi beberapa bagian. Siswa memperhatikan potongan cerita yang mereka dapat. Setelah itu T bertanya: "*Ada berapa potongan teks?*" Siswa tidak menjawab karena sedang sibuk membaca potongan teks yang mereka pegang.
21. Akhirnya T berkata: "*Ok, semua stop dulu*". Siswa menghentikan kegiatan membaca potongan teks yang mereka dapat kemudian memperhatikan T. T berkata: "*Ok, tolong kalian susun potongan-potongan teks itu menjadi satu cerita utuh. I give you ten minutes ya...!*". Setelah beberapa saat, T bertanya pada salah satu kelompok: "*Sudah tersusun? Ok, Mas Erwin cek dulu*". T mengecek hasil kerja kelompok tsb setelah itu T meminta kelompok tsb untuk membacakan hasilnya. Kelompok yang lain mendengarkan sambil mengecek pekerjaan mereka. Tiap siswa selesai membaca potongan cerita, T memberikan beberapa pertanyaan mengenai kosakata yang terdapat pada potongan teks tsb, contohnya T bertanya: "*Do you know 'burglar'?*" Ada dua orang siswa putra menjawab: "*Maling*". T melanjutkan: "*Do you know 'murdered'?*". Tidak ada seorang siswapun yang bisa menjawab. T kemudian memberi tahu bahwa 'murdered' artinya adalah terbunuh.
22. Setelah semua potongan cerita dibacakan oleh kelompok tsb, T memberikan beberapa pertanyaan mengenai isi cerita: "*Siapa si Old Lady?*". Siswa menjawab: "*Mr. Hard's secretary*". T bertanya: "*Ada berapa orang disana? How many people are there?*" Jawaban siswa bervariasi. Ada salah seorang siswa putra membantah jawaban teman dari kelompok lain dengan

mengatakan: *“Mr. Hard-e kan wis modar”*. Sebagian besar siswa putra tertawa mendengar perkataan siswa itu.

23. Setelah cukup membahas cerita tsb, T memberi petunjuk untuk mengerjakan tugas selanjutnya, yaitu berupa ‘word-puzzle’. Jawaban dari ‘word-puzzle’ merupakan bukti yang menunjukkan siapa pembunuh Mr. Hard. Siswa terlihat antusias mencari sinonim pada kamus yang mereka bawa. Tiap kelompok berbeda pengerjaannya. Ada kelompok yang menyuruh anggotanya untuk mencari bersama-sama, ada juga yang tiap anggota mencari tiap kata. Mereka berusaha menyelesaikan tugas itu secepat mungkin dengan benar.
24. Kelas sangat ramai oleh siswa yang berdiskusi. Karena senang sudah mengetahui jawabannya, ada beberapa siswa putra yang memberi tahu teman-temannya sambil berteriak semacam: *“Wis ketemu jawabanne. Aku wis nemu”*. Ketika bel berbunyi, beberapa siswa putra serempak berkata: *“Yaacch”*. Ternyata mereka belum selesai. T meminta siswa untuk melanjutkan tugas tsb di rumah. Siswa kembali ke kursi masing-masing. Setelah, siswa agak tenang, T memberi penjelasan tentang ujian untuk besok pagi. T mengakhiri pelajaran dengan mengucapkan: *“This is the end of our lesson today. Thanks for your attention, see you and Wassalamualaikum wr.wb”*. Siswa menjawab salam T. Seperti biasa, T menempatkan diri didepan pintu dan menjabat tangan siswa.

No. of Field notes : 5

G. Setting

Meeting : Cycle II Action 1
 Day : Thursday
 Date : September 4th, 2008
 Time : 07.30 – 08.30
 Place : Multimedia Room
 Participants (Ss) : Class VIII A students
 Teacher (T) : Erwin P. Widyatmoko
 Researcher (R) : Tati Apriyanti
 Observer (O) : Zayin Adib Muhammad

H. Learning Activities

1. Siswa memasuki ruang multimedia dan berebut tempat duduk. Setelah siswa duduk dengan tenang dan mempersiapkan buku dan kamus, T mengucapkan salam, *“Assalamualaikum”* dan siswa menjawab dengan semangat. Kemudian T menyapa siswa: *“Good morning. How are you today?”* Siswa menjawab sapaan T dengan semangat juga. *“Who is absent today?”* tanya T. *“Melisa”*, jawab beberapa siswa. *“Anybody knows why she is absent? Ada yang tau kenapa Melisa nggak masuk?”*, tanya T lagi. Tidak ada jawaban dari siswa. *“Biasanya pacarnya tahu nich. Gimana Tag?”*, tanya T. Sebagian besar siswa

- tertawa. *"Bukan, Mas."*, jawab siswa tsb dengan malu-malu. *"Ok, berarti Tatag bukan pacar Melisa. Mas Erwin cek presensi dulu ya."*, ujar T. Kemudian T mengecek kehadiran siswa. Siswa yang dipanggil menjawab 'present' dengan semangat sambil mengangkat tangan kanannya.
2. T memulai pelajaran dengan memberikan pertanyaan ke seorang siswa putra yang pintar: *"Abiyoga, kata-kata apa saja yang kamu ketahui tentang 'daily activities'?"*. *"Wake up, homework, jogging, have breakfast."*, jawab siswa tsb. *"Apa lagi Dimas?"* tanya T kepada seorang siswa yang sedang melamun. Siswa yang ditanya hanya diam. *"Come on Dimas, you can do that. Yang kamu inget aja!"* T memberi semangat. Siswa tsb tetap tidak mau menjawab. Tiba-tiba pintu kelas diketuk. Ternyata ada seorang siswa yang datang terlambat. *"Come in, please."* T mempersilakan masuk. Setelah siswa itu masuk, T menampilkan beberapa gambar 'daily activities' di slide power-point dan berkata: *"Ok Dimas, look at the pictures. Can you mention the activities? Bisa nyebutin kegiatannya?"* Siswa tsb tetap tidak diam. *"Semalam kamu belajar nggak?!"*, tanya T. Siswa tsb tetap diam, tidak menjawab. Akhirnya, guru meminta siswa tsb untuk menemuinya pada jam istirahat.
 3. Setelah keadaan tenang, T berkata: *"Ok, sebutkan nama 'daily activities'-nya bersama-sama ya! Here we go!"*. *"Breakfast!"*, jawab siswa dengan suara keras ketika melihat gambar orang sedang makan. *"Have breakfast."*, T membetulkan. *"Wis seru, salah pula."*, kelakar seorang siswa putra. Beberapa siswa tertawa. *"Ok, lanjut ya?! Next, what is it?"*, tanya T. Siswa dapat menyebutkan nama-nama 'daily activities' yang ditampilkan.
 4. Aktifitas berikutnya T menjelaskan rumus 'present tense' dengan subjek 'I' dan contoh-contoh kalimat dengan pola kalimat positif, negatif, dan kalimat tanya yang ditampilkan pada slide. T menampilkan slide yang terdapat gambar-gambar 'daily activities' dan meminta siswa untuk membuat kalimat berdasarkan gambar tsb. T memberi contoh bagaimana menjawabnya. Beberapa siswa ditunjuk untuk membacakan kalimatnya. Mereka dapat membuat kalimat dengan benar.
 5. T kemudian menampilkan slide berisi beberapa contoh kalimat yang disertai dengan keterangan frekuensi dan menjelaskan artinya. Setelah menjelaskan, T bertanya: *"Any questions?"*. *"No"*, jawab siswa. T meminta siswa untuk menambahkan keterangan frekuensi pada kalimat yang telah mereka buat sebelumnya. Beberapa siswa ditunjuk untuk membaca kalimatnya. Mereka dapat menambahkan keterangan frekuensi pada kalimat yang telah mereka buat tanpa menuliskannya dahulu.
 6. T menampilkan kembali beberapa gambar 'daily activities' di slide power-point. T mengajak siswa untuk mengucapkan nama-nama 'daily activities' yang terdapat di slide. *"Ok, repeat after me. Ulangi setelah Mas Erwin baca ya! Here we go!"* ucap T. Setelah selesai melakukan drilling, T meminta siswa untuk berhitung dari angka 1 sampai 6. Siswa diminta untuk berkumpul sesuai dengan teman yang nomer hitungannya sama dan menata kursi membentuk

lingkaran. Setelah terbentuk kelompok, siswa mendapat penjelasan mengenai pengerjaan tugas kelompok. *"Is it clear?"* tanya T. *"Yes!"* jawab siswa dengan penuh semangat.

7. T membagikan satu set kartu gambar kepada tiap kelompok. *"Has every group got the paper? Dapet semuanya ya?"* tanya T. *"Yes, yes."* jawab siswa. Ketika T sedang menjelaskan, ada seorang siswa yang sibuk menulis sesuatu. Ternyata itu adalah PR pelajaran lain. *"Do you get my point?"* tanya T. Siswa tsb terdiam. *"Paham ya?! Any questions?"* tanya T ke seluruh siswa. *"No"* jawab mereka.
8. Salah seorang anggota mengocok kartu. Siswa yang mendapat giliran pertama mengambil kartu dan membacakan kosakata yang ada pada kartu itu. Anggota yang lain menuliskan apa yang diucapkan teman mereka. Setelah itu dikoreksi bersama. Anggota yang salah menulis, harus memperagakan apa yang tertulis di kartu. Misalnya di kartu tertulis 'have breakfast', maka siswa yang salah berpura-pura makan. Suasana kelas sangat ramai oleh siswa yang membaca kartu dan tertawa melihat teman mereka melakukan hukuman. Setelah semua anggota kelompok mendapat giliran, T bertanya: *"What is your opinion about picture card activity? Apa pendapat kalian tentang kegiatan tadi?"*. *"Seru, Mas Erwin."* jawab beberapa siswa putra. *"Lagi, Mas!"* pinta seorang siswa.
9. T kemudian memberikan sebuah 'game', yaitu 'bingo game'. T membagikan worksheet. *"Has every group got the paper?"*, tanya T. *"Yes!"*, jawab siswa serempak. Kemudian T menjelaskan peraturannya. Terdapat enam kotak kosong pada worksheet. Kotak tersebut harus diisi 'daily activities' sesuai keinginan siswa. Setelah semua kotak diisi, T memulai 'game' tsb. T menyebutkan 'daily activities'-nya. Ketika 'daily activities' yang disebutkan T sama dengan yang ditulis, siswa menyebutkan 'b' untuk 'daily activities' yang pertama, 'i' untuk yang kedua, dst sampai 'daily' yang keenam mereka menyebutkan 'bingo!'. Grup yang menang adalah yang pertama kali menyebutkan kata 'bingo'. Suasana kelas sangat ramai oleh suara siswa yang meneriakkan alphabet 'b', 'i', 'n', 'g', and 'o'. Mereka sangat antusias. Setelah beberapa menit, ada grup yang meneriakkan 'bingo!'. Beberapa grup terlihat agak kecewa. T meneruskan menyebutkan beberapa kata lain. Setelah ada grup lain yang berkata 'bingo!', T mengakhiri kegiatan ini. *"Mas Erwin, lagi dong gamenya."*, pinta salah seorang siswa putra, dan diikuti oleh siswa yang lain. *"Pertemuan berikutnya aja ya? Sekarang kita lanjut ke materi lagi."*, jawab T. Siswa kemudian menata kursi kembali seperti semula.
10. Kemudian T menampilkan slide tentang penggunaan keterangan 'after', 'then' dan 'before' dan meminta siswa menulis penggunaan keterangan tsb di buku catatan mereka. Setelah siswa menulis, T menjelaskan penggunaan kata keterangan tsb. T bertanya: *"Is it clear? Udah jelas apa belum?"*. *"Udah"* jawab siswa secara serempak. *"Ok, karena nggak ada yang tanya ke Mas Erwin, giliran Mas Erwin yang tanya kalian."*, ujar T. Siswa tertawa mendengar ucapan T.

11. T menunjuk siswi yang aktif sebagai contoh. "*Ganestri. What do you do after school?*", tanya T. "*I /was/ my uniform after I coming home.*" Jawab siswi tsb. "*Repeat, please. Coba ulangi!*", pinta T. "*I /was/ my uniform after I coming home*". Ulang siswi tsb. "*Oh, /wos/, bukan /was/. Trus 'after coming home', bukan 'after I coming home'.*" T menjelaskan.
12. Kemudian T menunjuk seorang siswa putra: "*Mahendra. What do you do after school?*". "*Open puasa.*" Jawab siswa tsb. "*What is 'puasa' in English?*" tanya T ke semua siswa. Karena tidak ada siswa yang menjawab, T melanjutkan: "*Puasa itu bahasa Inggrisnya /fast/,/ef/ /ei/ /es/ /ti/ kalo orang Amerika bilangny /fest/, jadi buka puasa itu 'break-fasting'*". "*Ok, Good Mahendra*" puji T.
13. T bertanya ke siswa yang lain. Siswa tsb menjawab: "*I usually sleeping.*" "*Ok, Maki, ikuti Mas Erwin ya?! I usually...*" T membimbing siswa tsb. Ada beberapa siswa berkata 'sleep' dengan lirih. Siswa yang ditunjuk mengulangi: "*I usually sleeping after school*" ulang siswa tsb. "*I usually ...*" T membimbing. Siswa tsb diam sejenak, kemudian berkata: "*I usually sleep after school.*". "*Good.*", puji T sambil mengacungkan ibu jarinya. T menunjuk seorang siswa putra lagi. Dia menjawab: "*I always do homework and study after school*". "*Very good! Ayo tepuk tangan untuk Risky!*" T berkata dengan suara yang dikeraskan. Siswa dan T bertepuk tangan, kemudian T mengacungkan ibu jarinya.
14. Setelah itu, T membagi siswa menjadi dua grup. T menjelaskan cara pengerjaannya dan juga memberi contoh. Setelah siswa paham, T membagikan kartu gambar kepada grup A dan kartu kata kepada grup B. Siswa dari grup B diminta mencari teman di grup A yang cocok dengan kartunya, dengan cara bertanya, misalnya 'Do you do homework (kartu gambar 1) before going to bed (kartu gambar 2)?'. Siswa saling bertanya sambil berjalan kesana-kemari dalam pengerjaan tugas ini. Siswa yang sudah menemukan pasangannya berteriak kegirangan. Beberapa siswa putri bahkan ada yang loncat-loncat. Beberapa siswa putra melakukan kecurangan. Mereka langsung memperlihatkan kartunya tanpa bertanya terlebih dahulu. Akhirnya, T menghentikan kegiatan ini dan berkata: "*Mas Erwin tidak melihat hasilnya saja, tapi juga prosesnya. Tadi Mas Erwin Lihat ada yang curang.*" Siswa terdiam dan saling mengamati. Kelas hening. T meminta siswa kembali duduk.
15. T kemudian menampilkan slide berisi daftar-daftar pertanyaan yang dapat siswa gunakan dan memberikan contoh pengerjaannya. T memberi peringatan: "*Lakukan sesuai aturan mainnya. Can you?!.*" "*Yes*", jawab siswa. Pada aktifitas ini siswa diminta menanyakan kegiatan sehari-hari teman-temannya. Kelas sangat ramai karena suara siswa yang saling bertanya dan menjawab. Siswa sangat bersemangat melakukan kegiatan ini. Setelah beberapa menit

- berlalu, T berkata: *“Ok, enough. Let’s we see what you’ve got. Kita cek sama-sama ya!”*
16. *“What do you do before going to school?”* tanya T ke seorang siswa. Siswa tsb menjawab: *“I always have breakfast”*. *“What else? Apa lagi?”* lanjut T. *“I watch TV”* jawab siswa tsb. *“Hah, sempet nonton TV?!”* T berkomentar. Siswa tsb tersenyum malu. *“Tag, what do you think? Bener nggak yang Risky bilang tadi”* tanya T ke teman yang duduk disebelah siswa tsb. *“Ya, Mas. Bener”* jawab siswa yang ditanya. *“Ok. Aman ya?! Yang lain gimana? Paham? Ada pertanyaan nggak?”* tanya T. *“Udah paham, Mas”*, jawab salah seorang siswa putra.
 17. *“Ok, kemarin Mas Erwin ngasih PR. Kumpulkan segera.”* perintah T. Siswa mengumpulkan buku PR di meja T. Setelah semua siswa duduk kembali, T bertanya: *“Ada yang tidak mengerjakan PR?”* Siswa tidak menjawab. T mengulang pertanyaannya. Ada seorang siswa yang mengangkat tangannya. Dia adalah siswa yang selalu terlambat dalam mengumpulkan tugas dan PR. Di awal pelajaran, siswa tsb juga yang tidak bisa menyebutkan kosakata ‘daily activities’. T mengingatkan siswa tsb untuk menemuinya pada jam istirahat. Setelah itu T menutup pelajaran dan memimpin doa: *“This is the end of our class. Shall we pray?”* Setelah itu, T mengucapkan salam: *“Wassalamualaikum. See you and thank you”*. Siswa serempak menjawab salam T.
 18. T berdiri disebelah pintu keluar, menjabat tangan siswa dan mengucapkan terimakasih. Setelah kelas usai, siswa yang tidak mengerjakan PR itu menghadap T. T menanyakan alasan siswa tsb tidak menghafal kosakata dan mengerjakan PR. Siswa tsb bercerita. T kemudian memberikan saran dan memberi semangat siswa tsb.

No. of Field notes : 6

I. Setting

Meeting : Cycle II Action 2
 Day : Thursday
 Date : September 11th, 2008
 Time : 07.30 – 08.30
 Place : Multimedia Room
 Participants (Ss) : Class VIII A students
 Teacher (T) : Erwin P. Widyatmoko
 Researcher (R) : Tati Apriyanti
 Observer (O) : Zayin Adib Muhammad

J. Learning Activities

1. T, R dan O menempatkan diri dan menyiapkan keperluan masing-masing sebelum siswa datang. Siswa memasuki kelas dengan gaduh dan berebut dalam memilih tempat duduk. Kemudian mereka menyiapkan buku, kamus, dan alat tulis. Setelah siswa tenang, T mengucapkan salam dan menyapa siswa. Setelah itu, T menjelaskan syarat untuk mengikuti ujian *speaking*, yaitu siswa diminta mengisi kolom 'All about me' di akun *Friendster*-nya masing-masing dalam bahasa Inggris. "Who is absent today?", tanya T. "Nggak ada Mas!", jawab salah seorang siswa putra. "Ok, everybody is present today, jadi kalian sudah tahu tentang penjelsan tadi. Nggak boleh ada alasan belum ngisi di friendster ya!", tegas T. Sebagian siswa mengangguk.
2. "Ok, kemarin kita belajar apa?" tanya T. "Daily activities", jawab siswa serempak. "Sudah hapal kosakatanya?", lanjut T. "Ada yang sudah, ada yang belum Mas", jawab salah seorang siswa. Siswa yang lain mengiyakan. T menampilkan slide berisi gambar 'daily activities' dan bertanya ke seorang siswi yang pintar berdasarkan gambar yang ditampilkan. Misalnya pada gambar 'wake up', "What time do you wake up?" tanya T ke siswi tsb. "I wake up at five." Jawab siswi tsb. T melanjutkan: "What do you have for breakfast?". "I have fried egg and rice" jawab siswi tsb. T melanjutkan: "What do you do before going to bed?". "I finish homework" jawab siswi tsb. "Oh, maksudnya 'I DO homework'. Ok, very good, Stefani." T memberi penjelasan, kemudian mengacungkan jempolnya.
3. T bertanya ke siswi lain: "What time do you wake up?". "I wake up at fiveeee... ehm" siswi tsb menjawab sambil berpikir. T membantu siswi tsb: "Ok, Meida. What do you say lima tiga puluh (5.30) in English?". "Ehm, five-thirty?!" jawab siswi tsb. "Ok, that's right. Katakan dengan lengkap.", puji T. "I wake up at five-thirty" jawab siswi tsb. "Ok. Very Good. Aman ya?!" T bertanya. Semua siswa mengangguk.
4. "With whom do you go to school?" T berkata dan berhenti sejenak, kemudian berkata sambil menunjuk dirinya: "I go to school with my friends". T kemudian menampilkan gambar di slide power-point beberapa orang yang sedang berjalan bersama. T kemudian bertanya ke seorang siswa: "With whom do you go to school?" "With bicycle" jawab siswa tsb. Mendengar jawaban siswa tsb, T memperagakan arti 'with bicycle' dan berkata: "This is 'I go to school with bicycle.'" Semua siswa tertawa melihat T berjalan dengan pura-pura menuntun sepeda. Kemudian T menerangkan penggunaan 'with' dan 'by'. "Contoh lain yaitu 'Go to school by bus'. Kalo jalan kaki itu on foot. Udah paham kan perbedaan 'with' dan 'by'?! Is it clear?" tanya T. siswa mengangguk. T meminta siswa yang ditanya agar menjawab dengan lengkap dan benar. Siswa tsb berkata: "I go to school by bicycle". T kemudian bertanya ke seorang siswi. "I go to school with Fani and Stefani.", jawab siswi tsb.
5. T kemudian meminta seorang siswa putra yang pintar untuk menceritakan kegiatannya: "Risky, ceritakan tentang kegiatanmu.". "I wake up at five. I go to school at six. I go to school by /bisaikel/." Jawab siswa tsb. "Ok, good Alan. /baisikel/ ya.... Jadi I go to school by /baisikel/. Kalo susah, bilang aja

- /baik/. Tulisannya /bi/ /ai/ /key/ /i/. /baik/”, T memberi penjelasan. “*Etsa, tell us about your daily activities.*”, perintah T. Tiba-tiba ada seorang siswa putra yang menyeletuk: “*Mas Erwin, daily activities-e Etsa kuwi shopping and going to saloon.*” “*Etsa apa kamu? Hayo ngaku!*”, balas T. Seluruh siswa tertawa mendengar T membalas celetukan siswa tsb.
6. T kemudian menampilkan sebuah teks pada power-point slide. Teks tsb merupakan cerita T tentang kegiatan sehari-hari yang dilakukan salah seorang siswanya. T membaca teks tsb dengan pelan tapi keras, dan diikuti oleh siswa. Setelah itu, T meminta siswa untuk mencatat teks tsb di buku tulis. Sementara siswa menulis, T menyiapkan materi selanjutnya.
 7. Siswa telah selesai menulis. T menampilkan rumus ‘present tense’ menggunakan subjek ‘he/she’ dengan mengambil contoh kalimat ‘daily activities’ pada teks sebelumnya. T menjelaskan rumus tsb. Setelah itu, T menampilkan beberapa contoh kalimat. T meminta siswa untuk mencatat rumus dan contoh kalimat tsb di buku tulis. Ketika siswa sedang mencatat, T berkeliling kelas untuk mengecek siswa. Seorang siswa yang pada cycle I sering membuat gaduh, bertanya kepada T ketika T berada didekat siswa tsb: “*Mas, kalo belum giliran maju speaking, tapi udah siap, boleh nggak Mas?*”. “*Boleh aja. Kamu udah siap?*” jawab T. “*Sudah, Mas.*” Jawab siswa tsb. “*Very good*”, ucap T sambil menepuk pundak siswa tsb
 8. Siswa telah selesai mencatat. T kemudian membahas penggunaan rumus pada contoh kalimat yang ditampilkan di power-point slide. “*Any questions?*” tanya T. “*No!*”, jawab siswa. “*Ok, karena kalian nggak tanya, sekarang Mas Erwin yang tanya.*”, ucap T. Beberapa siswa tertawa. “*What do you do in the afternoon?*” tanya T ke salah seorang siswa. Siswa tsb diam sejenak, kemudian menjawab: “*I play football*”. T berkata sambil menunjuk siswa tsb: “*He plays football in the afternoon.*” “*What do you do in the afternoon?*” tanya T ke siswa lain. “*Open puasa*” jawab siswa tsb. “*Oh, he has breakfasting in the afternoon.*” T memberi penjelasan. Siswa-siswa menganggukkan kepalanya. “*What time do you usually wake up?*” tanya T ke seorang siswi. Siswa tsb menjawab: “*I usually wake up at five.*”, jawab siswi tsb. “*She usually wakes up at five.*”, T berkata sambil menunjuk siswi tsb. T diam sejenak kemudian berkata: “*Is it clear?*” Semua siswa mengangguk.
 9. T kemudian menampilkan tabel daftar ‘infinitive verb’ dan ‘verb+s’ pada power-point slides. Siswa diminta untuk mencatat. Setelah siswa selesai mencatat, T memberikan penjelasan. “*I go to school on foot. Maka kalo Mas Erwin bilang ‘he’, kalian jawabnya ‘He goes to school on foot’*”, jelas T. Setelah diam sejenak, T berkata: “*Paham ya?! Here we go. She.*”. “*She goes to school on foot*” jawab seluruh siswa. T mengacungkan jempolnya, kemudian melanjutkan: “*Ok, very good. Risky.*”. “*Risky goes to school on foot.*”, jawab seluruh siswa. “*I sometimes wake up at five. He.*” T melanjutkan. Seluruh siswa menjawab: “*He sometimes wakes up at five.*” jawab seluruh siswa. “*She.*”, T melanjutkan. “*She sometimes wakes up at five.*”, jawab seluruh siswa. “*Ganestri.*”, lanjut T. “*Ganestri sometimes wakes up at five.*” jawab siswa. “*Paham, ya? Is it clear?*” tanya T. “*Clearrrrr!*”, jawab siswa serentak.

10. T kemudian menampilkan gambar 'daily activities' dan keterangan frekuensi dibawah gambarnya, contohnya gambar 'have breakfast' dan dibawah gambar tsb terdapat keterangan 'always'. T memberi contoh: 'Ahmad always has his breakfast; he always has his breakfast'. T menampilkan gambar 'watch TV' dan keterangan 'sometimes'. "*Dwi Maryadi, please your sentence*", ucap T sambil menunjuk seorang siswa. "*Ahmad sometimes watches TV; he sometimes watches TV.*", jawab siswa tsb. "*Well done!*" puji T sambil mengacungkan ibu jarinya. Ada lima orang siswa yang diminta untuk menjawab. Semuanya dapat membuat kalimat dengan benar. "*Aman ya?!*" tanya T. "*Any question?*", lanjut T. "*No!*", jawab siswa. "*Ok, lanjut ya?!*", ucap T.
11. T menampilkan sebuah teks pada poer-point slide. Pada teks tsb, Nisa seorang siswi SMP 1 Yogyakarta menceritakan kegiatan sehari-harinya. T membaca teks tsb dengan suara keras dan siswa memperhatikan. Setelah selesai membaca, T bertanya: "*Tell me what the text about!*". Siswa memperhatikan teks lagi. Kelas hening. Tiba-tiba ada seorang siswa yang menguap tanpa ditutup. "*Hah, mangap!*", T berkata dengan keras. Sebagian besar siswa tertawa. "*Ok, what the text talk about? Teksnya tentang apa?*" tanya T setelah siswa tenang. "*Nisa!*", jawab seorang siswa dengan suara keras. "*Ok, itu ceritanya Nisa. Coba perhatikan. Ada kata wake up, study, sebenarnya, lagi ngobrolin apa?*", lanjut T. "*Daily activities.*", jawab sebagian besar siswa. Ada seorang siswa yang sedang bermain pulpen. "*What do you think, Etsa?*", tanya T ke siswa tsb. "*Daily activities*", jawab siswa tsb. "*How do you know? Taunya darimana?*" lanjut T. "*Have breakfast, home-home-homework*", jawab siswa tsb dengan gugup. Ada seorang siswi yang berkata: "*Homework.*" T kemudian memanggil seorang siswi: "*Devi!*". Siswi tsb mengangkat tangannya. "*What do you think about Nisa?*" tanya T. "*She is diligent.*", jawab siswi tsb. "*Why?*" lanjut T. "*Because she rarely watch TV*", jawab siswi tsb. "*Mas Erwin never watch TV juga, tapi karena nggak punya TV*" komentar T. Para siswa tertawa. Suasana kelas kembali santai.
12. Kegiatan selanjutnya adalah groupwork. Pada power-point slide terdapat kalimat 'Cinta Laura always has fried egg for her breakfast'. Tiap siswa diminta membaca satu kata. Siswa yang membaca kata yang sama, bergabung membentuk kelompok. Kelas sangat ramai oleh siswa yang berlarian. Salah seorang siswa berteriak "Egg-egg-egg". Siswa dari kelompok lain mengikuti ide siswa tsb. Setelah terbentuk kelompok, T membagikan postcard dan worksheet ke tiap kelompok. "*Has everybody got the paper?*" tanya T. "*Yes.*", jawab siswa serempak. T kemudian menjelaskan pengerjaan tugas postcard. Ternyata siswa sangat cepat mengerjakan tugas tsb. "*Ok, kita cek bareng-bareng. Let's check it together!*", ajak T. T dan para siswa membaca bersama-sama hasil pengerjaan tugas tsb. "*Siapa yang betul semua?*", tanya T. Sebagian besar siswa mengangkat tangan kanannya. "*Yang masih salah lihat jawaban teman yang betul ya!*", perintah T.
13. T kemudian melanjutkan ke tugas selanjutnya. T memberikan penjelasan: "*Ok, dengarkan instruksinya ya?! Kalian mewawancarai salah satu anggota kelompok. Setelah itu, kalian menuliskan hasil wawancara berdasarkan*

tabelnya.” Ada seorang siswa mengangkat tangannya. “*Ya, ada apa?*”, tanya T. “*Teman yang ditanya terserah, Mas?*”, tanya siswa tsb. “*Ya, it’s up to you. Yang penting 1 orang dari kelompok kalian. Clear?*”, tanya T. “*Clear.*”, jawab siswa serentak.

14. Siswa mengerjakan tugas yang diberikan. Suasana kelas ramai. Siswa bergantian mewawancarai teman satu kelompoknya. Setelah beberapa menit, sebagian besar siswa telah selesai. T berkata: “*Ok, udah selese ya?!*”. Siswa memperhatikan T. “*Siapa yang mau membacakan hasil wawancaranya? Who wants to be a volunteer?*” tanya T. Ada seorang siswa putra yang mengangkat tangannya. “*Ok, silakan Kiki*”, T mempersilakan siswa tsb. Siswa tsb membacakan hasil wawancaranya. Siswa tsb mewawancarai Tatag. Setelah siswa tsb selesai membaca, T bertanya ke Tatag: “*Tag, bener nggak yang dilaporkan Kiki?*” “*Ya, Mas.*”, jawab Tatag. “*Ok, Mas Erwin mau ngecek tugas kelompoknya. Tolong dikumpulkan*”, perintah T. “*Ada yang belum selese, Mas!*” seru seorang siswa. “*Ok, kalo begitu kalian selesaikan di rumah, as homework ya!*” jelas T.

Setelah pengerjaan tugas kelompok selesai, siswa menata kursi seperti bentuk semula. T membereskan peralatan mengajar. Setelah siswa tenang, T mereview pelajaran hari ini dengan memberikan beberapa pertanyaan yang dijawab siswa secara bersamaan. Bel sekolah berbunyi. Tanda pelajaran berakhir. “*Time is up. Let’s pack your bags and do prayer.*”, ucap T. Siswa berkemas dan kemudian semua berdoa. “*Thanks for your attention. See you.*”, ucap T. “*See you Mas Erwin.*”, balas siswa bersamaan. T kemudian berdiri di dekat pintu dan menjabat tangan dengan siswa yang keluar ruangan.

No. of Field notes : 7

K. Setting

Meeting : Cycle II Action 3
 Day : Thursday
 Date : September 18th, 2008
 Time : 07.30 – 08.30 a.m.
 Place : Multimedia Room
 Participants (Ss) : Class VIII A students
 Teacher (T) : Erwin P. Widyatmoko
 Researcher (R) : Tati Apriyanti
 Observer (O) : Zayin Adib Muhammad

L. Learning Activities

1. T sedang menyiapkan peralatan di ruang multimedia ketika siswa datang. Siswa menempatkan diri kemudian menyiapkan buku, kamus dan alat tulis di atas meja. Mereka memperhatikan T yang sedang sibuk. Setelah T selesai, T berdiri ditengah ruangan dan mengucapkan salam: “*Assalamualaikum Wr.*

Wb". Siswa menjawab salam T serempak. *"How are you today?"*, tanya T. *"I'm fine. Thank you"*, jawab siswa semangat. *"Let's pray together. Prayer do."*, T mengajak siswa untuk berdoa. Setelah berdoa, T bertanya: *"Who is absent today?"*. *"No."*, jawab siswa. *"Oh, yang absent Si No ya?!"*, tanya T. Siswa tertawa. Setelah siswa tenang, T berkata: *"Ok, nobody's absent today. Very good. Let's start our lesson today. We don't have time, so use our time effectively."*

2. T meminta siswa agar mengumpulkan PR. Beberapa siswa asyik membicarakan PR tsb sehingga T berkata: *"Can we start now?"*. *"Yes."*, jawab siswa dengan serempak. Kemudian T bertanya: *"Aman kan tugas kalian? Ada pertanyaan nggak?"* Sebagian besar siswa menjawab *"Nggak!"*.
3. T memulai pelajaran hari ini dengan meminta siswa untuk bercerita. *"Makky, please tell us about your daily activities."*, perintah T. *"I-I wake up at five. I always prayer Shubuh. I have ehm breakfast before ehm go-going to school. I usually sleep after school."*, jawab siswa tsb diselingi jeda. *"Well done!"*, puji T sambil memperlihatkan ibu jarinya.
4. *"Terus kita belajar menceritakan teman kita."*, lanjut T. Tampak pada power-point slide gambar beberapa 'daily activities'. T kemudian mengingatkan kembali tentang penggunaan kata kerja untuk subjek "he/she". T kemudian menampilkan tabel daftar kosakata 'daily activities' dalam bentuk invinitive. T mengajak siswa melakukan *drilling*, contohnya T berkata 'go' maka siswa menjawab 'goes'; T berkata 'return home', maka siswa menjawab 'returns home'. Siswa menjawab dengan bersemangat. Suara mereka sangat lantang dalam menjawab, sehingga sampai bergema diseluruh ruangan. *"Tadi kalian dengar waktu Makky menceritakan kegiatannya?"*, tanya T ke seluruh siswa setelah selesai melakukan *drilling*. *"Dengar, Mas"*, jawab salah seorang siswa. *"Ya, Mas."*, jawab sebagian besar siswa. Beberapa siswa putri menganggukkan kepalanya. T kemudian meminta Makky mengulangi lagi kegiatannya. T membetulkan kosakata yang salah. *"Ok, Mahendra, please tell us about Makky's daily activities."*, perintah T kepada seorang siswa. Siswa yang ditunjuk kebingungan. *"Ok, Mas Erwin kasih contoh. Tadi Makky bilang 'I wake up at five', jadi...Makky wakes up at five. He wakes up at five. Pahami, Mahendra?"*, jelas T. Setelah itu, Mahendra menjawab: *"Makky wakes up at five. He always does prayer Shubuh. He has breakfast before going to school. He usually sleeps after school."* T mengacungkan ibu jarinya dan berkata: *"Very Good, Mahendra."*
5. Kegiatan selanjutnya yaitu T mengajak siswa melakukan *drilling* dari kata positif menjadi negatif untuk subjek 'he/she', misalnya T berkata 'goes', maka siswa menjawab 'doesn't go'. Sama seperti kegiatan *drilling* sebelumnya, kali ini pun siswa sangat antusias dalam menjawab. Setelah beberapa kata, T bertanya: *"Ada yang masih bingung? Any question?"* *"No!"*, jawab siswa kompak.
6. T kemudian melanjutkan ke materi selanjutnya. T menampilkan beberapa contoh kalimat yang menggunakan 'to be + Verb-ing' pada power-point slide. T membaca contoh kalimat yang ada di slide. Siswa memperhatikan kalimat yang dibaca T. Setelah semua contoh kalimat dibaca, T memberikan

- kesimpulan. “*Sampe sini ada pertanyaan?*”, tanya T. Siswa tidak menjawab. “*Is it clear?*” ulang T. “*Yes....*”, jawab sebagian besar siswa.
7. Kegiatan selanjutnya adalah drilling secara spontan. T mengucapkan kosakata ‘daily activities’ dalam bentuk infinitif dan siswa menjawab dalam bentuk ‘V-ing’, misalnya T berkata ‘*sleep*’, maka siswa menjawab ‘*sleeping*’. Pada awalnya, intonasi T lambat dalam mengucapkan kata. Siswa pun menjawab dengan lambat. Lama-kelamaan intonasi T semakin cepat sehingga intonasi siswa pun ikut cepat. Sampai pada kata ‘*ngis*’, siswa langsung menjawab ‘*ngising*’. Siswa tertawa terbahak setelah menyadari jawaban mereka. “*Kena dech!*”, ucap T sambil tersenyum.
 8. Setelah siswa tenang, T meminta siswa untuk mencatat contoh kalimat dan rumus ‘to be + Ving’. Setelah siswa selesai mencatat, T menampilkan sebuah teks berjudul ‘What are they doing?’. T menjelaskan pada siswa bahwa teks tersebut merupakan bentuk teks dalam bahasa Inggris yang tujuannya untuk menceritakan kegiatan yang sedang dilakukan. Setelah itu, T meminta siswa untuk mencatat teks tsb: “*Please write down the text on your books*”. Sementara siswa mencatat, T keluar ruangan.
 9. Setelah beberapa saat, T masuk ruangan. Siswa yang berbincang langsung terdiam. T menampilkan daftar kosakata ‘daily activities’ pada power-point slide kemudian memberi contoh: “*Look at number one. Ada kata ‘study’. Mas Erwin berkata ‘she’, maka kalian menjawab ‘she is studying’, begitu ya?*”. Siswa menganggukkan kepala mereka tanda mereka paham. Ada lima kata yang diucapkan T. Siswa dapat menjawab semua dengan benar. “*Well done!*” puji T.
 10. Kegiatan selanjutnya adalah masing-masing siswa membuat satu contoh kalimat. Siswa bebas memilih kata kerja yang digunakan. Setelah siswa selesai membuat contoh kalimatnya, T meminta beberapa siswa untuk membacakan kalimatnya. Ketika siswa sedang membaca, T mengetik kalimat mereka di power-point slide. Ada seorang siswa yang membuat kalimat ‘*She is sleeping*’. T kemudian memberi penjelasan: “*It’s ok to say ‘she is sleeping’ or ‘he is sleeping’, asal jangan ‘I am sleeping’ ya!*”. Beberapa siswa yang paham maksud T, tertawa terbahak. Siswa lain yang belum paham terlihat penasaran. Karena kalimat yang dibuat siswa semuanya berbentuk kalimat positif, maka T membantu siswa untuk mengubah kalimat-kalimat tersebut menjadi kalimat berbentuk negative. “*I want you to say ‘no’. Put not behind to be. Ok?*”, T memberi penjelasan. T kemudian meminta beberapa siswa lain untuk membuat kalimat negatif dari kalimat yang dibuat oleh teman mereka. Siswa yang ditunjuk dapat langsung membuat kalimat secara lisan, tanpa menuliskannya dahulu di buku.
 11. T kemudian melanjutkan ke materi selanjutnya, yaitu kalimat tanya. “*Sampe sini paham ya?! I want you to make interrogative sentences. Mas Erwin pengen kalian bikin kalimat Tanya. Letakkan tobe didepan subjek. Jawabannya adalah ya dan tidak.*”, ucap T. Setelah menjelaskan, T memberi siswa waktu untuk menulis kalimatnya di buku mereka. Kemudian T meminta beberapa siswa untuk membacakan kalimatnya. “*Makki, please read your sentence.*”, perintah T kepada siswa yang mendapat giliran pertama. “*Are they*

- can swimming?*”, jawab siswa tsb. *“Kalimat positifnya adalah ‘they are swimming’. Kalimat tanya-nya, pindah aja ‘to-be’ nya di depan. Jadi kalimatnya gimana, Makki?”*, T membantu siswa tsb untuk membuat kalimat yang benar. *“Are they swimming?”*, jawab siswa tsb. *“Good!”*, puji T.
12. *“Tadi kalau ‘to-be’nya di depan, jawabanya ya atau tidak. Gimana bikin kalimat tanya pake kata tanya? Letakkan kata tanya didepan tobe. Jawabannya adalah kalimat berdasarkan yang ditanyakan”*, T memberikan penjelasan kemudian menampilkan tabel daftar kata tanya di power-point slide dan beberapa ‘soal’ kalimat positif. Ada salah seorang siswa yang bertanya. T mendatangi siswa tsb dan memberikan penjelasan. *“Ada yang masih belum paham?”*, tanya T. Tidak ada jawaban dari siswa. Mereka sedang berkonsentrasi membuat kalimat. Kemudian T berkeliling kelas dan berhenti sebentar di beberapa siswa yang masih terlihat bingung. Setelah beberapa saat, T bertanya: *“Have you finished?”*. *“Yes!”*, jawab sebagian besar siswa. *“Ok, yang lain dengarkan teman yang membaca ya! Nomer pertama, Adiguna.”*, ucap T. Siswa yang namanya dipanggil mengangkat tangan kanannya dan menjawab: *“Where are they swimming?”* *“Very good! Yang lain ada yang salah? Angkat tangan, Mas Erwin cuman mau ngecek aja.”*, ucap T. Semua siswa dapat menjawab dengan benar. T kemudian mengulangi kalimat yang siswa tsb dengan suara yang keras.
 13. Seorang siswa yang mendapat giliran ketujuh menundukkan kepala setelah teman-temannya memperhatikan dia karena kalimat yang dibuatnya salah. Kemudian T memanggil nama siswa tsb sebanyak dua kali, tetapi siswa tsb tetap menunduk. T kemudian berkata: *“Assalamualaikum, Hanif Yudha.”* Siswa lain tertawa. Siswa yang disebut namanya akhirnya mengangkat kepalanya dan tersenyum.
 14. T menampilkan tabel berisi daftar V-ing yang terdapat pada cerita pada power-point slide kemudian berkata: *“You’re going to listen a story, kalian akan mendengarkan suatu cerita. Look at the table. Ini daftar kata-kata yang ada di cerita.”* Siswa memperhatikan slide. Setelah beberapa menit, T berkata: *“Mas Erwin will play the story. Dengerin aja dulu, ya?!”* T memutar rekaman cerita dan siswa mendengarkan dengan penuh perhatian. Beberapa orang siswa tertawa setelah cerita selesai diputar.
 15. Kegiatan selanjutnya adalah siswa mengisi balon kalimat yang terdapat pada worksheet berdasarkan cerita yang diputar sebelumnya. T meminta seorang siswa maju ke depan dan berkata: *“Please distribute these to your friends”*. Setelah siswa tsb membagikan worksheet, T bertanya: *“Have you got this paper?”* *“Yes!”*, jawab siswa kompak. Sebelum kegiatan dimulai, T kemudian menjelaskan cara pengerjaan tugas worksheet tsb kepada para siswa. *“Are you ready?”* tanya T. *“Yes!”*, jawab seluruh siswa. *“Ok, I am going to play the story, kalian dengerin sambil isi balon kalimatnya. Here we go!”*, ucap T.
 16. Setelah rekaman selesai diputar, T menanyakan hasilnya. *“Etsa, ada berapa yang terisi?”*, tanya T. *“Semua, Mas.”*, jawab siswa tsb. *“Ok, very good.”*, puji T. *“Siapa yang belum terisi semua?”*, T bertanya pada seluruh kelas.

Sebagian siswa mengangkat tangan mereka. “Fajar, balloon number one, please”, perintah T. Siswa tsb dapat menjawab dengan benar. T kemudian menuliskan jawaban siswa tsb pada slide. Setelah semua balon kalimat dibahas, T memberikan waktu kepada siswa untuk memperbaiki kalimat mereka yang kurang tepat dengan melihat jawaban yang ada pada slide.

17. T menampilkan teks cerita. T membaca teks tsb diikuti para siswa. Setelah itu, T membahas cerita tsb dengan cara memberikan pertanyaan-pertanyaan. T memberikan pertanyaan tentang tokoh-tokoh yang ada pada cerita dan meminta siswa meneja nama tokoh tsb dlm bahasa Inggris, misalnya: “*Tell me how you spell McDonald?*”. Setelah pembahasan berakhir, ada seorang siswa berkata kepada temannya: “*Oh, ternyata sing telpon boss-e toh*”. Sebelum menutup pelajaran, T mereview pemahaman siswa dengan memberikan word-puzzle. “*Mau tau my daily activities? Please answer the puzzle together. Entar kalian tahu beberapa kegiatan yang Mas Erwin lakuin*”, ucap T sambil menampilkan slide. Siswa bersama-sama menjawab teka-teki itu. Mereka tampak bersemangat. Tidak berapa lama puzzle pun sudah terjawab. “*Wow, you are so quick. Cepet banget. You are great!*” puji T. Tak lama kemudian, bel sekolah berbunyi. “*Time’s up. Ok, please pack your bags*” perintah T. Siswa mengepak buku dan peralatannya. T kemudian memimpin doa: “*Let’s close our lesson today by saying prayer*”. Setelah selsesai berdoa, T mengucapkan salam dan dibalas oleh siswa. T kemudian berdiri didekat pintu keluar. T menjabat tangan siswa yang keluar ruang sambil mengucapkan “thank you” dan sesekali mengucapkan pujian singkat.
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Appendix B. Transcript Interview

Interview 1**August 7, 2008****Aula****R : Researcher****S: Students**

- R : Selama ini, kendala apa saja yang kalian hadapi dalam belajar bahasa Inggris?
- S1 : Nggak tau artinya, Mbak...Jadi kalo dikasih pertanyaan bingung njawabnya. Terus sama cara nyusunnya.
- R : Nyusun apanya,Dhek?
- S2 : Nyusun kalimat, dari kata jadi kalimat,Mbak.
- R : Kalo Melisa?
- S3 : Iya, sama Mbak..kita nggak tau arti bahasa Indonesianya. Ngucapinnya juga susah. Kan tulisan sama ngomongnya beda....
- S2 : Kalo nemu kata bahasa Inggris yang kita nggak tau artinya, sama disuruh listening.
- R : Menurut kalian, mengapa kalian susah dalam belajar bahasa Inggris?
- S2 : Ya itu Mbak, nggak tau artinya....
- S1 : Tergantung gurunya sih, Mbak.... Sebenere aku suka bahasa Inggris, tapi kalo gurunya ngajarnya nggak enak, jadi males, boring gitu....
- S4 : Apa ya....Nggak PD aja Mbak kalo pas disuruh njawab, padahal aku tau jawabannya. Jadi dikirain gurunya aku nggak bisa bahasa Inggris.
- S3 : Sama kayak Stefani.... Dulu kita cuma disuruh nerjemahin bacaan, bosan banget. Jadi ngantuk di kelas.
- R : Bagaimana pendapat kalian agar belajar bahasa Inggris jadi mudah?
- S3 : Ada percakapan, apa sih itu, dialog-dialog buat contohin kita. Pake dialog, ada gambarnya juga.
- S : Kalo mau asyik ya ada game, pake gambar, pake musik sama liat film, Mbak....
- S1 : Banyak baca aja, Mbak.... Terutama bacaan bahasa Inggris yang pake gambar.
- S4 : Liat film sama banyakin game!
- R : Makasih ya buat wawancaranya.... Mbak punya banyak masukan nih.

Interview 2**August 8, 2008****Principal Room****R : Researcher****ET: English teacher P: Principal**

- ET : Assalamualaikum, Pak.
- P : Waalaikumsalam. Silakan masuk.
- ET : Pak, ini adik kelas saya, Tatia, yang mau melakukan penelitian di sekolah kita.
- R : (mengangguk ke P).

- P : Oh iya, gimana Mbak?
- R : Saya ingin melakukan penelitian disini, Pak. Untuk tugas akhir.
- P : Penelitiannya tentang apa, Mbak?
- R : Action Research. Penelitian tindakan, Pak.
- P : Wah, bagus itu. Saya mendukung sekali apabila ada action research di sekolah ini.
- R : Alhamdulillah, terimakasih Pak. Sebelumnya, saya ingin bertanya tentang karakteristik siswa disekolah ini, secara umum, Pak.
- ET : Pak Kepala itu dulu jurusan Bahasa Inggris juga lho.
- P : Dulu saya satu kelas dengan Pak Samsul.
- R : Pak Samsul Maarif? Beliau kajar, Pak.
- P : Ya, itu dulu satu kelas. Oh ya, tadi apa?
- R : Karakteristik siswa, Pak. In general.
- P : Dari data yang ada, umumnya mereka dari keluarga menengah kebawah. Orang tua umumnya bekerja, sehingga sedikit waktu untuk bersama anak. Pendidikan orang tua umumnya lulusan SMA kebawah. Sehingga rata-rata siswa kurang mendapat bimbingan dari orang tua. Untuk les diluar sekolah sepertinya hanya siswa yang berada yang ikut. Kemampuan kognitif mereka juga rata-rata, sehingga guru harus kreatif agar siswa mau belajar.
- R : Jadi, pendidikan diluar sekolah kurang ya, Pak?
- P : Ya seperti itulah, Mbak.
- R : Kemarin saya melakukan wawancara dengan beberapa siswa, Pak. Intinya, kemampuan bahasa Inggris mereka masih kurang, padahal mereka ingin bisa bahasa Inggris. Beberapa penyebabnya karena kurangnya media, pelajarannya yang membosankan, dan mereka tidak tahu dan tidak hafal kata-kata dalam bahasa Inggris, vocabularynya, seperti itu, Pak.
- P : Itu bisa dijadikan penelitiannya, Mbak.
- R : Saya juga berpikiran seperti itu, Pak. Mereka sebenarnya suka bahasa Inggris, tapi ya itu, kendalanya mereka belum tahu arti kata-katanya.
- P : Ya, itu bagus. Memang bahasa Inggris bisa membantu memperlancar jalan kita. Jaman sekarang, apa-apa pake bahasa Inggris. Contohnya komputer. Kalo pengen bisa komputer, kan harus bisa bahasa Inggris juga.
- R : Betul, Pak.
- P : Ya nggak usah jauh-jauh. Saya menjadi kepala sekolah juga karena bahasa Inggris.
- R : Ya, Pak. Hebat ya, Pak. Karena bahasa Inggris, Pak Samsul bisa jadi kajar. Bapak bisa jadi kepala sekolah. Sudah jadi orang sukses semua.
- P : Ya, silakan Mbak melakukan penelitian disini. Saya senang sekali. Misal ada teman-teman Mbak yang mau melakukan penelitian disini juga, silakan. Guru-guru disini sangat welcome terhadap perbaikan, Mbak.
- R : Terimakasih atas ijin yang Bapak berikan.
- P : Ya, ya.
- ET : Kalau begitu, kami permisi dulu, Pak.
- R : Terimakasih, Pak. Assalamualaikum.
- P : Waalaikumsalam.
-

Interview 3**August 8, 2008****School Library****R: Researcher****ET: English teacher**

- ET : Jadi, gimana Tatia, penelitianmu itu?
- R : Berdasarkan observasi sama wawancara dengan beberapa siswa, ada beberapa masalah, Mas.
- ET : Ya, memang kita dapat banyak masukan. Kita pilih masalah yang urgent aja. Tadi mana catatanmu tentang masalah yang ada?!
- R : Ini Mas. Kalo pendapatku, ini yang pokok, Mas. Tentang Vocabulary. Mereka jadi sulit belajar bahasa Inggris karena nggak tau artinya. Trus juga salah-salah pas njawab soal juga karena nggak tau artinya, Mas.
- ET : Ya, itu memang urgen. Yang ini sama ini juga penting (Sambil menunjuk ke point-point dikertas)
- R : Ya, itu Mas. Selain meningkatkan vocab mereka, masalah ini juga bisa ikut diselesaikan. Sekalian jalan, gitu Mas.
- ET : He em. Trus, vocabnya diapakan?
- R : Berdasarkan wawancara, mereka bosan belajar dengan cara nerjemahin terus. Media pembelajaran juga kurang. Jadi, pendapatku, kita pake media untuk meningkatkan vocab mereka, Mas. Picture, misalnya.
- ET : Ya, bolehlah. Tapi tolong kamu baca-baca lagi tentang penggunaan gambar ya Tatia. Kan gambar banyak macamnya....
- R : Ya, Mas.... Kita memanfaatkan juga media yang sudah ada, power-point slides. Kan slides juga terfmasuk gambar kan, Mas.
- ET : Bagus juga. Jadi penelitian kita tentang peningkatan vocab dengan gambar, gitu ya?!
- R : Terus untuk materi dan urutan pembelajarannya, gimana Mas?
- ET : Topik kita sekarang 'describing people'. Penggunaan adjective. Kamu buat dulu materinya, nanti kita bicarakan step-stepnya ya!
- R : Kapan aku bisa konsultasikan, Mas?
- ET : Ya secepatnya aja, tapi jangan buru-buru. Kalo Senin gimana?
- R : Oke.
- ET : Misal ada pertanyaan, atau kamu bingung tentang materinya, sms aja ya.
- R : Oke! Terimakasih ya Mas Erwin.
- ET : Sip. Sukses ya Tatia.

Interview 4**August 14, 2008****School Library****R: Researcher****ET: English teacher**

- ET : Tadi liat nggak, anak-anak seneng banget waktu disuruh kerja kelompok?!
- R : Iya, mereka antusias banget! Padahal biasanya pendiem. Nggak nyangka....

- ET : Berarti mereka suka sama kegiatan itu.
 R : Alhamdulillah. Mas, tadi itu anak-anak bisa buat kalimatnya juga ya?!
 ET : Ya, mereka bisa ya?! Tapi masih kurang berani kalo disuruh mbacain.
 R : Iya ya, tadi mereka panik pas Mas Erwin nyuruh mereka mbaca kalimat.
 ET : Makanya tadi aku nyuruh siswa yang pinter trus juga anaknya PD-an buat njawab duluan. Biar jadi contoh buat temen-temennya.
 R : Oh, gitu tho mas. Wah, aku ga kepikiran sampe kesitu.
 ET : Jadi guru ga gampang ya?
 R : Hehehe, iya. Trus ini Mas, waktu sesi tanya-jawab, rata-rata mereka sudah paham materinya ya. Mereka cepet belajarnya.
 ET : Ya, mereka sudah hapal dan langsung bisa menerapkan vocab yang mereka dapat. Mereka hebat ya?!
 R : He eh. Bener-bener nggak nyangka. Padahal aku kira materinya terlalu susah, pas mbuat materi kemarin.
 ET : Misalpun susah, kalo cara penyajian materinya sesuai sequence...dari mudah ke susah ya jadi mudah dimengerti. Anak-anak juga tertarik dengan media sama kegiatannya. Jadi kita bisa dapet ilmu nih, suasana senang dapat membuat anak-anak cepet belajarnya.
 R : Banyak banget ilmu yang aku dapet dari pertemuan hari ini. Terutama ilmu menjadi guru yang baik.
 ET : Ya kita sama-sama belajar.
-

Interview 5

August 14, 2008

R : Researcher O: Observer

- R : Yin, gimana pendapatmu tentang pertemuan pertama tadi?
 O : Mereka antusias dan belajar dengan baik.
 R : Kalo untuk vocabnya gimana, Yin?
 O : Bagus. Mereka sudah hafal dan paham penggunaanya. Bisa bikin kalimat sendiri dari vocab yang diberikan itu hebat banget untuk ukuran anak SMP.
 R : Oh ya? Wah, semoga pertemuan selanjutnya bisa lebih baik lagi.
-

Interview 6

August 14, 2008

Classroom VIIIA

R : Researcher S: Student

- R : Permissi, Mbak minta waktunya sebentar bisa?
 S1 : Ya, Mbak. Silakan.
 R : Terimakasih. Ini, Mbak mau tanya pendapat kalian tentang pelajaran Bahasa Inggris tadi. Apa pendapat kalian tentang belajar pake power-point dan gambar di dalam kelas? Etsa dulu silakan.
 S1 : Ya asyik sih Mbak. Lebih menarik.

- R : Kalo Abi, gimana?
 S2 : Ehm lebih mudah dalam pemahamannya.
 R : Tadi kalian belajar banyak kosakata, terutama adjective, kata sifat. Kalian sudah tau artinya dan hapal juga nggak?
 S1 : Kalo aku sih udah paham artinya Mbak, tapi kalo hapal semua belum.
 R : Jadi paham semua arti kata sifat, tapi belum hapal semua y?!
 S1 : Ya, Mbak.
 R : Kalo Abi?
 S2 : Kurang lebih sama, Mbak. Misal dikasih tau katanya, kita paham artinya, tapi kalo disuruh nyebutin, masih susah.
 R : Dengan adanya power-point dan gambar, membantu kalian dalam memahami kosakata, nggak?
 S1 : Lumayan, Mbak. Kita jadi lebih tau maksudnya apa.
 R : Contohnya gimana?
 S1 : Misal ada gambar artis cantik. Kita lebih tau artinya beautiful.
 R : Jadi gambarnya membuat lebih jelas ya?
 S1 : Iya.
 R : Abi?
 S2 : Membantu, Mbak. Jadi lebih cepat paham dan hapal artinya. Terus juga membantu dalam menjawab soal.
 R : Maksudnya gimana?
 S2 : Itu, kita dikasih gambar, terus mendeskripsikan gambar itu. Kan lebih cepat kita bikin deskripsinya daripada disuruh bikin kalimat terserah kita.
 R : Oh I see. Terimakasih atas waktunya ya. Nanti Mbak tanya-tanya kalian lagi, boleh ya?!
 S1 : Ok, Mbak.
-

Interview 7

August 16, 2008

School Canteen

R : Researcher S: Student

- R : Mbak mau nanya-nanya nih. Boleh ya?
 S1&S2: Ya, Mbak....
 R : Kemarin waktu belajar pake gambar selebriti gimana?
 S1 : Asyik. Jadi gampang banget buat polanya, ya? (menoleh ke Melisa)
 S2 : Iya, bisa. Gampang kok, Mbak...
 R : Maksudnya gampang, gimana?
 S1 : Gampang banget buat kalimat dari gambar yang diliatin Mas Erwin di layar, Mbak.
 S2 : Lumayan mbak. Ternyata bikin kalimat bahasa Inggris itu gampang.
 R : Terus waktu pake kartu yang ada gambarnya, gimana?
 S1 : Malah lebih jelas, Mbak. Kita kan dapet satu-satu....
 S2 : Awalnya bingung, gimana cara bikinnya, kan kita belum nulis penjelasannya. Tapi habis Mas Erwin kasih tahu caranya, bisa Mbak.

- R : Menurut kalian, ada bedanya nggak belajar pake gambar dilayar sama pake kartu gambar?
- S1 : Itu lho Mbak, pas awal kan dijelasin dulu cara bikin kalimat sama ngerubah bentuknya, nah pas kartu gambar, langsung disuruh bikin, jadi bingung.
- R : Jadi, harus dijelasin dulu ya?
- S1 : Iya, kita paham disuruh ngapain, tapi cara bikin kalimatnya kan belum diajarin. Tapi habis dijelasin, tau kok Mbak....
- S2 : Pas diliatin di layar, enak Mbak. Udah paham dulu, baru disuruh ngerjain. Pas kartu, kan temen-temen pada ribut waktu gambarnya dibagiin, padahal Mas Erwin lagi mau jelasin. Kan belum dikasih catetan. Jadi kita bingung gimana caranya bikin, Mbak.... Nggak ada contohnya.
- R : Oh, berarti perlu di beri penjelasan dan catetan juga, ya?
- S1 : Ya. Kan ntar Mas Erwin kasih nilai catatan kita juga Mbak....
- S2 : Ya, Mbak....
- R : Oh iya, trus ada kegiatan kartu yang ada adjective-nya, tapi nggak ada gambarnya, yang dikerjain berkelompok itu. Gimana pendapat kalian?
- S1 : Kita belajar mbaca sama ndengerin, Mbak. Lucu banget pas ada temen yang salah denger. Jadi kan salah nulis juga. Pada ketawa.
- S2 : Diajarin cara minta kalimat diulang, baru tahu ternyata pake '*pardon me*'.
- R : Terus, saran kalian buat pelajaran minggu depan, gimana?
- S2 : Pake gambar dan kartu lagi, Mbak. Asyik, nggak boring....
- S1 : Game aja atau yang ngerjain bareng-bareng gitu....
- R : Ok, terimakasih ya. Maaf ganggu istirahat kalian.

Interview 8

August 22, 2008

School Library

R: Researcher

ET: English teacher

- R : Mas, tadi kok tumben PR-nya boleh dikumpul besok. Kan perjanjian sama anak-anak, mereka harus tepat waktu buat ngumpulin PR?
- ET : Ya kita kan harus fleksibel. Tadi liat nggak, anak-anak banyak yang panik? Kalo di awal pelajaran mereka udah nggak nyaman, pasti nggak konsen.
- R : Iya, bener juga ya Mas. Ngasih PRnya juga baru kemarin ya? Mungkin mereka ada tugas lain juga.
- ET : Ya, bisa juga...
- R : Trus tadi kok pake tambahan dari buku teks,mas?
- ET : Iya, materi yang kamu kasih terlalu singkat. Jadi aku tambah dari buku teks.
- R : Oh, maaf Mas. Aku kira hari Jum'at kan waktunya pendek...tadi kelihatan banget anak-anak kesulitan dengan ceritanya. Suasananya beda dengan kemarin.
- ET : Iya, vocabnya susah-susah. Kalo tadi nggak aku bantu, ngartiinya mungkin lama.

- R : Aku liat tadi banyak kata-kata baru yang jarang dipake. Kok buat anak SMP kata-katanya susah itu ya, Mas?!
- ET : Ya mungkin bagi penulisnya, teks cerita itu cocok buat anak SMP.
- R : Ya mungkin. Eh, pendapat Mas Erwin, hari ini hasilnya gimana?
- ET : Kurang rame ya?! Banyak yang diluar perkiraan. Waktu ngerjain teks cerita, mereka kurang antusias. Tapi waktu aku implement materi yang kamu buat, mereka lumayan suka.
- R : Iya...bener-bener guru harus bisa nyocokin materi sama waktu. Gara-gara materinya kurang banyak nih.
- ET : Ya buat pengalaman aja. Kan kita jadi tahu. Penelitian ini bisa memberi pengalaman buat kamu biar bisa bikin materi yang pas dengan waktunya. Iya nggak?!
- R : Iya...Makasih ya Mas...Maaf masalah yang tadi...
- ET : Kamu ini..Nggak pa-pa....

Interview 9

August 22, 2008

Classroom VIII A

R : Researcher S: Students

- R : Mbak mau wawancara lagi nih, bisa ya?
- S1&S2: Ya, Mbak.
- S3 : Oh, please Mbak, please....
- R : Hahaha. Eh, tadi gimana pelajaran bahasa Inggrisnya?
- S1 : Belajar cara kasih pendapat, Mbak.
- S3 : Ehm, kata-kata yang sangat sulit, Mbak.
- R : Kata-kata yang dari buku ya?!
- S3 : Ya mbak..susah-susah, Mbak...
- R : Kalo Fani?
- S2 : Apa ya...sama Mbak.
- R : Kok tadi suasananya nggak asyik, ya?!
- S3 : Anu, Mbak, takut. Belum selese ngerjain PR-e.
- S1 : Biasa aja, Mbak.
- S2 : Ya, kurang asyik, Mbak...Ceritanya susah. Tapi pas disuruh bikin kalimat dari gambar, trus kasih pendapat dari gambar artis-artis, bisa kok, Mbak.
- S4 : Hari ini terasa tidak menyenangkan, Mbak....
- R : Wah, puitis sekali, hehehe. Terus pendapat Abi, paham materinya nggak?
- S4 : Yang kata-kata di buku teks nggak paham, Mbak. Tapi yang disuruh kasih pendapat, paham.
- S2 : Mbak, besok-besok kasih game, Mbak. Trus gambare sing bedho.
- S3 : Mbak, Mbak...kerja kelompok, Mbak.. kan asyik...
- S2 : Asyik, kowe iso nyonto koncomu..
- S3 : Wee, ora yo. .. kan saling membantu ya Mbak?!
- R : Iya, ya..nantu Mbak bikin materinya yang asyik. Oh iya, kita kan pakenya slides-power point slides- bukan papan tulis, pendapat kalian gimana?

- S3 : Asyik, Mbak. Lebih menarik.
 S1 : Karena materianya sudah dibuat dulu dan sudah ditata, jadi kami bias lebih memahami materinya, Mbak...ya tidak acak-acak kasih materi dan soal, seperti itu, Mbak...
 S2 : Sama kayak Ganes, Mbak.
 S4 : Lebih jelas karena tulisan komputer, Mbak...
 R : Makasih wawancaranya ya!
-

Interview 10

August 23, 2008

Observer's Boarding House

R : Researcher O: Observer

- R : Action kemarin kurang berhasil, ya?!
 O : Diambil hikmahnya aja, Ti.
 R : Ya, banyak pelajaran dari action kemarin. Menurut pengamatanmu, penguasaan vovab anak-anak gimana?
 O : Udah lumayan, kok. Mereka mau belajar dan cari tahu kata-kata sulitnya. Yang dari buku itu kan kata-katanya complicated.
 R : Ehm, kalo penggunaan picturenya gimana?
 O : Udah motivating siswa buat belajar. Trus mereka juga jadi lebih aktif. Cuma yaitu, kamu harus lebih selektif lagi.
 R : Iya, makasih sarannya Yin.
 O : Tadi aku liat, sepertinya siswa kesusahan dalam menulis ya. Mesti mbalik badan dulu.
 R : Aku juga perhatikan itu. Kan jadinya siswa jadi telat nulis penjelasan. Jadi nggak konsen juga belajarnya.
 O : kamu udah bilang Mas Erwin?
 R : Udah. Mas Erwin lagi nyari alternative lain. Kan kalo di ruang kelas nggak kondusif banget, apalagi nggak support projector and sound-nya.
 O : Ya mudah-mudahan ada ruang lain.
 R : Amien.
-

Interview 11

August 28, 2008

Language Laboratory

R: Researcher S: Student

- R : Belajar apa, dhek?
 S1 : Bahasa Inggris.
 R : Semalam udah belajar apa belum, nih?
 Semua: Beluuum.
 R : Belum?!

- S1 : Mbak, mbak, nggak ulangan kan mbak?
 R : Sepertinya hari ini nggak ulangan, mungkin besok.
 S2 : Besok itu mbak, besok itu?
 R : Ya. Terus ini kalian mempelajari apa?
 S3 : Kamus, Mbak....
 S4 : Adjective, Mbak.
 R : Gimana materi tentang *adjective*-nya?
 S4 : Mempelajari kata sifat, ada beautiful, famous, smart....
 R : Terus kemarin ini, waktu belajar bahasa Inggris pake gambar, gambar-gambar kayak Tora Sudiro, Tukul, itu gimana?
 S4 : Seperti persamaan sama membandingkan.
 R : Terus, kira-kira dengan belajar pake kartu kata sama kartu gambar, gimana?
 S4 : Jadi lebih tau aja mbak, perbandingan... seumpamane, Tukul sama Tora Sudiro itu gimana, terus persamaannya itu apa aja....
 S2 : Lebih menarik, bisa langsung masuk.
 R : Maksudnya langsung masuk itu, gimana?
 S2 : Lebih jelas, ngerti.
 R : Jelas karena bisa dilihat. Jadi bisa membandingkan secara jelas, atau gimana?
 S2 : Untuk mempraktekkan gitu lho mbak.
 S3 : Nggak jenuh, nggak bosen....
 R : Terus pas awal kalian kan mengerjakan sendiri-sendiri nih. Terus waktu kita ada kartu gambar sama kartu kata itu kan jadi kelompok, itu pendapat kalian gimana?
 S4 : Ya lebih bagus lah Mbak...soalnya kan bisa bertukar pikiran.
 R : Bisa bertukar pikiran ya? Selain itu apa manfaatnya apa kalo bekerja dalam kelompok?
 S2 : Bisa kerjasama.
 S3 : Bisa bekerjasama.
 S5 : Menjalin tali silaturahmi.
 R : Ya, boleh juga. Ada lagi?
 S2 : Lebih mengenal dengan teman yang lain.
 R : Oh ya berarti paling nggak selain belajar bahasa Inggris, dengan kelompok...
 S3 : Bisa lebih akrab.
 R : ...kalian bisa lebih akrab ya?
 S3 : Dulu dari kelas yang beda, Mbak....
 S2 : Kelas satunya beda, Mbak....
 R : Oh, gitu...Makasih ya....

Interview 12

August 28, 2008

Language Laboratory

R: Researcher

S: Student

- R : Permissi, mbak boleh gabung nggak?
 S1 : Ya, mbak. .
 R : Mbak mau tanya-tanya. Ganggu kalian nggak?
 S1 : Nggak kok mba.
 S2 : Ya, ga pa –pa. Tanya apa mbak?
 R : Ini, waktu Mas Erwin kasih joke, guyon sama kalian gitu, Mbak perhatikan anak putri nggak ketawa, padahal anak-anak cowok pada ngakak tuh. Emang kenapa,dhek?
 S1 : Oh itu...aku ikut ketawa kok Mbak..mung nggak banter.
 S2 : Nek aku paling nyumbang senyum aja, Mbak. ..
 R : Kalian malu ya?
 S1 : Yaaa malu dikit, Mbak...
 S2 : Ya, dikit mbak...tapi pernah aku ketawa ngakak pas Mas Erwin kasih humor apa ya pas itu...ya kadang kalo lucu ikut ketawa gitu lah mbak..
 R : Pendapat kalian tentang guyonan itu gimana?
 S1 : Ya bisa nggak tegang di kelas.
 S2 : He eh. Jadi nyante gitu, Mbak.
 R : Ok. Trus pas kegiatan tanya-jawab, yang putri juga nggak kedengaran suaranya. Itu gimana?
 S1 : Yach..ikut njawab sih mbak, tapi pelan, takut salah...
 S2 : Aku sich biasa aja, Mbak....
 S1 : Eh trus kae, cah cowok kan emang seneng bengok-bengok yo nek njawab.
 S2 : He eh, mbak. Cah cowok kan nggak nduwe isin.
 R : Oh gitu..Ya, makasih wawancaranya
-

Interview 13
August 28, 2008
VIII A Room

R: Researcher

S: Student

- R : Mbak mau tanya-tanya, boleh?
 S : He em.
 R : Pelajaran tadi gimana pendapatmu?
 S : Asyik, Mbak. Seru!
 R : Asyiknya gimana?
 S : Itu lho Mbak...belajar sambil bermain.
 R : Bisa dijelaskan?
 S : Itu kita kan berlarian untuk bikin kelompok, nah setelah itu kita belajar nyari arti juga nebak pembunuhnya, Mbak..
 R : Oh, gitu ya?! Kamu suka kegiatan seperti itu?
 S : Iya, suka. Pas cerita detektif, bikin penasaran siapa pembunuhnya. Trus kalo kita pengen tahu pembunuhnya. Kita harus ngerjain puzzle nya dulu.
 R : Gambar yang di cerita detektif, membantu pemahaman kamu. Nggak?
 S : Maksud piye, Mbak?

- R : Dicerita detektif kan ada gambar-gambar yang njelasin situasinya, itu membantu kamu dalam pemahaman kosakatanya atau nggak?
- S : Oh...membantu, Mbak...Kan ada kata apa itu yang tentang pakaian dan disisir rapi, terus pas lihat gambarnya, jadi tahu.
- R : Terus kamu bisa ngartiin bagian yang kamu terima? Gimana dengan teman-teman satu kelompokmu? Bisa juga?
- S : Iya, aku iso, Mbak...temen-temen juga bisa.
- R : Kan dikerjakan berkelompok, kalo ada kata sulit, kamu cari di kamus atau tanya temen kelompokmu?
- S : Yoooo takon kancane, Mbak...tapi pas kae aku takon Mas Erwin juga, soale konco-konco nggak dho iso, Mbak...
- R : Saling membantu ya, Ki?
- S : He-eh, Mbak.
- R : Terimakasih untuk wawancaranya ya...
- S : Yo, Mbak. Sama-sama.

Interview 14

August 28, 2008

VIII A Room

R: Researcher

S: Student

- R : Ini Kiki ya? Mbak mau tanya-tanya nich Ki, bisa?
- S : Ya, Mbak.
- R : Masih inget pelajaran yang ada gambar Presiden SBY?
- S : Iya, mbak. Masih.
- R : Waktu Mas Erwin tanya “does he got pointed nose?”, Kiki tau artinya?
- S : Tau, irunge mancung, Mbak.
- R : Iya, betul. Trus, waktu Mas Erwin tanya itu, kok temen-temen nggak pada njawab, malah ketawa. Kiki tau sebabnya?
- S : Irunge nggak mancung, Mbak, tapi gede, hehehe...
- R : Oalah, gitu ya?! Terus menurut kamu, pelajaran bahasa Inggris ini kan pake foto-foto, ada gambare juga, menarik apa nggak?
- S : Menarik sich, Mbak.
- R : Selain menarik?
- S : Jadi lebih tahu, trus lebih paham, Mbak.
- R : Bisa kasih contoh?
- S : Opo yo...itu Mbak, tahu kata-katanya karena liat gambarnya, Mbak. Jadinya lebih paham...
- R : Misalnya?
- S : Pas president SBY itu dia kan nggak pake kaos...jadi bisa tahu bahasa Inggrisnya kaos sama kemeja, Mbak...
- R : Terus kalo pake slide-itu lho power-point slide- tau kan?! Pendapatmu gimana?
- S : Nah, itu Mbak...lebih jelas.
- R : Maksudnya lebih jelas?

- S : Yach...kalo tulisan di papan tulis kan kecil-kecil, nggak jelas, kadang susah dibaca...kalo ini kan nggak...
- R : Selain lebih jelas, ada lagi manfaatnya?
- S : Opo yo...?! tulisane bisa dimunculkan lagi, Mbak...kalo di papan tulis kan nek wis dihapus, yo kudu ditulis ulang...
- R : Oh gitu...jadi hemat waktu juga ya Ki?!
- S : Ya..bisa mbak...
- R : Mbak banyak masukan nich...Makasih banyak ya Ki,
- S : Ya, Mbak...he-eh

Interview 15

August 28, 2008

VIII A Room

R: Researcher

S: Students

- R : Permissi, Mbak mau tanya-tanya nih.
- S1 : Ya, Mbak.
- R : Gimana pendapat kalian tentang pelajaran hari ini?
- S1 : Seru, Mbak...
- S2 : Ya, asyik Mbak.
- R : Kalian suka? Kenapa dhek?!
- S1 : Penuh tantangan...untuk tahu bukti pembunuhan, kita harus cari sinonim kata yang disebelah, terus setelah tahu, sinonimnya diisiin di kotak-kotak sampe selese, terus ketemu dech buktinya!
- S2 : Ya, Mbak. Belum pernah pelajaran yang lain buat tugas kayak tadi. Kita belajarnya jadi asyik.
- R : Wah, mbak ikut senang kalo kalian suka. Kosakata-nya cepet dihapal nggak?
- S2 : Yang mana, Mbak?
- R : Dari cerita detektif atau puzzle yang tadi diisi.
- S2 : Ya, cepet apal. Karena penasaran itu, Mbak.
- S1 : Sama, Mbak. Soale menarik.
- R : Oke, makasih ya...

Interview 16

August 28, 2008

School Library

R : Researcher

O: Observer

- R : Zay, menurutmu action tadi gimana?
- O : Very Good. Anak-anak bener-bener rock the class.
- R : Beda sama action sebelumnya ya?!
- O : Bener. Materi vocab yang digabung sama cerita detektif itu seperti sangat menantang. Anak-anak jadi antusias banget.

- R : Kalo picture yang aku pake hari ini, gimana?
 O : Yang masih kurang tadi itu gambar-gambar pakaian sama perhiasan. Nggak disertakan di power-point.
 R : itu memang sengaja. Kata Mas Erwin, biar anak-anak jangan selalu tergantung gambar. Lagian materi itu kan udah diajarin di SD kan Yin?
 O : Oh, mungkin. Aku kan nggak pernah ngajar SD, Ti.
 R : Hehehe, oh iya.
-

Interview 17

August 28, 2008

School Library

R Researcher

ET: English Teacher

- R : Mas, tadi meski banyak rumus dan vocab, anak-anak kelihatan lebih ceria ya?!
- ET : Iya mereka senang meski banyak yang dipelajari, itu karena materinya mudah. Mereka bisa paham materinya. Terus mereka juga suka sama kegiatan tadi.
- R : Iya, tadi anak-anak seneng banget pas hitung-hitung bagi kelompok itu, Mas. Sampe ada yang tabrakan.
- ET : Itulah anak-anak. Tipikal mereka kan suka gerak.
- R : Mereka juga suka sama aktivitasnya itu ya, Mas...yang cerita detektif...sampe banyak yang kecewa karena waktunya habis.
- ET : Nah, kali ini kamu kebanyakan aktifitas...waktunya yang nggak cukup.
- R : Hehehe, takut kejadian kayak minggu lalu,Mas..kurang materi...Oh ya, kan anak-anak disuruh bawa kamus, tapi sepertinya mereka lebih suka tanya teman atau malah tanya Mas Erwin, ya?!
- ET : Ya mereka kan masih belajar. Kalo belum terbiasa, mereka kesulitan nyari. Jadi perlu dibantu.
- R : Jadi waktu Mas Erwin keliling, bantu cara penggunaan kamus, atau bantu ngartiin, Mas?
- ET : Ya dua-duanya...Aku bantu cara penggunaan kamusnya, terus kalau kata yang dicari nggak ada, aku bantu ngartiin.
- R : Soalnya kamus beribu-ribu ya Mas, hehehe...
- ET : Kadang mereka juga masih bingung pengerjaan tugasnya. Jadi ya aku cek juga, Tatia.
- R : Padahal waktu ditanya udah jelas apa belum, bilanganya udah, atau cuma diem ya, Mas?!
- ET : Pemahaman mereka kan levelnya beda...terus dengan aku berkeliing, aku juga pengen build good rapport sama anak-anak...
- R : Iya, Mas. Pengalaman dulu waktu masih sekolah. Suka pelajarannya, tapi kalo gurunya galak, jadi ga suka lagi....terus, menurut pengamatan Mas Erwin, hari ini anak-anak belajar vocabnya gimana,Mas?
- ET : Ya, mereka sudah jauh lebih baik penguasaannya daripada sebelum action. Rata-rata mereka sudah hapal dan mengerti vocab yang kita ajarkan. Itu

secara umum. Kita bisa tahu penguasaan materi, terutama vocab-nya dari nanti dari ulangan harian.

R : Oh iya, besok kan ulangannya ya, Mas?!

ET : Ya, besok ada ulangan.... Jadi kita mulai penelitian lagi tanggaaaal, coba liat kalender dulu.

R : Tanggal 4 september, Mas.

ET : Oh iya. Masuk puasa ya...waktunya dikurangi tuh..jadi materi sama medianya diseleksi lagi ya..

R : Ok. Sip. Nanti aku konsultasikan ke Mas Erwin kapan?

ET : Sebelum tanggal 4 ya? Ntar kamu sms aku aja ya?!

R : Ok.

Interview 18

August 30, 2008

School Library

R : Researcher

ET: English Teacher

R :Mas, menurut pendapat Mas Erwin, ada perubahan setelah cycle I diterapkan?

ET : Banyak, kalo menurutku. Anak-anak jadi semangat ngikutin pelajaran.

R : Alhamdulillah. Kalo vocab sama picturenya, gimana?

ET : Vocabnya lumayan. Kamu bisa milih mana yang sebaiknya diajarkan ke anak-anak. Untuk picturenya, bagus sich pake foto selebriti, eye catching, tapi kalo bisa yang biasa aja,maksudnya, bukan muka fenomenal. (R tertawa).

R : Ada saran yang lain, Mas, untuk actionnya?

ET : Kamu baca-baca lagi buku pendukungnya, teori vocab dan picture, ya?!

R : Iya, pengetahuanku masih minim banget.

ET : Tetep diinget, kita semua belajar dari action ini.

R : Iya, makasih Mas Erwin. Oh iya, untuk penggunaan ruang, ada ruang selain lab bahasa nggak ya? Kemarin rasan2 sama Zayin, sepertinya anak-anak kurang nyaman.

ET : Ya, nanti aku usahakan. Kalo ruang multi media nggak, dipake, kita bisa pindah kesana.

R : Ok. Makasih Mas. Untuk laporannya, aku serahkan kapan, Mas?

ET : Usahakan sebelum cycle II.

R : Ok.

Interview 19

September 1, 2008

Researcher's Boarding House

R : Researcher

O: Observer

- R : Zay, setelah mengamati cycle I, trus baca hasil yang aku kasih kemarin, gimana pendapatmu?
- O : Bagus. Ada perubahan menuju baik. Nggak cuma vocabnya aja, tapi juga yang lain. Dari sikap anak-anak, situasi pembelajaran, juga pengembangan materi.
- R : Kalo yang perlu diperbaiki, ada nggak?
- O : Ok, dari penggunaan picture-nya dulu ya. Anak-anak sibuk ngasih komen gambar-gambar selebritisnya. Berdampak pula pada fokus mereka. Mereka sibuk ngasih komen, jadi nggak ndengerin penjelasane Mas Erwin. Kalo yang lain..apa ya? Ehm, yang waktu itu kita bahas, bisa nggak ruangnya nggak di lab bahasa? Kasian anak-anak nulis materi sama pas ndengerin penjelasan, harus berbalik gitu. Aku aja ngeliatnya nggak nyaman, apalagi mereka.
- R : Berarti yang harus diperbaiki penggunaan gambarnya ya? Oh, sama seating arrangement juga.
- O : Kalo ke seating-arrangement, ntar kamu malah nggak fokus ke inti. Coba tanya Mas Erwin, bisa pake ruang lain nggak?
- R : Iya, kemarin aku udah bahas. Sedang dipikirkan, katanya.
- O : Oh, ya udah.
- R : Nuwun yo.

Interview 20

September 4, 2008

School Library

R : Researcher

ET: English Teacher

O: Observer

- ET : Gimana Tatia, menurut analisis mu, hari ini ngajar ku gimana?
- R : Anak-anak lebih excited. Semangat.
- ET : Menurutmu, apa yang bikin mereka semangat gitu?
- R : Ehm, apa ya? Tadi itu smooth banget pembelajarannya.... hawanya, anak-anak merasa nyaman, waktu pemberian materi juga waktu pengerjaannya. Mungkin karena pake ruang multimedia kali Mas?! Mereka bisa duduk menghadap ke depan kelas, ga susah-susah muter badan.
- ET : Ehm....
- R : Waktu disuruh group-work, nggak time-consuming juga. Anak-anak kepenak ngatur-ngature bangku. Kalo menurut Mas Erwin sendiri, gimana?
- ET : Ya, aku juga jadi gampang ngontrol juga gampang ngecek per group. Kadang kan ada tuh, anak-anak yang masih butuh bantuan penjelasan, tapi malu bertanya.
- R : Zay, kalo menurut pengamatanmu, gimana?
- O : Iya, sama. Anak-anak terlihat lebih nyaman dalam belajar.
- ET : Trus, apa yang kamu dapet untuk actionmu hari ini, Tatia?

- R : Rata-rata anak-anak udah hapal daily activities. waktu gambar daily activities ditampilkan di power-point, bisa lebih bantu mereka dalam pengerjaan tugas, kayak bikin kalimat itu.
- ET : Ya, bener banget.
- R : Mereka juga menikmati permainan kartu gambarnya, Mas. Intinya ya, penggunaan gambar membantu pembelajaran vocab mereka. Juga variasi aktivitas. Mereka suka banget pas ada game.
- ET : Zay, pendapatmu gimana?
- O : Jadi tahu banyak game yang bisa dipake. Bener-bener harus belajar, belajar, belajar lagi agar bisa mengajar dengan baik.
- ET : Kita semua banyak dapet pelajaran dari penelitian ini ya?!
- R : Oh iya, Mas
-

Interview 21
September 4, 2008
Room VIII A

R : Researcher S: Students

- R : Permissi, mbak boleh minta waktunya?
- S1 : Ya, Mbak.
- R : Tadi waktu belajar pake kartu, pendapat kalian?
- S1 : Yang kayak remi itu, Mbak?
- R : Iya.
- S1 : Asyik. Belajar sambil bermain.
- S2 : Sama, Mbak.
- R : Membantu pemahaman atau hapalan kosakata kalian, nggak?
- S2 : Iya, Mbak. Apalagi sama kata yang salah nulisnya....Jadi inget terus, hehehe.
- R : Kalo salah kan di hukum buat praktekin, pendapat kalian?
- S1 : Ehm, bagus juga sih Mbak. Teorinya dari tulisan, prakteknya dari kesalahan.
- R : Belajar kosakata, enakya individual, atau kelompok?
- S1 : Kelompok, Mbak. Kan buat praktekin. Kayak main kartu remi tadi.
- S2 : Iya, kelompok. Rame.
- R : Oke, terimakasih ya.
-

Interview 22
September 4, 2008
Room VIII A

R : Researcher S: Student

- R : Mbak, mau tanya-tanya nich. Boleh?
- S : Iya, Mbak.
- R : Menurut pendapatmu, pelajaran hari ini gimana?

- S : Seru.
 R : Suka bagian apa?
 S : Yang 'Bingo!'.
 R : Kenapa, dhek?
 S : Belum pernah dapet.
 R : Kalo kartu gambar kayak remi itu, gimana?
 S : Itu juga asyik.
 R : Tadi ada yang salah?
 S : Ada. Disuruh praktekin.
 R : Trus efeknya gimana? Jadi tau tulisan yang bener, hapal kosakatanya, atau malah ga inget?
 S : Jadi hapal.
 R : Oke,terimakasih ya?!
-

Interview 23
September 11, 2008
Room VIII A

R : Researcher S: Student

- R : Oh ya Ki, pendapat kamu tentang pelajaran hari ini, gimana?
 S :Gimana ya tadi? Oh gini. Ceritanya Nisa itu tidak.. eh, ceritanya itu panjang..., panjang...panjang terus apalagi ya, panjang..rumit, rumit, rumit..ya..ya.
 R : Rumitnya kenapa itu?
 S : Ya rumit karena kesehariannya itu lho,mbak?
 R : Kegiatannya banyak ya?
 S : Ya, ya banyak.
 R : Terus dari ceritanya Nisa, ada nggak kata-kata yang kamu dapet dari situ?
 S : Kata-kata yang gimana?
 R : Kata-kata baru, dari kegiatannya Nisa itu kamu eh, tahu nggak?
 S : Kalo kata-kata dalam bahasa Inggris itu ya, gimana ya mbak, nggak terlalu jelas tuh mbak, tapi tahu maksudnya.
 R : Misal "I sweep the floor", itu tahu maksudnya?
 S : Tahu, nyapu.
 R : Oh ya, berarti dapet kata apa aja yang kemarin di kegiatan Nisa itu?
 S : Ya katanya gimana ya.... Nggak, nggak hapal itu lho mbak, nggak hapal katanya.
 R : Nggak hapal, tapi pas diceritain itu tahu?
 S : Pas diceritain itu tahu maksudnya, tahu.
 R : Berarti kalo mbak ngomong, terus kamu tahu maknanya? Misal mbak ngomong, I wake up at five, tahu artinya?
 S : Tahu, bangun tidur pukul lima.
 R : Terus ehh disuruh bikin kalimat kan, tentang kegiatan kalian, bisa nggak?
 S : Oh pas itu saya itu ya sulit, sulit, sulit menyusunnya, menyusunnya itu masih sulit.

- R : Menyusunnya sulit karena apa ?
 S : Masih bingung, kalo menyusunnya menurut teksnya itu ya bisa, tapi ya yang memberi waktunya itu lho, at lima, at five gitu sama apa.
 R : Masih bingung tentang keterangan waktunya ya?
 S : Ya, keterangannya.
 R : Ok.Makasih ya!
-

Interview 24
September 11, 2008
Room VIII A

R : Researcher S: Student

- R : Ok Edsa, mbak minta waktunya sebentar ya....
 S : (mengangguk)
 R : Mbak mau nanya ni. Waktu pelajaran bahasa Inggris, Nisa cerita tentang kegiatannya itu, pendapat kamu gimana?
 S : Pendapatku anu mbak,eh.. apa yoh, apa yoh (bertanya pada teman), anu mbak, pendapatku anu apa yoh?! (diganggu siswa lain). Ulangi mbak?!
 R : Kamu tahu nggak yang diceritakan Nisa itu?!
 S : Anu, Daily Activities!(/daili aktivitis/)
 R : /Daily activities/. Ok, pinter-pinter!!
 S : (tersipu)
 R : Kira-kira , apa saja kegitannya si Nisa itu?
 S : Kegiatannya dari bangun tidur sampai tidur lagi.
 R : Kalo kamu suruh nyeritain eh Daily activities-nya kamu, pake bahasa Inggris, bisa nggak?
 S : Insha Allah bisa mbak, karena udah ngerjakan saya mbak.
 R : Coba contohin ke mbak?
 S : Ehhm, I am wake up at, ehh five, six, eh five ten minute eh mboh ra ngerti (berhenti, tanya ke teman). Apa ni.., lupa e mbak..
 R : Masih bingung keterangan waktunya ya?!
 S : Iya e, mbak.
 R : Pelajari lagi ya?! Makasih ya, Edsa....
 S : Ya, ya..
-

Interview 25
September 11, 2008
Room VIII A

R : Researcher S: Students

- R : Ok, dhek Fani sama Stefani, minta waktunya sebentar, ehm gimana pendapat kalian tentang pelajaran hari ini?
 S1 : Gimana ya? Seruu!
 R : Serunya kenapa, dhek?

- S1 : Banyak games, trus ada latihan wawancara gitu....
 R : Tadi interview-nya mudah apa susah, gitu?
 S1 : Ada susahnya, ada mudahnya.
 R : Susahnya kenapa, mudahnya kenapa?
 S2 : Susahnya itu harus nyusun kata-katanya itu lama. Kalo mudahnya ada yang pendek kan untuk kata-katanya, mudah diapalin.
 S1 : Mudah. Kan udah dikasih contoh sama Mas Erwin.
 R : Kalo pas ngerjain postcard, gimana
 S1 : Gampang.
 S2 : Tinggal ganti 'she' trus tambahi 's'.
 R : Bikin kalimat sendiri, bisa nggak?
 S2 : Ya..dikit-dikit lah.
 R : Coba kayak apa?
 S2 : Ya, I wake up at six.
 R : Kalo yang lain, gimana?
 S2 : I, I take a nap in the... (berhenti).
 R : Bedroom or living room? Biasanya ketiduran sambil nonton tv ya?
 S2 : Ya, Mbak. Living room.
 R : Oke. Terimakasih ya dhek Stefani sama dhek Fani.

Interview 26

September 11, 2008

Room VIII A

R : Researcher S: Student

- R : Oke. Ganes mbak minta waktunya sebentar ya....
 S : Ya, Mbak....(mengangguk)
 R : Nes, Mbak mau tanya nich pendapat kamu waktu Nisa nyeritain "daily activities"nya, itu gimana?
 S : Maksudnya kegiatannya...?
 R : Iya, ceritanya menurut kamu gampang apa susah, panjang apa pendek?
 S : Lumayan gampang sih mbak, lagian kan kata-katanya ga terlalu gitu banget, jadi kitanya ngerti. Jadi ya kita tau lah dia cerita apa.
 R : Terus dapet kata-katanya nggak?
 S : Ya.
 R : Contohnya, kayak apa, Nes?!
 S : Wake up, take a bath...
 R : Kalo Mbak minta tolong kamu buat bikin kalimat ceritain tentang kamu, dua atau tiga?
 S : I usually wake up at five o'clock. After I take a bath, I always ehm have breakfast. I am, I usually go to school at ..ehm jam...berapa ya..six..six...
 R : Jam berapa...
 S : Jam enam enambelas.
 R : Six sixteen, oke. Terimakasih. Waktu ngerjakke postcard, pendapatmu gimana?

- S : Asyik, Mbak. Kita dikasih tugas, tapi nggak berasa ngerjain. Soalnya asyik, pake kartu-kartu gitu. Nggak terus-terusan di buku tulis.
- R : Jadi, lebih asyik ya pake kartu-kartu gitu?! Terus harapan kamu untuk pelajaran bahasa Inggris selanjutnya?
- S : Mungkin bisa ditambah kegiatan yang asyik, tapi juga sambil belajar, Mbak.
- R : Oh ya....Terimakasih ya Nes.
-

Interview 27

September 11, 2008

School Library

R : Researcher

ET: English Teacher O: Observer

- R : Zam, piye pendapatmu tentang game yang aku apply?
- O : Semangat. Itu yang aku lihat di wajah anak-anak. Bener-bener menikmati.
- R : Tapi waktu ada grup yang udah menang, yang lain keliatan kecewa. Kayak mbuyarin semangat mereka.
- O : Ya wajarlah..ada yang menang ada yang kalah. Secara nggak sadar, mereka juga belajar menerima kekalahan.
- R : O, gitu ya menurutmu..rada lega nich,hehehe. Kalo dari sudut ilmunya, pengamatanmu kemarin gimana?
- O : masuk. Kan mereka disuruh diskusi dulu toh? Kata-kata apa saja yang mau ditulis di box. Itu juga membantu mereka belajar.
- R : tujuanku yang memang seperti itu. Jadi, bisa dikatakan sukses kah?
- O : Ya, bisa.
- R : Aku tadi kaget lho, pas anak yang suka main-main itu ternyata jadi aktif dan semangat belajar. Siapa namanya ya..pokoknya dia itu yang troublemaker.
- O : Action mas Erwin boleh juga buat pengalaman kita. Pendekatan individual terhadap anak yang bermasalah.
- R : Ho-oh. Nek aku wingi mung meng-iyakan saja waktu mas Erwin usul. Bener-bener ampuh ya Zam?!
- O : itulah yang aku harapkan dengan ikut penelitian ini: menambah ilmu yang tidak aku dapatkan dari teori.
- R : Yup.
-

Interview 30

September 18, 2008

Room VIII A

R : Researcher

S: Students

- R : Permisi. Namanya siapa,dhek?
- S1 : Novi.
- S2 :Elyana.
- R :Pendapat kalian tentang game pada pelajaran bahasa Inggris,gimana?

- S1 : Setuju banget, Mbak. Pengennya ada game terus tiap pelajaran,hehehe
 S2 :huuu, maunya.
 R : suka game yang mana?
 S2 :Suka semua, Mbak...
 R : Kalo Novi?
 S1 :ehm yang paling disuka ya? Semua aja lah Mbak.
 R : Kenapa?
 S1 : Semuanya seru. Trus mendukung belajar juga. Jadi lebih mudah menghafal.
 S2 : bisa ngilangin bosen.
 S3 : Mbak aku melu urun pendapat..game-me asyik...inovatif, kreatif, top banget lah.
 R :Wah, semangat banget. Emang udah pernah main game-game kayak kemarin pa belum sich?
 S1,2,3: Belooooom.
 R : Owh...oke.makasih ya..
-

Interview 31
September 18, 2008
School Library

R : Researcher ET: English Teacher O: Observer

- ET : Gimana Tatia, action kamu tadi?
 R : Kalo pendapatku sich, anak-anak vocabnya udah sip, Mas. Bedanya kelihatan, dari sebelum action sama sesudahnya. Keaktifannya juga kok, Mas.
 ET : Trus, mau dilanjutin action lagi, atau gimana?
 R : Kalo dari daftar target pencapaian, udah tercapai semua. Lha gimana, Mas?
 ET : Ya terserah kamu. Kalo udah tercapai, ya mungkin dicukupkan dulu.
 R : Ya sich. Selain daftar target vocab, banyak penemuan juga. Anak-anak jadi lebih aktif dan kooperatif.
 ET : Betul!
 R : Tadi waktu information gap, anak-anak kelihatan antusias banget. Jadi ikut seneng ngeliatnya.
 ET : Ya, jadi semangat ya! Pendapatku, mereka sudah mulai menikmati penugasan dan sudah pe-de tanya-jawab pake bahasa Inggris.
 R : Hebat ya mereka. Padahal pas belum action, anak-anak keliatan diem.
 ET : Anak seumuran mereka memang pas dikasih guided communication dibantu gambar-gambar.
 R : Jadi semakin tambah ilmuku nih Mas.
 ET : Alhamdulillah....
-

Interview 32
September 19, 2008
School Library

R : Researcher

O: Observer

- R : Melihat pertemuan cycle 2 kemarin, pendapatmu gimana?
 O : Yang tentang apa?
 R : Secara umum, action yang diterapkan gimana, Zay? Berhasil bantu anak-anak belajar vocab nggak?
 O : Menurutku anak-anak jadi cepet belajar. Nggak cuma vocab-nya sendiri. Tapi aspek lain juga.
 R : Maksudnya, gimana?
 O : Bisa dilihat waktu mereka disuruh bikin kalimat. Mereka bisa membuat kalimat sendiri dengan benar. Disini bisa indikasikan, mereka tahu pemilihan kata atau vocabnya, susunan kata atau grammarnya, penulisan atau spellingnya, juga pengucapannya atau pronunciationnya. Jadi, mencakup semua aspek.
 R : Untuk penggunaan picture-nya, menurutmu gimana?
 O : Lebih tertib cycle yang sekarang. Anak-anak nggak begitu ngributke gambare. Kalo cycle pertama pake gambare artis, mereka malah lebih fokus ke gambar.
 R : Iya, bener banget Zay.
 O : Oh iya. Anak-anak juga suka kegiatan yang rame-rame ya?! Kalo pas group-work, kelihatan semangat banget.
 R : Nggak cuma anak-anak, kita juga kali. hehehehe. Tapi emang bener, mereka antusias banget. Beda pas awal action, anak-anak kan pendiem and penyendiri.
 O : Kamu berpahala tuh, merubah anak-anak jadi aktif.
 R : Amien....eh, kan ada penambahan action games. Pas awal ituyang bingo, trus kemarin survey game, pendapatmu gimana?
 O : Bagus kok implementasinya. Anak-anak jadi terhibur, sekalian belajar. Apalagi mereka baru tahu permainan 'Bingo'.
 R : Jadi bisa dikatakan, anak-anak dapet vocabnya, juga keaktifannya?
 O : Ya.
-

Appendix C. Lesson Plan
A. Setting

Meeting	: Cycle I Action 1
Day	: Thursday
Date	: August 14 th , 2008
Time	: 07.00 – 08.20
Place	: Language Laboratory
Participants	: Class VIII A students
Teacher (T)	: Erwin P. Widyatmoko
Researcher (R)	: Tati Apriyanti
Observer (O)	: Zayin Adib Muhammad

B. Teaching and Learning Items

Topic	: What is my friend like?
Structure	: Subject + aux. verb + Adj Subject + aux verb + more adj than + object Subject + aux verb + adj-er than + object Subject + as adj as + object
Vocabulary	: amusing, amazing, arrogant, smart, handsome, pretty, sexy, correct, sorry, pardon me, good, bad, old ,... etc (lihat daftar 60 adjectives)
Teaching Media	: LCD Viewer, Laptop, Power-point Slides, Photographs, Word Cards, Picture Cards

C. Objectives

The students will be able to

1. Mention and know the meaning of the vocabulary given
2. Describe their friends' characteristics
3. Respond on teacher's greeting and questions
4. Respond the teacher when they are called in checking the attendance list.
5. Get used to the Classroom English

D. Learning Activities

1. Warming up
 - Teacher's greeting
 - Checking the attendance list (students should say "present")
 - Question-and-answer activities leading to the topic
2. Teaching and Learning Activities
 - a. Content Focus
 - Presentation of input text in written.
 - Question-answer activities to the input text and students' background
 - Input text: Text about similarity, Present Comparative, and Superlative
 - b. Language Focus
 - Imitating teacher's model of pronunciation
 - Imitating the text

- Learning grammatical structures of one-syllable adjectives and two-syllable adjectives, comparison
- c. Communication Focus
 - Students learn the vocabulary through word cards, picture cards.
 - Gap activity: "Listen and Write"
 - Setting: pair work, group work
- 3. Closing
 - Question-and-answer activity about the materials and the vocabulary given
 - Asking the students' opinion about the lesson

Classroom English

- Pardon me / sorry
- Correct
- Any questions?
- Well done / Good
- Say it in English
- Listen to your friend
- Read your sentences, please
- Time is up.
- This is the end of our lesson
- Let's pray together
-

A. Setting

Meeting	: Cycle I Action 2
Day	: Friday
Date	: August 22 nd , 2008
Time	: 09.00 – 10.05
Place	: Language Laboratory
Participants	: Class VIII A students
Teacher (T)	: Erwin P. Widyatmoko
Researcher (R)	: Tati Apriyanti
Observer (O)	: Zayin Adib Muhammad

B. Teaching and Learning Items

Topic	: What is my friend like?
Structure	: Subject + aux. verb + Adj Subject + aux verb + the same noun as + object Who is superlatives in the class? I think...
Vocabulary	: height, short, tall, old, young, age, rich, poor, richness,...etc
Media	: LCD Viewer, Laptop, Power-point Slides, Photographs,

C. Objectives

The students will be able to

6. Describe their friends' characteristics in similarity
7. Give opinions on their friends
8. Get used to the Classroom English
9. Know how to make nouns from adjectives
10. Mention and know the meaning of the vocabulary given
11. Describe their friends' characteristics
12. Respond on teacher's greeting and questions
13. Respond the teacher when they are called in checking the attendance list.

D. Learning Activities

3. Warming up

- Teacher's greeting
- Checking the attendance list (remember: students should say "present")
- Question-and-answer activities about the previous materials
- Question-and-answer activities leading to the topic
- Setting: classical

4. Teaching and Learning Activities

c. Content Focus

- Presentation of input text in written
- Question-and-answer activities about the topic
- Setting: classical

d. Language Focus

- Imitating teacher's model of pronunciation
- Imitating the text
- Learning grammatical structures of description: subject aux verb the same noun as object
- Setting: classical

e. Communication Focus

- Students learn the vocabulary through photographs in power-point slides
- Setting: classical, groupwork

5. Closing

Question-and-answer about the materials and the vocabulary given

Asking the students' opinion about the lesson

Classroom English

- What is ... in English?
- Pardon me / sorry/ Correct
- I think...
- Any questions?
- Well done / Good
- Say it in English
- Listen to your friend

- Have you finished?
 - Read your sentences, please
 - Time is up.
 - This is the end of our lesson
 - Let's pray together
-

A. Setting

Meeting	: Cycle I Action 3
Day	: Thursday
Date	: August 28 th , 2008
Time	: 07.00 – 08.20
Place	: Language Laboratory
Participants	: Class VIII A students
Teacher (T)	: Erwin P. Widyatmoko
Researcher (R)	: Tati Apriyanti
Observer (O)	: Zayin Adib Muhammad

B. Teaching and Learning Items

Topic	: What is my friend like?
Structure	: What does he look like? He/she looks like... He/she wears + clothing (nouns) He/she has got...
Vocabulary	: pointed nose, sharp eyes, black hair, short hair, t-shirt, skirt, tie, pants, necklace, glasses, earrings, hand-ban, arrogant, tall, smart, handsome, black skin, white skin, wear, t-shirt, ring, looks, has got, burglar, murdered, ...etc
Teaching Media	: LCD Viewer, Laptop, Power-point Slides, Photographs, paragraph card,

C. Objectives

- The students will be able to
14. Describe their friends' characteristics
 15. Mention vocabulary on clothing and jewelry
 16. Give opinions on their friends using *looks, wears and has got*
 17. Get used to the Classroom English
 18. Mention and know the meaning of the vocabulary given
 19. Respond on teacher's greeting and questions
 20. Respond the teacher when they are called in checking the attendance list.

D. Learning Activities

6. Warming up
 - Teacher's greeting
 - Checking the attendance list
 - Question-and-answer activities about the previous materials
 - Question-and-answer activities leading to the topic
7. Teaching and Learning Activities

- f. Content Focus
 - Telling descriptions of SBY
 - Question-and-answer activities about the descriptions
 - Presentation of input text in written
 - g. Language Focus
 - Imitating teacher's model of pronunciation
 - Imitating the text
 - Learning grammatical structures of descriptions
 - Setting: classical
 - h. Communication Focus
 - Grouping students by 'counting' games
 - Students learn the vocabulary in the text-puzzle and word-puzzle
 - Question-and-answer activity about the vocabulary used in the text
 - Setting: groupwork
8. Closing
- Explaining about the examination for the following week

Classroom English

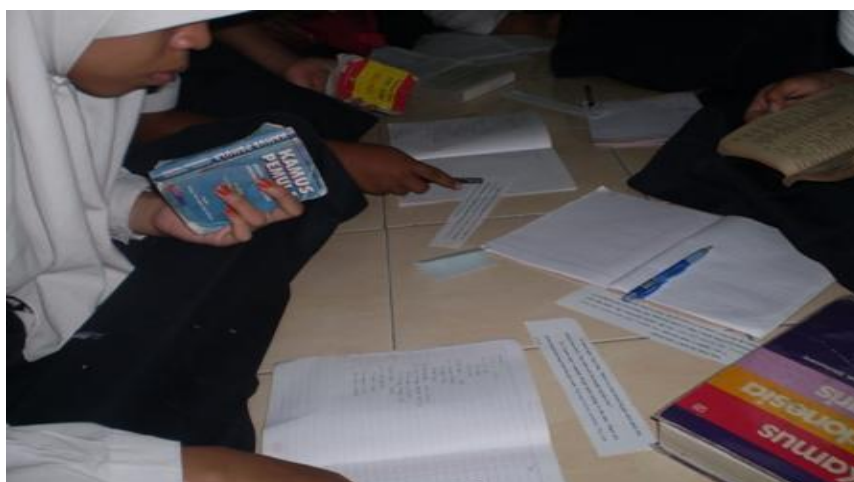
- Pardon me / sorry
 - Correct
 - Any questions?
 - Very Good / well done/ good
 - Say it in English
 - Listen to your friend
 - Read your sentences, please
 - Time is up.
 - This is the end of our lesson
 - Let's pray together
 - Thanks for your attention
-

Appendix D. Photographs

Picture 1. The students are listening to the teacher's explanation of picture cards



Picture 2. The teacher is checking the students



Picture 3. The students are working on the task.



Picture 4. The students are working on the task



Picture 5. The students are practicing the vocabulary



Picture 6. The students are practicing the vocabulary



Picture 7. The troublemaker students become the cooperative ones



Picture 8. After the class is over, the teacher shakes hand to the students

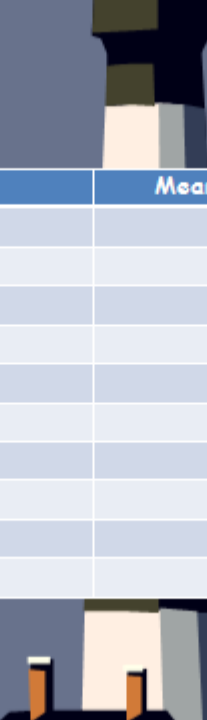
Appendix E. Research Instruments

E.1 Cycle I, Action 1

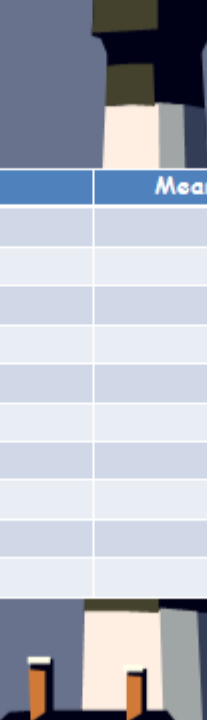
What is my friend like???

No	Adjectives	Meaning	Sentence
1.	amusing		
2.	amazing		
3.	arrogant		
4.	bad		
5.	bad-tempered		
6.	beautiful		
7.	big		
8.	boring		
9.	brave		
10.	Careful		

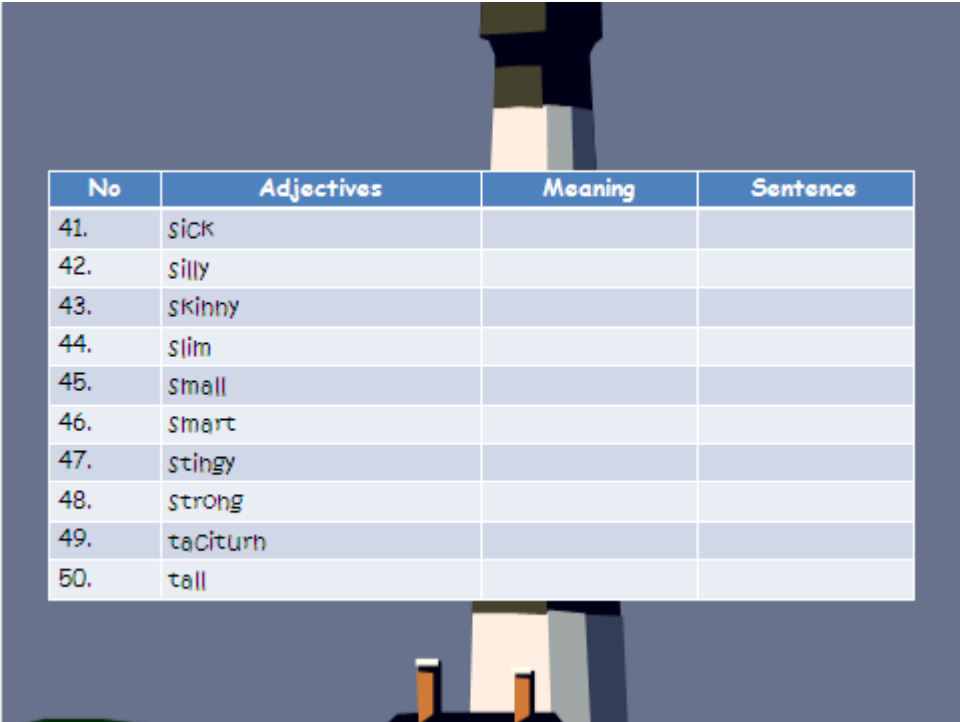
No	Adjectives	Meaning	Sentence
11.	Careless		
12.	Charming		
13.	clever		
14.	cowardly		
15.	cruel		
16.	diligent		
17.	fat		
18.	fierce		
19.	foolish		
20.	friendly		



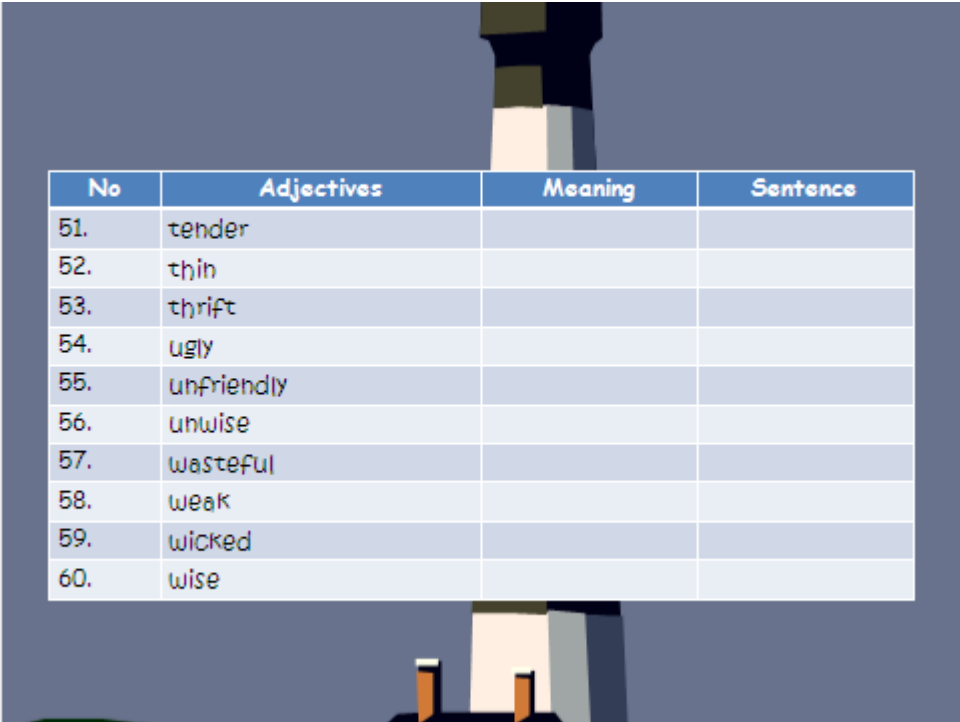
No	Adjectives	Meaning	Sentence
21.	fussy		
22.	gentle		
23.	good		
24.	handsome		
25.	healthy		
26.	humble		
27.	impatient		
28.	impolite		
29.	incredible		
30.	interesting		



No	Adjectives	Meaning	Sentence
31.	kind		
32.	lazy		
33.	mischievous		
34.	naughty		
35.	patient		
36.	polite		
37.	poor		
38.	pretty		
39.	rich		
40.	short		



No	Adjectives	Meaning	Sentence
41.	sick		
42.	silly		
43.	skinny		
44.	slim		
45.	small		
46.	smart		
47.	stingy		
48.	strong		
49.	taciturn		
50.	tall		



No	Adjectives	Meaning	Sentence
51.	tender		
52.	thin		
53.	thrift		
54.	ugly		
55.	unfriendly		
56.	unwise		
57.	wasteful		
58.	weak		
59.	wicked		
60.	wise		

1.



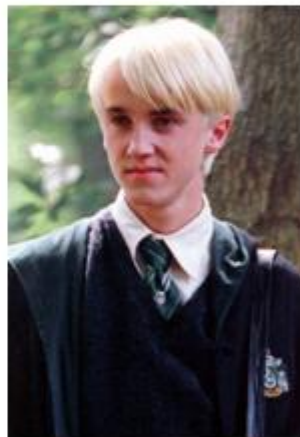
2.



3.



4.



5.



6.



No	Adjectives	comparatives
1.	Fussy	
2	Calm	
3	Sweet	
4	Unique	
5	Old	
6	Neat	
7	Good	
8	Nervous	
9	Bad	

No	adjectives	comparatives
1	Fussy	Fussier
2	Calm	Calmer/More Calm
3	Sweet	Sweeter/more sweet
4	Unique	More unique
5	Old	Older/elder
6	Neat	Neater/more neat
7	Good	Better
8	Nervous	More nervous
9	Bad	Worse

Superman is strong. •
 Batman is stronger . •
 atau Batman is stronger than Superman •

Dian Sastro is famous •
 Luna Maya is more famous •
 Luna Maya is more famous than Dian •
 Sastro

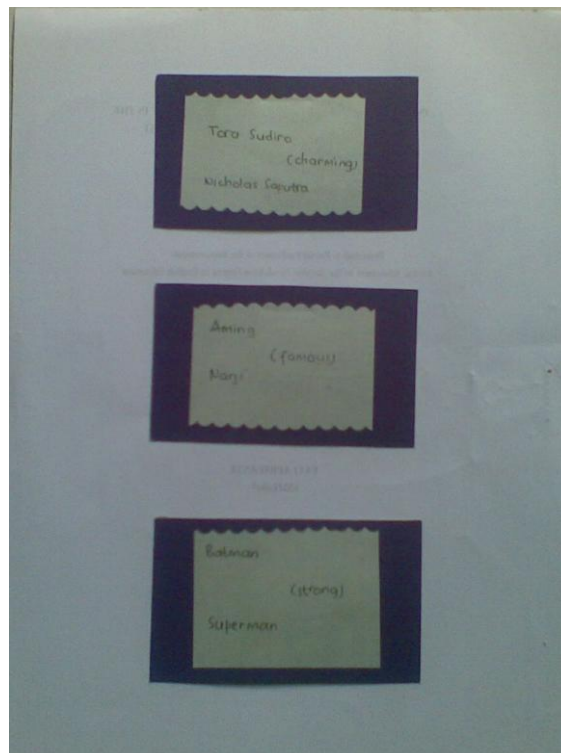
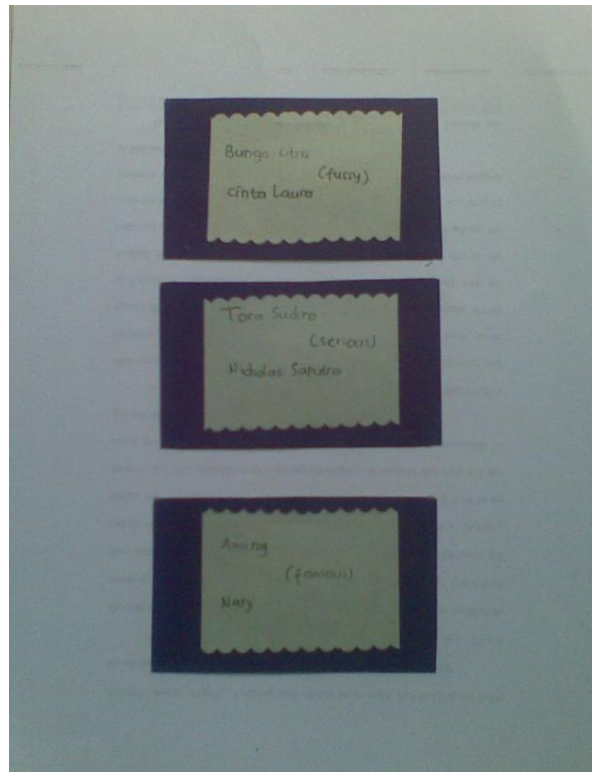
PATTERN •

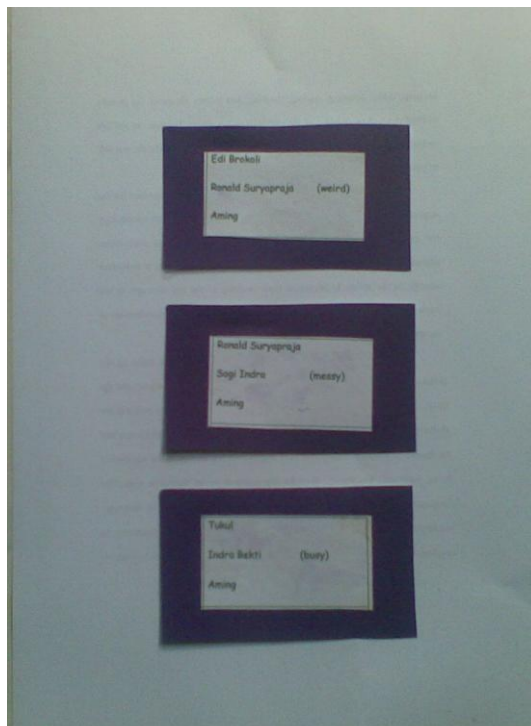
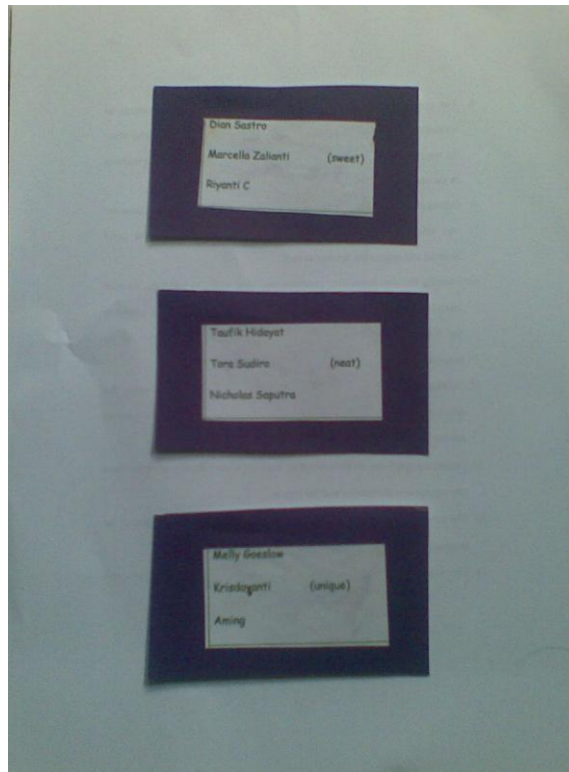
Spiderman **is stronger.** •
 Subject + aux verb + adj + er •

Luna Maya is **more famous** •
 Subject + aux verb+ more + adj •

No	adjectives	superlatives
1	Fussy	
2	Careless	
3	Good	
4	Sweet	
5	Unique	
6	Old	
7	Nervous	
8	Neat	
9	Bad	
10	Wise	

Melly Goeslow Krisdayanti (unique) Aming	Dian Sastro Marcella Zalianti (sweet) Riyanti C	Edi Brokoli Ronald Suryapraja (weird) Aming
Ronald Suryapraja Sogi Indra (messy) Aming	Severus Snape McGonagal (wise) Dumbledore	Harry Potter Ron Weasley (nervous) Dtaco Malfoy
Dumbledore McGonagal (old) Severus Snape	Melly Goeslow Krisdayanti (good) Titi DJ	Lex Lutor The Joker (bad) Green Goblin





Superman is strong. •
Batman is stronger. •
Spiderman **is the strongest.** •

Dian Sastro is famous •
Marcella Zalianti is more famous •
Luna Maya is **the most famous** •

PATTERN •

Spiderman **is the strongest.** •
Subject + aux verb + the + adj +est •

Luna Maya is **the most famous** •
Subject + aux verb+ the + most + adj •

No	adjectives	superlatives
1	Fussy	
2	Careless	
3	Good	
4	Sweet	
5	Unique	
6	Old	
7	Nervous	
8	Neat	
9	Bad	
10	Wise	

1.



2.



3.



4.



6.



1.



3



4



5





They are alike...

- Luna Maya is the same beauty as Cinta
- Luna Maya is the same fame as Cinta

- PATTERN

- Luna is the same beauty as Cinta
- S + aux+ the same+ noun +as + O
- Luna is the same fame as Cinta
- S + aux+ the same+ noun +as + O

No	adjectives	Nouns
1	Famous	Fame
2	Beautiful	Beauty
3	Old Young	
4	Tall Short	
5	Rich Poor	
6	Fat Slim	

Melly Goeslow Krisdayanti (age)	Dian Sastro Marcella Zalianti (height)
Ronald Suryapraja Sogi Indra (weight)	Luna Maya Cinta Laura (richness)
Nikita Willy Riyanti Carwight (beauty)	Krisdayanti Titi DJ (fame)

What does he look like?



What does he look like?



SBY is our president. He is tall. He has got black short hair. He wears a formal suit. He wears a tie. He does not wear glasses. He looks friendly.

- ▣ Superman is strong.
- ▣ Superman looks strong.
- ▣ He **looks** strong.

- ▣ Dian Sastro is famous.
- ▣ Dian Sastro looks famous.
- ▣ She **looks** famous.

- ▣ SBY has got grey hair.
- ▣ He has got grey hair.
- ▣ He + has got + Noun Phrase (Adj+Noun)

- ▣ Dian Sastro has got long hair.
- ▣ She has got long hair.
- ▣ She + has got + Noun Phrase (Adj + Noun).

Inspector Wright is a middle-age man, but **he has got sharp eyes** and **he has a genius brain**. **He wears an overcoat and a hat**. **He looks so gentle**. Lieutenant Slow is his partner. He is younger than Inspector Wright, but **he has got grey hair**. **He wears an old-fashioned jacket**. **He looks so messy**.

They enter the scene of a recent homicide. The body of the victim is lying on the floor. There is a knife in his chest. It is a young good-looking man. **He has got neatly combed hair**. **He wears an expensive suit and a bow tie**. **He looks so upset**.

There is a wall safe. It is open and empty. The window is open too. The room is messy with broken lamps, toppled furniture, and scattered papers and books. **The man has got torn clothes**.

"It will seem," says Slow, "there is a cruel brutal burglar here when this unlucky man enters. They fight until the burglar murders him."

"So it will seem," responds Wright while looking the door. There are several people watching from the next room. **They wear factory uniforms**. **They look curious**.

"Who finds the body?" asks Wright.

"I do," replies a small old lady. **She wears a coat and a scarf**. **She looks innocent**. **She has got grey hair**. "I'm Mr. Hard's secretary. Mr. Hard has just entered his office when I hear a crash and bang, like there is a fight going on in there. By the time I come in, it is over and Mr. Hard is lying there dead."

"Just as I thought," says Slow, "a burglar kills Mr. hard."

"I'm afraid not!" says Wright, "This lady is the killer!"

How did the inspector know? (For a clue, solve the following word puzzle)

These words are in the previous story. Place them beside their synonyms (or clues)

Suit	Hat	Sharp	Genius	Overcoat
Scarf	Uniform	Curious	Tie	Innocent
Old-fashioned	Brain	Gentle	Humble	

The words

S U I T
S H A R P
G E N I U S
O V E R C O A T
T I E
U N I F O R M
S C A R F
I N N O C E N T
C U R I O U S
O L D F A S H I O N E D
B R A I N
G E N T L E
H U M B L E
H A T

Synonyms, clues

A set of clothes

Can cut something

Smart

A long coat

We wear around our neck

People from the same organization wear it

Long cloth, make warm

Not guilty, honest

Want to know something

Not modern

Organ to think

Brave

Not arrogant

We wear on a head

E.4 Cycle II, Action 1



Wake Up



Have breakfast



Go to School



Study English/Math/History



Do Prayer



Do homework



Watch TV



Take a nap
Sleep



Come home



Make the bed



No:



No:



No:







No:



No:



No:

	
No:	No:
	
No:	No:

What do you do...	My partner's daily activities
before going to school?	
after going to school?	
before taking a nap?	
after taking a nap?	
before doing homework?	
after doing homework?	
Partner's name:	My name:

What do you do...	My partner's daily activities
before going to school?	
after going to school?	
before taking a nap?	
after taking a nap?	
before doing homework?	
after doing homework?	
Partner's name:	My name:

Wake up, what time?



Have breakfast, what?



Go to school, with whom?



My Friend's Daily Activities

- Iqbal takes a nap in the afternoon.
- He takes a nap in the afternoon.
- Putri drinks a glass of milk before sleeping.
- She drinks a glass of milk before sleeping.
- He/she V1+s/es Object

- 1. Kiki goes to school by bike.
- 2. Fani watches TV every afternoon.
- 3. Ganes does homework every night.
- 4. Abi plays football every Sunday.
- 5. Risky swims every Friday.

Infinitive s/es List

Infinitive S		Infinitive es	
• Sleep	: Sleeps	• Go	: Goes
• Play	: Plays	• Watch	: Watches
• Wake	: Wakes	• Do	: Does
• Have	: Has	• Wash	: Washes
• Take	: Takes	• Study	: Studies
• Drink	: drinks	• Teach	: Teaches
• Eat	: Eats		

E.6 Cycle II, Action 3

Transcript of Mr. John Wright

An old man in New York is ringing a telephone number of an office in working hour, and a young girl is picking up at the other end.

R : Good Morning, John and John Company. Can I help you?

Man : Good morning. Can I speak to Mr. McDonald please?

R : Let me see..uhm, I'm afraid you can't. He is in the front office room. He is reading a newspaper now.

Man : What? How about Mr. Black?

R : I'm sorry you can't. He is out. He is having breakfast now.

Man : Well, is there anyone else there?

R : Yes, Ms. Anderson, the secretary, but she's busy too. She is reading her Spanish book and she is enjoying her coffee too.

Man : So you aren't the secretary?

R : No, I'm not. I'm the office girl. Excuse me, Sir. But who are you? You haven't mentioned your name.

Man : I'm John Wright. I'm your boss!

Answer the questions below using Yes/No.

1. Is the old man ringing a telephone number?
2. Is the young girl picking up the phone?
3. Is Mr. McDonald in his room?
4. Is he working?
5. Is Mr. Black out?
6. Is he having breakfast?
7. Is Ms. Anderson reading a newspaper?
8. Is she enjoying her coffee?
9. Is the young girl the secretary?
10. Is the old man the boss?



Do you know what Mas Erwin do everyday?
 To know the answer, please answer the word-puzzle
 below. Happy answering!

				1.					
			2.						
				3.					
					4.				
			5.						
6.									
					7.				

1. He sometimes ... a letter for his brother.
2. He always ... on the bed.
3. He ... his breakfast before going to school.
4. He doesn't ... a car. He rides a bike.
5. He sometimes ... a glass of milk before sleeping.
6. He seldom ... to the radio.
7. He ... to school alone.

SURAT KETERANGAN

Yang bertandatangan di bawah ini guru bahasa Inggris SMP N 10 Yogyakarta, menerangkan bahwa:

Nama : Tati Apriyanti
NIM : 032224047
Jurusan : Pendidikan Bahasa Inggris
Fakultas : Bahasa Dan Seni, UNY

Telah menyelesaikan penelitian untuk pengambilan data Tugas Akhir Skripsi dengan judul "*Improving the Students' English Vocabulary through Pictures in Grade VIII A of SMP N 10 Yogyakarta in the Academic Year of 2008/2009*" sejak Agustus 2008 sampai Oktober 2008.

Yogyakarta, 4 Maret 2011
Guru bahasa Inggris,

Erwin P. Widyatmoko

SURAT PERNYATAAN

Yang bertandatangan di bawah ini, saya:

Nama : Zayin Adib Muhammad
NIM : 032224041
Jurusan : Pendidikan Bahasa Inggris, FBS, UNY

Menyatakan telah melakukan triangulasi sehubungan dengan analisis data yang dilakukan oleh Tati Apriyanti. Demikian pernyataan ini saya buat dengan sebenarnya dan semoga dapat dipergunakan sebagaimana mestinya.

Yang membuat pernyataan,

Zayin Adib Muhammad
NIM. 032224041

SURAT PERNYATAAN

Yang bertandatangan di bawah ini, saya:

Nama : Citra Amalia Waskita Sari
NIM : 032224042
Jurusan : Pendidikan Bahasa Inggris, FBS, UNY

Menyatakan telah melakukan triangulasi sehubungan dengan analisis data yang dilakukan oleh Tati Apriyanti. Demikian pernyataan ini saya buat dengan sebenarnya dan semoga dapat dipergunakan sebagaimana mestinya.

Yang membuat pernyataan,

Citra Amalia Waskita Sari
NIM. 032224042

Appendix E. The high frequency word list

The first 1,000 words

A	Army	Bread	Company	Discover
Able	Around	Break	Complete	Distance
About	Arrive	Bridge	Concern	Distinguish
Above	Art	Bright	Condition	District
Accept	Article	Bring	Consider	Divide
Accord	As	Broad	Contain	Do
Account	Ask	Brother	Content	Doctor
Accountable	Associate	Build	Continue	Dog
Across	At	Burn	Control	Dollar
Act	Attack	Business	Corn	Door
Active	Attempt	But	Cost	Doubt
Actor	Average	Buy	Cotton	Down
Actress	Away	By	Could	Draw
Actual	Back	Call	Council	Dream
Add	Bad	Can	Count	Dress
Address	Ball	Capital	Country	Drink
Admit	Bank	Captain	Course	Drive
Adopt	Bar	Car	Court	Drop
Advance	Base	Care	Cover	Dry
Advantage	Battle	Carry	Cross	Due
Adventure	Be	Case	Crowd	Duty
Affair	Bear	Castle	Crown	Each
After	Beauty	Catch	Cry	Ear
Again	Because	Cause	Current	Early
Against	Become	Centre	Cut	Earth
Age	Bed	Certain	Danger	East
Agent	Before	Chance	Dark	Easy
Ago	Begin	Change	Date	Eat
Agree	Behind	Character	Daughter	Effect
Air	Believe	Charge	Day	Efficient
All	Belong	Chief	Dead	Effort
Allow	Below	Child	Deal	Egg
Almost	Beneath	Choose	Dear	Eight
Alone	Beside	Church	Decide	Either
Along	Best	Circle	Declare	Elect
Already	Between	City	Deep	Eleven
Also	Beyond	Claim	Defeat	Else
Although	Big	Class	Degree	Empire
Always	Bill	Clear	Demand	Employ
Among	Bird	Close	Department	End
Amount	Black	Cloud	Depend	Enemy
Ancient	Blood	Coal	Describe	English
And	Blow	Coast	Desert	Enjoy
Animal	Blue	Coin	Desire	Enough
Another	Board	Cold	Destroy	Enter
Answer	Boat	College	Detail	Equal
Any	Body	Colony	Determine	Escape
Appear	Book	Colour	Develop	Even
Apply	Both	Come	Die	Evening
Appoint	Box	Command	Difference	Event
Arise	Boy	Committee	Difficult	Ever
Arm	Branch	Common	Direct	Every

Example	Four	House	Life	Moral
Except	Free	How	Lift	More
Exchange	Fresh	However	Light	Moreover
Exercise	Friday	Human	Like	Morning
Exist	Friend	Hundred	Likely	Most
Expect	From	Husband	Limit	Mother
Expense	Front	Idea	Line	Motor
Experience	Full	If	Lip	Mountain
Experiment	Furnish	Ill	Listen	Mouth
Explain	Future	Important	Literature	Move
Express	Gain	In	Little	Mrs
Extend	Game	Inch	Live	Much
Eye	Garden	Include	Local	Music
Face	Gas	Increase	Long	Must
Fact	Gate	Indeed	Look	Name
Factory	Gather	Independent	Lord	Nation
Fail	General	Industry	Lose	Native
Fair	Gentle	Influence	Loss	Nature
Faith	Get	Instead	Love	Near
Fall	Gift	Interest	Low	Necessary
Familiar	Girl	Into	Machine	Necessity
Family	Give	Introduce	Main	Need
Famous	Glad	Iron	Make	Neighbour
Far	Glass	It	Man	Neither
Farm	Go	Join	Manner	Never
Fast	God	Joint	Manufacture	New
Father	Gold	Jointed	Many	News
Favour	Good	Joy	Mark	Newspaper
Fear	Great	Judge	Market	Next
Feel	Green	Just	Marry	Night
Fellow	Ground	Justice	Mass	Nine
Few	Group	Keep	Master	No
Field	Grow	Kill	Material	Noble
Fight	Half	Kind	Matter	None
Figure	Hand	King	Maybe	Nor
Fill	Hang	Know	Mean	North
Find	Happen	Lack	Measure	Not
Fine	Happy	Lady	Meet	Note
Finish	Hard	Lake	Member	Notice
Fire	Hardly	Land	Memory	Now
First	Have	Language	Mention	Number
Fish	He	Large	Mere	Numerical
Fit	Head	Last	Metal	Numerous
Five	Hear	Late	Middle	Object
Fix	Heart	Latter	Might	Observe
Floor	Heat	Laugh	Mile	Occasion
Flow	Heaven	Laughter	Milk	Of
Flower	Heavy	Law	Million	Off
Fly	Help	Lay	Mind	Offer
Follow	Here	Lead	Miner	Office
Food	High	Learn	Minister	Official
For	Hill	Leave	Minute	Often
Force	History	Left	Miss	Oh
Foreign	Hold	Length	Mister	Oil
Forest	Home	Less	Modern	Old
Forget	Honour	Let	Moment	On
Form	Hope	Letter	Monday	Once
Former	Horse	Level	Money	One
Forth	Hot	Library	Month	Only
Fortune	Hour	Lie	Moon	Open

Operate	Product	Right	Sight	Street
Opinion	Profit	Ring	Sign	Strength
Opportunity	Progress	Rise	Silence	Strike
Or	Promise	River	Silver	Strong
Order	Proof	Road	Simple	Struggle
Ordinary	Proper	Rock	Since	Student
Organize	Property	Roll	Sing	Study
Other	Propose	Room	Single	Subject
Otherwise	Protect	Rough	Sir	Substance
Ought	Prove	Round	Sister	Succeed
Out	Provide	Royal	Sit	Such
Over	Provision	Rule	Situation	Suffer
Owe	Public	Run	Six	Suggest
Own	Pull	Safe	Size	Summer
Page	Purpose	Sail	Sky	Sun
Paint	Put	Sale	Sleep	Sunday
Paper	Quality	Salt	Small	Supply
Part	Quantity	Same	Smile	Support
Particular	Quarter	Saturday	Snow	Suppose
Party	Queen	Save	So	Sure
Pass	Question	Say	Social	Surface
Past	Quite	Scarce	Society	Surprise
Pay	Race	Scene	Soft	Surround
Peace	Raise	School	Soldier	Sweet
People	Rank	Science	Some	Sword
Per	Rate	Sea	Son	System
Perhaps	Rather	Season	Soon	Table
Permit	Reach	Seat	Sort	Take
Person	Read	Second	Soul	Talk
Picture	Ready	Secret	Sound	Tax
Piece	Real	Secretary	South	Teach
Place	Realise	See	Space	Tear
Plain	Really	Seem	Speak	Tell
Plan	Reason	Sell	Special	Temple
Plant	Receipt	Send	Speed	Ten
Play	Receive	Sense	Spend	Term
Please	Recent	Sensitive	Spirit	Test
Point	Recognize	Separate	Spite	Than
Political	Record	Serious	Spot	The
Poor	Red	Serve	Spread	Then
Popular	Reduce	Service	Spring	There
Population	Refuse	Set	Square	Therefore
Position	Regard	Settle	Stage	They
Possess	Relation	Seven	Stand	Thing
Possible	Relative	Several	Standard	Think
Post	Religion	Shadow	Star	Thirteen
Pound	Remain	Shake	Start	Thirty
Poverty	Remark	Shall	State	This
Power	Remember	Shape	Station	Though
Prepare	Reply	Share	Stay	Thousand
Present	Report	She	Steel	Three
President	Represent	Shine	Step	Through
Press	Republic	Ship	Still	Throw
Pressure	Reserve	Shoot	Stock	Thursday
Pretty	Respect	Shore	Stone	Thus
Prevent	Rest	Short	Stop	Till
Price	Result	Should	Store	Time
Private	Return	Shoulder	Story	To
Problem	Rich	Show	Strange	Today
Produce	Ride	Side	Stream	Together

Ton	Understand	Vote	Where	Wonder
Too	Union	Wage	Whether	Wood
Top	Unite	Wait	Which	Word
Total	University	Walk	While	Work
Touch	Unless	Wall	White	World
Toward	Until	Want	Who	Worth
Town	Up	War	Whole	Would
Trade	Upon	Watch	Why	Wound
Train	Use	Water	Wide	Write
Travel	Usual	Wave	Wife	Wrong
Tree	Valley	Way	Wild	Year
Trouble	Value	We	Will	Yes
True	Variety	Wealth	Win	Yesterday
Trust	Various	Wear	Wind	Yet
Try	Very	Wednesday	Window	Yield
Tuesday	Vessel	Week	Winter	You
Turn	Victory	Welcome	Wise	Young
Twelve	View	Well	Wish	Youth
Twenty	Village	West	With	
Two	Virtue	Western	Within	
Type	Visit	What	Without	
Under	Voice	When	Woman	

The second 1,000 words

Abroad	Apple	Basin	Borrow	Canal
Absence	Approve	Basket	Bottle	Cap
Absent	Arch	Bath	Bottom	Cape
Absolute	Argue	Bathe	Bound	Card
Absolutely	Arrange	Bay	Boundary	Carriage
Accident	Arrest	Beak	Bow	Cart
Accuse	Arrow	Beam	Bowl	Cat
Accustom	Artificial	Bean	Brain	Cattle
Ache	Ash	Beard	Brass	Caution
Admire	Ashamed	Beast	Brave	Cave
Advertise	Aside	Beat	Breakfast	Cent
Advice	Asleep	Beg	Breath	Centimetre
Aeroplane	Astonish	Behave	Breathe	Century
Afford	Attend	Behaviour	Bribe	Ceremony
Afraid	Attention	Bell	Brick	Chain
Afternoon	Attract	Belt	Broadcast	Chair
Agriculture	Audience	Bend	Brown	Chalk
Ahead	Aunt	Berry	Brush	Charm
Aim	Autumn	Bicycle	Bucket	Cheap
Airplane	Avenue	Billion	Bunch	Cheat
Alike	Avoid	Bind	Bundle	Check
Alive	Awake	Birth	Burial	Cheer
Aloud	Awkward	Bit	Burst	Cheese
Altogether	Axe	Bite	Bury	Cheque
Ambition	Baby	Bitter	Bus	Chest
Amuse	Bag	Blade	Bush	Chicken
Anger	Baggage	Blame	Busy	Chimney
Angle	Bake	Bless	Butter	Christmas
Annoy	Balance	Blind	Button	Civilise
Anxiety	Band	Block	Cage	Clay
Apart	Barber	Boast	Cake	Clean
Apologize	Bare	Boil	Calculate	Clerk
Apology	Barely	Bold	Calm	Clever
Applaud	Bargain	Bone	Camera	Cliff
Applause	Barrel	Border	Camp	Climb

Clock	Curl	Edge	Fool	Heap
Cloth	Curse	Educate	Foot	Hesitate
Club	Curtain	Elastic	Forbid	Hide
Coarse	Curve	Elder	Forgive	Hinder
Coat	Cushion	Electric	Fork	Hire
Coffee	Custom	Elephant	Formal	Hit
Collar	Customer	Empty	Forward	Hole
Collect	Damage	Enclose	Frame	Holiday
Comb	Damp	Encourage	Freeze	Hollow
Combine	Dance	Engine	Frequent	Holy
Comfort	Dare	Entertain	Fright	Honest
Commerce	Deaf	Entire	Fruit	Hook
Companion	Debt	Envelope	Fry	Horizon
Compare	Decay	Envy	Fun	Hospital
Compete	Deceive	Especial	Funeral	Host
Competition	Decrease	Essence	Fur	Hotel
Complain	Deed	Essential	Gallon	Hullo
Complicate	Deer	Evil	Gap	Humble
Compose	Defend	Exact	Garage	Hunger
Confess	Delay	Examining	Gay	Hunt
Confidence	Delicate	Excellent	Generous	Hurrah
Confuse	Delight	Excess	Glory	Hurry
Congratulate	Deliver	Excite	Goat	Hurt
Connect	Descend	Excuse	Govern	Hut
Conquer	Deserve	Explode	Grace	Ice
Conscience	Desk	Explore	Gradual	Ideal
Conscious	Despair	Extra	Grain	Idle
Convenience	Devil	Extraordinary	Gram	Imagine
Conversation	Diamond	Extreme	Grammar	Imitate
	Dictionary		Grand	Immediate
	Dig	Fade	Grass	Immense
Cook	Dinner	Faint	Grateful	Improve
Cool	Dip	False	Grave	Inform
Copper	Dirt	Fan	Grease	Informal
Copy	Disappoint	Fancy	Greed	Informally
Cork	Discipline	Fashion	Greet	Inn
Corner	Discuss	Fasten	Grey	Inquire
Correct	Disease	Fat	Grind	Insect
Cottage	Disgust	Fate	Guard	Inside
Cough	Dish	Fault	Guess	Instant
Courage	Dismiss	Feast	Guest	Instrument
Cousin	Disturb	Feather	Guide	Insult
Cow	Ditch	Female	Guilty	Insure
Coward	Dive	Fence	Gun	Intend
Crack	Donkey	Fever	Habit	Interfere
Crash	Dot	Fierce	Hair	International
Cream	Double	Film	Hall	
Creature	Dozen	Finger	Hammer	Interrupt
Creep	Drag	Firm	Handkerchief	Invent
Crime	Drawer	Flag		Invite
Criminal	Drown	Flame	Handle	Inward
Critic	Drum	Flash	Harbor	Island
Crop	Duck	Flat	Harm	Jaw
Cruel	Dull	Flavour	Harvest	Jealous
Crush	During	Flesh	Haste	Jewel
Cultivate	Dust	Float	Hat	Joke
Cup	Eager	Flood	Hate	Journey
Cupboards	Earn	Flour	Hay	Juice
Cure	Earnest	Fold	Heal	Jump
Curious	Ease	Fond	Health	Key

Kick	Metre	Pardon	Pride	Review
Kilogram	Mild	Parent	Priest	Reward
Kilometre	Mill	Park	Print	Ribbon
Kiss	Milligram	Passage	Prison	Rice
Kitchen	Millilitre	Passenger	Prize	Rid
Knee	Millimetre	Paste	Probable	Ripe
Kneel	Mineral	Path	Procession	Risk
Knife	Miserable	Patient	Profession	Rival
Knock	Mistake	Patriotic	Programme	Roar
Knot	Mix	Pattern	Prompt	Roast
Ladder	Model	Pause	Pronounce	Rob
Lamp	Moderate	Paw	Proud	Rod
Lazy	Modest	Pearl	Pump	Roof
Leaf	Monkey	Peculiar	Punctual	Root
Lean	Motion	Pen	Punish	Rope
Leather	Mouse	Pencil	Pupil	Rot
Leg	Mud	Penny	Pure	Row
Lend	Multiply	Perfect	Purple	Rub
Lesson	Murder	Perform	Push	Rubber
Liberty	Mystery	Permanent	Puzzle	Rubbish
Lid	Nail	Persuade	Qualify	Rude
Limb	Narrow	Pet	Quarrel	Rug
Liquid	Neat	Photograph	Quart	Ruin
List	Neck	Pick	Quick	Rush
Litre	Needle	Pig	Quiet	Rust
Load	Neglect	Pigeon	Rabbit	Sacred
Loaf	Nephew	Pile	Radio	Sacrifice
Loan	Nest	Pin	Rail	Sad
Lock	Net	Pinch	Rain	Saddle
Lodging	Nice	Pink	Rake	Sake
Log	Niece	Pint	Rapid	Salary
Lone	Noise	Pipe	Rare	Sample
Loose	Nonsense	Pity	Rat	Sand
Lot	Noon	Plane	Raw	Satisfy
Loud	Nose	Plaster	Ray	Sauce
Loyal	Noun	Plate	Razor	Saucer
Luck	Nuisance	Plenty	Recommend	Saws
Lump	Nurse	Plough	Refer	Scale
Lunch	Nut	Plural	Reflect	Scatter
Lung	Oar	Pocket	Refresh	Scent
Mad	Obey	Poem	Regret	Scissors
Mail	Ocean	Poison	Regular	Scold
Male	Offend	Police	Rejoice	Scorn
Manage	Omit	Polish	Relieve	Scrape
Map	Onwards	Polite	Remedy	Scratch
Mat	Oppose	Pool	Remind	Screen
Match	Opposite	Postpone	Rent	Screw
Meal	Orange	Pot	Repair	Search
Meantime	Organ	Pour	Repeat	Seed
Meanwhile	Origin	Powder	Replace	Seize
Meat	Ornament	Practical	Reproduce	Seldom
Mechanic	Outline	Practise	Reputation	Self
Medicine	Overcome	Praise	Request	Sentence
Melt	Pack	Pray	Rescue	Severe
Mend	Pad	Preach	Resign	Sew
Merchant	Pain	Precious	Resist	Shade
Mercy	Pair	Prefer	Responsible	Shallow
Merry	Pale	Prejudice	Restaurant	Shame
Message	Pan	Preserve	Retire	Sharp
Messenger	Parcel	Pretend	Revenge	Shave

Sheep	Steam	Thorn	Wake
Sheet	Steep	Thorough	Wander
Shelf	Steer	Thread	Warm
Shell	Stem	Threat	Warn
Shelter	Stick	Throat	Wash
Shield	Stiff	Thumb	Waste
Shilling	Sting	Thunder	Wax
Shirt	Stir	Ticket	Weak
Shock	Stocking	Tide	Weapon
Shoe	Stomach	Tidy	Weather
Shop	Storm	Tie	Weave
Shout	Stove	Tight	Weed
Shower	Straight	Tin	Weigh
Shut	Strap	Tip	Wet
Sick	Straw	Tire	Wheat
Signal	Stretch	Title	Wheel
Silk	Strict	Tobacco	Whip
Sincere	String	Toe	Whisper
Sink	Strip	Tomorrow	Whistle
Skill	Stripe	Tongue	Wicked
Skin	Stuff	Tonight	Widow
Skirt	Stupid	Tool	Wine
Slave	Suck	Tooth	Wing
Slide	Sudden	Tough	Wipe
Slight	Sugar	Tour	Wire
Slip	Suit	Towel	Witness
Slope	Supper	Tower	Wool
Slow	Suspect	Toy	Worm
Smell	Suspicion	Track	Worry
Smoke	Swallow	Translate	Worse
Smooth	Swear	Trap	Worship
Snake	Sweat	Tray	Wrap
Soap	Sweep	Treasure	Wreck
Sock	Swell	Treat	Wrist
Soil	Swim	Tremble	Yard
Solemn	Swing	Tribe	Yellow
Solid	Sympathy	Trick	Zero
Solve	Tail	Trip	
Sore	Tailor	Trunk	
Sorry	Tall	Tube	
Soup	Tame	Tune	
Sour	Tap	Twist	
Sow	Taste	Typical	
Spade	Taxi	Ugly	
Spare	Tea	Umbrella	
Spell	Telegraph	Uncle	
Spill	Telephone	Universe	
Spin	Temper	Upper	
Spit	Temperature	Upright	
Splendid	Tempt	Upset	
Split	Tend	Upwards	
Spoil	Tender	Urge	
Spoon	Tent	Vain	
Sport	Terrible	Veil	
Staff	Thank	Verb	
Stain	Theatre	Verse	
Stairs	Thick	Violent	
Stamp	Thief	Vowel	
Steady	Thin	Voyage	
Steal	Thirst	Waist	